

**TARTU UNIVERSITY
FACULTY OF SOCIAL SCIENCES**

**NARVA COLLEGE
TEACHER OF LANGUAGES IN A MULTILINGUAL SCHOOL**

Oksana Lobanova

**THE ENGLISH LANGUAGE SPEAKING CLUB AS AN
EXTRACURRICULAR ACTIVITY FOR DEVELOPING TEENAGERS'
SPEAKING SKILLS IN BASIC SCHOOL**

Master's thesis

Supervisor: *Lect. N.Raud, PhD*

NARVA 2022

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Oksana Lobanova 9.05.2022

PREFACE

The place of extracurricular activities in the process of students' language mastery development is the area that has a great potential to support students who might need more time and activities in addition to their school classes to practice English. The fact that extracurricular activities are not compulsory, and students who choose them voluntarily are driven purely by their interest (Kardiansyah, Qodriani 2018) may have a positive impact on students' progress. Chaer (2003, as cited in Kardiansyah, Qodriani 2018) believes that learners with intrinsic interest or particular aim tend to succeed more in language learning. Speaking as a skill needs more practice to use English, and finding ways to provide this practice in addition to school classes can be considered as a perspective area for studies and analysis by teachers and researchers.

The present research is aimed to study the background of extracurricular activities, especially in the form of the Speaking Club, and its impact on teenage student's fluency progress. Thus, the study is aimed at exploring the advantages and disadvantages of extra curricular activities in teenage classes. The research is also targeted at exploring the practical possibility of adding the Speaking Club to regular classes in Kohtla- Järve Järve School for the 7th grade students, who will be willing to participate in it voluntarily. In order for the Speaking Club to take place, the programme with authentic materials will be developed. The main purpose of this research is to investigate how and to what extent participation in extracurricular activities could help 7th grade students improve their level of oral proficiency as well as explore their needs for extracurricular activities for language learning and practice.

The thesis consists of four parts: the introduction, two chapters, and the conclusion. The introduction focuses on identifying speaking skills and exploring extracurricular activities as well as introducing the Speaking Club. Chapter I "Extracurricular Activities for Development of Speaking Skills" examines the topic of teaching speaking comprehension to adolescent students of English. Additionally, the chapter defines the most frequent problems related to teaching speaking. Chapter II "The Influence of English Speaking Club Activity on Speaking Comprehension of Basic School Learners of Grade 7" explains the procedure and presents findings of the case study of introducing the English Speaking Club to the 7th grade students as an extracurricular activity on top of their usual learning programme. Conjointly, the chapter exposes a

Speaking Club programme to teach speaking skills to teenage learners. The conclusion summarises the results of the study and reviews the hypothesis.

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INTRODUCTION

Reasons for Teaching Speaking

According to the Statista website (2021), English as a native language is the most spoken language in the world. It won its prestige after the Second World War by becoming the leading expert in loanwords (Peterson 2014). Besides, by the end of the twentieth century it has been acting as *lingua franca* for those whose native languages are distinct (Harmer 2007: 13). In addition, as one of the TED's speakers Jay Walker (2013) puts it, "English mania" made it the world's primary second language to speak. Interestingly, back in 1983 Kachru predicted that by millennium non-native English speakers will outnumber its indigenous speakers. Evidence suggests that between 2003 and 2004 the ratio was estimated at 1:2- 1:3 and the gap is believed to be widening all the time (Harmer 2007: 13).

English is an international language in such fields as: science, business, scholarship, and many others and is one of the most successful word- donors nowadays, which means that the words initially invented in English (e.g. Internet, e-mail, computer, business) are borrowed and used by other languages (Durkin 2014). The knowledge of English gives people access to the global scene and acts as the language of problem solving, hope and opportunities (Walker 2013). Goh and Burns (2012) emphasise that in cross- cultural communication between the native and a second language users can no longer be taught based on textbooks writers and on the intuition of applied linguistics and requires use of authentic materials.

Speaking Skills

Speaking refers to one of the four language skills (reading, writing, listening and speaking). Speaking skill, which is considered to be a productive skill is strongly related with the receptive skill of listening. Both skills are interconnected and complement each other in the communication process. The speaking skill is the tool through which learners are able to communicate with others achieving certain purposes or expressing their thoughts, hopes, intentions, points of view, facts and emotions (Torky 2006: 13-14; Lynch 1996).

As stated by the Cambridge University Press ELT speaker Lucantoni (2020) such attributes as: recalling of suitable words, organizing words into small groups, moving tongue and lips to produce sound, monitoring sounds and adjusting if needed together

with cultural awareness are involved in the complex process of speaking. Additionally, a number of characteristics, which are involved in the speaking process and are also linked to the listening skill are identified. They are: recognition when it is convenient to interrupt, to speak, to state a question or to negotiate; speak using comprehensible pronunciation; choose appropriate vocabulary and grammar. Thus, the fact that listening is an integral part of the speaking process should not be underestimated.

Withal, in linguistic and communication “speaker” is referred to a person who speaks and produces the language utterances (Nordquist 2019). Moreover, in almost any circumstance, speaking is the most commonly used language skill. As Rivers (1981) remarks, in our communication speaking is used twice as much as reading and writing. Consequently, mastery of speaking skills is seen as a priority and the key indicator for evaluating the success of learners in language acquisition (Goh & Burns 2012).

Ways of Developing Speaking Skills

Doff (2015) states that a person can become better at speaking simply by speaking. Additionally, he remarks that good speaking skills consist of two components, i.e. language and fluency. He believes that speaking strategies should be taught as their primary function is to enable a learner to have successful communication with other people. However, the National Curriculum for Basic School in Estonia (appendix 2 2011: 2) suggests that fluency and accuracy of the language use is considered to be developed throughout durational practice and teaching language skills (reading, writing, speaking, listening) is the key priority.

Doff (2015) proposes that in teaching speaking first the learners should be able to notice the essential language, then practise it and finally, as a result, apply taught strategies in speaking. He also emphasises that thinking time should be allowed for students in order to process what is going to be said instead of expecting an instant reply.

Skeffington (2004) links language learning to anatomy and suggests that jaw and mouth muscles as well as the brain are actively involved in learning and maintaining the language. She concludes that language learning functions the same way as other muscles: the more it is exercised, the easier it is to use, which is another way of saying what Doff states above. She also withdraws that opportunities to use the language in the classroom should be maximized to the fullest as for some students this might be the only possibility to use the language. In other words, Skeffington looks at this matter from a slightly

different perspective and supports Doff's (2015) suggestions.

Speaking Skills in the Estonian Curriculum for Basic Schools

With regard to the Estonian National Curriculum (appendix 2 2011: 25-30) for primary as well as for basic schools, language proficiency levels are divided into levels from A1 up to C1, where the skill of using the language and not simply being acquainted with the language structure is believed to be of the most significance. For every language proficiency level clear learning outcomes for such competences as listening, reading, writing, speaking and grammar comprehension are prescribed.

Developing students' age- appropriate foreign language competence is the main purpose of teaching foreign language in basic school. The goal is to form a motivated and independent learner by means of a use of age- appropriate studying materials, set achievable personal learning goals, take into account individual characteristics and direct students of various abilities (ibid.: 1-2). It is also advised that foreign language classes should be aimed to form some general competences, integrate with other subjects and subject fields, the opportunity for implementing cross-cultural topics should be provided, activities chosen for learning consider be various and include active informal learning options, such are: visiting museums, taking part in international projects, etc. It is advised that learning outcomes assessment should maintain students' motivation and development for deliberate continuing learning (ibid.: 3-6).

The focus group of this study, grade 7, which, as prescribed in the National Curriculum for Basic Schools (2011: 1), is included in the third stage of study, which ranges from grade 7 to grade 9 of the basic school, should have at least level A2.2 (National Curriculum for Basic Schools appendix 2 2011: 10) in English language proficiency. At this level of proficiency, learners are expected to communicate with a native speaker of the foreign language discussing their interests, activities, everyday life; they are able to express their preferences and attitudes; with little help they can converse on familiar topics, use mainly basic vocabulary and may take time searching for right words; their speech is dominated by well-learned sentence patterns; spontaneous speech is understandable, however, mistakes, including pronunciation ones, are acceptable (ibid.: 26). Moreover, from the third stage of study, i.e. from the 7th grade onwards, the encouragement to communicate in the foreign language continues. Various types of group work, consisting of games, role plays and short presentations should be used at

school for development of oral communication skills (ibid.: 11). Consequently, at the 3rd stage of study students are expected to use English as the main means of in class communication, use of English outside the classroom is also promoted. Additional attention is paid to maintaining students' creativity in oral self-expression. Valuing diverse ways of thinking, understanding and considering various views as well as expressing one's own opinions are learnt at this stage. Also the ability to notice one's own and fellow students' mistakes is expected from learners (ibid.: 12-13).

The principles described in the Estonian National Curriculum for Basic School are well-developed, however the development of language skills at the levels defined by the National Curriculum requires in-class and, if possible, out-of-class practice.

Specificity of Teaching Speaking Skills to Teenage Students

The definition of teenager refers to the life period between childhood and adulthood (Steinberg 2010, as cited in Allen et al. 2019: 2). Lucatoni (2020) believes that getting teenage students to talk is the major and one of the most challenging tasks confronting any teacher and Richards (2002, as cited in Lucatoni 2020) points out that the competence to communicate in a second language well is a fairly complex task, whilst Selingson (1997, as cited in Lucatoni 2020) argues that only few students will become fluent speakers. Nevertheless, both Selingtonson and Lucatoni agree that students can feel more comfortable in speaking a foreign language if teachers provide and maintain learner's confidence. In order to do that, learner's specifications related to this life period need to be acknowledged by teachers and teaching strategies should be adopted.

Interestingly, on the one hand, Harmer (2003: 83) describes adolescents as problematic students, on the other hand, however, he points out that they could be the most exciting learners of all other age groups. Scrivener (2011b: 325) agrees and adds that despite teenage learners being amongst the most exciting and interesting, they possess a somewhat demanding reputation on the teacher. Harmer (ibid.: 83) characterises adolescents as extremely vulnerable when it comes to negative judgments and as seekers of their own identity, who want to be valued, feel good about themselves and get approval from their peers.

Great influence of peers in adolescent period and other traits such as taking risk, sensation or reward seeking, romantic and sexual attraction to others cause in adolescents

spending more time with their peers and significantly less time with their parents and other authority figures, including teachers, are signs of evolutionary adaptations (Armstrong 2016: 15). Those traits described above make adolescent learners vulnerable to environmental risks and, therefore, need to be handled with great sensitivity (ibid.: 17).

Adolescent brains have extreme neuroplasticity, which means that experiences gained throughout adolescence have a major impact on their adult life (ibid.: 18) and where educators can create a truly positive influence by creating instructional activities (ibid.: 27). Also, during the teen period, the areas associated with higher-order thinking, social and emotional learning and executive functioning are specifically affected. Respectively, Armstrong (ibid: 37) concludes that educators can play a significant role at this period and make a positive change by implying brain-friendly activities in the classroom.

As the authors of the collection of articles “Methodology. Teaching Teenagers” (2011) describe it, a common teenager class is a mixed-ability class not only in terms of language proficiency, but also in the sense of emotional maturity, physical development and cognitive capability. At this age, pupils are believed to adopt a more abstract way of thinking, which empowers them to take part in debates discussing issues and ideas. Technology plays a vital role for them and the speed at which learners adopt and integrate new technologies into their lives is tremendous. It is also emphasised that recognition of the foreign language skills is essential and gaining proof in the form of the qualification may be seen as the goal for teenage students.

Skeffington (2004) sees teenage students as authentic and individual users, whose personalities should be accepted by teachers. They will most probably have their own opinions regarding some of the topics including music, gossip, fashion, etc. Also she accentuates that some room for exchanging anecdotes and exaggeration should be allowed.

It can be concluded that working with teenagers can be extremely challenging, which is of great advantage for an educator to acknowledge the age specifications and use them to student’s benefit.

Problems of Teaching English Speaking Comprehension to Teenage Learners

As Yoedo (2019) notes, for teachers it is extremely challenging to improve learners’

communication skills within the school curriculum due to the time constraints and obligation to stick to the national curriculum programme to deliver essential material suitable for the taught grade.

Kardiansyah and Qodriani (2018) remark that classroom time limits have a significant impact on speaking ability in particular and it is usually seen as an obstacle. This issue comes together with the fact that despite having learned English for several years, some students still possess relatively low language knowledge and that makes the teacher's job even more challenging.

It has been mentioned that previous negative or unsuccessful language learning experiences may cause a low level of interest and motivation. It is, therefore, important that an English course comprises compelling, thought-provoking topics, which have real value in learners' eyes (Methodology. Teaching teenagers. 2011).

Problems connected with teaching teenagers include:

- *Large classes.* The issue makes it troublesome for a teacher to pay individual attention to learners and ensure that learners receive the right amount of practice to make considerable progress.
- *Insufficient hours of language practice.* According to the Kohtla-Järve Järve School website, grade 7 merely has three English lessons per week instead of compulsory nine lessons per week as stated in the Estonian National Curriculum (National Curriculum for Basic School, appendix 2 2011: 2), which makes it difficult for a teacher to cover the essential learning material thoroughly.
- *Mixed- ability groups or classes* are challenging for the teacher to manage, whereby a teacher needs to ensure that everyone receives enough learning material which matches their language ability.
- *Learners with Specific Learning Differences (SLDs)*, who require extra support. (Methodology. Teaching teenagers. 2011).

Goh and Burns (2012) draw attention to such factor as language anxiety, which can be caused by a number of reasons such as peers' negative assessment, "threatening" instructor's beliefs and classroom procedures as well as personal beliefs about learning.

One of the main problems learners face when forced to use a foreign language is

inability to apply theoretical knowledge in practice. As Bygate (1987, as cited in Sepešiová 2015: 3) states that “there is a difference between knowledge about a language and skill in using it”.

Another existing problem according to Skehan (1998, as cited in Hinkel 2018: 2) is that focusing on the development of one feature of language skills may influence the quality of another. The reason behind it is that when pupils are learning L2 speaking combined with other skills, their language competences are unlikely to progress at equal rates. For instance, when learners strive to improve their oral fluency, the accuracy of their language use may be affected. Consequently, when the teaching and learning targets the use of particular vocabulary and grammar, articulation and pronunciation may lag behind. As a result, in teaching integrated L2 speaking, a number of subset skills progress faster than others. When designing integrated-skills curriculum, the teacher needs to take into consideration such unequal skill progress (Hinkel 2018: 2).

Skeffington (2004) warns that if students do not have facilities to use for expressing themselves in English, they will automatically go back to using the most available tool—their own language. On top of this obstacle, she also identified two more issues that may prevent teenagers from using English in a classroom environment. These include peer pressure, lack of support and motivation. Peer pressure is inevitable as spontaneous language use includes making mistakes, which might be found humiliating by others. Interestingly, she highlights two types of support required by this group of students including linguistic support and classroom atmosphere, where first kind of support is realistically achievable, while the second one is conditional as it depends on the group of students who may or may not create patient and supportive atmosphere for their less capable fellow students.

Scrivener (2005a: 146) summarises the above arguments by commenting on this matter that “there is no point knowing a lot about language if students cannot use it”. Hence, hypothetically, voluntary participation in regular extracurricular activities with a relatively small number of participants, the use of authentic materials, where sufficient opportunities for speaking and a supportive atmosphere are created, may have a positive impact on improving oral proficiency of the students.

CHAPTER I

EXTRACURRICULAR ACTIVITIES FOR DEVELOPMENT OF SPEAKING SKILLS

Social interaction and communication are fundamental experiences in language learning as it makes language development more meaningful (Zhang 2008, as cited in Park 2015: 9). Besides, there has been high awareness of the need to change and improve pedagogy in the 21st century (O'Neill 2009; Duff 2004; Ernst-Slavit, Moore, & Maloney 2002, *ibid.*: 14). Taking this into consideration, it is essential to acknowledge the potential of using extra-curricular activities for supporting English language learners' language development and social emotional well-being in schools (*ibid.*: 9).

Simoncini and Caltabiono (2012 as cited in Park 2015: 18) define extracurricular activities as controlled and organised social activities that occur under educator's supervision. Larson (2006, as cited in Lunenburg 2010: 1-2) describes extracurricular activities as a vital, extensive and essential part of education, which provide unique experiences that are not part of the formal programme of study. They allow learners to imply as part of informal education, which means that fun and engaging ways are used for theoretical knowledge in practice. Consequently, extracurricular activities are considered to be introduction of vital knowledge, competencies and skills among all age groups (Izadkhahfinal 2008).

Academic knowledge is fundamental in the school system, however, outside the classroom activities, which are selected based on individual interests, are considered enjoyable for students. They enhance student's social, intellectual and self-development skills and might benefit in advancing their academic, together with, professional objectives. Making friends, developing particular skills and possibility to improve academic achievements are listed among the reasons for students joining extracurricular activities (Lawhorn 2008: 16-17).

1.1. Extracurricular Activities for Development of Speaking Skills and Previous Findings

According to Campbell (1973: 1), the concept of extracurricular activity in context of language learning applies to any side educational activity for pupils to support their educational process outside their regular classes and frequently involves a teacher or an

instructor. Harisiswana (2017) also agrees that extracurricular activities are usually led by English teachers and adds that their mission is to provide extra knowledge and opportunities for communication for those who are interested in improving their English language skills. Participation in these activities is usually voluntary. They are sponsored and approved by school officials, and, consequently, are not credited academically (Lunenburg & Ornstein 2008, as cited in Lunenburg 2010:1; Campbell 1973).

Harisiswana (2017) indicates that language-orientated extracurricular activities may appear under the following names: Language Club, English Club, Story-telling Club, etc., and, as they are meant for improving speaking skills, Sundquist (2017) adds Speech and Debate, Performing Art and anything involving formal presentation to the list.

Predominantly extracurricular activity's main features are to develop students' language, in particular speaking competencies, their talent towards second language acquisition and cover their interests along with increasing their confidence in using English outside the classroom, and, consequently, through regular training they become better communicators (Kardiansyah and Qodriani 2018).

A number of studies by Kardiansyah and Qodriani (2018), Park (2015), Harisiswana (2017), Krhovská (2013), Spesiova (2015), Demydovych and Holik (2020) have recently been conducted on the topic of the influence of participation in extracurricular activities on second language acquisition. As research outcomes, they all find correlation between participation in extracurricular activities and improvement in either academic studies or in language acquisition. Demographically, these studies were conducted in various continents: Europe, Asia and North America. The age group of all of the studies were predominantly adolescents, specifically high school or first year university students. One of the studies by Krhovská (2013) examines teenage basic school students in grade eight.

A study by Kariansyah and Qodriani (2018) in particular discusses English extracurricular activity and its role to improve students' English speaking competence. Findings suggest that there is a positive correlation in regards to participation in extracurricular activity and academic performance. Hence, all of the participants of the extracurricular activity have scored above average scores in their speaking classes by the end of the year. In total, they were evaluated six times. Participation in extracurricular activities supported learners in the classroom and influenced maintaining and to some extent improvement of the speaking skills of its members.

Harisiswana's research (2017), which focused on investigation of the role of English club extracurricular activity in improving students' mastery in English, also reported similar results with speaking club participation having positive impact improving partakers' speaking skill as well as improving their academic results. It is important to emphasise that both researches examined students who participated in extracurricular activities for at least one year.

Krhovská (2013), who conducted action research finding possible difficulties students of the 8th grade face when performing spoken exercises during English language lessons, concludes that for the 8th grade students lack of vocabulary was the biggest obstacle she faced while conducting her study along with fear of students making a mistake when speaking English. Additionally, students' questionnaires revealed that students felt considerably more comfortable expressing themselves in the foreign language when preparation time was allowed (ibid.: 9, 47).

A typical extracurricular participant is seen as an active learner who is willing to participate in English competitions or the one who is just willing to enhance their English proficiency. Some high-ranking factors, which influence second language acquisition identified by previous studies, include motivation, formal presentation, and environment (Kardiansyah and Qodriani 2018).

Kariansyah and Qodriani (ibid.) research suggests that motivation is intrinsic and may be seen as a temporary factor. According to the findings presented, all of the participants, who took part in extracurricular activity, were driven by intrinsic motivation and had specific goals in mind when joining. Among the reasons for joining the activity, pupils named taking part in English competitions, communicating with other English speakers, supporting their future career and having social mobility (Harisiswana 2017; Bradley 2004)

Formal presentation consists of presenting learning language in a formal way and is believed to bring the meaningful value to progress and accomplishment of language acquisition as it is conducted consciously and planned thoroughly. In case of the research a regular classroom with all teaching media was provided. In the instance of formal presentation researchers stress out the importance of the role of instructors as the process of learning and teaching is mainly influenced by them. Also they are firm believers that formal presentation is the key factor to discipline and motivation and acts as an aid in controlling and monitoring learners' performance. Furthermore, teachers play a crucial

role in this context as their competences and suitable teaching methodology influence teaching and learning process (Kardiansyah, Qodriani 2018:3).

Creation of an influential learning environment, which consists of any visual and audible resources related, is fundamental for language acquisition (Kardiansyah, Qodriani 2018:3). Ur (2015) emphasises the importance of use of visual material and refers to them as the main attention keepers as learners' visual channel is dominant in learning and visual materials aid for keeping students focused. Mentioning visual materials, it is hard not to acknowledge such an essential aspect of visual and audible resources, which plays an integral part in teenagers' life, as technology. Krhovská (2013) sees potential in using technology in English lessons suggesting that its use may bring variety to the lessons and its integration can lead to increasing and maintaining interest in lessons.

“...Engaging in learning can be enhanced for all young adolescent learners when an ecosystem of learning with identifiable features is in place” (Allen et al. 2019: 132). Following this quote, it was identified that the learning ecosystem consists of three components. The first one is the five core elements for young adolescents' learner engagement, which comes in a form of supportive and engaging learning environment that can be achieved by creation of a safe, welcoming and innovative approach that combines: adolescent centredness, transition, social and emotional wellbeing, quality teaching, and parental and community involvement, is worth further investigation. McGregor, Pendergast, Ronksley-Pavia (ibid.: 132-133) believe that five core elements are generally accommodated to the majority of students, regardless there still are some learners who will need extra support to maximise their learning involvement. Other two components target students, who are at risk of disconnecting from education those who are experiencing the most complications with engagement in schooling, however, they are not the main focus of this study.

1.2. Approaches to Teaching Speaking Comprehension to Teenage Learners

Pre-communicative activities are types of activities, which can be performed without any prior preparation where structure and not the meaning is the main focus (Littlewood, 1981: 9-10). In Littlewood's (ibid.: 8) words, pre-communicative activities “aim to equip the learner with some of the skills required for communication, without actually requiring them to perform communicative acts”. Short conversations, expressing

preferences based on the picture, cues- directed dialogues are examples of pre-communicative activities (ibid.: 10-12).

Scrivener (2011b: 211-212) names the following activities for teaching speaking:

Topics and cues

The activity can be seen as main and the entire lesson can be built around it. “Topics and cues” suggests choosing a topic and finding a cue in the form of a short article or a provocative question, related to the initial topic. Additional reading material is beneficial for finding the ideas to support one’s point of view. It is advisory to prepare follow-up exercises to get the discussion ongoing. This type of activity does not require explicit grammar or vocabulary teaching.

Structuring talk

In this activity the teacher takes a leading role of structuring the talk and ensuring that all of the participants get a chance to express their opinions. Despite the teacher’s participation, their contribution should be kept to a minimum allowing learners more time for talking.

Avoiding the talk-talk loop

By means of not over questioning students and constantly adding new comments without giving them sufficient time to formulate their answers, controversially, Scrivener (ibid.: 212) advises concentrating on one question that is clearly formulated and allowing sufficient thinking time.

Open question

This technique recommends using “open” or “wh- questions” (eg. where, what, who, why, how, when questions), which require extended answers rather than “closed questions” with “yes” or “no” answers required.

Playing devil’s advocate

Involves purposeful intervention and making someone deliberately take a contrasting point of view to stimulate conversation.

Scrivener (ibid.:12-13) states that the activities described above are suitable for the

following groupings: whole class seated, small groups, pairs and whole class mingling. However, he logically concludes that the larger the group is the smaller number of people will be speaking. Clear formulated, concrete tasks are likely to offer a good starting point. Equally, allocating a “role” may have a positive impact empowering learners to speak more confidently reducing the peer pressure mentioned by Skeffington (2004).

Communicative Language Teaching (CLT), also known as the Communicative approach embraces the concept of how language is used and is frequently used for teaching speaking. CTL includes such activities as solving puzzles by sharing information, constructing a story, writing a poem, stimulation of the TV/ radio programme or a scene at the supermarket. In other words, CLT uses any type of activities which involve students in different kinds of authentic or realistic communication.

Pupils should have an aim for communicating as they should have a strong desire to express themselves in a foreign language. The content in this approach plays a far greater role than language form. Complex language structures are expected to be used in this instant, which are not usually dictated by the teacher. Intervention by the teacher also is not expected to occur.

Nevertheless, some of the activities may include use of a certain language structure and will not end in conversation once the desired information has been gained. Finding an information gap is the key in CLT tasks.

Problems with using this approach include the following: relatively uncontrolled use of language as teacher intervention kept to a minimum, during the communication accuracy of the language use may be lost in favor of fluency and, finally, the extensive use of the communicative activities may lose its authenticity and become rather routinary and, therefore, no different from traditional exercises (Harmer 2007: 69-71).

The method of teaching speaking proposed by Goh and Burns (2012) is called a holistic approach. According to this approach, accumulating good speaking competencies address learners’ affective (emotional), cognitive and social needs. The base principle of this approach proclaims that learning is both a cognitive as well as a social process. Four key features of the holistic approach are to be emphasised as follows:

1. Learning in an active, strategic, and constructive process.

2. It follows developmental trajectories.
3. It is guided by learners; introspective awareness and control of their mental processes.
4. It is facilitated by social, collaborative settings that value self-directed student dialogue.

(Bruer 1998: 681, as cited in *ibid.*: 4)

Three key factors for successful language learning proposed by the holistic approach include teachers, materials, and learners. *Teachers* are seen as facilitators in language acquisition that students are not capable of achieving independently and development of their speaking competencies both inside as well as outside the classroom. It can be achieved by designing appealing and appropriate materials. The *materials* in the holistic approach fall into the following categories: 1) those that provide speaking practice; 2) those that promote language and skills learning; 3) those that facilitate metacognitive development (*ibid.*: 5). *Learners* should realise that improvement of their speaking skills and management of their learning is their responsibility. Co-work with peers can greatly facilitate learner's development of second language speaking.

In the question of accuracy, fluency and communication Scrivener (2011b: 224-225) shares his rather controversial opinion. He indicates that there are activities which include both fluency and accuracy more or less equally. Regardless, the majority of activities used in everyday lessons are based on involvement of one of those aspects more than another. Correcting learners during fluency task performance is considered to be risky as this results in interruption of their flow together with shifting the focus off their initial thought. Moreover, after correction it becomes stressful for them to continue talking. The act of interruption may as well demotivate other learners as they will fear being interrupted while speaking, too. Educators should have a clear understanding about what exercise they are going to use will be focusing on fluency or accuracy. Burns (2017: 9) argues Scrivener's point of view where language production is prioritised. She suggests that in speaking tasks the language, pronunciation, strategies the students use and discourse management skills- the subject of fluency, require explicit attention. She also emphasises the significance of scaffolding as it aids students in developing their speaking skills further. Focusing on accuracy, recognising, analysing and correcting errors are equally prioritised together with fluency. However, it does not mean that immediate correction and intervention is required. Goh and Burns (2012) suggest that

grammatical accuracy can be achieved if students are provided with appropriate feedback, which will help them to modify their spoken production. The strategy Burns (ibid.) suggests includes writing oral mistakes made by the students and discussing how they can be improved. Another recommendation includes use of technology for students recording themselves and afterwards getting feedback from teachers and their peers. All in all, Burns (ibid.: 11) is a firm believer that “speaking development requires intervention and guidance on the part of the teacher”.

Harmer (ibid.: 75) also describes a teaching approach which potentially could be used for teaching students speaking. It is called “Teachers and students in dialogue together”. The concept of this approach is technology- free dialogue- based language teaching scaffolded by the teacher and co-constructed between students and teachers. However, later he argues that this approach favours native speaker teachers and is being criticised for not providing any tools for speaking. Simply talking can not be classified as teaching, as he remarks.

Armstrong (2016: 32-36) prescribes some brain-friendly strategies for teaching teenagers, which may be adapted and implemented into English speaking classes including:

1. *Opportunities to choose*. For instance how to work: in pairs, groups or alone. It gives students an opportunity for practicing decision-making.
2. *Self- awareness activities*. Refer to activities related to students’ unique experiences and their personal lives.
3. *Peer learning connections*. Including collaboration, exchanging ideas, and interaction with peers are essential practices at this stage as peer involvement is crucial.
4. *Affective learning*. Suggests exercises which evoke students' emotions.
5. *Learning through the body*. May include any kind of physical activity practiced in class.
6. *Metacognitive strategies*. Consist of challenging exercises, which aid to develop critical thinking competencies.
7. *Expressive arts activities*. Involves any kind of expressive art activities.
8. *Real- world experiences*. Contains planning, organising, thinking ahead exercises, which may be simulated in the classroom as well as outside the classroom.

On top of the traditional CLT approach described by Harmer (2007), the holistic approach (Goh, Burns 2012), brain-friendly strategies prescribed by Armstrong (2016), Skeffington (2004) proposes increasing “English time” on the lesson, which should not necessarily be the same for every student. She believes that individual abilities should be taken into consideration and the time students spend using English on the lessons should be increased gradually.

1.3. Advantages of Extracurricular Activities which Develop Speaking Skills

The best way to develop language skills is believed to be promoting communication and interaction (Park, 2015: 23). Since educators usually welcome any kind of opportunities, which help their students’ growth, they see potential in students partaking in extracurricular activities (Bradley 2004: 20). Reva (2012 as cited in Harisiswana 2017: 2) claims that there is no surprise that most of the educational institutes organise extracurricular activities as they provide a number of advantages to learning activities.

Provide freedom and choice. The fact that extracurricular activities are not part of compulsory studies which means that students are not obliged to join, this means that participation indicates students' own interest. (Kardiansyah & Qodriani 2018) (Harisiswana 2017: 3) (Bradley 2004) (Campbell 1973)

At the same time teachers are not tied to any particular topics or learning materials provide both freedom of choice. When it comes to choosing the teaching material the choice is frequently made in favor of authentic materials. Shepherd (2004, as cited in Harisiswana 2017) sees it as stimulating and rewarding for both teacher and learners. According to Lunenburg (2010), an extra-curricular activity program allows a comprehensive, balanced and expanded curriculum through enhanced learning, complementing the compulsory and optional curriculum, integrating knowledge and conducting goals of democratic life.

Enhance development. Extracurricular activities support learners’ language development at school (Park 2015). Ability to speak well gives confidence and allows one to build on public speaking skills. This exclusively powerful tool prepares students for speaking in various real-world circumstances (Sundquist 2017, Minero 2016).

Environment and socialization. Furthermore, Wilson (2009: 11) adds opportunity to interact with others, in other words, to socialize, which is crucial at the period of adolescence, along with developing social confidence and friendship. Park (2015) also sees participation in extracurricular activities beneficial for learners' social emotional well-being, interaction and communication with peers in a less formal environment. Park (ibid.) indicates that extracurriculars generally introduce a whole new environment for learners. Besides, in Harisiswana's (2017: 3) view, extracurricular activities encourage learners to expose language in an experimental way, which can hardly be achieved by learning in an ordinary classroom environment.

Mentorship. Another possible positive impact of participation in extracurricular activities suggested by Wilson (2009: 15) is the opportunity of establishing a supportive relationship with an adult leading the activity and being a participant's role model or even becoming a mentor. Mentorship is seen as a very powerful tool that is beneficial for students as it builds skillset required for further career development (Park 2015: 21). Within the framework of extracurricular activities, mentorship is believed to reduce negative social and psychological effects by becoming emotional support, sharing advice and creation of a safe space for diverse social interaction (Day 2006).

Building on skills. Among the advantages for students joining extracurricular activities Lawhorn (2008: 17-18) also stresses meeting like-minded people, improving teamwork, leadership and time management skills as participation in extracurricular activities closely related to the learner's ability to take responsibility, balance studies and handle a number of other commitments.

Self- development. As additional benefits from participation in extracurricular activities Larson (2006, as cited in Lunenburg 2010: 2) sees discovering and developing of students' talents, developing of working in a group skill and the cultivation of potential hobbies. Promotion of personal and social development throughout participation in extracurricular activities is also mentioned by Wilson (2009: 12). Most importantly, Goldberg (1946 as cited in Park 2015) puts forward such a view that extracurricular activities may have a positive influence on adolescent student's growth and develop such competences as discipline, confidence, intelligence, and character of each individual.

Building community. To the benefits listed above, it can be added that when participation in extracurricular activities students experience a sense of unity and community together with student engagement in school (Park 2015: 20; O'Brien & Rollefson 1995, as cited in Bradley 2014: 18). Study confirmed that compared to non-participants, participants of extracurricular activities offered by school are diligent with their studies, more engaged in school, expected to go farther in school and get better grades. Participation in extracurricular activities is seen as a positive experience, given that, students will be capable of accomplishing more in school if they associate attending the institution with enjoyment (Klesse 1994, as cited in Bradley 2004: 18)

Growing strong academically. Correspondingly, several sources notice and confirm correlation between participation in extracurricular activities and promotion of academic achievements (Wilson 2009: 12; Kardiansyah & Qodriani 2018; Park 2015; Harisiswana 2017, Bradley 2004: 17).

To quote D'Onofrio and Klesse (2000: 6),

Participation in high school activities is often a predictor of later success in college, in the workforce, and society. Consider what any industry wants from its new employees, besides positive attendance records and high academic averages in core courses: The list always includes people skills, the ability to accept responsibility and follow directions, poise, and high personal ideals. These are marketable skills- and skills that are cultivated through co-curricular participation.

Extracurricular activities may come under various names, are usually sponsored and approved by school officials, not credited academically and occur after the main lessons. They are teacher's or instructor's led activities, which are aimed at voluntary participants where throughout regular participation students are able to develop and advance their speaking competencies as well as social skills. Overall, previous findings assign three essential factors for successful learning, including motivation, formal presentation, and successful learning environment. Literature suggests that participation in extracurricular activities has a vast number of benefits outlined by various sources and confirmed by multiple authors. In order to test its efficiency in practice, a Speaking club extra-curricular activity was offered to students of basic school.

CHAPTER II

THE INFLUENCE OF ENGLISH SPEAKING CLUB ACTIVITY ON SPEAKING COMPREHENSION OF BASIC SCHOOL LEARNERS OF GRADE 7

Speaking Club

The Speaking Club is an interactive extracurricular activity of learning English for professional purposes (Demydovyc, Holik 2020: 4). Whereas in educational context it is defined as an extracurricular activity, which is held by the school in order to provide students with opportunities for practicing their and/ or improving their English language skills (Hasanah 2020: 10). As Ewens (2013) concludes English Clubs may come in many distinctive forms, what connects them is an opportunity for practicing English in a friendly and informal setting.

Language speaking club relates to reinforcement learning whose objective is to strengthen the existing learning course of studies, whereby particular linguistic learnings are mastered and extended (Lunenburg 2010: 2).

Three main principles behind an effective language course teaching to teenage learners includes:

1. motivation through use of the authentic materials, centering on topics and emotional problems pupils identify and respond to as well as expanding students' awareness of the world via using suitable topics
2. maintaining of interest through the use of the quizzes and questionnaires, mental stimulus by means of using memory exercises and puzzles, language personalization and everyday realistic verbal practice
3. enabling success to all level students regarding their level of ability (Methodology. Teaching teenagers. 2011).

Last, but perhaps the most basic principle for building a successful Speaking Club is fun (Hasanah 2020).

In a previous study on “English extracurricular and its role to improve students' English speaking ability” Kardiansyah and Qodriani (2018) named key factors of occurrence of social interaction, where instructions from tutor and teamwork played the key roles.

Use of *pair or group work* is strongly advised in the Methodology. Teaching teenagers. (2011). It is believed that it reduces the level of embarrassment and gives shyer students an opportunity to speak up. Small groups create more opportunities for speaking to the Speaking Club members (Malu 2015). Doff (2015) is also a firm believer that pair or group work can be beneficial for this age group as students speak rather privately, without being monitored, necessarily corrected and interrupted. Ur (2015) agrees and strongly advises that correction of mistakes should be avoided by both teachers and students.

Various techniques are also suggested in order to keep students at the adolescent age group engaged and involved to the fullest in the lesson. It is advised that material should be personalised as much as possible, various learning styles should be covered by means of the use of distinct teaching styles and varying the pace of the lesson (Methodology 2011). Role-plays are especially recommended as they allow learners to express themselves openly avoiding being humiliated as they are not taken for themselves, but as a character they represent (Krhovská 2013: 21). Littlewood (1981: 20) remarks that role- plays force to adapt the language choice with regards to the situation. Generally, interactive teaching and learning are seen as successful language learning especially within the framework of the Speaking Club (Demydovych, Holik 2020).

Lessons' topics should be related to students' everyday life, in some cases they will cover temporary interests. In her article Campbell (1973: 1) suggests that extracurricular language classes can be built around the calendar of national holidays of the taught language, arranged around specific cultural topics or can be a combination of both. Creation of a meaningful experience is significant. Those up-to-date topics, however, are valuable for the adolescent students as they reflect what is currently going on in students' lives (Piccolo 2010). Notwithstanding, Ewens (2013) warns that with regards to English Club, there is a low possibility to foresee in advance whether the planned activities will succeed or not, thus he advises English Club tutors to be intuitive and flexible, leaving activities that are not successful behind and supplementing them with spontaneous and unplanned ones. Whereby Demydovych and Holik (2020) are of the opinion that every Speaking Club meeting is unique and its format as well as teaching strategies are topic- driven.

As for the topic choice Doff (2015) claims that there is no such thing as an interesting

and not interesting topic, it very much depends on how it is presented and what activities and tasks are chosen in order to present it. Nevertheless, Piccolo (2010) recommends building student-centered tasks basing his argument on the fact that generally teenagers are self-centered and are keen on talking about themselves and sharing their opinions. Meanwhile Ur (2015) adds that speaking tasks should be built around familiar expressions and vocabulary and obtain simple, short and achievable goals. Methodology (2011), however, emphasises that on top of achieving language competence, learning materials should facilitate students to set their very own ethical and moral values by hearing diverse opinions, judging for themselves and making conclusions about what is true to them. What is important is that the more students use new language expressions the more automatic it becomes (Doff 2015).

Material has to be designed at the students' level, with topics which they can react to. They must be encouraged to respond to texts and situations with their own thoughts and experiences, rather than by answering questions and doing abstract learning activities. We must give them tasks which they are able to do, rather than risk humiliating them. (Harmer 2007: 84)

Thus, it can be concluded that carefully chosen topics, which represent students' interests and variety of tasks along with group or pair work are the most essential components of the effective Speaking Club programme.

2.1. English Speaking Club as an Extracurricular Activity Experiment: Procedure, Analysis, and Results

Procedure

The subject of this case study was to replenish existing information and to deepen knowledge about the role of extracurricular activities and what impact they have on language learning. The qualitative method together with a case study approach was used in response to the objectives of this research. Research focused on individuals' experience of some phenomena, thus case study research was rather varied than phenomenological (Johnson, Christensen 2014).

Research focused on studying extracurricular activities' background and their impact on the student's fluency progress, as well as developing an extracurricular ELS club programme for teenage learners of basic school. Furthermore, to investigate how and to what extent participation in extracurricular activity could help 7th grade students improve

their level of oral proficiency as well as explore students' needs for extracurricular activities for language learning and practice.

Kohtla -Järve Järve School was chosen to conduct the case study. The main reason behind this decision is the fact that this is an Estonian school with multilingual learners, which is directly linked to the university study programme the author is enrolled in. The second reason behind the researcher choosing 7th grade students is because she is familiar with the focus group and she can follow improvements, if any, by the end of the Speaking Club meetings. The letter asking permission to start an English Club with grade 7 in the school was sent to the acting principal of Järve school on the 27th of September. After the acting principal's approval had been received, further arrangements were made either through the school's development manager or an English language teacher who taught both of the classes. The English Club meetings took place from 29.11.2021-21.02.2022. In total 10 meetings each 45 minutes long were conducted, where three of them were held online. 8 voluntary participants of both gender mixed language proficiency abilities registered for the club, however the number of participants attending meetings varied. The programme of the Speaking Club meetings was developed using authentic materials with integration of active learning methods and integration of teenage brain-friendly practices suggested by Armstrong (2016).

Two instruments were used in this research. The first instrument was a students' questionnaire to get data and their feedback about the Speaking Club participation with the purpose of improving the programme and gaining their opinion about whether or not participation had any impact on development of their speaking skills. The questionnaire was available in English, which allowed students once again practice their English language skills. The second one was a semi-structured feedback interview with their language teacher. It was conducted in an informal way as reflection upon the improvement of the use of language after attendance of the Speaking Club.

After attending a couple of meetings one of the participants (later in this chapter referred as S9) had decided not to continue participation in the Speaking Club. Since participation is voluntary there was no need to investigate the reason why this particular student had decided to do so as it is their right, which is respected. However, after the first meeting was held two students (later in this chapter referred as S7 & S8) requested to join the

Speaking Club. Permission from their main teacher was obtained and they joined in. These were the students whose English competencies differed from others and their level of fluency was rather lower compared to others who joined the Club in the first instance.

Analysis

In order to analyse results, a questionnaire for students using Google Forms was created. Gathered students' questionnaire data will compare average results provided by participants and examine such areas as self- assessment, topics and activities liked by the students, the aspect of interest and personal benefit and recommendations for improvement.

Additionally, a general non- structured opinion interview as reflection upon the Speaking Club performance and results was designed. The outcomes will be analysed in a form of the feedback on learners' performance and Speaking Club efficiency. During meetings the researcher made some notes regarding students' activity and use of the language. Some of these notes will be used in analysis. The names of the participants were replaced by symbols: S1, S2, S3, S4, S5, S6, S7, S8 and S9.

The short summary of the meetings held with the 7th grade students is presented in Table 1, which includes the number of the meeting, the date when it was held, the format of the session, the main topic which was discussed, who participated and the total number of attendees.

Table 1. *Meetings' short overview*

Meeting nr.	Date	Format	Topic	Participants	Total
1.	29.11.2021	offline	Introduction.	S1, S2, S3, S9	4
2.	10.12.2021	offline	Winter.	S2, S3, S4, S5, S7, S9	6
3.	13.12.2021	offline	Christmas.	S2, S4, S5, S6, S7,	5
4.	14.01.2022	offline	Language skills.	S1, S2, S3, S4,S5, S6, S7, S8	8
5.	17.01.2022	offline	Current problems and solutions. Extra income.	S1, S2, S3, S4,S5, S6, S7, S8	8

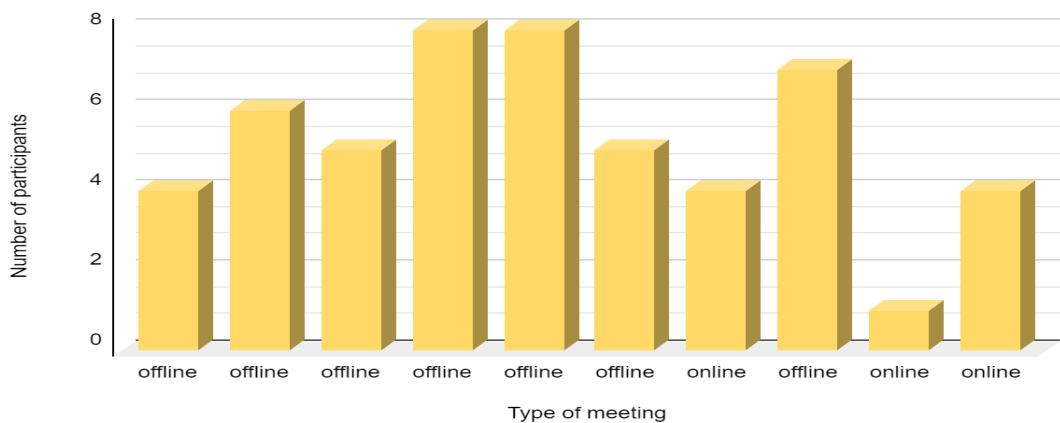
6.	21.01.2022	offline	Talking about money and future career.	S2, S3, S4, S5, S8	5
7.	04.02.2022	online	Teens vs adults.	S3, S6, S7, S8	4
8.	11.02.2022	offline	Winter Olympics & planning a trip to China.	S1, S2, S4, S5, S6, S7, S8	7
9.	18.02.2022	online	Accents.	S1	1
10.	21.02.2022	online	Riddles.	S1, S3, S7, S8	4

As can be seen from the table above, a total of 10 meetings without particular regularity in dates with a variety of topics were held. The number of participants differs from meeting to meeting. There were two types of the meetings. The meetings' format varied from offline to online throughout the period of when the case study occurred.

Table 2 offers comparison of the number of attendees regarding the type of meeting. Numbers 0-8 in the vertical axis demonstrate the maximum number of attendees. The meetings are arranged according to the date they were carried, with the very first meeting on the left and the most recent meeting on the right.

Table 2. *Number of attendees compared to the type of meeting.*

Number of attendees compared to the type of meeting



Three of the Speaking Club meetings were held online, seven of them took place in the classroom environment. From the table above it can be seen that the number of students who attended online meetings was considerably low (1-4 participants maximum) compared to the meetings held in the classroom, where the number of attendees varied from 4 to the maximum of 8.

The first question of students' questionnaire results are presented in Table 3 below. Numbers 0-8 in the horizontal axis demonstrate the number of responses gained for choosing the reason(s) for joining the Speaking Club. It was a multiple choice question and students could choose multiple answers as well as offer their own answer (the last bar is the answer proposed by one of the students).

Table 3. *The reason(s) for joining the Speaking Club*

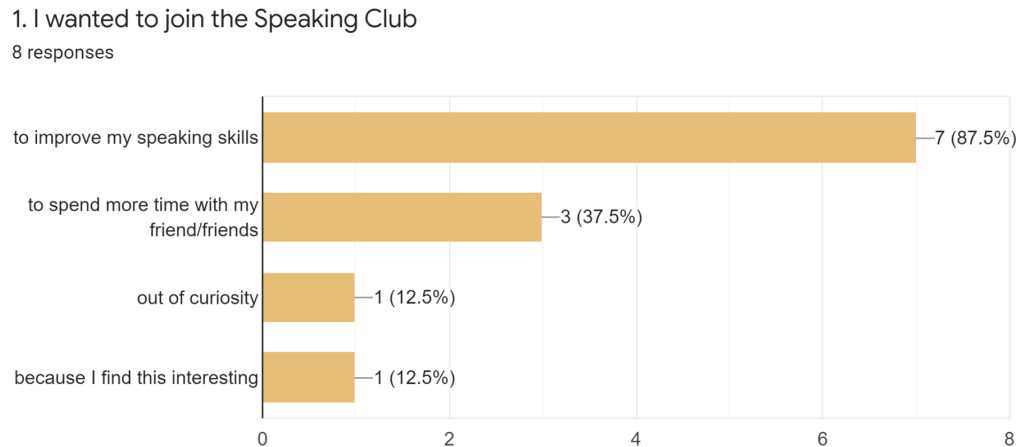


Table 3 demonstrates the reasons for students joining the Speaking Club. It was possible to choose multiple answers to this question. Also students could propose their own reason for joining. Majority of the participants 7 out of 8 joined the Speaking Club in order to improve their speaking skills. The second popular answer was to spend time with their friends.

Students were asked to rate their speaking skills at the beginning of the Speaking Club (Table 4) and then at the end of their participation (Table 5). In both of the tables horizontal numbers are indicators, where 1 indicates very poor and 5 - very good. Vertical numbers are total responses 0-4 in both tables below.

Table 4. *Students rated their speaking skills at the beginning of the Speaking Club*

2. How would you rate your speaking skills at the beginning of the Speaking Club.

8 responses

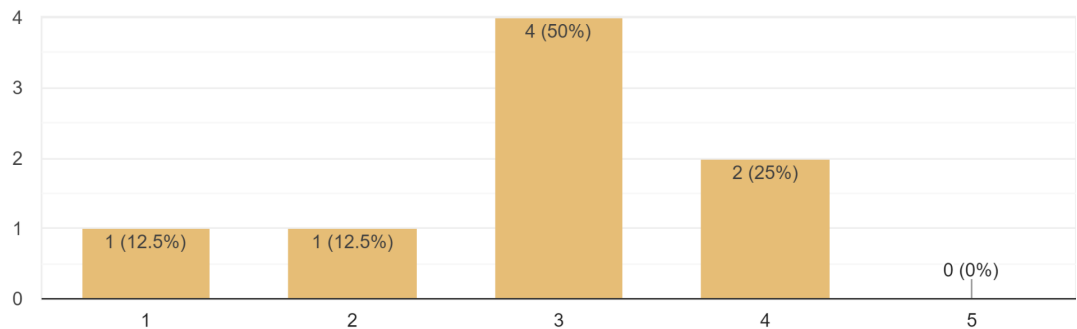
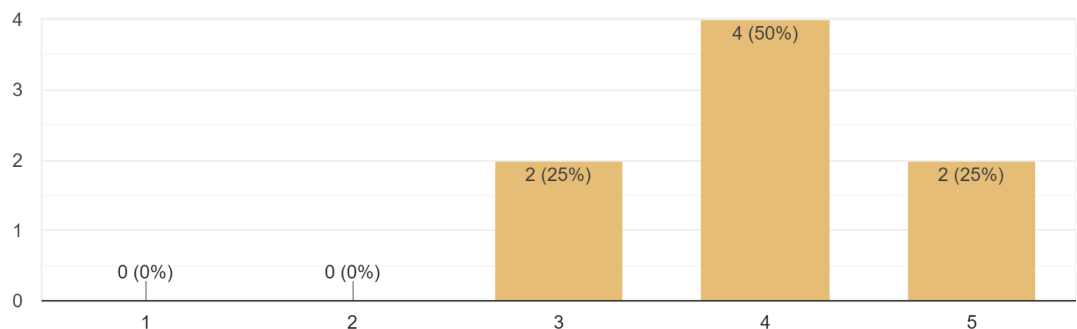


Table 5. *Students rated their speaking skills at the end of the Speaking Club*

3. How would you rate your speaking skills at the end of the Speaking Club.

8 responses

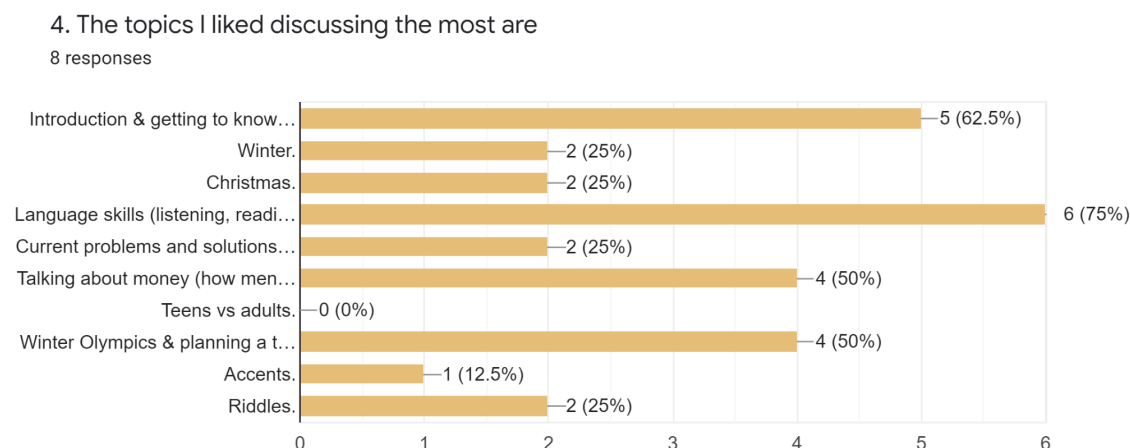


As can be seen from Table 4 above, half of the participants - 4 people- rated their speaking skills as average, two people considered their speaking skills as good and two others rated their speaking as poor and very poor each.

According to the results presented in Table 5, there is a tendency of improving students' speaking skills. Table 5 indicates that 50% of the participants rated their skills as good, 25% said that their speaking skills were very good and 25% replied they were average.

Table 6 represents all the topics covered in the Speaking Club. Numbers 0-6 in the horizontal axis demonstrate the most likeable topics by the students. The students could choose as many topics as they liked, however, when results were examined individually, it was seen that some of the students chose only one topic for whatever reason.

Table 6. *The most liked topics of the meetings by students.*



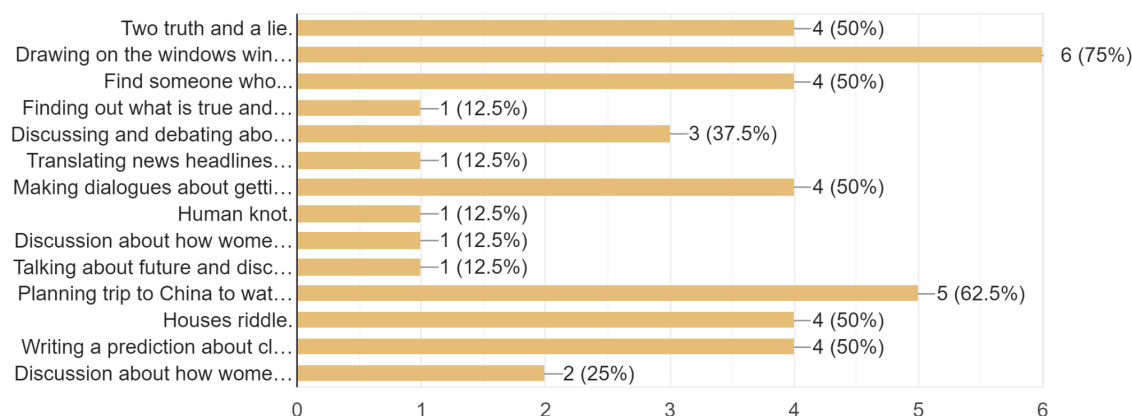
Based on the results above, it can be concluded that language skills was the most interesting topic to discuss among students with 6 out of 8 participants mentioning it. The introduction lesson was liked by 5 people, the Winter Olympics and the meeting about the Money was liked by 50% of the respondents each, whereas Winter, Christmas, Current problems and solutions and Riddles were liked by 2 people. One person liked the meeting about Accents and the meeting about Teenagers and Adults was the least popular one with zero responses.

Table 7 below presents results of the most liked activities by students in the Speaking Club context. Numbers 0-6 in the horizontal axis demonstrate the most likeable topics by the students. The students could choose as many topics as they liked, however, when results were examined individually, it was seen that some of the students chose only one topic for whatever reason.

Table 7. *The most liked activities by students.*

5. The tasks I liked doing the most are

8 responses



The most popular activity among the students was “Drawing on the windows”, followed by “Planning trip to China” and liked by the 50% of the participants were such activities as “Two truth and a lie”, “Find someone who...”, “Making a dialogue about getting a job”, “Houses riddle” and “Writing a prediction about coursemates’ future job”. The rest of the activities were considerably less popular among students.

In question 6 of students’ questionnaire participants were asked to give their opinion of preferred methods of working in the sessions (Table 8). Numbers 0-7 in the horizontal axis demonstrate the maximum number of answers to the question. Multiple answer choices were possible.

Table 8. Preferred method of working in the Speaking Club.

6. During the Speaking Club meetings I liked working

8 responses

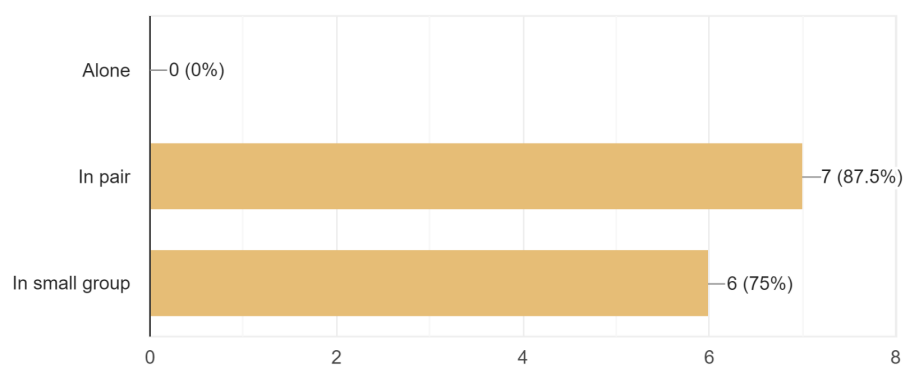


Table 8 shows that in the Speaking Club meetings students preferred working in pairs or in small groups with more people favouring pair work to small group work.

Table 9 below examines the issue of the supporting learning environment and questions participants' comfort when sharing their opinion with teacher and peers. The horizontal numbers are indicators, where 1 means 'strongly disagree' and 5 – 'strongly agree'. The question was limited to a singular answer.

Table 9. *How comfortable students felt sharing their opinion to others.*

7. I felt comfortable sharing my opinion with others during the Speaking Club meetings.

8 responses

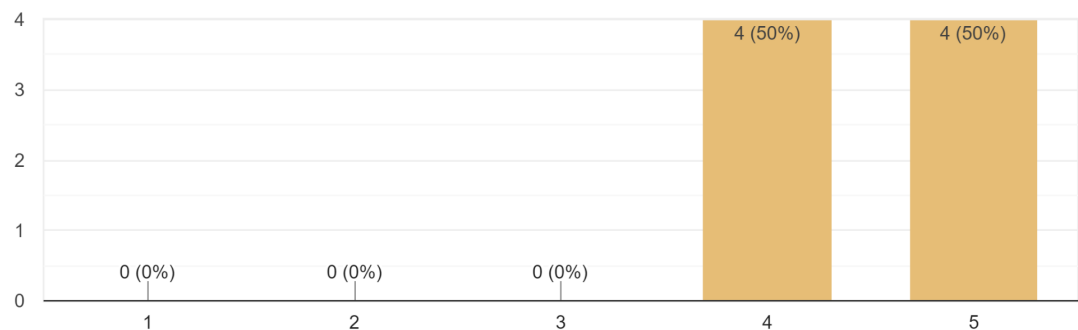


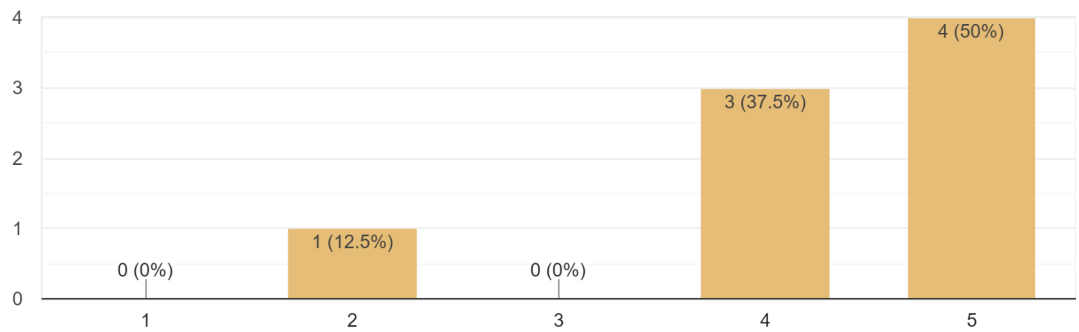
Table 9 indicated that students either agree or strongly agree that they had felt comfortable sharing their opinion during the Speaking Club meetings.

Question 8 was aimed to find how comfortable students felt asking for assistance. The horizontal numbers are indicators, where 1 means 'strongly disagree' and 5 – 'strongly agree' with the statement. The question was limited to a singular answer.

Table 10. *Asking for assistance.*

8. I felt comfortable asking for help (translation of the word or extra task explanation).

8 responses



The results in Table 10 demonstrate that most of the students either agree or strongly agree that they had felt comfortable asking for assistance if they required translation or extra explanation of the task, whereas one student disagrees with the statement. Be the questionnaire open, further investigation could have been done.

The question of motivation was stated to the participants and the findings are presented in Table 11 below. The horizontal numbers are indicators, where 1 means ‘strongly disagree’ and 5- ‘strongly agree’ with the statement. The question was limited to a singular answer.

Table 11. Motivation to participate.

9. I felt motivated going to the Speaking Club.

8 responses

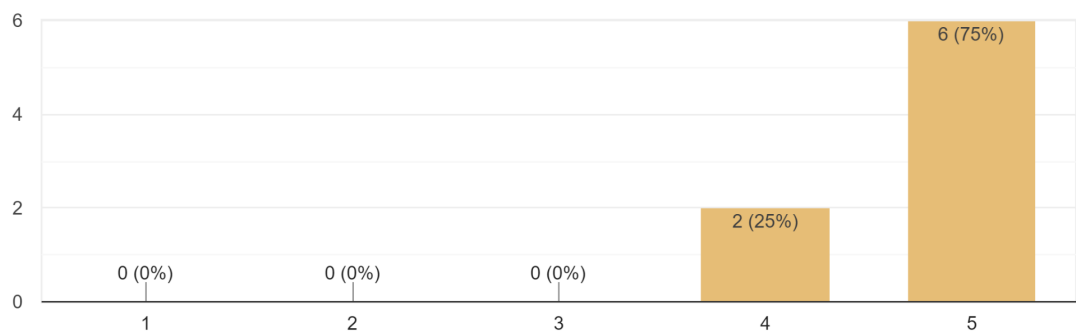


Table 11 shows that 25% of students agree and 75% strongly agree with the statement that they felt motivated attending the Speaking Club.

It was essential to ask for participants' opinion whether or not the Speaking Club would have a future potential. The findings are presented below in Table 12. The horizontal numbers are indicators, where 1 means 'strongly disagree' and 5 – 'strongly agree' with the statement. The question was limited to a singular answer.

Table 12. *Future perspective.*

10. If school offers the Speaking Club again, I will join it.

8 responses

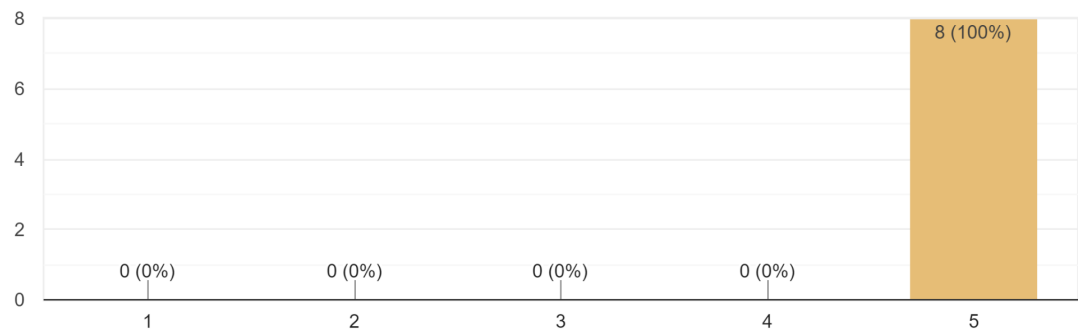


Table 12 demonstrates that 100% of the students strongly agree that they would participate in the extracurricular activity if it is available in their school in future.

In order to gain the opinion of the teacher, who currently teaches the participants of the Speaking Club the online questionnaire was created. The results are presented in Table 13.

Table 13. *Teacher's feedback questionnaire.*

1. Several students from grades 7a and 7b have recently finished participation in the Speaking Club. In Your opinion, have their speaking competences improved during this period?

1 response

In my opinion, yes. At least of those students who took it most seriously.

2. If yes, to what extent and how is it visible to You as their main teacher?

1 response

One of the students used to be lazy and indifferent, rather "a problem child". Now he is a lot more serious, wants to learn English, dares to speak, perform in front of the class. Amazing progress, thanks to Oksana!

3. In the future should this project take place again, would You recommend Your students to join it? Why/ why not?

1 response

Yes, I would. As I have already mentioned, at least a few examples of Oksana's success are obvious.

As can be seen from Table 13, the teacher comments that the progress of those students who participated in the Speaking Club is visible in the lessons. He also provides an example of one particular student who started approaching his studies with more seriousness and shows motivation towards learning the language. Additionally, he approves of the Speaking Club and will recommend to his students to join it should it take place once again.

Results

The main source of data in this research was learners' questionnaire, which was answered by all of the participants. The total of 8 answers were received from March 25th to April 2nd in the year 2022. The questionnaire was anonymous. The researcher grouped questions into six blocks that were the reason for joining the Speaking Club, self- reflection, feedback and opinions about the topics and tasks, environment, motivation and use/improvement.

It was useful to have meetings in both online and offline format. Findings reveal that face-to-face meetings are preferable for the sample group of students having far more success than online ones. The tendency of more active participation in the offline meetings was extremely noticeable compared with the online ones. Wilson (2009) and

Park (2015) drew their attention to the importance of such an aspect as socialisation during participation in extracurricular activities.

The most popular answers to the reasons behind joining the Speaking Club are to improve the speaking skills and to spend time with friends. This is exactly what was suggested in the theory by Wilson (2009: 11) and Park (2015) as extracurricular activities are seen as events with the strong emphasis on socialisation.

Tables 4 and 5 indicate that overall students felt positive improvement in their speaking skills. However, since they have rated themselves it cannot be measured how objective they were. The fact that they noticed a positive change within a considerably short period of time is already positive. Earlier it was pointed out by Park (2015) that extracurricular activities enhance learners' language development.

Surprisingly, findings demonstrate that the topic "Teenagers versus adults" was the least popular topic among the students to discuss. It can be clearly seen what topics were extremely interesting for the students and which were not. However, there is doubt about the validity of this question, since it suggests multiple answers and when answers are broken into individuals it can be seen that some of the students have only ticked one answer. Also, as mentioned before, the number of attendees varied from meeting-to-meeting, which also influenced the "popularity" of the topics. The same applies to the activities as they are not each had a chance to participate in every activity offered. It can be understood why drawing on the windows was the most popular activity among the students, however, planning a trip to China was a truly challenging activity, which required students to do some sort of research and was the most difficult one offered to this group of students. Nevertheless, it was liked by over half of the participants.

The fact that the vast majority of students felt comfortable sharing their opinion during the Speaking Club meetings and asking for help indicates that a supportive learning environment was created and provided. According to the questionnaire results, one student did not feel comfortable asking for assistance. This, however, could be one of the weakest students who did not want to "lose his face" in front of others, which is why he did not feel comfortable doing so. Generally, it would have been useful to investigate the

true reason behind this answer as it can be taken as feedback and it will allow the author to imply improvements.

The participants were asked two additional open questions to find out what could be improved and what they liked the best about the Speaking Club. The only improvement, which was suggested by three people, was to increase the number of participants. As per question, what they liked the most was the combination of learning and fun. Low number of responses could be linked to the fact that participation in the extracurricular activity of this type was a totally new experience to everyone. The fact was proposed by Park (2015).

The findings of the study imply that students can benefit from the Speaking Club activity and there is a positive correlation towards improvement of the speaking skills of the students who participated in the extracurricular activity. Moreover, the main teacher has noticed the positive change in the behavior and progress in learning the language of one particular student, whom he describes as “a problem child”. It was suggested earlier, that participation in extracurricular activities may discover and develop students’ talents (Larson 2006, as cited in Lunenburg 2010: 2) as well as promote personal and social development (Wilson 2009: 12). It can be reported that if participation in this kind of activity is voluntary, it really does build a sense of community and, with the right support and environment, allows students to progress and develop.

2.2. An English Speaking Club Programme to Develop Speaking Comprehension to Basic School Learners of Grade 7

Observing students losing their social skills during the pandemic with the speaking skills affected considerably and especially, there was a need for an alternative solution to offer to the students and the educational institute in order to solve the existing problem. The programme for 10 meetings was designed considering Armstrong's (2016: 32-36) brain-friendly strategies. At least one of Armstrong’s approaches consisting of: 1. Opportunities to choose, 2. Self-awareness activities, 3. Peer learning connections, 4. Affective learning, 5. Learning through the body, 6. Metacognitive strategies, 7. Expressive arts activities, 8. Real- word experiences, which are described in more detail in Chapter I of this study, were integrated into each meeting. Hence, the teachers of any

foreign language can benefit from the Speaking Club programme created for teenage learners. Also some of the activities described in the programme may be adopted to other age groups for regular classes.

The Speaking Club for teenagers programme can be an advantageous learning material for teaching speaking skills to teenage learners for teachers of any working experience. Alternatively some of the tasks, especially those, which do not require much preparation and are not time-consuming, can be assigned with larger classes and various age groups. The aim of the Speaking Club programme for teenagers is to practice and develop the oral language skills and, consequently, to improve listening skills.

The learning outcomes of the Speaking Club for teenagers programme are that upon completion students 1) are familiar with various speaking patterns, 2) are able to communicate with others especially on topics related to their lives, 3) have developed their confidence towards speaking in English. The content of the Speaking Club for teenagers programme consists of ten meeting plans of 45 minutes each where the English language is exposed in a fun and active way with a lot of pair and small group tasks involvement and use of authentic materials on various topics either seasonal or related to teenagers' lives. The following structure of the programme is recommended for developing speaking skills within the frame of the extracurricular activity.

The first session on the topic “Introduction & getting to know each other” consisted of three phases: pre- communicative activity, main body and post- communicative activity with its own learning objectives and full checklist of the required materials for the session. Example can be found below in Picture 1.

Picture 1. Learning objectives. Materials and preparation.

SESSION 1. INTRODUCTION & GETTING TO KNOW EACH OTHER

LEARNING OBJECTIVES

STUDENTS WILL GET TO KNOW EACH OTHER, THE INSTRUCTOR, FIND OUT HOW THE SPEAKING CLUB FUNCTIONS AND WHAT IS EXPECTED FROM THEIR PARTICIPATION. ALSO FOR THE TEACHER TO FIND OUT THE APPROXIMATE AVERAGE LEVEL OF ENGLISH LANGUAGE KNOWLEDGE.

MATERIALS AND PREPARATION

- FIND SOMEONE WHO... (1 PER STUDENT) PAGE 5
- PEN/ PENCIL. (STUDENTS' OWN)
- EMPTY BOX, NON SEE-THROUGH WITH THE LEAD.
- ANYTHING TO PUT IN THE BOX (CAN BE ITEM OR A FRUIT/VEGETABLE).



At the first meeting students were involved in discussion, while establishing “Speaking club rules” (peer learning connection brain- friendly strategy as per Armstrong 2016), practised asking questions by “Finding someone who...” (students had choice whom to speak to). The first lesson stage of the pre- communicative activity is described below in Picture 2. Picture 3 demonstrates the example of the worksheet for the activity “Find someone, who..” developed and available to use for other educators.

Picture 2. Pre- communicative activities of session 1.

PRE-COMMUNICATIVE ACTIVITIES (15 MINUTES)

- WELCOME STUDENTS, ELICIT WHAT IN STUDENTS' OPINION A SPEAKING CLUB IS.
- GIVE EACH STUDENT A HANDOUT “FIND SOMEONE WHO...” AND EXPLAIN THE TASK. STUDENTS WILL HAVE TO MOVE AROUND THE ROOM AND TALK TO OTHERS (INCLUDING THE TEACHER IF THEY WISH AND/ OR IF THE NUMBER OF PEOPLE IN THE ROOM IS ODD) AND FIND OUT CERTAIN INFORMATION ABOUT PEOPLE. DO MAKE AN EXAMPLE TO REMIND/ DEMONSTRATE HOW TO ASK QUESTIONS.
- “SPEAKING CLUB RULES”. CREATE THE ENGLISH SPEAKING CLUB RULES TOGETHER (EX. SPEAK ENGLISH, ASK FOR ASSISTANCE IF YOU NEED IT, NO HOMEWORK ETC.) 5 RULES WOULD BE GREAT, TRY TO COME UP WITH THE NAME (EX. SPEAKY, BLAH-BLAH CLUB, LET'S TALK, ETC). DIVIDE THE CLASS INTO SMALL GROUPS (3-4 PEOPLE IN EACH GROUP) AND LET THEM COME UP WITH THE NAME AND 5 RULES. LET EACH GROUP PRESENT THEIR WORK AND AGREE TOGETHER ON THE NAME AND THE RULES THAT WILL BE APPLICABLE IN YOUR CLASSES/ MEETINGS.

Picture 3. “Find someone who..” activity.

FIND SOMEONE WHO...

... HAS A PET.	... TAKES BATHS INSTEAD OF SHOWERS.	... BITES HIS/HER FINGERNAILS.	... IF A LEFTY (LEFT-HANDED).
... DRANK COFFEE AT BREAKFAST TODAY.	... DOESN'T LIKE BROCCOLI.	... SNORES.	... WAS BORN IN JANUARY.
... WEARS SOCKS TO BED.	... IS AFRAID OF SPIDERS.	... CAN'T SWIM.	... IS A VEGETARIAN.

5

This was followed by asking closed questions in order to find out what is hidden in the box. Together they were building a chain story (peer learning connection and affective learning strategies) in the past tense and later stating three facts about themselves (self-awareness and affective learning strategies), 2 of which were true and another one a lie, where past participle as well as such language structures as “used to”, “when I was a kid” were practised. The picture 4 below demonstrates a more detailed description of the activities from the session’s main body.

Picture 4. *The main body of session 1.*

MAIN BODY (22 MINUTES)

- Play "GUESS WHAT'S IN THE BOX?" GAME WHERE STUDENTS NEED TO GUESS WHAT'S IN IT BY ASKING QUESTIONS (EG. WHAT SHAPE IS THIS ITEM? IS IT EDIBLE? WHAT COLOR IS IT? ETC.). IF THEY ARE STUCK AT SOME POINT, GIVE THEM A CLUE OR DIRECT THEM WHAT SORT OF QUESTION CAN BE ASKED.
- Play "YOU WON'T BELIEVE WHAT HAPPENED TO ME YESTERDAY!". IT IS A CHAIN STORY, WHERE EACH PERSON TAKES TURNS TO ADD TO THE STORY NEW INFORMATION, BUT THE KEY IS TO REPEAT EVERYTHING THAT'S BEEN SAID BEFORE BY ALL OF THE PARTICIPANTS. WHILE THE TEACHER EXPLAINS HOW THIS ACTIVITY GOES IT CAN BE A STARTER AND SAY THE FIRST SENTENCE EX. "YOU WON'T

3

ENGLISH SPEAKING CLUB ● TEENAGERS ● A2-B1

● ● ● OKSANA LOBANOVA 2021/2022

BELIEVE WHAT HAPPENED TO ME YESTERDAY. I GOT UP AT 5 A. M. IN SOMEONE ELSE'S ROOM." NEXT PERSON REPEATS WHAT'S BEEN SAID AND ADDS: "YOU WON'T BELIEVE WHAT HAPPENED TO ME YESTERDAY. I GOT UP AT 5 A. M. IN SOMEONE ELSE'S ROOM. WHERE I SAW A HUGE DINOSAUR." IF THE GROUP IS BIG PARTICIPANTS CAN BE DIVIDED INTO SUB GROUPS AND THEN WORK INDEPENDENTLY.

- "2 TRUTHS AND A LIE". ON THE PAPER THAT STUDENTS RECEIVED BEFORE (OR ANY OTHER) ASK THEM TO WRITE 2 TRUE STATEMENTS ABOUT THEMSELVES AND 1 LIE (EG. WHEN I WAS A TEENAGER I DYED MY HAIR BLACK. ENGLISH WAS MY FAVORITE SUBJECT AT SCHOOL. I USED TO SPEND A LOT OF TIME READING BOOKS WHEN I WAS A KID.). LET THE STUDENTS GUESS WHICH STATEMENT IS A LIE ABOUT YOURSELF AND FOLLOWING YOUR EXAMPLE ASK THEM TO WRITE 3 SENTENCES. DEPENDING ON THE SIZE OF THE GROUP, YOU MAY ASK THE STUDENTS ONE BY ONE TO READ THEIR STATEMENTS TO THE REST OF THE CLASS AND LET OTHERS GUESS WHICH ONE IS A LIE OR DIVIDE THEM INTO GROUPS AND MAKE THEM WORK INDEPENDENTLY.

The first meeting was finished by the instructor writing the mistakes noted during the session and correcting them together with participants, a quick feedback from the participants and a brief feedback from the instructor. In the programme this part is named as post- communicative activities and is repeated after every session. It is also illustrated in the picture 5 underneath.

Picture 5. *Post- communicative activities of session 1.*

POST-COMMUNICATIVE ACTIVITIES (8 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

Students were actively involved and the outcome was positive. The chain story exercise was challenging as it required memorization, however it was the most amusing one since students used humour and some ridiculous facts to make their story.

Follow up 9 meetings (on the topics: “Winter”, “Christmas”, “Language skills”, “Current problems and solutions. Extra income”, “Talking about money and future career”, “Teens vs adults”, “Winter Olympics”, “Accents” and “Riddles” followed the same pattern: pre-communicative activity, main body and post-communicative activity. (See Appendix “The 10- meeting programme for teenage speaking club”).

“The 10-meeting programme for teenage speaking club” was designed in order to improve teenagers’ speaking competencies. Designed programme may be used by other educators, however it must be noted that the sequence of the sessions may be changed. Additionally, some of the topics may be partially changed or fully omitted as they cover students’ temporary interest and are specific to the area where the case study was conducted.

Ultimately, based on the previous researches and the case study, it can be concluded that regular participation in extracurricular activities can improve the oral proficiency of the students. In the case of the 10- meeting programme the results were noticeable after a relatively short period of time. Furthermore, findings based on the questionnaire and non-structured interview presented in this chapter reveal that the English speaking club is an encouraging and motivating way to support students in their speaking skill development if it is a well-planned, regularly organised, authentic speaking extracurricular activity.

CONCLUSION

Undoubtedly, speaking a foreign language is a valuable skill to possess. However, teaching speaking skills to teenage students in a formal setting may be challenging due to a number of reasons. At the same time, learning speaking skills in a formal setting also has its drawbacks. In order to succeed in teaching speaking skills to teenage students, teachers should be aware of the age specifications, which are clearly defined by Armstrong (2016) and Methodology (2011). Both of the sources suggest some strategies, which may be implied in the classroom for teaching speaking skills to teenage learners.

Previous background findings by Harisiswana (2017), Kardiansyah and Qodriani (2018), Krhová (2013) and Park (2015) and others suggest that voluntary participation in regular extracurricular activities with a relatively small number of participants, the use of authentic materials, where sufficient opportunities for speaking and a supportive atmosphere are created, have a positive impact on improving oral proficiency of the students.

Extra curricular activity in a form of the speaking club has a number of advantages and has been proven to be a safe learning environment for teenage students, which allows them to express themselves freely and enables them to develop their speaking competences, as well as, simultaneously, advancing their social competencies via engaging with peer learners together with an educator.

Practical possibility to the hypothetical question was provided in a form of “The 10-meeting programme for teenage speaking club”, which is mainly based on the combining the holistic approach to teaching speaking competencies to teenage learners identified by Goh and Burns (2012) together with brain- friendly strategies determined by Armstrong (2016). Devised programme may be considered successful as results of the analysis confirms that participation in extracurricular activity could help 7th grade students improve their level of oral proficiency. The progress was noticeable to all: the researcher, who was also the speaking club conductor, the English language teacher of those students, as well as the students themselves. This resulted by means of observation, non- structured interview, and the self- evaluated questionnaire. Interestingly, the less capable learners have shown the most advancement results. Their level of confidence in

using English has increased and some of the participants have started demonstrating their dedication toward academic studies and improved their social competencies.

The programme developed may also be the subject of suitability and may require changes to be successful for other learners. For more accurate and detailed results further investigation can be applied.

SUMMARY IN ESTONIAN

Tänapäeval mängivad suhtlemisoskused üliolulist rolli ja edu saavutamiseks peab neid oskusi valdama. Kuna inglise keelt kasutatakse laialdaselt kõikjal maailmas, peavad õppijad omandama selles keeles suhtlusoskused, et saavutada edu oma erialal. Nii õpetajad kui ka õppijad puutuvad koolikeskkonnas igapäevaselt kokku paljude probleemidega, mis ei võimalda õpilastel kõneoskust omandada. Õpetajatel on võimalik seda olukorda parendada, kui nad muudavad oma meetodeid ja materjale ning kasutavad kõneoskuse õpetamise uusimaid tehnikaid.

Teoreetilises osas käsitletakse koolivälise tegevuse kui vabatahtliku õppimise eeliseid teatud oskuste parandamiseks ja nende mõju teismeliste õpilastele. Koolivälise tegevuse kasu õpilastele on sotsialiseerimine ja eakaaslastega ajaveetmine, mida peetakse noorukite jaoks oluliseks, mõttekaaslastega kohtumine, teatud oskuste arendamine, õppimine pingevabamas ja toetavas keskkonnas ning mentorluse võimalus. Samuti on teoreetilises osas välja pakutud mitmeid ajusõbralikke strateegiaid teismeliste õpetamiseks. Eelnevat arvesse võttes tehti uurimistöö käigus juhtumianalüüs ja sellele tuginedes loodi programm "Rääkimise klubi koolivälise tegevusena põhikooli 7. klassi õpilastele". Kokku viidi läbi kümme vestlusringi ning saadi programmi lõpetamisel õpilaste ja õpetajate tagasiside.

Kokkuvõtteks võib öelda, et õppekavaväline programm avaldas õpilaste kõneoskuste arengule positiivset mõju ning tulemused olid märgatavad juba suhteliselt lühikese aja möödudes. Magistritöö autor soovib ka teistel õppeasutustel kasutada õppekavavälist tegevust keelekohviku vormis, kuna nii teooria kui ka juhtumiuuringu tulemused näitavad, et klubis osaledes paranevad 7. klassi õpilaste kõneoskused.

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APPENDICIES

THE 10-MEETING PROGRAMME FOR TEENAGE SPEAKING CLUB.



OKSANA LOBANOVA

2022

FOREWORD.

DEAR COLLEAGUE, YOU ARE HOLDING THE SPEAKING CLUB FOR TEENAGERS PROGRAMME FOR 10 MEETINGS, WHICH IS AIMED AT IMPROVING TEENAGERS' SPEAKING SKILLS. A NUMBER OF MATERIALS, INCLUDING AUTHENTIC, WERE USED FOR CREATING IT. EVEN IF YOU ARE NOT PLANNING TO START A SPEAKING CLUB AND ARE NOT AN ENGLISH TEACHER AT ALL, THE TASK, COLLECTED IN THIS PROGRAMME, CAN BECOME HANDY FOR YOUR CLASSES. IF YOU ARE PLANNING TO USE ANY OF THIS MATERIAL IT WOULD BE ADVANTAGEOUS TO DO IT IN A FULLY-EQUIPPED CLASSROOM. YOU DO NOT HAVE TO FOLLOW THE EXACT MEETING PLANS AS SOME OF THEM REFLECT STUDENTS' TEMPORARY INTEREST. HOWEVER, YOU MAY GIVE IT A TWIST USING A TOPIC YOU ARE CURRENTLY TEACHING TO YOUR STUDENTS. I SINCERELY HOPE YOU CAN FIND THIS PROGRAMME USEFUL AND ENGAGING AND YOUR STUDENTS WILL HAVE FUN DOING ACTIVITIES DESCRIBED HERE.

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SESSION 1. INTRODUCTION & GETTING TO KNOW EACH OTHER

LEARNING OBJECTIVES

STUDENTS WILL GET TO KNOW EACH OTHER, THE INSTRUCTOR, FIND OUT HOW THE SPEAKING CLUB FUNCTIONS AND WHAT IS EXPECTED FROM THEIR PARTICIPATION. ALSO FOR THE TEACHER TO FIND OUT THE APPROXIMATE AVERAGE LEVEL OF ENGLISH LANGUAGE KNOWLEDGE.

MATERIALS AND PREPARATION

- FIND SOMEONE WHO... (1 PER STUDENT) PAGE 5
- PEN/ PENCIL. (STUDENTS' OWN)
- EMPTY BOX, NON SEE-THROUGH WITH THE LEAD.
- ANYTHING TO PUT IN THE BOX (CAN BE ITEM OR A FRUIT/VEGETABLE).



PICTURE 1.

PRE-COMMUNICATIVE ACTIVITIES (15 MINUTES)

- WELCOME STUDENTS, ELICIT WHAT IN STUDENTS' OPINION A SPEAKING CLUB IS.
- GIVE EACH STUDENT A HANDOUT "FIND SOMEONE WHO..." AND EXPLAIN THE TASK. STUDENTS WILL HAVE TO MOVE AROUND THE ROOM AND TALK TO OTHERS (INCLUDING THE TEACHER IF THEY WISH AND/ OR IF THE NUMBER OF PEOPLE IN THE ROOM IS ODD) AND FIND OUT CERTAIN INFORMATION ABOUT PEOPLE. DO MAKE AN EXAMPLE TO REMIND/ DEMONSTRATE HOW TO ASK QUESTIONS.
- "SPEAKING CLUB RULES". CREATE THE ENGLISH SPEAKING CLUB RULES TOGETHER (EX. SPEAK ENGLISH, ASK FOR ASSISTANCE IF YOU NEED IT, NO HOMEWORK ETC.) 5 RULES WOULD BE GREAT, TRY TO COME UP WITH THE NAME (EX. SPEAKY, BLAH-BLAH CLUB, LET'S TALK, ETC). DIVIDE THE CLASS INTO SMALL GROUPS (3-4 PEOPLE IN EACH GROUP) AND LET THEM COME UP WITH THE NAME AND 5 RULES. LET EACH GROUP PRESENT THEIR WORK AND AGREE TOGETHER ON THE NAME AND THE RULES THAT WILL BE APPLICABLE IN YOUR CLASSES/ MEETINGS.

MAIN BODY (22 MINUTES)

- PLAY "GUESS WHAT'S IN THE BOX?" GAME WHERE STUDENTS NEED TO GUESS WHAT'S IN IT BY ASKING QUESTIONS (EG. WHAT SHAPE IS THIS ITEM? IS IT EDIBLE? WHAT COLOR IS IT? ETC.). IF THEY ARE STUCK AT SOME POINT, GIVE THEM A CLUE OR DIRECT THEM WHAT SORT OF QUESTION CAN BE ASKED.
- PLAY "YOU WON'T BELIEVE WHAT HAPPENED TO ME YESTERDAY!". IT IS A CHAIN STORY, WHERE EACH PERSON TAKES TURNS TO ADD TO THE STORY NEW INFORMATION, BUT THE KEY IS TO REPEAT EVERYTHING THAT'S BEEN SAID BEFORE BY ALL OF THE PARTICIPANTS. WHILE THE TEACHER EXPLAINS HOW THIS ACTIVITY GOES IT CAN BE A STARTER AND SAY THE FIRST SENTENCE EX. "YOU WON'T

BELIEVE WHAT HAPPENED TO ME YESTERDAY. I GOT UP AT 5 A.M. IN SOMEONE ELSE'S ROOM." NEXT PERSON REPEATS WHAT'S BEEN SAID AND ADDS: "YOU WON'T BELIEVE WHAT HAPPENED TO ME YESTERDAY. I GOT UP AT 5 A.M. IN SOMEONE ELSE'S ROOM. WHERE I SAW A HUGE DINOSAUR." IF THE GROUP IS BIG PARTICIPANTS CAN BE DIVIDED INTO SUB GROUPS AND THEN WORK INDEPENDENTLY.

- "2 TRUTHS AND A LIE". ON THE PAPER THAT STUDENTS RECEIVED BEFORE (OR ANY OTHER) ASK THEM TO WRITE 2 TRUE STATEMENTS ABOUT THEMSELVES AND 1 LIE (EG. WHEN I WAS A TEENAGER I DYED MY HAIR BLACK. ENGLISH WAS MY FAVORITE SUBJECT AT SCHOOL. I USED TO SPEND A LOT OF TIME READING BOOKS WHEN I WAS A KID.). LET THE STUDENTS GUESS WHICH STATEMENT IS A LIE ABOUT YOURSELF AND FOLLOWING YOUR EXAMPLE ASK THEM TO WRITE 3 SENTENCES. DEPENDING ON THE SIZE OF THE GROUP, YOU MAY ASK THE STUDENTS ONE BY ONE TO READ THEIR STATEMENTS TO THE REST OF THE CLASS AND LET OTHERS GUESS WHICH ONE IS A LIE OR DIVIDE THEM INTO GROUPS AND MAKE THEM WORK INDEPENDENTLY.

POST-COMMUNICATIVE ACTIVITIES (8 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

INTRODUCTION & GETTING TO KNOW EACH OTHER. STUDENT HANDOUT.

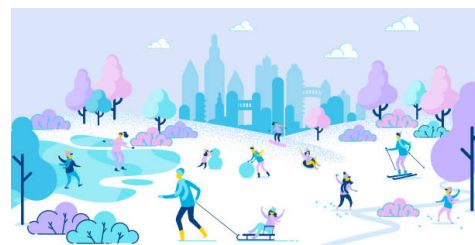
FIND SOMEONE WHO...

... HAS A PET.	... TAKES BATHS INSTEAD OF SHOWERS.	... BITES HIS/HER FINGERNAILS.	... IF A LEFTY (LEFT-HANDED).
... DRANK COFFEE AT BREAKFAST TODAY.	... DOESN'T LIKE BROCCOLI.	... SNORES.	... WAS BORN IN JANUARY.
... WEARS SOCKS TO BED.	... IS AFRAID OF SPIDERS.	... CAN'T SWIM.	... IS A VEGETARIAN.

SESSION 2. WINTER.

LEARNING OBJECTIVES

BY THE END OF THE SESSION STUDENTS WILL BE ABLE TO DESCRIBE OBJECTS/ PEOPLE USING RELATIVE PRONOUNS AND SIMILES.




PICTURE 2.

MATERIALS AND PREPARATION

- WASHABLE WINDOW MARKERS/ ALTERNATIVELY 2 (OR MORE DEPENDS ON THE NUMBER OF THE GROUPS) LARGE PIECES OF PAPER , MARKERS
- ELECTRONIC DEVICE WITH CONNECTION TO THE INTERNET
- LED PROJECTOR
- SMALL PIECES OF PAPER FOR EACH STUDENT
- PENCILS/ PENS (STUDENTS' OWN)

PRE-COMMUNICATIVE ACTIVITIES (10 MINUTES)

- PLAY "WOULD YOU RATHER...?" SCANNING THE QR CODE.  **SCAN ME** TO GET THE QUESTIONS IT WILL TAKE YOU TO THE WEBSITE, WHICH GENERATES A RANDOM "WOULD YOU RATHER.." QUESTION.
- PAIR/ GROUP DISCUSSION. DO YOU LIKE WINTER? WHY/ WHY NOT?

MAIN BODY (30 MINUTES)

- "DRAWING WINTER". GROUP IS DIVIDED INTO 2 TEAMS (OR MORE). WITHIN THEIR TEAMS THEY BRAINSTORM AND COME UP WITH THE LIST OF WORDS RELATED TO WINTER. THEN THEY DRAW 10 ITEMS OF THEIR CHOICE FROM THE LIST THEY HAVE CREATED PREVIOUSLY. AFTER THAT EACH TEAM IS TRYING TO GUESS WHAT THE OTHER TEAM HAS DRAWN. EACH TIME THEY START WITH THE PHRASE: "DO YOU HAVE SOMETHING, THAT/ WHICH/ WHO....." (EX. "DO YOU HAVE SOMETHING THAT FALLS FROM THE SKY IN WINTER?" - ENCOURAGE STUDENTS TO USE RELATIVE PRONOUNS. USING A LED PROJECTOR DEMONSTRATE STUDENTS THE TABLE HOW TO USE RELATIVE PRONOUNS ALTERNATIVELY PRINT OUT THE HANDOUTS. 1 HANDOUT PER GROUP SHOULD BE ENOUGH). IF ANOTHER TEAM HAS A SNOWFLAKE, THEY CROSS IT OFF. THE REST OF THE BRAINSTORMED WORDS CAN BE GUESSED BY PLAYING CHARADES OR SIMPLY BY CROSSING THE WORD, WHICH BOTH TEAMS HAVE AND COUNT THE REST TO FIND OUT THE WINNER.
- "SNOWY COMPARISONS". USE THIS FIGURE OF SPEECH WITH A WINTRY TWIST. COMPARE SOMETHING TO SOMETHING ELSE. *THIS BOY/ GIRL IS AS _____ AS A _____ . I.E. AS COLD AS A SNOWMAN/ AS HAPPY AS A KID AT CHRISTMAS!* (PAGE 8). WRITE THE

SIMILE STRUCTURE ON THE BOARD AND TRY TO COME UP WITH A SENTENCE TOGETHER BEFORE MAKING STUDENTS WRITE IT THEMSELVES. HAND STUDENTS SMALL PIECES OF PAPER AND WARN NOT TO WRITE ANYTHING OFFENSIVE. STUDENTS WRITE 1-2 SENTENCES DESCRIBING SOMEONE IN THE CLASS AND PUTTING THE NAME OF THE PERSON THEY'VE DESCRIBED IN BRACKETS. THE PIECES OF PAPER ARE THEN RETURNED TO THE TEACHER AND THE TEACHER READS READY SENTENCES ONE BY ONE. THE REST OF THE CLASS IS TRYING TO GUESS WHO THE PERSON DESCRIBED WAS.

FYI: MORE INFORMATION ABOUT SMILES CAN BE FOUND [HERE](#).

POST-COMMUNICATIVE ACTIVITIES(5 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

WINTER. "SNOWY COMPARISONS".

THIS BOY/ GIRL IS AS ... AS A

I . E . *THIS BOY IS AS HAPPY AS A KID AT
CHRISTMAS!*

SESSION 3. CHRISTMAS.

LEARNING OBJECTIVES

BY THE END OF THE SESSION STUDENTS WILL BECOME FAMILIAR WITH SOME FACTS ABOUT CHRISTMAS AROUND THE WORLD AND BROADEN THEIR HORIZONS. THEY WILL LEARN ABOUT ALTERNATIVE SCHOOL AND PRACTICE USING SECOND CONDITIONAL. ADDITIONALLY, THEY WILL PRACTICE THEIR SINGING SKILLS AND PRACTICE ASKING CLOSE QUESTIONS.

MATERIALS AND PREPARATION

- ELECTRONIC DEVICE WITH CONNECTION TO THE INTERNET
- LED PROJECTOR
- STUDENTS WILL REQUIRE DEVICES WITH INTERNET CONNECTION
- PRINT OUT SOME CHRISTMAS- RELATED [FLASHCARDS](#)
- "A ROUND OF CHRISTMAS, TRUE OR FALSE" QUESTIONS HANDOUT PAGES 12-13
- GET COPIES OF THE "LET IT SNOW" LYRICS PAGE 14



PICTURE 3.

PRE-COMMUNICATIVE ACTIVITIES (5 MINUTES)

- "IF I WAS SANTA, I WOULD...". WRITE THIS SENTENCE ON THE BOARD, (OR USING PROJECT THE QUESTION (PAGE 11) ON THE BOARD) THUS STUDENTS ARE AWARE OF THE STRUCTURE THEY WILL BE WORKING WITH, MAKE AN EXAMPLE, EX. "IF I WAS SANTA, I WOULD LIKE TO SEE WHAT IT WOULD BE LIKE TO CELEBRATE EASTMAS (EASTER+ CHRISTMAS)". ASK STUDENTS TO COME UP WITH A SENTENCE OR PAIR EACH. ALLOW THINKING TIME. ASK THEM ONE BY ONE TO SHARE THEIR THOUGHTS WITH THE REST OF THE CLASS.

MAIN BODY (32 MINUTES)

- "A ROUND OF CHRISTMAS, TRUE OR FALSE?". WORKING IN PAIRS OR IN GROUPS OF THREE STUDENTS HAVE TO FIND ANSWERS TO THE QUESTIONS ABOUT CHRISTMAS IN DIFFERENT COUNTRIES. THEIR TASK IS NOT ONLY TO FIND OUT WHETHER THE STATEMENT IS TRUE OR FALSE, BUT ALSO TO PROVIDE SOME EXTRA DETAILS ON THE TOPIC. IT CAN BE PLAYED AS A COMPETITION AND PAIRS/TEAMS CAN GET POINTS FOR THE RIGHT ANSWERS AND EXTRA POINTS FOR ADDITIONAL INFORMATION. NB! THE QUIZ IS QUITE LONG, THUS

IT IS UP TO YOU HOW LONG IS IT GOING TO GO. I HAVE LIMITED IT TO 7 QUESTIONS AND THE WORKSHEET AS WELL AS ANSWER SHEET CAN BE FOUND ON PAGES 12-13.

- "SANTA SCHOOL". STUDENTS CAN EITHER REMAIN WITH THEIR PARTNER(S) OR CAN BE MIXED ANEW. BEFORE SHOWING THE VIDEO ASK IF THEY THINK THAT THERE IS SUCH A THING AS SANTA SCHOOL. THERE IS AND THEY ARE GOING TO WATCH THE VIDEO ABOUT IT. WHILE THEY ARE WATCHING THEY CAN MAKE SOME NOTES AND THEN WRITE QUESTIONS ABOUT IT. SHOW THE SHORT [VIDEO](#) TO THE STUDENTS (AS NEEDED DO IT TWICE). MIXED PAIRS AND LET THEM ANSWER EACH OTHERS' QUESTIONS. ALTERNATIVELY YOU MAY ASK THE QUESTIONS, EX. *WHAT CAN YOU LEARN AT SANTA'S SCHOOL? CAN ANYONE STUDY THERE? WHAT ARE THE REQUIREMENTS TO BE SANTA? HOW DOES SANTA LAUGH?*
- "WHAT ARE YOU?". PAIR OR GROUP WORK. LET THE STUDENTS DECIDE HOW THEY WANT TO WORK. EACH STUDENT WILL GET A RANDOM FLASHCARD WITH EITHER ONE OF THE CHRISTMAS CHARACTERS OR ONE OF THE CHRISTMAS ATTRIBUTES. THE CARD SHOULD NOT BE SHOWN TO OTHERS AND THEY WILL HAVE TO GUESS WHAT IS IN THE FLASHCARD ONLY BY ASKING "YES" OR "NO" QUESTIONS.
- SING "LET IT SNOW" ALTOGETHER. DISTRIBUTE HANDOUTS WITH LYRICS, PUT THE [SONG](#) ON (YOU MAY START THE VIDEO AT 0:22 SECONDS) & ENJOY SINGING TOGETHER.

POST-COMMUNICATIVE ACTIVITIES (8 MINUTES)

- ASK STUDENTS TO SHARE WITH THEIR PARTNER WHAT WAS THE BEST THING THAT HAPPENED TO THEM THIS YEAR. YOU CAN WRITE IT ON THE BOARD TO AVOID QUESTION REPETITION OR SCROLL TO PAGE 15 TO DEMONSTRATE THE QUESTION.
- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

CHRISTMAS. "IF I WAS SANTA, I WOULD..."

IF I WAS SANTA, I WOULD.....

EX. *IF I WAS SANTA, I WOULD LIKE
TO SEE WHAT IT WOULD BE LIKE TO
CELEBRATE EASTMAS (EASTER+
CHRISTMAS).*

A ROUND OF CHRISTMAS, TRUE OR FALSE? STUDENT'S COPY.

1. CHRISTMAS WAS BANNED (FORBIDDEN/ NOT ALLOWED) IN CUBA FOR ALMOST 30 YEARS.
2. SANTA HAS HIS OWN POST CODE IN CANADA.
3. A SOUTH AFRICAN TRADITION IS TO EAT DEEP-FRIED (TO FRY FOOD IN A DEEP PAN IN WHICH THE FOOD IS COMPLETELY COVERED BY OIL) CATERPILLARS ON CHRISTMAS DAY.
4. IN POLAND, SPIDERS AND SPIDER WEBS (A STRUCTURE LIKE A NET OF STICKY SILK THREADS MADE BY A SPIDER FOR CATCHING INSECTS) ARE COMMON HOLIDAY DECORATIONS.
5. THERE ARE SCHOOLS WHICH TEACH HOW TO BE SANTA.
6. SANTA GETS MILK AND COOKIES WORLDWIDE (HAPPENING IN ALL PARTS OF THE WORLD).
7. KFC IS THE MOST POPULAR CHRISTMAS MEAL IN JAPAN.

A ROUND OF CHRISTMAS, TRUE OR FALSE? ANSWER SHEET.

1. CHRISTMAS WAS BANNED IN CUBA FOR ALMOST 30 YEARS.

TRUE. DESPITE DECLARING HIS NEW GOVERNMENT TO BE ATHEISTIC WHEN HE CAME TO POWER, FIDEL CASTRO DIDN'T BAN CHRISTMAS IN THE PREDOMINANTLY CATHOLIC CUBA FOR RELIGIOUS REASONS. INSTEAD, HE DECIDED IN 1969 TO BAN CHRISTMAS IN ORDER TO MAKE SURE ALL CITIZENS STAYED FOCUSED ON WORKING ON THE SUGAR HARVEST. CASTRO RELENTED IN 1998, DUE TO PRESSURE FROM THE POPE.

2. SANTA HAS HIS OWN POST CODE IN CANADA.

TRUE. IN CANADA, WHERE POSTCODES ARE ALPHANUMERIC, THE POSTAL SERVICE HAS DESIGNATED HOH OH0 (HO HO HO) AS THE OFFICIAL POSTCODE FOR LETTERS TO SANTA. CANADA POST VOLUNTEERS HAVE BEEN HELPING SANTA REPLY TO THE LETTERS FOR OVER 30 YEARS.

3. A SOUTH AFRICAN TRADITION IS TO EAT DEEP-FRIED CATERPILLARS ON CHRISTMAS DAY.

TRUE. IT'S UNCLEAR HOW THIS TRADITION STARTED OR WHY IT HAS CONTINUED, BUT IT'S TRADITION IN SOME PARTS OF SOUTH AFRICA TO EAT DEEP-FRIED CATERPILLARS ON CHRISTMAS DAY.

4. IN POLAND, SPIDERS AND SPIDER WEBS ARE COMMON HOLIDAY DECORATIONS.

TRUE. POLISH LEGENDS TELL THE TALE OF HOW SPIDERS WOVE A BLANKET FOR THE BABY JESUS. SPIDERS ARE CONSIDERED TO BE SYMBOLS OF PROSPERITY AND GOODNESS IN POLISH CULTURE.

5. THERE ARE SCHOOLS WHICH TEACH HOW TO BE SANTA.

TRUE. WHILE IT'S NOT REQUIRED OF EVERYONE WHO DONS A RED-AND-WHITE SUIT, PROFESSIONAL SANTAS OFTEN ATTEND SANTA SCHOOL IN ORDER TO PERFECT THEIR CRAFT. THE OLDEST SANTA SCHOOL IS THE CHARLES W. HOWARD SANTA SCHOOL, WHICH WAS STARTED BY ITS NAMESAKE IN 1937.

6. SANTA GETS MILK AND COOKIES WORLDWIDE.

FALSE. STRANGE AS IT MAY SEEM, SANTA TENDS TO ONLY GET MILK AND COOKIES FROM THE US AND CANADA. IN BRITAIN, IRELAND, AND AUSTRALIA, HE IS GIVEN BEER OR SHERRY AND MINCE PIES. IN SCANDINAVIA, CHILDREN LEAVE OUT BOWLS OF RICE PORRIDGE WITH CINNAMON SUGAR ON TOP.

7. KFC IS THE MOST POPULAR CHRISTMAS MEAL IN JAPAN.

TRUE. ANOTHER EXAMPLE OF STRANGE BUT TRUE, KFC IS THE MOST POPULAR CHRISTMAS MEAL IN JAPAN. WHILE CHRISTMAS IS NOT A NATIONAL HOLIDAY IN THE LARGELY SECULAR JAPAN (1% OF THE POPULATION IS CHRISTIAN), PEOPLE RESERVE THEIR CHRISTMAS KFC MEALS MONTHS IN ADVANCE. THE TRADITION BEGAN IN THE 1970S.

"LET IT SNOW" LYRICS.

LET IT SNOW

OH THE WEATHER OUTSIDE IS FRIGHTFUL
BUT THE FIRE IS SO DELIGHTFUL
AND SINCE WE'VE NO PLACE TO GO
LET IT SNOW! LET IT SNOW! LET IT SNOW!

IT DOESN'T SHOW SIGNS OF STOPPING
AND I'VE BOUGHT SOME CORN FOR POPPING
THE LIGHTS ARE TURNED WAY DOWN LOW
LET IT SNOW! LET IT SNOW! LET IT SNOW!

WHEN WE FINALLY KISS GOOD NIGHT
HOW I'LL HATE GOING OUT IN THE STORM!
BUT IF YOU'LL REALLY HOLD ME TIGHT
ALL THE WAY HOME I'LL BE WARM

THE FIRE IS SLOWLY DYING
AND, MY DEAR, WE'RE STILL GOODBYING
BUT AS LONG AS YOU LOVE ME SO
LET IT SNOW! LET IT SNOW! LET IT SNOW!

CHRISTMAS. "YEAR'S MEMORY".

Q: WHAT WAS THE BEST THING
THAT HAPPENED TO YOU THIS
YEAR?

A: THE BEST THING THAT HAPPENED TO ME
THIS YEAR WAS... / THE BEST THINGS THAT
HAPPENED TO ME THIS YEAR WERE...

SESSION 4. LANGUAGE SKILLS (LISTENING, READING, WRITING, SPEAKING).

LEARNING OBJECTIVES

BY THE END OF THE SESSION STUDENTS WILL BE ABLE PARTICIPATE IN DEBATE AS WELL AS PROVE AND JUSTIFY THEIR POINTS OF VIEW. THEY WILL ALSO PRACTICE FINDING POSITIVE ARGUMENTS ON THE MATTER THEY MIGHT NOT AGREE WITH. THE STUDENTS WILL BE ABLE TO FORM THEIR OPINION ABOUT WHAT LANGUAGE SKILL IS THE MOST IMPORTANT ONE.



PICTURE 4.

MATERIALS AND PREPARATION

- PRINT OUT [HANDOUTS](#) FOR GROUP DISCUSSION
- FOUR PIECES OF PAPER WHERE ONE OF THE LANGUAGE COMPETENCIES IS WRITTEN: SPEAKING, WRITING, READING, LISTENING.
- 2-4 PIECES OF PAPER A4 FORMAT
- 2-4 PENS/ PENCILS

PRE-COMMUNICATIVE ACTIVITIES (8 MINUTES)

- **"INNER & OUTER CIRCLE"**. DIVIDE THE GROUP IN HALF AND MAKE ONE HALF TO CREATE AN INNER CIRCLE FACING THE CLASS AND THE OTHER HALF TO MAKE AN OUTER CIRCLE AND FACE THE STUDENTS IN THE INNER CIRCLE. GIVE THEM A TOPIC TO DISCUSS (EX. WHAT DID YOU DO ON HOLIDAYS). AFTER SOME TIME MAKE THEM CHANGE THEIR PAIRS. INNER CIRCLE REMAINS WHERE THEY ARE, WHILE PEOPLE IN THE OUTER CIRCLE CHANGE THE PARTNER STEPPING TO THE RIGHT. LET THEM SPEAK AND AFTER A WHILE REPEAT THE PROCEDURE UNTIL EVERYONE FACES THEIR ORIGINAL PARTNER OR WHENEVER YOU FEEL IT IS THE RIGHT MOMENT TO CHANGE THE ACTIVITY.

MAIN BODY (30 MINUTES)

- **"DEBATE"**. TRY TO ELICIT IF STUDENTS KNOW WHAT LANGUAGE SKILLS EXIST: SPEAKING, READING, WRITING AND LISTENING. ASK THE STUDENT'S INDIVIDUAL OPINION WHAT SKILL, FROM THEIR POINT OF VIEW, IS THE MOST IMPORTANT ONE AND WHY. ALLOW SOME THINKING TIME BEFORE LETTING THEM EXPRESS THEIR OPINION. DIVIDE CLASS INTO GROUPS 2-4 GROUPS. EACH GROUP WILL PICK A PIECE OF PAPER (DO NOT LET THEM SEE WHAT IS WRITTEN ON THE PAPER) YOU HAVE PREPARED BEFOREHAND. HAND EACH GROUP A PIECE OF A4 PAPER. THE SKILL THE GROUP HAS RECEIVED IS GOING TO BE THE MOST IMPORTANT ONE FOR THEM AND THEY WILL HAVE TO WRITE ARGUMENTS TO SUPPORT THEIR OPINION. SPREAD HANDOUTS FOR GROUP DISCUSSION TO THE STUDENTS. ALLOW APPROXIMATELY 5 MINUTES FOR BRAINSTORMING IDEAS AND PUTTING THEM IN WRITING. YOU MAY CALL FOR THE VOLUNTEER TO BEGIN THE DISCUSSION. THE FIRST GROUP TO START IS SAYING THEIR OPINION, THE NEXT GROUP (USING ONE OF

THE EXPRESSIONS FROM THE HANDOUT) ADDS THEIR OPINION AND SO ON UNTIL NO MORE ARGUMENTS ARE LEFT. PROVIDE FEEDBACK ON HOW IT WENT AND WHAT STRONG ARGUMENTS WHICH TEAM HAD.

- "HEADLINES QUIZ". REMAINING IN THE SAME GROUPS OR FORMING NEW ONES, USING LED PROJECTOR PUT ON THE SCREEN THE [HEADLINES QUIZ](#). IF NEEDED, ONE BY ONE TRANSLATE HEADLINES AND ALLOW STUDENTS TO DISCUSS WHETHER IT IS FAKE OR REAL, AND ASK TO JUSTIFY THEIR OPINION (YOU MAY STILL WANT THEM TO USE THE HANDOUT FROM THE PREVIOUS ACTIVITY WHEN EXPRESSING THEIR OPINION). REVEAL THE ANSWER.

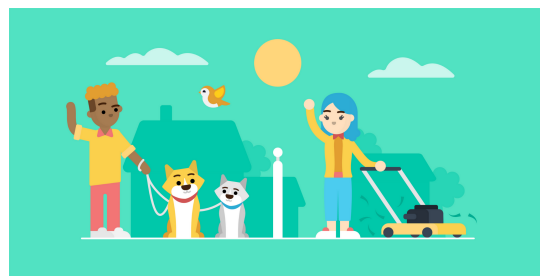
POST-COMMUNICATIVE ACTIVITIES (7 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

SESSION 5. CURRENT PROBLEMS AND SOLUTIONS. EXTRA INCOME.

LEARNING OBJECTIVES

BY THE END OF THE SESSION STUDENTS WILL LEARN ABOUT CURRENT PROBLEMS SUCH AS HIGH ELECTRICITY BILLS AND SUGGEST WAYS OF TEENS HELPING THEIR PARENTS IN TOUGH SITUATIONS. ADDITIONALLY STUDENTS WILL MAKE DIALOGUES BETWEEN THE EMPLOYER AND A JOB SEEKER.



PICTURE 5.

MATERIALS AND PREPARATION

- PRINT OUT COPIES FOR THE DIALOGUE PAGE 21
- LED PROJECTOR
- SCRAP PAPER (FOR STUDENTS TO MAKE NOTES)
- PENS/PENCILS

PRE-COMMUNICATIVE ACTIVITIES (5 MINUTES)

- **"HUMAN KNOT"**. ASK STUDENTS TO STAND IN A CIRCLE FACING EACH OTHER. THEY WILL HAVE TO RAISE THEIR LEFT HAND, STRETCH IT ACROSS THE CIRCLE AND JOIN WITH THE FIRST HAND THEY MEET. THE SAME PROCEDURE IS REPEATED WITH THE RIGHT HAND. EACH HAND WILL BE HOLDING ONLY ONE OTHER HAND. THE TASK IS WITHOUT RELEASING HANDS TO UNTIE THE KNOT. ONE OF THE STUDENTS WILL INITIALLY TAKE A LEAD AND COMMAND (GO OVER, GO UNDER, TURN RIGHT/ LEFT). IF THEY STRUGGLE AT FIRST YOU MAY START COMMENTING AND THEY WILL PICK UP AND CONTINUE NATURALLY.
FYI: TO SEE HOW THE HUMAN KNOT WORKS, WATCH THIS [VIDEO](#).

MAIN BODY (35 MINUTES)

- **"CURRENT AFFAIR"**. PROJECT [THE ARTICLE](#) ON THE BOARD, THUS THE HEADLINE IS SEEN TO EVERYONE. IN PAIRS OR SMALL GROUPS ASK STUDENTS TO DISCUSS THE MOST CURRENT ISSUE OF THE ELECTRICITY PRICES GOING UP AND THEIR PARENTS RECEIVING FAT BILLS. WHAT, IN THEIR OPINION, CAN BE DONE ABOUT IT? HOW CAN THEY HELP THEIR PARENTS TO COPE WITH THE PROBLEM? AND WHAT JOBS CAN THEY DO TO GET EXTRA INCOME? GO TO PAGE 20 TO SHOW QUESTIONS FOR DISCUSSION TO THE STUDENTS. ALLOW 5-7 MINUTES FOR DISCUSSION AND ASK EACH PAIR/ GROUP TO SHARE BRIEFLY WHAT IDEAS WERE DISCUSSED. ON THE BOARD LIST THE JOBS STUDENTS NAMED THAT TEENAGERS CAN DO (EX. BABYSITTING, HELPING WITH HOUSEHOLD WORK, WORKING IN A CAFE/ RESTAURANT/ CINEMA, ETC.) .
- **"JOB INTERVIEW"**. WORKING IN PAIRS STUDENTS HAVE TO MAKE DIALOGUES, WHERE ONE IS GOING TO BE AN EMPLOYER AND ANOTHER WILL BE THE PERSON SEEKING FOR A JOB. AFTER THEY HAVE AGREED ON THE ROLES, THEY WILL HAVE TO CHOOSE THE JOB

THEY ARE GOING TO BUILD THEIR DIALOGUE AROUND (THEY MAY USE THE JOBS LISTED ON THE BOARD OR OFFER AN ALTERNATIVE).
SEE THE LIST OF THE POINTS TO CONSIDER WHEN MAKING THE DIALOGUE ON PAGE 21. ALLOW PREPARATION TIME. LET EVERYONE
PRESENT THEIR DIALOGUES.

POST-COMMUNICATIVE ACTIVITIES (5 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

CURRENT AFFAIR. DISCUSSION.

- WHAT, IN YOUR OPINION, CAN BE DONE ABOUT THE ISSUE?
- HOW CAN YOU HELP YO YOUR PARENTS IN THIS SITUATION?
- AS A TEENAGER, WHAT ARE THE WAYS OF GETTING EXTRA INCOME?

CURRENT AFFAIR. SEEKING A JOB. DIALOGUE CHECKLIST.

THINGS TO CONSIDER:

EMPLOYER (SOMEONE WHO GIVES JOB)	JOB SEEKER (SOMEONE WHO LOOKS FOR A JOB)
<ul style="list-style-type: none"> <input type="checkbox"/> WHAT JOB ARE YOU OFFERING <input type="checkbox"/> HOW OFTEN DO YOU NEED SOMEONE (ON WHICH DAYS/ WHAT HOURS) TO DO THE JOB <input type="checkbox"/> HOW MUCH ARE YOU GOING TO PAY (PER HOUR) 	<ul style="list-style-type: none"> <input type="checkbox"/> WHY DO YOU THINK YOU CAN DO THIS JOB (BECAUSE YOU ARE RESPONSIBLE, HAVE EXPERIENCE, ETC.)? <input type="checkbox"/> IS THERE SOMETHING AT SCHOOL/ YOUR FREE TIME YOU ARE LEARNING THAT CAN HELP YOU TO GET A JOB <input type="checkbox"/> THINK OF ASKING A QUESTION ABOUT THE JOB (EX. CAN I WORK MORE/LESS ON HOLIDAYS? WILL I GET A STAFF DISCOUNT (IF THE JOB IS OFFERED BY A BIG COMPANY)? ETC.)

THINGS TO CONSIDER:

EMPLOYER (SOMEONE WHO GIVES JOB)	JOB SEEKER (SOMEONE WHO LOOKS FOR A JOB)
<ul style="list-style-type: none"> <input type="checkbox"/> WHAT JOB ARE YOU OFFERING <input type="checkbox"/> HOW OFTEN DO YOU NEED SOMEONE (ON WHICH DAYS/ WHAT HOURS) TO DO THE JOB <input type="checkbox"/> HOW MUCH ARE YOU GOING TO PAY (PER HOUR) 	<ul style="list-style-type: none"> <input type="checkbox"/> WHY DO YOU THINK YOU CAN DO THIS JOB (BECAUSE YOU ARE RESPONSIBLE, HAVE EXPERIENCE, ETC.)? <input type="checkbox"/> IS THERE SOMETHING AT SCHOOL/ YOUR FREE TIME YOU ARE LEARNING THAT CAN HELP YOU TO GET A JOB <input type="checkbox"/> THINK OF ASKING A QUESTION ABOUT THE JOB (EX. CAN I WORK MORE/LESS ON HOLIDAYS? WILL I GET A STAFF DISCOUNT (IF THE JOB IS OFFERED BY A BIG COMPANY)? ETC.)

SESSION 6. TALKING ABOUT MONEY (HOW MEN AND WOMEN SPEND IT) & FUTURE CAREER.

LEARNING OBJECTIVES

BY THE END OF THE SESSION PUPILS WILL BE ABLE TO DIFFERENTIATE MENS' AND WOMENS' MONEY SPENDING PATTERNS. THEY WILL BE ABLE TO USE SECOND CONDITIONAL SENTENCES, PRESENT INFORMATION USING 3RD FORM SINGULAR AND PRACTICE USING FUTURE TENSE WHEN PREDICTING FELLOW STUDENTS' CAREERS.



PICTURE 6.

MATERIALS AND PREPARATION

- PREPARE VARIOUS LENGTHS OF YARN STRINGS (1 PER EACH STUDENT) BUNCHED INTO ONE BIG LUMP OF JUMBLED UP STRING.
- PRINT OUT ARTICLES (1 PER STUDENT) SEE PAGE 24.
- PREPARE BLANK SHEETS (1 PER STUDENT) OR RECYCLE PRINTED ARTICLES.
- [PRESENTATION](#).

PRE-COMMUNICATIVE ACTIVITIES (10 MINUTES)

- **"THE STRING GAME"**. INVITE A VOLUNTEER TO COME TO THE FRONT AND CHOOSE ANY STRING. THEY WILL HAVE TO SPEAK ABOUT THEMSELVES WHILE SLOWLY WINDING THE PIECE OF STRING AROUND THEIR INDEX FINGER (YOU MAY HAVE TO BEGIN AND SHOW THEM WHAT EXACTLY NEEDS DOING). LET EVERYONE HAVE A GO.

MAIN BODY (30 MINUTES)

- **"MINI GROUP/PAIR DISCUSSION"**. FOLLOW THE [PRESENTATION](#). PUT THE SECOND SLIDE AND ASK STUDENTS IN GROUP/ PAIRS DISCUSS FOLLOWING QUESTIONS: WHAT KIND OF SHOP ARE PEOPLE IN? WHAT PRODUCTS DOES IT SELL? WHAT IS THE RELATIONSHIP BETWEEN THE PEOPLE? WHAT DO YOU THINK THEY ARE SAYING TO EACH OTHER? WHAT DO YOU THINK HAPPENS NEXT? (SEE PAGE 25). ALLOW FOR 5 MINUTES TO DISCUSS, MAKE NOTES IF NECESSARY AND SHARE THEIR IDEAS WITH THE REST OF THE GROUP.
- **"WHAT DO YOU THINK?"**. PUT THE THIRD SLIDE AND ASK FOR AN INDIVIDUAL OPINION (EITHER USE VOLUNTEERS OR ASK RANDOMLY) STUDENT'S OPINION ON WHETHER MEN AND WOMEN SHOP DIFFERENTLY. WHY/ WHY NOT? (SEE PAGE 26) ALLOW THINKING TIME BEFORE ELICITING ANSWERS.
- HAND OUT STUDENTS PRE-PRINTED [ARTICLES](#), ASK TO READ FOR THEMSELVES AND ASK WHAT THE AUTHOR'S OPINION ON EARLIER DISCUSSED QUESTIONS (WHETHER MEN AND WOMEN SHOP DIFFERENTLY AND WHY IS IT SO?) IS AND WHETHER THEY AGREE OR DISAGREE WITH IT? CAN BE DISCUSSED IN SMALL GROUPS/ PAIRS, RESULTS CAN BE SHARED VOLUNTARILY.

- CONTINUE WITH THE PRESENTATION. THE MINI DISCUSSIONS CAN BE CONDUCTED IN PAIRS/ SMALL GROUPS. ASK STUDENTS TO RECAP ON WHAT THEIR PARTNER HAS SAID.

POST-COMMUNICATIVE ACTIVITIES (5 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

TALKING ABOUT MONEY (HOW MEN AND WOMEN SPEND IT) & FUTURE CAREER. ARTICLE.

SPENDING BEHAVIOUR: WHY WOMEN ENJOY SHOPPING BUT MOST MEN DON'T

THERE IS NO EVIDENCE TO SUGGEST THAT WOMEN SHOP MORE THAN MEN. IT'S ONLY THAT FEMALES ENJOY SHOPPING MORE THAN MALES DO. IN 2013, A STUDY OF 2,000 SHOPPERS IN THE UK FOUND THAT MEN GOT BORED OF SHOPPING WITHIN 26 MINUTES, WHILE WOMEN DID NOT SHOW ANY SIGNS OF FATIGUE FOR A GOOD TWO HOURS. IMAGINE THE PLIGHT OF MALE SHOPPERS ACCOMPANYING THEIR PARTNERS AT SHOPPING MALLS. THE UK STUDY FOUND THAT ONE OUT OF TWO SHOPPING TRIPS WITH PARTNERS ENDED IN ARGUMENTS. A DISTRAUGHT CHINESE MAN JUMPED TO HIS DEATH AT A BEIJING MALL IN 2013 BECAUSE, EVEN AFTER A FIVE-HOUR MARATHON SHOPPING SPREE, HIS GIRLFRIEND WANTED TO CHECK OUT ANOTHER STORE.

TO ENSURE THAT MEN DON'T DISCOURAGE THEIR PARTNERS FROM SPLURGING, SOME MALLS HAVE SET UP DAY CARE CENTRES FOR GROWN UP MEN. THEY CAN RELAX AND WATCH TV WITH SNACKS AND DRINKS WHILE THEIR WOMEN EMPTY THEIR WALLETS AND SWIPE PLASTIC UNDISTURBED. A SPA IN GURGAON SERVES SANDWICHES AND COFFEE IF YOU GO THERE DURING LUNCHTIME.

WHY DO THE GENDERS HAVE SUCH DIFFERENT RESPONSES TO AN ESSENTIAL ACTIVITY OF DAILY LIFE? ONE THEORY SAYS THAT HUNDREDS OF THOUSANDS OF YEARS OF CONDITIONING MAKES MEN AND WOMEN BEHAVE LIKE THIS. WHEN OUR ANCESTORS LIVED IN CAVES, THE MALES WENT OUT TO HUNT ANIMALS WHILE FEMALES GATHERED FOOD (FRUITS, VEGGIES, BERRIES) FROM THE FORESTS. FOR THE MALE HUNTERS, IT WAS NECESSARY TO MAKE THE KILL QUICKLY AND GET BACK TO THE SAFETY OF THE SETTLEMENT AS FAST AS THEY COULD. THAT'S HOW SOME MEN SHOP—ENTER THE STORE, CHOOSE A PRODUCT, MAKE THE PAYMENT AND GET OUT FAST.

BUT FEMALE GATHERERS WERE NOT IN SUCH A TEARING HURRY. FOR THEM, FORAGING FOR FOOD WAS ALSO A SOCIAL EVENT WHERE THEY BONDED WITH OTHER FEMALES OF THE TRIBE, INSPECTING EVERY BUSH AND TREE WITH CARE AND CHOOSING THE BEST QUALITY OF FOOD AVAILABLE.

THAT'S HOW A LOT OF WOMEN STILL SHOP—COMPARING PRODUCTS, LOOKING AT ALTERNATIVES AND EXCHANGING NOTES WITH FRIENDS AND COLLEAGUES.

THIS HUNTER-GATHERER THEORY GAINS FURTHER CREDENCE FROM THE RESEARCH FINDING THAT MEN LIKE TO SHOP ALONE WHILE WOMEN PREFER TO GO OUT WITH OTHER WOMEN. THE UK STUDY FOUND THAT 80% OF MEN PREFER TO SHOP ALONE. PRIMITIVE HUNTERS WENT OUT IN GROUPS TOO, BUT HUNTING WAS RARELY A SOCIAL EVENT. THE HUNTING PARTY HAD TO KEEP QUIET, LEST THEIR TALK ALERTED THE PREY. WOMEN GATHERERS, OF COURSE, HAD NO SUCH RESTRICTIONS AS THEY FORAGED FOR FOOD AND EXCHANGED GOSSIP.

(ADAPTED FROM: THE ECONOMIC TIMES [WEBSITE](#))

TALKING ABOUT MONEY (HOW MEN AND WOMEN SPEND IT) & FUTURE CAREER. MINI DISCUSSION.

1. WHAT KIND OF SHOP ARE PEOPLE IN?
2. WHAT PRODUCTS DOES IT SELL?
3. WHAT IS THE RELATIONSHIP BETWEEN THE PEOPLE?
4. WHAT DO YOU THINK THEY ARE SAYING TO EACH OTHER?
5. WHAT DO YOU THINK HAPPENS NEXT?

TALKING ABOUT MONEY (HOW MEN AND WOMEN SPEND IT) & FUTURE CAREER. WHAT DO YOU THINK?

DO YOU THINK MEN AND
WOMEN SHOP
DIFFERENTLY?

WHY / WHY NOT?

SESSION 7. TEENS VS ADULTS

LEARNING OBJECTIVES

STUDENTS ARE AWARE ABOUT THE OPPORTUNITIES AVAILABLE IN THEIR HOMETOWN AND MAKE SUGGESTIONS ABOUT WHAT ELSE COULD BE DONE FOR THEM TO STAY AFTER SCHOOL GRADUATION. ALSO TEENS ARE ABLE TO RECOGNISE THE DIFFERENCE BETWEEN THEMSELVES AND ADULTS.



PICTURE 7.

MATERIALS AND PREPARATION

- [PRESENTATION](#)

PRE-COMMUNICATIVE ACTIVITIES(15 MINUTES)

- ["STORYTELLING"](#). DEFINE THE TOPIC EX. TEENAGERS. GET EACH STUDENT TO SAY A WORD/ SHORT PHRASE EACH RELATED TO THE TOPIC, WRITE THOSE PHRASES EITHER ON THE WHITEBOARD OR IN THE [DIGITAL WHITEBOARD](#) IN CASE YOU ARE DOING AN ONLINE SESSION. ONCE ALL THE WORDS/ PHRASES HAVE BEEN WRITTEN TRY TO COME UP TOGETHER WITH A STORY. LET THE BRAVEST ONE BEGIN AND WHEN WORD IS USED CROSS IT OFF. EVERY NEXT PERSON DOES NOT HAVE TO REPEAT WHAT HAS BEEN SAID PREVIOUSLY, ENOUGH IS TO BUILD A STORY LOGICALLY.

MAIN BODY (25 MINUTES)

- FOLLOW THE [PRESENTATION](#). LET STUDENTS CHOOSE PARTNER(S) THEMSELVES AND DO NOT FORGET TO ALLOW FOR SOME THINKING TIME BEFORE ELICITING ANSWERS.

POST-COMMUNICATIVE ACTIVITIES (5 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

SESSION 8. WINTER OLYMPICS & PLANNING A TRIP TO CHINA

LEARNING OBJECTIVES

BY THE END OF THE MEETING STUDENTS WILL LEARN HOW TO PLAN THE TRIP WITHIN THE BUDGET LIMITS. THEY WILL ALSO LEARN ABOUT SOME OF THE FAMOUS BEIJING ATTRACTIONS AND PRESENT THEIR FINDINGS TO THE CLASS.



MATERIALS AND PREPARATION

- PRINT OUT "CHINA CHECKLIST" (1 PER PAIR/ GROUP) PAGE 29.
- PREPARE AS MANY SMALL PIECES OF PAPER AS YOU ARE GOING TO HAVE GROUPS/ PAIRS. IN EACH PIECE OF PAPER WRITE THE BUDGET STARTING FROM €10.000 (EG. €50.0000, €100.000, €1.000000 ETC).
- [PRESENTATION](#)
- STUDENTS WILL REQUIRE ELECTRONIC DEVICES WITH ACCESS TO THE INTERNET.

PICTURE 8.

PRE-COMMUNICATIVE ACTIVITIES(10 MINUTES)

- SLIDE 2 IN THE [PRESENTATION](#) IS THE WARM-UP ACTIVITY, WHERE EVERYONE HAS TO START BY READING THE SENTENCE "I HAVE PACKED MY SUITCASE AND IN IT I PUT..." ADDING SOMETHING, THE NEXT PERSON READS THE SENTENCE, REPEATS WHAT HAS BEEN SAID AND ADDS SOMETHING ELSE. ETC.

MAIN BODY (30 MINUTES)

- FOLLOW THE [PRESENTATION](#). BEFORE SLIDE 4 COMES, LET STUDENTS FIND A PARTNER/ SMALL GROUP TO WORK IN. READ THE SLIDE, HAND OUT THE "CHINA CHECKLISTS" PAGE 29, INTRODUCE STUDENTS TO SUCH TICKETS SEARCHING WEBSITE AS WWW.SKYSKANER.NET AND ACCOMMODATION SEARCHING WEBSITE WWW.BOOKING.COM / WWW.AIRBNB.COM FOR SEARCHING THE TOP ATTRACTIONS IN BEIJING THEY MAY USE RECOMMENDED WEBSITE [HTTPS://WWW.PLANETWARE.COM/TOURIST-ATTRACTIONS-/BEIJING-PEKING-CHN-BJ-BJ.HTM](https://www.planetware.com/tourist-attractions-/beijing-peking-chn-bj-bj.htm) OR ANY OTHER. CRUMPLE PIECES OF PAPER WITH THE BUDGET AND LET EACH PAIR/ GROUP PICK ONE. NOW THAT THEY KNOW THEIR BUDGET THEY WILL HAVE TO CHOOSE THEIR FLIGHTS/ HOTEL/ ATTRACTIONS ACCORDINGLY. ALLOW FOR AT LEAST 15 MINUTES TO SEARCH FOR THE INFORMATION AND ASK EACH GROUP/ PAIR TO PRESENT THEIR JOURNEY PLAN TO THE REST OF THE CLASS.
- IF TIME ALLOWS, PLAY "WINTER OLYMPICS" SLIDE 5. IF NOT, LEAVE IT TO THE NEXT MEETING AND GO TO SLIDE 6.

POST-COMMUNICATIVE ACTIVITIES(5 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

SESSION 8. WINTER OLYMPICS & PLANNING A TRIP TO CHINA. CHINA CHECKLIST.

CHINA CHECKLIST

WHEN ARE YOU GOING? (DATES)

HOW MUCH ARE RETURN TICKETS?

HOW ARE YOU GOING TO GET TO BEIJING? TALK ABOUT THE FLIGHT (EX. HOW LONG IS IT, HOW MANY CHANGES ARE YOU GOING TO HAVE, IN WHICH COUNTRIES)

HOW ARE YOU GOING TO GET TO THE HOTEL FROM THE AIRPORT (EG. SHUTTLE, TAXI, TRAIN)?

WHERE ARE YOU GOING TO STAY? (TYPE OF ACCOMMODATION, ITS NAME, HOW MANY STARS, WHAT INTERESTING THINGS IT OFFERS (IF ANY))

HOW MUCH WILL IT COST?

FIND HOW MUCH CLOSING CEREMONY TICKETS ARE?

FIND AT LEAST TWO MORE SIGHTSEEING PLACES YOU WOULD LIKE TO VISIT. DESCRIBE WHAT THEY ARE, WHAT CAN BE SEEN THERE AND HOW MUCH IS THE ADMISSION FEE.



SESSION 9. ACCENTS

LEARNING OBJECTIVES

BY THE END OF THE SESSION STUDENTS WILL BE ABLE TO DISTINGUISH BETWEEN VARIETIES OF THE ENGLISHES, THEY BE INTRODUCED TO SUCH TERMS AS NATIVE AND FOREIGN.



MATERIALS AND PREPARATION

- EACH PAIR/ GROUP MAY REQUIRE PAPER.

PRE-COMMUNICATIVE ACTIVITIES (15 MINUTES)

- PLAY "[TONGUE TWISTERS](#)". YOU MAY DIVIDE THE GROUP INTO TEAMS (MAKE SURE THE NUMBER OF PARTICIPANTS ARE EVEN IN EACH TEAM). GIVE A LITTLE TIME TO EACH PARTICIPANT FOR READING THE TONGUE TWISTER THOROUGHLY AND PRACTICING A LITTLE BIT.

MAIN BODY (25 MINUTES)

- IN PAIRS/ GROUPS/ TEAMS WHATEVER STUDENTS PREFER, ASK THEM TO NAME THE COUNTRIES WHERE ENGLISH IS SPOKEN AS A NATIVE LANGUAGE. WRITE THE ANSWERS OF THE BOARD. CHECK TOGETHER WITH AN [INTERACTIVE MAP](#).
- PLAY "[GUESS THE ENGLISH ACCENT](#)". STUDENTS MAY REMAIN IN PAIRS/ GROUPS/ TEAMS OR FORM THEM ANEW. SINCE THE TOPIC IS NEW TO THEM, ACCEPT THE ANSWERS BASED ON AT LEAST THE CONTINENTS. YOU MAY GIVE 1 POINT TO THE TEAM WHO NAMED THE CONTINENT CORRECTLY AND 2 POINTS IF THEY NAMED THE COUNTRY CORRECTLY.
- ASK IN WHICH WAY ESTONIAN AND RUSSIAN ACCENTS ARE DIFFERENT/ SAME/ WHICH ONE SOUNDS CLOSER TO ENGLISH ONES? ASK WHICH ACCENT FROM WHAT THEY HAVE HEARD DURING THE QUIZ THEY LIKE THE MOST? WHICH ONE WAS THE MOST DIFFICULT TO UNDERSTAND. REPLAY SOME PARTS OF THE AUDIO IF NECESSARY.

POST-COMMUNICATIVE ACTIVITIES(5 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

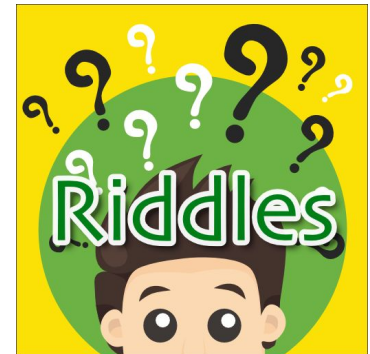
SESSION 10. RIDDLES

LEARNING OBJECTIVES

BY THE END OF THE MEETING STUDENTS WILL BE ABLE TO SOLVE SOME REALLY CHALLENGING RIDDLES, PRACTICE ASKING CLOSED QUESTIONS AND PUT THEIR INTUITION TO TEST.

MATERIALS AND PREPARATION

- STUDENTS WILL REQUIRE ELECTRONIC DEVICES WITH ACCESS TO THE INTERNET.
- PRINT OUT "HOUSES RIDDLE" PAGE 32.
- CUT SMALL PIECES OF PAPER (BIG ENOUGH TO WRITE A SENTENCE) OR USE POST-IT NOTES (1 PER STUDENT).



PICTURE 10.

PRE-COMMUNICATIVE ACTIVITIES (10 MINUTES)

- "GUESS WHO"? HAND PRE-CUP PIECES OF PAPER/ POST-IT PAPERS. ASK EACH STUDENT TO WRITE WHAT THEY DID YESTERDAY. ONE SENTENCE WILL BE ENOUGH AND THEIR NAME. COLLECT PAPERS. READ OUT LOUD EACH SENTENCE LEAVING THE NAMES OUT. THE REST OF THE CLASS SHOULD PLAY DETECTIVES AND TRY TO GUESS WHO DID WHAT YESTERDAY. CHECK THE ANSWERS, WHOEVER GUESSED MORE IS THE WINNER.

MAIN BODY (30 MINUTES)

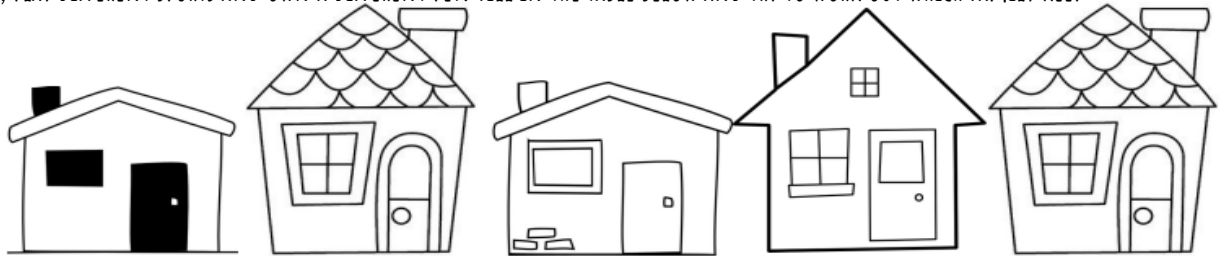
- "HOUSES RIDDLE". CAN BE SOLVED IN PAIRS/ SMALL GROUPS OR ALL TOGETHER. DO NOT ALLOW STUDENTS TO ACCESS THE INTERNET AT THIS POINT AS THIS IS A VERY FAMOUS RIDDLE INVENTED BY ALBERT EINSTEIN, THE ANSWERS CAN BE FOUND EASILY. DO NOT MENTION IT. YOU MAY CHALLENGE YOUR STUDENTS BY SAYING THAT QUITE A SMALL NUMBER OF PEOPLE COULD SOLVE THIS RIDDLE IN LESS THAN 15 MINUTES. ANSWERS CAN BE FOUND ON PAGE 33.
- "10 QUESTIONS". SHOW STUDENTS [THIS PICTURE](#). IF THEY RECOGNISED ALBER EINSTEIN, ASK WHAT HE IS FAMOUS FOR, WHO HE WAS AND WHAT HE DID. ALSO YOU MAY ASK THEM TO RESEARCH SOME INTERESTING FACT(S) ABOUT HIM. HOWEVER, THEY ARE MOST LIKELY NOT TO KNOW WHO HE WAS, THUS YOU CAN PLAY 10 QUESTIONS WHERE YOUR STUDENTS CAN ASK YOU ANY YES/ NO QUESTIONS TO FIND OUT WHAT HE DID OR WHO HE WAS. REVEAL THE NAME AT THE END AND LET STUDENTS RESEARCH ABOUT HIM.
- "RIDDLE TIME". ASK STUDENTS TO GET THEIR DEVICES READY AND PLAY [KAHOOT!](#). THERE IS A LOT OF WORD PLAY IN THOSE QUESTIONS. YOU MAY ASK YOUR STUDENTS TO TRANSLATE THE QUESTIONS BEFORE/AFTER THEY HAVE ANSWERED THE QUESTION.

POST-COMMUNICATIVE ACTIVITIES(5 MINUTES)

- WRITE ON THE BOARD MISTAKES YOU HAVE HEARD DURING THE SESSION. DISCUSS TOGETHER HOW THEY CAN BE IMPROVED.
- ASK STUDENTS WHAT THEIR FAVORITE PART OF THE SESSION WAS AND WHY.
- TELL THEM WHAT YOU LIKED ABOUT THE SESSION THE MOST AND WHY.

SESSION 10. RIDDLES. HOUSES RIDDLE.

THERE ARE FIVE HOUSES. EACH HOUSE IS A DIFFERENT COLOUR. EACH HOUSE HAS A FAMILY FROM A DIFFERENT COUNTRY. EACH FAMILY DRINK DIFFERENT DRINK, PLAY DIFFERENT SPORTS AND OWN A DIFFERENT PET. FILL IN THE TABLE BELOW AND TRY TO WORK OUT WHICH FAMILY KEEP FISH AS A PET!



	HOUSE 1	HOUSE 2	HOUSE 3	HOUSE 4	HOUSE 5
COLOUR					
NATIONALITY					
DRINK					
SPORT					
PET					

FILL IN THE TABLE AND FIND OUT WHICH HOUSE KEEPS FISH AS PETS!

CLUES:

- THE PERSON WHO DRINKS MILK ONLY HAS ONE NEIGHBOUR.
- THE AMERICAN MAN LIVES IN A YELLOW HOUSE.
- THE BIRDS LIVE NEXT TO THE BLUE HOUSE.
- THE CHINESE FAMILY KEEP DOGS AS PETS.
- THE BRITISH FAMILY LIVES IN THE FIRST HOUSE.
- THE PERSON WHO GOES TO THE GYM LIVES NEXT DOOR TO THE HOUSE WITH DOGS.
- THE FRENCH FAMILY GOES RUNNING.
- THE CAT LIVES AT THE END OF THE ROAD.
- THE BRITISH FAMILY LIVES NEXT TO THE BLUE HOUSE.
- THE PERSON IN THE RED HOUSE DRINKS TEA.
- THE FAMILY THAT LIKES SWIMMING HAS A CAT.
- THE CANADIAN WOMAN DRINKS JUICE.
- THE RED HOUSE IS ON THE LEFT OF THE ORANGE HOUSE.
- THE AMERICAN MAN DOESN'T LIKE BIRDS.
- THE FAMILY IN THE WHITE HOUSE GOES TO THE GYM.
- THE PERSON LIVING IN THE MIDDLE HOUSE DRINKS COFFEE.
- THE PERSON WHO HAS HORSES LIVES NEXT DOOR TO THE FAMILY WHICH GOES RUNNING.
- THE FAMILY WHICH LIKES WALKING DRINKS WATER.
- THE FAMILY WHICH PLAYS FOOTBALL HAS A NEIGHBOR WHO DRINKS TEA.

SESSION 10. RIDDLES. HOUSES RIDDLE. SOLUTION.

SOLUTION:

	HOUSE 1	HOUSE 2	HOUSE 3	HOUSE 4	HOUSE 5
COLOUR	WHITE	BLUE	YELLOW	RED	ORANGE
NATIONALITY	BRITISH	CHENESE	AMERICAN	FRENCH	CANADIAN
DRINK	MILK	WATER	COFFEE	TEA	JUICE
SPORT	GYM	WALKING	FOOTBALL	RUNNING	SWIMMING
PET	BIRDS	DOGS	HORSES	FISH	CAT

REFERENCES

TITLE PAGE & PROGRAMME SYMBOLS

PICTURE. AVAILABLE AT: [HTTPS://ANNA-EDU.COM/CONVERSATION-CLUB/INDEX.HTML](https://anna-edu.com/conversation-club/index.html) ACCESSED ON APRIL 2022

PAIR WORK PICTURE. AVAILABLE AT: [HTTPS://WWW.QUORA.COM/WHAT-IS-THE-DIFFERENCE-BETWEEN-THE-WORDS-PAIR-PARE-AND-PEAR](https://www.quora.com/What-is-the-difference-between-the-words-pair-pare-and-pear) ACCESSED ON APRIL 2022

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INDIVIDUAL WORK PICTURE. AVAILABLE AT:

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INTRODUCTION & GETTING TO KNOW EACH OTHER

PICTURE 1. AVAILABLE AT: [HTTPS://LIDENZ.RU/SPEAKING-CLUB-TO-LEARN-RUSSIAN/](https://lidenz.ru/speaking-club-to-learn-russian/) ACCESSED ON APRIL 2022

QR CODE GENERATOR. AVAILABLE AT:

[HTTPS://ME-QR.COM/?BANNERID=3651624108&GCLID=CjwKCAjw9lSSBhB5EiWAKTF0N2pFGNUM-E0xPX8Q7IS6YRIaZMD-QIVUZAzSTMUVF5HOXQCEKFA1H0CT90QAVD_BwE](https://me-qr.com/?bannerid=3651624108&gclid=CjwKCAjw9lSSBhB5EiWAKTF0N2pFGNUM-E0xPX8Q7IS6YRIaZMD-QIVUZAzSTMUVF5HOXQCEKFA1H0CT90QAVD_BwE) ACCESSED ON APRIL 2022

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CHRISTMAS

PICTURE 3. AVAILABLE AT: [HTTPS://WWW.PINTEREST.DE/PIN/201465783319198739/](https://www.pinterest.de/pin/201465783319198739/) ACCESSED ON APRIL 2022

A ROUND OF CHRISTMAS, TRUE OR FALSE? ADAPTED FROM: [HTTPS://WWW.ZOO.COM/QUIZ/LETS-PLAY-A-CHRISTMAS-TRUE-FALSE](https://www.zoo.com/quiz/lets-play-a-christmas-true-false) ACCESSED ON APRIL 2022

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"LET IT SNOW" SONG WITH LYRICS. AVAILABLE AT: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=7HHOTpsNnNA](https://www.youtube.com/watch?v=7HHOTpsNnNA) ACCESSED ON APRIL 2022

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PICTURE 4. AVAILABLE AT: [HTTPS://WWW.ENGLISH-EEL.COM/METHODOLOGY/FOUR-CORE-SKILLS-ENGLISH-LANGUAGE-LEARNING/](https://www.english-eel.com/methodology/four-core-skills-english-language-learning/) ACCESSED ON APRIL 2022

HANDOUTS FOR GROUP DISCUSSION. AVAILABLE AT: [HTTP://BLOG.AC-VERSAILLES.FR/YOUCANDOIT/PUBLIC/DEBATE.PDF](http://blog.ac-versailles.fr/youcandoit/public/debate.pdf) ACCESSED ON APRIL 2022

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CURRENT PROBLEMS & SOLUTIONS. EXTRA INCOME

PICTURE 5. AVAILABLE AT: [HTTPS://NOVORESUME.COM/CAREER-BLOG/JOBS-FOR-TEENS](https://NOVORESUME.COM/CAREER-BLOG/JOBS-FOR-TEENS) ACCESSED ON APRIL 2022

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TALKING ABOUT MONEY & FUTURE CAREER

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FULL ARTICLE: SPENDING BEHAVIOUR: "WHY WOMEN ENJOY SHOPPING BUT MOST MEN DON'T" IS AVAILABLE AT:

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TEENS VS ADULTS

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WINTER OLYMPICS & PLANNING A TRIP TO CHINA

PICTURE 8. AVAILABLE AT: [HTTPS://DRIBBBLE.COM/SHOTS/11936937-TRAVEL-CONCEPT-OF-VACATION-PLANNING-TRIP-BUSINESS-TRIP](https://DRIBBBLE.COM/SHOTS/11936937-TRAVEL-CONCEPT-OF-VACATION-PLANNING-TRIP-BUSINESS-TRIP) ACCESSED ON APRIL 2022

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ACCENTS

PICTURE 9. AVAILABLE AT: [HTTPS://LEARNTEALK.ORG/EN/BLOG/DIFFERENT-ENGLISH-ACCENTS-FROM-AROUND-THE-WORLD](https://LEARNTEALK.ORG/EN/BLOG/DIFFERENT-ENGLISH-ACCENTS-FROM-AROUND-THE-WORLD) ACCESSED ON APRIL 2022

"TONGUE TWISTERS". AVAILABLE AT: [HTTPS://WWW.BAAMBOOZLE.COM/GAME/918261](https://WWW.BAAMBOOZLE.COM/GAME/918261) ACCESSED ON FEBRUARY 2022

INTERACTIVE MAP. AVAILABLE AT: [HTTPS://WORLDPOPULATIONREVIEW.COM/COUNTRY-RANKINGS/ENGLISH-SPEAKING-COUNTRIES](https://worldpopulationreview.com/country-rankings/english-speaking-countries) ACCESSED ON FEBRUARY 2022

"GUESS THE ENGLISH ACCENT". AVAILABLE AT: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=QKk1sVru9vc](https://www.youtube.com/watch?v=QKk1sVru9vc) ACCESSED ON FEBRUARY 2022

RIDDLES

PICTURE 10. AVAILABLE AT: [HTTPS://WWW.PINTEREST.DE/PIN/822329213187459874/](https://www.pinterest.de/pin/822329213187459874/) ACCESSED ON APRIL 2022

"GUESS WHO?". ADAPTED FROM: [HTTPS://PREPLY.COM/EN/BLOG/TUT-RES-WARM-UP-ACTIVITIES-FOR-ONLINE-CLASSES/](https://preply.com/en/blog/tut-res-warm-up-activities-for-online-classes/) ACCESSED ON FEBRUARY 2022

"HOUSES RIDDLE". ADAPTED FROM: [HTTPS://WWW.TEFLLEMON.COM/EINSTEINS-RIDDLE](https://www.tefllemon.com/einsteins-riddle) ACCESSED ON FEBRUARY 2022

ALBERT EINSTEIN PICTURE. AVAILABLE AT:

[HTTPS://IMAGES.SQUARESPACE-CDN.COM/CONTENT/V1/5B41E4C4A9E02869D4A2E96E/1556176239009-SA3011MTFRFU1XZ5E1C/EINSTEIN+PAGE.TPG?FOR_MAT-1000w](https://images.squarespace-cdn.com/content/v1/5b41e4c4a9e02869d4a2e96e/1556176239009-SA3011MTFRFU1XZ5E1C/EINSTEIN+PAGE.TPG?FOR_MAT-1000w) ACCESSED ON FEBRUARY 2022

"RIDDLE TIME". AVAILABLE AT: [HTTPS://CREATE.KAHOOT.IT/DETAILS/758E9C36-EE12-4281-BCC7-EEAADAD419E0](https://create.kahoot.it/details/758e9c36-ee12-4281-bcc7-eeaadad419e0) CREATED IN MAY 2021

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