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Assessing the Alignment of English Extracurriculum with Language Programme Goals

The Case of Algerian Secondary School Programme

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Dedications

In the Name of Allah,

I dedicate this work

To my Wisdom my Grandmother Mobaraka,

For her prayers and boundless love

To my father Abdelaziz and my mother Chahrazed,

To my uncle Ahmad and my aunt Fadila,

For the love and affection they surrounded me with, the support, the encouragement, and motivation they provided throughout my life and the continuous prayers for my success

To my lovely sisters,

Abir, Meriem, and Douaa, who supported me every time I fell

To my only and twin brother,

Mossaab, who is always there whenever I need him

To my little batman Momo

To my supportive, and extraordinary people,

To my dearests best friends *who have always been by my side in everything*

To all my friends,

To those who love me and wish me the best

To the dearest people in my life,

I dedicate this work.

Malak kerouaz

Dedications

In the name of Allah, Most Gracious, Most Merciful

I dedicate this dissertation to

The most precious person to me, my grandfather.

To my beloved mother, my grandmother, my sister, and my brother.

To all my dear friends

I am very grateful for your endless love, support, and belief in me.

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Abstract

Extracurricular activities play an important role in foreign languages as well as in other subject matters in supporting the educational world. However, it remains uncertain whether these activities align with the goals of the standard programme. Hence, the current study investigates the alignment of English extracurricular activities with the universal language programme goals that are taken from the ideologies of curriculum proposed by Richards (2001). Each ideology reflects a diverse perspective on education sourced from politics, culture, society, and other domains. For that reason, four research questions are posed: (1) Do English extracurricular activities align with language programmes goals? (2) To what extent do English extracurricular activities contribute to achieve the goals of language programmes? (3) What are the reasons guiding the design of English extracurricular activities? (4) What are pupils' reasons for taking English extracurricular activities? Two questionnaires are designed for the purpose of answering these questions. One questionnaire is administered to 50 teachers who have dual experience in teaching at secondary school and in extracurricular activities. The other questionnaire is distributed to a sample of 200 secondary school pupils who take English extracurricular activities. Both questionnaires include a form of a Likert scale that is aimed to answer the first and the second research questions using statistical analysis in terms of mean values. The research results indicate that English extracurricular activities align with the aims of academic rationalism and learner-centeredness ideologies for pupils. Furthermore, teachers perceive that in addition to these ideologies, those activities also align with the aims of cultural pluralism ideology. Moreover, it reveals that pupils' main concern in taking these activities is achieving academic success, while teachers aim to supplement their teaching process. Finally, the research recommends realizing the value of the language with all its sides and not just focusing on reaching academic success.

Key words: Alignment, Extracurricular activities ,Goals ,Ideologies ,Language programme.

List of Abbreviations

ECAs: Extracurricular Activities

EFL: English as a Foreign Language

FL: Foreign Language

KASA: Knowledge, Awareness, Skills, and Attitude

TFL: Teaching Foreign Languages

Q: Question

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General Introduction

1. Statement of the Problem

Several additional teaching forms have contributed to the improvement of the quality of learning, such as extracurricular activities (ECAs). They serve as supplements to classroom instruction, addressing students' needs that the regular classrooms may not fully accommodate. These activities are closely linked to language learning by creating opportunities for language practice in real-world settings.

Recently, English ECAs have become increasingly popular among teachers and pupils. Secondary school pupils rely on them to obtain additional support and overcome the difficulties they encounter during learning with the aim of improving and enhancing their results (Lunenburg, 2010). However, it remains uncertain whether English ECAs correspond with the goals of the language programme. Although they offer support and help in improving academic performance, questions arise regarding their effectiveness in fostering genuine language acquisition and proficiency, as well as achieving other goals of the language programme such as promoting cultural understanding, enhancing communication skills, and improving critical thinking. This divergence prompts an assessment of the correspondence of English ECAs with the goals of the language programme that are taken from the ideologies of curriculum proposed by Richards (2001). Therefore, this study is conducted to find out whether English ECAs align with the goals of the standard programme.

2. Aims of the Study

The current research aims to assess how well English ECAs reflect the goals set by the language programme which are taken from the ideologies proposed by Richards (2001), essentially examining whether these additional activities support the overall language learning goals. These goals are represented in developing learners' intellect, humanistic

values, and rationality by focusing on academic discipline. Additionally, among these goals there is meeting the needs of society; training pupils to function as mature contributing members of society. Besides to society needs and academic discipline, other types of goals focus on the individual needs of the learners, interests, and experiences. Moreover, other goals of the language is creating a conscious generation constructs the problems of their society. Finally, preparing learners to participate in several different cultures and helps them to appreciate the viewpoints of other cultures.

3. Significance of the Study

The significance of this study lies in the fact that it investigates a very important topic in education which is the support forms used by teachers and pupils. This topic is very popular nowadays, as many people have frequently taken them, and sometimes have even become completely dependent on them. Moreover, this research sheds light on clarifying the reality of these activities to demonstrate their effectiveness. Finally, this study can contribute to further research basically because it makes both teachers and pupils think about the significance of any English ECA before either designing it or taking it.

4. Research Questions

To achieve the aim of the study, the following questions are posed:

1. Do English ECAs align with language programme goals?
2. To what extent do English ECAs contribute to achieving the goals of language programmes?
   - Do English ECAs aim to develop pupils' language proficiency?
   - Do English ECAs aim to prepare pupils to contribute effectively in their society?
   - Do English ECAs aim to address the individual needs of learners and to build autonomous learners?

- Do English ECAs aim to promote social change?

- Do English ECAs aim to promote pupils' cultural understanding, respect, and empathy for diverse cultures?

3. What are pupils' reasons for taking English ECAs?

4. What are the reasons guiding the design of English ECAs?

5. Research Methodology

The current research follows a descriptive research design and a quantitative method to analyse data. Two questionnaires have been designed for both teachers and secondary school pupils. The teachers' questionnaire is administered to teachers of English who teach both at secondary school and in English ECAs across various states of Algeria. The pupils' questionnaire is administered to secondary school pupils who take English ECAs. Both questionnaires are used to assess how well English ECAs align with the different language programmes goals proposed by Richards (2001).

6. Structure of the Dissertation

This research consists of two main chapters. The first chapter is the theoretical part; it provides a literature review for both research variables. The second chapter is the practical part which provides the methodology and the collected data.

The first chapter is divided into two sections. The first section focuses on language programme goals. It provides several definitions for the term programme, and the language programme. After that, it explains the goals and objectives, their characteristics, and their importance, then the ideology of language curriculum. Finally, it states the famous frameworks for language programmes goals. The second section sheds light on ECAs. It defines them in general, and then within the foreign language (FL) programmes, setting their goals and it concludes with their relationship with academic achievement.

The second chapter starts by presenting the aims of teachers and pupils' questionnaires, their administration, and their description, with the analysis, interpretation, and discussion of the obtained results. Finally, the limitations of the study are discussed and some recommendations are offered for teachers, pupils, and future research.

Chapter One: Language Programme Goals and Extracurricular Activities

Introduction

In the field of teaching foreign languages (TFL), several forms have contributed to the improvement of the quality of learning. English ECAs are considered one of these forms, which extend beyond the formal settings to include informal environments outside of schools, offering learners supplementary support for thriving in language education.

The present chapter contains two sections. The first section gives a theoretical background to language programmes. It includes definitions for the term "programme" and then narrows it down to define a language programme. Also, it delves into explaining the concepts of goals and objectives. Furthermore, it explores the ideology of language curriculum and sheds light on the famous frameworks that exist for the goals of language programme. Section two is about ECAs, encompassing definitions of ECAs. Then, it discusses specifically ECAs within FL programmes. Moreover, it addresses the goals of ECAs. Finally, it concludes with an explanation of the relationship between ECAs and academic achievement.

Section One: Language Programme Goals

1.1.1. Definitions of Programme

The term programme can be defined in many ways, and one should take a look at the works of some researchers that provide different definitions to get a clear understanding of its conception. To start with, it is widely known that a programme is a standing arrangement that provides for a service (Cornbach et al., 1980, as cited in Popper, 2010). This designated that a programme is a pre-organized plan or set of instructions designed to offer a specific service or function. A programme is a carefully organized plan of activities created to reach specific goals within a set time frame. These programmes are frequently created to tackle problems in

social, educational, or healthcare domains. To achieve the intended outcomes or improvements, they typically involve organized efforts, resources, and strategies (Rossi, Lipsey, & Freeman, 2004). This indicates that a programme is a structured set of activities put in to achieve goals on an on-going basis.

The Standards (2010) the Joint Committee provided a comprehensive definition of a programme, considering it as a complex process that goes beyond mere activities, they write:

"Defined completely, a programme is

• A set of planned systematic activities

• Using managed resources

• To achieve specified goals

• Related to specific needs

• Of specific, identified, participating human individuals or groups

• In specific contexts

• Resulting in documentable outputs, outcomes and impacts

• Following assumed (explicit or implicit) systems of beliefs (diagnostic, causal, intervention, and implementation theories about how the program works)

• With specific, investigable costs and benefits" (Joint Committee, 2010, in press, as cited in Fitzpatrick et al., 2012. p. 8).

Summarily, a programme is an on-going, planned intervention that seeks to achieve goals related to specific needs or in response to some perceived educational,

social, or commercial problems based on certain theories and assumptions (Fitzpatrick et al., 2012).

1.1.2. Definitions of Language Programme

In languages setting, a programme is a structured and organized educational course aimed at teaching a language with a set of instructions (Richards, 2001). This indicates that the language programme is more than a collection of lessons. It is a complex process that involves a systematic arrangement and coherence, which follows a plan guided by a predetermined set of instructions aimed at teaching the language. Through this concept, language programmes appear as all the relevant decision-making processes of all the participants characterized by complexity and guided by careful planning, all directed towards the overarching goal of facilitating language acquisition and mastery.

1.1.3. Goals and Objectives

Goals and objectives are important components within educational settings, playing a significant role in shaping the outcomes of language programmes. They provide an organizing framework that guides the development of curriculum, instructions, and assessment, ensuring clarity and alignment with educational objectives. By setting specific learning goals and objectives, the teaching and learning processes become organized and clear, enabling teachers to measure students' progress and adjust their teaching process accordingly.

1.1.3.1. Goals. Goals within educational contexts serve as guidelines that define the desired outcomes of a course or programme. They outline the overarching outcomes that teachers seek to achieve through teaching methods and curriculum design.

1.1.3.1.1. Definitions. Goals are one of the essential parameters of language programmes and courses. They articulate the essential purposes and desired results of the course, expressing in

general terms what students should know and be able to perform upon the completion of the course (Graves, 2000). Similarly, Brown (1995) defined goals as broad statements that specify what must be achieved to meet and fulfil the needs of students, providing general guidance for the accomplishment of objectives related to their requirements. According to him, goals are "general statements concerning desirable and attainable program purposes and aims based on perceived language and situation needs"(p. 71). Language needs refer to information regarding the context, in which the language will be used, the different skills learners need to develop, their reasons for studying the language, and their current level and abilities, while situation needs refer to needs that pertain to any administrative, financial, logistical, human resources, pedagogical, or other factors that could affect the programme.

When developing goals based on identified needs, four points should be taken into consideration.

1.   Goals are general statements of the programme's purposes.

2.   Goals should be focused on the future desires of the programme, especially the abilities that the students should possess after completing the programme.

3.   Goals can help create more specific and measurable objectives.

4.   Goals must never be perceived as permanent and fixed. That is, goals are adaptable and change as students' needs change. (Brown, 1995)

1.1.3.1.2. Characteristics of Goals. Developing effective goals for language courses involves ensuring that they are clear, realistic, adaptable, time-bound, and actionable. Goals must be clear. Meyer (2003) suggested that clear goals address questions about who will achieve the goal, what will be achieved, why the goal is important, and what are requirements and constraints to be considered. Moreover, Goals must be realistic. When setting goals, teachers

should take into consideration the resources and limitations of the course, such as students' current level and their abilities, the amount of time available, and the materials and resources available for learning to ensure their attainability (Graves,2000) . Additionally, Goals must be adaptable to accommodate changes in the learner's needs, and progress. "Goals should never be viewed as permanent" (Brown, 1995, p. 72). Furthermore, Goals must be time-bound ,specifying when the desired outcomes will be achieved (Doran, 1981). Ultimately, Goals must be actionable. They should not be simply wishes or desires but rather actionable steps that can be translated into concrete activities. "Goals are not a "wish list" (Graves, 2000, p. 79).

1.1.3.2. Objectives. Objectives within educational contexts provide specific, measurable outcomes within a given timeframe. These objectives serve as tangible benchmarks that teachers use to structure their teaching practices and assess student progress effectively.

1.1.3.2.1. Definitions. Objectives are another important element of language programmes and courses. They are clear and specific statements that outline exactly what knowledge or abilities students must acquire to achieve a particular learning goal. Brown (1995) defined them as "precise statements about what content or skills the students must master to attain a particular goal" (p.21). Graves (2000) further emphasized the role objectives play in achieving a particular goal, defining objectives as statements that outline the specific steps required to achieve a larger goal. They break down the goal into smaller, achievable learning units, making it easier for both students to learn and instructors to teach. Completing these objectives ultimately leads to reach the overall goal.

1.1.3.2.2. Characteristics of Objectives. Effective learning objectives embody four essential characteristics. They should be specific, outlining exactly what needs to be achieved

with concrete details about the desired outcome, including who needs to accomplish it, the standard of performance, and how the outcome will be measured (Graves, 2000). Richards (2000, p. 124) emphasised the importance of precision, stating that" objectives should be precise. Objectives that are vague and ambiguous are not useful." Additionally, objectives should be directly related to goals, each objective should contribute to achieving the broader goals. Richards (2001) further asserted that objectives should be consistent with goals, and only objectives that clearly serve to realise a goal should be included. Furthermore, objectives should focus on what students will learn, not simply on the activity. They should focus on the knowledge, skills, or attitudes students should gain through the activity, not just the activity itself. Moreover, objectives are relatively short-term, possibly completed within days, weeks, or months (Graves,2000).

A useful objective should encompass five key components, as outlined by Brown's (1995) adaptation of Mager's (1975) framework. These components include:

"Subject: who will achieve the objective

Performance: what the subject will be able to do

Conditions: the way in which the subject will be able to perform

Measure: the way the performance will be observed or measured

Criterion: how well the subject will be able to perform" (Graves, 2000, p.87).

These components can be well understood through a practical example. For instance, in a Spanish class, by the end of the lesson students will be able to demonstrate comprehension of basic greetings in spoken Spanish conversations. This will be assessed through a role-playing activity, where students will correctly greet a partner using appropriate vocabulary and pronunciation. In this example, students in the Spanish class are the subject;

students will be able to demonstrate comprehension of basic greetings in spoken Spanish conversations is the performance; in spoken Spanish conversations represents the conditions; assessment through a role-playing activity is the measure; and correctly greeting a partner using appropriate vocabulary and pronunciation is the criterion (Graves, 2001).

1.1.3.3. The Importance of Goals and Objectives. Setting goals and objectives has an essential role in education. Graves (2000) asserted the critical role of formulating clear goals and objectives in the field of education. She argued that stating goals and objectives provides a roadmap for teaching and ensures purposeful instruction, accountability, and effective assessment.

Establishing goals and objectives as reported by Graves (2000), makes instruction purposeful. They help teachers build a clear picture of what they will teach in the classroom, ensuring their efforts are focused and intentional. Additionally, goals and objectives help teachers define priorities and make informed choices about instructional content and methods, enabling them to allocate time and resources effectively. According to Graves (2000), "Goals and objectives provide a basis for making choices about what to teach and how" (p. 79).

Setting defined goals and objectives as stated by Graves (2000), holds teachers accountable for the results of their instruction. Teachers who clearly state their goals can track their progress and make adjustments concerning their teaching methods if students are not meeting the defined goals and objectives. This responsibility encourages teachers to constantly improve their teaching skills, leading to better learning outcomes for students.

A clear set of goals and objectives serves as the foundation for developing an effective assessment plan. By aligning assessments with instructional goals, meaning they directly test the skills and knowledge students are expected to acquire according to the

identified goals and objectives, teachers can accurately measure students' progress and identify areas where students might be struggling and need more help (Graves, 2001).

1.1.4. Ideology of Curriculum

A curriculum ideology according to Crowley (2021) indicates having beliefs about the aim of education; what planners, schools, and specific subjects aim to teach and why they want to teach them. In fact, these beliefs shape how planners choose the content, the methods, and how to measure success. The choices arise from ideological assumptions about the curriculum basis in politics, society, culture, and other life domains. Each ideology reflects a diverse perspective on education with different views on goals, content, and methods of assessment (Crowley, 2021). Therefore, these ideologies prioritize various aspects of education based on the core beliefs about the aim of schooling. Richards (2001) identified five main ideologies shaping the curriculum: academic rationalism, social and economic efficiency, learner-centeredness, social reconstructionism, and cultural pluralism.

1.1.4.1. Academic Rationalism. It focuses on the academic discipline; it asserts on the value of the subject matter and the knowledge, it emphasizes the development of students' intellect, humanistic values, and rationality. According to the principles of this ideology, the aim of education is to create an understanding of the content that serves as the basis of the curriculum rather than considering it just a mean to address social problems. Furthermore, it tackles the importance of cultural knowledge in enhancing students' intellectual abilities. Moreover, it focuses on the development of critical thinking, and emotional intelligence of the students (Richards 2001).

1.1.4.2. Social and Economic Efficiency. According to Richards (2001), the educational philosophy of socio-economic efficiency in education emphasizes the importance of meeting the needs of society; training students to function as mature contributing members

of their society. Hence, this ideology sheds light on the importance of teaching skills and procedures students need to be the future workforce.

1.1.4.3. Learner-Centeredness. This ideology stresses the students' ability which they develop naturally by their own innate nature and not predetermined. Furthermore, it focuses on students' individual needs, their personal experiences, as well as the need to develop their awareness and critical thinking. This philosophy suggests that teachers require a shift from one-size-fits-all or teach- to the- middle to follow a personal approach that fits every student. Moreover, it appreciates schema development; learners go to school with existing knowledge, which develops as they build upon it since good learning occurs when new information links to existing knowledge and personal experiences. Additionally, learner-centeredness philosophy encourages learners to monitor their performances, set goals, and adjust their learning strategies by stressing the importance of developing their awareness, and self-reflection (Richards 2001).

1.1.4.4. Social Reconstructionism. The main aim of this ideology is to create a conscious generation that constructs the problems of their society; the duty of both schools and learners in addressing social injustices and inequality. Hence, curriculum planners are responsible for engaging teachers and students in analysing social issues and seeking solutions to address them (Richards 2001).

1.1.4.5. Cultural Pluralism. According to Richards (2001), the curriculum ideology of cultural pluralism emphasizes the important role that schools play in preparing students to participate in various cultures. This participation should go beyond the culture of the dominant socioeconomic group and schools should stress societies' commitment to accept and respect cultural diversity and promote mutual understanding and peaceful relationships between people with different cultures.

1.1.5. The Frameworks of Goals

Curriculum design specialists have developed various frameworks that might work for teachers to know how to formulate goals and objectives. These frameworks help not just in formulating goals but also in organizing and categorizing them. Among the famous ones: Graves (2000); Stern (1992); and Genesse and Upshur (1996).

1.1.5.1. Graves's KASA Goals Framework. Graves' framework (2000) is also called the "KASA framework." It was developed by the Department of Language Teacher Education at the School for International Training. KASA is an acronym for knowledge, awareness, skills, and attitude.

"Knowledge goals address what students will know and understand. They include knowledge about language and about culture and society" (Graves, 2000, p. 83). They define what students are expected to know and comprehend, comprising knowledge about language, which refers to grasping the grammar, vocabulary, and communication skills; knowledge about culture, which involves understanding the target traditions, values, and behaviours; and knowledge about society, which encompasses comprehending social structures, organisations, and human interactions within the language's community.

"Awareness goals address what students need to be aware of when learning a language. These include areas of self-knowledge, understanding of how the language works, and understanding of others' use of language, for example, becoming aware of the strategies they use as learners, or the importance of linguistic factors in communication" (Graves, 2000, p. 83). Hence, they encourage students to become aware of their learning styles, strengths, and weaknesses; to understand grammar rules, vocabulary use, and sentence structures; and to understand how various people use language in communication. This involves being aware of different verbal and non-verbal communication strategies used by others to effectively

transmit messages, for example, understanding various speech patterns, tone of voice, body language, and gestures. It also takes into account extra linguistic factors such as cultural norms, social context, and situational clues, which affect message interpretation and comprehension.

Skills goals focus on what students can actually do with the language they are learning, rather than only knowing vocabulary or grammar rules. This includes the four fundamental language skills: listening, speaking, reading, and writing, in addition to the functions and tasks that students can achieve with the language. Ordering food at a restaurant and negotiating a price at the market are examples of the functions that can be performed by learners. As a result, skill goals make language learning useful and directly directed to the needs of students (Graves, 2000).

"Attitude goals are those that address the affective and values-based dimensions of learning." (Graves, 2000, p. 83). Therefore, they encourage learners to develop self-confidence, which means learners trust in themselves and their abilities in using the language and promote respect for people from the target language and their culture. This respect entails being open-minded, showing interest in cultural traditions, avoiding stereotypes and prejudices, and appreciating the language and cultural backgrounds. In other words, they value the importance of the language they are learning, as well as understanding and appreciating the cultural context in which the language exists.

1.1.5.1. Stern's Goals Framework. Similar to Graves's framework, Stern (1992) developed a comprehensive one for setting goals, which includes: cognitive, proficiency, affective, and transfer goals (Graves, 2000).

Cognitive goals according to Stern "include explicit knowledge, information, and conceptual learning about language and about culture" (Graves, 2000, p. 84). This implies

that cognitive goals focus on acquiring explicit knowledge, information, and understanding the underlying principles, structures, and systems that govern the use of the language which involve grammar rules, vocabulary, and other systematic aspects of communication such as phonetics, phonology, and pragmatics. Furthermore, they focus on gaining insights into cultural norms such as linguistic, social, and communication norms, behaviours relevant to adapt communication styles to cultural contexts, and values for instance cultural sensitivity. All are considered crucial for promoting respect for diverse linguistic and cultural perspectives.

Proficiency is about how students can perform using language skills and functions (Graves, 2000). This demonstrates that proficiency goals focus on the practical language application and its appropriateness in different contexts and situations. It emphasises the mastery of linguistic skills (listening, speaking, reading, and writing). In addition, the ability to carry out communicative functions effectively. In other words, these goals focus on developing comprehensive linguistic abilities that permit learners to engage in effective communication in real-world situations.

Effective goals involve reaching favourable attitudes toward both the target language and culture as well as to one's own learning of them (Graves, 2000). These goals address students' attitudes and emotional behaviours towards the target language and culture. They would be those goals in a programme that are designed to take into consideration affective factors of learning such as learners' emotions, motivations, and attitudes towards learning, while also nurturing a sense of cultural empathy.

Transfer goals "include learning how what one does or learns in the classroom can be transferred outside of the classroom to continue learning" (Graves, 2000, p. 84). This suggests that these goals enable learners to transfer and translate the knowledge, language

skills, and cultural competence they learn in schools to the appropriate and authentic context in real-life situations.

1.1.5.3. Genesse and Upshur. One other famous framework for categorizing programme goals is presented by Fred Genesee and John Upshur. It encompasses five categories: language, strategic, socioaffective, philosophical, and method or process goals (Graves, 2000).

Language goals are about the language skills that students are assumed to get in the school (Graves, 2000). In other words, language goals refer to the language skills that learners are expected to acquire in the classroom and not beyond. They encompass linguistic skills (listening, speaking, reading, and writing), as well as other language components such as grammar, vocabulary, and pronunciation.

Strategic goals "are about strategies learners used to learn the language" (Graves, 2000, p.85). This shows that strategic goals address the techniques and the ways of learning, learners use to acquire the language skills effectively. By setting this type of goals, teachers aim to develop learners' metacognitive skills, which mean developing skills that enable learners to monitor and evaluate their learning processes to help them become autonomous learners.

Socioaffective goals relate to the changes that the school induces in learners' attitudes and social behaviour (Graves, 2000). By addressing this type of goals, teachers aim to enhance learners' empathy and their interpersonal skills to prepare them to engage and contribute effectively to their society.

Philosophical goals as Genesee and Upshur define "are about the changes in values, attitudes, and beliefs of a more general nature" (Graves, 2000, p. 85). By addressing these

goals, teachers' aim is to encourage learners to use critical and analytical thinking to create a deeper understanding of their cultural, social, and moral dimensions in language learning.

Method or process goals "are about the activities learners will engage in" (Graves, 2000, p. 85). This indicates that the procedures that learners will take to achieve the outcomes, rather than focusing solely on the final results, these goals highlight the steps learners will use to effectively acquire knowledge and skills.

1.1.5.4. The Similarities and the Differences between the Frameworks. Graves, Stern, and Genesee and Upshur frameworks share several similarities in formulating goals. They all recognize that language learning extends beyond the linguistic competence; for them, it encompasses also cultural awareness. They are collectively and strongly stress the importance of understanding the cultural norms, values, and behaviours of the target language to effectively communicate in the intercultural world. Additionally, each framework emphasizes the importance of a positive attitude and motivation toward the target language to increase learners' engagement in classrooms Graves and Stern agree on developing the practical language skills that learners need to use the language effectively in real-life situations, while Stern and Genesee and Upshur share the point of addressing the steps and techniques learners use to acquire the language skills effectively.

Despite these similarities, there are differences between the frameworks. One key difference related to the categorization of goals. Graves's framework divided goals into knowledge, awareness, skills, and attitude. In contrast, Stern's framework is divided into cognitive, proficiency, affective, and transfer goals, while the framework by Genesee and Upshur divided goals into strategic, socioaffective, philosophical, and method or process goals. These differences reflect the complexities of language learning and the diverse approaches employed in setting language learning goals.

Section Two: Extracurricular Activities (ECAs)

1.2.1. Definitions

The terms extracurricular activities, co-curricular activities, academic enrichment programme, and non-classroom activities have all been used interchangeably to refer to those activities that take place beyond the curriculum that set by the government (Lunenburg, 2010). This indicates that ECAs take many forms, such as sports, clubs, governance, student newspapers, music, art, and drama. Massoni (2011) stated that ECAs refer to any action carried outside of the regular school's curriculum. They are found at any level and are entirely optional; those students who do not want to participate are not obliged to. Thus, ECAs are activities that fall outside the standard curriculum and are undertaken voluntarily by students at any level without providing any academic credit (Bartkus et al., 2012)

A comprehensive definition of ECAs is given by Mahoney, Cairns, and Farmer (2003). They emphasized three main factors: the voluntary participation of the students, the clear structure developed by adult leaders, and making effort by all participants. This definition stresses the voluntary nature of student involvement that requires motivation and personal attention from students. Moreover, the presence of teachers' instructions indicates that these activities have a formal part in their informality, which is related to the organization, setting rules, and having specific goals. Additionally, ECAs are collaborative work that requires efforts from both teachers and students to reach the set goals.

1.2.2. Extracurricular Activities within Foreign Language Programme

Extracurricular activities play an important role in FL as well as in other subject matters in supporting the educational world. In the context of FL, the need for ECAs has increased significantly due to many reasons.

Studying the English language in a non-English environment is still considered challenging despite the process of learning and teaching English as a foreign language has been developed quickly in the world. Only a very few students have successfully mastered English to the extent of being able to use it proficiently (Daar, G. F. 2019). Khan et al (2021) asserted that such weak performance among English language learners may be attributed to different reasons, but the major one is poor teaching. The latter can be manifested in a variety of ways, including a lack of teachers' proficiency, inadequate planning, and failure to engage students especially those who are with diverse learning needs.

ECAs have become the solution for students who search for individual support. In current education, the overloaded curriculum creates a situation where teachers feel forced to catch up on all lessons to cover all the content items within the scheduled time. As a result, teachers' first aim is to prioritize content coverage over addressing the individual needs of students, especially with the large number of students. This rush to cover the syllabus can lead to less achievers being overlooked or neglected (Organisation for Economic Co-Operation and Development, 2020). Consequently, students take extracurricular activities to receive additional support to overcome these difficulties.

The need to use the language effectively in real life beyond the classroom is another reason why students have increasingly taken ECAs. Nowadays, students are aware of the need to bridge the gap between what they learn in classrooms and what they need to communicate effectively in real-life situations. They realize that what they learn in schools may not cover everything they need in real life (Choi & Nunan, 2018), mainly due to the limited instruction provided in schools while real-world context involves idiomatic expressions, nuances, and cultural understanding.

A further consideration of why learners take ECAs is to enhance their cultural understanding and develop their intercultural competence. They hope to find opportunities that allow them to interact with native speakers since having discussions and conversations with others in the target language requires more than just using the correct syntax and vocabulary, as such interactions provide invaluable insights into cultural norms, customs, and values. Students know that language and culture are intertwined so effective language learning cannot occur in isolation from its culture. Additionally, developing intercultural competence is important in today's globalized world. Learners are aware of the necessity of the appropriate skills, knowledge, and attitudes to communicate, and interact respectfully across cultural boundaries (Reva, 2012).

1.2.3. The Goals of English Extracurricular Activities

English ECAs involve the same goals as the regular curriculum. However, they provide experiences that are not within the formal courses of study. English ECAs allow students to use the knowledge obtained in formal courses and gain concepts of democratic life. Effective management of them contributes to a holistic and comprehensible educational programme (Lunenburg, 2010). According to Barbieri (2009), Hill (2008), and Jones (2011) (as cited in Lunenburg, 2010), ECAs serve multiple goals, aiming to reinforce learning, enrich the curriculum, integrate knowledge, and prepare students for democratic participation.

English ECAs seek to reinforce learning. They are used to enrich and extend the work in the classroom, which means that they provide deeper and broader exposure to the subject matter, as well as opportunities to practice and apply what is learned in class in different contexts. For example, the English Club extends the time students spend working on the English language. During the course of club activities, students can revisit and build upon

their knowledge of English words. In these authentic settings, they, for example, practice using the names of clothes, food, and utensils, leading to a richer understanding of the language, which aligns precisely with the core objectives of the English course (Lunenburg, 2010).

In addition to reinforcing learning, English ECAs also aim to enrich the core curriculum. They provide learners with experiences that are not available in formal learning settings. Hence, such activities as language clubs, multicultural festivals, and conversation groups enhance learning chances for students and provide them with valuable opportunities. These language-related activities add to and enrich the formal courses of study (Lunenburg, 2010).

Another key goal of English ECAs is to combine various areas of knowledge and real-life experiences. ECAs encourage students to consider how various subjects might be used together in a specific way. For example, debating demands that students delve into multiple topics, critically examine different viewpoints, and presenting their own opinions effectively. This requires utilizing knowledge of history, current events, political science, philosophy, and rhetoric. Through ECAs, learners can develop skills in applying theoretical concepts to real-life situations, critical thinking, problem-solving, and teamwork (Lunenburg, 2010).

English ECAs further seek to bridge the gap between theoretical knowledge and the application of democratic principles by encouraging democratic values and skills through active participation (Lunenburg, 2010). In addition to traditional classroom education, students actively participate in real-world scenarios such as student government, clubs, or debates, where they directly apply and hone important principles like voting, fair representation, and majority rule. These activities empower students to exercise their rights through voicing opinions, advocating for change, and collaborating with others to build

consensus all essential skills for functioning democracies. Furthermore, assuming leadership roles within these activities provides students with vital decision-making, communication, and problem-solving abilities, while discussions and collaborations hone their negotiation, compromise, and respectful communication skills all crucial for meaningful democratic interactions (Lunenburg, 2010).

English ECAs are not only designed for academic improvement, but they also put a great emphasis on students' development and aim at building well-rounded students. As mentioned by the European Commission (2021, as cited in Mogonea, 2023), English ECAs aim to improve students' cognitive and affective abilities. These programmes boost critical thinking and problem solving through activities like debates. Additionally, they help students develop self-confidence through showcasing talents, social and emotional intelligence through teamwork and leadership, and motivation through pursuing passions. Marsh and Kleitman (2002) further suggested that ECAs aim to develop students' social and interpersonal skills. These refer to how students interact and build relationships with others. Moreover, Mahoney and Cairns (2000) suggested that participation in English ECAs can even eliminate the chances of some categories of students dropping out of school. Students engaged in these programmes often experience a greater sense of belonging and connection to their school community.

1.2.4. The Relationship between Extracurricular Activities and Academic Achievement

Several studies have been conducted to study the relationship between English ECAs and academic performance. Guest and Schneider (2003) reviewed previous studies on English ECAs and their impact on academic achievements. They noted that researchers generally found a positive relationship between participation in English ECAs and academic success. However, although there is an agreement among researchers on their benefits, there

is a controversy about the specific effects of these activities. This indicates that the precise relationship remains elusive due to the varying perspectives of scholars and researchers.

Researchers have a positive view of English ECAs. Broh (2002) examined the relationship between students' participation in English ECAs and students' academic achievements. He argued that participation in English ECAs have many positive impacts, including higher academic achievements, higher grades, and higher educational aspirations. This indicates that students who actively participate in English ECAs tend to perform better compared to those who do not, also they may achieve better marks, and they are more motivated in their educational life.

English ECAs have an important role in assisting students in their educational journey. These activities help in fostering interpersonal skills, promoting self-concepts, and enhancing school engagements (Elder & Conger, 2000; Marsh & Kleitman, 2002). This means that English ECAs provide students with unlimited opportunities to interact with others through collaborative work and teamwork. Furthermore, they enable students to explore their abilities and interests outside of the classrooms. In addition, students who participate in English ECAs tend to exhibit a sense of belonging to schools and eliminate the chances of dropping out of school.

The participation in English ECAs has another positive impact on students' performance. They allow students to develop group and individual responsibilities (Fioriello, 2009). Participating in these activities provides students with opportunities to practice and improve these skills beyond the classroom. Participation in group activities encourages students to collaborate and communicate effectively, and work toward common goals, thus enhancing their understanding of group responsibilities. Likewise, participating in individual

activities requires students to take personal responsibility and demonstrate discipline to achieve their goals.

Although English ECAs have many benefits for students' learning, it is important to recognize that there are some drawbacks. It is important to note that there are some drawbacks, which must be noted. One of the primary concerns is the increase in academic stress and time constraints. Students often struggle to strike a balance between their academic responsibilities and English ECAs, which leads to stress and anxiety. Reeves (2008) stated that learners can lose their focus on academics when they are too busy with ECAs. Attending too much in English ECAs may cut into homework time and when students get overscheduled; they might force themselves and lose control of their educational lives. Alternatively, learners, after spending their regular time in classrooms, they should take some rest to refresh their minds for the next day.

Another drawback for English ECAs occurs when parental pressure or coercion is involved. Some parents compel their children to participate in English ECAs even if the children are not interested or willing to be involved (Wilson, 2009). yet some parents schedule their children in extra activities sometimes without even knowing what their kid needs, only to get high marks, thinking that additional activities are the key to a prized score (Robbins, 2006). As a result, students feel distracted between their academic commitment and English ECAs which may lead to neglect both sides.

A potential negative issue that can also be considered a negative point for English ECAs is having poor-quality teachers who lack training and experience in English ECAs classes. Sanders and Rivers (1996) indicated that student achievements will suffer when students endure a continuous flow of beginning teachers. This circumstance arises when

teachers are unable to effectively meet their students' needs. Consequentially, it leads to poor educational habits, poor performance, and even sometimes struggling to understand concepts.

Conclusion

Language programme goals and English ECAs play integral roles in building well-rounded students. Language programmes aim to enhance students' language proficiency, make them aware of its value, respect and appreciate the target culture, boost students' confidence, build independent students, enable students to use language in the real world and develop students' critical thinking and problem-solving skills. Similarly, English ECAs help in the achievement of these goals by supplementing formal language instructions, exposing students to the language, and providing additional avenues for practical application and cultural immersion. Consequently, the structured goals of the language programme and the enriching opportunities offered by English ECAs help students thrive in their language acquisition journey.

Chapter Two: Investigating the Correspondence of English Extracurricular Activities (ECAs) with Language Programme Goals

Introduction

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Chapter Two: Investigating the Correspondence of English ECAs with Language Programme Goals

Introduction

After having reviewed the related literature about language programme goals as well as English ECAs, the focus is shifted from the literature review to the practical part. The main aim is to provide a detailed description of the fieldwork conducted to gather the necessary information for addressing the research questions and achieving the aims of the study. The important aspects of this chapter are the analysis, and the discussion of both teachers' and pupils' questionnaires.

This chapter comprises two main sections; one for the teachers' questionnaire and the other for pupils' questionnaire. Each section begins by informing the aim of the questionnaire. Then, it describes the sample of the conducted research, alongside providing a description of the questionnaires' structure. Afterward, it provides the analysis and interpretation of the obtained findings. After the discussion, this chapter addresses the obstacles and challenges that led to several turning points which impacted the results. Furthermore, based on the results obtained, this chapter offers recommendations for teachers, pupils, and for further research where there are gaps that require further investigation.

Section One: The Teachers' Questionnaire

2.1.1. Aim of the Questionnaire

This questionnaire aims to investigate whether the goals set by secondary school teachers for ECAs correspond with the standard programme goals. These goals are taken from the ideologies of curriculum proposed by Richards (2001), each ideology reflects a diverse perspective on education with different views on goals, and content. Furthermore, the choices arise from ideological assumptions about the curriculum basis in politics, society,

culture and other life domains. It attempts to highlight the degree of congruence between ECAs and the language programme goals and identify any differences between them. Furthermore, it seeks to assess whether teachers in ECAs work toward achieving the same goals as in the standard programme.

2.1.2. Administration of the Questionnaire

For this study, the sample comprises 50 teachers of English who teach both at secondary school and in the English ECAs across various states of Algeria. They are specifically selected based on their dual experiences in both educational settings. The aim is to assess the goals teachers set for the English ECAs and whether they correspond with language programme goals. The questionnaire was administered face-to-face and in the form of a Google questionnaire.

2.1.3. Description of the Teachers' Questionnaire

The teachers' questionnaire comprises eight closed-ended, multiple-choice, and open-ended questions, divided into four sections. The selection of the questions was meant to incorporate only those that are relevant and contribute to the aims of the research.

Section One: Background Information (Q.1–Q.2)

It provides information about the questioned teachers, including their years of teaching experience both at secondary school and in English ECAs.

Section Two: English Extracurricular Activities (ECAs) (Q.3–Q.6)

It focuses on English ECAs, aiming to gain insights into the causes behind designing English ECAs, pupils' reasons for taking ECAs, and whether English ECAs differ from regular classrooms in their basic goals based on teachers' experience and perspectives.

Section Three: The Alignment of English Extracurricular Activities (ECAs) with Language Programme Goals (Q.7)

It seeks to assess whether English ECAs correspond with language programme goals. It consists of a scale containing twenty-four 5-point Likert scale statements. The statements are divided based on Richards's ideologies (2001), with each ideology containing five statements, except for the fourth ideology, which contains only four statements.

Section Four: Suggestions (Q.8)

It is structured to invite teachers to freely add any suggestions that are related to the aim of the study.

2.1.4. Analysis and Interpretation of the Results

Section One: Background Information

Q1: How long have you been teaching English at Secondary School?

Figure 1: Teachers' Experiences at Secondary School
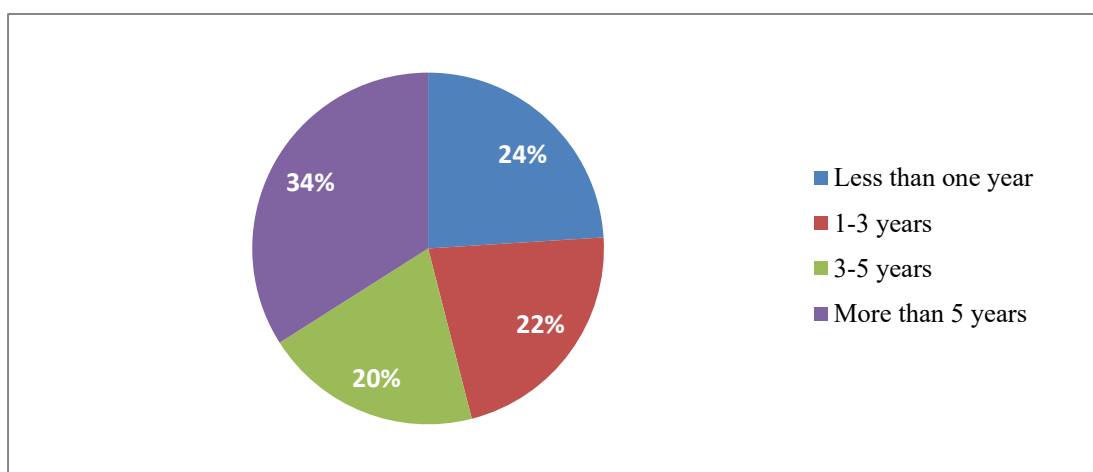
This question set to gather information about teachers' level of expertise in teaching English at secondary school. A noticeable number of teachers (34%) reported

having more than five years of experience, while 24% of the teachers are rather new to teaching and have been working in secondary school for less than one year. Additionally, 22% reported having experience ranging from one to three years, and 20% stated having experience from three to five years. The findings suggest that there is a significant diversity within the teaching staff; the presence of both experienced and novice teachers enriches the effectiveness of this study by the extraction of perspectives from the seasonable old teachers and the fresh perspectives from the novice ones.

Q2: How long have you been teaching in ECAs?

Figure 2: Teachers' Experiences in English ECAs
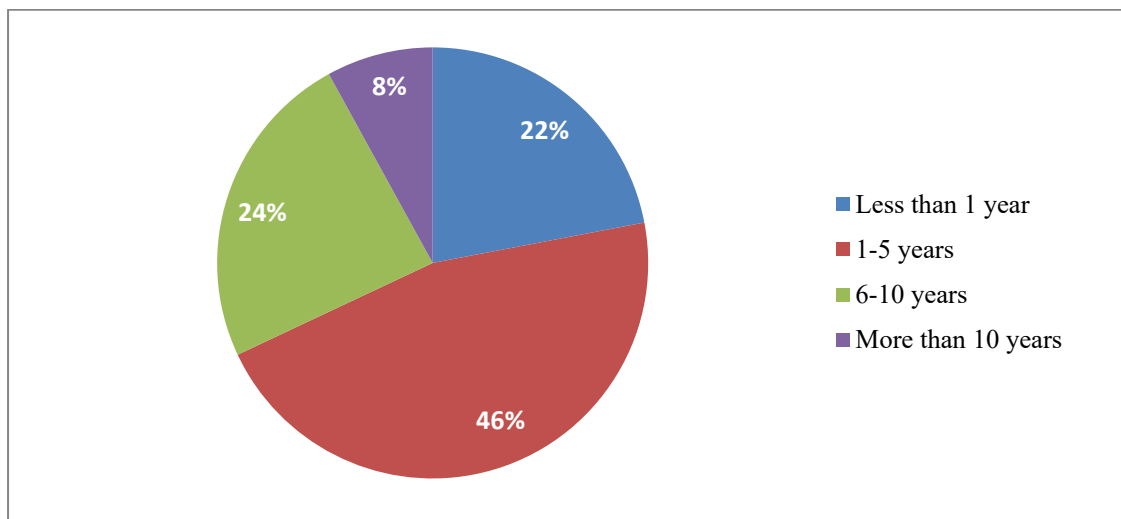
This question aims to demonstrate teachers' experiences in teaching within English ECAs. As shown in the figure, less than half of the respondents (46%) have taught in ECAs for one to five years. 24% have experience ranging from six to ten years and with a close ratio (22%) of the teachers have less than one year of expertise in ECAs, while only 8% of the teachers have been teaching English ECAs for more than a decade. These findings also suggest a diverse mix of experience levels among teachers, which indicates a diversity of perspectives. The fact that these teachers are experts in ECAs enhances the validity of their

suggestions and their contributions, and it aligns perfectly with the goals of the study. Especially teachers do not have one standard programme to follow.

Section Two: English Extracurricular Activities (ECAs)

Q3: What are the reasons that drive you to design English ECAs? (You can choose more than one choice)

Figure 3: Teachers' Reasons behind Designing ECAs
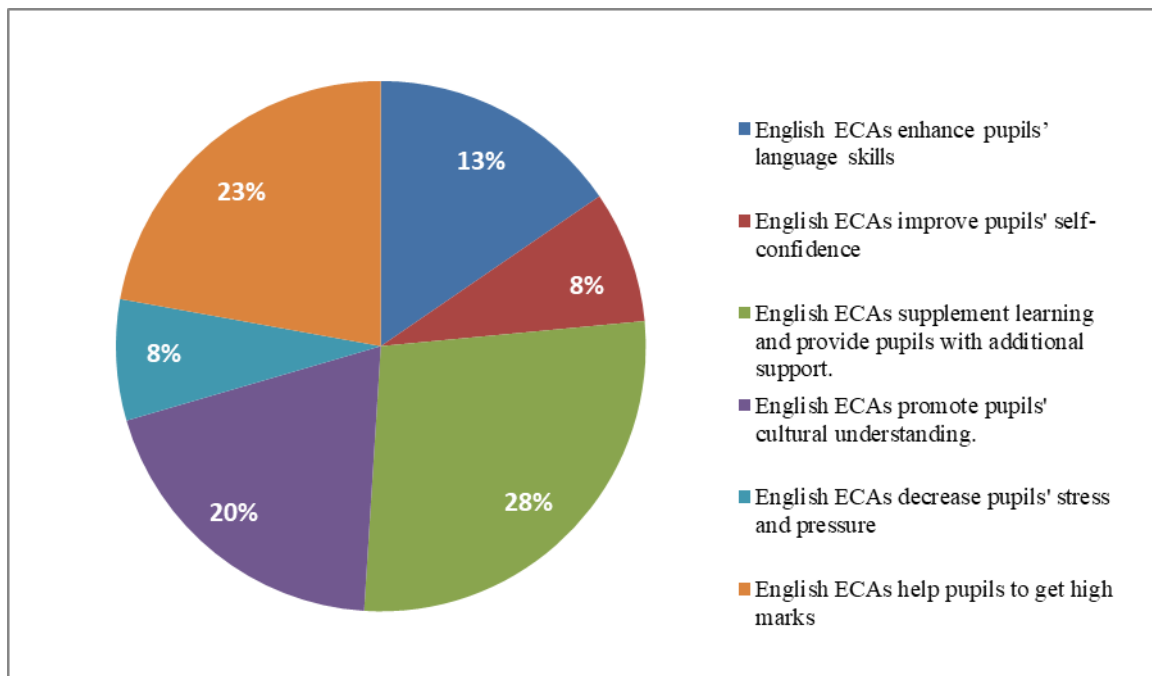
The aim from this question is to gain insights into the reasons that drive teachers to design English ECAs. The teachers were given multiple options to choose from. 28% of the teachers recognize the complementary role that English ECAs play in reinforcing the regular classrooms. Additionally, a notable portion (23%) believes that English ECAs contribute to academic success by helping pupils get high marks, showing a clear relationship between participation in such activities and academic performance. Furthermore, 20% of them realize the role of English ECAs in promoting cultural exchange and understanding. Moreover, 16%

considers English ECAs useful for improving pupils' language skills. However, only 8% of the teachers assert that English ECAs enhance pupils' self-confidence. Likewise, 8% of them think that English ECAs reduce pupils' stress and pressure. From these results, teachers view English ECAs as available supplements to the regular learning that support academic success.

Q4: Based on your experience, why do pupils take English ECAs? (You can choose more than one choice).

Figure 4: The Reasons for Pupils' Involvement in English ECAs
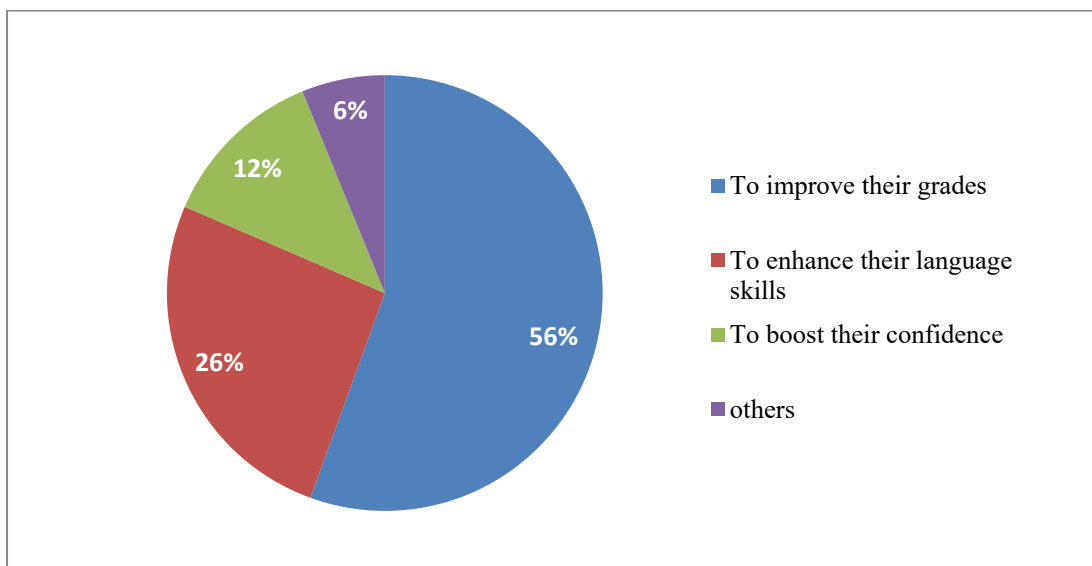
This question aims to explore the reasons driving pupils to take English ECAs based on teachers' experiences. The questioned teachers were given options to choose from and were asked to add others, if any. The results reveal: over half of the teachers (56%) claimed that secondary school learners take English ECAs to improve their grades. While 26% of them believe that learners take these activities to enhance their language skills. However, only 12% of them assume that learners attend English ECAs to boost their confidence. A smaller proportion of teachers (6%) think that learners take English ECAs for other reasons, such as cultural exploration. These findings indicate a strong concern among learners about

academic achievement, while other aspects like language proficiency, self-confidence, and cultural exploration are neglected. Furthermore, both teachers and pupils share the same aims, focusing primarily on academic success at the expense of other important areas.

Q5: Do you think English ECAs classes differ from the regular classrooms in terms of their basic goals?

Figure 5: Teachers' Perceptions of the Differences between Regular Classrooms and English ECAs in Terms of their Basic Goals
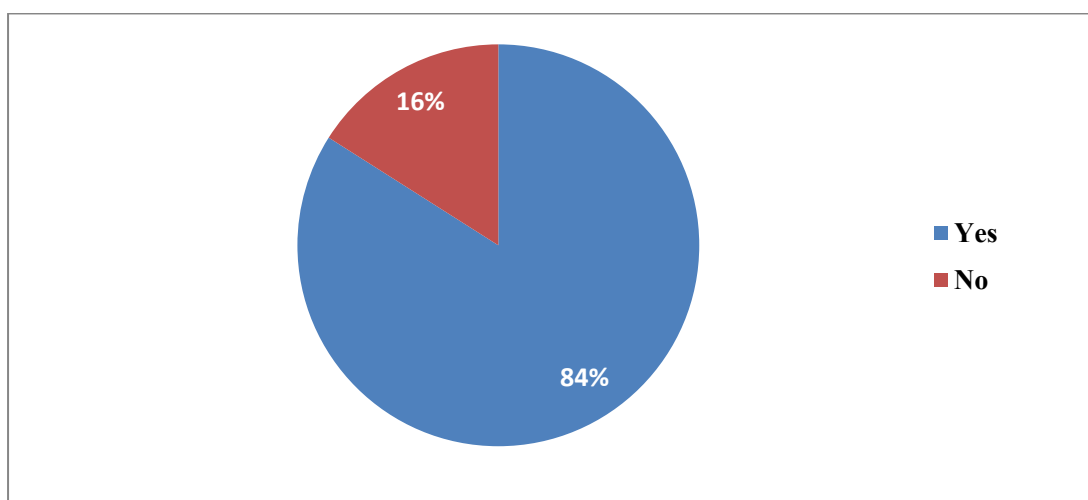
The purpose of this question is to find out whether the fundamental goals of English ECAs are different from those of regular classrooms based on the teachers' experiences. The vast majority of the teachers (84%) think that English ECAs differ from regular classrooms in terms of their basic goals, while a small minority (16%) think they do not. These findings suggest that there are significant differences in their focus, philosophies, and perspectives about language teaching.

Q6: If yes, what are these differences?

The aim of this question is to gain insights into the differences between ECAs and regular classrooms in terms of their basic goals. The common difference shared by the most

questioned teachers is that regular classrooms primarily aim to cover the prescribed syllabus, while English ECAs are learner-oriented and primarily aim to address the individual needs and interests of the pupils, supplementing learning by providing additional support and opportunities for practice the language. This finding indicates that the focus on covering the standard syllabus might lead to the neglect of pupils' unique needs; consequently, they take ECAs outside of the regular school.

Section Three: The Alignment of English Extracurricular Activities (ECAs) with Language Programme Goals

Q7: How useful these activities are on pupils' performance. For each item, circle the answer that suits your opinion.

Key: 1= Strongly disagree; 2= Disagree; 3= Neither agree nor disagree; 4= Agree; 5= Strongly agree.

In this question, the raw data from the responses were inputted into SPSS 29 software to do the statistical calculations. In particular, SPSS software was used to analyse only the Likert scale responses from this section. It is necessary to know the degree of teachers' agreement/disagreement with the 24 items of the questionnaire. For that reason, the study used descriptive statistics to analyse data to calculate the mean of their responses to each item, and the total means to discover the respondents' views about the effectiveness of English ECAs on pupils' performance. The 5 points in the agreement scale were coded in SPSS 29 with a score for each item, strongly disagree was coded with 1 and then gradually moving until strongly agree which was coded with 5.

In order to interpret the mean value, its range was divided into three categories. Each category matches with an estimation level of the teachers' responses as follows;

The first range 1.00 - 2.59 = The estimation level is negative

The second range 2.60 - 3.39 = The estimation level is neutral

The third range 3.40 - 5.00 = The estimation level is positive

Table 1: Teachers' Views on the Correspondence of ECAs with Academic Rationalism Ideology

Academic Rationalism			
Item		**N**	**Mean**
Enhancement of the Understanding	1. Taking English ECAs enhances pupils' understanding of the subject matter	50	4.10
Intellectual and Humanistic Development	2. Taking English ECAs contributes to the development of pupils' intellect and humanistic values	50	3.54
The Value of Language Learning	3. Taking English ECAs enables pupils to see the value of studying the language and how it can help them expand their knowledge of human experience, culture, and communication.	50	3.66
Critical Analysis And Evaluation	4. Taking English ECAs enhances pupils' ability to critically analyse and evaluate information to come to their own conclusions	50	3.62
Ownership and Responsibility	5. Taking English ECAs develops a greater sense of ownership and responsibility for pupils' learning process.	50	3.48
Total		**50**	**3.68**

As shown through the descriptive statistics derived from the SPSS 29, the results reveal an above-average score for enhancement of understanding (mean = 4.10) which indicates the highest item. Likewise, the same applies to the other four items where they have an above-average level regarding their mean value, in which intellectual and humanistic development score is 3.54, the value of language learning score is 3.66, critical analysis and evaluation score is 3.62, and ownership and responsibility score is 3.48 which is the lowest item in comparison to the other items. Of note, teachers believe that English ECAs reinforce academic knowledge as their highest goal besides enhancing pupils' personal development. That is to say, English ECAs conform to the academic rationalism ideology which appears in the total mean value ($\bar{X}$= 3.68).

Table 2 : Teachers' Views on the Correspondence of English ECAs with Social and Economic Efficiency Ideology

Social and Economic Efficiency			
Item		N	Mean
Application of Learning in Real-World Situations	1. Taking English ECAs offers opportunities for pupils to apply what they learn in real world scenarios	50	3.74
Learning about Social and Economic Issues	2. Taking English ECAs provides to pupils opportunities to learn about social and economic issues that affect their community	50	2.90
Enhancing Readiness for Economic Contribution	3. Taking English ECAs enhances pupils' readiness to contribute economically to society through skills and knowledge gained from these activities.	50	2.88
	4. Taking English ECAs addresses pupils' practical needs	50	3.64

Addressing Practical Needs	such as improving language proficiency for academic success, career advancement, and social integration.		
Enhancing Language Proficiency in Different Contexts	5. Taking English ECAs enhances pupils' understanding of how language proficiency is practically relevant in different social and economic contexts, emphasizing its importance beyond academic settings.	50	3.50
Total		**50**	**3.33**

Table 02 demonstrates the respondents' answers on whether English ECAs fulfil the goals of the social and economic efficiency ideology. According to the outcomes shown in table 02, this ideology has above-average scores in three items: application of learning skills in real-world contexts (Mean = 3.74) addressing practical needs (Mean= 3.64), and enhancing language proficiency in different contexts (Mean= 3. 50). Of notes, there is a balance in the score of the three items. This is due to the fact that the differences among the means of each item are not significant; their means are ranged within the narrow range of 3. 50 _ 3. 74 which indicates teachers' agreement on the significant role played by ECAs in preparing pupils to meet real-world challenges, career needs, and social integration. Whereas the score of the last two items is below the average learning about social and economic issues (Mean = 2. 90) and enhancing readiness for economic contribution (Mean = 2. 88). This indicates that there is no agreement regarding the effectiveness of ECAs in engaging learners in social economic issues, as well as in enhancing their readiness to contribute economically in their societies. Overall, the total mean value ($\bar{X}$= 3.33) means that the teachers are neutral towards the correspondence of English ECAs with the social and economic efficiency ideology.

Table 3: Teachers' Views on the Correspondence of English ECAs with Learner-Centeredness Ideology

Learner-Centeredness			
Item		**N**	**Mean**
Identifying pupils' Strengths and Weaknesses	1. Taking English ECAs offers opportunities to identify pupils' strengths and weaknesses	50	4.20
Addressing Individual Learning Needs	2. Taking English ECAs addresses pupils' individual learning needs.	50	4.12
Encouraging Active Learning	3. Taking English ECAs helps learners become active agents in their own learning process, encouraging them to take initiative, ask questions, and seek out opportunities for growth.	50	4.18
Developing Pupils' Critical Thinking Skills	4. Taking English ECAs helps pupils to develop their critical thinking skills and encourage them to analyse information, evaluate arguments, and make reasoned judgments independently.	50	3.84
Fostering Pupils' Broader Skills	5. Taking English ECAs fosters pupils' broader skills set beyond language proficiency, including creativity, effective communication, and problem-solving skills.	50	3.82
Total		**50**	**4.03**

This table reports the analysis of the questioned teachers' responses about whether English ECAs reflect the same goals that are taken from learner-centeredness ideology. As a

result, the findings reveal an above-average score for application of identifying pupils' strengths and weaknesses (Mean = 4.20) which is the highest item in comparison to the other items. Hence, ECAs highest concern is to help learners overcome their weaknesses and enhance their strengths. Similarly, the other items show an above-average score in consideration of their mean values: addressing individual learning needs (Mean= 4.12), encouraging active learning (Mean= 4.18), developing pupils' critical thinking skills (Mean = 3.84) and fostering pupils' broader skills (Mean= 3.82). These findings suggest that the questioned teachers affirm the significance of ECAs in addressing the crucial qualities for the pupils' overall growth and educational success. Therefore, there is a strong agreement that can only yield a positive estimation ($\bar{X}$ = 4.03). Consequently, English ECAs indeed reflect the aims derived from this ideology.

Table 4: Teachers' Views on the Correspondence of English ECAs with Social Reconstructionism Ideology

Social Reconstructionism			
Item		**N**	**Mean**
Encouraging Pupils' Engagement in Society	1.Taking English ECAs provides to pupils opportunities to engage in society	50	2.38
Analysing Social Problems	2. Taking English ECAs offers for pupils opportunities to analyse social problems (injustice and inequality)	50	1.06
Exploring Solutions for Social Issues	3. Taking English ECAs encourages learners to explore potential solutions for social issues	50	1.08
Language Role in Social Change	4. Taking English ECAs helps pupils develop a deeper understanding of how language can be a powerful tool for effecting social change.	50	3.24

Total	50	1.94

Table 04 represents the analysis of teachers' responses regarding whether English ECAs fulfil the aims of social reconstructionalism ideology. Teachers share a strong disagreement regarding the first three items: encouraging pupils' engagement in society (Mean = 2.38) encouraging social problems analysis (Mean = 1.06) and encouraging exploration of potential solutions for social issues (Mean = 1.08). While they are neutral about the effectiveness of ECAs in helping pupils in cultivating a deeper understanding of language's role in social change (Mean = 3,24). Overall, the total mean value ($\bar{X}$ = 1.94) indicates that the questioned teachers have a negative view of the correspondence of English ECAs with the purposes sourced from social reconstructionalism ideology.

Table 5: Teachers' Views on the Correspondence of English ECAs with Cultural Pluralism Ideology

Cultural Pluralism			
Item		**N**	**Mean**
Learning about Different Cultures	1. Taking English ECAs offers for pupils opportunities to learn about different cultural customs, beliefs, and traditions	50	3.80
Developing Navigating Skills for Cultural Contexts	2. Taking English ECAs helps pupils to develop skills to navigate and participate in diverse cultural contexts	50	3.58
Encouraging Respect for Cultural Differences	3. Taking English ECAs encourages pupils to learn about and respect cultural differences beyond their own culture	50	3.78
Promoting Understanding	4. Taking English ECAs promotes pupils' understanding	50	3.84

of Cultural Diversity	and appreciation of cultural diversity		
Developing Empathy Towards Different Cultures	5. Taking English ECAs helps pupils develop empathy and understanding towards individuals from different cultural backgrounds	50	3.50
Total		**50**	**3.70**

Table 05 gives an idea about teachers' responses regarding the effectiveness of English ECAs in accomplishing cultural pluralism purposes. The teachers show a positive score on all the items ranging within the narrow range of (3.50 _ 3.80) in which promoting understanding of cultural diversity is the highest item (Mean = 3. 84), whereas developing empathy towards different cultures is the lowest item (Mean = 3.50). This means that there is a general agreement that English ECAs influence pupils ' cultural awareness, understanding, appreciation, and value of the diversity. Overall, the total mean value ($\bar{X}$= 3.70) denotes that the questioned teachers are positive towards the harmony between English ECAs and the aims based on the principles of the cultural pluralism ideology.

Section Four: Suggestions

Q8: Please add any suggestions you consider related to the aim of this study

This section is about the suggestions provided by the questioned teachers that are relevant to the aim of the research. Their suggestions are summarized as the following:

- Teachers are recommended to prioritize the primary and long-term objectives of English extra activities, which should constantly focus on reinforcing learning and providing pupils with opportunities to apply the language in real life situations.

- Classroom instructions and English ECAs are mutually supportive and complementary, while the former provides a base and the platform for pupils' knowledge, the latter provides what the school is unable to provide, such as; elements of time, individual attention, and opportunities.

- Teachers have a positive view towards the nonexistence of a specific course of English ECAs, which allows each teacher to design specific courses that meet their learners' needs.

- Pupils should strike a balance between their academic commitments and English ECAs, making sure they benefit the maximum from both.

2.1.5. Discussion of the Results

The analysis of the teachers' questionnaire provides valuable insights into the questioned teachers' perceptions about the alignment of English ECAs with the universal language programme goals taken from the curriculum ideologies proposed by Richards (2001). This questionnaire includes teachers with diverse levels of expertise both at secondary school and in English ECAs (experienced and novice teachers). This diversity among teachers' experience levels in designing and teaching English ECAs for secondary school levels ensures gaining accurate information, which contributes in achieving the research aim.

Concerning the goals set by teachers when designing English ECAs and the reasons that drive pupils to take English ECAs, teachers claimed that pupils are primarily motivated to take English ECAs due to their belief that these activities contribute to academic success. This belief stems from the inadequacy of regular classrooms to meet the individual needs of learners, as classrooms are constrained by factors such as limited time and crowded classrooms (see page 32). Consequently, teachers often feel challenged to cover all the

content items within the allocated time. As a result, both teachers and pupils target ECAs as a supplementary means to support the teaching process and achieve academic success, which are narrowly interpreted in terms of marks.

According to the general findings of the study, the results obtained from the Likert scale analysis serve to address the research question, regarding whether ECAs correspond with the universal language programme goals which are taken from the ideologies of curriculum proposed by Richards (2001). Moreover, the choices arise from ideological assumptions about the curriculum basis in politics, society, culture, and other life domains. Teachers are neutral about the correspondence of the goals set by them in English ECAs with the standard programme goals, which is apparent in the total mean value ($\bar{X}$= 3.33). Therefore, the English ECAs align partially with the language programme goals.

The findings suggest that English ECAs reflect some language programme goals such as reinforcing the academic knowledge to prepare a generation with a strong academic foundation as their highest goal and enhancing pupils' personal development which are derived from the academic rationalism ideology. Similarly, English ECAs reflect the core aims of the learner-centeredness, these activities may encourage pupils to become autonomous learners who can adapt their knowledge to diverse challenges by using critical thinking and thrive in a changing world. Likewise, English ECAs enable pupils to become active and engaged citizens, who can foster positive relationships and contribute to a more tolerant society. These goals reflect the goals provided by cultural pluralism ideology.

Yet, English ECAs do not achieve the goals of socio-economic efficiency and social reconstructionism ideologies. The ideology of socio-economic efficiency focuses on enhancing pupils' practical skills to prepare them to be effective workforces in their society, which may not be the primary focus of English ECAs that focus on language proficiency.

Equally, English ECAs may not aim to prepare pupils to promote social change that aims to address the social injustice that social reconstructionism ideology calls for.

The suggestions recommended for following the same goals of the language programme meanwhile compensate for what can be missed in regular classrooms. Additionally, teachers recommended pupils strike a balance between their academic commitments and English ECAs, making sure to benefit maximum from both. The recommendations provided by teachers show that the positive effects of English ECAs depend on their support for achieving the real goals of language programmes.

Section Two: The Pupils' Questionnaire

2.2.1. Aim of the Questionnaire

The pupils' questionnaire aims to gather information about what pupils gain through taking English ECAs to assess their alignment with the universal language programme goals. In other words, it aims to examine whether English ECAs embody the goals of language programmes and work towards achieving them.

2.2.2. Administration of the Questionnaire

The second sample in this research is 200 secondary school pupils who also take English ECAs. They are specifically selected for their experiences at the three levels: primary, middle, and high school. The aim is to gather information about what pupils gain through taking English ECAs, to assess their correspondence with the language programmes goals. The questionnaire was administered face-to-face and translated into the pupils' mother tongue, considering that pupils at this level might have difficulty understanding it.

2.2.3. Description of the Pupils' Questionnaire

The pupils' questionnaire is comprised of four closed-ended and multiple-choice questions, divided into three sections. They are answered by ticking the corresponding boxes and circling the most suitable answer on the Likert scale.

Section One: Background Information (Q. 1)

It provides information about the pupils, including their level of English.

Section Two: English Extracurricular Activities (ECAs) (Q. 2-Q.3)

It aims to get insights into the pupils' reasons for taking English ECAs and how learning in English ECAs differs from learning in regular classrooms.

Section Three: Assessing the Alignment of English Extracurricular Activities ECAs with Language Programme Goals (Q. 4)

It mainly aims to assess whether English ECAs correspond with the language programmes goals. It consists of a scale containing twenty-four 5-point Likert scale statements. The statements are categorized based on the curriculum ideologies proposed by Richards (2001), with each ideology containing five statements, except for the fourth ideology, which includes only four statements.

2.2.4. Analysis and Interpretation of the Results

Section One: Background Information

Q1: 1. How would you rate your overall English level?

Figure 6: Pupils' English Level
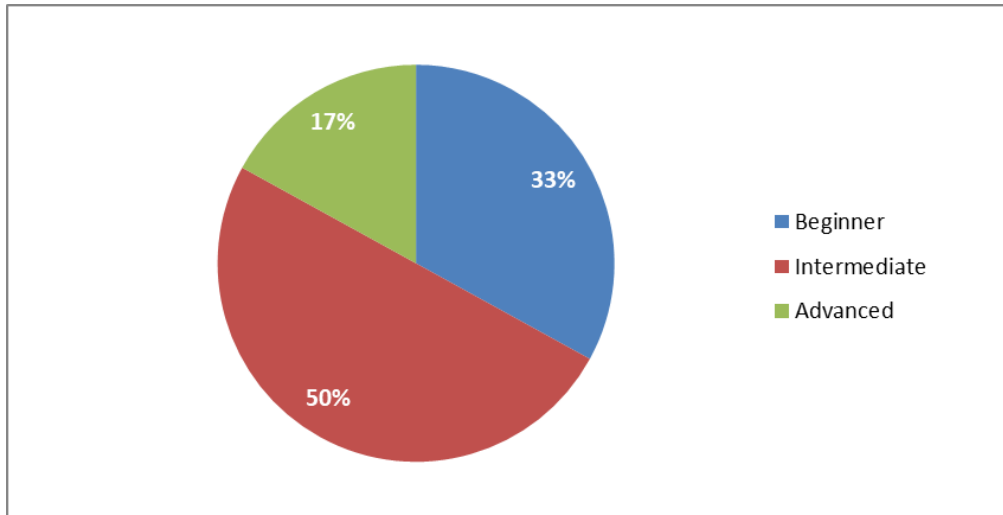
The aim of this question is to gain insights into how pupils perceive their overall English level. The results reveal that half of the pupils (50%) rate their level as intermediate, 33% consider their level as beginners, and very few of them (17%) fall into the category of advanced. These findings highlight the importance of addressing the diverse needs of the pupils in language learning and providing tailored support to enhance their skills.

Section Two: English Extracurricular Activities ECAs

Q2: Why are you attending to English ECAs? (You can choose more than one choice).

Figure 7: Pupils' Reasons for Taking English ECAs
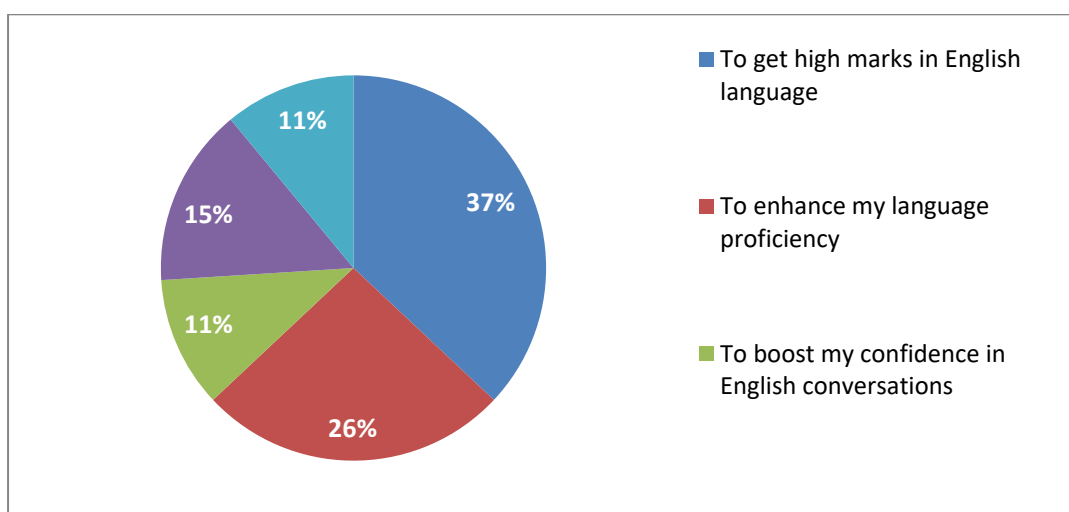
The aim of question 02 is to explore pupils' reasons for taking English ECAs. The pupils were given options to choose from and were asked to add others, if any. A noticeable number of the pupils (37%) take English ECAs to get high marks, also a considerable number (26%) take ECAs to improve their language proficiency, and 15% of them take English ECAs to receive personalized guidance and feedback on their language skills. While only 11% of the respondents take English ECAs to boost their confidence in English conversations and to socialize and make friends. A smaller proportion of pupils take English ECAs for other reasons, such as promoting cultural exploration and traveling to foreign countries. These findings suggest that academic achievement is given more concern than the other aspects by the questioned pupils.

Q3: How does learning in regular classrooms differ from that in English ECAs (You can choose more than one option).

Figure 8: Pupils' Opinions about the Differences between Learning in Classrooms and in English ECAs
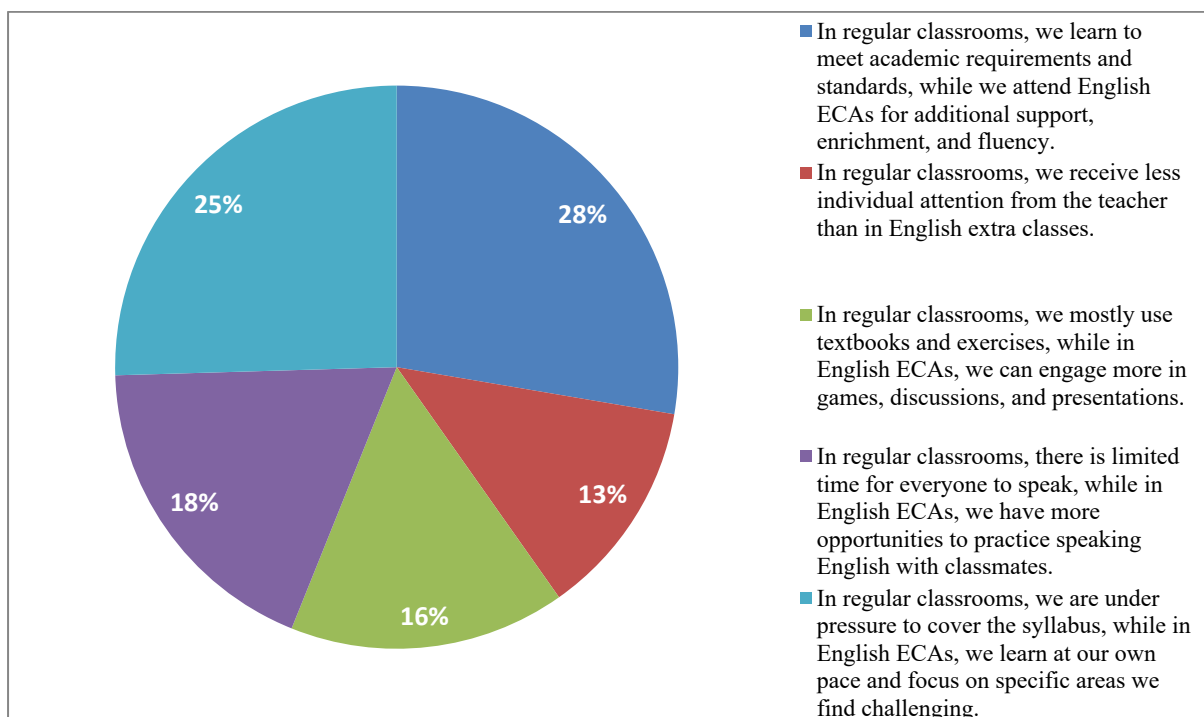
This question aims to identify the differences between learning in English ECAs and regular classrooms. The results reveal that 28% of the pupils stated that learning in regular classrooms primarily fulfils their academic requirements, whereas, English ECAs focus on additional support, enrichment, and fluency. 25% of the pupils find the classroom environment stressful due to the pressure of covering the syllabus, while English ECAs offer a more comfortable setting, focusing on specific areas pupils find challenging. 18% of the pupils feel that learning in regular classrooms is constrained by lack of time which limits opportunities for everyone to participate, whereas English ECAs provide more chances for speaking practice. 13% of the pupils reported receiving less individual attention from teachers in regular classrooms compared to English ECAs. 16% of the pupils feel that regular classrooms are restricted by the use of textbooks and exercises, whereas ECAs offer more engaging activities such as games, discussions, and presentations. The findings indicate that learning in English ECAs places greater emphasis on the learners compared to regular classrooms. This is because the teachers in regular classrooms are bound by a set curriculum and may struggle to accommodate diverse pupil needs and interests, particularly in settings with crowded classes and limited time.

Section Three: The Alignment between English Extracurricular Activities (ECAs) and Language Programme Goals

Q4: Do you think English ECAs have any impact on your learning?

Figure 9: The Impact of English ECAs on Pupils' Learning
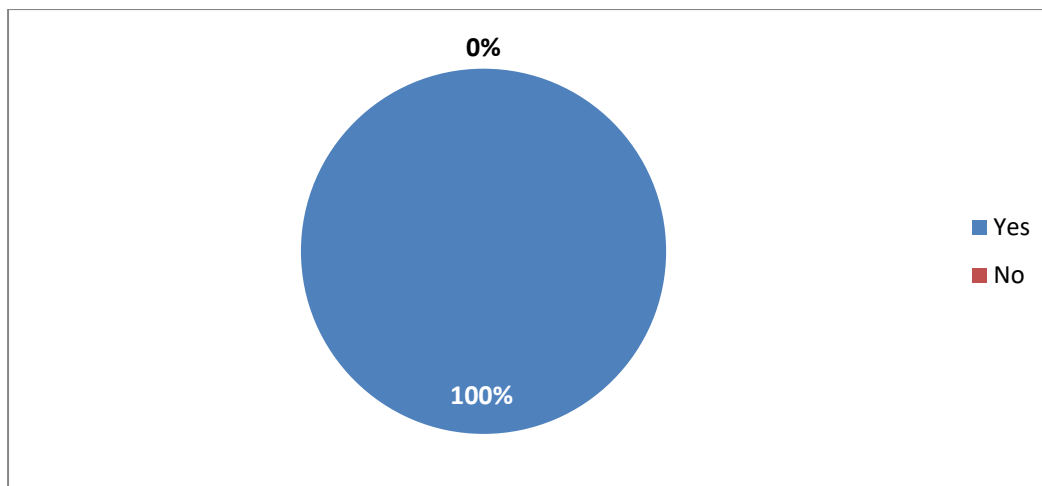
The aim behind asking this question is to know whether English ECAs impact pupils' learning. The results show that all the respondents answered yes, indicating that all the pupils recognize that English ECAs have some form of influence on their learning outcomes.

Q5: If Yes, for each item, circle the answer that suits you the most.

Key: 1= Strongly disagree; 2= Disagree; 3= Neither agree nor disagree; 4= Agree; 5= Strongly agree.

In this question, the raw data from the responses also were inputted into SPSS 29 software to do the statistical calculations. The mean of their responses to each item and the total means were calculated to know the respondents' perceptions about the impact of English ECAs on their learning outcomes. The 5 points in the agreement scale were coded in SPSS 29 with a score for each item, strongly disagree was coded with 1 and then gradually moving until strongly agree which was coded with 5.

In order to interpret the mean value, its range was divided into three categories. Each category matches with an estimation level of the learners' responses as follows;

The first range 1.00 - 2.59 = The estimation level is negative

The second range 2.60 - 3.39 = The estimation level is neutral

The third range 3.40 - 5.00 = The estimation level is positive

Table 6: Pupils' Views on the Correspondence of English ECAs with Academic Rationalism Ideology

Academic Rationalism			
Item		**N**	**Mean**
Enhancement of knowledge	1. Taking English ECAs enhances my knowledge of grammar rules, different parts of speech, and sentence structure.	200	4.11
Intellectual and humanistic Development	2. Taking English ECAs enriches my vocabulary and enables me to explore different contexts and nuances of their use.	200	3.93
The Value of Language Learning	3. Taking English ECAs enables me to see the value of studying the language and how it can help me expand my knowledge of human experience, culture, and communication.	200	3.66
Critical Analysis and Evaluation	4. Taking English ECAs offers me opportunities to be creative and apply my knowledge to solve tasks.	200	3.52
Ownership and Responsibility	5. Taking English ECAs encourages me to analyse information, identify biases, and come to my own conclusions.	200	3.51
Total		**200**	**3.74**

Table 06 reports the analysis of the questioned pupils' responses about whether English ECAs reflect the aims of the academic rationalism ideology. The results show that across all the items, the pupils reported above-average scores ranging between 3.51_ 4.11.

Notably, the highest item score is the first one indicating that ECAs main focus is to enhance pupils' language knowledge (grammar, vocabulary, etc.). Overall, the findings show a positive perception of the effectiveness of English ECAs in enhancing their academic knowledge, reinforcing their personal growth and intellectual development. This is apparent in the total mean value ($\bar{X}$= 3.74). These findings suggest that English ECAs reflect perfectly the aims of the academic rationalism ideology

Table 7 : Pupils' Views on the Correspondence of English ECAs with Social and Economic Efficiency Ideology

Social and Economic Efficiency			
Item		**N**	**Mean**
Application of Learning in Real-life Situations	1. Taking English ECAs offers me opportunities to apply what I learn in real-world scenarios.	200	3.45
Creating Responsible Generation	2. Taking English ECAs motivates me to be a responsible citizen and contribute positively to my society.	200	1.80
Learning about Social and Economic Issues	3. Taking English ECAs provides me with opportunities to learn about social and economic issues that affect my community.	200	1.76
Addressing Practical Needs	4. Taking English ECAs helps in preparing me to learn the English language for future career possibilities.	200	3.61
Enhancing Language Proficiency in Different Contexts	5. Taking English ECAs enhances my understanding of how language proficiency is practically relevant in different social and economic contexts, emphasising its importance	200	3.44

	beyond academic settings.		
	Total	**200**	**2.81**

This table reports the pupils' agreement about the alignment of English ECAs with the aims of the social and economic efficiency ideology. Based on the results, three items of this ideology have above average scores: applying what pupils learn in real-life situations (Mean = 3.45), addressing pupils' practical needs for their future careers (Mean= 3.61), and enhancing language proficiency in different contexts (Mean= 3.44). However, the scores of creating responsible generation (Mean = 1.80) and the score of learning about social and economic issues (Mean = 1.76) are below average. This means that pupils agree about the efficacy of ECA in helping them to meet real-life challenges and their career needs and integrate them into their societies. However, they are not sure about its efficacy in preparing them to engage in social and economic problems. Consequently, the total mean value of this ideology ($\bar{X}$= 2. 81) indicates that the questioned pupils are neutral about the correspondence of English ECAs with social and economic efficiency ideology.

Table 8: Pupils' Views on the Correspondence of English ECAs with Learner-Centeredness Ideology

Learner-Centeredness			
Item		**N**	**Mean**
Identifying Pupils' Strengths and Weaknesses	1. Taking English ECAs offers me opportunities to identify my strengths and weaknesses in English.	200	4.03
	2. Taking English ECAs provides me with opportunities to	200	4.02

Addressing Individual Learning Needs	participate in group work where I can learn from and collaborate with classmates who have different strengths and interests.		
Encouraging Active Learning	3. Taking English ECAs offers me opportunities to receive feedback that is specific to my work and helps me improve my individual understanding of concepts.	200	3.93
Developing Pupils' Critical Thinking Skills	4. Taking English ECAs offers me opportunities to discuss and share my own ideas and experiences about the books I read and the topics I learn about.	200	3.91
Fostering Students' Broader Skills	5. Taking English ECAs offers me opportunities to express how I learn best and what helps me understand concepts and remember information.	200	3.96
Total		**200**	**3.97**

Table 08 illustrates the analysis of pupils' responses regarding whether English ECAs embody the general purposes of learner-centeredness ideology. The results indicate that the questioned pupils highly value the emphasis on identifying strengths and weaknesses (Mean=4.03), which is the highest-rated aspect among all items. This suggests that ECAs devote great emphasis on assisting pupils in addressing their weaknesses and enhancing their strengths. Additionally, ECAs are seen to encourage active learning (Mean=4.02) and accommodate different learning styles (Mean=3.96). There is also a notable emphasis on addressing individual needs (Mean=3.93) and fostering critical thinking (Mean=3.91).

Overall, there is an agreement that English ECAs embody learner centeredness aims, as proven by the total mean (X̄=3.97).

Table 9: Pupils' Views on the Correspondence of English ECAs with Social

Reconstructionism Ideology

Social Reconstructionism			
Item		**N**	**Mean**
Encouraging Pupils' Engagement in Society	1.Taking English ECAs provides me with opportunities to engage in society	200	2.41
Analysing Social Problems	2. Taking English ECAs offers me opportunities to analyse social problems (injustice and inequality)	200	1.57
Exploring Solutions for Social Issues	3. Taking English ECAs encourages me to explore potential solutions for social issues	200	1.53
Language Role in Social Change	4. Taking English ECAs helps me develop a deeper understanding of how language and communication can be powerful tools for effecting social change.	200	2.31
Total		**200**	**1.95**

Table 09 represents the analysis of pupils' answers concerning whether English ECAs reflect the goals of social reconstructionalism ideology. The results reveal a strong disagreement among pupils regarding all the items: encouraging pupils 'engagement in society (mean = 2.41), encouraging social problems analysis (mean = 1.57), encouraging exploration of potential solutions for social issues (mean = 1.53), and helping pupils cultivate a deep understanding of language's role in social change (mean = 2.31). Hence, the total

mean value ($\bar{X}$ = 1.95) suggests that the questioned participants share a negative view about the alignment of English ECAs with social reconstructionalism ideology.

Table 10: Pupils' Views on the Correspondence of English ECAs with Cultural Pluralism Ideology

Cultural Pluralism		N	Mean
Item		**N**	**Mean**
Learning about Different Cultures	1. Taking English ECAs offers me opportunities to learn about different cultural customs, beliefs, and traditions.	200	3.47
Developing Navigating Skills for Cultural Contexts	2. Taking English ECAs helps me develop skills to navigate and participate in diverse cultural contexts	200	3.41
Encouraging Respect for Cultural Differences	3. Taking English ECAs encourages me to learn about and respect cultural differences beyond my own culture	200	3.35
Promoting Understanding of Cultural Diversity	4. Taking English ECAs promotes my understanding and appreciation of cultural diversity	200	3.30
Developing Empathy Towards Different Cultures	5. Taking English ECAs helps me develop empathy and understanding towards individuals from different cultural backgrounds	200	3.36
Total		**200**	**3.37**

Table 10 reveals the pupils' responses concerning the correspondence of English ECAs with the aims of cultural pluralism ideology. Across the 5 items, pupils reported above-

average scores in only two items: learning about different cultures (Mean= 3. 47) and developing navigating skills for cultural context (Mean = 3. 41), suggesting a positive perception of the role of ECAs in engaging pupils with different cultural contexts. Whereas the other items' mean scores fell within the neutral range: encouraging respect for cultural differences (Mean = 3.35), promoting understanding of cultural diversity (Mean = 3.30), and developing empathy towards different cultures (Mean = 3.36). This means that pupils remain uncertain about the role of ECAs in fostering their cultural awareness, appreciation, and value of diversity. In total, the total mean value ($\bar{X}$= 3.37) means that the pupils are neutral towards the correspondence of English ECAs with this ideology.

2.2.5. Discussion of the Results

The collected results from the pupils' questionnaire offer insights into assessing the alignment of English ECAs with the universal language programme goals. These goals are derived from the curriculum ideologies proposed by Richards (2001). The findings reveal that pupils have an intermediate to beginner level of English. This reflects their main reason for taking English ECAs, which is getting high marks. Their level makes them prioritize academic success while devoting less emphasis to other aspects such as improving communication skills, building self-confidence, and fostering cultural understanding. That is because pupils require a basic language foundation regarding their level of English, so they cannot think about other aspects.

Another driving factor for pupils targeting English ECAs for academic achievement is the limited individual attention and support in regular classrooms. Challenges such as limited time and crowded classes hinder pupils from receiving individual attention and enough support. Consequently, pupils take English ECAs to receive additional support to overcome these difficulties.

The results obtained from the Likert scale analysis serve to answer the research question regarding whether English ECAs align with the language programme goals. Pupils exhibit neutrality towards the effects of English ECAs on them. This suggests a partial alignment between English ECAs and language programme goals, as evidenced by the total mean ($\bar{X}= 3.16$).

The findings indicate that English ECAs align with language programme goals concerning the improvement of pupils' academic knowledge, the development of pupils' intellect and humanistic values, leading pupils to see the value of the subject matter, addressing the individual pupils' learning needs, and cultivating self-directed which enable learners to adapt in diverse challenges and thriving in a changing world. These goals are developed based on academic rationalism and learner-centeredness ideologies.

However, English ECAs do not align with language programme goals aimed at preparing pupils to be effective members of the workforce in society by enhancing their practical skills, fostering the ability to analyse social problems, promoting acceptance, respect, and understanding of different cultural backgrounds, and preparing pupils to engage with multiple cultures. These goals are derived from ideologies of social and economic efficiency, social reconstructionalism, and cultural pluralism.

Conclusion

In view of the obtained results, this chapter is concerned with the practical part of this study, which investigates the correspondence of English ECAs with language programme goals. The analysis of the teachers and the pupils' questionnaires reveals a slight alignment of English ECAs with the goals of the language programme.

The findings report a controversial relationship between teachers' perceptions and pupils' views of this correspondence. While pupils' high concern is focusing only on goals

that assist them in achieving academic success, teachers put high expectations on English ECAs in fostering communication skills goals and cultural awareness goals.

Limitations and Pedagogical Recommendations

Limitations of the Study

This study has taken a different turn due to several factors. The major one of these is that the study was meant to assess English ECAs designed by secondary school teachers by comparing them with the language programme goals set by the Ministry of Education. Nevertheless, this research first requires an evaluation of the current programme designed for Algerian schools which needs a large amount of time. Besides, there is no specific curriculum for English ECAs teachers to follow.

This research faced several difficulties:

- Lack of research about the English ECAs emerges as one of the major barriers that faced this study.

- Lack of interest from pupils made expanding the research sample almost impossible.

- In the same manner, many teachers and pupils provided incomplete answers, which led to their exclusion and replacement with other respondents.

Pedagogical Recommendations

In light of the theoretical framework and results, a series of recommendations are provided. These recommendations aim to improve the quality of education. Furthermore, recommendations are offered for future researchers to explore other areas in English ECAs.

Recommendations for EFL Teachers

- Teachers play an important role in the effectiveness of English ECAs. Therefore, they must always develop themselves and keep pace with all the developments that occur in the field of education.

- Teachers should not only focus on academic achievement and exam preparation but also emphasise developing language proficiency, boosting self-confidence, enhancing communication skills, encouraging critical analysis of social problems, and preparing pupils to contribute positively to society as members of the workforce to ensure their holistic development.

- Teachers are recommended to implement regular evaluations to determine how well English ECAs are meeting language programme goals and use this feedback to adjust them accordingly.

- Teachers should make pupils aware of the importance of language learning, mastering it, and emphasizing its significance for their future careers.

Recommendations for Pupils

- Pupils should perceive English ECAs as a supplement to their standard school learning, aiming to benefit from both realms. They need to focus on fostering self-discipline, autonomous learning habits, and critical thinking skills.

- Pupils should seek out professional and experienced teachers for English ECAs to ensure high-quality instruction.

- Pupils need to be aware of the significance of learning languages, exploring their cultures, being able to use them in real-world contexts, boosting self-confidence, developing communication skills, being able to analyse social problems and explore potential solutions for them, and being able to contribute to society,

instead of taking ECAs just for academic achievement. As far as these goals, pupils are prepared to be universal citizens.

Recommendations for Future Research

This investigation attempts to examine the alignment of English ECAs with language programme goals which are developed from curriculum ideologies proposed by Richards (2001) using a quantitative method. This is seen as a significant step towards deeper research on this specified issue, especially in light of the ECAs 'spread in recent years. Further studies could involve larger samples representing broader populations. Additionally, the effectiveness of this study would be enhanced by a programme evaluation comparing the alignment of English ECAs with current programme goals. Further research is also required to investigate the impact of ECAs on pupils' learning and overall development by conducting experiments to understand how pupils learn in these settings and what they gain through taking English ECAs.

General Conclusion

This quantitative work focused on investigating whether English ECAs align with the language programme goals which are taken from the curriculum ideologies that are proposed by Richards (2001), they were chosen in this research due to their universality. It also attempts to investigate to what extent such alignment exists as well as exploring the reasons behind making teachers design English ECAs and making pupils take these activities.

In order to achieve the aim of this study and answer the research questions, data is obtained by designing two questionnaires that are administered to 50 teachers with dual experience at secondary school and in English ECAs and to 200 secondary school pupils. Of note, the responses from the questioned teachers and the questioned pupils were analysed using SPSS software. This software was particularly used to analyse Likert-scale responses concerning the aims of the five ideologies.

The present work is composed of two interconnected chapters; the first one gives a background for both language programme goals and English ECAs. The second one focuses on the research design, the results, the analysis, and the discussions, and it ends with limitations of the study, and recommendations for teachers, pupils, and further research.

The analysis of secondary school pupils and teachers' justifications for engaging in English ECAs reveals a focus on academic discipline. Pupils mainly take English ECAs to improve their grades, while teachers design these activities to supplement standard school learning. Concerning the alignment of English ECAs with language programme goals which is the main research question, the results reveal that ECAs align with the aims of academic rationalism ideology and learner centeredness from pupils' perspectives, while teachers perceive that in addition to these ideologies, ECAs align with cultural pluralism ideology.

That is to say, there is a partial alignment between English ECAs and language programme goals.

In the end, the current study recommends considering the importance of language programme goals for effective instruction and holistic development of pupils, recognising the value of language learning that goes beyond academic success, and deeply investigating the impact of ECAs on pupils' learning and overall development.

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Appendices

Appendix A: the Teachers' Questionnaire

Appendix B: the English Version of Pupils' Questionnaire

Appendix C: the Arabic Version of Pupils' Questionnaire

Appendix D: The Summary of Descriptive Statistics

Appendix A: The Teachers' Questionnaire

Dear teacher,

This questionnaire investigates the alignment of English extracurricular activities with language programme goals. Through this questionnaire, we aim to investigate whether the goals set by you for ECAs correspond with language programme goals

We would be very grateful if you could help us completing our research because your answers will be of a great value. Please tick (✓) or select the appropriate answer or indicate your opinion where necessary. Your cooperation would be sincerely appreciated. Thank you in advance.

Section One: Background Information

1. **How long have you been teaching English at Secondary school?**

a) Less than 1 year ☐

b) 1-3 years ☐

c) 3-5 years ☐

d) More than 5 years ☐

2. **How long have you been teaching in extracurricular activities?**

a) Less than 1 year ☐

b) 1-5 years ☐

c) 6-10 years ☐

d) More than 10 years ☐

Section Two: English Extracurricular Activities (ECAs)

3. **What are the reasons that drive you to design English ECAs? (You can choose more than one choice)**
a) English ECAs enhance pupils' language skills. ☐

☐

b) English ECAs improve pupils' self-confidence.

c) English ECAs supplement learning and provide pupils
   with additional support. ☐

d) English ECAs promote pupils' cultural understanding. ☐

e) English ECAs decrease pupils' stress and pressure ☐

f) English ECAs help pupils to get high marks ☐

4. **Based on your experience, why do pupils take English ECAs? (You can choose more than one choice).**

a) To improve their grades ☐

b) To enhance their language skills ☐

c) To boost their confidence ☐

d) Others

....

....

..

5. **Do you think English ECAs classes differ from the regular classrooms in terms of their basic goals?**

a) Yes ☐

b) No ☐

6. **If yes, what are these differences?**

....

....

....

....

Section Three: The Alignment of English Extracurricular activities (ECAs) with Language Programme Goals

7. The following questions are designed to determine how useful these activities are on pupils' performance. For each item, circle the answer that suits your opinion the most

(1= Strongly disagree; 2= Disagree; 3= Neither agree nor disagree; 4= Agree; 5= Strongly agree)

1.Academic Rationalism	1.Taking English ECAs enhances pupils' understanding of the subject matter	1	2	3	4	5
	2. Taking English ECAs contributes to the development of pupils' intellect (critical thinking, communication skills and creativity) and humanistic values (respect, empathy, and ethical awareness)	1	2	3	4	5
	3. Taking English ECAs enables pupils to see the value of studying the language and how it can help them expand their knowledge of human experience, culture, and communication.	1	2	3	4	5
	4. Taking English ECAs enhances pupils' ability to critically analyse and evaluate information to come to their own conclusions	1	2	3	4	5
	5. Taking English ECAs develops a greater sense of ownership and responsibility for pupils' learning process	1	2	3	4	5

	1. Taking English ECAs offers opportunities for pupils	1	2	3	4	5

	to apply what they learn in real world scenarios					
	2. Taking English ECAs provides to pupils opportunities to learn about social and economic issues that affect their community	1	2	3	4	5
2.Social and Economic Efficiency	3. Taking English ECAs enhances pupils' readiness to contribute economically to society through skills and knowledge gained from these activities.	1	2	3	4	5
	4. Taking English ECAs address pupils' practical needs such as improving language proficiency for academic success, career advancement, and social integration..	1	2	3	4	5
	5. Taking English ECAs enhances pupils' understanding of how language proficiency is practically relevant in different social and economic contexts, emphasizing its importance beyond academic settings.	1	2	3	4	5

	1. Taking English ECAs offers opportunities to identify pupils' strengths and weaknesses	1	2	3	4	5
	2. Taking English ECAs addresses pupils' individual learning needs.	1	2	3	4	5
3.Learner-centeredness	3. Taking English ECAs helps pupils' become an active agent in their own learning process, encouraging them to take initiative, ask questions, and seek out opportunities for growth.	1	2	3	4	5
	4. Taking English ECAs helps pupils to develop their	1	2	3	4	5

	critical thinking skills and encourage them to analyse information, evaluate arguments, and make reasoned judgments independently.					
	5. Taking English ECAs fosters pupils' broader skills set beyond language proficiency, including creativity, effective communication, and problem-solving skills.	1	2	3	4	5

4.Social Reconstructionism	1. Taking English ECAs provides to pupils opportunities to engage in society	1	2	3	4	5
	2. Taking English ECAs offers for pupils opportunities to analyse social problems (injustice and inequality)	1	2	3	4	5
	3. Taking English ECAs encourages pupils to explore potential solutions for social issues	1	2	3	4	5
	4. Taking English ECAs helps pupils develop a deeper understanding of how language can be a powerful tool for effecting social change.	1	2	3	4	5

	1. Taking English ECAs offers for pupils opportunities to learn about different cultural customs, beliefs, and traditions.	1	2	3	4	5
	2. Taking English ECAs helps pupils to develop skills to navigate and participate in diverse cultural contexts	1	2	3	4	5

	3. Taking English ECAs encourages pupils to learn about and respect cultural differences beyond their own culture	1	2	3	4	5
5.Cultural Pluralism	4. Taking English ECAs promotes pupils' understanding and appreciation of cultural diversity	1	2	3	4	5
	5. Taking English ECAs helps pupils develop empathy and understanding towards individuals from different cultural backgrounds	1	2	3	4	5

Section Four: Suggestions

8. Please add any suggestions you consider related to the aim of this study

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Thank you

Appendix B: The English Version of the Pupils' Questionnaire

Dear pupil,

We kindly request your participation in this questionnaire, an essential component of our research titled "Assessing the Alignment of English Extracurricular Activities (ECAs) with Language Programme Goals." Our aim is to determine whether English extracurricular activities correspond with language programme goals and work towards achieving them by gathering information about what you get through learning in this informal setting.

Your output is invaluable in achieving our research objectives. Please carefully read each statement, Please tick (✓) or select the appropriate answer or indicate your opinion where necessary. Your cooperation is greatly appreciated. Thank you in advanced.

Section One: Background Information

1. **How would you rate your overall English level?**

   a) Beginner

   b) Intermediate

   c) Advanced

   Section Two: English Extracurricular Activities (ECAs)

2. **Why are you attending to English extra classes? (You can choose more than one choice).**

   a) To get high marks in English language

   b) To enhance my language proficiency(Listening, Speaking, Reading, Writing, Grammar, vocabulary, pronunciation, and comprehension)

   c) To boost my confidence in English conversations

d) To receive personalized guidance and feedback on

my language skills ☐

e) To socialize and make new friendships with

classmates who share an interest in English ☐

f) Others, please specify

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3. **How does learning in regular classrooms differ from that in English extra**

classes (You can choose more than one option)

a) In regular classrooms, we learn to meet academic requirements

and standards, while we attend English ECAs for additional support, ☐

enrichment, and fluency.

b) In regular classrooms, we receive less individual attention from

the teacher than in English extra classes. ☐

c) In regular classrooms, we mostly use textbooks and exercises,

while in English ECAs, we can engage more in games, ☐

discussions, and presentations.

d) In regular classrooms, there is limited time for everyone to speak,

while in English ECAs, we have more opportunities to practice ☐

speaking English with classmates.

e) In regular classrooms, we are under pressure to cover the syllabus,

while in English ECAs, we learn at our own pace and focus ☐

on specific areas we find challenging.

Section Three: The Alignment of English Extracurricular Activities (ECAs) with Language Programme Goals

4. **Do you think English ECAs have any impact on your learning?**

a) Yes

b) No

If Yes, for each item, circle the answer that suits you the most.

(1= Strongly disagree; 2= Disagree; 3= Neither agree nor disagree; 4= Agree; 5= Strongly agree)

1.Academic Rationalism	1. Taking English ECAs enhances my knowledge of grammar rules, different parts of speech, and proper sentence structure.	1	2	3	4	5
	2. Taking English ECAs enriches my vocabulary and enables me to explore different contexts and nuances of their use.	1	2	3	4	5
	3. Taking English ECAs enables me to see the value of studying the language and how it can help me expand my knowledge of human experience, culture, and communication.	1	2	3	4	5
	4. Taking English ECAs offers me opportunities to be creative and apply my knowledge to solve tasks.	1	2	3	4	5
	5. Taking English ECAs encourages me to analyse information, identify biases, and come to my own conclusions.	1	2	3	4	5

2.Social and Economic Efficiency	1. Taking English ECAs offers me opportunities to apply what I learn in real-world scenarios.	1	2	3	4	5
	2. Taking English ECAs motivates me to be a responsible citizen and contribute positively to my society.	1	2	3	4	5
	3. Taking English ECAs provides me with opportunities to learn about social and economic issues that affect my community.	1	2	3	4	5
	4. Taking English ECAs helps in preparing me to learn the English language for future career possibilities.	1	2	3	4	5
	5. Taking English ECAs enhances my understanding of how language proficiency is practically relevant in different social and economic contexts, emphasising its importance beyond academic settings.	1	2	3	4	5

3.Learner-centeredness	1. Taking English ECAs offers me opportunities to identify my strengths and weaknesses in English.	1	2	3	4	5
	2. Taking English ECAs provides me with opportunities to participate in group work where I can learn from and collaborate with classmates who have different strengths and interests.	1	2	3	4	5
	3. Taking English ECAs offers me opportunities to receive feedback that is specific to my work and helps me improve my individual understanding of concepts.	1	2	3	4	5

	4. Taking English ECAs offers me opportunities to discuss and share my own ideas and experiences about the books I read and the topics I learn about.	1	2	3	4	5
	5. Taking English ECAs offers me opportunities to express how I learn best and what helps me understand concepts and remember information.	1	2	3	4	5

4.Social Reconstructionism	1. Taking English ECAs provides me with opportunities to engage in society	1	2	3	4	5
	2. Taking English ECAs offers me opportunities to analyse social problems (injustice and inequality)	1	2	3	4	5
	3. Taking English ECAs encourages me to explore potential solutions for social issues	1	2	3	4	5
	4. Taking English ECAs helps me develop a deeper understanding of how language and communication can be powerful tools for effecting social change.	1	2	3	4	5

	1. Taking English ECAs offers me opportunities to learn about different cultural customs, beliefs, and traditions.	1	2	3	4	5
	2. Taking English ECAs helps me develop skills to navigate and participate in diverse cultural contexts	1	2	3	4	5

	3. Taking English ECAs encourages me to learn about and respect cultural differences beyond my own culture	1	2	3	4	5
5.Cultural Pluralism	4. Taking English ECAs promotes my understanding and appreciation of cultural diversity	1	2	3	4	5
	5. Taking English ECAs helps me develop empathy and understanding towards individuals from different cultural backgrounds	1	2	3	4	5

Thank you

Appendix C: The Arabic Version of the Pupils' Questionnaire

استبيان للتلاميذ

هذا الاستبيان عبارة عن جزء من مذكرة البحث لنيل درجة الماستر، والتي ستناقش في كلية الآداب واللغات الأجنبية فرع

لغة انجليزية، نرجو منكم الإجابة على البنود التالية، علما أن الهدف منها هو تقييم مدى مواءمة الأنشطة الإنجليزية

اللامنهجية مع أهداف منهاج اللغة، وتأكد (ي) من أن الإجابات التي ستدلي بها لن تستخدم إلا لأغراض البحث علمي،

ولكم خالص الشكر والتقدير.

الرجاء وضع علامة (√) في الخانة التي ترونها تعبر عن رأيكم، وإبداء رأيكم عند الضرورة.

المحور الأول: البيانات الشخصية

1. كيف تقيم مستواك العام في اللغة الإنجليزية؟

مبتدئ –

متوسط –

متقدم –

المحور الثاني: الأنشطة الانجليزية اللامنهجية (دروس الدعم الخارجي)

2. لماذا تشارك في الأنشطة الإنجليزية اللامنهجية (يمكنك اختيار أكثر من خيار واحد)

للحصول على درجات عالية في اللغة الإنجليزية –

– لتعزيز مهاراتي اللغوية (الاستماع والتحدث والقراءة ☐

والكتابة وقواعد اللغة ومفردات والنطق والفهم)

– لزيادة ثقتي في نفسي في المحادثات باللغة الإنجليزية ☐

– للحصول على توجيهات وإرشادات خاصة بشأن مهاراتي

☐

اللغوية

– للتواصل وتكوين صداقات جديدة مع زملاء الدراسة الذين

☐

يهتمون باللغة الإنجليزية

– أخرى، يرجى التحديد ☐

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3. **كيف يختلف التعلم في الفصول الدراسية العادية عن التعلم في الأنشطة الإنجليزية اللامنهجية؟ (يمكنك**

اختيار أكثر من خيار واحد)

– في الفصول الدراسية العادية، نتعلم لتحقيق المتطلبات والمعايير الأكاديمية،

☐

بينما نحضر الأنشطة الإنجليزية اللامنهجية للحصول على دعم

إضافي وتحسين لغتنا الإنجليزية

– في الفصول الدراسية العادية، نتلقى اهتمامًا فرديًا أقل من المعلم مقارنة

☐

بالأنشطة الإنجليزية اللامنهجية

في الفصول الدراسية العادية، نعتمد في الغالب على الكتب المدرسية
والتمارين، بينما في الأنشطة الإنجليزية اللامنهجية، يمكننا المشاركة
في الألعاب والمناقشات والعروض.

في الفصول الدراسية العادية، يكون هناك وقت محدود لا يسمح لكل
واحد منا بممارسة لغته الإنجليزية (التحدث)، بينما في الأنشطة
الإنجليزية اللامنهجية، لدينا المزيد من الفرص لممارستها مع زملائنا

في الفصول الدراسية العادية، نواجه ضغطًا كبيرا لاستكمال المنهاج،
بينما في الأنشطة الإنجليزية اللامنهجية، نتعلم بوتيرة خاصة بنا ونركز
على المجالات الخاصة التي نجدها صعبة.

المحور الثالث: مواءمة الأنشطة الإنجليزية اللامنهجية مع أهداف منهاج اللغة

4. **هل تعتقد أن الأنشطة الإنجليزية اللامنهجية لها أي تأثير على تعلمك؟**

نعم –

لا –

إذا أجبت بنعم، ضع دائرة حول الإجابة التي تتاسبك أكثر لكل عنصر.

(1= غير موافق بشدة؛ 2= غير موافق؛ 3= محايد؛ 4= موافق؛ 5= موافق بشدة)

	1	2	3	4	5
1. تعزز المشاركة في الأنشطة الإنجليزية اللامنهجية معرفتي بقواعد النحو					

	5	4	3	2	1		

	5	4	3	2	1	وأجزاء الكلام المختلفة وبنية الجملة المناسبة	
	5	4	3	2	1	2. تثري المشاركة في الأنشطة الإنجليزية اللامنهجية مفرداتي وتمكنني من استكشاف سياقات وتفاصيل مختلفة لاستخدام اللغة الانجليزية.	1.الرشد الأكاديمي
	5	4	3	2	1	3. تمكنني المشاركة في الأنشطة الإنجليزية اللامنهجية من رؤية قيمة دراسة اللغة وكيف يمكن أن تساعدني في توسيع معرفتي بتجارب الإنسان والثقافة والاتصال.	
	5	4	3	2	1	4. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية الفرص لأكون مبدعًا وتطبيق معرفتي لحل المهام	
	5	4	3	2	1	5. تشجعني المشاركة في الأنشطة الإنجليزية اللامنهجية على تحليل المعلومات والتوصل إلى استنتاجاتي الخاصة	

	5	4	3	2	1	1. تقدم المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا لتطبيق ما أتعلمه في سيناريوهات الحياة الواقعية	
	5	4	3	2	1	2. تحفزني المشاركة في الأنشطة الإنجليزية اللامنهجية على أن أكون مواطناً مسؤولاً وأن أساهم بشكل إيجابي في مجتمعي.	2.الكفاءة الاجتماعية والاقتصادية
	5	4	3	2	1	3. توفر المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا لدراسة القضايا الاجتماعية والاقتصادية التي تؤثر على مجتمعي.	
	5	4	3	2	1	4. تساعد المشاركة في الأنشطة الإنجليزية اللامنهجية في اعدادنا لتعلم اللغة الإنجليزية التي نحتاجها في وظائفنا المستقبلية.	
	5	4	3	2	1	5. تعزز المشاركة في الأنشطة الإنجليزية اللامنهجية فهمي لكيفية ارتباط إتقان اللغة عمليا في سياقات اجتماعية واقتصادية مختلفة، مع التأكيد على أهميتها خارج الأوساط الأكاديمية	

		1	2	3	4	5
3. الطالب مركز عملية التعلم	1. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا للتعرف على نقاط القوة والضعف لدي في اللغة الإنجليزية.	1	2	3	4	5
	2. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا للمشاركة في العمل الجماعي حيث يمكنني التعلم من زملائي الذين لديهم قدرات واهتمامات مختلفة	1	2	3	4	5
	3. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية فرصا لتلقي تعليمات خاصة بعملي وتساعدني على تحسين فهمي الفردي للمفاهيم	1	2	3	4	5
	4. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا للمناقشة وتبادل أفكاري وخبراتي حول الكتب التي قرأتها والموضوعات التي أتعلم عنها.	1	2	3	4	5
	5. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا للتعبير عن الطريقة التي أتعلم بها بشكل أفضل وما يساعدني على فهم وتذكر المعلومات.	1	2	3	4	5

		1	2	3	4	5
4. إعادة بناء النسيج الاجتماعي	1. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا للانخراط في المجتمع	1	2	3	4	5
	2. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا لتحليل المشكلات الاجتماعية (الظلم وعدم المساواة)	1	2	3	4	5
	3. تشجعني المشاركة في الأنشطة الإنجليزية اللامنهجية على استكشاف الحلول المحتملة للقضايا الاجتماعية	1	2	3	4	5
	4. تساعدني المشاركة في الأنشطة الإنجليزية اللامنهجية على تطوير فهم أعمق لكيفية كون اللغة والتواصل أدوات قوية لإحداث التغيير الاجتماعي.	1	2	3	4	5

5	4	3	2	1	1. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية فرصًا للتعرف على العادات والمعتقدات والتقاليد الثقافية المختلفة.	
5	4	3	2	1	2. تساعدني المشاركة في الأنشطة الإنجليزية اللامنهجية على تطوير مهارات الغوص في سياقات ثقافية متنوعة والمشاركة فيها	
5	4	3	2	1	3. توفر لي المشاركة في الأنشطة الإنجليزية اللامنهجية على التعرف على الاختلافات الثقافية الأخرى واحترامها	5. التعدد الثقافي
5	4	3	2	1	4. تعزز المشاركة في الأنشطة الإنجليزية اللامنهجية فهمي وتقديري للتنوع الثقافي	
5	4	3	2	1	5. تساعدني المشاركة في الأنشطة الإنجليزية اللامنهجية على تطوير التعاطف والتفاهم تجاه الأفراد من خلفيات ثقافية مختلفة	

شكرا لكم

Appendix D: The Summary of Descriptive Statistics from the Teachers' Questionnaire

Section Three: The Alignment of English ECAs with Language Programme Goals

Academic Rationalism				
Item		**N**	**Mean**	**Estimation Level**
Enhancement of the Understanding	1. Taking English ECAs enhances pupils' understanding of the subject matter	50	4.10	Positive
Intellectual and Humanistic Development	2. Taking English ECAs contributes to the development of pupils' intellect and humanistic values	50	3.54	Positive
The Value of Language Learning	3. Taking English ECAs enables pupils to see the value of studying the language and how it can help them expand their knowledge of human experience, culture, and communication.	50	3.66	Positive
Critical Analysis And Evaluation	4. Taking English ECAs enhances pupils' ability to critically analyse and evaluate information to come to their own conclusions	50	3.62	Positive
Ownership and Responsibility	5. Taking English ECAs develops a greater sense of ownership and responsibility for pupils' learning process.	50	3.48	Positive
Social and Economic Efficiency				
Item		**N**	**Mean**	**Estimation Level**
Application of Learning in Real-	1. Taking English ECAs offers opportunities for pupils to apply what they learn in real world	50	3.74	Positive

		N	Mean	
World Situations	scenarios			
Learning about Social and Economic Issues	2. Taking English ECAs provides to pupils opportunities to learn about social and economic issues that affect their community	50	2.90	Neutral
Enhancing Readiness for Economic Contribution	3. Taking English ECAs enhances pupils' readiness to contribute economically to society through skills and knowledge gained from these activities.	50	2.88	Neutral
Addressing Practical Needs	4. Taking English ECAs addresses pupils' practical needs such as improving language proficiency for academic success, career advancement, and social integration.	50	3.64	Positive
Enhancing Language Proficiency in Different Contexts	5. Taking English ECAs enhances pupils' understanding of how language proficiency is practically relevant in different social and economic contexts, emphasizing its importance beyond academic settings.	50	3.64	Positive
Learner-Centeredness				
Item		**N**	**Mean**	**Estimation Level**
Identifying pupils' Strengths and Weaknesses	1. Taking English ECAs offers opportunities to identify pupils' strengths and weaknesses	50	4.20	Positive
Addressing Individual Learning	2. Taking English ECAs addresses pupils' individual learning needs.	50	4.12	Positive

	Item	N	Mean	Estimation Level
Needs				
Encouraging Active Learning	3. Taking English ECAs helps learners become active agents in their own learning process, encouraging them to take initiative, ask questions, and seek out opportunities for growth.	50	4.18	Positive
Developing Pupils' Critical Thinking Skills	4. Taking English ECAs helps pupils to develop their critical thinking skills and encourage them to analyse information, evaluate arguments, and make reasoned judgments independently.	50	3.84	Positive
Fostering Pupils' Broader Skills	5. Taking English ECAs fosters pupils' broader skills set beyond language proficiency, including creativity, effective communication, and problem-solving skills.	50	3.82	Positive

Social Reconstructionism				
Item		**N**	**Mean**	**Estimation Level**
Encouraging Pupils' Engagement in Society	1.Taking English ECAs provides to pupils opportunities to engage in society	50	2.38	Negative
Analysing Social Problems	2. Taking English ECAs offers for pupils opportunities to analyse social problems (injustice and inequality)	50	1.06	Negative
Exploring Solutions for Social Issues	3. Taking English ECAs encourages learners to explore potential solutions for social issues	50	1.08	Negative
	4. Taking English ECAs helps pupils develop a	50	3.24	Neutral

Language Role in Social Change	deeper understanding of how language can be a powerful tool for effecting social change.			

Cultural Pluralism			
Item		**N**	**Mean**	**Estimation Level**
Learning about Different Cultures	1. Taking English ECAs offers for pupils opportunities to learn about different cultural customs, beliefs, and traditions	50	3.80	Positive
Developing Navigating Skills for Cultural Contexts	2. Taking English ECAs helps pupils to develop skills to navigate and participate in diverse cultural contexts	50	3.58	Positive
Encouraging Respect for Cultural Differences	3. Taking English ECAs encourages pupils to learn about and respect cultural differences beyond their own culture	50	3.78	Positive
Promoting Understanding of Cultural Diversity	4. Taking English ECAs promotes pupils' understanding and appreciation of cultural diversity	50	3.84	Positive
Developing Empathy Towards Different Cultures	5. Taking English ECAs helps pupils develop empathy and understanding towards individuals from different cultural backgrounds	50	3.50	Positive
Total		**50**	**3.33**	**Neutral**

Appendix E: The Summary of Descriptive Statistics from the Pupils' Questionnaire

Section Three: The Alignment of English ECAs with Language Programme Goals

Academic Rationalism				
Item		**N**	**Mean**	**Estimation Level**
Enhancement of knowledge	1. Taking English ECAs enhances my knowledge of grammar rules, different parts of speech, and sentence structure.	200	4.11	Positive
Intellectual and humanistic Development	2. Taking English ECAs enriches my vocabulary and enables me to explore different contexts and nuances of their use.	200	3.93	Positive
The Value of Language Learning	3. Taking English ECAs enables me to see the value of studying the language and how it can help me expand my knowledge of human experience, culture, and communication.	200	3.66	Positive
Critical Analysis and Evaluation	4. Taking English ECAs offers me opportunities to be creative and apply my knowledge to solve tasks.	200	3.52	Positive
Ownership and Responsibility	5. Taking English ECAs encourages me to analyse information, identify biases, and come to my own conclusions.	200	3.51	Positive
Social and Economic Efficiency				
Item		**N**	**Mean**	**Estimation Level**
Application of	1. Taking English ECAs offers me opportunities	200	3.45	

Learning in Real-life Situations	to apply what I learn in real-world scenarios.			Positive
Creating Responsible Generation	2. Taking English ECAs motivates me to be a responsible citizen and contribute positively to my society.	200	1.80	Negative
Learning about Social and Economic Issues	3. Taking English ECAs provides me with opportunities to learn about social and economic issues that affect my community.	200	1.76	Negative
Addressing Practical Needs	4. Taking English ECAs helps in preparing me to learn the English language for future career possibilities.	200	3.61	Positive
Enhancing Language Proficiency in Different Contexts	5. Taking English ECAs enhances my understanding of how language proficiency is practically relevant in different social and economic contexts, emphasising its importance beyond academic settings.	200	3.44	Positive

Learner-Centeredness

	Item	N	Mean	Estimation Level
Identifying Pupils' Strengths and Weaknesses	1. Taking English ECAs offers me opportunities to identify my strengths and weaknesses in English.	200	4.03	Positive
Addressing Individual	2. Taking English ECAs provides me with opportunities to participate in group work where I	200	4.02	

Learning Needs	can learn from and collaborate with classmates who have different strengths and interests.			Positive
Encouraging Active Learning	3. Taking English ECAs offers me opportunities to receive feedback that is specific to my work and helps me improve my individual understanding of concepts.	200	3.93	Positive
Developing Pupils' Critical Thinking Skills	4. Taking English ECAs offers me opportunities to discuss and share my own ideas and experiences about the books I read and the topics I learn about.	200	3.91	Positive
Fostering Pupils' Broader Skills	5. Taking English ECAs offers me opportunities to express how I learn best and what helps me understand concepts and remember information.	200	3.96	Positive

Social Reconstructionism

Item		N	Mean	Estimation Level
Encouraging Pupils'Engagement in Society	1.Taking English ECAs provides me with opportunities to engage in society	200	2.41	Negative
Analysing Social Problems	2. Taking English ECAs offers me opportunities to analyse social problems (injustice and inequality)	200	1.57	Negative
Exploring Solutions for Social Issues	3. Taking English ECAs encourages me to explore potential solutions for social issues	200	1.53	Negative
	4. Taking English ECAs helps me develop a	200	2.31	Negative

Language Role in Social Change	deeper understanding of how language and communication can be powerful tools for effecting social change.			
Cultural Pluralism				
Item		**N**	**Mean**	**Estimation Level**
Learning about Different Cultures	1. Taking English ECAs offers me opportunities to learn about different cultural customs, beliefs, and traditions.	200	3.47	Positive
Developing Navigating Skills for Cultural Contexts	2. Taking English ECAs helps me develop skills to navigate and participate in diverse cultural contexts	200	3.41	Positive
Encouraging Respect for Cultural Differences	3. Taking English ECAs encourages me to learn about and respect cultural differences beyond my own culture	200	3.35	Neutral
Promoting Understanding of Cultural Diversity	4. Taking English ECAs promotes my understanding and appreciation of cultural diversity	200	3.30	Neutral
Developing Empathy Towards Different Cultures	5. Taking English ECAs helps me develop empathy and understanding towards individuals from different cultural backgrounds	200	3.36	Neutral
Total		**200**	**3.16**	**Neutral**

Résumé

Les activités extrascolaires jouent un rôle important dans les langues étrangères ainsi que dans d'autres matières en soutenant monde éducatif ,Cependant, il reste incertain si ces activités sont alignées avec les buts du programme standard. Pour cette raison, l'étude actuelle examine l'alignement des activités extra-scolaires en anglais avec les buts du programme universel de la langue. Ces buts sont tirés des idéologies de programme proposées par Richards (2001), chaque idéologie reflète une perspective diversifiée sur l'éducation provenant de la politique, de la culture, de la société et d'autres domaines. Pour cette raison, quatre questions de recherche sont posées: (1) Les activités extra-scolaires en anglais sont-elles alignées avec les buts des programmes de langues ? (2) Dans quelle mesure les activités extra-scolaires en anglais contribuent-elles à atteindre les buts des programmes de langues? (3) Quelles sont les raisons qui guident la conception des activités extra-scolaires en anglais? (4) Quelles sont les raisons pour lesquelles les élèves suivent des extra-scolaires en anglais ? Dans une tentative de répondre à ces questions, deux questionnaires ont été conçus dans le but de réaliser ce but général. Un questionnaire est administré à cinquante enseignants ayant une double expérience dans l'enseignement au secondaire et dans les activités extra-scolaires. L'autre est distribué à un échantillon de 200 élèves de secondaire qui suivent les activités extra-scolaires. Les deux questionnaires incluent d'échelle de Likert qui vise à répondre à la première et la deuxième question de recherche en utilisant une analyse statistique en termes de valeurs moyennes. Les résultats de la recherche indiquent que les activités extrascolaires en anglais s'alignent sur les objectifs du rationalisme académique et des idéologies centrées sur l'apprenant pour les élèves. En outre, les enseignants perçoivent qu'en plus de ces idéologies, ces activités s'alignent également sur les objectifs de l'idéologie du pluralisme culturel. De plus, ils révèlent que le principal souci des élèves pour suivre ces activités est de réussir académiquement et que les enseignants cherchent à compléter leur processus

d'enseignement. Enfin, la recherche recommande de prendre conscience de la valeur de la langue sous tous ses aspects et de ne pas se concentrer uniquement sur la réussite scolaire.

Mots clés: Activités extrascolaires, Programme de langue, buts, idéologies, alignement.

الملخص

في اللغات الأجنبية أو في مواد أخرى، تلعب الأنشطة اللامنهجية دورًا مهمًا في دعم العالم التعليمي. ومع ذلك لا يزال من غير المؤكد ما إذا كانت هذه الأنشطة تتماشى مع أهداف منهاج اللغة. ولهذا تبحث الدراسة الحالية في مدى توافق الأنشطة الانجليزية اللامنهجية مع أهداف البرنامج العالمي للغة. حيث أن هذه الأهداف مستمدة من إيديولوجيات المناهج الدراسية للغة التي اقترحها ريتشاردز (2001)، وتعكس كل أيديولوجية منظورًا متنوعًا للتعليم مصدره السياسة والثقافة والمجتمع ومجالات أخرى. ولهذا السبب تم طرح أربعة أسئلة بحثية، أولا: هل تتوافق الأنشطة الإنجليزية اللامنهجية مع أهداف برنامج اللغة؟ ثانيا: إلى أي مدى تساهم الأنشطة الإنجليزية اللامنهجية في تحقيق أهداف برنامج اللغة؟ ثالثا: ما هي الأسباب التي تحث المعلمين على تصميم الأنشطة الإنجليزية اللامنهجية ؟ رابعا: ما هي الأسباب التي تجعل التلاميذ يأخذون الأنشطة الإنجليزية اللامنهجية تم تصميم استبيانين لتحقيق هذا الهدف. حيث تم توزيع أحد الاستبيانين إلى خمسين معلماً لديهم خبرة مزدوجة في التدريس بالمدارس الثانوية وفي الأنشطة اللامنهجية. إضافة إلى توزيع الاستبيان الآخر على عينة من 200 تلميذ من تلاميذ المدارس الثانوية الذين يشاركون في تلك الأنشطة. تتضمن الاستبيانات نماذج من مقياس ليكرت الذي يهدف إلى الإجابة على سؤال البحث الأول والثاني باستخدام التحليل الإحصائي بدلالة القيم المتوسطة. تظهر نتائج البحث أن الأنشطة الانجليزية اللامنهجية تتوافق مع أهداف ايديولوجية الرشد الأكاديمي وايديولوجية الطالب مركز عملية التعلم، كما يدرك المعلمون أنه بالإضافة الى هذه الايديولوجيات، تتوفق هذه الانشطة أيضا مع أهداف ايديولوجية التعدد الثقافي, علاوة على ذلك، تكشف النتائج أن الاهتمام الرئيسي للطلاب في أخذ هذه الأنشطة هو لتحقيق النجاح الأكاديمي، بينما يسعى المعلمون إلى دعم عملية التدريس. في الأخير، توصي الدراسة بإدراك قيمة اللغة بجميع جوانبها وليس فقط التركيز على تحقيق النجاح الأكاديمي.

الكلمات المفتاحية: الأنشطة الانجليزية اللامنهجية، منهاج اللغة، أهداف ، ايديولوجيات، توافق.