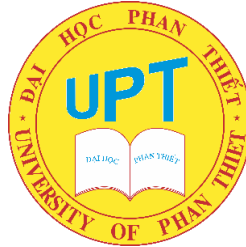


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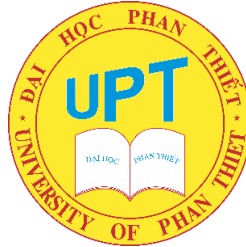
NGUYEN THI HA

**APPROPRIATE ONLINE EXTRACURRICULAR
ACTIVITIES FOR ENHANCING ENGLISH SPEAKING
SKILLS AMONG NINTH GRADE STUDENTS: A CASE
STUDY AT HONG SON SECONDARY SCHOOL**

**MASTER GRADUATION PROJECT
MAJORED IN ENGLISH LINGUISTICS**

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Since this is my first time conducting a full research report, I encountered numerous challenges during the research process. Without the support of my family, my supervisor, and the students who participated in the study, I could not have completed this research.

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Nguyen Thi Ha

CERTIFICATE OF ORIGINALITY

I certify that the thesis entitles " Appropriate Online Extracurricular Activities for Enhancing English Speaking Skills among Ninth Grade Students: A Case Study at Hong Son Secondary School " is entirely my own creation and that all cited or utilized sources have been properly cited. No other degree or certification has received this material for submission.

Phan Thiet, March 20th, 2025

Nguyen Thi Ha

ABSTRACT

Creating a friendly and effective English learning environment is essential for language acquisition, and online extracurricular activities enhance English learning by providing students with interactive opportunities to communicate, practice speaking, and build confidence in real-life situations. This study explored suitable activities to improve students' speaking abilities in a dynamic and engaging environment. The research was conducted with a group of 62 learners, who were divided into two groups: an experimental group and a control group. Both groups followed the same curriculum and teaching methods, but their extracurricular activities differed. The experimental group engaged in online activities like virtual debate clubs, interactive language games, interactive speaking competitions, online forums and discussion groups while the control group used traditional tasks. The study identified the difficulties of students when participating in speaking English. Students had difficulties in linguistics, psychology, lack of background knowledge or the influence of mother tongue. The findings of the study also highlighted the positive impact of online extracurricular activities such as virtual debate clubs, interactive speaking competitions, online forums and discussion groups, interactive language games on students' speaking skills. The experimental group demonstrated significant improvements in fluency, pronunciation, and confidence when speaking in English. Additionally, students in the experimental group expressed greater motivation and enthusiasm for learning English, as the interactive nature of online activities made the process more enjoyable and engaging.

Keywords: *learning environment, online extracurricular activities, speaking skills*

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ABRIVIATIONS

Q&A sessions : Questions and Answers sessions

EFL: English as a Foreign Language

CHAPTER 1. INTRODUCTION

1.1. Background

English language competency is becoming more and more important in light of Vietnam's growing integration into the international world. English serves not merely as a means of communication, but also as a powerful tool for transcending cultural and geographical boundaries, as emphasized by Crystal and Davy (2016). English is indispensable for routine interpersonal communication and plays a vital role in facilitating international collaboration and global initiatives. The focus on English proficiency is consistent with Vietnam's attempts to improve its citizens' English language fluency, which demonstrates the country's commitment to global integration. Vietnam's government has included English in the national curriculum because the government views English as a useful asset that will enable students to communicate globally and participate in diplomatic and commercial endeavors.

Despite these efforts, challenges persist in effectively developing students' English skills. Secondary school students often struggle to express themselves confidently in English due to limited vocabulary, insufficient practice, and psychological barriers. Secondary school students, including those at Hong Son Secondary School, often encounter difficulties in confidently expressing themselves in English due to various factors. Emphasizing exam-oriented teaching methods has led to a lack of focus on communication skills, resulting in a significant gap between students' writing and speaking abilities in English. Furthermore, limited exposure to English in the local environment hinders opportunities for students to practice and improve their speaking skills.

The development of technology has brought many learning support tools, from online learning platforms to English communication applications, allowing students to practice speaking anytime, anywhere, without being limited by space and time. Moreover, online extracurricular activities help students develop listening and

speaking reflexes, enhance their confidence in communication, and create a flexible and effective learning environment.

One way to comply with the Ministry of Education's directives regarding social language usage in the classroom is to read official documents like No. 5333/BGDĐT-GDTrH, dated September 29, 2014, which details the implementation of competence-oriented assessment in English at the secondary level starting in the academic year 2014–2015, and No. 5555/BGDĐT-GDTrH, dated October 8, 2014, which offers guidance on professional activities pertaining to innovative teaching methods and assessment, organization, and management of professional activities in secondary schools/continuing education centers through online platforms.

In contrast, to develop the foreign language learning movement in Binh Thuan province, especially the English learning environment at Hong Son Secondary School, to meet the required levels as Plan No. 1549/KH-UBND dated April 24, 2020, of the People's Committee of Binh Thuan Province regarding the implementation of the Project on Teaching and Learning Foreign Languages in the National Education System for the period 2021–2025 in the province; Plan No. 2756/KH-SGDĐT dated December 2, 2020, of the Department of Education and Training (DOET) on the implementation of the Project on Teaching and Learning Foreign Languages in the National Education System for the period 2021–2025; Official Dispatch No.1516/SGDĐT-GDTrH&CN-TX dated June 20, 2023 Regarding the Guidance on the Implementation of the Enhanced English Program From the Academic Year 2023–2024, is evidence of Binh Thuan's commitment to enhancing English proficiency at all educational levels. This plan aims to integrate foreign language teaching, especially English, into the national education system. The Department of Education and Training (DOET) actively encourages English teachers to apply flexible, creative approaches. Le and Bui (2021) assert that the Department of Education and Training (DOET) advocates for the incorporation of active teaching methods to improve the quality of English teaching and learning. This support is in line with the overarching objective of developing all-encompassing language

competency to prepare students for successful communication in authentic contexts. The Department of Education and Training (DOET) has confirmed that a change to active teaching and communication approaches is necessary to narrow the speech proficiency gap among students.

The present study endeavors to clarify some online extracurricular activities that aim to improve students' speaking skills through pretest-posttest, questionnaire, interview and to perceive the difficulties that high school students, namely those enrolled in grade nine at Hong Son Secondary School, encounter. In addition to addressing the demands of local economic growth, the study helps enhance students' speech in English while also giving teachers fresh, creative ideas for their own teaching methods.

1.2. Objectives

This research focuses on identifying suitable online extracurricular activities that can enhance the English-speaking skills of ninth-grade students at Hong Son Secondary School. At the age of 14 to 15, these students are generally more mature and responsible, with greater independence in managing their time and learning. Therefore, they often have more freedom to use electronic devices, making them well-positioned to benefit from technology-assisted language learning.

The study aims to explore how specific online activities can effectively supplement traditional classroom instruction by improving students' speaking fluency, boosting their confidence, and fostering communicative competence. By examining the digital extracurricular environment, this research seeks to provide practical insights into optimizing online activities to better support students' English-speaking development.

To achieve the overall aim, the research will pursue the following specific objectives:

To identify the difficulties faced by students in speaking English

To explore which online extracurricular activities can effectively enhance English speaking skills

1.3. Research Questions

The research questions aim to explore various aspects of enhancing English-speaking skills among ninth-grade students through online extracurricular activities. Specifically, the study seeks to identify the challenges students face in speaking activities, determine which online extracurricular activities effectively support the improvement of their speaking skills, and examine the difficulties encountered in organizing these activities.

1. What difficulties do grade nine students face in speaking English?
2. What online extracurricular activities can help improve their speaking skills?

1.4. Scope of the Study

The study will take place over a six-month period, from September 2024 to February 2025. This timeframe allows for the planning, implementation, observation, and evaluation of various online extracurricular speaking activities.

The research sample includes only grade 9 students at Hong Son Secondary School. This group is selected for several reasons. Firstly, grade 9 marks the final year of lower secondary education, where students are expected to meet specific language benchmarks in preparation for entrance examinations and future academic pathways. Secondly, students at the age of 14 to 15 are typically more cognitively and socially developed, allowing them to participate in self-directed learning activities, manage their time more effectively, and engage meaningfully with technology-based tools. They also have more consistent access to personal electronic devices, which is critical for the successful implementation of online learning activities.

Hong Son Secondary School has several grade 9 classes, each with a sufficient number of students to ensure a representative sample for the study. The diversity in

learners' backgrounds, abilities, and learning attitudes within these classes will provide a well-rounded perspective on the effectiveness and practicality of integrating online extracurricular speaking activities into their learning routine.

By narrowing the scope to grade 9 students in a specific school setting, this research ensures a focused and manageable approach, while still offering insights that could be applicable to similar educational contexts. To ensure both representativeness and reliability, the study involves two groups of ninth-grade students at Hong Son Secondary School: a control group consisting of 32 students and an experimental group of 30 students. This division allows for a comparative analysis of outcomes and helps assess the effectiveness of online extracurricular activities in enhancing English-speaking skills.

The research deliberately narrows its focus to speaking skills, rather than addressing other language domains such as reading or writing. This focus stems from the recognition that speaking is a core component of communicative competence and often poses the greatest challenge for language learners. It requires not only grammatical accuracy and vocabulary knowledge but also real-time processing, confidence, and interactional ability.

To gather relevant data, the study employs a combination of questionnaires and speaking tests. These tools are designed to measure changes in students' speaking performance and perceptions before and after the implementation of online extracurricular activities. The results will provide essential insights to support the study's findings and conclusions.

Enhancing English Speaking skills is a key consideration in this project. The design of online extracurricular activities is intended to maintain students' engagement without causing fatigue or overload during the learning process. Typically, online extracurricular activities will range from 30 to 45 minutes in length, depending on the content of each topic. Consequently, the specific length of each online extracurricular activity and time for the activity can be adjusted to align with students' schedules. This approach helps create a flexible and effective learning

environment, fostering interaction and active participation among students throughout the learning process.

1.5. Significance of the Research

The research is expected to make a significant contribution to the field of English language education by providing valuable insights into the design and implementation of appropriate online extracurricular activities aimed at enhancing speaking skills. The ability to communicate effectively in English is crucial in today's globalized world, and integrating digital learning methods can play a vital role in improving students' language proficiency.

By identifying practical strategies and highlighting the difficulties students face, such as linguistic barriers, psychological challenges, lack of background knowledge, and the influence of their mother tongue, this study provides useful recommendations for educators and school administrators. These findings will help in developing more effective teaching approaches and support systems to enhance students' learning experiences.

Additionally, the research contributes to the growing body of knowledge on digital education and its potential to transform traditional learning environments. As online learning continues to evolve, understanding how digital platforms can be used to supplement face-to-face instruction is essential. This study offers evidence-based insights that can guide future educational policies and instructional methods, ultimately benefiting both students and teachers in the field of English language learning.

CHAPTER 2. LITERATURE REVIEW

2.1. Speaking Skills

2.1.1. Definitions of Speaking Skills

Speaking skill, a vital component of language proficiency, refers to the ability to articulate thoughts, emotions, and ideas verbally in a coherent, accurate, and contextually appropriate manner. Recent studies have highlighted the multifaceted nature of speaking, encompassing not only linguistic accuracy but also communicative appropriateness, interactional fluency, and cultural sensitivity.

According to Ibodulloyeva (2020), speaking is an interactive and dynamic process that involves constructing meaning through the integration of various linguistic systems such as syntax, phonology, and pragmatics. Nguyen et al. (2024) further emphasize that effective speaking requires both skillful language use and mindful communication, where sociolinguistic awareness plays a crucial role in achieving mutual understanding. Leonita et al. (2023) suggest that in the 21st-century learning context, speaking competence also includes clarity, adaptability, and responsiveness, especially when navigating diverse personal, academic, and professional situations.

Technological developments have significantly reshaped the landscape of speaking instruction. A 2024 study published in *System* demonstrated that AI-driven speaking platforms, such as chatbots, enhance learners' fluency, coherence, and pronunciation, while also boosting confidence and willingness to communicate. These findings echo current views that technology-enhanced language learning (TELL) environments offer rich opportunities for authentic interaction and real-time feedback, which are essential for speaking development in EFL settings.

Together, these contemporary perspectives present speaking not only as a product of linguistic knowledge, but also as a dynamic, socially embedded, and technology-enhanced skill that requires both cognitive and affective engagement from learners.

2.1.2. The Problems with Speaking Activities

Speaking is a crucial yet challenging skill in language acquisition for ninth-grade students, influenced by psychological, pedagogical, and environmental factors. Students' motivation to participate in speaking activities is greatly impacted by anxiety; many students avoid speaking chances out of fear of making a mistake or receiving unfavorable feedback (Cheng, 2017; Zhang & Zong, 2019). Speaking skills development may be hampered in typical classroom settings by high class sizes and few opportunities for speaking practice (MacIntyre & Gregersen, 2012). Speaking skills can be improved more effectively with pedagogical approaches that prioritize grammar instruction over interactive communication (Rahimi & Abednia, 2015). Conversely, Communicative Language Teaching (CLT) approaches have demonstrated promising outcomes but are not consistently applied because of practical limitations (Ellis, 2017). Student participation is also limited by cultural considerations, especially in settings where passive learning is the norm (Zhang, 2021). Furthermore, inequalities in speaking practice chances persist due to technological obstacles, such as limited access to digital resources, particularly in online learning contexts (Li & Wang, 2020).

Linguistic difficulties: Linguistic difficulties in speaking often stem from three main areas: vocabulary, grammar, and pronunciation.

Vocabulary: Vocabulary is crucial for effective communication in a foreign language. Limited vocabulary restricts a learner's ability to express ideas clearly, leading to hesitations and misunderstandings (Richards & Rodgers, 1986; Gough, 2007). Learners frequently encounter challenges in retrieving vocabulary, grasping idiomatic expressions, and employing phrasal verbs accurately. Although these elements are vital for achieving natural and fluent communication, their inherent complexity and unpredictable usage make them particularly difficult to master (Ellis, 2012; Dörnyei & Ryan, 2015). Strong (2023) examined the impact of guessing and retrieval strategies on learning phrasal verbs, finding that learners often struggle more

with recalling particles than verbs, highlighting the complexities involved in mastering these expressions.

Grammar: Grammar is foundational for constructing meaningful and accurate sentences. It is often challenging for learners due to differences between their native language and English (Pulum, 2002; Haryanto, 2007). Errors in grammar, such as incorrect tense usage and word order, can lead to miscommunication and difficulty in forming complete sentences (Celce-Murcia, 2001). These challenges are often attributed to limited exposure, insufficient practice, and interference from learners' first language (Ahmad & Shah, 2022; Hidayat & Apriani, 2023). Grammatical errors can significantly impact In speaking, such errors may hinder fluency and comprehension, (Ali & Ramli, 2021).

Pronunciation: Pronunciation affects the clarity and comprehension of spoken English. Mispronunciations can change the meaning of words, leading to misunderstandings (Yates & Zielinski, 2009). Studentss may struggle with pronunciation due to differences in phonetic patterns and intonation between English and their native language, which can hinder their ability to communicate effectively. Recent research shows that pronunciation difficulties often stem from the influence of the first language, lack of phonological awareness, and limited feedback during speaking activities (Ali & Ramli, 2021; Ahsan & Parveen, 2023). Furthermore, improper stress and intonation patterns are reported as common obstacles among EFL learners (Levis, 2020). Regular practice, especially through technology-enhanced tools and pronunciation-focused feedback, has been proven effective in improving intelligibility and boosting learner confidence (Llanes & Muñoz, 2023; Mehmood et al., 2024).

Psychology: Psychological factors significantly influence students' acquisition of English, particularly speaking skills. Despite years of studying English, many students still face psychological barriers when speaking. Schwartz (2005) emphasized the crucial role of psychological aspects in language learning and their

impact on success or failure. Recent studies have reinforced this view, showing that affective factors such as anxiety, low self-esteem, and fear of failure greatly affect learners' speaking performance (Alrabai, 2020; Rahman et al., 2023; Huang, 2024).

Shyness is a key factor that hinders students from speaking English. It is often accompanied by feelings of awkwardness, nervousness, or tension in social situations, particularly with unfamiliar audiences. According to Zhang and Wang (2020), shy students tend to avoid speaking opportunities, fearing embarrassment or negative evaluation. Studies have shown that shyness can manifest through physical symptoms such as trembling, sweating, and increased heart rate, all of which impact speech production and clarity (Liu & Jackson, 2021; Hassan et al., 2023).

Fear of making mistakes is another significant barrier. Recent research by Akbari and Sadeghi (2022) found that fear of negative judgment reduces students' willingness to speak in front of others, particularly in foreign language classrooms. Learners often internalize mistakes as signs of incompetence, which leads to anxiety and silence (Rahman et al., 2023). This fear is especially pronounced in environments where peer pressure or teacher criticism is perceived as harsh or unforgiving.

The influence of mother-tongue: Mother tongue can signify many different things to various people. Children "acquire their mother tongue at home and school as well as in social situations outside the home," according to Yazici & Glover (2010). Mother tongue, according to Ashworth (1992), is the language that a kid learns in the first few years of life and eventually uses for cognition and communication. The aforementioned claims demonstrate how humans are inextricably shaped by their mother tongue from an early age, primarily as a result of parental rearing and environmental factors.

Thus, Harmer (2001) provided a few explanations for why pupils frequently speak in their home tongue in the classroom. Students speak in their own language when asked to discuss a subject they are not knowledgeable about. Another justification is that, in situations where using English to solve the problem is not

feasible, "the use of the mother tongue is a natural thing to do." Students naturally speak in their mother tongue. Students eventually become overly dependent on their mother tongue and neglect to practice speaking English. Students find it difficult to avoid problems when communicating in English once it becomes ingrained in them.

Recent studies further emphasize this issue. According to Lee and Mak (2022), students who habitually rely on their first language often face anxiety and hesitation when required to communicate in English. This over-reliance on the mother tongue can hinder the development of fluency and spontaneity in spoken English. Likewise, García and Wei (2014) argue that while the mother tongue can be a valuable support tool, excessive use without guidance may prevent learners from fully immersing in the target language. Therefore, although the first language can scaffold learning, its overuse can create significant barriers to effective English communication.

Speaking errors are common among students who practice in two distinct languages. There are far too many word and structure differences between Vietnamese and English. Words that are absent in Vietnamese include the vowels /æ/ and /ɑʊ/ and the consonants /ð/ and /ə/. These kinds of similar sounds can help students identify similar sounds in their mother tongue, substitute foreign sounds, or pronounce such sounds without pausing. According to Avery and Ehrlich (1992, p. 155), Vietnamese students similarly have a tendency to delete one or more consonants from a challenging cluster. Due to their long-standing familiarity with the Vietnamese language, many students find it challenging to apply English grammar. Nguyen (2007) further stated that, "The grammar of their mother tongue seems to be deeply rooted in their minds, so students tend to infer their mother tongue structure to the structure of the foreign language." Vietnamese students frequently overlook or forget how to pronounce final consonants as a result of the influence of their native tongue. The final consonants have a significant connotation that aids in the listener's identification of the word being spoken. Chen and Li (2023) reported that the interference from Vietnamese phonetics not only hampers accurate pronunciation but

also contributes to a slower overall progression in acquiring English grammatical structures. For practically all of the students, the aforementioned distinctions between their home tongue and English have been the primary cause.

Lack of background knowledge: A student's background knowledge is usually accumulated knowledge. Individuals are better able to recall and elaborate on a topic when they have knowledge about a particular topic (Echevarría, Vogt & Short, 2008). Stevens (1980) also defines that background knowledge quite simply as what one already knows about a subject. One of the main reasons why students find it challenging to dedicate a significant amount of time to studying issues is a lack of subject expertise. Students apply their collected prior knowledge to new learning contexts and use it as a foundation for new information. Because it helps students make sense of novel concepts and events, background knowledge is a crucial component (Lent, 2012). Unfamiliar topics make it difficult for students to come up with ideas. When faced with unfamiliar topics, students seem to lack knowledge of what they have to cover because these topics may include many new words and phrases that are completely foreign to them. According to Baker and Westrup (2003), students are unable to react to their teachers' questions since they must consider what to say and also utilize proper language and vocabulary. Students are able to accurately and fluently convey their ideas and opinions when they possess sufficient information about a given subject. If they lack clarity regarding their subject. That indicates that they lack background knowledge in the subject matter, which could make it challenging for them to communicate their thoughts or opinions. Chen and Li (2023) observed that a deficiency in specialized knowledge forces learners to grapple with processing information quickly and flexibly during conversations, thereby limiting the effective development of their English speaking skills. With lack of prior knowledge in a wide range of subjects, most students actually lack the inspiration to articulate their views clearly. Only if an individual can comprehend a subject by using their mother tongue will they be able to have deeper comprehension, new

discoveries or ideas, appreciation, and concept extension and expansion (Awopetu, 2016).

2.1.3. Types of Speaking

According to Brown (2003), the five main types of speech are “imitative, intensive, responsive, interactive, and extensive”.

Imitative: The ability to mimic a word, phrase, or sentence is demonstrated by imitative speaking. Imitative skill development is frequently a first step in the language learning process for language learners. It aids students in expanding their vocabulary, becoming more comfortable with the language's structures and sounds, and honing their pronunciation.

Intensive: Speaking intensively is the capacity to produce short bursts of spoken language intended to demonstrate mastery of particular prosodic components, such as intonation, stress, rhythm, and juncture, as well as grammatical, phrasal, lexical, or phonological features. Learners can enhance their overall language competency and develop into more certain and proficient communicators by engaging in extensive speaking practice.

Responsive: The ability to have brief discussions, extend polite greetings, strike up small talk, and make basic requests and remarks is all included in responsive speaking. People who can speak with responsiveness are able to establish rapport, move through social situations with ease, and add something constructive to the discourse.

Interactive: While responsive speaking and interactive speaking are similar, the length and intricacy of the interaction are different. There are frequently several people participating in the conversation. Presenters actively interact with one another, building on each other's ideas, posing queries, offering criticism, and influencing the course and conclusion of the discussion as a whole.

Extensive: Comprehensive speaking includes verbal production activities like speeches, oral presentations, and narratives. Prolonged speaking assignments give people the chance to show off their inventiveness, communication abilities, and

capacity to effectively engage and persuade an audience. Speaking in front of large groups of people enables speakers to demonstrate their verbal communication skills in a variety of situations and scenarios, whether they are making a speech, an oral presentation, or a narrative.

2.2. Teaching English at Secondary schools

2.2.1. Teaching English as a Foreign Language (TEFL)

Teaching English as a Foreign Language (TEFL) is a dynamic and essential field in language education that equips learners with the skills needed to communicate in English in non-native contexts. As English continues to dominate global communication, education, and business, the demand for effective TEFL methodologies has grown significantly.

Methodologies in English language instruction: Over the years, various methodologies have been developed to enhance the effectiveness of English language instruction. Each approach offers distinct strategies for language acquisition, catering to different learning styles and objectives. The following are some of the most widely recognized methods in the field of English language teaching.

The Grammar-Translation Method is one of the earliest approaches in language education, historically used for teaching classical languages such as Latin and Greek. This method emphasizes grammatical rules, vocabulary memorization, and translation exercises, aiming to develop students' reading and writing skills (Richards & Rodgers, 2014). Instruction is typically conducted in the students' native language, with a strong focus on translating texts between the native and target languages. One of the key strengths of this method is its emphasis on grammatical accuracy and reading comprehension, making it particularly useful for students who need to analyze complex texts. However, it has several limitations. Since it prioritizes written language over spoken communication, students have little opportunity to practice speaking and listening in the target language (Larsen-Freeman & Anderson, 2011). As a result, learners may struggle with oral proficiency, which is essential for

real-world communication. While the Grammar-Translation Method is still used in certain academic settings, it has been largely replaced by more communicative approaches, such as Communicative Language Teaching (CLT), which emphasizes interaction and fluency (Richards & Rodgers, 2014). These modern methods address the shortcomings of traditional grammar-focused instruction by encouraging students to engage in meaningful conversations.

The Direct Method is an immersive language teaching approach that requires students to use only the target language in the classroom. Unlike the Grammar-Translation Method, which relies on translation, the Direct Method encourages learners to think in English rather than converting ideas from their native language. This approach enhances fluency and spontaneous communication by emphasizing oral interaction, pronunciation, and listening skills (Larsen-Freeman, 2000). A key feature of the Direct Method is its focus on speaking and listening. Teachers use real-life situations, visual aids, and gestures to convey meaning, avoiding direct translations. Grammar is taught inductively, meaning students infer rules through examples and practice, rather than receiving explicit explanations. While this can lead to more natural language acquisition, it may not provide sufficient instruction on complex grammatical structures (Richards & Rodgers, 2014). Despite its limitations, the Direct Method has influenced modern communicative approaches, such as Communicative Language Teaching (CLT), which also prioritize interaction and real-world communication. By immersing learners in the target language, the Direct Method helps develop oral proficiency and confidence, making it an effective approach for those aiming for conversational fluency.

The Communicative Approach, also known as Communicative Language Teaching (CLT), is one of the most widely adopted modern language teaching methods. It prioritizes real-life communication and interaction, aiming to develop learners' ability to use language effectively in everyday situations. Unlike traditional methods that emphasize rote memorization of grammar rules, the Communicative Approach focuses on meaningful communication through activities such as

dialogues, role-plays, and discussions (Savignon, 2002). A key feature of this approach is its emphasis on speaking and listening skills, allowing students to practice language in contextual and interactive ways. Grammar is still important but is learned implicitly rather than through direct instruction, as students acquire structures naturally while using the language (Richards & Rodgers, 2014). This approach fosters fluency and confidence, making language learning more engaging and effective. Despite its strengths, the Communicative Approach may not always provide enough focus on grammatical accuracy, which can be a concern for learners who need strong writing and reading skills. However, it remains a highly effective method for developing communicative competence, making it widely used in modern language classrooms

Another influential methodology is Task-Based Language Teaching (TBLT), which centers around engaging students in meaningful tasks such as problem-solving activities, group discussions, and real-world simulations. This method not only enhances linguistic competence but also develops cognitive skills and critical thinking. By integrating language learning with practical application, TBLT makes the learning process more interactive and student-centered (Ellis, 2003).

Each of these methodologies has its advantages and limitations, and their effectiveness depends on factors such as the learners' needs, learning environment, and instructional goals. In modern English language teaching, educators often adopt an eclectic approach, combining elements of different methods to create a more effective and adaptable learning experience. By understanding these methodologies, teachers can better facilitate language acquisition and support students in achieving fluency and confidence in English.

2.2.2. Psychology of students in learning a new foreign language

Learning a new foreign language is a complex process influenced by various psychological factors. Students' success in acquiring a language is not solely dependent on cognitive abilities but also on emotional, social aspects. Understanding

these psychological elements can help educators develop more effective teaching strategies and create supportive learning environments.

Anxiety and its impact on language learning: Language learning anxiety is another significant psychological factor affecting students. Horwitz, Horwitz, & Cope (1986) identified foreign language anxiety (FLA) as a specific type of anxiety that can negatively impact students' ability to speak, listen, and process language effectively. Symptoms of FLA include nervousness, self-doubt, and fear of making mistakes, which can hinder classroom participation and performance. Strategies such as creating a low-stress learning environment and using communicative activities can help reduce anxiety and build students' confidence (MacIntyre & Gardner, 1991).

The role of self-efficacy in language learning: Bandura (1997) introduced the concept of self-efficacy, which refers to an individual's belief in their ability to succeed in specific tasks. In language learning, students with high self-efficacy are more likely to take risks, engage in conversations, and persist through challenges. Research suggests that positive reinforcement from teachers and incremental goal-setting can help improve students' self-efficacy and overall language competence (Zimmerman, 2000).

The influence of cognitive and affective factors: Language acquisition also involves both cognitive and affective factors. Cognitive factors include memory, problem-solving skills, and prior linguistic knowledge, which affect students' ability to process and retain new vocabulary and grammar (Ellis, 2008). Affective factors, such as attitude, emotions, and social influences, also play a role in shaping students' engagement with the language (Krashen, 1982). According to Krashen's Affective Filter Hypothesis, a positive emotional state enhances language learning, while stress and negative emotions can act as a barrier to acquiring new linguistic skills.

Social and cultural influences on language learning: Language learning is also influenced by social and cultural factors. Students from different backgrounds may have varying attitudes toward language learning based on societal expectations, peer influence, and exposure to the target language outside the classroom (Gardner,

1985). Integrative motivation, which refers to a student's desire to connect with a language community, has been found to be a strong predictor of success in language learning (Masgoret & Gardner, 2003).

2.2.3. Motivation in Learning English

Definitions of motivation: Motivation has been defined in various ways by numerous researchers, each offering unique perspectives on its nature and significance. Bahrani & Soltani (2020) famously stated, "People often say that motivation doesn't last. However, neither does bathing—that's why we recommend it daily." This analogy highlights motivation as an essential and recurring force in life. They further describe motivation as an internal process—whether perceived as a drive or a need, it is an internal condition that fuels a desire for change, whether within oneself or in the surrounding environment. When individuals tap into this source of energy, motivation provides the drive and direction necessary to engage with challenges, adapt to new situations, and solve problems effectively.

From this perspective, motivation is indispensable. It is the driving force that inspires individuals to take action, set goals, and persist despite obstacles. Without motivation, progress stagnates, and valuable time is wasted. Since time continues to move forward, individuals must actively cultivate motivation to make the most of their opportunities and aspirations.

The importance of motivation: Motivation in academic achievement is a complex construct that encompasses various elements, including self-concept, task value, goals, and achievement motives. Research suggests that motivation plays a crucial role in determining students' success, often having a stronger impact than cognitive abilities alone. Studies indicate that students' self-perception of their abilities and their value of academic tasks are stronger predictors of achievement than goals or external incentives.

Rao (2019) further differentiates between two key achievement motives: hope for success (characterized by positive emotions and self-confidence) and fear of failure (associated with anxiety and uncertainty in achievement situations). These

motives shape students' attitudes and behaviors, influencing their long-term academic performance. Additionally, achievement motives remain relatively stable over time, highlighting the need for sustained motivation throughout a learner's journey.

Factors affecting motivation: Motivation is generally classified into two categories: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to internal factors that drive individuals to learn for personal satisfaction and intellectual growth, whereas extrinsic motivation stems from external influences such as rewards, recognition, or societal expectations. Both types of motivation play a vital role in the process of learning English. Kürüm (2016) acknowledges this distinction, explaining that intrinsic motivation arises from genuine interest and enjoyment in an activity, independent of external consequences. In contrast, extrinsic motivation is driven by external rewards, such as grades, praise, or career advancement. In recent years, the role of intrinsic and extrinsic motivation in English as a Foreign Language (EFL) learning has garnered increasing attention. Leong & Ahmadi (2017) also highlight the connection between motivation and success in acquiring a foreign language. Extrinsic motivation fosters competitiveness and initiative, pushing students to meet academic expectations, while intrinsic motivation encourages deep learning and a lifelong pursuit of knowledge. A balanced combination of both types of motivation helps learners develop strong study habits and a lasting commitment to education.

2.3. Theories of Online Extracurricular Activities

2.3.1. Definitions of Online Extracurricular Activities

The concept of online extracurricular activities has evolved significantly, recognizing their value in supporting student development, especially in language learning. Wills J.J (2016) initially described these activities as structured experiences in virtual environments that enhance personal development, social skills, and academic performance, with a focus on language proficiency. Cathy Cavanaugh

(2017) expanded on this by emphasizing that virtual programs offer diverse opportunities for growth and skill development, benefiting language learning through authentic language use. John Palfrey (2018) highlighted these activities as online engagements that enhance skills, foster creativity, and build social connections, extending learning beyond the physical classroom. Chris Dede (2019) described them as digitally facilitated experiences that leverage technology for interactive learning and skill development. Julie Evans (2020) noted their role in pursuing interests and enhancing communication and collaboration skills. Scott McLeod (2021) provided a comprehensive view, characterizing them as organized digital activities that offer enrichment and personal development, including improved language proficiency.

2.3.2. Types of Online Extracurricular Activities

Online extracurricular activities represent a diverse array of opportunities designed to enhance students' speaking skills through digital platforms. These activities leverage technological tools to create engaging and interactive learning environments beyond traditional classroom settings.

Virtual debate clubs: Virtual debate clubs are structured platforms where students participate in discussions and debates on various topics: “Foreign languages should or shouldn’t be learned from a young age.”, “Is the internet more beneficial or harmful to students?”, “The use of mobile phones should or shouldn’t be banned during class.”, “Secondary students should wear casual clothes or uniform at school.”... using video conferencing tools. This format not only improves their public speaking abilities but also enhances their critical thinking and argumentation skills. Platforms such as Zoom or Microsoft Teams are commonly used for hosting these debates, providing a space for real-time interaction and feedback.

The concept of virtual debate clubs is extensively explored within the framework of educational technology and virtual learning environments. Virtual Debate Clubs can effectively harness technology to create diverse and inclusive environments that support learners in developing comprehensive argumentation skills. According to Petukhova et al. (2017), virtual debate systems that incorporate

multimodal analysis such as tracking speech patterns, gestures, and eye movements can provide personalized feedback and improve argumentation performance. However, it is also important to design debate activities that mitigate negative emotional responses and enhance the potential for consensus. As Baek, Wojcieszak, and Delli Carpini (2012) point out, online deliberation, while politically and racially diverse, may lead to more emotional tension and a lower likelihood of achieving agreement compared to face-to-face interactions. Therefore, thoughtful structuring of virtual debates is essential to maximize their educational benefits while minimizing their limitations.

Online interactive speaking competitions: In recent years, online interactive speaking competitions have emerged as a dynamic platform to enhance students' oral communication skills, especially in second language learning contexts. These competitions combine the convenience of digital platforms with the spontaneity and engagement of live speaking events, making them a powerful tool for language education.

One of the key advantages of online speaking competitions is their interactivity. Unlike traditional speech contests where participants deliver monologues, these competitions often involve real-time responses, peer interaction, and live Q&A sessions with judges or audiences. This format mirrors authentic communication, pushing learners to develop not only their pronunciation and fluency but also critical thinking, adaptability, and confidence.

Research by Hsu (2022) on Taiwanese EFL learners showed that online speaking contests using breakout room debates and peer evaluation increased students' willingness to communicate (WTC) and reduced foreign language anxiety over time. This suggests that interactive online speaking events can serve as low-stress, supportive environments for language practice.

Platforms like Zoom, Google Meet, or Flipgrid have enabled institutions to host interactive speaking events regardless of geographical barriers. One successful example is the ASEAN English Speaking Competition (AESC) held virtually during

the pandemic, which engaged students from over ten countries and featured live debates, impromptu speeches, and audience-voting rounds. These elements encouraged real-time interaction and cultural exchange.

Another example is the British Council's "Speak Out for Sustainability" online competition (2023), which attracted thousands of secondary school students across Asia. Finalists participated in live panel discussions and spontaneous speaking challenges, judged by international educators and environmental activists. Participants reported significant improvements in their persuasive speaking skills and cultural awareness.

However, organizers must also address challenges such as internet connectivity, technical literacy, and performance anxiety in digital environments. Providing pre-competition training, clear assessment rubrics, and peer feedback mechanisms can help mitigate these issues. Hine (2025) also emphasizes the importance of inclusive virtual environments where all students, regardless of background or physical conditions, can engage meaningfully.

Online forums and discussion groups: Online In the context of digital learning, online forums and discussion groups have emerged as powerful tools to promote language practice, critical thinking, and learner autonomy. These platforms provide students with opportunities to engage in written dialogue beyond classroom hours, supporting collaborative learning and the development of communicative competence, particularly in EFL (English as a Foreign Language) environments. Online discussions allow learners to practice language skills at their own pace and can be particularly beneficial for language acquisition as they encourage learners to use language in authentic contexts (Kern, 2014).

One significant advantage of online discussion groups is that they afford learners more processing time to reflect, formulate, and articulate their ideas, which is essential for the development of fluency in a second language. According to Wang and Vasquez (2012), asynchronous discussions help students engage more deeply with course content and enhance their ability to organize and present arguments,

expand their vocabulary, and use grammar more effectively in meaningful contexts. Additionally, the written nature of online interactions allows learners to revisit and revise their contributions, which can lead to a more thoughtful and careful use of language (Zhao, 2003).

Moreover, online forums provide a safe environment for students to practice their language skills without the pressure of face-to-face communication. This aspect is particularly beneficial for students who experience language anxiety or shyness in live speaking contexts. Sun (2010) highlighted that written online communication in a forum setting allows learners to focus on the content of their messages rather than being distracted by fears of making mistakes in real-time speech. As a result, students are more likely to develop confidence in their language skills.

Furthermore, online forums and discussion groups support inclusive participation by creating spaces where all learners, regardless of personality or background, can actively contribute. The asynchronous nature of these discussions means that students are not pressured to speak on the spot but can take the time to compose their thoughts. This fosters equitable participation, especially for learners who may not feel confident in physical classroom settings (Ramanathan & Morgan, 2007). Additionally, these platforms facilitate cross-cultural communication, as learners can interact with peers from different backgrounds and engage in global learning opportunities, which further enriches their language learning experiences.

However, the success of online discussion groups depends on clear guidelines and effective moderation. Teachers must provide clear expectations for students' participation and ensure that discussions remain purposeful and respectful. According to Hughes (2009), proper scaffolding is essential to help students understand how to engage in productive and critical discussions, including the use of netiquette, asking clarifying questions, and responding to others in a constructive manner. In addition, rubrics for assessing student contributions are crucial to ensure that students are evaluated on the quality of their participation and their ability to engage meaningfully in discussions (Swan, 2002).

Online interactive language games: Interactive language games are online activities designed to make language learning fun and engaging. These games often involve tasks that require students to use English to complete challenges, solve puzzles, or compete against others. Examples of interactive language games include vocabulary quizzes, role-playing scenarios, and storytelling activities. By gamifying the learning process, these activities can motivate students to practice speaking English in a relaxed and enjoyable manner. Interactive language games often incorporate elements of immediate feedback and rewards, which can enhance motivation and reinforce learning. Research has shown that such games can effectively improve students' speaking skills by providing frequent, meaningful practice opportunities that enhance both accuracy and fluency (Lee & Chen, 2021). In addition to promoting language skills, these games can be a useful tool for cultural exchange. Many online games incorporate cultural references or provide opportunities for learners to engage with native speakers or other learners from diverse backgrounds. Thorne (2008) highlights that interactive games, especially those played in multiplayer environments, foster collaborative learning and cross-cultural communication, allowing learners to engage with peers from different linguistic and cultural backgrounds.

However, the effectiveness of online interactive language games depends on their design and alignment with educational goals. It is crucial that the games be well-structured and designed with clear learning outcomes in mind. Hawisher and Selfe (2006) note that poorly designed games can frustrate students and lead to disengagement. Therefore, game developers and educators must collaborate to ensure that the games encourage learning while maintaining entertainment value.

2.3.3. Advantages and Disadvantages of Online Extracurricular Activities

Online extracurricular activities have evolved significantly, offering numerous benefits and posing unique challenges. These activities initially gained attention for their accessibility, allowing students to participate from virtually anywhere with an

internet connection, thus removing geographical constraints (Anderson, 2008). This accessibility has been particularly beneficial for students in rural or underserved areas who may not have access to diverse extracurricular programs in their local schools. Additionally, online platforms have provided opportunities for students with disabilities to engage in activities that might otherwise be inaccessible in traditional settings.

As technology advanced, the flexibility of online platforms became increasingly evident. Unlike traditional extracurricular programs, which require physical attendance at a specific time and place, online activities allow students to engage in learning experiences at their convenience. This adaptability has been crucial in accommodating students across different time zones and those managing multiple responsibilities, such as part-time jobs or family obligations (Kukulska-Hulme & Shield, 2008). Moreover, asynchronous learning options where students access materials and complete assignments at their own pace have empowered learners to tailor their schedules to their individual needs.

Further developments in digital learning tools have expanded the variety and richness of online extracurricular experiences. A wide range of multimedia resources, including instructional videos, interactive exercises, gamified learning modules, and virtual simulations, have been introduced to cater to diverse learning styles (Chou & Chen, 2009). For instance, language learners can benefit from online language exchange programs, virtual reality immersion experiences, and AI-driven pronunciation correction tools. Similarly, STEM-related extracurricular activities now offer virtual laboratories where students can conduct experiments remotely, enhancing their understanding of scientific concepts in an engaging and interactive way

However, as the popularity of online activities grew, challenges also became evident. By 2012, studies highlighted technical issues such as unreliable internet connections, software malfunctions, and platform compatibility problems, all of which could disrupt the learning experience and hinder participation (Selwyn, 2012).

These technical difficulties were particularly problematic for students in remote or low-income areas, where access to high-speed internet and modern digital devices was limited. Moreover, platform-specific issues, such as sudden crashes, login failures, and inadequate customer support, further contributed to frustration and disengagement among participants.

Around the same time, the lack of face-to-face interaction was identified as a significant drawback of online extracurricular activities. Unlike traditional, in-person settings where students could engage in spontaneous discussions, read body language, and develop strong interpersonal relationships, virtual interactions often felt impersonal and less engaging (Palloff & Pratt, 2007). The absence of non-verbal cues, such as facial expressions and gestures, made it difficult for students to fully understand emotions, intentions, and social dynamics during group discussions or collaborative projects. Additionally, limited social bonding in online spaces led to weaker peer connections, reducing motivation and enthusiasm for participation.

More recently, in 2014, research began to focus on the psychological and motivational aspects of online learning. It was found that prolonged screen time contributed to digital fatigue, which led to reduced attention spans and cognitive overload among students (Jaggars, 2014). Unlike traditional classroom settings where students could physically move between different spaces, online learning often required long hours of sitting in front of a screen, increasing mental exhaustion. Moreover, home distractions such as family members, household chores, and personal devices competed for students' attention, making it harder to maintain focus. Without the structure of a physical learning environment, students also faced difficulties in establishing discipline, time management, and routine, leading to lower engagement levels and decreased motivation.

2.4. Related Studies

Research on online extracurricular activities and English Speaking skills has evolved significantly over the past decade, highlighting the role of digital platforms in enhancing fluency, confidence, and communication abilities.

Dr. Warschauer, S. K.'s 2015 study was among the first to explore how digital platforms could enhance fluency and confidence in English Speaking skills. His research found that online forums, video conferencing, and interactive chat-based activities provided students with more opportunities to practice speaking in a low-pressure environment. Warschauer emphasized that the asynchronous nature of some digital platforms allowed learners to take their time in formulating responses, leading to greater self-assurance and improved articulation. Furthermore, he noted that online participation often reduced anxiety among shy or introverted learners, as they felt less intimidated than in face-to-face discussions.

Building on Warschauer's findings, Wills, J. J. (2016) examined the specific effects of structured online activities on speaking proficiency. Wills' study focused on the impact of well-designed tasks such as role-playing exercises, guided discussions, and virtual storytelling. He found that when online activities followed a structured format such as problem-solving discussions or debate-style interactions students showed significant improvement in their pronunciation, vocabulary usage, and overall fluency. The study highlighted the importance of scaffolding in online speaking activities, where students gradually progressed from simpler speaking tasks to more complex, real-world simulations.

Cavanaugh, C. (2017) and Palfrey, J. (2018) expanded this research by demonstrating how virtual discussions and regular engagement in online speaking activities contribute to language development. Cavanaugh's research focused on online language exchange programs, where students conversed with native speakers or peers from different linguistic backgrounds. Her findings showed that repeated exposure to authentic conversations helped learners refine their listening skills, improve pronunciation, and develop better conversational strategies. Similarly, Palfrey's study examined the benefits of using live-streamed discussions and interactive webinars. His research emphasized the role of peer-to-peer communication in boosting confidence, as students engaged in real-time dialogues and received instant feedback.

Sun (2010) highlighted the significant advantages of asynchronous discussion forums in developing learners' English communication skills. Unlike synchronous conversations that require immediate responses, asynchronous forums provide learners with extended time to process information, reflect on ideas, and carefully construct their responses. This additional processing time is particularly beneficial for EFL students, especially those who are less confident or struggle with spontaneous speech. It allows them to think more deeply about the content, choose appropriate vocabulary, and organize their thoughts more coherently. Through regular participation in these forums, learners gradually improve their response strategies, becoming more adept at expressing themselves clearly and logically. Sun also noted that the language produced in asynchronous settings tends to be more accurate and sophisticated, as students have the opportunity to revise their posts before submitting them. Over time, these habits contribute to more thoughtful language use in real-life communication, enhancing learners' ability to respond effectively in both spoken and written contexts. Furthermore, such platforms foster a collaborative learning environment where students can read and reflect on their peers' contributions, expanding their exposure to diverse perspectives and language styles.

In Vietnam, research on the impact of online activities on English-speaking skills has provided valuable insights into how digital platforms enhance language acquisition. Various studies have examined different aspects of online extracurricular activities, highlighting their role in developing fluency, confidence, articulation, and narrative abilities among students.

Nguyen Thi Lan (2017) conducted a study on the effectiveness of online language clubs and found that they significantly enhanced students' fluency and confidence in speaking English. Her research indicated that students who participated in these clubs regularly engaged in discussions, interactive activities, and peer feedback sessions, which helped them practice conversational English in an informal and supportive environment. The study also noted that online platforms reduced speaking anxiety, as students felt more comfortable expressing themselves behind a

screen rather than in a traditional classroom setting. This lower anxiety level allowed for more consistent speaking practice, leading to gradual improvement in pronunciation, intonation, and overall verbal expression.

Le Thi Phuong (2019) explored the role of online language exchange programs in improving speaking proficiency. Her study revealed that participating in real-time conversations with native or fluent English speakers helped Vietnamese learners develop more natural pronunciation, improve their listening comprehension, and gain confidence in spontaneous speech. The research emphasized the value of interactive learning, where students engaged in structured dialogues, role-playing scenarios, and cultural exchanges. Phuong also pointed out that these programs allowed students to receive immediate corrections and feedback, helping them identify and address common mistakes in grammar and pronunciation. Additionally, the study found that students exposed to different accents and communication styles became more adaptable and better prepared for real-world conversations.

2.5. Research Gap

Despite the increasing interest and scholarly attention directed towards the role of online extracurricular activities in language education, a notable gap remains in the empirical research concerning their specific influence on the enhancement of speaking skills among secondary school students. Existing literature predominantly addresses general language acquisition and overall student engagement facilitated by virtual activities, often neglecting the nuanced impact on distinct language skills, particularly speaking. This research intends to fill this void by investigating some appropriate online extracurricular activities for improving speaking skills among ninth-grade students at Hong Son Secondary School. By narrowing the focus to this particular cohort and skill set, the study aims to provide targeted insights and contribute to a more comprehensive understanding of how online extracurricular platforms can be optimized to enhance speaking abilities in a secondary education context.

2.6. Conceptual Framework

The conceptual framework illustrates the key factors affecting English-speaking skills, highlighting the difficulties students face, such as linguistic challenges, psychological barriers, and a lack of background knowledge. To address these issues, it proposes online extracurricular activities like virtual debate clubs, interactive speaking sessions, and online forums, which provide practical environments for language practice.

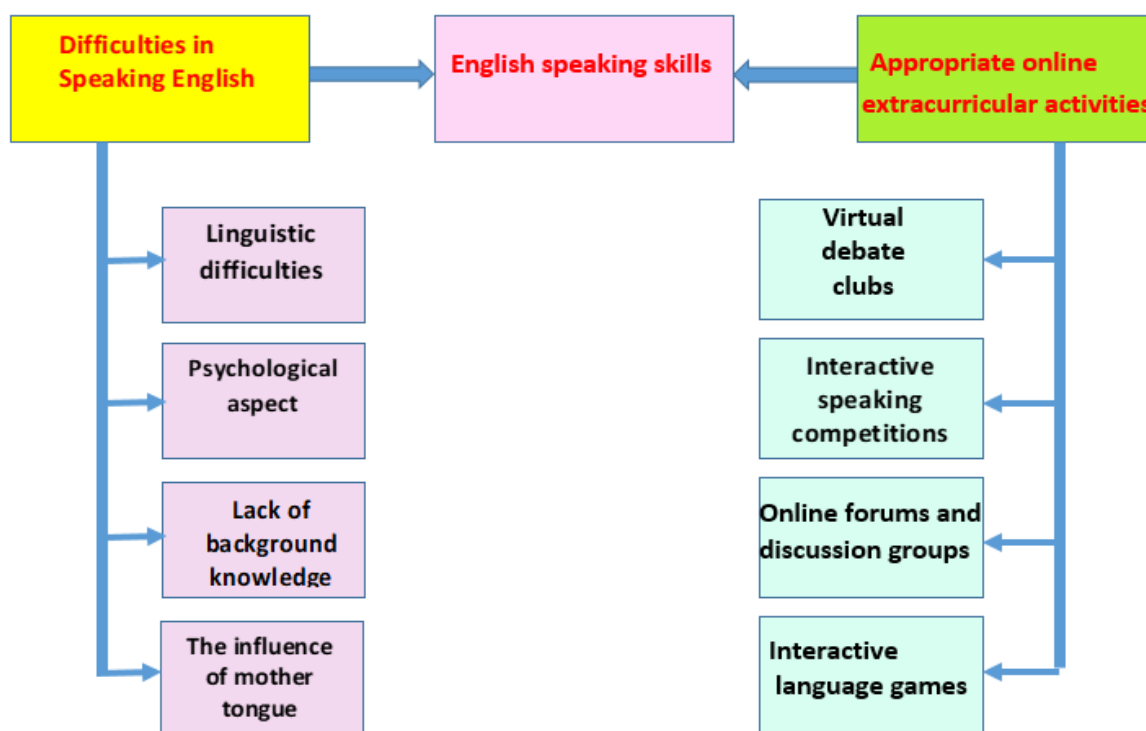


Figure 2.1. Conceptual framework

CHAPTER 3. METHODOLOGY

3.1. Research Site

Hong Son Secondary School is situated in Hong Son Commune, Ham Thuan Bac District, Binh Thuan Province. Established in 1997, the school has made significant strides in infrastructure and educational quality. Since the conclusion of the 2018–2019 academic year, the school has been equipped with a comprehensive system of standard and functional classrooms. Classrooms are furnished with televisions with Internet connectivity, which supports the integration of technology into teaching and learning processes.

The school is characterized by a green, clean, and well-maintained campus, which contributes to a positive learning environment. As a result, Hong Son Secondary School has been recognized as meeting national education standards for several consecutive years. Currently, the school comprises 17 main classrooms and 5 auxiliary rooms, effectively serving its student population.

At present, the school enrolls a total of 1,120 students, including 664 female students and 456 male students, across four grade levels (grades 6 to 9). Specifically, there are 8 classes in Grade 6, 9 classes in Grade 7, 8 classes in Grade 8, and 7 classes in Grade 9, making a total of 32 classes. The student body is widely recognized for its friendliness, creativity, and diligence. Students actively participate in extracurricular activities while maintaining a strong commitment to academic achievement. Notably, many students successfully gain admission to specialized high schools each year.

The school's teaching staff includes 60 well-qualified teachers, supported by 3 administrators and 5 service personnel. The faculty is dedicated to pedagogical innovation and regularly adopts new methods and formats to enhance teaching and learning effectiveness.

3.2. Participants

The study involved 62 students from two 9th-grade classes at Hong Son Secondary School in Ham Thuan Bac District, Binh Thuan Province. The research participants were divided into two groups: Experimental Group (EG), including 30 students, and Control Group (CG), with 32 students. EG was evaluated on their speaking skills through participating in some online extracurricular activities. CG studied as EG, but they didn't join in online extracurricular activities.

3.3. Research Design

3.3.1. Approach

This case study will use a mixed-methods approach, combining qualitative and quantitative data to provide a comprehensive understanding of the research problem

3.3.2. Methods

The study will utilize tests, survey through a questionnaire, interview to gather data on some online curricular activities to enhance English speaking skills, difficulties students have to face, and challenges in organizing online extracurricular activities.

3.3.3. Techniques

Pre- and post- tests: To evaluate the improvement in students' speaking skills, pre- and post-tests will be conducted. These tests will assess students' proficiency in specific speaking components, including fluency, accuracy, pronunciation, vocabulary, and interaction. The pre-test will be administered prior to the introduction of the online extracurricular activities to establish a baseline measurement of the students' current speaking abilities. After the completion of the activities, a post-test will be conducted to determine any changes or improvements in their speaking skills. In experimental research, employing pre-tests and post-tests is essential for evaluating the effectiveness of interventions or educational methods. Conducting a pretest before implementing an intervention allows researchers to determine

participants' initial levels or conditions. After the intervention, a post-test is administered to evaluate any changes or progress. Comparing pre-test and posttest results enables researchers to assess the intervention's impact. Pre-tests help researchers identify and account for variables unrelated to the intervention that could influence outcomes. This ensures that observed changes are attributed to the intervention rather than external factors. Pretest results facilitate the formation of groups with similar characteristics, ensuring homogeneity and increasing the reliability of research findings. Comparing pretest and posttest outcomes not only evaluates overall effectiveness but also provides insights into the progression of change, allowing for adjustments to interventions to enhance efficacy.

Questionnaire: A questionnaire is a list of questions used to obtain large amounts of information. Questionnaires play an important role in this study. It is used as an effective and most important tool for many reasons. First, a large amount of information can be gathered from a large number of people in a short period of time. Second, it is easier and faster to quantify research. The questionnaire is compiled with simple English words that have an impact on the results of the analysis. A questionnaire will be distributed to gather information about effective online extracurricular activities, difficulties in learning speaking, and challenges in organizing online extracurricular activities.

Semi-structured interview: Interviews are particularly effective for getting the story behind a participant's experiences. Like the questionnaire, the purpose of this instrument focuses on appropriate online extracurricular activities, difficulties in learning speaking and challenges in participating in online extracurricular activities in the grade nine students at Hong Son secondary school.

3.4. Data Analysis Procedures

3.4.1. Tests

In this study, pre-tests and posttests will be administered to both the Experimental Group (EG) of 30 grade 9.3 students and the Control Group (CG) of 32 grade 9.4 students in the first week of the study to assess changes in students' English-speaking abilities. The pretest will establish a baseline of Speaking skills, evaluating pronunciation, fluency, accuracy, vocabulary, and grammar. After the eight - week intervention, a post-test identical in structure to the pretest will measure improvements. Both tests will be conducted in a controlled environment, with performances recorded and scored using a standardized rubric. Data will be analyzed by using SPSS, starting with descriptive statistics and normality checks. Independent sample t-tests will compare posttest scores between groups. Effect size will be calculated using Cohen's d, and reliability will be checked with Cronbach's Alpha. For example, Cronbach Alpha formula to calculate an overall value of .80 generated indicating a good internal consistency (Bonett, 2015). These analyses will provide insights into the intervention's effectiveness and inform future practices.

3.4.2. Questionnaire

Questionnaire responses will be analyzed to identify some suitable online extracurricular activities to enhance the English speaking skills of grade nine. The questionnaire is used to focus on some online extracurricular activities to enhance students' speaking skills and their difficulties in speaking English.

In the questionnaire, there are 36 questions and divided into three parts, using 5- points Likert scale.

Part 1 includes 24 questions (numbered from 1 to 24) which investigated some online extracurricular activities to enhance English-speaking skills of ninth grade students. In this part, the participants is asked to choose the most appropriate answers.

Part 2 includes 6 sentences (numbered from 25 to 30) about difficulties students have to face in speaking English

Part 3 includes 6 sentences (numbered from 31 to 36) about challenges students have to face when joining in online extracurricular activities.

After the researcher reviewed the content of the survey questions, the questionnaires were transferred from paper format to an online format using Google Forms. This is a survey management software included as part of the free, web-based Google Docs Editors suite offered by Google. The application allows users to create and edit online surveys in real time. The link of the questionnaire was sent to Zalo of the class 9.3, Hong Son secondary school to reach all study participants. Participants access the link and answer questions using their available electronic devices without providing email or any other personal information. The collected information is automatically entered into a spreadsheet. After that, SPSS will be used to analyze data.

3.4.3. Semi-structured interview

Interviews are still being used to ask students about the hurdles students encounter while speaking English, the difficulty they have setting up online extracurricular activities, and the online extracurricular activities that help ninth-grade students improve their English-speaking abilities. The author conducted the interviews in the eighth week of the study period, following the class 9.3 experimental group. Three questions will be posed to each of the five students who were chosen to participate in the interview. Three questions were asked within the three minutes of the interview:

1. How do online extracurricular activities (virtual debate clubs, interactive speaking competitions, online forums and discussion groups, interactive language games) help improve English speaking skills?
2. How do you feel when you have to speak English in front of others?
3. What are your problems when joining in online extracurricular activities?

Interviews are one method of gathering data to identify the issue that needs to be investigated. They are also useful when the researcher needs to know specific

details about a respondent in-depth. The participants' particular information is recorded by using a smart phone.

3.5. Validity and Reliability

3.5.1. Tests

The validity and reliability of the tests will be ensured through careful design and piloting, with a correlation significant at the 0.05 level (two-tailed).

3.5.2. Survey

The questionnaire will be validated through a pilot test with a small group of students, aiming for a Cronbach's Alpha value greater than 0.7.

3.5.3. Interview

An interview guide will be developed based on research objectives and reviewed by experts for content validity. A pilot test with a small group will refine the questions.

CHAPTER 4. RESULTS AND DISCUSSION

4.1. Results

4.1.1. Speaking Test Results

Pre-test: The pretests of both CG and EG were marked by two teachers (rater 1 and rater 2) to ensure the reliability of the pre-test score for comparison, i.e., inter-rater reliability. The association of pretest scores by rater 1 and rater 2 in CG is presented in Table 4.1, and the correlation of pretest scores by rater 1 and rater 2 in EG is given in Table 4.2.

Table 4.1. Correlation of speaking pretests scores of the CG by two raters

Correlations			
		Spk- pre- CG - Rater 1	Spk- pre- CG - Rater 2
Spk- pre- CG -Rater 1	Pearson Correlation	1	.927**
	Sig. (2-tailed)		.000
	N	32	32
Spk- pre- CG -Rater 2	Pearson Correlation	.927**	1
	Sig. (2-tailed)	.000	
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.2. Correlation of speaking pretests scores of the EG by two raters

Correlations			
		Spk- pre- EG - Rater 1	Spk- pre- EG - Rater 2
Spk- pre- EG -Rater 1	Pearson Correlation	1	.935**
	Sig. (2-tailed)		.000
	N	30	30
Spk- pre- EG -Rater 2	Pearson Correlation	.935**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

It can be inferred from the data in Table 3.1 Sig. (2- tailed) =.001 <.05, that

there was a statistically significant correlation between the pre-test score of the rater 1 and the pre-test score of the rater 2 in the CG. The Pearson Correlation Coefficient for CG ($r = 0.927$) demonstrated a strong correlation between rater 1 and rater 2 in terms of CG pre-test scores. Likewise, as shown in Table 4.2, a strong correlation between the pre-test scores of 1 and the EG score of 2 is found ($r = .935$). Thus, with a strong inter-rater correlation between the score of the two raters, the inter-rater reliability of the pre-test can be confirmed. In order to check that the underlying population follows a normal distribution, the pre-test scores of CG and EG were checked and graphically presented by Normal Q-Q Plot. Figure 4.1 and Figure 4.2 show that the scores of the two groups scattered along a rather straight line, which means that the scores were normally distributed. The scores of rater 1 were chosen for the subsequent analysis.

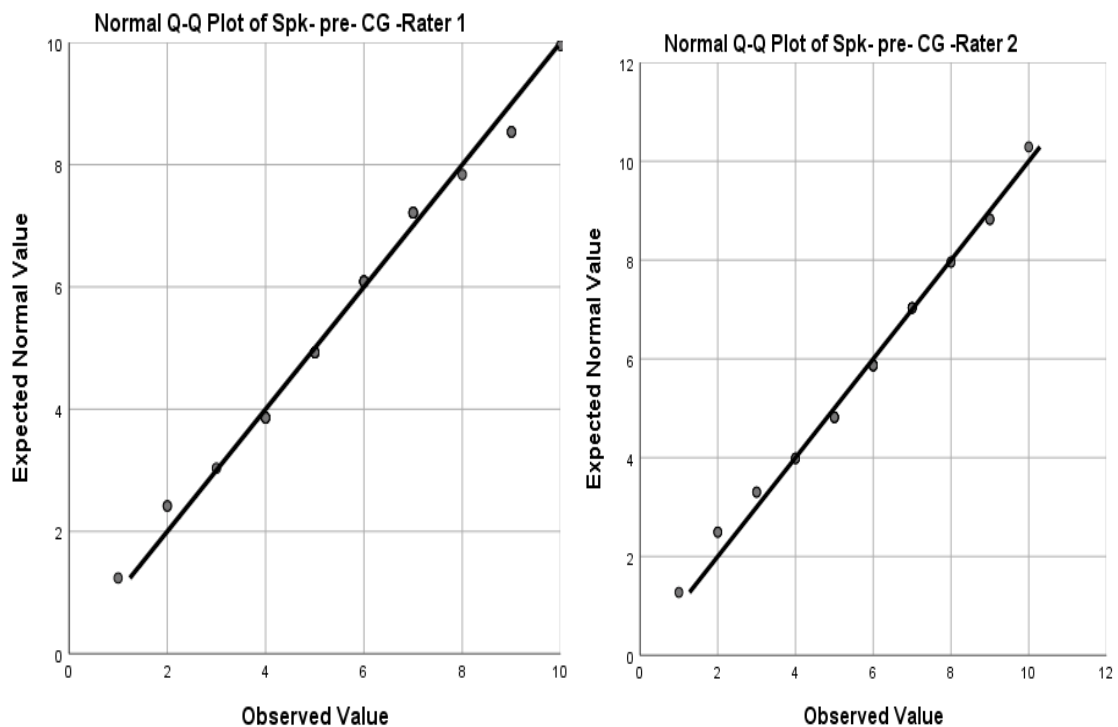


Figure 4.1. Normal Q-Q plots for speaking pretest results of CG

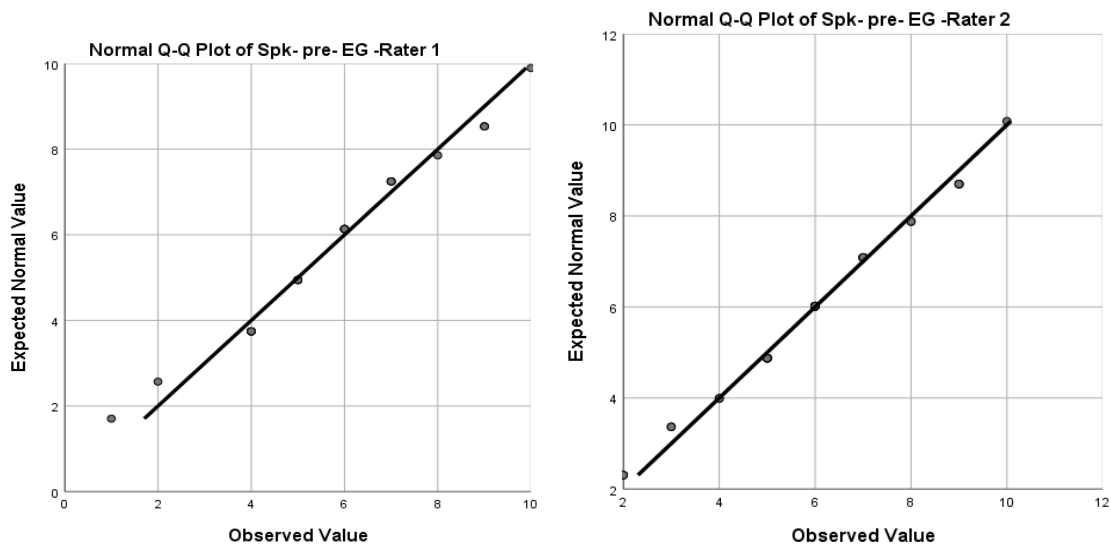


Figure 4.2. Normal Q-Q plots for speaking pretest results of EG

With the speaking pretest score's reliability ensured, the mean scores of pretests of CG and EG were calculated. As shown in Table 4.3, the CG pretest Mean score is 5.59, and EG pretest Mean score is 5.80. Clearly, there is a minimal difference between the two values. The mean score of CG (M=5.59, SD=2.108, n=32) is slightly lower than the mean score of EG (M=5.8, SD=2.007, n=30). To check whether there was a statistically significant difference, an independent samples T-test was conducted. The independent samples T-test results from Table 3.3 show that the differences between the means of CG and EG are not significant ($t = -0.304$, $df = 60$, $p > 0.05$). So, the speaking performance of CG and EG was equal to each other before the treatment.

Table 4.3. Results of independent samples t-test and descriptive statistics for speaking pretest results

		Group						95% CI			
		Control			Experimental			Mean			
		M	SD	n	M	SD	n	Difference	t	df	Sig(2 –tailed)
Pre	test	5.59	2.108	32	5.8	2.007	30	-0.206	-0.304	60	0.695

Post-test: As with the pre-test, the correlation of post-test scores between the two raters has been examined. Table 4.4 revealed a correlation of the post-test scores

by rater 1 and rater 2 in CG, and Table 4.5 presented the correlation of the post-test scores by rater 1 and rater 2 in EG.

Table 4.4. Correlation of speaking posttests scores of the CG by two raters

Correlations			
		Spk- post- CG - Rater 1	Spk- post- CG - Rater 2
Spk- post- CG -Rater 1	Pearson Correlation	1	.734**
	Sig. (2-tailed)		.000
	N	32	32
Spk- post- CG -Rater 2	Pearson Correlation	.734**	1
	Sig. (2-tailed)	.000	
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.5. Correlation of speaking posttests scores of the EG by two raters

Correlations			
		Spk- post- EG - Rater 1	Spk- post- EG - Rater 2
Spk- post- EG -Rater 1	Pearson Correlation	1	.870**
	Sig. (2-tailed)		.000
	N	30	30
Spk- post- EG -Rater 2	Pearson Correlation	.870**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

As can be seen from the correlational analysis, Table 4.4 shows that the correlation between speaking post-test scores by rater 1 and those of rater 2 in CG was statistically significant (Sig. 2-tailed = 0.01 < 0.05). The Pearson Correlation Coefficient for CG is $r = 0.734$, and the value proved a strong correlation between rater 1 and rater 2. Similarly, as shown in Table 4.5 (Sig. 2-tailed = 0.01 < 0.05, $r = 0.870$), between rater 1 and rater 2 for EG, there was a strong correlation.

Consequently, the post-test's high inter-rater reliability was ensured with a strong inter-rater correlation between the scores of the two raters. The scores of rater 1 were chosen for the subsequent analysis.

The normality test was used, similar to the pre-test, to analyze the distribution of CG and EG post-test scores. According to the results of the Q-Q Plot, the data from each group formed a straight line as shown in figure 4.3 and figure 4.4. Therefore, it was concluded that both groups' posttest scores have a normal distribution, and the Independent Sample T-test is the test that will be used.

Figure 4.3. Normal Q-Q plots for speaking posttest results of CG

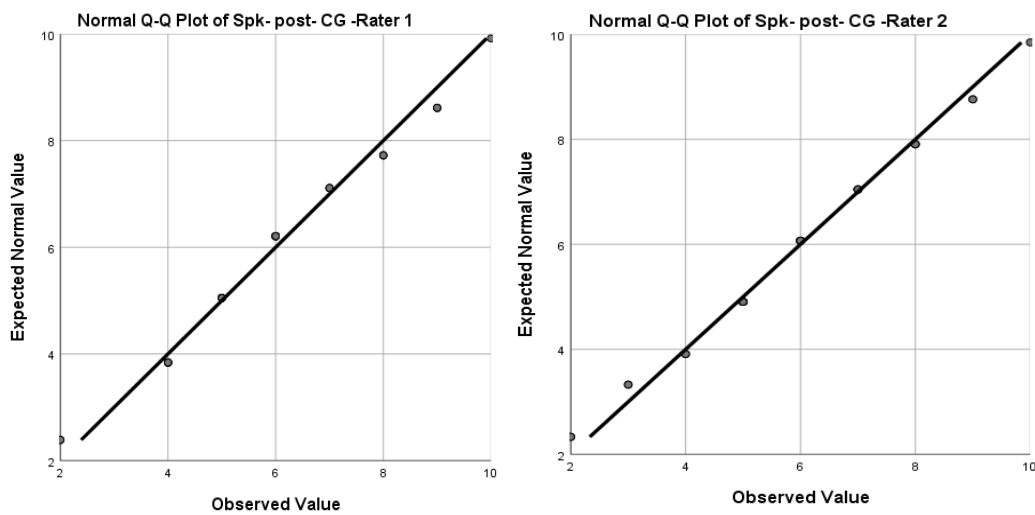
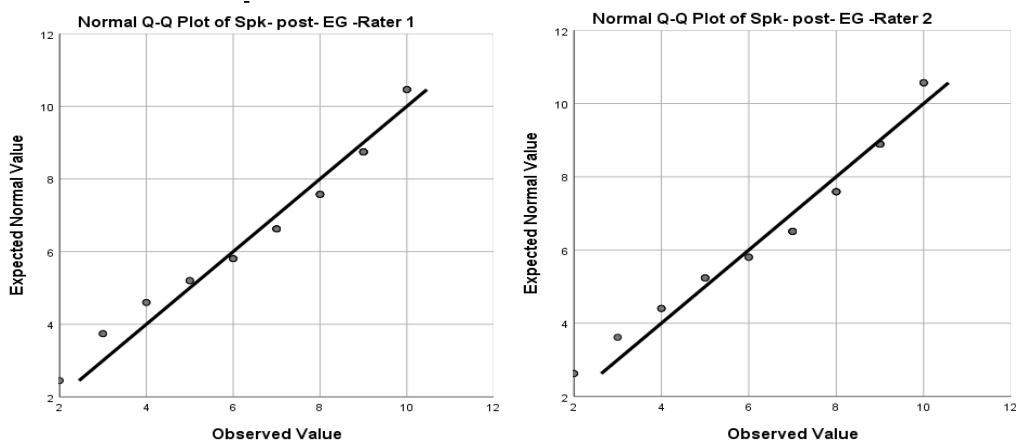


Figure 4.4. Normal Q-Q plots for speaking posttest results of EG



From Table 4.6, the general descriptive statistics of posttest scores of CG and

EG show that the post-test mean score of CG ($M=5.91$, $SD= 1.940$, $n=32$) is considerably lower than that of EG ($M= 7.1$, $SD=2.280$, $n=30$). Subsequently, a test would be conducted to figure out whether the difference between the mean scores of CG and EG was statistically significant. As demonstrated in Table 4.6, the Independent Samples T-test proves that the difference between the post-test means of CG and EG existed, and it was statistically significant ($t= -2.225$, $df=60$, $p= 0.03<0.05$). Hence, the speaking performance of CG and EG after the treatment changed. Specifically, the speaking performance was considerably higher for EG.

Table 4.6. Results of independent samples t-test and descriptive statistics for speaking post results

Post test	Group						95% CI			
	Control			Experimental			Mean			
	M	SD	n	M	SD	n	Difference	t	df	Sig(2 –tailed)
	5.91	1.940	32	7.10	2.280	30	- 1.194	-2.225	60	0.03

The improvement can be visually seen in Figure 4.5.

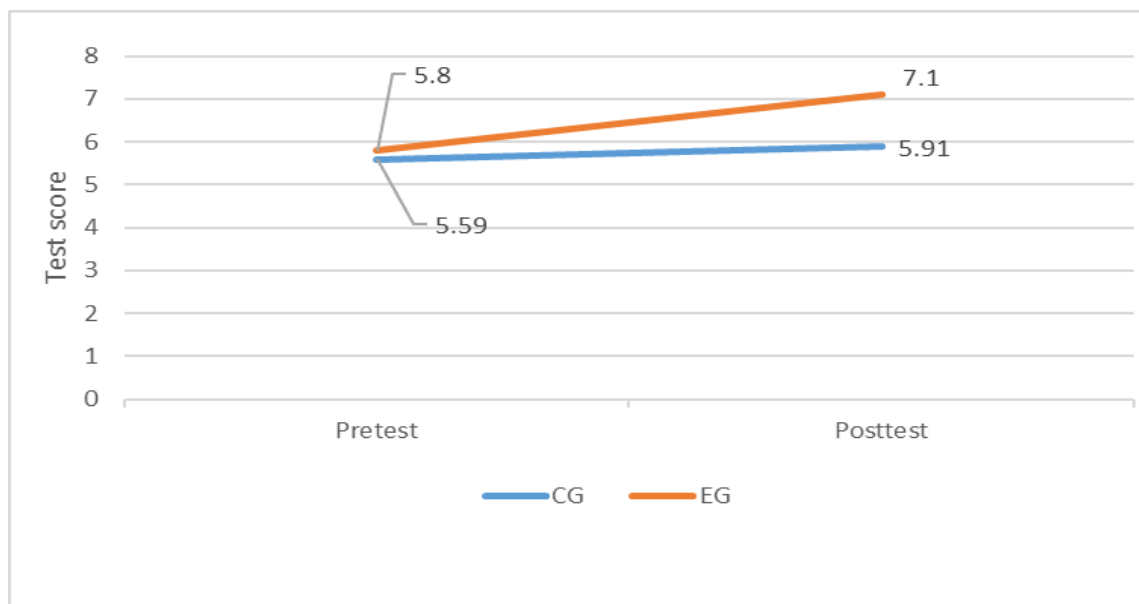


Figure 4.5. Comparison of means of pre-test and post-test scores

4.1.2. Questionnaire

Students' engagement levels and participation in the various online extracurricular activities

As can be indicated from the data in figure 4.6, many students displayed positive perceptions about improving ninth-grade students' speaking skills through virtual extracurricular activities. Statistically, the mean values of all items in this construct ranged between 3.53 and 3.9. More than 70% of students reported enjoying participation in virtual debate clubs to improve their English speaking ($M = 3.9$, $S.D. = 0.95$, 26.7% strongly agree, 50% agree). Similarly, a portion of students claimed that they actively took part in interactive speaking competitions online ($M = 3.83$, $S.D. = 0.986$, 23.3% strongly agree, 50% agree). Many students noted that online forums and discussion groups kept them motivated to speak in English ($M = 3.77$, $S.D. = 0.971$, 23.3% strongly agree, 43.3 % agree). Likewise, students expressed excitement about playing interactive language games that help them practice English ($M = 3.57$, $S.D. = 0.82$, 6.67% strongly agree, 56.7% agree). A significant portion of students consistently participated in activities aimed at enhancing speaking skills ($M = 3.53$, $S.D. = 0.82$, 3.33% strongly agree, 60% agree). Additionally, students felt motivated to complete tasks during online activities ($M = 3.77$, $S.D. = 0.99$, 16.7% strongly agree, 53.3% agree).

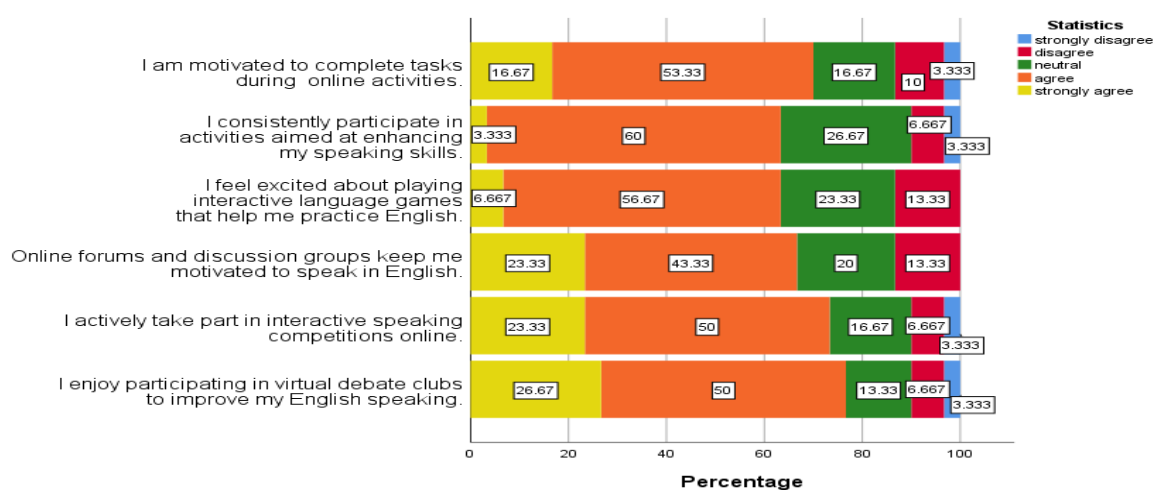


Figure 4.6. Students' engagement levels and participation in the various online extracurricular activities

Table 4.7. Reliability statistics of students' engagement levels and participation in the various online extracurricular activities

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.808	6

Students' skill development and improvement in the various online extracurricular activities.

As shown in figure 4.7, most students expressed positive perceptions regarding the use of various online extracurricular activities to enhance their speaking skills. The descriptive statistics indicated that the mean values for all items in this construct ranged between 3.83 and 4.1.

To begin with, virtual debate clubs helped students organize their thoughts and express them fluently. 80% of the students agreed or strongly agreed that these activities contributed to better organization and fluency in expressing ideas ($M = 3.97$, $S.D. = 0.718$, 20% strongly agree, 60% agree). Interactive speaking competitions were reported to improve students' confidence in public speaking. A considerable percentage (80%) of participants agreed or strongly agreed that participating in these competitions boosted their confidence ($M = 3.97$, $S.D. = 0.999$, 30% strongly agree, 50% agree). Figure 4.7 also shows that most of the experimental group students had enhanced their ability to communicate ideas clearly. In specific, More than 70% of students agreed or strongly agreed that these forums helped improve clarity in communication ($M = 4.1$, $S.D. = 0.96$, 40% strongly agree, 36.7% agree). Interactive language games were acknowledged for helping students improve their vocabulary for speaking. Around 80 % of the respondents agreed that interactive language games expanded their vocabulary ($M = 3.83$, $S.D. = 0.986$, 20% strongly agree, 60% agree). More than four-fifths of the students felt that online activities also positively influenced pronunciation ($M = 3.9$, $S.D. = 0.923$, 20% strongly agree

63.3% agree). Lastly, students noted improvements in their ability to express ideas more clearly during English conversations. A significant proportion of the respondents agreed or strongly agreed with this statement (M = 3.93, S.D. = 0.944, 23.3% strongly agree, 60% agree).

These findings suggest that the integration of online extracurricular activities, such as debate clubs, speaking competitions, forums, and interactive games, plays a significant role in enhancing students' English speaking abilities.

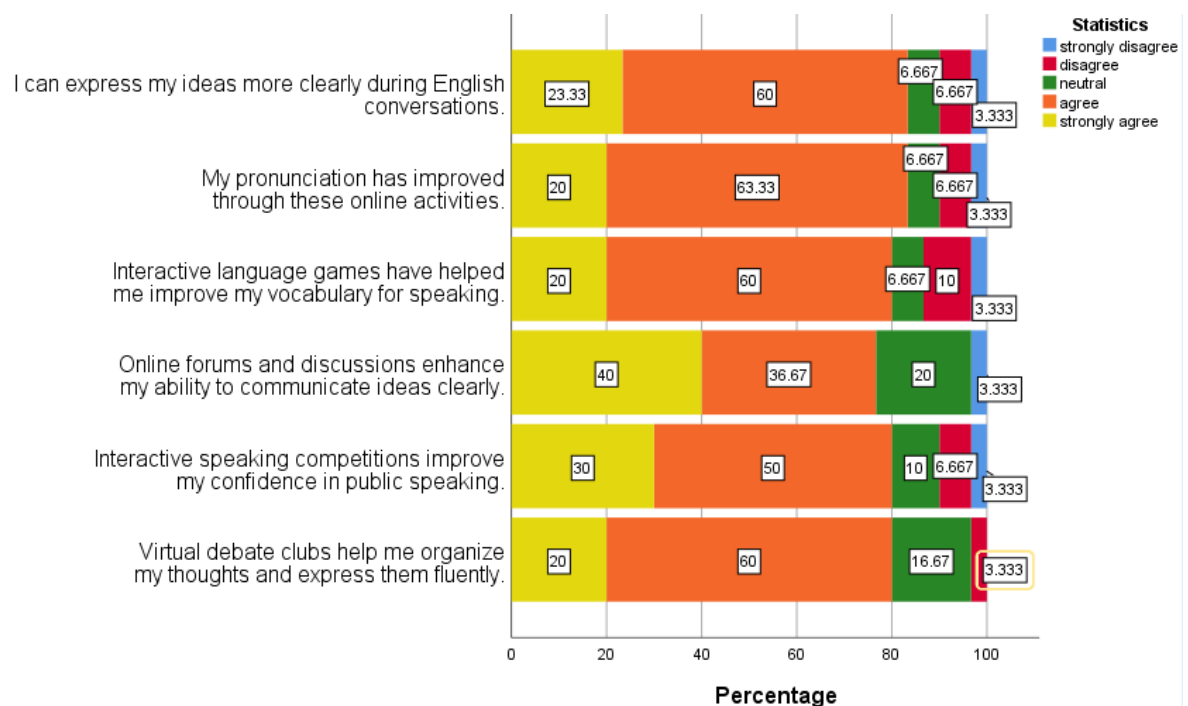


Figure 4.7. Students' skill development and improvement in the various online extracurricular activities.

Table 4.8. Reliability statistics of students' skill development and improvement in the various online extracurricular activities

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.85	.84	6

Students' Relevance to Real-life Communication in the Various Online Extracurricular Activities.

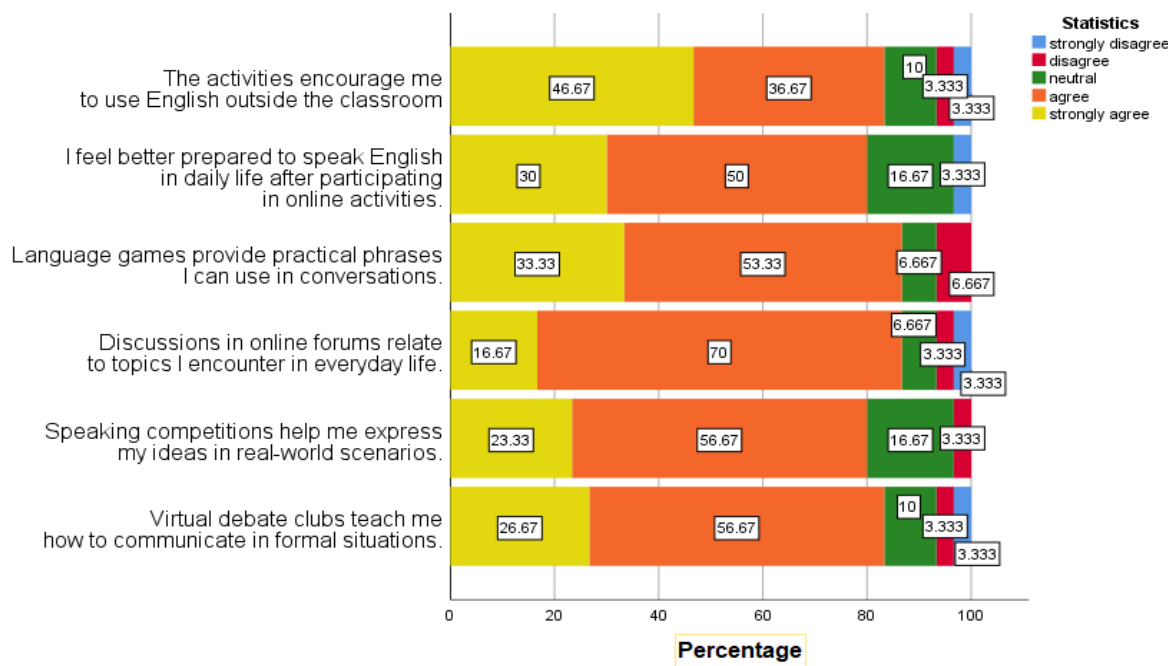


Figure 4.8. Students' relevance to real-life communication in the various online extracurricular activities

Table 4.9. Reliability statistics of students' relevance to real-life communication in the various online extracurricular activities

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.88	.88	6

According to the figures 4.8, it illustrated that the majority of participants agreed with the provided statements regarding the impact of online extracurricular activities. Many respondents acknowledged that virtual debate clubs help them learn to communicate in formal situations ($M = 4$, $S.D. = 0.91$), with 56.7% agreeing and 26.7% strongly agreeing. Similarly, participants noted that speaking competitions enable them to express their ideas in real-world scenarios ($M = 4$, $S.D. = 0.74$), where 56.7% agreed and 23.3% strongly agreed. Additionally, participants found that

discussions in online forums are relevant to topics they encounter in daily life ($M = 3.9$, $S.D. = 0.83$), with 70% agreeing and 16.7% strongly agreeing. Regarding language games, they appreciated the provision of practical phrases for use in conversations ($M = 4.1$, $S.D. = 0.82$), as indicated by 53.3% agreeing and 33.3% strongly agreeing. Moreover, many participants expressed feeling better prepared to speak English in daily life after participating in online activities ($M = 4$, $S.D. = 0.89$), with 50% agreeing and 30% strongly agreeing. Finally, a significant portion of respondents agreed that these activities encouraged them to use English outside the classroom ($M = 4.2$, $S.D. = 0.99$), with 36.7% agreeing and 46.7% strongly agreeing.

These results highlight the positive impact of various online extracurricular activities in enhancing communication and real-world language application skills among participants.

Students' collaboration and interaction in the various online extracurricular activities.

Figure 4.9 showed that the majority of the students demonstrated positive perceptions about interpersonal interactions in online activities. Statistically, the mean values of all items in this construct ranged from 3.7 to 4.2, indicating a favorable response. A significant proportion of participants reported that virtual debate clubs encouraged meaningful discussions with peers ($M = 4.17$, $S.D. = 0.92$), with 46% agreeing and 40 % strongly agreeing. Similarly, students acknowledged that online forums helped them collaborate with others to solve language challenges ($M = 3.97$, $S.D. = 0.93$), where 53.3% agreed and 26.7% strongly agreed. Moreover, many students appreciated that language games promoted teamwork and interaction ($M = 3.9$, $S.D. = 0.995$), with 50% agreeing and 26.7% strongly agreeing. Participants also expressed enjoyment in collaborating with classmates during online activities ($M = 3.9$, $S.D. = 0.96$), as 56.7% agreed and 23.3% strongly agreed. Additionally, students recognized the role of group tasks in online sessions in improving their communication skills ($M = 3.73$, $S.D. = 0.868$), with 66.7% agreeing and 10% strongly agreeing. Finally, many participants felt they had made new friends through

their participation in online programs ($M = 3.93$, $S.D. = 0.868$), with 56.7% strongly agreeing and 23.3% agreeing.

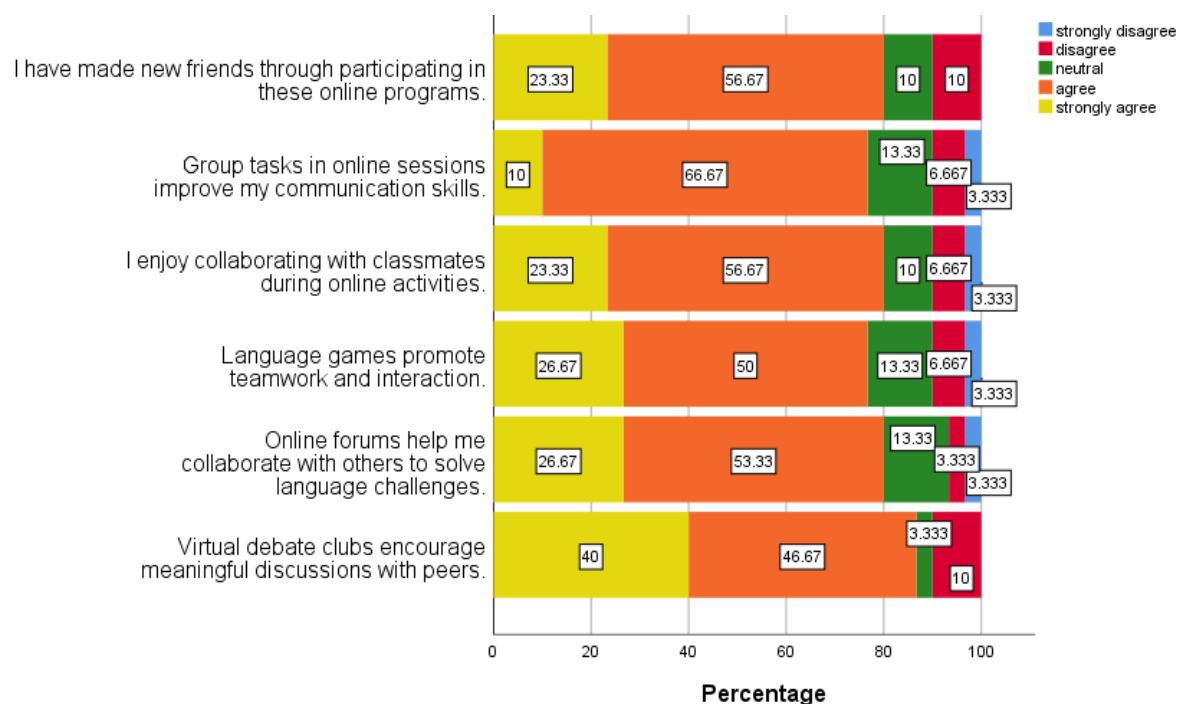


Figure 4.9. Students' collaboration and interaction in the various online extracurricular activities

Table 4.10. Reliability statistics of students' collaboration and interaction in the various online extracurricular activities

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.818	.818	6

Students' difficulties in speaking English

Many students demonstrated moderate perceptions regarding their difficulties in speaking English as described in figure 4.10 as follows. Statistically, the mean values of all items in this construct ranged from 3.6 to 4.1, indicating a relatively favorable response. A significant proportion of participants reported struggling with finding the right words when speaking English ($M = 4.07$, $S.D. = 0.98$), with 53.3% agreeing and 33.3% strongly agreeing. Students also reported feeling nervous when

speaking English in front of others ($M = 4.1$, $S.D. = 0.923$), where 53.3% agreed and 33.3% strongly agreed. Many students acknowledged that their English pronunciation was a barrier to clear communication ($M = 3.97$, $S.D. = 0.928$), with 53.3% agreeing and 26.7% strongly agreeing. Additionally, participants often forgot important words while speaking English ($M = 4.03$, $S.D. = 0.85$), with 66.7% agreeing and 23.3% strongly agreeing. Many students found it hard to form complete sentences during conversations in English ($M = 3.6$, $S.D. = 0.855$), with 60% agreeing and 6.7% strongly agreeing. Finally, a considerable number of students reported worrying about making mistakes when speaking English ($M = 3.67$, $S.D. = 0.959$), with 56.7% strongly agreeing and 13.3% agreeing.

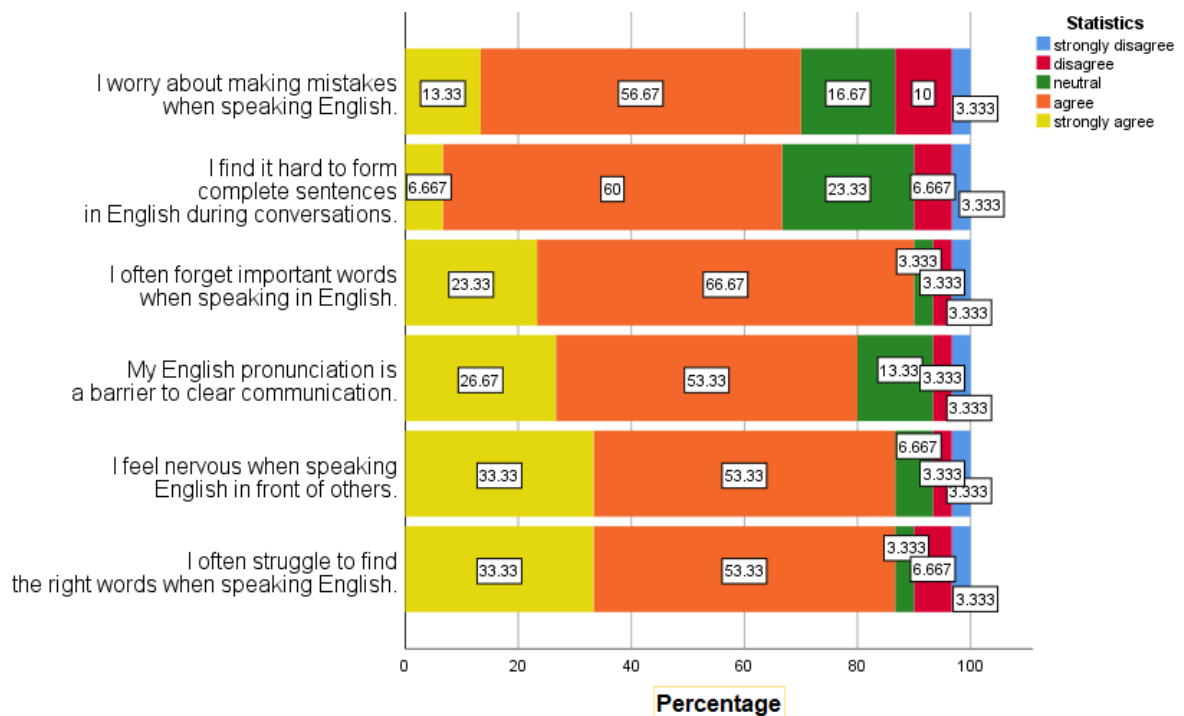


Figure 4.10. Students' difficulties in speaking English

Table 4.11. Reliability statistics of students' difficulties in speaking English

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.866	.868	6

Students' challenges in joining online extracurricular activities

As shown in figure 4.11, regarding the challenges they encountered when taking part in online extracurricular activities, a large number of students expressed moderate opinions. A response was indicated by the statistical mean values of all items in this construct, which varied from 3.9 to 4.1. 40% of participants agreed and 30% strongly agreed that their internet connection was frequently erratic when they were engaging in online activities ($M = 3.9$, $S.D. = 0.995$). Additionally, 43.3% of students agreed and 13.3% strongly agreed that they lacked the technology needed to engage in online activities ($M = 3.57$, $S.D. = 0.935$). 50% of students agreed and 36.7% strongly agreed that they had trouble using the internet platforms for extracurricular activities ($M = 4.1$, $S.D. = 0.995$). Furthermore, 50% of participants agreed and 33.3% strongly agreed that technical difficulties were a common occurrence during online speaking activities ($M = 4.07$, $S.D. = 0.944$). 60% of students agreed and 16.7% strongly agreed that their gadgets occasionally froze or crashed during online speaking sessions ($M = 3.8$, $S.D. = 0.925$). Lastly, 50% strongly agreed and 26.7% agreed that a significant portion of pupils had trouble using the digital tools needed for online activities ($M = 3.93$, $S.D. = 0.907$).

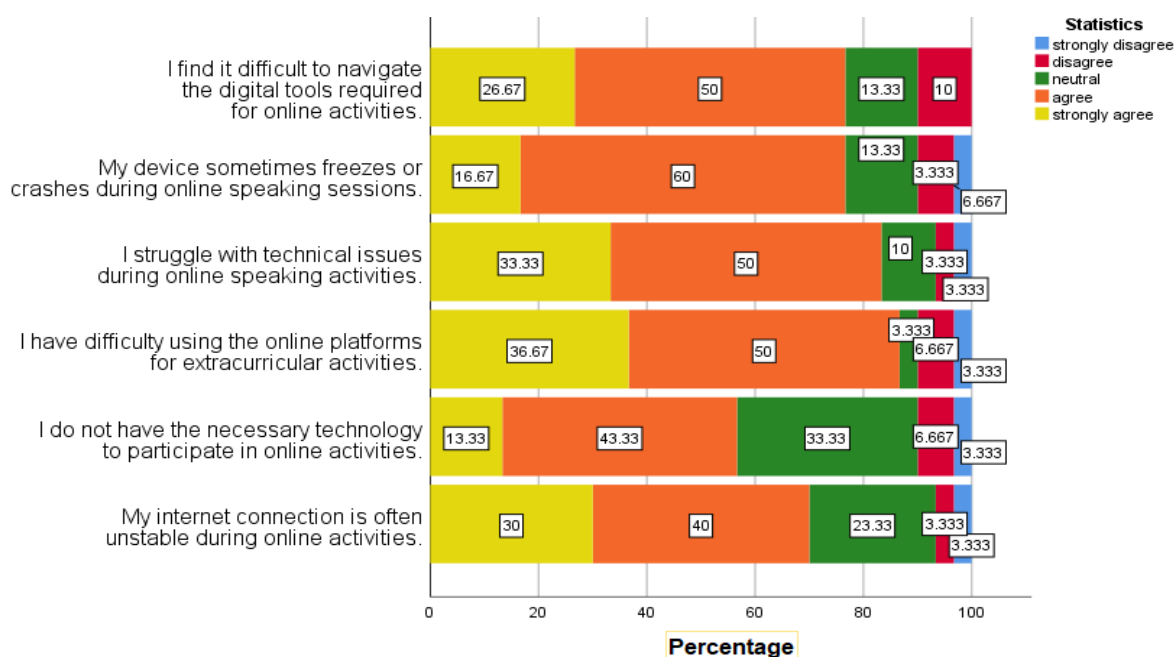


Figure 4.11. Students' difficulties in joining online extracurricular activities

Table 4.12. Reliability statistics of students' difficulties in joining online extracurricular activities

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.876	.875	6

4.1.3. Semi-structured Interview

The researcher conducted an interview with the experimental group after giving the questionnaire; she only chose five students from this group based on a random selection of an Internet tool called "Wheel of Name". The reason for this decision was that she could randomly collect their thoughts, and as a result, they would be able to provide a better review of the tool's impacts. To protect their genuine identities, the students who participated in the interview were given the names S1, S2, S3, S4, and S5. The students' responses were recorded by smart phones.

As she quoted and summarized the responses to the five questions below. Four of the students being interviewed are male, while the other is female. The interview was roughly 20 minutes long. Processing was used to textually examine the data from the interviews.

Learners' perceptions on online extracurricular activities to enhance English-Speaking skills

When asked about their perceptions of participating in online extracurricular activities to enhance their English-speaking skills, all five interviewees provided positive feedback. They acknowledged the benefits of virtual debate clubs, interactive speaking competitions, online forums, and interactive language games in building confidence, fluency, and overall speaking competence.

The interviewees highlighted that activities such as virtual debate clubs and interactive speaking competitions gave them frequent opportunities to practice speaking English in a supportive environment: "Participating in these online activities has helped me a lot. In debate clubs, I practice organizing my thoughts and speaking

fluently, which has made me more confident when using English in conversations." (S1). Students also noted the benefits of online forums and discussion groups in promoting collaborative communication. These platforms allowed them to interact with peers from different backgrounds, fostering both language skills and cultural awareness: "Discussing topics with others in forums helped me think in English and respond better. It also taught me to listen and understand different points of view, which improved my vocabulary and grammar." (S3). Online interactive language games were particularly praised for their ability to make learning enjoyable, as admitted by S5: "The games made speaking English fun. I learned new words and practiced sentences without feeling pressured. It was like talking to a friend, which made it easier to improve.". The role of debate clubs in enhancing critical thinking and expressive abilities was emphasized by S3: "In debates, I had to analyze topics, think quickly, and present my arguments clearly. This improved not only my speaking but also my ability to explain complex ideas in English.". Students appreciated the exposure to diverse accents and contexts through online competitions and forums: "I learned to understand different accents and speaking styles, which improved my listening and speaking skills. Now, I can adapt to different situations better."

Finally, the gamified learning approach was noted for enhancing vocabulary and spontaneity. S4 appreciated this feature: "The games introduced me to new words, and I got used to using them in sentences. It made speaking feel more natural." or S1: "Activities like role-plays in games helped me practice quick responses. Now, I feel more spontaneous when speaking English."

Learners' Perceptions on Difficulties when Speaking English

Many students expressed that speaking English in front of others often made them feel nervous and self-conscious: "When I have to speak English in front of others, I often feel nervous and self-conscious. I'm afraid of making mistakes, especially with grammar or pronunciation, and I worry that others might judge me. This fear makes it difficult to express myself clearly, and sometimes I forget words or lose my train of thought. It's challenging to stay calm and confident in such

situations." (S2). Another common challenge mentioned was difficulty with vocabulary and maintaining fluency. Students noted that not knowing the right words or hesitating too much made them feel less capable during conversations. "I feel anxious because I don't always know the right words to use, and I worry about speaking too slowly or hesitating too much. It's frustrating when I can't find the right vocabulary to express my ideas. This lack of fluency makes me feel less capable and hesitant to participate actively in conversations." (S1). Several learners revealed that understanding others during conversations added to their challenges like S5: "I feel uneasy speaking English in front of others because I sometimes struggle to understand what they are saying, especially if they speak quickly or use unfamiliar words.". Pronunciation was another significant area of concern, with many students feeling insecure about how they pronounced words: "I often feel insecure about my pronunciation when speaking English in front of others. I'm afraid that I might pronounce words incorrectly and that people won't understand me. This fear makes me avoid speaking up, even when I know the answer or have something to contribute.". The pressure to sound fluent and mistake-free added stress to many students' speaking experiences: "Speaking English in front of others makes me feel stressed because I put a lot of pressure on myself to perform perfectly. I want to sound fluent and confident, but the fear of making a mistake makes me overly cautious. This perfectionism holds me back from speaking naturally and enjoying the conversation." (S4). Group settings posed unique challenges for some students, as they felt overwhelmed by the attention their speaking might attract like S1: "I find it particularly difficult to speak English in front of a group because I feel like everyone is paying attention to my mistakes. It's overwhelming to think that my English isn't as good as others', and this comparison makes me feel shy and less willing to speak up."

The fear of judgment and comparison hindered their ability to speak confidently in group scenarios.

Learners' Perceptions on Challenges when Joining Online Extracurricular Activities

One of the most common challenges faced by learners was dealing with technical issues and poor internet connectivity like S2: "One of the biggest problems I face when joining online extracurricular activities is dealing with technical issues and poor internet connectivity. Sometimes the audio or video quality is bad, making it hard to understand what's being said. There are also times when I get disconnected from the session, which disrupts my focus and makes me miss important parts of the activity.". Many learners also expressed challenges in maintaining focus and enthusiasm during online activities: "I find it challenging to stay engaged during online activities, especially when they feel less interactive or repetitive. It's easy to get distracted by things at home, and I sometimes struggle to stay motivated without the in-person energy and connection that physical activities provide.". Another key issue was the hesitation to participate actively due to a lack of confidence like S4: "I often feel hesitant to participate actively in online activities because I'm not confident about my English skills. Speaking up in a virtual setting can be intimidating, especially when I don't know the other participants well or when I'm worried about being judged for making mistakes.". Balancing online extracurricular activities with other responsibilities was a recurring concern for many students: "It's hard to balance online extracurricular activities with my schoolwork and other responsibilities. Sometimes the schedules clash, or I feel overwhelmed trying to keep up with everything. This makes it difficult to fully commit to the activities, even though I find them beneficial." (S5). The challenge of managing time often led to reduced commitment and participation. Several learners felt that online activities lacked the personal interaction and connection of in-person experiences: "One problem I face is the lack of personal interaction in online activities. It's harder to build connections with other participants when you're not physically present. This sometimes makes the activities feel less engaging and less rewarding compared to in-person experiences." (S3). Some students struggled with understanding instructions and

tasks during online activities like S1: "I sometimes have trouble understanding the instructions or tasks during online activities, especially if they are explained quickly or in complex English. Without being able to ask questions face-to-face, it's harder to clarify my doubts, which affects my ability to participate fully.". Finally, learners highlighted the difficulty of navigating multiple tools and platforms required for online activities: "Online activities often require the use of various apps or platforms, and I sometimes feel overwhelmed trying to navigate them. Switching between tools or learning how to use new features can be confusing, and this takes away from the time I could spend focusing on the actual activity."

The complexity of technology often created additional barriers to engagement. In conclusion, learners faced several challenges when joining online extracurricular activities, ranging from technical issues and connectivity problems to difficulties with engagement, time management, and confidence. Additionally, limited personal interaction, challenges in understanding instructions, and overwhelming technology tools further hindered their ability to fully participate. These insights underscore the need for improved technological support, clearer instructions, and strategies to enhance interaction and motivation in online learning environments.

4.2. Discussion

Based on the results provided in the previous chapter, this one serves to present a discussion of those results in relation to previous research in the area of appropriate online extracurricular activities to enhance students' English speaking skills. The discussion in this section is made based on three themes related to three research questions, i.e. difficulties grade nine students face in speaking English, online extracurricular activities can help improve their speaking skills, problems in participating in these online activities.

Research question 1: What difficulties do grade nine students face in speaking English?

The findings reveal several key difficulties that grade nine students face when speaking English, as identified by the participants. These challenges can be grouped

into emotional, cognitive, and social barriers, each playing a significant role in hindering their speaking performance.

A primary difficulty highlighted by the students was the emotional burden of speaking English in front of others. Many participants expressed feelings of nervousness and self-consciousness, with fears of making mistakes, particularly regarding grammar and pronunciation. As one student mentioned, the fear of judgment significantly affected their ability to express themselves clearly, often leading to forgetfulness or a loss of confidence during conversations. This fear and self-doubt align with findings from previous research on language anxiety, where students' emotional states are often cited as barriers to effective communication (Horwitz, 2001). The anxiety experienced by students appears to create a cycle, where their fear of making mistakes prevents them from practicing, which in turn makes it harder for them to improve.

Another key difficulty reported was the challenge of finding the right vocabulary and maintaining fluency during conversations. This difficulty in lexical retrieval can hinder fluency and lead to communication breakdowns. Limited vocabulary not only restricts expression but also affects comprehension, making interactions less effective. Deficiencies in this area can impede overall communicative competence. Students often felt frustrated when they could not express their ideas due to a lack of vocabulary or fear of speaking too slowly. The struggle to maintain fluency is a well-documented issue in language learning, particularly in a foreign language setting (Skehan, 2009). The hesitation to speak is often linked to the fear of making errors, which impedes students' ability to communicate effectively. This concern is consistent with the findings of other studies, which emphasize the importance of reducing cognitive overload and promoting a comfortable learning environment to improve fluency (Ellis, 2003).

In addition to their own speaking challenges, many students reported difficulties understanding others during conversations. This issue was particularly pronounced when peers spoke quickly or used unfamiliar words, adding to the

pressure and anxiety of the conversation. The difficulty of understanding spoken English in real-time has been identified as a major challenge for language learners, particularly when interacting with native speakers or more fluent peers (Vandergrift, 2007). The students' concern about responding incorrectly further compounded their anxiety, making them hesitant to participate in discussions. This reflects the "listener's anxiety" described in language acquisition research, where comprehension difficulties lead to a lack of confidence in speaking (MacIntyre & Gardner, 1991).

Pronunciation was another significant concern among students. Several learners felt insecure about their ability to pronounce words correctly, worrying that mispronunciations would lead to misunderstandings or judgment from others. This insecurity led some students to avoid speaking altogether, even when they had something to contribute. Pronunciation issues are common among English language learners, particularly in non-native contexts, where there is often little opportunity for authentic communication (Derwing & Munro, 2005). The fear of mispronouncing words and being judged is a major emotional barrier that affects students' willingness to speak, even when they possess the necessary vocabulary.

The desire to sound fluent and error-free added to the pressure many students felt when speaking English. As one participant described, the constant pressure to perform perfectly often resulted in overly cautious behavior, which hindered their ability to speak naturally and engage in conversations. This perfectionist mindset is a common phenomenon among language learners, where students' high expectations of themselves create additional stress and reduce their overall speaking fluency (Ellis, 1997). The fear of making mistakes, coupled with the pressure to speak flawlessly, prevented students from fully participating in speaking activities.

Lastly, group settings posed unique challenges for some students. Several learners reported feeling overwhelmed by the attention their speaking might attract in front of a group. The fear of making mistakes in front of peers, especially in comparison to others' speaking abilities, made them shy and less willing to speak up. This fear of judgment in social interactions has been well documented in language

anxiety literature, where learners often avoid speaking in group settings to escape the discomfort of being scrutinized (Young, 1991). The sense of comparison and the attention drawn to their mistakes heightened students' reluctance to participate in group conversations.

Research question 2: What online extracurricular activities can help improve their speaking skills?

The present study aimed to explore the impact of online extracurricular activities on enhancing the speaking skills of secondary school students. The findings reveal that various online activities, including virtual debate clubs, interactive speaking competitions, online forums, and interactive language games, have a significant influence on students' speaking skill development.

The pre-test results, measured by two raters for both the control group (CG) and experimental group (EG), demonstrated a strong inter-rater reliability with Pearson correlation coefficients of 0.927 and 0.935 for CG and EG, respectively. This high correlation confirms the reliability of the pre-test scores and ensures that the groups' speaking abilities were comparable before the treatment. The independent samples T-test indicated no significant difference between the two groups' pre-test scores ($p = 0.695$), suggesting that any differences in post-test scores could be attributed to the intervention rather than pre-existing differences.

The post-test results showed a statistically significant improvement in the speaking skills of students in the experimental group (EG), which participated in online extracurricular activities, compared to the control group (CG). The mean post-test score for the EG (7.10) was significantly higher than that of the CG (5.91), with a p-value of 0.03, confirming that the improvement was due to the intervention rather than chance. The EG's progress was largely attributed to their participation in virtual debate clubs, interactive speaking competitions, online forums, and interactive language games, which provided frequent speaking practice, fluency development, and vocabulary retention. The interactive nature of these activities helped students organize thoughts, build confidence, and enhance pronunciation through structured

discussions, gamified learning, and real-time conversations. Student motivation also played a crucial role, as the virtual setting reduced language anxiety, encouraged participation, and allowed exposure to diverse speaking scenarios. In contrast, the CG, which lacked access to these activities, showed minimal improvement, emphasizing the importance of active engagement and real-life communication practice. The findings confirm that virtual debate clubs, interactive speaking competitions, online forums, and interactive language games significantly enhance students' speaking skills by offering structured, interactive, and engaging language practice. The study highlights the need to integrate online platforms into English learning curricula to maximize student participation and long-term proficiency development.

The students' engagement in various online extracurricular activities like virtual debate clubs, interactive speaking competitions, online forums, and interactive language games also played a crucial role in the improvement of their speaking skills. Survey data indicated positive perceptions of the online activities. Specifically, many students enjoyed participating in virtual debate clubs ($M = 3.43$), interactive speaking competitions ($M = 3.30$), and online forums ($M = 3.57$), which encouraged them to speak more confidently and practice their language skills. The findings suggest that the online format of these activities was particularly effective in motivating students to engage and improve their speaking abilities outside of traditional classroom settings. Furthermore, the high Cronbach's alpha score (0.791) indicates that the questionnaire was reliable in capturing students' engagement and participation levels.

The students' self-reported skill development through these activities further supports the positive impact of online extracurricular activities on their speaking skills. Specifically, virtual debate clubs were recognized for helping students organize their thoughts and express them fluently ($M = 3.67$). Interactive speaking competitions were noted for boosting students' public speaking confidence ($M = 3.40$), and online forums were particularly effective in improving communication clarity ($M = 3.90$). These results highlight the role of online platforms in creating

opportunities for students to practice speaking in varied contexts, which helped enhance their fluency, confidence, vocabulary, and pronunciation.

Moreover, interactive language games contributed to vocabulary expansion ($M = 3.47$) and pronunciation improvement ($M = 3.63$), demonstrating the potential of gamified activities in reinforcing language skills. Overall, the results suggest that the combination of structured activities, such as debates and speaking competitions, along with informal practice opportunities like online forums and games, effectively fostered a holistic development of students' speaking skills.

The interview responses highlight the significant role of online extracurricular activities such as virtual debate clubs, interactive speaking competitions, online forums, and interactive language games in enhancing students' English-speaking skills. These activities provided frequent and meaningful opportunities for students to practice speaking in a low-pressure, interactive, and engaging environment, leading to improvements in fluency, confidence, and oral proficiency. Virtual Debate Clubs helped students think critically, articulate ideas clearly, and respond spontaneously, improving their fluency and persuasive speaking skills. Interactive Speaking Competitions boosted public speaking confidence, pronunciation, and vocal delivery, helping students overcome nervousness and refine communication techniques. Online Forums enhanced thought organization, vocabulary expansion, and clarity in speech, offering a comfortable space for hesitant speakers to practice expressing ideas. Interactive Language Games made learning enjoyable and stress-free, providing instant feedback to improve pronunciation and vocabulary retention.

Additionally, students valued the supportive, judgment-free online environment, which reduced anxiety and encouraged participation. Many also appreciated exposure to different accents and cultural speaking styles, helping them adapt to real-world conversations. Overall, these activities fostered confidence, engagement, and long-term language development, making them a valuable addition to traditional learning methods.

Another important benefit of online extracurricular activities, especially through debate clubs, competitions, and forums, was exposure to different accents and speaking styles. S2 and S5 observed that interacting with people from various regions helped them improve not only their speaking skills but also their listening abilities. The exposure to diverse accents and contexts, whether in formal debates or casual conversations in forums, contributed to their adaptability in using English across different situations. This aspect of learning is consistent with research that highlights the importance of varied linguistic input in developing listening and speaking skills (Dede, 2018).

CHAPTER 5. CONCLUSION

5.1. Conclusion

The goal of this study was to investigate the challenges faced by ninth grade students in speaking English, the role of online extracurricular activities in enhancing their speaking skills. The study was guided by two research questions, and the findings were analyzed based on the responses of the participants, who were secondary school students engaging in a variety of online activities.

The study revealed that ninth grade students face several significant difficulties in speaking English. These challenges can be classified into emotional, cognitive, and social barriers. Emotional barriers, such as language anxiety and the fear of judgment, were found to significantly hinder students' ability to speak confidently. Cognitive barriers, including difficulties with vocabulary retrieval and fluency, also played a major role in limiting speaking performance. Social barriers, such as the fear of speaking in group settings and misunderstanding others due to rapid speech or unfamiliar vocabulary, further exacerbated students' reluctance to engage in spoken English. These findings align with previous research on language anxiety (Horwitz, 2001) and the challenges related to fluency and comprehension (Skehan, 2009). The participants' fear of making mistakes, lack of vocabulary, and concerns over pronunciation were significant factors that limited their speaking confidence and performance.

The study found that various online extracurricular activities, including virtual debate clubs, interactive speaking competitions, online forums, and interactive language games, significantly enhanced the speaking skills of students. The intervention group, which participated in these activities, demonstrated notable improvement in their speaking abilities, as reflected in their post-test scores. These activities provided students with opportunities to practice speaking in supportive and engaging environments, which helped boost their confidence and fluency. The students particularly benefited from virtual debate clubs and interactive competitions, which fostered better organization of thoughts and public speaking confidence.

Online forums and interactive language games were also effective in improving communication clarity, vocabulary, and pronunciation. The findings are consistent with studies emphasizing the positive impact of online platforms for language learning (Dede, 2018). Overall, these activities offered a well-rounded approach to improving students' speaking skills by creating opportunities for practice, engagement, and exposure to various speaking contexts.

Several challenges were identified in terms of participation. Technical issues, such as poor internet connectivity and audio/video problems, were common obstacles that hindered the learning experience. These issues often led to disruptions and frustration, reducing students' engagement in the activities. Additionally, some students reported difficulties maintaining focus and motivation, particularly in less interactive sessions. This lack of engagement is a well-known challenge in online learning environments, where the absence of face-to-face interaction can lead to a decrease in participation (McLeod, 2017). Furthermore, confidence emerged as a barrier, with some students feeling hesitant to speak in virtual settings due to the fear of judgment or making mistakes in front of others. These issues reflect the challenges of online learning environments and the need for more interactive and supportive settings to encourage student participation.

To address the challenges faced in online extracurricular activities, several targeted solutions can be implemented.

First, addressing technical issues is crucial. Providing students with essential equipment such as laptops, tablets, or headsets through school or community-based initiatives can ensure that all participants have access to the necessary tools. Schools and local organizations can also collaborate to offer subsidies or create partnerships that make these resources more affordable for families. Furthermore, ensuring stable internet connectivity is vital. This can be achieved by working with internet service providers to offer discounted or free internet packages for students in need. Furthermore, selecting user-friendly platforms such as Zoom, Google Meet, or Microsoft Teams can make online extracurricular activities more accessible for both

students and teachers. Incorporating interactive tools like Mentimeter, Kahoot!, or Padlet can enhance engagement, allowing students to participate actively while overcoming the limitations of a virtual environment.

Second, enhancing engagement and motivation can significantly improve participation. Incorporating interactive methods, such as using gamified learning tools like Kahoot! or Quizizz, can make sessions more dynamic and enjoyable. Additionally, breakout rooms can be introduced for small group discussions or activities, fostering collaboration and maintaining students' focus. Varying the content delivery methods also helps sustain interest; alternating between videos, quizzes, and live discussions keeps sessions engaging. Inviting guest speakers or experts to share insights can add novelty and encourage active involvement from students.

Third, building students' confidence is essential for participation in online activities. Creating a safe learning environment is a key strategy. Creating a safe learning environment constitutes a fundamental strategy in fostering effective student engagement. Establishing explicit ground rules that emphasize respect, empathy, and kindness during discussions serves to minimize students' fear of negative judgment, while using anonymous response tools like Mentimeter allows shy students to contribute without pressure. Providing opportunities for practice through mock sessions or low-stakes activities in smaller, supportive groups can help students feel more comfortable before presenting to larger audiences. Additionally, offering positive feedback on their efforts and highlighting improvements can boost students' self-esteem and encourage continued participation.

Finally, fostering inclusivity and interaction enhances the overall learning experience. Encouraging peer support by pairing students into buddy systems can create a sense of camaraderie and make participation less intimidating. Regular check-ins with students to monitor progress and address any concerns individually further build a sense of connection and support.

5.2. Limitations of the Study

While the study provides insights into the impact of online extracurricular activities on students' speaking skill, there are several limitations. The sample size of the study was relatively small, which may affect the generalizability of the findings. This study did not include a control group of students who did not participate in the online extracurricular activities, which limits the ability to compare and evaluate the exact impact of the intervention.

5.3. Recommendations for Further Research

For Schools

The school should upgrade the internet so that students can access the network more easily and stably. To guarantee seamless and interesting online extracurricular activities, schools should make investments in interactive tools and user-friendly platforms like Zoom, Google Meet, Kahoot!, and Padlet. In order to increase student motivation, schools can aggressively promote online extracurricular activities by including them into the curriculum or by providing rewards or diplomas. To help instructors become more adept at efficiently administering and organizing online extracurricular activities, schools should provide professional development programs.

For teachers

To keep students interested and motivated, teachers should use interactive tools, breakout spaces, and gamified teaching strategies. In order to reduce students' anxiety of being judged and to create a safe environment for speaking practice, teachers should set clear ground rules that encourage compassion and respect. To help students gain confidence when speaking, teachers should highlight their accomplishments, provide encouraging words, and provide tailored comments. To keep students interested and accommodate a variety of learning preferences, teachers should switch between films, tests, debates, and real world tasks (multi-interactions), speak with foreigners in tourist spots like Muine...

For further studies

To improve the generalizability of results, further studies should involve a bigger and more varied sample of students from various geographic locations or educational levels. The long-term effects of online extracurricular activities on students' confidence, speaking abilities, and general language competency should be the subject of further research. To determine the best methods for language acquisition, further studies could evaluate the efficacy of different online resources and platforms. To have a more comprehensive grasp of the learning process, further research should examine how parents and instructors may encourage their children to participate in online extracurricular activities.

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APPENDICES

APPENDIX A.

Sample of English Speaking Test for grade 9: Pretest & Posttest

Pretest

Part 1: Personal Information/ Introduce yourself

- Name / middle name / family name
- Age.
- Class / grade.
- School
- Home address.

Part 2: the Topic: City life

Tell some the best city in the world to live in you know. (Melbourne (Australia), Tokyo, Paris, Osaka)

Part 3: Questions for the topics

1. Which city would you like to go ? Why?
2. However, living in a big city has a number of drawbacks, do you agree or disagree?
3. Would you like to live in the countryside or city? Why?

Post test

Part 1: Personal Information/ Introduce yourself

- Name / middle name / family name.
- Age.
- Class / grade.
- School
- Home address.

Part 2: the Topic: Life in the past

Talk about teenagers' pastimes in the past and teenagers' pastimes now.

Part 3: Questions for the topics

1. Where did teens in the past use to play?
- 2.How did they communicate with each other?
- 3.Do you like life in the past or life now? Why?

APPENDIX B.

Questionnaire (English version)

Dear my students,

This questionnaire surveys how you feel about learning speaking skills with online extracurricular activities. The results of the questionnaire will help improve teaching and learning process of the English Speaking skills, so your cooperation is extremely essential for my study.

Please be noted that there are no “right” or “wrong” answers, and this is not a part of your course evaluation, so just give your opinions sincerely. The information you provide is anonymous and will be used for research purposes only.

Thank you very much for your valuable time and responses!

Please tick (✓) the answer that you find most appropriate. You can choose only ONE answer.

1-Strongly Disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly Agree

<i>PART 1. What online extracurricular activities can help improving their speaking skills?</i>					
(1) Engagement levels and participation in the various online extracurricular activities	1	2	3	4	5
1. I am motivated to complete tasks during online activities.					
2. I consistently participate in activities aimed at enhancing my speaking skills.					
3. I feel excited about playing interactive language games					

that help me practice English					
4. Online forums and discussion groups keep me motivated to speak in English.					
5. I actively take part in interactive speaking competitions online.					
6. I enjoy participating in virtual debate clubs to improve my English speaking.					
(2) Skill Development and Improvement in the various online extracurricular activities.					
7. I can express my ideas more clearly during English conversations.					
8. My pronunciation has improved through these online activities.					
9. Interactive language games have helped me improve my vocabulary for speaking					
10. Online forums and discussions enhance my ability to communicate ideas clearly.					
11. Interactive speaking competitions improve my confidence in public speaking.					
12. Virtual debate clubs help me organize my thoughts and express them fluently.					
(3) Relevance to Real-Life Communication in the various online extracurricular activities					

13. The activities encourage me to use English outside the classroom					
14. I feel better prepared to speak English in daily life after participating in online activities.					
15. Language games provide practical phrases I can use in conversations.					
16. Discussions in online forums relate to topics I encounter in everyday life.					
17. Speaking competitions help me express my ideas in real-world scenarios.					
18. Virtual debate clubs teach me how to communicate in formal situations.					
(4) Collaboration and Interaction in the various online extracurricular activities					
19. I have made new friends through participating in these online programs.					
20. Group tasks in online sessions improve my communication skills.					
21. I enjoy collaborating with classmates during online activities.					
22. Language games promote teamwork and interaction.					
23. Online forums help me collaborate with others to solve language challenges.					
24. Virtual debate clubs encourage					

meaningful discussions with peers.					
PART 2. What difficulties do grade nine students face in speaking English?					
Students' difficulties in speaking English	1	2	3	4	5
25. I worry about making mistakes when speaking English.					
26. I find it hard to form complete sentences in English during conversations.					
27. I often forget important words when speaking in English.					
28. My English pronunciation is a barrier to clear communication.					
29. I feel nervous when speaking English in front of others.					
30. I often struggle to find the right words when speaking English.					
PART 3. What challenges do grade nine students face when joining in online extracurricular activities?					
31. I find it difficult to navigate the digital tools required for online activities					
32. My device sometimes freezes or crashes during online speaking sessions					
33. I struggle with technical issues during online speaking activities					
34. I have difficulty using the online platforms for extracurricular activities					
35. I do not have the necessary technology to participate in online activities					
36. My internet connection is often unstable during online activities					

APPENDIX C

Questionnaire (Vietnamese version)

Thân gửi các em học sinh,

Bảng câu hỏi này khảo sát cảm nhận của các em về việc học kỹ năng nói thông qua các hoạt động ngoại khóa trực tuyến. Kết quả của bảng câu hỏi sẽ giúp cải thiện quá trình dạy và học kỹ năng nói tiếng Anh, vì vậy sự hợp tác của các em là vô cùng cần thiết cho quá trình nghiên cứu của tôi.

Xin lưu ý rằng không có câu trả lời nào là “đúng” hay “sai”, và đây không phải là một phần trong quá trình đánh giá khóa học của các em, vì vậy hãy đưa ra ý kiến chân thành của mình. Thông tin các em cung cấp là ẩn danh và sẽ chỉ được sử dụng cho mục đích nghiên cứu.

Cảm ơn các em rất nhiều vì đã dành thời gian và phản hồi quý báu của mình!

Vui lòng đánh dấu (✓) vào câu trả lời mà bạn thấy phù hợp nhất. Các em chỉ có thể chọn MỘT câu trả lời.

1-Hoàn toàn không đồng ý

2-Không đồng ý

3-Trung lập

4-Đồng ý

5-Hoàn toàn đồng ý

<i>PHẦN 1. Những hoạt động ngoại khóa trực tuyến nào có thể giúp các em cải thiện kỹ năng nói?</i>					
(1) Mức độ tham gia và sự tham gia vào các hoạt động ngoại khóa trực tuyến khác nhau	1	2	3	4	5
1. Tôi có động lực để hoàn thành nhiệm vụ trong các hoạt động trực tuyến.					
2. Tôi luôn tham gia các hoạt động nhằm nâng cao kỹ năng nói của mình.					
3. Tôi cảm thấy hào hứng khi chơi các trò chơi ngôn ngữ tương tác giúp tôi luyện tiếng Anh					

4. Các diễn đàn và nhóm thảo luận trực tuyến giúp tôi có động lực để nói tiếng Anh.					
5. Tôi tích cực tham gia các cuộc thi nói tương tác trực tuyến.					
6. Tôi thích tham gia các câu lạc bộ tranh luận trực tuyến để cải thiện khả năng nói tiếng Anh của mình.					
(2) Phát triển và cải thiện kỹ năng trong các hoạt động ngoại khóa trực tuyến khác nhau.					
7. Tôi có thể diễn đạt ý tưởng của mình rõ ràng hơn trong các cuộc trò chuyện bằng tiếng Anh.					
8. Phát âm của tôi đã được cải thiện thông qua các hoạt động trực tuyến này.					
9. Các trò chơi ngôn ngữ tương tác đã giúp tôi cải thiện vốn từ vựng để nói					
10. Các diễn đàn và thảo luận trực tuyến giúp tôi nâng cao khả năng truyền đạt ý tưởng rõ ràng.					
11. Các cuộc thi nói tương tác giúp tôi tự tin hơn khi nói trước công chúng.					
12. Các câu lạc bộ tranh luận trực tuyến giúp tôi sắp xếp suy nghĩ của mình và diễn đạt chúng một cách trôi chảy.					

3) Sự liên quan đến Giao tiếp trong Đời thực trong nhiều hoạt động ngoại khóa trực tuyến					
13. Các hoạt động khuyến khích tôi sử dụng tiếng Anh bên ngoài lớp học					
14. Tôi cảm thấy chuẩn bị tốt hơn để nói tiếng Anh trong cuộc sống hàng ngày sau khi tham gia vào các hoạt động trực tuyến.					
15. Các trò chơi ngôn ngữ cung cấp các cụm từ thực tế mà tôi có thể sử dụng trong các cuộc trò chuyện.					
16. Các cuộc thảo luận trên diễn đàn trực tuyến liên quan đến các chủ đề mà tôi gặp phải trong cuộc sống hàng ngày.					
17. Các cuộc thi hùng biện giúp tôi thể hiện ý tưởng của mình trong các tình huống thực tế.					
18. Các câu lạc bộ tranh luận trực tuyến dạy tôi cách giao tiếp trong các tình huống trang trọng.					
4) Hợp tác và Tương tác trong các hoạt động ngoại khóa trực tuyến					
19. Tôi đã kết bạn mới thông qua việc tham gia các chương trình trực tuyến này.					
20. Các nhiệm vụ nhóm trong các buổi học trực tuyến cải thiện kỹ năng giao tiếp của tôi.					
21. Tôi thích hợp tác với các bạn cùng lớp trong các hoạt động trực tuyến.					

22. Các trò chơi ngôn ngữ thúc đẩy tinh thần làm việc nhóm và tương tác.					
23. Các diễn đàn trực tuyến giúp tôi hợp tác với những người khác để giải quyết các thách thức về ngôn ngữ.					
24. Câu lạc bộ tranh luận trực tuyến khuyến khích các cuộc thảo luận có ý nghĩa với bạn bè.					
PHẦN 2. Những khó khăn nào học sinh khối 9 gặp phải khi nói tiếng Anh?					
Những khó khăn của học sinh khi nói tiếng Anh	1	2	3	4	5
25. Tôi lo lắng về việc mắc lỗi khi nói tiếng Anh.					
26. Tôi thấy khó để hình thành câu hoàn chỉnh bằng tiếng Anh trong các cuộc trò chuyện.					
27. Tôi thường quên những từ quan trọng khi nói tiếng Anh.					
28. Phát âm tiếng Anh của tôi là rào cản đối với giao tiếp rõ ràng.					
29. Tôi cảm thấy lo lắng khi nói tiếng Anh trước mặt người khác.					
30. Tôi thường gặp khó khăn trong việc tìm từ ngữ phù hợp khi nói tiếng Anh.					
PHẦN 3. Những thách thức học sinh gặp phải khi tham gia hoạt động ngoại khóa trực tuyến?					
31. Tôi thấy khó khăn khi sử dụng các công cụ kỹ thuật số cần thiết cho các hoạt động trực tuyến					
32. Thiết bị của tôi đôi khi bị treo hoặc sập trong các buổi nói chuyện trực tuyến					

33. Tôi gặp khó khăn với các vấn đề kỹ thuật trong các hoạt động nói chuyện trực tuyến					
34. Tôi gặp khó khăn khi sử dụng các nền tảng trực tuyến cho các hoạt động ngoại khóa					
35. Tôi không có công nghệ cần thiết để tham gia các hoạt động trực tuyến					
36. Kết nối internet của tôi thường không ổn định trong các hoạt động trực tuyến					

APPENDIX D

Interview questions

1. How do online extracurricular activities(virtual debate clubs, interactive speaking competitions, online forums and discussion groups, interactive language games) help improving English speaking skills?
2. How do you feel when you have to speak English in front of others?
3. What are your problems when joining in online extracurricular activities?