



**T.C.**

**BURSA ULUDAG UNIVERSITY INSTITUTE OF EDUCATION SCIENCES**

**FOREIGN LANGUAGE EDUCATION**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**HIGH SCHOOL STUDENTS' PRACTICE OF EXTRAMURAL  
ENGLISH**

**MASTER'S THESIS**

**Müjgan BARDAK**

**0009-0006-1945-1911**

**BURSA- 2023**





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**Thesis Advisor**

**Prof.Dr. İlknur SAVAŞKAN**

**BURSA- 2023**

## **BİLİMSEL ETİĞE UYGUNLUK**

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

Müjgan BARDAK

04/09/2023

## **TEZ YAZIM KURALINA UYGUNLUK ONAYI**

“High School Students’ Practice of Extramural English” adlı Yüksek Lisans tezi, Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

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Tez Başlığı: High school students' practice of extramural English

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 95 sayfalık kısmına ilişkin, 04/09/2023 tarihinde şahsım tarafından *Turnitin* adlı intihal (benzerlik) tespit programından (*Turnitin*)\* aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı %10'dur.

Uygulanan filtrelemeler:

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- 2- Alıntılar hariç/dahil
- 3- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

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Tarih ve İmza  
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### LİSE ÖĞRENCİLERİNİN OKUL DIŞI İNGİLİZCE PRATİKLERİ

Bir Lingua franca olarak İngilizce öğrencilerin yaşamlarında sıklıkla karşılaştığı önemli bir iletişim dilidir. Hyland (2004) kişinin dilediği zaman, istediği yerde dil öğrenebileceğine dikkat çekmektedir. Bu nedenle Knight (2007), İngilizce seviyelerini yükseltmekte yetersiz kalanların aslında sınıf dışında İngilizce pratik yapma fırsatını kaçıran kişiler olduğunu belirtir ki bu pek çok öğrencinin okul dışı İngilizce avantajını kullanması gerektiğini göstermektedir. Sadece okul ile sınırlı kalmayan İngilizce öğrenimi oyunlarda, şarkılarda, filmlerde ve günümüz dünyasının vazgeçilmezleri olan sosyal medya uygulamaları aracılığıyla gerçekleşmektedir.

Mevcut araştırmanın amacı, lise öğrencilerinin okul dışı İngilizce faaliyetleri hakkında gerçek bilgiler sağlamaktır. Çalışmada devlete bağlı bir Anadolu lisesinde öğrenim görmekte olan 9.,10.,11. ve 12. Sınıf öğrencilerinden oluşan toplamda 250 öğrenciden veri toplanmıştır. Araştırmada karma yöntem yaklaşımı kullanıldı. Nicel verilerin toplanmasında motivasyon bölümü Honarзад ve Rassaei (2019) çalışmalarından uyarlanırken, okul dışı İngilizce segmenti Coşkun ve Mutlu (2017) tarafından yapılan araştırmadan alındı. Nitel araştırma kısmını kapsayan son bölümde bulunan röportaj soruları araştırmacı tarafından hazırlanmıştır ve 11 gönüllü öğrencinin katılımı ile gerçekleştirilmiştir. Nicel verilerin analizi için SPSS programı, nitel veriler için içerik analizi kullanılmıştır. Ölçekte 58 madde bulunmaktadır. Nicel araştırma sonuçları şunu göstermektedir ki kız öğrenciler erkek öğrenciler ile kıyaslandığında İngilizce öğrenmeye ve iletişim kurmaya karşı daha yüksek motivasyona sahiptirler. Cinsiyetin okul dışı İngilizce üzerindeki etkisi ölçüldüğünde yine kız öğrencilerin



erkek öğrencileri kısmen geride bıraktığı fakat bu değerin çok anlamlı bir büyüklükte olmadığı saptanmıştır. Çalışmanın diğer bulgusu üst kademedeki öğrencilerin (11 ve 12. Sınıf) hem genel anlamda İngilizce öğrenmeye karşı daha yüksek motivasyona sahip oldukları hem de daha fazla okul dışı İngilizce kullandıklarıdır. Motivasyon ve okul dışı İngilizce arasındaki ilişki incelendiğinde güçlü bir korelasyon olduğu belirlenmiştir. Bu da yüksek motivasyonlu bireylerin daha çok okul dışı İngilizce kullanmaya eğilimli oldukları anlamını taşımaktadır.

***Anahtar Kelimeler:*** okul dışı İngilizce, motivasyon, teknoloji

## ABSTRACT

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### HIGH SCHOOL STUDENTS' PRACTICE OF EXTRAMURAL ENGLISH

English as a lingua franca is an essential communication language students encounter in their lives. Hyland (2004) points that one can learn language whenever and wherever he chooses. Knight (2007) states that those who fall short on boosting their English levels are the ones that miss the opportunity to practise English outside which suggests that students must use the advantage of extramural English. English learning which is not only limited to school is practised in games, movies, songs and through social media applications that are indispensable in today's world.

The aim of the present research is to provide factual information about the extramural English activities of high school students. Data were collected from a total of 250 students consisting of 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students studying in a state Anatolian high school.

The research utilized a mixed-method approach. In gathering quantitative data, the motivation section was adapted from the work of Honarзад and Rassaei (2019), while the Extramural English segment drew from the research by Coşkun and Mutlu (2017).

The interview questions were prepared by the researcher. The interviews were carried out with the participation of 11 volunteer students. Quantitative data analysis was conducted using the SPSS program, and the qualitative data underwent content analysis.

The scale (motivation and extramural English) comprises a total of 58 items. The results of the quantitative data show that female students have higher motivation towards learning English and communicating in English than males. When the effect of gender on extramural English was measured, it was found that female students slightly outstripped male students but this value was not significant. Furthermore 11<sup>th</sup> and 12<sup>th</sup> grade students have higher

motivation towards English learning in general and using extramural English. When examining the connection between motivation and extramural English use it was found that there is a strong correlation. This means that individuals with higher levels of motivation tend to use more extramural English.

***Key Words:*** extramural English, motivation, technology

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Lastly I wish to express my heartfelt gratitude to my beloved mother, Birgül ÇİFCİ. She has been a constant source of support, guiding me through every step of my master's journey, from its inception to its completion. Despite her ongoing battle with cancer, her strength continues to inspire me.

I dedicate this thesis to my beloved mother.

Müjgan Bardak

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## **List of Abbreviations**

- EE** : Extramural English  
**EFL** : English as a Foreign Language  
**ER** : Extensive Reading  
**ESP** : English for Specific Purposes  
**L2** : Second Language  
**MALL**: Mobile-assisted Language Learning  
**SPSS** : Statistical Package for Social Sciences

## **CHAPTER 1**

### **INTRODUCTION**

The introduction part is made up of five sections. The first one gives the background of the study. The aim of the study and significance of the study are presented in the second and the third sections. Research questions and abbreviations and definitions of the study are stated in the fourth and fifth section.

#### **1.1. Background of the Study**

Language researchers have long been interested in the classroom teaching and learning in a formal type. Formal learning in classroom setting seems valid but actually it is not enough for one to acquire language only with in class activities since it is abstract (McLeod, Sutherland, Martinez, Conroy, Snyder & Southam-Gerow, 2017). Understanding students' extramural learning experiences and being aware of the activities taking place beyond the boundaries of the traditional classroom environment is equally important. In an English as a foreign language (EFL) context, students lack the privilege of easily encountering authentic English outside of the school, as highlighted by Maristy (2023). This is because of the challenge they face in accessing language usage in their daily lives, since English is not their mother tongue (Kamalizad & Samuel, 2016). However learning English is no longer a luxury requirement but a must. Because approximately 1.75 billion individuals, which accounts for a quarter of the global population, are English speakers worldwide as indicated by the British Council (2013). Additionally, nearly half of the world's population is engaged in the process of learning English.

Sundqvist's concept of 'extramural English' (EE) that was introduced in 2009, has not obtained as much research focus and scrutiny as the extensive body of published studies centered around classroom language learning, as pointed out by Benson in 2011 (p. 8). However the situation has begun to change, especially with the advancements in technology, leading to a growing interest in Extramural English. Extramural is formed by two words *murus* (wall in Latin) and *extra* (outside or beyond). With the word *extramural* Sundqvist (2009, p.25) refers to 'English outside the walls' which means it does not confine to the stereotype boundaries of school, instead a student may engage in English anytime, anywhere. It may happen through social media, games, applications or whatever you think outside the school. Of course this relaxing feature of extramural English makes it useful and beneficial for students in various ways. One advantage primarily stem from the constraints inherent in L2 classroom instruction, including limitations related to time, available materials, and

student engagement (Leona, von Koert, von der Molen, Rispen, Tjims & Snellings, 2021). Some studies have provided evidence of the efficacy of language learning through activities conducted for other purposes, such as reading books, browsing the Internet, reading magazines, and watching films in English (Sundqvist & Sylvén, 2016). This illustrates that extramural activities offer individuals the opportunity to learn a language. A study conducted by Sylvén and Sundqvist (2017) points out to an advantage of boosting students' vocabulary when they play digital games. Through subtitled or non-subtitled movies and videos students expand their vocabulary knowledge (Peters, Noreillie, Heylen, Bulte and Desmet, 2019). Despite its new introduction extramural English has been investigated by scholars in some countries. Coşkun (2017) made a research with Turkish high school students' out of school activities and stated that the practice of extramural English activities is connected to various factors, such as gender, course preference, and English proficiency levels. In his study female students stayed one step ahead in using extramural English than males.

At this point the situation in Turkey needs to be inspected. Turkey holds a valuable position among developing nations, underscoring the significance of learning English thanks to its status as a globally recognized mode of international communication. English not only opens up good job opportunities but is also regarded as a privilege for education. Because having proficiency in just a single language could present a disadvantage for an individual who seek a job, as noted by Chiesa, Scott and Hinton (2012).

In today's world where the '21<sup>st</sup> century skills' (Partnership for 21st Century Skills, 2015) are predominantly mentioned learning English is a necessity. However, as English is taught as an EFL there appear some drawbacks in maintaining suitable conditions to practise it frequently. In EFL contexts, students entirely depend on classroom instruction (Xiao & Luo, 2009) since they are not surrounded by English speaking people or authentic materials. In this context, extramural English plays a vital role. It enables students to practise English intentionally and incidentally by watching films, listening to songs, playing games, chatting with foreigners, using social media platforms, writing diaries. These are what Turkish students do for the purpose of EE. In the research conducted by Coşkun and Mutlu (2017) the predominant extramural English choice from high school students was that they engaged in listening activities with the intention of improving their English language skills.

## **1.2. Aim of the Study**

The importance of learning English has gained pace in today's world. With the globalization the young people are getting involved in everyday English use via the virtual

and real world. Is it enough to be exposed to English only at school? The studies nowadays give the answer as 'no' and make the assertions that extramural English has become a concept that is getting increasingly important.

The primary aim of this research is to investigate the extent of involvement of high school students in extramural English (EE) activities, their preferences for activities beyond the academic sphere, and the experiential contrasts among students of different grade levels and genders. Additionally, the study seeks to find out whether a connection exists between students' motivation and their participation in EE. Furthermore, the research endeavors to discern the influence of gender on motivation levels and engagement in extramural English activities. It aspires to shed light on the relation between the extramural English and students' motivation of learning English. The importance of technology in learning English has been another topic in the study as the main emphasis is on the extramural English which largely includes the use of technological tools and applications.

In order to address these research objectives, the study employed both a motivation scale and an extramural English (EE) scale. Furthermore, the research incorporated a semi-structured interview approach. These methodologies were chosen to obtain comprehensive view about the topics and to facilitate a thorough exploration of the various dimensions and connections within the study's scope.

### **1.3. Significance of the Study**

With the rapid evolution of education from stereotype classroom setting into an out of class learning type due to the advances in technology, that kind of research has become a necessity. It is a clearly known fact that practicing English in some way outside the classroom is a great supporter for one to acquire it. The results of the study carried out for 9<sup>th</sup> grade students by Olsson (2011) reveal those who were more engaged in extramural English activities were actually more successful in the writing tasks and scored higher than the others. The study of Turgut and Irgin (2009) indicated that the Turkish children who were playing games in English at an internet café learned some English words incidentally which is a desired and expected result of extramural English learning.

In addition the value of extramural English learning has been realized and the necessity of developing it has gained attention with the sudden lockdown due to the Coronavirus pandemic period. Because of the pandemic, individuals have realized that learning is not confined within the boundaries of school, as has been traditionally assumed for many years. Rather, learning can take place in various locations and at any given moment,

aligning with the core principle of extramural English education. In today's world, the possibility of lifelong learning is facilitated by mobile English learning apps, which offer learners limitless access to a wide array of English learning resources whenever ,wherever they want. In this sense it seems advisable that students had better not neglect the extramural English and should definitely spare more time for extramural English activities. This study will surely provide a deep insight for the teachers of English in terms of encouraging the students to have more extramural English contact for promoting permanent and enjoyable learning.

#### **1.4. Research Questions**

The research questions of the study are listed below:

- Q1. How does Turkish high school students' engagement with the English language extend beyond the classroom after school hours?
- Q2. What type of extramural activities are Turkish high school students engaged in?
- Q3. Are there variations in extramural preferences between female and male high school students?
- Q4. Does a relationship exist between the motivation of high school students and their engagement in extramural English?
- Q5. Does gender have an impact on the motivation levels and engagement in extramural English?
- Q6. Do the grade levels of students affect their motivation and extramural English usage?

### 1.5. Abbreviations and Definitions

**Extramural English (EE):** It refers to the learning English that is beyond the school walls, anywhere outside the school setting.

**EFL :** English as a Foreign Language

**ESL :** English as a Second Language

**L2 :** Second Language

**MNE:** Ministry of National Education

**Mobile Assisted Language Learning (MALL):** It refers to the “formal or informal learning of a foreign language with the assistance of mobile devices” (Chen, 2013, p.21).

## **CHAPTER 2**

### **LITERATURE REVIEW**

This part of the study covers the relevant literature on the teaching of English in Turkey, extramural English, the potential impact of EE on language learning, technology, internet, the usage of mobile phones, digital games, television-cinema, extensive reading and finally motivation.

#### **2.1. Teaching English as a Foreign Language in Turkey**

The global popularization of English as a universal language, especially within non-native speaker communities, has had an effect on the foreign language policies of many countries (Tollefson, 2002). Turkey is among those nations that have been affected by the spread of English as a global language. As emphasized in the report authored by TEPAV (Economic Policy Research Foundation of Turkey) and the British Council (2013), English stands as the most commonly employed language for international communication within Turkey. Doğançay-Aktuna (1998) expressed the perspective by summarizing the importance of English in Turkey:

In Turkey English carries the instrumental function of being the most studied foreign language and the most popular medium of education after Turkish. On an interpersonal level, it is used as a link language for international business and for tourism while also providing a code that symbolizes modernization and elitism to the educated middle classes and those in the upper strata of the socioeconomic ladder. (Doğançay-Aktuna, 1998, p.37)

This viewpoint remains accurate even now. Language learning provides the chance to comprehend various structures, varying thought patterns, and different perspectives (Bahar, 2011). English has been regarded as a magical key that opens the doors to getting a good education and a job. Research carried out by Kızıltepe(2000) involving 308 Turkish high school students indicated that students have high levels of motivation and positive attitudes towards English learning. Furthermore they express a desire to learn English based on their belief that doing so will enhance their prospects of getting good employment opportunities.

Learning English as in most of the countries has been an important issue in Turkey. In fact the significance of learning a foreign language started during the reign of Ottoman Empire. French had a priority as a foreign language due to the political power and commercial relations (Selvi, 2011). After the 1<sup>st</sup> and 2<sup>nd</sup> World Wars the use of English has started to spread around the world (Crystal, 1997). English replaced French with Turkey's membership of NATO (Demirpolat, 2005) and has been taught at primary schools as a compulsory subject

with the 1997–1998 academic year compulsory primary education reform. (Ministry of National Education, 1997). At that time starting grade of English teaching and learning was decided as 4<sup>th</sup> grade and it was regarded as an important step for foreign language learning in Turkey. In high schools the education language of some lessons such as maths, science was in English and this practice was halted in 2002. With the education reform in 2006 the English preparatory classes were removed and all high schools were equalized to 4 years of education (Kırkgöz, 2010). The education reform that was implemented in 2012 introduced the teaching of English starting from the 2<sup>nd</sup> grade onward (MONE, 2013). Because the importance of learning a foreign language at early ages has always been emphasized. Thanks to substantial exposure to English starting at a young age, learners have the potential to acquire English vocabulary proficiency up to at least an A2 level, and or even higher (De Wilde, Brysbaert, Eyckmans, 2019).

The priority of English language learning was on developing grammatical competence, which was regarded as a problematic issue. However, in the revised English curriculum for 9<sup>th</sup> and 12<sup>th</sup> grades, there has been an integration of all four language skills to highlight the importance of communicative competence. 9<sup>th</sup> grade starts with the revision of A1 level, and in the 12<sup>th</sup> grade students are expected to graduate with B2+ level according to the CEFR. (MONE, 2018). The students are expected to expected to graduate with the acquisition of the four skills of English that are listening, speaking, reading and writing according to the CEFR (Common European Framework of Reference for Language) (MONE, 2018).

Keeping up with the popular life extensively requires English use as it is a lingua franca. Approximately one-fifth of the world population speaks English at different proficiency levels. With 380 million users, English ranks as the third most widely spoken language, after Chinese and Hindi (Tutaş, 2014). Turkey is characterized as a monolingual nation that practises dubbing, with English not being commonly spoken outside the classroom or on television despite the fact that students in Turkey are exposed to English from a young age and throughout their lives. So Turkish learners' exposure to both spoken and written second language (L2) input remains limited to formal education. Apart from school setting they are not fully surrounded by English on a daily basis except for the films, music, games namely what the technology serves them. Data of English Proficiency Index (2022) showed that Turkey ranked 64<sup>th</sup> among 111 countries which is considered as a low proficiency level. At that point extramural English comes out to be an important way of developing the commands of the language. This situation enhances the significance of extramural English



(EE) as a valuable avenue for creating chances to actively participate in English-related activities within everyday scenarios (Uztosun & Kök, 2023). Despite the insufficiency, with the ongoing globalization and technological developments extramural English as a rising trend in language learning has begun to draw attention in Turkey as well. In that sense researchers have also begun to take notice of extramural English, not just classroom English. One of the most notable study was conducted by Coskun et al. (2017) with 292 high school students in Turkey with the purpose of analyzing the frequency of EE use. The outcomes reveal that extramural English usage was not frequent and predominantly observed among female students, bringing the inference that male students require increased motivation and support to engage in extramural English activities. Another finding indicated that students displayed a greater preference for practising their listening skills compared to the other three skills, with writing being the least used skill among them. In another study carried out in Turkish setting it was found that the youngs who were playing computer games at cafes learnt some English words in some way (Turgut and Irgin, 2009) which is the certain benefit of EE. In a study carried out by İpek and Mutlu (2022) with Turkish university students, the findings revealed that the students predominantly engaged in extramural English (EE) activities focused on listening. Following listening, reading activities were the second most common, followed by writing. The activity that was practised the least among the students was speaking.

It is essential that English teachers should provide the opportunity and necessary motivation for students to engage in it outside the school as the limited hours of English that are taught at schools may not be sufficient. The Finnish curriculum for grades three to nine intends that extramural English (EE) should be taken into account when forming teaching strategies and determining course materials (eRequirements, 2014). Likewise, in Turkey language curriculum could be prepared taking into account extramural English.

The current research was conducted within an EFL setting where the primary emphasis of in-class instruction was form focused.

## **2.2. Extramural English**

The word extramural etymologically comes from a Latin origin with the meaning *outside of a wall*. According to Oxford Learners Dictionary it also means happening or existing outside or separate from a place, an organization, etc. Extramural English means the English that is not confined into the boundaries of school. (Sundqvist, 2009) and needs no EFL teacher compulsorily. It is the willingness of students to get engaged in the extramural

activities outside the classroom however they may also be encouraged by teachers, parents, friends as well. It was first introduced to the field of English by Sundqvist (2009) with the description below:

The learner comes in contact with or is involved in English outside the walls of the English classroom. This contact or involvement may be due to the learner's deliberate (thus conscious) intent to create situations for learning English, but it may equally well be due to any other reason the learner may have. In fact, the learner might not even have a reason for coming in contact with or becoming involved in extramural English. (Sundqvist, 2009, p. 25)

The description made by Sundqvist demonstrates that it may not necessarily involve the purpose of learning. That means it is incidental or intentional English learning activities that should happen outside the classroom. So what is incidental learning? The term 'incidental learning' has been proposed by Laufer and Hulstijn (2001). Incidental learning actually refers to the learning that has no deliberate intention to learn, which means that the learner acquires the word while performing a different task. One of the initial investigations into incidental vocabulary acquisition through audiovisual content (Neuman and Koskinen, 1992) investigated the possibility of children acquiring English vocabulary through the exposure to brief educational videos, both with and without captions, as well as via reading-while-listening. Significantly great learning gains were observed in both the viewing groups compared to the reading-while-listening group. As incidental learning does not hold an objective of intentional learning, it is interchangeably used with the term 'unintentional learning'. As an illustration learners have the potential to get vocabulary unconsciously, especially when they interact with English for their own enjoyment. This could involve activities like watching YouTube videos, playing video games, or reading novels (Schmitt, 2000). At this point learner autonomy takes on a significance (Holec, 1981). Holec's (1981) report to the Council of Europe makes the definition of autonomy as "the capacity to assume control over one's own learning" (p. 3). As pointed out by Orhon (2018) to be a proficient learner in a second or foreign language, learners need to be autonomous as they bear significant responsibility for their own language acquisition. This is particularly true in countries like Turkey, where learners often lack opportunities for language practice beyond the classroom and where their learning predominantly occurs within classroom setting. Therefore, it becomes imperative for learners to take responsibility and independently engage in various language activities outside the classroom to achieve an advanced level in the target language.

Extramural English is somehow similar and related to other terms such as *out-of-class* learning which was proposed by Benson (2011). Out of class learning can be described as the learning which happens anywhere outside the classroom setting (Benson, 2001). Unlike Pearson (2009) who highlights the importance of easily controlled classroom teaching type, type as she thinks there is a greater understanding related to the activities of second language learners and teachers in classroom settings compared to what learners do outside the classroom, Field (2007) supports the view that it is crucial for learners to reach the information they need both inside and outside the classroom atmosphere. Griffiths & Keohane (2000) also support the idea that learning doesn't mean that it only happens inside the classroom with a few course books and applications; instead it can exist out of the classroom as well. With this term Benson actually emphasizes the activities that are not related to school directly instead students are involved in the self-directed naturalistic learning. The terms "after-school," "extracurricular," and "extramural" generally denote supplementary initiatives in schools that are not as formal as regular classes and may potentially be arranged by students themselves (Benson, 2011). However there appears to be a difference between the extramural English and out of class learning. Out of class learning especially emphasizes students' intentional English learning activities outside of school, while extramural English puts emphasis on the students' interaction with English outside the school without considering whether it is intentional or unintentional. In this respect, extramural English emerges as an umbrella term that includes out-of-school English (Sundqvist, 2009; Sundqvist & Sylvén, 2016). Nunan (1989) is another researcher who contributed to the subject of 'out-of-school learning' practices. He supported the view that engaging the students in out-of-class activities would help them to improve their language skills greatly; otherwise the stereotype classroom learning alone would not be sufficient for their linguistic enrichment. And Chusanachoti (2009) clearly states that out of class activities are beneficial for the learners so teachers must pay the necessary attention to encourage the students for out of class activities. But first of all teachers must be aware of the out of class positions of students (Pearson, 2004) and how to back them up as the out of class learning will support the learning environment inside the classroom as well which means that it actually plays a complementary role in learning. Knight (2007) asserts that outside learning is a fundamental part of a learning process in order to form a high level of English proficiency. Another supporting view comes from the study of Thornton and Houser (2002) and it is obviously stated that the opportunity to use the language out of the classroom positively affects the students' self-efficacy which plays a crucial role in learning a foreign language.

English has been accepted as common language on the Internet, where information is quickly accessible and communication is extensively practised (Crystal, 1997). So it is no exaggeration to say that English is now the daily guest of our homes with rapid technological advances. Nevertheless the main focus of second language acquisition is mostly on controllable classroom learning. According to Kamalizad and Samuel (2016) in an English as a Foreign Language (EFL) setting, students have limited exposure to English in their everyday experiences because the language they are attempting to acquire is not their native language. The English language learning of these students primarily takes place within the structured setting of a classroom. Knight (2007) pointed out that language learners are not taking the good advantage of out of class activities instead they content themselves with little chance of English practice. However a more informal type of learning involving extramural English offers these students opportunities to engage with authentic, real-life situations. Pickard (1996) draws the attention to the point that out of class strategies are not investigated elaborately even though they are extremely important to maintain fluency in language. Only recently the chance of students' access to out of school English activities has gained pace (Modiano, 2005). Extramural English (EE) has gained a lot of popularity lately and it is said to increase language awareness of the students by the researchers (Thorne and Reinhardt, 2008). The reason lies behind the fact that English that is taught at schools is not as authentic and motivational as the extramural one (Sundqvist, 2009).

Upon examining studies concerning extramural English, it becomes evident that the most significant advantage of engaging with English outside of formal learning settings is its notable impact on enhancing vocabulary skills. As an illustration, a research undertaken by Peters et al. (2019) examined 138 Flemish English learners, investigating the impact of extracurricular learning activities on the enhancement of their vocabulary and found positive results in terms of vocabulary improvement. They found that participants spent more time for watching television than reading book. The study conducted by Jóhannsdóttir (2018) indicate that 4th-grade students in Iceland have surpassed the objectives set by the national curriculum for their grade which shows that they have acquired fundamental English language abilities through exposure to extramural English. According to Fleckenstein (2018), an increase in the duration of extramural English activities directly correlates with an enhancement in learners' vocabulary. In the study the most favoured extramural activities were listening to music, playing games and surfing the internet. It is a clear fact that engagement of students with extramural English activities helps to improve their vocabulary knowledge (De Wilde et al., 2019). Richards (2009) asserted that the young people in countries such as Finland, Sweden,

are ahead of the young people in countries such as Spain, Japan, and South Korea in terms of English success, and this is because they use more authentic English materials outside of school and they use undubbed English media such as tv programs, movies etc. The results signified that the more learners were exposed to extramural English, the wider vocabulary they had. It has been proved beyond a shadow of a doubt that extramural English has a positive effect on vocabulary development.

Some of the common extramural English activities are listed below (Sundqvist, P., & Sylvén, L. K. (2016).

- watching films,
- watching TV series,
- watching music videos,
- watching video blogs (vlogs),
- listening to music,
- reading blogs, • reading books,
- reading magazines,
- reading newspapers,
- surfing English websites on the Internet,
- following people, news, organizations, and so on, on Twitter or Instagram (or some other online community),
- reading/writing/speaking/listening/interacting in real life or online, and
- playing video/digital games (online or offline, on one's own or with others).

The provided list serves as clear evidence that extramural English activities have integrated into this readily accessible technological world, as individuals confront at least one of the elements mentioned above.

The benefits of the above mentioned activities are individually explained in the following section.

### **2.3. The Potential Impact of Extramural English Activities on Language Learning**

In the EFL classroom, the motivational elements identified in extramural settings stimulate genuine collaboration among learners, which presents a distinctive dynamic compared to the typical school environment (Sundqvist & Olin-Scheller, 2013). Due to the remarkable progress in technology today, accessing extramural activities has become more convenient compared to the past (Modiano, 2005:34). Similarly, other scholars propose various extramural activities, such as reading English books (Pickard, 1996), enjoying English

music (Jourdain, 1998), engaging in online gaming (Sundqvist, 2009), maintaining a personal diary (Tuan, 2010), and watching English television programs or movies (Brooks, 1992). All these extramural activities are considered advantageous for students. Larsson (2012) conducted a study that investigated the influence of extramural English language activities on students' performance in the National Test of English in Sweden. The findings revealed that students who did not participate in extramural English language learning activities tended to achieve lower scores on the test compared to those who were engaged in such extramural learning experiences. Similarly González Fernández and Schmitt (2015) conducted a study with 108 Spanish EFL students using a questionnaire that focused on everyday use of EE. The results of the study showed that among 108 Spanish learners of English as a foreign language, interaction level with English outside the classroom exhibited a stronger correlation with their proficiency in using collocations compared to the duration of their English language study. The study conducted by Leona et.al (2021) with Dutch fourth-grade learners showed that exposure to extramural English (EE) and, particularly, familiar EE played a crucial role in enhancing the vocabulary development of the learners.

**2.3.1. Technology and Extramural English:** Technology can briefly be defined as the transmission of scientific knowledge to the needs of human life. It is a common term at all settings and has become an indispensable part of everyday life. Technology is an umbrella term that also includes the technological tools like televisions, internet, digital games, music, mobile phones etc. Bates and Poole (2003) point out that the use of technology greatly contributes to the quality of learning. Because technology enhances the enjoyment of both teaching and learning (Huang, Teo, & Zhou, 2019). Other researchers (Lindgren and Muñoz, 2013) reveal that in today's world digital media serves as a useful tool to acquire part of language for those whose mother tongue is not English. Richards (2015) contributes that with the advancing technology the use of English face to face and in virtual platforms has become common practice and it presents more authentic settings for the learners. Similarly Liu (2021) emphasizes the practicality of learning thanks to the advanced technology that is easily accessible to students. Clements and Sarama (2003) highlight the importance of finding the most appropriate technological tool so as to be beneficial for the learners.

**2.3.2 The Internet and Extramural English:** Interaction and practice in English is a key element of improving the language. Social media networks, YouTube, Netflix, online digital gaming, and numerous other applications collectively contribute to the realm of

extramural English activities. Along with the easy access to online games, films, internet the use of EE has accelerated in most of the countries. The studies show that in Sweden students aged 16 to 19 years old spend 35 hours weekly on EE activities (Olsson and Sylvén, 2015). Another study conducted in Austria Vienna reveal that students aged 15-16 years old spend 28 hours weekly (Schwarz, 2020). In France, although there is no weekly numerical report, 50% of the students of 14 years old report that they use English on the internet and in video games frequently. A study that was carried out with the participation of 267 Indonesian ESP learners revealed that they spent 4-5 hours per week for language learning (Muharom, Nugroho & Putra, 2021). In a study conducted by Coskun (2017) with high school students in Turkey it was reported that the participation in EE activities is not so frequent. The result is in line with the present findings. In this research the data show that 48.9% of the high school students spend more than 4 hours on a weekly basis for English activities which may be a reflection of Turkey framework.

**2.3.3. Usage of Mobile Phones and Extramural English:** Currently, mobile devices have given rise to a new concept termed Mobile Assisted Language Learning (MALL), and they can be recognized as widely used, efficient, and greatly favored technological instruments for learners. As technology continues to advance and evolve, the scope of learning is no longer constrained by geographical boundaries. It has transcended the confines of educational institutions and can occur in diverse settings conducive to learning.

The definition of MALL made by Traxler (2009) is that MALL is the effective use of mobile learning devices in and out of the the learning environment. Other researchers (Govindasamy, Yunus, Hashim, 2019) define the term MALL as a kind of learning method which is performed with the assistance of mobile devices such as tablet, Mp3 players, mobile devices, phones. So it can be said that MALL helps the practice of extramural English as well.

Study conducted by Rahimi and Miri (2014) reveals that mobile applications provide learners effective learning environment together with time management advantage. Because they don't have to wait for an exposure, instead they access to English via mobile devices whenever they desire (Norbrook, 2003). Bensalem (2018) stated in his study that using mobile application such as whatsapp helped to increase the students' motivation level while providing the convenience of flexibility in terms of time and place. Supporting this view another study suggests that mobile devices such as tablets and mobile phones support the learners' language skills (Godwin-Jones, 2017; Neumann & Neumann, 2017). It is clearly shown in their meta-analysis study that the use of mobile devices positively contributes to the

learning process (Cho, Lee, Joo & Becker, 2018) They claim that mobile devices were effective in directly providing language-learning materials and activities, including collaborative speaking and listening tasks, while also serving as learning aids. The reason why mobile assisted learning is so advantageous probably lies behind the portability and accessibility of the mobile devices which help the learners to learn any time, any where without being in the necessary formality of school setting (Ji & Aziz, 2021). The learners can play games, interact with people, share something on social platforms, watch videos, listen to music, etc. Additionally, its capacity to ward off boredom presents another benefit. Because mobile devices present English supporting it with different forms such as texts, sound, images (Klimova, 2015). Anytime, anywhere advantage of mobile devices means learners take the responsibility of their own learning which in turn sustains learner autonomy (Benson, 2007).

Despite the advantageous sides of the mobile assisted learning there are also some neglected parts. One of the missing parts according to Ji and Aziz (2021) is that it may be extremely hard for some students to access to the technological devices due to the financial problems. On the other hand Wang, Hwang, Yin & Mal (2020) state that if the learners of a language easily access to mobile devices, this would have an impact on the future use of them.

There are some language learning applications eligible for mobile devices. Duolingo is one these. It is an application that focuses on the acquirement of words. But a question arises at that point. Is it really enough to know just the vocabulary of a language? It has been a clearly known and accepted fact that learning only vocabulary is not totally enough to have a better command of a language unless it involves genuine practice. So Finardi, Leao, Amorim (2016) state that Duolingo doesn't provide the learners chance to interact and orally communicate with others which is the vital part of language learning in a complete term.

**2.3.4. Digital Games and Extramural English:** Young people who prefer to participate in English education activities primarily do so due to a certain interest rather than a conscious intention to acquire English skills (Sundqvist, 2009). Digital games are among these interests. Digital games has started to attract a great attention for extramural English and vocabulary acquisition. How do games contribute to the process of acquiring vocabulary? According to Ryu's findings in 2013, playing computer games has the potential to facilitate language learning through various ways. Players have the chance to acquire words and expressions from the game by continuously encountering and being exposed to the language while they play. Sylvén and Sundqvist (2012) state that in order to engage with these games



effectively one must comprehend the linguistic input in the second language (L2). So it is logical to consider that individuals who are good game players and do not have English as their native language might acquire some of their English L2 proficiency through gaming activities. Then it would not be an exaggeration to claim that games have significant impact on enhancing language skills. As students repeatedly confront the same vocabulary, it gradually becomes ingrained in their memory over time. Amaliah (2018) finds out that as the frequency of students' involvement in extramural English increases their attitudes towards English become more positive. This is especially the case for online games. Actually earlier studies conducted on the effectiveness of games for L2 vocabulary development present positive correlation (Cheung & Harrison, 1992). The results of a research conducted by Sundqvist (2009) with 80 Swedish learners (aged 15-16) pointed out that digital games are very important for vocabulary acquisition as it came out to be the most marked activity by students along the study. Moreover Sundqvist (2009) emphasize that digital gaming, together with reading and internet usage has a more positive effect on second language (L2) learning compared to other activities like listening to music or watching TV and films. Suh, Kim and Kim (2010) pointed out that individuals who engaged in video game playing exhibited better performance on EFL proficiency tests compared to their counterparts who did not play video games. In another study carried out by Sylvén and Sundqvist (2012) a positive correlation between the L2 proficiency and game playing habits drew attention showing that the more students played games the better scores they had on vocabulary test when they are compared to those who played for less hours. Turkish children playing games in an internet café are found to have learned certain English words incidentally while they are playing games in English (Turgut and Irgin, 2009). Olsson (2011) found out that 9<sup>th</sup> grade students who were frequent game players reached higher scores in writing tasks when compared to other students. These findings undeniably reveal that digital games contribute to students' level of English since they play the games with their intrinsic motivation without the boredom of school setting. Consequently, this motivation boosts students' autonomy.

**2.3.5 Television, Cinema, and Extramural English:** In an educational context, the value of technology cannot be underestimated, given that students have been born into a technologically immersed world and this technology provides good opportunities in terms of EE exposure. For example Webb & Rodgers (2009) state that televisions provides familiarity with the low frequent words. Teng (2020) states that watching audio-visual media is

extremely beneficial for the lexical development of learners as it equips them with all kinds of words. Based on the findings of the study conducted by Puimege and Peters (2019) with twenty students at a Flemish university there is an indication that both individual words and standardized sequences can potentially be acquired incidentally through watching television particularly in terms of remembering their forms. Keene (2006) states that watching films or series in English is advantageous for the development of comprehension skills of the learners as they see or hear the word, analyze and try to guess the meaning of it. Akpınar (2004) underlines the significance of television for the development of effective listening skills. Uslu (2016) pays attention to the importance of watching TV and using applications in English for the success of students. According to the study conducted by Rubin (1975) those who are capable of using language effectively are the ones who actually seek several ways to practise it not just at school but also outside the school. The activities can be going to the cinema or attending to other cultural events. Yap (1998) pointed out that the participants chose to watch TV and read newspaper in English in order to improve their English capacities. Suh et al. (1999) conducted a research about the out of class practices of students studying in the USA and found out in the light of the research that the students mostly practised the language by watching TV, communicating with the people who speak the target language, going to the cinema and listening to music. Peters and his colleagues stated that English as a Foreign Language (EFL) learners spend a significantly larger amount of time for watching television compared to reading in English. (Peters et al., 2019). Puimège and Peters (2019) carried out an experimental research aiming to explore the potential enhancement of incidental vocabulary learning through watching TV, with a specific focus on formulaic sequences. The findings of the study indicated a positive effect on recall and meaning recall levels. Another logic behind the potential benefits of watching television for vocabulary learning is that the vocabulary requirements associated with watching television (approximately 3000 word families) are comparatively lower than those for reading (Webb and Rodgers, 2009)

Furthermore, visual content has the potential to assist learners in enhancing their pronunciation, intonation, and pragmatic skills, as highlighted by Qiang, Hai, Wolff (2007).

**2.3.6. Extensive Reading and Extramural English:** English as a Foreign Language (EFL) learners mostly acquire language input within the boundaries of their classroom environment. Nevertheless, to foster more comprehensive linguistic growth, their engagement in reading beyond these classroom boundaries is highly beneficial. Because materials of extensive reading offer significant linguistic input, as indicated by Bell (1998).

This is where extensive reading comes into play as a commendable practice. Palmer (1968) originally coined the term "extensive reading" to differentiate it from "intensive reading." The latter involves closely reading shorter texts to gain in-depth comprehension and practice specific skills. However as (Powell, 2005) pointed extensive reading includes the practice of reading substantial quantities of longer, comprehensible material. This activity typically takes place outside the classroom and allows each student to proceed at their own speed and proficiency level. Several studies have demonstrated a connection between extensive reading and the improvement of linguistic skills. Research about extensive reading indicates that it is beneficial for the grammatical improvement of students despite the fact that it is also slower than the classroom based learning (Aka, 2020). Hulstijn (2003) confirms that books, magazines, newspapers all provide good language input for the learners and contributes to learning process as well. Numerous researchers (Nation, 2015) have contended that extensive reading outside the classroom contributes to the acquisition of incidental vocabulary. However Cobb (2007) discovered that while extensive reading could prove effective for enhancing word knowledge, it might not provide enough exposure to less common words to significantly expand vocabulary knowledge beyond the more frequently used words. According to Powell (2005) engaging in ER beyond the school setting provides students a chance to enhance their grasp of vocabulary, sentence structure, and language-processing abilities in a stress-free context. This can consequently lead to improvements in their overall language proficiency and comprehension, contributing to heightened self-confidence. This positive progress can also foster a more optimistic attitude towards learning.

#### **2.4. Motivation and Extramural English**

In the context of learning English outside of the classroom, the significance of motivation cannot be overlooked, as students need ample motivation to actively participate in the language beyond their school setting. The rationale for incorporating motivation into this research is to explore the connection between students' utilization of English outside of school and their level of motivation.

What does the term "motivation" mean? Motivation is a key element that encourages a person to get involved in a task and complete it. It is a complex phenomenon that can not be easily and precisely defined and observed. There have been many ideas that help the formation of the term motivation. According to Ushioda (2009) motivation is the main provider of a language learner's diligence, determination. Williams and Burden (1997) consider motivation as a condition in which emotional and cognitive activation happens.

In terms of educational means the relation of motivation with language learning has long been an important subject to be discussed and it has been dominated by Gardner's theory lately. According to Gardner language learning is an experience which demands the learners to interact with speakers' cultural practices and formal knowledge system (Gardner, 2001). Here comes the concept of integrativeness which was proposed by Gardner. This concept reflects the learner's willingness to interact with people from other groups (Gardner & MacIntyre, 1993). In another study of Gardner, integrativeness represents the interest to learn a second language for the purpose of becoming closer to a community of the language (Gardner, 2001).

Why is motivation considered as a significant element in the process of language acquisition? The explanation for this can be provided as follows. It is the motivation that leads to success in many fields of education by pushing the person to set a goal, feel it and try to reach it (Harmer, 1991) which means that for learners' motivation is a key concept even to practise extramural English. So lack of motivation can hinder the learning of L2 (Cook, 1991). Krashen (1988) mentions that high motivation level of the learners decrease the affective filter of students. When the affective filter is at low levels the learner will be willing to interact with target language speakers and get ready to receive the input (Krashen and Terrell, 1983). In the light of this theory it can be said that if the affective filter is not high then the learner will easily engage in extramural English.

Gardner's (1985) "Socio-educational Model of Second Language Acquisition" model underlines the necessity and importance of motivation for language acquisition. In Gardner's model attitudes towards the learning situation and integrativeness are the two elements that support the motivation. In the theory motivation has two forms that are integrative and instrumental (Gardner & Lambert, 1972). In integrative motivation the student's aim is to integrate into the language that is intended to be learnt and try to have better contact with the people who speak the target language. However instrumental motivation stands for the one that includes the pragmatic reasons for learning a language such as getting a job or getting a promotion.

Engaging in extramural English activities can stimulate two types of motivation: intrinsic and extrinsic motivation. Harmer (1991) declare that extrinsic motivation ignites outside for some rewards or purposes like getting a job; however intrinsic motivation comes from inside with no specific reward expectation. Legault (2016) also explains that intrinsic motivation is an inherent inclination in humans. This implies that individuals tend to engage in activities they perceive as captivating and enjoyable. So a great correlation exists between

motivation and extramural English. Students practise extramural English activities primarily when they have a genuine interest in doing so, reflecting the connection between their motivation and their willingness to participate in such activities. Hyland (2004) asserts that if the learners feel fear owing to the negative criticism made by their social environment they refrain from using the language outside freely. Positive feedback, such as verbal praise, has the tendency to boost individuals' awareness of the personal significance and enhance intrinsic motivation (Chotimmah, Linda & Muntiningsih, 2023). From this point of view motivation of learners can be considered as a significant factor in promoting language development and needs to be supported. In the review study conducted by Maristy (2023) an important point highlighted is that extramural English activities offer learners a valuable advantage by enhancing their motivation and self-efficacy.

Sundqvist and Sylvén (2016) state that extramural English (EE) takes place beyond the boundaries of formal educational environments and underscore the crucial role of learner-initiated activities within EE. This concept of learner-initiated activities is closely linked to the motivation of students. Factors that affect the extramural English choice of students need to be explored and among them motivation plays an important role as it contributes to the students' involvement in the extramural activities. They engage in extramural English activities either due to their intrinsic or extrinsic motivations. The students require adequate support and encouragement to practise English not only within the the classroom but also beyond its boundaries. The study conducted by Hannibal & Lauridsen (2023) reveals that the students who do not spend enough time for EE most probably lose their motivation to learn English as they compare themselves with those who are good at English which finally leads to the decrease in self confidence.

Schools have the responsibility of connecting students' extramural language engagements with intramural learning activities, which take place in language classroom (Thorne & Reinhardt, 2008). This approach would be beneficial to enhance the motivation to acquire English language skills. This occurs through the dedicated efforts of teachers. An important aspect that emerges is that teachers have significant responsibilities in ensuring the sustenance of motivation and the cultivation of student interest during the process of learning a foreign language. Dörnyei and Ushioda (2013) emphasize the role of the teacher as a significant influence on students' motivation and success in language learning. Teachers who are genuinely interested in the language they are teaching and are passionate about the subject tend to create a more encouraging and stimulating learning environment. This enthusiasm can

be contagious and inspire students to become more motivated and involved in their studies. Because the teachers help to shape the quality of the benefits of extramural English.

## **CHAPTER III**

### **METHODOLOGY**

Methodology part is presented elaborately under the titles Research Design, Setting and Participants, Data Collection Instruments, Procedure, Data Collection Procedure, Data Analysis and Summary.

The participants of the study were chosen via convenience sampling. Necessary permissions were taken from the District Directorate of National Education.

#### **3.1. Research Design**

In this study high school students' practice of extramural English was investigated in a state Anatolian high school in the west of Turkey. A mixed method design was administered with both quantitative and qualitative data collection methods. The reason why mixed method design was preferred lies in the fact that it involves deliberate gathering of quantitative and qualitative data (Creswell, Klassen, Plano Clark, & Smith, 2011) which will present the researcher detailed information on the subject.

Voluntary participation was intended, leading to not all students in the school being involved in the participation process. The quantitative part of the questionnaire was divided into 3 groups that were: demographic part, motivation part and Extramural English part. The researcher solely constructed the demographic section. The motivation section was derived from the scale of Honarзад and Rassaei (2019) which was adapted from the work of Taguchi, Magid, & Papi (2009), while the extramural English component was adopted from the scale developed by Coşkun and Mutlu (2017).

Furthermore the qualitative data collection was administered via conducting interviews with voluntary students. Thus data triangulation was provided for the study. Data triangulation was aimed since Noble and Heale (2019) define research triangulation as a method that increases the reliability and validity of research by incorporating multiple sources of data or methods.

#### **3.2. Settings and Participants**

This study was carried out in a state Anatolian high school located in Afyonkarahisar which is a small city in the west part of Turkey. The school is situated in a rural area with no easy access to facilities related to English. This is primarily due to the fact that the majority of the students live in villages. Some of the students accommodate in the school dormitory and others come to school via transported education. For students residing in the dormitory, a rule

prohibiting the use of mobile phones on weekdays is implemented. These students are only permitted to use their mobile phones during weekends. The parents of the students mostly have low socioeconomic income levels since their livelihoods are predominantly dependent on agriculture or livestock. The students' grade levels were 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> and at every grade they have 4 hours of English weekly.

Table 1 clearly presents the information about students' gender, grade levels and the hours that students spend for extramural English. Majority of the students 74.6% (185 in number) were female and 25.4% (63 in number) were male students that took part in the study which is the indicator of the female dominant distribution. 42 of the students were 9<sup>th</sup> grade, 97 of them were 10<sup>th</sup> grade, 47 of them were 11<sup>th</sup> grade and finally 62 of them were 12<sup>th</sup> grade students.

**Table 1**

*Demographic Information of Participants with Percentages and Frequencies*

Study Variables	Variable Level	Frequency ( <i>f</i> )	Percentage (%)
Gender	Female	185	74.6
	Male	63	25.4
Grade	9 <sup>th</sup> grade	42	16.9
	10 <sup>th</sup> grade	97	39.1
	11 <sup>th</sup> grade	47	18.9
	12 <sup>th</sup> grade	62	25
Use of EE on a weekly basis	<4 hours	162	65.3
	>4 hours	86	34.7

The great majority of the students that participated in the current study are in 10<sup>th</sup> grade with the number 97 followed by 12<sup>th</sup>, 11<sup>th</sup> and 9<sup>th</sup> grades respectively.

The students mainly live in a village which means that the access to internet and English sources are restricted and obviously not easy. Regarding the time frame students allocate to extramural English activities, it can be clearly stated that a significant portion of the student body, specifically 162 out of 248 students, dedicate less than 4 hours to these activities. On the contrary 86 students stated that they practise extramural English more than 4 hours in a week.



### 3.3. Data Collection Instruments

In this study a mixed method research design was used. A Likert-scale on Motivation, a Likert-scale on EE and semi-structured interviews were the data collection instruments. The details of the instruments were deeply explained below.

**3.3.1. The Quantitative Data Collection Instrument:** In order to gather quantitative data the motivation scale adapted by Honarzad and Rassaei (2019) and the extramural English scale developed by Coşkun and Mutlu (2017) were used (see Appendix 4) in a paper form. So as to check the reliability Cronbach reliability analysis was measured via SPSS. The results of the reliability check showed that motivation scale which consists of 21 Likert items yielded an  $\alpha$  of .93 and the extramural English scale obtained an  $\alpha$  of .95 which clearly demonstrates that the internal consistency of the instruments are good as Creswell (2008) asserts that if the reliability coefficient is .70 or higher that means it is acceptable.

Taking into account all of these the scales are expected to provide answers to the research questions presented below:

1. How does Turkish high school students' engagement with the English language extend beyond the classroom after school hours?
2. What type of extramural activities are Turkish high school students engaged in?
3. Are there variations in extramural preferences between female and male high school students?
4. Does a relationship exist between the motivation of high school students and their engagement in extramural English?
5. Does gender have an impact on the motivation levels and engagement in extramural English?
6. Do the grade levels of students affect their motivation and extramural English usage?

Turkish version of the scale was implemented to the students instead of the English one. This kind of substitution was made to ensure the clarity of the items and prevent any potential misunderstanding. The scale in general consists of three parts that are demographic information, motivation and extramural English. The demographic part of the survey aimed to obtain information about the students' gender, grade level, and the number of hours they dedicate to extramural English activities on a weekly basis. In the motivation part there are 21 items that are rated on a 5 scale Likert Type and the choices are sequenced like Never,

Rarely, Sometimes, Often and Always. In the third part there is EE scale which consists of 34 items and again rated on a 5 scale Likert Type.

**3.3.2. The Qualitative Data Collection Instrument:** Interviews are significant data gathering technique that involves verbal communication between the researcher and the subject (Mathers et al., 2000). With the interview technique the researcher aims to get the deeper understanding of the interviewee's ideas over a topic.

With the volunteer students face to face interviews in students' mother tongue, namely in Turkish, were commenced. Eleven students participated in that final part of the research. The students were all assured about the confidentiality and anonymity of the interviews and they were informed about the aim of the research and why they are being interviewed. The questions were directed in a relaxed manner so that they would feel free and comfortable to answer. Each one of the interviews lasted about 4-5 minutes. During the silent periods, after giving students time and opportunity to tell something, the interview went on with the next question. Eleven questions were directed to the students related to the extramural English. The responses of the students were audio recorded with their own permission so as not to miss what they are saying while trying to get it all down on paper.

The questions that were directed to the students are listed below:

1. What do you do to improve your English outside of the classroom?
2. Do your parents support your English learning? If yes, how? (example: taking language courses)
3. How many English lessons do you take per week at school?
4. Is the number of English lessons taken at school enough for you to be a good language user? Why?
5. Do you think English is important for your future? Why?
6. If you had the opportunity, how would you improve your English? (Going abroad etc.)
7. Are there any factors that negatively affect or prevent you from learning English outside of school?
8. Do you know of any online applications which can help you to improve your English? If yes, ask the next questions (9 & 10). If no, continue with question 11.
9. Which online applications do you use the most in order to improve your English?
10. How many hours on average, per week, do you spend on these applications?
11. Based on the Covid-19 process, has emergency remote teaching had an impact on your out of school English language learning environment?

All of these questions aimed to gather information about the extramural English choices, perceptions of students.

### **3.4. Procedure**

All the necessary permissions were taken from the Research and Publication Ethics Committee for Social Sciences and Humanities (see Appendix 1) before the study started. By the approval of Governors Office necessary permission has reached the District National Education Directorate and afterwards the mentioned Anatolian high school. The teachers and students at school were all informed about the study and what it aimed. The questionnaires were distributed to the voluntary students in classes and they were requested to fill in the questionnaire.

In the last lesson of the day, once again, a group of eleven enthusiastic students were selected to participate in the qualitative part of the study, which involved conducting interviews. Students were interviewed successively and recording was done by the researcher. The interview was conducted in Turkish so that it would not cause any kind of misunderstanding by the students. The interviews were recorded and transcribed by the researcher.

### **3.5. Data Collection Procedures**

In this study mixed method research design was implemented. Two scales and a semi-structured interview with voluntary students were the instruments of the study. Data collection procedure was explained in a detailed way below.

**3.5.1. The scales:** Quantitative data collection was carried out through a motivation scale of Honarzad and Rassaei (2019) which was adapted from the work of Taguchi, Magid, & Papi (2009) and an extramural English scale developed by Coşkun and Mutlu (2017). Before conducting the necessary analyses on the data, the data were first checked for outliers and missing values, and the instruments for internal consistency through a Cronbach reliability analysis. Outlier check showed that two participants were beyond the accepted maximum score in the extramural English scale. Therefore, these two participants were removed from the actual analysis. Some participants forgot to answer some of the items on motivation and extramural English scales. The blank items were replaced with the mean scores belonging to that specific item on the scale. As for the reliability of the instrument, the

motivation scale which consists of 21 Likert items yielded an  $\alpha$  of .93 and similarly extramural English scale reliability result was .95. These values are the indicators of internal consistency which is supposed to be higher than 0.70 (Tavakol & Dennick, 2011).

Two academicians that are expert in the area were consulted for the face validity.

The scale was originally prepared in English. However it was translated into Turkish by the researcher and Turkish versions of the scales were distributed to the students so that they could clearly understand the items without any confusion.

Initially the students were all informed about the research, its aim, procedures and in which way they would contribute to the study. Then the confidentiality and anonymity of their answers were emphasized. The scales were distributed to the students as paper printouts and they participated in the study voluntarily.

**3.5.2. The interview:** In order to ensure reliability, the questions were reviewed and evaluated by an expert before they were presented to students. The interviews were conducted with eleven students who were eager to take part in the study. With the special permission of the course teachers the students were interviewed in the teacher's office successively. The interviews were conducted by the researcher in the first term of the 2021-2022 academic year. Initially all of the students were informed about the audio-recording that would be done by the researcher during the interview sessions. Afterwards the students were asked to answer the questions unfeignedly assuring that the identities would be kept confidential and the answers would purely be used for the scientific purpose.

The interview was conducted in Turkish to expose the students to a highly understandable version ultimately contributing to the preservation of data quality.

### 3.6. Data Analysis

The researcher used a mixed method design to collect data that include both the quantitative and qualitative data analysis. So as to analyze the quantitative data SPSS was used. For the analysis of qualitative findings content analysis was used as it provides categorization and quantification (Schreier, 2012). For the reliability of instruments Cronbach reliability analysis was conducted both for the motivation and extramural English scales. The results showed high reliability confirming that they also had internal consistency. Two independent samples t-tests were used to find out the effect of gender on motivation and EE. Results of the tests showed that female students had higher scores than males. The effect size was also checked and it was found  $d=.40$ . To measure the effect of gender on EE an

independent samples t-test was conducted showing not significant difference between the two groups.

One way ANOVA was used for the effect of grade on motivation. Then to find out which group differed from other a Scheffe post-hoc test was administered showing that 12<sup>th</sup> and 11<sup>th</sup> grades outperformed 10<sup>th</sup> grade.

In order to investigate the effect of grade on EE another one way ANOVA was conducted. The result was significant so to search for the differences a Tamhane's post-hoc test was administered. For the analysis of the relation between motivation and EE a Pearson correlation analysis was conducted and the result yielded a large correlation.

In the last part the impact of grade on the distribution of English use was studied on. Chi-square analysis was conducted to determine if English use time was distributed significantly across the grades.

For the analysis of the interviews the first step was to transcribe the audio recordings. After the transcription themes and sub-themes were formed in order to grasp the ideas of the students on EE. A consultation to peers that are experts in the field of ELT department was requested to negotiate the titles and subtitles. The frequency of students' answers were presented in a table form and descriptive analysis was done.

The quantitative data analysis procedures were all described and explained below in a detailed way.

### **3.7. Summary**

In this chapter the methodology part with the subtitles of research setting, participants, instruments, data analysis were explained. The next chapter will present the research results.

## CHAPTER IV

### RESULTS AND FINDINGS

In this chapter the quantitative and qualitative results of the study are presented.

#### 4.1. Reliability of the Instruments and Exclusion of the Participants

As for the reliability of the instrument, the extramural English obtained an  $\alpha$  of .95, motivation scale yielded an  $\alpha$  of .93 proving that the scales are reliable. Some participants left some items on the motivation and extramural English scales unanswered. The blank items were substituted with the mean scores corresponding to those particular items on the scale. Once the researcher ensured that the data do not include any outliers and the instruments are excellently reliable, the necessary analyses on the data were conducted.

The following section provides the results in a detailed way.

#### 4.2. The Type of Extramural English Activities That Students Engage In

In order to find out the most and least frequently marked activity the participants mentioned they did, groupwise descriptive statistics were obtained for all the items in the scale. Table 2 presents the item-based means and sums for the whole group of participants.

**Table 2**

*Item-based Descriptive Statistics for All Participants*

	N	Minimum	Maximum	Sum	Mean
Playing online video games for reading skills	248	1	5	681	2.75
Reading literary works in English	248	1	5	429	1.73
Using smart phone apps for reading skills	248	1	5	700	2.82
Reading English magazine-newspaper	248	1	5	434	1.75
Reading English texts	248	1	5	582	2.35
Reading comics	248	1	5	432	1.74
Reading English texts on websites	248	1	5	499	2.01
Reading English texts on social media	248	1	5	600	2.42
Reading English manuals etc.	248	1	5	581	2.34
Using search engines in English	248	1	5	683	2.75
Playing online video games for writing skills	248	1	5	627	2.53
Writing native speakers via internet	248	1	5	471	1.90
Writing English stories, compositions	248	1	5	381	1.54

Writing English e-mails	248	1	5	345	1.39
Keeping an English diary	248	1	5	325	1.31
Using smart phone apps for writing skills	248	1	5	641	2.58
Writing English comments on social media	248	1	5	530	2.14
Sending English messages to friends	248	1	5	620	2.50
Playing online games for speaking skills	248	1	5	610	2.46
Speaking to native speakers via internet	248	1	5	453	1.83
Using smart phone apps for speaking skills	248	1	5	651	2.63
Attending English course	248	1	5	509	2.05
Speaking English with tourists	248	1	5	413	1.67
Speaking English with friends	248	1	5	479	1.93
Participating in overseas programmes	248	1	5	367	1.48
Playing online video games for listening skills	248	1	5	603	2.43
Listening to English music	248	1	5	896	3.61
Listening to song lyrics and learning words	248	1	5	783	3.16
Watching English videos and clips	248	1	5	806	3.25
Using smart phone apps for listening skills	248	1	5	653	2.63
Watching English movies	248	1	5	898	3.62
Watching English channels	248	1	5	592	2.39
Listening to English radio	248	1	5	376	1.52
Watching English movies with subtitles	248	1	5	802	3.23

\*\*



*The items that are highlighted in that colour represent 'the least marked items'*



*The items that are highlighted in that colour represent 'the top most marked items'*

As depicted in the table, the most frequent activities were 'Watching English movies/series/animations in Turkish subtitles' followed by 'Listening to English music' and 'Watching English videos and clips (e.g., Youtube)'.

The least frequently mentioned activities were 'Keeping an English diary' followed by 'Writing English e-mails' and 'Participating in overseas programs to improve English speaking'.

### 4.3. Female and Male Participants' Preferences

**Table 3**

*Item-based Descriptive Statistics for Female Participants*

	N	Minimum	Maximum	Sum	Mean
Playing online video games for reading skills	185	1	5	468	2.53
Reading literary works in English	185	1	5	330	1.78
Using smart phone apps for reading skills	185	1	5	524	2.83
Reading English magazine-newspaper	185	1	5	335	1.81
Reading English texts	185	1	5	451	2.44
Reading comics	185	1	5	331	1.79
Reading English texts on websites	185	1	5	364	1.97
Reading English texts on social media	185	1	5	439	2.37
Reading English manuals etc	185	1	5	433	2.34
Using search engines in English	185	1	5	518	2.80
Playing online video games for writing skills	185	1	5	441	2.38
Writing native speakers via internet	185	1	5	330	1.78
Writing English stories,compositions	185	1	5	285	1.54
Writing English e-mails	185	1	5	249	1.35
Keeping an English diary	185	1	5	243	1.31
Using smart phone apps for writing skills	185	1	5	488	2.64
Writing English comments on social media	185	1	5	383	2.07
Sending English messages to friends	185	1	5	484	2.62
Playing online games for speaking skills	185	1	5	424	2.29
Speaking to native speakers via internet	185	1	5	327	1.77
Using smart phone apps for speaking skills	185	1	5	499	2.70
Attending English course	185	1	5	408	2.21
Speaking English with tourists	185	1	5	304	1.64
Speaking English with friens	185	1	5	377	2.04
Participating in overseas programmes	185	1	5	267	1.44
Playing online video games for listening skills	185	1	5	417	2.25
Listening to English music	185	1	5	683	3.69
Listening to song lyrics and learning words	185	1	5	618	3.34
Watching English videos and clips	185	1	5	613	3.31
Using smart phone apps for listening skills	185	1	5	508	2.75
Watching English movies	185	1	5	683	3.69
Watching English channels	185	1	5	442	2.39



Listening to English radio	185	1	5	288	1.56
Watching English movies with subtitles	185	1	5	599	3.24

A nearly similar pattern to that of the whole group emerged for female participants. The highest ranking items were ‘Watching English movies/series/animations in Turkish subtitles’ followed by ‘Listening to English music’ and ‘listening to the lyrics of English songs and learn their meaning’. The lowest scores were obtained for ‘Keeping an English diary’ followed by ‘Writing English e-mails’ and ‘Participating in overseas programs to improve my English speaking’.

**Table 4**

*Item-based Descriptive Statistics for Male Participants*

	N	Minimum	Maximum	Sum	Mean
Playing online video games for reading skills	63	1	5	213	3.38
Reading literary works in English	63	1	4	99	1.57
Using smart phone apps for reading skills	63	1	5	176	2.79
Reading English magazine-newspaper	63	1	5	99	1.57
Reading English texts	63	1	5	131	2.08
Reading comics	63	1	5	101	1.60
Reading English texts on websites	63	1	5	135	2.14
Reading English texts on social media	63	1	5	161	2.56
Reading English manuals etc.	63	1	5	148	2.35
Using search engines in English	63	1	5	165	2.62
Playing online video games for writing skills	63	1	5	186	2.95
Writing native speakers via internet	63	1	5	141	2.24
Writing English stories, compositions	63	1	5	96	1.52
Writing English e-mails	63	1	5	96	1.52
Keeping an English diary	63	1	5	82	1.30
Using smart phone apps for writing skills	63	1	5	153	2.43
Writing English comments on social media	63	1	5	147	2.33
Sending English messages to friends	63	1	5	136	2.16
Playing online games for speaking skills	63	1	5	186	2.95
Speaking to native speakers via internet	63	1	5	126	2.00
Using smart phone apps for speaking skills	63	1	5	152	2.41
Attending English course	63	1	5	101	1.60
Speaking English with tourists	63	1	5	109	1.73
Speaking English with friends	63	1	5	102	1.62

Participating in overseas programmes	63	1	5	100	1.59
Playing online video games for listening skills	63	1	5	186	2.95
Listening to English music	63	1	5	213	3.38
Listening to song lyrics and learning words	63	1	5	165	2.62
Watching English videos and clips	63	1	5	193	3.06
Using smart phone apps for listening skills	63	1	5	145	2.30
Watching English movies	63	1	5	215	3.41
Watching English channels	63	1	5	150	2.38
Listening to English radio	63	1	5	88	1.40
Watching English movies with subtitles	63	1	5	203	3.22

The situation changed a little bit for males as the highest scores were obtained for item ‘Watching English movies/series/animations in Turkish subtitles’ followed by ‘Playing online video games’ which is not among the highest answers in the table that belongs to female students and finally ‘Listening to English music’.

The least frequently mentioned items were ‘Keeping an English diary’ followed by ‘Listening to English radio’ and ‘Writing English e-mails.’

#### 4.4. Grade Levels and Extramural English Choice

**Table 5**

*Results for 9<sup>th</sup> graders*

	N	Minimum	Maximum	Sum	Mean
Playing online video games for reading skills	42	1	5	132	3.14
Reading literary works in English	42	1	4	79	1.88
Using smart phone apps for reading skills	42	1	5	118	2.81
Reading English magazine-newspaper	42	1	5	76	1.81
Reading English texts	42	1	5	106	2.52
Reading comics	42	1	5	85	2.02
Reading English texts on websites	42	1	5	94	2.24
Reading English texts on social media	42	1	5	97	2.31
Reading English manuals etc.	42	1	5	105	2.50
Using search engines in English	42	1	5	121	2.88
Playing online video games for writing skills	42	1	5	106	2.52
Writing native speakers via internet	42	1	5	88	2.10
Writing English stories, compositions	42	1	5	76	1.81

Writing English e-mails	42	1	3	61	1.45
Keeping an English diary	42	1	4	64	1.52
Using smart phone apps for writing skills	42	1	5	109	2.60
Writing English comments on social media	42	1	5	100	2.38
Sending English messages to friends	42	1	5	95	2.26
Playing online games for speaking skills	42	1	5	109	2.60
Speaking to native speakers via internet	42	1	5	87	2.07
Using smart phone apps for speaking skills	42	1	5	109	2.60
Attending English course	42	1	5	93	2.21
Speaking English with tourists	42	1	5	84	2.00
Speaking English with friends	42	1	5	90	2.14
Participating in overseas programmes	42	1	5	70	1.67
Playing online video games for listening skills	42	1	5	114	2.71
Listening to English music	42	1	5	150	3.57
Listening to song lyrics and learning words	42	1	5	117	2.79
Watching English videos and clips	42	1	5	137	3.26
Using smart phone apps for listening skills	42	1	5	108	2.57
Watching English movies	42	1	5	141	3.36
Watching English channels	42	1	5	97	2.31
Listening to English radio	42	1	5	69	1.64
Watching English movies with subtitles	42	1	5	139	3.31

When the 9<sup>th</sup> grade students' most preferred extramural English activities were investigated the results showed that the highest scores were obtained for item 'Listening to English music' followed by 'Watching English movies' and 'Watching English movies with subtitles'. However the least preferred extramural English activity was 'Listening to English radio' followed by 'Keeping an English diary' and 'Writing English e-mails'. This is similar to Miglbauer's study (2017), where the researchers state that the respondents' answers to writing in English did not exceed 38% which proves that writing skill is seen as a minor activity.

**Table 6**

*Results for 10<sup>th</sup> graders.*

	N	Minimum	Maximum	Sum	Mean
Playing online video games for reading skills	97	1	5	244	2.52
Reading literary works in English	97	1	5	156	1.61
Using smart phone apps for reading skills	97	1	5	248	2.56

Reading English magazine-newspaper	97	1	5	144	1.48
Reading English texts	97	1	5	192	1.98
Reading comics	97	1	5	150	1.55
Reading English texts on websites	97	1	5	168	1.73
Reading English texts on social media	97	1	5	211	2.18
Reading English manuals etc.	97	1	5	198	2.04
Using search engines in English	97	1	5	258	2.66
Playing online video games for writing skills	97	1	5	227	2.34
Writing native speakers via internet	97	1	5	153	1.58
Writing English stories, compositions	97	1	5	132	1.36
Writing English e-mails	97	1	3	117	1.21
Keeping an English diary	97	1	5	115	1.19
Using smart phone apps for writing skills	97	1	5	225	2.32
Writing English comments on social media	97	1	5	180	1.86
Sending English messages to friends	97	1	5	223	2.30
Playing online games for speaking skills	97	1	5	222	2.29
Speaking to native speakers via internet	97	1	5	149	1.54
Using smart phone apps for speaking skills	97	1	5	234	2.41
Attending English course	97	1	5	175	1.80
Speaking English with tourists	97	1	5	137	1.41
Speaking English with friends	97	1	5	160	1.65
Participating in overseas programmes	97	1	5	126	1.30
Playing online video games for listening skills	97	1	5	226	2.33
Listening to English music	97	1	5	336	3.46
Listening to song lyrics and learning words	97	1	5	284	2.93
Watching English videos and clips	97	1	5	286	2.95
Using smart phone apps for listening skills	97	1	5	227	2.34
Watching English movies	97	1	5	339	3.49
Watching English channels	97	1	5	211	2.18
Listening to English radio	97	1	5	141	1.45
Watching English movies with subtitles	97	1	5	290	2.99

The table clearly shows that 10th grade students mostly ‘Watch English movies/series/animations in Turkish subtitles’, ‘Listen to music’ and finally ‘Watch English movies/series with subtitles’. On the opposite the least preferred items were ‘participating in overseas programmes’, ‘Writing English e-mails’ and finally ‘Keeping English diaries’.

**Table 7***Results for 11<sup>th</sup> graders*

	N	Minimum	Maximum	Sum	Mean
Playing online video games for reading skills	47	1	5	140	2.98
Reading literary works in English	47	1	5	82	1.74
Using smart phone apps for reading skills	47	1	5	156	3.32
Reading English magazine-newspaper	47	1	5	86	1.83
Reading English texts	47	1	5	129	2.74
Reading comics	47	1	5	83	1.77
Reading English texts on websites	47	1	5	105	2.23
Reading English texts on social media	47	1	5	128	2.72
Reading English manuals etc.	47	1	5	115	2.45
Using search engines in English	47	1	5	144	3.06
Playing online video games for writing skills	47	1	5	135	2.87
Writing native speakers via internet	47	1	5	98	2.09
Writing English stories, compositions	47	1	5	79	1.68
Writing English e-mails	47	1	5	70	1.49
Keeping an English diary	47	1	5	65	1.38
Using smart phone apps for writing skills	47	1	5	143	3.04
Writing English comments on social media	47	1	5	117	2.49
Sending English messages to friends	47	1	5	138	2.94
Playing online games for speaking skills	47	1	5	125	2.66
Speaking to native speakers via internet	47	1	5	98	2.09
Using smart phone apps for speaking skills	47	1	5	144	3.06
Attending English course	47	1	5	105	2.23
Speaking English with tourists	47	1	5	80	1.70
Speaking English with friends	47	1	5	99	2.11
Participating in overseas programmes	47	1	4	66	1.40
Playing online video games for listening skills	47	1	5	122	2.60
Listening to English music	47	1	5	176	3.74
Listening to song lyrics and learning words	47	1	5	165	3.51
Watching English videos and clips	47	1	5	165	3.51
Using smart phone apps for listening skills	47	1	5	144	3.06
Watching English movies	47	1	5	175	3.72
Watching English channels	47	1	5	119	2.53
Listening to English radio	47	1	4	68	1.45

Watching English movies with subtitles	47	1	5	156	3.32
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In the table above the 11<sup>th</sup> grade students scores are presented and it shows that they mostly prefer ‘Listening to English music’, second top answer is ‘Watching English movies’ and the third top answers that are equally marked are ‘Listening to lyrics of English songs, learning their meanings’ and ‘Watching English videos and clips’.

On the other hand the answers that are least preferred successively are: ‘Listening to English radio’, ‘Participating in overseas programmes to improve speaking skill’ and thirdly ‘Keeping an English diary’.

**Table 8**

*Results for 12<sup>th</sup> graders*

	N	Minimum	Maximum	Sum	Mean
Playing online video games for reading skills	62	1	5	165	2.66
Reading literary works in English	62	1	5	112	1.81
Using smart phone apps for reading skills	62	1	5	178	2.87
Reading English magazine-newspaper	62	1	5	128	2.06
Reading English texts	62	1	5	155	2.50
Reading comics	62	1	5	114	1.84
Reading English texts on websites	62	1	5	132	2.13
Reading English texts on social media	62	1	5	164	2.65
Reading English manuals etc.	62	1	5	163	2.63
Using search engines in English	62	1	5	160	2.58
Playing online video games for writing skills	62	1	5	159	2.56
Writing native speakers via internet	62	1	5	132	2.13
Writing English stories, compositions	62	1	5	94	1.52
Writing English e-mails	62	1	5	97	1.56
Keeping an English diary	62	1	5	81	1.31
Using smart phone apps for writing skills	62	1	5	164	2.65
Writing English comments on social media	62	1	5	133	2.15
Sending English messages to friends	62	1	5	164	2.65
Playing online games for speaking skills	62	1	5	154	2.48
Speaking to native speakers via internet	62	1	5	119	1.92
Using smart phone apps for speaking skills	62	1	5	164	2.65
Attending English course	62	1	5	136	2.19
Speaking English with tourists	62	1	5	112	1.81

Speaking English with friends	62	1	5	130	2.10
Participating in overseas programmes	62	1	5	105	1.69
Playing online video games for listening skills	62	1	5	141	2.27
Listening to English music	62	1	5	234	3.77
Listening to song lyrics and learning words	62	1	5	217	3.50
Watching English videos and clips	62	1	5	218	3.52
Using smart phone apps for listening skills	62	1	5	174	2.81
Watching English movies	62	1	5	243	3.92
Watching English channels	62	1	5	165	2.66
Listening to English radio	62	1	5	98	1.58
Watching English movies with subtitles	62	1	5	217	3.50

When the table is carefully analyzed it is seen that 12<sup>th</sup> grade students marked predominantly for the item ‘Watching English movies/series/animations in Turkish subtitles’, the second item was ‘Listening to English music’, the last one was ‘Watching English videos and clips’. However the least favoured answers were ‘Writing English e-mails’, ‘Writing English stories/compositions’ and ‘Keeping an English diary.’

To sum up it is clearly seen that grade levels of the students affect their EE choice. However an outstanding result appeared in the research that the preferences of 9<sup>th</sup> and 11<sup>th</sup> graders are the same. Similarly 10<sup>th</sup> and 12<sup>th</sup> grade students marked for the same EE activity. The top EE activity that was chosen by 9<sup>th</sup> grade students was ‘listening to English music’ and that was the same for 11<sup>th</sup> graders. On the other hand 10<sup>th</sup> grade students mostly marked for ‘watching English films’ as the top EE activity. Likewise 12<sup>th</sup> graders chose ‘watching English films’ as the most preferred activity.

## 4.5. Other Findings

**4.5.1. The Effect of Gender on Motivation and Extramural English :** In order to find out if there was any effect of gender on motivation and Extramural English, two different independent samples t-tests were conducted on the obtained data. Table 9 demonstrates the descriptive statistics and t-test results for the effect of gender on motivation levels.

**Table 9**

*Independent Samples t-test Results for the Effect of Gender on Motivation*

	Group	N	M	SD	T	Df	P
Gender	Male	63	59,03	19,457	-2,750	246	,006
	Female	185	66,49	18,296			

There were 63 male and 185 female participants recruited for the study. The independent samples t-test results underline that female participants ( $M=66.49$ ,  $SD=18.29$ ) outperformed their male counterparts ( $M=59.03$ ,  $SD=19.45$ ) and that the difference was significant  $t(246)=-2.750$ ,  $p<.05$ . The data were further checked to investigate how large an effect size gender has in determining differences between the groups and it was found that gender has an effect size close to moderate with  $d=.40$ . The results in this sense highlights that females have a significantly higher level of motivation towards English than males.

Another purpose of the study was to explore if gender has an effect on EE. An independent samples t-test was administered to compare females and males in terms of their Extramural English scores. The descriptive statistics and results of the independent samples t-test are displayed in table 10.

**Table 10**

*Independent Samples t-test Results for the Effect of Gender on Extramural English*

	Group	N	M	SD	T	Df	P
Gender	Male	63	77,73	29,637	-,235	246	,814
	Female	185	78,64	25,561			

As shown in table 10 the two groups of participants do not differ from each other significantly with females ( $M=78.64$ ,  $SD=25.56$ ) only slightly outperforming males ( $M=77.73$ ,  $SD=29.63$ )  $t(246)=-.235$ ,  $p>.05$ . Therefore, it can be concluded that gender does not have a significant effect on Extramural English and we have to look into other factors potentially responsible for differences in English use outside the class.

**4.5.2. The Effect of Grade on Motivation and Extramural English:** Another demographic variable whose effect on motivation and English use was addressed in the current study is the grade that the participants are enrolled in. Since this variable has 4 subcategories, one-way ANOVA was used to compare the groups on their scores from motivation and English use scales. Table 11 presents one-way ANOVA results for the effect of grade on motivation levels.

**Table 11**

*One-way ANOVA Results for the Effect of Grade on Motivation*

	Group	N	M	SD	F	Df	P
Grade	9 <sup>th</sup> grade	42	63,64	19,345	4,827	3	,003



10 <sup>th</sup> grade	97	59,64	18,748	244
11 <sup>th</sup> grade	47	69,34	18,996	
12 <sup>th</sup> grade	62	69,40	16,734	

Our findings indicated that the participants from different grades differed from each other significantly in terms of their motivation scores  $F(3,244)=4.827$ ,  $p<.05$ . In order to determine which groups significantly differed from other, a Scheffe post-hoc test was administered. The post-hoc test results underline that 12<sup>th</sup> grade ( $M=69.40$ ,  $SD=16.73$ ) and 11<sup>th</sup> grade ( $M=69.34$ ,  $SD=18.99$ ) significantly outperformed their 10<sup>th</sup> grade ( $M=59.64$ ,  $SD=18.74$ ) peers. There were no other significant differences observed in the pairs. The results in this sense reveal that grade has an impact on motivation levels in that higher grade students have higher levels of motivation towards English though with a small effect size  $\eta^2=.05$ . This means that, in order to explain motivation differences among participants, we need more variables than grade levels.

An investigation was also conducted in this study on the effect of grade on extramural English and as grade has more than 2 subgroups, another one-way ANOVA was administered, this time on English use scores of the participants. Table 4 shows the results of the one-way ANOVA as well as some descriptive statistics.

**Table 12**

*One-way ANOVA Results for the Effect of Grade on Extramural English*

	Group	N	M	SD	F	Df	P
Grade	9 <sup>th</sup> grade	42	81,57	30,597	4,543	3	,004
	10 <sup>th</sup> grade	97	70,95	23,498			
	11 <sup>th</sup> grade	47	85,45	26,425			
	12 <sup>th</sup> grade	62	82,61	26,227			

Similar to the results obtained on motivation levels, the results of the one-way ANOVA for the effect of grade on English use also underlined that the groups differ from each other significantly  $F(3,244)=4.543$ ,  $p<.05$ . In order to see which pair of groups witnessed significant differences, a Tamhane's post-hoc test was administered this time since the variance observed between the groups was not homogeneous. When we investigate the results of the post-hoc test, it is revealed that 12<sup>th</sup> grade ( $M=82.61$ ,  $SD=26.22$ ) and 11<sup>th</sup> grade students ( $M=85.45$ ,  $SD=26.42$ ) obtained significantly higher scores on extramural English use scale than their 10<sup>th</sup> grade counterparts ( $M=70.95$ ,  $SD=23.49$ ). There were no other pairs

significantly differing from each other. It is showed that grade is an effective factor in explaining extramural English use as well though with a small effect size once again  $\eta^2=.05$ .

**4.5.3. The Relationship Between Motivation And Extramural English:** Another purpose of the current study was to find out if there was a strong relationship between motivation and extramural English. In order to find out if the two variables are related to each other, a Pearson correlation analysis was conducted on the participants' scores obtained from the two instruments. Table 13 presents mean and standard deviations of and correlation analysis results between the two variables.

**Table 13**

*Correlation Results between Motivation and Extramural English Use*

	N	M	SD	1	2
Motivation	248	64,60	18,84		.76*
English Use		78,41	26,59		

\* Correlation is significant at the 0.01 level (2-tailed)

As clearly demonstrated in table 13, there is a significant and a large correlation  $r(246)=.76$ ,  $p<.05$  between motivation scores ( $M=64.60$ ,  $SD=18.84$ ) and English use outside ( $M=78.41$ ,  $SD=26.59$ ). This means that motivation and Extramural English use are connected to each other strongly. As motivation scores rise, there is a corresponding increase in the use of extramural English activities. Likewise, students with lower levels of motivation are inclined to engage less frequently in using extramural English. From this point of view, it can be inferred that motivation leads to a higher frequency of engaging in extramural English use.

**4.5.4. The Effect of Grade on The Distribution of English Use Frequency:** The final purpose of the study was to determine if grade has an impact on the distribution of English use frequency. Initially we categorized the participants as 0-2 hours, 2-4 hours, 4-6 hours, 6-8 hours, and above 8 hours of English engagement groups. However, the chi-square analysis requires that each cell in the crosstab analysis include 5 or above observations. As a result of our initial categorization and too few students in the 8 hours or above group, our data fell short in meeting this requirement. To this end, we categorized the participants into two broad groups: a) the ones spending less than 4 hours, and b) the ones spending more than 4 hours in English. Then, we conducted a 4(9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grades) x 2 (less than 4 hours,

more than 4 hours) chi-square analysis to determine if English use time was distributed significantly differently across grades.

**Table 14**

*Chi-square analysis results*

Groups		English Use		Total	$X^2$	Df	P
		<4 hours	>4 hours				
Grades	9 <sup>th</sup> grade	25	17	42	8,255	3	.041
	10 <sup>th</sup> grade	72	25	97			
	11 <sup>th</sup> grade	24	23	47			
	12 <sup>th</sup> grade	41	21	62			

The results of the chi-square analysis show that English use differs significantly across 4 grades  $X^2(3, N=248) = 8.255, p < .05, V = .18$ . It means that the distribution of students who spend less or more than 4 hours on English differs significantly across different grades. For example, while 40.5% of the participants in the 9<sup>th</sup> grade reported that they were engaged in English more than 4 hours, the proportion was only 25.8% in the 10<sup>th</sup> grade group. Similarly, while as high as 48.9% of the participants in the 11<sup>th</sup> grade group asserted that they were involved in English use more than 4 hours, the proportion decreased to as low as 33% in the 12<sup>th</sup> grade group. The highest proportion seemed to reside in 11<sup>th</sup> graders followed by 9<sup>th</sup> graders. The group reporting the lowest proportion was the 10<sup>th</sup> graders followed by 12<sup>th</sup> graders.

#### **4.6. Qualitative Results**

Eleven interview questions were directed to eleven voluntary students who were highly motivated to learn English outside the classroom. Numerical designations were given to each student, beginning with 1 and incrementing accordingly.

**4.6.1. The Frequency of EE activities:** The initial interview question was designed to find out the specific extramural English activities that students choose to do. And it is “What do you do to improve your English outside of the classroom?” The frequency of each extramural English activity is presented in Table 15 below.

**Table 15**

*The frequency of EE activities*

Variables	<i>F</i>
Watching films	11
Listening to music	5
Reading books	3
Studying	1

It is clearly revealed in the table that in order to improve their skills of English all of the students (M=11) that took part in the interview watch films for language exposure. Watching films is followed by the answer ‘Listening to music’ in English. Five of the students state that they listen to music in order to improve their level of English. These students also state that while they are listening to English songs they try to translate and look up the words that they don’t know which is effective for vocabulary learning. ‘Reading books’ is the third variable in terms of preference rate. Three of the students stated that they read books in English which is the indicator of low English reading rate among students. Finally only one of the students stated that for extramural purpose he studies English outside the school.

Below there are statements that are directly extracted from the responses that were given to the first question:

*Student 1:* “I listen to music, watch films in English.”

*Student 2:* “I watch films.”

*Student 3:* “I listen to music and watch film.”

*Student 4:* “Generally speaking I like watching films.”

*Student 5:* “I watch films and listen to music.”

*Student 6:* “I watch English films. I try to learn the words while reading a book.”

*Student 7:* “I read books in English. I listen to music and watch films”

*Student 8:* “I watch films and study English with my brother.”

*Student 9:* ‘‘I listen to music and try to learn the meanings of the words by looking up a dictionary and I watch films.’’

*Student 10:* ‘‘I watch films on the internet.’’

*Student 11:* ‘‘I watch films with English subtitles. I sometimes read books.’’

As the statements indicate students preference tends to be for receptive skills that is similar to the quantitative results. However they do not spare time for speaking in English. That is the case also in Miglbauer’s study (2017) which finds out that only 5% of the respondents engage in oral communication in English surprisingly.

**4.6.2. Parental Support:** The second question is " Do your parents support your English learning? If yes, how? This question aimed to find out the parental support (see Table 16), and its form (see Table 17).

**Table 16**

*Parental support*

Variables	<i>F</i>
Yes	10
No	1

**Table 17**

*The type of the support parents provide*

Variables	<i>F</i>
Enrol students in a language course	5
Provide the necessary books	4
Verbally support	2
Provide private course	1

The parental support largely consists of ‘Enrolling the students in language courses’ which is stated by five of the participants. The second variable is ‘Providing the books that are needed for the students’, in that, four of the students stated that their parents purchase the books they want to have. Another statement is the ‘Verbal support’ that parents provide. Two of the students pointed out that their parents only verbally support them for the improvement of their English skills. Finally just one of the students stated that their parents provide them private English course at home. The following statements clearly present the answers to that question:

*Student 1:* “Yes they do support me. They send me to a language course.”

*Student 2:* “Actually they do. They want me to learn the language more than I want.”

*Student 3:* “Yes. I am going to a language course.”

*Student 4:* “I had attended to a private course before and now I am going to language course.”

*Student 5:* “Yes my parents really support me. I am going to a course.”

*Student 6:* “My parents buy the books that I want.”

*Student 7:* “Yes they do. My parents buy me the books I want.”

*Student 8:* “No, my parents don’t give me the courage to improve my English skills.”

*Student 9:* “They support me verbally.”

*Student 10:* “Yes, they buy me books.”

*Student 11:* “They want me to attend the language course at school. They also buy books for me.”

The results show that the parental support in terms of Extramural English is restricted to only sending the students to a course and providing the necessary books. Actually parents do not provide enough verbal support that the students need in order to feel psychologically ready, brave and motivated to learn a language.

**4.6.3. Weekly English Lesson Hour:** The third question is “How many hours of English lessons do you take per week?” This question aims to gather the weekly time allocation for English lessons based on the respective grade levels. (see Table 18).

**Table 18**

*Weekly English lesson hour*

Variables	<i>F</i>
Four hours a week	11

The answers indicate that all of the students have 4 hours of English lesson at school.

**4.6.4. The Contentment of Students with Course Hours:** In the previous question the students were asked about the English lesson hour at school. With the fourth question “Is the number of English lessons enough for you to be a good language user or would you like to have more lessons?” the aim is to find out if the students are really pleased with the current situation or are they willing to have more English lessons.

**Table 19**

*The Contentment of Students with Weekly Course Hours*

Variables	<i>F</i>
More English lessons	11

Hopefully all of the students state that the number of the English course is not enough for their improvement and add that more English lessons are needed which apparently shows the desire and motivation of students to get engaged in English. The students’ answers are presented below:

*Student 1:* “Frankly the number of English lesson is not enough for us. I wish we had more lessons.”

*Student 2:* “It would be really nice if we had more lessons.”

*Student 3:* “Actually it is not enough. I would want to have more lessons.”

*Student 4:* “Yes I would like to have more lessons as it is not sufficient.”

*Student 5:* “I think it is not enough.”

*Student 6:* “Absolutely I would want more English lessons.”

*Student 7:* “More English lessons would be good for us.”

*Student 8:* “In my opinion it is not enough. Out of school exercises could be added as a course.”

*Student 9:* “It is not enough especially for those who want to study abroad. So I would want more lessons.”

*Student 10:* “Definitely not enough.”

*Student 11:* “For me it is not enough.”

**4.6.5. The Importance of English:** “Do you think English is important for your future how and why?” This question sheds light on the personal point of views that students have towards English and it also aims to find out if the students are consciously aware of the significance of English on their lives. The students’ answers are presented:

**Table 20**

*Whether English is important or not*

Variables	<i>F</i>
Yes	11

**Table 21**

*The reason why English is important*

Variables	<i>F</i>
Universal language	6
Job opportunities	3
Travel around the world	1
Educative purposes	1

It is evident from the responses that all of the students ( $f=11$ ) are aware of the indispensable importance of learning English and its advantage in their current and future lives. Similarly in the study carried out by Miglbauer, M. (2017), 95% of the respondents stated that English is important for them.

As for the reason why it is important the responses vary. However the most popular answer is that ‘English is an international language ( $f=6$ )’, which indicates that students are mostly aware of the communicative purpose, common and dominant use of English, its being a lingua franca, and how it enables people from all over the world to interact with one another



easily and effectively. The second response following the first one is the opportunity that English provides for future career. Students (f=3) believe that having a good command of English is a prestigious skill which is crucial for the professional world. Another response, put forth by a single student, is that English enables one to travel globally without communication concerns, offering a sense of liberation. Finally one of the students asserts that English holds significant educational value, as it expands one's horizons and provides access to a wealth of information. The students' views are presented below:

*Student 1:* “I think English is extremely effective and important. Overall it is an international language and it would be a great experience to communicate with other people through English. ”

*Student 2:* “Yes English is important as it is easier to get a job if someone knows English well. ”

*Student 3:* “In terms of job opportunities it is crucial to know English and also the companies are seeking for staffs that know English.”

*Student 4:* “English is a language which is spoken in many countries around the world. So one can undeniably say that it has significance for our future.”

*Student 5:* “I see English as a privilege in our lives as it an international language. ”

*Student 6:* “Yes it is. We have been living in a constantly changing world. The more language one learns, the better it is. And English is one of the most spoken languages in the world.”

*Student 7:* “English is an important language. First of all it is a fastest-spreading language in the world. Secondly for those who want to go abroad, English can be considered as a ‘must’. ”

*Student 8:* “I strongly believe that if I really have a good command of English, I will be in a better position in the future.”

*Student 9:* “Actually it is essential for education especially as it has been used in many schools, universities as if it was a unique language.”

*Student 10:* “English is an important language and must be studied and learnt not just to pass the preparatory exam at university but also to be able to communicate well with the people abroad.”

*Student 11:* “English is a universal language and that’s why we need to learn it.”

**4.6.6. If an Opportunity Provided:** “If you had the opportunity how would you improve your English?” is the sixth question that was addressed to students. This question uncloaks the internal vision of the students.

**Table 22***The Answers of students*

Variables	<i>F</i>
Going abroad	11
Taking a language course	3

The responses given to this question clearly show that if students had opportunities all of them would go abroad ( $f=11$ ) to an especially English speaking country in order to practise the language and communicate with the people who are native speakers. It can be understood from the answers that students are absolutely eager to have the opportunity of speaking English. The other response that was given by only three of the students is to take a language course. The responses of the students are listed below:

*Student 1:* “If I had a chance I would definitely go abroad.”

*Student 2:* “I would like to go to a foreign country such as the USA or England.”

*Student 3:* “Going abroad would be nice to practise speaking with foreigners.”

*Student 4:* “I would like to go abroad and live there for a while.”

*Student 5:* “In order to make many foreign friends I would want to go abroad.”

*Student 6:* “I would go abroad and practise English with foreign friends. This country could be England. ”

*Student 7:* “I would go to England or the USA for sure.”

*Student 8:* “First of all I would definitely take a language course. Then I would go to England and improve my English there. ”

*Student 9:* “The first thing I would do is to take a language course. Afterwards I would go to a foreign country and improve my language skills there by interacting with the people whose mother tongue is English. ”

*Student 10:* “I would go abroad to an English speaking country for sure.”

*Student 11:* “Enrolling in a language course would be my initial step. Then I would go abroad.”

**4.6.7. The Factors That Affect or Prevent Students:** The question “Are there any factors that negatively affect or prevent you from learning English outside of school?” mainly

aims to measure the drawbacks that students face while they are trying to engage in Extramural English. The answers to the question are below:

**Table 23**

*The factors that affect or prevent students*

Variables	<i>F</i>
Nothing	10
Translation only	1

Except for one student the rest of the students ( $f=10$ ) said that they did not have any problems with engaging in extramural English. One of the students even highlighted that if one aims to learn something nothing can prevent him/her from learning it.

However one of the students stated that while practicing Extramural English she had problems with translation especially while watching films in English.

**4.6.8. The Use of Online Applications:** Do you know of any online applications which can help you to improve your English? was the eight question and provided that the students answered back ‘Yes’ the researcher would continue with the ninth question: ‘Which online applications do you use the most in order to improve your English?’. This question aims to reveal the type of applications the students use in terms of extramural English.

**Table 24**

*Whether the students use online applications or not*

Variables	<i>F</i>
Yes	11

**Table25***Online applications*

Variables	<i>F</i>
Duolingo	5
Google Translate	2
Cake	2
Cambly	1
Don't remember the name	1
Buddy.ai	1

As it is understood from the table the students mainly ( $f=5$ ) use Duolingo. Google translate is the second means of practicing extramural English ( $f=2$ ), Cake comes third ( $f=2$ ), then comes Cambly ( $f=1$ ), and Buddy.ai ( $f=1$ ). Finally one student clarified that she used applications but couldn't recall the specific name of the application she had used. It may be derived from the results ticked by the students that they are not experienced and knowledgeable about using digital tools, apps as their choice is limited with a few applications and not varied. The same result came out in another study carried out by Miglbauer, M. (2017) showing that 56% of the respondents do not exactly know how to use digital tools, social media etc.

**4.6.9. Time Span Students Allocate for EE:** The question 'How many hours on average do you spend on these applications?' reveals the time students allocate for online extramural English activities.

**Table 26***Time span students allocate for Extramural English*

Variables	<i>F</i>
30 minutes	5
1-2 hours	5
3 hours	1

Five students stated that they allocate thirty minutes daily for English, the other five students stated that they spend one or two hours and one student said he spent one hour a day for Extramural English on an online platform. This result show that the time students spare for extramural English stays limited.

**4.6.10. The Effect of Covid-19:** The last question of the interview is “Based on the Covid-19 process, has emergency remote teaching had an impact on your out of school English language learning environment?”

Every single student (n=11) expressed that the Covid-19 pandemic and the temporary closure of schools did not adversely affect their extramural English learning. This was due to the fact that they were already engaged in online extramural English activities. (The quantitative results reveal that the highest extramural English item is ‘Watching English movies’) and on the internet which means that students continued to practise it via the internet as they normally did.

#### **4.7. The Summary of the Qualitative Findings**

With the interview section the main focus was to access more elaborate findings about the use of extramural English in daily lives of the students. Current study revealed that for extramural purpose students frequently ‘Watch films in English’ and ‘Listen to music in English’. Another way to reach extramural English is the use of online applications. In the study Duolingo came out to be the most preferred application with its enjoyable and motivating feature. However it is observed that the students are not well aware of the applications that are available on the internet.

An important topic addressed during the interview phase of the study was parental support. In this context, students were interviewed about this aspect, and it was evident that the most commonly mentioned form of support appeared to be the financial ones such as enrolling students in language courses. The second most frequently mentioned form of support was related to providing essential resources, such as books and other materials. The last but maybe one of the most necessary support is verbal one.

Another outstanding outcome of the study is the identification of weekly instructional English lesson hours, which were found to be only four hours. This allocation was perceived as limited by the students, who expressed a desire for more extensive instructional time. Because they are all aware of the fact that learning English holds an important position in contemporary world. They seem certain about the international feature of it since it has been a

lingua franca. There are other reasons for its significance that are travelling purposes and educational goals. In that sense all of the students would like to go abroad to improve their English skills if the chance was given and only the three of them would attend to a language course. They all stated that there is nothing that prevents their extramural English learning or practice. Just one of the students complained about problems related to translation which makes it hard to understand the meanings in English.

Finally the result show that Covid-19 pandemic and sudden lockdown of the schools did not limit students' extramural English choice or habits because online platforms continued to serve what they looked for either films or music.

## CHAPTER V

### DISCUSSION

This chapter presents the discussion part of the findings that were gathered through both quantitative and qualitative data.

#### 5.1. Discussion of the Findings

The present study set out to reveal high school students' practice of extramural English. An attentively designed questionnaire was used to get information about students' out of school English choice and perspectives. The questionnaire data were complemented by an interview that endeavoured to find out the perspectives of the students related to EE. So this mixed method research proved the triangulation which helps to increase the reliability of the study.

Just the engagement in extramural English activities is not enough to have better command of English. The type of the extramural activity also needs to be considered. In the study of Sundqvist (2009) the most outstanding activity came out to be games especially for proficiency. Regarding empirical findings students in the present study mostly engage in media like films, music, games. Particularly, male students indicated that they engage in gaming for extramural English. Jensen's (2017) research on the effect of gaming on 107 young Danish students shows the primary gender distinction, indicating that boys spend significantly more time to gaming compared to girls. She noted that male participants possibly exhibit more attention to the language used in the games they play. Additional extramural activities such as listening to music, watching television, or videos have also been examined in different research studies. These mainly require electronic devices and practised in an online setting. Schwarz (2020) in her study that was conducted with Viennese upper secondary students states that participants mostly perform the EE activities that are on popular media. In a study conducted with 35 undergraduate English learning students in Indonesia the most frequent extramural entertainment activity came out to be listening to English songs (Hentasmaka, Anjarwati & Ni'ameh, 2022).

As it is clear in qualitative data English is seen as an important language which must be learnt. Each student involved in this study is conscious of the significance of the English language. However the reasons that lie behind it vary: the most popular answer is the international feature of English. As stated in the study of Pandey (2014) English has become a lingua franca of business world without considering the differences among countries, so giving emphasis to English is of utmost value for those who look for a good job. Travelling

and educational purposes are the other reasons that put English into a valuable position. Undeniably, the current status of English plays a role in shaping this viewpoint. It is not merely for learning a language but instead it is needed for travel, for communication, for future career. Munoz (2014) also stresses in her study that young people give attention to English skills for future jobs. Nightingale (2016) supports these perspectives by asserting that English is increasingly becoming essential. Therefore, the Spanish participants in the study strongly recommend that everyone should learn it. The reasons are not only the academic ones. Students may engage in extramural English just for fun, enjoyment. Likewise, a study of Lai (2015) point out that extramural English activities are not planned in fact they are spontaneous which means that learning a language is not the unique aim while using extramural English.

Regarding the nature of extramural activities, the analysis of quantitative data revealed that the three most frequently practised activities among the students in this study are watching English movies, listening to English music, and viewing English videos/clips. The studies yielded nearly similar results. In the study of Manfred (2012) watching films ranked as the most popular extramural English activity. Pickard (1996) conducted a study with 20 German EFL learners and the results of the study revealed that participants were mostly engaged in extramural activities such as reading newspapers, listening to radio, TV. Similarly in the study of Knight (2007) the most commonly engaged activity that the participants practised using extramural English was watching TV. Fleckenstein (2018) discovered that the extramural activity most commonly selected by students of both genders was listening to music. Following music, playing games ranked as the second most popular choice among males, whereas surfing the internet was the second choice among girls. The results are similar in the findings of the study conducted by Lai, Zhu & Gong (2014) which revealed that the Chinese participants of the study mainly used receptive type of extramural activities like watching English movies, listening to songs in English. Likewise, in the study of Miglbauer (2017) the most widely used extramural activity is listening to music, reading in English and finally watching films which shows that the upper parts of the lists involve receptive skills just like it is the case in this study. More studies reveal that the most commonly adopted extramural English activities were centered around receptive ones. The study conducted by Coşkun and Mutlu (2017) evidently showed that listening skill is more favored than other three skills. In relation to this finding Olysson's (2012) study also demonstrated that the most favored extramural English activity was listening to music, followed by watching television programs with subtitles as the second most popular choice.



There are other studies that are in line with the receptive extramural preference of participants. De Wide et.al (2019) indicate that YELLS are more frequently confront with extramural English via media however less frequently via reading and family contact. A correspondence comes out with other studies (Intraprasert, 2007; Suh, Wasansomsithi, Short & Majid, 1999; Brooks, 1992). Another top answer of the study was listening to music. The first two frequently used activities are nearly the same with other participants from different countries of the world such as in Austria (Schwarz, 2020), Japan (Barbee, 2013) and in Turkey as well (Aydın, 2013). This demonstrates that students' exposure to EE is primarily shaped by the media. The study suggest that high school students watch videos/ movies, listen to music in English which is supported by (Sauro & Zourou, 2019) that they mostly spend their time in a digital world. On the other hand keeping diary and writing e-mails in English were the least common activities at all grade levels in the current study. Similarly in Miglbauer's study (2017) the respondents' answers to writing in English did not exceed 38% which proves that writing skill is seen as minor activity.

In the current study writing and speaking skills lag behind reading and listening skills. Actually it is clear that speaking is also an important skill in language learning. Macaro (2001) suggested that it would be beneficial for language learners to be exposed to target language by communicating with the native speakers outside the classroom. But why is this skill practised less frequently than others? Yap (1998) provides the answer stating that speaking and writing skills are best practised inside the school boundaries as the school provides necessary conditions to do so. In the study of Aydın (2013) the activities with the lowest levels of engagement were found to be writing and speaking. Based on research results he asserts that students have difficulty in finding person to speak English outside. The results of another study conducted by Muharom et al. (2021) with 267 Indonesian participants revealed that they used mobile devices mostly for receptive skills such as vocabulary, grammar and listening. However they used less frequently for the purpose of writing, speaking which are considered as productive skills. The study of Coşkun and Mutlu (2017) also points out that students mostly practised listening skills however writing skill was the least used one.

The male students in the current study state that they play online games for extramural English purpose and it is in the top three. The reason may be because it is a fun, interesting way to practise the language and moreover it has an interactive nature that provides the students a sense of autonomy. There is a study corresponding with this one. In a study conducted by Kirppu (2014) the participants claim that playing video games in English is

better than English that is taught at school. Male students spent more time playing video games when compared to girls in Olsson's (2012) study. On the contrary playing digital games is not found to be common in the study of Hahn (2017).

In the modern world, there is a need for the incorporation of technology into language learning. Technology improves the quality of learning. Lai et al., (2014) suggests that the active participation of learners in various out-of-class technology-enhanced activities indeed plays a significant role in enhancing the overall quality of their extramural learning experiences. As an illustrative example, Duolingo stands out as a valuable technological tool for English language learning. So when students were asked in interview about the application they use the most popular answer came out to be Duolingo, it is in the first rank in terms of usage frequency. Majority of the students in the current study use Duolingo to help them boost their English. Its popularity can be attributed to its free and easily accessible feature. Furthermore it is supported with visuals, videos which make it more attractive. Similarly in a study conducted by Pramesti (2020) the students point out to the advantages of Duolingo, its being not too complicated, simplicity etc. It is statistically recorded to be one of the most popular educational applications with over 150 million users. In the study of Ajisoko (2020) it is stated that Duolingo serves as a highly effective tool for vocabulary instruction and learning. It captivates learners with its considerable appeal, as evidenced by their remarkable engagement with the application. The material is readily comprehensible, affording every learner an equitable opportunity to engage in practice. Duolingo not only eradicates learning monotony but also stimulates learners to obtain new learning concepts. The second most frequently used tool is 'Google Translate'. The fact that the students in the study do not have enough knowledge and practice about online English applications leads to the limited extramural English practice. Therefore it is unsurprising that when considering the time allocated to these applications, the most commonly selected response was "30 minutes", followed by the second most popular answer of "1-2 hours a day".

Regarding the time spent for EE activities the amounts of time shows a variety all around the world. In a study conducted by Lai et al., (2014) with 82 English learners in China responses of questionnaires showed that the participants indicated spending an average of 1.18 hours per day actively engaging in English language learning out of their formal English classes. In current research only 25.8% of the 10<sup>th</sup> grade students claimed spending more than four hours per week for EE. Nevertheless, in the research conducted by Schwarz (2020), it was revealed that 10<sup>th</sup> grade students dedicate four hours to their EE activities daily. The reason why students in the current study do not spend enough time for EE lies most probably

behind the fact that the high school that the study was carried out is a boarding high school. And the students at this school are not given permission to use smart phones during weekdays which is a rule set by the school administration. That kind of limitation actually poses a big problem for the students' leisure time activities related to EE. Moreover, it's important to note that the participants in this study come from a rural area where access to the internet poses challenges. Furthermore, they might lack awareness regarding the utilization of extramural English resources. Under these circumstances, English teachers should play an important role in raising awareness among students about the possibilities and benefits of engaging with extramural English activities. Teachers play a crucial role in facilitating the diversification of extramural engagement among students.

The relationship between grade level and Extramural English is also an explored topic in the study. When the effect of grade on extramural English was searched it was found that higher grade learners (11<sup>th</sup> and 12<sup>th</sup>) obtained higher scores on EE than lower grade students (9<sup>th</sup> and 10<sup>th</sup> grades). This finding corresponds with the Tam and Reynolds' (2022) study. In their study the researchers work on advanced level of English learners and assert that those learners are more motivated to watch non subtitled videos.

There are some variations in extramural English use in terms of gender. While female students mostly listen to music in English male students prefer playing online games. So in a study (Peters et al., 2019; Sundqvist & Wikström, 2014) boys have wider vocabulary knowledge than girls as they play more games and spend time with computer. However this may not be the case even if male students play online games (Kuppens, 2010). In a study conducted by Olsson and Sylvén (2015) on 230 Swedish secondary school students it was apparent that male students were more frequently involved in extramural English activities than female students. And another study reveals that males that spend a good deal of time on gaming, computers have actually larger vocabulary size (Sundqvist & Wikström, 2015). Another outstanding finding of the study is that male students do not prefer listening to radio in English, maybe because listening to radio is not a fashionable activity for young people. When the effect of gender on extramural English was investigated it gave the result that girls ( $M=78.64$ ) outperformed the boys ( $M=77.73$ ) slightly.

Differences between grade levels were found where the 48.9% of 11<sup>th</sup> grade students, 40.5% of 9<sup>th</sup> grade students, 33% of 12<sup>th</sup> grade students and finally 25.8% of 10<sup>th</sup> grade students spend more than four hours on EE. The potential explanation for the lower percentages observed in the 10<sup>th</sup> and 12<sup>th</sup> grades, in comparison to other grades, could be attributed to the focus of attention in these grade levels. In the 10<sup>th</sup> grade, students tend to

focus on the subjects presented to them as specialization choices, such as Math, Science, and Turkish. Similarly, in the 12<sup>th</sup> grade, students devote significant time to preparing for university entrance exams within their chosen specialized fields, as mentioned above.

According to the data of the study sending messages in English, writing English comments on social media, speaking English with friends or tourists are not dominantly marked statements which may create a disappointing result in terms of extramural practice. Schwarz (2020) explains the reason as a lack of need to communicate in English as it is tedious to do so. Additionally the current study was conducted in a city which is not satisfactorily developed in social means and actually not a total tourist attraction. That means students can not easily encounter a tourist to communicate in English.

With regard to the relation between grade level and extramural English the study finds out that higher grade students have higher EE use score. This finding is in line with the view of Schwarz (2020) in that she asserts that more proficient students allocate time for EE more frequently. Language proficiency plays a key role in the use of EE which may be due to the amount of effort that is needed to be spent to engage in these type of activities.

Motivation and extramural English activities are linked, as highlighted in the motivation section. In the current study when the relationship between motivation and extramural English was investigated there appeared a big correlation ( $r(246)=.76$  which means that students with higher motivation levels are inclined to use more extramural English activities, whereas less motivated students engage in extramural English use less frequently. Moreover girls ( $M=66.49$ ) have more motivation towards learning English than boys ( $M=59.03$ ). Apart from its important role in language acquisition, motivation also plays a significant part in determining whether the learning process remains on the surface or delves deeper, becoming internalized (Capen, 2010). The study of Bailly (2011) indicate that highly motivated learners, such as those pursuing diplomas, participated more often in serious extramural learning activities. On the other hand, individuals with lower levels of motivation, such as those seeking social interaction or self-identity, exhibited a greater inclination to engage in less demanding extramural activities.

Last but certainly not least, the matter of parental support is of considerable significance. Parents emerged as important influencers in the participants' formation and interpretation of their extramural learning process. The students in the study highlighted the valuable role their parents played in shaping their extramural English language learning, with parents being actively engaged in guiding and supporting their learning journeys (Lai et al., 2014). The study conducted by Poyraz (2017) shows that parental involvement decreases

when the students' grade levels increase. However it is of great importance for families to be a part of the language learning process. In that sense there are studies asserting that it is not only schools' and teachers' duty to support learning but also parents should take part in the process (Carrasquilo & London, 1993). In this study, financial assistance stands out as the predominant type of support provided by families to their children. When students were inquired about their family dynamics, enrolling students in language courses, providing essential books and offering verbal encouragement were the most frequently stated types of support.

The results of the study indicate that students mainly engage in watching and listening activities. However to have a better command of English practicing it both inside and outside the classroom is crucial as it provides necessary input and increase the opportunity of language learning. Hence, extramural English can indeed be considered as a valuable avenue for achieving this objective.

## CHAPTER VI

### CONCLUSION

#### 6.1. Conclusion

This study searched high school students' extramural English practices. In the study the types of EE activities, the difference between male and female students' choice, the effect of grade levels on EE choice, the relationship between motivation and EE, the effect of grade on the time students spare for EE, the effect of grade on motivation and EE, and finally the effect of gender on motivation and EE were investigated. Quantitative data collection involved students completing scales related to extramural English (EE) and motivation. Prior to the 5-point Likert scale the students were presented with three demographic questions aimed at gathering information regarding their gender, academic year, and the extent of time dedicated to their participation in extramural English activities. In the qualitative part of the research, the researcher interviewed students concerning students' preferences for extramural English activities, the level of support provided by their parents, the duration and adequacy of their English lessons, the necessity and place of English in their lives and its underlying importance, the tools they use for practicing extramural English (EE) and the frequency of their usage, and the impact of the COVID-19 outbreak on their engagement with EE.

SPSS was used to analyze the quantitative data that focused on finding answers to the research questions below:

Q1. How does Turkish high school students' engagement with the English language extend beyond the classroom after school hours?

According to the results of the study the students prefer spending time outside the school even though time span came out to be limited. Among the total of 248 students, 86 students dedicate a minimum of four hours or more to extramural English activities weekly. On the other hand a larger portion, comprising 162 students, allocates less than four hours per week to extramural English. Upon analyzing the differences among different grade levels, it is observed that 40.5% of 9<sup>th</sup> grade students dedicate over four hours of their time to extramural English (EE) activities. The percentage declines to 25.8% in 10<sup>th</sup> grade. In 11<sup>th</sup> grade again there appears an increase up to 48.9%. Finally in 12<sup>th</sup> grade a decline is observed to 33%.

The obtained result may not be totally satisfactory, and this could likely be attributed to the place where the study participants reside in. It's worth noting that these students are accommodating in a rural area of the city, where access to reliable internet is limited. Moreover, a substantial proportion of students are actively involved in agricultural works

within the fields, contributing their families. These life realities should be carefully considered when interpreting the findings of the study.

Q2. What type of extramural activities are Turkish high school students engaged in?

In order to find out the types of EE activities the researcher conducted both scales and interviews. The findings are in favour of the receptive skills, as indicated by both quantitative and qualitative data collection approaches. These methods underscore that the most prevalent EE activity among students is watching English films, a result that is consistent with expectations. The second most popular activity is listening to English songs. Watching English videos/clips comes third in the study. On the other hand participating in overseas programmes, writing e-mails and keeping diary in English were the least favoured ones respectively.

Upon analyzing the extramural English activities in accordance with grade levels, the following list outlines the three most popular activities along with the three least preferred activities:

- The most frequently practised activities by 9<sup>th</sup> grade students:
  1. Listening to English songs
  2. Watching movies
  3. Watching movies with subtitles
- The least frequently practised activities by 9<sup>th</sup> grade students:
  1. Listening to radio
  2. Keeping diary
  3. Writing e-mails
- The most frequently practised activities by 10<sup>th</sup> grade students:
  1. Watching English movies (without subtitles)
  2. Listening to music
  3. Watching movies with subtitles
- The least frequently practised activities by 10<sup>th</sup> grade students :
  1. Participating in overseas programmes
  2. Writing e-mails
  3. Keeping diaries
- The most frequently practised activities by 11<sup>th</sup> grade students:
  1. Listening to music
  2. Watching films

3. Watching videos/clips & Listening to lyrics
- The least frequently practised activities by 11<sup>th</sup> grade students:
    1. Listening to radio
    2. Participating in overseas programmes
    3. Keeping diaries
  - The most frequently practised activities by 12<sup>th</sup> grade students:
    1. Watching movies
    2. Listening to music
    3. Watching videos/clips
  - The least frequently practised activities by 12<sup>th</sup> grade students:
    1. Writing e-mails
    2. Writing stories
    3. Keeping diaries

Q3. Are there variations in extramural preferences between female and male high school students?

Female students have significantly higher level of motivation towards learning English as they outperformed their male counterparts in the study. However in terms of extramural English use gender does not have a significant effect.

In addition to the similarities, differences also emerged between the activity preferences of males and females concerning their extramural English usage.

Below are the most preferred and least preferred activities for both female and male students:

#### **Female Students:**

Most Preferred Activities:

1. Watching English movies
2. Listening to songs
3. Listening to song lyrics

Least Preferred activities:

1. Participating in overseas programmes
2. Writing e-mails
3. Keeping diaries

#### **Male Students:**

Most Preferred Activities:



1. Watching English movies
2. Playing online games
3. Listening to music

Least Preferred Activities:

1. Writing e-mails
2. Listening to English radio
3. Keeping diary

Q4. Does a relationship exist between the motivation of high school students and their engagement in extramural English?

In the study the relationship between motivation and EE was investigated and a large correlation was found. When motivation scores goes up EE use also increases. Less motivated students use extramural English less frequently. As pointed out by Yaman (2018) language learning is a long procedure that is not suddenly acquired by any magic pills or potions. This implies that teachers should motivate students so that they could indulge in English and learning procedure not only at school but also out of the school boundaries. So the guidance provided by teachers on various extramural learning activities may affect the ways in which students view and engage with such activities (Lai et al., 2014).

Q5. Does gender have an impact on the motivation levels and engagement in EE?

The research revealed that students have positive attitudes towards EE and find it extremely useful for the development of their language skills. Furthermore, the study revealed a higher level of motivation towards English learning among female students compared to their male counterparts. Importantly, the findings also indicated that gender does not have a significant influence on extramural English engagement.

Q6. Do the grade levels of students affect their motivation and extramural English usage?

Regarding the impact of students' grade level on English motivation, the results pointed towards higher motivation among students in higher grades. Similarly, this trend was observed in extramural English engagement, where students in higher grades achieved higher scores in extramural English activities. The study showed that 11<sup>th</sup> and 12<sup>th</sup> grade students significantly outperformed other grades in motivation scale. This outcome signifies that grade level influences motivation levels, as higher-grade students have greater motivation towards

English. Similarly, higher-grade students also demonstrate higher use of extramural English activities. EE activity choice of students are affected slightly by the grade levels in that 9<sup>th</sup> grade students most favoured activity is listening to English music. 10<sup>th</sup> grade students voted for watching English films as their top popular activity. Surprisingly 11<sup>th</sup> graders also voted for listening to English music just like 9<sup>th</sup> graders. And again 12<sup>th</sup> grade students chose watching English films just like 10<sup>th</sup> grade students. In terms of the second most common responses, a pattern of similarity emerges between 9<sup>th</sup> to 11<sup>th</sup> grades and 10<sup>th</sup> to 12<sup>th</sup> grades. 9<sup>th</sup> and 11<sup>th</sup> grade students preferred watching English films.

In addition to the main research questions, certain subjects were directed to students during the interview section. As for the parental support it predominantly involves enrolling students in language courses. The second most common response was that parents provide books for their children however verbal support stayed limited with only two students. It can be inferred from this study that parents need more awareness and should encourage their children more than they do now.

Another topic was the impact of Covid-19 on the use of EE. This study revealed that students were seemingly unaffected by the implementation of distance education necessitated by the pandemic. As it is known following the global impact of the Covid-19 pandemic, there has been a notable shift in the field of education, transitioning from traditional face-to-face learning to distance education (İpek & Mutlu, 2022). Education was carried with the help of mobile phones and computers of students. The students in the present study indicated that they were already using mobile phones and computers to engage in extramural English activities. Therefore, the transition to distance education was smooth for them, given their existing familiarity with these tools.

## **6.2. Limitations of the Study**

This study focused on the extramural English the students engage in out of the school setting and the topic was handled from the students' perspectives. One of the limitations of the study is that the study was carried out in a state Anatolian high school which was located in a small rural area of the city. That means the students of that province may not be totally experienced internet users as most of the students reside in villages where the internet access and stability may occasionally pose a problem. Another point is that the rest of the students stay in dormitory (there is no computer laboratory) and according to the rules set by the school administration they do not have permission to use their mobile phones during weekdays which absolutely limits their access to extramural English.

Another limitation is that students do not frankly feel comfortable when it comes to being interviewed as they know that what they are saying is being recorded by the researcher. Thus excitement becomes inevitable.

Moreover this research is limited to only one school in a small city of Turkey and only the voluntary students took part in the study with a limited number. A more comprehensive study with more number of schools is needed to be carried out about the topic.

The last limitation is related to the gender of the participants. The majority of the students that were involved in the study were female students which means that the results were mainly dominated by them.

### **6.3. Pedagogical Implications**

The concept of learning is more different than it used to be as the students live in a century that is filled with modern technology and its tools. In the study findings suggest that only in-class activities are not considered enough for students. Thanks to the great advance in technology today extramural English activities have become more accessible. However there are some obstacles that could be dealt with the help of teachers. The present study provides a view and awareness for English teachers about extramural English in general terms and stresses the need to make it more accessible for the students. Teachers should lead the way for students about how to benefit from extramural English. In that way students should be informed and encouraged by them. The study will be an awareness call.

### **6.4. Suggestions for Further Studies**

Studies have been particularly focusing on classroom English learning neglecting the out-of-school learning. It is important to acknowledge the role of extramural English in language learning and realize the difference that it creates in the language proficiency levels of the students. In that sense some English skill tests can be developed and administered to those students who are good at using extramural English and those that are not interested in it. Then the students' test results can be compared for future research.

Additionally, conducting research that centers on teachers' perceptions regarding extramural English could offer valuable insights to help them effectively make use of English for students' linguistic development. Gender of the participants is another issue, a research with an equal number of participants could be undertaken. Finally one of the most noteworthy finding of this study 'why students allocate limited time for EE?' can be explored.

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## Appendices

## APPENDIX 1: Research Ethics Committee Approvals



**BURSA ULUDAĞ ÜNİVERSİTESİ**  
**ARAŞTIRMA VE YAYIN ETİK KURULLARI**  
 (Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)  
**TOPLANTISI**

**OTURUM TARİHİ**  
 25 Şubat 2022

**OTURUM SAYISI**  
 2022-02

**KARAR NO 59:** Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Müjgan BARDAK'ın, Prof. Dr. İlknur SAVAŞKAN'ın danışmanlığında yürüttüğü "Lise Öğrencilerinin Okul Dışı İngilizce İle İlgili Pratikleri" konulu tez çalışması kapsamında uygulanacak ölçek ve görüşme sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Müjgan BARDAK'ın, Prof. Dr. İlknur SAVAŞKAN'ın danışmanlığında yürüttüğü "Lise Öğrencilerinin Okul Dışı İngilizce İle İlgili Pratikleri" konulu tez çalışması kapsamında uygulanacak ölçek ve görüşme sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucaya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

## APPENDIX 2: Governor's Permission For Research



T.C.  
AFYONKARAHİSAR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : E-49809702-605.01-46417129  
Konu : Müjgan BARDAK'ın Araştırma İzni

24/03/2022

### VALİLİK MAKAMINA

İlgi : a) Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 sayılı Genelgesi.  
b) Bursa Uludağ Üniversitesi Öğrenci İşleri Daire Başkanlığı'nın 14/03/2022 tarihli ve E.50437 sayılı yazısı.

Bursa Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Müjgan BARDAK'ın "Lise Öğrencilerin Okul Dışı İngilizce İle İlgili Pratikleri" konulu tez çalışmasında kullanılmak üzere 2021-2022 eğitim-öğretim dönemi içinde Müdürlüğümüze bağlı ilgi (b) yazı ekinde ismi belirtilen okulda öğrenim gören öğrencilere ilgi (a) genelgenin hükümleri doğrultusunda anket çalışması yapması, çalışmaları tamamladıktan sonra sonuçlarının birer örneğini İl Millî Eğitim Müdürlüğüne teslim etmesi şartıyla, araştırma yapmaları Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Metin YALÇIN  
İl Millî Eğitim Müdürü

OLUR  
24/03/2022

Dr. Mehmet BOZTEPE  
Vali a.  
Vali Yardımcısı

Ek:  
- İlgî Yazı ve Ekleri

**Bu belge güvenli elektronik imza ile imzalanmıştır.**

Adres : İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ Ar-Ge  
Merkez/AFYONKARAHİSAR  
Telefon No : (0 272) 214 24 28  
E-Posta: afyonstrateji@gmail.com  
Kep Adresi : meb@hs01.kep.tr

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>  
Bilgi için: TOLGA YEŞİLÇAYIR  
Unvan : Memur  
İnternet Adresi: <http://afyonarge.meb.gov.tr/>  
Faks: (0 272) 2137605

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden **f6d9-de83-336a-810f-e85a** kodu ile teyit edilebilir.

### APPENDIX 3: Provincial Directorate of National Education



T.C.  
AFYONKARAHİSAR VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : E-49809702-605.01-46442373  
Konu : Müjgan BARDAK'ın Araştırma İzni

25.03.2022

BURSA ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) Valilik Makamı'nın 24/03/2022 tarihli ve 46417129 sayılı Oluru.  
b) 14/03/2022 tarihli ve E-94390400-302.08.01-50437 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Müjgan BARDAK'ın "Lise Öğrencilerin Okul Dışı İngilizce İle İlgili Pratikleri" konulu tez çalışmasında kullanılmak üzere 2021-2022 Öğretim Yılı içinde Müdürlüğümüze bağlı ilgi (b) yazı ekinde belirtilen okulda öğrenim gören öğrencilere araştırma çalışması yapabilmesine dair ilgi (b) talebinde bulunulmuştur.

Müdürlüğümüz AR-GE Birimi tarafından "Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü" 21/01/2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı ile yayımlanan 2020/2 No'lu Genelge doğrultusunda incelemiş olup ilgi (a) "Valilik Oluru" ve onaylanmış veri toplama aracı ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Metin YALÇIN  
İl Millî Eğitim Müdürü

**Not: Çalışmalar tamamlandıktan sonra sonuçlarının birer örneğinin İl Millî Eğitim Müdürlüğüne teslim edilmesi zorunludur.**

EKLER:

- Makam Onayı.
- Onaylanmış Veri Toplama Aracı.

Adres : İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ Ar-Ge  
AFYONKARAHİSAR  
Telefon No : (0 272) 214 24 28  
E-Posta: afyonstrateji@gmail.com  
Kep Adresi : meb@hs01.kep.tr

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>  
Bilgi için: TOLGA YEŞİLÇAYIR  
Unvan :Memur  
İnternet Adresi: <http://afyonarge.meb.gov.tr/>  
Faks: (0 272) 2137605

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 4d05-1422-33ed-bbb7-e1f8 kodu ile teyit edilebilir.

## APPENDIX 4: High School Students' Practice of Extramural English Questionnaire



### BURSA ULUDAĞ ÜNİVERSİTESİ ARAŞTIRMA VE YAYIN ETİK KURULU ARAŞTIRMA BAŞVURU FORMU

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#### HIGH SCHOOL STUDENTS' PRACTICE OF EXTRAMURAL ENGLISH SURVEY

Dear Students;

The following survey has been prepared for the Master's thesis titled 'High School Students' Practice of Extramural English' in Bursa Uludağ University English Language Education Department in order to learn what you do in your daily life outside of the English course you are taking at school, briefly, to learn your English practice outside of school. The survey consists of 3 parts and there are 58 questions in total. It takes about 15 minutes to fill out the questionnaire. There is no right or wrong answer to the questions. The information to be obtained is completely for scientific purposes and you do not have to specifically mention your name. It is of great importance for the scientific validity and reliability of the study that you answer the questions in the survey sincerely and without skipping the questions.

Thank you in advance for taking the time to fill out the survey.

Contact : mujgancifci35@gmail.com

Müjgan BARDAK (English Teacher)

#### PART 1

**Put an X in the appropriate box.**

1. Your gender

Female

Male

2. The grade level you are studying

Grade 9

Grade 10

Grade 11

Grade 12

3. How long, on average, do you deal with English per week? (listening to songs, watching videos, etc.)

0-2 hours

2-4 hours

4-6 hours



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 6-8 hours

 8 hours and more
**PART 2- MOTIVATION***Put an X in the appropriate statement*

Statements	never	rarely	sometimes	often	always
1) I really enjoy learning English.					
2) I would like to spend lots of time studying English.					
3) Studying English is important to me because English proficiency is necessary for promotion in the future.					
4) I like the music of English speaking countries (e.g. pop music).					
5) It will have a negative impact on my life if I don't learn English.					
6) I study English in order to keep updated and informed of recent news of the world.					
7) I imagine myself as someone who is able to speak English.					
8) I like to become similar to the people who speak English.					
9) I like English movies and TV programmes.					
10) Studying English is important to me in order to gain the approval of peers/teachers/family/boss.					
11) If an English course was offered in the future, I would like to take it.					
12) I like the people who live in English-speaking countries.					



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13)	I would like to study English even if I were not required.					
14)	I like English magazines, newspapers, or books					
15)	Studying English is important to me because other people will respect me more if I have knowledge of English.					
16)	I can imagine a situation where I am speaking English with foreigners.					
17)	My parents encourage me to study English in my free time.					
18)	I can imagine myself writing English e-mails fluently.					
19)	Studying English is important to me because I am planning to study abroad.					
20)	I have to learn English because without passing the English course I cannot get my degree.					
21)	I like meeting people from English-speaking countries.					
<p><b>Reference:</b> Honarzad, R., &amp; Rassaei, E. (2019). The role of EFL learners' autonomy, motivation and self-efficacy in using technology-based out-of-class language learning activities. <i>The JALT CALL Journal</i>, 15(3), 23–42.  <a href="https://doi.org/10.29140/jaltcall.v15n3.170">https://doi.org/10.29140/jaltcall.v15n3.170</a></p>						

### PART 3 EXTRAMURAL ENGLISH

*Read the statements and put an X to the appropriate box.*

Statements	never	rarely	sometimes	often	always
1. I play online video games that I think contribute to my English reading skills					
2. I read literary works in English (e.g., stories/novels)					



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3.	I use smart phone applications that I think contribute to my English reading skills					
4.	I read English newspapers/magazines					
5.	In social life, I read English texts that I do not understand and learn new words					
6.	I read English comics					
7.	I read English texts on different websites					
8.	I read English texts on social media (e.g., Facebook)					
9.	I read English manuals and product descriptions					
10.	On the Internet, I use search engines in English					
11.	I play online video games that I think contribute to my English writing skills ,					
12.	I write to native English speakers via internet					
13.	I write English stories/compositions					
14.	I write English e-mails					
15.	I keep an English diary					
16.	I use smart phone applications that I think contribute to my English writing skills					
17.	I write English comments on foreign social sharing platforms					
18.	I send English messages to my friends (e.g., SMS/WhatsApp)					
19.	I play online video games that I think contribute to my English speaking skills					





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20.	I speak to native English speakers via internet					
21)	I use smart phone applications that I think contribute to my English speaking skills					
22)	I attend an English course to have speaking practice					
23)	I speak English with foreign tourists in social life					
24)	I speak English with my friends					
25)	I participate in overseas programs to improve my English speaking					
26)	I play online video games that I think contribute to my English listening skills					
27)	I listen to English music					
28)	I listen to the lyrics of English songs and learn their meaning					
29)	I watch English videos and clips (e.g., Youtube)					
30)	I use smart phone applications that I think contribute to my English listening skills					
31)	I watch English movies/series/animations in Turkish subtitles					
32)	I watch English channels					
33)	I listen to English radio					
34)	I watch English movies/series/animations with subtitles					
<b>Reference:</b> Coşkun, A., & Mutlu, H. T. (2017). Investigating High School Students' Use of Extramural English: A Scale Development Study. <i>Itobiad: Journal of the Human &amp; Social Science Researches</i> , 6(1), 571-590.						

## APPENDIX 5: Interview Questions



### BURSA ULUDAĞ ÜNİVERSİTESİ ARAŞTIRMA VE YAYIN ETİK KURULU ARAŞTIRMA BAŞVURU FORMU

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#### INTERVIEW QUESTIONS

1. What do you do to improve your English outside of the classroom?
2. Do your parents support your English learning? If yes, how? (example: taking language courses)
3. How many English lessons do you take per week at school?
4. Is the number of English lessons taken at school enough for you to be a good language user? Why?
5. Do you think English is important for your future? Why?
6. If you had the opportunity, how would you improve your English? (Going abroad etc.)
7. Are there any factors that negatively affect or prevent you from learning English outside of school?
8. Do you know of any online applications which can help you to improve your English?  
If yes, ask the next questions (9 & 10). If no, continue with question 11.
9. Which online applications do you use the most in order to improve your English?
10. How many hours on average, per week, do you spend on these applications?
11. Based on the Covid-19 process, has emergency remote teaching had an impact on your out of school English language learning environment?

#### LİSE ÖĞRENCİLERİNİN OKUL DIŞI İNGİLİZCE PRATİKLERİNİ SAPTAMA ÖLÇEĞİ

Sevgili Öğrenciler;

Aşağıdaki anket sizlerin okulda görmekte olduğu İngilizce dersi dışında İngilizce ile ilgili gündelik hayatınızda neler yaptığınızı, kısacası okul dışı İngilizce pratiğinizi öğrenmek amacıyla Bursa Uludağ Üniversitesi İngiliz Dili Eğitimi bölümü 'High School Students' Practice of Extramural English' başlıklı Yüksek Lisans tezi için hazırlanmıştır. Anket 3 bölümden oluşmakta olup toplam 58 soru bulunmaktadır. Anketin doldurulması yaklaşık 15 dakika sürmektedir.

Soruların herhangi bir doğru ya da yanlış cevabı bulunmamaktadır. Elde edilecek bilgiler tamamen bilimsel amaçlı olup, isim belirtme zorunluluğunuz bulunmamaktadır. Ankette yer alan sorulara içtenlikle ve soruları atlamadan yanıt vermeniz, çalışmanın bilimsel geçerliliği ve güvenilirliği açısından büyük önem arz etmektedir.

Vaktinizi ayırıp anketi dolduracağınız için şimdiden teşekkür ederim.

İletişim : mujgancifci35@gmail.com

Müjgan BARDAK (İngilizce Öğretmeni)



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### 1. BÖLÜM

Size uygun olan kutucuğa X işareti koyunuz.

1. Cinsiyetiniz

Kız  Erkek

2. Öğrenim görmekte olduğunuz sınıf düzeyi

9. sınıf  10. Sınıf  11. Sınıf  12. Sınıf

3. Haftada ortalama ne kadar süre İngilizce ile ilgiliniyorsunuz? (şarkı dinleme, video izleme vs)

0-2 saat  2-4 saat  
 4-6 saat  6-8 saat  
 8 saat ve üzeri

### 2. BÖLÜM- MOTİVASYON

*İfadeleri okuyup uygun kutucuğa X işareti koyunuz.*

İfadeler	asla	nadiren	bazen	sık sık	her zaman
1) İngilizce öğrenmekten gerçekten zevk alıyorum.					
2) İngilizce çalışmak için çok zaman ayırmak istiyorum.					
3) İngilizce çalışmak benim için önemlidir çünkü İngilizce yeterliliği gelecekte terfi için gereklidir.					
4) İngilizce konuşulan ülkelerin müziklerini severim (örneğin pop müzik).					
5) İngilizce öğrenmezsem bu durum hayatımı olumsuz etkiler.					
6) Dünyadaki en son haberlerden haberdar olmak ve güncel kalmak için İngilizce öğreniyorum.					
7) Kendimi İngilizce konuşabilen biri olarak hayal ediyorum.					
8) İngilizce konuşan insanlara benzemek isterim					



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9)	İngilizce filmleri ve TV programlarını severim					
10)	Akranlarımın/öğretmenlerimin/ailemin/patronumun takdirini kazanmak için İngilizce öğrenmek benim için önemli					
11)	İleride bir İngilizce kursu açılırsa, ona katılmak isterim.					
12)	İngilizce konuşulan ülkelerde yaşayan insanları severim.					
13)	Zorunlu olmasaydım da İngilizce öğrenmek isterdim.					
14)	İngilizce dergileri, gazeteleri veya kitapları severim					
15)	İngilizce öğrenmek benim için önemlidir çünkü eğer İngilizce bilirse diğer insanlar bana daha çok saygı duyacaktır.					
16)	Yabancılarla İngilizce konuştuğum bir ortamı hayal edebiliyorum.					
17)	Ailem, boş zamanlarımda İngilizce çalışmam için beni teşvik eder					
18)	Kendimi akıcı bir şekilde İngilizce e-posta yazarken hayal edebiliyorum.					
19)	İngilizce öğrenmek benim için önemli çünkü yurtdışında eğitim almayı planlıyorum.					
20)	İngilizce öğrenmeliyim çünkü İngilizce dersini geçmeden diplomamı alamam.					
21)	İngilizce konuşulan ülkelere insanlarla tanışmayı severim					
<p><b>Reference:</b> Honarzad, R., &amp; Rassaei, E. (2019). The role of EFL learners' autonomy, motivation and self-efficacy in using technology-based out-of-class language learning activities. <i>The JALT CALL Journal</i>, 15(3), 23–42. <a href="https://doi.org/10.29140/jaltcall.v15n3.170">https://doi.org/10.29140/jaltcall.v15n3.170</a></p>						

**PART 3 – OKUL DIŞI İNGİLİZCE**

*İfadeleri okuyup uygun kutucuğa X işareti koyunuz.*



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İfadeler	asla	nadiren	bazen	sık sık	her zaman
1) İngilizce okuma becerilerime katkıda bulunduğunu düşündüğüm çevrimiçi video oyunları oynuyorum					
2) İngilizce edebi eserler okurum (ör. hikayeler/romanlar)					
3) İngilizce okuma becerilerime katkı sağladığımı düşündüğüm akıllı telefon uygulamalarını kullanırım.					
4) İngilizce gazete-dergi okurum					
5) Sosyal hayatta, anlamadığım ve yeni kelime öğrenebileceğim İngilizce metinleri okurum.					
6) İngilizce çizgi roman okurum					
7) Farklı web sitelerinde İngilizce metinler okurum					
8) Sosyal medyada (ör. Facebook) bulunan İngilizce metinleri okurum					
9) Ürünlerin İngilizce bilgilendirmelerini ve kullanım kılavuzlarını okurum.					
10) İnternette, İngilizce arama motorları kullanırım					
11) İngilizce yazma becerilerime katkıda bulunduğunu düşündüğüm çevrimiçi video oyunları oynarım.					
12) İnternet üzerinden anadili İngilizce olan kişilerle İngilizce yazışırım					
13) Ders dışında İngilizce hikayeler veya kompozisyonlar yazarım					
14) Ders dışında İngilizce e-posta yazarım					
15) İngilizce günlük tutarım					
16) İngilizce yazma becerilerime katkı sağladığımı düşündüğüm akıllı telefon uygulamalarını kullanırım.					
17) Yabancı sosyal medya paylaşım platformlarında İngilizce yorumlar paylaşıyorum					
18) Arkadaşlarıma İngilizce mesajlar yazarım (ör. SMS/WhatsApp)					



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19)	İngilizce konuşma becerilerime katkıda bulunduğunu düşündüğüm çevrimiçi video oyunları oynarım				
20)	Ders dışında, anadili İngilizce olan kişilerle internet aracılığıyla konuşma gerçekleştiririm.				
21)	İngilizce konuşma becerilerime katkı sağladığımı düşündüğüm akıllı telefon uygulamalarını kullanırım.				
22)	Konuşma pratiği yapmak için bir İngilizce kursuna katılırım				
23)	Sosyal hayatımda turistlerle İngilizce konuşurum				
24)	Ders dışında arkadaşlarımla İngilizce konuşurum				
25)	İngilizce konuşmamı geliştirmek için yurt dışı programlarına katılırım				
26)	İngilizce dinleme becerilerime katkıda bulunduğunu düşündüğüm çevrimiçi video oyunları oynarım				
27)	İngilizce müzik dinlerim				
28)	İngilizce şarkıların sözlerini dinlerim ve anlamlarını öğrenirim.				
29)	İngilizce videoları ve klipleri izlerim (ör. Youtube)				
30)	İngilizce dinleme becerilerime katkı sağladığımı düşündüğüm akıllı telefon uygulamalarını kullanırım.				
31)	İngilizce film/dizi/animasyonları Türkçe altyazılarıyla izlerim				
32)	İngilizce kanalları izlerim				
33)	İngilizce radyo dinlerim				
34)	İngilizce filmleri/dizileri/animasyonları İngilizce altyazılarıyla izlerim.				
<b>Reference:</b> Coşkun, A., & Mutlu, H. T. (2017). Investigating High School Students' Use of Extramural English: A Scale Development Study. <i>Itobiad: Journal of the Human &amp; Social Science Researches</i> , 6(1), 571-590.					

**APPENDIX 6: Interview Questions (Turkish version)**

1. Okul dışı İngilizcenizi geliřtirmek için neler yapıyorsunuz?
2. Ebebeynleriniz İngilizce öğreniminizi destekliyor mu? Cevabınız evet ise, Nasıl?  
(Örneğin dil kursuna göndermek vs.)
3. Okulda haftada kaç saat İngilizce dersi görüyorsunuz?
4. İyi bir dil kullanıcısı olmak için okulda gördüğünüz İngilizce ders saati yeterli mi?  
Neden?
5. İngilizcenin geleceğiniz için önemli olduğunu düşünüyor musunuz? Neden?
6. Eğer imkanınız olsaydı İngilizcenizi nasıl geliřtirirdiniz? (Yurtdışına seyahat vs)
7. Okul dışı İngilizce öğrenmenizi olumsuz biçimde etkileyen ya da size bundan alıkoyan faktörler var mı?
8. İngilizcenizi geliřtirmenize yardımcı olabilecek herhangi çevrimiçi uygulama biliyor musunuz?  
Eğer cevap evet ise, 9 ve 10. Sorular sorulacak. Eğer hayır cevabı verildiyse 11. Soru ile devam edilecek.
9. Okul dışı İngilizcenizi geliřtirecek en çok hangi uygulamaları kullanıyorsunuz?
10. Haftada ortalama kaç saat bu uygulamalarda vakit geçiriyorsunuz?
11. Covid-19 sürecine baėlı olarak uzaktan eğitim sizin okul dışı İngilizce öğrenme ortamınıza bir etki etti mi?

<b>ÖZ GEÇMİŞ</b>			
<b>Adı-Soyadı</b>	Müjgan BARDAK		
<b>Bildiği Yabancı Diller</b>	İngilizce		
<b>Eğitim Durumu</b>	Başlama	Bitirme	Kurum Adı
<b>Lise</b>	2004	2008	İzmir Ahmet Adnan Saygun Lisesi
<b>Lisans</b>	2008	2012	Uludağ Üniversitesi
<b>Yüksek Lisans</b>	2020	2023	Bursa Uludağ Üniversitesi
<b>Çalışma Durumu</b>	Başlama	Ayrılma	Çalışılan Kurumun Adı
<b>1.</b>	2012	2015	Balçıkhisar Ortaokulu
<b>2.</b>	2015	2020	Zafer Anadolu Lisesi
<b>3.</b>	2020	2023	Afyonkarahisar Merkez Cumhuriyet İlkokulu
			18/08/2023  Müjgan BARDAK