

Practising English through out-of-class language learning activities (OCLLA): EFL preparatory year students perspectives

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Abstract - The current study investigated the insights and perceptions of the EFL preparatory year students at Al-Baha University in Saudi Arabia concerning improving their English language proficiency, namely, vocabulary and grammar learning, speaking skills, listening skills, reading skills, and writing skills through out-of-class language learning activities. The instruments of the study were pre/post-English language proficiency skills test (ELPT) and the student's weekly reflective journals (SWRJ). The study participants were 100 male students aged 18 to 20 years old. The application of the study program, Five Phases Out-of-Class Language Learning Program (FPOCLLP) lasted for three months. Paired samples t-test and the effect size were employed to collect data for the quantitative analysis. Moreover, the student's weekly reflective journals were employed to get qualitative interpretations. The findings of the study indicated that the participants' English language proficiency skills were enhanced as a result of the study program application. Finally, the study identified some recommendations and suggestions based on its results for further future research.

Keywords: macro skills, OCLLA, proficiency skills

1. Introduction

Research in second language acquisition (SLA) clarified that practising English outside classroom lectures is an essential part of the language learning process. As evidence sustaining this claim, Hyland (2004) argues that learning and acquiring L2 (EFL/ESL) can take place anywhere and anytime and not just within L2 classes. In an attempt to prove this claim as well, the current research paper tries to investigate the insights and perceptions of the preparatory year students at Al-Baha University in Saudi Arabia concerning the importance of a suggested program of using out-of-classroom language learning activities to improve their English language macro skills (listening, speaking, reading, writing), grammar, and vocabulary learning.

To identify the concept of out-of-class English language learning activities (OCELLA), it could be defined as students' activities in listening, speaking, reading, writing, vocabulary, and grammar learning to improve their English outside the classroom. As stated by Benson (2001) that "Any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning" goes under the term out-of-class learning activities. This is especially in this technology era, in which everything is within our reach, learners have many chances to support their learning process outside the class. In the same vein, Orhon (2018) clarified that the process of language teaching and learning is continuously changing because of the emerging educational, technological and social trends or innovations all around the world, therefore there is no commonly truthful approach to learn a language for everybody and thus, the L2 learners must carry on their learning beyond the classroom context.

Additionally, as indicated by several researchers (e.g. Benson, 2001; Hyland, 2004; Lai & Gu, 2011) out-of-class language learning activities (OCLLA) provide L2 (EFL/ESL) with language authenticity which could be achieved through signs, watching TV programs, videos, and DVDS, listening to music, surfing the internet, reading books, newspapers, and magazines, chatting with natives or non-natives on the internet, etc. The advantages of the OCLLA have been elaborated on in the literature and the previous studies that have been conducted in this area (e.g. Al-wossabi, 2016; Chan, 2016; Coskun, 2016; Espinosa, 2015; Ferdous, 2013; Guo, 2011; Hyland, 2004; Manfred, 2012; Maros & Saad, 2016; Moncrief, 2011; Orhon, 2018; Pearson, 2004; Pérez & Tenorio, 2013; Piirainen-Marsh & Tainio, 2009; Shvidko, 2012; Tonoian, 2014).

These studies demonstrated the importance of OCLLA in teaching and acquiring English as a foreign or second language by concentrating on different and similar themes related to the significance of OCLLA in the field of L2 (EFL/ESL) instruction. For example, the studies of Hyland (2004) and Manfred (2012) investigated the L2 (ESL) learners' beliefs about language learning and out-of-class language-learning activities in Hong Kong. The results of the two studies were similar as well, as they indicated that most of the participants spent substantial time studying and practising English outside the classroom lectures, however much of this time was dedicated to the receptive skills of listening and reading. Among the instruments that were used to collect the studies, data were questionnaires, interviews, and learner diaries.

Furthermore, some studies (e.g. Chan, 2016; Coskun, 2016; Espinosa, 2015; Maros & Saad, 2016; Orhon, 2018; Shvidko, 2012) concentrated on a very essential and closely-related theme to the strategies of out-of-class language learning activities (OCLLA) which is proficiency in the English language. To highlight some of these studies, Shvidko's study (2012) results demonstrated that the study participants acknowledged the helpfulness of creating an English-only environment at the English Language Center in improving their English speaking. In the meantime, Chan (2016) conducted a study to investigate how students can use popular culture and out-of-class learning to contribute to their language learning. The findings proved that OCLLA and English language proficiency were interrelated. Additionally, Maros and Saad (2016) conducted a study with 250 international students in Malaysia to explore their strategies outside the classroom lectures to keep their continuous language learning process. They concluded that the participants spent most of their time watching English TV programs or movies and made use of technology-related tools as well to enhance their proficiency in English.

In addition, in her study, Orhon (2018) sought to indicate the language activities practised by the EFL learners outside the classroom context so as to boost their language learning process and enhance their attitude towards out-of-class language learning activities. The study participants included 109 students who had different English proficiency levels and who were studying at the School of Foreign Languages, Pamukkale University. A questionnaire was employed to collect the necessary data. The findings proved that the participants were mostly involved in listening and watching activities to enhance their English language proficiency.

After this review of the studies and the literature related to the concept of out-of-class language learning activities (OCLLA) strategy in teaching English as a foreign or second language, certain facts became obvious. First, the majority of the research on OCLLA was conducted in ESL contexts and there is a dearth of the research of OCLLA in EFL contexts in which a research gap needs to be investigated. Second, according to this review and to the knowledge of the researcher, there is no research conduction using the strategy of OCLLA in the EFL Saudi contexts to enhance the learners' English language proficiency or competency. Third, the results of the previous studies declared that in L2 (EFL/ESL) contexts where English is not spoken out of the classroom, it is advisable for the instructors to provide the learners with diverse opportunities to practice their English language skills out of the classroom lectures. Forth, the methodology and the instruments used in the previous studies are helpful in designing the current research methodology and instruments. All this was a rationale and motive that urged the researcher to conduct the present study.

Study Problem

The EFL preparatory year students at the University of Al-Baha in Saudi Arabia always complain that they lack access to authentic English environments outside the classrooms as they are immersed in a first-language environment (Arabic language) with very inadequate exposure to English which results in problems in their English language proficiency. The current study is an attempt to sort out this problem through its proposed program.

The current study examines the perceptions and insights of the EFL preparatory year students at Al-Baha University in Saudi Arabia concerning the impact of applying for the proposed out-of-class language learning activities program on enhancing their English language proficiency (i.e. Grammar and vocabulary learning, speaking skills, listening skills, reading skills, and writing skills).

Questions of the Study

According to the problem and purpose of the present study and the related literature, the following main research question was formulated: What is the impact of applying for the proposed out-of-class language learning activities program on enhancing the participants' English language proficiency?

The following sub-questions emanated from the main question:

- (1) What is the impact of applying for the proposed out-of-class language learning activities program on growing the participants' English vocabulary and grammatical learning?
- (2) What is the impact of applying for the proposed out-of-class language learning activities program on enhancing the participants' English speaking skills?
- (3) What is the impact of applying for the proposed out-of-class language learning activities program on improving the participants' English listening skills?
- (4) What is the impact of applying for the proposed out-of-class language learning activities program on developing the participants' English reading skills?
- (5) What is the impact of applying for the proposed out-of-class language learning activities program on developing the participants' English writing skills?

Hypotheses of the Study

To deal with these research questions, the study tested six research hypotheses concerning the impact of the proposed out-of-class language learning activities program on enhancing the participants' English language proficiency:

H1: There is a statistically significant difference between the mean scores of the pre- and post-application of the English language proficiency test of the experimental group in favour of the post-test.

H2: There is a statistically significant difference between the mean scores of the pre- and post-application of the English language proficiency test of the experimental group concerning the vocabulary and grammar section in favour of the post-test.

H3: There is a statistically significant difference between the mean scores of the pre- and post-application of the English language proficiency test of the experimental group regarding the speaking section in favour of the post-test.

H4: There is a statistically significant difference between the mean scores of the pre- and post-application of the English language proficiency test of the experimental group concerning the listening section in favour of the post-test.

H5: There is a statistically significant difference between the mean scores of the pre- and post-application of the English language proficiency test of the experimental group regarding the reading section in favour of the post-test.

H6: There is a statistically significant difference between the mean scores of the pre- and post-application of the English language proficiency test of the experimental group concerning the writing section in favour of the post-test.

Significance of the Study

Out-of-classroom language learning activities (OCLLA) provide several opportunities for the L2 (EFL/ESL) learners. OCLLA creates a more engaging and relevant context by taking language learning beyond the classroom. OCLLA is essential for English language learners in non-English speaking countries like Saudi Arabia because it creates an authentic English environment for them as used in the native speakers' daily lives. Thus, it is very essential to enhance L2 (EFL/ESL) English language proficiency. Furthermore, this process makes the language learners motivated and autonomous which in turn makes the process of learning the English language easier for them. Finally, this process of learning the English language meets the needs of all kinds of English language learners.

Delimitations of the Study

The following delimitations were included in the present study:

- (1) The participants of this study were the EFL Preparatory Year students of the College of Engineering at Al-Baha University in Saudi Arabia, aged 21 to 23 years old;
- (2) The study was conducted in the first semester of the academic year 2019/2020;
- (3) The study was restricted to the instruments used to collect its data; and
- (4) The proposed out-of-class language learning activities program (OCLLAP) impact on the participants' English language proficiency skills.

2. Method

2.1 Participants of the Study

The study participants included 100 EFL undergraduate male students from the Preparatory Year students of the College of Engineering in Al-Baha University in Saudi Arabia. The participants were selected based on the strategy of convenience or opportunity sampling to be the participants of the study. This gives an interpretation for the small number of study participants.

3.2 Study Design

One experimental group of 100 male students was formed. The study adopted a mixed approach to quantitative and qualitative data collection methods. The quantitative data was gathered through the application of the pre-post English language proficiency test using the Paired Samples T-Test and the Effect Size to statistically analyze the collected data. The qualitative data was collected by interpreting the data from the students' weekly reflective journals. The proposed out-of-class language learning activities program (OCLLAP) was applied on the participants for three months in the first semester of the academic year 2019/2020. Figure (1) demonstrates the study design.

2.3 Instruments of the Study

The current study included two instruments and the-the Proposed Out-of-Class Language Learning Activities Program (OCLLAP). These instruments and the study proposed program were designed by the researcher and validated by the related field jurors to be applied in the current research:

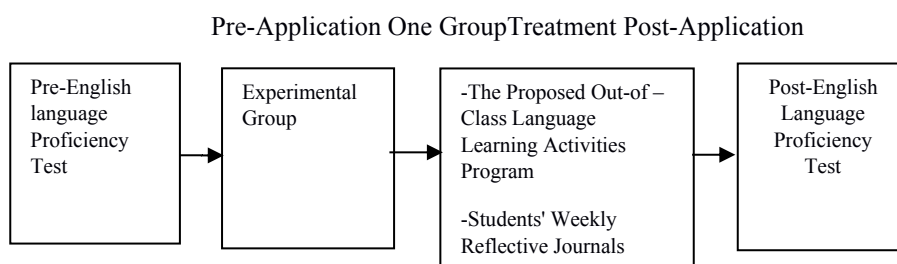


Figure 1 The Study Experimental Design

2.3.1 Pre-Post English Language Proficiency Test (ELPT)

The purpose of the current study pre-post English language proficiency test (ELPT) is to obtain information regarding the students' proficiency in the four macro skills of listening, speaking, reading, and writing in addition to vocabulary and grammar learning. This test was applied to the participants before and after the application of the study program. It consisted of five sections: Vocabulary and grammar, speaking, listening, reading, and writing. Each section was designed to measure one of the English language macro skills in addition to vocabulary and grammar skills. Many resources were used in designing this ELPT (e.g. Al-wossabi, 2016; Miley & Farmer, 2017; Stevens, et al., 2001; Wille, 2006). For marking the writing and speaking sections, two scoring rubrics were employed: One for the speaking correction and another one for the writing correction.

2.3.2 Student's Weekly Reflective Journals (SWRJ)

During the application of the study program, the participants were asked to write weekly reflective journals (see Appendix 1) to reflect their experience in practising their English language outside their classroom lectures and how much benefit they got from those language practices to improve their English language proficiency. The participants shared their experiences with others as a kind of giving them autonomy in their English language learning. As those practices allowed them to reflect on what they did or did not do well for a given activity, for instance, this helped them to realize their own strengths and weaknesses, which can motivate them to take on challenges without directives and instructions from the lecturer.

During the program application, the participants got used to meet once a week, every Thursday at one of the University computer labs because they have no scheduled lectures on that day. They were asked to write blog postings to share their experiences with each other about practising their English out of the classroom according to the Five Phases Out-of-Class Language Learning Program. They were also asked to read and comment on their partners' blog postings. The researcher's turn was to assist them with technical issues, grammar mistakes, spelling, and word choices.

2.3.3 Five Phases Out-of-Class Language Learning Program (FPOCLLP)

The main objective of this program was to raise the participants' confidence and motivation to use English outside the classroom to enhance their five EFL skills of listening, speaking, reading, writing, and growing their English language vocabulary and grammar learning (see Appendix 2). The program was elective and the participants volunteered to be applied to them. The application of the program lasted

for three months in the first semester of the academic year 2019/2020 as the participants met at one of the University computer labs once a week to reflect on the program phases and to get instructions from the researcher to move on from one phase to another. The program included five phases (i.e. Improving your English listening skills; Enhancing Speaking or Conversational English Skills; Improving and Growing Your English Vocabulary; Improving Writing Skills; Developing Reading Skills) with a scheduled time plan and learning tips to allow students master the sub-skills of each phase. The program was designed by the researcher and validated by the jurors in the field whereas their suggestions and recommendations were considered. Several resources were employed to design this program (e.g. Al-wossabi, 2016; Ferdous, 2013; Gaines, 2014; Guo, 2011; Shvidko, 2012; Tonoian, 2014).

2.4 Validity and Reliability

The current study instruments were validated by 4 EFL tutors at the University of Al-Baha in Saudi Arabia whereas the researcher works and 4 EFL tutors at the University of Monsura in Egypt. Among them were two associate professors, three assistant professors and three full professors. Their recommendations and suggestions concerning the English Language Proficiency Test (ELPT) and the Five Phases Out-of-Class Language Learning Program (FPOCLLP) were considered. As for the reliability of the instruments, the internal consistency of the coefficient reliability of the ELPT was found to be (.757) which is very high.

Before conducting the study program on the study participants, a pilot study was conducted on 10 students rather than the study participants in order to:

- (1) Check the appropriate time allocated for each instrument;
- (2) Make sure the words and phrases of the ELPT and the FPOCLLP were clear for the participants;
- (3) Check the students' ability to write their reflections on their out-of-class learning activities through SWRJ;
- (4) Make sure of the internal consistency of the coefficient reliability of the ELPT which was found to be (.757).
- (3) Be aware of the procedures that would be followed when using each instrument.

2.5 The procedures of the study

The procedures of the current research paper went through certain steps. First, the literature related to learning English through out-of-class learning activities was reviewed. Second, the study instruments were developed and designed by the researcher based on the literature review and the work experience of the researcher (Assistant Professor of Applied linguistics-ELT at the University of Al-Baha in Saudi Arabia). Third, the instruments of the study and its program were validated and their reliability was calculated. Fourth, a pilot study was conducted on 10 participants rather than the study participants to make sure of the appropriateness of the study instruments and its program. Fifth, there were three training sessions for the participants on the study program application and how to write their SWRJ to reflect on their language learning experience at one of the University computer labs. The participants met at this computer lab once a week according to their availability based on their study schedule to discuss and reflect what they have worked on it in this week. Sixth, the Pre-Post English Language Proficiency Test (ELPT) was applied on the participants at the beginning of the intervention and at the end to measure the

participants' English language proficiency. The study was conducted in the first semester of the academic year 2019/2020. The data from the English language proficiency test and the student weekly reflective journals were collected and analyzed quantitatively and qualitatively.

3. Results and Discussion

In order to answer the study questions and verify its hypotheses, the Paired Samples T-test and the Effect Size were employed in analyzing the data collected from the Pre-Post English language Proficiency Test (ELPT) to measure the impact of the study program, Five Phases Out-of-Class Language Learning Program (FPOCLLP), on the participants' English language proficiency (i.e. grammar and vocabulary learning, speaking skills, listening skills, reading skills, and Writing Skills). In order to give more validity and reliability in the results of this study, the student's weekly reflective journals (SWRJ) were interpreted qualitatively.

3.1 To Answer the Main Study Question and Test the First Hypothesis

The paired-samples t-test and the effect size were calculated for the total score of the English language proficiency test five sections for each participant. Table 1 displays the results of the paired samples t-test.

Table 1 English Language Proficiency Paired Samples T-Test

Pair	English Language Proficiency Pretest Score - English Language Proficiency Post-test Score	Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
					Lower	Upper				
1	-25.110	6.485	.649	-26.397	-23.823	-38.719	99	.000		

Findings from Table 1 illustrates that $t(99) = (-38.719)$, $p(.000) \leq .05$. This is an indication that there are statistically significant differences between the pre-test and the post-test of the English language proficiency test (ELPT) in favour of the post-test. In other terms, the study program application improved the participants' English language proficiency skills (i.e. grammar and vocabulary learning; speaking skills; listening skills; reading skills; writing skills). For more evidence, the effect size was measured for the two tests as indicated in Table 2.

Table 2 Effect Size of the Study Program for the English Language Proficiency Pre-Post Test

Dependent Variable: English Language Proficiency Post-test Score						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	9019.265 ^a	39	231.263	6.133	.000	.799
Intercept	382520.842	1	382520.842	10144.760	.000	.994
Pretest	9019.265	39	231.263	6.133	.000	.799
Error	2262.375	60	37.706			

Total	543306.000	100
Corrected Total	11281.640	99

a. R Squared = .799 (Adjusted R Squared = .669)

Results from Table 2 declare that $F=(39,60) = 6.133=$, $P=.000$, and the Partial Eta Squared " η^2 " is (.799) which is a very large effect size for the study program on improving the participants' English language proficiency skills. Thus, the main study question was answered and the first hypothesis was accepted. Moreover, the paired samples t-test and the effect size were conducted for the five sections of the English language proficiency test separately to answer the sub-questions of the study and the hypotheses related to them.

3.2 To Answer the First Study Question and Test the Second Hypothesis

To indicate if applying for the proposed out-of-class language learning activities program, FPOCLLP, improved the participants' English language grammar and vocabulary learning, the paired samples t-test was used to determine any significant differences between the pretest and the post-test scores of Grammar and Vocabulary Section. The findings are illustrated in Table 3.

Table 3 Vocabulary & Grammar Paired Samples T-Test

Pair	Grammar & Vocabulary Pretest Score	Grammar & Vocabulary Post-test Score	Paired Differences				Sig. (2-tailed)
			Mean	Std. Deviation	95% Confidence Interval of the Difference	T	
1	--	4.320	1.669	.167	-4.651 -	3.989	.99.000
						25.884	

The results from the above table indicated that $t(99) = (-25.884)$, $p(.000) \leq .05$. This means that the statistically significant difference between the pre-test and the post-test is in favour of the post-test. In other terms, the FPOCLLP improved the participants' vocabulary and grammar learning. For more confirmation, the researcher calculated the effect size of the study program on enhancing the participants' vocabulary and grammar learning through calculating the values of Eta square " η^2 " as indicated in Table 4.

Table 4 Effect Size of the Study Program for the Vocabulary & Grammar Section
 Dependent Variable: Grammar & Vocabulary Post-test Score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	327.541 ^a	11	29.776	13.775	.000	.633
Intercept	13698.832	1	13698.832	6337.414	.000	.986
Pretest	327.541	11	29.776	13.775	.000	.633
Error	190.219	88	2.162			
Total	22068.000	100				
Corrected Total	517.760	99				

a. R Squared = .633 (Adjusted R Squared = .587)

As it is obvious in the Table 5 that $F=(11,88) = 13.775$, $P=.000$ and the Partial Eta Squared " η^2 " is (.633) which is a large effect for the effectiveness of the study program on improving the participants' vocabulary and grammar learning. All this data answered the first question of the study and verified the second study hypothesis.

3.3 To Answer the Second Study Question and Test the Third Hypothesis

To determine if the study program (FPOCLLP) enhanced the participants' English language speaking skills or not, the paired samples t-test and the effect size was calculated for the participants' pre-test and post-test concerning the speaking section. Table 5 displays the results of the paired samples t-test.

Table 5 Speaking Skills Paired Samples T-Test
Paired Differences

Pair	Speaking Skills	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
					Lower	Upper		
1	Score - Speaking Skills	5.530	1.630	.163	-5.853	-5.207	-33.934	.99.000
	Pretest- Post-test Score							

Results from the Table 5 demonstrates that $t(99) = (-33.934)$, $p(.000) \leq .05$. This proves that there is a statistical significant difference between the speaking skills pre-test and the speaking skills post-test. This statistical significant difference goes in the favour of the post-test. This means that the application of the study program improved the participants' speaking skills. For more affirmation on this finding, the effect size was calculated for the two tests as indicated in the Table 6.

Table 6 Effect Size of the Study Program for the Speaking Skills Section

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	569.379 ^a	13	43.798	20.337	.000	.755
Intercept	12721.680	1	12721.680	5907.115	.000	.986
Pretest	569.379	13	43.798	20.337	.000	.755
Error	185.211	86	2.154			
Total	24133.000	100				
Corrected Total	754.590	99				

a. R Squared = .755 (Adjusted R Squared = .717)

From table (6) the effect size results indicate that $F(13,86) = 20.337$, $P=.000$, whereas the Partial Eta Squared " η^2 " is (.755) which is a very large effect size. Thus, the second study question was answered and the third hypothesis was accepted.

3.4 To Answer the Third Study Question and Test the Fourth Hypothesis

The paired samples t-test and the effect size results of the pre-test and post-test related to the listening skills section of the participants answered this question and verified this hypothesis. Table 7 demonstrated the findings of the paired samples t-test.

Table 7 Listening Skills Paired Samples T-Test

	Paired Differences	Std. Mean	Std. Error	95% Confidence Interval of the Difference		T	Sig. (2-tailed)
				Lower	Upper		
Pair 1	Listening Skills Pretest - Listening Skills Post-test Score	5.530	1.527	-5.833	-5.227	-36.209	.000

The findings from the Table 7 displays that $t(99) = (-36.209)$, $p(0.000) \leq 0.05$. This is a clear evidence that there is a statistical significant difference between the pre-test and the post-test of the listening skills section in favour of the post-test. This proved that the study program improved the participants' listening skills. For more evidence, the effect size was conducted for the two tests as indicated in the Table 8.

Table 8 Effect Size of the Study Program for the Listening Skills Section

Dependent Variable: Listening Skills Post-test Score						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1032.563 ^a	13	79.428	37.859	.000	.851
Intercept	17050.479	1	17050.479	8127.079	.000	.990
Pretest	1032.563	13	79.428	37.859	.000	.851
Error	180.427	86	2.098			
Total	23683.000	100				
Corrected Total	1212.990	99				

a. R Squared = .851 (Adjusted R Squared = .829)

Table 8 demonstrates that $F(13,86) = 37.859$, $P = .000$, whereas the Partial Eta Squared " η^2 " is (.851) which is a very large effect size of the program of the study on enhancing the participants' listening skills. Consequently, the third question was answered and the fourth hypothesis was tested and accepted.

3.5 To Answer the Fourth Study Question and Test the Fifth Hypothesis

Conducting the paired samples t-test and calculating the effect size of the reading skills section of the pre-test and the post-test of the study English language proficiency test were employed to answer the fourth question and test the fifth hypothesis. Table 9 indicates the results of the paired samples t-test.

Table 9 Reading Skills Paired Samples T-Test

	Paired Differences	Std. Mean	Std. Error	95% Confidence Interval of the Difference		T	Sig. (2-tailed)
				Lower	Upper		
Pair 1	Reading Skills Pretest Score - Reading Skills Post-test Score	5.010	1.514	-5.310	-4.710	33.087	.000

Table 9 shows that $t(99) = (-33.087)$, $p(.000) \leq .05$. This indicates that there is a statistical significant difference between the pre-test and the post-test of the English language proficiency test of the section related to the reading skills in favor of the post-test. Moreover, the effect size of the two tests was calculated to prove this as indicated in the Table 10.

Table 10 Effect Size of the Study Program for the Reading Skills Section

Dependent Variable: Reading Skills Post-test Score					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig. Partial Eta Squared
Corrected Model	943.005 ^a	13	72.539	35.288	.000
Intercept	14124.790	1	14124.790	6871.250	.000
Pretest	943.005	13	72.539	35.288	.000
Error	176.785	86	2.056		
Total	22465.000	100			
Corrected Total	1119.790	99			

a. R Squared = .842 (Adjusted R Squared = .818)

It is clear from the Table 10 that $F(13,86) = 35.288$, $P = .000$, whereas the Partial Eta Squared is " η^2 " (.842) which is a very large effect for the study program on enhancing the participants' reading skills. Hence, the fourth question was answered and the fifth hypothesis was verified.

3.6 To Answer the Fifth Study Question and Test the Sixth Hypothesis

The paired samples t-test and the effect size of the pre-test and the post-test of the English language proficiency test related to the writing section were calculated to answer the fifth question and test the sixth hypothesis. Table 11 demonstrates the results of the paired samples t-test.

Table 11 Reading Skills Paired Samples T-Test

	Mean	Std. Deviation	Paired Differences			t	Df	Sig. (2-tailed)
			95% Confidence Interval of the Difference					
			Lower	Upper				
Pair 1 - Writing Skills Pretest Score	-	1.313	.131	-5.111	-4.589	-	99	.000
1 - Writing Skills Post-test Score	4.850							36.930

It is obvious from the Table 11 that $t(99) = (-36.930)$, $p(.000) \leq .05$. This means that there is a statistical significance between the pre-test and the post-test of the English language proficiency test in favour of the post-test concerning the writing section in the test. For more confirmation on this result, the effect size between the two tests was estimated as indicated in the Table 12.

Table 12 Effect Size of the Study Program for the Reading Skills Section

Dependent Variable: Writing Skills Post-test Score					
Source	Type III Sum of Squares	Df	Mean Square	F	Sig. Partial Eta Squared
Corrected Model	987.032 ^a	13	75.926	41.962	.000

Intercept	11961.923	1	11961.923	6610.995.000.987
Pretest	987.032	13	75.926	41.962 .000.864
Error	155.608	86	1.809	
Total	19530.000	100		
Corrected Total	1142.640	99		

a. R Squared = .864 (Adjusted R Squared = .843)

Findings from Table 12 $F(13,86) = 41.962$, $P=.000$, and the Partial Eta Squared " η^2 " are (.864) which is a very large effect size for the study program on improving the participants' writing skills. Thus, the fifth question was answered and the sixth hypothesis was accepted.

For more evidence on the enhancement in the participants' English language proficiency skills (i.e. grammar and vocabulary learning, speaking skills, listening skills, reading skills, and writing skills) as a result of the application of the study program (FPOCLLP), the qualitative interpretations based on the participants' student's weekly reflective journals (SWRJ) sustained and supported the statistical results.

The participants were asked to write SWRJ to reflect on the relation between the out-of-class language learning activities they carried out per week and the various language areas i.e. the five proficiency skills of the English language (vocabulary and grammar learning, speaking skills, listening skills, reading skills, and writing skills). The participants were also asked to write each SWRJ in about 150 words – although they could write more if they wished so. Moreover, they were asked to submit it in hand as a hard copy or by email. There were common themes among the reflections of the participants' SWRJ.

Firstly, most of the participants agreed that their participation in the study program (FPOCLLP) helped them to acquire new English vocabulary and get familiar with new grammatical structures. This happened through reading a series of short stories e.g. *The Small Finger*, *The Ugly Duckling*, and *Hansel and Gretel*). Furthermore, they stated that they try to use the newly acquired words and grammatical rules during their communication in English with their partners at the College and in writing comments in English on social media posts. Moreover, to absorb the new words completely, they focused on the meaning, pronunciation, and example sentences for those words that make sense for them. For example, one of the participants stated that "I always use a talking dictionary app on my digital Smartphone to help me find the meaning, pronunciation and example sentences for the new vocabulary".

Secondly, most of the participants stated that speaking English and being fluent in it was a stumbling block in front of them as the majority of them were shy in speaking English. However, after the study program allowed them to practice English outside the classrooms in a non- threatening atmosphere through watching subtitled movies, listening to songs and watching TV programs in English, they got confidence in their English speaking abilities. Furthermore, they reported that listening is a prerequisite for the English language. Therefore, the English language learners should surround themselves with an English environment outside their classroom lectures to get used to the native speakers' accents varieties, intonations, pronunciation, and shortening of words during their speech. For example, one participant stated " For my

knowledge, I know that the only way to develop fluency in speaking is by huge amounts of listening, and then practising. Therefore, I started to surround myself with the English language to immerse myself in English as much as possible".

Thirdly, most of the participants reported that the study program stimulated them to read daily as much as possible like reading newspapers in English, street signs written in English, menus of restaurants written in English, the University prospectus, leaflets, and brochures written in English.....etc. All this assisted the participants to improve their reading skills, read efficiently, and acquire new vocabulary in different fields like sports, food, politics education, health, entertainment....etc. For example, one of the participants stated" This way helped me to acquire several words in different fields like the names of foods, drinks, directions, sports, business.....etc".

Finally, the participants indicated that they got many benefits from the study program in improving their writing skills particularly the technique of reading the writing they enjoy, then making their own reflections on this piece of writing in the form of a paragraph or an essay and after that getting feedback on their writing from their peers or their English tutors. This writing technique is useful for the participants as it helped them to pick up many writing tips such as the writing tone, different styles, and new phrases and expressions. For instance, one of the participants mentioned that "This week I read an article from the Saudi Gazette about women and driving cars in Saudi Arabia. After making my reflections and writing them in the form of an essay, I asked one of my classmates and one of my English language lecturers to give me feedback. Their feedback was valuable as it showed the points of weaknesses and strengths in my writing".

4. Conclusion

The findings of the quantitative and qualitative data of the current study proved that the application of the study program, Five Phases Out-of-Class Language Learning Program (FPOCLLP), had fruitful and productive results in improving the participants' English language proficiency skills: Grammar and vocabulary learning, speaking skills, listening skills, reading skills, and writing skills. These findings went in line with the results of the previous literature related to the impact of using out-of-class language learning activities in enhancing the English language learners' proficiency skills (e.g. Chan, 2016; Maros & Saad, 2016; Orhan, 2018). However, there is a bulk of the research that has been conducted in this area, in the Saudi educational context, there is still a dearth in the research related to out-of-classroom language learning activities and proficiency in the English language. Thus, this study is very important for EFL Saudi learners in Saudi educational contexts. It also gains its significance from the recommendations and suggestions that are based on its results.

To elaborate on these recommendations, first, more studies should be conducted in the Saudi EFL context in the pre-university education concerning the impact of the out-of-class language learning activities (OCLLA) in improving the Saudi High Schools and Middle Schools students' literacy or oral skills. Second, software programs based on OCLLA could be organized by EFL researchers to enhance the EFL learners' English language proficiency skills. Third, The EFL curriculum

planners could merge the OCLLA in the syllabus and measure their efficiency in improving the students' English language proficiency skills. Finally, the research could be conducted to investigate the OCLLA in the EFL syllabus to create a positive attitude and reduce anxiety towards the English language and the culture of its native speakers.

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