



**T.C.
BURSA ULUDAĞ UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
FOREIGN LANGUAGE EDUCATION
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**EXPLORING THE INFLUENCE OF EXTRAMURAL
ENGLISH ACTIVITIES ON THE ACADEMIC SUCCESS OF
UNIVERSITY ENGLISH PREPARATORY LEVEL STUDENTS**

M.A. THESIS

**TEVFİK ENGİN
0009-0004-1051-0781**

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BURSA – 2023

BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

Tevfik Engin

21.09.2023



TEZ YAZIM KURALINA UYGUNLUK ONAYI

“Exploring the influence of extramural English activities on the academic success of university English preparatory level students” adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan
Tevfik ENGİN

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YÜKSEK LİSANS/DOKTORA BENZERLİK YAZILIM RAPORU

BURSA ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih:21/09/2023

Tez Başlığı / Konusu: Exploring the Influence of Extramural English Activities on the Academic Success of University English Preparatory Level Students

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 48 sayfalık kısmına ilişkin, 02/09/2023 tarihinde şahsım tarafından *Turnitin* adlı intihal (benzerlik) tespit programından (*Turnitin*)* aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre tezimin benzerlik oranı % 17' dir.

Uygulanan Filtrelemeler:

- 1- Kaynakça Hariç
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Gereğini saygılarımla arz ederim.

Adı Soyadı: Tevfik ENGİN

Öğrenci No: 802093004

Anabilim Dalı: Yabancı Diller Eğitimi

Programı: İngiliz Dili Eğitimi

Statüsü: Y.Lisans Doktora

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21.09.2023

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BURSA ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yabancı Diller Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda 802093004 numaralı Tevfik ENGİN'in hazırladığı "ÜNİVERSİTE İNGİLİZCE HAZIRLIK SEVİYESİNDEKİ ÖĞRENCİLERİN SINIF DIŞI İNGİLİZCE FAALİYETLERİNİN AKADEMİK BAŞARILARINA ETKİSİNİ KEŞFETMEK ÜZERİNE BİR İNCELEME" başlıklı Yüksek Lisans Tezi ile ilgili tez savunma sınavı, 21.09.2023 günü 10:00-11:30 saatleri arasında yapılmış, sorulan sorulara alınan cevaplar sonunda adayın tezinin başarılı olduğuna oybirliği ile karar verilmiştir.

21.09.2023

Tez Danışmanı ve Sınav Komisyonu Başkanı
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Bilim Dalı	İngiliz Dili Eğitimi
Tezin Niteliği	Yüksek Lisans
Sayfa Numarası	
Mezuniyet Tarihi	
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ÜNİVERSİTE İNGİLİZCE HAZIRLIK SEVİYESİNDEKİ ÖĞRENCİLERİN SINIF DIŞI İNGİLİZCE FAALİYETLERİNİN AKADEMİK BAŞARILARINA ETKİLERİNİ KEŞFETMEK ÜZERİNE BİR İNCELEME

Her yıl yüzlerce öğrenci, Türkiye'de bir devlet üniversitesinin İngilizce hazırlık bölümüne kayıt yaptırmaktadır. Bu öğrencilerin bir bölümü sene başında yapılan seviye belirleme sınavı ardından eğitimlerine A2 seviyesinden başlamaktadır. Bu grubun İngilizce'ye olan yatkınlıklarının, A1 başlayanlara kıyasla daha fazla olduğu gözlemlenmektedir. Bunu sınıf içinde derse katılım oranları, yazma dersindeki kelime seçimlerinin çeşitliliği ve genel olarak İngilizce'ye olan ilgilerinden anlamak mümkündür. Böyle bir ortamda, sınıfa taşıdıkları İngilizcenin, sınıf dışından beslendiği kanısına varılmıştır. Öğrencilerin bu konuda fikirleri alındığında da, sınıf dışında tamamen gönüllü yaptıkları birçok İngilizce faaliyet olduğu aşıkardır. Bu tip faaliyetler Extramural English çatısı altına toplanarak geliştirilmiş bir 34 soruluk Likert tipi ölçeğe dökülmüştür. Bu ölçek A2 kur sonu, B1 kur başlangıcı aralığında 86 öğrenciye uygulanmıştır. Aynı öğrencilerin B1 kur sonundaki kur geçme başarı puanlarıyla, ölçekte sunulan aktiviteleri yapma sıklıkları karşılaştırıldığında bir paralellik saptanamamıştır. Başarı puanları zayıf, orta ve yüksek olan 12 adet öğrenciye anket formları yollanıp daha detaylı bilgi alındıktan sonra elde edilen bilgiler ışığında, sınıf içinde ve sınıf dışında sürdürülen İngilizce faaliyetlerin tutarsızlığı ortaya konulmuş, okulda yapılan sınavların öğrenciler tarafından gerçek hayatla bağdaşmadığı öne sürülmüştür. Yapılan birçok çalışmada Extramural English faaliyetlerin okuldaki dil öğrenimine katkısı saptanırken, söz konusu bu çalışmada ikisi arasında doğru orantılı bir ilişki bulunamamıştır. Sonuç olarak, bu meseleyi derinlemesine masaya yatırıp, sınıf içinde eğitimciler

olarak İngilizce adına ne tür faaliyetler yaptığımızı, bunları ne şekilde ölçtüğümüzü ve sınıf dışında öğrenciler tarafından yapılan daha ‘organik’ İngilizce içerikli aktivitelerin sınıf içerisine ne şekilde entegre edilebileceği, Extramural English konusunun bu denli popüler olduğu eğitim ortamlarında Türkiye’de de bu konuya eğilimin daha artırılması için İngilizce öğretiminden sorumlu bizlerin üzerine düşeni yapması önem arz etmektedir.

Anahtar Kelimeler: sınıf dışı İngilizce, İngilizce hazırlık seviyesi, akademik başarı, sınıfdışı İngilizce faaliyet ölçeği



ABSTRACT

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EXPLORING THE INFLUENCE OF EXTRAMURAL ENGLISH ACTIVITIES ON THE ACADEMIC SUCCESS OF UNIVERSITY ENGLISH PREPARATORY LEVEL STUDENTS

Every year, hundreds of students enroll in the English preparatory program of a state university in Türkiye. Some of these students start their education from the A2 level following a placement test at the beginning of the academic year. It has been observed that this group shows a greater inclination towards English compared to those who start at the A1 level. This can be deduced from their class attendance rates, the variety of vocabulary choices in their writing classes, and their overall interest in English. In such an environment, it has been concluded that the English they bring to the class is nourished outside the classroom. When the students' opinions on this matter were sought, it became evident that there are numerous voluntary extracurricular English activities they engage in outside of class. These activities were gathered under the umbrella of 'Extramural English' and assessed using a 34-item Likert-type scale. This scale was administered to 86 students within the A2 end-of-course and B1 beginning-of-course range. When the same students' course achievement scores at the end of the B1 level were compared with the frequency of engaging in the activities presented in the scale, no parallel relationship was found. Subsequently, questionnaire forms were sent to 12 students with low, medium, and high achievement scores, and more detailed information was obtained. In light of this information, the inconsistency of English activities conducted inside and outside the classroom was highlighted, and it was suggested that the exams administered at school do not correspond to real-life

situations. While many studies have found that extramural English activities contribute to language learning in school, this particular study did not establish a direct correlation between the two. As a result, it is crucial for us, as educators within the classroom, to thoroughly examine this issue, assessing the types of activities we conduct on behalf of English, how we measure them, and how we can integrate the more 'organic' English content activities carried out by students outside the classroom into our teaching environments, in order to increase our focus on this subject in Türkiye, given the popularity of Extramural English in global educational settings.

Keywords: extramural English, English preparatory level, academic success, EE scale





To my cutilicious family

ACKNOWLEDGEMENTS

I wish to begin by expressing my heartfelt gratitude, placing above all else, my thanks to Allah, the most gracious and the most merciful. Without the health and strength that have been graciously bestowed upon us by His divinity, I would not have the capacity to fulfill my responsibilities.

To have been able to work with Prof. Dr. Ayşegül Amanda YEŞİLBURSA was total bliss. As a supervising teacher, she has always been filled to the brim with positivity making you cherish both your existence and the study you are occupied with. Thanks again for pointing me in the right direction and the abundance of enthusiasm you have been providing me with till this moment.

Assoc. Prof. Anıl RAKICIOĞLU and Asst. Prof. Ebru ATAK DAMAR deserve their own ‘thank you’ castles constructed with positive and detailed feedback blended with honed skills, experience and sunny dispositions. Thanks!

Furthermore, thanks to each and every teacher at the ELT department of Uludağ University for their guidance, patience and consultancy. They certainly made life easier for me as an MA student.

My friend and colleague Dr. Burcu KARAFİL deserves a big shout-out as she is one unconditional person with a huge heart. She has never ceased to amaze and assist me with her expertise and wits. Thanks for all the precious and constructive feedback. Also, thanks to all my friends at Yalova SoFL where joy and professionalism are able to co-exist in harmony.

I can’t deny my parents’ never-ending support. They always keep me in their prayers. They have constantly been understanding and supportive since I got to know myself. God bless them!

Most importantly, I am grateful once again to Allah for entrusting me with such super adorable beings, my wife and kids. My wife has been at the rudder steering the household through the waves of times when I was busy writing my thesis or contemplating my academic life. Thank you, my dearest, my better half, my loving wife Serpil ENGİN.

I may have excluded some names on this piece of paper, but let not your heart be troubled, thy names shall be etched with golden threads on this poor soul’s mind and beating heart.

PEACE OUT!

Tevfik ENGİN

21.09.2023

TABLE OF CONTENTS

BİLİMSEL ETİĞE UYGUNLUK	i
TEZ YAZIM KURALLARINA UYGUNLUK	ii
ÖZET	vi
ABSTRACT	viii
ACKNOWLEDGEMENTS	xi
TABLE OF CONTENTS	xii
List of Tables	xv
List of Figures	xvi
List of Abbreviations	xvii

CHAPTER 1 INTRODUCTION

1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Significance of the Study	3
1.4. Purpose of the Study	4
1.5. Limitations Assumptions	4
1.6. Functional Definitions.....	5

CHAPTER 2 LITERATURE REVIEW

2.1. Introduction	6
2.2. Theoretical Background	6
2.2.1. Learning a Foreign Language and Second Language Acquisition	6
2.2.2. SLA Theories and Fundamentals.....	7
2.3. Early Studies on English Exposure Outside the Classroom: 80s and 90s Era	11
2.4. Studies on English Exposure Outside the Classroom after the Millennium	14
2.5. Defining Extramural English	23

2.6. A Selection of Recent EE Studies: The Last Decade.....	24
2.7. EE and OOC English Studies from Türkiye	25

CHAPTER 3
METHODOLOGY

3.1. Introduction	28
3.2. Research Design.....	28
3.3. Settings and Participants	29
3.3.1. Setting	29
3.3.2. Participants and Sampling Method	29
3.4. Instrumentation	30
3.4.1. Extramural English Use Scale.....	30
3.4.2. Interview Form - Students’ Extramural English Experiences.....	31
3.5. Role of the Researcher	32
3.5.1. Background of the Researcher	32
3.5.2. Researcher’s Motivation to Study the Current Topic	32
3.6. Data Collection Procedure	32
3.7. Data Analysis	33

CHAPTER 4
FINDINGS

4.1. Research Question 1.....	36
4.1.1. Research Question 1.1.....	42
4.1.2. Research Question 1.2.....	42
4.2. Research Question 2.....	43
4.3. Research Question 3.....	44

CHAPTER 5
DISCUSSION

5.1. Frequency of Extramural Engagement in Reading, Writing, Speaking, and Listening Activities Among B1 Level University Preparation Students	64
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5.2. Exploring Gender-Related Differences in Types and Frequencies of Extramural Activities in English.....	66
5.3. Analyzing Department-Related Differences in the Types and Frequencies of Extramural Activities in English.....	67
5.4. Exploring the Relationship Between Frequency of Extramural English Engagement and Academic Success Among B1 Level University Preparation Students	68
5.5. Students' Perceptions of the Link Between Extramural Activities and Academic Success at the B1 Level.....	69
5.5.1. EE reading activities	69
5.5.2. EE writing activities.....	72
5.5.3. EE speaking activities	73
5.5.4. EE listening activities.....	74
5.5.5. Students' opinions of the effects of EE activities on academic achievement.....	75
5.5.6. The impact of EE activities on school English exams	76
5.5.7. Students' suggestions on integrating EE into English classrooms.....	77

CHAPTER 6

CONCLUSION

6.1. Summary and Implications.....	79
6.2. Recommendations for Further Research	82
REFERENCES.....	84
APPENDICES.....	95
Appendix 1: Research Ethics Committee Approvals.....	95
Appendix 2: Permission to Use the EE Scale	97
Appendix 3: Extramural English Use Scale (English Version)	98
Appendix 4: Extramural English Use Scale (Turkish Version).....	99
Appendix 5: Extramural English Interview Form.....	100
Appendix 6: Extramural English Interview Form (Unedited Version).....	101
Appendix 7: Researcher's Office	102
ÖZ GEÇMİŞ	103

List of Tables

Table 1 Distribution of exams and their ratio for each module.....	29
Table 2 Characteristics of the Study Group	30
Table 3 Reliability of Extramural English Scale in the current study.....	31
Table 4 Normality Test Result	34
Table 5 Mean and standard deviation scores for the four skill areas investigated in the scale .	36
Table 6 Mean and standard deviation scores of the items in the reading section of the scale ..	38
Table 7 Mean and standard deviation scores of the items in the writing section of the scale ...	39
Table 8 Mean and standard deviation scores of the items in the speaking section of the scale.	40
Table 9 Mean and standard deviation scores of the items in the listening section of the scale.	41
Table 10 T-test analysis results based on the gender variable.....	42
Table 11 ANOVA test results based on faculty variable.....	42
Table 12 ANOVA test results based on exam results	43

List of Figures

Figure 1 Students' EE engagement in reading activities.....	45
Figure 2 Students' EE engagement in writing activities.....	49
Figure 3 Students' EE engagement in speaking activities	51
Figure 4 Students' EE engagement in listening activities.....	54
Figure 5 Students' perceptions of EE activities of academic performance.....	56
Figure 6 The thoughts of students on the role of EE activities of English exams at school ...	58
Figure 7 Students' suggestions on the integration of EE into English classrooms	61



List of Abbreviations

CALL:	Computer-Assisted Language Learning
CLIL:	Content and Language Integrated Learning
CEFR:	Common European Framework of Reference for Languages
EE:	Extramural English
EFL:	English as a Foreign Language
ESL:	English as a Second Language
L1:	First Language
L2:	Foreign or Second Language
OOB:	Out of Class
RQ:	Research Question
SLA:	Second Language Acquisition

CHAPTER I

INTRODUCTION

1.1 Background of the Study

As researchers and English language instructors, we have always been intrigued by how students engage with English beyond the confines of their classroom learning environments (Lamb, 2002), and the extent to which these engagements contribute to their overall mastery of the language. The abundance of English resources available to students in their daily lives in the present era would likely astonish the early pioneers of Second Language Acquisition (SLA) and ignite their imagination regarding the achievements they could have attained if they had a similar access to the vast array of English learning opportunities available today.

The expeditious take-over of the digitalized entertainment, education and work replacing conventional equivalents has led people to be exposed to English in a never-before-seen frequency as the English language constitutes approximately 60 percent of internet content worldwide and serves as the primary lingua franca of popular culture and global economy (Salomone, 2021), similar to its position almost a decade ago when it was established as the dominant language in business and on the Internet (Louhiala-Salminen & Kankaanranta, 2012; Pullin, 2013). No wonder English as a second language in some countries and a foreign language in others, has long been the lingua franca of the world, a language spoken among people with no shared tongue to communicate (Richards, 2015).

In such an English-rich context, students naturally immerse themselves in activities involving the target language, leading to a shift towards student-centered approaches in language learning, departing from traditional teacher-centered models (Hsieh & Hsieh, 2019). Consequently, pupils who participate in foreign language activities outside the classroom experience an accelerated learning pace (Nunan & Richards, 2015), highlighting the insufficiency of solely in-class English involvement for proper language acquisition. Independent English practices outside the classroom have been underscored as crucial (Benson, 2013; Benson & Reinders, 2011; Grau, 2009; Nunan, 2012; Ranta, 2010; Sundqvist, 2009; Sundqvist & Sylvén, 2016; Olsson, 2016).

These out-of-class English practices (which will be referred to as Extramural English – EE – activities in this section) have captured the attention of researchers, who have identified significant correlations between these practices and students' academic performance across various skill areas. Numerous studies have explored the relationship between utilizing English beyond the boundaries of the classroom and different aspects of language learning. For instance, researchers such as Sundqvist (2009), Sundqvist and Wikström (2015), and Webb and Rodgers

(2009) have examined vocabulary acquisition. Olsson (2012) focused on the impact of EE activities on writing skills, while Uuskoski (2011) and Freed (1995) investigated learners' overall English proficiency. Piirainen-Marsh and Tainio (2009) investigated the connection between EE usage and pronunciation skills, and Peterson (2011) explored its influence on speaking abilities. Additionally, Kuppens (2010) explored the connection between EE activities and translation skills. These studies collectively highlight the consistent patterns observed between EE activities and students' academic performance in various skill sets.

Consequently, the evolution of English from a classroom-bound subject to a global communication tool underscores the importance of EE activities. As students naturally engage with the language beyond conventional learning settings, the shift towards student-centered approaches emphasizes the value of self-directed learning in real-world contexts. These outside-of-class practices consistently correlate with improved academic performance across diverse language skills, highlighting their crucial role in comprehensive language development. This study brings on the table the relationship between EE activities of four language skills and their subsequent effects on learners' school performances. By considering the findings, teachers and researchers may have the opportunity to bridge the gap between formal instruction and real-world language use, enabling learners to delve into the diverse realms of English with confidence and proficiency.

1.2 Statement of the Problem

The present study aims to develop an understanding of the EE activities of students enrolled in a one-year compulsory modular English preparatory school at a state university in Turkey. By doing so, significant information is hoped to be garnered in terms of the content and frequency of the EE activities done by students who come from different parts of the country, hence diverse educational backgrounds.

Apart from the students' immersion in English during school hours, the language also shows its prevalence in the students' daily lives. The state of English being 'extramural' covers a splendid array of everyday occurrences from the utterly mundane tasks like trying to figure out the ingredients on a wrapper of an imported chocolate bar to the most remarkable endeavors like playing your absolute favorite video game on your games console or catching up with popular music, or watching the most recent YouTube videos in demand all brings about an immense exposure to English, especially by students (Huang, 2016).

The question whether frequent encounters of English outside the classroom possess any significant impact on students' overall English academic performance at a school of foreign

languages, an institute which delivers 24 hours of English weekly, has aroused the researcher's interest to investigate the relationship between the two.

Despite the growing interest in EE activities and their effects on SLA in Europe over the last decade, the exploration of extramural language learning opportunities among language learners in Türkiye remains notably inadequate. While prior research has extensively investigated various EFL/ESL contexts, including Netherlands (Leona et al., 2021), Hungary (Fajt, 2021), Denmark (Hannibal Jensen, 2019), Sweden (Nelsson, 2013, Sundqvist & Sylvén, 2014), and a cross-national study including Austria, France, Finland and Sweden (Schurz & Sundqvist, 2022), to effectively demonstrate the potential of EE language engagement for language acquisition, a significant lack of comparable studies concentrating on the Turkish context is evident as there are only three published research articles on the related subject, the second of which is an indirect example due to its approach on EE (Coşkun & Mutlu, 2017, İpek & Mutlu, 2022, Uztosun & Kök, 2023).

As will be explored in the literature review of this paper, EE usage and its potential impact on English exam scores of university preparatory level students have not been studied in this given context. This gap is expected to be filled to a favorable degree with the help of this research.

1.3 Significance of the Study

The use of English has become so essential to everyday life that it extends its reach from leisure activities to academic studies and business contexts. As a language, it has transcended its role as a mere school subject, evolving into something more profound and consequential. It now serves as the international medium of communication, often referred to as 'the lingua franca of the world.' To gain a comprehensive understanding of how this language is both taught and learned, it is essential to consider learners' experiences both within and beyond the school environment.

Given the fact that Turkish students encounter this language from their early primary school years, this study aims to establish meaningful connections between students' English activities outside the school environment, pursued willingly in their leisure time, and their potential impact on their English exams. Since the English taught in university preparatory schools is categorized as 'general-purpose English,' it is expected to align with the English-focused activities students engage in during their daily lives.

By combining the results from surveys with information gathered through interviews with students, the researcher intends to shed light on the types of activities students take part in and

how much these activities outside of school might relate to how well they perform in their academic studies. Understanding the English-related actions that students engage in beyond the classroom is particularly important in today's world, where English is associated with all walks of life and people of all ages. These insights are crucial for English teachers, as they can help guide their students in how they learn on their own and come up with ways to use more real-life materials, which helps bridge the disparity between what is taught in class and how English is used in the real world.

1.4 Purpose of the Study

The main aim of the current study is to seek out whether students' EE activities related to the four skills of English (speaking, listening, reading and writing) are reflected in their total English exam scores during B1 level. The researcher also aims to discover possible meaningful relations between EE activities and exam success in a much deeper aspect by conducting semi-structured interviews with students and doing a detailed analysis on the content provided by high, mid and low tier participants according to their EE frequencies and score ranges on their exams.

In this particular study, the following research questions are asked with aim of inquiry of the previously mentioned issues:

1. How often do B1 level university preparation students engage in extramural activities based on the areas of reading, writing, speaking, and listening?
 - 1.1. Are there any gender-related differences in the types and frequencies of these activities?
 - 1.2 Are the types and frequencies of these activities different depending on the department?
2. Is there a significant relationship between the frequency of engaging in these types of activities and the academic success of the mentioned students within the B1 level of the university preparation course system?
3. What are students' insights about the potential association between extramural activities and academic success at the B1 level?

1.5 Limitations Assumptions

Limitations are inherent in studies that rely on human interactions, and this particular study is no exception. Despite utilizing a valid and reliable toolset, which includes a 5-point scale developed by a seasoned researcher and interview questions based on expert opinions, no

study is without limitations. In the context of this study, the number of participating students was limited due to absenteeism, resulting in only 77% of the students being reached. The B1 course itself, spanning 8 weeks with portfolio assignments, quizzes, and exams, is intensive and leaves little breathing room for both students and teachers. Consequently, the qualitative part of the study had to be adjusted based on survey results and interviews had to be conducted during the B2 level, following the finals. Unfortunately, a devastating earthquake in the southeastern part of the country coincided with this period, impeding the progress of the interviews, and resulting in interviewees' reluctance. Additionally, the government's implementation of online education policies for higher education further complicated the situation, making it difficult to reach and engage with the participants. As a result, only 5 students from each score tier (low, mid, high) were able to be selected and sent an interview form via email. As a result, it is impossible to generalize the findings of this current study to a broader population of university preparatory level students due to the limited sample size and specific context.

1.6 Functional Definitions

Extramural English: The term covers every possible interaction in English in a student's daily life done outside the school without any academic concerns.

CEFR: Common European Framework of Reference for Languages. Its main purpose is to establish a set of standardized descriptors and criteria that can be used to assess and describe learners' language skills at different levels. The CEFR defines six proficiency levels, ranging from A1 (beginner) to C2 (proficiency).

Modular System: After its implementation in 2015 over the progressive one, it has been widely used in the English preparatory schools of state universities. The system consists of 4 modules corresponding to different CEFR levels and places students in their current levels.

Portfolio: Writing quizzes, progress tests, online assessments and presentations in each module during the preparatory year at state universities form a student's portfolio.

B1 – B2: Intermediate and upper-intermediate level in CEFR.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter seeks to give a thorough overview of acquiring a second language and foreign language learning, specifically in the context of out-of-class endeavors of the pupils. The focus of this study is to examine the potential language outcomes resulting from language engagement in extramural settings. To lay the foundation for this investigation, the researcher will delve into the underlying theories and concepts that shape the language learning process.

In the upcoming sections, the terminology of second language acquisition (SLA) and its relevance to our present inquiry will be explored. Furthermore, the chapter will expand on the theoretical framework to provide a deeper understanding of how extramural English learning can contribute to language proficiency development. By analyzing and expanding upon these ideas, it is believed to shed light on the factors that influence language acquisition beyond the traditional classroom environment.

2.2. Theoretical Background

2.2.1. Learning a Foreign Language and Second Language Acquisition: SLA, as an established field of research, emerged as a distinct discipline in the 1960s. It encompasses various theories and perspectives on how individuals learn or acquire a second language (Sundqvist & Sylvén, 2012).

Every now and then, the discussion whether there lies a significant difference between learning English as a foreign language as in the case of Türkiye where the language is not used in the local community and English as a second language in the context of some countries like Netherlands which according to English Proficiency Index (EPI, 2022) holds the number 1 position in a list of countries where English is spoken as a secondary language. To exemplify the matter, a Japanese student learning English in his or her native country would be regarded as learning it as a foreign language (EFL), while the same student studying English in the United States would be doing it as a second language (ESL) (Yule, 2010, p.187). On the same subject, it is also noted that since the student is learning a language in both scenarios, the term second language can be used in a way to mean foreign language (Yule, 2010).

Another reason why there need not be distinctions made between a second and a foreign language is articulately stated in Mitchell et al. (2013, p. 1):

We [Mitchell, Myles, and Marsden] include 'foreign' languages under our more general term 'second' languages because we believe that the underlying learning processes are essentially the same for more local and for more remote target languages, despite differing learning purposes and circumstances. (And, of course, such languages today are likely to be increasingly accessible via the Internet, a means of communication which self-evidently cuts across any simple 'local'/'foreign' distinction.)

Consequently, in the field of second language acquisition (SLA) research, English is commonly referred to as English as a Foreign Language (EFL) within the Turkish context, where it is taught as a non-native language. While English as a Second Language (ESL) has traditionally been distinguished from EFL contexts, the current opportunities available have somewhat blurred the contextual boundaries between ESL and EFL. These opportunities allow language learners to actively engage and socialize within English-speaking communities, thus bridging the gap between ESL and EFL (Lam, 2004; Sockett, 2014; Sundqvist & Sylvén, 2016). Sundqvist (2009) also points out how difficult it is to maintain a distinction between ESL and EFL as English can be easily accessed outside the classroom in many countries in which English is not the official language (Viberg, 2000, p.28).

Considering this perspective, the English language can be broadly categorized as a second language (L2), with some exceptions where it is necessary to differentiate between EFL and ESL based on specific learning purposes and circumstances (Sundqvist, 2009). While a distinction is and will often be made between language acquisition and language learning as aforementioned previously, for the purpose of this study, the term SLA will be used to encompass both processes (Wray & Bloomer, 2013, p. 46).

2.2.2. SLA Theories and Fundamentals: Since the inception of SLA theory with Corder publishing his seminal article 'The significance of learner errors' in 1967 (Ellis, 2021), various areas have influenced the field, leading to the introduction of new theories and constructs aimed at better understanding language acquisition. One of the most influential theories, which is widely in use even today, is Monitor Theory, developed by Krashen in the 1970s. This theory proposes that adults possess two separate but interconnected processes as they learn a second language: subconscious language acquisition and conscious language learning (Krashen, 1981).

To fully comprehend Monitor Theory, one needs to grasp the fundamental distinction between "learning" and "acquisition," known as the acquisition-learning hypothesis. Acquisition refers to the subconscious process where learners naturally acquire a language through exposure to the L2, similar to how a child acquires their mother tongue. On the other

hand, learning involves the conscious process of studying and acquiring a language through explicit instruction or formal instruction (Krashen, 1981). Krashen (1981, p. 2) describes the theory as a "monitor" available to the learned system, which is consciously acquired by the learner. The language produced by individuals is primarily based on their acquired system, developed through meaningful and comprehensible interactions. The learned rules of the language serve as a monitor, used by learners to modify the output of their acquired system, with the aim of improving accuracy (Krashen, 1981). In other words, language learners revise and edit their utterances, generated by their acquired system, using their learned system to enhance accuracy. This phenomenon helps explain why not all that a teacher provides is always retained by students and why what is learnt may not have been explicitly supplied to the learners in the classroom (VanPatten & Williams, 2015, p. 25).

Another component of the Monitor Theory is the input hypothesis. This hypothesis "stimulated a tradition of theorizing and empirical research on input and interaction" (Mitchell and Myles, 2004, p.49). It proposes that second language acquisition occurs when learners understand messages conveyed in the target language. Krashen (1981) states that these messages are referred to as comprehensible input, which comprises language that is somewhat more advanced than the learner's present level of internalized language. He illustrates this concept by using the notation i to represent the learner's current degree of linguistic proficiency and $i+1$ to represent the language level just above the learner's current competence. So, comprehensible input is the formula $i+1$ (Krashen, 1982). The concept of comprehensible input is based on the idea that learners can naturally acquire a language by being exposed to language that is both understandable and relevant to their learning needs. The crucial factor is that there should be a slight gap between the learners' current language abilities and the language they are exposed to. This gap allows learners to make use of their existing linguistic knowledge and cognitive processes to understand and internalize the new language.

Long (1981) built upon Krashen's work and put forth the interaction hypothesis, which emphasizes the significance of interaction in second language acquisition. Interaction is defined as "the interpersonal activity that arises during face-to-face communication" (Ellis, 1999, p.3). This hypothesis suggests that for language input to be beneficial, it must be understandable to the learner, and this understanding is achieved through adjustments made during real-life interactions. Hence, interaction acts as a crucial element in SLA. As mentioned before, according to the Monitor Theory, understanding the message within communicative interactions, where L2 learners' focus is on meaning, is essential for the acquisition process (VanPatten & Williams, 2015a). Interaction encompasses not only exposure to language input

resulting from interaction in their environment but also receiving feedback on their language production. In other words, during interaction, L2 learners receive feedback on how effectively they are communicating using the L2. They become aware of their errors and mistakes in the process of communication and can make adjustments to their current linguistic knowledge accordingly (Gass & Mackey, 2015). This feedback helps learners refine their language skills and make progress in their acquisition of the L2. Interaction, therefore, serves as a mechanism through which learners engage with the language, receive feedback, and actively participate in the ongoing development of their language proficiency.

Following in the footsteps of Long, Allwright (1984) raised concerns about the effectiveness of instruction and the language teaching and learning process. He explored these issues using existing SLA theories and concepts while suggesting avenues for further investigation. Allwright (1984) highlighted the aspect that was the role of interaction in language learning and teaching. He emphasized how interaction during a lesson can contribute to the overall language output for learners. It is worth noting that learners may perceive the interaction in a lesson as an opportunity, while a teacher's perception may be limited to the explicitly taught items according to the lesson plan. As a result, what learners take away from a lesson includes the personal engagement and interaction they experience, which can have a lasting impact on their language learning and be more memorable to them.

The interaction processes described above have been elucidated through different terms, notably negotiation for meaning and noticing the gap. Long (1996) emphasized that negotiation for meaning, facilitated by more proficient L2 speakers, leads to adjustments during interaction that enhance language acquisition by connecting input, learner abilities, and output. In simpler terms, learners become aware of communication obstacles and subsequently incorporate newly acquired linguistic elements into their L2 production based on what they have noticed during the interaction. Schmidt (1990) introduced the term "noticing the gap," which aligns with the negotiation for meaning process and refers to learners recognizing gaps in their interlanguage when they are unable to express their intended meaning. Long's interaction hypothesis and Schmidt's noticing term were introduced to better understand how second language acquisition occurs during interactions. These theories primarily focus on the input and feedback provided by the other speaker, overlooking the importance of learners' own language production. However, Swain (1995) put forth the comprehensible output hypothesis, highlighting the role of learners' output in SLA. According to Swain, producing language is crucial for learners to develop their syntactic abilities. As mentioned earlier, learners become aware of gaps in their

interlanguage through language production during interactions, prompting them to modify their output for better comprehension.

While Long and other researchers emphasize the significance of interaction between individuals in the process of language acquisition, there are theorists who argue that interaction with the second language (L2) can also occur when a learner is alone. Ellis (1999) introduced the concept of "intrapersonal interaction," which refers to the mental processing that takes place within the learner's mind. This type of interaction, often referred to as Inner Speech, occurs when learners think and talk to themselves while engaged in challenging tasks. Many activities outside the classroom provide opportunities for both interpersonal and intrapersonal interaction, such as reading a difficult text or going to the grocery store. These experiences and environments beyond formal classroom settings are valuable opportunities for interaction to take place, which can greatly enhance language learning and serve as important supplements to formal instruction.

Schmidt (1990) emphasizes the importance of consciousness in the language learning process and its facilitative role. While acknowledging the possibility of unconscious learning, Schmidt (2001) suggests that attention can be implicitly drawn to stimuli, meaning learners do not have to intentionally focus on a particular aspect of the second language (L2) input to learn it. In his own study on the acquisition of Brazilian Portuguese, Schmidt (1990) investigates the roles of implicit and explicit learning in L2 acquisition in an extensive fashion. One of the questions he explores is whether conscious awareness, referred to as "noticing," is essential for L2 acquisition (Schmidt, 1990). The term "noticing" can be defined as paying attention to certain linguistic details in the input (R. Ellis, 1994) or actively focusing on the form of input (Robinson, 1995).

Another area of focus in SLA research has been the examination of the link between implicit and explicit learning, as well as implicit and explicit knowledge, and how these two types of learning and knowledge interact. In this regard, Ellis (2009) proposes that explicit or implicit learning refers to the process of acquiring knowledge, while implicit/explicit knowledge pertains to the actual outcome or product of learning. In other words, learners can develop an explicit representation of knowledge that was acquired implicitly, or explicitly learned knowledge can incidentally facilitate implicit learning of another aspect of the second language (L2). The possibility of interactions between implicit and explicit knowledge is referred to as the "interface issue," which addresses the connection between implicit and explicit learning and their mutual influence in L2 acquisition (Ellis, 2015).

In the context of this research, which focuses on the effects of Extramural English, there is an emphasis on the facilitative role of implicit learning and knowledge in second language (L2) acquisition. Krashen (1981) puts forward the idea that the L2 implicit and explicit systems are separate, suggesting a noninterface position where the two types of knowledge cannot be transformed into each other. In the Monitor Theory, implicit knowledge is crucial for comprehension and production, while explicit knowledge can be utilized to monitor the accuracy of output (Krashen, 1982; Robinson et al., 2012). However, the weak interface position argues that under certain conditions, such as when the learner is developmentally ready to progress, explicit knowledge can turn into implicit knowledge (Ellis, 2009). Similarly, Ellis asserts that conscious efforts made by learners to produce meaningful utterances lead to the development of explicit knowledge, while implicit knowledge develops through the comprehension and production of fluent language. Regardless, implicit knowledge acquired through repetition and exposure to the form in meaningful contexts is a fundamental component of language production and development (Robinson et al., 2012).

2.3. Early Studies on English Exposure Outside the Classroom: 80s and 90s Era

In this section, studies that examine the different types of interactions involving English as a second language (L2) that students engage in outside their school language classrooms will be explored. The studies listed in this section cover 1980s and 1990s.

One of the earliest accounts of research on L2 outside the classroom dates back to 80s. In 1981, Bialystok's study utilized questionnaires to gather data from 157 French as a second language learners, spanning two age groups (14-15 and 16-17). The study highlights the significance of contact to the target language in any format, as it boosts learners' competence (Bialystok, 1981:25). Bialystok argues that the most effective language use situations typically take place outside the classroom. A significant finding of the research was that practical exercise played a vital role in achieving success across all investigated tasks (Bialystok, 1981:34).

In a related study, Horwitz (1987) created a questionnaire known as BALLI, short for The Beliefs About Language Learning Inventory, which aimed to assess students' beliefs regarding learning a language. Horwitz discovered that a large amount of language acquisition occurs outside of the classroom and is not influenced by instructors' intervention through a number of empirical research utilizing the BALLI questionnaire. This research emphasizes how crucial it is to acknowledge and comprehend the substantial role that outside-of-classroom language learning plays in the process of language acquisition.

Krashen (1989) offers convincing proof that students can unintentionally pick up vocabulary through oral stories. His "Input Hypothesis," which contends that new language is learnt when its significance is made evident to the learner, provides an explanation for this phenomenon. The greatest way to communicate the meaning of language is to use examples, actions, visuals, or actual objects, which Krashen refers to as "comprehensible input." This refers to input that is presented to the learner in a way that is clear and understood. Firstly, familiar vocabulary helps to assign meaning to less well-known vocabulary. Secondly, illustrations accompanying the stories help to clarify the meaning of any unfamiliar items. Picture illustrations are particularly effective in conveying the meaning of verbal information during the reading process.

Nunan (1991) conducted a study that provided further evidence for the importance of functional practice in language learning. Examining out-of-class (OOC) habits of 44 high-achieving learners, Nunan found that the classroom alone was insufficient for developing high levels of English proficiency. These successful learners constantly sought chances outside of school to hone their language abilities. Among the activities mentioned by the participants were conversing with native English speakers, watching television, listening to the radio, and reading daily papers. This study highlights the significant role of outside-the-classroom activities in supplementing language learning, emphasizing the importance of exposure and practice in authentic, real-world contexts beyond the classroom setting.

Aligned with the findings of Bialystok (1981), Nunan (1991) and Pickard (1995) shares the belief that language learning is not limited to the language classroom alone. Through interviews with three Germans learning English, Pickard aims to demonstrate this viewpoint. The study reveals evidence supporting the significance of being exposed to language outside the classroom in all of the cases. The first participant, a 23-year-old female, attributes her sustained efforts and increased proficiency in English to her time spent in Britain and her personal interest in Scottish dance. The next participant, a male aged 22, highlights extensive reading of English novels and emphasizes the importance of choosing content that genuinely interests the learner. Interestingly, he opposes mandatory reading in schools and advocates for individual choice. Moreover, he credits a leisurely trip to England for profoundly impacting his desire to pursue language studies, as it demonstrated to him the true communicative nature of language. The last participant, a female that is the same age as the first, emphasizes the influential role of her time spent abroad in her English learning process. Surprisingly, Pickard notes that activities such as reading and listening to the radio outside of the classroom, although

not specifically recommended by teachers, emerged as effective learning strategies for all three high-achieving learners in terms of L2 English proficiency (Pickard, 1995, p. 37).

In yet another study, Pickard (1996) investigated the out-of-class language learning strategies utilized by undergraduate foreign language learners whose mother tongue was German as well. The goal was to provide insights to the field, and the findings made it clear that learners were generally occupied in activities based on their personal interests rather than relying solely on materials suggested or prescribed by language instructors. Instead of merely focusing on linguistic structures and features, these learners showed a tendency to prioritize overall meaning, using dictionaries primarily for unknown words essential to understanding. Regarding reading practices, the participants initially expressed little interest in reading English newspapers during their university enrolment. However, after graduation, their interest in everyday life and culture grew, leading them to start reading such newspapers. Overall, learners in the study selected materials based on their own needs and placed less emphasis on materials recommended by their language teachers. The intrinsic interest of the learners played a significant role in motivating their engagement with the chosen materials.

The effects of subtitled TV programs on incidental second language (L2) acquisition have been extensively studied, with d'Ydewalle and colleagues among the primary researchers to investigate this relationship. Early studies utilizing recordings of eye-movement demonstrated that following subtitles on a screen is a process that occurs automatically and involuntarily (d'Ydewalle & Gielen, 1992; Gielen, 1988). Moreover, studies focusing on adults' exposure to subtitled TV programs revealed dramatic effects on acquiring vocabulary, while limited or minimal impacts were observed for grammar and syntax (d'Ydewalle & Pavakanun, 1995, 1997; Pavakanun & d'Ydewalle, 1992).

Yap (1998) examined the out-of-class language activities of 18 secondary school pupils in the city of Hong Kong. The study revealed that the students' preferred activities were reading newspapers and watching television. Speaking activities in the target language were infrequent due to limited opportunities to exercise English outside of the school. The findings indicated that students were more inclined towards receptive activities rather than productive ones.

In a study involving slightly younger participants, d'Ydewalle and van de Poel (1999) examined 327 Dutch children. Their ages varied between 8 and 12 years old, studying Danish and French as L2s. These children were asked to watch a ten-minute clip under four experimental conditions: the first condition had a French soundtrack with Dutch subtitles, the second condition had a Dutch soundtrack with French subtitles, the third condition had a Danish soundtrack with Dutch subtitles, and the fourth condition had a Dutch soundtrack with Danish

subtitles. The results indicated that supporting the L2 in the soundtrack with L1 subtitles (native language) particularly benefited L2 vocabulary acquisition. Additionally, the similar points of the L1 and the L2 seemed to play a role, with closer linguistic resemblance between the L1 and L2 (Danish bearing more similarities to Dutch than French in this case) leading to more beneficial effects of auditory stimulation through the film extract. It is crucial to keep in mind the fact that the results are based on a small sample size of ten-minute video clips, and language effects were recorded immediately after the experiments. Nevertheless, these findings shed light on the potential correlation between TV viewing and L2 development, even in younger learners.

2.4. Studies on English Exposure Outside the Classroom after the Millennium

With the beginning of the new millennium, studies on informal English gained momentum. Lam (2000) conducted a case study with ethnographic influences to explore how a Chinese teenager residing in the United States constructed his English identity through computer-mediated communication with peers. The student expressed concerns about his slow English language progress and sought ways to accelerate it. By engaging in online interactions with friends from around the world and utilizing tutorials, particularly those focused on website development, he experienced significant improvements in his writing skills. Notably, his encounters with the English language on the internet facilitated a sense of belonging and connection to a global community of English speakers (Lam, 2000, p. 476).

As can be derived from the records of the upcoming investigations, 2004 was a fruitful year that holds reports of several studies in the same vein. Lamb (2004) conducted a study investigating learner autonomy practices in the Asian context, which differs from the Western context where the concept originally emerged. His research centered on the language learning attitudes and behaviors of Indonesian language learners aged 11-12. The findings indicated that a significant portion of language learning occurred outside of the classroom, with activities such as listening to music, watching movies, and TV shows being popular among Indonesian learners. However, activities such as reading and studying were less frequently reported. Based on the findings, Lamb (2004) suggested that learner autonomy can also be effective in the Asian context and emphasized the importance of adopting sociocultural perspectives to gain a broader understanding of the situation.

In a study examining how Content and Language Integrated Learning (CLIL) influences the unintentional learning of English vocabulary, Sylvén (2004) conducted vocabulary tests on Swedish students aged 15-18, both from CLIL and non-CLIL backgrounds. Students engaged in CLIL were exposed to English not only as a standalone subject but also as the primary

instructional language across different subjects during the school day. On the other hand, non-CLIL students only studied English as a separate subject. The results of the study were quite surprising. The observations showed that regardless of the group they belonged to, students who had greater exposure to English input outside of school performed better on the administered vocabulary tests. In particular, those who engaged in independent reading of English texts achieved the highest scores. This indicates that English activities outside the regular curriculum had a greater impact on unintentional vocabulary learning compared to the CLIL instruction implemented within the school environment. It also implies that these high-performing students are likely to be autonomous learners who actively engage in L2 activities outside of school.

In China, further supporting the hypothesis previously mentioned in Sylvén's study, Pearson (2004) conducted research that followed Chinese students who were enrolled in an Academic Purposes course for 12 weeks. Of the participants, eight students were closely monitored through regular interviews, while 106 students completed a questionnaire when the course was completed. The questionnaire examined various aspects, including the materials used outside of class, reasons for selecting those materials, and the extramural activities undertaken to improve their English skills. The findings of Pearson's study revealed the crucial role of learner motivation and awareness in out-of-class L2 English learning. Students with high intrinsic motivation displayed greater enthusiasm for using English in their daily lives compared to those with lower motivation levels. Additionally, more proficient students were determined by an initial placement test, and they used self-access centers more frequently, highlighting the importance of learner autonomy in successful L2 learning. These results underscore the significance of learner characteristics, such as motivation and autonomy, in facilitating effective out-of-class language learning experiences.

Another study from which also highlights the significance of social factors and context, specifically focusing on English student-teachers in Hong Kong comes from Hyland (2004). The study suggests that these student-teachers tend to engage in out-of-class English activities within their private domains due to feeling restricted when using English in public situations. As a result, they primarily engage in activities such as reading academic books and articles, writing emails, browsing the internet, and watching films and TV shows. However, they often avoid speaking in English publicly due to concerns about being judged. Despite this pressure, the participants perceive English as a source of pleasure and enjoyment, and they have improved their language skills through reading and writing for an audience.

Around the same period, Forsman (2004) conducted a study which focused on the out-of-school English habits of Finnish secondary-level students within the nine-year compulsory education system. The study revealed that students residing in urban areas had significantly greater exposure to English outside the school compared to their counterparts in more rural areas, with urban students reporting an average of 51.1 hours weekly compared to 36.7 hours for rural students. Forsman (2004) interpreted this finding as evidence that the distinction between urban and rural settings is more influential in the prediction of success than other elements.

Using films in language learning activities appears to hold promise, despite being underutilized in classrooms. Pegrum, Hartley, and Wechtler (2005) published their study involving 138 English-speaking participants studying German, French, or Spanish. The students were asked about their opinions regarding the utilization of films as a language learning tool. While only a few students had prior experience with using films in this way, the overall response to the idea was highly positive and enthusiastic. One informant even had a comment saying that it was a "stroke of genius" and would greatly enhance language learning (Pegrum et al., 2005, p. 61).

In a case-study conducted by Black (2006), the primary focus was on an 11-year-old Chinese migrant in Canada without any prior knowledge of English. Interestingly, the participant's interest in fanfiction served as a catalyst for her L2 engagement. Initially facing difficulties in forming friendships, she discovered that fanfiction texts were predominantly written in English. This became her motivation to immerse herself in the English language and led her to create her own personal fanfiction website. With the aid of this platform, she posted narrative texts in English based on existing anime series, not only to become a part of the fanfiction community but also to develop her writing skills in English. The website provided a communal space for others to read her stories and provide individual feedback, fostering language and cultural exchange while promoting connections and overcoming potential setbacks.

For the investigation of out-of-school language activities of ESL learners, Knight (2007) conducted a study at an adult community college in the USA. The study involved 41 adult ESL learners from various countries, some of whom were employed while others were seeking jobs. The participants were asked about the time they spent on individual and interactive activities that required the use of English, such as communicating with customers or engaging in English-related tasks. The results revealed that learning English in an English native country influenced the types of activities done by the participants. Talking to customers was reported as a frequent

activity, along with reading the papers and listening to the radio. These findings highlight the impact of the language context on the out-of-school language practices of ESL learners, setting them apart from the experiences of many EFL learners.

A distinctive study by Samimy (2008) focused on the language learning journey of Mark, an advanced American learning Arabic. It is a notably rare study as the focus is on Arabic as L2. Mark had dedicated 13 years to studying Arabic, attaining a high level of oral proficiency, which made him an intriguing subject for investigation. The study's goal was to identify the key factors contributing to Mark's remarkable language learning achievements. Notably, Mark demonstrated exceptional motivation, autonomy, diligence, and discipline throughout his Arabic learning process. Drawing on his experience in learning to play the guitar, he applied similar principles to his language learning approach. Mark maximized every opportunity to practice Arabic, immersing himself in a language-rich environment by engaging with Arabic TV programs, Quran recitation, radio broadcasts, and recorded Arabic songs. To ensure the accuracy of his spoken Arabic, he rarely used expressions or phrases that he hadn't previously encountered in tapes or shows. Mark's unwavering discipline and immersive language practice culminated in an impressive achievement of native-like proficiency in Arabic.

In a subsequent study conducted by Arnold (2009), it was discovered that eight university students, who were native English speakers learning German, experienced significant achievements through extensive reading. The participants engaged in self-selected online reading materials as a means of challenging themselves in their L2 German learning. Interestingly, they actively sought out increasingly difficult texts to stimulate and inspire their language acquisition process. Remarkably, these learners, who participated in an extensive reading course for German as a foreign language with no teacher pre-selecting books, not only enhanced their reading skills but also experienced heightened motivation to read.

The impact of informal English media viewing on the English proficiency of 374 Flemish Dutch-speaking 6th graders with no formal English instruction was investigated by Kuppens (2010). A survey collected data on their use of English-language media, including subtitled/non-subtitled films and TV shows, music, internet surfing, chatting, and video games. Findings showed that listening to music and watching subtitled content were the most popular English activities. Boys spent more time on English video games and websites. Students who watched subtitled films and TV shows had higher test scores, especially among girls. Playing computer games also had a positive impact on scores, particularly in English to Dutch translation.

Muñoz (2011) studied with university students in Spain examining the impact of input on second language (L2) learning. Input was measured by the cumulative number of hours since the beginning of instruction, as well as the time spent in immersive contexts and informal language contact through activities like watching television and films, writing emails in English, and reading extensive texts. Correlation analyses revealed that both immersion exposure ($r = .34$) and informal language contact ($r = .25$) had a stronger influence on participants' English proficiency levels compared to the age of instruction onset ($r = .04$). These findings emphasize the importance of engaging in linguistically rich interactions with native speakers for effective language learning.

In a study directed by Chik and Breidbach (2011), the language learning backgrounds of 12 English learners from Hong Kong and four from Germany were examined. The study revealed that out-of-school contact with English played a crucial role for all participants. One student from the Hong Kong group highlighted the contribution of TV, stating that school helped with writing and reading while TV played a significant role in their language learning process illustrating the influential impact of extramural English (EE) on these learners. A clear connection between the learners' developing autonomy and their language learning encounters outside the classroom were also observed by the researchers.

An exploratory study carried out by Wu (2012) in Hong Kong investigates the relationship between beliefs about language learning (BALLs) and extracurricular language-learning activities among young adult ESL learners. A convenience sample of 324 ESL learners pursuing vocational education in Hong Kong participated in the study. The findings indicate that learners generally hold positive beliefs and engage in various out-of-class language-learning activities. Reading, formal learning, listening to English songs, watching films and television as well as speaking practices with others were the most frequently reported activities. There is a significant association between BALLs and the implementation of activities, with learners who perceive out-of-class language-learning activities as useful exhibiting more positive beliefs about their English learning. Moreover, learners who engage in these activities demonstrate more positive beliefs regarding learning spoken English and self-efficacy in learning English. In Hong Kong, the dominance of instrumental motivation among ESL learners is influenced by the contextual factors of English being a prestigious language associated with tangible rewards and power. Additionally, Confucian values of modesty and the fear of losing face contribute to the popularity of receptive skill-based activities, such as reading newspapers and watching TV, over productive skill-based activities involving face-to-face interactions and writing.

The significant impact of digital gaming on the language learning experiences of young individuals, emphasizing how these games empower learners to take charge of their own second language (L2) learning is highlighted by Chik (2013). The author suggests that an anticipated advancement in computer-assisted language learning (CALL) is the incorporation of L2 gaming into formal teaching and learning environments.

Sundqvist and Sylvén (2014) conducted a study with 112 4th-grade students in Sweden to examine their informal computer-based activities and the relationship between the time spent on these activities and English learning motivation. The researchers utilized a questionnaire and language diary to collect data on the students' engagement with English in informal settings. The findings revealed that despite their young age, the 4th-graders frequently engaged in language-related computer activities, with watching TV, playing video games, listening to music, watching films, and surfing the internet being the most popular activities in descending order. Consistent with previous studies, gender differences were observed in the frequency of engaging in these informal activities, with boys spending more time overall on informal activities, particularly playing video games and watching films, while girls spent more time surfing the internet in English. Sundqvist and Sylvén (2014) argued that boys seemed motivated by the competitive and interactive nature of these activities, such as the competitive aspect of video games and in-game interactions, whereas girls were driven by opportunities for social interaction, such as chatting and texting on social media platforms. Overall, the students displayed highly positive motivation for learning English, and speaking anxiety was found to be low among the Swedish young learners. Interestingly, frequent gamers reported lower levels of anxiety when speaking in English. Furthermore, it was noteworthy that the 4th-grade students in the study spent more time engaging with English informally than they did in formal school settings.

Zheng, Bischoff, and Gilliland (2015) investigated how vocabulary learning can occur in World of Warcraft, a massively multiplayer online role-playing game. The research involved two participants, one being a native English speaker and the other a university student from Japan. The study examined their interactions within the game, both as avatars and as individuals. Through a thorough analysis of a two-hour gameplay session conducted in English, the researchers identified instances where the Japanese player acquired new vocabulary. The Japanese player occasionally sought help from their English-speaking friend to understand unfamiliar words during avatar interactions. Furthermore, the quest descriptions within the game provided valuable opportunities for vocabulary learning. These findings emphasize the

potential of vocabulary acquisition through gameplay and the linguistic resources present within the game.

Sundqvist and Wikström (2015) conducted a study that focused on investigating the relationship between English vocabulary proficiency and extracurricular gameplay among ninth-grade students in Sweden. The researchers classified the participants into three distinct categories based on their engagement with gaming: individuals who didn't play games, those who played games moderately, and those who engaged in frequent gaming. The study involved a comparison of these groups across various factors, including the utilization of advanced vocabulary in essay writing, essay grades, performance in vocabulary tests, and final grades achieved in the subject of English. The results revealed that the frequent gamers group demonstrated a significantly higher usage of advanced words in their essays compared to the other groups. They were also the ones who managed to achieve the highest essay and final grades in English. Furthermore, a positive correlation was found between the amount of gameplay and vocabulary test scores, but this association was observed only among boys. The same could not be said for girls, likely because they played games less frequently than boys. The findings of the study support previous research by Carr and Pauwels (2006), indicating that boys may prefer language learning through games rather than traditional methods.

Chan's 2016 study looked at how learners might use popular culture and extracurricular activities to increase their autonomy as learners in the context of their own communities. Six exceptionally talented secondary school students participated in the study and actively engaged in extracurricular learning. Semi-structured interviews and language learning journals were used to gather information about the participants. It was discovered that they primarily engaged in self-initiated, interest-driven outside of class learning, which improved their academic performance and helped them internalize English learning for personal purposes, promoting learner autonomy. The study also reveals a reciprocal association between extracurricular learning and academic success because they both contribute to one another's development.

A study was conducted by Hannibal Jensen (2017) aiming to reveal the engagement of Danish young learners with English in informal spaces. The data of 107 Danish young learners aged between 8-10 were analyzed using a one-week language diary and vocabulary test to discover the nature of learners' involvement with English and whether these involvements were related to their vocabulary test scores. Emphasis was placed on gaming and TV viewing practices primarily, while the impact of other activities, including listening to music and visiting websites, was also within the scope of analysis. It was observed that listening to music was preferred by girls, followed by watching TV in English, whereas boys preferred gaming

practices, followed by watching TV. Significant differences were found in the frequency of gaming practices between genders, with boys being more involved in gaming. However, girls significantly spent more time listening to music. Vocabulary scores, on the other hand, did not differ between genders. The study also investigated the difference in vocabulary scores between early starters (age 8) and late starters (age 10) who had received nearly the same hours of formal English instruction in school due to a policy change in Denmark. It was found that early starters scored higher than late starters. The author argues that the difference in vocabulary scores between late and early starters might, in fact, stem from their involvement in informal activities. Late starters had more years to engage with English outside of the classroom, which supports the importance of spending time on informal activities in English. The study mainly focused on informal gaming practices and not only examined the time spent on games but also the various input types provided by the video games.

Peters (2018) carried out a study involving two groups of Dutch-speaking teenagers, aged 15-16 and 19, to examine the impact of out-of-school exposure on vocabulary knowledge. The study investigated various forms of exposure, including listening to music, watching television and movies with and without subtitles, playing computer games, reading books and magazines, and using the internet. The findings revealed that a larger proportion of the variance in vocabulary knowledge was explained by out-of-school exposure (13%) compared to the length of formal instruction (7%). This highlights the significant influence of out-of-school exposure on vocabulary acquisition.

Building on the previous research conducted by Peters (2018), Peters et al. (2019) expanded the study to include a larger sample of 138 Flemish learners of English and French as foreign languages in secondary and higher education. Unlike the previous research, this study also examined French vocabulary knowledge and out-of-class exposure to compare the results with English. Consistent with previous findings, males reported more frequent engagement with video games compared to females. Additionally, in line with other studies in the field, males generally had higher vocabulary scores than females, although this finding did not hold up in further analysis. Education level was also found to be related to vocabulary knowledge. The structural equation modeling revealed that playing video games in English had a significant impact on vocabulary knowledge for all participants, among other factors related to out-of-school involvement. This finding contradicted the previous study by Peters (2018) but aligned with other studies emphasizing the relationship between vocabulary knowledge and out-of-class engagement. Overall, these findings suggest a strong connection between informal language learning and successful L2 English acquisition.

The survey study of De Wilde, Brysbaert, and Eyckmans (2020) investigated the extent of English proficiency that children can achieve through informal out-of-school exposure before formal classroom instruction in English. The study had a secondary aim of identifying the types of input that contribute to children's informal language acquisition. The study involved 780 children who were Dutch speakers and aged between 10 to 12 years old. These participants underwent evaluations that assessed their proficiency in English receptive vocabulary, as well as their abilities in listening, speaking, reading, and writing skills. Questionnaires were used to collect information on learner characteristics and English exposure outside the school. The findings revealed significant language advancements in a considerable number of children, accompanied by notable individual differences. The most beneficial input types for language development were found to be gaming, social media usage, and speaking. These forms of interactive and multimodal inputs encompass language production. The study also found a significant link between the scores on the different language exams, suggesting that they basically assess the same aspect of ability.

De Wilde, Brysbaert, and Eyckmans (2022) assessed the English and French vocabulary knowledge of 110 Dutch-speaking youngsters (ages 10 to 12) in a study to support the idea that English can be learned inside and outside of the classroom. The kids were exposed to English outside of school, while they were given 100 hours of classroom-based French teaching. The study examined individual differences (such as gender and outside-of-school experience) as well as word-related variables (such as concordance, frequency, and language). The findings demonstrated the effectiveness of contextual language learning by demonstrating that the children's vocabulary in English was greater than in French. Word learning was influenced by exposure, word frequency, and cognateness. The study focuses on the necessity of extracurricular exposure to support in-class language learning.

Brevik and Holm (2023) from Norway led a study investigating the relationship between informal and formal language teaching and learning in two L2 English classes taught by the same teacher. This study is one of the most recent to explore the connection between English outside the classroom and at school. The study focuses on a technological experiment called the Time Traveller that was carried out in a secondary school in Norway. Data was gathered over a three-week period, and it showed two substantial connections between students' use of English outside of the classroom—primarily through social media and online gaming—and the teacher's ability to create activities that increased students' existing affinity space. As a result, students were more frequent and confident in their use of English in class.

2.5. Defining Extramural English

The term ‘Extramural English’, what it embodies in study and practice, has always been part of SLA research. From 1981 when Bialystok put forward her argument concerning L2 learning process as in “the most functional situation would likely occur outside the classroom, in a natural setting, where conveying the message is the only essential goal of the language occasion” to Sundqvist in 2009 when she actually coined the words ‘extramural’ and ‘English’ to create an umbrella term to refer to any voluntary, incidental or accidental English as L2 outside the boundaries of a school classroom in her doctoral dissertation. She gives a detailed account of how she created the term:

Originally, Moira Linnarud, professor emerita, Karlstad University, suggested that I use the term *extramural input in English*, which I also did for some time. Then, inspired by Sylvén’s (2006) terminology, I changed it into *extramural exposure to input in English*. However, both these terms which I previously used failed to include the concept of output. Furthermore, I realized that *exposure* often has negative collocations and implies passivity. Thus, I eventually decided on *extramural English*, a term which covers aspects of both input and output and, hopefully, a term which is free of negative connotations and collocations (Sundqvist, 2009, p.25).

In Benson’s words (2001), this phenomenon would be stated as “any kind of learning taking place outside of the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning” (p.62)

In the research field related to learning foreign languages outside the classroom, various terms, some of which are already mentioned above, are adopted, including "out-of-class/school learning," "informal learning," "learning in the wild," or "language beyond the classroom" (Reinders & Benson, 2017, p.560). The specific term used depends on the particular context in which the learning takes place. For example, "out-of-class/school learning" refers to learning that occurs outside the traditional classroom setting. This term implies that the learner engages with the foreign language during an activity of personal interest, but with the intention of learning the language (Benson, 2013; Sundqvist & Sylvén, 2016).

The umbrella term "extramural English" (EE) will be used for this particular study, which refers to contact with the English language outside the compulsory educational setting of the classroom. Sundqvist (2016) emphasizes that the concept of EE is based on learner motivation, frequency of contact, and learner initiative, rather than being teacher-driven. It is important to note that the intention behind the contact with the English language does not necessarily have to be focused on learning English; it can be incidental or motivated by a specific interest or

activity, which is where it slightly differentiates itself from out-of-class learning. Given the properties of today's youth, there are numerous intentional or unintentional encounters with the English language, such as watching TV series or movies, searching for information online, watching YouTube videos, playing video games on different platforms (computer, console, handheld, etc.) or board games, following influencers on social media platforms, listening to music, or reading books in English (Sundqvist & Sylvén, 2016). Activities like reading song lyrics while listening to songs or reading subtitles for TV series to aid in better understanding are also acknowledged as highly beneficial (Socket, 2013).

In a nutshell, "extramural English" or 'EE' for short captures the essence of L2 learning outside the language classroom, emphasizing learner-driven encounters with the English language in various real-world contexts. It recognizes the significance of motivation, frequency of contact, and learner initiative in language acquisition and underscores the vast array of intentional and unintentional encounters with English that shape today's contemporary language learning experiences. Consequently, all OOC English studies that have been covered previously in this study could be labelled as EE studies as well.

2.6. A Selection of Recent EE Studies: The Last Decade

Recent research has unveiled the multi-sided impact of extramural English engagement on language learning and motivation, highlighting the significance of recognizing and integrating these activities into language education. Avello et al. (2019) focused on students' perceptions of extramural English use, comparing undergraduates in English-medium (EMI) and native language (non-EMI) programs over five academic years. Their findings illuminated differences in extramural engagement and international career prospects perception, with reading and watching English-language films contributing to a global mindset. Fajt (2021) underscored the importance of extramural English activities in foreign language teaching and learning, particularly among Hungarian secondary school students, revealing positive attitudes and potential motivation enhancement. These studies collectively emphasize the need to tap into extramural resources for improved learning outcomes.

Expanding on this notion, Warnby (2022) delved into the correlation between extramural English exposure and academic vocabulary knowledge among Swedish upper-secondary students. Activities like reading and media consumption were identified as contributors to academic vocabulary growth, accentuating the value of incorporating extramural engagement for vocabulary acquisition. Jensen & Lauridsen (2023) explored teachers' perceptions of the impact of extramural English exposure on early language learning, revealing favorable attitudes

toward vocabulary development through activities like watching YouTube videos. Challenges involving digital games and student expectations were acknowledged, necessitating enhanced teacher education to harness the benefits of extramural engagement more effectively. Additionally, Korp et al. (2018) investigated motivational strategies in classroom activities with extensive extramural English interactions, emphasizing the significance of authentic materials and digital technologies to inspire motivation and create impactful learning environments.

Further insights into the influence of extramural English engagement and its implications have emerged from diverse contexts. Jensen (2017) conducted a study investigating the impact of extramural contact with English on young Danish learners. Preliminary findings highlighted the considerable influence of gaming on children's English learning, indicating the potential benefits of certain activities. Liu et al. (2016) examined the perspectives of Chinese undergraduates on English Language Teaching (ELT) in China, revealing motivations to learn English for future work and global connections, despite challenges in finding opportunities to use the language. These challenges resonate with the growing importance of extramural English engagement, bridging the gap between classroom and real-world language use. Olsson & Sylvén (2015) extended the exploration to content and language integrated learning (CLIL), comparing the extramural English usage of CLIL and non-CLIL students. While CLIL students exhibited greater engagement, especially among males, progress in academic vocabulary use was not always proportionate. Sundqvist & Olin-Scheller (2013) highlighted the challenge of maintaining relevance in EFL classrooms due to emerging informal out-of-school language learning settings driven by the media landscape. These studies collectively underscore the need to address the impact of extramural English engagement across various contexts and its influence on motivation and language learning outcomes, urging educators to adapt to this evolving landscape for more effective language education.

2.7. EE and OOC English Studies from Türkiye

EE studies are short in supply in the context of Turkish EFL/ESL scene and there are only a handful of investigations concerning English that Turkish students are engaged with outside the classroom. A primary example comes from Inozu et al. (2010) investigating 309 freshman ELT students' tendencies towards out-of-class activities and materials. It was found that students commonly used dictionaries, the internet, and listened to music for out-of-class language learning. The primary reasons behind their choice of these activities were related to academic success and concerns. However, the study also revealed that students rarely engaged

in speaking activities. The reasons cited by students for this lack of speaking practice included anxiety and a lack of confidence.

In a research study by Ekşi and Aydın (2013) done with university preparatory students, the researchers aimed to explore the extent of out-of-class language learning activities among the students. The findings indicated that students reported minimal engagement in out-of-class language learning activities, primarily due to reasons such as lack of time and energy. However, the activities they did participate in mostly involved receptive language skills, such as listening to music and watching movies. Similar to the previous study by İnözü, Şahinkarakaş, and Yumru (2010), the students in Ekşi and Aydın's study also demonstrated limited involvement in speaking and writing activities. This consistency across studies suggests a common pattern of passive language learning preferences among students, with a tendency to prioritize receptive skills over productive ones in out-of-class language learning.

For his investigation focusing on speaking, Coşkun (2016) approached university-level learners who were asked to select a speaking activity to engage in outside of the classroom. Through weekly interviews and a concluding survey, the study explored the chosen activities, the participants' motivations, and the perceived benefits. The findings revealed that the students initiated speaking activities such as role-playing games, continuous story games, radio programs, and live streaming online. The participants expressed positive reactions and reported various advantages gained from these self-invented speaking games. These findings provide insights into learners' preferences for informal activities that offer enjoyment, challenge, and meaningful communication. The findings are consistent with earlier research that also emphasized the popularity of leisure activities like watching TV and movies, playing video games, listening to music, and reading websites.

In a parallel study, 292 high school students in a public school who were taking English were examined for their EE activities by Coşkun and Mutlu (2017). The goal of the study was to find out how frequently the four major learning activities—reading, writing, listening, and speaking—occur outside of the classroom. The research found that students in high school, notably those in grades 9 to 12, rarely engaged in speaking, writing, and reading activities. They did, however, occasionally participate in listening activities, with a moderate frequency. Reading was found to be as the second most frequent activity, followed by speaking and writing. The data were also analyzed in terms of gender, revealing that girls generally engaged in more out-of-class activities than boys. Girls, particularly, were reported to show higher frequencies of reading, writing, and speaking activities compared to boys, while both genders engaged in listening activities to a similar extent. The study's findings indicated that students

within the research sample exhibited a higher frequency of engagement in activities related to receptive language skills, such as listening and reading, as opposed to activities requiring productive language skills, such as speaking and writing. Furthermore, the extent of extramural activities were observed to be inadequate by the researchers.

In the years to follow, Orhon (2018) investigated the activities carried out by 109 university students. The findings revealed that the most preferred out-of-class activities were watching movies, videos, and listening to songs. On the other hand, talking in English with family members and engaging in writing activities were reported as the least preferred activities. Similarly, in a study by Cengizhan (2019) involving 245 university students, the frequency of out-of-class language learning activities was investigated. Consistent with previous research, the study found that students predominantly engaged in activities such as listening to songs and watching series or movies in English. Additionally, the study highlighted that students also surfed the internet in English. Conversely, activities such as playing online games that require speaking in English and reading English newspapers were reported as the least frequent.

Another example is the study conducted by İnci (2021) in which consistent patterns regarding the involvement in online informal activities were reported among Turkish EFL learners. Similar to Cengizhan's (2019) study, listening to songs in English was the most popular activity among the participants. It was followed by watching TV series and films. However, there was a difference in the preference for playing video games between the two studies. While ELT students in Cengizhan's study played video games less frequently, it was the third most preferred activity among İnci's sample of middle and high schoolers. It is worth noting that in İnci's study, females spent significantly more time engaging with English beyond the classroom, which was a somewhat surprising finding.

The most recent study that aimed to explore connections between EE engagement, second language anxiety, and communication apprehension (CA) was undertaken by Uztosun & Kök (2023). A survey involving 252 L2 English learners at a Northern Türkiye state university was conducted, including EE activity questions alongside anxiety and CA scales. Results indicated negative links between EE engagement and anxiety, with specific associations for different activities. EE engagement predicted lower anxiety and CA levels, particularly for listening and speaking. These findings suggest that active EE participation could significantly reduce negative emotions and enhance positive learning states in second language acquisition.

CHAPTER III

METHODOLOGY

3.1 Introduction

This chapter of the study covers the research design and its procedure, followed by the setting and samples. How the data was collected and analyzed are also given in detail.

3.2 Research Design

This study aims to investigate the relationship between the frequency of extramural activities of university-level preparatory students and their academic success as reflected in test results. This is approached quantitatively. Additionally, the study delves into the reasons and motivations — the "hows," "whys," and "why nots" — underlying students' tendencies towards these activities using a qualitative method. This mixed-methods approach aligns with Fraenkel et al.'s (2012) assertion that research can effectively combine the use of numerical data (tending toward quantitative analysis) with in-depth information-gathering methods characteristic of qualitative studies within a single research framework. The researcher sets out to find a correlation between successful English learning students' test scores and how they occupy themselves in English outside the school curriculum.

Furthermore, the study is founded upon the principles of a survey design (Creswell & Creswell, 2017), which incorporates elements of both quantitative and qualitative data sets as its goal was to gather numerical data through a Likert-type scale and open-ended questions where respondents were allowed to provide more detailed and nuanced responses (Brown & Rogers, 2002; Dörnyei & Dewaele, 2022). The research was non-experimental in nature, and descriptive in its aim to determine whether a parallel existed between out-of-class English experiences and English test scores among EFL preparatory level students. Additionally, the study aimed to identify out-of-class practices that were associated with successful exam scores, as well as examine the experiences of these students and how their practices could be implemented in class.

One could argue that out-of-class practices of each and every student is unique, thus adopting an all-qualitative design would best unearth the individual differences among students. But according to Sundqvist (2011) using quantitative methods in research allows for comparisons to be made between different groups of language learners, such as their engagement with English outside of the classroom, their backgrounds, and other related variables. Therefore, a survey design fits well with the research questions and the setting, as it incorporates both qualitative and quantitative elements (Rubin & Babbie, 2016).

3.3. Settings and Participants

3.3.1. Setting: Every year, the language program is structured into 4 modules that correspond to the CEFR portfolio levels A1 to B2, with each module consisting of 8 weeks at the School of Foreign Languages in a state university in the southern Marmara region of Türkiye where the research took place. The said modular system provides students with the flexibility to progress to higher modules without completing the subsequent module, or even complete their preparatory education in the middle of the academic year if desired. Conversely, if students are unable to advance, they experience failure in the same module and must repeat it for an additional 8-week period. To foster English proficiency, the outcomes of the Core English, Reading, Writing, Listening, and Speaking courses have been aligned with the Common European Framework of Reference for Languages (CEFR) and incorporated into the exam system. The regular 24-hour weekly instruction is supplemented with 2 pop-quizzes, a midterm, and a final exam for each module. Furthermore, alternative assessment methods such as portfolios consisting of presentations (in-class or video), online practices or a progress test. The minimum passing grade for each module is set at 60 out of 100, and students' grades are determined based on their performance in various exam and assessment formats, as demonstrated in Table 1 below.

Table 1

Distribution of exams and their ratio for each module

Exam/Assessment Type	Ratio
Midterm	30%
Quiz	15%
Portfolio (in-class/video presentation, progress test/online practices)	15%
Module Final Exam	%40

3.3.2. Participants and Sampling Method: At the beginning of the school year 2022 - 2023, a placement test was administered to 524 enrolled students. Out of these students, 115 were successfully placed in A2 level classes. The initial 8 weeks of the term are typically occupied with students facing accommodation and adaptation issues. Thus, in order to gather information about students' extramural engagements in English, the students were approached immediately after completing their A2 level classes, assuming they had become accustomed to

their new environment and had engaged in English practices outside of school. The researcher employed criterion sampling by intentionally selecting only those students who were initially placed in A2 level classes based on their performance on the placement test as the criterion (Creswell, 2014). Of these participants, 35 (% 40.7) were female and 51 (% 59.3) were male. The students were enrolled in three different faculties, and their ages ranged between 17 and 26.

Study Group

Table 2

Characteristics of the Study Group

Variables	Category	N	%
Gender	Female	35	40.7
	Male	51	59.3
	Total	86	100
Faculty	Engineering	46	53.5
	Economics and Administrative Sciences	35	40.7
	Art and Design	5	5.8
	Total	86	100

3.4. Instrumentation

The researcher employed two data collection tools: a Likert Type Scale and a semi-structured questionnaire. The way they were implemented are as follows.

3.4.1. Extramural English Use Scale: For the research, a Likert type scale (See Appendix) which was developed by Coskun & Mutlu (2017) was put into practice after having the researchers' consent. The validity and reliability of the instrument were already ensured, it was also assessed by two experts in the ELT field. The scale consists of 34 items under 4 sub-headings that refer to 4 main skills (reading, writing, listening, speaking) with ratings as follows: 1 (never), 2 (rarely), 3 (sometimes), 4 (often) and 5 (always). In the original study, the Cronbach alpha reliability coefficient was obtained as 0,90, 0,85, 0,79, 0,84 for reading, writing, listening and speaking dimensions respectively. As a whole, the value was 0,95. In the current study, the obtained reliability values for the scale sub-dimensions are presented in Table 3.

Table 3*Reliability of Extramural English Scale in the current study*

<i>Factors</i>	<i>Cronbach Alpha</i>
Reading	.75
Writing	.70
Listening	.75
Speaking	.68
Total	.89

In the current study, the Cronbach alpha reliability coefficient was obtained as .75, .70, .75, .68 for reading, writing, listening and speaking dimensions, respectively. Additionally, the Cronbach alpha reliability coefficient obtained for the whole scale was .89. Based on these values, it can be concluded that the scale is sufficiently reliable.

The scale underwent a single modification in the present study, specifically the addition of 'manga' to the 6th item within the reading section. Initially, the item read as 'I read English comics.' The researcher made this modification in response to the observed popularity of manga among students, recognizing the necessity to include this medium in the scale.

3.4.2 Interview Form - Students' Extramural English Experiences: Qualitative data were obtained through the means of an interview form (see Appendix 5), which consists of 3 open-ended questions as an attempt to complement the survey with more in-depth information after the students' passing grades from B1 to B2 were revealed. The questions were prepared in accordance with expert opinions. The first batch of questions focused on gaining a deeper insight of the EE activities of the students and then were sent to two expert researchers for feedback. The first expert was the developer of the scale used in this study, and the other had expertise in assessment and evaluation. After their feedback was obtained, the interview questions had to be revised accordingly. From a more general perspective, the questions were narrowed down to a point where they sought after the whys and why nots of the received survey results. From 9 questions (see Appendix 6), most of which were sole repetitions of the other questions, 3 most inquisitive ones were selected. The questions explored three themes: EE engagement based on 4 skill areas, the impact of EE activities on academic performance and recommendations of EE activities from students. By the help of these questions, the researcher was able to obtain thick and rich data (Punch, 2009).

3.5 Role of the Researcher

In this section, a comprehensive understanding of the researcher's role, accompanied by an exploration of the researcher's background and experiences, will be provided to offer insight into the motivation behind the current study.

3.5.1 Background of the Researcher: With experience teaching English across diverse settings and age groups, the researcher has actively engaged in teaching for over a decade. In the past seven years, the researcher has focused on instructing preparatory-level students in higher education. In the role of an advisor teacher throughout the academic year, the researcher has consistently encouraged students to engage in English-related activities beyond the classroom.

To foster this environment, the researcher has curated and decorated his office (refer to Appendix 7) at the school. The office is designed to inspire such activities and is adorned with posters, maps, pop culture artifacts, magazines, and video game consoles as the researcher himself has been involved in serious gaming for years. Additionally, the researcher has diligently collected English manga, graphic novels, and National Geographic Magazines, sharing items from this collection with their students. The office bears several similarities in its features to the metaphoric EE house mentioned in Sundqvist's 2009 article (p.72).

3.5.2 Researcher's Motivation to Study the Current Topic: In 2022, while preparing a research article for his research methods class based on the video game 'Genshin Impact,' the researcher conducted interview sessions with five of his students in his office. During these sessions, they played the game together and engaged in discussions about it. The researcher was struck by the proficiency exhibited by the students as they effortlessly employed the game's vocabulary in their conversations.

This experience piqued the researcher's interest in the potential positive impact of video games on English language development. Since then, it has served as the catalyst for studying the voluntary and enthusiastic English language activities pursued by students.

3.6 Data Collection Procedure

On the day of data collection in the second half of January 2023, 94 students were available. All of them completed the extramural engagement scale with the guidance of their advisor teachers. The completion of the extramural engagement scale took place after A2 finals. Eight weeks later, most of these students completed the B1 module, and their test score charts were obtained from the school management. Their total passing grades were taken into account for their success ratios. Eight students were subsequently excluded from the dataset due to low

grades leading to failure in the B1 module or dropping out before its completion. Ultimately, the study included 86 students who successfully completed the B1 module and participated in the survey alongside their exam results.

The interviews were conducted after the analysis of the quantitative data. For the distribution of the interview forms, the students were approached through WhatsApp groups, and phone calls as most of them were deemed exempt upon their completion of the B1 module after taking part in the school's exemption test. The rest of the students continued their studies in the B2 module but were all sent home for the courses had to be carried out online after the earthquake. The question forms were then sent to the selected students according to their combined test and survey results (5 students from 3 different grade tiers – low, medium, high) via e-mail after their consents were taken. They were given a week to complete their questions as detailed as possible during March 2023. Upon completion, the students were asked to upload their answers on Google Classroom. After obtaining students' answers, some students were asked to clarify, elaborate, and edit their answers. Out of 15 students, 3 had to be eliminated from the study due their insufficient answers.

3.7 Data Analysis

The study utilizing a mixed-method approach, quantitative and qualitative components both used various data analysis techniques. The scales and sub-dimensions utilized in the quantitative portion of the study were assessed for their lowest, maximum, and average values using Cronbach Alpha as the method of choice to assess reliability levels. The questionnaire form, which consists of 34 items with five-point Likert scales each and three questions about the participants' demographics (name, age, and department), was administered to 86 students to begin the data collection procedure. The SPSS 26.0 package program was used to examine the data that had been gathered.

The first point to be checked was if the data collected had a normal distribution. The Skewness and Kurtosis values were used as indicators for this evaluation. Skewness and Kurtosis values in the range of ± 1 are optimal in terms of the normal distribution, and if they are in the range of ± 2 they are acceptable (George & Mallery, 2003). The results showed that the data displayed a normal distribution for the relevant variables.

Table 4*Normality Test Result*

Variable	N	Skewness	Kurtosis
Reading	86	.049	-.210
Writing	86	-.298	.118
Listening	86	.789	-.194
Speaking	86	.789	.478
Total	86	.283	-.339

As seen in Table 4, the skewness and the kurtosis values were the range of ± 1 . Since the data exhibited normal distribution, independent t-test analyses were conducted for the gender variable. One-way analysis of variance (ANOVA) was conducted for the variables of faculty and academic success level. For students' engagement in extramural activities, percentage, frequency, and mean analyses were conducted.

The 5-point Likert scales used in the study are rating scales that range from 1 to 5. These scales are divided into five equal parts, and scores are assigned based on group intervals. To calculate these scores, the highest possible score is subtracted from the lowest score, and the result is divided by the number of intervals or groups. In this way, score ranges corresponding to each response option are determined. For instance, "Never" corresponds to scores between 1.00 and 1.79, "Rarely" falls within the range of 1.80 to 2.59, "Sometimes" covers scores between 2.60 and 3.39, "Often" is associated with scores ranging from 3.40 to 4.19, and "Always" encompasses scores from 4.20 to 5.00 (Büyüköztürk et al., 2011).

For qualitative portion of the study, the researcher used content analysis as a technique to examine the information obtained from the interviews. Developing themes, categories, and codes to reflect a text's major concepts is a systematic method known as content analysis (Büyüköztürk et al., 2020). The goal of content analysis is to reveal patterns and associations among ideas that can clearly capture the insights obtained from the interviews (Yıldırım & Şimşek, 2018).

Microsoft Word was used to transcribe the data extracted from the interviews and the document was later subjected to analysis through a qualitative data analysis tool. In the initial phase, the information in the document was tagged with descriptive codes. These codes were subsequently examined to identify shared elements, which were subsequently organized into categories. Following that, a reassessment of the data was conducted to ensure accurate allocation of codes to their respective categories and themes, with necessary adjustments being

made when deemed appropriate. The themes and categories were then analyzed by a specialist in curriculum and instruction to confirm the study's coding reliability, the researchers' analyses' agreement with one another was checked, and the percentage of agreement was calculated (Miles and Huberman, 1994). An agreement percentage of 92% was reached in this calculation. The researchers finally came to an agreement on the codes that revealed conflict. This cooperative effort helped to clear up any points of contention and strengthened the accuracy and thoroughness of the data analysis, thereby improving the study's overall quality.

The most frequented code words were used to form word clouds, “visual presentations of a set of words, typically a set of tags, in which attributes of the text such as size, weight or color can be used to represent features (e.g., frequency) of the associated terms” (Havley & Keane, 2007). Word clouds also save the researcher quite a great deal of time as they map the most common ideas and terms in a fashion where they are easily noticed for further investigation which helps the process of qualitative data analysis of open-ended survey questions (DePaolo & Wilkinson, 2014). Word clouds were created on the WordArt website (Word Cloud Generator, n.d.).

CHAPTER IV FINDINGS

In this chapter, the findings will be presented in accordance with the research questions (RQs) in an orderly fashion.

4.1. RQ 1. How often do B1 level university preparation students engage in extramural activities based on the areas of reading, writing, speaking, and listening?

Table 5

Mean and standard deviation scores for the four skill areas investigated in the scale

Dimensions	\bar{X}	SD
Reading	2.83	.62
Writing	2.27	.64
Listening	3.59	.64
Speaking	2.43	.76
Total Score	2.82	.54

Table 4.1 shows an overview of how students performed in each dimension, namely the four skill areas in English. Interpretation of the results in the table are as follows:

Reading Dimension:

Average Score: 2.83

Standard Deviation (SD): 0.62

The average score of 2.83 suggests that, on average, students have a moderate level of engagement in extramural activities related to reading. The relatively low standard deviation (0.62) indicates that the scores are clustered around the average, with not much variability. This implies that most students have somewhat similar levels of engagement in reading-related activities.

Writing Dimension:

Average Score: 2.27

Standard Deviation (SD): 0.64

The lower average score of 2.27 tells the researcher that students have a slightly lower level of engagement in extramural activities related to writing compared to reading. The standard deviation of 0.64 indicates a similar pattern of moderate variability in scores.

Listening Dimension:

Average Score: 3.59

Standard Deviation (SD): 0.64

The highest average score of 3.59 indicates a relatively higher level of engagement in extramural activities related to listening. The standard deviation of 0.64 suggests that while the average score is higher, there is still some variability in students' responses.

Speaking Dimension:

Average Score: 2.43

Standard Deviation (SD): 0.76

The average score of 2.43 suggests a moderate level of engagement in extramural activities related to speaking. The higher standard deviation of 0.76 indicates more variability in students' responses compared to the other dimensions.

Total Score:

Average Score: 2.82

Standard Deviation (SD): 0.54

The average total score of 2.82 indicates a moderate overall level of engagement in extramural activities across all dimensions. The lower standard deviation of 0.54 suggests that the total scores are relatively less spread out, indicating a certain consistency in students' overall engagement levels.

In summary, as the results suggest students show higher engagement in activities related to listening, moderate engagement in reading and speaking, and slightly lower engagement in writing. Here is an order of the dimensions based on average scores, from higher to lower:

Listening (3.59) > Reading (2.83) > Speaking (2.43) > Writing (2.27)

In the next 4 tables, all dimensions with their items will be assessed according to each of their average scores.

Table 6*Mean and standard deviation scores of the items in the reading section of the scale*

			1	2	3	4	5	X	Result
Reading	1-I play online video games that I think contribute to my English reading skills	f	26	34	19	7	0		
		%	30,2	39,5	22,1	8,1	-	2,08	Rarely
	2-I read literary works in English (e.g., stories/novels)	f	36	20	20	7	3		
		%	41,9	23,3	23,3	8,1	3,5	2,08	Rarely
	3-I use smart phone applications that I think contribute to my English reading skills	f	31	32	15	8	0		
		%	36,0	37,2	17,4	9,3	-	2,00	Rarely
	4-I read English newspapers/magazines	f	1	4	27	35	19		
		%	1,2	4,7	31,4	40,7	22,1	3,78	Often
	5-In social life, I read English texts that I do not understand and learn new words	f	5	17	28	27	9		
		%	5,8	19,8	32,6	31,4	10,5	3,21	Sometimes
6-I read English comics/manga	f	4	21	21	26	14			
	%	4,7	24,4	24,4	30,2	16,3	3,29	Sometimes	
7-I read English texts on different websites	f	14	19	28	15	10			
	%	16,3	22,1	32,6	17,4	11,6	2,86	Sometimes	
8-I read English texts on social media (e.g., Facebook)	f	14	14	18	21	19			
	%	16,3	16,3	20,9	24,4	22,1	3,20	Sometimes	
9- I read English manuals and product descriptions	f	14	11	28	20	13			
	%	16,3	12,8	32,6	23,3	15,1	3,08	Sometimes	
10-On the Internet, I use search engines in English	f	13	25	26	17	5			
	%	15,1	29,1	30,2	19,8	5,8	2,72	Sometimes	
Total								2,83	

Upon close inspection of the items in the reading dimension of the EE scale, item 4 “I read English newspapers/magazines” holds the highest mean score (3.78) followed by the sixth item “I read English comics/manga” with a mean score of 3.29. On the other hand, the lowest average scores are distributed among items 3 (2.00) and 2 (2.08) respectively with a mere .08 difference, which are about ‘using smartphone applications to foster English reading skills’ and ‘reading literary works of English such as stories and novels’.

One could imply from the reading results that the higher scores for reading newspapers/magazines and comics/manga might mean that students show a tendency towards engagement in reading for practical or leisure purposes rather than focusing on more structured activities like using apps for language learning or reading literary pieces.

Table 7*Mean and standard deviation scores of the items in the writing section of the scale*

			1	2	3	4	5	X	Result
Writing	1-I keep an English diary	f	68	8	7	2	1		
		%	79,1	9,3	8,1	2,3	1,2	1,37	Never
	2-I write English comments on foreign social sharing platforms	f	25	26	21	9	5		
		%	29,1	30,2	24,4	10,5	5,8	2,34	Rarely
	3-I write English e-mails	f	41	26	12	6	1		
		%	47,7	30,2	14,0	7,0	1,2	1,84	Rarely
	4-I send English messages to my friends (e.g., SMS/WhatsApp)	f	10	23	30	17	6		
		%	11,6	26,7	34,9	19,8	7,0	2,84	Sometimes
	5-I write to native English speakers via the Internet	f	22	25	24	11	4		
		%	25,6	29,1	27,9	12,8	4,7	2,42	Rarely
6-I write English stories/compositions	f	43	18	16	7	2			
	%	50,0	20,9	18,6	8,1	2,3	1,92	Rarely	
7-I play online video games that I think contribute to my English writing skills	f	22	21	15	17	11			
	%	25,6	24,4	17,4	19,8	12,8	2,70	Sometimes	
8-I use smart phone applications that I think contribute to my English writing skills	f	18	17	23	19	9			
	%	20,9	19,8	26,7	22,1	10,5	2,81	Sometimes	
Total								2,27	

Out of 8 items in the writing dimension of the EE scale, close scores among items 4, 8 and 7 are noticeable. The highest score (2.84) is associated with item 4, which is “I send English messages to my friends (e.g., SMS/WhatsApp)”. Item 8 with the statement “I use smart phone applications that I think contribute to my English writing skills” holds a score of 2.81, followed by item 7 (2.70) “I play online video games that I think contribute to my English writing skills”.

A conclusion that students seem to favor more interactive and technology-based approaches to English writing can be drawn from these results. The preference for sending English messages to friends, utilizing smartphone apps, and engaging with online video games to improve writing suggests that practical, dynamic, and socially oriented activities resonate more with students than traditional writing exercises seen in items such as keeping an English diary (item 1) or writing stories or compositions in English (item 6).

Table 8*Mean and standard deviation scores of the items in the speaking section of the scale*

Items		1	2	3	4	5	X	Result
		1-I speak with native English speakers via the Internet	f	20	25	26	12	3
	%	23,3	29,1	30,2	14,0	3,5	2,45	Rarely
2-I speak English with my friends	f	11	21	37	12	5		
	%	12,8	24,4	43,0	14,0	5,8	2,76	Sometimes
3-I speak English with foreign tourists in social life	f	11	20	31	14	10		
	%	12,8	23,3	36,0	16,3	11,6	2,91	Sometimes
4-I attend an English course to have speaking practice	f	53	12	7	10	4		
	%	61,6	14,0	8,1	11,6	4,7	1,84	Rarely
5-I participate in overseas programs to improve my English-speaking skills	f	63	12	4	4	3		
	%	73,3	14,0	4,7	4,7	3,5	1,51	Never
6-I play (online) video games that I think contribute to my English-speaking skills	f	26	10	16	22	12		
	%	30,2	11,6	18,6	25,6	14,0	2,81	Sometimes
7-I use smart phone applications that I think contribute to my English-speaking skills	f	18	19	24	15	10		
	%	20,9	22,1	27,9	17,4	11,6	2,77	Sometimes
Total							2,43	

The speaking part of the EE scale has 4 items which are rather close in scores. Starting from the highest, they are item 3 “I speak English with foreign tourists in social life”, item 6 about students’ engagements in video games, item 7 about using smart phone applications and item 2 about using English in their circle of friends, scores being 2,91, 2,81, 2,77 and 2,76 respectively.

As the items suggest, students show a tendency to speak English with foreign tourists in social situations. While video games, smartphone apps, and conversations within their circle of friends also contribute to spoken English practice, they appear to be slightly less significant in comparison. Varying degrees of language engagement across different contexts emphasize the role of real-world situations in influencing language use.

Table 9*Mean and standard deviation scores of the items in the listening section of the scale*

Items		1	2	3	4	5	X	Result
Listening	1-I watch English movies/ series/animations in Turkish subtitles	f 6	6	7	21	46		
		% 7,0	7,0	8,1	24,4	53,5	4,10	Often
	2-I watch English movies/series/animations with subtitles	f 5	11	10	16	44		
		% 5,8	12,8	11,6	18,6	51,2	3,97	Often
	3-I watch English channels	f 5	17	19	24	21		
		% 5,8	19,8	22,1	27,9	24,4	3,45	Often
	4-I watch English videos and clips (e.g., YouTube)	f 1	5	13	36	31		
		% 1,2	5,8	15,1	41,9	36,0	4,06	Often
	5-I listen to English radio	f 45	15	10	7	9		
		% 52,3	17,4	11,6	8,1	10,5	2,07	Rarely
	6-I listen to English music	f 1	5	1	25	54		
		% 1,2	5,8	1,2	29,1	62,8	4,47	Always
7-I listen to the lyrics of English songs and learn their meanings	f 1	5	21	25	35			
	% 1,2	5,8	24,4	29,1	39,5	4,00	Often	
8-I play (online) video games that I think contribute to my English listening skills	f 15	15	19	19	18			
	% 17,4	17,4	22,1	22,1	20,9	3,12	Sometimes	
9-I use smart phone applications that I think contribute to my English listening skills	f 15	13	23	17	18			
	% 17,4	15,1	26,7	19,8	20,9	3,12	Sometimes	
Total							3,59	

The listening dimension of the scale has the highest total mean score of all the dimensions included. Item 6 receives the highest mean score of 4.47 out of all the items in the scale, pointing out the fact that listening to English music is indeed the most engaging EE activity among students. It is followed by item 1 which is about watching movies, series and animations in English with their Turkish subtitles, with a score of 4.10. The third highest ranking item is about watching videos and clips in English. It can be stated that online video streaming platforms like YouTube are frequented by students.

The lowest score (2.07) goes to item 5, that is “I listen to English radio”. Judging by students’ answers on the scale, listening to English music is not something done on the radio by the students.

4.1.1. RQ 1.1. Are there any gender-related differences in the types and frequencies of these activities? To determine whether there was a significant difference in students' engagement in extramural activities based on gender variable, an independent t-test was conducted, and the results are presented in Table 3.

Table 10

t-test analysis results based on the gender variable

Dimensions	Gender	N	X	ss	t	df	p
Reading	Female	35	2,84	,70	.154	84	.27
	Male	51	2,82	,57			
Writing	Female	35	2,25	,63	-.300	84	.86
	Male	51	2,29	,66			
Speaking	Female	35	2,32	,72	-1.140	84	.85
	Male	51	2,51	,78			
Listening	Female	35	3,81	,50	2.799	84	.06
	Male	51	3,44	,68			
Total Mean Score	Female	35	2,85	,50	.474	84	.21
	Male	51	2,79	,57			

According to the data in Table 10., students' engagement in extramural activities do not differ in terms of reading, writing, speaking, listening and total mean score by gender variable [$p > 0.05$].

4.1.2. RQ 1.2. Are there any department related differences in the types and frequencies of these activities? ANOVA test was conducted to determine whether there was a significant difference in students' engagement in extramural activities based on faculty variable, and the results are presented in Table 11.

Table 11

ANOVA test results based on faculty variable

Dimensions	Faculty	n	X	SD	S.V.	Sum of Squares	DF	Mean Squares	F	p
Reading	Engineering	46	2,80	,56	Between G.	,263	2	,132	,331	.71
	EAS	35	2,88	,70	Within G.	32,958	83	,397		
	Art-Design	5	2,66	,64	Total	33,221	85			

	Total	86	2,83	,62					
Writing	Engineering	6	2,17	,616	Between G.	1,097	2	,549	1,312 .27
	EAS	25	2,40	,66	Within G.	34,705	83	,418	
	Art-Design	17	2,37	,77	Total	35,802	85		
	Total	243	2,27	,64					
Speaking	Engineering	6	2,32	,623	Between G.	2,004	2	1,002	1,760 .17
	EAS	25	2,61	,88	Within G.	47,257	83	,569	
	Art-Design	83	2,20	,87	Total	49,262	85		
	Total	243	2,43	,76					
Listening	Engineering	6	3,48	,58	Between G.	1,281	2	,640	1,579 .21
	EAS	25	3,70	,72	Within G.	33,652	83	,405	
	Art-Design	83	3,82	,25	Total	34,933	85		
	Total	243	3,59	,64					
Total Mean Score	Engineering	6	2,73	,47	Between G.	,763	2	,382	1,279 .28
	EAS	25	2,93	,62	Within G.	24,750	83	,298	
	Art-Design	83	2,80	,53	Total	25,513	85		
	Total	243	2,82	,54					

According to the data presented in Table 11, there was no significant difference in students' engagement in extramural activities based on faculty variable [$p > 0.05$].

4. 2. RQ 2. Is there a significant relationship between the frequency of engaging in these types of activities and the academic success of the mentioned students within the B1 level of the university preparation course system?

ANOVA test was conducted to determine whether there was a significant difference in students' engagement in extramural activities based on their academic success level, and the results are presented in Table 12.

Table 12

ANOVA test results based on exam results

Dimensions	Exam Score	<i>n</i>	<i>X</i>	<i>SD</i>	S.V.	Sum of Squares	DF	Mean Squares	F	<i>p</i>
Reading	Low	9	2,71	,67	Between G.	2,250	2	1,125	3.014	.06
	Moderate	56	2,74	,60	Within G.	30,972	83	,373		
	Above moderate	21	3,11	,60	Total	33,221	85			

	Total	86	2,83	,62					
Writing	Low	9	2,58	,97	Between G.	1,015	2	,508	1,211 .30
	Moderate	56	2,22	,61	Within G.	34,787	83	,419	
	Above moderate	21	2,29	,56	Total	35,802	85		
	Total	86	2,27	,64					
Speaking	Low	9	2,57	1,21	Between G.	,190	2	,095	,161 .85
	Moderate	56	2,42	,74	Within G.	49,071	83	,591	
	Above moderate	21	2,40	,58	Total	49,262	85		
	Total	86	2,43	,76					
Listening	Low	9	3,50	,82	Between G.	,101	2	,050	,120 .88
	Moderate	56	3,61	,58	Within G.	34,832	83	,420	
	Above moderate	21	3,57	,72	Total	34,933	85		
	Total	86	3,59	,64					
Total Mean Score	Low	9	2,86	,83	Between G.	,214	2	,107	,350 .70
	Moderate	56	2,78	,51	Within G.	25,300	83	,305	
	Above moderate	21	2,89	,49	Total	25,513	85		
	Total	86	2,82	,54					

The different tiers under exam scores represent 0 – 45 points for low, 46 – 69 for moderate and 70 and above for above moderate.

According to the data presented in Table 12, there was no significant difference in students' engagement in extramural activities based on their academic success level [$p>0.05$].

4.3. RQ 3: What are students' insights about the potential association between extramural activities and academic success at the B1 level?

The third research question of the current study was addressed through open-ended questions in the question form, the first of which aims to investigate students' activities concerning 4 skill areas of English. Students were asked to make a list of EE activities based on their preferences and talk about their related EE experiences outside the classroom.

In Figure 1. common terms and ideas regarding reading activities are presented in a word cloud for easy reference.

Different genres have a wide range of vocabulary when it comes to reading song lyrics. I try to decipher the deeper meaning of the songs which are lyrically dense. Although I usually fail in my attempts to grasp that figurative meaning, I say it's the effort that counts.

Engaging with Social Media and Online Content: Engaging with social media and online content, particularly Instagram and YouTube, is another prevalent EE activity. Instagram, known for its visual appeal and user-generated content, offers a platform where participants can read posts at their own pace. The habit of scrolling through Instagram's infinite feed has become a routine, and for some, it's a gateway to reading in English. The repetitive nature of content on Instagram, similar to the repetition often found in English song lyrics, provides a continuous opportunity for language exposure.

P2 elaborates on Instagram, saying, "I lose track of time scrolling down the infinite lanes of Instagram. If it weren't for Instagram, I'd probably not read in English this much." P3 mentions, "Instagram lets you read at your own pace. Sometimes I stop and linger at points of interest for half an hour, other times I just keep on scrolling." P6 comments, "There are great people posting useful stuff about English on Instagram, and there's always a video to back it up. Two birds, one stone."

Reading YouTube Comments: Reading YouTube comments below video clips is also a notable practice. Participants find amusement and engagement in reading comments, and they appreciate the diverse perspectives and debates that often unfold in this space. Reading comments complements the video-watching experience and offers a chance to interact with others' thoughts and opinions, making it a social and linguistic activity.

P3 shares, "I have a laugh reading different people's take on the same video." P4 adds, "Some videos have on-going debates among viewers in the comments section, and some of them turn into hilarious squabbles." P6 notes, "I like to read what other people think of the video I'm viewing so that I can compare them with my own thoughts." P10 makes a valuable contribution, "You also get to see culture-specific expressions and phrases. The video itself makes it easier to relate to those things and understand the meaning."

Reading in Video Games: When it comes to video games, participants' reading habits vary. Some immerse themselves in story-rich games, where reading dialogues and in-game texts are essential to understanding the narrative. The need to read carefully to avoid getting lost in the story adds a layer of engagement and challenge to gaming. In contrast, others focus on in-game communication with other players, using chat boxes to communicate and collaborate during online gameplay.

P1, for example, sheds light on his reading habit during gaming:

I prefer story-rich games as most stories told in games today are more captivating than many Netflix series. You have to sit and read carefully all the subtitles and in-game texts so as not to get lost in the narrative.

P9 shares a similar sentiment:

Some games like 'Detroit Become Human' give you dialog options where you can choose to be the bad guy, stay neutral, or say something positive, and this changes the outcome of that scene. You should read what you want to say and decide quickly, or the story of the game may change direction drastically.

However, P7 has a different approach: "I prefer playing online with people from around the world on Steam. There is always a chat box where players communicate, and that's where I do most of my reading."

An interesting gender difference emerges in video gaming-related reading habits, with all participants engaging in reading during gaming sessions being boys. This observation suggests that while both genders may play video games, boys may be more inclined to participate in reading-related activities within the gaming context. Reading while gaming is seen as an essential skill for understanding the game's storyline and making in-game decisions.

Twitter and Its Impact: Twitter also plays a role in participants' EE activities, particularly in following tweets from celebrities or well-known personalities. Some participants find tweets entertaining, while others recognize the impact tweets can have on global events and discussions. Twitter serves as a platform where short, concise pieces of text can convey powerful messages and ideas.

P8 finds some tweets to be amusing, stating, "Some tweets are super funny, and the reactions are even better." On the other hand, P12 highlights the potential impact of tweets on a larger scale, saying, "A post on Twitter may sometimes shake entire countries, and that's when things get interesting."

Comfort and Interest in Reading: Additionally, participants express varying levels of comfort and interest in reading, reflecting their diverse language backgrounds and reading preferences. Some find reading challenging, especially when encountering unfamiliar words or complex texts. P4 expressed, "Websites like BBC News, or CNN International are good sources to practice reading, yet sometimes I can't even understand what the headline says. I use translate for such occasions, but things can get more confusing." P5 added, "I struggle reading texts and I tend to give up on them easily. And it's hard when there are people around you. There are people around me all the time. I share my space with 4 other girls." Some admit the fact that

they do not read in their language, either. P1 stated, “I don’t read much, I know I should, but it’s not my thing. I can’t say I read in Turkish either, let alone in English.”

Proactive Reading and Personalized EE Activities: However, others actively seek out reading materials that match their language proficiency and interests, such as readers provided by advisors or books from the school library. P9 said, “On Google Classroom, our advisor shares readers in pdf format. I like reading those because they match our language level, and they make you feel like you actually manage to read in English.” P12 added:

The library is located right across our building, and there is a fairly good section of English books on various topics, there are also readers, coursebooks and such. I and my friend pay a visit to the library every now and then to flip through some of the books that look interesting.

Personal Interests and Passion-Driven Reading: P11's interest in fashion magazines and websites highlights the personalized nature of EE activities. Her proactive approach to selecting reading materials related to her interests underscores the idea that students are more likely to engage with English when it aligns with their passions and goals. The example lies in P11’s words:

One of our teachers suggested that we should spot the things that are important in our lives and read about them in our free time to improve our English vocabulary. Since then I’ve been searching and downloading fashion mags and visit their websites.

On a final note, P3 shares his passion for reading manga: “Since real books are hard to obtain due to availability and price, I read manga online on my smartphone and I’m happy to be able to find my favorites on the internet.”

In summary, participants in this study engage in a diverse range of extramural English (EE) reading activities, reflecting their dynamic and multimedia-driven approach to language exposure and acquisition. Reading English song lyrics and music-related content is a common practice, often fueled by the desire to understand the nuances of songs. Engaging with social media platforms like Instagram and YouTube provides continuous opportunities for reading in English, with participants scrolling through content at their own pace. Reading YouTube comments complements video-watching experiences and fosters social and linguistic interactions. Within the realm of video gaming, participants read dialogues, subtitles, and in-game texts to understand narratives and make in-game decisions. Twitter serves as a platform for following tweets from celebrities and engaging with concise yet impactful text. The participants' comfort and interest in reading vary, with some actively seeking out materials that match their language proficiency and interests. Personalized EE activities driven by individual

Writing Comments: Some participants who enjoyed reading YouTube comments also mentioned writing comments themselves. They also used Google Classroom streams for communication with classmates and teachers, including private messages for teachers. P10 explained, “I write on Classroom flow, our teacher replies to almost every message in English. I also write comments below the videos to which I give thumbs-up.”

WhatsApp Groups: In online and gaming contexts, three participants used English in student WhatsApp groups, particularly due to the presence of foreign students. P2 and P6 belong to their class group on WhatsApp and write in English on their group stream to include foreign classmates. P2 added, “We’re English learners, we’re all in for the same cause, so we need to use a common language.” To avoid being rude to the foreign classmates, P6 adds, “It’s like talking behind their back, or whispering in public, even though they always have ‘translate’ to save them.”

In-Game Messages and Steam: Three of the participants who engaged in video gaming explained that they wrote messages in the games they played, as well as on the platform 'Steam.' This gaming community among the participants was made up of all boys. Three of the seven boys who were tagged as ‘gamers’ typed in-game messages during their gameplay sessions in multiplayer games like ‘Counter Strike, League of Legends, and Call of Duty.’ They also wrote on the ‘community hub’ of the gaming platform Steam.

Incorporating Idioms: One participant enjoyed incorporating idioms into her paragraphs to sound more authentic. P2 shared, “I keep a notebook where I save interesting and sometimes odd words and phrases or idioms that are funny. Then I use those words in my paragraph writing so that it sounds more authentic.”

Tweeting in English: Two participants mentioned writing tweets on Twitter in English because they found it cool. P8 and P12 regularly tweeted on Twitter in English. P12 noted, “Tweeting in English, even under Turkish tweets, makes you feel cool. I usually translate before I tweet and then post it.”

Challenges with Establishing a Writing Habit: Notably, a majority of the participants (9 people) expressed that they struggled to establish a writing habit and primarily wrote for translations, assignments, and online text messaging. As can be seen from the following randomly selected quotes: “...I don’t write much apart from...”, “Can’t say I write on a daily basis...”, “I struggle when I try to write in English..”, “I often skip writing..”, “It’s hard to come up with words when you don’t have them.”

To conclude, EE activities related to writing among the participants exhibit a range of experiences and practices. While some participants primarily write in English for assignments,

essays, and coursework, others rely on tools like Google Translate to assist them in composing sentences and paragraphs. Writing emails in English for communication with teachers and classmates is another common practice, as is engaging in discussions through comments on platforms like YouTube and Google Classroom. In online contexts, English is frequently used in student WhatsApp groups, particularly to include foreign classmates, and in-game messages during multiplayer gaming sessions. Additionally, some participants incorporate idioms into their writing to sound more authentic, and a few enjoy tweeting in English on social media. However, it's worth noting that many participants struggle to establish a regular writing habit, with challenges such as difficulty finding words and primarily relying on translations and assignments for writing practice.

Figure 3
Students' EE engagement in speaking activities



When it comes to engaging in spoken English outside the formal classroom setting, participants in the study exhibit a diverse range of individual and shared practices. These practices encompass various aspects of their daily lives, reflecting their efforts to incorporate English into different contexts.

English Speaking in Academic Settings: In academic settings, all participants reported the necessity of speaking, particularly for video presentations. For instance, P1 said: “As I hit record on my phone, I start speaking English. I don’t like it and repeat the whole process. That’s

when I speak English the most.” These presentations often require participants to engage in continuous spoken communication for extended durations. This academic requirement serves as a significant driver of English speaking practice among the participants, as it demands the articulation of their thoughts and ideas effectively. P7 shared: “Some teachers don’t allow edits and cuts, so you have to speak in one continuous shot for the video presentation assignment...”

Interactions with International Students: Interactions with international students also play a crucial role in their extramural English speaking experiences. Ten of the participants mentioned that they have opportunities to converse in English with international students during breaks and within their social circles. These interactions expose them to diverse accents, dialects, and communication styles, contributing to their adaptability in spoken English. P4 commented: “There are Turkic students, Kazaks, Uzbeks and a few Tatars. You can feel the Russian in their spoken English.” P8 also mentioned: “We go have lunch together with international students. That creates an opportunity to practice speaking the language on your own.”

Use of Smartphones: The prevalence of smartphones in their daily lives has led to another avenue for language practice. Three students mentioned setting their phones' language settings to English and attempting interactions with virtual assistants like Siri. P7 and P9 mentioned that they frequently invoked the name 'Siri' and found amusement in the misunderstandings that often ensued. P11 noted that she made continuous efforts to improve her pronunciation to ensure Siri could understand her better, saying, "When you mumble, Siri goes 'Hmm?'. When you mispronounce a word, she says something totally irrelevant, so I keep trying..." This effort to integrate English into their daily routines through technology demonstrates their commitment to improving their spoken English skills.

Engaging with Tourists: Additionally, some participants engage in spoken English communication with tourists, particularly Arab tourists who visit their university town. This form of interaction provides them with opportunities to practice conversational English in common and practical scenarios. P5 shared such an experience: “In the center, it’s a natural thing to bump into Arabs asking for direction, or in stores mistaking you for the shop assistant.” P6 had a similar experience: “Sometimes you get to see them Arabs in restaurants and feel like you should help the staff bringing them food by doing translations.” Moreover, one participant described attending a local café that organizes English-speaking circles, creating a supportive environment for honing their spoken English skills in a social setting. “People gather to drink coffee and speak English. It’s part of a language course here in town.” explained P4 on the subject.

In-Game English Communication: Speaking English through a headset is a common practice in online multiplayer games. It allows players to communicate and coordinate their actions effectively during gameplay. Clear and quick communication can be crucial in team-based games. P1 explained:

Using Team Speak in games such as Fortnite or PUBG, you get to speak English even though it's restricted to in-game language only. I mean, basic things like 'He's hiding over there!' or 'He just went into the next building.' and such but it's real conversation with foreigners.

P7 added: "I prefer typing rather than speaking in game, however; that doesn't mean I never speak. I have my headset over my head and I just go 'Shoot, shoot, c'mon!' at intense moments."

Challenges and Barriers: Despite these opportunities for spoken English practice, challenges and barriers are also prevalent. 8 participants expressed dissatisfaction due to the absence of native English teachers, which they perceived as a hindrance to their motivation to engage in spoken English outside the classroom. The absence of native speakers may limit their exposure to authentic accents and conversational nuances. P12 argued:

If it's a 'school of foreign languages', you just want to see foreign teachers in the building. Otherwise, every other teacher reverts to using Turkish as a last resort and that quickly turns into a habit as we, students, become accustomed to speaking Turkish all the time, instead of English.

Additionally, one participant shared feelings of nervousness and shyness when it comes to speaking and mentioned that they rarely speak unless it is necessary. P1 pointed out: "I almost never speak during classes. I better lay low monitoring things from the back." This highlights the role of individual factors, such as self-confidence and communication apprehension, in shaping students' willingness to engage in spoken English activities. P10 added: "I think I have what they call a 'stage fright'. I freeze before I can speak." P3 felt the same: "I don't want to say anything, I hesitate when I want to. Then I just give up altogether. Speaking English? Fat chance!"

In summary, the participants in the study employ a variety of strategies to engage in spoken English outside the formal classroom. These strategies encompass academic requirements, interactions with international students, smartphone usage, communication with tourists, and participation in social English-speaking circles. However, they also face challenges related to the absence of native English teachers and individual confidence levels, which can impact their motivation and proficiency in spoken English.

YouTube play a prominent role in their language exposure, offering a wide range of content. P11 noted:

I can't do without YouTube. My list of subscribed channels pack hundreds of interesting contents. During breaks or whenever I'm free, I often find myself watching someone eating bizarre food in some remote part of the world or other people opening boxes.

P6 also contributed: "I try to watch native English speaking channels with original subtitles. I can get to find out about accents and subtle things from daily English."

Additionally, all students enjoy listening to English songs. P2 said: "I listen to English songs almost every day." P8 added: "Listening to music is definitely the most accessible listening activity anyone can do and you can also view the clip." P4 stated using YouTube Music app: "YouTube Music is free alongside your YouTube membership. I try to follow the lyrics..." Engaging with music can be an enjoyable and effective way to improve listening skills, as it exposes them to various accents, vocabulary, and pronunciation styles.

Learning Through Dubbed Video Games and Podcasts: A noteworthy finding is that approximately 5 of the participants mentioned listening to English while playing dubbed video games. This practice combines entertainment with language learning, as they are exposed to English dialogue and narratives while gaming. P1 explained: "They use real actors in video games these days. Cutscenes are so realistic that you sometimes forget the fact that you're actually playing a video game..." Using the podcast app to listen to English programs (2 participants) and watching English cartoons (P11) are additional examples of how participants integrate language learning into their leisure activities. P1 and P3 said they regularly tuned in podcasts: "I listen to gaming podcasts and news reels on YouTube.", "On the podcast app on my iPhone, I like discovering new topics." P11 stated the easiness of watching cartoons: "Cartoons are easy to follow. You can change the language on your remote, and watch them in English."

Engagement with English-Speaking TV Channels: Some students mentioned engaging with English-speaking TV channels like TRT World and Al-Jazeera, broadening their exposure to authentic language use and global news coverage. P10 shared: "TRT has an English speaking news channel. I try to check it out regularly."

Dual-Mode Engagement: In addition to their preferences for visual and auditory learning, almost all participants emphasized that their listening activities often involve watching something, even when they listen to songs, as they also watch the accompanying video clips.

This dual-mode engagement, combining visual and auditory learning, aligns with contemporary language learning practices that recognize the value of multimodal input.

Overall, the participants' engagement with English language content through watching and listening reflects a dynamic and multimedia-driven approach to language exposure and learning. These practices, while often enjoyable and entertaining, also serve as valuable tools for improving listening skills, expanding vocabulary, and enhancing overall language proficiency.

Figure 5

Students' perceptions of EE activities on academic performance



The findings from the study indicate that engaging in Extramural English (EE) activities has a significant and positive impact on students' academic performance and overall language development. Participants reported several notable benefits that can be attributed to their participation in EE activities, which are summarized below.

Boost in Confidence: A prominent theme among participants was the boost in confidence that EE activities provided. Nine participants (excluding P1, P3 and P10) expressed that their engagement in EE activities helped them gain confidence in expressing themselves freely in English without hesitation. This newfound confidence extended to their performance during in-class presentations, as they felt more at ease speaking in front of their peers. For instance, P3 mentioned the ability to "shake off a bad case of nerves" before speaking in class. Confidence

is a key factor in effective public speaking and can lead to better academic performance in oral assessments. P7 gave an example: “

Increased Participation Frequency: Several participants reported experiencing a considerable increase in their participation frequency as their confidence grew. This increase in participation can be attributed to their growing self-belief, which fosters even greater confidence. P8 elaborated: “English is part of what I do every day, and I believe in myself and believe in saying what I think is right.” This positive cycle of self-assurance can have a significant impact on classroom engagement and active learning.

Reduced Social Anxiety: Improved language skills resulting from EE activities were noted to reduce anxiety when approaching foreign students, making it easier to make friends from diverse backgrounds. P4 noted on the subject: “I can approach foreign students more easily.” P11 stated: “I’ve made a couple of foreign friends. We meet during breaks to have a chat and I help them around the campus.” This reduction in social anxiety can contribute to a more inclusive and supportive learning environment, enhancing overall well-being.

Enhanced Pronunciation and Communication Skills: One participant highlighted that practicing listening skills through EE activities led to enhanced pronunciation skills, which, in turn, improved their overall communication skills. P8 said: “I have better pronunciation, that’s what my teachers say.” Effective communication is a fundamental aspect of academic success and professional development.

Vocabulary Enrichment: Three participants mentioned their ability to incorporate unique words learned from games into their writing classes. This vocabulary enrichment not only enhances their writing skills but also contributes to more sophisticated and nuanced expression in their academic work. P1 gave an instance:

In one of our writing classes, my teacher was delighted to see the words I used in my paragraph describing a photo. He loved how unique the words were and asked me where I came to learn them. I told him I played games a lot.

The other participant that acknowledged enhancement through gaming was P9: “You sometimes change an entire sentence to be able to use that one specific word that you know will stand out from a recent video game you’ve played. And that spices up your writing.”

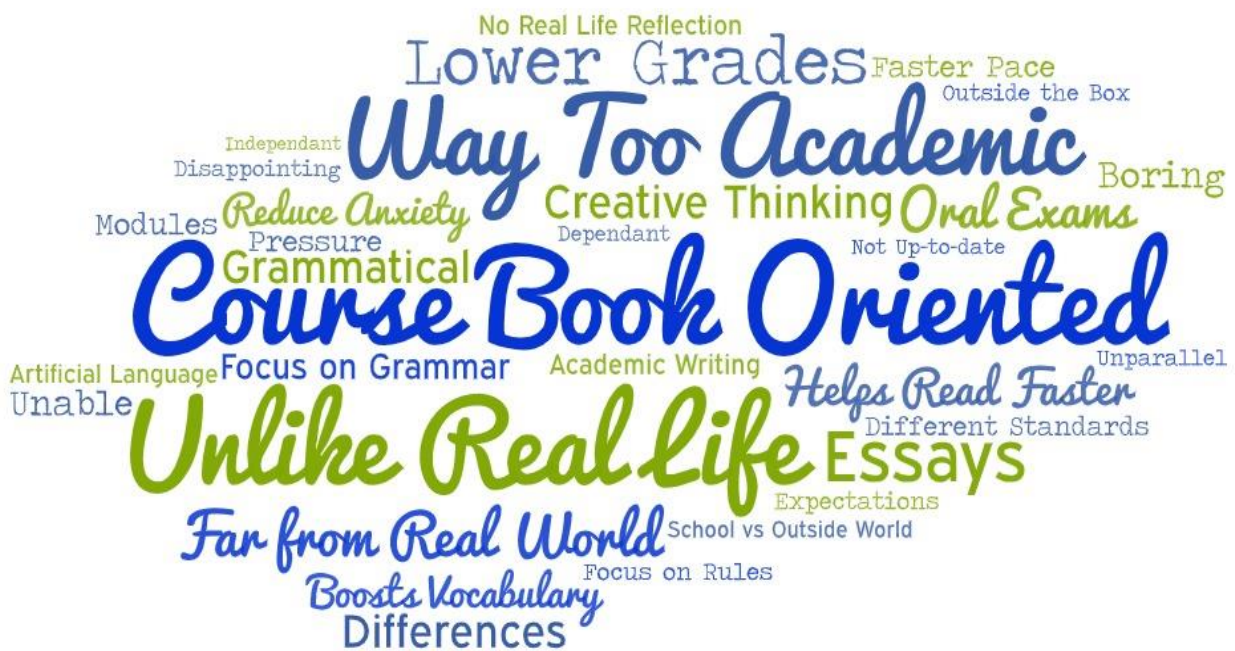
Advanced Language Knowledge: Lastly, two participants reported feeling ahead of their peers in terms of language knowledge due to their participation in EE activities. This advanced language knowledge can be a valuable asset in academic settings, allowing them to engage more deeply with course materials and discussions. P7 stated: “I don’t hold myself back

when I know something. I'm usually confident that I know more than some of my friend thanks to the hours I spend watching English videos in general.”

In conclusion, students' engagement in EE activities goes beyond mere language exposure; it positively impacts their confidence, participation, social interactions, pronunciation, vocabulary, and overall language knowledge. These benefits, in turn, have the potential to enhance their academic performance and contribute to their holistic development as language learners and communicators. The findings emphasize the importance of recognizing and promoting EE activities as a valuable supplement to formal language education.

Figure 6

The thoughts of students on the role of EE activities on English exams at school



The feedback provided by the participants regarding the impact of Extramural English (EE) activities on their English exam grades reveals a diverse range of opinions, which can be categorized into both 'negative' and 'positive' feedback.

Challenges and Concerns

Coursebook Reliance: A recurring concern among the participants was the perception that exams were heavily reliant on the content provided in coursebooks, which often led to complaints about the coursebook itself. P2 complained: “The good bits in the main course book such as everyday English parts don’t appear in the exams. It’s sole grammar that’s only focusing

on the grammar sections from the book.” P4 added: “At the end of each unit, we watch authentic videos and read real-world texts. The exams don’t do these parts justice.” This dissatisfaction highlights a significant issue in language education, where exams may not effectively assess real-world language skills, as they tend to be confined to the materials offered within coursebooks.

Disconnect from Real-World English: Furthermore, many participants expressed frustration over the significant mismatch between the English taught in school and real-world English. P6 and P12 described the English taught in the classroom as "far from real-world" and "not reflecting organic language." P6 shared her opinion: “I don’t see why we can’t learn more daily expressions, or cultural nuances. Instances where ‘language’ means ‘don’t swear’. I find the whole education far from real world.” P12 on a similar note added: “Classroom environment does not reflect organic language. Teachers are also aware of this.” This disconnection raises questions about the relevance and authenticity of classroom instruction in preparing students for effective language use outside academic settings.

Overly Academic Exams: Moreover, the perception that exams are overly academic in nature implies a potential disconnect between the assessment methods used and the practical language skills required for real-life communication. Participants found exams to be "way too academic," suggesting that the focus on academic aspects may hinder the development of communicative language skills. P5 noted: “The reading texts may sometimes be way too academic for my taste, including boring and hard to follow terminology.” P8 pointed out: ‘You are not allowed to use dictionaries of any sort during writing in exams where they want you to sound your best academic self!’ P10 added: ‘Some topics are hard to understand with academic words, and we are expected to write in half an hour without dictionaries.’”

Informal Learning vs. Formal Assessment: Several participants reported consistently receiving lower grades than expected, despite their active engagement in EE activities. This suggests that traditional exams may not adequately capture the language proficiency gained through informal learning experiences, creating a mismatch between informal language exposure and formal assessment methods. P10 exemplified the situation by saying: “I mean I always receive lower scores than what I think I deserve. I don’t think the exams exactly show what we know or don’t.” P11 said: “I barely made it to B1. I devote a good deal of voluntary time to English in my daily life and seeing that it doesn’t really help me do better in the exams kind of puts me off.”

Grammar-Heavy Exams: Additionally, some participants highlighted the grammar-heavy nature of exams and how this emphasis on rules can limit their ability to think creatively

and "outside the box." The strong focus on grammar and rules was seen as a hindrance to developing creative and critical thinking skills in language use. P10 stated: "You forget one tiny -s somewhere and some teachers cross it wrong."

Dependence on School Materials: Furthermore, one participant expressed feeling 'dependent' on school materials, which were perceived as providing 'artificial language.' This dependence raises questions about the authenticity and relevance of classroom resources, suggesting a need for more diverse and authentic learning materials. P3 noted: "It's like we only get to study a coursebook for each module and nothing else. We're dependent on the tools of the coursebook, and teachers freak out when we can't access the online materials of our coursebook." P10 added: "I find the readers to be artificial in their language presentation. Maybe it's because they're simplified."

Pressure from Varying Standards: Lastly, the pressure experienced by some participants due to differing standards and expectations from parents and teachers was highlighted. These varying standards and expectations could create additional stress and anxiety for students, potentially impacting their motivation and performance in exams.

Positive Impact of EE Activities

Amidst the negative feedback, some positive comments emerged regarding the impact of EE activities on exam performance.

Improved Reading Speed: Three participants mentioned that EE activities helped them read faster during exams, indicating a potential improvement in reading skills. P1, P9 and P12 were the ones to comment about their reading paces: "I am able to read faster.", "I can tell how faster I've become, especially in reading.", "I have more time to work on my writing since I can quickly pass the reading sections in the exams."

Enhanced Confidence: Additionally, one participant felt more confident during exams, which led to reduced anxiety and potentially enhanced performance. P2 stated: "Most of my friends dread the exams. My anxiety is low to none. I know I'll be able to do whatever I can."

Enriched Vocabulary and Preparedness: Two participants noted feeling prepared for the next module and essay writing, attributing this readiness to their enriched vocabulary gained through EE activities. P9 said: "Essay writing will be a breeze. I've got the vocabulary to deal with it." P1 added: "I can write a well-developed paragraph. An essay is like 5 times a paragraph ,so I have no worries." This highlights how informal learning can complement formal writing skills and prepare students for different aspects of their academic journey.

In conclusion, the feedback provided by participants underscores the need for a more holistic and balanced approach to language assessment. While traditional exams play a role in evaluating language proficiency, they should not disregard the practical skills and confidence gained through extramural language activities. The findings suggest a potential disconnect between classroom instruction and real-world language use, emphasizing the importance of aligning assessment methods with the goals of language education.

Figure 7

Students' suggestions on the integration of EE into English classrooms



In terms of integrating Extramural English (EE) into their English classrooms, the participants provided a wealth of opinions and suggestions that reflect their diverse language learning needs and preferences.

Desire for Increased Language Immersion: A prevalent theme among the participants was the desire for increased language immersion within their school environment. Ten participants expressed a strong aspiration to be consistently surrounded by the English language, emphasizing the benefits of creating an English-rich atmosphere. P4 noted: “I wish the classrooms were adorned with posters, maps or even an irregular verbs list.” P5 added: “Our classrooms should be ‘language classrooms’ meaning we should be able to see some language. All the classrooms are just seats and barren walls.” This immersion, they believed, would facilitate more authentic language learning experiences. However, several participants

lamented the absence of native English teachers, which they felt hindered their ability to achieve genuine language immersion. The presence of native speakers in the educational context was seen as pivotal in bridging the gap between classroom instruction and real-world language use. P11 shared her opinion: “In a language school, there must be American or British teachers, people you know will only reply to your questions in English.”

Use of English as the Primary Medium of Instruction: Additionally, eight participants emphasized the importance of consistent English language usage by both students and teachers as the primary medium of instruction in the classroom. P10 stated: “We immediately switch to Turkish and don’t switch back to English once that happens.” P12 added: “I’ve never been in a class where everything started and finished in English.” They believed that adopting English as the primary language of communication would foster a more immersive and language-rich learning environment, ultimately enhancing language acquisition. “Our teachers talk about language immersion, how are we supposed to have that when everybody speaks Turkish or a mixture with Turkish weighing more?” prompted P7.

Alternative Evaluation Methods: Participants provided insights into their preferences for alternative evaluation methods that align with EE practices. Eight participants advocated for a different approach to evaluation, with suggestions ranging from project-based assessments to creative assignments. This shift toward performance-based assessments was seen as a means of evaluating practical language skills and encouraging critical thinking. Some sample quotes from the participants are as follows: P3: “We only work individually. We could work on creative projects with our friends.”, P4: “We need more creativity in our assignments rather than recording two-minute videos for the portfolio.”, P8: “Our portfolios don’t really belong to us. They are a bunch of quizzes and some obligatory online homework. Our progress and performance are not being assessed.” Three participants even proposed a radical departure from traditional exams, advocating for the complete elimination of exams from the assessment system. P12 said: “If only we could get rid of exams for good!” While such a change would represent a significant shift in educational practice, it underscores the participants' desire for assessments that better reflect their real-world language abilities and application of language skills.

Desire for Interactive and Technology-Integrated Materials: A recurring theme among the participants was the need for more interactive and technology-integrated materials in the classroom. Eight participants expressed a desire for instructional materials that promote engagement and interactivity. Some participants recommended the use of educational apps and digital resources to support language learning, recognizing the role of technology in enhancing

language acquisition. Furthermore, six students raised concerns about the perceived artificiality of current materials, emphasizing the importance of including authentic materials such as comic books, magazines, and maps. These materials were seen as more relatable and enjoyable for language learners, aligning with the participants' preference for real-world content.

Interest in Debates, Competitions, and Smartboards: Participants acknowledged the potential benefits of incorporating debates and competitions into their language learning experiences, even though these activities were not currently part of their curriculum. “We could have competitions or debates, but we almost never have the time for such things.” noted P11. P9 also added: “In high school, we used to have drama in literature. We had debates every now and then. We could do the same in English.” Four participants highlighted the value of debates and competitions in developing critical thinking and communication skills. Additionally, three participants expressed interest in the introduction of smartboards in their language classrooms, recognizing the potential for interactive learning experiences facilitated by technology. On the subject, P7 shared: “Even primary schools have smartboards in every grade. We did back in high school. It’s funny that we don’t have them at universities.” P6 agreed with P7 saying: “Smartboards are a must-have in every classroom. We can’t interact with a projector!” P5, on a similar note, added: “...it’s 23, and we don’t have smartboards in classrooms.”

Involving Parents and Establishing English Clubs: One participant underscored the importance of involving parents in their language learning journey, emphasizing the need for parent education and support. This highlighted the role of parents as key stakeholders in students' language development. P7 stated:

Parents should be taught how English is learnt, what materials we need and explained that we’re not slacking off watching videos in English. We should involve them in our education by presenting the school, classes and what we do for the sake of language.

Another participant expressed a desire for the establishment of English clubs within the educational setting, where students could focus on improving specific language skills in a social and collaborative environment. P11 expressed how she felt about the matter: “We need clubs. Speaking clubs at the very least. That would be encouraging to use the language.” This suggestion reflected the participants' interest in extracurricular activities that complement their formal language instruction.

In summary, the participants' recommendations for integrating EE into their English classrooms encompassed language immersion, evaluation reform, interactive materials, technology integration, extracurricular activities, and parental involvement.

CHAPTER 5

DISCUSSION

The key findings of the current study are compared to those of earlier studies in the literature in this chapter. The potential causes of the observed outcomes will be discussed. In order to give the reader direction, the discussion section was structured via references to the research questions.

5.1. Frequency of Extramural Engagement in Reading, Writing, Speaking, and Listening Activities Among B1 Level University Preparation Students

By incorporating the 'Extramural English Use Scale', the current study aimed to find out the frequencies of extramural practices of preparatory B1 level students in terms of reading, writing, speaking and listening.

The question, "How often do B1 level university preparation students engage in extramural activities based on the areas of reading, writing, speaking, and listening?" aimed to explore the frequency of engagement in these skill areas among the sample group, given that they started the preparatory year ahead of their counterparts after placement test results were revealed. The researcher expected somewhat higher frequencies of engagement from the sample group given their features. However, upon analyzing the relevant data, some interesting patterns emerged.

In the dimension of "reading," the average score was 2.83, with a low standard deviation (SD) of 0.62, indicating a moderate level of engagement in reading activities among the participants.

Surprisingly, the "writing" dimension received the lowest score, with an average of 2.27. This score was accompanied by a similar SD of 0.64 as observed in the reading dimension, indicating a moderate level of variability in writing activities.

In contrast, the "listening" dimension took the lead with a score of 3.59, signifying the highest level of engagement among the four skills. However, the variability in listening activities also demonstrated a moderate level, with an SD exactly the same as that in the writing dimension.

The last skill in question, "speaking," received a score of 2.43, falling below the midrange. This dimension exhibited the highest SD, which was 0.76, suggesting a wider range of variability in speaking activities compared to the other dimensions.

The skills when ordered according to their mean scores (Listening > Reading > Speaking > Writing) give a parallel result with the original study (Coşkun & Mutlu, 2017) where the scale was obtained. It also aligns with the findings of a more recent study by Ipek & Mutlu (2022) where the most frequent out-of-class activities that the students pursued were listening and reading followed by writing and speaking giving a different outcome on the latter dimensions. However different the sample sizes (86, 292 and 242) and the contexts are in each of these studies, listening and reading as the most favorable skills are prevalent in the results.

The listening skill also ranks the highest with %83.9 of the participants reporting a positive improvement after participating in OOC activities in Karakuş's (2020) dissertation. In the same vein, Zhang et al. (2021) reviewed 33 studies that explored extramural English learning patterns of different individuals from different countries and their study revealed that listening has the highest scores overall.

In the current study, listening and reading as the first two skills to be carried out by the participants are in line with the findings of several other studies (Henry et al., 2018; İnci, 2021; Jurkovič, 2019; Kusyik, 2017; Peters, 2018; Trinder, 2017) where participants favored 'receptive skills' over 'productive ones' (speaking and writing).

Upon closer examination of the items in the reading section, students exhibit a score of 3.78, indicating that they read English newspapers and magazines. This contrasts starkly with the findings of Avello et al. (2019) and İpek and Mutlu (2022), where participants engaged in this activity the least. In the study of İpek and Mutlu, the participants engaged in 'reading English texts on social media' the highest with a 3.74 score. One plausible explanation could be the influence of social desirability bias, wherein participants may be inclined to provide responses they perceive as socially favorable. It's also conceivable that some participants might have misunderstood the item, possibly interpreting it as an online activity rather than reading physical copies of newspapers and magazines, particularly since the next item, 'I read English comics and manga' (3.29), does not explicitly mention 'online' in its statement.

The highest rating item (2.84) in the writing section of the scale was about sending messages in English to friends via SMS or WhatsApp. The subsequent item exploring a correlation between using smartphone applications and their contributions to English writing received an average score of 2.81. In contrast to this finding, this particular item emerged as the highest scoring one in İpek and Mutlu's study. In both studies in a similar fashion, keeping an English diary ranked the lowest with scores of 1.37 and 1.49 respectively.

The findings of the speaking dimension indicate that students tended to engage in conversations in English with foreign tourists in their social lives the most, receiving a score of

2.91. This inclination could be attributed to the university's location, situated in a city with a significant Arab population, making interactions with foreign tourists a common occurrence. Interestingly, this finding contrasts with the results of Ipek and Mutlu's study, where the highest-ranking item pertained to smartphone apps and their contribution to spoken English. Additionally, students in both studies reported that participating in an English-speaking program abroad was perceived as having the least potential of becoming a reality. This similarity suggests that the notion of studying abroad may face similar challenges and constraints among students in different contexts.

Finally, the listening section comprises nine items, with the highest-scoring item being 'I listen to English music,' which received an average score of 4.47. This result closely aligns with the findings of İpek and Mutlu (2020), where the score was reported as 4.24. Listening to music as an extramural activity has also been a recurring theme in various studies, consistently yielding similar results. These studies, including Cengizhan (2019), İnci (2021), Forsman (2004), Franzen (2017), Muñoz (2020), Peters (2018), Sockett and Kusyk (2015), Sundqvist (2009), and Sundqvist and Slyvén (2014), Warnby (2022) have consistently reported comparable findings.

5.2. Exploring Gender-Related Differences in Types and Frequencies of Extramural Activities in English

The present study involved a total of 86 participants, comprising 35 females and 51 males. Interestingly, an independent *t*-test conducted on the data did not yield any significant differences between the types and frequencies of extramural English activities based on gender. This outcome contrasts with some earlier studies in the same domain, which highlighted noticeable gender-related disparities in the types and frequencies of such activities.

For instance, Coşkun and Mutlu (2017), the creators of the scale employed in this study, identified gender differences in extramural English activities, revealing that female students were more engaged in these activities compared to their male counterparts. Similarly, in a study conducted by Ipek and Mutlu (2022), which utilized the same scale, it was found that males tended to be more frequent participants in extramural English activities than females in general.

When examining specific types of activities, Sundqvist (2009) reported that boys dedicated significantly more time to productive extramural English activities than girls. Likewise, Grau (2009) noted that boys often spent a considerable amount of time playing English-language computer games, while girls preferred watching English TV shows or engaging in active listening to English music. Various other studies exploring the intersection

of extramural English activities and gender, such as those by Brevik (2016), Jensen (2017), Olsson and Sylvén (2015), Sundqvist and Wikström (2015) and Rød & Calafato (2023) also indicated that boys showed a preference for playing video games, leading to increased exposure to English, as compared to girls. Furthermore, Fajt (2021) found that boys derived enjoyment from playing video games and watching Twitch streams more than girls did. On the contrary, Dufour et al. (2016) revealed that girls were more active than boys in extramural English activities, especially in terms of socializing on the internet.

These diverse findings across studies can be attributed to the unique characteristics of the study samples, thereby explaining why certain studies favored either boys or girls in terms of engagement in extramural English activities.

5.3. Analyzing Department-Related Differences in the Types and Frequencies of Extramural Activities in English

The participants in this study were distributed across three distinct faculties: Engineering, Economics and Administrative Sciences, and Art and Design. Out of the total sample, 46 students belonged to the Engineering faculty, 35 were enrolled in Economics and Administrative Sciences, and a smaller group of 5 students represented the Art and Design faculty. However, the results of the ANOVA test did not reveal any statistically significant differences among these faculties concerning their engagement in extramural English activities.

The finding that there was no statistically significant difference in the types and frequencies of extramural English activities among students from different faculties suggests that regardless of their academic discipline, students in this study were similarly engaged in extramural English activities. This finding challenges the possible notion that students from different faculties might have varying levels of exposure to English outside of their formal coursework.

Additionally, it's important to consider that the participants in this study were all in a preparatory year, which means they might have shared experiences and exposure to similar English language resources and opportunities provided by the university itself. This shared preparatory experience might have contributed to the lack of significant differences among faculties.

In the study conducted by Coşkun and Mutlu (2017), variations in the participation of extramural English (EE) activities among students were identified based on the courses selected by the participants at a high school. Significant variations were observed when comparing students who opted for foreign language-focused courses with those who chose other courses

(Turkish – Math and Science) and in terms of their engagement in writing, speaking, and total extramural English (EE) activity frequencies. Furthermore, an examination of the mean scores revealed that students enrolled in foreign language-oriented courses were more actively involved in EE activities related to writing and speaking. Additionally, their overall utilization of EE activities was notably higher compared to students pursuing other courses.

However distinct the contexts of these two studies are, they are also interrelated in terms of course selection by the students, with students in Coşkun and Mutlu's study enrolled in Turkish-Math, Science, and Foreign Language Classes, and the departments in the current study: Engineering - a department chosen by high school students studying Science, Economics and Administrative Sciences, which is related to Turkish—Math, and Arts and Design, which has no equivalent in the selected courses of the participants in the study of Coşkun and Mutlu.

Thus, students in foreign language-oriented courses had higher participation in EE activities, which could be attributed to the specific language requirements associated with those courses in the study of Coşkun and Mutlu. In contrast, students pursuing other courses may have different academic and career goals, potentially explaining their lower engagement in extramural language-related activities. This could be related to the fact that there are no differences observed in the department variable in the current study.

5.4. Exploring the Relationship Between Frequency of Extramural English Engagement and Academic Success Among B1 Level University Preparation Students

To find out about the correlation between EE engagement and academic success of the students, the final passing grades of the students were obtained and analyzed through ANOVA test in regards with the participants' EE engagement frequencies under 3 score tiers ranging from low (0 – 45) to above moderate (70 and above). There was no significant relationship between students' grades and their EE engagement levels.

The findings could imply that academic success, as measured by final passing grades, is relatively independent of EE engagement. This means that students' performance within the formal classroom setting (i.e., their grades) may not be strongly influenced by their extracurricular English activities. Other factors, such as classroom instruction, study habits, or innate language abilities, might have a more significant impact on their academic success.

In Eraslan's study (2019) where he discussed the weaknesses of the modular preparatory system (p. 90), the participants of the study who were academics reported that the frequent occurrence of exams and unexpected quizzes within a condensed timeframe disrupted the regular progression of instructional modules. Consequently, educators experienced heightened

stress levels and found it challenging to allocate time for supplementary activities aimed at improving learning outcomes. This could also be closely related to the non-existent difference between exam scores and EE engagement of the students as the modular system leaves the students exhausted by frequent quizzes and exams.

It is imperative to take into account the type of assessment used to measure success. Traditional academic evaluations, such as exams, quizzes, portfolios, and assignments, may not provide a comprehensive understanding of the language skills enhanced through EE activities. While language proficiency and academic performance are interconnected, it's essential to acknowledge that they are distinct concepts to address in language learning.

Another point could be that students may have diverse learning paths and preferences. While some students excel in traditional classroom-based learning, others may thrive in informal, extramural environments. The lack of a significant relationship suggests that both approaches to language learning (formal and informal) can coexist without one strongly predicting the other.

The lack of correlation could also be due to the wide variety of EE activities students engage in as can be derived from the quantitative results of the study. Some activities may be more closely related to language development, while others may have a limited impact on academic performance. For example, listening to English music may enhance listening skills but might not directly impact writing or speaking abilities required for academic success.

Factors outside of EE activities, such as socioeconomic background, prior language learning experiences, or individual motivation, could play a more substantial role in determining academic success.

5.5. Students' Perceptions of the Link Between Extramural Activities and Academic Success at the B1 Level

Students were approached in the form of interview forms due to an unexpected change from face-to-face to online education during the time. They were asked to share their EE experiences by giving the types and names of activities they carry out while also sharing their personal accounts considering 4 skills. They first talked about reading.

5.5.1. EE Reading Activities: A significant majority of the participants reported that they frequently read the lyrics of English songs. This activity is popular among them, indicating that music-related content plays a role in their language exposure. Additionally, some participants mentioned that they find it easier to follow song lyrics when watching lyric videos on YouTube.

This suggests that they are using multimedia resources to enhance their language skills while enjoying music.

It is worth noting that a significant number of participants frequently read Instagram posts. This is a clear indication that they are regularly exposed to English content on social media sites which can greatly contribute to their language development. Moreover, most of them also read YouTube comments, which provide them with a wide range of perspectives and English language styles. More interestingly, almost half of the participants (5 out of 12) stated that they occasionally follow tweets from well-known TV personalities on Twitter. This clearly shows their interest in real-time and authentic English content.

A considerable portion of the participants reported that they read dialogues and story bits in video games. This suggests that they are using gaming as a medium to engage with English text, which can be an enjoyable way to improve language skills. Back in 2009, Adams proposed using video games in the reading classroom. The suggestions in her article act as flesh and bone evidence to how important and beneficial in-game reading can turn out to be if used properly.

There is also an interesting gender difference to note in this point as all the participants who engage in reading during video gameplay sessions happen to be boys. The gender difference highlighted here aligns with the previously studied distinctions in gameplay habits. Conversely, it's suggested that females tend to be more active in sharing content on social media compared to males (Thelwall & Vis, 2017). In a similar vein, Sylvén and Sundqvist (2012) discovered that the highest amount of weekly time was devoted to video gaming, with mainly male participants spending an average of 2.6 hours on it. In contrast to the findings of Sylvén and Sundqvist (2012) and other researchers like Hannibal Jensen (2017), Muñoz (2020), Sundqvist (2009, 2019), Cengizhan (2019) found that playing video games was one of the least preferred informal activities among learners. These differences also highlight how extramural English activities can vary based on individual preferences and interests, which might be influenced by gender stereotypes or cultural factors.

Two participants expressed their joy at being able to read English-translated manga online for free. This highlights how digital media, like manga, can be a valuable resource for language learners. In Robbani, & Khoirotunnisa's study (2021) revealed study revealed that online English comics and manga offer various benefits, including enhancing language skills, comprehension, critical thinking, creativity, and motivation for reading. Also, in Huang's dissertation paper (2016) reading comics and manga also appear as popular EE activities.

While many participants engage in various reading activities, two participants described reading as a rare or almost non-existent activity for them, even in their native language. This shows that reading habits vary among the group.

Some participants mentioned using online resources like the British Council website and world news sources, such as CNN and BBC, for reading. However, unfamiliar words can pose challenges, indicating potential areas for improvement in vocabulary.

Despite encountering texts that are more advanced than their current levels while surfing the internet, all participants found the experience beneficial. This suggests that even exposure to challenging English content can contribute positively to their language development. These examples can be tied to Krashen's input hypothesis (1982) where students acquire language when it is slightly above their current level, which is described as the comprehensible input in the SLA theories in the literature review of this paper.

Some participants utilize reading materials provided by their advisors during their free time. This indicates that they are taking advantage of academic resources to enhance their language skills.

Only two participants mentioned occasionally visiting the school library to explore the English books section. While this number is relatively low, it shows an interest in traditional printed materials.

One participant mentioned a specific interest in fashion e-zines and visiting popular girl magazines' websites to read their monthly coverage. This demonstrates that individual interests can drive reading habits.

This diversity of reading habits even in such a small group of students (12) is an indicator that while the participants (many of whom are adolescents) willingly participate in various forms of multimodal texts in their extramural spaces, their interest is primarily centered around these activities, which, then, contribute to the development of their L2 competence (Henry et al., 2018; Jakobsen & Tønnessen, 2018; Marsh & Tainio, 2009; Velázquez, 2017; Zheng et al. 2009). Multimodal texts, which encompass a variety of digital and visual forms, are present everywhere in the daily lives of young adults, and they rightfully hold a place alongside more traditional printed media (Alvermann, 2011).

Considering the influence of technology and the evolving landscape of digital reading comprehension, it becomes essential to address contextual and individual factors (Israeli, 2017). The digital space in which reading now occurs cannot be ignored and necessitates teachers' attention.

5.5.2. EE Writing Activities: The data reveals that a subset of participants, including P3, P4, and P8, primarily engage in writing activities in an academic context. They limit their English writing to tasks such as essays, paragraphs, and sentence completions, which are typically part of their coursework. This suggests that their writing in English is largely driven by academic requirements. Additionally, two participants resort to Google Translate for translating English sentences, indicating that they may encounter challenges in generating original English content.

Another noteworthy observation is that two students resort to writing emails in English to communicate with their teachers. This demonstrates that written communication with educators, even outside formal assignments, encourages the use of English. Furthermore, participants like P6 and P10, who enjoy reading YouTube comments, also contribute by writing comments themselves. They extend their online engagement to platforms like Google Classroom, where they use written communication, including private messages to teachers and classmates.

Some participants incorporate English into their online and gaming experiences. For example, three participants use English in student WhatsApp groups, possibly due to the presence of foreign students in these groups. This suggests that social dynamics, such as interacting with peers from different linguistic backgrounds, can influence the choice to write in English.

Additionally, participants who engage in video gaming often write messages in the games they play and on platforms like 'Steam.' This aligns with the broader trend of gamers using English as a means of communication in online gaming communities. Moreover, one participant mentions incorporating idioms into her writing to sound more authentic, indicating a conscious effort to enhance her English writing skills.

Two participants express writing tweets on Twitter in English because they find it trendy. This reflects the influence of social media platforms on language use, as users may adapt their language choices to fit the platform's culture and norms.

A notable finding is that a majority (10) of the participants admit to struggling to establish a consistent writing habit in English. They primarily write when required for translations, assignments, or online text messaging. This underscores the challenges students face in maintaining a regular writing practice in a foreign language. Possible factors contributing to this struggle could include time constraints, lack of motivation, or limited exposure to authentic writing contexts.

In conclusion, the participants' writing activities are diverse, encompassing academic tasks, online communication, and gaming contexts. While some participants actively engage in writing in these domains, others face challenges in developing a consistent writing habit. The findings highlight the complex interplay of academic demands, social interactions, and personal motivations in shaping students' English writing practices outside the classroom.

5.5.3 EE Speaking Activities: The data indicates that all participants reported the need to engage in speaking activities, particularly for video presentations, which often require continuous speaking for extended durations. This highlights the academic context as a significant driver of English speaking practice among the participants. Engaging in such activities may contribute to their proficiency in spoken English, as it requires them to articulate their thoughts and ideas effectively.

A notable finding is 10 participants have the opportunity to converse in English with international students during breaks and within their social circles. This represents a valuable opportunity for real-world language practice. Interacting with individuals from diverse linguistic backgrounds exposes them to various accents, dialects, and communication styles, enhancing their adaptability in spoken English.

Some participants mentioned setting their smartphones' language to English and attempting interactions with virtual assistants like Siri. This demonstrates their efforts to integrate English into their daily lives through technology. However, the extent to which this contributes to their speaking proficiency may vary.

Four participants shared that they use English to communicate with tourists, particularly Arab tourists visiting their university town. Engaging with tourists can be an excellent way to practice conversational English, as it often involves common interactions and practical communication skills. Additionally, one participant mentioned attending a local café that organizes English-speaking circles, providing a supportive environment for practicing spoken English.

Despite the various opportunities for speaking English, 8 participants expressed dissatisfaction due to the lack of native English teachers. They perceived this as a hindrance to their motivation to speak English outside the classroom. The absence of native speakers may limit their exposure to authentic accents and conversational nuances. This finding underscores the importance of qualified language instructors in language learning environments.

Additionally, one participant shared feelings of nervousness and shyness when it comes to speaking and mentioned that they rarely speak unless necessary. This highlights the role of

individual factors, such as self-confidence and communication apprehension, in shaping students' willingness to engage in spoken English activities.

In summary, the participants engage in a variety of speaking activities within academic, social, and practical contexts. While they have access to opportunities for spoken English practice, challenges related to the absence of native English teachers and individual confidence levels can impact their motivation and proficiency. Overall, these findings emphasize the multifaceted nature of spoken language development and the significance of both formal and informal contexts in language acquisition.

5.5.4. EE Listening Activities: A significant portion of the participants (8) reported binge-watching entire series on platforms like Netflix, often with subtitles set to Turkish. They also mentioned watching movies with Turkish subtitles on the same platform. This practice is indicative of their preference for content consumption through visual media. While they primarily use Turkish subtitles, exposure to English audio can still enhance their listening comprehension and familiarity with English accents.

The majority of participants (10) primarily encounter English while watching YouTube videos. This suggests that online video platforms are a prominent source of exposure to the English language. In her study, Sylvén (2018) explains how extensive YouTube exposure in English resulted in self-selected bilingualism in the participants of her research. Watching YouTube videos as an EE activity also showed a significant impact on the language development of the participants in the dissertation study conducted by Qvarfordt (2019). Additionally, 70% of students enjoy listening to English songs. Engaging with music can be an enjoyable and effective way to improve listening skills, as it exposes them to various accents, vocabulary, and pronunciation styles.

A notable finding is that 5 participants mentioned listening to English while playing dubbed video games. This practice combines entertainment with language learning, as they are exposed to English dialogue and narratives while gaming. Using the podcast app to listen to English programs and watching English cartoons are additional examples of how participants integrate language learning into leisure activities.

Some students mentioned watching TV series like 'The Last of Us' in English, and others strive to watch series in their original language with subtitles. This demonstrates their interest in authentic language use and their willingness to engage with content beyond their comfort zone. Exposure to original language audio, even with subtitles, can significantly contribute to improving listening comprehension.

A noteworthy observation is that almost all participants emphasized that their listening activities often involve watching something, even when they listen to songs, as they also watch the accompanying video clips. This dual-mode engagement, combining visual and auditory learning, aligns with contemporary language learning practices that recognize the value of multimodal input.

Overall, the participants' engagement with English language content through watching and listening reflects a dynamic and multimedia-driven approach to language exposure and learning. These practices, while often enjoyable and entertaining, also serve as valuable tools for improving listening skills, expanding vocabulary, and enhancing overall language proficiency.

5.5.5. Students' Opinions on the Effects of EE Activities on Academic Achievement:

The most frequently mentioned benefit is the boost in confidence. Ten participants expressed that their engagement in EE activities helped them gain confidence in expressing themselves freely in English without hesitation. This newfound confidence extends to their performance during in-class presentations. For example, P3 mentioned the ability to "shake off a bad case of nerves" before speaking in class. Confidence is a key factor in effective public speaking and can lead to better academic performance in oral assessments.

Four participants highlighted an increase in their participation frequency as their confidence grew. This increase in participation can be attributed to their growing self-belief, which fosters even greater confidence. This positive cycle of self-assurance can have a significant impact on classroom engagement and active learning.

Improved language skills resulting from EE activities have reduced anxiety when approaching foreign students, making it easier to make friends from diverse backgrounds. This reduction in social anxiety can contribute to a more inclusive and supportive learning environment, enhancing overall well-being.

One participant noted that practicing listening skills through EE activities led to enhanced pronunciation skills, which, in turn, improved their overall communication skills. Effective communication is a fundamental aspect of academic success and professional development.

Three participants highlighted their ability to incorporate unique words learned from games into their writing classes. This vocabulary enrichment not only enhances their writing skills but also contributes to more sophisticated and nuanced expression in their academic work. Similarly, Olsson (2012) identified a correlation between the frequency of extramural English activities and performance on the written portion of the National Test in English, suggesting that such activities may enhance writing skills.

Lastly, two participants felt ahead of their peers in terms of language knowledge due to their participation in EE activities. This advanced language knowledge can be a valuable asset in academic settings, allowing them to engage more deeply with course materials and discussions.

In summary, students' engagement in EE activities goes beyond mere language exposure; it positively impacts their confidence, participation, social interactions, pronunciation, vocabulary, and overall language knowledge. These benefits, in turn, have the potential to enhance their academic performance and contribute to their holistic development as language learners and communicators.

5.5.6. The Impact of EE Activities on School English Exams: The most prevalent concern among the participants is the perception that exams are heavily reliant on coursebook content. This criticism extends to the coursebooks themselves. It is also a reminder of the dominance of coursebooks in ELT as discussed in Jordan & Gray's article (2019). This feedback highlights a significant issue in language education, where exams may not effectively assess real-world language skills, as they tend to be confined to the materials provided in coursebooks.

Participants' dissatisfaction with the mismatch between school-taught English and real-world English is a recurring theme. This misalignment can lead to frustration and a sense of disconnection from authentic language use. It raises questions about the relevance and authenticity of classroom instruction. This subject also appears in a study by Ranta (2010) where the findings suggested that there is a division between 'school English' (emphasizing standard language and native speakers) and 'real-world English' (with an English as a Lingua Franca approach) in the thinking of students and teachers.

The participants' perception that exams are overly academic implies a potential disconnect between the assessment methods and the practical language skills required for real-life communication. It highlights the need for a more balanced approach that considers both academic and communicative language skills.

Some participants consistently received lower grades than expected, despite their engagement in EE activities. This suggests that traditional exams may not adequately capture the language proficiency gained through informal learning experiences.

The criticism of exams being grammar-heavy raises concerns about the assessment's focus on rule-based knowledge rather than creative and critical thinking. Language exams should ideally assess a range of language skills, including fluency and expression.

The feeling of dependency on school materials, viewed as providing "artificial language," raises questions about the authenticity and relevance of classroom resources. It suggests a need for more diverse and authentic learning materials.

The pressure experienced by some participants due to differing standards and expectations from parents and teachers underscores the challenges students face when navigating multiple educational influences. This can impact their motivation and performance.

On the other hand, several participants reported that EE activities improved their reading speed during exams. This positive outcome suggests that informal language exposure can enhance specific language skills that are assessed in exams.

One participant mentioned feeling more confident during exams, which led to reduced anxiety. Confidence is a crucial factor in language performance, and EE activities seem to have a positive impact in this regard.

Two participants noted feeling prepared for essay writing in the next module, attributing this readiness to their enriched vocabulary from EE activities. This demonstrates how informal learning can complement formal writing skills.

In conclusion, the feedback from participants highlights the need for a more holistic and balanced approach to language assessment. While traditional exams play a role in evaluating language proficiency, they should not disregard the practical skills and confidence gained through extramural language activities. The findings suggest a potential disconnect between classroom instruction and real-world language use, signaling the importance of aligning assessment methods with the goals of language education.

5.5.7. Students' Suggestions on Integrating EE into English Classrooms: The participants' request for increased exposure to the English language within their school environment, often referred to as "language immersion," underscores the importance of creating an English-rich atmosphere. This immersion can be facilitated through various means, such as incorporating English signs, posters, and labels in the school premises.

The desire for both students and teachers to consistently use English as the medium of instruction aligns with research emphasizing the benefits of communicative language teaching. It encourages active language use and authentic communication in the classroom, enhancing language acquisition.

The participants' suggestions for a different evaluation approach, including projects and creative assignments, highlight a shift towards performance-based assessment. This approach can assess practical language skills and problem-solving abilities, going beyond traditional exams that mainly focus on rote memorization.

The proposal to eliminate exams altogether reflects a willingness to explore alternative assessment methods that better align with real-world language use. However, it also raises questions about the feasibility of such a significant change in the education system.

The participants' preference for interactive materials and the use of apps in the classroom reflects a recognition of the role technology can play in language learning. Interactive apps and multimedia resources can engage students and offer dynamic language practice opportunities.

The call for more authentic materials, such as comic books, magazines, and maps, emphasizes the importance of using culturally relevant and real-world content in language instruction. These materials can make language learning more relatable and enjoyable.

The recognition of debates and competitions as beneficial language learning activities suggests an interest in fostering critical thinking and communication skills. These extracurricular activities can provide students with opportunities to apply their language skills in real-life scenarios.

The desire to introduce smartboards in language classrooms highlights the potential benefits of incorporating technology for interactive learning. Smartboards can facilitate multimedia presentations, interactive exercises, and visual aids, enhancing the overall learning experience.

The emphasis on parent education underscores the importance of involving parents in supporting their children's language learning journey. Parental involvement can include workshops, resources, and strategies to encourage English language development at home.

The idea of English clubs aligns with the concept of extracurricular language activities. These clubs can provide a space for students to practice and enhance their language skills in a fun and social setting.

In summary, the participants' suggestions reflect a desire for a more immersive, communicative, and authentic language learning environment. Their recommendations encompass various aspects, including instructional approaches, assessment methods, materials, and technology. Implementing some of these suggestions may contribute to a more effective and engaging English language education program. However, any changes should consider the feasibility and resources available within the educational context.

CHAPTER 6

CONCLUSION

6.1. Summary and Implications

This study set out to draw parallel lines between extramural English engagement of university preparatory B1 level students and their English exam scores, given the meticulous nature of assessment in a modular system to teach English with all the quizzes, portfolios and exams interwoven and blended into a final passing score which allows students to progress over to a higher level and how the selected students outperformed their counterparts in the placement test conducted in the beginning of every educational year. However, the main finding of the study was that there was no correlation between the success levels (the students were split into 3 tiers showing their scores according to their final assessment) of the students and their EE frequencies on the scale.

The results also revealed a moderate overall engagement level across four dimensions which were reading, writing, speaking and listening. The findings also indicated higher levels of engagement in the listening dimension, followed by a moderate level of reading. The third and fourth dimensions were speaking and writing which both remained below a mean score of 2.50.

Gender and faculty affiliation did not appear to be a significant factor affecting EE engagement in this current study. However, other studies concerning EE engagement usually focused on the gender variable with results where females and males had different tendencies in their EE practices.

To gather insight and shed some light on the inconsistency of the results, selected participants representing low, moderate and above moderate tiers from their final passing grades were sent interview forms to answer a set of questions that sought after the types and names of different practices concerning EE in four skill dimensions and asked them to further give reasons and explanations as to why they had engaged in such activities. Among 12 participants, it was easy to see how prevalent a role technology played in their EE endeavors as they consistently mentioned online video streaming platforms such as Netflix, YouTube, Prime and social media platforms such as Instagram and Twitter. These were places where reading, listening, and writing took place simultaneously. Similar to other studies in this vein, listening to English songs, out of all different activities from every category, happened to be the one and only activity that kept students the most engaged. Also, video games and the practices such as reading in-game texts to follow the story and writing texts to communicate with other players

were mentioned by the participants who were all males, which came as no surprise considering previous studies. Surfing the internet, reading content on different English websites can also be added to a list of activities that are carried out on the screen.

Speaking related activities also called for attention to technology as some participants responded by saying they had been trying to communicate with ‘Siri’, the AI assistant found on Apple smart phones. The study was conducted in a city with a favorable number of Arabs living in communities around the campus and other places. This also led to several out of school contacts in English as well as during the breaks at school.

The participants were also asked about the positive outcomes they had experienced upon participating in EE activities on their school life. Confidence was the key word they all used in different variations. This confidence helped to participate more frequently in classes, enabled them to speak in class, to befriend foreign students and reduce their overall anxiety in their language learning journeys.

When they were asked to make connections between their EE engagement and school exams, the positivity quickly died out in the replies in the question forms. Complaints arose pointing out the over-academic nature of the exams conducted at school, how they focused on grammar severely, the way they were designed to match the course book and the lack of reflection of real life English in the exams. Students were not able to bring the organic, breathing, living English they had come into contact outside into the classroom as they faced rules, course books and different standards.

Upon the suggestions made by the students were creating opportunities where they could be immersed in English with everyone paying attention to using English all the time and the institute hiring native instructors. Also, the lack of smart boards and applications in the classrooms acted as demotivators. English outside is always more authentic to the students as they asked for more authenticity in the materials used and designed for language learning purposes. They also opted for more interactivity in the tasks and wished for debates, dramas and speaking clubs which are non-existent in the current system. They also asked for a change in the evaluation system as they found exams insufficient to show a person’s real language abilities.

So, there is a lot to digest and derive from these findings. First, EE engagement was found to be lower than expected among students, even though they had shown better results in their placement tests. Instructors and teachers should pay attention to provide their students with guidance in EE activities, introduce such practices in the classroom and also keep track of their students’ progress. This also calls for a self-check for the instructors as many may not be

engaged in such activities themselves. In an age where people are tagged with their daily pursuits, gamers playing video games for extended hours, binge-watchers finishing entire series on their weekends, surfers consistently surfing the waves of the internet and social media aficionados being influenced by and influencing other people (Brevik, 2019), teachers and instructors should closely monitor their students and bring to their classes recipes showing how to cook all these different ingredients of the modern age in an English language pot.

In other words, for language educators, these integrated insights highlight the need for tailored and holistic language instruction that considers the diverse extramural practices of students. While EE activities may not directly correlate with academic success, they remain valuable for overall language development and proficiency. The study emphasizes the importance of providing a supportive and immersive language learning environment within and beyond the classroom, aligning with students' varied language needs and preferences.

Secondly, the whole testing concept needs to be tailored to fit the needs of the students. The fact that language abilities can be tested via the current examination system is questionable. Portfolios are made up of assignments, quizzes and 5 minute-presentations which are sole memorization. The exams are grammar-focused paying little or no attention to the everyday English parts where authentic videos and dialogues are presented in the course books. The speaking exams are completed in another 5 minutes and students are taken in the exam room alone accompanied by a proctor and an assessor. Not to mention these take a significant amount of time during an 8-week period, stealing away %20 percent or more of the dedicated course time. The possibility of moving up a level in English, say from A2 to B1, in 8 weeks' time should also be debated given the features of the modular systems carried out in many preparatory English language schools across Türkiye. The lack of interactive tasks, authentic materials, and technological resources such as smart boards and the implementation of language applications add to the hinderance of language acquisition of students. Thus, the material offices at language schools should also take these points into account upon choosing or creating the right materials for a diverse audience.

Thirdly, as one of the participants mentioned how students could benefit from parent involvement, educators should also invite parents into the language learning environment. Most of the time, students are left to their own devices upon entering the university stages of their lives. Parents are usually unaware of the hardships and complexity of learning English from a student's perspective, therefore leaving their children unattended throughout their language learning years. At different periods of the language education year, parents of the students could be invited to take part in presentations explaining how EE is interrelated with the English at

school, also take part in online or face-to-face workshops dedicated to teaching how to create EE spaces in accordance with the affordances of parents and the students.

Finally, the policy makers hold the highest of responsibilities in this sense regarding their power over the planning of the curriculum and the syllabi. The authenticity gap between formal and informal English is an issue as the findings underline some significant points toward the subject. In an atmosphere where students are demotivated and instructors are confused, one cannot speak of a healthy acquisition of English. Thus, it is vital to consider encouraging the participation in EE practices through the curriculum. Implementation of current themes, concepts, communicative activities, their sequencing, and frequencies should take into account extramural English use (EE). Then a harmony between real world English students encounter in their daily lives and the English inside the walls of a classroom could be found as language learning is a unique process with several intricate details to think over maybe twice, if not several times.

6.2. Recommendations for Further Research

As noted in the study's limitations, the current research is constrained by a relatively small sample size. Future studies should consider increasing the number of participants to achieve a more comprehensive understanding of extramural English (EE) practices. This expansion would not only enable a more detailed examination of gender-related differences in EE practices but also provide insights into the unique inclinations of various student levels, ranging from A1 to B2. A larger and more diverse sample would allow for a more robust analysis of these nuances.

To ensure the scale's relevance in today's rapidly evolving technological landscape, it's advisable to periodically update the scale's items. Incorporating the use of AI programs, online language applications such as Cambly, and a broader range of gaming options beyond "online video gaming" would make the scale more attuned to current trends and technological advances. This revision will ensure that the scale continues to capture the full spectrum of EE activities that students engage in.

For a more precise understanding of the time allocation for various EE activities, consider implementing a language diary method, as suggested by Sundqvist (2009). By distributing language diaries to young adult learners and closely monitoring their activities throughout an entire module with the assistance of advisor teachers, researchers can gain deeper insights into the students' daily EE practices. This approach can provide valuable data on the actual time spent on each activity and the patterns that emerge over time.

To enhance the qualitative component of future studies, expanding the participant pool to include not only students but also teachers and parents would provide a more holistic perspective. Employing techniques such as focus groups and individual interviews, along with well-structured, semi-structured questions, can yield richer qualitative data. These insights from multiple stakeholders can help uncover additional dimensions of EE practices, motivations, and challenges faced by students in their language learning journey.

To further explore the relationship between EE engagement and academic success, future research could break down exam results into distinct skill categories representing reading, writing, speaking, and listening. By analyzing how performance in each skill correlates with EE engagement levels, researchers can pinpoint specific areas where EE has a more pronounced impact on language proficiency and academic achievement.

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APPENDICES

Appendix 1: Research Ethics Committee Approvals



**BURSA ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
ENSTİTÜ YÖNETİM KURULU
TOPLANTISI**

FR 3.8.2_01

**BURSA ULUDAĞ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

ENSTİTÜ YÖNETİM KURULU KARARI

OTURUM TARİHİ

11.10.2022

OTURUM SAYISI

2022/40

KARAR NO: 01/g

Yabancı Diller Eğitimi Anabilim Dalı Başkanlığının 06.10.2022 tarih ve 8041 sayılı 802093004 numaralı Yüksek Lisans öğrencisi Tefvik ENGİN'in tez konusu önerisi formu konulu yazısı ve ekleri görüşmeye açıldı.

Yapılan görüşmeler sonunda; Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Öğretim üyesi Prof.Dr. Amanda YEŞİLBURSA'nın danışmanlığını yürüttüğü 802093004 numaralı Yüksek Lisans öğrencisi Tefvik ENGİN'in "Sınıf Dışı İngilizce Kullanımlarının Üniversitede Hazırlık Eğitimi Alan Öğrencilerin Okul Başarılarına Yansımaları" isimli tez konusu önerisinin BUÜ Lisansüstü Eğitim-Öğretim Yönetmeliğinin 28/1 maddesi uyarınca uygun olduğuna oy birliği ile karar verildi.



T.C.
YALOVA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-76051854-302.08.01-2300002100
Konu : Araştırma İzin Talebi

16.01.2023

BURSA ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : Bursa Uludağ Üniversitesi Rektörlüğünün (Öğrenci İşleri Daire Başkanlığı)
10.01.2023 tarihli ve E-94390400-044-91835 sayılı yazısı.

Üniversiteniz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi olan 24****914 T.C. kimlik numaralı Tevfik ENGİN' nin "Sınıf Dışı İngilizce Kullanımlarının Üniversite Hazırlık Öğrencilerinin Okul Başarılarına Yansımaları" konulu tez çalışmaları Üniversitemizde uygun görülmüştür.

Bilgilerinize arz ederim.

Prof. Dr. Senay YÜRÜR KARSLIOĞLU
Rektör Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: F44PFEA

Belge Takip Adresi: <https://ubs.yalova.edu.tr/ERMS/Record/ConfirmationPage/Index>

Adres: Yalova Üniversitesi Öğrenci İşleri Daire Başkanlığı Çınarcık Yolu 3.Km Merkez Yerleşke
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Bilgi için : Özlem Oncel
Memur
Telefon No: (0 226) 8155764



Appendix 2: Permission to Use the EE Scale

Tez çalışması için izin Inbox x



Tevfik Engin
to coskun_a

Fri, Oct 14, 2022, 8:57 PM ☆ ↩ ⋮

Sevgili Abdullah Hocam, sizden 2017 yılında çalıştığınız 'Investigating High School Students' Use of Extramural English: A Scale Development Study' araştırmanızda geliştirdiğiniz ölçeğinizi yüksek lisans tez çalışmamda kullanmak için izin istiyorum.

Saygılar, sevgiler

Öğr. Gr. Tevfik Engin



ABDULLAH COŞKUN
to me

Sat, Oct 15, 2022, 3:56 PM ☆ ↩ ⋮

🌐 Turkish > English [Translate message](#)

[Turn off for: Turkish x](#)

Merhaba Hocam,

Tabii ki kullanabilirsiniz.

Başarılar Diliyorum,

Doç.Dr.Abdullah Coşkun

Appendix 3: Extramural English Use Scale (English Version)

Extramural English Use Scale					
Name: _____		Department: _____		Class: _____	
Age: _____					

Reading	1	2	3	4	5
I read literary works in English (e.g., stories/novels)	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I read English comics/manga	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I read English newspapers/magazines	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I read English texts on social media (e.g., Facebook)	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I read English texts on different websites	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
In social life, I read English texts that I do not understand and learn new words	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
On the Internet, I use search engines in English	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I play online video games that I think contribute to my English reading skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I use smart phone applications that I think contribute to my English reading skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I read English manuals and product descriptions	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Writing	1	2	3	4	5
I keep an English diary	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I write English comments on foreign social sharing platforms	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I write English e-mails	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I send English messages to my friends (e.g., SMS/WhatsApp)	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I write to native English speakers via Internet	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I write English stories/compositions	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I play online video games that I think contribute to my English writing skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I use smart phone applications that I think contribute to my English writing skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Speaking	1	2	3	4	5
I speak to native English speakers via Internet	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I speak English with my friends	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I speak English with foreign tourists in social life	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I attend an English course to have speaking practice	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I participate in overseas programs to improve my English-speaking skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I play (online) video games that I think contribute to my English-speaking skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I use smart phone applications that I think contribute to my English-speaking skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Listening	1	2	3	4	5
I watch English movies/ series/animations in Turkish subtitles	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I watch English movies/series/animations with subtitles	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I watch English channels	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I watch English videos and clips (e.g., Youtube)	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I listen to English radio	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I listen to English music	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I listen to the lyrics of English songs and learn their meaning	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I play (online) video games that I think contribute to my English listening skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
I use smart phone applications that I think contribute to my English listening skills	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>

Appendix 4: Extramural English Use Scale (Turkish Version)

Okul Dışı İngilizce Kullanım Ölçeği					
Ad - Soyad: _____		Bölüm: _____		Sınıf: _____ Yaş: _____	
Okuma	1	2	3	4	5
İngilizce edebi eserler okurum (ör. hikayeler/romanlar).	Hiçbir Zaman <input type="radio"/>	Nadiren <input type="radio"/>	Ara sıra <input type="radio"/>	Sık sık <input type="radio"/>	Her zaman <input type="radio"/>
İngilizce çizgi roman/manga okurum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce gazete/dergi okurum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Sosyal medyada İngilizce metinler okurum (ör. Facebook).	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Farklı web sitelerinde İngilizce metinler okurum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Sosyal hayatta anlamadığım İngilizce metinler okurum ve yeni kelimeler öğrenirim.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İnternette İngilizce arama motorlarını kullanıyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce okuma becerilerime katkıda bulunduğumu düşündüğüm çevrimiçi video oyunları oynuyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce okuma becerilerime katkı sağladığımı düşündüğüm akıllı telefon uygulamalarını kullanıyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce kılavuzları ve ürün açıklamalarını okurum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Yazma	1	2	3	4	5
İngilizce günlük tutuyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Yabancı sosyal paylaşım platformlarında İngilizce yorumlar yazıyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce e-postalar yazıyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Arkadaşlarıma İngilizce mesajlar gönderirim (ör. SMS/WhatsApp).	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İnternet üzerinden anadili İngilizce olan kişilere yazıyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce hikayeler/kompozisyonlar yazıyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce yazma becerilerime katkıda bulunduğumu düşündüğüm çevrimiçi video oyunları oynuyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce yazma becerilerime katkı sağladığımı düşündüğüm akıllı telefon uygulamalarını kullanırım.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Konuşma	1	2	3	4	5
İnternet üzerinden anadili İngilizce olan kişilerle konuşuyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Arkadaşlarımla İngilizce konuşurum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Yabancı turistlerle sosyal hayatta İngilizce konuşurum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Konuşma pratiği yapmak için bir İngilizce kursuna katılıyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce konuşma becerilerimi geliştirmek için deniz aşırı programlara katılıyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce konuşma becerilerime katkıda bulunduğumu düşündüğüm (çevrimiçi) video oyunları oynuyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce konuşma becerilerime katkı sağladığımı düşündüğüm akıllı telefon uygulamalarını kullanırım.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
Dinleme	1	2	3	4	5
İngilizce film/dizi/animasyonları Türkçe altyazılı izliyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce filmleri/dizileri/animasyonları altyazılı izliyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce kanalları izliyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce videolar ve klipler izliyorum (ör. Youtube).	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce radyo dinliyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce müzik dinlerim.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce şarkıların sözlerini dinlerim ve anlamlarını öğrenirim.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce dinleme becerilerime katkıda bulunduğumu düşündüğüm (çevrimiçi) video oyunları oynuyorum.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>
İngilizce dinleme becerilerime katkı sağladığımı düşündüğüm akıllı telefon uygulamalarını kullanırım.	Never <input type="radio"/>	Rarely <input type="radio"/>	Sometimes <input type="radio"/>	Often <input type="radio"/>	Always <input type="radio"/>

Appendix 5: Extramural English Interview Form

1. Can you tell me about your experience with extramural English activities outside of school in terms of 4 skill areas in English?

Write what type of activities you engage in, the names of activities and your reasons.

Reading:

Writing:

Speaking:

Listening:

2. Have you noticed any positive changes in your language skills and academic performance after participating in extramural activities? Give specific examples (in terms of homework, participation and overall knowledge and skills).

2.1. What do you think of the role of extramural English activities in your English exams at school?

3. Do you have any suggestions as to how we can integrate Extramural English into our language classrooms in order to improve academic performance?

Appendix 6: Extramural English Interview Form (Unedited Version)

Theme 1: Impact of Extramural Activities on Academic Performance

1. Can you tell me about your experience with extramural activities outside of school? How frequently do you participate in such activities?
2. How important do you think extramural activities are for academic success?
3. Did you notice any changes in your academic performance after participating in extramural activities?

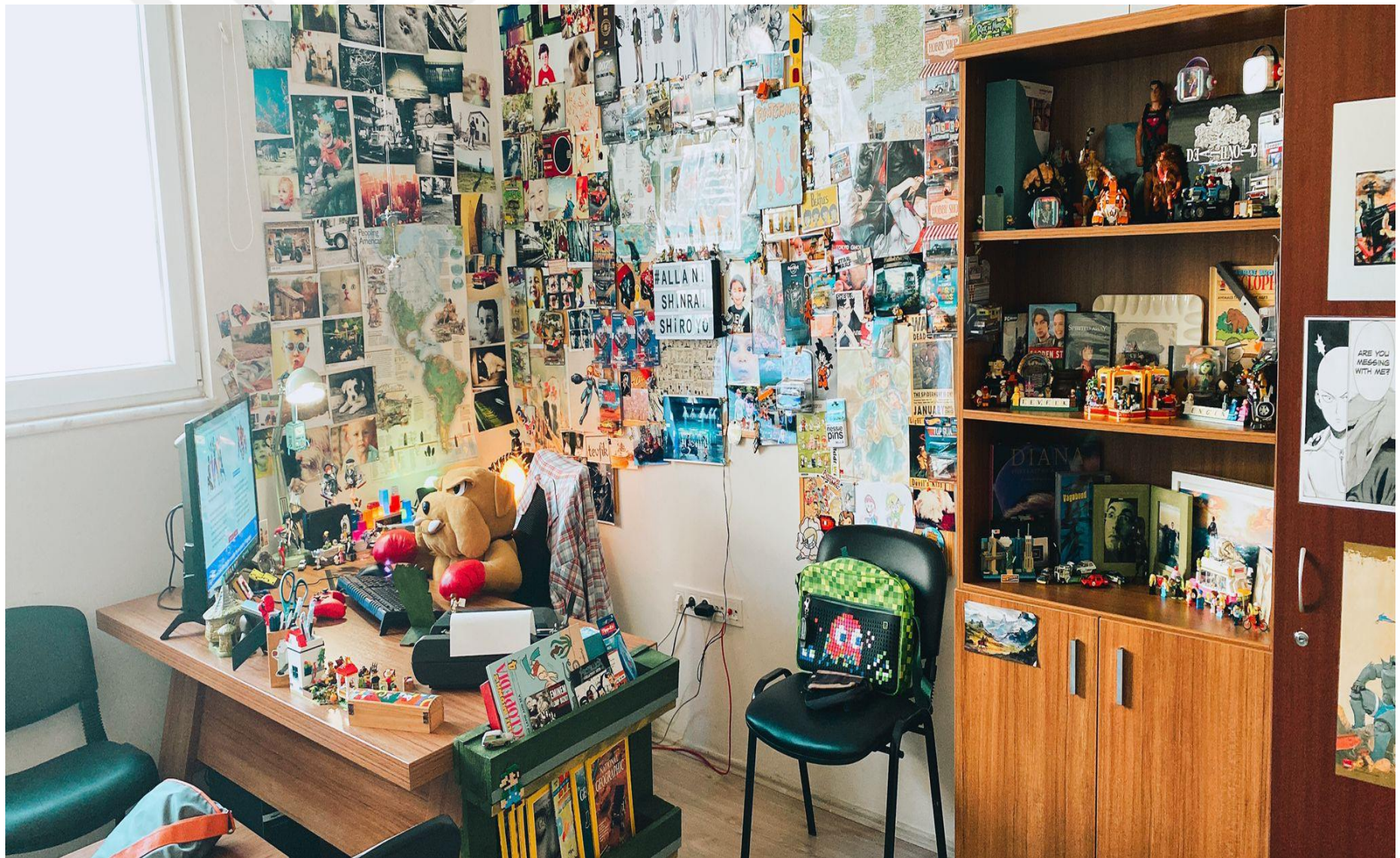
Theme 2: Influence of Extramural Activities on Language Learning and Exam Performance

4. Did you feel that your English exam score accurately reflected your level of English proficiency? If not, why?
5. Can you tell me about your study habits and strategies for preparing for exams?
6. Have you ever felt like your extramural activities have interfered with your academic performance? If so, can you provide examples?
7. Can you describe how you approach learning and using English in everyday life? Do you feel that extramural activities have helped or hindered your progress?

Theme 3: Recommendations for Enhancing the Relationship between Extramural Activities and Academic Performance

8. How do you feel about your B1 English exam scores? Were you expecting higher or lower scores? Can you think of any factors other than extramural activities that may have influenced your English exam score?
9. Finally, do you have any suggestions for how we could improve our understanding of the relationship between extramural activities and academic performance?

Appendix 7: Researcher's Office



ÖZ GEÇMİŞ			
Adı-Soyadı	Tevfik Engin		
Bildiği Yabancı Diller	İngilizce		
Eğitim Durumu	Başlama	Bitirme	Kurum Adı
Lise	2001	2004	Karacabey Anadolu Lisesi
Lisans	2005	2009	Bursa Uludağ Üniversitesi
Yüksek Lisans	2020	2023	Bursa Uludağ Üniversitesi
Çalıştığı kurum	Başlama	Ayrılma	Çalışılan Kurumun Adı
1.	2015	2016	22. Yüzyıl Anadolu Lisesi
2.	2016	2016	Bursa Bahçeşehir Koleji
3.	2016	2018	Sivas Cumhuriyet Üniversitesi YDYO
4.	2018	-	Yalova Üniversitesi YDYO
Yayımlar:			
			04.09.2023 Tevfik ENGİN