Effect of Peer tutoring on pleasure and value of English language lesson [1]

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ABSTRACT

The purpose of the current research was to investigate the effect of peer tutoring on the pleasure and value of English language lesson. Random sampling method was used. Therefore, 48 student were selected from statistical society, and were put randomly into experimental groups (n= 24) and controls (n= 22). Aiken's Questionnaire (pre-test) was used. The experimental groups were put under peer tutoring for 9 ninety- minute- sessions. When the training finished, the Questionnaire was conducted for students for a second time (past-test). After exploiting the scores for both groups, the result of ANCOVA in a Significant ($p \leq 0/05$) showed that peer tutoring method has had a meaningful effect on the pleasure and value of English language and enhanced the pleasure and value in the experimental group.

KEYWORDS: peer tutoring, pleasure, value

INTRODUCTION

Academic emotions are classified in terms of being valuable into positive emotions, such as joy, hope, and pride, and negative emotions such as anger, anxiety, shame, despair and exhaustion (Pekrun et al 2006, quoted by Nikdel, 2010, Hassanzadeh, 2012). These emotions can have a positive effect on active learning, self-regulation of learning and academic performance, and provide academic joy, hope and pride for learners. The experience of theses emotions can also cause anger, anxiety, shame, despair and exhaustion of the learners by negatively and inappropriately influencing their behavior and thoughts. In previous studies, there has been more attention focused on the negative emotions (such as test anxiety), now positive academic emotions (such as the joy of learning, hope and pride in learning) have been more considered (Pekrun et al 2002, quoted by Kadivar et al., 2009). Evaluation of intrinsic value refers to the intrinsic value of an activity. The evaluation considers the value of studying a lesson and its contents, regardless the score which a person can obtain studying the contents. Accordingly, intrinsic value of academic achievement itself refers to the value of success, even if the success is not an instrument for achieving long-term goals. Extrinsic value estimates refer to the usefulness of the action or the results to achieve other goals. Extrinsic and intrinsic subjective value may be combined to the overall evaluation of the results value. For example, the success may be considered important because it can be an instrument for achieving career goals in addition to its intrinsic value (Pekrun, 2006, Oreo (2013). In general, the driving force behind every act in learning English language is: orientation, the reason of learning English language in the classroom, personal motivation, and willingness to invest in learning the language. Orientation of the individual based on Gardner's socio-cultural model is either instrumental or integrative. Instrumental orientation such as: getting a job or passing a test and integrative orientation including: unified and positive attitude towards the English-speaking communities, motivation which refers to the inner source, desire, feeling, wisdom, need, motivation or purpose leading the person towards learning English language is one of the main factor of the success and orientation in English language, there is also a broad distinction between the intrinsic motivation (the joy of learning English language spontaneously) and the extrinsic motivation that includes: pressure from parents, community expectations, academic requirements, reward and punishment. There is a clear distinction between the concept of orientation and the term of motivation in the area of learning English, and it is that the driving force is the learner's desire and attitude which leads him towards learning English language. Motivation and orientation move together, the learner's orientation often determines its motivation to learn the language. From the perspective of Gardner (2000 quoting by Sarojini et al, 2013) second language learning motivation consists of: the learner's need, its effort to learn and a positive attitude to learning objectives. Khodashenas et al (2013) according to the findings of Nego, Karen, Yeok, Hwa, motivation determines the extent of learner's activity, involvement and attitude towards learning. According to the finding of Dornyei (2003), motivation to learn English language includes three stages: 1. create motivation, 2. continuity and sustainability, 3. valuation of

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students toward what stimulated them. Other theories of motivation focus on the balance between business the value obtained of a lot of activities and the person's expectation to do that (expectancy theory of value), a learned attitude towards success and failure (attribution theory), the role of self-determination and learner's freedom and effective features of thought on the motivation. In the expectancy theory, three factors determine the students' motivation: component of expectation: as people's subjective expectation of success, 2. component of value: people's perception of interest, their beneficial objectives of the task, 3. the emotional component includes factors such as anxiety (Lavassani et al, 2012). According to attribution theory: whatever the educational environment is more appropriate, and the support based on self-dependence is more, and on the other side there are positive individual's expectation of itself and other's positive support, the self-control will be more and there would be more internal attribution, leading to positive emotions and this form of emotion, in addition to influence motivation, learning strategies and cognitive resources, leads to individuals' academic success (Pekrun, Goetz, Titz and Perry, 2002 quoted by Kadivar et al, 2009), in contrast, failure attribution for some reasons that are not under the person's control will lead to learned helplessness. In this behavior the student shows little attempt at doing homework or leaves it in difficult position (Hassanzadeh, 2012). Self-determination theory of Deci and Rayan et al (1985 quoted by Oreo 2013) explains that how intrinsic motivation and motivation orientation link together. Intrinsic motivation is related to the joy of learning a second language and extrinsic motivation is to achieve the goal in order to to meet external demands as a reward or punishment. Finally, the most self-determination type of extrinsic motivation is integrated adjustment. In fact, in this type of adjustment, methods of adjustment are coordinated with the person's needs and personal values. Deci and Rayan believe that the type of impact of extrinsic motivation on performance depends on their effect on the feeling of individuals' independence and competence. Extrinsic incentives that increase the feeling of independence and competence have a positive impact on performance (Sheikholeslami and Khayyer, 2007). This theory has a major focus on three basic needs: autonomy, competence and communication in human. The highest extent of self-determination is intrinsic motivation (Kharazmi et al, 2012). The control-value theory assumes that the emotional effects of the social environment are determined through the evaluation of value and control. Therefore, environmental characteristics including information relating to the controllability and academic values are vital for the student's emotions. Environmental variables related to the evaluation of control and value include the quality of education, derive value, support of independence (autonomy), the goals structure and expectations of the progress of the important people, as well as the progress feedbacks and consequences. Pekrun (2006) and Fredriksson (2001) state that students who enjoy of the class activity and hope to their position actively participate in the process of learning. In Gardner's idea learner's success in a second language depends on its attitude, positive attitude to English language can be the best factor of predicting success in this lesson (Dstgheyb, 1996). Iranian students have no clear picture of them, their abilities and their attitudes and they also give little importance to each lesson (Kiyamanesh and Me'raji, 2011). Agha Ahmadi, Mobashrniya (2007) in educational environment, despite the enormous efforts made by parents, educators, and administrators-related parties, improve the quality of learning English has been ineffective. Perhaps it can be said that part of this failure is related to the language learner and the other p;art to its surrounding environment. According to research findings (Shirbeigi, Azizi 2010), an environment that is very poor in terms of interaction and communication between language learners and familiarity with foreign culture and sometimes not only creates any motivation and interest but also sometimes causes learners' stress, concerns and the lack of confidence. Sadeghi (2005 quoted by Khodashenas et al, 2013) learning English language in Iran is a hard work for both teachers and students due to lack of motivation. Moayyen Vaziti and Razmjoo (2014) found the factors of lack of motivation in learning English language as the barriers in the educational system, the lack of extrinsic motivation, teacher's personality and method of teaching, lack of self-confidence and intrinsic motivation, lack of community consideration and attention to English language. From the perspective of Gardner (2003, quoted by Oreo 2013) attitude towards English language depend on the current framework within which English language is taught. Holihan (2007 quoted by Khodashenas et al, 2013) believes that factors such as visualization, group games, discussions, education opportunities and quality can create motivation for English language learning and suggests that peer role in the development of individual motivation should be studied. Private education of counterparts has also created a positive attitude towards mathematics in students, Mousavi (2012). Robert Slaven quoted by Seifi Javan, Abi (2013) that reviews a set of research on peer tutoring believes that this method will lead to a change in attitude and interest in training and the issues discussed. Collaborative method has an impact on the development of speaking English lesson (Dashi 2004). While from the perspective of Alavi, Keivan Panah (2003), Iranian students are not so willing to work together. They believe that their classmates have not favorable linguistic knowledge to overcome the difficulties offer appropriate solutions. They refused the teamwork which provides them with suitable opportunity to offer and receive feedback and announced their pleasure from individual work. This study seeks to answer the question that whether peers tutoring makes a significant impact on the gratification and valuation for English language lesson among high school female students?

Theoretical foundations of the research

Recent studies have shown that how positive emotions are related to a range of related motivational variables such as such sufficiency beliefs, value of doing homework and progress (Frenzel , Pekrun & Goetz, 2007), interest in the study (Titz, 2001 quoted by Pekrun et al, 2002), if the person considers academic activities valuable such as studying and issues related to it as learning topics, and if the activities of the person are perceived quite controllably, the feeling of pleasure will be stimulated (C Zentmaly, 2000, quoted by Pekrun, 2006) if the activity is controllably perceived, but its value is negative: such as when trying to do simple and worthless tasks, the anger will be expected to be aroused. If the activity is not quite controllable, despair will be experienced. Finally, if the activity is lacking of any motivating value (positive or negative), fatigue will occur, Titz (2001, quoted by Pekrun et al, 2002). Stimulating positive emotions as joy, hope and pride increase intrinsic motivation as well as extrinsic motivation, causing a positive emotional experience. Pekrun et al (2011) argue that positive activating emotions such as joy, hope, and pride increase intrinsic motivation.

According to the theory of control-value, positive and negative values on the one hand and the high, medium and low control on the other hand influence the learners' academic emotions (Schutz and Pekrun, 2007). The way of communication of each of these factors include: 1) if the issue of focus is based on the future and in a positive value state, three emotional effects will be found: a) positive value with high control = joy and pleasure expectation, b) positive value with medium control = hope, c) positive value with poor control = despair; 2) if the issue of focus is based on the future and in a negative value state, three states will also occur: a) negative value with high control = relief and joy expectation, b) negative value with medium control = anxiety, c) negative value with poor control = despair; 3) if the issue of focus is based on the past and in a positive value state, there are three states: a) unknown control = joy and pleasure emotion, b) self-control and pride, c)control by others, appreciation and thank; 4) If the issue of focus is based on the past and in a negative value state, there are three states too, a) unknown control, discomfort, b) self-control, shame c) control by others, anger; 5) If the issue of focus is activity-based, the following states will happen, a) in the case of high-value and positive control, the joy will be with pleasure, b) In the case of a negative value and high control, the emotion will be with anger, c) In the case of both positive and negative values and negative control, the emotion will be associated with failure (Schulz and Pekrun, 2007).

Here the basic questions relating to the control in the emotion of outcomes of the future, such as: hope, anxiety and despair, is that whether we can achieve success and avoid failure. On the other hand, in the emotion of the past, the basic question on control is that how the results are obtained; by the person, others or extrinsic conditions? Controls and values in the activity related emotion return to the action and behavior. In the emotion, there is more focus on the action than on the results and outcomes. Evaluation of the past, present and future consequences, have no roles in this case, for example the student's look who enjoys studying and learning new things focuses on activities and does not consider its results and outcomes (Schutz and Pekrun, 2007). Dornyei 2005 (quoted by Oreo 2013) classifies the findings of English language motivation into three periods, the period of social psychology (1959-1990), the cognitive period (the 90 period), the period of orientation (2000-2005). Among social psychologists, Gardner is the founder of motivational theories in the field of foreign language learning and affirms the importance of learning foreign language in comparison to other school subjects, because learning a foreign language not only includes learning a new language, but also it has to integrate new cultural elements throughout the life (Dorinezhad, 2014). Gardner and Lambert (1972) state that English language learners' purposes are either to communicate with other cultures or pass the exams and get a job. A Canadian study showed that those who aim to have contact with other nations, compared with those who had an instrumental purpose have a higher professional development in learning language. In Gardner's socio-cultural model four factors of: the community and cultural environment, Individual differences, learning situation and the linguistic results are taken into action. In his early model, talent and motivation including variables related to individual differences have a strong impact on learning a second language, and talented and motivated students are more successful in learning a second language (Sarojini et al, 2013). From the perspective of Gardner and Lambert (1972 and 1959 quoted by Narayanan 2006), success in a second language is likely motivational not instrumental orientation. They found two incentives to explore the motivational nature of studying foreign language. Instrumental motivation: the desire to learn a language in order to achieve practical benefit such as getting a job, passing exam and the other one integrative motivation: the desire to learn a language to communicate with people from other cultures or desire for a close relationship with them. According to the self-determination theory of Deci and Rayan (1995 quoted by Khodashenas et al, 2013), two types of intrinsic motivation are done for pleasure and satisfaction with activity and extrinsic motivation that is for the activity itself. Intrinsic motivation is the pleasure to know something new, the pleasure to achieve a goal or the pleasure feeling of doing something.

Intrinsic motivation is created when the teacher gives the students more freedom of action. According to Noels et al (2003 Sheikholeslami and Khayyer, 2005), intrinsic motivation includes: 1. the motivation for doing an activity

in order to feel the idea discovery and develop knowledge, 2. the feeling of success to get to work or activity, 3. the feeling of excitation is arising from doing work or activity and extrinsic motivation depends on that how much self-determination motivation exists that includes three levels: 1. external adjustment: that activities are dictated to the person by external source, 2. introjected regulation is about the reasons raised by persons performing an activity due to the pressures that are accepted in the form of law, through which they can avoid feeling guilt and anxiety or obtain the feeling of pride, 3. Identified regulation that is about choosing activity as a part of the learner because of personal reasons. Many researchers and theorists know the structure of motivation multidimensional and among all of factors they know the six factors of: attitude, person's belief about himself, learning objectives, level of person's involvement with activity, level of awareness of learning language, environmental protection and personal attitude more important (Sarojini and et al, 2013). Nieman et al (1987 quoted by Narayanan 2006), the most successful learners are those with characteristics of: positive attitude to work, self-motivated, need to progress, high ideals, goal-oriented, hard-working and having the spirit of tolerance for ambiguity. Nolez (2001 quoted by Khodashenas t al, 2013) believes that there is a relationship between teacher's type of communication and students' motivation and ability to learn English language. Weak students in comparison with the top students are more motivated. Lucas (2010 quoted by Khodashenas et al, 2013), students with intrinsic motivation learn speaking and reading skills and they spontaneously have good comprehension. Zia Hosseini and Salehi (2008 quoted by Khodashenas et al, 2013) Iranian students have intrinsic motivation to learn English language. Tercanliglu (2001 quoted by Khodashenas et al, 2013) Turkish students have a positive attitude towards learning English language because they have both extrinsic and intrinsic motivation for studying. Hewitt (2001) teachers can increase students' intrinsic motivation by creating incentives and collaborative games. Motivation is largely identified by teachers, researchers as a key factor which determines the level of learning and achievement of English lesson (Dornyei, 2010) without sufficient motivation, even those with high ability cannot fulfill long-term objectives, also having an appropriate educational program does not guarantee their success, while high motivation can significantly compensate the lack of talent and educational conditions for learning a second language. The learner's characteristics: effort, resistance, consideration, having goal, desires, ideal, enjoy the activities, positive experiences of success and failure, determine the students' attitude towards success and failure and their strategy to achieve the goal, Oreo (2013). If the feeling of learner with members of a foreign culture is along with self-confidence, he will be more motivated and willing to learn a second language. Self-confidence is a variable affecting motivation and success in a second language. As Dornyei (2005 quoted by Oreo, 2013) notes although learner is not foreign in relation to the native people, but he communicates with them through the media.

Private education of peers means "to put students in groups of two or some persons, select a common objective, teacher's playing the role and one's teaching another and then each one's individual work on exercise sheet, get points and reinforcement for correctly solving problems and provide exercise to achieve a common goal" National Center of academic achievements, (2009 quoted by Mousavi, 2012). This training have various types that among the forms introduced by Felachico (2001, quoted by Mousavi, 2012) Including: private education at the same level with equal opportunities (equality in terms of experiences), private education level with unequal opportunities (in terms of skills and education), private education with different levels (several grades in one school), private education with various levels (some institutes or schools together). Learner students: learned searching it and its relationship with clinical practice, also led to learning consolidation, the development of teaching skills and self-confidence in the peer educators (Thomson et al, 2014). A meta-analysis study on collaborative learning showed that a short period is more effective of time more than one semester. A high level of participants' interdependence was associated with higher learning. The level of group activity in the groups that must submit a formal report was less than the groups that did not want to submit a formal report (Thomas et al, 2012). Peers' tutoring was more effective than teacher's method in creation of educational interaction in groups with low socioeconomic status (Greenwood et al, 1989).

RESEARCH METHOD

Research method is experimental. The statistical population: all first grade girls' students in one of high schools in Tehran who are over 149 people. Sample and sampling method: among the first grade classes two classes were selected in a random cluster sampling consisting of 46 persons. Then one class was randomly considered as the experimental group (n = 24) and the other as the control group (n = 22) were. The tools used was Aiken language attitude scale consists of 24 questions based on a 5-point scale from strongly agree to strongly disagree in relation to the questions of language attitude. Language attitude scale measures two emotional processes toward language lessons (Pasha Sharifi, 1997), which includes: gratification: questions: 1, 4, 5, 8, 9, 12, 13, 16, 17, 20, 21 and 24 and another one, value: questions 2, 3, 6, 7, 10, 11, 14, 15, 18, 19, 22 and 23. Grading method: questions 1, 4, 6, 7, 9, 12,

14, 15, 17, 18, 20, 22 and 23 were graded reversely that in the statistical analysis scoring it was done in the form 5 to one. Individual score to each point converted to a range of 20 to 100. Reliability and validity of the tools: construct validity of the scale in Tyler research (1979) was approved (Razavieh, Seif, Taheri, 2005). To check the scale reliability, internal consistency or Cronbach's alpha coefficient using SPSS software (spss21) (Hewitt and Cramer quoted by Pasha Sharifi et al, 2010) was used. Coefficient obtained for the entire scale is 0.86 and it's between 0.85 and 0.86 for every single question. This number indicates a high internal consistency between the scale items. Running method: First session: holding language attitude test (pretest), grouping students and identifying top students as peers and their education, second to fifth sessions: teaching and troubleshooting and holding a test on the issues raised by peers to the group members based on the policy appointed by the English teacher (7 groups and 7 teachers). Sixth and seventh sessions: watching Magic English movie and presenting its summary in English. Eighth and ninth sessions: free discussion, Hot Seat, tenth session: making posters in the Publisher environment in English with a desired subject. Eleventh session: implementation of the post test. All sessions were held out of education hours operated by top students (peers) with the presence of researcher. The one-way analysis of covariance was used to analyze the data.

Data analysis:

Results of Table 1 show the significance level of the F is equal to 0.008 that is smaller than the alpha value of 0.05, so it can be concluded that after removing the effect of pretest, peers tutoring has increased the level of valuation of English lesson 1 in experimental group. The test effect size is 0.151. There was a strong correlation between scores before intervention in the test and after it in the valuation of English lesson 1 that its effect size is 6.64.

Table 1: Summary table of Ancova for the effect of peers tutoring education on the increase of valuation of English lesson 1 with the pretest control

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Value	7194.882	1	7194.882	78.400	.001	.646
class	704.089	1	704.089	7.672	.008	.151
Error	3946.153	43	91.771			

Results of Table 2 show the significant level of the F is equal to 0.02 that is smaller than the alpha value of 0.05, so it can be concluded that after removing the effect of pretest, peers tutoring has increased the level of gratification of English lesson 1 in experimental group. The test effect size is 0.119. There was a strong correlation between scores before intervention in the test and after it in the level of gratification of English lesson 1 that its effect size is 56.2.

Table 2: Summary table of Ancova for the effect of peers tutoring education on the increase of the level of gratification of English lesson 1 with the pretest control

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Pleasure	9540.736	1	9540.736	55.087	.001	.562
class	1008.132	1	1008.132	5.821	.020	.119
Error	7447.406	43	173.195			

Conclusion:

Results of the present study are consistent with the findings of: Shirbeigi, Azizi (2010) Kiyamanesh and the Me'raji (2011), Agha Ahmadi, Mobsherniya (2007), Dastgheib (1996), Mousavi (2012), Lavassani (2012), Robert Slaven quoed by Seifi Javan, Abi (2013), Alavi, Keivan Panah (2003), Dashi (2004), Frenzel, Pekrun and Goetz (2007), Titz (2001), quoted by Pekrun et al, (2002), (Pekrun, Elliott Maier, 2006), Noels Atal (2003), Sheikholeslami and Khayyer, (2007), Greenwood (1989), Hewitt (2001), Clement and Valand (2000), Kashou (2006), quoted by Sarojini et al, (2013), Thomas et al, (2012), Matlabzadeh, Manouchehri (2009), Hawson and Wilson, quoted by Mousavi (2012), Dornyei (2010), Gardner and Lambert (1972 and 1959) Nieman et al, (1987) quoted by Narayanan (2006), Schutz and Pekrun (2007), Nego (1998, Humphrey and Chan (2002, quoted by Khodashenas et al (2013), Pekrun et al, (2011), Oreo (2013), Dorinezhad (1393), Thomson et al, (2014). To explain why it is so, it can be said: positive emotions are associated with a range of related motivational variables such proficiency beliefs, value of doing task and progress (Frenzel, Pekrun and Goetz, 2007), interest in the study (Titz, 2001 quoted by Pekrun et al). If the person takes academic activities such as studying and the related items as learning issues into its consideration, and if the activities are perceived quite controllably by the person, the feeling

of pleasure will be stimulated. According to the theory of control - value, positive and negative values on the one hand and the level of control on the other hand play a role on learners' academic emotion (Schutz and Pekrun, 2007). So that if the focus issue is based on the future and in a positive value state with high control = expectation will lead to joy and pleasure, also if the focus issue is based on the activity and in a positive value state with high control, the emotion will be along with pleasure, if the focus issue is based on the past and in a positive value state with unknown, this will lead to joy and pleasure emotion. Controls and values in the activity related emotion return to the action and behavior. In the emotion, there is more focus on the action than on the results and outcomes. Evaluation of the past, present and future consequences, have no roles in this case, for example the student's look who enjoys studying and learning new things focuses on activities and does not consider its results and outcomes (Schutz and Pekrun, 2007). According to the theory of self-determination by Deci and Rayan (1995 quoted by Khodashenas et al, 2013) it can be stated that: the intrinsic motivation is created when the teacher gives students more freedom of action. Using the technology and free discussion help them to be motivated to learn English. Kashou studies (2006 Sarojini et al, 2013) indicated that: the role of teacher (its character and teaching methods), forms motivation and attitude of students to learn English language. When a student comes to class with low intrinsic motivation, it's accidentally motivated selecting motivating method and the peer teacher personality style. (Oreo 2013) New, creative, interesting and controversial work creation by peers, revive the students' lost interest, such as Hot Seats, free discussion full of freshness and attraction that cause all the words to be learned. Another way is to make posters in the computer environment, these activities are a great way to break one-language environment, in such environment while working together they can develop their pronunciation and intonation. Gaines and Lehmann (2002, quoted by Matlabzadeh, , Manouchehri, 2007) suggest using various activities in second language classes so that challenge learners' multiple intelligences, can significant affect their performance on the reading tests. According to the ' point of view of theorists of interactive role playing such as Turner (2002, quoted by Mousavi, 2012), a student who plays the role of a teacher reaches a better understanding of the position and the role of behaviors relating to the student's role as the selection of study strategies, active consideration, active participate in learning activities: so when playing the role of teacher it has strenuous efforts to approach the role of teacher, imitate the behaviors of teacher and the emergence of teacher's characteristics and goes ahead as far as to behave as a good student (Bromz et al, quoted by Mousavi, 2012). These viewpoints tend to make the classroom environment more alive and more active and convert it into an environment for activity, discussion and interlocution, to deal with investigating the students' mental processes while solving problems through which identify their perceptual weaknesses and deficiencies and solve them (Hawson and Wilson, quoted by Mousavi, 2012).

With the perspectives of constructivism approach, the classroom environment provides opportunities for search and discovery constructivism processes to students. The use of peers tutoring is recognized as a valuable training and learning strategies in education, also it leads to the consolidation of learning, development of teaching skills and self-confidence in peer tutors (Thomson et al, 2014). Among the major obstacles to the present research, students' frustration express of group activity after four sessions caused the researchers to consider changes in the continuation of activity of peers tutoring, including emphasis on free conversation and making posters and so on with their ideas. To explain why it is so, it can be stated according to a meta-analysis study on collaborative learning (Thomas et al, 2012), a short period is more effective than the time over one semester. Also when students found out that they were participating in a pilot project, their motivation to continue the project showed a significant reduction, that the issue is consistent with the finding of (Thomas et al, 2012) based on that the level of group activity in groups that must provide a formal report was less than those groups that did not want to submit a formal report. It is recommended that high schools and institutions administrators to proceed to having short-term programs in designing extracurricular group activities and additional classes, to be aware of the students' points of view in designing programs relating to each class to develop and improve their training matters and use their ideas in the affair of implementation. They had better consider some free discussion sessions as additional extracurricular program to create positive attitudes towards English language lesson.

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