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The Impact of Extracurricular Activities on Pupils:

The Case of Fourth Year Pupils at Boualam Mohamed Middle School-Ouled Brahim -Saida

Dissertation submitted as partial fulfilment of the requirements for the degree of Master in Didactics.

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Academic Year: 2020/2021

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 23/09/2021

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Dedication

I dedicate my dissertation work to:

My mother *AICHA*

My lovely sister *BADIAA* and my dear brother *Mouhsine Abdallah*

To my grandparents

To my aunts *Fatima, Zohra and Fatiha*

To my little niece "*LINA*"

I dedicate this dissertation to my primary school teacher

To my best friend *MAROUA*

To my collogues *Hajira, Ikram, Amina and Fatima*

Acknowledgements

First of all, all praises to Allah and his blessing for the completion of this thesis. I thank Allah for all the opportunities and strength that have been showered on me to finish writing the thesis

My sincere appreciation is expressed to all those great souls who provide their unconditional support for the researcher to shape and reshape this humble piece of work.

Dr. Sellam "thesis supervisor", for her support, guidance, and valuable comments that benefit the researcher to finish this study.
I express my sincere gratitude to Mrs. Adnane and Dr. Hichour "Member of the jury" for agreeing to read the manuscript and to participate in the defence of this thesis.

I would like to acknowledge the assistance of Teacher BRAHIMI AICHA who offered me with valuable suggestions for this study. Thank you for sharing me with over thirty years of experience working in the education field. You have been inspirational in many ways.

I wish to express my gratitude to Dr, KADARI RAKIA, who helped the researcher to learn basic computer skills. She spent a significant amount of time developing the core skills the researcher needs to write this modest study .thank you for your relevant advice, support and patience.

I sincerely thank the administrators' staff of the School of Boualam Mohamed middle school.

I extend my sincere thanks to all those who contributed directly or indirectly to the dissertation.

"Not having heard something is not as good as having heard it; having heard it is not as good as having seen it; having seen it is not as good as knowing it; knowing it is not as good as putting it into practice."

(Xun Kuang)

Abstract

Education is no longer limited to indoctrinating the learners with information and fact. On the contrary, Schools have recently sought to pay attention to the all-round development of learners and strive to provide them with numerous opportunities to develop their skills and abilities. In this context, extracurricular activities play a significant role in helping educational actors to achieve the total development of learners' personalities. This study aims to investigate the impact of extracurricular activities on pupils. In this study, the researcher was concerned with investigating the influence of ECA on certain variables, and more specifically the impact of extracurricular on academic achievement, social skills and language learning. In this study, the researcher adopted a mixed methods approach. The data was generated through two questionnaires, first one was addressed to fourth-year middle school English teachers in the region of Oulad Brahim and the sample was consisting of six teachers. The second questionnaire was addressed to 40 pupils enrolled in the fourth year at the level of Boualam Mohamed middle school in Oulad Brahim. Furthermore, to add in-depth insights the researcher resorted to an interview with the headmaster of Boualam Mohamed middle school. The data revealed that participation in extracurricular activities is associated with pupils' academic success. The data also revealed that pupils involved in ECA in necessary to develop their social skills. The study found also that such activities have a significant impact on pupils' language learning. Analysis of the data shows that ECA programs face several challenges that hinder their effective implementation. Theoretical contributions and implications of the findings are discussed.

Keys words: Extracurricular activities, impact, academic success, social skills, language learning, mixed methods.

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Abbreviation and Acronyms

ECA$_S$: Extracurricular Activities

ECA: Extracurricular activity

GPA$_S$: Grades Point Average

AA: Academic Achievement

SES : Socioeconomic Status

TL: Target language

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General Introduction

Saying of "An idle mind is the devil's workshop" explain precisely why it is important for individuals to occupy themselves with more productive works and engage in healthy activities, otherwise when the individuals are overcome by laziness and time-wasting they will be more likely to get involved in bad deeds and earn bad behaviours such as drugs, smoking, stealing and cheating.

Furthermore, pupils throughout their school lives spent just a fraction of their time in school surroundings. Thus, most of the pupils' time is not occupied and they are exposed to many out-of-school factors that can significantly influence pupils.

Recently, there is growing interest in how pupils are spending their out-of-school time and what type of context is critical for their development. Along with the interest of how pupils leisure–time being spent, there is growing appeal to involve pupils in extracurricular activities. Several studies have linked participation in ECAs to pupils' social and academic success.

For this purpose, this study endeavours to investigate the impact of time spent in ECAs participation on pupils' academic achievement and social skills. This study also aims to explore the role of ECAs on pupils' language learning.

The scope of this work is to reveal the effect of ECAs on pupils' academic achievement, social skills and language development. In addition, this study tries to raise awareness of the importance of ECAs.

In the area where there is little or no interest in participation in ECAs and only a handful of studies have tried to document the impact of ECAs. This study brings to the fore the essence of ECA participation effects on pupils. Therefore, the value of this study is addressed the gap of literature and lacks data exist regarding the impact of ECAs on pupils in Algerian middle school. In addition, this study contributes to effectively implement the ECAs programs and provides useful recommendations and points of reflection to teachers, headmasters, administrators' staff and educational policymakers regarding them. As well, the results of the study could guide and provide relevant information for the pupils concerning the impact of ECAs.

The core attempt of this study is to seek to provide satisfactory answers to the following questions:

- Does involvement in ECA trigger the pupil's academic and social goals?

- Can extracurricular activities enhance the language learning effectiveness of pupils'?

Based on the research questions, the proposed research hypotheses are as follow:

- The participation of pupils in ECA has a positive influence on pupils' academic and social outcomes.

- Extracurricular activities help in developing pupils' language learning effectiveness

To tackle these former problems and test the hypotheses, the present study adopts the mixed-methods approach that combines both quantitative and qualitative data.

To achieve the goal of this work, the researcher has used two research tools questionnaire and interview. Two questionnaires designed to address fourth-year middle school EFL teachers and pupils. The sample of the study consists of forty pupils from Boualam Mohamed middle school, in Oulad Brahim, Saida. The second tool of research is interview designed for the headmaster of Boualam Mohamed middle school.

The present study embodies three chapters. The first chapter entitled "Literature Review", it attempts to offer different items regarding ECA such as the historical development of ECA$_s$ and some definition related to ECA$_s$. as well as this chapter presents connected works related to the positive impact of ECA$_s$ on pupils academic achievement (grade point average (GPA), attendance rate, discipline and school connectedness), social skills and language learning in addition to some pitfalls of ECA$_s$. This chapter also encloses the importance of ECA$_s$.

The second chapter called "Methodology and Data Analysis" represents all the methodology procedures used in this study .this chapter also includes analysis and interpretation of the results generated from the research tools. The chapter as well encloses a discussion of the main results.

The last chapter entitled "Suggestive and Recommendation" encloses some suggestive and recommendation strategies that are of a paramount imperative to promote ECA$_s$.

1.1 Introduction

There is growing evidence that participation in extracurricular activities (ECAs) can make a difference in the lives of students. In parallel, there is growing interest in the activation of extracurricular activities in Algerian schools. Consequently, questions are raised concerning the impact of these activities on students. The purpose of this chapter is to provide the reader with a brief review of the related works that are available on the impact of ECA on students from different angles. Academically and socially this chapter collected a variety of researchers who studied and observed the relation between extracurricular activities and students. The information presented in this chapter is organized into six (06) sections. The first section will provide the reader with an overview of extracurricular activities historically and conceptually. This section also presents major theoretical frameworks to explain the impact of ECA participation on students. The second section examines the relevant literature concerning the positive side of being students involved in ECA. The third one deals with the potential negative impact of student participation in ECA. The fourth one will give the reader clear information about the relationship between ECAs and language learning as an example of the effect of extracurricular activities on academic achievement. The fifth section is consecrated to explore the importance and value of ECAs.

1.2 Historical Overview of ECA

Historical reviews show that the origins of ECAs go back to ancient cultures. In 1986 Thomas D. Castle conducted a study to examine the relation between ECAs and the educational life of students. In his work, he presented a relevant piece of the related historical development of ECAs. Castle (1986) cited in his review that according to Mckown (1952) the necessity of students' activities refers back to early cultures. Roblins and Williams (1969) outlined the presence of ECAs programs in the Homeric, Platonic and Hellenistic period continued throughout the Renaissance period. These activities include games, musical entertainment, dancing, as well as athletic competition, such as boxing, wrestling, riding, gymnastics and hunting (as cited in Castle,1986). Castle (1986) claims that student activities programs became a vital and integral part of school curriculum until the Reformation age. After that, the necessity of students' activities began to experience a cut-rate.

In the 19th century, the importance of extracurricular activity programs has experienced a series of changes. Roland Fraunce (1960 as cited in Castle, 1986) identified three distinct phases in the process of ECA_s development:

Phase one: rejection; basically in this stage, educational leaders ignored and rejected student activities and claimed that schools should focus solely on academic outcomes.

Phase two: passive acceptance; educational leaders gain a degree of passive acceptance of student activities

Phase three: active acceptance; it is considered the most significant stage in the development of ECA_s.

In 1917, another important work that contributed greatly to the development of extracurricular activities is the work of Elbert K. Fretwell of Columbia University (the father of extracurricular activities). Fretwell (1917) offered the first college-level course devoted to student activities (as cited in Castle, 1986).

Gruhn and Douglass (1971) stated that in 1918 the united bureau of education established a commission on the reorganization of secondary education. The commission developed a report under the title of 'The Cardinal Principles of Secondary Education. This report includes seven objectives for American secondary schools. They are: teach health, command of fundamental processes, worthy home membership, vocation citizenship, worthy use of leisure and ethical character. After this step, the student activities movement achieved greater integrity and credibility (as cited in Castle,1986).

In 1926, another work of extracurricular activities gained more credibility when the National Society for the Study of Education devoted part two (2) of its annual yearbook to study ECA_s programs and the results of this study lead to better inducement to integrate ECA_s into regular school programs (Donald, 1962, as cited in Castle, 1986).

The national association for secondary school (NASSP) kept on providing support for these activities with publications of training sessions and leadership seminars. And till now NASSP continues to endorse the educational potential of the ECA_s (Castle, 1986).

1.3   Definition of Extracurricular Activities

The term ECA$_s$ is defined by Merriam-Webster (n.d) as students' activities that are not falling within the scope of the regular curriculum and usually carrying no academic credit. Adding to this, Bartkus et al. (2012) defined ECA$_s$ as academic and non-academic activities that are organized under the guidance of the school. Bartkus et al (2012) added that these activities take place outside the classroom time and they are not part of the curriculum component. The authors also stated that "extracurricular activities" are voluntary and do not include any academic credit or grade. Furthermore, Castle (1986) conception of ECA is starkly similar. The researcher defined ECA$_s$ as "*those programs which involve pursuits above and beyond the school day and which are funded and/or sanctioned by the local school district*" (p. 05). Moreover, according to the international bureau of education (IBE) Glossary of curriculum terminology (n.d.) ECA$_s$ represents:

> *A range of activities organized outside of the regular school day, curriculum or course intended to meet learners' interests. These activities can help learners become more involved in their school or community and can help them to develop social and soft skills and to promote wellbeing. These activities can include athletics, sport, voluntary work, photography, drama, music, etc. In some countries, this is also referred to as co-curricular activities.*

The following definitions highlight the characteristics of ECA$_s$ programs;

1- Outside the classroom

2- Outside regular curriculum.

3- The support of the school

4- Do not supply a grade or academic credit

5- Voluntary or optional

The terms extracurricular activities, co-curricular activities, non-classroom activities and students' activities have all been used interchangeably. For this study, ECA$_s$ refer to activities that are organized and supervised by schools outside the scope of the curricular program. They are voluntary and optional. Additionally, they are complementary to the classroom activities. They are held outside of school hours and at the school setting or out.

They are consistent with the school's goals and the upbringing of the students. In this work, a variety of name was used to label extracurricular activities such as school-based activities, structured- after school activities, students' activities and out of school activities.

1.4 Types of ECA$_s$

The table below will demonstrate the most common kinds of extracurricular activities

Types of Extracurricular Activities
-Reading, Debate teams, Foreign Languages clubs, Library work
-School or local magazine/journal/newspaper/radio station
- Music groups, Sports teams, Arts and Drama clubs
-Community and Volunteer Work
-Craft activities (Spinning, Weaving, Soap-Making, Knitting), Embroidery Work
-Gardening, Drawing, Painting, Organizing Exhibitions, Celebration and Festivals

Table 2.01: Types of Extracurricular Activities

1.5 Theoretical Framework

Theories in the ECA$_s$ field offer us different perspectives from how previous researchers viewed the impact of ECA$_s$. The five major models that explain the impact of ECA$_s$ participation on students are: the zero-sum model, developmental model, identification and commitment model, threshold model and social inequality gap reduction.

1.5.1 The Zero-sum Model

The zero-sum model is considered the most influential theoretical approach that demonstrated the negative effect of ECA$_s$ participation; it is based largely on the work of Colman (1961). This theory postulated that time devoted to social and athletic activities rivalling that of time devoted to academic purists and facilitated less emphasis on it (Marsh, 1992). Furthermore, Marsh (1992) elucidated that social and athletics goals represented by extracurricular activities participation, partaking in them may devalue time spent on traditional academic pursuits.

1.5.2 Developmental Model

The zero-sum theory views ECA$_s$ as means of distraction. In Contrast, the development theory views ECA$_s$ as "*experiences that further the total development of individual students*"(Holland & Andre, 1987,p.9). Holland & Andre (1987) claimed that non-academic programs are just as important as academic programs in facilitating the development of the students. Furthermore, Larson & Verma (1999, p.702; as cited in Marsh & Kleitman, 2002) believed that "time spent in a given activity context, or experiential niche" which "can be interpreted as a 'proxy variable' for the quantity of a particular set of socialization experiences". Taking part in ECA$_s$ can contribute to building personality, develop skills in a variety of non-academic fields, as well as lead students to be more versatile, adaptable and mature, (Marsh &Kleitman, 2002).In addition, Marsh and Kleitman (2002) asserted that the concentration of this model is on the non-academic benefits of ECA$_s$ that are not at the expense of academic outcomes.

1.5.3 Identification/ Commitment Model

In 1989, Finn introduced the participation-identification model (see figure 01) that focuses mainly on the students' involvement in schooling. This approach proposes that the probability that students will successfully complete the schools' years is enlarged if the student "*maintains multiple, expanding forms of participation in school relevant activities*" (Finn, 1989, p.117). Finn (1989) distinguished between two components, the behavioural component (participation) and the psychological component (identification) and increased the behavioural component under suitable conditions leading to enhanced successful performance outcomes, and then resulting in increased identification. Furthermore, Marsh (1992) argued that participation in ECA$_s$ increases school identification and commitment in matters that improve more related academic outcomes.
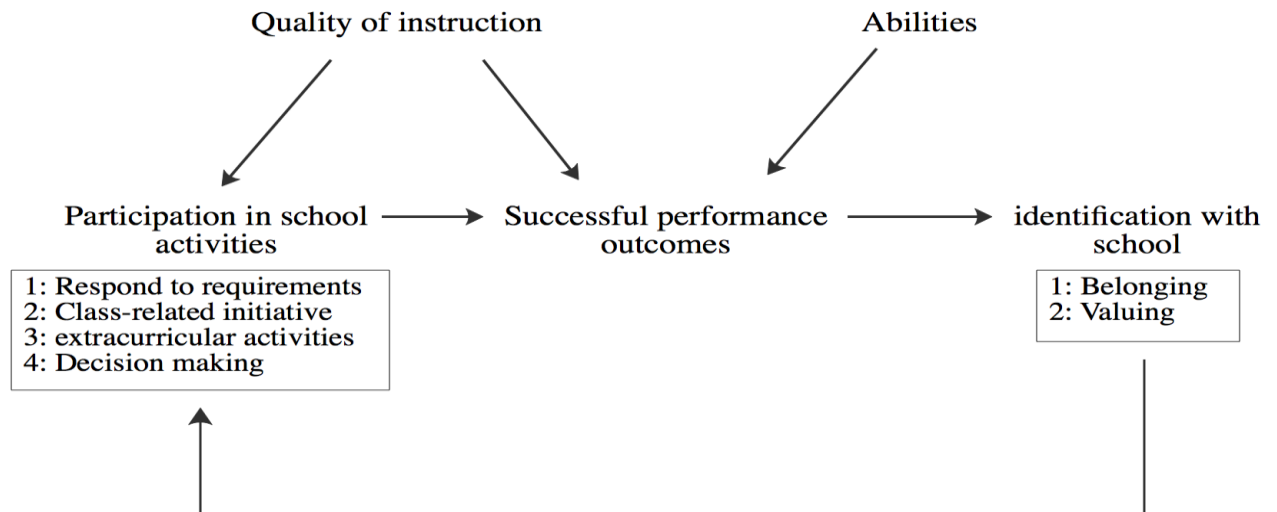
Figure 1.01 Participation-identification Model (Adopted from, Jeremy1989,130)

1.5.4 Threshold Model

The threshold model emphasized that reasonable and moderate amounts of ECA_s have benefits. However, engaging in ECA_s beyond the optimal level has defacing returns. This model is considered as a compromise between the zero-sum model (negative effect) and development and identification/commitment models (positive effect) (Marsh and Kleitman, 2002).

1.5.5 Social Inequality Gap Reduction

This theory propounds that disadvantaged students are likely to get benefits from ECA_s participation more than advantaged students, because participation in ECA_s serves to minimize the academic achievement gap. Engaging in ECA_s can potentially enhance school identification/commitment for all students. Nevertheless, these effects are likely to be better for disadvantaged students. (Marsh & Kleitman, 2002). The authors support the new social inequality gap reduction model and assume that school-based activities are among the few school activities that primarily target disadvantaged students more than advantaged one. Marsh (1992) asserted that students from lower-Socioeconomic status families derived benefit more than students from higher-SES. Additionally, disadvantaged students are more hypothetically to profit from ECA_s because they have limited sources with which to shape identification with schools, while advantaged children are likely to already be identified with schools and committed to school values. (Finn, 1989; Mahoney & Cairns, 1997).

1.6. Advantages of Involvement in Extracurricular Activities

Undeniably, extracurricular activities have proved to have numerous benefits. As well, ECAs provide experiences that do not exist in the curricular program. These experiences play a vital role in supporting students to improve various skills in different domains. According to Massoni (2011), extracurricular activities play a significant role in students' lives and have a notable positive impact. The positive outcomes that extracurricular activities have on students academic achievement focus on better grades, diminish absentees, reducing behaviour problems, declining students early skipping school and promoting students feeling of school connectedness. Besides, extracurricular activities improve the social skills of students.

1.6.1 Academic Achievement

Academic achievement is represented in the extent to which a student has achieved his/her academic identifiable goals. AA is generally measured through evaluation and assessment. Grade point average (GPA) serves as a tool to calculate and determine student academic achievement. A sizable body of research has examined the various developmental benefits linked to student participation in structured extracurricular activities. Researchers have documented the positive relation between better academic achievement and engagement in ECAs, including better GPA, higher school attachment and low rate of absentees (Akos, 2006; Bakoban & Aljarallah, 2015; Darling et al., 2005; Eccles & Barber, 1999; H. Marsh & Kleitman, 2002; McCarthy, 2000). Additional researchers made to examine the impact of ECAs participation on the psychological side of the participant for instance, higher self-esteem and self-concept, lower rate of depression and low rates of involvement in risky behaviours (Eccles & Barber, 1999; H. Marsh & Kleitman, 2002; Massoni, 2011). Other researchers, such as Mahoney and Cairn (1997) Finn (1989) and Bush (2004) have examined how ECAs can contribute to decreasing a student's early skipping school and problems behaviour; moreover, evaluated the correlation between ECAs participants and feeling of school connectedness (Blum, 2004; Finn, 1989; Knifsend & Graham, 2011; Martinez et al., 2016; Thompson et al., 2006). Generally speaking, all the researchers mentioned above determined that extracurricular activities have contributed to the progress of students' academic achievement.

1.6.1.1 Grades Point Average (GPA)

Grades point average mean scores and grades to measure students' success throughout the school year. Several studies were conducted to explore the connection between participation in extracurricular activities and students' GPA. The studies have indicated

that extracurricular activities are positively related to higher GPA and students who participate in structured extracurricular activities report better grades than non-participants. Bakoban and Aljarallah (2015) studied the impact of participation in extracurricular activities on 239 students chosen randomly. The types of ECA_s taken by students are training courses, lectures and seminars, workshops, festivals, competitions, journeys and visits. The researchers aim to determine how student engagement to ECA_s affect his/ her grade point average and they found that students involved in ECA are more likely to have a higher GPA than those who did not participate. Furthermore, the study shows that no relationship exists between student study time and time spent in ECA_s, that is to say, time devoted to participating in ECA_s did not harm the student study hour. Participation in positive activities while guaranteeing a balance between the time designated for study and the time allocated for the activity will inevitably affect the student's academic performance positively. In the same way, Akos (2006) conducted a study to examine the relation between ECA_s and middle school transition. The sample of the study included 173 students from middle school. Even as one of the aspects of the research was designed to discuss school connectedness, as well, the results of the study showed that participation in ECAs relates to higher GPA and improved academic achievement. An additional study conducted by Badura et al. (2016) examining the impact of ECA_s on school performance. The study used 10483 boys and girls aged 11,13and 15years from Health behaviour in school-aged children (HBSC) in the Czech Republic. This study concluded participation in ECA_s was associated with positive school-related outcomes. Equally important in 1999 Eccles and Barber observed that students who participated in academic clubs predicted higher school GPA_s than non-participants. Moreover, Darling et al. (2005) also undertook a study to look at the connection between the involvement in ECA_s and the improvement in the students' academic outcomes. They carried out a survey and the list of extracurricular activities was dispersed among the students. Students were asked to choose the activities in which they participated last year. The performance of the students in their last examination and their GPAs were also asked in that survey. The upshot of the study revealed that the students who participated in the school-based activities tend to have good GPAs and performance as compared to those students who did not participate at all.

1.6.1.2 Attendance

The National Federation of State High School Associations (NFHS) (2020) reported that taking part in ECA_s related to an increased rate of school attendance. Moreover, a

study authorized by McCarthy (2000) to examine the outcomes of student activity involvement and GPA and attendance. McCarthy (2000) reported that attendance rates of participants in ECAs are higher than non-participants. The data in the article showed that participants' mean days missed (9.5=40) were lower than non-participants' (18.6= 60). The author concluded that students involved in ECAs had a lower rate of absenteeism compared with non-engagement. Furthermore, Brown (1999) concluded that participation in sports and fine Arts were significantly related to continued student attendance. The studies related to school attendance are clear. The students who participated in ECAs tend to show a higher attendance rate than non-participants. It is quite evident that participation in school programs has been linked to a higher attendance rate since these programs demand from the students to be good academically and have a minimal absence rate.

1.6.1.3 Discipline

Several studies support the ideas that participation in useful student activities decrease misbehaviour and delinquent acts inside (frequency with students sent to office, absences and received warring) or outside School (alcohol and drug use). Massoni (2011) claimed that students' participation in ECAs helps in reducing behaviour problems. The author noted that students have a responsibility to perform activities and tasks correctly and regularly after that they are rewarded for their good behaviour. They are proud of their activities. This yielded to increase their self-confidence and good behaviour. In 1999, Brown argued that participation in out-of-school activities associates with a reduction of substance use and youth problem behaviour. Moreover, Marsh and Kleitman (2002) also emphasized that students who participate in performing art can potentially preserve satisfactory standards of behaviours. As well as, Eccles and Barber (1999) noted in their study that participation in prosocial activities significantly delayed progress in substance use (drugs and alcohol). They also emphasized that ECAs provide a protective milieu in terms of academic outcomes and involvement in risky behaviours. In summation, the studies emphasize that there is a relationship between participation in ECAs and promote positive behaviours and dissuade negative ones.

1.6.1.4 School Dropout and at Risk Students

Another variable has been conducted in the investigation which is the link between ECAs and students in danger of dropping out of education. The main reason to drive students to drop out the school is the absence of the link between students and school. An at-risk student is facing academics barriers exposure to bullying, feeling of loneliness and

discrimination in addition to his/her failure to form friendly relationships within the classroom and the surrounding institutions. Related studies to school drop-outs show that students who are joining ECA$_s$ are liable to complete their school years than students who do not join any type of ECA$_s$. Mahoney and Cairns (1997) examined the relationship between engaging students in school-based extracurricular activities and the rate of early school drop. The longitudinal study was conducted for 392 adolescents from 7th grade and followed up to 12th grade assessing them yearly. Using multiple regression equations, the outcomes reveal that participation in SEA is associated with diminishing percentages of early school dropouts. Essentially, diminishment was marked among students who were at the highest risk for dropout. Mahoney and Cairns (1997) highlighting that the extracurricular programs aim to link and strengthen the student's relationship with his/her educational institution, in addition to supporting his/her goals and interests. In contrast to the programs designed to fight school dropout (e.g. school dropout prevention programs, remedial education), it focuses on the deficits of students and aims to create an isolated and unusual student group. Furthermore, Mahoney (2014) conducted another longitudinal study using a mixed-method design to examine the relations between school-based extracurricular activities and rates of withdrawal from school place an emphasis on the role of peer social networks that surround activity. The upshot reveals that peer social networks that engage in activities play a crucial role in making extracurricular activities have an effective role in reducing school dropout. In addition, Bush (2003) has noted that participation in athletic activities significantly serves as protective factors from early school leaving.

1.6.2 Extracurricular Activities and School Connectedness

Another variable that is addressed in the literature is the impact of extracurricular activity on students feeling of connectedness to school. School connectedness is defined as the students believe that the adults and peers in the school care about them as individuals and as learners. (Centers for Disease Control and Prevention, 2009). Thompson et al(2006,)broadly recognized school connectedness as liking school, a sense of belonging at school, positive relations with teachers and friends at school, and an active engagement in school activities. Positive school connectedness is associated with a range of outcomes. Blum (2004) contended that enhancing students connected to school is likely to improve critical accountability measures such as promoting educational motivation, classroom engagement, academic performance, school attendance and completion rates at the same time as, reducing absenteeism, fighting, bullying and vandalism. Students are

more likely to engage in healthy behaviours and succeed academically when they feel connected to school (Centers for Disease Control and Prevention, 2009). Participation in extracurricular activities is considered a vital non-academic means to boost school connectedness. The first goal of school staff is to link students with the school environment, as results participation in any ECA helps in increase students' affiliation and boost positive academic and psychosocial outcomes (Akos, 2006). Various studies reported that extracurricular activity participation has been associated with a multitude of positive school connectedness, and how engaging in school-based activities can impact student feeling of school connection. In 2011, Knifsend and Graham did a comprehensive study on the relationships of taking part in four activities domains (academic/leadership groups, art activities, clubs, and sports) and the sense of belonging to the school. This study was conducted with students of 11th and 12th grade. The authors concluded that participation in the fewest number of different types of activities (tow domains) can be most optimal for fostering and supporting the student's sense of belonging to the school. The study also suggested the necessity for early students' engagement in the activities to protect them from later disconnection and disengagement from school. Furthermore, the study claims that concern should be for students to not be depleted; nonetheless, it is matter involved in a reasonable number of activity domains that enhance the positive School Bonding effect and automatically enhance the student academic performance. By the same token, Martinez et al. (2016) generate another piece of pertinent research link ECA with school connected. This researcher explores how participation in ECA namely (sports, clubs and art) is associated with perception with school climate. Participants included 15000 high students from 28 schools across 11 states in the US. The authors indicated that the students who partake in ECA have advantageous perceptions of social-emotional security, adults/ students support and school connectedness. This study discussed the necessity of the ECA program in fostering school connectedness. The authors have concluded that *"extracurricular activities can ignite students' inclination to become involved in school life and promote school belonging"* (p.82). Extracurricular activity participation has been identified as one of the strategies and actions that teachers and other school staff can take to promote school connectedness (CDC, 2009). Finn (1989) stated that the probability of students internalizing a feeling of belongingness will increase via spending additional time in the school environment, In Addition, that, he pointed out that ECA_s and social activities may remain as the main source of bond students to school notably, those who are academically weak.

Noteworthy to mention, the failure of the youngster to participate in school and class activities, or develop a sense of identification with school, may have a significant deleterious outcome (Finn,1989)

All in all, School connectedness is the extent to which students feel safe, supported, and cared for, and ECAs contribute largely to enhancing school bonding. Furthermore, extracurricular activities are influential strategies for reaching disconnected students and helping them to identify with the school

1.6.3   Social Network, Skill Development and Role Model

Previous research indicate that students who participate in ECA$_s$ will perform better academically in comparison to other students who do not participate. On top of that, participation in ECAs also promotes student's social development. Students' involvement in any kind of ECA$_s$ program benefits from the interactions with their peers, teachers, adults and community. Ivaniushina and Zapletina (2015) argued that ECAs are considered as a strategy to help students to develop personal and social qualities. As well, extracurricular education provides an environment where adolescents format their skills among their peers and adults. ECA$_s$ involve some significant aspects that supply students with the right set of circumstances to train and educate themselves in strengthening the interaction between them and others and help in building students communication skills (Mancha and Ahmad, 2016). Participation in ECA will increase the students' opportunity to amplify their circle of acquaintances and lend a hand to students to become more involved in social relationships with peers and teachers. As reported by Holland and Andres (1987) "…*an activity which brings together students with similar interests who are working toward a common goal can be the basis for close friendships...*" (p, 89). They also assume that interpersonal skills that are acquired by interacting with peers have long-range benefits both socially and occupationally. Zaff et al. (2003) found that participation in structured after-school activities contributes to positive development, and interaction with peers may lead to strengthening social skills such as typical work together and conflict resolution.

In addition to that, another variable that ECA$_s$ can provide students is the ability to build and develop a variety of skills. Zaff et al.(2003) state that adolescences who engage in structured after school activities acquire a positive sense of self-efficacy from practical skills learned in any activities such as leadership, academic or athletic skills. Furthermore, in 2010, Howie et al. carried out a study to investigate if ECA$_s$ participation enhances

social skills and diminish problem behaviour. This study concluded that children who joined in both sports and clubs had higher social skills (respect, get along, understand feelings and resolve conflict) in contradistinction to their peers who did not participate in outside of school activities were less likely to acquire such skills. Above and beyond, In research from Little et al. (2008) reported there are several social/ emotional outcomes linked with engaging in ECA$_s$ in particular: lessened students' behavioural problems, enhanced social and communication skills and/or relationships with others (peers, parents, and teachers), promoted self-confidence, self-esteem and self-efficacy, diminishing feeling of anxiety and depression, development of initiative and improved feelings and attitudes toward self and school. Ivaniushina and Zapletina (2015) emphasized that each activity has its unique patterns and features that are completely different from other activities, which leads to the development of different skills. Such participation in team Sports, Theater and music provides students with the opportunity to gain experience in interpersonal skills and develop better teamwork skills and learn to perform tasks based on successful harmonization among all participants. Not only that, but they also mentioned that students who engage in individual sports (skiing, skating, tennis, callisthenics and athletics) and martial arts (boxing, wrestling, karate and taekwondo) are described as being more persistent in achieving certain goals and overcoming difficulties, in addition to enhancing their success, which allows them to acquire and master goal-setting skills and gain experience at planning, time management, and setting priorities.

Another example of how the extracurricular activities affect the students' social aspect is the possibility of creating an interactive environment outside the class hour that allows the students to interact with their peers. Student interaction outside the class and especially within the EC activities allows students to ask for assistance with assignments from the same peer group participating in the same extracurricular activity (Pascarella & Terenzini, 2005 as cited in Johnston,2013).

Additionally, taking part in ECA$_s$ can provide students with the opportunity to have supportive relationships monitor or role model with adults. ECA$_s$ can contribute to offer students the opportunity to identify with a helpful coach or monitor or talented director and get acquainted with them better. This gives the students the possibility to have veritable interaction, constructive feedback and support from adults who deserves to be emulated (Wilson, 2009). According to Longan and Scarborough (2008), the existence of "*other adult relationships*" is recognized as a developmental asset linked to facilitating academic and life success (p.159).

1.7 Potential Negative Impact

Few studies have examined the pitfall of extracurricular activities. However, ECAs have two main drawbacks: an overwhelming schedule and a narrow sense of identity.

1.7.1 Overwhelming-Schedule

Participation in ECA$_s$ beyond optimum has a serious negative impact on student's academic achievement. The opponents argue that participation in more than one activity may lead to academic achievement deteriorating. Participation in ECA$_s$ may interfere with study time and cut into homework time. Marsh and Kleitman (2002) take the view that as long as the full amount of involvement increased; academic success began to decline to the point where adverse effects emerge. A study was conducted to examine the consequence of overwhelming-schedule ECAs between students who were involved in an overload ECA (experimental group) and students who were involved in one activity for 40 minutes (control group). The students of the experimental group showed a decline in their academic achievement. Conversely, the students of the control group showed excellent academic performance. The study concluded that over-scheduled ECA$_s$ harmfully and negatively affects student's academic achievement and lead to low test scores (Suleman et al., 2014). Besides, Wilson (2009) asserted that a student's involvement in many activities may affect the commitment shown to each activity. Furthermore, the researcher said that over-schedule may not harm only student academic performance but may gradually harm students physically (life-long injuries) and emotionally (stress, frustrations and burnout). The tight schedule will make students burdened and increase the pressure levels.

1.7.2 Narrow Identity

Taking part in extracurricular activities may reduce the student's awareness of his/her other abilities and limit him/her to the only activity he/she is involved in. Some students may recognize themselves according to the activities they involve in and deny or offer diminutive emphasis on their roles as students. Baron and Piquero (2016) noted that students' academic success declines when they start to define themselves as athletic rather than as students (as cited in Tanner, 2017). This is not concise to sports participation; it can be valid to other activities. When students define themselves based on no–an academic activity they are high to diminish their academic results.

Extracurricular activities can have some pitfalls and harm students. Nonetheless, the disadvantages of extracurricular activities do not prevail over the advantages.

1.8   ECA and Language learning

Learning a second or foreign language requires learners' exposure to the basic language skills (reading, speaking, writing and listening), and to achieve proficiency the students need to practice the language. Engaging students in ECAs enhance their level of language proficiency. Yildiz (2015) strongly argues that ECAs are "a useful part of education at students' language learning process" (p.481). In the same vein, Zhdanova (2013) stated that "the extracurricular activity on foreign languages corresponds to goals and objectives of the whole self-learning activity on foreign languages and illustrates the essence of a teacher's work."(p,567). As well, Campbell (1973) declared that the importance of language activities lies in adding new excitement to the language learning process. She added extracurricular activities, such as department-wide festivals, weekend programs, and trips abroad aims to provide a more relevant and interesting cultural experience for today's students. Moreover, extracurricular activities guarantee learners an enthusiastic language learning atmosphere Yildiz (2016).

1.8.1 Types of Language-oriented ECA

Speaking club /Reading club/Songs writing and performance/Competition of written works/dramatic activities Mime Simulation Role-Play Exploiting a scripted play Improvisation

Recitation/Speaking in class/Translation/Writing essays and projects /Watching educational videos /Listening to foreign language records.

Table 1.02: Types of Language-Oriented ECA

1.8.2 Advantages of ECA in Language Teaching

1.8.2.1 Authentic Language Input/ Material

Extracurricular activities offer situations where the target language is real used. Using extracurricular activities in a classroom makes learners benefit from experiencing the target language as it is used in its nature and its daily form (Gill1996). Gill (1995 p. 80, as cited in Gill 1996) suggests that "... by working on a task like preparing for a performance and then presenting it in a TL, learners get to hear and produce the sounds of that language more authentically and in a more wholesome fashion than they would in a regular class".

Teachers do not mind giving extracurricular authentic materials to the students as long as it is tolerable. Using extracurricular activities in a classroom make learners benefit from experiencing the target language as it is used in its nature and its daily form.

1.8.2.2 ECA and Culture Knowledge

Tumanov (1983 as cited in Reva 2012) strongly argues using extracurricular activities in teaching the second language to support culturally oriented communicative second language teaching. Reva (2012) claimed that extracurricular activities provide language learners with plentiful occasions for generating the target language environment, and discovering different cultural issues of the target language country. Consequently, deepening into the target cultures in the ECAs, the learners develop their intercultural competence and raise their awareness of their own and target cultures. Furthermore, Macianskiene and Bijeikiene (2013) assumed that participation in organizing activities and club's activities language learning is more versatile, these activities are opening access to creative language learning as well as to the improvement of socio-cultural and sociolinguistic competencies. They also stated "In the classrooms, we learn the language, while the acquisition of culture is achieved through club activities – in terms of culture, club activities are highly enriching" (p, 1607).

1.8.2.3 Language Exposure

The insufficient time in the classrooms hours, and the responsibility to finish the determined materials hamper foreign language learning. Yildiz (2015) point out that some learners learn language during class time, at the same time as other learners' class time might be not enough and they may need extra care, one effective way to resolve this problem is by providing English extracurricular activities. Extracurricular activities provide the necessary experiential language exposure outside the classroom and provide a necessary supplement to the contact class hours (Reva 2012).

1.9 The Importance of ECA

There is an increasing amount of research indicating the significant role that extracurricular activities play in students' lives. Research shows how extracurricular activities enhance curricular outcomes and extend and strengthen the curriculum. As well as provide students with opportunities to learn more than just the curricula outcomes (Christison, 2013). Students who participate in extracurricular activities demonstrate greater character development and a higher sense of the importance of community

involvement (Christison, 2013). Besides, extracurricular activities help in creating constructive leisure time.

1.9.1 Expanding the Curriculum

It is important to realize that extracurricular activities play a significant role in supporting and expanding the curriculum and, they are not necessarily considered a disruptive factor. As reported by the National Federation of State High School Associations (NFHS, 2020) Activities program is an extension of a good educational system and it is supporting the academic mission of the school and, they are not a deviation from it. Potentially, students who participate in activity programs have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than non-participant students. (NFHS, 2020)

1.9.2 Learning Reinforcement/ Supplementing Coursework

ECA_s programs serve as tools to reinforce and supplement the required course of studies. Lunenburg (2010) claimed that the mastery of the course of studies is enriched and reinforced and the classroom works are expanded owing to the utilization of the ECA_s. He also pointed out that ECA_s supplementing the curriculum with experiences that are not probable in regular classroom settings. "These non-subject-related activities add to and enrich even the most innovative programs of required and elective courses."(Lunenburg, 2010, p.03).

1.9.3 Integrating Knowledge

The vital role of the learning process is the tied and synthesizing of the knowledge. Lunenburg (2010) highlighted that ECA_s is integrative in nature; they relate many areas of knowledge and experience. ECA does not rely on abstract and isolated pieces of learning; rather they synthesize and unify many aspects of real-life situations.

1.9.4 Character Development

Largely, taking part in ECA contribute to developing and building the adolescent character (Christison, 2013). Higher social self-concept, self-worth and academic self-concept associated with adolescent mixed(academic and athletic activities) extracurricular activity participation (Blomfield & Barber, 2009).according to Lipscomb (2007) in the workplace it seems a necessity to have many character-building skills, usually these skills are not evaluated and practices in classes, yet these skills common to extracurricular activities (as cited in Christison, 2013). Firstly, students learn the productive use of time and an efficient priority setting (Christison, 2013). Secondly, they interiorize leadership skills that will help them succeed in their post-secondary institutions and their lifeworks

(Barnett, 2008 as cited in Christison, 2013). Lipscomb (2007) acknowledges that students who have leadership skills are more likely to become managers and be paid higher wages than students who do not have these skills (as cited in Christison, 2013). Thirdly, participation in the extracurricular activity enhances the student's acceptance of constructive criticism, which is an important skill for intellectual and personal development (Mckeyane, 2013 as cited in Christison, 2013).lastly, participation in organized activities increases the students' self-esteem and resilience (Fredricks & Eccles, 2008).

Notably, each type of extracurricular activity has an effect on different components in personality development, and if the students become aware of the personality development skills that they perform in a particular activity. This can channel students to improve exact areas of their self-awareness (Christison, 2013).

1.9.5 Community Involvement

The importance of community involvement is strengthened and demonstrated by participating in extracurricular activities (Christison, 2013). The students need to have contact and exposure to the whole community rather than being restricted to the school institution so that the extracurricular activity works to link and create a connection between the student and the community (Gatto, 2005 as cited in Christison, 2013). Through participation in ECA, students learn to give back to the community and aid those who need help (Christison, 2013). According to Barber et al. (2013) "…individuals were more likely to continue volunteering in communities if they had been exposed to extracurricular activities in school…"(p.16). Extracurricular activities in addition to other factors such as community-based civic activities generate a continuous sense of community engagement. (Barber et al., 2013). Motivating the students to take part in extracurricular activities will help them to experience the advantage of community involvement (Christison, 2013).

1.9.6 Constructive Leisure Time

Leisure is surroundings where adolescence can have the possibility to be motivated to handle their individual experiences by making a personal effort over their surroundings and allow them to act autonomously (Brown and Theobald, 1998; silbereisen and Eyferth, 1986 as cited in Darling et al, 2005). In addition to that, it is considered an appropriate opportunism context for identity exploration and skills building and social Differentiation and integration (Kleiber1999 as cited in Darling et al, 2005). School-based extracurricular activities represent one type of a highly constructive leisure context that allows students to

exert control and identity expression via activity selection and actions within the setting (Darling et al, 2005; Darling, 2005)

Additionally, ECA does not allow for experiences and activities that are not controlled by adults (Darling et al. 2005; Darling, 2005). This authority figure allows activities to give the student many developmental experiences that are given by other types of leisure, however, extra-curricular activities add the advantage of protecting against engaging in problematic activities like drugs and alcohol use experiences and prevent experimentation with them in contrast to an unstructured activity (Shann, 2001 as cited in Darling et al, 2005). Since after-school programs provide structured activities, it can be an effective strategy for preventing problem behaviour (Osgood et al. 2005). School and community based extracurricular activities are considered structured ecological contexts that support adolescent growth and development (Eccles & Fredricks, 2008).

1.10 Conclusion

All in all this chapter proposed in brief the historical development of ECA, definitions of ECA and theories of ECA (The zero-sum model developmental model, Identification/ commitment model, threshold model, social inequality gap reduction).

Besides, in this chapter, we explored the advantages of ECA on students academically (academic achievement, attendance discipline school dropout and at-risk students and school connectedness) and socially with a glance at the potential negative impact of ECA.

The chapter tackled also the impact of ECA on language learning; also include some advantages of ECA on language teaching

Furthermore, the literature review discussed the importance of ECA. Lastly, chapter two will consider the methodology and the analytical part of the study.

2.1 Introduction

After representing the literature review in the previous chapter regarding the impact of ECA$_s$ on pupils. This chapter aims to introduce the research methods and the analysis of collected data. The chapter is divided into two parts. First part of the chapter deals with methodology followed for discovering the objectives, describe the research design, the selective participants, as well instrumentation. This chapter also covers the procedures followed to construct the research instruments. The second part of this chapter presents the analysis and interpretation of the findings resulting from quantitative and qualitative data. The chapter ends with discussion of results.

2.2 Part One: Methodology

2.2 .1 Research Design

In order to satisfy the objectives of the dissertation, the researcher chose a mixed-methods-research design.

The mixed methods design is defined as a research method that is based on mixing and combining the two forms of data collection quantitative and qualitative   in a study (Creswell & Creswell, 2018). Over the past few years, it has become clear that the quantity of research that includes the integration of quantitative and qualitative research methods has increased (Bryman, 2006). The value of mixed methods stemmed from the idea that all methods have strengths and weaknesses; as a result the gathering of both quantitative and qualitative information neutralized the weaknesses of each type (Creswell & Creswell, 2018).

There have been three core mixed-methods designs: the convergent design, the explanatory sequential design, and the exploratory sequential design (Creswell & Creswell, 2018). In this study, the explanatory sequential mixed methods design is adopted .The selected approach is considered as a design that involves two phases, in the first phase the researcher collects only quantitative data , follows up by a second phase where researcher gathers qualitative data and analysis in order to elaborate the findings from the quantitative results (Creswell & Creswell,2018).

In order to conduct a mixed methods study, there are three aspects (timing, weighing and mixing) that control the design of procedures .The researcher should take them into

consideration. The first aspect is timing (sequencing). It refers to the sequence of data collection in a study and whether the data are collected concurrently (both data are collected at the same time) or sequentially (one data collected before the other data) (Creswell & Creswell, 2018).In this study the researcher collected quantitative data at first place (the beginning of January 2021) then the researcher collected qualitative data (the end of January 2021). Furthermore, the second aspect is weighing (importance). According to Creswell (2009) weighing means the priority given to one of the methods the quantitative or the qualitative in a study. In the present study the weight is equal. The third factor that goes into designing procedures is mixing. It is defined as"… *either that the qualitative and quantitative data are actually merged, one end of the continuum, or kept separate, the other end of the continuum, or combined in some way on the continuum*"(Creswell,2009,Glossary).Thus, the data gathering from the quantitative and qualitative methods can be either merged , embedded or connected. For this study the researcher connected the results from the quantitative methods and investigated these in more depth in the qualitative phase. The following figure explains the methodological procedures used in this investigation.
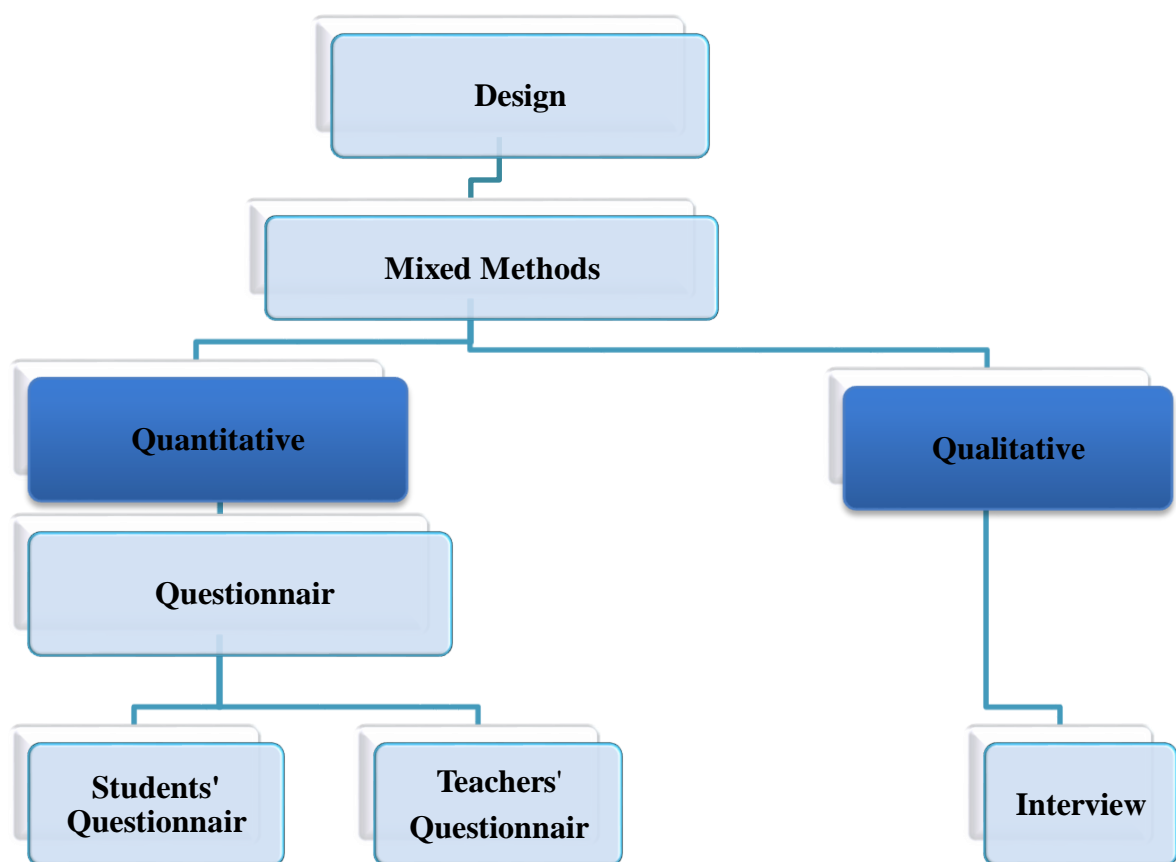
Figure 2.01 The Methodological Procedures

2.2.2 Population /Sample

Through this section, the researcher will provide an overall account of the participants in this study. The target population for this research is defined to include the English teachers, pupils and headmaster at middle school levels. However, the accessible samples are the English teachers, the pupils and the headmaster in Oulad-Brahim village since these samples are within the researcher's reach.

2.2.2.1 Sampling for The Quantitative Study

2.2.2.1.1 Teachers' Profile

The selective sample of this study is the fourth-year middle school English teachers from three different middle schools in Oulad Brahim village. Out of the eight (08) teachers who are available to complete the questionnaires, only six (06) questionnaires are completed and used in this study. The main features of the participants are assembled in Table 2.01.

2.2.2.1.2 Pupils' Profile

Forty (40) informants are fourth year pupils of Boualam Mohamed Middle school in Oulad Brahim –Saida. Forty questionnaires are handed to two classes that involve 20 pupils in each class (class size reductions). The detailed statistics of the sample can be found in Table 2.17.

2.2.2. Sampling for the Qualitative study

2.2.2.1 Headmaster's Profile

The interview is addressed to the headmaster of Boualam Mohamed Middle school as the selective sampling. The sample has been an English teacher for 15 years and a headmaster for 07 years. The researcher chose the sample because of her experience of at least 22 years conducting and organizing ECA programs as a teacher and a headmaster.

2.2.3 Instrumentation

To address the research questions, two instruments of research are used in this study. The first one is a questionnaire. The researcher designed two questionnaires one for

the fourth year middle school English teachers and the second is addressed to the fourth year middle school pupils. The second instrument is an interview with the headmaster of Boualam Mohamed middle school. The two instruments are utilized due to their satisfaction with the study.

2.2.3.1 Questionnaires

Questionnaires are deemed as common instruments used in gathering information to investigate beliefs and attitudes from a large group of participants (Mackey and Gass 2005).Brown (2001, p.03) defined questionnaires as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Cited in Dörnyei & Taguchi, 2010). Questionnaires are chosen because they are practical and economical. In addition to that, they are less time consuming and can help in eliciting longitudinal information from participants (Mackey and Gass 2005).

2.2.3.1.1 Teachers' Questionnaire

The teacher questionnaire (Appendix A) is composed of 04 sections including 20 items. Each section has its own set of items designed to accomplish an objective. The questionnaire is a mix of closed-end questions and open-end questions. The questionnaire is designed to take no longer than twenty minutes. The questionnaire is distributed toward the end of September. The table below sums up the questionnaire sections in detail.

Number of Section	Name of Section	Sections' Objectives	Number of Items	Nature of Items
Section One	Background information	The section focuses on the biographical structure of the respondents	03	03 closed-ended questions
Section Two	The impact of ECA	This section focuses on eliciting the impacts of ECA on students' academic achievement and social	06	01 opened-ended question 05 closed-

		skills.		ended questions
Section Three	Language-oriented ECA impact	This section focuses on probing information about the impact of Language-oriented ECA on language learning	07	02 opened-ended questions 05 closed-ended questions
Section Four	ECA and Teachers' Perception	This section focuses on: -Difficulties in implementing ECA -Suggestions to improve ECA - Benefits of ECA -Drawbacks of ECA	04	04 opened-ended questions

Table 2.01 Description of The Teachers' Questionnaire

The teachers' questionnaire is conducted in a one-to-one administration method. Eight (08) questionnaires were distributed however only six (06) questionnaires were returned. Teachers are prompted to complete the questionnaires within one week.

2.2.3.1.2 The Pupils' Questionnaire

Pupils' self- completion questionnaire (appendix B) consists of 10 questions grouped into two sections. Questionnaire items are simple and easy to understand by pupils. Intentionally, the most frequent questions used in this questionnaire are close-ended questions in order to avoid unanswered questions. The table below recapitulates the questionnaire sections in details.

Section Number	Section Name	Sections' Objectives	Number of Items	Nature of Items
Section 01	Participants' Characteristics	Gather participants' information	02	02Closed-ended questions
Section 02	Pupils' perception about ECA impact	This section focuses on : • **-**Pupils' perception regarding the impact of ECA on their academic achievement , social skill and language acquisition • identify pupils' awareness concerning the importance of the activities • **-**The teachers' role in motivating the pupils to participate in the activities • **-**Reasons behind pupils participation in activities	08	07 Closed-ended questions 01Opened-ended question

Table 2.02 Description of the Pupils' Questionnaire

A pupils' self-completion questionnaire administered to two classes; each class consists of 20 pupils. The researcher administered the questionnaire during pupils' regular session. The researcher informed the participants about the objectives, the instructions and the structure of the questionnaire. Furthermore, to make pupils feel comfortable, the researcher used the Arabic language as well as translations of some words. On that score, the pupils felt at ease and answered approximately all the questions successfully. The questionnaire took nearly fifty minutes.

2.2.3.2 Interview

The interview is much the same as the questionnaires, except that it is characterized by an oral style (Mackey and Gass 2005). It is highly recommended by Gillham (2000 as cited in Dörnyei & Taguchi, 2010) for researchers to accompany quantitative data (questionnaires) with semi-structured interviews to illuminate and better understand numerical results. Furthermore, in this study where observation is utterly impossible, and in line with Mackey and Gass (2005) beliefs that the interviews permit to the researchers the investigation of the phenomena that are not directly observable. As results, the researcher opted for using a semi-structured interview as a means of data collection.

A semi-structured interview is employed in this study. The interview form consists of twelve (12) questions. The researcher got permission to interview with the headmaster one week before the interview day. The interview took place in the headmaster' office and lasts for forty minutes. Before the interview started the researcher explained the reasons behind this interview. Permission to record the interview was refused. Though the researcher elucidated to the interviewee that all collected data (recorded and transcription) will be securely stored. As well as, information would remain confidential.

2.2.4 Data Collection Procedures

In order to collect data for this research, an introductory letter from the head of the Department of English language, university of Saida is obtained. An introductory letter is distributed to the head of the Directorate of Education. Permission to conduct the study at Boualam Mohamed Middle School was received from the Directorate of Education for the Wilaya of Saida. The permission letter was administrated to the headmaster of Boualam Mohamed Middle School and administration staff.

The permission granted access to two classes of the 4th year middle school. The researcher asked about the possibility of attending the available extra-curricular activities. However, the researcher was informed that the extracurricular activities for the 2020-2021 school year have been suspended due to the pandemic.

Furthermore, because the number of the 4th year middle school English teachers is relatively small (N=02) at the level of the school, the researcher opted to consult other teachers from different schools in Oulad-Brahim. The researcher met with the

teachers from various schools and arranged on the time to submit the questionnaires. The response rate was 75%.

The researcher discussed with the teachers whose pupils served as respondents for the study the possibility to attend in order to determine the pupils' level so as to design a questionnaire appropriate to their level. The researcher had the opportunity to attend for three weeks.

Moreover, to collect the qualitative data, the researcher asked for a pre-appointment interview to discuss the language used to formulate the interview' questions. Fortunately, the participant was an ex-English teacher.

Regarding the data analysis procedures, the quantitative data is analyzed using Microsoft office excel 2007, due to its easiness and rapidity. Concerning, the qualitative data is transcribed and analyzed manually.

2.3 Part Two: Data Analysis

2.3.5 Data Analysis and Tentative Interpretations

2.3.5.1 Quantitative Data Analysis

2.3.5.1.1 Teachers' Questionnaire Analysis

The following section demonstrates and analyzes the teachers' responses to 20 items of questionnaire.

Section one: Background information

To gather clear information about the participants characteristics' the questions 01,02 and 03 are devoted to elicit the participants gender , age and experience .Table 03 summarizes the details findings

Gender	Number	Group age	Number	Experience	Number
Female	03	25-35	3	1-5 years	2
Male	03	35-45	2	5-10years	1
/	/	45-55	1	10-	3

				20years	
/	/	55-65	/	20 years	0
Total	**06**	**/**	**06**	**/**	**06**

Table 2.03: The Descriptive Statistics on Teachers' Gender, Age and Experience

Question 01: Specify your gender
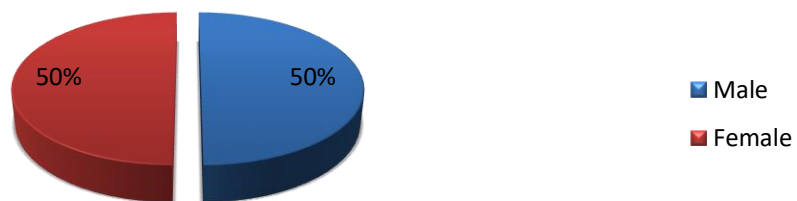
Figure 2.02 Distribution of Teachers' Gender

In the present sample, as it is shown in Figure 2.1 and indicated in Table 2.1, out of six teachers, there is equal participation of female (50%) and male (50%) in this study.

Question02: Your group age

The majority of teachers their age range between 25-35 years old (50%). 33% per cent are between 35 and 45 years old, and only one teacher (17%) is between 45 and 55 years old. The figure below demonstrates the detailed results.
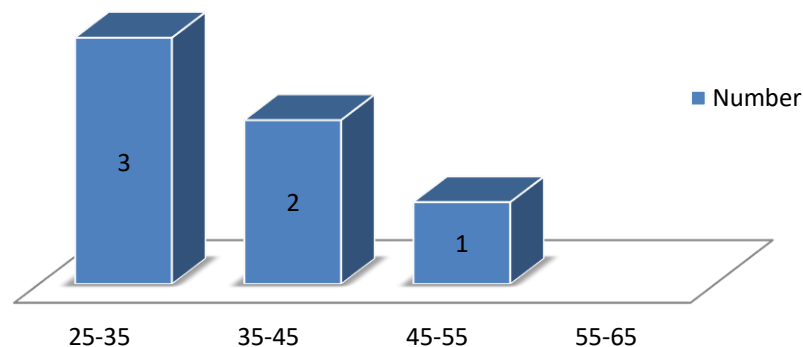
Figure.2.03 Teachers' Age

Question 03 : For how many years have you been an English teacher?

Most respondents' experience in the sample ranges between 1-5 years (50%) and (17%) are between 5-10 years .Then 33% respondents have an experience between 10-20 years. The figure below presents the findings.
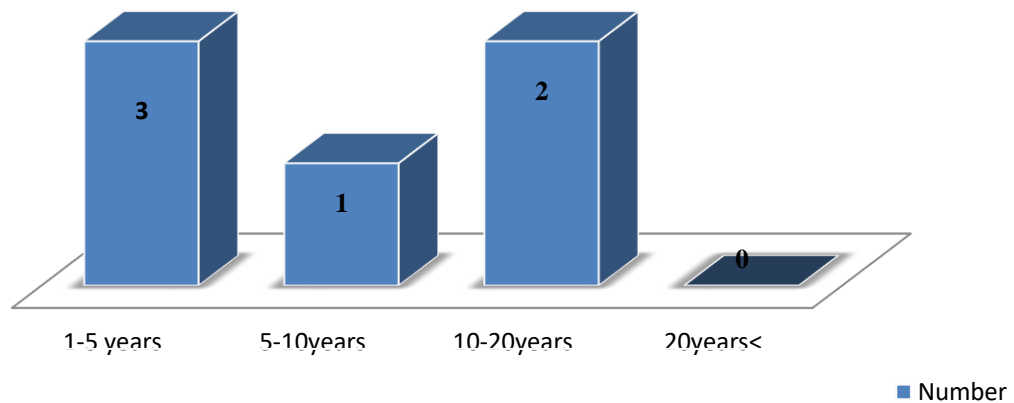
Figure 2.04 Teachers' Experience

Section 02: The impact of ECA

Question 4: Briefly, in your opinion what do we mean by extracurricular activities?

The objective behind this question is to know what teachers think the ECA is. The table below gives an outline of the participants' definitions.

Teachers	Definition
Teacher 01	Activities which are fun, cultivating and help learners develop their abilities and skill; they are organized by the teacher or the school outside the studying hour's .i.e. not the hours concerned with teaching the curriculum.
Teacher02	The extracurricular activities are all the processes or tasks which are outside of the academic curriculum, but they make learners aware of what they are going to shed the light on in class
Teacher03	Activities that students do outside the classroom

Teacher 04	Activities that take place outside the classroom and students do
Teacher05	They are couple of extra tasks used to involve students more in learning with different way far from the usual.
Teacher 06	Activities use to teach learners present lesson and achieve learning objective outside the classroom

Table 2.04: The Participants' Definitions of ECA

Question 05: Does your school offer extracurricular activities to its pupils?

This question was designed to find out the availability of extracurricular activities in the teachers' schools. The findings reveal that out of six teachers (67%) which represents 04 teachers, their schools do not offer extracurricular activities to their pupils. Only 33% of the teachers their schools offer extracurricular activities to their pupils. Figure below presents the findings.
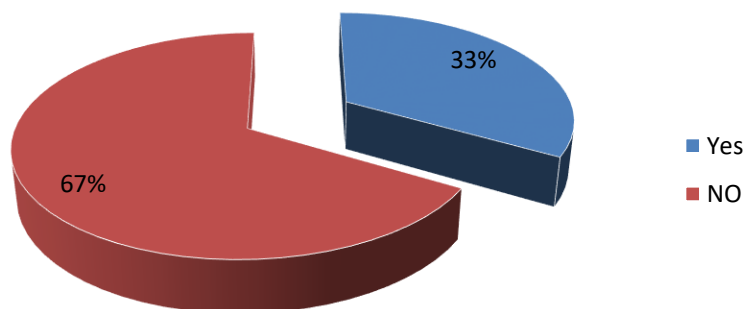
Figure 2.05 The Availability of ECA

Question 06: In your opinion, is participation in extracurricular activities associated with the pupils' academic success?

0%

100%

- Yes
- No
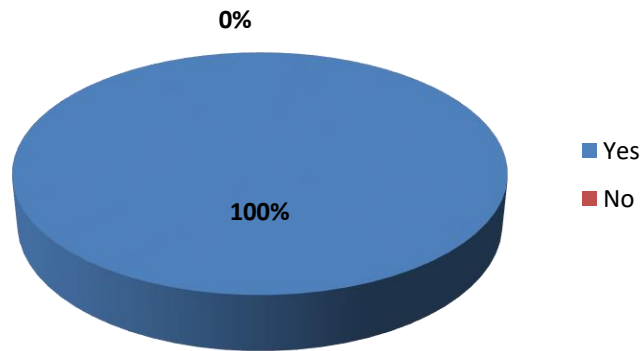
Figure 2.06 ECA$_s$ and The Pupils'Academic Success

This question aims to figure out the teachers' perception regarding the effect of ECA on students' academic achievement. As it is shown in Figure above, the entire sample that is six teachers (100%) indicates that pupils' participation in extracurricular activities is associated with their academic success.

Question 07: Does participation in ECA improve the pupils' interpersonal communication and social skills?

17%

- YES - NO

83%
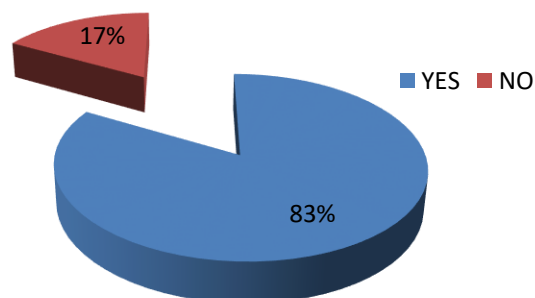
Figure 2.07 The Impact of ECA on Pupils' Interpersonal Communication and Social Skills

This question attempts to find out the teachers' perception regarding the impact of ECA on students' social skills. The graphic above displays the participants' responses regarding participation in ECA and the pupils' interpersonal communication and social skills. Remarkably, 83% of the positive answers take the load over 17% of the negative ones.

Question 8/ Do you think that participation in extracurricular activities and attendance at school events protect against school dropout and enhance pupils' school connectedness?

Regarding the 8th question, this question aims to figure out whether there is a relationship between participation in ECA and increasing school bonding and minimizing school dropout. The results show that more than half of the respondents (67%) think that participation in extracurricular activities and attendance at school events protect against school dropout and enhance pupils' school connectedness. However, 33% of the sample does not think so. The following graphic tries to display the findings numerically.
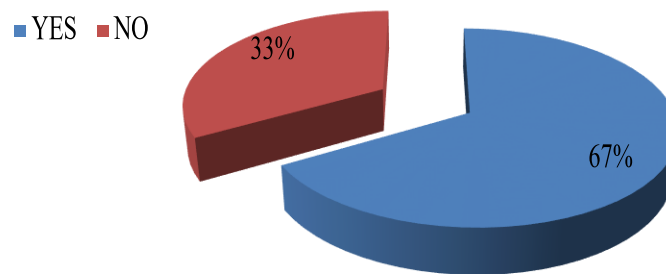
Figure 2.08 ECA and Pupils' School Connectedness

Question 9: Do you believe that participation in extracurricular activities teaches the values of leisure time management, sportsmanship, cooperation and teamwork.

Question 09 focuses on the pupils' possibility to develop social and academic skills via participating in ECA. Considering the below figure, it is noticed that the entire respondents (100%) answered with 'yes'.
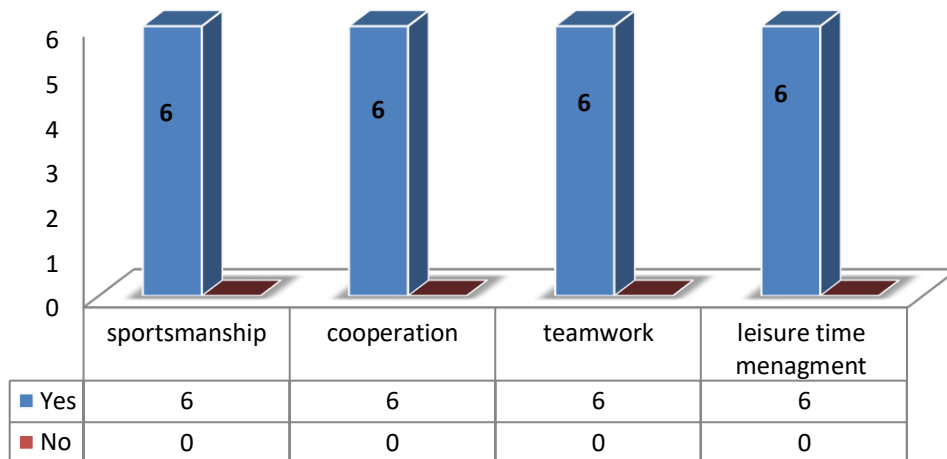
Figure 2.09 Pupils' Possibility to Develop Skills Via Participation in ECA

Section03: Language-oriented ECA impact

Question 10: Do you suggest language-oriented extracurricular activities in your class?
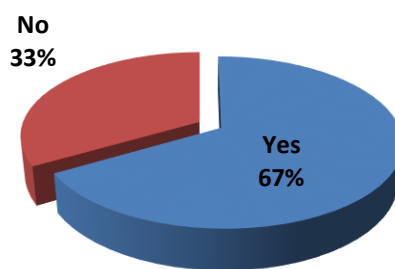
Figure 2.10: The Possibility of apply ECA in The Class

This question tends to reveal the possibility of the application of language extracurricular activities in the classroom. The pie chart exhibits that the majority of teachers (67%) suggest language extracurricular activities to their students in their class. However, 33% do not suggest such activities for their students.

Question 11: How do the following language-oriented extracurricular activities foster pupils language learning?

This question aims to find out how the teachers perceive the effect of each type of activity on the student's ability to learn the language. Regarding that there is some missing data, the table below sums up the teachers' answers.

Language-oriented ECA		Teachers' Responses
Language clubs	Teacher 1	-They improve pupils' reading, comprehension and writing skills -They increase pupils' use of the language, grows their self-confidence while using the language and improves their communication skills.
	Teacher 2	Develop the language skills (writing / reading) Develop social skill
	Teacher 3	Increase pupils exposure to language
	Teacher 4	Increase pupils' interpersonal skills To practice a language
	Teacher 5	No data
	Teacher 6	No data
Educational Video/ Films	Teacher 1	Help students without need for further tasks
	Teacher 2	They improve their pronunciation They help them to acquire new vocabulary
	Teacher 3	Provide students with an example of how language use in the real situation
	Teacher 4	Prove pronunciation and speaking skill
	Teacher 5	They improve pupils listening skills and enable them to have a more accurate pronunciation.
	Teacher 6	No data
Language Games	Teacher 1	They make the learning process extremely fun as they arouse pupils' curiosity and interest in learning a language.
	Teacher 2	Learning a language in a funny way
	Teacher 3	They break the routine and teach the language in a fun and entertaining way

	Teacher 4	They encourage pupils to use language more freely Pupils learn new words and idioms in funny way
	Teacher 5	Language games are a fruitful ECA because some learners rely on a kinesthetic way to learn
	Teacher 6	No data
Discussion/ speaking in class/ oral presentation	**Teacher 1**	Pupils become more self confident and express themselves freely Improving their speaking skills Practicing the language Encourage pupils to interact and communicate using a language
	Teacher 2	Help pupils to understand different types of oral message They improve pupils oral skills Develop different kinds of interaction in class
	Teacher 3	Help pupils to use the language Speaking in class encourage them to interact and communicate
	Teacher 4	Encourage them to speak and interact using English Enhance students' speaking skill
	Teacher 5	-They help learners insert their identity and opinion, they enable them to communicate and understand oral exchanges and they teach them to be tolerant and accepting to others points of view. They help them come over fear and help them to grow more confident to share their ideas using the language
	Teacher 6	No data
	Teacher 1	They give them the ability to convey an idea through a written message and they teach them team work and the importance of each member in the

Writing Essays/ Projects		progress of the project
	Teacher 2	Improve pupils writing skills
	Teacher 3	Mastering different writing skills such as note-taking

They help pupils to be autonomous in writing |
| | **Teacher 4** | Developing students productive skills

they teach them how to research different topics |
| | **Teacher 5** | No data |
| | **Teacher 6** | No data |
| **Translation** | **Teacher 1** | They help pupils to develop and express ideas in other language.

They encourage them to search. |
| | **Teacher 2** | Enrich their vocabulary (new items) |
| | **Teacher 3** | Learning new item

Understanding the grammar of both languages |
	Teacher 4	Discover new words and notice language variety (in terms of grammar)
	Teacher 5	They allow pupils to have a strong vocabulary to use in all kinds of situations that they may come across when using the language.
	Teacher 6	No data

Table 2.05: Language-Oriented ECA and Pupils' Language Learning

Question 12: Have you ever used one of the previous activities?
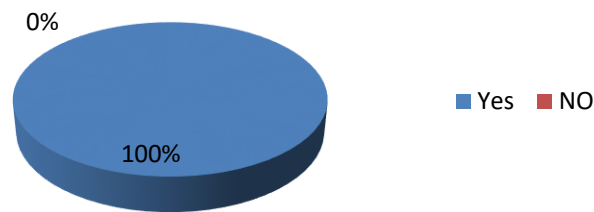
Figure 2.11 Mean of Using Different Types of Language-Oriented ECA in Classroom

This figure shows that the whole participants (100%) used at least one of the previous activities in their class.

Question 13: Do you notice their influence on pupils' achievement?

Concerning question 13, the objective of this question is to find out whether Language-Oriented ECA affects the pupils' achievement or not. The participants (83%) stated that they noticed the influence of language ECA on students' achievement. While only one teacher (17%) answered that he did not notice the influence of these activities on his students' achievement.
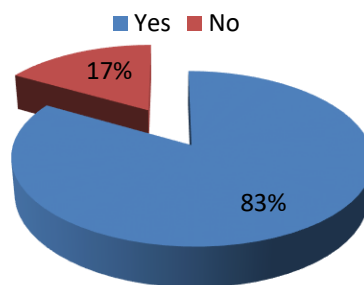
Figure 2.12 Teachers Answers about The Influence of ECA on Pupils' Achievement

Question14: How often do you have discussions with your pupils to encourage them to become involved in ECA?
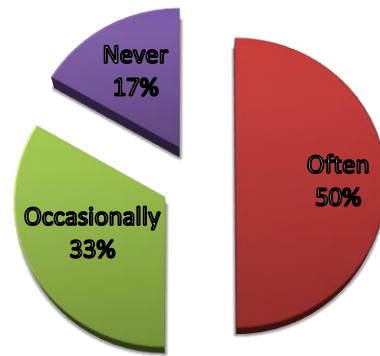
Figure 2.13 Discussions with Pupils on Extracurricular Participation

This question aims to find out the teacher's role in motivating the students to participate in such activities. According to the results obtained in the pie chart above, half of the respondents 50% have stated that they often discuss with their students to encourage them to become involved in ECA. Furthermore, 33% of the participants occasionally do it. Only 17% of them which represents only one teacher stated that he never does it.

Question15: Do you think that pupils practice English in language-oriented extracurricular activities gives them a lot of opportunities for natural language use?

As far as the 15th question is concerned, the objective behind this question is to know if participation in language-oriented extracurricular activities gives the learners a lot of opportunities for natural language use., the data obtained reveal that the totality of the participants 100% think that pupils' practice in English language-oriented extracurricular activities gives them a lot of opportunities for natural language use. The following pie chart recapitulates the findings.
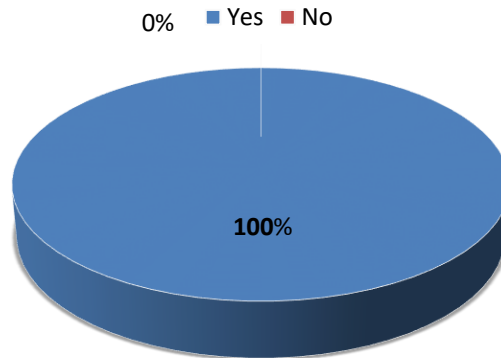
Figure 2.14 Teachers Responds about Language-oriented ECA and Opportunities for Natural Language Use

   Question 16: Do you think that language-oriented extracurricular activities have impacts on:

   Pupils' knowledge of grammar, Pupils' language fluency, Pupils' vocabulary,   Pupils' communication abilities, Pupils' social skills

   The question' objective is to perceive the effect of ECA on language skills and social skills. The majority of respondents agree with a positive impact of language-oriented ECA on their pupils' fluency (100%), vocabulary (83%), communication abilities (83%) and pupils' social skills (83%). By contrast, 83% do not agree with the positive impact of language-oriented ECA on grammar. The following bar graph recapitulates the findings.

	knowledge of grammar	language fluency	vocabulary	communication abilities	Students' social skills
Yes	1	6	5	5	5
No	5	0	1	1	1
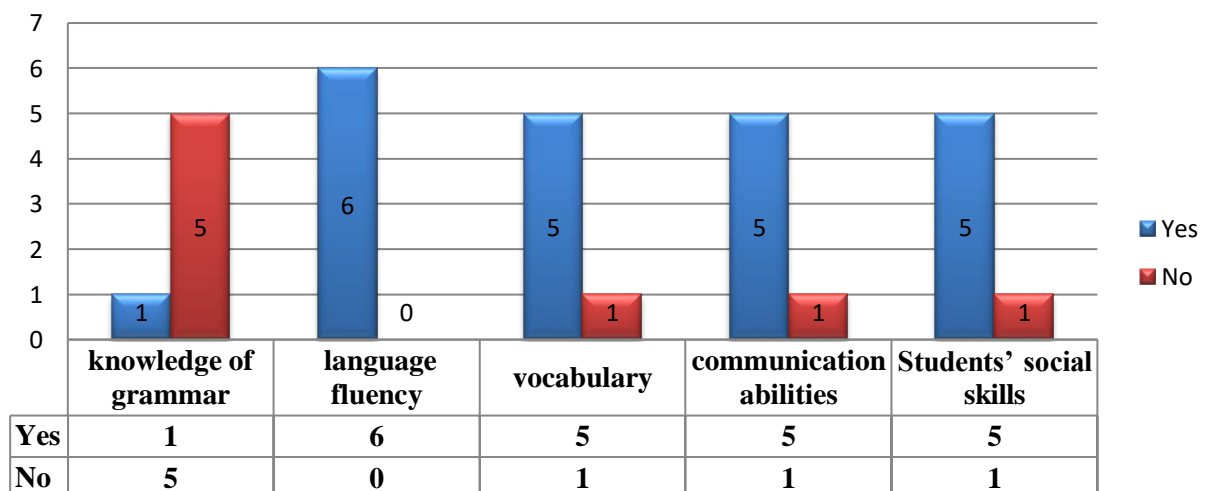
Figure 2.15 Teachers' Perception about The Impacts of Language-Oriented ECA

Section 04: ECA and Teachers' Experiences

Question 17: In your opinion, what are the obstacles that impede the implementation of extracurricular activities?

By asking this question our attention is to identify the different obstacles which teachers are facing that impede the implementation of ECA. It is noticeable that there is a consensus on the insufficient time and the lack of resources and experience. Two teachers chose not to answer. However, the table below recapitulates teachers' answers:

Teacher	Answer
Teacher01	Lack of time, space and the huge program teachers have to deal with.
Teacher02	Pupils' difficulties in the language Timing is insufficient to reach the learning goals and to do such activities
Teacher03	lack of resources little or no experience in dealing with such activities and controlling students
Teacher04	Difficulty in controlling the discipline of students Lack of means
Teacher05	No data
Teacher06	No data

Table 2.06 The Obstacles to The Implementation of ECA

Question 18: Do you have any suggestions for improving extracurricular activities for your students in your class or school?

This question aims to obtain the teachers' view about solutions for the successful implementation of extracurricular activities. The same teachers did not answer the question. The answers obtained are summarized in the following table.

Teacher	Answer
Teacher01	- Increasing the hours or loosening the program to be dealt with.
Teacher02	- Teacher well managing of the classroom - Understanding learners' differences and the variety of activities needed too because every student has his own talent or oriented skill - provide adequate time
Teacher03	-Involving parent in such activities Pupils should be involved in the selection of extracurricular activities.
Teacher04	-Separate activities from the curriculum -Allocate a specific time for them (the end of the day, holidays…)
Teacher05	No data
Teacher06	No data

Table 2.07 The Suggested Solutions for Successful Implementation of ECA

Question19: What are the benefits of being a student involved in extracurricular activities?

The question goal is to know the teachers' view about the potential advantages that stand behind being a student involved in ECA.

Only one teacher did not answer the question, their answers are as follows:

Teachers	Answers
Teacher01	Using a language outside the classroom Developing the students' skills and abilities

	Getting chance to bring out their talents Improving social behaviour
Teacher02	Feel free Discover novel ideas and meet now people Using a language freely in authentic way
Teacher03	Developing the skills and abilities of students Play important role in shaping and directing the passion and interest of the students
Teacher04	ECA helps in improving language in term of the four skills Improving pupils self-esteem and developing social skill
Teacher05	Attracting learners to learning as it becomes more fun and gives them the opportunity to develop their communication skills, to use the language, to improve their language and to grow the team spirit
Teacher06	No data

Table 2. 08: The Benefit of ECAₛ

Question 20/ List some drawbacks of being students involved in extracurricular activities.

Concerning the last question, it aims to know the disadvantages caused by engaging in ECAₛ. Two teachers did not answer the question; the table below summarizes the findings

Teachers	**Answers**
Teacher01	Tiredness, too many activities (academic and non-academic) in a short time
Teacher02	Tiredness

Teacher03	Students differences and unwanted activities Too many activities in short time cause students burnout
Teacher04	They can be costly as many schools cannot provide the resources. Learners may divert from their original goal.(academic goal) It creates time management issues.
Teacher05	No data
Teacher03	No data

Table 2.09: The Drawbacks of ECAₛ

2.3.2.5.1.2 Pupils' Questionnaire Analysis

The following section demonstrates and analyzes pupils' responses to 12 items of questionnaire.

Section one: Participants' Characteristics

To gather clear information about the participants' characteristics, the pupils were asked to respond to questions related to their age and sex. The table below recapitulates the detailed findings.

Gender	Number	Percentage	Age	Number	Percentage
Female	21	52%	14	15	37%
Male	19	48%	15	20	50%
/	/	/	16	3	8%
/	/	/	17	2	5%
Total	40	100%	/	40	100%

Table 2.10 :The Descriptive Statistics on Pupils' Gender and Age

Question 01: Specify your age

age14   age 15   age 16   age 17
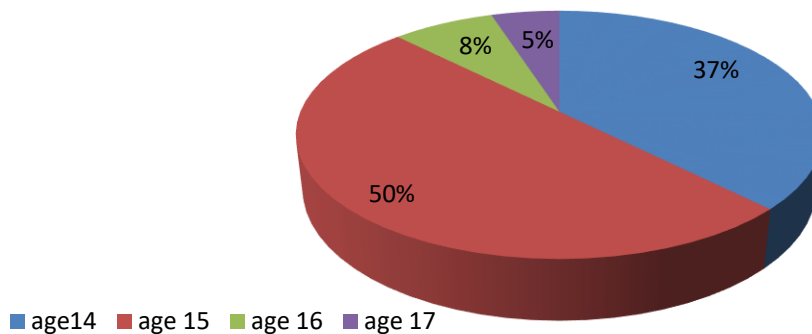
Figure 2.16 Pupils Age

Half of the participants (50%) are aged 15 years. Nearly 37% of participants are aged (14 years), followed by *8%* of the participants are aged 16 year .Finally age 17 they take on 5% (02) of the total . The pie chart above shows the findings.

Question 2: Your Gender
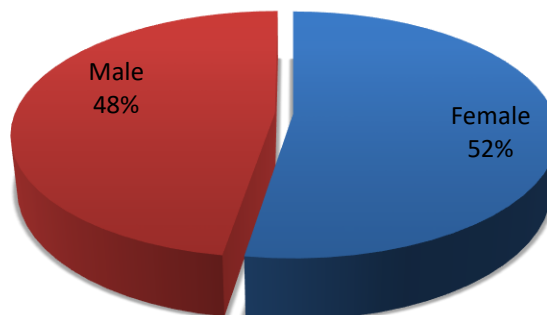
Figure 2.17 Pupils' Gender

A quick glance at the table and pie chart above will reveal that female pupils exceed males. In this sample we have recorded 21 female (52%). Whereas the rest, that is 19 are male (48%).

Section 02 ECA impact and students' perception

Question 03: Put a cross if one of these extracurricular activities is offered by your school.
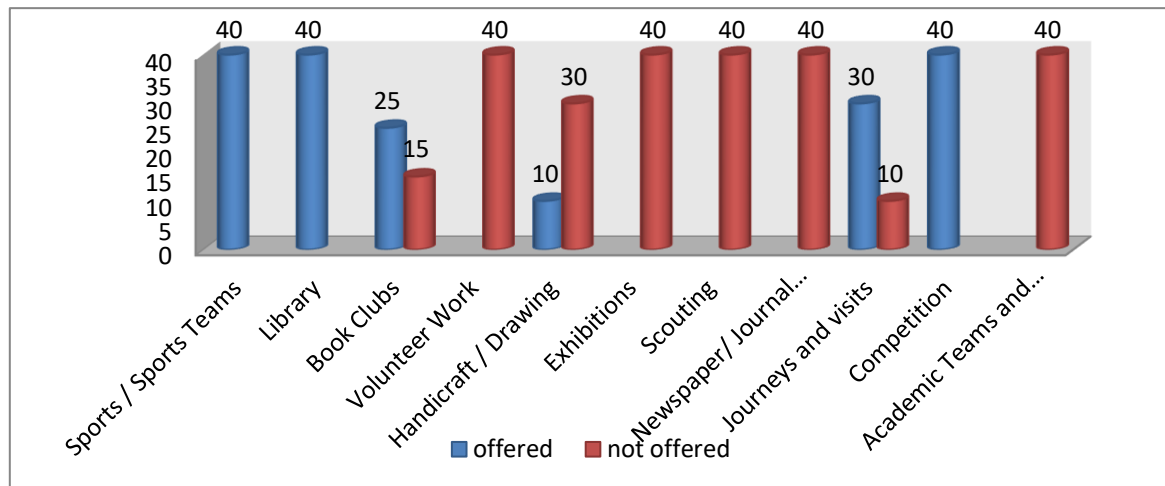
Figure 2.18 Types of ECA Offered by The School

As far as the third question is concerned, this question aims to find out what kind of ECA the school offers. The results obtained show that competition, library and sports/ sports teams are all available by the consensus of all participants (100%). While, the entirety of participants claim that voluntary work, scouting , exhibitions , newspaper/ journal school and academic teams and clubs are not offered by the school. Regarding the remaining types of ECA, 63% claim that their school offers a books club, while 38% did not .Journey and visits 75% of respondents report that they are offered, whereas 25% did not. Concerning handicraft / drawing, 75% of participants respond "not offered" and only 25% claim that they are offered.

Question 04 Do extracurricular activities positively affect your study?

This question is to figure out the pupils' perception about the impact of ECA on their studies .The data obtained revealed that the majority of pupils (72%) believe that ECA positively affect their study. The remaining percentage (28%) does not believe that. The figure below sums up the findings.
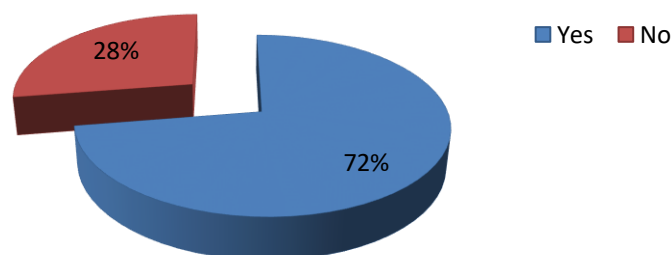
Figure 2.19 Pupils' Perception towards ECA Impact on Their Studies

Question05 Do you think that extracurricular activities improve your interpersonal communication and social skills?
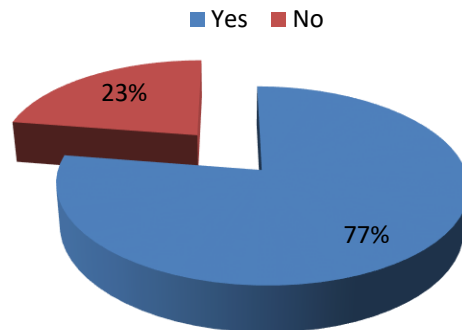
Figure 2.20 Pupils' Perception towards ECA Impact on Their Interpersonal Communication and Social Skills

Question06: Do you think that language oriented extracurricular activities will be useful for your language learning?
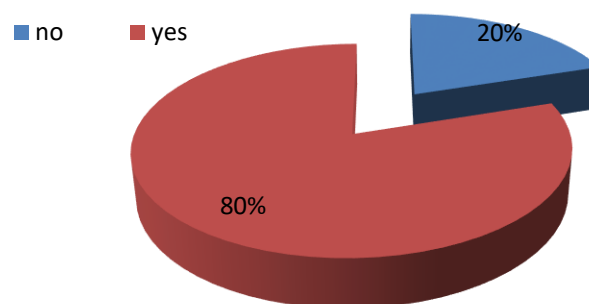
Figure 2.21 Pupils' Perception towards ECA Impact on language acquisition

This question addresses the pupils'' perception about the impact of ECA on their language learning. The majority of respondents (80%) believe that language –oriented ECA are beneficial for their language learning. Whereas, the remaining participants (20%) answer 'no'.

Question07: Have you ever participated in one of the activities offered by your school?

The finding can be further examined to show the rate of pupils' participation in ECA. More than two thirds of the participants (70%) indicate that they do not participate in ECA.

However, about 30% report that they do. This question aims to find out the rate of students' participation in ECA.
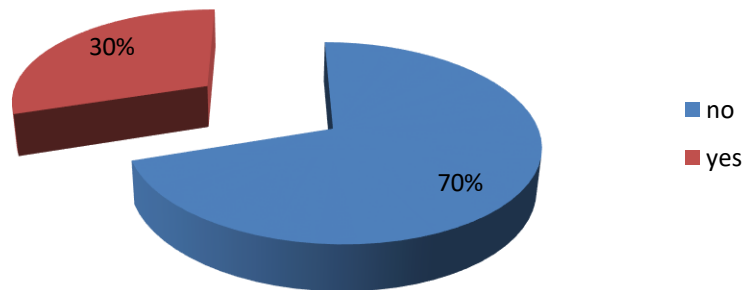
Figure 2.22 Average of Pupils' Participation in ECA

Question08: Do you realize the importance of extracurricular activities?

The clear –cut purpose of this question is measuring students' awareness of the significance of ECA. The results in figure below shows that (77%) of the respondents answer "no". It means that they are not aware of the importance of engaging in ECA, the remaining pupils (23%) answer that they are aware of the importance of such activities.
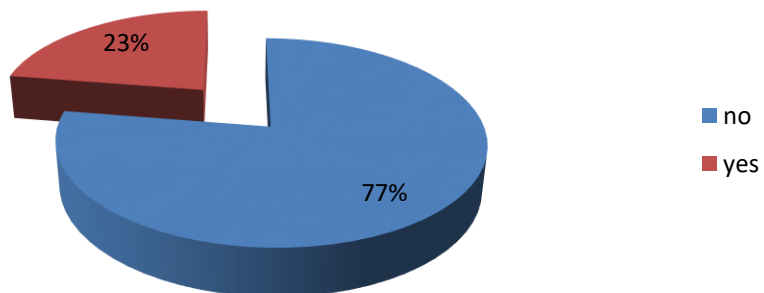
Figure 2.23 Pupils' Awareness of The Importance of ECA

Question09/Do teachers explain the importance of extracurricular activities?

The main objective of this question is to comprehend the role of teachers in the process of motivating pupils to engage in ECA .The figure below shows that (63%) of the participants claim that their teacher does not explain the importance of ECA. While ,only (37%) answer "yes".
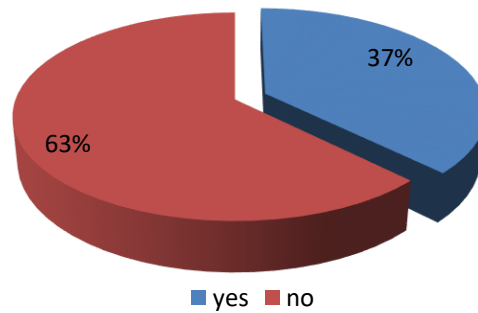
Figure 2.24 The Role of Teachers in Motivating Pupils to Engage in ECA

Question10 What do you want to learn from participation in ECA?

In order to analyze this open- ended question. The researcher extracted the data from the questionnaire. Then, we set replies into groups under the same theme. We came up with four (04) categories: learn new things, increase academic knowledge, fitness and health, overcome fears and no data. The table below sums up the findings.

Responses	Absolute frequency	Relative frequency
Increase academic knowledge	11	28%
Learn new things	11	27%
Overcome fears	06	18%
Fitness / health	08	20%
No data	04	10%

Table 2.11 Pupils' Reasons for Participating in ECA
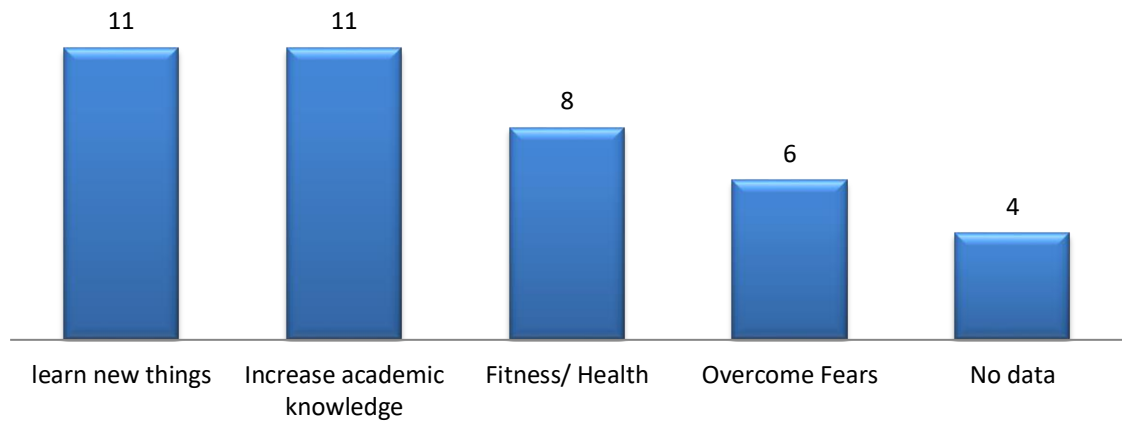
Figure 2.25 Pupils' Reasons for Participating in ECA

Table and figure above show that 28% of the respondents cited increasing academic knowledge as a reason for the participation in ECA. 11 of them (27%) report that they want to learn new things .Fitness and health are two goals which are taken into consideration in the participation in ECA by 20% of the participants. An overcome fear is another goal to take part in ECA mentioned by 18% of the respondents. However, 10% of the informants did not answer the question.

2.3.5.2 Qualitative Data Analysis

2.3.5.2.1 Headmaster' Interview Analysis

Question 01: For how many years have you been teaching English?

Answer: The interviewee claims that she had been an English teacher for fifty years.

Question02: For how many years have you been a headmaster?

Answer: Our interviewee has been a headmaster for nine (09) years.

Question03: How many ECA programs are offered at your school?

 Answer: The headmaster claims that the school offers three types of ECAs. They are trips, sports teams and competitions (the day of the knowledge 16th April / the end of trimesters)

Question04: What is the ECA participation rate at your school?

Answer: The percentage of the pupils' participation in ECA is estimated to be 35%

Question 5: What skills do pupils develop in ECA?

Answer: The headmaster believes that by participating in ECA, the pupils can develop interaction skills. The pupils will learn how to interact with others outside the school. She also claims that ECA, especially those of a voluntary nature, help students in developing the entrepreneurial and participatory spirit. Furthermore, engaging students in ECA help in increasing their self-confidence.

Question06: Do you believe that pupils' participation in ECA helps to enhance their academic performance?

Answer Yes, she strongly believes especially if the activity is based on an academic purpose and under the supervision of experts.

Question 07: What are the good things that ECA provide for pupils?

Answer: The headmaster believes that ECA relieve the monotony of a study day routine. As well as ECA help in recruiting the pupils which lessen the pressure. As well, ECA motivate pupils to give the best of what they have in their academic achievement. She adds that the activities supervised by teachers help in creating and strengthening the rapport between pupils and teachers. Moreover, representing the school in sports competitions or competitions between schools increases the pupils' affiliation with the school.

Question08: What is the negative one?

Answer: The negative side of ECA$_s$ participation revolves around creating gaps between the pupils who participate and those who do not. Besides, pupils who are not participating in any kind of ECA$_s$ may perceive themselves in a negative way.

Question 09: Do you personally organize ECA$_s$?

Answer: Yes

Question 10: Please explain any support or barriers you experienced.

Answer: The only obstacle mentioned by the headmaster is the lack of financial support.

Question 11: Based on your experience as an ex-teacher, what are the most important obstacles facing the teacher in the process of and preparing extracurricular programs?

Answer: The obstacles that the teacher faces while managing and preparing extracurricular programs are the lack of time and the rigid curriculum

Question12: What changes need to be made to the middle school program for an effective ECAs program?

Answer: Curriculum review and integrate some new teaching methods as well as support schools financially.

2.3.6 Quantitative Data Interpretation

2.3.6.1 Interpretation of The Teachers' Questionnaire Results

Concerning the first section, the respondents are asked to provide general information and demographics about themselves so as to be aware about their profiles.

The analysis of the second section of the teachers' questionnaire has shown that the majority of teachers unanimously agreed that ECAs are activities that take place outside the classroom and they are not part of the curriculum however, they help and facilitate the understanding of it (Table 2.04). Furthermore, these definitions are not satisfactory because they refer only to one or two characteristics of ECAs.Despite the consensus, one teacher was alone to add other features to his definition which are funniest, cultivating and are organized under the supervision of teachers or schools, in addition, to help pupils to develop academic and social skills. This result proves that teachers are keenly aware of what ECAs mean in general and neglect other characteristics that would make these activities more effective. Besides, the majority of respondents indicated that their schools do not provide their pupils with ECAs programs while only 33% of them their schools do. This result signifies two things, either ignorance of the importance of ECAs on pupils' live on the part of the administrative staff or the difficulties conditions and obstacles that prevent the implementation of ECAs in schools such as financial problems. Additionally, the answers to questions 06 and 07 will considerably rely on teachers' perception of the impact of ECAs on pupils' academically and socially. The results in the pie chart (2.05) show that all the entire participants agree that taking part in ECA is linked to pupils'

academic success. This result indicates that teachers are well aware of the benefits of ECAs on pupils' academic achievement. Furthermore, teachers are no more sceptical that involving pupils in the ECAs programs will increase their academic outcomes and it is clear that the idea of schools should focus only on defined academic outcomes is no more exist. Furthermore, 83 % of the participants advocated that ECA_s participation prove pupils' interpersonal communication and social skills .this results can be explained by ECAs participation increases identification with a peer group or new peoples this can help pupils to develop social skills. Moreover, 63% of participants viewed ECA_s as a context to promote pupils' school connectedness and prevents school dropout. We can explain this view by the opportunities that ECAs provide to the pupils' to succeed on a different level, other than the academic level and this helps to increase pupils' sense of belonging especially disadvantaged pupils.

It is argued by the entire participants that the ECAs setting can teach pupils several values whether these values are needed for academic or social success. ECAs contribute to teaching pupils the value of leisure time management. This virtue can help pupils to spend their free time doing good things and develop beneficial habits and prevents them from the inclination to bad habits and behaviours. Furthermore, the social characteristic that identifies the majority of ECAs allows pupils to learn important skills such as sportsmanship, corporation and teamwork.

According to the results reached from the analysis of the second section. It can be concluded that 67% of the teachers are agreed that they used such activities in their class; this indicates that teachers are aware of the positive effect of the activities as an effective strategy to teach and learn a language. On the other hand, the data also revealed that 33% of the participants do not use Language-oriented ECAs in their class. This revealed the unfamiliarity of language-related ECAs benefits on pupils' language learning outcomes. This proportion may be constrained by time, as they may be concerned with finish up the syllabus content. Yet, it is still vital to consider the integration of language-oriented ECAs. Additionally, as it is shown in table 2.09 almost all teachers reported that language-oriented ECAs enhance the pupils' language learning so that participants recognized that language clubs are places where pupils can develop their language and social skills in addition to improve pupils' self- confidence. As well as, the teachers advocated that educational videos/ films provide situations where language is really used. They added educational videos and films that are great for learning vocabulary and improve

pronunciation skills. In the same vain the participants argued that language games can make learning a language more fun and easy. As well, language games arouse pupils curiosity in addition to the fact that these games are addressed, kinesthetic learners. Regarding discussion/ speaking in class/ oral presentation activities, the participants advocated that these in-class activities help pupils to improve their oral skills and grant more opportunities to communicate and practice language along with boosting pupils' self-confidence. Concerning writing essays/ projects the respondents said that they help sharpen pupils' writing skills and using such activities lead to growth in pupils writing abilities and appreciation of other skills such as teamwork and developing research skills. Finally, the participants showed that translation activities are considered good activities to connect two languages and increase pupils' vocabulary. Translation activities help pupils to distinguish between verities and recognize the differences between languages especially in terms of grammar. We can conclude that all the proposed activities contribute to the development of an important language skill whether it is writing, reading, listening or speaking, in addition to the fact that these activities also support the psychological side of pupils, as they help them to develop self-confidence and gain some social skills. Therefore, it is not surprising that all teachers reported that they used one of the previous activities as well as, 83% of the teachers advocated that they noticed the impact of these activities on pupils' achievement.

Moreover, according to the answers to the14the question, 50% of respondents said that they often discuss with their pupils to encourage them to engage in such activities. 33% of respondents said that they occasionally discuss with their students to encourage them to engage in such activities only 17% of participants advocated that they never do such a thing. This may imply that teachers are not aware of the importance of this step. When teachers have discussions with pupils to encourage them to take part in ECAs this can help pupils to well recognize these activities and realize their importance. This step also helps with understanding the extracurricular activities that appeal to the pupils' interests.

 As far as teachers' reactions to language-oriented ECAs and opportunities that offer for natural language use. Roughly all teachers assumed that practising English in language-oriented ECAs will give pupils chances for natural use of the language .this finding may refer to the fact that the use of language-oriented ECAs do not keep the language confined to the classroom rather ECAs provide pupils with opportunities to use the language beyond the classroom and help them to engage in real-life practice because such activities can grant interaction with native speakers or help in creating a simulate natural setting.

Question 16 addressed the effects of ECAs on language skills and social skills. This question was approached differently by the teachers. The majority of participants showed a positive attitude toward the impact of ECAs on pupils' fluency and vocabulary. A possible explanation for this might be that pupils' participation in ECAs creates an environment similar to a real situation where language is used and this helps pupils to immerse into a language and develop fluency and enrich vocabulary. Furthermore, most teachers argued that ECAs have a positive impact on pupils' communications abilities and social skills .another possible explanation for this is that social skills can be taught via teaching language and pupils will not only learn the language but also develop social and communication skills. To illustrate pupils' interaction with native speakers were not limited to develop language competence but also their social skills. Furthermore, it is not surprising that 83% of the participants admitted that the activities do not positively affect the learning of grammar, and this is due to the fact that most of the activities contexts are informal contexts that do not allow the development of the grammatical competencies effectively.

The last section analysis revealed that the teachers have identified several barriers that inhibit the implementation of ECAs. Since the 17 question is an abroad question we divide the barriers into three different categories; individual-level barriers; school-level barriers and system-level barriers. Individual-level barriers are mainly concerned with the barriers that teachers or pupils face. According to the teachers, the lack of experience in conducting and organizing ECAs is one barrier that prevents the implementation of ECAs. Another barrier that teachers asserted is the lack of effective classroom management during the activities. One more barrier which is directly related to pupils' language competence and is the main concern with language-oriented ECAs is pupils' language difficulties. Accordingly teachers prefer to rely on the traditional method of language teaching and ignore such activities that are characterized by autonomy in learning. Besides the level of school-level barriers teachers cited that lack of time may be a barrier to apply ECAs .Lack of time and over dense curriculums that teachers have to deal with is a crucial reason for eliminating ECAs programs. Furthermore, teachers indicated that lack of resources is another obstacle that impedes ECA$_s$ implementation. Lack of resources has resulted in declining ECA$_s$ programs this reason is largely attributable to the lack of budget to cover the equipment of the activities. Finally .at the level of the system one barrier identified by teachers is the huge programs that teachers tackle and have to finish them and this cause a total ignorance of any other activities to complete the curriculum.

Since the majority of the teachers have mentioned the obstacles that hinder the effective application of ECAs programs question 18 has been raised to investigate the possible solutions that may help to improve ECAs programs. Approximately all participants thought that providing adequate time to participate in ECAs will eventually improve ECAs programs. As it is known ECAs are included with the curriculum and they are conducted with class hours (end of chapters) or at the end of trimesters. This reduces the time allocated to ECAs or the activities may be split by teachers or administrative staff. Secondly, separating the ECAs from the curriculum or loosening the programs are also paramount solutions so to improve ECAs. This separation also can help to increase the time allotted to ECAs and can help in effective ECAs organization.

Additionally, teachers added some other solutions that may prove ECAs. Such as understanding learners differences and engage them in the selection of ECAs. This solution can prevent pupils from getting bored or feeling stress in addition to increasing the pupils' commitment to the activity. Also, engaging as well parents can help to improve ECAs programs. Parents are reported only their children inappropriate behaviours or their children academic failure and involve them in ECAs can break this negative view and let parents see the positive side of their kids. This solution can also help teachers to create and maintain lines of communication with parents.

Regarding the teachers' answers to question 19, the findings revealed that ECAs contributing to improve pupils' skills and abilities and increase their self-esteem. Pupils via participation in ECAs can develop social and communication skills. Moreover, ECAs assist pupils to discover their hidden talents. Furthermore; participation in ECAs is beneficial to pupils' language development. Teachers advocated that ECAs allow pupils to use language freely and authentically and developing the four language skills.

Respondents to question 20 revealed that participation in ECA cause pupils' tiredness. This finding could be attributed to the pupils' difficulty to balance between academic and non-academic time accordingly the extra activities become a burden on the pupils and stressful. Additionally, ECAs are costly. To organize ECAs some equipment are needed. However, that equipment may be are expensive the school and cannot bear the expenses. Furthermore, the teachers asserted that ECAs will negatively impact pupils' academic performance because time devotes to academic stuff may interfere with time devotes to the activities especially when pupils give too much attention and effort to the activity. This can deviate the pupils from the academic goal. Finally; pupils' participation in unwanted

activities without taking into account pupils' differences and choices is counts as a negative impact that can break the bond between pupils and schools.

2.3.6.2 Interpretation of The Pupils' Questionnaire Results

Analysis of the pupils' questionnaire reveals many facts. Concerning the third question, the data revealed that at the level of the middle school the ECA$_s$ program is limited. Only three sorts of activities are offered, which are competitions, library and sports teams. While the absence of the following activities voluntary work, scouting, exhibitions, newspaper/ journal school and academic teams and clubs. The disagreement in the results of the remaining activities (books club, journey/visits and handicraft/drawing), can be explained by the insufficiency of organizing such activities or, by the lack of the pupils' participation in these activities. The absence of diversity in the activities and the lack of activities offered to the pupils are often due to the lack of resources supporting such activities or the lack of experience in organizing different activities.

Moreover, the analysis of question 04 has shown that the majority of the pupils showed a positive attitude towards ECA$_s$ and believed that participation in ECA$_s$ influences their studies positively. While 28% believe that ECA$_s$ conflicts with their studies and negatively impact them. A possible explanation for this might be attributed to pupils' ability to balance their studies with the activities they are involved in, as well as the possibility of engagement in activities of an academic nature that may help them in their academic achievement. And this is what is missing for the minority who believe that the activities have negatively affected their studies.

The most likely outcome when pupils partake in ECAs is to identify with a group peer because certain activities such as clubs, debate and competitions can hone the pupils' interpersonal Communication and social Skills.70% of the pupils surveyed confessed that ECA$_s$ participation helps them in improving and sharpen Interpersonal Communication and Social Skills. Besides, the majority of the participants (Q6) expressed great expectations towards language-oriented ECA$_s$ and indicated that ECA helps them acquire the language. One can conclude that such activities can address the pupils' needs in acquiring and learning a foreign language. Only 20% answer the opposite. This contradictory result may be due to unequal chances to take part in these activities or the activities do not address their needs.

Surprisingly, the participation level at the middle school is lower. About 70% of the pupils are not participating in any ECA$_s$ offered by the school. Only 30% of the surveyed

are taking part in ECA. These results may be explained by the long-standing tradition in Algeria middle schools so that participation in such activities is limited to the top-ranking pupils as a reward.

Moreover, the results obtained from analysis question 08 revealed that about 77% of participants are not aware of the importance of ECA. These results are disappointing. There are several possible explanations for this result; a possible explanation is that the administrative staff, teachers and parents do not realize the importance of the activities. Another explanation is the inadequacy of the administrative staff and teachers' efforts to raise the pupils' awareness of the importance of the activities. Furthermore, question 09 is a follow-up to question 08. We note that 67% of the respondents confessed that their teachers do not explain the importance of ECA. While a small portion of the sample admitted the opposite. This finding is consistent with what we already state as an explanation to question 08.

Finally, regarding the last question analysis, the results presented in the figure revealed that the most frequently mentioned reason for ECA participation was strengthening academic knowledge. These encouraging results indicate that the students are aware that engaging in such activities enhances their academic achievement. Some pupils reported that they gained new information. Extra-curricular activities are defined as a completely different context from the classroom, therefore; they help in gaining new information that cannot be integrated with the textbook or school environment. Besides, 20 % of the participants reported that they participate in ECA for fitness and maintenance of well-being, whereas others reported stress and fear reduction as reasons for ECA participation

2.3.6.3 Qualitative Data Interpretation

2.3.6.3.1 Interpretation of The Interview Results

The semi-structured interview's findings with the headmaster validate the teachers and the pupils' arguments and show some additional insights into the impact of ECA_s. Based on the results of the analysis question 03 where the headmaster revealed that ECAs available at the level of the middle school include only three types. It can be said that the ECAs program lacks diversity in the activities offered to the pupils. On the other hand, the ECA_s program also lacks a significant participation rate. The participant acknowledged that the total participant percentage at the middle school does not exceed 35%. These results can be interpreted for several factors. Most notably, the financial factors (Q3) and the long-

standing tradition restrict the pupils' participation (Q4). These findings are consistent with the results of the pupils' questionnaire.

Besides, the interviewee believed that ECAs participation helps pupils to develop interaction skills and improve their social support. Also, ECA helps pupils to generate important skills such as entrepreneurial skill which is considered as a curial skill to make a positive change in the community. Another skill a pupil can apprehend via participation in ECA is participatory skills. This skill facilitates the pupils' engagement and interaction with the community. Furthermore, involvement in ECAs will also help pupils to form a strong character that promises to develop pupils' self-confidence.

As to the issue of ECAs impact pupils' academic achievement. The headmaster advocated that ECAs positively impact pupils' academic performance as long as the activities are based on academic purpose and are under the supervision of adults.

Concerning the good things that ECAs may provide the pupils, the headmaster advocated that the positive thing ECAs may provide is breaking the daily monotony of study. Additionally, participation in ECAs can benefit from the recreation setting that ECAs can provide. The recreation setting may help in minimizing academic-related stress; this can maximize pupils' academic achievement. These findings imply that the settings of extracurricular activities necessarily support the psychological factors of the pupils.

Equally important, ECA helps to strengthen the relationship between pupils and school in general and pupils and teachers in specific. ECAs under the direction of the teachers can be used to develop a rapport between the teachers and pupils. This rapport can foster pupils' academic achievement and decrease anxiety and stress in the classroom. By the same token when pupils represent their school in ECAs this offer an opportunity to them to grow a sense of belonging in the school.

Moreover, the headmaster has asserted that ECAs programs can unintentionally create a gap between pupils. ECA puts the non-participants in compression with the participants in a way that the non-participants recognize themselves as lower than the participants academically or skillfully. One interpretation of the findings is that the lack of pupils involved in the activities compared to the total number of pupils makes those who have been involved a focus of attention.

Additionally, the headmaster has stated that she organized an ECA and she made it clear that the only obstacle is sponsorship and a lack of financial support from the ministry. This is an obstacle from the administrative side. On the other hand, the director admitted that the main challenges faced by teachers when organize ECA are the curriculum and the

timing. And to solve all these problems, the headmaster suggested several measures; the first one is to allocate financial support to schools for the effective organization of activities. Secondly, the headmaster suggested revising the curriculum and including some new teaching methods. These findings may be explained by the idea that the current curriculum does not help in the effective implementation of the extracurricular activities program.

2.3.7 General Discussion

To our knowledge, this study is the first to report on middle school pupils' participation in ECAs. The present study has an in-depth aim which is to investigate the impact of ECA on pupils. Especially, how ECAs affect pupils' academic success, social skills and language learning. To realize the aim the researcher emerges quantitative and qualitative data to collect enough data and to ensure maximum reliability.

The collected and analyzed data demonstrate that participation in ECAs has a positive impact on pupils' academic success. As well as the data indicates that engage in ECA has a positive effect on important outcomes associated with academic success such as school connectedness .these results further support the idea of (Akos,2006; Bakoban & Aljarallah,2015; Brown,1999; Darling, Caldwell& Smith,2005; Eccles & Barber,1999; Marsh &Kleitman, 2002; McCarthy,2000). Furthermore, the findings of this study reveal that ECA involvement hones pupils' social skills and increase self-esteem. These results are in agreement with those obtained by (Howie et al., 2010; Ivaniushina and Zapletina, 2015; Mancha & Ahmad 2016; Zaff et al., 2003). These results are in line with the first hypothesis which views that participation of pupils' in ECAs has a positive influence on pupils' academic and social outcomes.

According to the results reached from the analysis of teachers' questionnaire ECA can play an important role in language learning .in addition, teachers are aware that ECA help in develop language skills, as well as providing pupils with opportunities to practice the language in an environment that simulates the natural environment of the language, which enhances the pupils' immersion in the language. This pattern of results is consistent with the previous literature (Campbell, 1973; Yildiz, 2015; Yildiz, 2016; Zhdanova, 2013). These results support the hypothesis that extracurricular activities help in developing pupils' language learning effectiveness.

Regarding the quality of the activities, the results showed that the rate of participation in such activities is very low and the ECA$_s$ program lacks diversity in activities, which leads

to diminishing the desired benefit from these activities. The results also indicated that the majority of pupils do not realize the importance of these activities.

2.8 Conclusion

In this chapter, the collected data tools reported informative results regarding teachers' pupils' and the headmaster's perceptions about the effects of ECAs on pupils. As well as from the results and the discussions mentioned previously, it is obvious that the effects of the ECAs are a mixture of positive effects, which are supporting the pupils academically and socially, and negative, which is Student stress, mentally and physically. Furthermore, the ECAs programs at the level of middle school suffer from many obstacles that prevent their effectiveness.

In the next chapter, the researcher will attempt to provide many recommendations regarding the ECAs programs that can help in ensuring the effective implementation of it and may help in achieving desired goals and producing positive results for pupils.

3.1 Introduction

The present master thesis has investigated the issue of the impact of extracurricular activities on pupils at the level of middle school. The data gathered revealed that ECAs have positive effects on pupils' academic achievement and social skills. As well as, the data indicated that ECAs are positively related to supporting pupils' language Learning. The results obtained also confirmed that ECAs are still marginalized and face several difficulties that impede their effective implementation. The findings concur with and provide both theoretical and practical recommendations for all who are in the field of education. This chapter presents recommendations emanate from this study .they entail different strategies and procedures that may promote ECA programs.

3.2 Features of ECA Context

ECAs are considering as an important context that helps pupils to develop a range of important skills. Therefore this context requires special features that contribute to the overall success of ECA programs. Furthermore, these features require coordinated efforts between the ministry of education, Schools, teachers and parents. The following is a list of those ECA features that promote effective ECA programs.

3.2.1 Physical and Psychological Safety

Creating a positive safety context is vital for pupils' positive development. The protection and safety of the participants involved in ECA physically and psychologically is the most important feature.

Physical safety is the absence of hazardous conditions and violence. According to Eccles & Gootman (2002), a positive development context must be free from any threat factors such as violence and unsafe conditions especially healthy one. Furthermore, based on the findings of both school health professionals (institute of medicine 1997 as cited in Eccles & Gootman, 2002) and professionals working in the youth development program, framing design implementation and evaluation domain (Pittman et al., 2000 as cited in Eccles & Gootman, 2002) other safety issues have been formulated that must be taken into consideration. And among these safety issues, the most prominent are freedom from exposure to environmental hazards, infections agents and accidental and intentional injuries. Eccles & Gootman (2002) advocated that such concerns related to physical safety make parents apprehensive regarding involving their children in ECA programs. Moreover,

establishing a safe physical environment requires policies, guidelines and safety precautions in a way that the activities can be carried out with minimum risk.

Psychological safety   psychological safety as well plays a crucial role in youth positive development. In fact, psychological safety cannot establish without concurrently establishing physical safety for the participants. Experiencing or witnessing a violent event can cause severe and long-term psychological effects (Eccles & Gootman, 2002). As a result, the ECAs context needs to be free from any dangerous events as well pupils are not exposed to any kind of psychological pressure such as bullying, blaming, disrespect and unfair judgment. These psychological pressures can lead pupils to skip the activity and even school.

ECA context which does not take into account the safety needs can hinder pupils positive development. Consequently, to ensure effective opportunities for positive development, ECA settings should include environmental' safety features (physically and psychologically)

3.2.2 Appropriate Structure

A notable feature that the participants in ECA can notice and has a great impact on their development is whether the setting of activities is structured or chaotic (Eccles & Gootman, 2002). Structure ECA context is a setting that depends on continuous mentoring ensuring rules and expectations (Eccles & Gootman, 2002). The structure feature ensures the positive development of pupils and reduces problem *behaviour* and it provides effective and stable activities. Furthermore, participation in a chaotic ECA context generates problem behaviour (Mahoney et al. in the press as cited in Eccles & Gootman, 2002). According to Eccles & Gootman (2002) appropriate structure and order contexts help youth to engage in positive physical, cognitive and social growth and prevent them from adopting negative behaviour. Moreover, appropriate structure works to enhance effective cooperation between teachers and students and ensure the efficacy and success of the activity.

3.2.3 Supportive Relationships

Supportive relationships are a critical feature of any development setting such as ECA. ECA context should support the building of supportive relationships between pupils and teachers school administrators and adults.

The role of such relationships includes providing pupils with quality psychological support such as caring about pupils and supporting them, show respect to them and show them that their concerns and ambitions are important. Secondly, provide pupils with

instrumental support for instance providing pupils with appropriate guidance to overcome concerns and developing important skills and achieve desired goals. Supportive relationships are considered vital means that support youth development (Eccles & Gootman, 2002). They provide youth with an environment of reinforcement, good modelling and guaranty constructive feedback that facilitates adolescences to attain growth in different areas (physical, intellectual, psychological, and social growth

3.2.4 Opportunities to Belong

Opportunities to belong are also a fundamental feature for any development setting. It refers to the ability to provide adolescence with the opportunity to engage in activities' decision making and to express their point of view without feeling threatened. in spite of young people gender, ethnicity, personality, or physical, intellectual, or social limitations it is essential for them to develop a sense of inclusion (Eccles & Gootman, 2002). Sense of belonging is crucial to attract and retain the youth' involvement, as well as contributes to the development of their confidence and personal identity (Eccles & Gootman, 2002). Further, developing pupils sense of belonging in organizing activities can minimize pupils withdrawal from school and can foster their positive development. As well as this sense of belonging can improve the relationships between pupils, school and community

3.2.5 Positive Social Norms

In any gathering whether it is family school or with peers and friends the group create and develop norms and rules that govern how things are done. Furthermore, deviate from these norms is forbidden (Eccles & Gootman, 2002). Adolescence perception of these norms has a strong effect on their behaviour (Eccles & Gootman, 2002).

In other words, social norms help in shaping individual behaviour .therefore, the ECA context should be governed and control by positive social norms that help pupils to develop positive social norms and protect them from adopting negative behaviour. A typical example is when pupils during participation in any ECA notice that their teachers or coach band certain behaviours like lying, cheating bullying and stealing they will inevitably be less likely to adopt such negative behaviour and the opposite is true

when their teachers promote and encourage good behaviours such as honesty .likely they use such behaviours .whether it is explicitly or implicitly, the ECA context needs to promote positive social norms and discourage anti-social norms.

3.2.6 Support for Efficacy and Mattering

Young development is not the result of efforts made by adults; rather it is the result of efforts made by young personal efforts with the guidance and support of adults (Eccles & Gootman, 2002). Therefore, ECA settings should be young-centred and provide pupils with opportunities to engage in meaningful activities that help them to realize their youth empowerment and autonomy. They allow adolescences to be the only ones responsible for their development. Via autonomy and empowerment youths will promote a sense of efficacy and realize that they can make difference in their societies. As soon as they gain efficacy pupils will automatically develop a sense of mattering. In the case of older adolescents engaging in activities that develop a sense of autonomic, responsibility and challenge is important to transition from adolescence to adults (Eccles & Gootman, 2002).

3.2.7 Opportunities for Skill Building

A criterion for a good development setting is to support the development of a wide range of skills in different areas cognitively, physically psychologically and socially. ECAs context recognizes as an essential context to build a variety of skills needed for the classroom, in the workplace and in society. The various activities that the extracurricular program should include are supposed to give the participants opportunities to develop various skills such as analytical skills (problem-solving and make a decision), leadership, wisely time management, intrapersonal and interpersonal skills in addition to the remarkable changes in the world the development of technology skills is also important.

Extracurricular programs should contain activities that enable students to develop and acquire essential skills that may help them in their future careers. In this way, the school does not prepare the student for graduation only, but on the contrary, it prepares him for employment and world work pressures.

Unskilled pupils today are unskilled employees tomorrow. According to a study conducted by the youth employment project (YEP) sponsored by the U.S. state department's middle east partnership initiative (MEPI) that include 90 employed and unemployed men and women from six wilayas in Algeria (Adrar, Biskra, Blida, El Oued, Oran, and Setif) in addition to others employees from around the country(Honeyman,2019). The results showed that Algerian youth lack 18 significant skills, including 12 specific soft skills and 6 core functional job search skills (Honeyman, 2019). Moreover, developing these skills would facilitate for Algerian youth to get admission to employment or create their own (Honeyman,2019). Furthermore, these skills assist Algerian youth in overcoming the challenges that will face them in the Algerian employment context (Honeyman, 2019). The missing skills are as follow:

Intrapersonal	**Interpersonal**	**Cognitive**	**Functional Language**
- Positive self-concept - Self-motivation - Perseverance - Adaptability - Managing Emotions - Goal-Orientation - Conscientiousness	-Social skills -Communication skills -Professionalism	-Problem solving -Planning & Time management	-Skills IT/Software skills -Career planning -Job search strategies -CVs and online profiles - Job interviews

Table 3.01. the Algerian Youth Missing Skills

3.2.8 Integration of Family, School and Community Efforts

Good ECA context needs to integrate and synergize the different situations of adolescences lives (family, school and community) and adults who supervise these situations Eccles & Gootman (2002). Eccles and Gootman (2002) claimed that the integration of the different situations can boost participants' social capital, guaranteeing the adequate structure and increases the developmental resources that youths can rely on. The researchers also advocated that when any part of adolescences lives is out of touch, a development opportunity will be sorely missed. One evidence of this integration in the bond between home and school is when pupils believe that they will receive adequate support from their parents this increases the likelihood that they will believe that their efforts in school will pay off.

ECA$_s$ programs that integrate community components exemplified this feature; they have long term effects on adolescences substance use more than ECA programs without any community component (Eccles & Gootman, 2002).

With the possibility of the positive impact of such integration, inevitably lack of them creates academics decline and behaviour problems (substance use and delinquency). Furthermore, in order to maximize ECA programs efficacy, creating a bond between the home, school and community is essentials. The message reinforced by multiple sources has great effects compared to a message with one source (Eccles & Gootman, 2002).
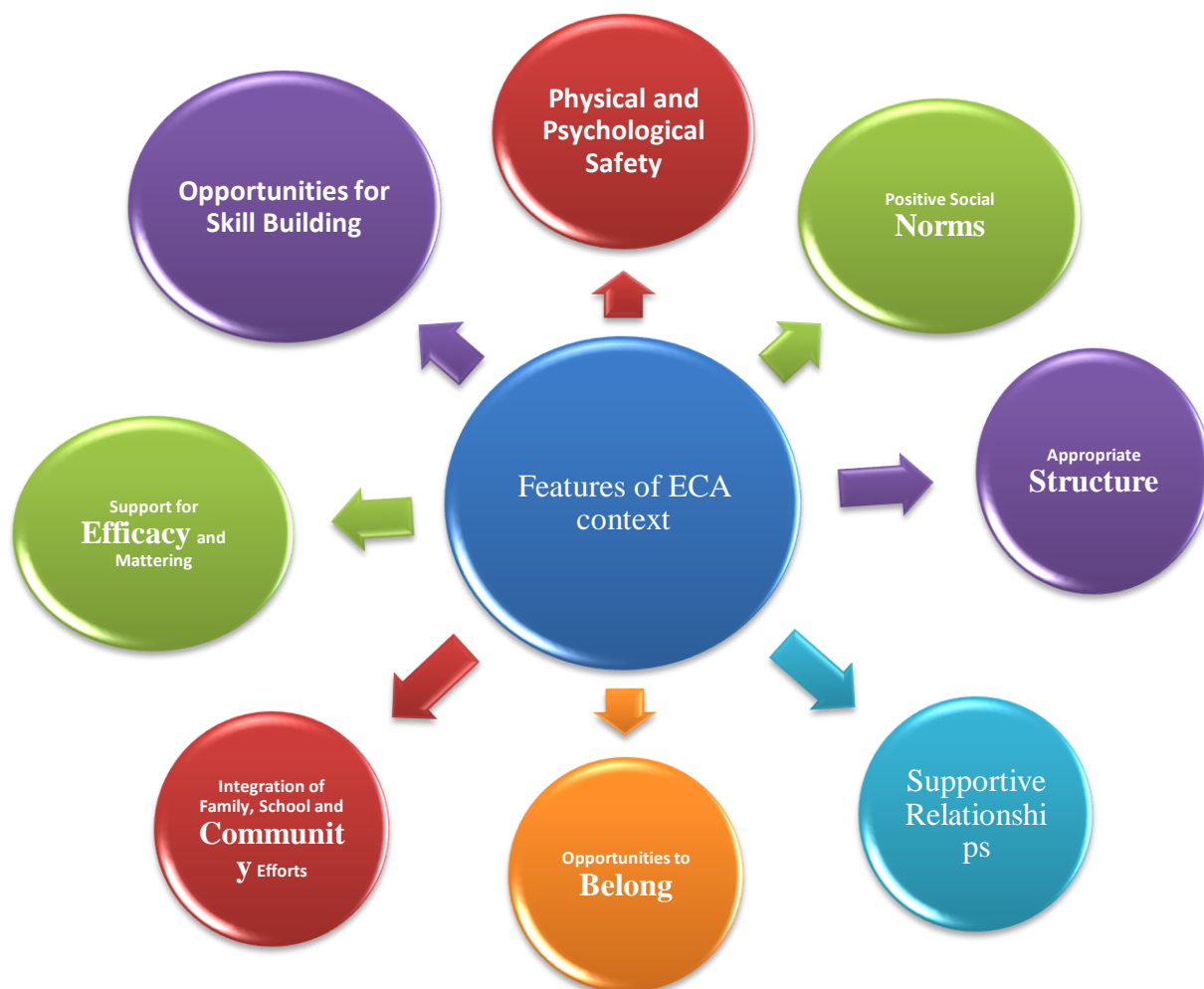
Figure 3.01 Features of ECAs Context

3.3 Extracurricular Activities Guidelines

For developing effective ECAs programs, generating a framework and guidelines for ECAs are required. ECAs guideline is a general reference for schools and teachers,

it should outline the basic concepts related to matters requiring attention in planning and organizing ECA, effective use and manager of ECA resources, protective measures and how to evaluate extracurricular activities. Furthermore, beyond support for the development of high-quality ECA programs, ECA guidelines serve as a map for schools and teachers to well-organized activities. As well, ECA guidelines serve as a reference to ensure the effectiveness of activities.

An ECA guideline is equally fundamental as the curriculum. Therefore, the ministry of education should give due attention to the process of drafting the guideline. Drafting the guidelines should be cooperative with those working in the setting (teachers, coaches and

administrators), educational psychologists, students-parental association and decision-makers.

The guidelines should divide into sections and each section covers everything that ensures the efficacy of the EC activities such as:

- The first section may include the historical development of extracurricular activities in the Algerian school in addition to the acts and charters that document and supporting extracurricular activities of students and the procedure for granting support for extracurricular activities of students.

- The second section may scope the general duties of teachers, administrators and adults who are responsible for organizing the ECA.

- The third section may outline general measures for planning and organizing ECA such as the location of the activity, health condition of the participants, the goal of activity the impact of activity and the number of participants in the activity.

- The fourth section may cover the management resources financial and human resources.

- The fifth section may outline matters that should be taken into account in organizing activities like notifying parents, notifying the police, safety precautions, handling of accidents and responsibility and legal problems as well.

The last section may scope evaluating the success of the activities. This section may include the appropriateness of the activities, effectiveness of the ECA and its anticipated effects.

Furthermore, it is critical to recognize that this ECA guideline is an all-inclusive guideline and made by education actors. As result, it is advisable for headmasters to draft an ECA guideline for the school that include characteristics and conditions of ECA available at the level of school. This specific ECA guideline serves as a reference for teachers, students, school administrators and parents. This school ECA guideline aims to help teachers and administrators staff to produce the desired results. Moreover, school ECA guidelines may contain:

- List of ECA offered at the level of school
- Schedules Time for activities
- List of Paid or free activities
- Guideline for each activity
- Rules and principles for students to participate in ECA
- Prohibited conduct

- Quitting of ECA
- Attendance of school and academic standards

3.4 Boosting Pupils' Participation

Despite several studies that related ECA to students' positive development, the fact indicates that there is a large percentage of students did not have opportunities to take advantage of the positive effects of ECA.

Unfortunately, the participation rate in organizing activities at the level of the middle school is lower than the optimum rate. The decline can be attributed to several factors.

Firstly, academic success is considered a determinant of ECA participation. Likely, most of the participants in school competitions are only first ranked students .additionally organizing schools trips is consider as a reward to outstanding students .as it is the case in all most the activities only the first-ordered students are chosen.

Rewarding excellent students and involve them in ECA can motivate them and encourage them to do better. Yet, addressing other types of students, chiefly at-risk students is among the essentials of any EC activity

Students at risk for withdrawal, students with learning disabilities and difficulties and disadvantaged students are among the important types that the school should increase their participation in extracurricular activities that satisfy their needs and boost their link with the school and it is recommended for the school administrators and teachers to fairly select the participants in the activities based on their abilities and the activities needs

Secondly, students' evading participation in out of school activities because of fear of other reactions can be considered a factor that reduces students' participation in ECA fear of parents teachers and school administrates' reactions often hold students back. For instance, in activities that take place between schools, the participants are required to win and honour their school either by encouraging them or by intimidating them. In both cases, the students are under pressure and fear of parents, teachers and school administrates' reactions.

Therefore, the ECA_s context must be released from any kind of psychological pressure so the participant will be able to compete comfortably whether he wins or loses. Another example, students may avoid participation due to their fear of peers' reactions about their performance, notable the students with special needs. For this case, the coaches, the teachers and the administrators who are in charge of the activities must be aware of such behaviours and impose discipline and mutual respect among the participants.

Students concerns and obstacles may vary. Therefore, it is suggested that the administration establish a questionnaire for students focusing on the most important problems facing the student to join the activities and what are the proposed solutions to overcome them.

The researcher recommends that the suggested strategies to overcome the challenges faced by the students to participate in ECAs should act on by teachers and administrative staff to maximize the participation of students.

3.5 Allocated time

The time allotted to ECA is not enough to develop and hone students' academic and social skills. The ends of semesters and special days cannot be considered sufficient for engaging pupils in positive development contexts. To ensure the success of ECA programs and maximize their effectiveness it is recommended to the headmasters to create an appropriate and adequate ECA timetable. The headmasters can take advantage of after school hours and planning activities as well as the weekends. Furthermore, since the activities combine learning, entertainment and recreation, holidays can be used to organize activities such as summer camps. It is essential when designing such timetables to take important elements into account such as students study time students Time for rest and students desire to participate, especially on holidays.

3.6 Diversified The Extracurricular Activities

Creating a timetable for extracurricular activities is not possible with few activities given to students. As well as, to satisfy the desires of all students, and developing different skills, diversify in extra-curricular activities is required. The diversified extracurricular activities program requires concerted efforts between schools and community centres and public facilities such as parks, museums and swimming pools. Diversified extracurricular activities programs demand the availability of qualified and specialized human resources, such as trainers for sports activities, teachers for musical activities and handicrafts. Not only that, creating diversity in ECA programs necessitated efficient time management and balance between the academic side of the students and the recreational side.

3.7 ECA Co-ordinators

ECA programs operate under severely limited resources include only teachers and administrators staff. These limited resources may reduce the benefit from collaboration and coordination with other sources such as community centres. This coordination and collaboration will help the ECA programs diversify their activities. The process of coordination can be realized by establishing the post of "ECA Co-ordinators". ECA co-

ordinators are considered as a liaison between students, teachers, school administrators and other organizations and institutions, as well as they work to enhance effective cooperation between them to ensure efficiency and success of the activities. The ECA coordinators are responsible for organizing ECA and recruiting qualified and efficient manpower to implement the various activities. They are also working to monitor, guide and support the teachers-in-charge and evaluate their performance. Furthermore, ECA coordinators can plan and prepare a yearly timetable of the ECA program in school.

Besides, they are responsible for utilizing and allocating ECA resources, as well as they are also aware of the equipment needed for each activity. They can also contribute to the plan of the financial budget.

ECA coordinators can work on promoting activities and ensuring their smooth running. They are responsible for taking safety precautions, providing assistance and participating in solving problems. They can also conduct training courses for teachers and students.

Finally, ECA coordinators have to develop an evaluation plan for the performance of the activities, the teachers and students, which can help them in developing the activities in the future.

The coordinators should take into account the students' academic life and work to create a balance between them and the activities. Furthermore, to ensure the success of the ECA coordinators role, They need to be informed about all the changes that occur in the school.

3.8 Teachers Training

To increase teachers' effectiveness in planning and organizing ECA, the ministry of education needs to develop effective training programs for teachers, particularly teachers in charge of organizing ECA.

Teacher training programs should include the policies and producers that may help teachers to develop the knowledge and skills required while organizing and implementing the activities.

In these training programs, teachers will learn ways to plan and prepare ECA especially the activities that are held outside the school.

They learn the measures taken in informing the participants about the nature and the content of the activity.

Additionally, they learn the procedures to inform parents and how to confirm their agreement. Furthermore, notifying the police is vital to ensure facilities and safety procedures.

Teachers learn to improve first aid skills, how to deal with accidents if they occur and what measures should be taken, such as informing parents and the school.

The teacher should be taught ways to encourage the students to actively engage in activities to acquire target skills. As well, the courses should contain methods that assist teachers to develop effective classroom management strategies to produce a balance between activities and study. It may also contain methods for supporting teachers in regulating and maintaining pupils' discipline.

3.9 ECA and Language Teaching

Traditional method or old-fashioned methods are simply a recitation, repetition and memorization of what teachers say. The teachers play the role of guidance and source of knowledge while students are playing the receptive role. In recent years, the traditional method has proved to be an unsuccessful method to teach students, especially in the language teaching field. This recommendation is intended for educational authorities including curriculum designers, syllabus builders of the English language in Algerian schools. It is indeed time to change the methods of teaching language and rely on Language extracurricular activities as an effective alternative method to enhance students' learning of language. Of course, this change in the education field requires in-depth studies and time, and it must be applied in all educational stages.

Note worth mentioning, the effective implementation of such activities demands the availability of essential materials such as audio records, videos, brochures, storybooks and communication games. As well as, it is advised for the curricular designers to not limited these activities to the classroom only. They need to design some activities to be done outside the classrooms such as restaurants and hotels. Integration of some technology tools it also recommended such as phones and computers

Additionally one of the main obstacles mentioned by teachers that prevent the implementation of ECA in the classroom is the lack of classroom management. Therefore, teachers should receive training on how to integrate such EC activities within their class, developing their skills in classroom management, especially in terms of time and discipline, and training them how to fit extracurricular activities with the material studied in the class.

Finally, to make ECA effective for language teaching, the following principles need to be followed:

- Predicted results from the use of ECA can take a long time to achieve, yet it is important to take action. (Yildiz,2016)

- Extra-curricular activities must be various, but one event must be limited to one type of activity. (Yildiz,2016)

- School administration, teachers, students should be involved. (Yildiz,2016)

- There should be compatibility between extracurricular activities and the student's desires and needs on the one hand and according to the language curriculum on the other hand. Use a questionnaire to collect data is necessitated (Yildiz,2016).

- Extra-curricular activities should aim to teach students the skills of democracy (Gholson & Buser, 1983 as cited in Yildiz, 2016).

- The student should have an equal opportunity to participate in ECAs (Foster, 2008 as cited in Yildiz, 2016).

- During the extracurricular activities, the learner must be provided with the opportunity to express himself freely, detects mistakes by himself or by noticing his peers (Yildiz, 2016).

- Choose age-appropriate extracurricular activities are required (Yildiz, 2016).

Ultimately, teaching is no longer a matter to memorize and reiterate patterns. Adopting extracurricular language activities can break the regular boring study routine this may motivate and help the students to learn the language. Besides, it allows students to use the language beyond the walls of the classroom that ensure adequate exposure to it.

3.10 Increasing The Organizational Capacity of The School

Increasing the effectiveness of activities can also be done by increasing the organizational capacity of the school. To rephrase, the ministry of education should work on make contracts and agreements with other ministries to promote the process of cooperation between schools and other public centres. This procedure gives schools the ability to provide a variety of activities and prevents duplication of activities. As an illustration of this cooperation, the ministry of education and the ministry of communication can contribute to establishing and developing school journals and magazines as well, school radio stations. Besides, coordinating between the ministry of youth and sports and the education ministry allows pupils from using the ministry of youth organizations such as stadiums, swimming pools and sports halls

3.11 Awareness-Raising Process

Several studies have confirmed that participation in extracurricular activities is among the most important means that contribute to building and developing the learner's

personality from all aspects mentally, physically, psychologically and socially .as result, efforts must be made to raise students' awareness regarding the participation in ECA. The process of raising awareness is a joint effort of the ministry of education; schools administrators and teachers. Awareness-raising efforts may include: organizing study days on the importance of ECA; carry out further research into the importance of ECA and disseminating reports and make the students read them. Another strategy that may raise students' awareness is the organization of a public encouraging awards scheme for students who engage in ECAs. In addition to that, teachers may set time to talk and discuss with students the importance of ECAs.

It is worthy of note that not only students are concerned with the awareness-raising process, but even the teachers, parents and administrators staff are required to develop a sense of awareness regarding the importance of ECA. Raising the awareness of teachers and parents can increase the possibility that they will motivate students to engage in EC activities. As for the school administrators staff, it increases the possibility of integrity in organizing activities, which ensures the success of the. It is highly recommended for educational policymakers to make teachers and school administrators aware of the ECA importance as an element that supplements the curriculum and they should not treat it as extra activities program.

3.12 ECA Evaluation Programs

Among the measures that can push ECA programs forward is developing ECA evaluation programs. Creating ECA evaluation programs considers a vital tool that helps educational actors to keep track of the ECA programs. The ECA evaluations program needs to be held annually by those in charge of the education sector to evaluate the achievements and shortcomings of the ECA programs. These programs provide information about the effectiveness of ECA programs and the distinction between policies, measures and resources that are successful from those that are not.

The ministry can use and developing surveys for teachers pupils and headmasters that allow them to evaluate ECA programs in terms of effectiveness, awareness, criticism achievements and lack. Also, request reports from teachers in charge of preparing and organizing activities. These evaluation programs aim to improve the implementation and effectiveness of ECA programs also can help in documenting ECA programs achievements.

3.13 ECA Fundraising

The participants indicated that lack of funding impedes successful ECA implementation. Not having adequate financing often forces the school headmaster to eliminate ECA from the school year planner. In fact, the lack of ECA funds is not the problem, the problem is how these funds are used. In many cases, the lack of extracurricular activities may not be due to school weak budgets, but rather it refers to schools administrators continue to cut extracurricular activities funding. Under the pretext that extra-curricular activities are not a necessity, an ECA financial budget is spent to carry out other work. Therefore, it is important to keep the finances allocated to the activities while working to use school funding more efficiently in order to organize as many activities as possible.

After, ensure the effective use of ECA funds, here are some recommendations for school headmasters to support ECA funds:

- Generate school own its outcomes (rent school space when are not being used)
- Ask the ministry of education for "plus funding"
- Ask for extra donation sponsorships and grants from a local organization
- Organizing shows and exhibitions and collected suitable payment
- Collecting suitable subscriptions and fees from the participants with excluding disadvantaged students

Of course, all these procedures remain under the supervision of the ministry. All of these procedures are useless unless the mechanism of monitoring of ECA funds is used and maintaining the integrity of ECA equipment by the participants.

3.14 Further Recommendations

In addition to the previous suggestions, the study also suggests:

- Facilitate and support students to set up regular clubs or groups under the supervisor of teachers' in-charge.
- Due to the benefit of ECA, we recommend compulsory participation in at least one ECA.
- Computer and lab ICT room is highly beneficial for students studying especially if it contains languages laboratory
- Creating a good school website in addition to include the basic information (curriculum, exam results ...etc), the website may also contain eBooks and audiobooks, courses, educational videos listening record and articles and everything that help and

facilitate the learning process. Students can access the school website in school ICT rooms or at home.

- It is highly recommended for EFL teachers especially the novices to consult experts' instructors and the English language coaches on how to integrate ECA to teach the English language successfully.

3.15 Conclusion

This chapter has been concerned with proposing some recommendations and suggestions to increase the effectiveness of extracurricular activities and ensure positive outcomes for the student. We hope that these comprehensible strategies outlined in this chapter would be beneficial to all headmasters, teachers, students and educational policymakers. In fact, extracurricular activities are among the contexts that provide pupils with chances to develop a variety of skills especially academic and social skills; therefore, the ministry of education, school headmasters and teachers need to make sure that ECA programs are incorporated effectively and not be neglected even with the immense challenges   that   impede   ECA   application.

General Conclusion

This study sought to investigate the impact that participation in ECA had on pupils academic achievement, social skill and language development .it has been concluded that although extracurricular activities are activities extra the curriculum, they contribute significantly to pupils' academic achievement. the result revealed that participation in ECA is associated with pupils academic success, boosting pupils sense of belonging at school and strengthen the relationship between teachers and pupils. ECA participation also contribute to developing some academic skills

Furthermore, the obtainable results asserted that ECA is really helpful and effective in enhancing pupils' social skills .as well as, ECA aid pupils to develop and hone a variety of skills such as teamwork, cooperation and sportsmanship .in addition to that, ECA participation develop pupils self-confident.

Overall, our results demonstrated a strong effect of ECA on pupils language learning. The different types of activities provide by ECA contribute to the development of the four basic language skills (listening, speaking, writing and reading). as resulted confirmed that each type of ECA works on refining specific language skills. The resulted also showed that ECA help teachers to create a productive language teaching environment, which contributes to the pupils immerse in the language

Data analysis leads us to realize that this study proves the two proposed hypotheses, that participation in ECA can prove pupils academic achievement, social skills and language learning. We emphasize balanced development of academic and non – academic abilities of students.

The participants were provided with a cluster of factors that hamper the successful implication of ECA, lack of funding, lack of time and rigidity of the current curriculum. Thereby these hinders should be taken into account by decision-makers.

Accordingly, we recommend a number of recommendations including (but not limited to) developing ECA guidelines, allocated specific time for ECA to integrate ECA into the English language curriculum and developing teachers training programs to develop teachers abilities and skills in conducting ECA.

General conclusion

From our perspective these recommendations are able to help education actors, headmasters and teachers to develop and integrate an effective ECA program that achieves the desire goals

Even with an understanding of the issues and obstacles that district and hinder the implementation of ECAs, eliminating extracurricular activities will negatively affect the growth and development of our pupils. The concerned authorities should work hard to maintain offering meaningful activities because the benefits of extracurricular activities greatly outweigh the distraction issues.

In a nutshell, education is not restricted only to prepare pupils for graduation, rather the core of education is to ensure the holistic development of pupils and strive to offer opportunities to pupils to develop intellectual, physical, emotional, social and spiritual skills. Furthermore, ECA contexts are among the context that supports the holistic development of pupils. Consequently, only when ECA is successfully implemented in schools, the holistic development can be achieved. It is clear that to effectively implement ECA intensive efforts will be necessitated.

While conducting this study, several limitations have been encountered   many of them are related to data collation procedures

The first limitation is the number of participants was relatively small

The second limitation, duo to the pandemic ECA programs has been suspended. Thus, the researcher did not have a chance to make a field observation to observe the impact of ECA

The last limitation is the questionnaire self-report, this may increase the possibility of invalid answers

Consequently, future researchers need to replicate this study with a large sample and with adding observation component. Furthermore, longitude studies need to better understand the effect of ECAs.

This study examined the effects of a wide range of activities that may be available for pupils. Yet, not all extracurricular activities have the same features and share the same effects. Investigation of individual activities is recommended for future study.

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Appendices

Appendix A: Teachers' Questionnaire

Dear Teacher:

I am a Master 2 English student in didactics. I am doing a research on "the impact of extracurricular activities on pupils", as partial fulfillment of my degree. This questionnaire will take approximately 20 minutes to be completed. We would greatly appreciate if you take some time to complete it. All information collected in this study will be treated confidentially and used for academic purposes.

Extracurricular activities types: volunteering / art / school magazine / journal / school radio station / sport teams / scouting / clubs / draw / handicraft / competition / museums / school library ......

Language-oriented extracurricular activities: speaking in class, translation, writing essays and projects, reading, role-play, watching educational videos, listening to foreign language records.

Section 01

1/ Gender:

Male ☐   female ☐

2/ group age

25-35☐   35-45☐   45-55☐   55-65☐

3/ For how many years have you been an English teacher?

Section 02

4/Briefly, in your opinion what do we mean by extracurricular activities?..

....

5/ Does your school offers extracurricular activities to its pupils?

Yes ☐   No ☐

6/ In your opinion, is participation in extracurricular activities associated with the pupils' academic success?

Yes ☐   No ☐

7/ Does participation in ECA improve the pupils'' interpersonal communication and social skills?

Yes ☐   No ☐

8/ Do you think that participation in extracurricular activities and attendance at school events protect against school dropout and enhance students' school connectedness?

Yes ☐   No ☐

9/Do you believe that participation in extracurricular activities teaches the values of :

leisure time management

Yes ☐   No ☐

Sportsmanship

Yes ☐   No ☐

Cooperation and teamwork

Yes ☐   No ☐

Section03

10/ Do you suggest language-oriented extracurricular activities in your class?

Yes ☐   No ☐

11/ How do the following language-oriented extracurricular activities foster pupils' language learning?

Reading/reading

clubs:…………………………………………………………………………….

Clubs (cultural/ scientific/

language):…………………………………………………………….

- Educational videos/films………… …………………………………………………

- Language games……………………………………………………………………….

- Discussions- Oral presentations and speaking in

class……………………………………………………………………………………

- Writing essays /projects: …………………………………………………………

- Translation: …………………………………………………………………

12/ Do you ever used one of the previous activities?

Yes ☐   No ☐

13/ Did you notice their influences on pupils' achievement?

Yes ☐   No ☐

14/ How often do you have discussions with your pupils to encourage them to become involved in ECA?

Very often ☐   often ☐   occasionally ☐   never ☐

15/ Do you think that pupils practice English in language-oriented extracurricular activities gives them a lot of opportunities for natural language use?

Yes ☐   No ☐

16/ Do you think that language-oriented extracurricular activities have impacts on:

Pupils' knowledge of grammar

Yes☐   No☐

Pupils' language fluency

Yes☐   No☐

Pupils' vocabulary

Yes☐   No☐

Pupils 'communication abilities

Yes☐   No☐

Pupils' social skills

Yes☐   No☐

Section Four

17/ In your opinion, what are the obstacles that impede the implementation of extracurricular activities?

…………………………………………………………………………………………
….

18/Do you have any suggestions for improving extracurricular activities for your students in your class or school?

…………………………………………………………………………………………
….

19/What are the benefits of being a student involved in extracurricular activities?

…………………………………………………………………………………………
……..

20/List some drawbacks of being students involved in extracurricular activities.

…………………………………………………………………………………………
…..

Thank you very much for your cooperation

Appendix B: Pupils' Questionnaire

Dear Pupil

I would be very grateful if you would complete the attached questionnaire. It deals with the impact of extracurricular activities on pupils .Your views are of paramount importance for the fulfillment of this work. All responses collected in this study will be treated confidentially.

Section One:

01/   Age: ….

02/   Gender   Male ☐   Female ☐

Section Tow

03/Put a cross if one of these extracurricular activities is offered by your school:

Extracurricular Activities	Offer ed	Not offered
Academic Teams and Clubs		
Competition		
Journeys and visits		
Newspaper/ Journal school		
Scouting		
Exhibitions		
Handicraft / Drawing		
Volunteer Work		
Book Clubs		
Library		
Sports / Sports Teams		

04/Do extracurricular activities positively affect your study?

Yes ☐   No ☐

05/ Do you think that extracurricular activities improve your interpersonal communication and   social skills?

Yes ☐   No ☐

06/ Do you think that language oriented extracurricular activities will be useful for your language acquisition?

Yes ☐   No ☐

07/Have you ever participated in one of the activities offered by your school?

Yes ☐   No ☐

08/Do you realize the importance of extracurricular activities?

Yes ☐   No ☐

09/ Do teachers explain the importance of extracurricular activities?

Yes ☐   No ☐

10/What do you want to learn from participation in ECA?

....

Appendix C: Interview with The Headmaster

Dear Headmaster

My name is Kendouci IKRAM. I am a postgraduate student in the Department of the English Language and Literature at Dr. Moulay Tahar University, Saida, pursing a Master degree in Didactics. As part of my degree requirements, I am conducting a research for my thesis entitled "*the Impact of Extracurricular Activities on pupils*". This study tries to examine the impact of ECA on teenagers of 4th year Boualam Mohamed Middle school. You will be interviewed for approximately 30-40 minutes. The participants' identity will remain confidential. All data collected (audio recording and transcripts) from interview will be securely stored. You will not be judged or evaluated on your responses.

Thank you for your cooperation.

01: For how many years have you been teaching English?

02: For how many years have you been a headmaster?

03: How many ECA programs are offered at your school?

04: What is the ECA participation rate at your school?

05: What skills do pupils develop in ECA?

06: Do you believe that students' participation in ECA helps to enhance their academic performance?

07: What are the good things that ECA provide for pupils?

08: What were the negative ones?

09: Do you personally organize ECA$_s$?

10: Please explain any support or barriers you experienced.

11: Based on your experience as an ex-teacher, what are the most important obstacles facing the teacher in the process of and preparing extracurricular programs?

12: What changes are needed to be made to middle school program for effective ECA$_s$ programs?