

**ENGLISH CLUB AS EXTRACURRICULAR ACTIVITY TO INCREASE ENGLISH HOURS AND SKILLS: AN ARTICLE RESEARCH****<sup>1,\*</sup> Juana Elizabeth Barahona Loor, <sup>2</sup>Marlin Jessenia Chóez Indio, <sup>3</sup>Alex Byron Yagual Cruz and <sup>4</sup>Susana Jessica Olea Acuña**<sup>1</sup>UEF Vicente Rocafuerte, Ecuador – Guayas – Guayaquil<sup>2,3,4</sup>Unidad Educativa Fiscal Vicente Rocafuerte, Ecuador – Guayas – Guayaquil**Received 16<sup>th</sup> July 2025; Accepted 18<sup>th</sup> August 2025; Published online 30<sup>th</sup> September 2025**

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**Abstract**

The purpose of this article is to demonstrate the impact of application English club as extracurricular activity to improve English Skills, and increase hours classes in basic learners. and providing recommendations to continue future implementation. The educative project conducted A1 level of students belonged to coast region in a public high school in Ecuador of eight grade. This club was implemented for ten weeks during second term where seventy-five participants after classes as extracurricular activity were involved in four teams using different educative games to increase English language acquisition. Students measured their progress through of challenges in three competitions realized each three weeks. In this project was applied to mixed instruments to gather data. Post surveys combined with open questions to demonstrate students' perspectives about educative club to obtain quantitative and qualitative results. The grades results of surveys for this study were analyzed using the excel and Google forms program. These results can contribute to future practices and studies to develop English in EFL.

**Keywords:** Extra-curricular activity, English club, Games, Challenges, EFL.

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**INTRODUCTION**

The government of Ecuador established as mandatory to teach English from second grade of basic education to third of baccalaureate in order to develop English levels (Ministerio de Educación, 2014). Since 2016, the Ecuadorian National Curriculum has changed in order to transform traditional practices to integrate classes especially in public elementary and secondary schools with the vision that students could get the ideal proficiency per level at the end of the course based on Common European Framework for Languages (Ministerio de Educación, 2012). However, the lack of printed books or modules and technological tools to facilitated teaching practice are common in public centers. Moreover, English hours classes has been reducing since 2020 with 3 hours per weeks from second grade of basic education to third of baccalaureate, and technical baccalaureate just two hours in third grade. As a results, the level of Ecuadorian English proficiency does not increase. Ecuador has lower level relate to other Latin America countries. It takes #82 ranking among global place, and 19 place in Latin America (EF English Proficiency Index 2024). Based on previous background, the implementation of English club a prototype as extracurricular activity was created like means of solution to increase English hours and level of acquisition in students. This study was situated out in the city of Guayaquil with basic education students. The English level of 85% of the participants was below A1 in English. Only 6 participants got the ideal A1 level according to the course. In the majority cases, some of them do not receive English in elementary schools and methodologies applied were not effective in them. The proposal of this project was to consider English club positive effects to improve English in participants.

Using games, appropriated numbers of participants per teams, pleasant methodology, promote exposure time, and teams' competitions.

**Objectives****General Objective**

To develop English skills through of English class as extracurricular activity

**Specific Objectives**

To apply games in the learning process.

To improve English hours

To integrate actors and beneficiaries in Educative Community Projects

**Project Impact and Effects in Educative Community**

The educative research is shaped by authorities, teachers, students, and representatives. Before, during, and after to conclude this educative project actors have been enrolled in positive lives experiences This project obtained that community members participate actively in the process. First of all, authorities facilitated spaces to promote, professors, and representatives meeting previous to start. Moreover, few area colleagues took role as judges' members during three challenges in this club. Participants enjoyed pleasant activities per weeks, they love the club methodology and techniques used in the process. Participants had to prove their learning after three weeks in challenge. Furthermore, representatives trusted in this project, they felt lucky for this opportunity for their children, enrolled in activities such as provided snacks to mentees, support behavior courses, donated small gifts like

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motivation in courses, they felt happy about children progress in English for this reason made activities like ruffles to donate a smart TV for English lab. Parents want that their sons learn more and more. English club will replay again. Lastly, University State of Guayaquil is situated nearby Vicente Rocafuerte high school. Three pasantees agreed to involve as mentees in this project to increase teaching experience like future English teachers. To conclude, the project provides possite learning experiences in all community members with a life lesson how working together could obtain great results in change education system.

## METHODOLOGY

In second term 2024. Coast region cycle from August 13 to October 17. Seventy-five participants belonged to eight grades A -B-C-D-E-F-G morning section enrolled in this prototype project. During ten weeks each Tuesdays and Thursdays after regular classes at 11:45 to 12:25 they involved in fun activities to engage attention and learn English in natural way promoting positive environments and free exposures practice. Regarding effective and monitor progress challenges were implementing, each 15 days teams had to confront and showed which team is the best. Judge game used rubrics to evaluated competitors in each competition. Learners were divided in 4 teams, each one with 18 members approximately. In the first session, students played Tingo -Tango this game strategy support individual presentation. Second and third sessions they create flags and teams'names to make different to the others. This strategy was useful to practice Communicative skills. In the third week, played Bingo and write quantities to review cardinal numbers, immersed in this way for the first competition. "Genius math "in the fourth weekwith this activity they could practice Listening and Writing skills. In addition, the next challenge was karaoke's thestrategy used in weeks fifth and sixth demonstrated their abilities in Speaking / Listening when sang songs in teams, peer, and individual. Tongue twisters was the last challenge where speed and fluency were developed and provedin them. The preparation took place 4 sessions seventh and eighth. They learned 2 different to increase participants or players that represented each team. The competition was in one session of ninth week., the others 4 sessions played guessing and mimic to learn action verbs and rehearsals for closure ceremony. To collected data,participants took an online survey after finished project in order to know opinions or expectations about English club development.

### Final ranking winners

Ranking	Team Names	Points	Group Number
1 <sup>ST</sup> PLACE	<i>Super Class</i>	350	1
2 <sup>ND</sup> PLACE	<i>The Lion</i>	275	2
3 <sup>RD</sup> PLACE	<i>Super Friends</i>	185	3
3 <sup>rd</sup> PLACE	<i>The Sandford</i>	185	4

### Participants

The prototype was conducted at a public high school situated in an urban area in the center of Guayaquil city. In this project, 75 students participated. There were males (35), and females (40), their ages ranged from 11 to 13 years. All of them belonged to different sectors and neighborhoods of southern, and northern Guayaquil. Their social economic condition was medium due to their families' backgrounds. Their first language was Spanish, their race was mestizo, and half of

participants presented problems with internet access at home, and they had a lower level of English knowledge

### Community Beneficiaries

This educative prototype project has been implemented in Vicente Rocafuerte public high school, that is situated in Urdaneta parish belongto Guayaquil city in Guayas Province. In this research approximately 90 people were directly immersed. Such as, 75 students of eight grade basic education enrolled as participants in this English Club, 3 Guayaquil State University pasantees played role as mentees., five representatives one per team as leader in monitor behavior and support few educative tools. The authorities (Rector, 2 Vice Rectors. 2 Inspectors) 2 English teachers' staff like judges in competitions and a mentor. The beneficiaries belonged to urban areas as Garay, Suburbio, Bastion, New Prosperina, Barcelona, and Universitario neighborhoods. This Project has had an positive impact."

### Ethical Considerations

To guarantee ethical confidence in participants and to demonstrate that the prototype Educative project is valid and reliable, the following measurements were taken into consideration: to get the consent of principal authority, and parents or representatives let their children consent in participate of interviews, take photos and record videos as evidences. The material used for academic purposed in this project; participants and parents were informed. All the study process was conducted with total honesty.

## RESULTS

This section demonstrated survey results and main findings results are included in tables.

**Table 1. Post Survey results**

Questions	YES	NO	Total
Do you consider that English Club has supported your learning in English?	72	3	75
Do you like the methodology such as (Games and Challenges per teams) applied in the English Club?	75	0	75
Do you like that sponsors EIL Ecuador-US Embassy / EHI will continue supporting more English Clubs in Public Educative High Schools?	75	0	75
Did you like the English Club?	74	1	75
Would you like to participate in another English Club?	73	2	75
Do you think that English Club is a good idea to increase hours in this subject?	74	1	75

Post-test results evidenced that English club got good impact in participants during implementation. Learners considered that Methology applied was appropriated in the acquisition process. Strongly agree comment related sponsors could continue supporting future English club in all basic grades of basic education.

## LIMITATIONS AND RECOMMENDATIONS

### Limitations

This study was faced in a public school located in an urban area. Few limitations were presented during project development such as lack of mentees to conduct courses.

Three UG pasantees want to support this project, but they were 4 teams. The mentor had to assume one. As a results, videos and photos to monitor progress were limited. Meanwhile, professors who work in the same institution cannot support them due to their class schedule. Thus, some participants could not enroll in this project. Another limitation was technology. Labs are lack of tools to support educators in this high school. Additionally, limited money to covert basic expenses as snacks and bus transportation per session for mentees, and better winners' teams prices in closure ceremony. Meanwhile, sequence classes have to be affected due to cultural and civic patriotic celebrations. Finally, personal fears like students could notengage in strategies, the reduced time to expose practices, and did not fulfill all goals during the period of this project.

**Recommendations**

It is recommended for educative projects that sponsors get compromise in providing all facilitates before started projects. As expertise, they get connections with universities, foundations or brands to support pedagogic necessities with facilitators, technological tools, and covered expenses in approved projects to get better results. Cooperative working activities is essential to conduct A1 learners. For this reason, in majority of sessions teams, pairs and individual way were implemented to reduce stress, promote positive filters to revoke comfortable environment during the process. Games to practice and reinforced skills have effectived to engage participants in this educative project.

On the other hands, challenges increased motivation and gain to be better from the other. For future educative prototype related this project in public schools is necessary focused in finding strategies, methodology, or techniques related prior schemata. The games are conducted with familiar topics according learners' levels, using their mother tongue and foreign language combination during implementation.

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**Appendix 1**

**UNIDAD EDUCATIVA FISCAL VICENTE ROCAFUERTE SITUATIONAL ANALYSIS STEP 3**

Population Profile	How many people are in the community?	4.000
	What is the age distribution of these people?	0-5 years = .....0.....%
	*Governmental websites/ census data could be the source if you are working with a broader community	6-15 years = .....40.....%
		15-60 years = .....60.....%
		Over 60 years = .....0.....%
What is the (estimated) percentage of men and women?	Males = .....45..... % Females = .....55..... %	
What ethnic groups are represented in the community? <i>Mestizos / Indigenous/ Afro-descendants</i>	X =M .....60.....% Y =I .....25..... % Z =A .....15..... %	
What is their distribution (as an estimated percentage)?	No. they do not	
Do people in the community tend to separate based upon ethnicity, or do they assimilate well?		
Education Profile	What are the literacy rates of your community?	L1 90.....% L2 20%
	What percentage of community members graduate primary school?	90..... %
	What percentage of community members graduate secondary school?	80..... %
	What percentage of community members graduate university?	...60..... %
Economic Profile	What percentage of community members have skilled employment?	.....50..... %
	What percentage of the population have access to housing?	.....70..... %
	What percentage of the population have stable access to food?	.....60..... %
	What kind of jobs do people have in your community? For example: Manufacturing, agriculture, hospitality etc.	Informal sellers - Micro-entrepreneurs – Public severs – police security- navy members- lawyer- hospitality- education
Environmental Profile	What are the key areas of economic growth in your community?	Business, arts, sports, and micro technical- science projects
	What type of environment is your community located in? For example: Tropical, dry, jungle, city etc.	Sunny, windy, and rainy
	How big is the geographical area covered by your community	Approximately 4 blocks
	How easy is it to access different areas of your community?	Free access, but some streets present insecurity problems
	How far away is the closest hospital/secondary school/major metropolitan area? How easy are they to travel to?	It's far from hospital or health center. It's near from public and private secondary, colleges institutions, Additionally, there is a police center community.
Political Profile	How well do local government representatives' function and work together with national government, law enforcement and other public departments?	
	How is the government viewed within the community?	Supporting sometimes

Cultural Profile	What are the major cultural values of the community?	Respect and communication
	Are there any major cultural conflicts between different sectors of the community?	Different background. Social – economic- Drugs, gangs- Demography location members
	Are there distinct gender roles within your community? Do cultural norms marginalize women from certain jobs and activities?	Nope
Qualifications and Experience	How many people do you think you need to work for the project?	10
	How many of them will be students?	75
	How many of them will be members from the local community?	75
	How many of them will be parents/teachers/director(s) from your school?	60
	What is the technical experience and qualification of each member?	Volunteers staff with B2 level
	Has any one of your mentees undertaken any previous development projects? • What type of projects were these? <i>Educative projects</i> • What types of specific interventions did you provide? <i>Prepare basic education students (8<sup>th</sup> to 10<sup>th</sup> grades)</i>	Staff 3 of them Promote and ss participate in Internal and external competition of English monologues
	Speaking club IB Students after class Christmas Carol chorus Talent shows	2.of them Spelling bee internal and external competitions
Relationships	Which broad areas of the community do you have existing relationships with? Forexample: children, women, farmers, manufacturers.	Students Representatives Teachers Authorities
	What external businesses, organisations or government bodies does your group have existing relationships with? • Could you draw upon these relationships for certain types of projects?	UG under graduated internships U.S embassy EIL-Ecuador Habla Ingles
Obstacles and Insufficiencies	What are the major obstacles or insufficiencies of your development group?	Lack of motivation and teaching tools, limited internet access, lab, printers, handouts, speakers, projectors, eager to learn, Representative's compromise, Professors want to work in extras classes

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