

ENGLISH CLUBS INFLUENCE ON STUDENTS'
CONFIDENCE TO PARTICIPATE ORALLY IN THEIR
ENGLISH COURSES.

PAULINA MONTOYA GÓMEZ
LINA MARCELA HENAO SÁNCHEZ
KELLY TATIANA ÁLVAREZ GÓMEZ

UNIVERSIDAD CATÓLICA DE ORIENTE
FACULTADA DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUAS EXTRANJERAS
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PAULINA MONTOYA GÓMEZ

LINA MARCELA HENAO SÁNCHEZ

KELLY TATIANA ÁLVAREZ GÓMEZ

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Advisor:

Oscar Andrés Bedoya Bedoya

Magister en Educación

Licenciado en Lenguas Extranjeras

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Abstract

Extracurricular spaces play a very important role in significantly supporting and complementing the process of learning a foreign language. The main objective of this work was to describe how English clubs influence students' confidence to participate orally in their English courses. To meet this objective, this work was carried out under a systematization of experience with a qualitative approach.

For the development of this project, the important opinion of each of the participants who attended the English clubs was taken into account. Likewise, these data were obtained through different data collection instruments such as: a survey, semi-structured interview, and a focus group.

The analysis of the information obtained in each of the phases of the research allowed to conclude that English clubs have become spaces where students go to practice their second language, where the positive influence that these clubs have on them was evidenced in Regarding the development of confidence to participate orally, it was also evidenced that the students who attend these clubs have different goals, which in this research we name them as motivational factors which are their main motivators to attend these, and finally it was evidenced the confidence of students to participate, where they mention that attending to English club, they gain more confidence, because they perceive them as a calm environment, because it is a space where there is no pressure. due to academic grades or mistakes when speaking in English

Key words: Motivation, factors, English club, influence, confidence to participate.

Literature review

Certain studies have shown some influence of extracurricular clubs on participation and mainly on the confidence of students in their college or university classes which in this case has to do with English clubs to improve English, therefore, it is important to talk a bit about these studies as they support this research, they have to do with one of the other, below we are going to name 3 research carried out in the years 2018 and 2019.

In this paragraph, we introduce the first study which was carried out by Price (2018) in a tutorial from a Canadian school. Its purpose was to examine the effects of Conversational club on newcomer youth's experiences of belonging, connectedness, hopefulness, and integration into Canadian society. In this research, the participants were a group of 25 immigrants and 13 young people belonging to the club. This research was based on mixed methods. They implemented some data collection instruments such as questionnaires and interviews.

After gathering all the data, the researchers found that participation in the club results in an increased sense of belonging, and connection for these young people. Therefore, implications for research and programs are discussed, focused on ways to enhance, and expand innovative group mentoring programs to the important populations of the immigrant, and migrant young people across Canada.

In the same way, another study was carried out by, Nurul (2019), at Mulawarman University, this study aimed at investigating the kinds of turn-taking mostly used by EFL learners, how the turn-takings are portrayed as a process of EFL learning, and how the EFL learners differ in making their turn-takings according to their gender.

The participants were 10 students, members of the English club. This research was based on qualitative where the procedures of data collecting were videotaped, recording, observation and semi-structured interview. The data were analyzed by using conversational analysis, and

percentage frequencies. As a result, the researchers noted that all members of the English club felt that they acquired their languages by practicing them in written, and oral communication.

Following the same line, it is necessary to mention González (2019) who talks about the positive impact that extracurricular spaces have outside of a normal English class to which students are already accustomed. In this study, an extracurricular space was designed and implemented to allow fourth-grade students from a rural school to have greater contact with English, resolve conflicts through active listening, and strengthen oral competence through recreational activities. After applying the different data collection instruments, designing, implementing, and analyzing the information obtained in the English club, it was concluded that the English club became an ideal extracurricular space to strengthen oral competence and greater active participation's greater active participation.

Besides, there has been broad interest in research on how an extracurricular activity in English improves students' ability to speak, outside of a common classroom, for which two studies were found in Indonesia, one in a school and the other in a university. Yutica & Yultisa (2016) did an experimental technique with 359 students in total at Yayasan Pendidikan Harapan Bangsa School. This research aimed to carry out an English club to improve the students' speech ability. The club's program was appropriate as a good didactic strategy to be applied in the teaching and learning process, mainly speaking, and some students also learned to read, write, and listen.

The projects previously reported were key to guide us with this research, to know what methodology we could use, and also the instruments to gather the data.

Statement of the problem

Nowadays, we constantly hear people speak, and debate about the importance of English. According to Nishanthi (2018), it is our main source of communication, it is even the way we share our ideas, feelings, points of view, and thoughts with others. It is not only about qualitative aspects, in fact, it can also change our lives, academically, and economically, it can even improve our intelligence.

This research is focused on how English conversation clubs influence students' confidence to participate orally in their English classes at a private university in Rionegro (Antioquia).

This University has different extracurricular spaces, one of them called *English clubs*, which help students to practice their English in a more natural way, asking, listening, and giving their point of view. As proposed by Krashen (1986) who says that language is best learned through natural communication. This would be a positive influence for students learning, owing to, it is essential that students practice their English at all times after each class in order to be more confident when using the foreign language. As it is affirmed by Patsy, Lightbown, & Speada, (2013) when they say that, speaking the English language is an accumulative skill that requires heavy language input, in terms of language exposure, scaffolding, drilling, and classroom vivid interactivity, and supportive effective environment.

As students of foreign languages, and as future teachers, we decided to research this topic, because we wanted to know if these clubs have contributed positively to improving the confidence of students to participate orally in their English courses.

Finally, as we know these clubs have been implemented at this University with the purpose that students can access them in a free way to practice their English, and in this way,

students would have an extracurricular activity, which is available some days of the week. from this, this study proposes the following research question:

How English Clubs Influence Students' Confidence to participate orally in their English Courses?

3. Objectives

3.1 General objective

To describe how English Clubs Influence students' confidence to Participate orally in Their English Courses

3.2 Specific objectives

To analyze students' points of view and perspectives in relation to the English clubs.

To identify the role of extracurricular spaces in students' confidence to participate orally - proficiency in their English courses.

To discover the motivational factors to participate orally in English courses.

4. Conceptual Framework

Taking into account the aim of our project, which is, how English clubs influence the participation, and confidence of students in their English courses, it is necessary to define some key concepts such as: student's participation, English oral participation and extracurricular spaces.

4.1 Students' confidence to participate in the EFL class.

An important concept in this research is class participation, describing it as the way students get on in the classroom, share their opinions and interact with others, create new knowledge, or learn new unknown concepts.

As well, promoting interaction between them, due to, through participation in class, students are exchanging knowledge, correcting, and learning from each other, creating through this, cooperative learning that occurs when there is an active participation. In addition, participation in the classroom is a way that help students to develop different skills such as; get more security, trusting themselves, that is, in everything they can do it, and expressing their own ideas, whether they are the same or different from others, with the purpose of empowering them to the development of critical thinking.

"One of these skills is a reflection that prepares for the practice of genuine and productive dialogue and generates options to discuss and build new knowledge together" Shor (1996). In relation to the learning of a second language, it is very necessary to create conversation and participation strategies that involve all students to participate freely and with confidence, without fear of making mistakes or have different points of view from others; since it is from this interaction that the students enhance their self-confidence to empower themselves in their ideas and express them in front of their classmates and teachers without any kind of shyness or fear of making mistakes. Also, it is very important to know that in the classroom

interaction can occur in two ways: involving the teacher and the students or just among students, Lynch (1996) includes that the practice of all the skills to be developed in the learning of a second language such: as speaking, listening, reading and writing. Furthermore, Tang (1997) suggests that participation in the English as a foreign language classroom can be active or receptive, consequently, students speak first, then listen, and finally write.

Finally, we can conclude that this term "students confidence to participate in the EFL classroom "is very important when it comes to having an oral participation in English; due to, it does not matter how the oral participation of English is carried out in the classroom, whether in a receptive or active way as was mentioned before, but the most important thing is to create an environment of trust and security in the classroom so that students can feel comfortable to express their ideas and opinions in this second language when they want to do it, without fear of making mistakes when they are using the language.

4.2 English oral participation

We must know that oral participation in English classes cannot always be successful owing to, in the classroom there can be different negative factors that affect the students both emotionally and physically and this prevents them from being motivated and concentrated in class to carry out their oral participation. Students can be affected by different factors such as motivation, confidence, and anxiety Oxford (1990) & Krashen (1982).

According to Mustapha, Rahman & Yunus, (2010), classroom participation varies according to the different learning or teaching styles employed. Therefore, classroom behaviors, such as asking or answering questions, would often be associated with definitions of classroom participation.

As well, it is important to know the perspectives of both teachers and students, because of, the teacher plays a very important role in this case, since it is in charge of motivating or stimulating students to speak and express their opinions, ideas and confusion, that will indirectly force them to participate orally. From students' perspective, participation in class also plays an important role in their learning and understand participation differently compared to educators, where students may view participation as a variety of non-oral participation behaviors, such: as take notes, listen to the lecture, while educators define participation as oral participation Dallimore, Hertenstein & Platt (2004).

Furthermore, this can influence a future result, as stated by Tatar (2005), when affirms that active participation in the classroom plays an important role not only in the success of education but also in the future personal development of the students.

When we talk about factors that contribute to students being verbally active in the English classroom are a safe classroom environment, student self-esteem, small groups, meaningful, enthusiastic and encouraging tasks, and motivated teachers and students, as stated (Tornqvist 2008)

Finally, authentic use of language should be promoted, that is, all topics are related to real life. According to Skolverket (2011) the content of English subjects must be related to education and the social and work life of students; current areas and events, thoughts, opinions, ideas, experiences, and feelings; relationships and ethical issues. In this way, they can encourage speech and conversation by expressing their own ideas and opinions, rather than imitating the teacher in unrealistic activities.

4.3 Extracurricular spaces

Extra-curricular spaces are activities that take place outside the classroom but are created for academic purposes, with the aim of supporting students in their learning process and confidence with the language. It means that those are activities that are outside of school, but that go beyond school Hermoso (2009).

These spaces favor the student with their school habits, improve their concentration, attention in classes, students' confidence, and attitudes towards learning for those children who do not like school so that they have a good experience and develop certain skills that contribute to their process and quality of life Wilson, Ahlstrom and Yohalem, (2009). Due to, it allows a great motivation from the students, improving their confidence. It is also important to say that they are activities that provide a safe and caring environment outside of class time Hermoso (2009).

Thus, becoming free activities that are extracurricular, but are also considered as responsibilities of any other school or subject, to provide a balanced education Shulruf, Tumen & Tolley (2014). In spite of the fact that these extracurricular places are to support students in their learning, according to Galli (2014), at the same time these spaces are appreciated as a group of experiences that informally stimulate students. which indirectly contributes to the student's process supporting their confidence when the student wants to practice or participate in their classes.

Extracurricular spaces are places where students have new experiences that support their learning process, that is why Manga (2006) talks about “natural environments”, which are known as the non-formal environments in which the student is, where the acquisition occurs as a result of the interaction between native speakers and learners of a foreign language in this case English.

5. Methodology

Taking into account the central theme of this research, which is how English clubs influence students' confidence to participate orally in their English course, it was considered necessary to do so through a qualitative study, since according to Salgado (2007), Through this study method, the meanings and definitions of a situation can be understood in depth, that is, qualitative research helps us understand the different situations that a person goes through.

On the other hand, according to Creswell (2012), the qualitative study is an inquiry process based on different methodological traditions, which examine a human or social problem to build a complex and holistic image from the perspective of the informants, which gave us the tools necessary to study in depth the phenomenon that we wanted to develop through a lived experience.

Likewise, this study was carried out through a systematization of the experience, which according to Jara (2017) is the critical interpretation of one or several experiences that makes explicit the logic of the process lived in them, the various factors that intervened, how they were related to each other. , and why they did it that way. Therefore, we consider that the use of this systematization of experience facilitated our process of searching for information and collecting data, and finally a detailed analysis.

5.1 Participants

The Universidad Católica de Oriente has a degree program in foreign languages and it has six levels of integrated English, in which students develop multiple communication skills in the foreign language (English). This program has created extracurricular spaces called "English clubs", which are attended by several students from that university.

That is why it was necessary for the participants to be the people who attended these spaces; In that order of ideas, the students answered a survey, a semi-structured interview and participated in a focus group, based on their experience as a participant in the English clubs and to show their confidence when participating orally in the English courses.

5.2 Data collection methods

According to Creswell (2012), qualitative research methods typically include interviews, focus groups, surveys and observation, which are the most used to systematize data, that is why we decided to collect the information, through a semi-structured interview, a focus group and a survey.

The interview is a powerful technique to collect data on the perceptions, beliefs, and opinions of one or more people, Denzin and Lincoln (2005) define the interview, as a conversation where questions are asked, and we listen to answers; in the interview, the interviewer maintains control of the interview and subtly makes the interviewee answer what they want to hear.

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helped us to collect the necessary data according to how the interviewee is developing, in order to understand the feelings and opinions of the participant.

A second instrument to collect data was the survey, which in accordance with Throsby, Zwar, & Longden (2015) “can be implemented in several different ways, including a personal face-to-face interview (the most expensive, but potentially yielding the most accurate data), by telephone (less expensive, but with some loss of precision), or over the Internet.”(p.3). In our case, we implement the survey online, due to this will facilitate the access for all participants at the time they wish to access it. In addition, in this way these questionnaires had no cost, and it did not take long for the participants to answer them and for us to do it; Throsby, Zwar and Longden (2015) say that “An online survey allows a large number of respondents to fill out the questionnaire at the same time, and not consecutively as occurs when using interviewers” (p. 4)

As a final concept we had the focus group, which helped us collect information from many people at the same time; For this, it was important to seek the definition of a focus group; and here, we bring out some concepts of different authors in this regard

In addition, we developed this concept with the purpose of gathering information about the different experiences that some students had or still have in the English clubs that have been implemented at the University. According to Kitzinger (1995) “The method is particularly useful for exploring people's knowledge and experiences and can be used to examine not only what people think, but how they think and why they think that way” (p. 299).

Focus groups helped our participants to be more confident, and motivated to express their ideas, and foster creativity. Morgan (1992) concluded that working with small groups was more appropriate to deal with emotional issues, thus generating high participation on the part of the participant. That is why we implement this method with a small group of participants,

because when there is a small group, participants can also take time to express their experiences or points of view. This method was carried out in a single session and then a voice recorder device was used, with the respective informed consent.

In accordance with Mella (2000) the focus group responds to the need for qualitative information that provides depth and context, which basically allows you to listen to what people say and learn from the analysis of what they said. In this perspective, focus groups create lines of communication, where the first communication channel is established within the group, with a communication continuum between the moderator and the participants, as well as between the participants themselves.

The process of implementation of the focus group was carried out with 5 participants, (since not all participants could attend the same day and at the same time) and we the researchers as moderators were the ones who guided the topics and questions for the students. We also collected any type of information that they wanted to share with us based on their experiences. "This means that instead of the researcher asking each person to answer one question in turn, people are encouraged to talk to each other: asking questions, exchanging anecdotes and commenting on the experiences and points of view of others." (Kitzinger, 1995, p. 299).

Along these lines, we do it among the three researchers, and we explain the process to the participant. The initial idea was to be able to collect as many ideas as possible in 30 minutes. After we have the information, we continue to prepare a report. Finally, a dialogue was created with the organized ideas.

5.3 Ethical considerations

The purpose of this project is to describe how English clubs influence students' confidence to participate orally in their English courses through an interview, a survey and a focus group,

we collected data on experiences in English clubs. English corresponding to the Universidad Católica de Oriente, maintaining the identity of the participant and using the data collected solely for academic purposes.

In our data collection process, there is no risk of an identity being revealed as this identity was completely anonymous, in addition, the interview had simple questions about their personal experience.

It should be noted that in this research, the participant was not compensated for participating in the interview, survey or focus group. The participant's decision to participate in this project was completely voluntary. If the participant decided not to participate, it did not affect him/her at all, and for this an informed consent form was implemented where the participant freely decided whether to participate or not.

6. Results and discussions

Considering the main objective of our research project, which is, describe how the English clubs influence the confidence for the oral participation of the students in their English courses, we implemented some data collection instruments to get the information such as surveys, a focus group, and a semi-structured interview.

In our research project, surveys were implemented with students who had attended the university's English clubs or who still attend them, such as university graduates or students. The survey was posted in a facebook group, where we expressed what the main intention of our project was, and who we were; with the aim that the people who have attended or are still attending these English clubs will do so voluntarily; The survey consisted of nine multiple choice questions and this was made in a *google form* document; there, the participants would find an informed consent which after accepting it, participants would continue to the survey, otherwise they would not be able to finish it. After sending the survey, we received sixteen responses from different people.

The second instrument we used was a semi-structured interview carried out through the platform that offers *Zoom* video calling services (*Zoom Cloud Meeting*) with five participants. Previously, the objective of the research was commented to the participants, and of course with the corresponding informed consent, later, seven questions were implemented with a session per participant of approximately twenty minutes, even two of these participants were also part of the focus group.

As the last instrument for data collection was a focus group, it was applied through the platform *zoom*, which was carried out with approximately six questions; It should be remembered that the informed consent to participate in this research was signed before answering the survey, this method was implemented in a single session and we used a voice

recorder device. Unfortunately, only five people were able to participate in the meeting, since it is a bit difficult to be able to coincide with all the participants at the same time.

In this vein, all the information collected through the three data collection methods, the survey, the interview and the focus group, was transcribed by the researchers and then it was analyzed through a categorization according to the objectives proposed in the research project, the three categories taken into account when analyzing the information were: English clubs influence, motivational factors and students' confidence to participate, all the categories are in hierarchical order.

On the same hand, the responses obtained from the survey were diverse, among them it could be evidenced that most of the participants (81.3%) affirmed that the English clubs motivated them to have better confidence when participating orally in their integrated English classes, as it is affirmed by Oxford, (1990) and Krashen, (1982) when they say that, students can be affected by motivation, confidence, and anxiety. According to this, Participant 15 said that extracurricular spaces are important, generate confidence, and enrich knowledge, “son espacios que si se utilizan de una buena manera son importantes para generar esa confianza y para ir enriqueciendo ese conocimiento” (P15, Focus Group). Also, another participant added that when he attended these clubs, he noticed the language improvement, “cuando yo iba a los extracurriculares, a estos clubes como tal, si se notaba mucho el cambio con relación al nivel del idioma” (P10, Interview).

These English clubs does significantly influence their confidence for their oral participation in their English courses, “generan confianza y deben generar confianza ya que promueven una introducción adicional para practicar el idioma” (P15, Survey), as well, one participant added that these spaces influence his motivation because he could express his opinion without any fear and practice his English language to improve his level, “expresarme sin miedo alguno y

practicar el idioma inglés con el objetivo de incrementar mi nivel académico y mejorar mis falencias” (P11, Survey). Also, Participant 13, affirmed that he felt good in the clubs because it was not an educational environment “uno piensa como bueno estoy en otro ambiente diferente, soy como más tranquila, más relajada entonces participó de una manera más activa” (P13, Focus group). That 's why what Tatar (2005) says that active participation is important both for the development of education and for the personal development of students.

Another participant argued that extra curriculares motivates him to throw away his fears “al participar en estos clubes, yo vi la necesidad de soltar la lengua, de botar miedos y también para mejorar la fluidez” (P8, Survey). In this vein, we received comments like, these extracurricular spaces help them to get more self confidence when interacting with others, “el poder generar más confianza ante los otros, mejorar mi discurso y escuchar la retroalimentación de los otros” (P2, Focus group). Another comment was the fact of wanting to publicize the ideas, without thinking if the answer was correct or wrong, because the English club is for learning and practicing “Me ayudó a reafirmar un poco mas mi confianza en mi discurso oral y gracias a estos participo frecuentemente en clase” (P9, Survey).

In deduction, it can be evidenced in the analysis of the results, that most of the students who attended these English clubs affirmed that these spaces positively influenced the confidence for oral participation in their English courses, where we received several comments as mentioned above such as they generate more confidence, "generan mas confianza " (P15, Survey), participants can express themselves without any fear, "me puedo expresar sin miedo" (P11, Survey). As well, participant 14 mentioned that from these clubs, there is an improvement in all skills and not only in speaking, “obviamente si hay una mejora desde cualquiera de las habilidades no tiene que ser directamente solo de speaking a pesar de que sea un club oral” (P14, Focus group).

Some few participants, (18.7%), affirmed that English clubs do not have a greater influence in their confidence to participate orally in their integrated English classes, participant 13 expressed that these clubs do not affect positively neither negatively “siendo muy sincera no me han afectado ni de manera negativa ni de manera positiva en mi confianza y en mi participación en clase” (P13, Focus group), However, this participant later changed her mind saying that, these spaces are appropriate to take the risk to participate and speak because she felt in a more relaxed and calmer context with friends, “me siento en un contexto más fuera de lo académico, como más tranquilo, más relajado, más en amigos, entonces eso hace como que uno participe más y se arriesgue un poquito más a hablar” (P13, Focus group). According to this, as it was presented in the literature review, Manga (2006) talks about “natural environments”, which are non-formal spaces where the student learns.

In contrast, participant 14 attended the clubs but affirmed he did not see a general effect in relation to his confidence to participate orally, "es un espacio más que usted se da, se da un tiempo directo para poder practicar su lengua mas no algo que dependa, de que usted se desenvuelva bien o no en su speaking" (P14, Focus group). Also he stated, in the interview that English clubs do influence in a positive way but there are other factors by which you can improve “los clubes de inglés es uno de esos caminos para practicar y hay muchas otras maneras de practicar por ejemplo el speaking, entonces eso no quiere decir que por yo no asistir a los clubes de inglés yo sea muy malo en speaking” (P14, Interview).

A small portion of the participants, 6 out of 16, who did not notice an advancement or improvement in their confidence for oral participation in integrated English classes attending English clubs, but still they gave comments indicating that the clubs are a support to the degree since it requires a lot of practice, “siento que es un apoyo para uno porque siento que tenemos una carrera que es mucha práctica y constante aprendizaje entonces considero que los clubes

son más un apoyo” (P13, Focus group). It is then when we highlight what Krashen (1986) says that we learn a language better when we communicate naturally. On the other hand, another participant first affirmed that “La verdad, positivamente, los clubes no tienen como un buen efecto yo digo que eso es más autónomo” (P14, Focus group). Later on, she said that English clubs influence confidence for oral participation only if students attend them with a clear objective “Entonces, es ver la comparación de que si no se va con el objetivo, pues definitivamente no motiva, porque en mi experiencia yo iba y veía cosas que no me aportaban a la habilidad que yo estaba buscando” (P16, Focus group).

Besides, some other participants (six of them) affirmed that they have improved their confidence in oral participation in the English courses after attending the English clubs. It is an environment where a recreational exercise is created, students do not feel afraid of being judged or depending on a grade, on the contrary, they like to receive opinions and constructive criticism, since they think that this helps them to improve their process and see the errors that oneself is not able to see, as is the case of participant 14

“es muy importante como lo decía el participante 2 acerca de la retroalimentación que otras personas nos dan, ahí es donde es muy importante ese proceso y dejarme como tal guiar, digamos de esas propuestas que otras personas ven en mí porque muchas veces es muy difícil (...) como que uno se haga ese proceso de autoevaluación” (P14, Focus group).

In this vein, another participant affirmed something similar according to the confidence that these English clubs offer, he said that,

”los factores yo diría que primero que no hay una nota, segundo que digamos que no hay ningún tipo de estrés porque digamos que son compañeros diferentes siempre, entonces nadie se conoce con nadie entonces a nadie le da pena, también está el otro que son los temas, que son muchos

temas diferentes temas de cualquier cosa entonces a veces uno sabe mucho de algo y a veces no tanto” (P6, Interview)

Thus, it promotes greater interaction, as González (2019) says, "Extracurricular spaces and recreational activities play a very important role in supporting and significantly complementing the process of learning a foreign language.",

The second category analyzed was the motivational factors that influence students to participate. We could find a lot of perceptions related to this, such as, the desire to listen and practice the language with the natives since they are in charge of running these English clubs; “¡ay que rico nativos!”, voy a aprovechar para hablar con ellos” (P2, Focus group). According to this, it is important to highlight the importance of trying to interact all the time with these native English speakers. “ It is helpful to realize that simply understanding messages in the language you are trying to learn is a major factor, possibly the major factor, in acquiring that language” (Thomson, 1993, p.3) therefore, the most influencing factors are the objectives that each student has and that was noticed by the different comments made by the participants; it can be evidenced that their motivational factors are aimed at an improvement both academically and personally. In addition, we have to highlight that the factors that were most evidenced were the ones motivated to a personal language improvement. Then in the first part, the motivations aimed for improving academically, as it was said by participant 2, when affirmed that his greatest motivation for attending English clubs was the desire to get lots of vocabulary and expressions, “aprender mucho vocabulario y expresiones” (P2, Focus group). In the same sense, participant 17 told us that she was able to discover a great factor that led her to attend these extracurricular spaces on some occasions, since she indicated that she constantly liked to discover the accent and each person’s style, "descubrir cómo el acento y el estilo de cada persona es distinto" (P10, Interview).

Same as above, there are factors that motivated personal improvement, here we found that some participants expressed that they attended these English clubs for training themselves for their future work as teachers. “nuestra proyección es a ser docentes, entonces estos clubes nos ayudan en la manera de la comunicación entonces ya tenemos una base muy sólida para lo que vamos a hacer en un futuro desarrollándonos como docentes (P15, Focus group). Besides, it was evidenced that the participant 13 had a motivation for her performance as a future teacher focused on gaining confidence when speaking in public, she said that “lo que más me motivaba a hablar era el hecho de saber que como docente me iba a tener que enfrentar a un público más adelante” (P13, Focus group). Here, another participant expressed something similar, he said that “a mí me motivaba mucho eso porque aprendía uno mucho y uno mismo se daba cuenta también lo que es pues tener un público como decía también el participante porque vamos a ser docentes entonces uno acostumbrarse a hablar con un público y en inglés motiva mucho como acostumbrarse”, (P2, Focus group).

Hence, another participant said that what motivated her was to see the confidence of other people who participated regardless of making mistakes, “ver cómo muchas personas tienen confianza en sí mismo y sin importar si se equivocan siempre participan, y es así como se han logrado perfeccionar poco a poco, además darme cuenta que así se logra un aprendizaje más significativo” (P10, Interview). Then, it was evidenced some other comments regarding the motivational factors that focused more on the environment that is presented in these English clubs where a participant said that “lo primero que no hay una nota, segundo que digamos que no hay ningún tipo de estrés porque digamos que son compañeros diferentes siempre, entonces nadie se conoce con nadie entonces a nadie le da pena, también está el otro que son los temas, que son muchos temas diferentes temas de cualquier cosa entonces a veces uno sabe mucho de algo y a veces no tanto. (P6, Interview). Here it is important to highlight the importance of the environment that is created in these English clubs for communication “Conversation and

discussion do not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is about daily trivia such as movies or television programs, plans for a holiday or vacation, or news about mutual friends.”(Stovall, 1998, p.17). As well, a participant added that his motivation was to build knowledge with each other “crear y generar ese conocimiento y que todos podemos participar ósea yo motivo por medio de mi voz a que los demás participen y se haga algo muy cooperativo muy colaborativo (P6, Interview).

Finally, the participant said that those English clubs motivated her to increase her confidence when speaking “básicamente lo que más me motivaba a participar era que me ayudaba mucho a incrementar esa confianza en mí misma” (P14, Focus group)

In this vein, there has been a great interest in discovering the role of extracurricular spaces to improve speech ability in students, as stated by Kardiansyah & Qodriani (2018), "Extracurricular activities in English demonstrate that they have a very important role in improving students' English-speaking ability", due to "students see it as a potential alternative to improve the ability to communicate in English". In that same sense, participant 2 assured that these spaces are "una oportunidad para uno practicar, aprender cosas nuevas," (P2, Focus Group).

The last category, and the one with less references was the confidence of the students when participating orally in their English courses, as there were some aspects that influence such as "entender que cada persona tiene su propio acento y su propio estilo, además me ayudó a darme cuenta que cada proceso de aprendizaje es distinto y no se debe comparar con el de ninguna otra persona." (P10, Interview). Alomari (2019) states that "The awareness of students' low confidence in speaking English must be recognized in order to provide the appropriate environment for them to feel comfortable to practice expressing their thoughts in English". Which means that it is necessary that these spaces generate security for students. Participant 8

expresses that these spaces generate him confidence when "el profesor que está ahí, no lo juzga, sino que lo hace como para ayudar" in other words "no hay una nota, segundo, no hay ningún tipo de estrés porque, son compañeros diferentes, entonces nadie se conoce con nadie por ende a nadie le da pena"(P8, Interview).

In addition, it is essential to change our conception of error, because being aware that we are in a learning process and that therefore it is normal for us to make mistakes, even making mistakes is the prior step to learning and then the one that generates more confidence, and even more so if when speaking in a second language, this is how he describes it "esa confianza se va generando cuando uno normaliza los errores" (P15, Focus group). As a matter of fact, it was evidenced that what most caught the attention of the participants in attending these spaces is the fact that mistakes are accepted in a good way, it is even necessary to make mistakes, as he adds "enfrentarte a diferentes situaciones entonces es muy importante la confianza, y esa confianza se va creando por medio de los errores por los diferentes momentos y por las diferentes etapas y porque muy importante esta confianza porque es empoderarnos del conocimiento " (P15, Focus group)

Giving continuity to the confidence that these spaces provided to students for oral production in integrated English courses, there are those who assured that this confidence is more of an autonomous and personal process, as stated by participant 13, "para mí lo principal es el ambiente y la pues y la autonomía que uno tenga como estudiante" (P13, Focus group). At the end, trusting in our own process, you have to believe that it can be done, so that trust is easier, as it is postulated, "es indispensable la confianza pues que uno se tenga, esa confianza se va ganando paso a paso a medida de que uno va teniendo esa capacidad de presentarse de dándome la oportunidad de hablar cierto" (P14, Focus group).

7. Conclusions

After designing, applying, implementing, and analyzing the different data collection instruments, the information obtained on how English clubs influence confidence for the oral participation of students in their English courses, from the degree in Foreign Languages in a private university in Rionegro, this research study had as its main consideration, the research question, the general and specific objectives.

When we talk about English clubs, we mean that they are spaces where students have new experiences that support their learning process. The private university supports students with these clubs not only with highly trained teachers, but also with foreign teachers, with the intention to improve students' learning process, concentration, attention in classes, and confidence, etc.

On top of the aforementioned, when analyzing the results, it is quite noticeable that the majority of the participants affirmed that these English clubs helped them positively improve their confidence to participate orally in their English classes. The clubs helped them in different ways, since some of the participants attended more times than others. On the other hand, some participants had different objectives when attending the clubs, such as: learning vocabulary, improving pronunciation, learning expressions, improving writing, knowing cultures, practicing the language, improving their confidence when speaking, etc. For this reason, English clubs have become a complement to the degree as it helps to improve the language. Also, we received comments like: they are spaces that should generate confidence to practice the language, when they attended if they noticed the change, other participants attended with the aim of improving the shortcomings and the academic level. another participant felt in a different environment, where she felt confident.

It is also relevant to highlight that it was evidenced students think that there are other methods or activities with which we can improve the level of language, and that the only one is not the English club, that is why participants did not see these spaces provided by the university so important, but even so, they affirmed that the clubs are very supportive of the undergraduate since the language is practiced and an improvement is seen.

It is important to mention that in this research, we found different motivational factors which are the main objectives that each student has which motivate them to attend these clubs, we could notice that the students who attend these English clubs, as I said before they always attended with their objectives and goals, whether they are towards academic or personal improvement. In this research, we could see that most of the students attend for personal improvement, but also some have a goal towards academic improvement.

In this order, first it is important to talk about the academic objectives, while we were implementing the data collection methods, only a few students mentioned that they attended these English clubs, referring to an academic improvement, that is, they said that they wanted to learn new expressions and more vocabulary to reinforce their second language and stand out academically. On the other hand, most of the students made several comments regarding personal improvement, some of them said that the main motivation for attending these English clubs was to think about their future, that is, training themselves for their future work as teachers, since they would be teachers and then it is very important to have a good basis with the language and confidence, practicing in these English clubs. In this hand, other participants mentioned that what most motivated them was being able to improve their confidence by participating in these English clubs. And finally, other participants mentioned that their main motivations were the fact that they knew that in these clubs there were no types of stress, that is, that there was no a quantitative note in them at the time of participating, also that the

classmates were always different, and they could talk about whatever topic they felt very confident about. These being spaces of little pressure and a lot of security for the students to participate freely.

To close, it is important to bring out what were those aspects that the English clubs gave to the participants in terms of confidence for their oral production in their integrated English courses. It was found that this confidence was given through the environment, that is, the fact that they do not feel pressured when thinking about an academic grade, they do not perceive stress or anxiety, even errors are considered as part of the process at the time of acquiring a second language. In fact, personal confidence plays a very important role when speaking in a second language, because it is not important to take into account possible bad comments from some classmates, the essential is to take that first step.

In the end, it is worth noting, the importance of autonomy, as it was mentioned by some of the participants, owing to, these extracurricular spaces also help to carry out a constant process as a student, due to, the fact of attending English clubs and the opportunity to interact directly with a native speaker, makes students want to interact more with their classmates and even with teachers, which leads to get more out of these spaces that it offers by University.

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9. Appendixes

9.1 Appendix A. Consent Form

Consentimiento informado para la recopilación de datos

Influencia de los clubes de inglés en la confianza de los estudiantes para participar oralmente en sus cursos de inglés.

Estimado participante, como estudiantes del programa de licenciatura en lenguas extranjeras de la Universidad Católica de Oriente, estamos realizando un estudio acerca de, las diferentes perspectivas de algunos estudiantes sobre la influencia que tienen los clubes de inglés (English clubs) en la confianza de los estudiantes para participar oralmente en sus cursos de inglés integrado. Tenga en cuenta que las preguntas no tienen respuestas correctas o incorrectas. Sólo queremos conocer su opinión, experiencia y/o reflexión durante dicho proceso.

Yo _____ Identificado(a) con el número de cédula _____ de _____ actuando a mi nombre y en calidad de _____, acepto participar de manera voluntaria del proceso de recolección de datos para el proyecto en mención, realizado por los investigadores: Paulina Montoya, Lina Henao y Tatiana Alvarez. Accedo a participar y me comprometo a responder las preguntas que se me hagan de la forma más honesta posible. Autorizo que lo hablado durante la entrevista sea grabado en audio, así como también autorizo a que los datos que se obtengan del proceso de investigación sean utilizados para fines académicos y muestra del resultado final de la investigación. Expreso, que los investigadores me han explicado con antelación el objetivo y alcances de dicho proceso.

Gracias por su participación.

FIRMA _____

CC: _____

9.2 Appendix B. Participants' interview questions

1. ¿Cree que estos espacios extracurriculares lo ayudan a tener más confianza para participar de forma oral en sus cursos de inglés ? ¿Por qué?
2. ¿Cree que la participación oral en los cursos de inglés integrado puede verse afectada si no asistimos a estos clubes de inglés?
3. Después de que comenzó a asistir a estos espacios, notó alguna diferencia en cuanto a su confianza y motivación?
4. ¿Piensa que los clubes de inglés son de vital importancia para fortalecer la producción oral?
5. ¿Qué factores dentro de los clubes de inglés, cree que ayudan a desarrollar una mayor confianza para participar oralmente?
6. ¿De qué manera cree que influyen estos clubes de inglés en el desarrollo y fortalecimiento de la producción oral en las clases ordinarias de inglés integrado?
7. ¿Recomendaría estos clubes de inglés a otros estudiantes que quizás no tengan la confianza al participar oralmente en los cursos de inglés? Si o no ¿Por qué?

9.3 Appendix C. Participants' focus group questions

1. ¿Qué te motiva a participar oralmente en tus cursos de inglés?

2. ¿Consideras importante tener confianza a la hora de participar oralmente en cualquier curso de inglés? ¿Por qué?
3. ¿Qué factores crees que pueden afectar tu participación oral en la clase de inglés?
4. ¿Qué actividades del club de inglés fortalecen tu confianza para participar oralmente en los cursos de inglés?
5. ¿creen ustedes que al participar pocas veces en los clubes de inglés se puede mejorar la confianza para participar oralmente en clase?
6. como estos clubes han influenciado o influyen en tu confianza para participar en clase?

9.4 Appendix D. Participant's survey questions

Estimado participante, gracias por brindarnos su importante opinión. Como estudiantes del programa de licenciatura en lenguas extranjeras de la Universidad Católica de Oriente, estamos realizando un estudio con el objetivo de analizar los puntos de vista y opiniones de los estudiantes en relación con los clubes de inglés (English club), y de esta manera identificar el papel de estos espacios extracurriculares en la confianza de los estudiantes para participar oralmente en sus cursos de inglés integrado. Cabe destacar que en el transcurso de las preguntas no se presentan respuestas correctas o incorrectas, todo es válido desde su perspectiva y/o experiencia durante dicho proceso.

Al dar clic en "aceptar", accede de manera voluntaria al proceso de recolección de datos para el proyecto en mención, así como también autoriza a tratar sus datos personales, teniendo en cuenta que estos no serán revelados, al igual, solo serán utilizados para fines académicos y muestra del resultado final de la investigación. Finalmente, expresa, que los investigadores han dado con antelación el objetivo y alcances de dicho proceso. Agradecemos su participación.

Aceptar

1. ¿Con qué frecuencia (asistencia) participa o participó en los clubes de inglés?
 - Siempre
 - Algunas veces
 - Casi nunca
 - Muchas veces
2. Después de participar en los clubes de inglés, ¿con qué frecuencia participa oralmente en sus clases de inglés integrado?
 - Siempre

- Usualmente
- Nunca

3. ¿Considera que ha tenido una participación activa durante estos clubes de inglés?

- Si
- No

4. Diga qué factor motivacional lo/la llevan a participar oralmente

5. ¿Ha mejorado su confianza en la participación oral en sus cursos de inglés integrado, asistiendo a estos clubes de inglés?

- Si
- No

6. ¿Cómo era su participación oral en sus clases de inglés integrado ANTES de asistir a los clubes de inglés?

- Baja
- Media
- Alta

7. ¿Cómo fue su participación oral en sus clases de inglés integrado DESPUÉS de asistir a los clubes de inglés?

- Baja
- Media
- Alta
- Fue igual

8. ¿Qué lo/la motiva a asistir a estos clubes de inglés?

9. ¿Estos clubes de inglés lo/la motivan a tener mayor confianza al momento de participar en sus clases ordinarias de inglés integrado?