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Department of English



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Teaching English as a Foreign Language (TEFL)*

Exploring the Role of Foreign Language Clubs in Enhancing Linguistic Proficiency and Cultural Awareness among Middle School Learners

By:

- Ms. Asma Madoui
- Ms. Rayane Boussoualim

Supervisor:

- Mr. Mustapha Habitouche

Board of Examiners

President	Mr. Abdenour Benhamimid	University of BBA
Supervisor	Mr. Mustapha Habitouche	University of BBA
Examiner	Dr. Amar Benchamla	University of BBA

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Declaration

We hereby solemnly declare that the work we are going to present in this thesis **“Exploring the Role of Foreign Language Clubs in Enhancing Linguistic Proficiency and Cultural Awareness among Middle School Learners”** is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at the University of Bordj Bou Arreridj.

Date: June 2025

Signature

Miss. Boussoualim Rayane

Miss. Madoui Asma

Abstract

The current study explores the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. To be more precise, the study aims to achieve three main objectives. First, it examines how participation in foreign language clubs impacts students' language skills, including vocabulary acquisition, speaking, listening, reading, and writing. Second, it explores the extent to which foreign language clubs foster cultural awareness and appreciation for diverse cultures among middle school students. Third, it identifies the challenges faced by students in integrating extracurricular language activities into the learning process and to suggest effective strategies for enhancing the impact of foreign language clubs. In order to meet these objectives, the qualitative method approach is adopted; hence, data are collected from the interview directed to English teachers at different middle schools at Bordj Bou Arreridj and a classroom observation done with fourth year middle school students at Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj. The findings displayed that participation in foreign language clubs significantly improved students' linguistic proficiency and cultural awareness. Students demonstrated increased language skills, including speaking and listening, and developed a deeper appreciation for diverse cultures. However, challenges such as language barriers, limited resources, and time constraints were noted, impacting the effectiveness of the clubs.

Key Words: English club, Linguistic proficiency, Cultural awareness, extracurricular activities.

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Dedication

We dedicate this thesis to our families, whose constant support, love, and sacrifices have been the foundation of our journey.

To our parents your belief in us gave us strength, and your encouragement never failed, even in the toughest moments.

To our friends and loved ones thank you for your presence, your patience, and your uplifting words when we needed them most.

To our professors and mentors your guidance and insight shaped our thinking and helped us grow. And to each other for the teamwork, trust, and friendship that made this work possible.

This thesis is a reflection of shared effort, mutual respect, and a journey we are proud to have taken together.

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List of Abbreviations and Acronyms

CA: Cultural Awareness

EA: Extracurricular Activities

EC: English Club

EFL: English as a Foreign Language

L2: Second Language

QCA: Qualitative Content Analysis

SLA: Second Language Acquisition

Q: Question

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General Introduction

Learning a second or foreign language is an art, yet skilled learners intend to master this art best. This entails learning a second or foreign language in non-native contexts under which teaching principles, strategies, and approaches to English instruction are applied to enhance students' diverse linguistic skills, including acquisition, learning, and comprehension, enriching their learning experiences. Therefore, teaching a foreign language requires being both able and knowledgeable about the different aspects of the foreign language and society, and try to convey them as well to language learners. Generally, these abilities and knowledge reflect the linguistic proficiency, sociolinguistic, cultural, and communicative competencies of the language learner. Accordingly, different linguists have acknowledged the importance role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among EFL learners.

Recently, the ability to communicate effectively in multiple languages and appreciate diverse cultures is crucial for learners' competencies and educational growth. Hence, foreign language clubs offer an interactive setting where EFL learners can practice language skills outside the classroom, as well as gaining exposure to different cultures. Thereon, English clubs provide opportunities for learners to develop practical communication skills, fostering a deeper understanding of the language they are learning and the cultures associated with it. Furthermore, limited research shed the light on the effectiveness of foreign language clubs in improving learners' abilities and cultural awareness; however, they are integrated into school curriculums since many students engage in participating in English clubs without fully realizing the benefits in terms of both language acquisition and cultural appreciation. As a result, it is essential to explore how participation in English clubs contributes learners' language skills and cultural diversity comprehension.

The present study aims to fill this gap through exploring the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school students. By investigating the experiences of students and teachers at Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj, the research seeks to highlight the specific benefits and challenges that English club provide as an extracurricular activity. In addition, it provides a comprehensive understanding about how participating in English clubs support learners' language learning and cultural progress.

1. Background of the Study

Recently, foreign language club play a significant role in enhancing linguistic proficiency and cultural awareness among students. Thus, it offers a motivational environment for students to practice language skills beyond the classroom, engage in cultural activities, and develop a deeper understanding of different societies. To support this point, in Ben Afia, J (2006) study mentioned that, "during English club time, children are engaged in hands-on fun activities in keeping with the overall spirit and aim of the Club. Children do word snake puzzles, linking words together. Learners also make things, such as puppets or pictures, related to the topics they are learning about in English" (p.21)

Further, English club has gained popularity, there is limited research focusing on their impact on learners' language acquisition and cultural development. Additionally, previous studies shed the light on the importance of extracurricular activities, such as foreign language clubs, in fostering language skills. In other words, English clubs help students to improve communication skills, enhance their vocabulary, and practice real-life interactions in the foreign language. Whereas, many EFL students may not fully realize the effective benefits of clubs because of the lack of structured guidance or a clear understanding of how these extracurricular

activities support active language learning. Chickering and Gamson (1987) consider active learning as one of the seven principles that constitute good undergraduate education. “Active learning includes different activities such as debates, role-playing, cooperative learning, and discussions. Away from classrooms, active learning activities can be fully implemented and organized in educational clubs, and these clubs should be based on students-selected areas of interest” (as cited in Casy, 2008, p. 285).

In the same vein Astin (1993) posits that getting involved in educational clubs and organizations influences and contributes to the development of college students. Students learn more when they get more involved. Learners who join clubs and organizations have better scores and achieve more than non-members on many aspects such as career planning, cultural integration and academic autonomy, additionally, participating in extracurricular activities, that can be practiced in educational clubs fosters learners' competency and interpersonal relationships. Furthermore, English clubs come in many different shows. What they do all have in common, however, it aimed at providing an opportunity for English language learners to practice using English in a relaxed environment and friendly setting. (as cited in Sheelan & Najim, 2020. p. 286).

On this account, foreign language club can offer a useful contribution for student to practice English in relaxed and effective informal environment. This study is different because it aims to focus on the experiences of middle school students and the role foreign language clubs play in their linguistic and cultural development. In addition, examining both students and teachers' perspectives on how foreign language clubs contribute to language proficiency and cultural awareness, and the challenges students face in these extracurricular activities.

2. Statement of the Problem

Learning is a vital activity in our lives since it is necessary for acquiring knowledge and learning new languages. Accordingly, despite numerous challenges students face in effectively learning English as a foreign language, English clubs serve an important function in allowing students to use and practice English in an informal setting. The role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners remains underexplored, despite their potential benefits. While many schools offer foreign language classes, extracurricular clubs provide an informal and engaging platform for students to practice language skills and immerse themselves in diverse cultural experiences. However, there is a lack of research investigating how foreign language clubs contribute to language acquisition and cultural understanding among students. This study aims to investigate the effectiveness of participation in foreign language clubs in enhancing language use, while fostering greater a global culture.

3. Research Questions and Hypothesis

In order to reach the aforementioned research objectives, the following research questions are raised:

- Q1. How does participation in foreign language clubs influence the linguistic proficiency of middle school students at Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj?
- Q2. To what extent do foreign language clubs improve students' cultural awareness and appreciation for diverse cultures?
- Q3. What challenges do students face while participating in foreign language clubs?

The following hypotheses are formulated as possible answers for the above-asked research questions:

H1. Middle school students who actively participate in foreign language clubs will show greater improvement in their linguistic proficiency.

H2. Students involved in foreign language clubs will demonstrate a deeper understanding and appreciation of different cultures.

H3. Students will report challenges related to language barriers, limited resources, and time management in foreign language clubs.

4. Objectives of the Study

The present study seeks to explore the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. To be more precise, the study aims to achieve three main objectives.

1. Examine how participation in foreign language clubs impacts students' language skills, including vocabulary acquisition, speaking, listening, reading, and writing.
2. Explore the extent to which foreign language clubs foster cultural awareness and appreciation for diverse cultures among middle school students.
3. Identify the challenges faced by students in integrating extracurricular language activities into the learning process and to suggest effective strategies for enhancing the impact of foreign language clubs.

5. Significance of the Study

This study is significant in the academic field and beneficial to educators, researchers, and curriculum developers interested in foreign language learning and cultural education. By examining the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness, the research can provide valuable insights into how extracurricular activities support and complement formal language instruction. The findings can also guide teachers in designing

more effective language programs that integrate cultural immersion and practical language use. Additionally, this study can benefit middle school learners by highlighting the importance of foreign language clubs in developing both language skills and cross-cultural understanding, which are essential in globalized world. Finally, the research can contribute to the improvement of language teaching strategies in foreign language education.

6. Overview of the Methodology

The current research explores the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. For this, we consider that the qualitative method, is the most adequate to carry out this research as an objective and systematic process to describe, explain and interpreted the results obtained from the data gathering tools. Qualitative data are used to categorize textual data into symbols and issues, elicit meaning, and reach conclusions. An interview distributed to a sample of ten (10) middle school EFL teachers. These interviews will focus on teachers' perspectives on how foreign language clubs impact students' language skills and cultural understanding, as well as the challenges and benefits of organizing these clubs as an extracurricular activity. In addition, a classroom observation done with fourth year students at Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj. The responses will be analyzed thematically to identify key trends and insights.

7. Definitions of Key Terms

Extracurricular

It is a special program provided by the school as a student support facility outside of classroom activities. The establishment of extracurricular programs is to provide space for students to develop their talents and interests, and students are free to choose whether they want to participate or not (Astari, & Hadi, 2022. p. 186)

Foreign Language Clubs

It is a program organized by the school to allow students to improve their English. With the English Club, students have more exposure and time in learning English, because they don't get extra time in regular classes (Astari, & Hadi, 2022. p.186)

Linguistic Proficiency

Language proficiency is defined as an individual's skill in language use for a specific purpose, and it can be evaluated through the application of a proficiency test (Gharbavi & Mousavi, 2012). Similar, language proficiency is a multidimensional construct that includes both linguistic and communicative competence. Linguistic competence refers to the knowledge of the rules of a language, such as grammar and vocabulary. Communicative competence refers to the ability to use language effectively in real-world contexts. (Bohra and Khan 2023, p.236)

Cultural Awareness

Byram et al (1991. p.24) claimed in his model of teaching culture: “cultural awareness concerned with non-linguistic dimensions of culture and more focused on the question of change from mono-cultural to intercultural competence”. Further, “Cultural awareness is a term brought from cognitive psychology and become an important concept in the field of FLT as an outcome to use the target language appropriately in different communicative contexts with no conflicts and misunderstanding between people from different social group” (Byram et al, 1991. p. 30)

8. Organizations of the Thesis

The present dissertation contains three main chapters in addition to a general introduction. The general introduction gives a brief account of what is going to be covered in the body of the dissertation and identifies the scopes of the study and some important information concerning the research process. It presents the research objectives, states the significance of the

study, highlights the research questions and hypotheses, and briefly explains the research techniques and methodology. The first chapter, entitled “Literature Review”, explains the main concepts related to the study of foreign language clubs and their impact on linguistic proficiency and cultural awareness. Additionally, it includes the previously conducted studies are laid out. The second chapter, “Research Methodology and Data Analysis”, provides the tools and procedures of data collection and data analysis, Specifically, it describes the interview administered to the middle school EFL teachers, and the classroom observation. The chapter also details the research participants, the sampling method, and the data analysis techniques used to interpret the results. Additionally, it includes the analysis and discussion of the obtained findings through the teachers’ interviews results and classroom observation. In addition, it discusses the findings displayed in relation to the theoretical framework, gives answers to the pre-asked questions, and confirms or refutes the research hypotheses. Finally, chapter three “General Conclusion” sums up the research by highlighting all the main points and findings, pinpoints the limitations of the study, and offers instances for further research.

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Chapter One: Literature Review

Introduction

Learning a second or foreign language is an art, yet skilled learners intend to master this art best. This entails learning a second or foreign language in non-native contexts under which teaching principles, strategies, and approaches to English instruction are applied to enhance students' diverse linguistic skills, including acquisition, learning, and comprehension, enriching their learning experiences. Consequently, foreign language clubs have a significance role in helping students to achieve linguistic proficiency, cultural awareness and learning outcomes. Consequently, English club is a real place where the learning of English is more practical.

In the course of the current discussion, this chapter is theoretical. It includes the main theoretical aspects of the current study. First, it provides learning English as a Foreign Language (EFL) in Algerian context, exploring theories of second language acquisition and the various strategies employed by learners. Also, it focuses on the role of extracurricular activities, specifically foreign language clubs, in language learning. Additionally, the chapter delves into the benefits of these clubs, such as personal growth, confidence, motivation, and social interaction. Moreover, it discusses the integration of cultural awareness into language learning. Furthermore, it explores how these clubs contribute to linguistic proficiency. The chapter concludes by addressing the challenges learners face in participating in English clubs followed by a conclusion.

1.1. Teaching English as a Foreign Language in the Algerian Context

It is in the nature of a living language to evolve, as new inventions require new words, foreign influences enliven the vocabulary, and social changes give people more or less leisure to learn a language. The popularity of the English language as a means of international

communication is constantly expanding, used in various fields and domains of international business, trade, travel, cross-cultural communication, and the field of education, English as a Foreign Language (EFL) is used in contexts where English is neither widely used neither for communication nor as the medium of instruction. Algeria is among the countries where English is taught as a foreign language, coming after Arabic, which is the first language, and French as the second language, deductively. English is taught either as part of the elementary and high school curriculum or in private schools and other educational settings.

Additionally, it is widely recognized that the status of the English language as an international language shapes a strong motive for people to learn that language. In the modern world, English is considered not only a means of communication but also a prerequisite for success in various domains. As a consequence, “the need for English as a foreign language (EFL) education in schools has become a priority worldwide” (Kralova & Lee, 2021. p. 30). Teaching English as a foreign language has witnessed multiple changes throughout history. In recent years, the emphasis of English teaching was on how to use the language for communication as well as knowing the target culture.

In regard to this, Slimani (2016) investigates the status of English as a foreign language in the Algerian teaching context. This study's overarching aim is structured around exploring the various aspects, dimensions, and facts of implementing English, shedding light on its role in developing pupils' mental abilities and skills such as knowledge, comprehension, and evaluation.

To achieve the aim of this study, Slimani (2016) employs a qualitative approach by examining various documents and literature. The results show that despite the importance of English as an international language, it is not well-integrated into Algerian culture and daily life. The learners' performances are hindered by factors such as insufficient time allocated to English

teaching and the scheduling of English classes at inconvenient times, which result in a lack of understanding, comprehension, and weak communication. Nevertheless, some pupils often show their willingness to use English effectively, express themselves fluently, and master different language skills, as well as develop cultural awareness and critical thinking. For future implications, Slimani (2016) suggests giving more attention to reading skills and being aware of the importance of motivation in language learning. Thereby, curriculum developers should be professional, considering the learners' realistic socio-cultural milieu.

Taking forward the importance of English as a language of global communication, the Algerian educational system has long incorporated English as a foreign language, taught in equal to French, which stands as the second language in Algeria for English to be taught in national and educational programs, encompassing elementary, high, and tertiary educational settings.

More recently, curriculum developers have provided a syllabus in teaching English as a foreign language, promoting students' understanding, comprehension, and communication skills. In this regard, extensive research has investigated the crucial role of teaching English as a foreign language in Algerian schools, including the identification of key steps, obstacles, and potential solutions.

1.2. Theories of Language Acquisition

Broadly acknowledged, second language acquisition, or SLA, is the process of acquiring additional languages starting from age 3, like in late childhood, adolescence, or adulthood. Richards and Schmidt (2010) argue, "SLA is the process of acquiring a second or a foreign language, commonly known as a no conscious process of rule internalization resulting from exposure to comprehensible input when the learner's attention is on meaning rather than form." (p. 321). Researchers have conducted many studies exploring the field of second language

acquisition, reaching no substantive conclusion. According to Nunan (2001), SLA consists of the various processes involved in acquiring one or multiple second or foreign languages. The language acquisition process, both its product and process, warrants intensive investigation in real-life and classroom contexts, reflecting researchers' broad interest in this area. Gass and Selinker (2008) confirm that SLA is a relatively young field that needs to be widely expanded and developed; they clarify that:

We are far from a complete theory of SLA, but there is progress. By approaching SLA from a variety of disciplinary perspectives, we have come a long way from pure descriptive studies to research that connects with other disciplines. Researchers need to answer key questions, such as: What is the scope of SLA? What does the study of SLA consist of? It is the study of how second languages are learned. In other words, it is the study of the acquisition of a non-primary language, that is, the acquisition of a language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language. (p. 1)

Over the years, the study of SLA has become intertwined with language pedagogy, surpassing its linguistic-related process to become an instructive-related language. Thus, L2 researchers have emphasized the importance of detangling language acquisition from language pedagogy, focusing on learning rather than acquisition. For instance, the terms acquisition and learning appear to be used synonymously. However, some theorists maintain a contrast between the two terms and understand their differences.

According to Richards and Schmidt (2010), "Theorists use the term learning to mean a conscious process involving the study of explicit rules of language and monitoring one's

performance and use the term acquisition to refer to a no conscious process of rule internalization resulting from exposure to comprehensible input when the learner's attention is on meaning rather than form." (p.312). Hence, understanding this distinction promotes understanding how second languages are learned and taught, as acquisition is often typical of classroom learning in a foreign language context. Since SLA is a multidisciplinary field that is taken from many disciplines, such as linguistics, psychology, and sociology, theorists have distinguished five major theories of SLA, summarized as follows:

1.2.1. The Behaviorist Theory

In harmony with the emergence of language acquisition theories, behaviorism, pioneered by Skinner (1952), has brought new insight into language acquisition, promoting the belief that it is a process of habit formation. Behaviorism is defined as "a theory of psychology that states that human and animal behavior can be studied in terms of physical responses without reference to the mind. It mainly explains how an external event stimulates/motivates an internal behavior." (p. 51). Behaviorism also influenced second language teaching and learning, where students learn dialogues and sentence patterns through mimicry and memorization, assuming that the learner often learns a second language through habits like in the process of learning the first language (Lightbown & Spada, 2013). However, the most controversial behavioristic view indicates that the linguistic habits acquired by individuals as their L1 emerged would have a marked influence on their L2 acquisition. Like Chomsky and others, adherents of generative grammar later rejected this theory (Nunan, 2001).

1.2.2. The Generative Grammar Theory

Generative grammar is a theory first developed by Chomsky in the 1950s that promotes the notion that all humans share an innate language capacity, commonly known as the innatist

theory. This theory generates, describes, or produces all the grammatical sentences of a language and ungrammatical sentences (Richards & Schmidt, 2010). Lightbown and Spada (2013) explain that the generative grammar theory suggests that humans are born with biological structures that are mentally prepared for language acquisition. Thus, exposure to various languages helps children discover underlying rules, preventing incorrect assumptions. However, critics argue that innate knowledge is the ability to learn, not to build the principles of language systems.

1.2.3. The Cognitive Theory

Research on implicit and explicit language acquisition demonstrates a significant connection between cognitive theories of retention, memorization, and other cognitive functions. Richards and Schmidt (2010) mention that cognitive theory studies the mental constructs in the minds of individuals, involving concepts such as hypothesis formation, and intake, interlanguage. More importantly, cognitive theory has been investigated by researchers for decades, gaining prestige over other language acquisition theories since it was first introduced by Piaget (1952). In a more updated resource that reviews this very well-recognized theory, Cherry and Swaim (2023) review the four cognitive development stages of SLA as studied by Piaget (1952) as follows:

- Sensorimotor Stage. Piaget (1952) suggests that the initial developmental stage spans from birth until around the age of 2, allowing children to understand the world through their senses and physical actions.
- Preoperational Stage. In Piaget's (1952) view, the second developmental stage occurs between the ages of 2 and 7 and is normally determined by the emergence of symbolic play.
- Concrete Operational Stage. Piaget (1952) hypothesizes that the third developmental stage starts at age 7 and ends at about age 11, when the child starts to exhibit logical thinking.

- Formal Operational Stage. According to Piaget (1952), children enter the fourth and final stage of cognitive development around the age of 12 and continue developing their abstract thinking and deductive reasoning skills throughout adulthood.

Piaget (1952) concludes that allowing children to explore information independently during early language acquisition promotes the development of problem-solving and critical-thinking skills.

1.2.4. The Comprehensible Input Theory

Unlike the previous language acquisition theory, the comprehensible input theory is more concerned with acquisition (natural settings) than learning (classroom settings). This theory is introduced by Krashen (1982), who emphasizes the learners' need to receive comprehensible input slightly beyond their current knowledge, claiming that it should be simple at the beginning and gradually get more complicated. Richards and Schmidt (2010) argue that providing learners with input slightly above their current level of competence is sufficient for second language acquisition.

Krashen's (1982) very theory emphasizes the fact that if L2 learners understand the message in the language-containing structure, their current level of competence advances step by step, and that structure is acquired. This hypothesis has a marked influence on SLA practice as well as being highly applicable in L2 learning and teaching, where teachers act as the primary source of input in the classroom, so they must simplify their input as much as possible, promoting understanding and comprehension among students (Nunan, 2001).

In brief, SLA theories have yet to research any substantive conclusion as debates are still ongoing concerning each theory's nature, functions, and role in establishing a solid language theory to be followed by language teachers and learners.

1.3. Strategies of Second Language Learning

When applied to second language acquisition, additional dimensions of the well-known field come to light. Much literature has explored this area of research, acknowledging the importance of language learning strategies (students' deliberate thoughts and actions to reach a particular learning goal, Chamot, 2004) in establishing the foundation of SLA. Oxford (1990) coins the term language learning strategies, reflecting upon them as "operations employed by the learner to aid acquisition, storage, retrieval, and use of information; specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." (p.168). The following lines offer a conceptual background for understanding language learning strategies, summarizing Oxford's (1990) six types of strategies:

1.3.1. Cognitive Strategies

Cognitive strategies assist L2 learners in forming associations between new and already existing information, promoting mental restructuring. Examples involve guessing meaning from the context, text analysis, reasoning, systematic note-taking, and reorganizing information. These strategies often involve hypothesis testing and repeating the process (Oxford, 1990).

1.3.2. Mnemonic Strategies

Mnemonic strategies help L2 learners' link new items with already-known ones, such as acronyms, through sounds, body movement, or location. They differ from cognitive strategies in that they do not foster deep associations but relate items in a simple stimulus-response manner. Despite their limitations, they are often the first step in learning vocabulary or grammar rules (Oxford, 1990).

1.3.3. Metacognitive Strategies

Metacognitive strategies are generally applied to help identify learners' interests, needs, and learning styles and determine the value of resources for a given task. They focus on task-related goals, attention, planning, vocabulary review, and relevant materials. These strategies employ alternative strategies, choose effective ones, and monitor language mistakes during the task. Metacognitive strategies include planning, monitoring, questioning, and problem-solving (Oxford, 1990).

1.3.4. Compensatory Strategies

Oxford (1990) contends that “compensatory strategies, even when employed for language use, simultaneously aid language learning: each instance of language use provides an immediate opportunity for incidental learning, which is one of the most important but least researched areas in language learning.” (p.168). Compensatory strategies are often applied to teach L2 speaking and writing as they help learners compensate for knowledge and communication gaps. Examples of compensatory strategies include avoiding saying something the learner would find hard to express or restating something because the interlocutor has difficulty understanding the speaker (Richards & Schmidt, 2010).

1.3.5. Affective Strategies

Affective strategies help L2 learners identify feelings and recognize learning circumstances that evoke them, reducing language anxiety, fear of communication, and learning sabotage. Examples of effective strategies are deep breathing, laughter, positive talk, and praising oneself. Precisely, they benefit anyone learning a language, such as native speakers, teachers, and language classrooms (Oxford, 1990).

1.3.6. Social Strategies

According to Oxford (1990), social strategies help L2 learners communicate effectively, pose questions, ask for help, and enhance their understanding of cultural norms. Examples of social strategies encompass seeking out friends who are native speakers of the target language or working with peers in a classroom setting (Oxford, 1990). Therefore, L2 researchers must highlight the significance of second language learning strategies to teachers and students to overcome learning difficulties and investigate potential obstacles.

1.4. Extracurricular Activities in Language Learning

Extracurricular activities refer to activities that fall outside the standard school curriculum. The concept emerged in the 19th century in European and North American schools, though similar activities, like contests and dramas, can be traced back to ancient Athens and Sparta. Today, extracurricular are used to enhance students' communication, social, and artistic skills. Educators often supervise these activities, guiding students towards specific behaviors and skills to foster personal growth, boost self-confidence, and develop intelligence and personality. Universities offer a range of clubs and organizations, such as academic, athletic, community service, performance groups, cheerleading, social fraternities, sororities, and volunteering opportunities (Achilova R.T., 2022)

In the same vein, Harisiswana, (2017) stated that, “the term "extracurricular activity" refers in its broadest sense to any educational activity which supplements the regular course of classroom instruction. English proficiency has become something that should be mastered in this modern era. The limitations of educational institutions make the students lack mastery of the English language itself. Even though the time or class hours are limited, the teacher should be

able to create a learning atmosphere, as well as a comfortable bilingual environment. So that students can feel the atmosphere of effective English learning” (as cited in Astari, & Hadi, 2022).

Moreover, some schools address this issue by using English extracurricular activities as a "platform" for students to showcase their interests and potential in the language. These activities can create a relaxed English-speaking environment for students. "Extracurricular activities are special programs offered by schools as additional support outside of regular classroom learning. The purpose of these programs is to give students the opportunity to explore and develop their talents and interests, with the freedom to choose whether to participate or not." (Yuliandasari & Kusriandi, 2015)

Ultimately, extracurricular activities are those conducted outside of regular subject hours (beyond the core curriculum), with much of the content also falling outside the standard curriculum. The primary goal is to enhance and develop students' abilities in line with their interests and talents, expand their knowledge, improve social skills, enrich their skill set, and make productive use of their free time, among other benefits. (Azadi, et al, 2015)

1.4.1. Foreign Language Clubs

The concept of a "club" is a global phenomenon. Book clubs provide a space for discussing books, while school or university clubs such as debate clubs, foreign language clubs, and sports clubs—offer members opportunities to participate in activities that align with their interests (Kathleen & Smedley, 2016). Similar, Mouleka (2013) claimed that, “English club is in such a place, pupils entertain only in English. The leader can initiate debate, games, sketches, poem, song, etc” (as cited in Wardatun, 2020, p. 22). This implies that, the English club is an effective alternative for enhancing students' speaking abilities. Additionally, the English club

serves as a platform for students to improve their proficiency in English, particularly in speaking skills.

In other words, the English Club is a conversation forum. A club refers to a group of individuals who gather regularly to engage in a specific activity. In this context, a club serves as a space where students can interact with others to take part in activities, such as those in the English club. Empowerment refers to the process of transforming situations or conditions from being weak or powerless into ones that are strong, effective, or influential. (Ngadimun, et al., 2019, p. 206). In the same context, English club is a media bridging one person with the others in which the purpose is not only to improve their speaking abilities but also to improve students' motivation and build up their confidence to speak as much as possible (Destrianti & Hati, 2018).

To be more specifically, the English club program organized by schools provides students with the opportunity to improve their English, particularly their speaking skills, and offers more chances and time for learning English since regular classes don't provide extra time for this. Another aspect of the English club is to present lesson materials in a more relaxed and concise way. These sessions are often accompanied by games and quizzes, which help warm up and cool down the students, keeping them engaged and focused even in informal settings. During this time, the teacher emphasizes the importance of creating an environment that encourages students to express themselves in English.

Furthermore, an English club is a group activity held three times a week for eleven-year-old children, and it is less formal than a regular primary school class. The focus of the English club is on exposure to the English language rather than developing specific language skills. The activities in an English club are more hands-on, similar to those in a Girl Guide or Boy Scout meeting, as opposed to teacher-led activities in a typical fifth or sixth grade class. During an

English club session, you would see students engaging in creative activities like making things, singing songs, and participating in other fun tasks in English. (Ben Afia, 2006). That is to say, children are encouraged to enjoy singing songs during English club sessions. English club teachers are trained to guide these singing activities in ways that engage children, such as having them clap to the rhythm, use body movements, or sing in rounds.

Accordingly, Astari and Hadi (2022, p. 186) explain that the English club is an extracurricular activity aimed at enhancing students' English skills. Unlike formal English classes, this club operates on a different system where students can choose whether to participate. Therefore, those who join are usually highly interested in English or feel they need more exposure to the language. Similar, “English Club is an organization or extracurricular activity offered by schools or universities. It typically starts with simple tasks, like introducing themselves or defining basic words in their own terms, and progresses to more complex activities such as watching and discussing films or sharing personal experiences. Activities in the English club may include storytelling, speech, and debate competitions. To lead these activities, the club requires an instructor, often an English lecturer from the school or university, or sometimes an external instructor, including native English speakers” (Brown, 2015, cited in Ngadimun, et al., 2019).

The English Club is a form of learning that complements classroom lessons, offering students the chance to practice English in a relaxed and friendly environment. The concept of the English club varies from school to school, designed to meet the specific needs of students. In some schools, the club activities follow structured teaching templates based on modules, which are often repeated and include activities like public speaking, storytelling, listening, reading

comprehension, and writing. Schools that implement this approach typically aim to channel students' interests and prepare them to be competitive.

1.4.1.1. Benefits of Foreign Language Clubs in Language Learning

English club activities are typically offered from elementary school to higher education, aiming to help students develop their talents and potential while fostering a comfortable English-speaking environment. In some schools, the English club has become a platform for preparing students to participate in inter-school competitions, which benefits both the students and the school. These activities are valuable in preventing negative outcomes for students with excess free time and also allow schools to serve as facilitators in guiding students to explore their interests.

1.4.1.1.1. Personal Growth

Essentially, the English club provides an environment where students can express themselves and develop their English skills. Currently, many foreign language students worldwide participate in various Extracurricular Activities (ECAs) to strengthen their proficiency in their target language (Zounhin, 2021). Moreover, language clubs help students overcome language anxiety and improve their oral communication, pronunciation, grammar, vocabulary, flexibility, and fluency in speaking. These clubs also enhance students' ability to memorize words and speak English confidently in public.

According to Galanes and Adams (2013, cited in Septi et al., 2024. p. 43). there are several benefits of being part of a speaking club. They include:

- The English club is more enjoyable than regular classes.
- Students become more passionate and less reserved.
- They receive moral and emotional support to boost their confidence.

- The activities are useful for improving English skills.
- Everyone has the opportunity to speak.
- Students learn new vocabulary, skills, and facts from their interactions.

Loi Dillon (2006, cited in Tran Thi C, T,2018, p.51) added that all learning begins with making meaning and it is something that English clubs can provide because all their activities are aimed at engaging students to be active in the club students who participated in extracurricular activities have higher grades and better attendance. On the ground of this, students who participate in after-school activities tend to perform better academically, as there is a positive correlation between extracurricular involvement, grade point averages, and self-esteem.

Learning English in an English club can significantly improve students' vocabulary. Each session typically includes vocabulary lessons, where teachers introduce five new words for students to memorize, making vocabulary enhancement one of the key benefits of joining the club (Wardatun, 2020).

In summary, joining an English club as an extracurricular activity is a highly effective way to boost students' motivation. It allows them to engage in enjoyable English practice with their peers, increasing their awareness of the importance of effective English communication.

1.4.1.1.2. Confidence

A club serves as a platform that connects individuals, providing a space for everyone to not only enhance their speaking abilities but also to boost their motivation and build confidence (Wardatun, 2020). Similar, according to Astari, & Hadi, 2022)

Foreign club activities encourage students to be freer in their thinking, and will also foster their critical thinking outside the formal classroom. Likewise in a competition, students will not be surprised or afraid when asked by the teacher to

take part in the competition. They will be more confident and active in any activity because they feel they are "ready" and their mentality will be honed day by day. Students will not hesitate to show their abilities, because they are used to practicing in the English club (p. 189)

That is to say, in acting out dialogues, students who participate in the club are more motivated to perform, with higher levels of motivation and self-confidence compared to those who do not take part in the club (Ngadimun, et al., 2019).

In the same vein , Jenni Septi et al , (2024. p. 42) confirmed English clubs offer benefits such as motivating students to engage in authentic English within real-life situations, fostering self-confidence through basic socialization processes, enhancing students' communication skills, and establishing a friendly social atmosphere for student

Moreover, English learning clubs provide a supportive and relaxed environment where students can improve their language skills. These clubs offer feedback and help students build confidence while enhancing their leadership abilities through various activities. Some activities include role-playing, speaking and listening exercises, debates, reading comprehension, games, presentations, conversations with native speakers, immersion trips, theater, films, and video viewings (Zounhin, 2021)

Eventually, the English club is often more enjoyable than regular classes because it fosters a collaborative and supportive learning atmosphere. Students feel more confident as they practice speaking English frequently in the club. Additionally, each student is given the opportunity to practice hands-on during every meeting, and all students agree that they expand their vocabulary significantly through their participation.

1.4.1.1.3. Motivation

Schools have different approaches to creating an environment that encourages speaking English, but the English club serves as an effective platform for students to improve their speaking skills. According to Taylor (1990), language acquisition is influenced by three key factors:

- The language being acquired
- The learner
- The environment in which the language is learned. A child can acquire a language due to their physical ability and cognitive skills. The English club complements regular instruction by motivating students and providing additional practice. The structure and frequency of the club meetings vary, depending on the capabilities and enthusiasm of the students, as well as their ability to benefit from such activities (as cited in Astari & Hadi, 2022. p. 187)

In the same context, Carter and Nunan (2001) suggested that English clubs provide benefits by motivating students to engage in real-life, authentic English situations. Specifically, “the English Club is an extracurricular activity organized by schools to help students practice English outside of formal classes, motivate them, and assist in their language learning. The English club is an extracurricular activity, specifically focuses on English learning. It offers a practical environment where students can actively acquire English skills. In summary, a speaking club serves as a supportive space for students to refine their skills, boost their motivation, and enhance their spoken English practice” (Septi et al., 2024. p. 42).

1.4.1.1.4. Social Interaction

The English club plays a crucial role in fostering a friendly bilingual environment for students and promoting their English language development. While some schools may not yet

offer English clubs as an extracurricular activity, it is important for teachers to recognize their significance. According to Malu Kathleen and Smedley, (2016), “Members also interact collaboratively and cooperatively, practicing English by discussing real-life issues and expressing themselves in the safety of the club environment” (p. 11)

In other words, engaging in English club activities offers students the chance to connect with others who share similar interests and goals, which can boost their motivation and lead to a long-term commitment to an enjoyable activity. Additionally, extracurricular activities help students form positive social connections that encourage them to make healthy life choices (Veltz & Shakib, 2013). Beyond fostering peer relationships, these activities also provide opportunities for students to build bonds with supportive adults (Fredricks, 2011). Further, different extracurricular activities offer varying benefits for social skill development. Group activities enhance teamwork, communication, and relationship-building skills, while individual activities promote independence and motivation (Metsapelto & Pulkkinen, 2012).

In short, participating in extracurricular activities strengthens teamwork, communication, relationships, and a sense of belonging, all of which contribute to students' social development and success in school.

1.5. Cultural Awareness in Language Learning

Culture is a vague concept which covers different aspects of human life and that is why it has become an area of interest and study for a wide range of disciplines. First the origin of the word culture is from the Latin noun culture, from the verb caller, which means to cultivate. Generally speaking culture is usually divided into two major categories culture with capital ‘C’; which includes literature and arts and culture with small ‘c’ and this involves attitudes, values, beliefs, and everyday lifestyles. (Richard & Schmidt, 2002. p. 138)

Essentially, culture is deeply embedded in our identity, and language serves as its most visible expression. A shift from one culture to another can disrupt a person's worldview, self-identity, and ways of thinking, feeling, and communicating. Language and culture are inseparable, and to speak a language fluently, one must think in that language. Language represents the soul of a country and its people. Instead of debating whether culture should be included in foreign language curricula, the focus should shift to how students are immersed in or exposed to culture. (Brown, 1994)

Further, understanding a language goes beyond grammar and vocabulary, encompassing cultural features as well. Effective international communication requires intercultural exchange, which involves navigating cultural differences in areas like silence, tone, and expressions. Language and culture are deeply intertwined, and one cannot be fully understood without the other

On the other hand, cultural awareness is a new concept in foreign language teaching field as its name suggests comprises two elements culture and awareness. This concept has some involvement with some cognitive and behavioral changes. Which helps us to check one's ability to analyze, compare and hypotheses signifies his awareness. this cognitive change refers to the understanding of one's own culture beliefs and behaviors as well as those of the target language culture and manifest them i.e. showing respect to that culture and making a successful conversation with native where one's behavior is expected and accepted for other cultural group as Byram (1997) claimed in his model of teaching culture: "cultural awareness concerned with non-linguistic dimensions of culture and more focused on the question of change from mono-cultural to intercultural competence" (Byram, 1997. p. 24)

Moreover, cultural awareness focuses much more on the learners' attitudes towards the target culture and its people, or as what is referred to by many scholars as: 'cultural sensitivity'. Tomolin and Stempleski (1993, p. 5) defined it as 'the sensitivity to the impact of culturally induced behavior on language use and communication'. Thus, the term refers to learner's knowledge about other cultures in one hand, and in the other hand to develop their empathy, acceptance and appreciation, of the FL culture and their own also to learn how they can deal with cultural differences so that they can move from ethnocentrism to ethno-relativism as well (Bennett, 1993).

To sum up, cultural awareness is a term brought from cognitive psychology and has become an important concept in the field of FLT as an outcome to use the target language appropriately in different communicative contexts with no conflicts and misunderstanding between people from different social groups.

1.5.1. Intercultural awareness and Intercultural Competence

Intercultural awareness is the development of awareness and understanding of one's own and other cultures, intercultural awareness occurs when people no longer assume that their culture's way of looking at things is the best way or the only way, and when people therefore begin to evaluate other perspectives (Yassine, 2006) we adopt the definition proposed by Korzilius and Plank (2007) because it is more practical and understandable when compared with other definitions: "intercultural awareness is the ability to empathize and to dissent. More specifically in a communication situation it is the ability to take on the perspective of conversation partner from another culture or with another nationality and of their cultural background and thus to be able to understand and take into consideration interlocutor's different perspectives simultaneously." That is to say, in general intercultural awareness is the willingness

and ability to realize the need for social changes within an international context as well as to understand the increasing connectivity will be seen as a fluent process of development upon in addition a efforts to improve the situation will need to be undertaken in order to ensure a more globalized social community intercultural awareness is necessary in order to achieve competence in intercultural relations.

Intercultural competence many terms are interchangeably used to have the same meaning like: multiculturalism, cross-cultural adaptation, cross-cultural awareness and global citizenship (Deardoff, 2009. p. 65) Intercultural competence is important in improving the sensitivity and in being self-conscious and presenting his values in an appropriate way intercultural competence is to a language extent the ability to cope with one's own cultural background in interaction with others” (Beneke, 2000. p. 108 -109. as cited in Lazar, 2001. p. 19). First in foreign language teaching/learning intercultural competence has been described as:

- “The ability of a person to behave adequately in a flexible manner when confronted with actions attitudes and expectations of representatives of foreign cultures” (Meyer, 1991. as cited in Cortazzi & Jin 1999. p. 198).
- “The ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships ,and carry out tasks with people of these cultures” (Moran 2001. p. 5. as cited in Lazar 2003. p. 41).

Whereas in literature we can considered intercultural competence as a concept closely related to the individual’s career and the teaching /learning process where it is generally described as the degree of acceptance of others’ cultures. One of the early definitions of ICC was elaborated by Hamer et al (1978 in Deardoff 2004. p. 41) who defines it as: “the ability to manage psychological stress, the ability to communicate effectively, and the ability to establish

interpersonal relationships". That is to say, the individual's ability to control the psychological circumstances in different cultural context which he/ she is not addicted to it, and succeed in making conversation and interacting with others .

In the same vein, Byram (1997) argues that individuals who are "interculturally competent" possess a deep understanding of their own culture and its influence on them, and they can draw connections between how cultural aspects appear in behaviors across different cultures. Byram outlines several features of intercultural competence, including:

- Curiosity and openness towards other cultures
- Understanding social practices and products in both one's own and the target culture
- The ability to relate and explain elements of another culture to one's own
- The ability to apply cultural knowledge in real-world situations
- The ability to critically assess cultural practices and products, both in one's own culture and others.

Therefore, English teachers aiming to foster intercultural competence in their students can create a culturally inclusive classroom environment.

1.5.2. The Importance of Integrating Cultural Learning in Educational Curriculum

Language serves as a means of communication, enabling individuals to interact within society, and conversations occur in specific contexts of time and place. Both second language learners and teachers must understand cultural differences, as incorporating culture-based activities in the classroom helps students become familiar with the target culture. These activities should reflect the cultural values of the target language, depending on each level.

To develop cultural awareness, it is essential for students to distinguish between the cultural norms of the majority in the speech community and individual or group variations.

Students should be encouraged to share insights about their native culture while engaging with foreign-language peers, applying their language knowledge in meaningful, real-world contexts.

Moreover, teaching the target culture should aim to foster cross-cultural communication, achievable through an organized approach that includes both linguistic and cultural aspects of the target culture, helping bridge different cognitive systems (Seelye, 1968)

Language is deeply connected to culture, and exposure to native speakers' utterances, original texts, and images of daily activities will inevitably introduce cultural elements into the classroom. As language reflects social and cultural values, it is crucial to recognize that cultural norms for communication differ across societies, and these differences can lead to misunderstandings. (Brown, 1994)

To tackle communication issues in EFL classrooms, learners must engage with the target culture, while teachers should remain sensitive to students' vulnerabilities to prevent discouragement. Understanding cultural aspects is crucial for adapting to life abroad, but challenges in interpretation and communication highlight the importance of learning both native and target cultures. Moreover, cross-cultural awareness is not limited to verbal communication; non-verbal elements like gestures, posture, and behavior are equally significant and can lead to miscommunication if not understood properly.

1.5.3. The Role of Foreign Language Clubs in Fostering Cultural Awareness

When fostering cultural awareness in the EFL classroom, it is important to remember that a native language is learned alongside the social behaviors and attitudes of the community, which are expressed through that group. According to Ngadimun, et al (2019), “By having communicative competence meaning that the speaker wants someone to do of what they say. They must know the usage of the expression of what they say. For example, they may express a

request if they need help from other people. And as the consequences, people will select the appropriate language expression to express the message or respond as feedback” (p.206). In clubs, English is used as a means to discuss politics, cultural norms, and key community issues. Some clubs, however, simply offer a safe space for members to practice their English skills (Malu Kathleen F, and Smedley B, 2016).

Understanding a foreign culture should enable students to use words and expressions more effectively and authentically, grasp language nuances, and interact naturally with speakers of the other culture. Additionally, it helps students recognize and accept cultural differences and makes foreign speakers feel welcome in the students' own culture.

1.6. Foreign Language Clubs and Linguistic Proficiency

1.6.1. Language Proficiency

In the academic context, language proficiency is essential for communication, academic performance, and personal growth. It refers to an individual's ability to understand and use a language with fluency and accuracy. The goal of second language teaching is to help learners achieve proficiency, which has been described in various ways. Hence, conceptualizing and describing proficiency is crucial in second language learning, it as general language ability and fluency, describing it as the effective use of the language system learned by the student. Carter and Nunan (2001) viewed proficiency as the ability to use the second language for communication, and Richards, Platt, and Platt (1992) defined it as the skill level in using a language, including reading, writing, speaking, and understanding. Proficiency can be assessed through proficiency tests (as cited in Gharbavi & Mousavi, 2012).

Furthermore, proficiency is seen as linguistic substance by a collection of ideas. Two-language proficiency is likely to be provided as what. The notion of competence was based on

phonology, vocabulary, and grammar until around 1970. Semantic, discourse, and sociolinguistic components are all present in competency. Therefore, speech act rules, language functions, and context are included in the concept of language competency in addition to grammatically sound rules. Since the 1960s, it has been evident that a straightforward classification of competency as the "four skills" listening, speaking, reading, and writing has been given, particularly for curriculum design and assessment, in addition to the four skills themselves. (Brown, 2001)

Stem (1991. as cited in Gharbavi & Mousavi, 2012. p .113) assumed that language proficiency range is from zero to full bilingual proficiency. He offers five language proficiency levels:

- Elementary proficiency
- Limited working proficiency
- Minimum professional proficiency
- Full professional proficiency
- Native or bilingual proficiency.

Language proficiency of different groups of second language learners ranges from zero to native-like proficiency.

In other words, the multifaceted concept of language proficiency encompasses both communicative and linguistic skills. The term "linguistic competence" describes the understanding of a language grammatical and vocabulary norms. Effective language usage in everyday situations is referred to as communicative competence. Speaking, listening, reading, and writing are the four primary facets of language ability. The capacity to comprehend spoken words is known as listening. The capacity to generate spoken words is known as speaking. The

capacity to comprehend written language is known as reading. The capacity to create written language is known as writing (Bohra & Khan, 2023).

In short, communication, academic performance, and personal growth all depend on language proficiency, which is a complicated concept. Being able to communicate in a language is becoming more and more crucial in today's worldwide society. Multiple language proficiency has several benefits for its users. As a result, increasing language proficiency is a difficult but crucial undertaking.

1.6.2. The Impact of Foreign Language Clubs on Students' Language Skills

English club activity is a strategy to achieve their skill, students comprehend a conversation accurately; students never get misunderstanding in communication. Students understand what the speaker said and students also understand what students are discussing and how to make a response. In pronunciation, most of students pronounce English vowels and consonants accurately and inaccurately. However, English club help them to enhance pronunciation. To support this point, Wardatun (2020) reported that,

“Students’ way of telling the story concerns with intonation, stress and behavior.

The content of their story is complex. Students also tell based on the parts of story. Students perform their speech fluently, accurately and correctly in pronunciation, intonation and stress though some of students are affected by mother tongue. Students use correct words choices in debate. Students also concern to the grammar. Therefore, students’ performances were very interesting and make a comfortable environment in English Club. “By joining English club students can speak or practice English with their friends easily and improve their vocabulary, grammar and fluency”. (p. 3)

Specifically, speech and storytelling in the context of the English club class will improve both speaking and understanding. Similarly, practicing writing about their own experiences, listening to music, and reading stories may help them develop ideas and concepts that they are unaware of (Astari & Hadi, 2022). On the ground of this, English club as an extracurricular program of English where it contributes to students in developing their speaking skill in the classroom or outside the classroom. Further, “English language club makes an enjoyable and stress-free language learning situation, it can only increase and find its way to a successful outcome and it could be the vehicles to light that spark of interest. Activities of the English club are storytelling, speech and debate competition. Storytelling is a technique of teaching skill” (Ngadimun, et al, 2019. p. 206). In the same vein Malu and Smedley (2016) claimed that:

“The primary goals of English clubs are communicating and practicing English. English club activities may incorporate reading, writing, listening, speaking, and critical thinking; however, the focus of community-based English clubs is on practicing oral language skills speaking and listening to English. In general, members engage in activities relevant to the immediate community or region of a country. These activities may address national concerns or global challenges, and they are more meaningful when they are member-focused” (p. 11).

Eventually, students find foreign clubs enjoyable to share their own experiences during the club activities. It helps students communicate English outside of the classroom by enhancing their grammar, vocabulary, and pronunciation. Consequently, the English clubs’ activities provide interactive learning. For instance, pupils acquire vocabulary through storytelling, as well as practicing speaking in front of others boost club members’ confidence and communication skills.

1.7. Challenges of Foreign Language Clubs

Social clubs offer a framework that promotes students' academic progress as part of the school and teaching program in addition to fostering their physical and mental growth. By taking part in social club events, students develop self-management abilities and develop stronger social interact. Further, social club activities greatly enhance students' research and communication abilities by enabling them to collaborate with one another. Besides having the benefits, English club also have the drawbacks. According to Galanes and Adam (2013. as cited in Wardatun, 2020. p. 25), “firstly, when members of speaking club speak up, some of other members may not give attention to the speaker; also they feel ashamed to talk in front of the class. Then, sometimes the students are not enthusiasm with the materials/topic provided by the teacher. Similar, Çınar (2019) confirmed, student clubs face several challenges in their operation, many of which arise from the inherent nature of club structures. These clubs are temporary organizations that form at the start of each academic year and dissolve at the end. Even if members dedicate their entire school life to a club, they eventually graduate, leading to a constant turnover of members. Students often join different clubs each year, which disrupts continuity and prevents institutionalization. This frequent change of members prevents the development of an organizational culture, traditions, and long-term goals. As a result, member commitment to the club remains weak and the club struggles to become a stable organization.

Additionally, students have to set extra time to study English within the clubs. Fang (2009) claims students will waste both money and time learning English outside of the classroom. In other words, Fang (2009 p. 240 as cited in Azmi, 2020. p. 9) presents that, “a good English teacher should be a good English speaker”. Thereon, although English club enhance

English competency and help in improving students' English skills, students face several challenges within it.

Conclusion

In short, this theoretical chapter has provided a comprehensive overview of the key concepts crucial to the present study. It began by defining teaching English as a foreign language in the Algerian Context, examining both the theories of language acquisition and the strategies of second language learning. The chapter then discussed the role of extracurricular activities in language learning, with a particular focus on foreign language clubs. It explored the numerous benefits of foreign language clubs, including their contribution to personal growth, confidence, motivation, and social interaction. Furthermore, the chapter highlighted the importance of cultural awareness in language learning. Additionally, it examined how foreign language clubs positively impact linguistic proficiency. Finally, the chapter addressed the challenges of foreign language clubs. The subsequent chapter describes the methodology used to conduct the present investigation

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Chapter Two: Research Methodology, Data Analysis & Discussion

Introduction

So far, we have presented in the literature review exploring the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners in depth. The next step in any research is designing the methodology and analyzing data as a practical part. Accordingly, this chapter includes the research design and methodology used in the current study in addition to data analysis. It is, hence, concerned with the methods and procedures used in data collection and analysis procedure. Firstly, it begins outlining of the research design that was followed in the study. Secondly, it describes the qualitative research methods. It also describes the population and sample. After that, it sheds light on the data collection instrument, namely the teachers' interview and classroom observation. Finally, the chapter wraps up with the demonstration, analysis, and interpretation of the results obtained from research tools, as well as referring to the implications, limitations of the study and recommendations for future research.

2.1. Research Design

Several types of methods might be integrated in the process of researching, since the primary goal of this research is exploring the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. Research design refers to a set of techniques and methods that are used to conduct the research study. To support this point, Selinger and Shohamy (1989. p. 157, as cited in Khaldoun, 2008. p. 85) affirmed that, "Research design is based on understanding a steps within the interactive framework of the research, without isolating variables" Research design is an important component of the dissertation to answer the research questions. Then; the research design is the overall strategy for

conducting research which is concise and reasonable plan to solve existing research problems by collecting, interpreting, analysing and discussing data.

In the same vein, Churchill and Iacobucci (2005) give a simple definition to research design as “the blueprint that is followed to complete the study” (p.74). As mentioned before the study employs qualitative approach to collect and analyse data. Accordingly, qualitative research methods provide a deep understanding of the research topic and enhance the validity of the research findings. Similarly, Creswell (2009) expresses that “research designs are plans and the procedures for research that span the discussion from broad “.

Furthermore, a good research design is typically defined by adjectives such as adaptable, appropriate, effective and cost effective. Generally, research design is one that minimizes variance and maximizes the reliability of collected and analyzed data.

2.2. Research Approach

Creswell (2009) asserted the importance of illustrating the research approaches as an effective procedures and strategies to increase the validity of academic research. He defined research approaches as they are “plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation” (Creswell, 2009. p. 3). According to him there are three research approaches which are quantitative approach, qualitative approach, and mixed method approach. In addition to that, Fred and Perry (2005) claimed that quantitative and qualitative approaches represent different ends on a continuum. Therefore, a qualitative approach is applied in this study. Additionally, certain research can be approached only through one method because of the nature of its data, which varies at different stages of the study. For that, using qualitative approach can help to avoid the biases and limits of individual approaches.

Considering that our study belongs to the field of descriptive studies that aims “to accurately and systematically describe population, situation or phenomenon” (Mccombes, 2022, p.1), we adopted the qualitative approach, this means that the research will be using qualitative research methods for the collection and analysis of data. Moreover, qualitative research allows for a deeper understanding of the importance of research topic.

Qualitative data are analyzed depending on thematic interpretation. According to Nunan (1991. p. 55), “qualitative method is characterised via way of means of verbal descriptions as its statistics, it really works to find data from data-wealthy sample, and it entails frequencies of incidence of members` beliefs, opinions, attitudes and motivation which can be explored, analyzed, and interpreted via way of means of a few statistical strategies”.

That is to say, qualitative research is non-statistical, which is based on interpretations generated from the interview. In addition, qualitative method enables researchers to gather in-depth contextual information by asking open-ended, flexible question, or by close observation of events situations circumstances being studied. Thereon, the qualitative strategies are an interpretative method, which tries to benefit perception into particular behaviours associated with a positive social phenomenon through the evaluation of members` subjective reports. Additionally, Lee (2012) demonstrates,

Qualitative analysis is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations The strength of this research method is its ability to provide complex textual descriptions of how people experience a given research issue (p. 1).

In addition, through this method the researcher is able to construct hypotheses through addressing questions like how, why, in what way, so it helps the researcher to watch the participants' reports and realities from the topic perspective.

2.3. Research Settings

To investigate the topic, it is very important to identify the setting of the work in order to trace an organized path for collection of the required data; we have distributed questionnaires and conduct an interview with EFL teachers at Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj for the academic year 2024/2025. The intended population under investigation were chosen in order to obtain information about students and teachers attitudes towards the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness.

Additionally, the middle school hosts approximately 561 students across different levels (first, second, third, fourth year). It also employs 28 teachers who are responsible for delivering and teaching various subjects. This research was designed as a case study focusing on all the levels of EFL students; specifically we work with a sample of 40 students. Further, structured interviews were conducted with three EFL teachers, for this reason, the teachers' insights are highly relevant to the research. This setting was selected because it aligns with the objectives of the study. Familiarity with the middle school and its academic environment helped ensure smooth access to students and teachers, which contributed to an effective data collection process. In addition, Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj is known for its integration and design of English clubs within the curriculum, therefore, it provides a suitable environment to explore role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among learners. Moreover, the students involved in participating in English

clubs that help them to enhance cultural awareness, language skills and proficiency. This fact reinforces the relevance of the topic under investigation.

2.4. Population and Sampling

Sampling is a very important step in any investigation, in different words, “sampling is selected few part from the whole population of the study in order to find answers of the research questions and suggest the solution for the statement problem ”(Thompson, 2012, p.1). In the same line, Acharya et al (2013) stated that a sample is “a subset of the population selected so as to be representative of the larger population.” (p. 330). Kothari (2004) emphasizes the benefits for sampling as follow:

- Sampling can keep time and money.
- Sampling can also additionally allow greater correct measurements for a pattern examine is commonly performed with the aid of using educated and skilled investigators.
- Sampling stays the simplest manner whilst population includes infinitely many members.
- Sampling stays the simplest preference whilst a check includes the destruction of the object below examines.
- Sampling typically permits to estimate the sampling mistakes and, thus, assists in acquiring statistics regarding a few function of the populace (p. 122)

Given the present study, the target population are fourth year middle school students at Sallah Abdelli Middle School in Ras El Oued, Bordj Bouriridj. Moreover, we have opted for random sampling which is the most straightforward method of gathering data from the entire population chosen. The sample was required for a classroom observation to fulfil the aim of our research. In addition, we dealt with a homogeneous sample composed of (25) students are chosen for the observation and ten (10) EFL teachers are chosen for the interview.

Random selection enables us to explore the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among learners, ensuring that our sample is immediately relevant to our research issue. This resulted from the random sample of middle school teachers being questioned in-depth about their attitudes towards the topic under investigation. The interview is useful to check, test, and explain the validity of the data collected about the topic.

2.5. Data Collection Procedure

To collect data there are two main data collection procedure which are an interview and classroom observation. Procedure is defined by Griffe (2012) as “the means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted” (p.128). For this study, it is necessary to use the interview and classroom observation because they are more adequate to gather information; the research mainly based on definitions, descriptions, and comparisons; it is useful to provide clear views with a minimum of time and effort.

According to the importance of the interview is another very popular data collection method. “In interview method, two persons (the interviewer- the respondent) directly (face-to-face) or indirectly (over telephone) purposefully interact, the interviewer asks questions and the respondents provides responses” (Manohar, 2004. p. 29).

2.5.1. The Teachers Interview

The interview is a useful data collection method, as it is known in social research there are a various type of interview among them structured and semi structured interview. According to Cohen and Manion (1994. p. 35), the interview “as a method used between two persons, with the interviewer aiming to collect views and attitudes of the interviewees concerning a specific topic.” As it is known in social research, the interview is an important and essential data

collection method that is widely used by researchers. In the present study, the researcher adopted a structured interview to collect teachers' perception about the the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. Gillham (2000, p.01) viewed: A conversation usually between two people. But it is conversation where one person- the interviewer- is seeking responses for a particular purpose from the other persons: the interviewee.

In this study, this tool is adopted as a follow up to the classroom observation, and to test the stated hypotheses. Furthermore, “structured interviews are one of the most common qualitative methods. One reason for their popularity is that they are very effective in giving a human face to research problems” (Mack et al., 2005. p. 29). That is to say , a structured interview is a standardized questioning method where all participants are asked the same set of questions in the same order, ensuring consistency and facilitating comparison of responses. Thus, the interview can be a good step for checking, investigating, and analysing the data gathered about the subject.

The present study involved an interview which is based on what was dealt within the theoretical part of this research. The interview was conducted with EFL teachers at Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj. Additionally, we gave sufficient time for the respondents to express their opinions, share their views and make comments on the topic under investigation. The interview was conducted with ten (10) EFL teachers; they contributed to the study by answering the questions, reporting experiences, commenting, and giving suggestions. The interview consists of fifteen (15) questions, which are either directly or indirectly related to the research. The questions are open-ended, which provides the freedom of responses as to gain more detailed answers and to gather information on our subject.

Before administering the interview, there is an important and necessary stage which is the piloting stage. It was used to determine whether the questions were well-organized, appropriate, and clear and provided in a suitable manner (Zailinawati et al, 2006).

That is to say, in piloting, the reliability and validity is important for checking the growing and comprehensibility of the raised questions. Accordingly, the interview was first piloted with (2) teachers before its administration to the sample of middle school teachers. The piloting stage allowed the researchers to detect and correct mistakes. After piloting the interview, we did not make any changes; we ensure that the questions were clear and required no modifications since the two teachers answer them easily.

2.5.2. Classroom Observation

Classroom observation is an inexpensive method for discovering more detailed about students' behaviours and uses of existing spaces. Additionally, observation can lead the researcher to new information about the participants where everything is presented to the observer directly and in front of him or her. The primary purpose of observations is to describe.

Essentially, certain types of research can best be investigated through observing how people act or to watch what they do, that is why, it was tremendously important to make an observation in a concrete classroom setting, because "observation seems to be pre-eminently the appropriate method for getting the correct answers ... direct observation in the field permits a lack of artificiality which all too rare with other techniques" (Robson, 2002. p. 310). Accordingly, a major advantage of observation as a technique is its directness therefore by observing people we can watch what they do and we listen to what they say which support this research that discuss the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness.

Moreover, the observation technique provides a chance for getting more reliable data in this sense, Chaudron (1998. p. 772) affirms that, “The data obtained from observation are demonstrably extensive and informative”. In a similar view Denscambes (2014. p. 215) believes that “observation does not rely on what people say they think, instead it is based on the premise that, for certain purposes it is best to observe what actually happens”. It is clear that observation is a process to observe the research subject and themes that is related with sample activity, moving or working process.

The observation is with fourth year students at Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj the sample is (25) pupils observed, the selection of such sample was based on the consideration that the middle school includes an English club.

Furthermore, self-designed checklist consists of three tasks, which are arranged in logical way. In addition, it includes a role play, debate and bingo game. The classroom observation provides a comprehensive understanding of the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness.

2.6 Data Analysis Procedures

According to Schwandt, (2015) data analysis “is the activity of making sense of, interpreting, and theorising data. Analysis begins with the processes of organising, reducing, and describing the data and continues through the activity of drawing conclusions or interpretations from the data, and warranting those interpretations.” (as cited in Lukenchuk, 2017. p. 57). This will be applied through our data analysis to organise, interpret, and explain the data in particular and the full work in general in the most academic and respected way.

As Lukenchuk (2017) highlights further the importance of data analysis process as follows: “Data analysis is the heart of each research project.” (p. 57). For this reason, the

researcher made sure to deal with this part, particularly in the most cautious manner. Thus, this part reflects the importance of data analysis in every step is taken to approach the interpretations, findings, and conclusions.

In this sense, the obtained data in the teachers' interview and classroom observation were analysed using "Qualitative Content Analysis" (QCA) with the aim of exploring the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. To reach this aim, QCA was used to categorize the data into different themes. Hsieh and Shannon (2005, p. 1278) assert that QCA is "a research method for subjective interpretation of the content of text data through a systematic classification process of coding and identifying themes or patterns".

Put differently, qualitative content analysis is applied in order to categorize textual data into issues, elicit meaning, and reach conclusions. Therefore, QCA was used in order to analyze the qualitative data obtained from the teachers' interview and classroom observation. We have read and reread the teachers' answers to analyse deeply the open-ended questions of the interview.

2.7. Display and Analysis of the Teachers Interview Findings

Section A: Teachers' Experience in Foreign Language Clubs

The first section of the interview included five questions that seek to gather information about teachers' gender, experience in teaching English at middle school level and their experience with foreign language clubs. The teachers' responses to each question are provided below.

Q1. Gender

The purpose of this question was to identify the gender distribution among the interviewed participants. This helps the researcher to understand whether the responses represent a balanced perspective or are more reflective of one gender's experience in the context of foreign language clubs. The results show that the majority of the participants are female. Out of ten participants, seven are female and three are male. The participation of both genders aid for some variation in viewpoints. Their answers are listed as follows:

Participant 1 claimed: Female

Participant 2 claimed: Male.

Participant 3 claimed: Female

Participant 4 claimed: Male

Participant 5 claimed: Female

Participant 6 claimed: Female

Participant 7 claimed: Female

Participant 8 claimed: Female

Participant 9 claimed: Male

Participant 10 claimed: Female

Q2. How long have you been teaching English language at middle school level?

The purpose of this question was to discover the participants' level of experience in teaching English at the middle school level, which helps provide context for interpreting their views on the role of foreign language clubs. The participants' responses reveal a wide range of teaching experience, ranging from 6 years to 23 years. This diversity in professional experience is beneficial for the study, as it ensures that the responses reflect perspectives from both relatively newer and highly experienced teachers. Such variety adds depth to the findings,

especially when considering how teaching experience may influence opinions on language learning strategies and cultural exposure. Their answers are listed as follows:

Participant 1 claimed: 07 Years

Participant 2 claimed: 15 years

Participant 3 claimed: 20 years

Participant 4 claimed: 12 years

Participant 5 claimed: 8 years

Participant 6 claimed: 10 years

Participant 7 claimed: I have been teaching English language for 6 years

Participant 8 claimed: 23 years

Participant 9 claimed: 12 years

Participant 10 claimed: 18 years

Q3. Do you involved with foreign language clubs at your school?

The purpose of this question was to determine the extent to which teachers are engaged in foreign language clubs at their schools. This is essential to evaluate the relevance and accuracy of their insights regarding the role of these clubs in enhancing linguistic proficiency and cultural awareness. The responses indicate that almost all participants are actively involved in foreign language clubs, particularly English clubs, either as coordinators, supervisors, or regular participants. Other teacher reported occasional involvement, while the rest affirmed consistent participation or leadership roles. This high level of engagement is advantageous for the research, as it suggests that the participants have practical and sustained experience with foreign language clubs, thus making their opinions well-informed and credible. Their answers are listed as follows:

Participant 1 claimed: Yes, I am involved

Participant 2 claimed: Yes, I have been running the English club for 10 years.

Participant 3 claimed: Yes, I've always been involved in the English club.

Participant 4 claimed: Yes, I have always been actively involved in the English clubs at my schools.

Participant 5 claimed: Yes, I have been involved in English clubs throughout my teaching career.

Participant 6 claimed: Occasionally I participate.

Participant 7 claimed: Yes

Participant 8 claimed: Yes, I have been coordinating the English Club for the past 5 years.

Participant 9 claimed: Yes, I supervise the foreign language club activities every semester.

Participant 10 claimed: Yes, I always participate

Q4. Do you think foreign language clubs play an important role in the language learning process for middle school students?

The purpose of this question was to explore teachers' perceptions of the effectiveness and impact of foreign language clubs on middle school students' language acquisition. All ten participants agreed that foreign language clubs play a valuable role in enhancing students' language learning experiences. Their responses emphasized the clubs' ability to offer relaxed, enjoyable, and supportive environments where students can practice English outside the formal classroom setting. Teachers highlighted benefits such as increased motivation, practical communication skills, cultural exposure, and opportunities to reinforce the four language skills speaking, listening, reading, and writing. The unanimous agreement among the participants

reinforces the idea that foreign language clubs are a meaningful complement to classroom instruction. Their answers are listed as follows:

Participant 1 claimed: Yes, I think so.

Participant 2 claimed: Absolutely. They give students a chance to practice English in a fun, relaxed way outside the classroom

Participant 3 claimed: Absolutely! They give students a fun, relaxed way to practice and improve their skills outside the classroom.

Participant 4 claimed: Yes, absolutely. They give students a chance to use English in a fun and natural way outside of the classroom.

Participant 5 claimed: Yes, they are very important because they give students extra practice and make learning more enjoyable.

Participant 6 claimed: Yes, I believe they provide a supportive environment for practice and cultural exposure.

Participant 7 claimed: Absolutely, they offer a relaxed environment where students can apply what they learn in class.

Participant 8 claimed: Yes, clubs foster practical communication skills and increase students' motivation to learn.

Participant 9 claimed: Of course; they play a significant role in developing students language skills by creating a platform for them to practice speaking; listening; reading and writing outside the classroom

Participant 10 claimed: Yes, they provide a supportive environment for students to explore the language beyond textbooks, making learning more meaningful and enjoyable.

Q5. What types of activities do you organize within the foreign language club?

The purpose of this question was to identify the specific activities implemented in foreign language clubs and to assess how these activities contribute to the development of linguistic proficiency and cultural awareness among students. The participants reported a wide range of engaging and educational activities designed to enhance language learning in an enjoyable and meaningful context. Commonly mentioned activities included debates, storytelling, role-plays, language games, film screenings, and cultural celebrations. Several teachers also noted more creative and interactive formats such as drama performances, cooking traditional recipes, singing, and even inviting native speakers. These responses reflect a strong emphasis on communicative, experiential, and culturally rich practices that not only reinforce classroom learning but also expose students to authentic and diverse uses of the language. Their answers are listed as follows:

Participant 1 claimed: Reading fairy tales and literary books, creating a school newspaper, and cooking traditional recipes.

Participant 2 claimed: We organize conversation corners, themed vocabulary games, cultural storytelling, and occasional film viewings with discussions.

Participant 3 claimed: We do debates, role-plays, watch English movies, sing songs, and sometimes invite native speakers to talk to the students.

Participant 4 claimed: We do debates, storytelling, movie discussions, role-plays, and sometimes cultural celebrations like English tea parties or Halloween events.

Participant 5 claimed: We organize drama plays, spelling bees, English conversation corners, storytelling sessions, singing contests, and cultural days.

Participant 6 claimed: I organize games, role-plays, singing sessions, storytelling, and small writing contests.

Participant 7 claimed: We organize language games, debates, storytelling, role plays, watching English movies, cultural days, and conversational practice sessions.

Participant 8 claimed: I often select a fun and engaging activities “Learning via games” that make Learning English more enjoyable

Participant 9 claimed: We do storytelling, debates, spelling bees, and drama performances.

Participant 10 claimed: I organize language games, cultural days, film screenings, and reading circles.

Section B: Impact of Foreign Language Clubs on Linguistic Proficiency and Cultural Awareness

Q6. In your experience, how do foreign language clubs help improve students' linguistic skills outside of the regular classroom?

The purpose of this question was to examine how foreign language clubs contribute to students' language development beyond the formal classroom environment. The responses show a strong consensus among participants that these clubs significantly enhance linguistic proficiency, especially in speaking and listening. Teachers noted that the informal, pressure-free atmosphere of the clubs encourages students to practice English more freely, which helps to reduce shyness and build confidence. EFL teachers' responses emphasized that learners acquire vocabulary and expressions naturally through authentic, meaningful interaction. They highlighted that the relaxed setting allows for greater student engagement and practical use of the language, reinforcing what is taught in class. Thereon, the teachers viewed foreign language clubs as effective spaces for promoting fluency, improving comprehension, and fostering communicative competence. Their answers are listed as follows:

Participant 1 claimed: I would believe that reading fairy tales would rich learner's vocabulary also enhance their speaking skill. Learner's would reinforce their confidence outdoor classroom and fight their shyness.

Participant 2 claimed: Students speak more freely because there's no pressure of grades. They learn new words and phrases naturally.

Participant 3 claimed: They give students more exposure to natural conversation and allow them to use the language in real-life, meaningful contexts, which reinforce what they learn in class.

Participant 4 claimed: Students speak more freely because there's no pressure of grades. They listen to each other and learn new words naturally.

Participant 5 claimed: Clubs give students a relaxed environment to practice speaking and listening without the fear of making mistakes, which helps them become more fluent and confident.

Participant 6 claimed: Students get more chances to speak and listen in a relaxed environment, which helps them improve faster.

Participant 7 claimed: They offer authentic language use opportunities, increase fluency through practice, and boost confidence in speaking, listening, reading, and writing skills.

Participant 8 claimed: Certainly, these clubs create a relaxed atmosphere where learners can actively use their language compare to traditional classrooms.

Participant 9 claimed: Students practice speaking and listening in real-life scenarios, which boosts their confidence and fluency.

Participant 10 claimed: It allows students to interact in English informally, helping them pick up vocabulary and expressions naturally.

Q7. Do you believe that the activities in foreign language clubs enhance students' language skills (speaking, listening, reading, and writing) abilities? Please explain.

The purpose of this question was to explore whether teachers perceive the activities conducted in foreign language clubs as effective tools for developing students' four core language skills speaking, listening, reading, and writing. All participants responded affirmatively, indicating strong belief in the clubs' educational value. Many emphasized that these activities offer students a relaxed and engaging environment, which is particularly beneficial for shy or introverted learners. Teachers noted that practical tasks such as skits, role-plays, games, songs, film discussions, and creative writing not only make language learning more enjoyable but also promote the integration of skills in meaningful contexts. EFL participants highlighted that speaking and listening are particularly well developed through these activities, while others also pointed to the reinforcement of vocabulary, reading comprehension, and writing through collaborative and creative exercises. Hence, the responses underline the interactive nature of club activities in supporting language development. Their answers are listed as follows:

Participant 1 claimed: Yes, I do believe. Because learners would be in their comfort zone so they would feel more free and comfortable to learn more especially for the introverted learners.

Participant 2 claimed: Yes, because these clubs focus on practical usage. For instance, students write and perform skits, which develop writing and speaking, while games and films improve listening and vocabulary.

Participant 3 claimed: Yes, especially speaking and listening. For example, during role-plays, they practice conversations, and when we watch movies, they improve their listening skills.

Participant 4 claimed: Yes, especially speaking and listening. For example, during role-plays, they practice conversations, and during movie discussions, they work on comprehension.

Participant 5 claimed: Yes, because students are exposed to real conversations, creative writing activities, and listening tasks like songs or short movies. All these improve their overall language skills naturally

Participant 6 claimed: Yes, because the activities are fun and practical. Students practice all skills without feeling pressured like in exams.

Participant 7 claimed: Yes, because the interactive nature of club activities encourages spontaneous use of the language, which helps students internalize grammar and vocabulary. Also, tasks like writing scripts, reading role plays, and group discussions target multiple skills in an integrated way.

Participant 8 claimed: I highly appreciate this question. Well, For example speaking; we engage students in role plays, and group discussions in multiple topics which allow them to practice fluent speech and release their English so instead of learning grammar rules they apply them in real communication; Moreover, in our clubs, we organize creative fun writing tasks such as games puzzles, cross words, and vocabulary challenges that help reinforcing words in memorable way

Participant 9 claimed: Yes, because our activities are balanced and engage all four skills through practical use and peer feedback

Participant 10 claimed: Definitely, especially speaking and listening; students get far more chances to communicate than in a typical classroom setting.

Q8. How do you think participating in a foreign language club affects students' attitudes toward learning the language?

The purpose of this question was to understand how involvement in foreign language clubs influences students' emotional and psychological approach to learning a language. All participants agreed that participation in such clubs positively affects students' attitudes. Commonly mentioned benefits included increased motivation, confidence, enjoyment, and reduced anxiety particularly among shy or hesitant learners. Teachers observed that students begin to perceive English not merely as an academic requirement, but as a valuable tool for real communication and connection. This perspective was often associated with improved engagement and willingness to take risks in language use. Furthermore, some teachers pointed out that the collaborative and interactive nature of club activities fosters a supportive environment; promoting teamwork and helping students develop a more positive, open attitude toward language learning. Their answers are listed as follows:

Participant 1 claimed: Participating in these clubs would raise their confidence and fight their fear.

Participant 2 claimed: They become more confident and motivated. Many shy students start speaking English without fear.

Participant 3 claimed: It shifts their perception of the language from a subject to pass to a tool for communication and connection, which increases motivation and curiosity.

Participant 4 claimed: They become more confident and interested. Many shy students start speaking up because it feels like a safe space.

Participant 5 claimed: Students become more motivated and interested. They see English as something fun and useful, not just a school subject.

Participant 6 claimed: It makes them more confident and excited to learn

Participant 7 claimed: It makes students more motivated and interested, reduces fear of making mistakes, and encourages a positive view of language learning as fun and useful.

Participant 8 claimed: It increases motivation and promotes teamwork and collaboration through group activities and discussions.

Participant 9 claimed: It makes language learning fun and interactive, so students become more enthusiastic and confident.

Participant 10 claimed: I've seen students become more self-motivated and less anxious about making mistakes.

Q9. What cultural awareness activities do you incorporate into the foreign language club, and how do you believe these activities benefit students?

The purpose of this question was to identify the cultural components integrated into foreign language clubs and to assess their perceived impact on students' cultural awareness and personal development. All participants reported organizing various culturally themed activities that expose students to traditions, customs, and lifestyles from English-speaking and other countries. Common activities included international food days, presentations on countries or cultural festivals, guest speakers, pen-pal exchanges, and viewing cultural films. Some teachers also mentioned creative tasks like crafts, drawing, or woodwork to support cross-cultural appreciation through hands-on experiences. The benefits highlighted by teachers include increased respect for cultural diversity, a broader worldview, and a deeper, more contextualized understanding of the language. Several teachers emphasized how such exposure fosters tolerance, curiosity, and open-mindedness among students, making the language learning experience more meaningful and connected to real-world contexts. A few also acknowledged

challenges, such as language barriers during international exchanges, but still valued the activities for the intercultural dialogue they promote. Their answers are listed as follows:

Participant 1 claimed: Drawing, painting wood working, and hand crafts making. These would improve academic performance and build confidence and self-esteem.

Participant 2 claimed: We host international food days, country-themed presentations, and pen-pal exchanges with students abroad. These help students appreciate diversity and connect language to real cultures and people.

Participant 3 claimed: Traditions from English-speaking countries, and compare them with ours. This helps students understand different cultures.

Participant 4 claimed: We celebrate festivals like Thanksgiving or watch films from English-speaking countries. It helps them understand the culture behind the language.

Participant 5 claimed: We celebrate international festivals, do presentations about different English-speaking countries, and invite guest speakers. These activities open students' minds and make them more respectful of other cultures.

Participant 6 claimed: We celebrate cultural days, learn about traditions, and watch videos about other countries. This helps students understand and respect different cultures.

Participant 7 claimed: Presentations, cooking traditional dishes, celebrating cultural festivals, and watching films. These activities increase students' cultural understanding and appreciation, making language learning more meaningful and contextually rich.

Participant 8 claimed: We had created discussion s groups with foreign schools This process serve as dynamic platforms to express and understand the cultural diversity but we had faced a problem of understanding foreign learners because it is not their mother tongue

Participant 9 claimed: We celebrate international festivals and organize virtual exchanges with schools abroad; this broadens students' perspectives.

Participant 10 claimed: Cultural presentations, food days, and guest speaker sessions help students appreciate diversity and respect other cultures.

Q10. In your opinion, what is the most significant advantage for students who are involved in a foreign language club?

The purpose of this question was to identify what teachers consider the greatest benefit students gain from participating in foreign language clubs. The responses reveal a clear consensus: increased confidence in using the language is viewed as the most significant advantage. EFL teachers highlighted how students become less afraid of making mistakes and begin to communicate more freely and naturally in English. Additionally, several teachers noted the importance of cultural awareness and real-world application, emphasizing how club activities help students develop not only linguistic skills but also a sense of global citizenship and intercultural understanding. A few responses also mentioned improved self-expression and communicative competence as key benefits. All EFL teachers agreed that these clubs play a vital role in creating a supportive and engaging environment where students grow both linguistically and personally. Their answers are listed as follows:

Participant 1 claimed: Obtaining a high level of awareness and confidence

Participant 2 claimed: Confidence, they stop being afraid of making mistakes and start using English in real life

Participant 3 claimed: The most significant advantage is improved confidence in using the language and a stronger sense of global citizenship.

Participant 4 claimed: Confidence, they start enjoying the language.

Participant 5 claimed: Building self-confidence when using the language and developing a real-world understanding of different cultures.

Participant 6 claimed: They become more confident in using English and develop an open mind about other cultures.

Participant 7 claimed: communicative competence and cultural awareness, which motivates further learning and intercultural understanding.

Participant 8 claimed: I think students who are involved in this club gain confidence in their skills abilities as well as express themselves more freely

Participant 9 claimed: The increased confidence in using the language naturally

Participant 10 claimed: Exposure to real-world language use and cultural context

Q11. Have you observed any changes in students' language proficiency or cultural awareness after they have participated in foreign language club activities?

The purpose of this question was to assess whether teachers have noticed tangible improvements in students' language abilities and cultural awareness as a result of their participation in foreign language clubs. All teachers responded affirmatively, noting various positive changes in both linguistic proficiency and cultural understanding. A recurring theme among the responses was increased confidence, particularly in speaking and class participation. Teachers specifically mentioned improvements in pronunciation, speaking fluency, and comprehension, as well as greater curiosity and interest in other cultures. Teachers also observed that shy students became more engaged, some even assisting their peers a strong indicator of personal and academic growth. Others highlighted the use of idiomatic expressions and deeper classroom discussions as signs of improved language command and cultural awareness. EFL teachers' responses confirm that foreign language club activities contribute significantly to

enhancing both language performance and intercultural competence. Their answers are listed as follows:

Participant 1 claimed: Yes, especially in terms of being highly confident.

Participant 2 claimed: Yes, students tend to participate more in class discussions and demonstrate a deeper understanding of different cultural perspectives.

Participant 3 claimed: Yes, many students improve their pronunciation and learn about other cultures, which make them more open-minded.

Participant 4 claimed: Yes, their pronunciation improves, and they ask more questions about different cultures.

Participant 5 claimed: Yes, many students show improvement in speaking fluency and pronunciation, and they also become more curious about the world beyond their own culture.

Participant 6 claimed: Yes, students speak more fluently and show more interest in learning about other countries

Participant 7 claimed: Students show increased confidence in speaking, better comprehension, and a more profound understanding of cultural differences.

Participant 8 claimed: Yes, they had improved self-esteem toward English learning and overcome their fear of making mistakes

Participant 9 claimed: Yes, several students who were shy now actively participate in class and even help their peers.

Participant 10 claimed: Definitely, students become more open-minded and often use idiomatic language more accurately.

Q12. What challenges do you face in foreign language clubs?

The purpose of this question was to identify the difficulties teachers face when organizing foreign language clubs. The responses reveal a range of challenges, with several common themes emerging across the interviews. A significant issue mentioned by EFL teachers was time constraints, both in terms of scheduling activities and the limited planning time available due to other school responsibilities. Additionally, teachers noted difficulties in maintaining regular student participation, often due to inconsistent attendance or lack of motivation, particularly during busy periods like exam times. Additionally, many teachers expressed concerns about limited resources, including materials, support from administration, and access to technology. This was further compounded by the diverse language proficiency levels of students, which made it challenging to design activities that catered to all learners effectively. Some teachers also mentioned the issue of managing large club membership numbers and the challenges posed by varying student engagement levels. Lastly, administrative support, including parental involvement, was cited as a challenge by a few participants. Their answers are listed as follows:

Participant 1 claimed: Learners have different capacities, characters..... Which makes it a challenge to cope all the differences.

Participant 2 claimed: Some challenges include inconsistent attendance, limited time for planning, and difficulty accessing authentic materials.

Participant 3 claimed: Sometimes, students are too shy at first, and we don't always have enough resources like books or materials.

Participant 4 claimed: Sometimes, getting students to participate regularly or finding enough time to plan activities is tough.

Participant 5 claimed: Sometimes, it is hard to keep all students engaged, especially when they have different language levels. Also, there can be a lack of resources or support from administration.

Participant 6 claimed: Sometimes, it's hard to find enough time for activities because of the busy school schedule.

Participant 7 claimed: Time, lack of resources, students' varying motivation levels, and logistic issues in organizing activities.

Participant 8 claimed: Time managing because we have an enormous members who are involved in this club; as well we have faced the problem of ICTS to provide them with tablets and headphones

Participant 9 claimed: Time constraints and lack of resources can be limiting.

Participant 10 claimed: Low student turnout during exam periods and limited parental support

Q13. Do you think that foreign language clubs should be integrated into the formal curriculum? Why or why not?

The purpose of this question was to understand whether teachers believe foreign language clubs should be a formal part of the curriculum. The majority of teachers answered affirmatively, highlighting several key reasons for supporting integration. Many participants emphasized that foreign language clubs complement academic instruction by providing practical language exposure and helping students develop essential skills such as teamwork, creativity, and intercultural competence. Teachers also noted that these clubs offer students a chance to engage with the language in a more fun and meaningful way, making learning more enjoyable and relevant. However, teachers pointed out that while integration into the formal curriculum would be beneficial, the clubs should remain optional to ensure students' continued interest and

enjoyment. Thereon, teachers also noted that incorporating foreign language clubs into the curriculum could provide greater structure and support from the school administration, making these activities more accessible and recognized as an important part of students' educational development. The benefits highlighted include reinforcement of language skills, supporting learning objectives, and increased motivation through exposure to cultural aspects of the language. Their answers are listed as follows:

Participant 1 claimed: YES, I think that it is important to be integrated in the formal curriculum.

Because of its importance in aiding learners to raise their proficiency and culturally awareness

Participant 2 claimed: I do, because they complement academic instruction and promote essential skills like communication, collaboration, and intercultural competence.

Participant 3 claimed: Yes, because they complement classroom learning. But they should stay fun and optional to keep students interested.

Participant 4 claimed: Yes, but as an optional addition. Not all students enjoy extracurricular, but those who do benefit a lot.

Participant 5 claimed: Yes, because they provide valuable practical language exposure and help in developing soft skills like teamwork and creativity which are very important for students' growth.

Participant 6 claimed: Yes, because they help students learn English in a fun and meaningful way.

Participant 7 claimed: Reinforcement of language skills, and alignment with learning objectives, making language learning more holistic

Participant 8 claimed: Yes; because the current curriculum seems to be non-sense and boring for our learners since we teach it as a second language, so engaging in this clubs exposes students to different cultures in a fun way

Participant 9 claimed: Yes, because it would give the program more structure and recognition, benefiting all students.

Participant 10 claimed: I believe so; integrating them could ensure wider participation and support from school leadership.

Q14. How do you measure the success of the foreign language club in terms of enhancing both linguistic proficiency and cultural awareness among students?

The purpose of this question was to explore how teachers assess the effectiveness of foreign language clubs in improving students' linguistic proficiency and cultural awareness. The responses reveal that teachers use a variety of qualitative and quantitative measures to evaluate success. A common method mentioned across responses is the observation of student participation and engagement, with many teachers noting that active involvement in club activities often correlates with improved language skills and cultural understanding. Teachers also highlighted the importance of student enthusiasm and excitement to learn, which they see as indicators of a successful club experience. Some teachers also mentioned using student feedback as a way to gauge success, with students providing insights into their progress and satisfaction with the club's activities. In terms of language proficiency, several participants emphasized improvements in communication skills, particularly in speaking fluency and the ability to engage in discussions. This is complemented by teachers' observations of students' ability to discuss other cultures and demonstrate a higher level of cultural awareness during club activities. In addition, some teachers also make use of self-assessments, teacher observations, and student

participation in competitions to measure success. A few teachers even mentioned formal tests to assess the linguistic growth of students. Their answers are listed as follows:

Participant 1 claimed: If I gain a high level of awareness and highly skilled learners in different skills through a test this would make it successful.

Participant 2 claimed: I look at student participation levels, feedback, improved classroom performance, and their ability to engage in discussions about other cultures.

Participant 3 claimed: I see it in their participation, how much they speak, and their excitement to learn more about other cultures.

Participant 4 claimed: I look at their participation, how much they speak, and their enthusiasm. Over time, you can see their skills grow.

Participant 5 claimed: By observing students' participation, their improvement in communication, and their excitement to learn more about English-speaking cultures. Also, feedback from students is very helpful.

Participant 6 claimed: I look at how students participate, their improvement in communication, and their enthusiasm for club activities.

Participant 7 claimed: Through students' improved language skills, active participation, positive feedback, and observable increased cultural sensitivity during activities and interactions.

Participant 8 claimed: For instance, it brings fruits in the development of their critical thinking and encourage students to collaborate, share experiences and learn from each other

Participant 9 claimed: Through student self-assessments, teacher observations, and participation in competitions

Participant 10 claimed: We track student engagement, improvements in fluency, and their understanding of cultural concepts

Q15. If you have any additional suggestions or comments regarding the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners, please provide them.

The purpose of this question was to gather any extra insights or suggestions from the participants about improving the role of foreign language clubs in enhancing both linguistic proficiency and cultural awareness. The responses suggest a few key areas where improvements or additional support could enhance the effectiveness of these clubs. A recurring suggestion was that schools should provide more support in terms of resources (such as materials or budgets), time, and space to facilitate the running of foreign language clubs. Several teachers emphasized the need for better teacher training to equip educators with the necessary skills to run the clubs effectively. Training and resources specifically designed for club activities were also suggested to improve the overall quality and engagement of the clubs. The idea of collaboration between schools, particularly with schools from different countries, was frequently mentioned. Teachers believe that such collaboration would enrich the students' cultural exposure and provide them with more authentic language use opportunities. Activities like joint events or virtual exchanges with other schools were seen as valuable additions to the foreign language club experience. Other suggestions include incorporating multimedia resources and community events to enhance experiential learning, as well as gathering regular feedback from students to improve the design and implementation of activities. A few participants noted that foreign language clubs bridge the gap between classroom learning and real-world language use, further enhancing the relevance and impact of these activities.

Participant 1 claimed: It allows to better know different cultures

- To know the basis in a particular language

- To offer students place where their feel at ease to perform different abilities.

Participant 2 claimed: More training for teachers on how to run clubs and better materials would help a lot.

Participant 3 claimed: More support from the school, like budgets for materials or guest speakers, would help make the club even better.

Participant 4 claimed: It would be great to have more support from the school in terms of time, space, and resources. Also, collaboration with other schools could make clubs even more exciting through joint activities.

Participant 5 claimed: No suggestion

Participant 6 claimed: Schools should support the clubs more by giving time, space, and small budgets for activities to make them even better.

Participant 7 claimed: communication and cultural immersion, incorporate multimedia resources, and involve community events to maximize experiential learning. Regular feedback from students can help in designing activities effectively.

Participant 8 claimed: It would be beneficial to offer more teacher training and resources specifically for club activities, and schools could create networks to share successful ideas and collaborate on joint projects.

Participant 9 claimed: More schools should invest in these clubs they bridge the gap between learning and using the language.

Participant 10 claimed: Collaboration with schools in other countries can further enrich the learning experience for students.

2.8. Display and Analysis of the Classroom Observation Findings

As it has been stated before, classroom observation is a direct research tool that enables the investigator to gather authentic data and features about what is happening in the teaching situation. This technique can reinforce and ensure a more or a less better understanding of the goal of the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners.

Since the reform occurred in the curricula of the middle school level , a crucial importance is given to the English clubs , linguistic proficiency and cultural awareness, according to the needs of the students .To shed light on this phenomenon, the researcher has attended two sessions in fourth year classes at Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj for the sake of knowing what is happening in an English teaching and learning situation, investigate the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners.

Table 2.1*Preliminary Data gathered from classroom observation about Club Content and Conduct*

The Observed Points	Short comings
Teachers	-Teachers are motivated to participate in English club in middle school, they are expert teachers since they teach English for more than 10 years.
The presented club topics	- debate / role play / bingo game
The students	-Students were paying attention to the three activities.
Timing	The club was on 8/05/2025 , from 10:00 to 11:00/ 11:00 to 12:00
Attendance (teachers vs students)	-Teachers was presented in the club on time -All students attend the club , they are motivated , interested and engaged

Along with about the classroom observation sessions, the investigator has noticed many important points in designing the three activities in English club for fourth year middle school students. Thus, the investigator has concluded these points as follow:

2.8.1. Observations Related to Role Play

The role play activity in the English Club provided an essential space for beginner learners to transition from controlled classroom input to more spontaneous use of the target language. Linguistically, students demonstrated strong command of formulaic phrases and functional language. This observation examines an English Club session where beginner-level foreign language learners engage in a simulated “International Café” role-play activity. The goal is to assess how effectively learners practice conversational English while integrating cultural and pragmatic elements. The activity is designed for students with limited exposure to authentic

English interactions, making their first experience in an English Club a critical point for evaluating motivation, linguistic confidence, and intercultural awareness.

- **Context and Participants**

The learners are primarily non-native English speakers, many of whom have studied English in formal classroom settings but lack real-world practice. The role-play involves two roles:

- **The Customer** – A tourist visiting Algeria, using simple English to order food.
- **The Server** – An Algerian local responding in English while incorporating cultural phrases (e.g., Bsahtek! for "Bon appétit").

- **Linguistic Performance: Accuracy and Fluency**

Greetings & Politeness: Most students successfully used basic greetings (Hello, Thank you, Please), demonstrating an understanding of polite speech. However, some hesitated in pronunciation, particularly with “croissant” (French influence) and “Bsahtek” (Algerian Arabic).

Sentence Structure: Learners relied on memorized phrases (“I’ll have one croissant”), showing comfort with formulaic language but struggling with improvisation (e.g., asking follow-up questions).

Pronunciation Challenges: Some participants mispronounced “Algerian” (e.g., “Al-geer-ian”) and “recommend”, requiring peer correction. The teacher provided gentle reinforcement, encouraging repetition.

- **Cultural and Pragmatic Awareness**

Use of Cultural Cues: The inclusion of Bsahtek (Algerian Arabic for “Enjoy your meal”) was a highlight, as learners practiced non-English cultural expressions. However, some hesitated, unsure if mixing languages was acceptable. **Nonverbal Communication:** While the script

emphasized politeness, students initially overlooked gestures (smiling, nodding). After modeling, they incorporated more eye contact and hand gestures, enhancing authenticity.

- **Peer Collaboration and Error Correction**

Learners frequently helped each other when someone forgot a word (“How do you say ‘hot chocolate’ again?”). This peer-assisted learning fostered a supportive environment. Some students self-corrected (“Fifty dollar... no, fifty dollars”), indicating growing meta-linguistic awareness.

- **Confidence and Engagement**

First-time participants displayed nervousness (soft speech, pauses), but repetition and role-switching improved fluency. The structured script provided security, but a few adventurous learners added variations (“Can I also get tea?”), showing emerging confidence.

- **Implications**

This “International Café” activity successfully introduced learners to authentic, functional English in a low-pressure setting.

Strengths: Effective reinforcement of greetings, politeness, and basic vocabulary. Cultural integration (Bsahtek) deepened engagement.

Areas for Improvement: More pronunciation drills and spontaneous dialogue practice could enhance fluency. Incorporating multimedia (e.g., videos of real Algerian cafés) would strengthen cultural context.

Future Recommendations: Gradually reduce script dependence, introduce more open-ended questions (“What other Algerian dishes do you like?”), and include reflective discussions post-activity to consolidate learning.

For beginner learners, the English Club's role-play serves as a bridge between textbook English and real-world communication. The blend of language and culture not only builds linguistic competence but also fosters intercultural empathy—a crucial skill in today's globalized world. Future sessions should expand on this foundation, encouraging more natural, fluid exchanges while maintaining a supportive, collaborative atmosphere.

Culturally, this role play was designed not only to simulate real-life scenarios but also to expose learners to pragmatic elements embedded in social interactions. Overall, the activity bridged linguistic content and cultural context, encouraging learners to view communication as both a linguistic and social act.

2.8.2. Observations Related to Debate

The debate activity provided a productive platform for students to engage in extended speech and opinion expression. During the debate on whether joining a foreign language club is more effective than classroom learning alone, learners many of whom are second language (L2) English speakers engaged actively, though with noticeable differences in confidence and fluency. Group one, advocating for language clubs, spoke passionately from recent personal experience, as several had just joined the English club for the first time. They shared real challenges they encountered: initial anxiety when speaking informally with peers, difficulty understanding various accents, and the pressure of spontaneous conversation without teacher support. Despite these obstacles, they noted an increased motivation to use English in real contexts and a growing awareness of cultural nuances.

Group two focused on the stability and clarity of classroom instruction. Some learners admitted they preferred the classroom environment because it offers structured grammar

practice, teacher correction, and less social pressure. However, they also recognized that it may not provide enough opportunity for real-world communication.

Overall, the debate revealed authentic learner experiences. Those new to the English club found it challenging and rewarding, suggesting that while formal instruction builds foundational knowledge, real progress in fluency and cultural competence often requires stepping outside the classroom. The activity demonstrated that second language learners benefit from a combination of structured teaching and immersive, informal practice.

2.8.3. Observations Related to Bingo Game

This observation examines the dynamics of an English Club activity a Bingo game designed for foreign language learners experiencing such an interactive setting for the first time. The study focuses on authentic engagement, linguistic development, and cultural exposure, analyzing how learners respond to vocabulary recall, listening comprehension, and cultural references in a collaborative environment.

The observation was conducted in a mixed-proficiency English Club session where learners engaged in a Bingo game featuring vocabulary (greetings, colors, animals, food) and cultural elements (landmarks, festivals, traditions). Data was collected through:

- Direct observation of student interactions, engagement, and responsiveness.
- Performance analysis of vocabulary recognition, listening comprehension, and pronunciation.
- Behavioral assessment of motivation, peer collaboration, and confidence in using English
- **Authentic Engagement and Motivation**

Initial Hesitation → Active Participation: Learners were initially hesitant but quickly engaged due to the game's interactive nature. The competitive yet supportive atmosphere encouraged even shy students to participate.

High Motivation: The mix of vocabulary and cultural references (e.g., "Eiffel Tower," "Día de los Muertos") sparked curiosity, making learning feel relevant rather than abstract.

- **Listening Comprehension and Recall**

Multimodal Clues Enhance Understanding: When the teacher gave descriptions (e.g., "a tall iron tower in Paris") instead of direct terms, learners relied on prior knowledge and context clues, demonstrating active listening.

Varied Proficiency Responses: Advanced learners recognized terms quickly, while beginners relied on peer support or visual aids (e.g., gestures, images).

- **Cultural Awareness and Language Connection**

Cultural Symbols as Memory Anchors: Familiar cultural references (e.g., "Frida Kahlo," "Oktoberfest") helped learners retain vocabulary by associating words with meaningful contexts.

Cross-Linguistic Recognition: Some learners recognized cognates (e.g., "croissant," "churros"), bridging their native language with English.

- **Peer Collaboration and Classroom Dynamics**

Natural Peer Teaching: Students spontaneously helped each other, explaining terms like "Bratwurst" or correcting pronunciations (e.g., "Bonjour" vs. "Bonjor").

Lively but Structured Interaction: The competitive "BINGO!" element maintained excitement without disrupting focus.

- **Pronunciation and Willingness to Communicate**

Attempts at Pronunciation: Even hesitant learners tried saying words aloud when marking their cards, indicating growing confidence.

Teacher Scaffolding: The instructor's use of exaggerated accents, gestures, and repetition aided comprehension and imitation.

- **Challenges Observed**

Uneven Participation: A few learners relied heavily on peers rather than independent recall.

Misinterpretations: Some descriptions (e.g., "Neuschwanstein" mistaken for just "castle") led to confusion, highlighting the need for clearer scaffolding.

- **Implications**

This English Club session demonstrated that gamified learning (Bingo) effectively promotes authentic language use by:

- Enhancing engagement through competition and cultural relevance
- Strengthening listening and recall via multimodal input.
- Encouraging peer-assisted learning in a low-pressure environment.

This observation confirms that interactive, culturally infused activities can lower affective filters and foster genuine communication in foreign language learning, even for first-time participants. The Bingo game proved to be an engaging and linguistically rich activity that reinforced vocabulary recall and listening comprehension. Learners showed clear enjoyment and motivation, which positively impacted their language performance. The teachers' use of multimodal input visual clues, miming, and supported comprehension across varying proficiency levels. While advanced students recognized terms rapidly and even assisted others, beginners demonstrated slower recall but participated actively through peer support. Pronunciation practice emerged organically, with students making concerted efforts to pronounce terms, especially when asked to explain their Bingo card upon winning. These spontaneous production moments supported fluency development in an interactive, low-anxiety setting.

Culturally, the Bingo game succeeded in immersing students in a wide array of cultural symbols spanning European and Latin cultures, such as “Eiffel Tower,” “Frida Kahlo,” “Día de los Muertos,” and “Oktoberfest.” These references were not merely decorative but functioned as mnemonic devices that anchored vocabulary in real-world contexts. The game encouraged cross-linguistic awareness as students recognized cognates (e.g., “croissant,” “churros”) and connected them with their own linguistic and cultural backgrounds. Despite occasional confusion such as misidentifying “Neuschwanstein” as general “castle” students increasingly relied on contextual reasoning and group collaboration to resolve uncertainties. The game transformed cultural input from passive content into active learning, reinforcing the idea that language learning is enhanced through meaningful cultural association.

Across the three observed tasks, it is evident that English Club activities offer valuable opportunities for learners to develop both linguistic proficiency and cultural awareness in tandem. The role play built a foundation of functional language and introduced learners to pragmatic norms through controlled, yet realistic dialogue. The debate allowed learners to articulate opinions, reflect on their learning preferences, and indirectly process the cultural value of real-world language use. Meanwhile, the Bingo game reinforced vocabulary through a culturally diverse lens, creating an inclusive environment where students could engage regardless of their skill level.

In all tasks, peer interaction, authentic content, and scaffolding by the teacher played crucial roles in student success. These sessions illustrate how extracurricular language clubs can complement formal instruction by offering meaningful contexts that integrate language and culture holistically. Moving forward, incorporating more reflective discussions, multimedia resources, and differentiated scaffolding can help deepen both linguistic and intercultural

competence. Such practices affirm that language learning is not merely about mastering grammar or vocabulary, but about understanding people, practices, and perspectives across cultures.

2.9. Discussion of the Results

2.9.1. Discussion of the Teachers' Interview Results

The results of the interviews reveal that teachers hold overwhelmingly positive views about the role of foreign language clubs in enhancing both linguistic proficiency and cultural awareness among middle school students. Nearly all participants are actively involved in these clubs and consider them valuable extensions of classroom learning. Teachers consistently highlighted that the relaxed and interactive environment of the clubs fosters increased student confidence, motivation, and willingness to communicate in English. A wide variety of engaging activities such as debates, storytelling, drama, cultural celebrations, and film screenings help students develop language skills in an authentic context, particularly in speaking and listening. Teachers also observed that participation in these clubs contributes to students' holistic development by improving teamwork, creativity, and openness to diverse cultures.

Moreover, the interviews revealed several common challenges, including time constraints, inconsistent student attendance, and a lack of resources or administrative support. Despite these difficulties, the teachers strongly advocated for integrating foreign language clubs into the formal curriculum, either as optional but structured components or complementary programs. They believe that such integration would give these clubs greater legitimacy, improve consistency, and provide more support. Teachers also stressed the importance of training and inter-school collaboration especially with international partners to expand students' cultural horizons and real-life language exposure. Overall, the findings suggest that foreign language

clubs significantly enhance language learning and cultural sensitivity, and with additional support, their educational impact could be even greater.

2.9.2. Discussion of the Classroom Observation Results

The results of the classroom observation suggest that integrating structured yet interactive activities such as role plays, debates, and games within an English Club setting significantly enhances both linguistic proficiency and cultural awareness among middle school learners. Students demonstrated growing confidence in using spoken English, particularly in functional and conversational contexts. Activities like the role play encouraged the use of complete sentences and polite expressions, while the debate pushed students to articulate opinions and use discourse markers effectively. The Bingo game reinforced vocabulary and listening comprehension through a playful, low-pressure environment that supported language recall and pronunciation, across all tasks, peer collaboration and self-correction were evident, indicating an increasing sense of linguistic autonomy.

In terms of cultural awareness, the activities exposed learners to a variety of cultural expressions, symbols, and behaviors associated with English-speaking and other world cultures. Students engaged meaningfully with terms like *Bsahtek*, *Oktoberfest*, and *Día de los Muertos*, demonstrating an ability to connect language learning with real-world cultural contexts. The inclusion of gestures, food references, and iconic landmarks helped make culture tangible and relevant. Although some learners initially hesitated when encountering unfamiliar cultural elements, they gradually became more open and curious. Overall, the English Club proved to be an effective space for cultivating intercultural sensitivity alongside language development, especially when supported by scaffolding, repetition, and peer interaction.

Conclusion

In short, this chapter presented the research methodology and analyzed the data collected from teachers' interview and classroom observation. It explained the research tools, participants, and procedures used to gather information about exploring the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. The results from the interview and classroom observation revealed that teachers recognize the importance of English club in enhancing students' linguistic proficiency and cultural awareness.

Chapter Three:
Conclusion & Recommendations

Chapter Three: Conclusion and Recommendations

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Chapter Three: Conclusion and Recommendations

3.1. General Conclusion

The present study has attempted to investigate the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. More specifically, the ongoing study sought to reach the main aims which have been previously mentioned in the general introduction. The study aimed to explore how participation in foreign language clubs impacts students' language skills and foster cultural awareness.

The present dissertation contains three main chapters. The first chapter, entitled “theoretical part”, explains the main concepts related to the study of foreign language clubs and their impact on linguistic proficiency and cultural awareness. Additionally, it includes the previously conducted studies are laid out. The second chapter, “ practical part ”, provides the tools and procedures of data collection and data analysis, Specifically, it analyses the teachers' interview and classroom observation . The chapter also details the research participants, the sampling method, and the data analysis techniques used to interpret the results. Finally, it discussed the findings obtained from the research tools, followed by a general conclusion sums up the research by highlighting all the main points and findings, pinpoints the limitations of the study, and offers instances for further research.

In order to attain the research objectives, provide answers to the research questions were raised in the general introduction, and confirm or refute the proposed hypotheses, we have examined the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners. A qualitative method approach was adopted; to be more precise, data were collected using an interview for EFL middle school teachers. In addition,

a classroom observation done with fourth year middle schools students, qualitative methods are used for data analysis.

Based on the findings from the teacher interview and classroom observations, the research questions can be answered, and the hypotheses tested. The results from the data collection tools indicate that participation in foreign language clubs significantly enhances students' linguistic proficiency. Teachers reported an improvement in students' language skills, including vocabulary acquisition, speaking fluency, and listening comprehension. Classroom activities such as role-playing, language games, and collaborative projects allowed students to use the language in real-life contexts, improving their confidence and ability to communicate. The finding answered the first research question which is how does participation in foreign language clubs influence the linguistic proficiency of middle school students at Sallah Abdelli Middle School in Ras El Oued, Borj Bou Arreridj. In addition, it supports the first hypothesis, which hypothesized that middle school students who actively participate in foreign language clubs will show greater improvement in their linguistic proficiency. The result confirms that the clubs play a crucial role in enhancing language skills in a non-traditional, supportive environment.

Moreover, the study revealed that foreign language clubs have a positive impact on students' cultural awareness. Teachers observed that students developed a deeper understanding and appreciation for diverse cultures through activities such as cultural presentations, celebrations, and discussions on international topics. These activities helped broaden students' perspectives and fostered an interest in exploring other cultures. The result reached answered the second research question, to what extent do foreign language clubs improve students' cultural awareness and appreciation for diverse cultures. This finding also supports second hypothesis,

which predicted that students involved in foreign language clubs would demonstrate a deeper understanding and appreciation of different cultures. The evidence suggests that extracurricular language activities contribute to cultivating cultural awareness among middle school learners.

The study identified several challenges faced by students in participating in foreign language clubs. Common obstacles included language barriers, limited resources, and time management issues. Teachers reported that some students struggled with using the foreign language in club activities due to a lack of fluency, while others found it difficult to participate in projects due to resource limitations. Furthermore, time constraints often meant that clubs could not meet as frequently or for long enough periods to maximize their impact. The finding answered the third question, what challenges do students face while participating in foreign language clubs. The results also validate third hypothesis, which hypothesized that students would report challenges related to language barriers, limited resources, and time management. While these challenges are acknowledged, they do not undermine the effectiveness of the foreign language clubs, but they highlight areas where improvements could be made.

Relying on the results of the two selected data collection tools that the present study provides, the findings confirmed that the hypotheses which were previously advanced in the general introduction are accurate and valid. These findings suggest that while foreign language clubs are highly beneficial, certain challenges must be addressed to further enhance their effectiveness in improving students' language skills and cultural awareness.

3.2. Implications and Recommendations

The findings of this study confirmed the significant role of foreign language clubs in enhancing both linguistic proficiency and cultural awareness among middle school learners. The responses from teachers suggest that these extracurricular activities serve as a valuable

supplement to formal language instruction, providing a dynamic environment where students can engage with the language in meaningful ways. Activities such as cultural celebrations, language games, and collaborative projects foster not only the development of language skills but also a greater appreciation for cultural diversity. Teachers observed increased student confidence, motivation, and willingness to participate in class, highlighting the positive impact of these clubs on language learning. Despite these successes, challenges such as time constraints, varying student attendance, and limited resources persist, which can hinder the effectiveness of foreign language clubs. In light of these findings, the following recommendations are made for both teachers and students in middle schools:

3.3. Recommendations for Teachers in Foreign Language Clubs

- Teachers should diversify club activities, incorporating interactive and immersive experiences like role-playing, virtual exchanges, and group discussions to engage students in real-world language use.
- Teachers should aim to allocate more time for club activities and plan for consistent student participation to ensure sustained engagement and skill development.
- Differentiated instruction should be used to accommodate varying language proficiency levels, ensuring that every student has an opportunity to thrive in the club setting.
- Schools should invest in additional resources, such as language learning tools, guest speakers, and cultural materials, to enrich the club's offerings and make learning more immersive.
- Teachers should receive training on how to manage foreign language clubs effectively, focusing on time management, student engagement, and creating culturally enriching activities.

3.4. Recommendations for Students in Foreign Language Clubs

- Students should be encouraged to actively participate in club activities, which will help improve their confidence in speaking and deepen their understanding of the language in authentic contexts.
- Students should be given opportunities to collaborate with peers on projects or discussions to enhance both their language and teamwork skills.
- Students should be provided with emotional and social support to overcome hesitations and fears about speaking, fostering a positive and comfortable learning environment.
- Students should regularly reflect on their progress and set personal language learning goals to maintain motivation and track improvements.

3.5. Limitations and Suggestions for Further Research

While the findings from this study provide valuable insights into the impact of foreign language clubs, several limitations must be considered:

- The study was conducted with a small sample of teachers, which limits the generalizability of the findings to all foreign language clubs across different schools or regions.
- The research was primarily qualitative, relying on teacher self-reports and observations, which may not fully capture the broader effects of foreign language clubs on students' language proficiency.
- Time constraints in organizing and running the clubs may have impacted the extent of student engagement or the variety of activities that could be implemented.
- The study focused on language development and cultural awareness but did not assess other aspects such as students' academic performance or long-term language retention.

Given these limitations, future research could explore the following areas:

- Future studies could involve a larger and more diverse sample of teachers and students to determine whether the findings hold true across various educational contexts.
- Studies would be beneficial to assess the lasting effects of foreign language clubs on students' language proficiency and cultural awareness.
- Experimental research with control groups could provide stronger evidence of the direct impact of foreign language clubs on language development compared to traditional language instruction.
- Further research could investigate the specific cultural activities that most effectively contribute to students' intercultural competence and their attitudes toward language learning.
- It would also be valuable to explore students' perspectives on their involvement in foreign language clubs to understand the motivational challenges and benefits from their point of view.

By addressing these gaps, future research can provide more comprehensive insights into how foreign language clubs can be implemented to support both language learning and cultural understanding.

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Appendices

Appendix A: Teachers' Interview

Dear teachers,

This Interview is an attempt to collect information for the accomplishment of a Master's dissertation about **“Exploring the Role of Foreign Language Clubs in Enhancing Linguistic Proficiency and Cultural Awareness among Middle School Learners”**. Therefore; you are kindly requested to answer the following questions. Your contribution is of a great importance for the success of this research work. Be sure that your responses will be anonymous and will be used for research purposes only.

Section A: Teachers' Experience in Foreign Language Clubs

Q1. Gender

Q2. How long have you been teaching English language at middle school level?

.....

Q3. Do you involved with foreign language clubs at your school?

.....

Q4. Do you think foreign language clubs play an important role in the language learning process for middle school students?

.....

Q5. What types of activities do you organize within the foreign language club?

.....

Section B: Impact of Foreign Language Clubs on Linguistic Proficiency and Cultural Awareness

Q6. In your experience, how do foreign language clubs help improve students' linguistic skills outside of the regular classroom?

.....

Q7. Do you believe that the activities in foreign language clubs enhance students' language skills (speaking, listening, reading, and writing) abilities? Please explain.

.....

Q8. How do you think participating in a foreign language club affects students' attitudes toward learning the language?

.....

Q9. What cultural awareness activities do you incorporate into the foreign language club, and how do you believe these activities benefit students?

.....

Q10. In your opinion, what is the most significant advantage for students who are involved in a foreign language club?

.....

Q11. Have you observed any changes in students' language proficiency or cultural awareness after they have participated in foreign language club activities?

.....

Q12. What challenges do you face in foreign language clubs?

.....

Q13. Do you think that foreign language clubs should be integrated into the formal curriculum? Why or why not?

.....

Q14. How do you measure the success of the foreign language club in terms of enhancing both linguistic proficiency and cultural awareness among students?

.....

Q15. If you have any additional suggestions or comments regarding the role of foreign language clubs in enhancing linguistic proficiency and cultural awareness among middle school learners, please provide them.

.....

Thank you for your collaboration

Appendix B: Classroom Observation Framework

Topic: “Exploring the Role of Foreign Language Clubs in Enhancing Linguistic Proficiency and Cultural Awareness among Middle School Learners”

Date of Observation:

Time of Observation:

Grade level: Fourth Year Middle School

Language club: English

Number of students: 25 students

Location: Sallah Abdelli Middle School in Ras El Oued, Bordj Bou Arreridj

Type of task: Role play, Debate, and Bingo game

The observation based on:

-Linguistic proficiency: speaking, vocabulary, sentence formation

-Cultural awareness: traditions, behaviors, geography

Role Play: “At the International Café”

a. The customer (a tourist): A student visiting a country Algerian

b. The server (a local from the target culture): A student from Algerian, welcoming them in the local language.

The dialogue:

A: Customer: Hello!

B: Server: Hello! Welcome to the Algerian Café.

A: Customer: Thank you. What do you recommend?

B: Server: You should try a croissant and hot chocolate. They're very popular in Algerian.

A: Customer: Great! I'll have one croissant and one hot chocolate, please.

B: Server: Of course! That will be fifty dollar.

A: Customer: Here you go. Thank you!

B: Server: You're welcome. Enjoy your meal and in Algerian we say "Bon appétit or Bsahtek!"

Observations:

- Using greetings and food vocabulary correctly
- Pronunciation: pronouncing words clearly
- Students use complete sentences
- Correcting each other/helping
- Showing polite expressions "please", "thank you," etc.
- Using cultural cues (like kissing cheeks, smile bowing, etc.

Debate:

Topic: Is Joining a Foreign Language Club More Effective Than Classroom Learning Alone?

-Students are divided into two groups:

Group one: Argues that language clubs significantly enhance proficiency and cultural understanding.

Group two: Argues that formal classroom instruction is more effective and sufficient on its own.

Observations:

- Use of connectives, transition words
- Expressing opinions ("I think ...", "for me ..." etc.)
- Listening and responding appropriately
- Students confident in speaking
- Students respect and attentive to others' viewpoints

-Students integrate cultural knowledge into their points

-Agreeing and disagreeing politely

Bingo Game

Preparation of Bingo Cards:

Mixed-topic cards: The bingo cards with a mix of:

Target language words: basic vocabulary: greetings, colors, animals, food.

Cultural references: landmarks, festivals, traditions, famous people.

Bingo Card 01:

Hola	Flamenco	Bleu	Free	Churros
Eiffel tower	Gato	Danke	Uno	Dia de lo muertos
Croissant	La maison	Sagradafamilia	La tortilla	Bonjor
La baguette	Marie curie	Gun	Fiesta	Der hund
Montag	Frida kahlo	Neushwanstein	Castle ciao	Siesta

Bingo Card 02:

Guten appétit	La escuela	Oktoberfest	Cervantes	Uno
Picasso	La tortilla	Free	La maison	Grun
Churros	Flamenco	Montag	Nihao	Effel tower
Marie curie	Danke	Bonjor	Fiesta	El gato
Hola	Croissant	Konnichiwa	Bratwurst	Bastille day

Bingo Card 03:

Farida kahlo	Siesta	Sagrada familia	Das brot	Nihao
Blue	Flamenco	La baguette	Free	La escuela
Uno	El gato	Eiffel tower	Croissant	Ludwig van Beethoven
Ciao	Churros	Fiesta	La pomme	Mozart
Montag	Marie curie	Taco	Danke	Hola

Observation:

Vocabulary recall

Listening comprehension

Cultural symbol recognition

Students are fast and accurately do students respond

Students interact and support each other

The classroom environment lively and collaborative

Students recognize the word in the target language? Are they using prior knowledge or classroom learning to connect it

Students listening actively and understanding clues, even when given in English or partially in the foreign language

Students show familiarity with cultural terms

Students try to pronounce or explain words when prompted, even if unsure

Called Words List (includes winning column for Card 03)

1. Sagrada familia

2. La baguette

3. Eiffel tower

4. Fiesta
5. Taco
6. Bonjour
7. Danke
8. Flamenco
9. Churros
10. Uno
11. Hola
12. Siesta
13. La maison
14. Croissant
15. Marie curie
16. Gato
17. Neuschwanstein
18. Montag
19. Nihao
20. Bratwurst
21. Blue
22. Das brot
23. La tortilla
24. Mozart
25. Ludwig van Beethoven

Called Words List (Bingo Card 01, Row 1)

1. Hola
2. Flamenco
3. Bleu
4. Free (already marked)
5. Churros
6. Eiffel tower
7. Danke
8. Fiesta
9. Marie curie
10. Montag
11. Bonjour
12. Gato
13. Dia de los muertos
14. La maison
15. La tortilla
16. Neuschwanstein
17. Der hund
18. Croissant
19. Gun
20. La baguette
21. Frida kahlo
22. Siesta
23. Uno

24. Castle ciao

25. Sagrada familia

26. Bastille Day

Called Words List (Bingo Card 02, Diagonal)

1. Guten appétit

2. La tortilla

3. Montag

4. Fiesta

5. Bastille day

6. Bonjour

7. Danke

8. Flamenco

9. Churros

10. Croissant

11. Picasso

12. El gato

13. Bratwurst

14. Oktoberfest

15. Nihao

16. Grun

17. Ludwig van Beethoven

18. Hola

19. Konnichiwa

20. Marie curie

21. La escuela

22. La maison

23. Uno

24. Eiffel tower

25. Ciao

Appendix C: Some Pictures of the Role play





Appendix D: Some Pictures of the Debates



Appendix E: Some Pictures of UNO card game as a recreational activity



الملخص

تهدف الدراسة الحالية إلى استكشاف دور أندية اللغات الأجنبية في تعزيز الكفاءة اللغوية والوعي الثقافي لدى طلاب المرحلة المتوسطة. ولكي نكون أكثر دقة، تهدف الدراسة إلى تحقيق ثلاثة أهداف رئيسية. أولاً، افحص كيف تؤثر المشاركة في نوادي اللغات الأجنبية على مهارات الطلاب اللغوية، بما في ذلك اكتساب المفردات والتحدث والاستماع والقراءة والكتابة. ثانياً، استكشف مدى قيام نوادي اللغات الأجنبية بتعزيز الوعي الثقافي وتقدير الثقافات المتنوعة بين طلاب المدارس المتوسطة. ثالثاً، التعرف على التحديات التي يواجهها الطلاب في دمج الأنشطة اللغوية اللامنهجية في عملية التعلم واقتراح استراتيجيات فعالة لتعزيز تأثير أندية اللغات الأجنبية. ومن أجل تحقيق هذه الأهداف، تم اعتماد منهج الطريقة النوعية؛ ومن ثم، تم جمع البيانات من المقابلة الموجهة إلى معلمي اللغة الإنجليزية في المدارس الإعدادية المختلفة في برج بو عريريج ومن الملاحظة الصفية التي أجريت مع طلاب السنة الرابعة من المدرسة الإعدادية في مدرسة صلاح عبد العالي المتوسطة في رأس الواد، برج بو عريريج. وأظهرت النتائج أن المشاركة في نوادي اللغات الأجنبية أدت إلى تحسين كبير في الكفاءة اللغوية للطلاب والوعي الثقافي. أظهر الطلاب زيادة في المهارات اللغوية، بما في ذلك التحدث والاستماع، وطوّروا تقديراً أعمق للثقافات المتنوعة. ومع ذلك، فقد لوحظت تحديات مثل العوائق اللغوية، وعوائق الموارد المحدودة، وقيود الوقت، مما يؤثر على فعالية الأندية.

الكلمات المفتاحية: نادي اللغة الإنجليزية، الكفاءة اللغوية، الوعي الثقافي، الأنشطة اللاصفية

Résumé

L'étude actuelle explore le rôle des clubs de langues étrangères dans l'amélioration des compétences linguistiques et de la conscience culturelle des apprenants du collège. Pour être plus précis, l'étude vise à atteindre trois objectifs principaux. Tout d'abord, examinez l'impact de la participation à des clubs de langues étrangères sur les compétences linguistiques des élèves, notamment l'acquisition du vocabulaire, l'expression orale, l'écoute, la lecture et l'écriture. Deuxièmement, explorez dans quelle mesure les clubs de langues étrangères favorisent la sensibilisation culturelle et l'appréciation des diverses cultures parmi les élèves du collège. Troisièmement, identifier les défis rencontrés par les étudiants dans l'intégration d'activités linguistiques extrascolaires dans le processus d'apprentissage et suggérer des stratégies efficaces pour renforcer l'impact des clubs de langues étrangères. Afin d'atteindre ces objectifs, l'approche méthode qualitative est adoptée ; Ainsi, les données sont collectées à partir d'entretiens menés auprès de professeurs d'anglais de différents collèges de Bordj Bou Arreridj et d'une observation en classe réalisée auprès des élèves de quatrième année du collège Sallah Abdelli de Ras El Oued, Bordj Bou Arreridj. Les résultats ont montré que la participation à des clubs de langues étrangères améliorerait considérablement les compétences linguistiques et la conscience culturelle des étudiants. Les étudiants ont démontré des compétences linguistiques accrues, notamment en parlant et en écoutant, et ont développé une appréciation plus profonde des diverses cultures. Cependant, des défis tels que les barrières linguistiques, les barrières limitées en matière de ressources et les contraintes de temps ont été notés, ce qui a eu un impact sur l'efficacité des clubs.

Mots clés : club d'anglais, maîtrise linguistique, sensibilisation culturelle, activités parascolaires.

* الملحق بالقرار رقم 10821... المؤرخ في
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرقي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا المعضي أسفله،

السيد(ة): المرحوم السيد
الحامل(ة) لبطاقة التعريف الوطنية رقم: 414856984 والمهارة بتاريخ 2022/04/21
المسجل(ة) بكلية / معهد الجزائر الأجنبية قسم اللغتين الأجنبية
والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،
عنوانها: Exploring the Role of Foreign Language Clubs in Enhancing Linguistic Proficiency and Cultural Awareness among Middle School Learners
أصرح بشرفي أني التزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطلوبة في إنجاز البحث المذكور أعلاه.

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الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا المعضد أمضاه،
السيد: لويس الوليم ريان الحيفة: طالب، أستاذ باحث
الحامل (ة) لهيئة التعريف الوطنية رقم: 1019694 والمصادرة بتاريخ: 2016.11.19
المعهد: الكلية / معهد اللغات الأجنبية قسم: اللغة الإنجليزية
والمؤلف (ة) بإنجاز أعمال بحث (مذكورة المخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،
عنوانها: Exploring the role of foreign language clubs in
Enhancing linguistic proficiency and cultural awareness
أدرك بشرق أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطروحة في إنجاز البحث المذكور أعلاه.

شؤون لأجل التصديق

التاريخ: 2016.11.19 السيد: الحيفة

التوقيع: الحيفة

مخرج بتاريخ: 2016.11.19

توقيع المعضد (ة)

توقيع المعضد (ة)

Khalid



عز رئيس المجلس العلمي للمركز وتنفيذ منه
ضابحة الحالة المهنية
حروز زهد