

The Impact of Extracurricular Activities on Students' Oral Proficiency; Study Case: The English Access Microscholarship Program in Bechar

Serine KHETTOU

Tahri Mohammed University Bechar
Laboratory of Saharan Studies
Algeria
serine.khettou@univ-bechar.dz

Tedj GHOMRI

Tahri Mohammed University Bechar
Laboratory of Saharan Studies
Algeria
ghomri.tedj@univ-bechar.dz

الإستلام ٢٠٢٣/٠٥/٢٥ القبول ٢٠٢٣/٠٦/١٥
النشر ٢٠٢٤/٠١/٢٢

Abstract

This research paper is purely exploratory as it attempts to investigate the efficiency of the English Access Microscholarship Program two-year intensive classes in terms of language teaching and specifically English oral proficiency enhancement. It also captures an overview of the Program implementation process, characteristics As well as specificities, objectives, and weaknesses. Data was collected through audio-recorded interviews of Access participants who completed a two-year instruction period at Avicenna School of Bechar that were analyzed and graded by two Teachers at the English Department of Tahri Mohamed University. The obtained results have shown that the English Access Microscholarship Program provides effective English teaching and that the teaching methods used throughout the Program in addition to the enhancement activities ensured noticeable results in terms of English fluency and accuracy.

Key Words: Access Program; Intensive Classes; Extra-curricular Activities; Oral Proficiency; EFL.

Serine Khettou, serine.khettou@univ-bechar.dz.

Introduction:

Over the years and around the globe, the field of Teaching English as a Foreign Language commonly referred to as TEFL has seen drastic changes that aimed at keeping up with the needs of modern time development as well as the learners' needs and interests. Therefore, teaching English went beyond the traditional classroom setting, outdated teaching methods, and limited teacher-student rapport. This new wave of modern education opened new doors for English learners to study outside regular state institutions and provided different options for them to reinforce their learning of the language. Hence, one of the most popular alternatives to learn English are language programs hosted by private schools known as extracurricular or co-curricular activities.

Algeria, like other countries, is hosting an important number of language programs in different cities. One example of such programs is the English Access Microscholarship Program sponsored by the U.S Embassy in coordination with the U.S. Department of States' Bureau of Educational and Cultural Affairs (ECA). The Program aims at providing free intensive English classes to disadvantaged Algerian students within private schools across the country. The specificity of the Access Program lies in its combination of new and more or less interesting methods of teaching English that break the traditional norms of classroom education, and provide an atmosphere that is similar to the U.S schooling system, in addition to introducing the American culture to the students through regular classroom activities.

This research work attempts to shed light on the English Access Microscholarship Program in the Algerian south-western province of Bechar with emphasis on investigating the efficiency of the teaching approaches and activities used during what will be referred to as Access classes for the sake of concision on enhancing students' oral proficiency. Within the same line of thought, this research paper aims at answering two questions:

- ١- What is the Access Program and what are its specificities?
- ٢- Does the Access Program enable students' to enhance their English Oral Proficiency?

Furthermore, this research raises one hypothesis on the inquiry, which is: the English Access Microscholarship Program provides effective English teaching which guarantees students' oral proficiency enhancement at the end of the two-year intensive classes.

This paper is divided into three sections. The first section is the literature review, which provides a detailed overview of the Program, its teaching methods, specificities and objectives. The second section covers the research methodology and the methodological framework used in this exploratory study. Finally, the third section is devoted to data analyzis in which the data gathered is illustrated

numerically to ensure easy analysis of the results and thus provide valid conclusions on the topic.

٢- LITERATURE REVIEW

٢,١- Extracurricular Activities and Intensive Language Programs

Extracurricular activities are considered as “external to the core curriculum” (Shulruf, ٢٠١٠, p. ٥٩٤) which refers to sports, arts, joining clubs, subscribing in intensive language programs etc. Hence, the extracurricular activities experience is seen as an important element of many students’ school lives today (Feldman & Matjasko, ٢٠٠٥/٢٠١٢). Lewis’ (٢٠٠٤) analyzed extracurricular participation with regard to students’ academic achievement and came with a conclusion that the best academic and social outcomes for students are gained through specific and well-designed activities; however, these studies are unable to identify exact characteristics that contribute to these outcomes.

One of the main objectives of extracurricular activity programs is to assist schools in meeting their final goals. Such programs should be designed to go hand in hand with the official-curriculum and complement it. The social, emotional, and recreational needs of student should be the focus of these activities (Fretwell, ١٩٣١). However, many scholars such as Coleman (١٩٥٩) criticized extracurricular programs and activities. He criticized the idea that time and energy devoted to extracurricular activities will negatively affect students and distract them from their initial educational duties.

Nevertheless, it has been noticed that more learners are leaning towards learning foreign languages in very short periods through intensive language programs, these programs are commonly characterized by being accelerated, time-shortened, compressed, flexible and alternative (Scott & Conrad, ١٩٩٢). Hence, the length of sessions timing as well as the number of classes are reduced compared to non-intensive courses.

As any teaching method, intensive education has both positive and negative implications on the learners’ education. On a more positive note, Hong-Name and Leavell (٢٠٠٦) argue that Intensive English Programs (IEP) enable the learner to develop Basic Interpersonal Communications Skill (BICS) as well as their Cognitive Academic Language Proficiency (CALP). Moreover, it has been claimed that enrolling in an intensive language program results in boosting L₂ learners’ motivation, commitment and engagement, because they find such courses more challenging, stimulating, effective, exciting and enjoyable. (Burton & Nesible, ٢٠٠٢; Scott and Conrad, ١٩٩٢)

In contrast, Henbery (١٩٩٧) argued that psychologically speaking, learners face difficulties to grasp compressed materials and condensed knowledge; they are usually in a state of fatigue, stress, and frustration. Literature on intensive language programs suggests inconsistencies in the effectiveness of such courses; hence, further research in this area is needed.

٢,٢- The English Access Microscholarship Program and its Specificities

The English Access Microscholarship Program also shortened as Access, refers to a global two-year program launched in ٢٠٠٤ by the U.S. Department of State and hosted by private schools. These afterschool classes and intensive sessions of English are intended to talented ١٣-٢٠ years old students from economically disadvantaged families. Access students also gain a series of soft skills such as public speaking, leadership, and civic engagement through interactive and outdoor activities and workshops. The main goal of Access is to provide alumni (as they are referred to in this context) with strong English language skills that can lead to better career options, educational opportunities, and allow them to apply for future exchanges and study in the United States. The Program is fully funded and all services are free of charge to the students selected. Furthermore, the American Embassy ensures the availability of materials (books, paper, markers, etc.) throughout the Program. (Access Program Provider Handbook, ٢٠١٧)

The English Access Program was officially launched in Algeria back in ٢٠٠٤ by the U.S department of State. Such Program was a first in Algeria, and local private schools hosted it. The Program was first implemented in Oran at Sibawaih School followed by Constantine at Universal Learning Center (ULC). Soon after, other provinces benefited from the Program namely Annaba, Algiers, Batna, Bechar, Blida, Bouira, El Oued, Jijel, Laghouat, Mascara, Médea, Mostaganem, Ouargla, Sétif, Skikda, Tamanrasset, Adrar, and Tizi Ouzou. In ٢٠١٩, ٧ Access schools served ١٧٥ secondary school students around Algeria from which ١٤٣ alumni completed all requirements and graduated in September ٢٠١٩. According to World Learning annual reports, Access graduates improved their English scores by ١٣٩% on average, compared to initial scores. (World Learning Algeria, ٢٠١٩)

As far as the Access Program implementation in southern Algeria is concerned, Bechar was one the first provinces in which the English Access Microscholarship Program was successfully implemented in ٢٠٠٥. It allowed pupils whose families are economically disadvantaged, and who would never have had a fully funded opportunity to improve their English language, develop new soft skills in an enjoyable way. However, Avicenne School in Bechar was the only provider and the official host of the Program in the whole province. Since its implementation, the school started to promote for the Program in different high and middle schools so that students can have the chance to be part of the Program. Throughout the years, hundreds of alumni have been given the chance to benefit from the two-year intensive classes until ٢٠١٨. Each year, the American Ambassador or one of his representatives would visit Bechar to attend the graduation of over ٢٠ alumni, during which the participants presented role-plays, songs, and speeches prepared under the assistance of their teachers. After the close out ceremony, alumni remain in contact

with the school. They are often invited to share their experience with other participants and create an alumni network. (L. Lachtar, personal communication, August ٠٩, ٢٠٢٠).

In ٢٠١٨ and after ١٣ years of the Program's official launch, the Access Program is no longer operational in Bechar. This decision was taken due to the U.S Embassy policy that seeks to give the chance to other Algerian provinces to benefit from this microscholarship. (L. Lachtar, personal communication, August ٠٩, ٢٠٢٠).

The primary goal of the Access Program is to enable participants to improve their English language skills through meaningful interaction, cooperative learning, interest-appropriate activities and real life contexts. The focus of the Program is to allow Access students to communicate effectively and make possible the opportunity of meeting with native or non-native speakers of American English. (Access Program Provider Handbook, ٢٠١٧)

The minimum length of the overall Program is ٣٦٠ instruction hours that are distributed on the two-year duration Program. In other words, one academic year should not contain fewer than ١٨٠ hours. Each class is of one to three hours per session without interfering with students' regular schooling schedules. (Access Program Provider Handbook, ٢٠١٧)

The Program includes teaching the four language skills: reading, writing, speaking and listening. Teachers should rely on communicative teaching methods, and make a balance between giving attention to accuracy (grammar) as well as fluency. Moreover, teachers are encouraged to be creative and *think outside the textbook* by including games, audio-visuels, interactive workshops, and outdoor activities of their choice or their own design. (Access Program Provider Handbook, ٢٠١٧)

Apart from after school sessions, teachers should also plan intensive sessions during holidays. Usually, sessions last from one to four weeks and should not exceed ٤٠ hours per week. Intensive sessions should include English language lessons as well as enhancement activities to familiarize students with important features of U.S. culture and values. Outdoor activities are also an optimal option to practice English in real life contexts, such as community service, trips, camping, sports etc. (Access Program Provider Handbook, ٢٠١٧)

Textbooks used during the Program differ from one country to another or according to the teacher's preference, but it is mostly based on availability. One of the textbooks used in Algeria is *The American Headway*. Textbooks are provided by the U.S Embassy for each student. After the end of the Program, the books remain the property of the students. However, Access teachers are strongly encouraged to incorporate supplementary materials such as texts from the internet, American songs, movies etc. (Access Program Provider Handbook, ٢٠١٧)

The Access Program differs from other educational programs not only in its objectives but also in the teaching methods and approaches. One of the main characteristics of the Program is that it allows the participants to learn American English through exposure to the American culture and lifestyle. Another specificity of the Program is that the courses are designed in a way that breaks out the traditional

norms of the classroom. Teachers as well as students are encouraged to use ICT's (Information and Communication Technology) during the session such as computers, internet, DVD's, CD ROMS etc. to ensure a successful and enjoyable teaching learning process. Finally, the oral based approach is adopted during Access classes as it is meant to allow students to talk and practice the English language as much as possible. (Access Program Provider Handbook, ٢٠١٧)

The Access Program puts emphasis on incorporating the American culture while teaching English. Teachers with the help of the Access staff try to create an atmosphere that makes it easier for learners to get familiar with the culture of the American peoples, in real-life situations. (Access Program Provider Handbook, ٢٠١٧).

Culture and social behavior are considered as essential elements in language teaching and communication. Nowadays, language is no longer seen as a simple means of exchanging verbal messages. It functions and refers to different social behaviors in given cultural contexts or societies. In addition, language learners usually face difficulties to understand a foreign language, as when identifying the required context is required, without a prior insight on culture. (Emitt & Komesaroff, ٢٠٠٣).

According to Lustig & Koester (٢٠١٠), communication and culture are interrelated elements in language. Individuals with different cultural backgrounds would face intercultural communication difficulties in interpreting concepts. Having an overview about a certain culture goes beyond the transmission of basic cultural facts; it requires having certain attitudes during a cross-cultural encounter. Therefore, language programs should give more importance to the integration of culture in second language learning to enable the students to be familiar with the major differences of cultural patterns, attitudes and behaviors (Schmidt, ٢٠٠٠).

While teaching English as a foreign language, teachers automatically teach some cultural features along the way. The forms of address, greetings, formulas, and other utterances found in the dialogues students are exposed to foster their cultural insight. Students' cultural curiosity is satisfied when they are exposed to new ways to expressing feelings, wants, needs, and ideas when they read literature of the foreign country. To reach in-depth cultural understanding, it is mandatory to analyze the relationship between patterns within the cultural system (Seelye, ١٩٦٨).

One important element in Access Classes is ICT. Teachers as well as students find it very helpful to use technological tools in the teaching learning process. While planning the lesson, Access teachers always incorporate the use of ICT in their plan. (Access Program Provider Handbook, ٢٠١٧)

The incorporation of ICT in education refers to the use of communication technology that is integrated into the teaching learning process. It also includes preparing students for the current digital era; teachers are seen as the key players in using ICT in their classrooms. This is due to the capability of ICT in providing dynamic and a proactive teaching-learning environment (Arnseth & Hatlevik, ٢٠١٢)

The incorporation of ICT in the classroom usually leads to satisfying results. As Lowther et al. (٢٠٠٨) put it; there are three main conditions to ensure the successful incorporation of ICT in the teaching learning process: autonomy,

capability, and creativity. This means that students master the use of ICT tools without instruction and are capable of applying and transferring knowledge while using new technology effectively. It is also important to mention that teachers learn how to exploit the available technological tools and break the usual classroom atmosphere. It is further concluded that ICT allows teachers to be creative and create their own material.

However, the use of ICT while teaching might raise some challenges. One of these is that time is usually insufficient to master new software or integrate ICT during a class period, (Almekhlafi and Almeqdadi ٢٠١٠). According to Lim (٢٠٠٧), the integration of ICT in lectures results to switching focus from course content to teaching technical skills to students which is not the initial aim of the class. Finally, teachers would face major difficulties in managing large class sizes while using different technological tools. (Tezci ٢٠١١).

One prominent feature of the Access Program classes is the use of the oral Approach and Situational Language Teaching methods. (Access Program Provider Handbook, ٢٠١٧). These two methods are based on speech and structure is considered as the heart of the speaking skill. (Pittman, ١٩٦٣). The Oral based Approach teacher uses the inductive way to teach grammar through teaching the rule followed by practice. The meaning of a word or sentence is derived through context, and not through translation. This enables the learners to do some cognition effort to deduce meanings on their own. This results into better and meaningful learning of the language (Billows, ١٩٦١).

This approach also concentrates on textual factors and situational language use. Texts used during the lesson as well as structures should be related to a context that would be used for oral practice. As Billow (١٩٦١:١٧) claims, 'the material of the language lesson is not the language, but life itself, the language is the instrument we use to deal with the material, slices of experience'.

٣ - METHODOLOGY

٣,١- Target Population

The investigation was conducted on Access Program participants, referred to as Access alumni. An Access Alumnus or Alumna is a participant who successfully completed the two-year Program, and was officially certified by the U.S Embassy. The sample referred to in this research are Access alumni from Bechar. All of them have participated in Access classes at Avicenna School in Bechar. Participants involved in the research did not graduate in the same year. They studied in different Access sections and were taught by different teachers. Yet, they took part of the same Access sessions, and followed the same curriculum. Collecting information from students who took part in the Program was meant to ensure as concrete, detailed, and valid data as possible on the Program and its efficiency.

٣,٢- Research Tools

Table 1. Scoring Grid

Participants information			Scoring criteria / 5			
Full Name	Field of Education	Access Graduation year	Fluency & coherence	Lexical resource	Grammatical range & accuracy	Pronunciation

are supposed to record themselves answering these questions right away and send them back to the researcher or interviewer. Sending the recordings right away was a mandatory condition to ensure valid results.

The participants chose interview appointments according to their availability, and were sent an Audio recording via WhatsApp. The audio recording contained ٠٣ different questions from which they should choose only one and send their answer right away. The three questions were “what did you learn from the Access Program as an experience?” The second question was “Do you think that extracurricular activities are important in a student’s life?” with justifying, and the last question was “In your opinion, what’s the best way to learn a foreign language?”

However, it was mentioned that answers recorded should be between ٠٣ to ٠٤ minutes maximum. After that, recordings were saved and classified in files to be sent to two English teachers at the English Department at Tahri Mohamed University who were requested to listen to each participant with the purpose of judging their English skills based on a scoring scale (See Table ١).

The aim behind using audio recordings was not to collect data on the Program itself nor to judge the participants answers on the questions. The main reason behind collecting recordings was to see to what extent the participants are good at English and if the Program really helps them acquire the necessary English skills, they need to communicate successfully, namely fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation.

٣,٢- Scoring Scale and Criteria

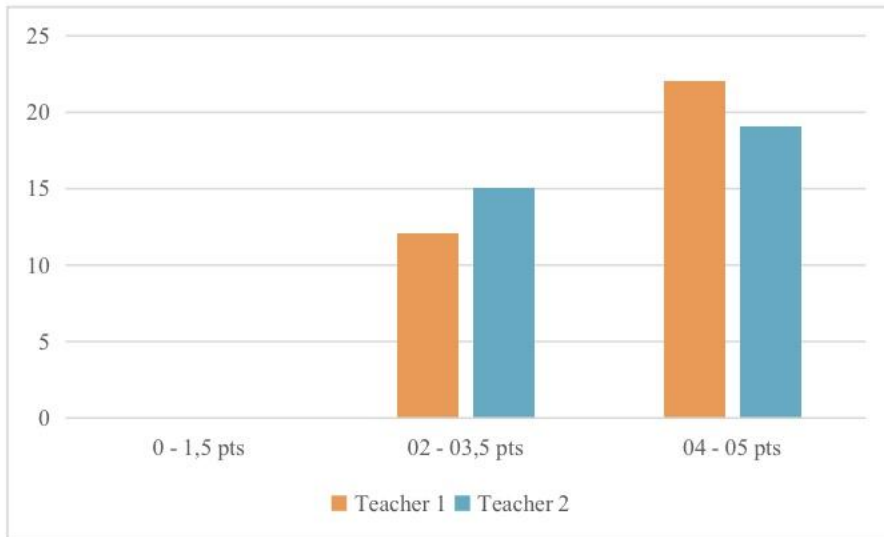
The process of judging someone’s language skills can easily get disorganized and results turn invalid if it does not follow certain criteria. In this research, teachers used a scoring grid that was divided into two main sections: Participants information and scoring criteria. The first section contained the participant’s name (with respect of confidentiality), field of education, and their Access graduation year. The second section, however, contained four columns, one for each criterion; fluency and coherence, lexical resource, grammatical range & accuracy, and pronunciation. Each element is marked on five so that the overall mark equals twenty.

It is worth mentioning that the participants' names were only used to classify files correctly and they remained confidential. The researchers also found it important to include the participants' field of education to emphasize the fact that the Access training is at the origin of the scores obtained, and hence confirm the hypothesis of the efficiency and importance of the Access Program. The greatest majority did not specialize in English during their graduation.

٤. DATA ANALYSIS

The following bar charts illustrate the marks given to the alumni by the two English teachers after listening to their audio-recordings. They scored them based on (a) their fluency and coherence, (b) lexical resource, (c) grammatical range and accuracy, and (c) pronunciation.

Fig.1. Access Alumni Fluency & Coherence Scores



points on their fluency and coherence; and ١٦ scored between ٠٢ to ٠٥ points.

Fig.2 Access Alumni Lexical Resource Scores

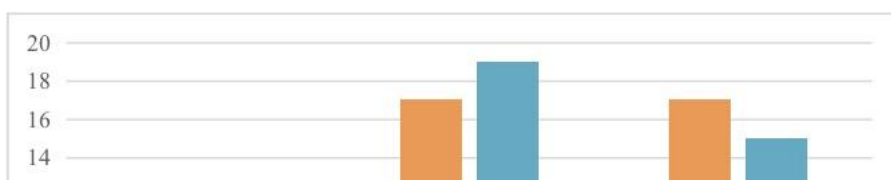


Figure ٣ illustrates alumni lexical resource scores in which teacher ١ attributed between ٠٢ and ٠٣,٥ points to ١٧ alumni. The other ١٧ scored between ٠٤ and ٠٥ points. In contrast, teacher ٢ gave the vast majority of ١٩ participants between ٠٢ and ٠٣,٥ points and the remaining ١٥ participants between ٠٤ and ٠٥ points.

Fig.3 Access Alumni Grammatical Range & Accuracy

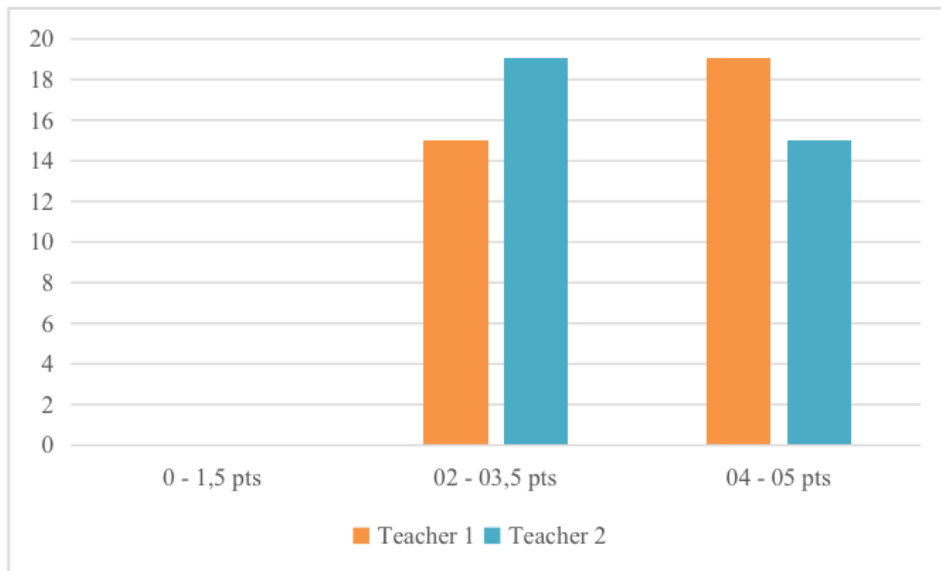


Fig.4 Access Alumni Pronunciation

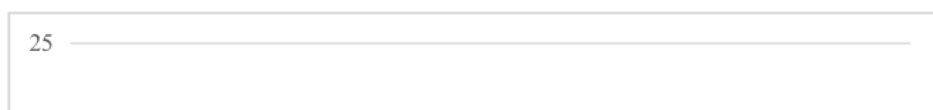


Figure ٤ represents the Access alumni pronunciation marks in which Teacher ١ gave between ٠٢ and ٠٣,٥ points to ١٤ alumni and between ٠٤ and ٠٥ points to the vast majority of ٢٠ participants. In contrast, Teacher ٢ scored ١٦ alumni between ٠٢ and ٠٣,٥ points and the remaining ١٨ obtained between ٠٤ and ٠٥ points.

٤. RESULTS AND DISCUSSION

Audio-recordings were scored in terms of fluency & coherence, lexical resource, grammatical range & accuracy, and pronunciation by two English teachers. As an overview, it was noticed that marks varied between ٠٢ and ٠٥ in all the criteria. The majority of the alumni were scored between ٠٤ and ٠٥ on their fluency & coherence as well as their pronunciation. This can be explained by the fact that the Program focuses mostly time on incorporating both speaking and listening during the sessions as mentioned by the alumni. In addition, participants were often given the chance to practice the language as often as possible in addition to constant exposure to authentic materials and several meetings with native speakers. In contrast, marks were lower for the majority in terms of lexical resource, in which scores were between ٠٢ and ٠٣,٥. However, balance was seen in the alumni grammatical range and accuracy in which half of the participants achieved between ٠٢ and ٠٣,٥ and the others scored between ٠٤ and ٠٥. One can notice that the alumni scored well as far as the skills that do not require prior preparations. Nevertheless, they did not score well in the lexical resource skill. Hence, it can be deduced that the lack of preparation played a role in the participants' rather low scores since they were asked to answer the questions right away for the sake of data validity. In fact, providing students with questions before the test would have enabled them to seek information and vocabulary, which is obviously contrary to the purpose of this research, i.e. their

actual level. The scores obtained provide clear evidence about the efficiency of the program, with ٢/٥ i.e. round ٤٠% of the score being the lowest.

٦. CONCLUSION:

As any other field, teaching/learning requires continuous updates, regular adjustments, and a sense of new breath to keep up with the needs and demands of the learners. One example of modern teaching/learning is the English Access Program. The program aims at providing efficient language teaching through a variety of modern teaching approaches and an emphasis on oral and listening skills by means of extracurricular activities.

In summary, this research argues that The English Access Program truly provided effective English teaching through the two-year intensive classes and enabled its participants to acquire excellent speaking skills and oral proficiency.

Through this exploratory research, it was possible to come up with a series of conclusions concerning the Program. First, the Program is considered to be an innovative opportunity not only to acquire English skills learners need to communicate successfully namely fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation, but also to enhance their social and leadership skills through very interesting enhancement activities. Second, the use of ICT has, along with the oral based approach, and the incorporation of culture within the teaching process proved to be efficient and enjoyable for the alumni.

In closing, the English Access Program was indeed a very interesting topic to investigate. It enabled the exploration of the Program's innovative features and characteristics. However, no teaching approach in the history of TEFL proved to be perfect from the grammar translation method to the eclectic approach or the post-method. The access program is no exception to the rule. Hence, few inconsistencies were highlighted within the Program that can serve as a good starting point for further investigation and hopefully, future adjustments to be suggested.

٧. BIBLIOGRAPHY LIST:

- Billows, F. L. (١٩٦١). *The Techniques of Language Teaching*. London: Longman, Green.
- Emitt, M. P. J., & Komesaroff, L. (٢٠٠٣). *Language and Learning*. Oxford: Oxford University Press.
- Fretwell, E. K. (١٩٣١). *Extracurricular activities in secondary schools*. Boston, MA: Houghton-Mifflin.

- Pittman, G. (١٩٦٣). *Teaching Structural English*. Brisbane: Jacaranda
- Seelye, H. (١٩٦٨). *Culture in the foreign language classroom*. Springfield, IL: Illinois State Office of the Superintendent of Public Instruction.
- Almekhlafi, A. G., & Almeqdadi, F. A. (٢٠١٠). Teachers' perceptions of technology integration in the United Arab Emirates school classrooms. *Educational Technology and Society*, ١٢, ١٦٥-١٧٥.
- Coleman, J. S. (١٩٥٩). Academic achievement and the structure of competition. *Harvard Educational Review*, ٢٩, ٣٣٠-٣٥١.
- Feldman, A. F., & Matjasko, J. L. (٢٠٠٥). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, ٧٥ (٢), ١٥٩-٢١٠.
- Feldman, A. F., & Matjasko, J. L. (٢٠١٢). Recent advances in research on school-based extracurricular activities and adolescent development. *Developmental Review*, ٣٢(١), ١-٤٨.
- Henbery, K. (١٩٩٧). The impact of class schedule on student performance in a financial management course. *Journal of Education for Business*, ٧٣ (٢), ١١٤.
- Hong-Nam, K., & Leavell, A.G. (٢٠٠٦). Language learning strategy use of ESL students in an intensive English learning context. *Science Direct: Elsevier, System*, ٣٤٠٣٩٩-٤١٥.
- Lim, C. P. (٢٠٠٧). Effective integration of ICT in Singapore schools: Pedagogical and policy implications, *Education Technology Research Development*, ٥٥, ٨٣-١١٦.
- Lowther, D. L., Inan, F. A., Strahl, J. D. and Ross, S. M. (٢٠٠٨). Does technology integration work when key barriers are removed? *Educational Media International*, ٤٥, ١٩٥-٢١٣.
- Shulruf, B. (٢٠١٠). Do extracurricular activities in schools improve educational outcomes? A critical review and meta-analyzis of the literature. *International Review of Education*, ٥٦(٥/٦), ٥٩١-٦١٢.
- Tezci, E. (٢٠١١). Factors that influence preservice teachers' ICT usage in education *European Journal of Teacher Education*, ٣٤, ٤٨٣-٤٩٩.
- Arnseth, H.C., & Hatlevik, O.E. (٢٠١٠). Challenges in aligning pedagogical practices and pupils' competencies with the Information Society's demands: The case of Norway. In S. Mukerji & P. Tripathi (Eds.), *Cases on technological adaptability and transnational learning: Issues and challenges. IGI global*.
- Arnseth, H.C., & Hatlevik, O.E. (٢٠١٢). Challenges in aligning pedagogical practices and pupils' competencies with the Information Society's demands: The case of Norway. In S. Mukerji & P. Tripathi (Eds.), *Cases on technological adaptability and transnational learning: Issues and challenges. IGI global*.
- Burton, S., & Nesbit, P. (٢٠٠٢). An analyzis of student and faculty attitudes to intensive teaching. In *Celebrating teaching at Macquarie*. North Ryde, NSW: *Macquarie University*.
- Lewis, C. P. (٢٠٠٤). The relation between extracurricular activities with academic and social competencies in school age children: A meta-analyzis. College Station, TX: *Texas A&M University*.

- Scott, P. A., & Conrad, C.F. (١٩٩٢). A critique of intensive courses and agenda for research. Madison WI: Division of Summer Sessions and inter-college programs, *university of Wisconsin*.
- Schmidt, G. (٢٠٠٠). Teaching Culture and Language for Specific Purposes. In A.J. Liddicoat and C. Crozet (Eds.), *Teaching Languages and Teaching Culture*. ١٣١-١٤٠. *Canberra: Applied Linguistics Association of Australia*.
- World Learning Algeria. (٢٠١٩). *Annual Report ٢٠١٩*, <https://algeria.worldlearning.org/wp-content/uploads/٢٠٢٠/٠٣/٢٠٢٠-٠١/Annual-Report-٢٠١٩-EN.pdf> (consulted on ٠١/٠١/٢٠٢٢)
- English Access Microscholarship Program (٢٠١٧). *Access Program Provider Handbook*, <https://www.fhi٣٦٠.org/projects/english-access-microscholarship-program-access> (consulted on ٢٧/١٢/٢٠٢١).

٨. APPENDICES:

Appendix ٠١: Access Alumni Audio Recorded Interview questions

١/- Can you introduce yourself please? (Optional)

٢/- Choose one of the following questions to answer:

- What did you learn from the Access Program as an experience?

- Do you think that extracurricular activities are important in a student's life? If yes, how?

- In your opinion, what is the best way to learn a foreign language?