

ELT TEACHERS' PERSPECTIVES ON EXTRAMURAL ENGLISH BEYOND  
THE CLASSROOM WALLS

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## **ABSTRACT**

### **ELT TEACHERS' PERSPECTIVES ON EXTRAMURAL ENGLISH BEYOND THE CLASSROOM WALLS**

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This study investigates English Language Teaching (ELT) teachers' perspectives on Extramural English (EE) and its perceived role in supporting language learning beyond formal classroom instruction. Although a growing body of research demonstrates that EE contributes to learners' vocabulary development, listening comprehension, oral fluency, motivation, and autonomy, teachers' perspectives, particularly within the Turkish EFL context, have received comparatively limited attention. To address this gap, the present study employed a descriptive survey design and collected data from 537 English instructors working in state and foundation universities and preparatory programs across Türkiye. A comprehensive questionnaire adapted and locally validated through translation, expert review was used to examine teachers' awareness of students' EE practices, their perceived benefits and limitations, and the extent to which they integrate EE into their instruction. Quantitative data were analyzed using descriptive statistics (frequencies, percentages, means, and standard deviations) and reliability was ensured through Cronbach's alpha coefficients for all subscales, while complementary qualitative comments were gathered through one open-ended question.

Findings reveal that most teachers are highly aware of students' EE engagement, particularly through digital media, films, music, and gaming. They generally perceive EE as a valuable source of authentic input that enhances fluency, vocabulary, and confidence. However, teachers also highlight institutional constraints, such as limited curriculum flexibility, exam-oriented programs, and time restrictions, that hinder systematic integration of EE. The study concludes by discussing pedagogical implications for better aligning classroom instruction with learners' out-of-class English practices and context-specific opportunities for future research on institutional support, implementation models, and EE-informed curriculum design; in particular, the study draws attention to the gap between teachers' high levels of awareness regarding Extramural English and the limited extent to which this awareness is translated into classroom practices due to institutional constraints.

**Keywords:** Extramural English (EE); EFL Teachers; Out-of-Class Learning; Language Exposure; Pedagogical Integration

## ÖZ

### İNGİLİZCE ÖĞRETMENLERİNİN SINIF DUVARLARININ ÖTESİNDEKİ İNGİLİZCEYE BAKIŞ AÇILARI

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Bu çalışma, İngiliz Dili Eğitimi (ELT) öğretmenlerinin ders dışı İngilizce kullanımı (Extramural English, EE) hakkındaki görüşlerini ve EE'nin resmî sınıf içi öğretimin ötesinde dil öğrenimini desteklemedeki algılanan rolünü incelemektedir. Her ne kadar artan sayıdaki araştırma, EE'nin öğrencilerin kelime gelişimine, dinleme becerilerine, konuşma akıcılığına, motivasyonuna ve özerkliğine katkıda bulunduğunu gösterse de, özellikle Türkiye'deki EFL bağlamında öğretmen perspektifleri görece sınırlı düzeyde incelenmiştir.

Bu boşluğu doldurmak amacıyla, mevcut çalışma betimsel bir tarama desenini benimsemiş ve Türkiye genelindeki devlet ve vakıf üniversiteleri ile hazırlık okullarında görev yapan 537 İngilizce öğretim görevlisinden veri toplamıştır. Öğretmenlerin öğrencilerin EE uygulamalarına ilişkin farkındalıklarını, algıladıkları yararları ve sınırlılıkları ile EE'yi öğretimlerine ne ölçüde entegre ettiklerini incelemek için, uyarlanmış, uzman görüşüyle gözden geçirilmiş ve yerel bağlamda geçerliği sağlanmış kapsamlı bir anket kullanılmıştır. Nicel veriler, betimsel istatistikler (frekanslar, yüzdeler, ortalamalar, standart sapmalar) ve tüm alt ölçekler

için Cronbach alfa güvenilirlik katsayıları kullanılarak analiz edilmiş; ayrıca bir açık uçlu soru aracılığıyla tamamlayıcı nitel yorumlar toplanmıştır.

Bulgular, öğretmenlerin çoğunun öğrencilerin EE faaliyetlerinin özellikle dijital medya, filmler, müzik ve oyunlar üzerinden gerçekleştiğinin farkında olduğunu göstermektedir. Öğretmenler genel olarak EE'yi akıcılık, kelime bilgisi ve özgüven gibi alanları geliştiren değerli ve özgün bir girdi kaynağı olarak görmektedir. Bununla birlikte, öğretmenler sınırlı eğitim programı esnekliği, sınav odaklı programlar ve zaman kısıtları gibi kurumsal engellerin EE'nin sistematik entegrasyonunu zorlaştırdığını vurgulamaktadır.

Çalışma, sınıf içi öğretimin öğrencilerin sınıf dışı İngilizce deneyimleriyle daha iyi uyumlandırılmasına yönelik pedagojik çıkarımlarla sona ermektedir; çalışma özellikle öğretmenlerin EE'ye yönelik yüksek farkındalıkları ile kurumsal kısıtlar nedeniyle sınırlı kalan uygulama düzeyleri arasındaki boşluğa dikkat çekmektedir. Ayrıca, kurumsal destek yapıları, uygulama modelleri ve EE temelli eğitim programı tasarımı gibi konularda geleceğe dönük bağlamsal araştırma fırsatları tartışılmaktadır.

**Anahtar Kelimeler:** Ders Dışı İngilizce (EE); Sınıf Duvarlarının Ötesinde İngilizce, İngilizce Öğretmenleri, Ders Dışı Öğrenme; Dile Maruz Kalma, Pedagojik Entegrasyon

*This thesis is dedicated to my loving family*

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## LIST OF ABBREVIATIONS

<b>CEFR</b>	: Common European Framework of Reference for Languages
<b>CLIL</b>	: Content and Language Integrated Learning
<b>EAP</b>	: English for Academic Purposes
<b>EFL</b>	: English as a Foreign Language
<b>ELT</b>	: English Language Teaching
<b>EE</b>	: Extramural English
<b>ESL</b>	: English as a Second Language
<b>ESP</b>	: English for Specific Purposes
<b>ICT</b>	: Information and Communication Technologies
<b>L2</b>	: Second/Foreign Language
<b>LLL</b>	: Lifelong Learning
<b>RQ</b>	: Research Question
<b>SLA</b>	: Second Language Acquisition
<b>SPSS</b>	: Statistical Package for the Social Sciences
<b>WTC</b>	: Willingness to Communicate
<b>YÖK</b>	: Council of Higher Education (Türkiye)

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background to the Study

Formal learning in classroom settings is widely recognized as an essential component of second language acquisition; however, it is often insufficient on its own due to limitations related to instructional time, materials, and learner engagement (Leona et al., 2021). This limitation is particularly evident in English as a Foreign Language (EFL) contexts such as Türkiye, where English is taught primarily as a foreign language and opportunities for meaningful exposure outside school remain uneven and largely learner-dependent. As English is not used as a societal language, learners frequently struggle to encounter authentic English beyond classroom settings, and their exposure often remains confined to formal instruction (Kamalizad & Samuel, 2016; Maristy, 2023).

At the same time, English occupies a central role in global communication, higher education, and digital media. Approximately 1.75 billion people worldwide use English, and hundreds of millions more are currently learning it (British Council, 2013). For Turkish EFL learners, this global dominance of English intensifies the gap between the linguistic demands placed on learners and the limited exposure available through classroom instruction alone. As a result, learners increasingly engage with English through informal and digital environments such as films, music, online platforms, and social media. These out-of-class encounters with English are commonly referred to as *extramural English* (EE), that is, learners' engagement with English beyond formal instructional settings (Sundqvist, 2009).

While a growing body of international research has highlighted the potential of extramural English to support language development, much of this work has been

conducted in contexts where English has a stronger societal presence or where learners encounter English more naturally in daily life. In contrast, the Turkish EFL context presents a distinct case, as exposure to English is largely mediated through formal education and globalized digital media rather than everyday social interaction. Moreover, increased access to English through digital environments does not necessarily translate into effective language development, as learners' engagement with extramural English varies considerably depending on individual interests, motivation, and autonomy.

In higher education settings, this issue becomes particularly salient. As English functions as the academic lingua franca, students enrolled in English-medium instruction programs and preparatory schools are required to develop sufficient proficiency to access disciplinary knowledge and participate in academic discourse (Mauranen, Hynninen, & Ranta, 2016). In Türkiye, extramural English may serve as an important source of exposure that helps bridge the gap between limited classroom input and increasing academic language demands. However, whether and how such out-of-class experiences are pedagogically acknowledged within formal instruction remains unclear.

Teachers play a crucial role in this process. As key institutional actors, they mediate between learners' informal English exposure and formal curricular expectations, determining whether extramural English is recognized as a legitimate learning resource or remains peripheral to classroom practice (Benson & Reinders, 2011; Sundqvist & Sylvén, 2016). Despite this central role, existing research on extramural English has predominantly focused on learner engagement and outcomes, leaving teachers' perspectives and classroom-level mediation comparatively underexplored.

This gap is particularly consequential in the Turkish EFL context, where English language teaching is shaped by exam-oriented curricula, textbook-driven instruction, and institutional constraints. Without empirical evidence on how teachers perceive extramural English, how they evaluate its pedagogical relevance, and how they negotiate the tension between students' out-of-class English experiences and curricular demands, efforts to align classroom instruction with learners' real-world language use risk remaining disconnected from classroom realities.

Therefore, the present study addresses the lack of empirical evidence on Turkish ELT teachers' perceptions of extramural English, their self-reported practices related to EE, and the constraints they perceive in integrating EE into formal instruction. By focusing on teachers' perspectives, the study aims to contribute to a clearer understanding of how extramural English is positioned within Turkish higher education ELT contexts and to identify realistic pathways for bridging classroom learning with students' out-of-class English engagement.

## **1.2. Purpose of the Study**

The main aim of the current study is to investigate English language teachers' perspectives on extramural English (EE) and its connection to English Language Teaching (ELT). While learners are increasingly exposed to English through media, games, music, and social interaction outside school, little is known about how teachers evaluate these practices, whether they perceive them as pedagogically meaningful, and to what extent they believe such experiences should influence classroom instruction.

This study aims to gain insights into teachers' views on the prevalence of EE activities among preparatory school students, their perceived impact, and the importance of relating EE to classroom teaching. The study also seeks to explore whether teachers believe EE has a broader influence on ELT practices in the Turkish context. By focusing on teachers rather than learners, the study aims to capture the instructional and attitudinal factors that mediate the relationship between informal exposure and formal pedagogy.

## **1.3. Research Questions**

Given the exam-oriented nature of English Language Teaching (ELT) in Türkiye and the institutional constraints discussed above, students' extramural English (EE) engagement does not automatically translate into classroom practice. While learners may actively engage with English beyond school through digital media and informal contexts, the extent to which these experiences are recognized, valued, or

pedagogically utilized depends largely on teachers' perceptions and instructional priorities.

Moreover, although existing research has established EE as a meaningful source of language exposure, there remains limited empirical insight into how teachers evaluate different EE practices, how they perceive their impact on language learning, and whether such engagement meaningfully shapes instructional decisions. This gap is particularly evident with respect to teachers' beliefs about the relevance of EE to formal curricula and their willingness or ability to integrate EE into classroom instruction.

In line with these considerations, the present study addresses the following research questions:

1. How common are different extramural English (EE) activities among preparatory school students, as perceived by their teachers?
2. What is the perceived influence of EE practices on different areas and aspects of language learning, as reported by teachers?
3. What level of importance do teachers attribute to establishing a connection between extramural English (EE) and formal English Language Teaching (ELT)?
4. To what degree is students' engagement in extramural English (EE) reported to influence teachers' overall ELT practices?

By addressing these research questions, the study aims to clarify how extramural English is positioned within Turkish ELT from teachers' perspectives and to identify the extent to which EE is acknowledged, valued, and translated into classroom practice under existing institutional conditions.

#### **1.4. Significance of the Study**

This study is significant because it examines how English teachers perceive language learning beyond the classroom at a time when learners engage with English daily through digital media and global communication. By foregrounding teachers' voices,

it reveals the extent to which classroom practices reflect—or fail to reflect—students’ out-of-school encounters with English.

Situated within the field of Curriculum and Instruction, this study contributes by clarifying how teachers conceptualize learners’ out-of-class English engagement and how these conceptualizations shape instructional decision-making. In doing so, it sheds light on teachers’ role as mediators between informal language exposure and formal curricular practices, and provides insight into how curricula can be better aligned with contemporary language exposure realities in an EFL context.

From a theoretical perspective, the study contributes to teacher cognition research by demonstrating how teachers’ beliefs about informal and digital language use shape instructional priorities and classroom practices in an EFL context. By adopting a curriculum-oriented lens, it extends existing EE research and clarifies how teachers interpret, legitimize, or constrain learners’ out-of-class English experiences within institutional settings.

From a practical perspective, the findings provide insight into how EE may or may not be integrated into classroom instruction under exam-oriented and curriculum-driven conditions. The study offers implications for teachers, curriculum developers, and policymakers by identifying both opportunities and constraints related to EE integration, as well as areas for professional development. For the field of Curriculum and Instruction, the findings highlight the importance of instructional frameworks that are responsive to learners’ contemporary English exposure while remaining feasible within existing curricular structures.

## **1.5. Definition of Terms**

### **1.5.1. Core Concepts Related to Extramural English**

**Extramural English (EE):** Refers to learners’ encounters with and use of English outside formal classroom instruction, in contexts not directly linked to teaching. In this study, Extramural English (EE) includes activities such as gaming, watching

films or series, listening to music, browsing online content, and engaging with social media (Sundqvist, 2009).

**Out-of-Class Learning:** An umbrella term referring to language-related activities that take place beyond formal educational settings. Extramural English represents a specific form of out-of-class learning focused on English use and exposure.

**Incidental Learning:** Learning that occurs unintentionally as a by-product of engaging in activities for non-instructional purposes, such as encountering new vocabulary while watching a film or playing a digital game.

**Learner Autonomy:** Learners' self-initiated engagement with English beyond classroom requirements.

### 1.5.2. Pedagogical and Classroom-Related Concepts

**English Language Teaching (ELT):** Refers to structured, curriculum-based English instruction in institutional settings. In this study, ELT specifically denotes university preparatory programs in Türkiye, which are typically syllabus-driven and exam-oriented.

**Bridging Activities:** Pedagogical practices that intentionally connect learners' extramural English experiences with classroom instruction, aiming to create continuity between informal exposure and formal learning.

**Teachers' Perspectives:** Teachers' beliefs and evaluations regarding learners' extramural English engagement and its relevance to language development and classroom practice.

### 1.5.3. Functional Definitions

**Multimodal Input (Multimodality):** Language exposure delivered through more than one mode, such as visual, auditory, textual, or interactive channels, is commonly found in digital games, videos, and online media.

**Second Language Acquisition (SLA):** An academic field that investigates how additional languages are learned, encompassing cognitive, social, affective, and environmental dimensions.

**Input:** Any linguistic exposure that learners encounter during the process of language learning.

**Comprehensible Input:** Language input that learners can understand despite incomplete proficiency, often supported by contextual or situational cues.

**Noticing:** The cognitive process through which learners become consciously aware of specific linguistic forms or features in the input (Schmidt, 1990).

**Content and Language Integrated Learning (CLIL):** An educational approach in which subject content is taught through a foreign language, referenced in this study as a comparative instructional framework.

**Lingua Franca:** A language used as a common means of communication among speakers with different first languages; in this study, the term refers to English used beyond classroom contexts.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Introduction

This section presents the theoretical foundations that inform the study's examination of Extramural English (EE) from teachers' perspectives. Rather than offering an exhaustive overview of all language learning theories, the review focuses on selected constructs from Second Language Acquisition (SLA) and motivation research that are directly relevant to understanding how learners engage with English beyond the classroom and how teachers interpret these experiences.

First, SLA provides the primary conceptual framework for explaining how language development may occur through out-of-class exposure. Drawing on core mechanisms such as input, interaction, noticing, output, and the distinction between implicit and explicit learning, SLA offers a basis for understanding why informal and meaning-focused English use can support language development in EE contexts.

Second, motivation-related frameworks are included to explain why learners choose to engage with EE and why such engagement varies across individuals. Because EE is largely voluntary and self-initiated, learners' motivation, self-concepts, and engagement play a central role in shaping the frequency and depth of their out-of-class English use. Accordingly, the review draws on major motivation frameworks in SLA, including Gardner's socio-educational model, Self-Determination Theory, and the L2 Motivational Self System, to account for teachers' observations of learner engagement, confidence, and persistence.

Together, these theoretical perspectives provide a coherent foundation for interpreting teachers' views of EE by addressing both how language learning may

occur through informal exposure and why learners differ in their willingness to participate in such activities. This framework also foregrounds the role of teachers as mediators who interpret, support, or constrain the pedagogical relevance of EE within formal instructional settings.

Following the theoretical background, the chapter reviews empirical research on Extramural English, with particular emphasis on studies conducted in Türkiye and across different age groups, to situate the present study within the existing literature and to identify gaps related to teachers' perspectives.

### **2.1.1. Learning a Foreign Language and Second Language Acquisition**

In this thesis, Second Language Acquisition (SLA) is approached as an inclusive theoretical framework for interpreting how learners develop English through both formal instruction and informal, out-of-class exposure. Rather than redefining SLA as a field, the focus is placed on its relevance for understanding how language development may occur through everyday English use beyond the classroom.

Although English is formally taught as a foreign language (EFL) in Türkiye, the boundaries between EFL and ESL have increasingly blurred due to the widespread availability of English through digital media (Lam, 2004; Sundqvist & Sylvén, 2016).

This blurring is particularly visible in extramural English (EE) contexts, where learners interact with English through games, music, social media, and online content, often in ways that resemble naturalistic second language exposure rather than traditional classroom learning.

In this thesis, SLA is therefore used not as a strict distinction between foreign and second language learning, but as a flexible framework that accommodates both acquisition and learning processes. This positioning allows core SLA mechanisms to be examined in relation to EE practices and provides a principled basis for interpreting teachers' perceptions of how informal English exposure supports, or fails to support, students' language development.

### **2.1.2. Key SLA Mechanisms Relevant to EE**

Rather than providing a historical overview of SLA theories, this subsection highlights the mechanisms most directly connected to teachers' observations of out-of-class English engagement.

#### **2.1.2.1. Input, Affective Conditions, and Incidental Learning**

Krashen's work foregrounds two core ideas that are particularly relevant to extramural English (EE): the role of comprehensible input as a key driver of acquisition (Krashen, 1982) and the importance of low-anxiety, affectively supportive environments that enable learners to benefit from such input. EE contexts often provide extensive exposure to English through series, music, online content, and digital games, where language is encountered in meaningful and engaging ways rather than as an object of formal evaluation. Such conditions align closely with Krashen's emphasis on affective factors and create opportunities for incidental learning, as learners repeatedly interact with authentic language while pursuing non-instructional goals.

At the same time, SLA research cautions that abundant input alone does not guarantee systematic or balanced language development, particularly when exposure is uneven, linguistically narrow, or lacks opportunities for feedback and reflection. This limitation highlights the importance of considering EE as a potentially rich, yet pedagogically incomplete, learning environment.

#### **2.1.2.2. Interaction, Noticing, and Feedback**

Long's Interaction Hypothesis (Long, 1996) emphasizes that negotiation for meaning facilitates comprehension and creates opportunities for learners to notice gaps in their interlanguage. Complementing this view, Schmidt's Noticing Hypothesis (Schmidt, 1990; 2001) suggests that attention to linguistic features is a necessary condition for learning to occur. EE settings such as multiplayer games, online communities, comment sections, and fan forums often afford opportunities for real-

time communication, implicit feedback, and incidental noticing. However, interaction in these environments is not always pedagogically oriented and may prioritize meaning over accuracy, which can limit opportunities for sustained form-focused development. This suggests that while EE can activate interactionist mechanisms, their developmental impact may vary depending on the nature and quality of engagement.

### **2.1.2.3. Output and Learner Agency**

Swain's (1995) concept of comprehensible output positions language production not merely as an outcome of learning but as a catalyst for restructuring linguistic knowledge. EE environments may offer naturalistic opportunities for output through voice chat, social media interaction, or user-generated content, allowing learners to test hypotheses and refine language use in meaningful contexts.

Nevertheless, opportunities for output in EE are often optional and unevenly distributed across learners, and may not consistently prompt the kind of pushed output or feedback necessary for continued development. This reinforces the view that EE can support, but not replace, instructional contexts where output is deliberately scaffolded.

### **2.1.2.4. Implicit and Explicit Knowledge**

SLA research distinguishes between implicit knowledge, which is automatic and intuitive, and explicit knowledge, which is rule-based and consciously accessible. Extramural English (EE) is commonly associated with the development of implicit knowledge through repeated exposure to meaningful input, whereas classroom instruction tends to emphasize explicit knowledge through form-focused explanation and practice.

Previous research suggests that teachers often face challenges in balancing these two modes of knowledge when attempting to connect informal language exposure with classroom-based instruction. This distinction helps explain why EE and formal

instruction are frequently viewed as complementary sources of language development rather than interchangeable ones.

#### **2.1.2.5. Meaning-Focused Use and Pedagogical Implications**

EE contexts are inherently meaning-driven, whereas classrooms frequently oscillate between meaning-focused activities and form-focused instruction. Long's distinction between focus on forms, focus on meaning, and focus on form helps explain why teachers view EE as a complementary space where students can engage with English for authentic purposes, mirroring findings from recent EE research (e.g., Halvorsen & Haaland, 2022; Rindal, 2013).

Across SLA perspectives, several themes consistently emerge as central to language development: learners benefit from rich and varied input, opportunities for interaction, moments of noticing, meaningful output, low-anxiety environments, and repeated exposure to language in context. These conditions closely mirror the ways in which students typically engage with English outside the classroom, suggesting that EE naturally recreates many of the developmental mechanisms highlighted in SLA research.

For this reason, SLA provides a coherent theoretical foundation for interpreting teachers' perceptions of EE and helps explain why they often attribute specific linguistic and motivational benefits to students' out-of-class English practices. This conceptual grounding also sets the stage for the following subsection, where research on EE is reviewed more directly.

#### **2.1.3. Motivation in SLA**

In this thesis, motivation frameworks are not examined to measure students' motivation directly, but to interpret how teachers make sense of students' willingness to engage in Extramural English (EE), their persistence, confidence, and observable classroom behavior. Rather than focusing on learners as the primary unit of analysis, these theories are used as interpretive lenses to understand how teachers evaluate the pedagogical value of students' out-of-class English engagement.

In the context of this thesis, motivation is examined not only as a classroom-based construct but also as a key factor shaping how learners engage with Extramural English (EE). Since students' willingness to watch English media, play games, or interact online is often driven by their motivational orientations, understanding major motivation theories provides an essential foundation for interpreting teachers' perceptions of EE.

### **2.1.3.1. Gardner's Socio-Educational Model**

One of the foundational frameworks in L2 motivation research is Gardner's socio-educational model (Gardner, 1985, as cited in Noels et al., 2000), which highlights that motivation in language learning is shaped not only by cognitive ability but also by attitudinal, affective, and social variables such as learners' orientations, attitudes, and anxiety levels. Gardner argued that these affective factors are at least as influential as aptitude in predicting L2 achievement (Gardner & Clément, 1990). This perspective is highly relevant for EE, as many out-of-class English behaviors, for example, watching English media or following English-speaking influencers, reflect learners' orientations, attitudes, and confidence. In this study, teachers frequently interpreted students' willingness to engage in EE as a sign of positive attitudes, persistence, and reduced anxiety toward English.

A central component of Gardner's model is the distinction between integrative and instrumental motivation. Integrative motivation refers to learners' interest in the culture and community of the L2, including the desire to identify with or form relationships with members of the L2 group (Gardner & Lambert, 1959, 1972). Instrumental motivation, by contrast, relates to pragmatic goals such as employment, academic advancement, or professional opportunities (Gardner, 1985). Over several decades, empirical research has demonstrated that the relative influence of these orientations varies across contexts. While some studies confirmed that integrative orientation strongly contributes to L2 success (Gardner & Lambert, 1959), others found that instrumental goals can be equally or even more predictive in certain sociocultural settings (Chihara & Oller, 1978; Lukmani, 1972; Oller, Hudson, & Liu, 1977).

These mixed findings underscored the importance of social context in shaping motivation. Scholars have argued that different orientations emerge depending on learners' opportunities for contact with the L2 community (Clément & Kruidenier, 1983) and that broader sociocultural conditions play a key role in determining which motivational patterns are more salient (Clément, Dörnyei, & Noels, 1994; Noels & Clément, 1989; Belmechri & Hummel, 1998). Large-scale evidence has reinforced these claims, with a meta-analysis by Masgoret and Gardner (2003) demonstrating consistent links between attitudes, motivation, and achievement. Later work further emphasized that motivation functions as a socially embedded process rather than a purely psychological trait (Csizér & Dörnyei, 2005).

Despite its substantial influence, the socio-educational model has been critiqued on several grounds. Au (1988) argued that the integrative–instrumental distinction was too closely tied to the Canadian bilingual context and may not generalize to all learning environments. Crookes and Schmidt (1991) similarly suggested that the model underrepresents classroom processes and pedagogical dynamics, calling for approaches that more accurately reflect learners' instructional realities. Responding to these critiques, later researchers such as Ushioda (2001) emphasized more learner-centered perspectives that foreground learner autonomy and motivational thinking.

Building on these developments, Gardner (1985, p. 10, as cited in Noels, 2001) conceptualized motivation as a combination of effort, desire to achieve the goal, and positive attitudes toward learning the language. Subsequent research has shown that the traditional integrative–instrumental distinction is more nuanced than originally proposed, with integrative motivation sharing certain properties with intrinsic motivation while maintaining conceptual distinctiveness (Noels, 2001). Other studies have demonstrated that motivation is shaped not only by learners' attitudes toward the L2 community but also by classroom experiences, including autonomy-supportive teaching practices and constructive feedback, that strengthen intrinsic motivation and perceived competence (Noels, 2001).

Overall, Gardner's socio-educational model established motivation as a central construct in SLA and laid the foundation for later frameworks such as Self-

Determination Theory (Deci & Ryan, 1985) and the L2 Motivational Self System (Dörnyei, 2005). For this thesis, the model offers a valuable lens for understanding how learners' attitudes, orientations, and affective dispositions shape their willingness to engage in EE activities and how teachers interpret these behaviors when evaluating students' motivation, confidence, and out-of-class English use.

### **2.1.3.2. Self-Determination Theory**

Self-Determination Theory (SDT) offers a valuable lens for this thesis because learners' engagement with EE: whether watching English media, gaming online, or following English-speaking creators, often reflects their intrinsic enjoyment and the extent to which external goals have been internalized. According to Deci and Ryan (1985, 2000), motivation exists along a continuum ranging from amotivation to extrinsic and intrinsic motivation, and these forms develop dynamically in response to social contexts and the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. When these needs are supported, learners are more likely to sustain self-driven, confident, and persistent language engagement, including participation in EE activities.

Intrinsic motivation, defined as the desire to engage in an activity for pleasure, curiosity, or challenge, is a powerful force in long-term language development (Deci & Ryan, 1985, 2000). In L2 learning, this may appear as interest in cultural exploration or enjoyment derived from experimenting with language. Noels et al. (2000) describe intrinsic motivation in three subtypes: knowledge, accomplishment, and stimulation, illustrating that learners can be intrinsically motivated for different reasons, all of which can enhance their engagement with English both inside and outside the classroom.

Extrinsic motivation, in contrast, involves learning for external rewards or pressures, yet SDT emphasizes that these motives vary in how deeply they are internalized. Through processes ranging from external regulation to integrated regulation, learners can gradually adopt external goals as personally meaningful (Ryan & Deci, 2000). Research shows that more autonomous forms of extrinsic motivation predict stronger

persistence and higher-quality engagement (Vallerand, 1997; Deci & Ryan, 2000). This helps explain why some learners initially motivated by exams or career goals later become more self-sustaining in their EE habits as they internalize the value of English.

SDT also highlights the importance of social environments. Autonomy-supportive teachers who offer meaningful choices and constructive feedback enhance learners' intrinsic motivation and sense of competence (Noels, 2001; Deci et al., 1994), while positive classroom climates foster relatedness and emotional well-being, further strengthening internalization and enjoyment (Løvoll et al., 2017; MacIntyre & Vincze, 2017; Wang & Wang, 2024). As Lin and Smith (2024) note, this perspective aligns with the L2 Motivational Self System (Dörnyei, 2005), emphasizing that motivation is dynamic, socially situated, and closely tied to learners' evolving identities.

Overall, SDT complements earlier frameworks such as Gardner's socio-educational model by clarifying not only what motivates learners, but why they persist. By integrating intrinsic enjoyment, the internalization of extrinsic goals, and the fulfillment of autonomy, competence, and relatedness, SDT provides a nuanced explanation for why some learners immerse themselves willingly in EE activities and appear more self-driven both inside and beyond the classroom.

### **2.1.3.3. L2 Motivational Self System**

The L2 Motivational Self System is particularly relevant to this thesis because students' engagement with EE such as following English-speaking content creators, imagining themselves communicating confidently, or pursuing English for future goals often reflects the visions they hold of their ideal and ought-to L2 selves. These future-oriented images help explain why teachers observe different levels of commitment and out-of-class English use among learners.

Building on a longitudinal project with Hungarian teenagers learning English, Dörnyei (2005, 2009) proposed the L2 Motivational Self System, drawing on

Possible Selves Theory (Markus & Nurius, 1986) and Self-Discrepancy Theory (Higgins, 1987). Possible selves are mental representations of who individuals might become, would like to become, or fear becoming; they link current identity to future goals and are often experienced as vivid, imagery-based visions (Markus & Nurius, 1986; Dörnyei, 2009). Self-Discrepancy Theory distinguishes between the ideal self (who one wants to be) and the ought-to self (who one feels they should be to avoid negative outcomes), associated with promotion- and prevention-focused orientations respectively (Higgins, 1987, 1998). Motivation, in this view, involves working to reduce the gap between the actual self and these self-guides.

Within this framework, Dörnyei (2005, 2009) identifies three core components: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. The Ideal L2 Self is the image of oneself as a competent future L2 user and acts as a powerful driver when it is vivid, seen as attainable, aligned with one's identity, regularly activated, and supported by concrete strategies and an awareness of potential failure (Dörnyei, 2009). The Ought-to L2 Self reflects perceived duties, obligations, and responsibilities, often linked to avoiding negative outcomes. The L2 Learning Experience refers to situated motives related to the immediate learning environment, including classroom climate, curriculum, teachers, peers, and moments of success (Dörnyei, 2009). Together, these elements integrate future-oriented identity construction with present-moment learning conditions.

More recently, Dörnyei (2019) has reframed the L2 Learning Experience in terms of engagement, defined as the perceived quality of learners' involvement in different aspects of the learning process. Engagement is typically described as multidimensional, behavioral, cognitive, social, and affective (Finn & Zimmer, 2012), and closely related to, but not identical with, motivation. While motivation concerns reasons for action, engagement foregrounds visible participation and on-task behavior (Skinner et al., 2008; Dörnyei, 2019). In this thesis, the focus is primarily on indicators of engagement (such as effort, participation, and persistence) rather than on all possible facilitators, in line with this distinction.

Empirical research has provided substantial support for the L2 Motivational Self System across diverse contexts. Large-scale studies in countries such as Hungary,

Iran, China, Japan, and Saudi Arabia have shown robust links between the Ideal L2 Self, instrumentality, and intended learning effort (Dörnyei et al., 2006; Taguchi et al., 2009; Islam et al., 2013; Magid, 2011). In many of these studies, the Ideal L2 Self emerges as a strong predictor of motivation, often outperforming traditional constructs such as Integrativeness. Findings also suggest that promotion-focused instrumentality tends to align more closely with the Ideal L2 Self, while prevention-focused instrumentality relates more strongly to the Ought-to L2 Self (Higgins, 1987, 1998). Intervention studies further demonstrate that activities aimed at enriching learners' Ideal L2 Selves such as guided vision-building tasks, can enhance motivation and self-regulation (Magid, 2011).

At the same time, the L2 Motivational Self System has been examined through a cultural lens. Although conceptions of the “self” may differ across cultures (Markus & Kitayama, 1991), multi-site research in Asian contexts has generally supported the structural stability of the model (Taguchi et al., 2009). Recent work has also connected the L2MSS to Willingness to Communicate (WTC), particularly in EFL settings with limited direct contact with L2 speakers. Studies in Turkey, South Korea, China, and Iran indicate that the Ideal L2 Self consistently predicts WTC, whereas findings for the Ought-to L2 Self are more mixed; the L2 Learning Experience also appears to foster WTC when classroom environments support meaningful participation and positive teacher-student relationships (Öz & Bursalı, 2018; Lee & Lee, 2020; Zhou, 2022; Sadoughi & Hejazi, 2023). These results point to two complementary pathways toward communication: a future-oriented identity pathway driven by the Ideal L2 Self and a situational engagement pathway grounded in learners' ongoing experiences.

Overall, the L2 Motivational Self System provides a comprehensive, identity-focused framework for understanding L2 motivation. By emphasizing how learners imagine their future selves as competent L2 users, and how these visions interact with day-to-day learning experiences, the model moves beyond views of motivation based solely on external rewards or social expectations. In this thesis, it serves as a key conceptual foundation for interpreting how learners' ideal L2 selves and their classroom experiences shape their engagement with English, including their EE practices.

Taken together, the three motivation frameworks discussed, Gardner's socio-educational model, Self-Determination Theory, and the L2 Motivational Self System, suggest that students' willingness to engage with EE arises from an interplay of attitudes, internalized goals, and future self-images. These perspectives help explain why some learners naturally immerse themselves in English media, games, and online interactions, while others remain more cautious. They also clarify why teachers tend to perceive EE-active students as more confident, self-driven, and engaged in class, thereby providing a meaningful bridge to the next section on extramural English research.

Across the perspectives discussed above: Noticing, Incidental Learning, and Learner Autonomy, teachers consistently emerge as central mediators who shape whether extramural English remains mere exposure or becomes pedagogically meaningful learning. While EE environments provide rich input, opportunities for interaction, and learner choice, it is teachers who determine how these experiences are interpreted, scaffolded, and connected to instructional goals. By fostering awareness, supporting reflection, and guiding learners' autonomous engagement, teachers play a critical role in transforming informal English use into sustained language development. This mediating function provides a key conceptual link between SLA theory, extramural English research, and the teacher-focused orientation of the present study.

#### **2.1.4. Noticing Hypothesis**

The Noticing Hypothesis offers a concise yet powerful mechanism for understanding why some EE experiences lead to learning while others remain mere "background English." Schmidt (1990, 2001, 2010) argues that input does not become intake unless it is consciously noticed: exposure alone is not sufficient; learners must attend to specific linguistic features for them to be internalized. His diary work on learning Portuguese and his case study of "Wes" showed that even rich exposure does not guarantee grammatical development if forms are not noticed, leading him to reject the idea of subliminal language learning.

Later work refined and problematized this view. Robinson (1995) linked noticing to detection and short-term memory processes, while Leow (1997) provided experimental evidence that higher levels of awareness are associated with better recognition and production of target forms. Gass (1997) further clarified the input-intake distinction by emphasizing that “input” is only what learners actually register and process. At the same time, critics such as Tomlin and Villa (1994) and Ellis (2005) highlighted that some aspects of learning, especially implicit patterning, may occur without full conscious awareness. In response, Schmidt (2010) clarified that understanding or explicit rule knowledge is not required, but some level of conscious registration of forms, basic noticing, is still necessary for intake.

Pedagogically, the Noticing Hypothesis has inspired approaches that deliberately direct attention to form in meaningful contexts, such as input enhancement, consciousness-raising tasks, processing instruction, and interactional feedback (Sharwood Smith, 1991; Rutherford & Sharwood Smith, 1985; VanPatten, 1996; Leow, 1997; Mackey, 2006; Izumi, 2002). These studies collectively suggest that when learners are encouraged to notice forms, they learn more effectively. In the context of EE, this means that learners’ progress depends not just on how much English they consume through films, games, music, and social media, but on what they actually attend to and reflect on. Teachers therefore play a crucial mediating role: by helping students become more aware of the linguistic features they encounter in EE environments and by linking these experiences back to classroom work, they can support the transformation of incidental exposure into genuine learning.

### **2.1.5. Incidental Learning**

Incidental learning is central to understanding how students benefit from Extramural English (EE), as many acquire language unintentionally while watching films, playing games, or using social media. In SLA, incidental learning refers to acquisition that occurs without a deliberate intention to study, in contrast to intentional learning such as memorizing vocabulary or practicing grammar (Nation, 2001; Schmitt, 2000). Learners’ primary focus is on meaning, and language development emerges as a byproduct of engagement (Hulstijn, 2001).

Vocabulary learning through reading is a classic example: when comprehension is sufficiently high, typically around 95% lexical coverage, or about 5,000-word families, unknown words can be inferred from context, enabling incidental uptake (Hu & Nation, 2000; Laufer & Ravenhorst-Kalovski, 2010). However, research also shows that incidental learning is not entirely unconscious. Schmidt's (1990) Noticing Hypothesis argues that learners must at least register a linguistic feature for it to become intake, while depth-of-processing accounts ( Craik & Lockhart, 1972) and Ellis (1999) emphasize that incidental learning involves peripheral rather than focal attention to form.

Hulstijn (2001) therefore defines incidental learning not by the absence of attention but by the absence of an expectation to be tested, highlighting how learning can occur naturally as learners engage with meaningful content. This makes incidental learning particularly relevant for EE: students' goals during media consumption are typically enjoyment or communication, yet these activities often generate language gains as a byproduct of repeated, meaningful exposure.

Overall, incidental learning offers a valuable perspective on why EE benefits learners differently. Gains depend on factors such as attention, prior knowledge, and the richness of input. For teachers, this underscores the value of helping students become more aware and reflective about their EE experiences, so that naturally occurring exposure can more readily transform into measurable learning beyond the classroom. Building on these insights, the next section reviews empirical research on Extramural English to illustrate how incidental learning, noticing, and input-rich engagement materialize in learners' real-world practices and how these patterns align with teachers' perceptions in the present study.

### **2.1.6. Learner Autonomy**

Learner autonomy is a key lens for understanding how students engage with English beyond the classroom, as EE environments require learners to choose what to watch, play, or follow and to manage their own learning. Although often associated with European educational traditions, research shows that autonomy has deeper cultural

roots and varies across sociocultural contexts (Pierson, 1996; Riley, 1988; Pennycook, 1997). The most influential definition comes from Holec (1981), who frames autonomy as “the ability to take charge of one’s own learning.” Later work highlights that autonomy involves both ability: the metacognitive skills needed to plan, monitor, and evaluate learning, and willingness, shaped by motivation and confidence (Littlewood, 1996; Chan, 2000). Benson’s (1997, 2001) technical, psychological, and political perspectives further show that autonomy encompasses strategies, beliefs, and degrees of control over learning processes, while sociocultural views emphasize that autonomy can develop through scaffolded and collaborative interaction, rather than through complete independence (Vygotsky, 1978; Lantolf, 2000).

Autonomy is thus a developmental and context-sensitive capacity, particularly visible in out-of-class language learning where learners have greater freedom to choose content, pace, and tools (Benson, 2011a; Richards, 2015). Yet research shows that many learners lack the strategic awareness needed to navigate these environments such as identifying useful resources or evaluating online content, suggesting that autonomy in EE settings is not automatic but requires explicit support (Lai & Gu, 2011). Accordingly, the teacher’s role shifts from knowledge provider to autonomy-supportive guide who helps learners build confidence, strategic awareness, and reflective habits (Reinders & Hubbard, 2013). Still, teachers frequently report constraints such as curricular pressures, time limitations, and learners’ reluctance to assume responsibility (Borg & Al-Busaidi, 2012; Nakata, 2011). More recent work also highlights the emotional dimension of autonomy: confidence, resilience, and emotional regulation contribute to learners’ ability to manage their own learning (O’Leary, 2014; Resnik & Dewaele, 2021).

Taken together, learner autonomy is not simply “learning alone” but the ability and willingness to make informed choices about learning within one’s cultural and institutional context. In EE environments, students who can self-direct, evaluate resources, and sustain motivation tend to benefit more from out-of-class exposure. For teachers, this underscores a central pedagogical role: helping learners develop the strategic, emotional, and reflective capacities that allow informal engagement to translate into meaningful learning outcomes.

### **2.1.7. Explicit vs. Implicit Learning**

Implicit and explicit learning provide a useful lens for understanding how students internalize language in both EE and classroom settings. Implicit learning is unconscious, automatic, and meaning-focused (N. Ellis, 1994), whereas explicit learning involves deliberate attention to rules and patterns. Yet research consistently shows that the two systems interact rather than operate in isolation (N. Ellis, 2015; Hulstijn, 2005). R. Ellis (2009, 2005) distinguishes between implicit knowledge: intuitive and procedural, and explicit knowledge: declarative and rule-based, both of which support L2 performance.

A central debate concerns the role of attention. Schmidt (1994) argues that some degree of awareness is required for learning, while others maintain that unconscious processing is possible (N. Ellis, 1994). Despite this debate, there is broad agreement that explicit learning is intentional, while implicit learning excludes metalinguistic reflection.

These distinctions extend to instruction. Implicit instruction exposes learners to forms through meaningful input, while explicit instruction directs attention to rules (R. Ellis, 2009). Meta-analytic research shows that explicit instruction often produces stronger short-term gains (Norris & Ortega, 2001; Goo et al., 2015), although long-term implicit benefits may be underestimated (Pica, 2009). Competing theoretical positions remain, for example, Krashen's (1985) non-interface view versus models proposing that explicit knowledge can become implicit through practice (DeKeyser, 1997).

In EE contexts, learning is typically implicit: students watch films, play games, or interact online with no intention to study. Nevertheless, explicit processes can emerge when learners notice patterns or reflect on usage. Classroom environments, by contrast, tend to combine both: explicit grammar and vocabulary work alongside opportunities for implicit development through input and interaction. Teachers often perceive EE as a rich source of implicit learning and see their pedagogical role as helping students make this learning more explicit by drawing attention to linguistic

patterns or linking EE experiences to curricular goals. In CLIL settings, instruction is even more implicitly oriented, with language emerging through content engagement (Dalton-Puffer, 2011).

Taken together, the interplay between implicit and explicit learning clarifies why EE provides valuable input that teachers cannot always replicate, and why classroom guidance is still essential for refining accuracy, noticing patterns, and consolidating learning. Understanding how teachers interpret and bridge these processes is therefore crucial for explaining how EE experiences translate, or fail to translate, into measurable classroom outcomes. This gap in teacher-focused research motivates the present study, which examines how English instructors in Türkiye perceive students' EE practices and how these perceptions shape their pedagogical decisions.

## **2.2. Definition of Extramural English**

The central concept of this study, Extramural English (EE), was first introduced by Pia Sundqvist in 2009. The term, of Latin origin, literally means “English outside the walls” and refers to all types of informal contact with English that occur beyond the boundaries of formal education (Sundqvist, 2009a; Sundqvist & Sylvén, 2016). In other words, EE encompasses every instance in which learners engage with English outside school or other instructed language environments.

As Sundqvist (2009a, p. 25) explains:

*“In extramural English, no degree of deliberate intention to acquire English is necessary on the part of the learner, even though deliberate intention is by no means excluded from the concept. But what is important is that 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.”*

Hence, EE is defined primarily by where learning occurs rather than why it occurs. It does not necessarily imply a conscious intention to learn. As Sundqvist (2009a, p.

26) notes, “contact with extramural English, or involvement in extramural English activities, is generally voluntary on the part of the learner.”

Such activities are typically informal and leisure-based, often taking place in learners’ free time. They include watching movies or TV series, listening to music, playing digital games, reading online posts or books, or communicating with others on social media platforms (Sundqvist & Sylvén, 2016, p. 7). Learners may also follow people, news outlets, or organizations on platforms such as Twitter and Instagram, or interact with others through online communities. In addition, many young people engage with English while playing digital or video games, either alone or collaboratively with peers in online environments. Altogether, these activities illustrate how English naturally becomes part of learners’ leisure time and social practices beyond the classroom.

Sundqvist and Sylvén (2016, p. 6) further clarify that engagement in EE is inherently learner-driven rather than teacher-directed:

*“[t]his [EE] contact or involvement is not initiated by teachers or other people working in educational institutions; the initiative for contact/involvement lies with the learner himself/herself or, at times, with someone else, such as a friend or a parent. Thus, in general, involvement is voluntary on the part of the learner, though there is the possibility that learners engage in specific EE activities because they feel pressured to do so, for whatever reason.”*

In summary, EE captures the authentic, self-initiated encounters with English that take place beyond the classroom walls. As Sundqvist and Sylvén (2016, p. 6) succinctly define it:

*“English outside the walls, and by that we mean the English that learners come in contact with or are involved in outside the walls of the classroom. This contact or involvement is not initiated by teachers or other people working in educational institutions; the initiative for contact or involvement lies with the learner himself/herself or, at times, with someone else, such as a friend or a parent.”*

Given that Extramural English is largely learner-driven and occurs beyond institutional control, teachers’ interpretations of its value, legitimacy, and

pedagogical relevance become critical in determining whether and how EE can be acknowledged, mediated, and integrated into formal English language teaching.

### **2.2.1. EE and Out-of-Class Learning**

While *extramural English (EE)* shares similarities with the concept of *out-of-class learning* introduced by Benson (2011b), the two terms differ significantly. As Sundqvist and Sylvén (2016) explain, the phrase *out-of-class learning* implies a deliberate intention to study, since it explicitly includes the word *learning*. In contrast, EE is meant to describe language contact that occurs outside the educational setting, often without any conscious effort to learn. The focus, therefore, lies on exposure rather than instruction.

This increasing digitalization of everyday life has blurred the boundaries between formal and informal learning environments, allowing learners to experience English through multiple channels beyond the classroom. With the rise of digital media and global communication, learners are now surrounded by English in more organic ways than ever before. As Duff (2015) notes, speaking a global language like English connects individuals to a broader linguistic community, and today's learners often participate in EE through social media and online interaction. These digital spaces allow English to become a natural part of everyday communication, motivation, and identity formation. Sundqvist and Sylvén (2016) emphasize that learning English outside school differs fundamentally from classroom instruction, particularly in terms of motivation and autonomy.

Many learners perceive online and digital activities as central to their English development, since they engage voluntarily and on their own terms. Drawing on Benson's (2011a) framework for second language acquisition beyond the classroom, the authors highlight four key dimensions that help explain these differences: location, formality, pedagogy, and locus of control.

Location refers not only to the physical setting but also to the social relationships involved; formality concerns whether learning occurs in structured or informal

contexts; pedagogy distinguishes self-instruction from teacher-led learning; and locus of control relates to the degree of learner agency. In this framework, EE represents the most autonomous form of engagement: positioned “far away from the desk” and fully initiated by the learner (Sundqvist & Sylvén, 2016, p. 10). In other words, EE captures moments when individuals interact with English purely out of personal interest or social participation, using it as a tool for communication and for making sense of the wider world. This conceptual distinction also connects to broader research on language learning beyond the classroom, where several overlapping terms are used to describe similar phenomena.

### **2.2.2. Broader Perspectives on Learning Beyond the Classroom**

The research field on language learning beyond the classroom has employed several overlapping terms such as *informal learning*, *learning in the wild*, and *language beyond the classroom* (Reinders & Benson, 2017). While *out-of-class learning* usually emphasizes intentional, study-oriented practices, *extramural English* encompasses both deliberate and incidental encounters with the language (Benson, 2013; Sundqvist & Sylvén, 2016). This distinction aligns with Laufer and Hulstijn’s (2001) concept of *incidental learning*, which refers to the acquisition of knowledge without explicit intention such as learning new vocabulary while watching a film, playing a game, or listening to music. Studies on incidental learning further demonstrate how learners may unconsciously acquire language while engaging in enjoyable, meaningful activities (Schmitt, 2000; Neuman & Koskinen, 1992).

A defining feature of EE lies in its autonomy-driven nature. Learners take responsibility for their own engagement, reflecting Holec’s (1981) classic definition of autonomy as “the capacity to assume control over one’s own learning” (p. 3). This aspect is particularly significant in EFL contexts such as Türkiye, where opportunities for authentic communication outside the classroom are limited and learner initiative becomes a vital force for progress (Orhon, 2018).

Benson (2001) describes *out-of-class learning* as “any kind of learning taking place outside of the classroom and [that] involves self-instruction, naturalistic learning, or

self-directed naturalistic learning” (p. 62). The specific term chosen often depends on the context and focus of a given study, yet all these perspectives share an emphasis on learner agency and engagement beyond formal instruction.

In contrast, the present study adopts the umbrella term *Extramural English (EE)* to emphasize contact with English that occurs outside formal education and often without conscious learning goals. According to Sundqvist (2016), EE is characterized by three defining features: learner motivation, frequency of contact, and learner initiative, all of which distinguish it from teacher-directed classroom learning. Importantly, EE exposure can be intentional or incidental, arising from everyday interests rather than formal instruction.

Modern learners encounter English across countless digital and social settings whether by watching TV series or films, searching for information online, following influencers on social media, listening to music, reading books, or playing video and board games in English (Sundqvist & Sylvén, 2016). Even seemingly small actions, such as reading subtitles while watching a show or checking song lyrics while listening to music, have been found to foster comprehension and language development (Sockett, 2013).

In essence, *Extramural English (EE)* refers to learner-initiated engagement with English in authentic, real-world contexts beyond the classroom. It illustrates how motivation, exposure, and autonomy come together to create meaningful opportunities for language development whether these encounters are intentional or occur incidentally. In the present study, EE is adopted as the umbrella term to encompass all learner-driven interactions with English outside formal instruction. In this sense, many forms of *out-of-class English use* discussed in earlier research can be understood as part of the broader EE phenomenon.

However, whether learner-initiated engagement with Extramural English is recognized as meaningful learning within formal education largely depends on teachers’ awareness and interpretations of these practices. Without pedagogical recognition and mediation, EE may remain invisible in classroom contexts despite its potential contributions to language development.

### **2.3. Research on Extramural English: A Review of Key Studies**

Over the past two decades, Extramural English (EE) has become a major focus in language learning research. Scholars have explored how learners engage with English outside the classroom through activities such as gaming, watching films, reading online, or interacting on digital platforms, and how these experiences support their language development. This section reviews key studies that examine the role of EE across different language skills, age groups, and learning contexts, highlighting their main findings and implications for English language teaching.

EE activities are commonly categorized into three types: receptive, productive, and interactive exposure (Sundqvist, 2009). Receptive *EE* refers to activities in which learners encounter English without producing it, such as listening to music, watching videos, or browsing online content; these activities primarily support listening comprehension and receptive vocabulary growth. Productive *EE* involves learner-generated language outside school settings, such as writing social media posts, comments, or messages in English, and is associated with gains in lexical retrieval and written fluency.

Interactive *EE*, which includes online gaming, Discord communication, and other digital affinity spaces, provides opportunities for both input and output through real-time exchanges and negotiation of meaning. Research consistently shows that interactive EE tends to yield the strongest vocabulary and speaking-related benefits because it combines exposure, engagement, and communicative use.

In the following subsections, each cluster of studies is introduced with a short overview to guide the reader, and concluding remarks are added to clarify what remains unsettled in the literature. These signposts help show why a teacher-focused investigation such as the present study is still needed. Collectively, these findings highlight that EE becomes pedagogically relevant only to the extent that teachers can recognize its forms, interpret its learning potential, and decide how (or whether) to connect it to curricular priorities.

### **2.3.1. Extramural English and Vocabulary Development**

Research on Extramural English (EE) consistently shows that meaningful, sustained engagement with English outside school, whether through gaming, watching series, browsing social media, or reading online content, can substantially support vocabulary development (Sundqvist, 2009). EE provides opportunities for incidental learning driven by personal interest, and the literature across age groups highlights both the benefits and boundaries of such exposure.

In Türkiye, Bektaş Çetinkaya (2021) found that vocabulary growth did not follow grade level but learners' individual EE habits; students who frequently engaged with English games, media, and online platforms demonstrated broader lexical knowledge than peers with similar schooling but less exposure. This pattern suggests that continuity and depth of EE can outweigh formal instruction in shaping vocabulary size.

Nordic studies offer further evidence. Sylvén and Sundqvist (2012) showed that Swedish fifth graders who regularly played English-language games outperformed other groups on receptive vocabulary and comprehension tasks, likely because gaming requires active processing of language. However, the correlational nature of such studies raises questions about causality. Jensen (2017) similarly found that Danish children with early and frequent EE exposure scored higher on vocabulary tests, with interactive activities (e.g., gaming) proving more beneficial than passive input. These findings underscore the importance of activity type as well as quantity, while also reflecting English-rich contexts that differ markedly from Türkiye's more limited EE environments.

Leona et al. (2021), working with Dutch children, showed that EE predicts vocabulary in both instructed and uninstructed learners but through different pathways. For children learning English informally, exposure directly shaped vocabulary; for those receiving instruction, self-confidence mediated this relationship. This suggests that EE is associated not only with linguistic development but also with affective factors, an important consideration in the Turkish context where low confidence and high anxiety are common.

Other work refines these insights. Emilsson (2021) found that Swedish children's vocabulary knowledge increased with greater EE engagement, especially when activities involved output or interaction, suggesting that quality of engagement matters. De Wilde, Brysbaert, and Eyckmans (2022) reported that Dutch-speaking children knew more English than French words, even though French was the instructed language, highlighting EE's power relative to formal instruction but also its limitation: EE tends to enrich everyday vocabulary rather than academic or low-frequency items.

This distinction is echoed by Puimège and Peters (2021), who found that gaming and video streaming contributed substantially to pre-instruction vocabulary, shaped by frequency, cognateness, and concreteness. Sundqvist's (2009) Extramural English House further explains these differences: activities vary in cognitive and linguistic demand, with music and TV providing passive exposure, while gaming, reading, and online participation foster deeper vocabulary learning. Supporting this, Sundqvist and Wikström (2015) found that frequent gamers used more advanced vocabulary in writing and received higher English grades, while Schwarz (2020) showed that adolescents engaging in EE daily possessed larger vocabularies and viewed EE as an enjoyable complement to school learning.

However, European findings must be interpreted cautiously in Türkiye, where access to EE differs by gender, socioeconomic status, and digital availability, factors rarely addressed in vocabulary studies.

Research on academic vocabulary indicates further limits of EE. Olsson and Sylvén (2015) showed that although CLIL learners engaged more in EE and initially used more academic vocabulary, EE alone did not sustain long-term academic lexical gains. Explicit instruction remained essential, highlighting that general vocabulary may flourish through EE, whereas academic vocabulary requires pedagogical scaffolding, especially in exam-driven contexts such as Türkiye.

Modality studies add nuance. Arndt and Woore (2023) found that blogs and vlogs both support incidental learning but in different ways (blogs aiding form recognition;

vlogs supporting meaning and grammatical awareness). Feng and Webb (2020) demonstrated that reading, listening, and viewing the same content all produced vocabulary gains, indicating that multimodal input can be equally effective when learners are engaged. Yet such studies often rely on short-term exposure and small samples, limiting generalizability. Longitudinal evidence remains scarce.

More recent mobile-assisted EE research, such as Ebadi, Amini, and Gheisari (2023), shows that integrating EE through platforms like WhatsApp can enhance vocabulary, motivation, and confidence more effectively than textbook-based instruction. These findings underscore the potential of teacher-mediated EE to transform casual digital exposure into structured learning opportunities.

Across studies, a clear pattern emerges: EE strongly supports general vocabulary development when learners engage in interactive, input-rich, and personally meaningful activities. Yet EE rarely provides sufficient exposure to academic vocabulary, reaffirming the need for explicit, classroom-based instruction. Thus, EE and formal learning should be seen as complementary environments rather than competing ones.

Finally, the literature reveals methodological and contextual limitations including reliance on self-report data, correlational designs, and studies conducted primarily in English-rich environments. In contexts such as Türkiye, where access to EE is uneven and academic demands are high, teachers play a key interpretive role in judging which vocabulary gains are pedagogically meaningful. Their awareness of EE-related vocabulary growth, beliefs about its legitimacy, and instructional decisions determine whether such gains are acknowledged, valued, and integrated into classroom practice. This implies that teachers' judgments about what counts as 'valuable vocabulary' (e.g., everyday lexical growth vs. academic lexical demands) shape whether EE-driven gains are legitimized or dismissed in classroom assessment and feedback. Yet little is known about how teachers actually identify, interpret, or value these EE-based vocabulary gains, particularly when they do not align with curricular targets or assessment criteria. This gap in teacher-focused research directly informs the rationale of the present study.

### **2.3.2. Extramural English and Listening / Audiovisual Input**

Research consistently shows that Extramural English (EE) is strongly associated with the development of learners' listening comprehension, particularly in contexts like Türkiye where classroom exposure to authentic input is limited. EE listening typically occurs through music, films, series, streaming platforms, and social media, domains that provide frequent, meaningful, and emotionally engaging input beyond what formal instruction can offer.

Early studies in Türkiye reveal a clear pattern: learners engage heavily in receptive activities but rarely produce language. Ekşi and Aydın (2013) found that preparatory students frequently listened to music and watched films, yet rarely spoke or wrote in English. Coşkun and Mutlu (2017) observed the same trend among high school learners: listening was practiced far more than any productive skill. University-level studies echo this imbalance: students report that music, YouTube, and online videos are enjoyable and perceived as beneficial for listening (Orhon, 2018), yet speaking remains the least developed skill, a pattern that appears to be related to limited opportunities for interaction (İpek & Mutlu, 2022). Taken together, these findings show that while EE is linked to strong comprehension foundations, it does not automatically create conditions for productive oral development without teacher mediation.

International research provides further evidence of EE's impact on listening proficiency. In the ELLiE project, Muñoz and Lindgren (2011) found that children in media-rich contexts like Sweden, where subtitled or untranslated English is common, achieved higher listening comprehension than peers in countries with less exposure. Consistent audiovisual input at home was shown to rival, or surpass, classroom effects, though the study's correlational design limits causal interpretation.

Similarly, Mediavilla Vélez (2021) reported that Spanish adolescents who regularly consumed English through streaming platforms, music, and social media scored higher in both listening and speaking than peers with low exposure. Learners themselves viewed EE as compensating for school environments that emphasize

form over communicative use. However, socioeconomic factors were not explored, leaving open questions about who benefits most.

Additional work reinforces this pattern. Daukšaitė-Kolpakovienė (2020) showed that even leisure-oriented listening such as films and music was associated with gains in learners' comprehension and vocabulary recognition, despite limited oral interaction. Rahul and Ponniah (2023) demonstrated a positive correlation between frequency of EE listening and vocabulary gains, underscoring how self-directed, enjoyable exposure supports incidental learning, though again relying on self-report measures.

Across studies and contexts, the evidence is consistent: EE provides extensive access to authentic auditory input that is linked to stronger listening comprehension, especially when exposure is frequent, multimodal, and personally meaningful. Yet because most EE listening activities are receptive and non-interactive, they tend to support comprehension far more than productive oral skills.

This creates a clear pedagogical implication: exposure alone is not enough. Teachers therefore act not only as task designers but also as interpreters of EE input, deciding whether students' listening gains are sufficient, superficial, or pedagogically exploitable. Teachers play a crucial role in facilitating the transfer of EE-based listening gains into communicative competence by designing tasks that activate and extend what students encounter outside class. Integrating EE-derived materials such as short clips, music-based tasks, or social media videos can help bridge informal exposure and curricular goals, ensuring that EE and classroom instruction function as complementary rather than competing learning spaces. This also raises questions for teachers about what to prioritize: whether to treat EE-based listening as sufficient exposure or to actively reshape it through classroom scaffolding, especially when comprehension gains do not transfer to interactive use.

### **2.3.3. Extramural English and Speaking / Oral Fluency Development**

Research shows that while EE is often dominated by receptive exposure, speaking development appears to be closely linked to opportunities for productive and

interactive language use. In contrast to classroom speaking tasks, which may feel artificial or limited, productive EE tends to emerge in self-initiated, socially meaningful contexts where learners use English spontaneously to communicate, solve problems, or maintain relationships.

In Türkiye, Coşkun (2016) was among the first to examine EE-based speaking. Preparatory students selected their own out-of-class speaking activities (e.g., role-play, debates, story continuation, radio-style shows, live broadcasting) over six weeks. Learners reported gains in fluency, vocabulary range, pronunciation, communicative confidence, and broader skills such as problem-solving and social engagement. The study suggested that when learners exercise autonomy and choose meaningful speaking tasks, EE may support faster development of oral proficiency by lowering anxiety and promoting self-expression.

International work aligns with this pattern. De Wilde, Brysbaert, and Eyckmans (2020) found that young learners, before receiving formal instruction, developed early speaking ability primarily through interactive, multimodal EE activities, especially online gaming and social communication. These findings emphasize that speaking development is input-dependent but output-driven: exposure is necessary, but fluency grows through real-time use.

Sundqvist's (2009) influential study similarly showed that ninth-grade students who engaged frequently in productive EE activities such as gaming and online chatting demonstrated significantly higher oral proficiency than peers whose EE was mainly receptive. Her distinction between productive EE and receptive EE has become foundational, reinforcing those passive activities (music, TV, browsing) rarely generate spontaneous speaking gains unless paired with interaction.

Cross-cultural evidence from Sundqvist and Uztosun (2023) further shows that the impact of EE on speaking varies by sociocultural context. While EE was a positive predictor of perceived speaking competence across Scandinavian, Turkish, and Asian samples, the most influential EE activities differed by region: for example, audiovisual viewing and social interaction in some Asian contexts, versus reading

and listening in Scandinavian samples. This indicates that the effectiveness of EE is shaped not only by exposure frequency but also by learners' digital habits, platform accessibility, and informal opportunities to use English.

Finally, Cundick (2007) demonstrated that learners who actively used English outside class made nearly twice as much progress in speaking fluency as those who did not, with improvements linked to increased confidence, reduced anxiety, and stronger willingness to communicate, particularly when English use took place in authentic social environments.

However, whether and how teachers notice these EE-driven speaking gains in classroom interaction remains an open question. Across all studies, a consistent pattern emerges: speaking development benefits most from productive and interactive EE such as gaming with live communication, voice chat, online collaboration, and real-time problem solving. Receptive EE builds comprehension but does not automatically translate into oral fluency unless activated through meaningful use. Despite these gains, speaking development through EE may remain underrecognized in formal classrooms, particularly when fluency is not accompanied by grammatical accuracy, a tension frequently reported in teacher evaluations. This underscores the pedagogical role of teachers: not to replace EE, but to extend it by designing classroom tasks that draw on students' productive EE experiences (e.g., gaming-based speaking tasks, streaming-related discussions, voice-chat inspired activities) so that informal engagement becomes communicative performance aligned with curricular goals. Therefore, teachers' criteria for evaluating speaking (accuracy vs. fluency) directly influence whether EE-developed oral competence is recognized as progress or framed as 'informal' and insufficient.

#### **2.3.4. Extramural English and the Development of Grammar, Accuracy, and Academic Register**

Research consistently shows that while EE supports vocabulary growth, fluency, and listening comprehension, its impact on grammatical accuracy and academic register tends to be far more limited. This is often because many EE environments such as

gaming, streaming, social media, and online interaction provide exposure to conversational, informal, and entertainment-oriented language rather than consistently providing structurally complex or academic forms. As a result, EE enhances overall communicative ease but is rarely sufficient on its own to provide the explicit, form-focused input required for mastering accuracy or academic vocabulary.

Olsson (2016) offers key evidence on this distinction. Students with high EE engagement displayed broader vocabularies and greater register flexibility, especially at lower proficiency levels, yet EE did not lead to sustained gains in productive academic vocabulary over time. Academic lexical development appeared to depend primarily on explicit instructional support, even when EE enriched general proficiency. Olsson thus concludes that EE may spark interest and boost general fluency, but academic language growth typically requires targeted, form-focused teaching.

Similarly, Olsson and Sylvén (2015) found that CLIL learners who also engaged more in EE initially produced more academic vocabulary in writing, particularly male students. However, EE exposure did not consistently predict long-term progress. The strongest correlations between EE and academic vocabulary appeared early in upper-secondary schooling and weakened over time as formal instruction appeared to become the primary driver of academic register development. These findings highlight a divergence between informal fluency supported by EE and the precision needed for academic tasks.

Taken together, studies show that EE environments often prioritize meaning, interaction, and communicative success over linguistic precision. Learners encounter colloquial forms, simplified syntax, and pragmatically flexible language, which may strengthen fluency but may be less likely to support systematic control of grammar or academic structures. Thus, EE and classroom instruction operate most effectively when seen as complementary: EE provides abundant authentic exposure, while classroom teaching is needed to scaffold accuracy, metalanguage awareness, and genre-appropriate writing and speaking.

In this thesis, these patterns are reviewed not to make deterministic claims about the effects of EE, but to clarify the kinds of language outcomes teachers may (or may not) recognize when evaluating students' out-of-class English engagement. The pedagogical challenge is therefore not simply increasing EE exposure, but helping students transform informal EE-derived language into academically appropriate performance. Teachers need support in integrating learners' EE experiences into tasks that build accuracy and register without undermining the motivational benefits of informal engagement. Ultimately, teachers' perceptions are critical: how instructors value and incorporate EE determines whether learners' informal linguistic gains are leveraged for academic development or remain disconnected from school-based learning, a concern that constitutes a central concern of the present teacher-focused study.

### **2.3.5. Extramural English and Reading / Literacy Development**

Research on EE shows that literacy development extends far beyond school-based reading tasks. EE reading is typically interest-driven, socially situated, and multimodal, allowing learners to engage with texts that matter to them such as online communities, fiction, fan sites, subtitles, articles, and allowing them to develop literacy through authentic participation rather than teacher-assigned tasks.

Lam's (2000) seminal case study illustrates this clearly: although Almon showed limited engagement in school literacy, he developed sophisticated English writing through online fan-fiction communities, where purposeful communication, identity expression, and peer interaction were associated with the development of narrative skill, voice, and cultural competence. This suggests that EE environments can support the development of advanced literacy even when school performance appears weak.

Empirical studies further show that EE reading contributes significantly to receptive vocabulary. Peters (2018) found that exposure to English books, magazines, and subtitled media was linked to broader lexical knowledge than instruction alone, though evidence remains correlational. Peters et al. (2019) similarly reported that

Dutch-speaking children knew more English than French vocabulary despite French being the language of instruction, highlighting the cumulative vocabulary impact of text-rich EE environments. However, most EE reading studies rely on correlational designs and self-reported exposure, which limits causal interpretations of the relationship between EE reading and literacy development. Moreover, such findings reflect English-rich contexts and may not generalize fully to Türkiye, where access to authentic texts varies; here, teachers' perceptions become key in determining whether EE reading is recognized or remains invisible in the curriculum.

Research in higher education echoes this pattern. Avello et al. (2019) found that EMI students engaged heavily in online reading and English-language media, which supported academic language development and cultural awareness. These benefits were strongest when EE aligned with learners' academic purposes.

Yet EE reading does not automatically lead to productive literacy gains. Daukšaitė-Kolpakovienė (2020) showed that leisure-based reading and audiovisual exposure enhanced comprehension and vocabulary recognition but did not translate into improved academic writing. Academic literacy, therefore, requires explicit instruction to transform input into structured output.

Warnby (2022) adds nuance by showing that learners who read diverse English genres such as fiction, non-fiction, and online articles, demonstrate stronger academic vocabulary knowledge, suggesting that depth and variety of EE reading matter more than sheer frequency. Likewise, Arndt and Woore (2018) found that different EE modalities develop different micro-skills: written blogs aided spelling and word-form recognition, while vlogs supported meaning-making and informal grammar awareness.

Across studies, EE reading emerges as a powerful source of motivation, identity formation, and receptive literacy development. It is associated with stronger vocabulary knowledge, comprehension, and digital literacy. However, it does not, on its own, cultivate academic register, critical reading, or formal writing. These require explicit scaffolding, metalanguage, and structured practice.

Thus, EE and classroom literacy function best together. EE sustains engagement and provides rich, meaningful language input, while classroom instruction channels these experiences into academic competencies. From a pedagogical perspective, the challenge is to recognize students' out-of-school reading lives and strategically integrate them into curriculum tasks, for example, using digital reading habits for critical analysis, academic vocabulary work, or genre-based writing. When teachers value these practices, EE becomes not just informal exposure but a potential bridge to academic literacy development.

Taken together, these findings suggest that although EE reading supports motivation and receptive literacy, its pedagogical visibility depends largely on teachers' interpretations and curricular priorities. However, these benefits are not automatic nor uniformly visible in formal educational settings. EE reading is unlikely on its own to cultivate academic register, critical reading strategies, or formal writing skills without instructional mediation.

In this thesis, these findings are reviewed not to claim that EE reading independently produces advanced literacy, but to highlight the kinds of reading practices teachers may recognize, undervalue, or overlook when evaluating students' literacy development. Teachers' awareness of learners' out-of-school reading lives, and their interpretations of what counts as "legitimate" literacy, play a key role in determining whether EE reading is pedagogically leveraged or remains invisible. This makes teachers central actors in shaping whether interest-driven EE reading becomes a bridge to academic literacy or remains disconnected from classroom practice.

### **2.3.6. Extramural English and the Development of Pragmatic Competence and Informal Register**

Research suggests that interactive and socially embedded forms of EE, particularly gaming, online chatting, and participation in digital communities, can play a meaningful role in the development of pragmatic competence and informal register. Unlike classroom discourse, which typically prioritizes accuracy and standardized forms, EE often exposes learners to real-time, context-rich communication in which

they must interpret tone, manage politeness, use humor, and adjust language to different interlocutors. These interactional demands may support the development of an intuitive sense of appropriateness that is difficult to teach explicitly. This view aligns with Thorne's (2008) conceptualization of online interaction as intercultural contact and with Sylvén and Sundqvist's (2012) observation that frequent gamers tend to produce more idiomatic and contextually appropriate language.

Recent empirical work supports these tendencies, while also highlighting important limitations. Dirwan, Sartini, and Zulfadhli (2025) found that Indonesian high school students who engaged regularly in gaming performed slightly better than non-gamers on a pragmatic competence test involving everyday scenarios. Gaming environments appeared to foster greater sensitivity to tone, politeness norms, and situational choices. However, the study relied on self-reported EE exposure, a methodological limitation common in EE research (e.g., Peters, 2018; Daukšaitė-Kolpakovienė, 2020), which constrains causal interpretations. Gender differences were also observed, with male learners scoring higher, likely reflecting greater exposure intensity rather than inherent pragmatic advantages.

Across studies, pragmatic competence appears to develop most strongly in association with interactive EE contexts that involve spontaneous meaning negotiation and engagement with real audiences. At the same time, the informal register typically acquired through EE, such as slang, emojis, humor, and conversational shortcuts, is not independently sufficient to support academic or professional communication. While such exposure may enhance pragmatic fluency and sociolinguistic sensitivity, it tends to prioritize communicative success over precision, cohesion, or formality. This tension parallels findings from research on academic register development (Olsson, 2016; Olsson & Sylvén, 2015), which suggest that EE can enrich general fluency but rarely leads on its own to sustained development of formal structures, cohesive devices, or discipline-specific language.

Notably, research on EE-related pragmatic development in the Turkish EFL context remains scarce, making it difficult to determine how such pragmatic gains are perceived, interpreted, or evaluated by teachers.

From a pedagogical perspective, this raises an important interpretive issue for teachers. Learners may bring well-developed informal pragmatic skills from EE into the classroom, yet these skills are not always recognized as legitimate learning outcomes, particularly when they do not align with academic norms of accuracy or register. Without instructional mediation, EE-based pragmatic competence may remain disconnected from curricular expectations or be misaligned with classroom norms.

Overall, the literature indicates that in many contexts, interactive EE is associated with pragmatic awareness, naturalness, and sociolinguistic flexibility, while formal instruction remains essential for developing register control, genre awareness, and academic precision. When considered together, EE and classroom instruction function most effectively as complementary environments: EE provides authentic, spontaneous language use, whereas classroom pedagogy offers the structure needed to contextualize, refine, and reframe these informal resources. For teachers, the central challenge lies in recognizing students' EE-based pragmatic abilities and transforming them into opportunities to teach stylistic range, audience awareness, and the ability to shift between informal and formal modes of communication.

### **2.3.7. Extramural English and Affective Outcomes: Motivation, Identity, and Willingness to Communicate**

Research on affective outcomes highlights that EE is associated not only with language development but also with motivation, confidence, identity, and willingness to communicate (WTC). Unlike classrooms where performance is evaluated and mistakes may create anxiety, EE may offer low-stakes, self-directed spaces where learners explore English for enjoyment. These emotionally meaningful experiences may help explain why learners sustain EE practices over long periods.

Uztosun and Kök (2024) provide evidence of EE's anxiety-reducing potential: among 252 Turkish university students, greater EE engagement, especially gaming and speaking-based EE, was associated with lower L2 anxiety and communication apprehension. Interactive EE appeared to function as a "safe rehearsal space," helping students practice English with reduced fear of judgment.

Motivation is similarly intertwined with EE engagement. Bardak (2023) found that highly motivated high school students engaged more frequently and more diversely in EE (music, films, games, social media). Motivation and EE use were found to reinforce one another, particularly in upper secondary grades. Whether teachers recognize and capitalize on this enjoyment-driven EE use may be crucial for sustaining classroom motivation.

Among younger learners, Sundqvist and Sylvén (2014) showed that frequent EE users, especially gamers, reported higher enjoyment and confidence, with gender-related motivational differences (boys = competition/interactivity, girls = social connection). Importantly, children spent more time using English outside school than inside, suggesting EE's emotional salience.

EE has also been linked to willingness to communicate (WTC). Lee and Taylor (2024) found that students who created English-rich personal environments (e.g., following English-speaking influencers, switching device language) tended to communicate more willingly both inside and outside the classroom, especially when paired with positive classroom experiences and learner attributes such as grit and growth mindset.

Identity-related findings further illustrate EE's affective dimension. Nordhus (2021) showed that learners often reported integrating English into their personal identities, using it to express themselves and connect with global communities. Similarly, Reda (2019) found that multilingual learners perceived EE as a resource for global belonging, not merely a school subject.

Yet affective engagement does not always translate into intentional learning behaviors. Lajtai (2020), echoing Benson (2013), showed that although learners valued EE and were highly motivated, their out-of-class use was often described as unstructured rather than strategic. This tension highlights the role of teachers in guiding students to transform emotionally meaningful EE experiences into more deliberate learning habits.

Taken together, across studies, a consistent pattern can be observed: EE tends to be associated with reduced anxiety, increased confidence, enhanced motivation, identity

development, and greater willingness to communicate, particularly when learners participate in enjoyable and socially interactive activities. Nevertheless, high motivation alone does not necessarily guarantee effective learning outcomes unless affective engagement is paired with pedagogical guidance. At the same time, these affective benefits are unlikely to be sufficient on their own to ensure sustained academic development or strategic language growth.

For this reason, teachers play a critical interpretive and mediating role. When teachers validate, recognize, and integrate students' EE-based confidence and motivation into classroom instruction, affective gains may be transformed into sustained communicative and academic engagement. When such gains are overlooked or undervalued, they may remain emotionally meaningful but pedagogically underutilized.

### **2.3.8. Extramural English and Learner Autonomy / Self-Directed Learning**

Although EE provides abundant opportunities for out-of-class language exposure, research consistently shows that learners benefit from these opportunities only to the extent that they possess, or are supported in developing: autonomy, strategic awareness, and self-directed learning skills. EE does not automatically produce autonomous learning; without intentionality, confidence, and strategy use, EE may remain passive entertainment rather than a driver of sustained development.

In Türkiye, Inozu, Sahinkarakas, and Yumru (2010) found that first-year ELT students held positive attitudes toward EE yet often reproduced teacher-led routines instead of initiating their own learning strategies. Learners relied on receptive activities (music, videos) and form-focused tools (dictionaries, grammar exercises), while productive use was limited due to anxiety, low confidence, and few authentic communication opportunities. The study highlights that access alone is insufficient and autonomy requires reflective skills and strategic guidance.

Similar findings appear in Pickard's (1996) classic study: German university learners engaged autonomously with English primarily through self-selected receptive

activities such as reading or listening to the radio. Intrinsic interest sustained their EE use, and dictionary consultation occurred only when comprehension broke down, indicating genuine, not teacher-driven, reading. Yet speaking and writing remained minimal due to restricted interactional opportunities, indicating that autonomy is shaped heavily by contextual affordances.

Research in exam-oriented settings further demonstrates that quality of EE engagement matters more than quantity. Lai, Zhu, and Gong (2015) found that learners who combined school-focused study with meaning-focused digital interaction developed higher confidence, enjoyment, and achievement. Productive autonomy was characterized by purposeful, diverse, goal-aligned engagement, often shaped by teacher or parental scaffolding. These findings suggest that autonomy is often co-constructed through informal engagement and instructional support.

Evidence from Turkish universities echoes this pattern: although students frequently used digital tools, few applied self-directed strategies to address weaknesses (Inozu et al., 2010), underscoring that willingness to learn must be matched with knowledge of how to learn.

Studies with high-proficiency learners illustrate what successful autonomous EE looks like. Chan (2016) showed that students participating in pop-culture-based English environments such as fan communities, social media, online content used English for identity expression and social participation as well as academic development. This personal investment sustained long-term engagement and reinforced academic growth rather than competing with it.

Similarly, Hsieh and Hsieh (2019) found that autonomous learners used self-access center resources more frequently and strategically, engaging in deeper reflection. Yet the study also noted a selection effect: self-access spaces primarily benefit students who are already autonomous, reinforcing the need for explicit strategy training within classroom instruction.

Across all studies, the pattern is clear: EE can powerfully support learner autonomy, but only when learners have strategies, confidence, and opportunities for meaningful

interaction. EE provides rich, interest-driven exposure, while classroom instruction must cultivate metacognitive awareness, reflective habits, and self-regulation, skills learners need to sustain learning once the teacher is no longer present. Autonomy is therefore both an outcome of EE and a prerequisite for using EE effectively.

For the purposes of the present study, these findings underscore the importance of teachers' perceptions. Whether teachers believe students can self-regulate, transfer strategies, or use EE purposefully shapes how much EE-based learning is recognized, encouraged, or integrated into instruction. Although students benefit from informal engagement, curricular and assessment pressures may limit the extent to which these gains are acknowledged within formal classroom practice.

### **2.3.9. Extramural English and Pedagogical Integration: Implications for ELT**

As learners increasingly engage with English beyond school walls, formal classroom instruction faces a dual challenge: to recognize the linguistic and motivational resources students bring from EE contexts, and to channel these resources toward academic and communicative development. Research consistently shows a growing disconnect between how learners use English in their daily lives and how English is traditionally taught and assessed in schools. In short, classrooms must learn from EE without becoming EE. This subsection therefore synthesizes key findings to highlight why alignment is difficult, why teachers' perceptions are decisive, and why a teacher-focused investigation is necessary.

This disconnect is clearly illustrated in Engin (2023), who found that while Turkish university preparatory students engaged actively in EE through gaming, streaming, and social media, these practices did not align with school assessment formats, which prioritized grammatical accuracy and controlled tasks. Students felt that their real-life English abilities were invisible in the classroom, and that school evaluations did not reward the skills EE was helping them build. Engin argues that unless classrooms evolve to reflect authentic language use, the pedagogical potential of EE will remain underutilized. This tension mirrors a central dilemma for teachers: recognizing EE-based fluency while operating within exam-driven curricular constraints.

A parallel picture emerges in other contexts. Husum (2023) reports that Norwegian students spent several hours daily using English outside school and perceived these experiences as more influential than textbooks. Yet many felt that teachers, although aware of EE, did not meaningfully integrate it into classroom work. Some students even preferred to keep school English and personal English separate, suggesting that integration must be negotiated carefully to avoid undermining learner identity. These findings point to an interpretive challenge rather than a purely methodological one: even when EE is visible, teachers may hesitate to legitimize it pedagogically.

Contextual factors further complicate integration. Schurz and Sundqvist (2023) showed that teachers in subtitling countries were more likely to perceive and leverage EE benefits than those in dubbing contexts. Even so, teachers across settings emphasized that grammar, writing, and academic register still require explicit instruction. This reinforces the view that EE is rarely sufficient on its own and that teachers must constantly balance informal fluency with institutional expectations of accuracy and academic performance.

Collectively, the literature indicates that the primary barrier to EE integration is not the absence of learner engagement, but the complexity of teachers' decision-making under curricular, assessment, and institutional constraints. Whether EE is treated as a legitimate resource, a peripheral influence, or a potential distraction depends largely on how teachers interpret its relevance to formal learning goals.

Thus, the goal is not to replace classroom instruction with EE, but to understand how teachers recognize, evaluate, and mediate students' extramural English experiences. This focus on teacher perception and interpretation forms the central rationale for the present study, which examines how English instructors in Türkiye make sense of students' EE practices and how these understandings shape pedagogical decisions.

### **2.3.10. Gaming-Mediated Extramural English**

Digital gaming is widely regarded as one of the most powerful and socially interactive EE environments, offering multimodal input, real-time communication,

and purpose-driven language use. Unlike more passive EE activities, gaming typically requires learners to collaborate, negotiate meaning, solve problems, and communicate spontaneously. As such, it provides a naturally rich space for vocabulary development, interactional competence, identity work, and learner autonomy. At the same time, many of these gains emerge outside formal curricular expectations, making teachers' interpretations crucial for whether gaming-based learning is recognized or remains pedagogically invisible.

Early research in Türkiye demonstrated gaming's strong vocabulary potential. Turgut and Irgin (2009) found that children playing online games in community cafés encountered and reused new words because they were necessary for participation and progress, not because they were assigned or explicitly taught. Motivation, identity, and social purpose, rather than instruction, drove learning. This finding raises an enduring pedagogical question for teachers: how should learning outcomes be evaluated when they develop beyond classroom control and assessment frameworks?

Ryu (2013) extended this view by showing that gaming-related language learning occurs both during gameplay and beyond it, through fan forums, guild chats, and collaborative online communities. Vocabulary often emerged in-game, while more complex discourse developed in these extended affinity spaces. Gaming thus functions as an ecological learning environment in which language development is distributed across tools, platforms, and social networks. Such distributed learning challenges traditional classroom models and requires teachers to broaden their understanding of where and how language learning can occur.

Zheng, Bischoff, and Gilliland's (2015) World of Warcraft study provide further illustration of this complexity. Vocabulary learning occurred through embodied, multimodal action and social interaction during gameplay. Words such as *loot*, *forest*, or *repop* were first encountered in action-based contexts. These meanings were then clarified through dialogue with a native-speaking co-player. Learning was therefore social, situated, and purposeful, embedded in doing things with others rather than completing isolated language tasks. While such learning is powerful, its informal and emergent nature makes it difficult for teachers to translate into controlled classroom activities or measurable outcomes.

More recently, Brevik and Holm's (2023) *Time Traveller* project demonstrated that gaming practices can be meaningfully integrated into ELT classrooms. When Norwegian vocational students connected their gaming-based English use to academic tasks, they began using English more confidently and spontaneously, with particularly strong benefits for lower-proficiency learners. However, successful integration required teacher initiative, pedagogical flexibility, and institutional support. Similar challenges are likely to arise in the Turkish context, where exam-oriented curricula and limited instructional time may constrain teachers' willingness or ability to draw on gaming-based EE.

Taken together, the literature suggests that gaming-mediated EE offers substantial linguistic and affective benefits, yet these benefits frequently fall outside conventional curricular and assessment frameworks. Whether such learning is dismissed, tolerated, or pedagogically leveraged depends largely on teachers' beliefs, awareness, and institutional constraints. In the Turkish EFL context, where gaming engagement is widespread but teacher-focused research remains scarce, examining teachers' perceptions of gaming-based EE is therefore essential for understanding how informal learning is positioned within formal education.

#### **2.4. Summary of the Literature Review**

The literature review establishes the conceptual and empirical foundation for examining Extramural English (EE) from teachers' perspectives. Drawing on key Second Language Acquisition (SLA) mechanisms, including input, interaction, noticing, output, incidental learning, and implicit and explicit knowledge, it demonstrates that meaning-focused, out-of-class engagement can recreate many conditions associated with language development, while remaining pedagogically incomplete without instructional mediation. In addition, major motivation frameworks, such as the socio-educational model, Self-Determination Theory, and the L2 Motivational Self System, explain why EE is largely self-initiated and why learner engagement varies in terms of autonomy, identity, confidence, and persistence. Building on this theoretical background, empirical EE research across skills and contexts reveals consistent benefits for vocabulary development, listening

comprehension, oral fluency, motivation, and willingness to communicate, particularly through interactive activities such as gaming, while also indicating weaker or inconsistent effects on grammatical accuracy and academic register.

Overall, these theoretical perspectives and empirical findings provide a basis for interpreting EE not as a set of isolated activities, but as a broader learning ecology that intersects unevenly with formal instructional goals.

Taken together, the reviewed studies illustrate that EE is not a marginal or accidental aspect of language learning, but a significant part of learners' linguistic lives. EE environments provide rich input, opportunities for interaction, and space for identity expression, yet they vary in the extent to which they support vocabulary growth, listening development, oral fluency, academic language, and learner autonomy. Crucially, the impact of EE is shaped not only by frequency and type of engagement, but also by how learners and teachers perceive and make use of these out-of-school experiences. What remains insufficiently understood is how teachers interpret EE-based skills, whether they consider these gains educationally legitimate, and how curriculum, assessment, and institutional norms shape their responses.

Although much of the existing research has been conducted in English-rich or Northern European contexts, these studies remain highly relevant for Türkiye, as they illustrate the potential scope of EE-related learning outcomes that may emerge even in EFL settings where institutional support and exposure conditions differ. This makes teachers' interpretations particularly crucial in contexts like Türkiye, where EE gains may be less visible or less easily aligned with curricular expectations. In particular, findings from English-rich contexts help clarify which EE-related gains (e.g., vocabulary growth, fluency, and confidence) are likely to emerge through informal exposure alone, and which outcomes require instructional mediation: an issue that is especially salient in the Turkish EFL context, where curricular and assessment constraints shape what is recognized as legitimate learning.

Because teachers ultimately decide what "counts" as learning in school, they play a central role in determining whether EE is recognized, ignored, or pedagogically

integrated into classroom practice. This is especially relevant in Türkiye, where learners' engagement with digital media and gaming is widespread, yet systematic research on teachers' beliefs remains limited. This study, therefore, focuses on English language teachers' perceptions of Extramural English, examining how they view the relationship between students' out-of-class English use and formal ELT practices within the Turkish EFL context, and how these perceptions shape the possibilities and limitations of EE integration.

Despite growing evidence across multiple forms of Extramural English including gaming, streaming, social media use, music, and other digital practices, little is known about how teachers evaluate these experiences or perceive their relevance for formal language learning. Although learners may develop vocabulary, fluency, confidence, and interactional skills through EE, it remains unclear whether such gains are viewed by teachers as educationally legitimate, compatible with curriculum expectations, or transferable to classroom assessment.

This study addresses this gap by examining how Turkish EFL teachers conceptualize EE, how they interpret students' out-of-class English practices, and how these beliefs shape the possibilities, and limitations, of integrating EE into classroom pedagogy.

## CHAPTER 3

### METHODOLOGY

#### 3.1. Research Design

The study primarily employed a Quantitative Survey Design, which is particularly suitable for collecting systematic, comparable data from a large participant group and for examining patterns and group differences across key variables (Creswell, 2014; Fraenkel, Wallen, & Hyun, 2019). This design was chosen because the research questions aim to capture English teachers' perceptions of Extramural English across a broad institutional context and to compare these perceptions across background variables such as teaching experience and institutional type.

To enrich the interpretation of the main findings and provide contextual depth, the survey instrument included a single open-ended question. The data gathered from this question were treated as Supplementary Qualitative Data and analyzed to provide contextual insight into the statistical results, commonly described as an embedded or supplementary mixed-methods design (Creswell, 2014).

The quantitative data were analyzed using descriptive statistics (frequencies, percentages, means, standard deviations) and ANOVA tests, while the supplementary qualitative data were subjected to a thematic analysis following Braun and Clarke's (2006) guidelines. This analysis was used to explore nuanced teacher perspectives, clarify how participants interpreted Extramural English in practice, and provide explanatory insight into patterns observed in the quantitative findings.

The survey instrument used in this study was adapted from a large-scale international questionnaire originally developed by Henry, Korp, Sundqvist, and Thorsen (2018)

and later employed and extended by Schurz and Sundqvist (2022). Drawing on this established instrument allowed the present study to rely on a validated framework for investigating extramural English within the Turkish preparatory school context, while also enabling contextual adaptation to the Turkish EFL setting.

The descriptive survey design offers a systematic way of capturing teachers' perceptions on a large scale and in a quantifiable form through the use of structured Likert-scale items (Creswell, 2014; Fraenkel, Wallen, & Hyun, 2019). This approach makes it possible to identify general tendencies, patterns, and areas of consensus or divergence among English instructors working in different preparatory programs, a practice widely used in perception-based educational research.

Accordingly, the design aligns directly with the aim of the study, which is to explore and map teachers' existing perceptions and experiences related to extramural English, rather than to manipulate variables or test causal relationships. The inclusion of a single open-ended question supports this descriptive focus by providing illustrative comments that help interpret quantitative trends and reveal nuances that may not be fully captured through numeric responses alone.

From an epistemological perspective, this study is situated within the field of Curriculum and Instruction, which emphasizes understanding teachers' beliefs, perceptions, and contextualized decision-making processes. This perspective is particularly appropriate for examining Extramural English, which operates largely outside institutional control and must be interpreted and mediated by teachers within formal instructional settings. Given that the research questions focus on perceptions and tendencies rather than causal relationships or instructional outcomes, a descriptive survey design aligns directly with the nature of the inquiry.

### **3.2. Participants**

**Sample Characteristics:** In total, 537 English preparatory school teachers from Türkiye participated in this study. The sample included both L1 and L2 English-speaking teachers, drawn from public and private universities. Teachers represented a wide range of backgrounds in terms of qualifications and professional experiences,

typically holding degrees in fields such as English Language Teaching, Applied Linguistics, and Translation Studies. Their teaching experience varied from just a few years to several decades, adding depth and variety to the perspectives captured in the study.

**Institutional Type:** Participants were employed in English preparatory programs operating within Turkish higher education institutions. These programs are offered across universities with differing institutional profiles, including large metropolitan universities and smaller regional institutions. While preparatory programs vary in terms of size, staffing, and access to resources, all participating teachers work within the shared institutional function of supporting students' transition to English-medium undergraduate education.

**Teaching Experience:** The participant group reflected a wide distribution of teaching experience, with respondents reporting varying lengths of professional service in preparatory programs. This variation enabled the study to explore teachers' perceptions of Extramural English across different career stages and professional backgrounds.

**L1 / L2 Background:** The sample included both native (L1) and non-native (L2) English-speaking teachers. This linguistic diversity reflects the composition of English preparatory school staff in Türkiye and allows for the inclusion of perspectives shaped by different language learning and teaching trajectories.

**Geographical Distribution:** The geographic distribution of the participants covered preparatory programs located in different regions of Türkiye, including major metropolitan universities as well as regional institutions. This geographical spread allowed the study to include perspectives from a variety of institutional contexts, from internationally oriented campuses to universities serving predominantly local populations.

**Demographic Overview:** To provide a clear overview of the participant profile, demographic information collected through the Background and Professional Information Form is presented in tabular form. These tables summarize key

characteristics such as institutional type, years of teaching experience, L1/L2 background, and serve as a reference point for interpreting the study's findings. The full demographic breakdown is provided in Appendix B.

**Sampling Approach:** Participant recruitment relied on convenience and voluntary participation. The questionnaire was distributed through professional teacher networks, university mailing lists, and social-media communities for English instructors. Because participation was voluntary, teachers with greater professional engagement or interest in Extramural English may have been more likely to respond. While this approach is common in large-scale educational survey research, it may limit generalizability and introduces the possibility of self-selection bias.

### 3.2.1. Context of the Study

The research was conducted in the context of English preparatory schools in Türkiye, which represent a central component of university-level English education and operate within a standardized higher education framework.<sup>1</sup> Preparatory schools focus on the four main language skills (reading, writing, listening, speaking) and general academic English development. This context is particularly relevant for the present study, as preparatory school teachers regularly encounter learners whose English development is shaped by both formal classroom instruction and exposure to English beyond the classroom. As a result, these teachers are well positioned to interpret, evaluate, and respond to students' Extramural English (EE) practices. Focusing on this instructional setting therefore allows the study to examine teachers' perceptions of EE in a context where out-of-class exposure and formal academic expectations intersect directly.

### 3.3. Data Collection Instruments

For this study, data were collected through an online survey administered via Google Forms. The choice of an online format was guided by both practical and methodological considerations.

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<sup>1</sup> This framework is regulated by the Council of Higher Education (YÖK) under the *Regulation on Foreign Language Education and Foreign Language Medium Instruction in Higher Education Institutions* (2025, Article 7).

From a practical perspective, Google Forms offers an efficient and user-friendly platform for reaching a large number of participants across different universities and regions of Türkiye. Its flexible, web-based structure allows teachers to complete the survey at their convenience, which increases accessibility and participation. Online survey tools are widely used in educational research for large-scale data collection because they facilitate access to geographically dispersed samples while reducing time and cost constraints (Creswell, 2014; Fraenkel, Wallen, & Hyun, 2019).

From a methodological perspective, the online format ensures standardized data collection, as all participants receive the same set of instructions, items, and response options.

The survey instrument consisted of 7 background items, 44 Likert-type items, and 1 open-ended question. In line with the version later adapted by Schurz and Sundqvist (2022) for cross-national EE research, the instrument combined original items with selected items from Henry, Korp, Sundqvist, and Thorsen (2018). The items were organized to capture both demographic information (such as teaching background and institutional type) and teachers' perceptions of extramural English (EE) in relation to students' learning.

Most items were designed on five-point Likert-type scales, ranging from *not common at all* to *very common* in the frequency questions, and from *very negative influence* to *very positive influence* in the impact questions. Likert-type scales are commonly employed in perception-based educational research because they allow for the systematic measurement of attitudes and beliefs and enable meaningful comparison across participant groups (Fraenkel et al., 2019). This design provided quantifiable data suitable for statistical analysis while still allowing participants to express nuanced perspectives beyond fixed-choice items.

Although no formal pilot study was conducted, this should be acknowledged as a methodological limitation. The decision not to conduct a pilot study was primarily due to time constraints and the use of an already validated instrument that had been employed in previous large-scale studies (Henry et al., 2018; Schurz & Sundqvist,

2022). Nevertheless, the wording and structure of the items were carefully reviewed to ensure clarity, relevance, and accessibility for Turkish preparatory school teachers, thereby minimizing potential misinterpretation.

In addition, the survey included a single open-ended item. This question gave participants the opportunity to elaborate on their experiences and views in their own words, adding qualitative depth to the numerical results. The open-ended responses were later analyzed using a systematic thematic analysis approach to identify recurring ideas and illustrative examples that could contextualize and enrich the quantitative findings (Braun & Clarke, 2006). The combination of closed- and open-ended items thus enabled the study to capture both general trends across the teacher group and more nuanced individual perspectives.

Using Google Forms also offered technical advantages, such as automatic recording of responses in a secure digital format, easy export to spreadsheets for further analysis, and clear visual presentation of items for participants. The tool ensured anonymity, as no personal identifiers were collected beyond the professional background information necessary for the study. This approach not only safeguarded confidentiality but also encouraged teachers to provide honest and reflective responses. Overall, the choice of an online survey through Google Forms ensured efficiency, accessibility, and reliability in data collection. It enabled the researcher to reach a diverse sample of 537 preparatory school teachers across Türkiye, gathering primarily quantitative data complemented by qualitative insights in a systematic and ethically responsible manner.

The survey instrument used in this study was adapted from a validated questionnaire originally developed by Henry, Korp, Sundqvist, and Thorsen (2018) and later employed in the cross-national study by Schurz and Sundqvist (2022). These earlier applications provide a strong foundation for the instrument's content and construct validity.

Content validity had been established in prior research through expert item development and alignment with the construct of extramural English (EE). The

questionnaire included a combination of factual and attitudinal items, allowing the instrument to capture demographic information, professional background, and teachers' perceptions in a comprehensive way.

Construct validity was supported by factor-analytic procedures reported in Schurz and Sundqvist (2022), which confirmed that the items cluster under meaningful dimensions such as frequency of EE activities, perceived influence of EE on language learning, and the role of EE in classroom integration. These findings indicate that the instrument consistently measures the intended aspects of EE.

Reliability in the present study was assessed through Cronbach's alpha coefficients calculated for the three subscales of the adapted EE Perception Scale. Cronbach's alpha is a widely used measure of internal consistency reliability in educational research, with values around .70 generally considered acceptable for research purposes (Field, 2018; Tavakol & Dennick, 2011). Internal consistency reliability values were as follows:

- The importance of connecting EE and ELT:  $\alpha = .783$
- Bringing EE material to class:  $\alpha = .666$
- Compensating for informal extramural language use:  $\alpha = .533$

When combined, the overall scale yielded a Cronbach's  $\alpha$  of .735, indicating satisfactory internal consistency for the full instrument.

One subscale, "*Compensating for informal extramural language use*" ( $\alpha = .533$ ), fell below the conventional reliability threshold ( $\alpha \geq .70$ ). While the low alpha value for this subscale suggests a need for caution in interpreting its specific findings, internal consistency estimates are known to be highly sensitive to the number of items included in a scale (Tavakol & Dennick, 2011). Given that this subscale maintains theoretical coherence and was part of a previously validated instrument, it was retained in the analysis; however, results related to this dimension are interpreted and discussed with appropriate caution. Overall, the combination of validated use in previous studies and reliability checks conducted in the current research indicates

that the instrument provides a sufficiently reliable basis for examining teachers' perceptions of extramural English.

### **3.4. Data Collection Procedure**

Before the data collection process began, ethical approval for the study was obtained from the Human Subjects Ethics Committee of Middle East Technical University (HSEC). This approval ensured that the research followed the necessary academic and ethical standards, particularly in relation to participant rights, informed consent, and the responsible handling of data. Details of the ethical approval are provided in the Appendix A.

Following this approval, the survey was made available to potential participants through multiple channels in order to reach a broad and diverse sample. Participation was advertised through professional networks, including social media platforms, teacher associations, and email invitations. This multi-pronged approach was chosen to maximize accessibility and to ensure that teachers from different institutional and regional backgrounds had the opportunity to participate.

Prior to beginning the survey, all participants were presented with an informed consent form. This form clearly outlined the aims of the research and emphasized that participation was entirely voluntary. Anonymity and confidentiality were guaranteed, and teachers were informed that they could withdraw at any time without consequences. By completing the survey, participants provided informed consent for their responses to be used solely for research purposes. Participants were informed that the study involved minimal risk, as it focused exclusively on teachers' professional perspectives and did not require any sensitive personal information.

The survey itself was administered online, allowing teachers to complete it at their own pace and in a location of their choosing. This flexibility not only facilitated participation but also supported the ethical principle of minimizing inconvenience for participants. The questionnaire required approximately 15 minutes to complete, which was clearly stated in the invitation email to inform participants of the expected

time commitment. Throughout the process, no personal identifiers were collected beyond basic professional background information, thereby ensuring that the data remained fully anonymous. All responses were collected via Google Forms and stored in password-protected digital files accessible only to the researcher, in line with established guidelines for confidentiality and data protection (APA, 2020).

In addition to general announcements, a more targeted distribution strategy was employed to ensure broad participation across institutions. After receiving ethical approval, the researcher emailed the survey link directly to the heads of English preparatory programs (Yabancı Diller Yüksekokulu Bölümü) together with the official ethics approval document. These program heads subsequently shared the survey within their institutional communication channels and instructor groups. Beyond institutional dissemination, the researcher also contacted individual instructors by sending personalized emails to the addresses listed on university websites. To further enhance participation, a polite reminder email was sent approximately one week after the initial distribution. Data were collected between October and November 2025. In total, 537 teachers completed the survey, providing a substantial dataset for analysis. This relatively large sample size, drawn from multiple institutions and regions across Türkiye, increases the representativeness of the dataset and strengthens the robustness of the descriptive analyses.

In sum, the data collection procedures were designed to uphold the highest ethical standards while also ensuring efficiency and inclusiveness. The process combined careful planning, ethical oversight, and transparent communication with participants, which together contributed to the reliability and integrity of the data obtained. All data will be used solely for academic purposes, reported in aggregate form, retained for a limited period in accordance with institutional ethical guidelines, and permanently deleted thereafter.

### **3.5. Description of the Variables**

The study includes three main types of variables, each operationalized through specific item types in the survey instrument, as summarized in Table 1, which

presents the variables, their measurement scales, and their alignment with the research questions.

**Table 3.1.** Overview of Study Variables, Measurement Scales, and Research Questions

Variable Type	Variable / Construct	Measurement Scale	Related RQ
Background	Gender	Nominal	RQ1-RQ4
Background	Mother tongue	Nominal	RQ1-RQ4
Background	Institutional type	Nominal	RQ1-RQ4
Background	City of institution	Nominal	RQ1-RQ4
Background	Years of teaching experience	Ordinal	RQ1-RQ4
Background	Teaching qualifications	Nominal (Yes/No)	Descriptive / Control Variable
RQ1 Variables	Teacher awareness of students' EE	Likert (5-point)	RQ1
RQ1 Variables	Frequency of students' EE activities	Likert (5-point)	RQ1
RQ2 Variables	Perceived influence of EE on language skills	Likert (5-point)	RQ2
RQ2 Variables	Affective outcomes (confidence, motivation)	Likert (5-point)	RQ2
RQ3 Variables	Beliefs about in- and out-of-school English	Likert (5-point)	RQ3
RQ4 Variables	EE-informed teaching practices	Likert (5-point)	RQ4
Qualitative	Open-ended EE reflection	Open-ended text	RQ3-RQ4

*Note.* EE = Extramural English. Likert-scale items were measured on five-point scales. Open-ended responses were analyzed using thematic analysis (Braun & Clarke, 2006).

### **3.5.1. Background Variables (Nominal / Ordinal)**

These variables describe the demographic and professional characteristics of the participants. They include:

- gender,
- mother tongue,
- years of teaching experience,
- institutional type (public/private),
- city of institution,
- teaching qualifications (Yes/No)

These background variables provide contextual information for interpreting teachers' perceptions of Extramural English across different institutional and professional settings. In particular, years of teaching experience may influence how teachers evaluate the pedagogical value of EE, with more experienced teachers potentially drawing on established instructional routines, while less experienced teachers may be more receptive to integrating extramural and digital resources. Similarly, institutional type may shape teachers' opportunities and constraints regarding EE integration, given differences in curriculum flexibility and assessment pressures.

### **3.5.2. Extramural English Perception Variables (Likert Scale)**

These variables capture teachers' perceptions of Extramural English across multiple dimensions aligned with the research questions of the study. Specifically, Likert-scale items measured:

- (a) teachers' awareness of students' EE engagement and the perceived frequency of students' EE activities (RQ1),
- (b) perceived influence of EE on language skills and affective outcomes such as motivation and confidence (RQ2),
- (c) beliefs about the relationship between in-school and out-of-school English learning (RQ3), and
- (d) the extent to which EE-informed practices are reflected in classroom instruction (RQ4).

All items were measured using five-point Likert-type scales, capturing degrees of frequency, agreement, or perceived influence. Together, these variables enable a systematic examination of how teachers conceptualize the role and educational value of EE and the extent to which these perceptions translate into pedagogical orientations.

### **3.5.3. Qualitative Variable (Open-ended Response)**

In addition to the quantitative measures, a single open-ended question invited teachers to reflect on their experiences and views regarding the relationship between Extramural English and classroom practices. As indicated in Table 1, this qualitative variable was analyzed using thematic analysis (Braun & Clarke, 2006) and supports RQ3 and RQ4 by providing contextual depth to the survey findings. This qualitative component allowed teachers to articulate institutional constraints, pedagogical reasoning, and contextual factors that could not be fully captured through fixed-response survey items, such as explanations of why EE is encouraged, tolerated, or constrained within specific institutional settings.

Together, these variables align with the aims and research questions of the study and were operationalized through Likert-scale items (for quantitative variables) and an open-ended narrative prompt (for the qualitative component). This combination enables the study to map general perception patterns across a large teacher sample while also capturing nuanced interpretations that clarify how and why teachers evaluate extramural English in particular ways.

## **3.6. Data Analysis**

The data collected through the survey were analyzed descriptively. Frequencies, percentages, means, and standard deviations were calculated for all items to illustrate the overall patterns in teachers' responses. Descriptive statistics formed the core of the analysis, supplemented by inferential statistical tests for exploratory group comparisons. All analyses were conducted using IBM SPSS Statistics 29. Although the sample size ( $N = 537$ ) would have allowed for extensive inferential modeling, the

study prioritized a descriptive approach and employed inferential tests only for exploratory group comparisons.

Due to missing values in a small number of questionnaire items, the number of valid cases included in some inferential analyses varied slightly across tests. As a result, degrees of freedom reported for specific analyses may be lower than the total sample size.

To compare responses across institutional type (public vs. private university), independent-samples *t*-tests were applied. To examine differences according to years of teaching experience, one-way analysis of variance (ANOVA) tests was conducted. For all statistical analyses, the significance level was set at  $p < .05$  (Field, 2018).

Prior to conducting inferential analyses, the assumptions underlying parametric tests were examined. Normality and homogeneity of variance assumptions were assessed using the Shapiro-Wilk and Levene's tests, respectively. Given the large sample size ( $N = 537$ ), parametric tests were considered sufficiently robust to minor deviations from normality, in line with established statistical guidance for large-scale survey research (Field, 2018).

In addition to statistical significance, effect sizes were calculated to assess the magnitude of observed differences. Cohen's *d* values were reported for independent-samples *t*-tests, while eta squared ( $\eta^2$ ) values were reported for ANOVA results, allowing for a more meaningful interpretation of practical significance beyond *p*-values.

Sections 1-6 of the questionnaire are Likert-type items ranging from 1 (negative meaning) to 5 (positive meaning), while the final section consists of a single open-ended question allowing participants to provide written comments. Skewness and kurtosis values indicated no severe departures from normality.

The mean values and standard deviations for each item are reported in Table 2. Normality assumptions were further examined through skewness and kurtosis values,

which indicated no substantial departures from normality (West et al., 1995). Descriptive statistics for all questionnaire items are presented in the Results chapter.

This primarily descriptive approach allows for a comprehensive overview of teachers' perceptions within the Turkish preparatory school context; however, it also entails certain limitations. Although exploratory inferential analyses were conducted, the study was not designed for hypothesis testing or predictive modeling. Accordingly, the findings do not permit causal claims or broad generalizations beyond the population studied and should be interpreted as context-bound patterns rather than predictive outcomes.

Within SPSS, the analysis included frequency distributions and percentages for categorical items, and means and standard deviations for Likert-scale items. Reliability of the main sections was also examined through Cronbach's alpha to confirm internal consistency. In addition, graphs and bar charts were generated to provide a visual representation of the data. The data derived from the single open-ended item was treated as supplementary qualitative data. Coding was performed manually by the researcher. Themes were developed inductively and refined through iterative comparison. This textual data was analyzed using inductive thematic analysis, and all coding and theme development were conducted solely by the researcher. The analytic process involved carefully reading the responses multiple times, grouping similar ideas, and refining codes until clear themes emerged. During the analysis, the researcher also examined how the qualitative responses aligned with the topics and constructs represented in the survey items, ensuring that the emerging themes corresponded meaningfully to the questionnaire's focus. The resulting themes were later used to support and contextualize the quantitative findings, and illustrative quotations are included in the Results and Discussion chapters to add interpretive depth.

Given that the qualitative component was limited to a single open-ended question, no inter-coder reliability procedures or independent coding checks were conducted. While this may limit the robustness of the qualitative analysis, transparency was maintained by applying systematic, data-driven coding and by using the qualitative

findings solely to contextualize and support the quantitative results rather than to generate standalone claims.

The analysis is presented in four main parts, corresponding to the four research questions and following the structure of the questionnaire. Prior to the presentation of the main analytical results, descriptive background information about the participants and their institutions is provided to contextualize the findings (see Appendix B). This information offers a general profile of the respondents in terms of age, gender, teaching experience, educational background, and school characteristics.

The first analytical section presents teachers' reports on the frequency of different extramural English (EE) activities among their students (RQ1; Figure 4.1-4.2). This section highlights which activities are most commonly practiced, such as listening to music or watching videos, and which appear less frequent, such as writing or speaking in English. All items in this section were rated on a five-point Likert scale ranging from *not common at all* to *very common*. Figure 4.1-4.2 show EE activities by frequency.

Second, the teachers' views on how EE influences different areas of English learning are described (RQ2; Figure 4.3-4.4). This part shows how participants perceive the role of EE in supporting skills such as listening, speaking, and vocabulary, while also noting areas that are seen as less positively affected, such as grammar and formal writing. Items in this section were rated on a five-point Likert scale ranging from *very negative influence* to *very positive influence*. Figure 4.3-4.4 present the perceived impact of EE on different language skills.

Third, teachers' beliefs about the relationship between in-school English instruction and out-of-school English are presented (RQ3; Figure 4.5-4.6). Figure 4.5-4.6 summarize teachers' beliefs regarding the pedagogical relationship between classroom instruction and students' extramural English experiences.

Finally, the results regarding teachers' attitudes toward integrating EE with classroom practices are summarized (RQ4; Figure 4.7-4.8). This includes their

perceptions of the importance of connecting EE with instruction, bringing students' EE experiences into the classroom, and compensating for areas less developed through EE. Figure 4.7-4.8 illustrates the extent to which students' EE engagement is perceived to influence ELT practices.

Through these descriptive analyses, the findings provide an overview of how teachers perceive their students' EE practices and their influence on English language learning. In this way, the descriptive analysis offers a clear and systematic account of teachers' perspectives, while tables and figures support the presentation of results in an accessible format. To complement the quantitative findings, the qualitative responses were coded manually by the researcher using open, data-driven coding, and recurring patterns were grouped into themes to ensure a coherent and trustworthy interpretation.

### **3.7. Limitations of the Study**

Limitations are inevitable in studies relying on human participants and self-reported data, and this research is no exception. Although the survey instrument was carefully adapted from established and validated questionnaires on extramural English (Henry et al., 2018), several limitations remain. Notably, no pilot study was conducted following the adaptation process, which represents a methodological limitation and may have reduced opportunities to refine items before large-scale data collection. In addition, one of the subscales demonstrated a Cronbach's alpha coefficient below .70 ( $\alpha = .533$  for the subscale "Compensating for informal extramural language use"), indicating lower internal consistency; this reliability issue should therefore be considered when interpreting the results derived from that section.

Since the primary aim of this study is to provide a comprehensive baseline description of teachers' perceptions of extramural English, the analysis deliberately focused on descriptive statistics rather than predictive or inferential modeling. This approach is consistent with the descriptive and exploratory nature of the research design and aligns with the study's objective of mapping existing perceptions rather than testing causal relationships.

First, the study is context-specific, focusing on English language teachers working in university preparatory programs in Türkiye. This contextual focus defines the scope of the study rather than constituting a methodological weakness. Consequently, the findings are intended to reflect the characteristics of preparatory school contexts and should be interpreted within this institutional and curricular framework. In addition, the voluntary nature of participation resulted in a smaller, non-randomized sample size.

Second, the data are based on teachers' self-reported perceptions, which is an inherent feature of perception-based survey research. As the primary aim of the study is to explore what teachers think, believe, and perceive regarding students' extramural English engagement, self-report data constitute an appropriate and necessary source of evidence. Accordingly, the findings should be interpreted as reflecting teachers' perceptions rather than objective measures of students' actual extramural English engagement.

Third, the study adopts a cross-sectional design, capturing teachers' perceptions at a single point in time. While this design does not allow for the examination of changes over time, it is consistent with the descriptive purpose of the study and provides a snapshot of prevailing views within the given context.

Despite these limitations, two assumptions guide the study. It is assumed that (1) participants responded to the survey honestly and thoughtfully, and (2) teachers have a reasonable awareness of their students' engagement with English beyond the classroom. These assumptions are considered reasonable given teachers' regular interaction with students in instructional settings, ongoing classroom communication, and frequent exposure to students' language use, interests, and learning behaviors. These assumptions are essential for ensuring that the findings can be meaningfully interpreted and contribute to a better understanding of the role of EE in ELT.

This chapter has outlined the methodological framework of the study, detailing each stage of the research process. A descriptive survey design was employed to capture teachers' perspectives on extramural English (EE) and its role in language learning.

The study was conducted in English preparatory schools across Türkiye, involving 537 teachers from diverse institutional, regional, and professional backgrounds.

Data were collected through a structured online survey, adapted from established instruments and complemented with an open-ended item to gather both quantitative and qualitative insights. The instrument was shown to be valid and reliable in previous international research, and additional reliability checks conducted in this study further demonstrated acceptable internal consistency across the scales (Cronbach's alpha values ranging from .533 to .783, with an overall reliability of .735). Although one subscale yielded a Cronbach's alpha value below the conventional threshold ( $\alpha = .533$ ), it was retained due to its theoretical relevance; however, findings related to this subscale should be interpreted with caution. Ethical approval was secured from the Human Subjects Ethics Committee of Middle East Technical University, and procedures ensured that participation was voluntary, anonymous, and risk-free.

The data analysis relied on descriptive statistics to illustrate overall patterns in teachers' responses, including visualizations of frequency distributions, mean scores, and standard deviations to improve clarity and accessibility. Supplementary qualitative data obtained through a single open-ended question were analyzed thematically to contextualize and support the quantitative findings.

Taken together, these methodological choices provided a robust and ethically sound foundation for exploring teachers' views on EE. The next chapter presents the findings, providing a descriptive account of teachers' perceptions of students' extramural English engagement and its perceived impact on English language learning.

## CHAPTER 4

### RESULTS

This chapter presents the results of the statistical analyses conducted to address the research questions of the study. Descriptive statistics are first reported to summarize the demographic characteristics of the sample and to illustrate overall response patterns across questionnaire items. Where relevant to the research questions, results of exploratory inferential analyses (independent-samples *t*-tests and one-way ANOVA) are also presented to examine differences across background variables, including institutional type and years of teaching experience. All statistical results are reported with corresponding significance levels and effect sizes.

The results are organized in line with the four research questions. First, demographic characteristics of the participants are presented to contextualize the sample. This is followed by findings related to teachers' perceptions of the frequency of students' extramural English activities (RQ1), the perceived influence of EE on different aspects of language learning (RQ2), teachers' beliefs about the relationship between in-school and out-of-school English (RQ3), and reported instructional practices related to EE integration (RQ4). Quantitative findings are supported by tables and figures, while qualitative responses to the open-ended question are used selectively to illustrate and contextualize key patterns.

**Demographic Analyses:** Data were obtained from 537 participants, nearly three quarters of whom are female (73.0%). The mother tongue of most participants (90.3%) is Turkish. Slightly more than half of the participants (53.6%) are working in a private university while the rest (46.4%) are working in a public university. Most of the participants (71.7%) have for more than 10 years of experience teaching experience.

Overall, the demographic profile suggests that the sample reflects the typical makeup of English preparatory school instructors in Türkiye. This provides a strong foundation for examining the study's research questions, as teachers with extensive experience are likely to offer informed perspectives on students' extramural English practices and their perceived impact on language learning. The wide institutional and regional distribution also supports the representativeness and relevance of the findings within the Turkish EFL context. The demographic properties of the sample are presented in Appendix B.

#### **4.1. Descriptive Statistics for the Items of the Questionnaire**

A summary of the main patterns observed in the data illustrated that teachers generally reported high awareness of students' out-of-school English use, especially regarding interest in students' spare-time practices ( $M \approx 4.2$ ). Receptive EE activities such as listening to music and watching videos showed the highest frequency scores ( $M > 4.3$ ), whereas productive activities including writing and speaking were reported as considerably less common ( $M \approx 2.5-2.7$ ).

Teachers perceived English outside school to influence students' listening, vocabulary, speaking, confidence, and motivation most strongly ( $M \approx 4.3-4.5$ ), while perceived effects on grammar, formal language, and writing were more moderate ( $M \approx 3.2-3.6$ ).

Beliefs regarding the pedagogical value of EE were highly positive: items emphasizing the importance of integrating, encouraging, or leveraging EE in instruction consistently received strong agreement ( $M \approx 4.1-4.5$ ). However, self-reported instructional practices showed more variability. While teachers agreed that they raise awareness about mismatches between informal and formal English ( $M = 4.15$ ) and encourage low-EE students ( $M = 4.40$ ), they were less likely to report speaking English with students outside class or adapting instruction based on students' EE use ( $M \approx 2.9-3.3$ ).

Finally, teachers' own EE engagement varied widely, with moderate means but large standard deviations, particularly in items related to teachers' personal use of English

for spare-time activities (e.g., watching series, reading, or engaging with digital media in English), indicating substantial individual differences in their personal use of English for spare-time activities.

In sum, the descriptive findings indicate that teachers report high levels of awareness regarding students' engagement with extramural English. Reported frequencies vary across activity types, with receptive practices generally reported more frequently than productive ones. Teachers' responses also show variation in the extent to which EE is reflected in instructional practices. The detailed patterns observed in these descriptive results are examined further in the following chapter.

The full descriptive statistics for all questionnaire items are presented in Appendix B.

## **4.2. Frequency of Students' Extramural English Activities Perceived by Teachers (RQ1)**

The first research question investigated how common different extramural English (EE) activities are among preparatory school students according to their teachers. Overall, teachers reported that students engage with English outside school quite frequently, particularly through receptive and entertainment-oriented activities. Across the sample, listening to music and watching videos or other audiovisual materials in English were consistently rated at the top end of the scale (typically  $M \approx 4.3-4.5$ ). Reading in English (e.g., social media, books, articles, messages, emails) was reported as moderately common ( $M \approx 3.0$ ), whereas productive activities such as writing (e.g., messages, emails, songs, poetry) and speaking (online or offline) were perceived as less frequent ( $M \approx 2.4-2.7$ ). Playing video or computer games in English was also rated relatively high (around  $M \approx 4.2-4.3$ ), and these activities showed higher mean values compared to many other EE practices.

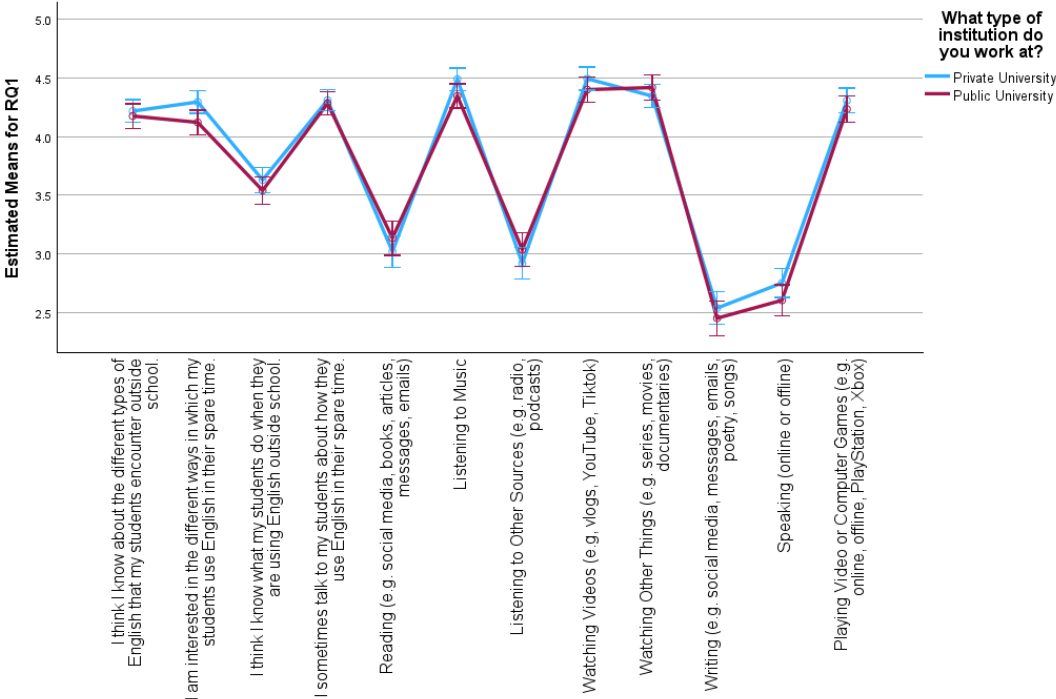
### **4.2.1. Teachers' Awareness of Students' Extramural English Activities**

Teachers also reported high mean scores on items related to their awareness of and interest in students' extramural English practices. Mean scores for items tapping into

teachers’ awareness (e.g., “I think I know about the different types of English that my students encounter outside school”) and interest (e.g., “I am interested in the different ways in which my students use English in their spare time”) were above 4.00 across the sample.

Similarly, items related to teacher-student interaction about EE (e.g., “I sometimes talk to my students about how they use English in their spare time”) showed high mean values, indicating high levels of reported teacher-student interaction related to students’ out-of-school English use.

**4.2.2. Differences by Institution Type**



**Figure 4.1.** Perceived frequency of students’ extramural English activities by institutional type.

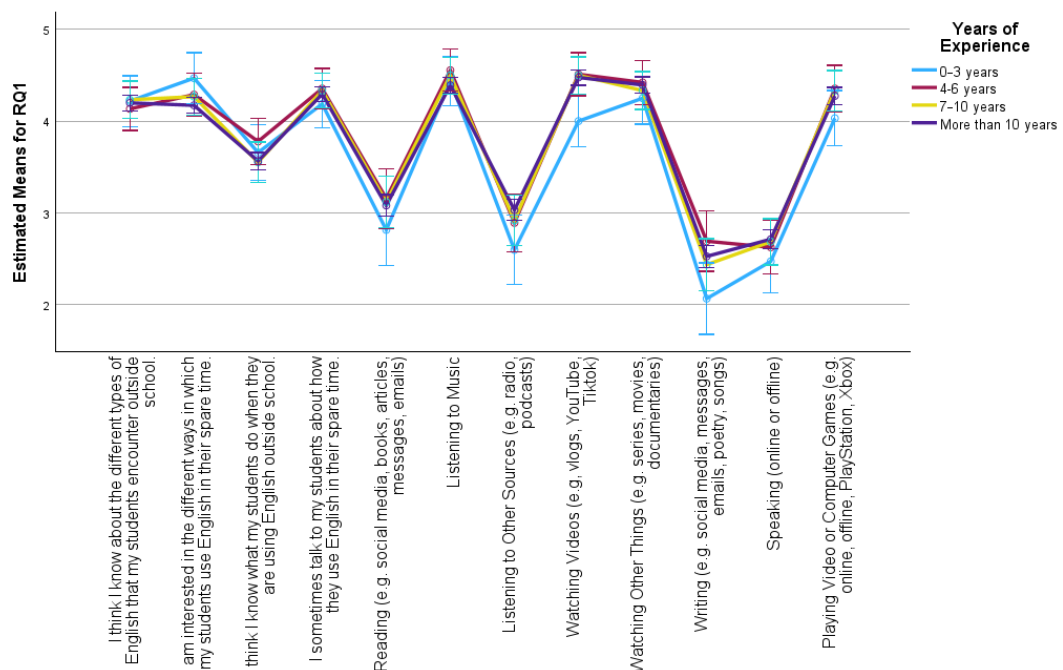
Figure 4.1 summarizes RQ1 responses by institutional type.

Independent-samples *t*-tests were conducted to examine whether perceptions of the frequency of EE activities differed between teachers working in private and public universities. Before conducting the *t*-tests, assumptions of normality and

homogeneity of variance were checked and met. For most activities, no statistically significant differences emerged between the two groups ( $p > .05$ ), indicating broadly similar perceptions across institutional contexts.

Two small, but statistically significant, differences were found. First, private university teachers reported higher interest in the different ways their students use English in their spare time ( $M = 4.26, SD = 0.78$ ) than public university teachers ( $M = 4.08, SD = 0.87$ ),  $t(532) = 2.58, p = .010, d = 0.23$ . Second, private university teachers perceived listening to music in English as slightly more common among their students ( $M = 4.49, SD = 0.75$ ) compared to public university teachers ( $M = 4.34, SD = 0.81$ ),  $t(532) = 2.28, p = .023, d = 0.20$ . In both cases, effect sizes were small. Overall, the findings indicate that institutional type is associated with only limited differences in teachers' awareness of students' EE engagement, with minor variations observed in specific leisure activities. These patterns are further examined in relation to teaching experience in the following section.

#### 4.2.3. Differences by Years of Experience



**Figure 4.2.** Perceived frequency of students' extramural English activities by years of teaching experience.

Figure 4.2 summarizes RQ1 responses by years of teaching experience.

One-way analyses of variance (ANOVAs) were used to explore whether perceptions of students' EE activities differed according to teachers' years of experience (0-3, 4-6, 7-10, 10+ years). Despite unequal group sizes across experience categories, ANOVA results indicated that for most awareness and activity items related to RQ1, no statistically significant differences were observed ( $p > .05$ ), indicating that teachers across experience levels reported comparable levels of student engagement with out-of-school English.

However, a few exceptions emerged. There was a significant difference in how common teachers perceived watching videos (e.g., vlogs, YouTube, TikTok) to be,  $F(3, 528) = 3.71, p = .012, \eta^2 = .021$ . The observed effect size was small. Post hoc comparisons (Bonferroni) showed that teachers with 0-3 years of experience reported lower frequencies for video-based activities ( $M = 4.00, SD = 1.10$ ) than teachers with 4-6 years ( $M = 4.50, SD = 0.73$ ), 7-10 years ( $M = 4.47, SD = 0.76$ ), and 10+ years of experience ( $M = 4.47, SD = 0.78$ ), all  $p < .05$ . There was also a significant difference for writing activities,  $F(3, 528) = 2.91, p = .034, \eta^2 = .017$ . Again, the effect size was small.

Games-Howell post hoc tests indicated that teachers with 0-3 years of experience perceived writing in English as less common ( $M = 2.00, SD = 1.07$ ) compared to teachers with 4-6 years of experience ( $M = 2.71, SD = 1.29$ ),  $p < .05$ . No significant differences were found for the remaining activities, including reading, speaking, listening to music, listening to other sources, and gaming ( $p > .05$ ).

Qualitative responses provided additional descriptive context for the quantitative findings on students' extramural English (EE) engagement. Many teachers reported that only a portion of their learners regularly use English outside school, while others indicated minimal or no engagement in EE activities. Among students who were reported to engage with English beyond the classroom, teachers most frequently mentioned receptive, entertainment-oriented practices, particularly watching videos, listening to music, gaming, and following social media content. Several teachers also

noted that learners occasionally bring informal digital English (e.g., slang, memes, gaming expressions) into classroom interactions. Overall, the qualitative responses aligned with the quantitative results, which showed higher mean scores for receptive EE activities and lower mean scores for productive uses such as speaking and writing. A comprehensive version of the RQ1 results table is presented in Appendix C.

### **4.3. Perceived Influence of Extramural English on Language Learning (RQ2)**

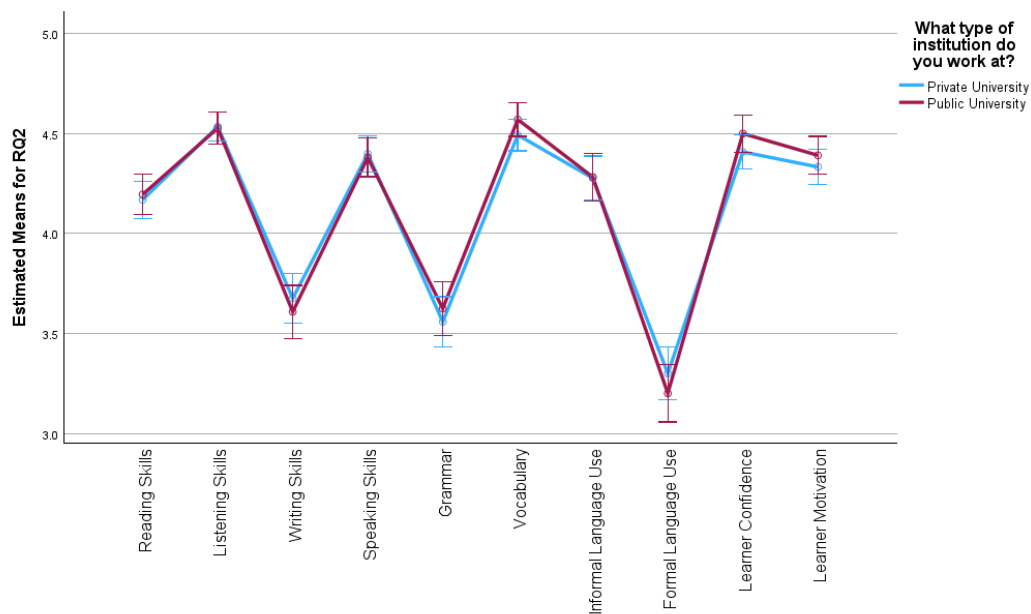
The second research question examined teachers' perceptions of how extramural English (EE) practices influence different aspects of students' language development. Overall, teachers reported that EE contributes positively to a wide range of linguistic and affective domains. Receptive skills, particularly listening and vocabulary, were perceived as the most strongly influenced by students' out-of-school English engagement, with mean scores typically above 4.40 across groups. This pattern is consistent with the input-rich and exposure-based nature of many EE activities, which frequently involve repeated contact with spoken and written language through media, music, and digital content. Productive aspects such as writing, as well as accuracy-oriented domains such as formal language use, received relatively lower yet still positive ratings.

Across the full sample, teachers reported high perceived influence of EE on listening skills ( $M \approx 4.46$ ), vocabulary development ( $M \approx 4.49$ ), speaking skills ( $M \approx 4.36$ ), and affective variables, including learner confidence and motivation ( $M \approx 4.30-4.40$ ). These domains align with learning outcomes typically associated with frequent exposure, incidental learning, and repeated language use, which characterize many extramural English contexts. In contrast, grammar ( $M \approx 3.55$ ) and formal language use ( $M \approx 3.19-3.25$ ) received more moderate scores, suggesting that teachers view EE as especially beneficial for communicative, exposure-based, and fluency-oriented skill areas rather than accuracy-based domains.

With respect to years of teaching experience, no statistically significant differences were observed for most skill areas; however, a small but significant difference

emerged for writing skills, with teachers with 0–3 years of experience reporting lower perceived influence of EE compared to more experienced groups ( $F(3, 528) = 3.11, p = .026, \eta^2 = .020$ ).

#### 4.3.1. Differences by Institution Type



**Figure 4.3.** Perceived influence of extramural English on different areas of English learning by institutional type.

Figure 4.3 summarizes perceived impact by institutional type.

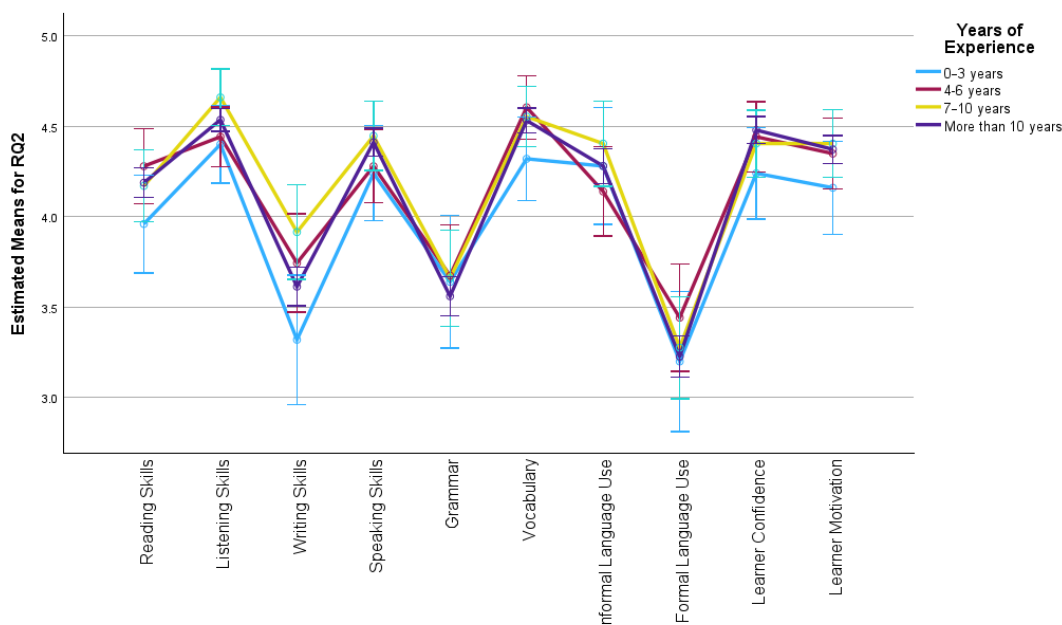
Independent-samples *t*-tests were used to compare private and public university teachers' perceptions of the influence of extramural English (EE) on language learning. Across all linguistic and affective domains, teachers from private and public universities reported highly similar mean scores, and no statistically significant differences were observed between the two groups ( $p > .05$  for all items).

Overall patterns showed consistently positive evaluations of EE across institution types, particularly for receptive skills, vocabulary development, speaking skills, and affective outcomes such as motivation and confidence. Effect size estimates further supported this pattern, as all observed differences were negligible (Cohen's *d* ranging

from -0.15 to 0.10), indicating minimal practical variation between private and public university teachers' perceptions.

Taken together, these findings indicate a high degree of convergence across institutional contexts, suggesting that teachers' beliefs about the role of EE in language development are broadly shared, regardless of whether they work in private or public university preparatory programs.

### 4.3.2. Differences by Years of Experience



**Figure 4.4.** Perceived influence of extramural English on different areas of English learning by years of teaching experience.

Figure 4.4 summarizes perceived impact by years of experience.

One-way ANOVA tests were conducted to examine whether teachers' perceptions differed according to their years of teaching experience (0-3, 4-6, 7-10, 10+ years). For nearly all categories, including reading, listening, speaking, grammar, vocabulary, informal and formal language use, confidence, and motivation, no statistically significant differences emerged ( $p > .05$ ), indicating broad agreement among teachers regardless of experience level.

A single exception was observed for writing skills,  $F(3, 528) = 3.11, p = .026, \eta^2 = .020$ . Teachers with 0-3 years of experience reported significantly lower perceived influence of EE on writing ( $M = 3.28, SD = 0.88$ ) compared to teachers with 4-6 years ( $M = 3.73, SD = 0.98$ ) and 7-10 years ( $M = 3.87, SD = 0.84$ ). This pattern may be associated with differences in professional focus or expectations, as more experienced teachers are likely to have greater exposure to academic writing instruction and clearer benchmarks for evaluating writing development. However, given the small effect size ( $\eta^2 = .020$ ), this difference should be interpreted with caution. At the same time, the statistically significant result indicates a systematic variation across experience groups rather than a purely random effect. No significant difference was found between early-career teachers and those with 10+ years of experience ( $M = 3.61, SD = 0.89$ ).

Qualitative comments were consistent with the quantitative findings, indicating that teachers perceived EE as contributing most strongly to receptive skills, vocabulary development, fluency, and learner motivation. Teachers also reported challenges related to writing accuracy, formal register, and grammar, noting that learners sometimes transfer informal digital English into academic tasks. These qualitative observations correspond to the more moderate quantitative ratings for EE's perceived influence on writing, grammar, and formal language use.

Overall, the results indicate that teachers across experience levels consistently perceive EE as supporting communicative, receptive, and affective dimensions of language learning, while viewing accuracy-oriented domains such as writing and formal language use as less directly shaped by out-of-class engagement. These findings provide a basis for the following discussion chapter, which situates teachers' perceptions within relevant theoretical frameworks and examines the pedagogical implications of integrating EE into preparatory school instruction. A comprehensive version of the RQ2 results table is presented in Appendix D.

#### **4.4. Teachers' Beliefs About the Link Between In-School and Out-of-School English (RQ3)**

The third research question explored teachers' beliefs about the extent to which in-school English instruction should be connected to students' out-of-school English

experiences. Overall, teachers expressed strongly positive beliefs about integrating these two domains. Mean scores across all items ranged from  $M \approx 3.60$  to  $M \approx 4.55$ , which, given the five-point Likert scale used in the questionnaire, indicates a generally high level of agreement and broad support for leveraging students' extramural English (EE) practices within formal instruction.

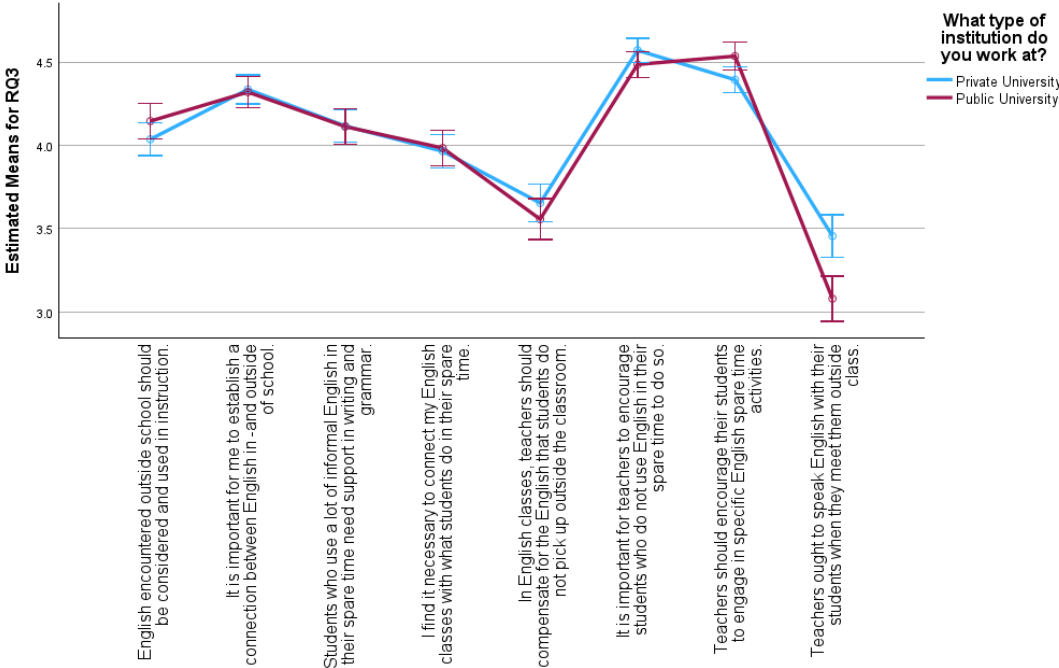
Teachers showed the strongest agreement with statements emphasizing the importance of encouraging EE engagement among students who do not use English in their spare time ( $M \approx 4.50$ - $4.55$ ), as well as the belief that teachers should promote specific English-related activities outside school ( $M \approx 4.39$ - $4.54$ ). In addition, teachers agreed that informal English exposure brings certain challenges, particularly in writing and grammar, and that students who frequently use informal English may require targeted academic support ( $M \approx 4.11$ ).

Beliefs related to proactive pedagogical linkage, such as "establishing a connection between in- and out-of-school English" ( $M \approx 4.31$ - $4.38$ ) and "using out-of-school English in instruction" ( $M \approx 4.04$ - $4.15$ ), were also rated highly. The lowest mean score belonged to "Teachers ought to speak English with their students when they meet them outside class" ( $M \approx 3.06$ - $3.45$ ), suggesting that while teachers conceptually value linking EE to instruction, they may be less inclined to do so through spontaneous out-of-class English interactions. This relative hesitation may reflect teachers' sensitivity to professional boundaries, contextual norms regarding appropriate language use beyond instructional settings, or considerations related to workload and emotional labor.

Although teachers' beliefs were largely consistent across gender, institutional type, and years of experience, a small number of statistically significant differences emerged. Male teachers reported a higher tendency to speak English with students when meeting them outside class compared to female teachers ( $t(532) = -2.46$ ,  $p = .015$ ,  $d = 0.25$ ). Regarding institutional type, public university teachers were more likely to encourage students to engage in specific English spare-time activities, whereas private university teachers reported higher use of English in out-of-class encounters with students ( $p \leq .011$ ). Finally, experience-based differences were

observed for establishing a connection between in- and out-of-school English and for speaking English with students outside class, with early-career teachers (0–3 years) reporting slightly higher agreement levels. In all cases, effect sizes were small, indicating limited practical significance.

**4.4.1. Differences by Institution Type**



**Figure 4.5.** Teachers’ beliefs about the relationship between in-school and out-of-school English by institutional type.

Figure 4.5 presents teachers’ beliefs about the relationship between in-school and out-of-school English by institutional type.

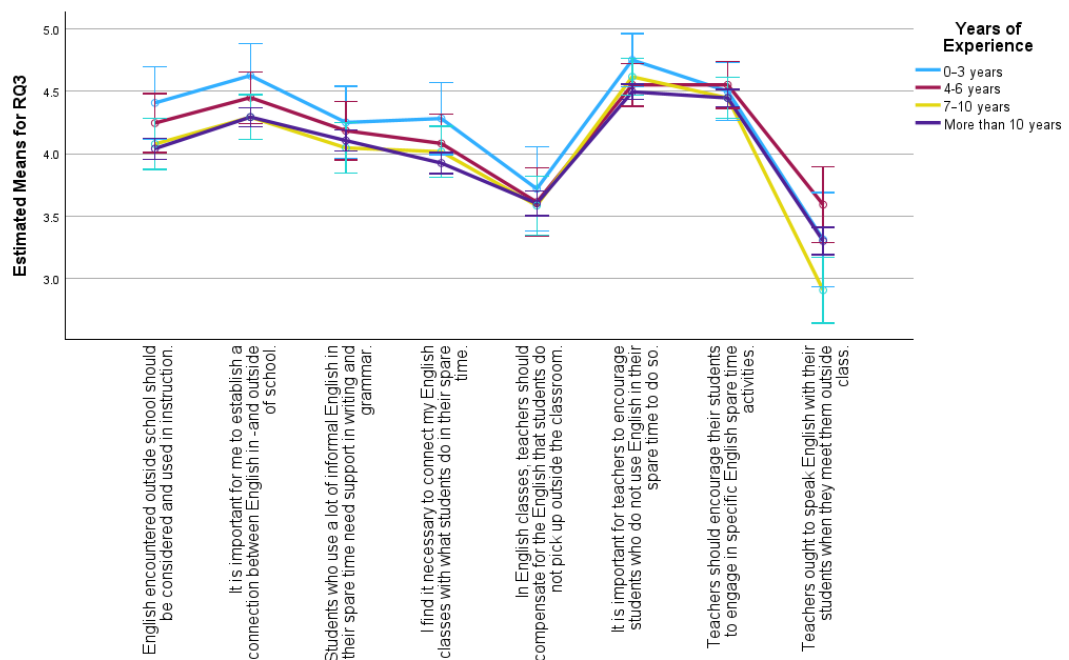
Independent-samples *t*-tests comparing private and public university teachers revealed two statistically significant differences. First, public university teachers expressed stronger agreement with the statement “Teachers should encourage their students to engage in specific English spare time activities” ( $M = 4.54, SD = 0.56$ ) than private university teachers ( $M = 4.39, SD = 0.74$ ),  $t(532) = -2.57, p = .011, d = -0.22$ . Although the effect size is small, this difference may reflect contextual factors such as differences in student profiles, curricular structure, or institutional

expectations, with public university teachers potentially perceiving a greater need to explicitly guide and scaffold students' extramural English engagement.

Second, private university teachers reported significantly higher agreement with the statement "Teachers ought to speak English with their students when they meet them outside class" ( $M = 3.45, SD = 1.09$ ) compared to public university teachers ( $M = 3.06, SD = 1.05$ ),  $t(532) = 4.11, p < .001, d = 0.36$ . This small-to-moderate effect size may be related to the more widespread use of English as a medium of instruction in private universities, as well as institutional language policies or norms that encourage English use beyond formal classroom settings.

All other belief items showed no statistically significant institution-based differences ( $p = .123-.997$ ), indicating that private and public university teachers hold highly similar beliefs regarding the pedagogical value of connecting in-school and out-of-school English.

#### 4.4.2. Differences by Years of Experience



**Figure 4.6.** Teachers' beliefs about the relationship between in-school and out-of-school English by years of teaching experience.

Figure 4.6 presents teachers' beliefs about the relationship between in-school and out-of-school English by years of teaching experience.

One-way ANOVA analyses revealed two statistically significant differences across experience groups. Teachers with 0-3 years of experience expressed significantly stronger agreement with the statement "It is important for me to establish a connection between English in- and outside of school" ( $M = 4.64$ ,  $SD = 0.55$ ) than teachers with 10+ years of experience ( $M = 4.29$ ,  $SD = 0.75$ ),  $F(3, 528) = 2.80$ ,  $p = .039$ ,  $\eta^2 = .016$ . Although the effect size is small, this pattern may reflect differences in professional orientation, with early-career teachers potentially demonstrating higher openness to integrative and innovation-oriented pedagogical approaches.

Additionally, a significant difference emerged for the statement "Teachers ought to speak English with their students when they meet them outside class,"  $F(3, 528) = 4.08$ ,  $p = .007$ ,  $\eta^2 = .023$ . Post-hoc analyses showed that teachers with 7-10 years of experience reported significantly lower agreement ( $M = 2.89$ ,  $SD = 1.05$ ) than teachers with 4-6 years ( $M = 3.57$ ,  $SD = 1.10$ ) and those with 10+ years ( $M = 3.29$ ,  $SD = 1.08$ ). Although the effect size is small, this pattern may be related to mid-career professional dynamics, such as increased workload, institutional routinization, or emerging burnout, which could influence teachers' willingness to engage in informal, out-of-class English interactions.

All remaining items showed no significant differences across experience groups ( $p > .05$ ), indicating broadly consistent beliefs regarding the in-/out-of-school English link.

The open-ended responses further illustrated teachers' strong belief in connecting in-school and out-of-school English. Many teachers reported intentionally raising students' awareness of differences between informal, popular-culture English and the formal language expected in academic contexts, an observation that aligns with the high quantitative endorsement of establishing such links. Others explained that they actively encourage students' EE engagement by recommending films, podcasts, games, and online content, which mirrors the high mean scores for items

emphasizing the teacher's role in promoting EE. Teachers also described integrating students' EE experiences into classroom tasks through discussions, presentations, and media-based activities. Collectively, these comments reinforce the quantitative finding that teachers view EE as an important pedagogical resource and believe it should be meaningfully connected to formal instruction.

Overall, teachers expressed strong and consistent beliefs about the value of linking in-school and out-of-school English. They overwhelmingly supported encouraging students' engagement with EE, recognizing both its benefits and the need for pedagogical mediation, particularly in areas such as academic writing and grammar. Only a few small group differences emerged across institution type and teaching experience, indicating substantial consensus among preparatory school English instructors.

In response to RQ3, the findings indicate that teachers strongly endorse the pedagogical principle of connecting in-school and out-of-school English and view Extramural English as a legitimate and valuable resource for formal instruction.

At the same time, the results reveal a subtle belief-practice gap: while teachers express high agreement with integrating the EE conceptually, they report lower endorsement of certain enacted practices, such as using English with students outside the classroom. This pattern suggests that institutional norms, professional boundaries, or contextual constraints may shape how teachers translate beliefs into practice.

These patterns highlight a shared professional orientation toward acknowledging, leveraging, and guiding students' out-of-school English engagement within formal educational contexts. A comprehensive version of the RQ3 results table is presented in Appendix E.

#### **4.5. Influence of Students' Extramural English Engagement on ELT Practices (RQ4)**

The fourth research question investigated the extent to which teachers perceive students' extramural English (EE) engagement as influencing their instructional

decisions and overall classroom practices. Overall, teachers reported moderately strong alignment between students' out-of-school English use and their own pedagogical choices. Mean scores across items ranged from  $M \approx 2.70$  to  $M \approx 4.41$ , indicating that EE plays a noticeable, though not dominant, role in shaping ELT practices. Given the 5-point Likert scale used in the study, these lower means reflect limited endorsement rather than outright rejection.

Teachers expressed the strongest agreement with statements related to encouraging students' EE engagement ( $M \approx 4.39$ - $4.41$ ) and providing opportunities for students to use EE-acquired English in classroom tasks ( $M \approx 4.02$ - $4.03$ ). They also agreed that it is important to raise learners' awareness that English encountered in popular culture may not always align with academic or task-specific classroom English ( $M \approx 4.13$ - $4.17$ ). These findings demonstrate teachers' recognition of EE as a valuable linguistic resource that can be pedagogically leveraged.

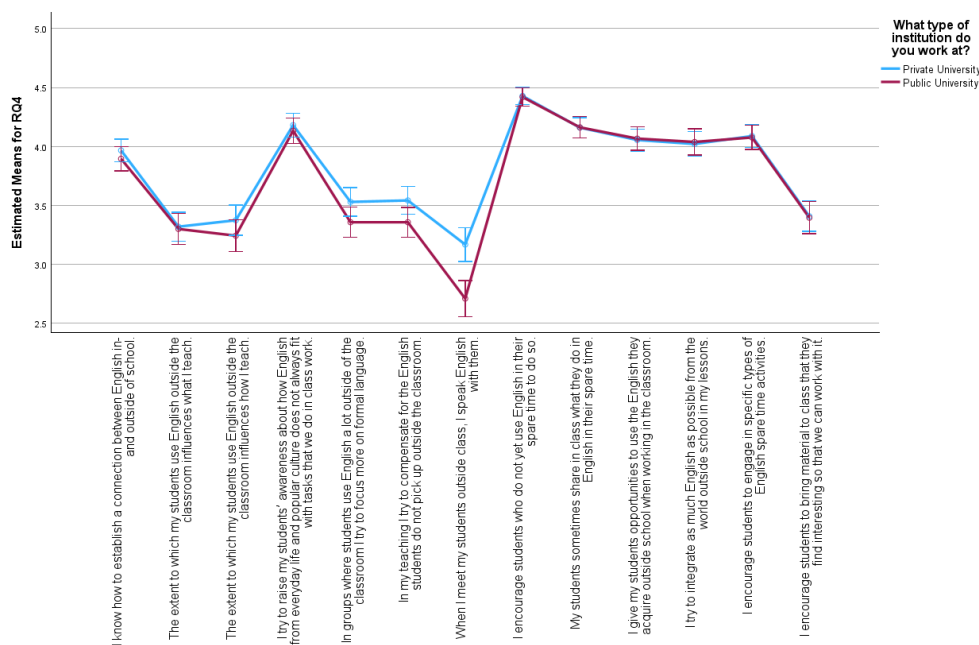
Lower mean scores were observed for items reflecting direct pedagogical adjustments based on students' EE levels, such as modifying what ( $M \approx 3.28$ - $3.30$ ) or how ( $M \approx 3.21$ - $3.36$ ) teachers teach. Likewise, speaking English with students outside class received one of the lowest ratings ( $M \approx 2.70$ - $3.12$ ), suggesting that teachers may view EE as influential in structured classroom planning but less so in informal teacher-student interactions. Still, teachers moderately agreed that they sometimes focus more on formal language in groups with high EE engagement ( $M \approx 3.34$ - $3.50$ ) and that they attempt to compensate for linguistic input students do not acquire outside school ( $M \approx 3.33$ - $3.50$ ).

#### **4.5.1. Differences by Institution Type**

Figure 4.7 presents the perceived influence of students' extramural English engagement on ELT practices by institutional type.

Independent-samples t-tests indicated that teachers working in private and public universities reported largely similar perceptions across most EE-informed teaching practices. However, two statistically significant institution-based differences were identified. These differences concerned teachers' tendencies to compensate for

English input not acquired outside the classroom and their use of English when interacting with students in out-of-class contexts. Detailed results for these items are reported in Sections 4.5.1.1 and 4.5.1.2.



**Figure 4.7.** Perceived influence of students’ extramural English engagement on ELT practices by institutional type.

#### 4.5.1.1. Compensating for missing EE exposure

Teachers working in private universities expressed slightly but significantly higher agreement with the statement “*In my teaching I try to compensate for the English students do not pick up outside the classroom*” ( $M = 3.50, SD = 0.96$ ) than teachers in public universities ( $M = 3.33, SD = 0.93$ ),  $t(532) = 1.98, p = .048, d = 0.18$ . Although the effect size is negligible ( $d = 0.18$ ), the statistically significant difference suggests that private university teachers may perceive slightly greater variability in students’ EE engagement and thus report a marginally higher tendency to compensate through instructional input.

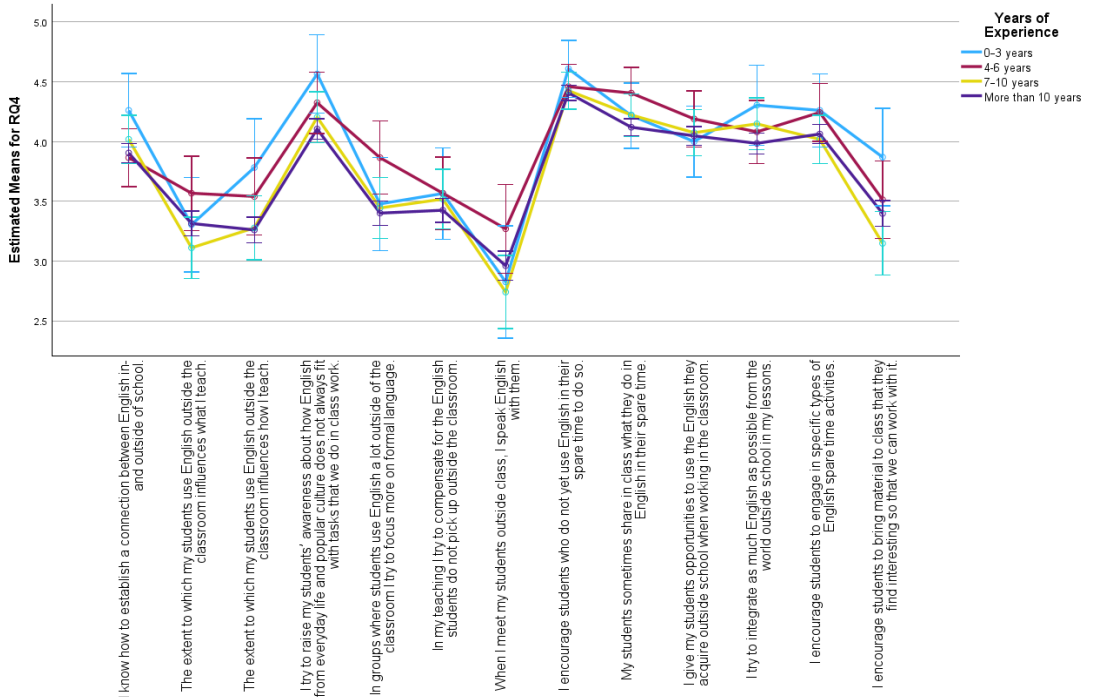
#### 4.5.1.2. Speaking English outside class

A notable institutional difference emerged for the item “*When I meet my students outside class, I speak English with them.*” Teachers working in private universities

reported significantly higher agreement ( $M = 3.12, SD = 1.22$ ) than those in public universities ( $M = 2.70, SD = 1.05$ ),  $t(532) = 4.24, p < .001, d = 0.37$ . This small-to-moderate effect size indicates that private university teachers are more inclined to initiate English-medium interaction with students in informal, out-of-class contexts.

All remaining items showed no statistically significant differences across institution types ( $t = -0.05$  to  $1.93, p = .055-.961$ ), suggesting that teachers across institutional contexts hold largely convergent views on the role of EE in shaping instructional practices. Consistent with the findings for RQ3, informal out-of-class English interaction remains one of the least influential aspects of EE on practice. However, institutional context alone may not fully account for these differences, as teachers' years of professional experience may also play a role in shaping their willingness to engage in English with students beyond the classroom, an issue examined in the following section.

#### 4.5.2. Differences by Years of Experience



**Figure 4.8.** Perceived influence of students' extramural English engagement on ELT practices by years of teaching experience.

Figure 4.8 presents the perceived influence of students' extramural English engagement on ELT practices by years of teaching experience.

One-way ANOVA analyses revealed several statistically significant differences across experience groups for selected items ( $F(3, 533) = 3.05-3.76, p = .011-.028, \eta^2 = .017-.021$ ); however, all effect sizes were small.

#### **4.5.2.1. Influence of EE on teaching methods**

A significant difference was found for the item *"The extent to which my students use English outside the classroom influences how I teach,"*  $F(3, 528) = 3.19, p = .023, \eta^2 = .018$ . Bonferroni post-hoc tests indicated that teachers with 0–3 years of experience reported significantly higher agreement than teachers with 10+ years of experience ( $p < .05$ ). Teachers with 0-3 years of experience reported the highest agreement ( $M = 3.78$ ), indicating that early-career teachers are more likely to consider students' EE engagement when shaping their instructional practices. At the same time, the moderate mean scores suggest that while EE is acknowledged as influential, it does not substantially alter core instructional components such as syllabus structure, assessment demands, or mandated teaching methods, which may be constrained by institutional curricula and exam-oriented expectations.

Notably, the mean score of approximately 3.30 for how students' extramural English use influences teaching methods highlights a clear threshold at which teachers' awareness of EE encounters institutional and curricular constraints, limiting deeper instructional transformation.

#### **4.5.2.2. Raising awareness about differences between everyday English and classroom English**

For the item *"I try to raise my students' awareness about how English from everyday life and popular culture does not always fit with tasks that we do in class work,"* the ANOVA revealed a significant difference,  $F(3, 528) = 3.76, p = .011, \eta^2 = .021$ . Bonferroni post-hoc tests indicated that teachers with 0-3 years of experience

reported significantly higher agreement than teachers with 10+ years of experience ( $p < .05$ ). Descriptively, mean scores showed a decreasing pattern with teaching experience (0-3 years:  $M = 4.48$ ,  $SD = 0.71$ ; 10+ years:  $M = 4.08$ ,  $SD = 0.81$ ), indicating that early-career teachers may place greater emphasis on fostering metalinguistic awareness and highlighting the limitations of informal English for academic purposes.

#### **4.5.2.3. Focusing on formal language in high-EE groups**

For the item *“In groups where students use English a lot outside of the classroom I try to focus more on formal language,”* the one-way ANOVA showed a significant difference,  $F(3, 528) = 3.12$ ,  $p = .026$ ,  $\eta^2 = .018$ . Games-Howell post-hoc tests indicated that teachers with 4-6 years of experience reported significantly higher agreement than teachers with both 7-10 years and 10+ years of experience ( $p < .05$ ). Teachers with 4-6 years of experience reported the highest agreement ( $M = 3.82$ ), suggesting that this group may be particularly attuned to balancing students’ informal EE exposure with the need to strengthen formal linguistic accuracy.

#### **4.5.2.4. Students sharing their EE practices in class**

For the item *“My students sometimes share in class what they do in English in their spare time,”* the ANOVA revealed a significant difference,  $F(3, 528) = 3.05$ ,  $p = .028$ ,  $\eta^2 = .017$ . Bonferroni post-hoc tests indicated that teachers with 4-6 years of experience reported significantly higher agreement than teachers with 10+ years of experience ( $p < .05$ ). Teachers with 0-3 years of experience reported the highest agreement ( $M = 4.28$ ), suggesting that early-career teachers may be more likely to invite or observe students’ sharing of their EE practices during class. In contrast, no significant differences were found across experience groups ( $p = .057-.904$ ) for the remaining items, including knowing how to establish a link between in- and out-of-school English, the extent to which EE influences what or how teachers teach, compensating for missing EE exposure, encouraging EE engagement, providing opportunities to use EE-derived English, integrating outside English into lessons, encouraging specific spare-time activities, and inviting students to bring personally

meaningful materials to class. Taken together, these results indicate that, despite a few notable variations, beliefs about the pedagogical influence of EE remain broadly consistent across experience levels.

Qualitative responses offered rich insight into how teachers adapt their instructional practices when working with students who engage with English outside the classroom. Many teachers reported shifting their focus from basic language development to refining students' accuracy, register awareness, and academic language, explaining that EE-active learners frequently bring informal digital English such as slang, memes, gaming expressions, and colloquial structures into classroom discourse. Several teachers described explicit comparison activities in which students analyze formal vs. informal usage, rewrite informal expressions in academic style, or transform social media posts into structured paragraphs. Others emphasized the importance of providing opportunities for higher-order communication through debates, problem-solving tasks, opinion-sharing activities, and role-plays that build on students' existing fluency. A second recurring theme involved integrating students' EE experiences into lessons through media-based activities (e.g., movie clips, song lyrics, TV series discussions, memes, Reddit posts, podcasts), which teachers viewed as a way to leverage engagement while guiding students toward more intentional language use. At the same time, several teachers noted curriculum constraints that limit the extent to which they can systematically build on EE, particularly in highly standardized preparatory programs. Overall, these qualitative patterns align with the quantitative findings showing that teachers tend to draw on EE primarily to support communicative development while simultaneously addressing learners' needs in accuracy, register control, and academic expression.

Taken together, these patterns suggest a developmental trajectory in how teachers operationalize EE across career stages, with early-career teachers showing heightened sensitivity to students' EE engagement, mid-career teachers emphasizing formal language balance, and more experienced teachers adopting a more stable but less intervention-oriented stance.

Overall, teachers reported that students' extramural English engagement moderately influences ELT practices, particularly in ways related to encouraging EE use, raising

awareness of differences between informal and academic English, and integrating EE-derived language into classroom tasks. While direct instructional adjustments (e.g., what or how teachers teach) received lower ratings, teachers nonetheless acknowledged EE as a valuable resource that can complement formal instruction.

Institutional differences were minimal, with private university teachers more likely to compensate for missing EE input and to speak English with students outside class. Experience-based differences showed that early-career teachers tend to be more responsive to students' EE engagement, more attuned to metalinguistic awareness, and more likely to observe students sharing their EE activities in class.

In response to RQ4, the findings indicate that teachers perceive students' extramural English engagement as a meaningful but secondary influence on ELT practices, shaping instructional awareness and supportive practices more strongly than core instructional design or methodological change. A comprehensive version of the RQ4 results table is presented in Appendix F.

#### **4.6. Summary of the Results**

This study investigated English preparatory school teachers' perceptions of extramural English (EE) and its relationship to language learning, beliefs about the in-/out-of-school English link, and classroom practices. Data were collected from 537 instructors working in public and private universities across Türkiye. The sample was predominantly female, mostly Turkish L1 speakers, and largely composed of highly experienced teachers with more than 10 years of teaching experience. The adapted EE Perception Scale showed satisfactory overall reliability ( $\alpha = .735$ ), with acceptable to moderate internal consistency across its three theoretically motivated subscales, providing a sound basis for interpreting the findings reported below.

Regarding RQ1, teachers perceived students' EE engagement as frequent overall, particularly for receptive and entertainment-oriented activities. Listening to music and watching videos or other audiovisual materials in English were reported at the highest frequency levels, and gaming also emerged as a salient EE context. In

contrast, productive activities such as writing and speaking in English outside school were perceived as relatively infrequent. Teachers reported high awareness of and interest in students' EE practices, indicating that they feel well informed about how learners engage with English in their spare time. Institutional and experience-based differences were limited to a few small effects, suggesting that perceptions of the frequency of EE activities are broadly shared across teacher groups.

For RQ2, teachers perceived EE as exerting a strongly positive influence on several aspects of language learning. Listening, vocabulary, speaking, and affective dimensions such as motivation and confidence were seen as the most strongly supported by students' EE engagement. By contrast, grammar, writing, and formal language use received more moderate but still positive ratings, indicating that EE is viewed as more beneficial for communicative, exposure-based, and fluency-oriented outcomes than for accuracy-focused domains. Perceptions of EE's impact were highly consistent across both institution type and years of teaching experience, with only one small experience-related difference for writing, where early-career teachers reported slightly lower perceived influence.

In relation to RQ3, teachers reported strong and consistent beliefs about the importance of linking in-school instruction with students' out-of-school English experiences. They strongly endorsed encouraging EE engagement among students who do not use English in their spare time and promoting specific English-related activities outside school. Teachers also recognized that informal English exposure can create challenges for grammar and writing and that these challenges require targeted pedagogical mediation. Beliefs about establishing a connection between in- and out-of-school English and using EE in instruction were also rated highly. The only relatively lower endorsement concerned the view that teachers ought to speak English with students when they meet them outside class, suggesting some hesitation about extending the English-medium environment into informal encounters. Across RQ3 and RQ4, teachers consistently expressed stronger endorsement of extramural English at the level of beliefs than at the level of enacted practices.

Differences between private and public university teachers were small and limited to encouragement of specific EE activities and speaking English in out-of-class

encounters, while early-career teachers expressed slightly stronger integration-oriented beliefs than their more experienced colleagues.

Finally, RQ4 focused on how teachers perceived students' EE engagement as influencing their actual ELT practices. Teachers reported that EE moderately shapes their instructional decisions, particularly in terms of encouraging EE use, providing opportunities for learners to bring EE-acquired language into classroom tasks, and raising awareness about mismatches between informal and academic English. However, they were less likely to report directly adjusting what or how they teach based on students' EE engagement, and speaking English with students outside class received some of the lowest mean ratings. Teachers indicated that they sometimes focus more on formal language in groups with high EE engagement and that they attempt to compensate for input students do not acquire outside school, but these practices were only moderately endorsed. Institutional differences were again limited to small effects, with private university teachers reporting slightly higher levels of compensatory teaching and out-of-class English use. Experience-related differences suggested that early-career teachers may be more responsive to students' EE engagement, more inclined to foster metalinguistic awareness, and more likely to observe or invite in-class sharing of EE practices, whereas other aspects of practice remained largely stable across experience groups.

Overall, the findings portray a largely coherent picture: teachers across institutional and experience profiles perceive EE as widespread, especially in receptive and entertainment-based forms; as highly beneficial for listening, vocabulary, speaking, and affective outcomes; and as something that should be explicitly connected to formal instruction. At the same time, their self-reported practices reveal a more cautious and selective integration of EE, with relatively limited direct adaptation of curricular content and methods. Collectively, these patterns suggest that EE is widely recognized as a meaningful component of learners' language-learning trajectories, while also illuminating a clear teacher-cognition pattern in which positive beliefs about EE coexist with more restrained pedagogical enactment. By foregrounding how teachers conceptualize EE within the specific constraints of preparatory school programs, the study contributes to the literature by highlighting the role of

institutional context in shaping the translation of extramural language exposure into classroom practice, particularly in exam-oriented and highly standardized EFL settings.

## **CHAPTER 5**

### **DISCUSSION**

This chapter interprets the study's findings in relation to existing research and theoretical perspectives on Extramural English (EE), to offer a cohesive understanding of how English teachers in the Turkish EFL context perceive students' out-of-school English engagement and how these perceptions influence their instructional decisions. Rather than treating the quantitative and qualitative datasets as separate strands, the discussion integrates the open-ended responses as complementary evidence that deepens and contextualizes the patterns identified in the survey results.

This section discusses the findings in relation to previous research and the broader Turkish EFL context, highlighting how teachers perceive students' extramural English engagement and its pedagogical implications. Given the descriptive and exploratory orientation of the present study and its reliance on self-reported data, the findings should be interpreted as indicative rather than fully generalizable.

In interpreting the findings, the demographic profile suggests that the sample reflects the typical makeup of English preparatory school instructors in Türkiye. This provides a strong foundation for examining the study's research questions, as teachers with extensive experience are likely to offer informed perspectives on students' extramural English practices and their perceived impact on language learning. The wide institutional and regional distribution also supports the representativeness and relevance of the findings within the Turkish EFL context. The demographic properties of the sample are presented in Appendix B.

It should be noted that the distribution of teaching experience was highly skewed, with the majority of participants reporting more than ten years of experience. This

imbalance may have reduced the sensitivity of the ANOVA results by limiting meaningful comparisons across experience groups. Therefore, findings related to teaching experience should be interpreted with caution.

Another limitation concerns instrument refinement: the adapted questionnaire was not piloted before large-scale administration, which may have limited opportunities to further fine-tune item wording before data collection.

Accordingly, the chapter is organized around the research questions, discussing each finding in light of relevant literature, SLA frameworks, and contextual factors shaping English language teaching in Türkiye. For each research question, the quantitative trends are interpreted alongside the qualitative insights that explain or nuance teachers' beliefs, perceived benefits and challenges of EE, and the extent to which EE informs classroom practices. Together, these interpretations provide an integrated account of the pedagogical implications of EE and highlight the opportunities and constraints teachers face when bridging out-of-school language experiences with formal instruction. The following sections examine each research question through this integrated lens.

## **5.1. Discussion of the Findings by Research Questions**

### **5.1.1. Teachers' Perceptions of Students' EE Activity Frequency (RQ1)**

The findings for RQ1 reveal that teachers overwhelmingly perceive students' extramural English engagement to be dominated by receptive and entertainment-oriented activities such as listening to music, watching videos, and playing digital games. This pattern is strongly supported by EE research in Türkiye. For example, Ekşi and Aydın (2013) found that Turkish prep-class learners primarily engaged in input-heavy, individual EE activities, especially listening to music, watching TV or films, and browsing online content, while productive skills such as speaking and writing were rarely practiced. Taken together, these activities can be conceptualized as predominantly receptive extramural English, characterized by extensive exposure to input with limited demands for active language production. In contrast,

opportunities for productive extramural English, involving sustained speaking or writing, were perceived as scarce.

Similarly, Coşkun and Mutlu (2017) reported a clear hierarchy: listening > reading > speaking > writing, showing that students' EE activity is heavily receptive in nature. These trends match the present study's finding that teachers perceive a strong dominance of receptive EE practices and much lower use of writing and speaking beyond the classroom. National evidence in Türkiye mirrors this pattern, highlighting a consistent receptive-productive imbalance across preparatory school and university contexts.

International findings demonstrate the same global pattern. Studies with teenagers and young adults consistently show that TV, music, YouTube, social media, and gaming are the most frequent EE activities, while productive use remains limited. For instance, Pickard (1996) showed that German university students preferred reading and listening activities and rarely engaged in interaction or writing beyond minimal opportunities such as pen pal exchanges. Likewise, Schwarz (2020) found that Austrian teenagers spent around four hours daily on EE, primarily gaming, videos, and music, and that receptive vocabulary benefits were strong, whereas productive vocabulary gains were less consistent. These international patterns map closely onto teachers' perceptions in the current dataset. International research therefore converges with the present findings, suggesting that the dominance of receptive EE is not context-specific but a widely observed pattern across EFL settings.

Teachers in the present study also reported high awareness and interest in their students' EE habits. This aligns with Inozu, Sahinkarakas, and Yumru (2010), who found that Turkish ELT students actively used internet resources, music, and videos outside class and perceived stronger gains in vocabulary, reading, and listening than in speaking or writing. Teachers' awareness in the present study therefore seems grounded in consistent classroom observations in which learners display noticeable receptive gains but more limited productive development.

Small differences by institution type and experience were also found, and these reflect documented patterns. Although effects were minimal, private-university

teachers in the present study perceived slightly higher EE engagement. This is consistent with Avello et al. (2019), who reported that students in English-medium instruction (EMI) programs engage more frequently in EE activities than their non-EMI peers. Meanwhile, the tendency for early-career teachers to report lower engagement in some activities may be interpreted in light of teacher cognition research (e.g., Borg, 2015), which emphasizes that instructional experience contributes to the development of professional noticing and pedagogical sensitivity, enabling teachers to more accurately recognize, interpret, and respond to learners' out-of-class language practices over time. Notably, the only activity that yielded a statistically significant difference by teaching experience was watching English videos (e.g., vlogs, YouTube, TikTok). This difference was driven by teachers with 0-3 years of experience, who perceived video-based EE as less frequent ( $M = 4.00$ ) than teachers in more experienced groups. One plausible interpretation is that novice teachers may be less likely to elicit, notice, or interpret evidence of students' video-based digital routines in day-to-day classroom interaction, whereas such practices may become more visible through accumulated instructional experience and ongoing learner engagement.

Qualitative comments in the present study noted that EE participation varies widely across students, a point strongly echoed in Bardak (2023), who found that motivational differences shape whether learners meaningfully engage with EE platforms such as games, films, music, and social media. Teachers also reported that students bring informal digital English into the classroom (e.g., slang, memes, gaming language). This phenomenon aligns with Sundqvist and Sylvén's (2016) conceptualization of EE as exposure to informal, non-academic varieties of English that enrich vocabulary and pragmatic awareness but do not necessarily prepare students for the formal registers demanded by school.

Finally, the Turkish educational context provides additional explanatory power. Several studies (e.g., Orhon, 2018; İpek & Mutlu, 2022) show that university students mostly engage in receptive EE activities, especially listening to music and watching videos, while speaking and writing remain rare. When viewed together with the well-documented exam-oriented and curriculum-driven nature of the Turkish EFL system, it is plausible that high-stakes assessments, rigid syllabi, and

limited opportunities for authentic communication further discourage productive EE use outside school. More importantly, the exam-oriented structure of Turkish preparatory programs may help explain why students' extramural English use remains largely receptive rather than productive. High-stakes proficiency and preparatory "exit" exams typically prioritize controlled knowledge and receptive performance (e.g., reading, listening, grammar, and vocabulary), whereas speaking and writing, when assessed, are often evaluated under constrained, test-like conditions that may not resemble authentic communication. As a result, students may perceive sustained speaking or extended writing outside school as less directly relevant to exam success, and productive language use may be experienced as higher-risk and more tightly regulated than input consumption. In this context, EE becomes a low-risk space for entertainment-driven exposure, while opportunities for spontaneous output experimentation remain limited, reinforcing the receptive-productive imbalance perceived by teachers. From the teachers' perspective, this assessment logic may also normalize receptive EE as the "expected" form of out-of-school engagement, while positioning productive EE as either unnecessary or too risky to pursue without institutional scaffolding. As a result, teachers may be less likely to view EE as a reliable resource for developing speaking and writing, even when they recognize its motivational value. The present findings therefore reflect not only global EE tendencies but also national constraints shaping how students use English beyond the classroom.

Overall, RQ1 findings demonstrate a consistent, well-documented pattern: students in both Türkiye and comparable international contexts are active consumers of English input but limited producers of English output, and teachers' perceptions in the present study are strongly validated by the literature. Although these perceptions align closely with prior learner-reported EE studies, they remain indirect indicators of students' actual out-of-school practices, as they are grounded in teachers' observational judgments rather than learners' self-reported behavior.

#### **5.1.1.1. Teacher Awareness of Students' Extramural English Use**

Beyond perceived frequency of students' EE engagement, the RQ1 scale also captured teachers' awareness of learners' extramural English use. The quantitative

data revealed that teachers displayed a high degree of awareness regarding their students' engagement with English beyond the classroom walls. Items in this section obtained some of the highest mean values across the entire survey, indicating a widespread recognition of students' informal English exposure. Most participants agreed that their learners regularly interact with English through diverse channels such as films, songs, online videos, games, and social media platforms.

Although teachers reported strong general awareness, the item related to knowing specific out-of-class practices received comparatively lower ratings. This suggests that while teachers clearly recognize the frequency and general nature of students' EE engagement, they may not always have detailed knowledge of the exact media, platforms, or activities learners engage with. Still, the consistently high scores on items addressing students' habits of watching English-language media and listening to music indicate that teachers acknowledge the prominence of English in learners' everyday environments. Teachers' awareness appears to center primarily on receptive extramural English, that is, input-rich, entertainment-driven exposure that is highly visible in students' everyday digital lives. This pattern closely mirrors findings from international EE research showing that teachers tend to be highly aware of students' receptive, entertainment-driven practices but less familiar with the specifics of their digital routines (Sundqvist & Sylvén, 2016; Reinders, 2012; Sockett, 2013).

This overall pattern aligns with early Turkish EE studies. Inozu, Sahinkarakas, and Yumru (2010) reported that university ELT students frequently engaged with EE activities, especially internet use, music, and videos, but often in teacher-like or curriculum-guided ways rather than through fully autonomous practices. Similar findings at the tertiary level were reported by Orhon (2018), whose participants most frequently engaged in receptive out-of-class activities such as listening to music and watching videos. These are precisely the types of practices that teachers in the present study reported being most aware of, illustrating a strong alignment between teachers' perceptions and students' actual EE habits. Comparable receptive-heavy patterns have been widely documented in Scandinavian contexts as well, where learners' engagement with streaming platforms (e.g., Netflix, Disney+), gaming

environments (e.g., Fortnite, League of Legends), YouTube, and social networks repeatedly emerges as the dominant form of EE (Sundqvist, 2009; Sylvén & Sundqvist, 2012; Peters, 2018). Teachers' awareness of these high-exposure digital spaces therefore reflects an internationally consistent trend: educators readily notice students' contact with English in media-rich environments but often have less insight into the finer-grained nuances of their online practices.

Taken together, these findings indicate that teachers perceive receptive EE activities, particularly listening to music and watching videos or other audiovisual materials in English, as highly common among preparatory school students, whereas productive uses of English (such as speaking and writing) are viewed as less frequent. This receptive-productive imbalance in teachers' perceptions appears largely consistent across institution types and experience levels, with only minor variations suggesting that early-career teachers may underestimate students' engagement in certain digital or writing-based EE activities compared to their more experienced colleagues.

Rather than viewing these informal encounters as incidental or peripheral, teachers appear to recognize that digital environments provide frequent and authentic opportunities for language contact, often occurring independently of formal instruction, particularly through streaming services, online gaming communities, social media feeds, and YouTube-based micro-learning. This aligns with global EE research demonstrating that such platforms constitute key ecological zones where learners accumulate meaningful input outside school (Sockett, 2013; Reinders & Benson, 2017). In this sense, teachers' broad recognition of students' digital habits can also be interpreted through an ecological lens: learners' media spaces function as "affinity spaces" and interconnected learning ecologies (Reinders & Benson, 2017), and teachers' awareness of these spaces reflects an understanding of how out-of-school environments shape language development. This awareness reflects a broader understanding of the changing ecology of language learning, where learners' everyday digital spaces increasingly supplement classroom input. It is also notable that awareness levels did not differ significantly by teaching experience, which may indicate that even senior teachers, despite generational differences, have become sensitive to the visibility of English in today's digital culture. The absence of

significant age/experience effects could therefore be interpreted as evidence that EE has become so pervasive that educators across career stages encounter it regularly, whether through students' behavior, assignments, or classroom discussions.

Qualitative responses provided valuable context for interpreting the quantitative findings on students' EE engagement. Many teachers emphasized that only a portion of their learners regularly use English outside school, while others reported minimal or no EE activity, an observation that helps explain the moderate mean scores observed for productive EE behaviors such as speaking and writing. Among students who do engage with English, teachers most frequently observed receptive, entertainment-oriented practices, particularly watching videos, listening to music, gaming, and following social media content. Several teachers also noted that learners occasionally bring informal digital English (e.g., slang, memes, gaming expressions) into classroom interactions. Overall, these qualitative insights closely mirror the quantitative pattern, reinforcing the prominence of receptive EE activities and the comparatively limited visibility of productive use.

Overall, the findings portray a teaching community that is well informed about students' extramural English engagement at a general level. Such awareness constitutes an important first step toward bridging the gap between informal and formal learning contexts. By acknowledging the pervasiveness of English in learners' out-of-school lives, teachers position themselves to make more informed pedagogical decisions about how to draw on students' personal experiences in classroom instruction. However, high awareness does not necessarily entail pedagogical control or systematic integration of EE, a distinction that becomes more visible in teachers' reported practices (RQ4). These perceptions also lay the foundation for how teachers evaluate the impact of EE on language development, discussed in the following section.

Demographic comparisons provided further nuance to teachers' awareness of students' out-of-school English engagement. Gender differences emerged only for one item: male teachers reported slightly higher awareness of the types of English their students encounter outside school. Similarly, institution type yielded a single

significant difference, with private-university teachers expressing greater interest in how students use English in their spare time compared to their public-university counterparts. However, no other awareness items differed by gender or institution, and teaching experience showed no significant effects at all. Taken together, these results suggest that teachers' awareness of learners' EE practices is broadly consistent across demographic profiles, reinforcing the conclusion that such awareness is widespread and not limited to particular subgroups of teachers. This uniformity across demographics may further reflect the cultural ubiquity of English in Türkiye's digital landscape, where exposure via YouTube, TikTok, Instagram, gaming platforms, streaming services, and music apps is now normalized across age groups and institutions, making EE visible to educators regardless of their background.

This broad but largely receptive-oriented awareness provides the interpretive backdrop for teachers' evaluations of EE's effects on language development, discussed in the following section (RQ2). In particular, this strong orientation toward receptive extramural English helps explain why teachers later perceived EE as especially beneficial for listening, vocabulary development, and affective dimensions, while viewing its impact on writing and grammatical accuracy as more limited.

### **5.1.2. Perceived Influence of EE on Language Learning (RQ2)**

Teachers' beliefs that Extramural English (EE) primarily enhances receptive skills, particularly listening and vocabulary, are strongly supported by the EE literature. A growing body of research consistently demonstrates that audiovisual input, music, films, series, and online media provide rich, engaging exposure that facilitates implicit vocabulary development and improved comprehension. Several studies demonstrate that regular and enjoyable exposure to English through listening- and viewing-based EE activities leads to significant gains in receptive vocabulary and listening comprehension through incidental learning mechanisms (e.g., Arndt & Woore, 2018; Rahul & Ponniah, 2023). These findings closely mirror the quantitative results of the present study, where listening and vocabulary received the highest perceived influence ratings.

Overall, teachers appear to conceptualize EE primarily as *receptive extramural English*, characterized by abundant input and high engagement but relatively limited opportunities for sustained, form-focused language production. This perception reflects the dominant nature of learners' EE practices in many EFL contexts, where exposure tends to outweigh structured output.

Teachers' views that EE also contributes to speaking ability, fluency, and learner confidence are likewise well aligned with the gaming-focused EE literature. Research on digital gaming environments consistently shows that games create socially meaningful, interaction-rich contexts that foster spontaneous communication, negotiation of meaning, and peer-supported language use. Several studies report that learners develop communicative fluency and confidence through authentic interaction in online gaming and related digital communities (e.g., Turgut & Irgin, 2009; Ryu, 2013). These mechanisms closely reflect teachers' qualitative observations in the present study, where EE-active learners were described as more fluent, confident, and comfortable using English spontaneously.

The perceived motivational benefits of EE are also firmly grounded in prior research. Motivation-oriented EE studies consistently emphasize that intrinsically motivated learners engage more frequently and more intensively in out-of-class English activities, resulting in greater learning gains (e.g., Pearson, 2004; Bardak, 2023). Teachers' comments describing EE-active students as more engaged, autonomous, and willing to communicate therefore closely align with established findings showing that motivation shapes both the quantity and quality of EE participation.

In contrast, teachers' more cautious evaluations of EE's influence on grammar, writing, and formal academic language are also consistent with the literature. Multiple studies emphasize that EE exposure is predominantly informal, meaning-driven, and rarely structured to promote grammatical accuracy or academic register. Research on incidental learning through blogs, vlogs, and audiovisual input consistently indicates that vocabulary gains are far more robust than grammatical development, largely because informal EE environments rarely promote sustained attention to linguistic form (e.g., Arndt & Woore, 2018; Rahul & Ponniah, 2023).

Similarly, cross-contextual EE research highlights that informal digital English, often characterized by slang, memes, and gaming discourse, supports communicative competence but does not readily transfer to academic writing or formal language use (e.g., Schurz & Sundqvist, 2023). These findings directly explain why teachers in the present study rated grammar, accuracy, and formal language development as less strongly influenced by EE.

The strong consistency across institution types observed in this study should be interpreted with caution, as the Turkish EE literature has not systematically compared public and private university contexts. Nevertheless, existing research in Türkiye consistently shows that learners across educational settings predominantly engage in receptive EE activities such as listening to music, watching videos, and browsing online content (e.g., Ekşi & Aydın, 2013; Coşkun & Mutlu, 2017). Although institutional comparisons are limited, the widespread similarity of learners' EE habits provides a plausible contextual explanation for why teachers across public and private universities reported nearly identical perceptions of EE's influence.

Similarly, the minimal differences across years of teaching experience are compatible with prior EE-ELT research. Studies suggest that teachers' perceptions of EE tend to converge once they become familiar with learners' digital practices, regardless of career stage (e.g., Schurz & Sundqvist, 2023). The only notable exception in the present study, early-career teachers reporting lower perceived influence on writing, aligns with research indicating that productive EE behaviors are less frequent, less visible, and more difficult to detect without extended classroom experience (e.g., Turgut & Irgın, 2009).

The qualitative findings of this study, particularly the wide variation in students' EE participation, are also strongly supported by the motivation literature. Prior research consistently emphasizes that individual motivational differences shape the amount, type, and quality of EE engagement (e.g., Pearson, 2004; Bardak, 2023). Teachers' observations that only some students regularly speak or write in English outside school, while others remain largely passive consumers of input, therefore closely reflect existing empirical evidence. Likewise, teachers' reports of students

transferring informal digital English into classroom contexts align with established conceptualizations of informal EE (Sundqvist & Sylvén, 2016; Schurz & Sundqvist, 2023).

The theoretical frameworks discussed in Chapter 2 further illuminate these findings. EE's strong influence on listening and vocabulary aligns with Input Theory and the central role of rich, comprehensible exposure. Teachers' perceptions that EE supports speaking and fluency are consistent with the Interaction Hypothesis and Output Hypothesis, which emphasize negotiation of meaning and communicative pressure in socially interactive environments. In contrast, the weaker influence on grammar and formal accuracy reflects the Noticing Hypothesis, as informal EE contexts rarely prompt sustained attention to linguistic form. Moreover, the observed motivational differences correspond closely with Self-Determination Theory and the L2 Motivational Self System, both of which predict that intrinsically motivated learners engage more deeply in out-of-class language use.

Taken together, these theoretical perspectives help explain why teachers perceive EE as highly effective for exposure-driven learning outcomes, yet insufficient for developing accuracy and academic language without instructional mediation.

Overall, teachers' perceptions in this study present a coherent and literature-supported picture: EE is viewed, and empirically demonstrated, to strongly support listening, vocabulary, fluency, confidence, and motivation, while contributing less directly to grammar, writing, and academic accuracy. Teachers therefore conceptualize EE not as a replacement for formal instruction, but as a powerful complementary resource that enriches input and communicative engagement.

These evaluations also highlight a central limitation of EE-related learning. While informal exposure supports communicative ease, it does not automatically lead to control over academic norms. This tension underscores the need for pedagogical mediation, whereby teachers explicitly guide learners in transforming informal EE-derived language into context-appropriate academic performance through practices such as register comparison, guided rewriting, and accuracy-focused feedback. In

this sense, teachers' perceptions in RQ2 help explain their later emphasis on the importance of pedagogically connecting in-school and out-of-school English, as discussed in RQ3.

#### **5.1.2.1. High Awareness and the Paradox of Integration**

The results indicated that teachers generally demonstrated a high level of awareness regarding their students' engagement with English beyond the classroom. Rather than simply knowing that students use English informally, teachers appear to have developed a shared understanding that EE has become a routine and unavoidable part of students' digital and social lives.

This high awareness is significant for two reasons. First, it shows that teachers are not disconnected from students' linguistic realities; they observe and acknowledge the pervasiveness of English in Turkish youths' media ecosystems. Second, it highlights a key paradox in the Turkish ELT context: awareness is high, yet classroom integration remains only moderate. This gap suggests that the barrier is not teachers' beliefs but the structural features of the system: rigid curricula, exam-oriented syllabi, limited instructional time, and a lack of institutional encouragement for drawing on informal learning.

In this sense, teachers' awareness may coexist with a broader cultural hesitation toward positioning informal, entertainment-based English as "real learning," a stance historically reinforced by Türkiye's high-stakes, accuracy-driven educational culture. Teachers recognize students' EE habits, but they operate within professional environments that still privilege correctness, formality, and exam success over creativity and authenticity.

The pattern also reveals something about teacher autonomy: although teachers notice and value students' out-of-school English exposure, their ability to act on this awareness is constrained by institutional expectations and limited flexibility in lesson planning. Professional development opportunities related to EE, how to channel students' digital practices into pedagogically meaningful tasks, also appear limited,

which may further explain why awareness does not automatically translate into systematic integration.

Overall, teachers' high awareness reflects an educational landscape where students' linguistic lives are rapidly evolving, but the formal system has been slower to adapt. This makes teacher awareness an important but insufficient condition for classroom change, highlighting the need for greater curricular flexibility and targeted professional development. This paradox suggests that the limited pedagogical use of EE does not stem from teachers' lack of recognition or willingness, but from systemic constraints that shape what counts as legitimate learning within exam-driven preparatory programs.

#### **5.1.2.2. Perceived Impact: EE as a Complementary Source of Learning**

The second dimension of the survey explored teachers' beliefs about the influence of EE on students' language development. The majority of participants agreed that out-of-school English experiences enhance learners' vocabulary, listening, and speaking abilities, as well as their overall motivation. The mean scores across this section revealed that teachers attribute a positive role to EE in supporting communicative competence and learner confidence. This strong perceived impact shows that teachers view EE as a central part of how today's learners develop their English, especially in digital, media-rich environments. Their focus on vocabulary, fluency, and listening reflects global findings that informal, high-exposure activities such as streaming, gaming, and social media offer rich input that classroom lessons alone cannot provide.

However, slightly lower ratings in certain items suggested that not all teachers view EE as a sufficient or balanced form of learning; many still consider classroom instruction essential for accuracy and grammar-focused development. This caution reflects a broader professional concern: although EE supports spontaneity, confidence, and communicative ease, it does not offer the structured, form-focused instruction needed for academic writing, grammatical accuracy, or appropriate register, skills that are central in Türkiye's exam-driven system. Teachers' nuanced

views therefore show a realistic understanding of what EE can and cannot provide. They value EE as a source of motivation and communicative growth, but they also recognize that, without classroom guidance, informal exposure may reinforce inaccuracies, fossilized errors, or overly informal language.

Taken together, these perceptions show that Turkish teachers view EE as a complementary, not replacement, source of learning. They see it as valuable for input, confidence, and real-world engagement, but still dependent on classroom guidance to develop accuracy, academic skills, and long-term proficiency.

### **5.1.3. Teachers' Beliefs About the Link Between In-School and Out-of-School English (RQ3)**

Teachers' strong endorsement of linking in-school instruction with students' out-of-school English (EE) experiences reflects a shared professional understanding that EE constitutes a pedagogically valuable resource. The high mean scores across RQ3 items suggest that teachers view students' everyday encounters with English, through music, films, online videos, games, and digital platforms, as meaningful forms of input that can enrich formal instruction. Although the Turkish EE literature remains relatively limited and fragmented, the available studies consistently show that learners across secondary and tertiary contexts engage predominantly in receptive EE activities such as listening to music, watching videos, and browsing online content (Inozu et al., 2010; Ekşi & Aydın, 2013; Coşkun & Mutlu, 2017; Orhon, 2018). These widespread habits, especially in digital media environments, likely contribute to the visibility of EE in the classroom and inform teachers' positive beliefs about integrating students' out-of-school practices into instructional design.

Teachers' beliefs appear to be shaped primarily by students' engagement in *receptive extramural English*, which is highly visible, input-rich, informal in nature, and easily recognized through classroom interaction.

Teachers' strongest agreement centered on encouraging students, especially those who engage minimally, to participate in EE activities. This aligns with findings from

Turkish prep-school studies showing that EE engagement is uneven, with many learners relying heavily on receptive exposure while productive practices remain limited (İpek & Mutlu, 2022; Coşkun, 2016). Teachers' emphasis on fostering EE involvement may thus reflect their awareness of participation gaps and the potential of structured encouragement to broaden learners' opportunities for incidental input and confidence-building experiences beyond classroom boundaries.

At the same time, teachers acknowledged that informal English exposure introduces challenges related to accuracy, particularly in writing and grammar. This belief is well supported by broader EE research. Studies consistently show that while EE provides abundant meaning-focused input, it does not naturally promote formal accuracy or academic language development (Olsson, 2016; Schurz & Sundqvist, 2023). Informal digital language such as gaming discourse, memes, and conversational online English can support fluency and lexical growth but does not offer the type of form-focused, scaffolded practice required for academic writing. Teachers' awareness of these limitations explains why they reported the need for targeted instructional mediation for EE-active learners who may transfer informal linguistic habits into formal tasks.

High levels of agreement with statements about deliberately establishing pedagogical links between in- and out-of-school English further demonstrate teachers' recognition that EE can enhance engagement and participation. This is supported by ELT-focused EE research showing that incorporating students' real-life digital interests into the classroom such as YouTube, music, or gaming can increase motivation, reduce anxiety, and encourage more authentic language use (Hansson & Broqvist, 2019; Henry et al., 2018). Teachers' beliefs in this study mirror these findings, suggesting that they see EE as a means of making instructional content more relevant and relatable.

The lowest endorsement belonged to spontaneously speaking English with students outside the classroom. This response appears to reflect cultural and institutional norms rather than pedagogical reluctance. In Türkiye, teacher-student boundaries are relatively formal, and English use outside academic settings is not widely

normalized. Thus, teachers may support conceptual integration of EE with instruction but remain hesitant to extend English-mediated interaction into informal physical spaces.

One notable gender-based difference concerned teachers' beliefs about speaking English with students when encountering them outside class, with male teachers reporting significantly higher agreement than their female counterparts. This finding complements the overall pattern of relatively low endorsement for out-of-class English use and suggests that perceptions of such interaction may also be shaped by social positioning. One possible explanation relates to differences in the types of informal social or digital spaces in which teachers interact with students. In particular, male teachers may be more likely to engage with learners through gaming-related environments or other informal social contexts where English serves as a shared medium of communication. Such spaces often involve spontaneous, interaction-driven language use and may lower perceived barriers to using English beyond formal instructional settings. However, given the small effect size, this interpretation should be approached cautiously and understood as a tentative explanation rather than a definitive account.

The small institution-based differences observed in this study also align with contextual expectations rather than divergent pedagogical orientations. Public university teachers' stronger agreement with encouraging specific EE activities may reflect more heterogeneous learner profiles, where EE can serve as a compensatory resource for learners with limited proficiency or exposure. In contrast, private-university teachers' greater willingness to speak English with students outside class may correspond to campus cultures where English-medium interaction is more common. Importantly, all other items showed no significant differences, suggesting broadly shared professional beliefs across institutional contexts.

Differences across teaching experience were similarly limited. Early-career teachers expressed stronger beliefs about the importance of connecting in- and out-of-school English, a pattern consistent with research indicating that younger teachers tend to adopt more integration-oriented mindsets and are more comfortable drawing on

digital and informal resources, which may be linked to higher levels of digital nativeness and pedagogical openness developed during initial teacher education and early professional socialization. Mid-career teachers (7-10 years) showed lower endorsement of speaking English outside class, which may relate to established professional routines, role boundaries, or limited opportunities for informal interaction, as well as the gradual consolidation of institutional norms through ongoing professional socialization. Beyond these small variations, teachers across all experience levels demonstrated substantial agreement on the pedagogical value of linking formal and informal learning.

The qualitative responses strongly reinforced these patterns. Teachers described raising students' awareness of differences between informal digital English and academic registers, integrating EE content into discussions and class tasks, and recommending films, podcasts, games, and online resources to extend learning beyond lessons. These practices demonstrate that teachers not only value EE but also actively use it to complement formal instruction, a finding that aligns with international research showing that students' EE experiences can be meaningfully leveraged when teachers mediate them through structured, academically oriented tasks.

Overall, the findings for RQ3 depict a coherent professional belief system in which teachers recognize EE as a powerful yet incomplete learning resource. They appreciate its role in providing rich input, enhancing motivation, and supporting communicative confidence, while also acknowledging that it does not independently foster accuracy, academic language skills, or register control. This balanced perspective explains teachers' dual orientation: valuing EE for its benefits and simultaneously emphasizing the need for pedagogical mediation.

While these beliefs reflect strong conceptual endorsement of EE, their translation into consistent instructional practices remains more selective, as discussed in RQ4. The convergence between the present study's results and existing EE research underscores the importance of strategically integrating students' real-world English practices into structured classroom environments, rather than treating formal and informal learning as separate or competing domains.

#### **5.1.4. Influence of Students' EE Engagement on ELT Practices (RQ4)**

The findings for RQ4 indicate that teachers perceive students' extramural English (EE) engagement as having a meaningful, though not dominant, impact on their instructional practices. Teachers' strong endorsement of encouraging EE use and creating opportunities for EE-informed activities suggests that they view learners' digital and media-based English exposure as a resource that can enhance classroom participation, particularly in vocabulary, fluency, and overall communicative confidence. This interpretation aligns with Turkish EE studies showing that university learners predominantly engage in receptive EE activities such as listening to music, watching films and online videos, browsing digital content, and gaming (Inozu et al., 2010; Ekşi & Aydın, 2013; Coşkun & Mutlu, 2017; Orhon, 2018; İpek & Mutlu, 2022). These activities provide abundant input but relatively little structured output, which explains why teachers in this study attempt to transform that input into pedagogically meaningful in-class opportunities. Given that students' EE engagement is predominantly receptive in nature, teachers' instructional responses focus on transforming input-rich exposure into structured opportunities for classroom interaction.

International EE-integrated classroom studies similarly support this interpretation. Hansson & Broqvist (2019) showed that incorporating students' digital interests such as YouTube clips, music, and gaming content can boost motivation, lower anxiety, and increase willingness to communicate. This emphasis on authentic, media-based content is further supported by earlier work on the pedagogical use of foreign-language cinema, which highlights learners' positive attitudes toward integrating films into language courses and their potential to enrich both linguistic and intercultural learning when used in a pedagogically balanced way (Pegrum et al., 2005). Henry et al. (2018) likewise demonstrated that authentic, digitally mediated tasks often generate higher engagement than textbook-based activities. These parallels help explain why teachers in the present study incorporate EE through discussions, presentations, and media-based tasks: EE serves as a bridge between the linguistic environments students inhabit outside school and the communicative demands of the classroom.

A particularly salient pattern emerging from the RQ4 findings concerns the distinction between teachers' perceived awareness and their enacted instructional practices. While teachers reported relatively high agreement with the statement "I know how to establish a connection between English in- and outside of school" ( $M \approx 3.90$ ), items reflecting actual pedagogical integration of students' extramural English, such as adapting what or how they teach, systematically integrating EE into lessons, or using English with students outside the classroom, received notably lower mean scores. This discrepancy points to an awareness-integration gap, suggesting that although teachers feel conceptually confident about how connections between in- and out-of-school English can be established, this awareness does not consistently translate into concrete instructional implementation. In other words, teachers appear to 'know' how such links could be made, yet encounter challenges when operationalizing this knowledge within the constraints of institutional curricula, assessment demands, and established classroom routines.

At the same time, teachers expressed concerns about the informal nature of EE-acquired English. Consistent with findings across the literature (Olsson, 2016; Sundqvist & Wikström, 2015; Schurz & Sundqvist, 2023), teachers noted that while EE strengthens vocabulary, fluency, and communicative ease, it does not foster grammatical accuracy, academic register, or controlled productive skills. Teachers' observations of slang, memes, and gaming expressions appearing in students' writing are therefore fully aligned with previous research. These concerns highlight the need for explicit scaffolding to support learners in transitioning from informal digital English to formal academic language.

Teachers also showed comparatively weaker agreement with statements suggesting that EE directly shapes what they teach. This pattern reflects the structural realities of Turkish prep-school programs, where standardized level-based curricula, fixed pacing guides, and assessment-driven instruction limit teachers' flexibility (Inozu et al., 2010; İpek & Mutlu, 2022; Engin, 2023). Moreover, Turkish studies have shown that students' EE engagement varies widely across individuals (Coşkun & Mutlu, 2017; Bardak, 2023), making it difficult for teachers to rely on EE as a consistent basis for instructional planning. Consequently, EE influences instruction, but only within the boundaries of curricular expectations and institutional constraints.

Small differences across institution types and years of experience also appear to be context-dependent rather than conceptual. Private-university teachers' greater willingness to speak English with students outside class may reflect EMI norms more common in certain private institutions. Early-career teachers' stronger support for connecting in- and out-of-school English aligns with studies showing that novice teachers tend to adopt more integration-oriented, digitally responsive pedagogical approaches (Hansson & Broqvist, 2019). However, these differences are minor and do not alter the broader pattern of strong professional consensus observed in the data.

A further institution-based pattern that merits attention concerns teachers' use of English when interacting with students outside the classroom. The finding that private university teachers reported significantly higher agreement with speaking English with students in out-of-class encounters than their public university counterparts suggests that institutional language culture appears to play an important role in shaping enacted EE-related practices. In particular, this difference may be attributed to the prevalence of English as a Medium of Instruction (EMI) in many private universities, where English use often extends beyond the classroom and is normalized across campus spaces. Such institutional environments may foster higher expectations for sustained English use in both academic and semi-informal interactions, thereby lowering the perceived boundary between instructional and non-instructional language use. By contrast, in public university contexts where Turkish typically remains the dominant medium outside class, teachers may experience greater contextual or normative constraints on using English in spontaneous encounters with students.

Another notable experience-based pattern concerns teachers' efforts to raise students' awareness of the mismatch between every day, popular-culture English and the language demands of classroom tasks. The finding that teachers with 0-3 years of experience reported significantly higher agreement on this item ( $M = 4.48$ ) than more experienced groups ( $p = .011$ ) suggests that early-career teachers may be particularly sensitive to distinctions between informal extramural English and academic language use. This heightened sensitivity may reflect the professional preparation of newer teachers, who are more likely to have been trained within pedagogical frameworks

that explicitly emphasize register awareness, genre sensitivity, and the need to critically mediate learners' informal language exposure. Accordingly, early-career teachers may be more proactive in explicitly drawing learners' attention to when and why everyday English does not align with academic or task-specific expectations.

The qualitative responses further reinforce this interpretation. Teachers described leveraging students' EE experiences as entry points for communicative tasks while simultaneously providing targeted support in grammar, register, and academic writing. These accounts depict a pedagogical stance in which EE serves as a motivational and linguistic resource, but one that requires structured mediation to ensure alignment with academic learning goals.

#### **5.1.4.1. Integration of Extramural English into Teaching Practices**

The quantitative findings revealed that while teachers value Extramural English (EE) and acknowledge its benefits, their actual integration of EE into classroom practices remains moderate and selective. Compared to the higher ratings of awareness and perceived impact, integration scores exhibited greater variability, indicating differences in how actively teachers draw connections between learners' out-of-school English experiences and their instructional routines. Items ranging from  $M \approx 2.93$  to  $M \approx 4.40$  show that teachers commonly raise awareness of EE or encourage students to engage with English beyond school, yet more curriculum-shaping practices such as redesigning lessons around students' media interests or consistently inviting student-generated EE materials are employed less frequently. This pattern can be described as *selective EE integration*, in which teachers draw on students' out-of-school practices when they align with instructional goals, rather than adopting EE as a primary curricular driver.

These patterns reflect a cautious approach in which teachers adapt aspects of EE when they naturally support lesson objectives but refrain from making EE a central organizing principle. This selectivity aligns closely with prior research demonstrating that although EE fosters input-rich engagement and enhances motivation, it does not inherently develop formal accuracy or academic writing skills without explicit

guidance. Studies such as Henry et al. (2018) highlight that digital, authentic materials substantially boost motivation, yet also require pedagogical expertise to ensure alignment with curricular demands. Similarly, Olsson (2016) and Sundqvist & Wikström (2015) show that EE strengthens lexical and fluency-based competencies, while grammatical precision continues to depend on targeted classroom instruction. Thus, teachers' moderated integration appears rooted not in resistance to new pedagogical approaches but in the practical need to balance authenticity with accuracy-focused outcomes.

Nevertheless, several classroom-based intervention studies illustrate that structured, small-scale integration of EE can be feasible even within traditional programs. Coşkun (2016), for example, demonstrated that incorporating simple, student-chosen speaking tasks conducted outside class led to measurable gains in fluency and pronunciation. Comparable insights emerge from Han's (2022) adult EFL course designed around the series *Friends*, where alignment between students' EE habits and classroom content increased interaction and confidence. Additionally, vocational context studies such as Brevik and Holm's (2023) *Time Traveller* project demonstrate how connecting gaming-based EE practices with curriculum tasks supports particularly lower-proficiency learners. These examples collectively show that EE need not replace the curriculum to be effective; rather, even targeted and well-scaffolded uses can create meaningful opportunities for language production and learner engagement.

Recent experimental work further reinforces this potential. Ebadi, Amini, and Gheisari (2023) found that mobile-delivered EE activities via WhatsApp produced significantly higher vocabulary gains and enjoyment compared with textbook-only conditions. Their findings highlight that low-intensity, technology-mediated EE tasks can complement formal instruction without requiring major curricular redesign. Reflecting these insights, teachers in the present study appear to be experimenting cautiously with such connections, balancing the motivational affordances of EE with the structured demands of exam-oriented programs.

Demographic patterns in the quantitative data provide additional nuance to this moderate level of integration. Teachers in private universities where EMI

environments, digital resources, and flexible curricula are more common reported slightly higher EE-related practices. Small gender-related differences emerged for a single item involving speaking English with students outside class, possibly reflecting differential familiarity with gaming-based EE spaces. Less experienced teachers reported somewhat greater integration overall, particularly in practices that foreground learners' digital routines or popular-culture English. Although these effects were statistically small, they suggest that professional context and teacher background shape not whether EE is valued, but how comfortably it is operationalized.

Overall, the integration findings portray a teaching community that recognizes EE's strengths and selectively incorporates its resources when feasible. This moderate integration reflects a pragmatic balance between leveraging students' authentic language experiences and meeting curricular requirements that emphasize accuracy, progression, and assessment alignment.

#### **5.1.4.2. General Trends and Structural Considerations**

The broader pattern that emerges from the quantitative analyses is one of alignment between teachers' recognition of EE's value and the realities of implementing EE-related practices in structured institutional settings. Teachers consistently perceive EE as beneficial for vocabulary development, communicative ease, and learner motivation, findings that mirror the dominant trends in Turkish EE research, where receptive, media-based activities constitute the majority of students' out-of-school English exposure. Their perceptions therefore appear grounded in accurate, research-supported understandings of how learners engage with English in everyday digital environments.

However, the data also show a clear gap between teachers' positive perceptions and their instructional practices. While awareness and endorsement are strong, integration remains moderate. This pattern suggests that systemic considerations, rather than teacher beliefs, are central in shaping the extent to which EE can be meaningfully incorporated into lessons. Findings from Engin (2023) reinforce this

interpretation by documenting a similar disconnect in Turkish preparatory programs, where dense syllabi and assessment-focused learning environments restrict curricular space for leveraging informal English engagement.

International evidence points to comparable dynamics. Fajt (2021), for example, reported that Hungarian secondary learners engaged extensively with EE practices such as gaming and YouTube, yet teachers integrated these experiences sparingly. Schurz and Sundqvist (2023) further observed that teachers' integration of EE varies cross-nationally depending on the societal prevalence of English in media environments: teachers in subtitling-rich cultures were more likely to draw on EE, whereas those in dubbing contexts did so less frequently. These patterns align with the present study's findings, illustrating that teacher integration often reflects systemic and contextual affordances rather than a lack of interest or pedagogical awareness.

The demographic analyses in the present study further support this structural interpretation. Differences across institution type and experience levels were small but pointed in the direction of contextual influence: more flexible institutional cultures and digitally attuned early-career teachers were slightly more likely to connect EE with instructional aims. These effects, while modest, underscore that integration is shaped by opportunity structures as much as by teacher cognition.

Overall, teachers reported high awareness and positive beliefs about EE, strong perceived benefits for receptive and motivational outcomes, but more modest levels of EE-sensitive instructional practices, with receptive activities being far more common than productive ones.

Taken together, the general trends depict a teaching community that views EE as a complementary resource capable of enriching formal instruction, yet must navigate curricular density, time constraints, and assessment pressures when deciding how and how often to integrate EE-based content. The findings suggest that strategic institutional support, clearer curricular pathways, and practical training for designing EE-informed tasks could help teachers better leverage students' authentic language

environments. Such alignment has the potential to enhance engagement, strengthen learner autonomy, and narrow the gap between informal and formal language learning spaces. In sum, the findings suggest that teachers' engagement with EE is best understood not as limited adoption, but as pedagogically informed mediation shaped by curricular demands, assessment pressures, and institutional affordances.

Before moving to implications and recommendations, two methodological limitations should be noted. First, the distribution of teaching experience was highly skewed, with the majority of participants reporting more than ten years of experience. This imbalance may have reduced the sensitivity of the ANOVA results by limiting meaningful comparisons across experience groups; therefore, findings related to teaching experience should be interpreted with caution. Second, the adapted questionnaire was not piloted prior to large-scale administration, which may have limited opportunities to further refine item wording before data collection. These limitations do not undermine the overall patterns observed, but they should be considered when interpreting subgroup comparisons and instrument precision.

## **5.2. Implications**

### **5.2.1. Implications for Practice**

The findings of this study offer several practical implications for English language teaching in the Turkish preparatory-school context, particularly for curriculum designers, teacher educators, and classroom practitioners seeking to bridge students' extramural English (EE) experiences with formal instruction.

#### **5.2.1.1. Integrating EE-Aware Pedagogical Practices into Curriculum Planning**

Teachers in this study consistently acknowledged that students enter the classroom with substantial exposure to English through digital media, gaming, social networks, and entertainment platforms. Given this reality, curriculum designers in preparatory programs can benefit from embedding EE-informed elements such as media-based tasks, multimodal texts, and informal-formal language comparison activities into

core syllabi. Such integration does not require a full curriculum redesign; instead, micro-level adaptations, including optional EE-based task banks or weekly “real-world English” slots, can help teachers systematically activate learners’ out-of-class knowledge. Such adaptations resonate with findings from Han (2022) and Coşkun (2016), demonstrating that even small, EE-informed tasks can enhance fluency and engagement without overhauling the curriculum.

#### **5.2.1.2. Supporting Teachers with Structured Guidelines for EE Integration**

Although teachers expressed positive beliefs about linking in-school and out-of-school English, qualitative responses revealed uncertainty about *how* to implement this connection within institutional constraints. To operationalize EE in classrooms, preparatory programs can provide practical integration guidelines, including sample lesson plans using students’ EE input, checklists for selecting pedagogically appropriate digital materials, the frameworks for addressing slang, register shifts, or informal discourse features. For instance, such checklists could guide teachers in evaluating the pedagogical suitability of YouTube clips, game excerpts, or social media posts in terms of language level, register, relevance to course objectives, and potential for structured classroom tasks. These supports would help teachers move beyond ad-hoc practices toward more intentional, curriculum-aligned integration.

#### **5.2.1.3. Addressing Learners’ Informal-Formal Register Gap Through Instructional Scaffolding**

Teachers frequently mentioned that EE-active learners bring colloquial, gaming-mediated, or meme-based language into academic contexts. This highlights the need for explicit instructional scaffolding to foster students’ awareness of register, genre, and audience. This challenge can be conceptualized through the “Bridging the Gap” perspective in the literature, which emphasizes the pedagogical need to connect learners’ informal, out-of-school language practices with the formal academic registers expected in institutional contexts. Within this framework, teachers assume a critical mediator or “bridge-builder” role, translating learners’ extramural language resources into academically appropriate forms rather than treating informal language

use as a deficit (Benson, 2011; Reinders & Benson, 2017). This mediator role is also consistent with teacher cognition research, which highlights how teachers' beliefs and pedagogical knowledge shape their ability to reinterpret learners' informal language practices and scaffold them toward academically appropriate registers (Borg, 2015). Practical strategies include rewriting informal digital texts into academic prose, comparing spoken digital English with written academic English, transforming social media posts into structured paragraphs or essays, and vocabulary notebooks that categorize "EE English" vs. "academic English." Such practices operationalize this bridging function by making register shifts explicit and pedagogically visible, allowing teachers to guide learners in moving from slang-, gaming-, or meme-based discourse toward contextually appropriate academic language. These activities help learners transfer their EE-based fluency into more accurate and contextually appropriate communication required in prep-school curricula. Activities such as transforming social media posts into structured paragraphs can be aligned with measurable outcomes like paragraph coherence, appropriate register, and academic vocabulary usage.

#### **5.2.1.4. Leveraging Student Engagement to Foster Motivation and Participation**

Since EE activities strongly align with learners' interests, integrating them into lesson design may enhance participation, reduce classroom anxiety, and increase willingness to communicate. Instructors can incorporate short clips, lyrics, memes, or game narratives as warm-up materials, interest-based reading and listening tasks, speaking prompts grounded in students' real EE experiences (e.g., shows, influencers, games). Such practices support student-centered pedagogy and align with motivational frameworks emphasized in Curriculum & Instruction research. This aligns with motivational frameworks identified in the study, showing that EE-based engagement enhances willingness to communicate and lowers affective filters.

#### **5.2.1.5. Incorporating EE Awareness into Teacher Professional Development (TPD)**

Findings show that teachers hold strong general awareness of EE but limited knowledge of the *specific platforms* that students use. This suggests that TPD

programs should include modules on mapping contemporary EE platforms and media trends, understanding their linguistic affordances and developing pedagogically grounded strategies to harness these affordances effectively. Previous research on teacher collaboration suggests that professional learning communities (PLCs) may encourage teachers to share classroom tasks inspired by students' EE activity, thereby supporting collaborative curriculum development (e.g., Stoll et al., 2006). For example, teachers could collaboratively design weekly mini-tasks inspired by student-favored series, songs, or games.

#### **5.2.1.6. Aligning Assessment Practices with Real-World English Use**

A recurrent theme was the misalignment between standardized assessments and the communicative gains students achieve through EE. While curricular exams cannot be fully redesigned, teachers can incorporate formative assessment tasks and portfolio-based assessment practices that value spontaneous language use, multimodal comprehension, or inferencing skills often strengthened through EE. For example, short reflective writing tasks on students' EE experiences, peer-feedback activities based on video or media projects, or low-stakes comprehension quizzes using popular online content (e.g., short clips, podcasts, or social media texts) can complement traditional exams. This would help create a more balanced assessment ecosystem that recognizes diverse learning trajectories.

#### **5.2.1.7. Designing Flexible Curriculum Spaces within Preparatory Programs**

Given the tightly structured nature of university prep-school curricula, even small degrees of flexibility such as optional weeks, project-based tasks, or learner-chosen materials can empower teachers to incorporate EE meaningfully. Creating curricular "flex spaces" acknowledges students' lived linguistic realities and supports instruction that better reflects how learners actually encounter English outside school. For example, optional weeks could include student-chosen projects, short mini-presentations, or EE-inspired portfolios that allow learners to draw on their own media interests, digital practices, or out-of-class English experiences.

### **5.2.2. Implications for Theory**

The findings of this study contribute to the theoretical understanding of extramural English (EE) by highlighting teachers' central role as mediators between learners' out-of-school language experiences and formal instructional contexts. In this sense, the study positions teachers as active negotiators of EE, translating informal, multimodal, and socially situated language experiences into structured classroom learning opportunities. EE scholarship has traditionally emphasized learners' behaviors, motivations, and skill development; however, the present study demonstrates that teachers' beliefs, awareness, and pedagogical decisions significantly shape whether EE becomes a meaningful resource within school-based language learning. This shift underscores the need to expand existing EE frameworks to more explicitly integrate teacher cognition, curricular constraints, and institutional cultures as determining factors in how EE is operationalized.

The study also suggests that theories of incidental learning, digital-mediated input, and sociocultural perspectives on language development must account for the tensions teachers navigate when informal, fluid, and socially situated English encounters are brought into highly structured academic settings. For example, the mismatch between EE-derived fluency and curriculum-driven accuracy expectations resonates with Krashen's Input Hypothesis and Schmidt's Noticing Hypothesis, highlighting the need for instructional mediation to convert meaningful input into formal linguistic competence. Similarly, teachers' emphasis on motivation and engagement aligns with Self-Determination Theory, which foregrounds the role of autonomy and interest in sustained language use, while also revealing the limits of motivation-driven exposure in achieving accuracy-focused outcomes without pedagogical support.

By foregrounding the mismatch between EE-derived fluency and curriculum-driven accuracy expectations, the findings point to theoretical opportunities for reconceptualizing how formal and informal learning spaces interact, particularly in EFL contexts where school-based exposure remains limited compared to digital immersion. Institutional norms, exam-driven curricula, and limited instructional time

emerge as critical mediators that influence the extent to which EE can contribute to formal learning, suggesting that EE outcomes cannot be fully understood without reference to systemic and contextual constraints.

Overall, the study strengthens the theoretical argument that EE should not be viewed solely as an external, learner-driven phenomenon but as a pedagogically negotiable construct shaped by teachers' agency, instructional knowledge, and institutional realities. Thus, the findings invite a reconceptualization of EE frameworks to integrate teacher cognition, classroom mediation strategies, and contextual constraints, offering a more holistic model of informal-formal learning interplay that better reflects the realities of preparatory school EFL contexts.

### **5.2.3. Implications for Policy**

To enhance clarity and analytical coherence, the policy implications are framed across three interconnected levels: macro-level (national education policy), meso-level (institutional and preparatory-school practices), and micro-level (classroom-level implementation).

The results of this study also carry implications for educational policy at institutional and national levels, particularly within the Turkish preparatory-school system. First, the strong presence of EE in learners' daily lives indicates a need for policy frameworks that acknowledge out-of-class learning as a legitimate component of language development. Policy frameworks could include formal recognition of EE in curriculum documents, incentives for EE-informed lesson design, and official guidelines for integrating student-generated media content (e.g., videos, podcasts, gaming-related texts) into classroom instruction. Policies that encourage curricular flexibility, such as allowing space for elective modules, project-based learning, or student-selected materials, would support teachers in leveraging EE without compromising institutional pacing requirements.

Additionally, teacher professional development policies should incorporate systematic training on digital literacy, contemporary EE platforms, and media-based

pedagogies to ensure that instructors are equipped to engage with learners' out-of-school English use in informed and pedagogically sound ways. In this respect, policies should mandate ongoing professional development in digital and media literacy, familiarizing teachers with platforms such as streaming services, social media, gaming environments, and mobile applications that commonly mediate EE engagement.

The study's findings on assessment misalignment further suggest that policy-makers should consider integrating formative, multimodal, and performance-based assessment options into preparatory programs, thereby recognizing communicative competencies that learners often acquire through EE. Assessment reforms might involve incorporating portfolio tasks, project-based presentations, reflective assignments, or digital comprehension activities based on authentic online content, which can complement traditional exams while capturing real-world English use.

Finally, institutional policies that promote collaborative professional cultures can help sustain long-term pedagogical innovation. Institutions could support teacher collaboration through regular EE-focused workshops, shared digital resource repositories, materials-sharing platforms, and cross-departmental curriculum planning sessions that explicitly address how EE can be integrated into existing programs. By addressing these areas, policymakers can create supportive environments in which EE is not treated as peripheral but as a valuable resource that complements formal curriculum goals.

### **5.3. Recommendations for Further Research**

While this study provides valuable insights into English teachers' perceptions and self-reported practices concerning Extramural English (EE), several areas remain open for future investigation. Importantly, each recommendation below follows directly from the patterns identified in the quantitative and qualitative findings. The results highlight the need to explore both broader and more context-specific aspects of EE in Turkish EFL education. To enhance clarity and feasibility, the recommendations are organized according to short-term, medium-term, and long-term research priorities.

### **5.3.1. Short-Term Research Directions (Feasible within existing institutional settings)**

First, future research could expand the scope of participants to include learners themselves, alongside teachers, across different educational levels such as primary, secondary, and tertiary education. Investigating students' perspectives alongside those of teachers would provide a more comprehensive picture of how EE is experienced, valued, and enacted across age groups. This aligns with the present finding that teachers reported high general awareness of students' EE engagement but limited knowledge of specific practices.

A focused research question for such studies could be: "How do students' self-reported EE practices correspond to teachers' perceptions of students' out-of-school English engagement across different educational levels?"

Such learner-focused research has been emphasized in prior EE literature (e.g., Sundqvist & Sylvén, 2016; Schurz & Sundqvist, 2022), which highlights discrepancies between learner-reported and teacher-inferred EE behaviors. Short-term survey-based or mixed-method designs combining questionnaires with learner diaries or EE logs (Digital Ethnography) could be employed to address this gap.

### **5.3.2. Medium-Term Research Directions (Classroom-based and mixed-method designs)**

Second, future studies should prioritize classroom-based, observational, or intervention-oriented research to examine how EE is actually translated into instructional practice. While the present study relied on self-reported data, findings revealed a clear awareness-integration gap, suggesting the need to observe how EE-informed practices unfold in real classrooms.

Possible research questions include: "How do teachers operationalize EE in classroom interaction, and which types of EE-inspired activities (e.g., media-based tasks, game-related discussions, student-generated content) are most frequently

enacted?” “What is the impact of structured EE-inspired tasks on learners’ motivation, participation, and skill development compared to traditional instruction?”

Such studies could adopt mixed-method designs, combining classroom observations, lesson artifact analysis, and pre-/post-intervention measures of motivation, vocabulary growth, or oral fluency. Prior intervention studies (e.g., Coşkun, 2016; Ebadi et al., 2023) provide empirical models demonstrating that even small-scale EE integration can yield measurable gains, making this a methodologically grounded and feasible research direction.

While the present study employed exploratory inferential analyses (independent-samples *t*-tests and one-way ANOVA) to examine group differences across selected background variables, future research could extend this line of inquiry through more comprehensive comparative and predictive designs. In particular, studies employing multivariate analyses, regression models, or structural equation modeling could explore how combinations of institutional context, teaching experience, and pedagogical orientation jointly shape teachers’ perceptions of Extramural English. Such approaches would allow researchers to move beyond identifying general tendencies and toward explaining patterns of variation across ELT contexts.

### **5.3.3. Medium- to Long-Term Research Directions (Teacher education and institutional contexts)**

Third, future research could focus on teacher education and professional development, examining how EE principles are introduced, internalized, and sustained over time. Since early-career teachers in this study reported slightly higher responsiveness to EE, longitudinal research could explore how professional socialization shapes teachers’ EE-related beliefs and practices.

A guiding research question might be: “How does pre-service and in-service teacher education influence teachers’ ability to integrate EE into classroom practice over time?” Comparative research between public and private universities may further clarify how institutional culture, curricular flexibility, and assessment demands mediate EE

integration, as suggested by small but meaningful institutional differences observed in this study. Such work would build on teacher cognition research (Borg, 2015) and recent EE-focused teacher studies (Schurz & Sundqvist, 2023).

#### **5.3.4. Long-Term and Policy-Oriented Research Directions (Systemic and national level)**

Finally, long-term research should address the policy and systemic dimensions of EE integration in Türkiye, where exam-oriented curricula, centralized assessment structures, and limited instructional autonomy present unique constraints. While EE is widely present in learners' lives, the present findings indicate that institutional structures significantly shape whether and how teachers can act on their awareness. From a 2026 perspective, these institutional dynamics must also be reconsidered in light of emerging AI-mediated forms of Extramural English, such as conversational AI tools, adaptive language-learning platforms, and AI-based speaking agents, which are increasingly becoming part of learners' everyday language exposure.

Future research questions could include: “How do national curriculum policies, assessment systems, and institutional regulations influence teachers' opportunities to integrate EE into preparatory-school instruction?”

“How do emerging AI-based EE practices (e.g., interaction with ChatGPT or AI-driven speaking bots) challenge or reshape existing curriculum policies and assessment frameworks in preparatory-school contexts?” “What policy-level changes would most effectively support sustainable EE integration in exam-driven EFL contexts?”

Additionally, research incorporating the perspectives of program coordinators, administrators, and curriculum decision-makers would help illuminate how leadership practices, resource allocation, and institutional priorities facilitate or restrict EE-informed pedagogy in both traditional media-based and AI-mediated EE environments. Such multi-level approaches are increasingly recommended in EE scholarship to move beyond learner-centered models toward systemic understandings

of informal-formal learning interaction (Reinders & Benson, 2017; Schurz & Sundqvist, 2022).

In sum, this study underscores that Extramural English cannot be meaningfully understood, or pedagogically leveraged, through isolated perspectives on learner behavior or teacher beliefs alone. The findings reveal a persistent awareness-integration gap, indicating that although teachers widely recognize the presence and potential of EE, institutional structures, assessment regimes, and curricular constraints often limit its translation into classroom practice. This gap highlights the need to reconceptualize EE not merely as an external supplement to formal instruction, but as a phenomenon situated at the intersection of learner agency, teacher cognition, and educational systems. By systematically examining EE integration across short-, medium-, and long-term dimensions, future research can move beyond descriptive accounts toward a more coherent, context-sensitive framework that reflects how English learning is shaped, mediated, and institutionalized beyond classroom walls, particularly in exam-oriented EFL contexts such as Türkiye.

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## APPENDICES

### A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

<p><b>UYGULAMALI ETİK ARAŞTIRMA MERKEZİ</b> <b>APPLIED ETHICS RESEARCH CENTER</b></p> <p>DUMLUPINAR BULVARI 06800 ÇANKAYA ANKARA/TURKEY T: +90 312 210 22 91 F: +90 312 210 79 59 ueam@metu.edu.tr www.ueam.metu.edu.tr</p>	<p> <b>ORTA DOĞU TEKNİK ÜNİVERSİTESİ</b> <b>MIDDLE EAST TECHNICAL UNIVERSITY</b></p>
<p>Konu : Değerlendirme Sonucu</p>	<p>20.08.2025</p>
<p>Gönderen : ODTÜ İnsan Araştırmaları Etik Kurulu</p>	
<p>İlgi : İnsan Araştırmaları Etik Başvurunuz</p>	
<p>Sayın Doç. Dr. Oya Taneri, Sayın Tuğba Begüm Abalı,</p>	
<p>“İngilizce Öğretmenlerinin Sınıf Duvarlarının Ötesindeki İngilizceye Bakış Açıları /Perspectives on Extramural English Beyond the Classroom Walls” başlıklı araştırmanız ODTÜ İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0407-ODTÜİAEK-2025 protokol numarası ile onaylanmıştır.</p>	
<p>Bilgilerinize sunarım.</p>	
<p>Prof. Dr. Ş. Halil TURAN Başkan</p>	
<p>Prof. Dr. İ. Semih AKÇOMAK Üye</p>	<p>Doç. Dr. Ali Emre TURGUT Üye</p>
<p>Doç. Dr. Aslı KILIÇ ÖZHAN Üye</p>	<p>Doç. Dr. Çağrı TOPAL Üye</p>
<p>Doç. Dr. Pınar AYKAÇ BEIDHOLM Üye</p>	<p>Dr. Öğr. Üyesi Müge GÜNDÜZ Üye</p>

**B. FREQUENCY ANALYSIS RESULTS FOR DEMOGRAPHIC  
PROPERTIES OF THE SAMPLE**

		Count	Percent
Gender	Female	392	73.0%
	Male	142	26.4%
	Prefer Not to Say	3	0.6%
Mother Tongue	English	28	5.2%
	Other	23	4.3%
	Turkish	485	90.3%
	No Answer	1	0.2%
What type of institution do you work at?	Private University	288	53.6%
	Public University	249	46.4%
City of Institution	Ankara	140	26.1%
	Istanbul	169	31.5%
	Izmir	99	18.4%
	Other	128	23.8%
	No Answer	1	0.2%
How many years of experience do you have in teaching English?	Less Than 1 Year	5	0.9%
	1-3 Years	29	5.4%
	4-6 Years	52	9.7%
	7-10 Years	66	12.3%
	More Than 10 Years	385	71.7%
<i>What kind of teaching qualification do you have?</i>			
Bachelor's Degree (or equivalent)	Yes	257	47.9%
	Master's Degree (or equivalent)	Yes	385
National Teaching Certificate (e.g., Pedagogical Formation, PGCE, etc.)	Yes	125	23.3%
	Other	Yes	76
TESOL / TEFL / CELTA certificate (or similar)	Yes	155	28.9%

Note. Participants could select more than one qualification.

**C. TEACHERS' PERCEPTIONS OF STUDENTS' EXTRAMURAL  
ENGLISH ACTIVITIES BY UNIVERSITY TYPE AND TEACHING  
EXPERIENCE**

	Private Uni. (N = 288)		Public Uni. (N = 249)		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
I think I know about the different types of English that my students encounter outside school.	4.18	0.80	4.16	0.83	0.37	.710	0.03
I am interested in the different ways in which my students use English in their spare time.	4.26	0.78	4.08	0.87	2.58	.010	0.23
I think I know what my students do when they are using English outside school.	3.59	0.87	3.50	0.93	1.16	.245	0.10
I sometimes talk to my students about how they use English in their spare time.	4.28	0.79	4.23	0.78	0.66	.509	0.06
Reading (e.g., social media, books, articles, messages, emails)	3.03	1.14	3.11	1.10	-0.77	.442	-0.07
Listening to Music	4.49	0.75	4.34	0.81	2.28	.023	0.20
Listening to Other Sources (e.g., radio, podcasts)	2.91	1.06	3.02	1.09	-1.14	.256	-0.10
Watching Videos (e.g., vlogs, YouTube, TikTok)	4.49	0.77	4.38	0.84	1.59	.113	0.14
Watching Other Things (e.g., series, movies, documentaries)	4.34	0.81	4.40	0.83	-0.84	.400	-0.07
Writing (e.g., social media, messages, emails, poetry, songs)	2.55	1.18	2.40	1.07	1.53	.127	0.13
Speaking (online or offline)	2.71	1.03	2.57	0.95	1.59	.138	0.14

Playing Video or Computer Games (e.g., online, offline, PlayStation, Xbox) 4.29 0.81 4.22 0.93 0.88 .067 0.08

	Groups	<i>M</i>	<i>SD</i>	ANOVA Test		
				<i>F</i>	<i>p</i>	$\eta^2$
I think I know about the different types of English that my students encounter outside school.	0 - 3 Years	4.15	0.82	0.44	.723	.003
	4 - 6 Years	4.06	0.83			
	7 - 10 Years	4.23	0.78			
	10 + Years	4.18	0.81			
I am interested in the different ways in which my students use English in their spare time.	0 - 3 Years	4.38	0.89	1.24	.296	.007
	4 - 6 Years	4.24	0.92			
	7 - 10 Years	4.24	0.80			
	10 + Years	4.14	0.81			
I think I know what my students do when they are using English outside school.	0 - 3 Years	3.58	0.94	0.83	.477	.005
	4 - 6 Years	3.73	0.90			
	7 - 10 Years	3.56	0.79			
	10 + Years	3.52	0.91			
I sometimes talk to my students about how they use English in their spare time.	0 - 3 Years	4.00	1.18	1.44	.230	.008
	4 - 6 Years	4.33	0.68			
	7 - 10 Years	4.31	0.83			
	10 + Years	4.26	0.75			
Reading (e.g., social media, books, articles, messages, emails)	0 - 3 Years	2.76	1.21	1.01	.389	.006
	4 - 6 Years	3.16	1.15			
	7 - 10 Years	3.13	1.15			
	10 + Years	3.07	1.10			
Listening to music	0 - 3 Years	4.41	0.86	0.51	.679	.003
	4 - 6 Years	4.52	0.73			
	7 - 10 Years	4.48	0.75			
	10 + Years	4.40	0.79			
Listening to other sources (e.g., radio, podcasts)	0 - 3 Years	2.56	1.26	2.01	.111	.012
	4 - 6 Years	2.92	1.04			
	7 - 10 Years	2.90	1.04			
	10 + Years	3.02	1.06			

	0 - 3 Years	4.00	1.10	3.71	.012	.021
Watching videos (e.g., vlogs, YouTube, TikTok)	4 - 6 Years	4.50	0.73			
	7 - 10 Years	4.47	0.76			
	10 + Years	4.47	0.78			
Watching other things (e.g., series, movies, documentaries)	0 - 3 Years	4.21	0.88	0.68	.564	.004
	4 - 6 Years	4.38	0.77			
	7 - 10 Years	4.30	1.00			
	10 + Years	4.39	0.78			
Writing (e.g., social media, messages, emails, poetry, songs)	0 - 3 Years	2.00	1.07	2.91	.034	.017
	4 - 6 Years	2.71	1.29			
	7 - 10 Years	2.41	0.93			
	10 + Years	2.51	1.14			
Speaking (online or offline)	0 - 3 Years	2.38	1.35	0.94	.423	<.001
	4 - 6 Years	2.61	0.91			
	7 - 10 Years	2.65	1.05			
	10 + Years	2.68	0.95			
Playing video or computer games (e.g., online, offline, PlayStation, Xbox)	0 - 3 Years	4.06	0.90	0.67	.568	.004
	4 - 6 Years	4.25	0.79			
	7 - 10 Years	4.32	0.75			
	10 + Years	4.26	0.89			

**D. PERCEIVED INFLUENCE OF EXTRAMURAL ENGLISH ON  
LANGUAGE SKILLS AND AFFECTIVE OUTCOMES BY UNIVERSITY  
TYPE AND TEACHING EXPERIENCE**

	Private Uni. (N = 288)		Public Uni. (N = 249)		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Reading Skills	4.15	0.67	4.17	0.71	-0.38	.705	-0.03
Listening Skills	4.49	0.56	4.44	0.60	0.83	.405	0.07
Writing Skills	3.64	0.95	3.63	0.85	0.18	.857	0.02
Speaking Skills	4.40	0.64	4.33	0.69	1.09	.275	0.10
Grammar	3.54	0.93	3.59	0.90	-0.70	.482	-0.06
Vocabulary	4.48	0.61	4.50	0.57	-0.43	.669	-0.04
Informal Language Use	4.30	0.80	4.24	0.87	0.77	.444	0.07
Formal Language Use	3.25	1.02	3.19	0.95	0.64	.524	0.06
Learner Confidence	4.37	0.65	4.45	0.63	-1.42	.157	-0.13
Learner Motivation	4.28	0.68	4.38	0.61	-1.75	.081	-0.15

	Groups	<i>M</i>	<i>SD</i>	ANOVA Test		
				<i>F</i>	<i>p</i>	$\eta^2$
Reading Skills	0 - 3 Years	4.00	0.53	0.76	.515	.005
	4 - 6 Years	4.24	0.74			
	7 - 10 Years	4.17	0.65			
	10 + Years	4.16	0.69			
Listening Skills	0 - 3 Years	4.44	0.61	1.19	.314	.007
	4 - 6 Years	4.43	0.64			
	7 - 10 Years	4.60	0.49			
	10 + Years	4.45	0.58			
Writing Skills	0 - 3 Years	3.28	0.88	3.11	.026	.020
	4 - 6 Years	3.73	0.98			
	7 - 10 Years	3.87	0.84			
	10 + Years	3.61	0.89			

Speaking Skills	0 - 3 Years	4.32	0.77	0.29	.830	.002
	4 - 6 Years	4.32	0.69			
	7 - 10 Years	4.43	0.64			
	10 + Years	4.37	0.65			
Grammar	0 - 3 Years	3.55	0.96	0.14	.933	.001
	4 - 6 Years	3.65	0.98			
	7 - 10 Years	3.56	0.79			
	10 + Years	3.55	0.93			
Vocabulary	0 - 3 Years	4.32	0.81	1.66	.176	.009
	4 - 6 Years	4.59	0.50			
	7 - 10 Years	4.55	0.53			
	10 + Years	4.48	0.58			
Informal Language Use	0 - 3 Years	4.33	0.82	1.51	.211	.009
	4 - 6 Years	4.16	0.92			
	7 - 10 Years	4.45	0.80			
	10 + Years	4.25	0.83			
Formal Language Use	0 - 3 Years	3.03	0.97	1.54	.203	.010
	4 - 6 Years	3.46	1.13			
	7 - 10 Years	3.12	0.99			
	10 + Years	3.22	0.97			
Learner Confidence	0 - 3 Years	4.25	0.72	0.74	.531	.004
	4 - 6 Years	4.41	0.70			
	7 - 10 Years	4.40	0.55			
	10 + Years	4.42	0.64			
Learner Motivation	0 - 3 Years	4.15	0.61	1.34	.262	.008
	4 - 6 Years	4.33	0.79			
	7 - 10 Years	4.42	0.61			
	10 + Years	4.33	0.63			

**E. TEACHERS' BELIEFS ABOUT THE RELATIONSHIP BETWEEN IN-SCHOOL AND OUT-OF-SCHOOL ENGLISH BY GENDER, UNIVERSITY TYPE, AND TEACHING EXPERIENCE**

	Female (N = 392)		Male (N = 142)		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
English encountered outside school should be considered and used in instruction.	4.09	0.85	4.12	0.81	-0.43	.667	-0.04
I need to establish a connection between English in -and outside of school.	4.31	0.77	4.38	0.66	-1.05	.296	-0.10
Students who use a lot of informal English in their spare time need support in writing and grammar.	4.11	0.86	4.11	0.77	0.03	.977	0.01
I find it necessary to connect my English classes with what students do in their spare time.	3.99	0.84	3.93	0.83	0.77	.442	0.08
In English classes, teachers should compensate for the English that students do not pick up outside the classroom.	3.60	0.98	3.66	0.92	-0.64	.520	-0.06
Teachers need to encourage students who do not use English in their spare time to do so.	4.55	0.62	4.50	0.59	0.71	.481	0.07
Teachers should encourage their students to engage in specific English spare-time activities.	4.49	0.67	4.39	0.66	1.53	.128	0.15
Teachers ought to speak English with their students when they meet them outside class.	3.20	1.06	3.47	1.15	-2.46	.015	-0.25

	Private Uni. (N = 288)		Public Uni. (N = 249)		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
English encountered outside school should be considered and used in instruction.	4.04	0.89	4.15	0.78	-1.47	.142	-0.13
I need to establish a connection between English in -and outside of school.	4.33	0.79	4.31	0.68	0.33	.738	0.03
Students who use a lot of informal English in their spare time need support in writing and grammar.	4.11	0.83	4.11	0.85	0.01	.997	0.01
I find it necessary to connect my English classes with what students do in their spare time.	3.97	0.86	3.98	0.82	-0.15	.877	-0.01
In English classes, teachers should compensate for the English that students do not pick up outside the classroom.	3.65	0.95	3.56	0.98	1.14	.253	0.10
It is important for teachers to encourage students who do not use English in their spare-time to do so.	4.57	0.59	4.49	0.64	1.54	.123	0.13
Teachers should encourage their students to engage in specific English spare time activities.	4.39	0.74	4.54	0.56	-2.57	.011	-0.22
Teachers ought to speak English with their students when they meet them outside class.	3.45	1.09	3.06	1.05	4.11	< .001	0.36

	Groups	<i>M</i>	<i>SD</i>	ANOVA Test		
				<i>F</i>	<i>p</i>	$\eta^2$
English encountered outside school should be considered and used in instruction.	0 - 3 Years	4.42	0.66	2.47	.061	.014
	4 - 6 Years	4.21	0.94			
	7 - 10 Years	4.09	0.91			
	10 + Years	4.05	0.82			
It is important for me to establish a connection between English in -and outside of school.	0 - 3 Years	4.64	0.55	2.80	.039	.016
	4 - 6 Years	4.44	0.57			
	7 - 10 Years	4.29	0.84			
	10 + Years	4.29	0.75			
Students who use a lot of informal English in their spare time need support in writing and grammar.	0 - 3 Years	4.27	0.91	0.60	.618	.003
	4 - 6 Years	4.16	0.90			
	7 - 10 Years	4.06	0.91			
	10 + Years	4.09	0.81			
I find it necessary to connect my English classes with what students do in their spare time.	0 - 3 Years	4.29	0.63	2.45	.063	.014
	4 - 6 Years	4.08	0.93			
	7 - 10 Years	4.02	0.89			
	10 + Years	3.92	0.83			
In English classes, teachers should compensate for the English that students do not pick up outside the classroom.	0 - 3 Years	3.73	1.01	0.19	.904	.001
	4 - 6 Years	3.61	1.04			
	7 - 10 Years	3.58	1.00			
	10 + Years	3.60	0.95			
It is important for teachers to encourage students who do not use English in their spare time to do so.	0 - 3 Years	4.76	0.50	2.34	.072	.013
	4 - 6 Years	4.54	0.70			
	7 - 10 Years	4.61	0.52			
	10 + Years	4.50	0.62			

Teachers should	0 - 3 Years	4.50	0.79	0.33	.806	.002
encourage their	4 - 6 Years	4.54	0.64			
students to engage	7 - 10 Years	4.44	0.68			
in specific English	10 + Years	4.45	0.66			
spare-time						
activities.						
Teachers ought to	0 - 3 Years	3.33	1.02	4.08	.007	.023
speak English with	4 - 6 Years	3.57	1.10			
their students when	7 - 10 Years	2.89	1.05			
they meet them	10 + Years	3.29	1.08			
outside class.						

**F. TEACHERS' EE-INFORMED INSTRUCTIONAL PRACTICES BY  
UNIVERSITY TYPE AND TEACHING EXPERIENCE**

	Private Uni. (N = 288)		Public Uni. (N = 249)		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
I know how to establish a connection between English in- and outside of school.	3.92	0.79	3.89	0.75	0.50	.617	0.04
The extent to which my students use English outside the classroom influences what I teach.	3.30	0.98	3.28	0.96	0.26	.795	0.02
The extent to which my students use English outside the classroom influences how I teach.	3.36	0.98	3.21	1.02	1.72	.087	0.15
I try to raise my students' awareness about how English from everyday life and popular culture does not always fit with the task that we do in class work.	4.17	0.74	4.13	0.85	0.63	.530	0.06
In groups where students use English a lot outside of the classroom I try to focus more on formal language.	3.50	0.97	3.34	0.93	1.93	.055	0.17
In my teaching, I try to compensate for the fact that English students do not pick up outside the classroom.	3.50	0.96	3.33	0.93	1.98	.048	0.18

When I meet my students outside class, I speak English with them.	3.12	1.22	2.70	1.05	4.24	< .001	0.37
I encourage students who do not yet use English in their spare time to do so.	4.41	0.61	4.39	0.59	0.34	.731	0.03
My students sometimes share in class what they do in English in their spare time.	4.15	0.71	4.13	0.67	0.35	.730	0.03
I give my students opportunities to use the English they acquire outside school when working in the classroom.	4.03	0.76	4.02	0.73	0.12	.907	0.01
I try to integrate as much English as possible from the world outside school into my lessons.	4.01	0.84	3.98	0.81	0.37	.709	0.03
I encourage students to engage in specific types of English spare time activities.	4.08	0.77	4.06	0.72	0.31	.758	0.03
I encourage students to bring material to class that they find interesting so that we can work with it.	3.38	1.00	3.38	1.00	-0.05	.961	-0.01

	Groups	M	SD	ANOVA Test		
				F	p	$\eta^2$
I know how to establish a connection between English in- and outside of school.	0 - 3 Years	4.12	0.73	2.13	.096	.012
	4 - 6 Years	3.71	0.72			
	7 - 10 Years	3.97	0.66			
	10 + Years	3.90	0.79			
The extent to which my students use English outside the classroom influences what I teach.	0 - 3 Years	3.28	1.08	1.11	.346	.006
	4 - 6 Years	3.45	1.01			
	7 - 10 Years	3.12	0.98			
	10 + Years	3.29	0.96			

The extent to which my students use English outside the classroom influences how I teach.	0 - 3 Years	3.78	0.87	3.19	.023	.018
	4 - 6 Years	3.40	1.07			
	7 - 10 Years	3.30	1.02			
	10 + Years	3.24	0.99			
I try to raise my students' awareness about how English from everyday life and popular culture does not always fit with the tasks that we do in class work.	0 - 3 Years	4.48	0.71	3.76	.011	.021
	4 - 6 Years	4.31	0.61			
	7 - 10 Years	4.23	0.80			
	10 + Years	4.08	0.81			
In groups where students use English a lot outside of the classroom I try to focus more on formal language.	0 - 3 Years	3.34	1.26	3.12	.026	.018
	4 - 6 Years	3.82	0.81			
	7 - 10 Years	3.40	0.85			
	10 + Years	3.38	0.95			
In my teaching I try to compensate for the fact that English students do not pick up outside the classroom.	0 - 3 Years	3.63	1.07	0.69	.557	.004
	4 - 6 Years	3.39	1.13			
	7 - 10 Years	3.48	0.97			
	10 + Years	3.39	0.91			
When I meet my students outside class, I speak English with them.	0 - 3 Years	2.94	1.18	1.53	.206	.009
	4 - 6 Years	3.14	1.23			
	7 - 10 Years	2.68	1.11			
	10 + Years	2.94	1.16			
I encourage students who do not yet use English in their spare time to do so.	0 - 3 Years	4.56	0.70	1.02	.386	.006
	4 - 6 Years	4.44	0.64			
	7 - 10 Years	4.36	0.62			
	10 + Years	4.39	0.58			
My students sometimes share in class what they do in English in their spare time.	0 - 3 Years	4.28	0.81	3.05	.028	.017
	4 - 6 Years	4.37	0.60			
	7 - 10 Years	4.16	0.72			
	10 + Years	4.09	0.69			

I give my students	0 - 3 Years	4.10	0.91	.056	.645	.003
opportunities to use	4 - 6 Years	4.14	0.75			
the English they	7 - 10 Years	3.98	0.73			
acquire outside school	10 + Years	4.02	0.74			
when working in the						
classroom.						
I try to integrate as	0 - 3 Years	4.21	1.05	.193	.124	.011
much English as	4 - 6 Years	4.06	0.68			
possible from the	7 - 10 Years	4.14	0.74			
world outside school	10 + Years	3.95	0.84			
into my lessons.						
I encourage students	0 - 3 Years	4.28	0.85	1.47	.221	.008
to engage in specific	4 - 6 Years	4.20	0.69			
types of English spare	7 - 10 Years	4.05	0.73			
time activities.	10 + Years	4.05	0.75			
I encourage students	0 - 3 Years	3.79	0.99	3.08	.057	.019
to bring material to	4 - 6 Years	3.53	1.10			
class that they find	7 - 10 Years	3.15	0.97			
interesting so that we	10 + Years	3.37	0.99			
can work with it.						

## G. TURKISH SUMMARY / TÜRKE ÖZET

### İNGİLİZCE ÖĞRETMENLERİNİN SINIF DUVARLARININ ÖTESİNDEKİ İNGİLİZCEYE BAKIŞ AÇILARI

#### GİRİŞ

İngilizce, küresel iletişimin ortak dili (lingua franca) konumunda olması nedeniyle günümüzde akademik, mesleki ve sosyal alanlarda giderek daha kritik bir yeterlik hâline gelmiştir. Buna rağmen, ikinci dil ediniminde sınıf içi öğretim önemli bir temel sağlasa da zaman, materyal, etkileşim ve otantik dil girdisi bakımından tek başına çoğu bağlamda yeterli değildir. Bu durum, İngilizcenin yabancı dil olarak öğretildiği (EFL) bağlamlarda daha belirgindir. Türkiye’de de öğrencilerin otantik İngilizceyle karşılaşma fırsatları çoğu zaman eğitim kurumlarıyla sınırlı kalmakta; ders dışı kullanım ise bireysel ilgi, motivasyon ve özerkliğe bağlı olarak değişmektedir.

Bu bağlamda, öğrencilerin okul dışında film/dizi izleme, müzik dinleme, oyun oynama, sosyal medyada içerik takip etme gibi etkinliklerle İngilizceyle temas etmeleri “ders dışı İngilizce (Extramural English, EE)” kavramını gündeme getirmiştir. Sundqvist (2009) tarafından ortaya konan bu kavram, İngilizceyle “sınıf duvarlarının dışında” gerçekleşen, çoğunlukla öğrenen tarafından başlatılan ve resmî öğretim hedefleriyle doğrudan bağlantılı olmayan maruziyet ve kullanım biçimlerini kapsamaktadır. EE, sınıf içi öğrenmenin yerini alan bir süreç değil; çoğu çalışmada, sınıf içi öğretimi tamamlayan ve genişleten bir dil deneyimi alanı olarak ele alınmaktadır.

EE araştırmaları, özellikle dijital medya ve etkileşimli ortamlarda gerçekleşen maruziyetin kelime gelişimi, dinleme becerisi, akıcılık, iletişim isteği ve motivasyon gibi birçok alanda olumlu etkiler yaratabildiğini göstermektedir. Ancak bu etkilerin

her öğrenende aynı düzeyde ortaya çıkmadığı; maruziyetin sıklığı, niteliği ve sürekliliğinin yanında öğrenenin motivasyonu ve özerkliğinin belirleyici olduğu da vurgulanmaktadır. Dahası, EE'nin genellikle daha çok alımlayıcı (receptive) becerileri desteklediği; biçimsel doğruluk, akademik ve resmî dil kullanımı gibi alanlarda sınıf içi yönlendirme ve yapılandırılmış pratik ihtiyacının devam ettiği görülmektedir.

Türkiye bağlamında konu daha da kritik hâle gelmektedir. Bir yandan öğrencilerin dijital platformlar aracılığıyla İngilizceye erişimi artmakta; diğer yandan üniversite hazırlık programları gibi kurumsal bağlamlarda öğretim çoğu zaman sınav odaklı, ders kitabı merkezli ve doğruluk (accuracy) ağırlıklı yürütülmektedir. Bu durum, öğrencilerin resmî olmayan dijital İngilizce deneyimleri ile akademik İngilizceye ilişkin beklentiler arasında bir uyumsuzluk oluşturabilmektedir. Bu noktada öğretmenlerin rolü belirleyicidir: Öğretmenler, öğrencilerin ders dışı İngilizce deneyimlerini pedagojik olarak tanıyan, meşrulaştıran ve sınıf içi uygulamalarla ilişkilendiren “aracı” aktörler olarak EE'nin sınıf içindeki görünürlüğünü ve değerini doğrudan etkilerler.

Bu çalışmanın temel problemi, Türkiye’de üniversite hazırlık okullarında görev yapan İngilizce öğretmenlerinin EE’ye ilişkin algılarının, EE’nin dil gelişimine etkisine dair değerlendirmelerinin ve EE’nin sınıf içi öğretim uygulamalarına yansımalarının yeterince incelenmemiş olmasıdır. Literatürde EE’nin öğrenen çıktıları ve öğrenen davranışları sıklıkla çalışılmış olsa da, öğretmenlerin EE’yi nasıl yorumladığı, ne ölçüde pedagojik bir kaynak olarak gördüğü ve hangi koşullarda sınıf içine taşıdığı konuları Türkiye bağlamında sınırlı kalmıştır.

## **ÇALIŞMANIN AMACI VE ARAŞTIRMA SORULARI**

Bu araştırmanın temel amacı, Türkiye’de üniversite hazırlık okullarında görev yapan İngilizce öğretmenlerinin ders dışı İngilizce (EE) konusundaki görüşlerini incelemektir. Çalışma, öğretmenlerin öğrencilerin sınıf dışı İngilizce etkinliklerini ne kadar yaygın gördüklerini, bu etkinliklerin dil gelişimine etkisini nasıl değerlendirdiklerini, EE ile sınıf içi öğretim arasındaki bağlantıya ne ölçüde önem

atfettiklerini ve öğrencilerin EE kullanımının öğretim uygulamalarını nasıl etkilediğini ortaya koymayı hedeflemektedir.

Bu amaç doğrultusunda şu araştırma soruları yanıtlanmıştır:

1. Öğretmen algılarına göre üniversite hazırlık öğrencileri arasında farklı EE etkinlikleri ne kadar yaygındır?
2. Öğretmenlere göre EE, dil öğreniminin farklı alanlarını (beceriler/duyuşsal değişkenler) nasıl etkilemektedir?
3. Öğretmenler, okul içi İngilizce öğretimi ile okul dışı İngilizce deneyimleri arasında bağlantı kurmayı ne ölçüde önemli görmektedir?
4. Öğrencilerin EE kullanımı, öğretmenlerin genel ELT uygulamalarını ve öğretim kararlarını ne ölçüde etkilemektedir?

## **ARAŞTIRMANIN YÖNTEMİ**

### **Araştırma Deseni**

Çalışma, temel olarak nicel ağırlıklı betimsel tarama (survey) deseni ile yürütülmüştür. Bu desen, geniş bir katılımcı grubundan elde edilen veriler aracılığıyla, öğretmen algılarındaki genel eğilimleri ve olası grup farklılıklarını betimsel ve karşılaştırmalı biçimde incelemeye olanak sağlamaktadır.

Nicel bulguların yorumlanmasını zenginleştirmek ve istatistiksel sonuçlara bağlamsal derinlik kazandırmak amacıyla ankete tek bir açık uçlu soru eklenmiştir. Bu veri, tamamlayıcı nitel veri olarak ele alınmış ve indüktif tematik analiz yaklaşımıyla çözümlenmiştir (Braun & Clarke, 2006).

Araştırmada kullanılan anket, Henry ve arkadaşları (2018) tarafından geliştirilen ve daha sonra Schurz ve Sundqvist (2022) tarafından kullanılan uluslararası ölçek temel alınarak Türkiye'deki üniversite hazırlık okulu bağlamına uyarlanmıştır.

### **Araştırmanın Katılımcıları**

Araştırma, Türkiye'deki üniversite hazırlık okullarında görev yapan 537 İngilizce öğretmeni ile gerçekleştirilmiştir. Katılımcıların büyük çoğunluğu kadın (%73.0) ve

ana dili Türkçe olan öğretmenlerden oluşmaktadır (%90.3). Örneklemin %53.6'sı özel üniversitelerde, %46.4'ü devlet üniversitelerinde çalışmaktadır. Katılımcıların önemli bir bölümü 10 yıl ve üzeri öğretmenlik deneyimine sahiptir (%71.7). Katılımcılar Türkiye'nin farklı bölgelerindeki üniversitelerden gönüllü olarak çalışmaya katılmıştır. Örnekleme süreci kolayda örnekleme ve gönüllülük esasına dayanmıştır; bu nedenle seçim yanlılığı olasılığı ve genellenebilirlik sınırlılığı yöntemsel bir not olarak ele alınmıştır.

### **Veri Toplama Araçları**

Veriler, Google Forms üzerinden uygulanan çevrimiçi bir anket aracılığıyla toplanmıştır. Anket, 7 adet arka plan ve demografik madde, 44 adet Likert tipi madde ve 1 adet açık uçlu sorudan oluşmaktadır. Likert ölçekleri, frekans maddelerinde “hiç yaygın değil”den “çok yaygın”a; etkiyi ölçen maddelerde ise “çok olumsuz”dan “çok olumlu”ya uzanan beşli derecelendirme biçiminde yapılandırılmıştır. Ayrıca, inanç ve uygulama maddeleri beşli katılım ölçeğiyle (katılmıyorum → katılıyorum) değerlendirilmiştir. Ölçeğin güvenilirliği Cronbach Alfa katsayıları kullanılarak değerlendirilmiştir. Alt ölçekler için alfa değerleri sırasıyla:

- **EE ile ELT'yi ilişkilendirmenin önemi:**  $\alpha = .783$
- **EE materyalini sınıfa taşıma:**  $\alpha = .666$
- **İnformal EE kullanımını telafi etme:**  $\alpha = .533$

Ölçeğin toplam güvenilirliği  $\alpha = .735$  olarak hesaplanmıştır. Üçüncü alt ölçeğin alfa değeri geleneksel eşik değerinin altında olsa da, madde sayısının sınırlı olması ve alt boyutun kuramsal önemi gerekçesiyle ölçek çalışmada korunmuş ve ilgili bulguların dikkatle yorumlanması gerektiği belirtilmiştir. (Bu alt ölçek “daha düşük ama bağlam içinde kabul edilebilir” olarak ele alınmış; yorumlarda temkinli yaklaşım vurgulanmıştır.)

### **Veri Toplama Süreci ve Etik**

Araştırma, ODTÜ İnsan Araştırmaları Etik Kurulu onayı alındıktan sonra yürütülmüştür. Katılımcılara bilgilendirilmiş onam sunulmuş; katılımın gönüllü olduğu, yanıtların anonim tutulacağı ve istendiği anda çalışmadan çekilebilecekleri açıkça bildirilmiştir. Anket, sosyal medya duyuruları, öğretmen ağları, e-posta

listeleri ve hazırlık okulu yöneticileri üzerinden paylaşılarak yaygınlaştırılmıştır. Veri toplama süreci Ekim - Kasım 2025 tarihleri arasında gerçekleştirilmiştir.

### **Veri Analizi**

Nicel veriler IBM SPSS 29 programında analiz edilmiştir. Öncelikle betimsel istatistikler (frekanslar, yüzdeler, ortalamalar, standart sapmalar) hesaplanmış; ayrıca grup karşılaştırmaları için bağımsız örneklem *t*-testi (cinsiyet ve kurum türü) ve tek yönlü ANOVA (deneyim yılı grupları: 0-3, 4-6, 7-10, 10+ yıl) uygulanmıştır. Anlamlılık düzeyi  $p < .05$  olarak belirlenmiştir. Parametrik test varsayımları (normal dağılım ve varyans homojenliği) kontrol edilmiş; büyük örneklem büyüklüğünde parametrik testlerin küçük sapmalara karşı görece dayanıklı olduğu kabul edilmiştir. Açık uçlu sorudan elde edilen nitel veriler, tekrar okuma-kodlama-tema oluşturma adımlarını içeren indüktif tematik analiz yoluyla yorumlanmıştır.

### **Araştırmanın Sınırlılıkları**

Bu araştırmanın bulguları bazı yöntemsel sınırlılıklar çerçevesinde değerlendirilmelidir. Çalışma, üniversite hazırlık okullarında görev yapan öğretim görevlilerinden toplanan öz-bildirim verilerine dayandığından, elde edilen sonuçlar öğrencilerin gerçek ders dışı İngilizce (Extramural English, EE) uygulamalarından ziyade öğretmenlerin algı ve yorumlarını yansıtmaktadır.

Örneklemin kolayda örnekleme yöntemi ve gönüllü katılım yoluyla oluşturulması, bulguların diğer eğitim düzeylerine veya farklı bağlamlara doğrudan genellenebilirliğini sınırlayan bir faktör olarak dikkate alınmalıdır.

Ayrıca katılımcıların büyük bir bölümünün 10 yıl ve üzeri mesleki deneyime sahip olması, deneyim grupları arasındaki karşılaştırmaların istatistiksel duyarlılığını azaltmış olabilir. Bu nedenle deneyime ilişkin ANOVA sonuçları, küçük etki büyüklükleriyle birlikte ve ihtiyatlı biçimde yorumlanmıştır.

Kullanılan ölçek daha önceki çalışmalardan uyarlanmış olmakla birlikte, uyarlama sonrasında ayrı bir pilot uygulama yapılmamış olması yöntemsel bir sınırlılık olarak değerlendirilebilir. Ayrıca “resmî olmayan İngilizce EE kullanımını telafi etme” alt

boyutunun güvenilirlik katsayısının ( $\alpha = .533$ ) geleneksel eşik değerlerin altında kalması, bu alt boyuta ilişkin bulguların temkinli yorumlanmasını gerektirmektedir.

Araştırmada öğrenci görüşlerine, sınıf içi gözlemlere veya doğrudan performans ölçümlerine yer verilmemiş olması, öğretmen algıları ile öğrencilerin gerçek EE davranışları arasındaki ilişkinin dolaylı biçimde incelenmesine yol açmıştır. Son olarak, kesitsel araştırma deseni, öğretmen algılarının zaman içindeki değişimini ve EE entegrasyonunun uzun vadeli etkilerini ortaya koyma açısından sınırlılık taşımaktadır.

## **BULGULAR**

### **Demografik Bulgular**

Araştırmaya katılan 537 öğretmenin çoğunluğu kadın (%73) ve ana dili Türkçe olan öğretmenlerden oluşmaktadır (%90.3). Katılımcılar özel (%53.6) ve devlet (%46.4) üniversitelerinden dengeli sayılabilecek bir dağılımla gelmektedir. Örneklemin büyük bir bölümünün 10+ yıl deneyimli olması (%71.7), öğretmenlerin hazırlık okulu bağlamındaki uzun dönemli gözlemlerini yansıtan güçlü bir veri zemini sunmaktadır.

### **RQ1: Öğretmen Algılarına Göre Öğrencilerin EE Etkinliklerinin Yaygınlığı**

Öğretmenler, öğrencilerin okul dışında İngilizceyle özellikle alımlayıcı (receptive) ve eğlence odaklı etkinlikler aracılığıyla sık karşılaştığını bildirmiştir. En yüksek ortalamalar, İngilizce müzik dinleme ve İngilizce video/av içerik izleme (YouTube, TikTok vb.) gibi etkinliklerde görülmüştür (genellikle  $M \approx 4.3-4.5$ ). İngilizce oyun oynama da dikkat çekici biçimde yüksek algılanan bir EE bağlamı olmuştur ( $M \approx 4.2-4.3$ ).

Buna karşılık, üretken (productive) etkinlikler daha sınırlı raporlanmıştır. Öğretmenler, öğrencilerin okul dışında İngilizce konuşma ve özellikle yazma etkinliklerini daha az gerçekleştirdiğini belirtmiştir ( $M \approx 2.4-2.7$ ). İngilizce okuma (sosyal medya içerikleri, kısa metinler, mesajlar) ise orta düzeyde algılanmıştır ( $M \approx 3.0$  civarı).

Öğretmenlerin öğrencilerin EE uygulamalarına ilişkin farkındalık ve ilgilerinin yüksek olduğu görülmüştür. Öğretmenler öğrencilerin boş zamanlarında İngilizceyi nasıl kullandıklarıyla ilgilendiklerini ve bu kullanım türleri hakkında genel bir farkındalığa sahip olduklarını yüksek ortalamalarla ifade etmiştir ( $M > 4.0$ ).

Kurum türüne göre yapılan karşılaştırmalarda genel olarak istatistiksel farklılıkların sınırlı olduğu görülmektedir. Ancak özel üniversite öğretmenleri, öğrencilerin boş zaman İngilizce kullanımına ilişkin ilgilerini biraz daha yüksek raporlamış ( $M = 4.26$ ) ve İngilizce müzik dinlemenin daha yaygın olduğunu az da olsa daha yüksek algılamıştır ( $M = 4.49$ ). Her iki durumda da etki büyüklükleri küçük düzeydedir, bu nedenle bulgular betimsel eğilimler olarak değerlendirilmiştir.

Deneyim yılına göre yapılan karşılaştırmalarda da genel tablo büyük ölçüde benzerlik göstermektedir. Bununla birlikte, 0–3 yıl deneyime sahip öğretmenler, video izleme etkinliklerinin sıklığını diğer gruplara kıyasla daha düşük algılamış; ayrıca yazma etkinliklerine ilişkin sınırlı sayıda istatistiksel olarak anlamlı fark raporlanmıştır. Etki büyüklüklerinin küçük olması nedeniyle, bu farklılıklar bağlamsal düzeyde ve ihtiyatlı biçimde yorumlanmıştır.

### **RQ2: EE'nin Dil Gelişimine Etkisine İlişkin Öğretmen Algıları**

Öğretmenler, ders dışı İngilizce'nin (Extramural English, EE) dil gelişimine genel olarak olumlu katkı sunduğunu belirtmiştir. Algılanan etkilerin özellikle dinleme ( $M \approx 4.46$ ), kelime gelişimi ( $M \approx 4.49$ ) ve konuşma becerileri ( $M \approx 4.36$ ) üzerinde yoğunlaştığı; bunun yanı sıra motivasyon ve özgüven gibi duyuşsal değişkenler üzerinde de güçlü bir etki yarattığı görülmüştür ( $M \approx 4.30-4.40$ ). Bu bulgular, EE'nin öğrenenlere zengin ve sürekli bir dil girdisi (input) sunan, anlam-odaklı ve çoğunlukla öğrenen tarafından yönlendirilen yapısıyla, doğal ve örtük öğrenmeyi (incidental learning) desteklediğini göstermekte ve mevcut EE literatürüyle genel olarak tutarlı bir tablo çizmektedir.

Buna karşılık, dilbilgisi ( $M \approx 3.55$ ), akademik ve resmî dil kullanımı ( $M \approx 3.19-3.25$ ) ve yazma gibi doğruluk ve biçimsellik gerektiren alanlarda algılanan etki daha orta düzeyde kalmıştır. Bu sonuç, öğretmenlerin EE'yi daha çok akıcılık, maruziyet

ve iletişim odaklı alanlarla ilişkilendirdiğini; buna karşın biçimsel doğruluk ve akademik üretim için sınıf içi yapılandırılmış desteğin önemini koruduğunu düşündürmektedir.

Kurum türüne göre karşılaştırmalarda anlamlı fark görülmemiş; özel ve devlet üniversitelerindeki öğretmenler EE'nin etkisini büyük ölçüde benzer değerlendirmiştir. Deneyim yılına göre yalnızca yazma alanında küçük bir fark raporlanmış; 0-3 yıl deneyimli öğretmenler, EE'nin yazmaya etkisini diğer bazı gruplara kıyasla daha düşük algılamıştır ( $\eta^2$  küçük).

Açık uçlu yanıtlar, nicel bulgularla tutarlıdır. Öğretmenler EE'nin özellikle kelime, dinleme, akıcılık ve motivasyonda belirgin destek sağladığını; buna karşın öğrencilerin resmî olmayan dijital İngilizceyi (argo, meme dili, oyun ifadeleri) akademik bağlama taşıyabildiğini ve yazma/biçimsel kullanımda sorunlar görülebildiğini belirtmiştir.

### **RQ3: Okul İçi ve Okul Dışı İngilizce Arasında Bağ Kurmaya Yönelik İnançlar**

Öğretmenler, okul içi İngilizce öğretimi ile öğrencilerin okul dışı İngilizce deneyimleri arasında bağlantı kurulmasını genel olarak çok önemli görmektedir. Bu bölümde maddeler genellikle yüksek ortalamalar sergilemiştir ( $M \approx 3.60-4.55$ ). Özellikle, boş zamanlarında İngilizce kullanmayan öğrencilerin EE etkinliklerine yönlendirilmesi ve öğretmenlerin öğrencilere çeşitli EE etkinlikleri önermesi, güçlü biçimde desteklenmiştir ( $M \approx 4.39-4.55$ ).

Öğretmenler ayrıca, resmî olmayan İngilizce maruziyetinin dilbilgisi ve yazma gibi alanlarda zorluklar doğurabileceğini ve bu alanlarda öğrencilerin pedagojik olarak desteklenmesi gerektiğini belirtmiştir ( $M \approx 4.11$  civarı). Bununla birlikte, “öğretmenlerin öğrencilerle sınıf dışında karşılaştıklarında İngilizce konuşması gerektiği” maddesi görece daha düşük ortalamaya sahiptir ( $M \approx 3.06-3.45$ ). Bu bulgu, öğretmenlerin EE-ELT bağlantısını ilkesel düzeyde çok güçlü desteklediklerini; fakat sınıf dışı etkileşimlerde profesyonel sınırlar, bağlamsal normlar veya iş yükü gibi nedenlerle daha temkinli davranabildiklerini düşündürmektedir.

Kurum türüne göre iki küçük fark gözlenmiştir: Devlet üniversitesi öğretmenleri, öğrencilere belirli EE etkinlikleri önerme konusunda biraz daha yüksek görüş bildirirken; özel üniversite öğretmenleri, sınıf dışı karşılaşmalarda İngilizce konuşma konusunda daha yüksek görüş bildirmiştir (küçük/orta düzey etki). Deneyim yılı açısından ise 0-3 yıl deneyimli öğretmenler, “okul içi ve okul dışı İngilizce arasında bağlantı kurma” maddesine daha yüksek katılım göstermiştir. Etki büyüklüğü küçük olmakla birlikte, bu bulgu erken kariyer öğretmenlerinin daha bütünleştirici bir pedagojik yönelim sergileyebileceğine işaret etmektedir.

#### **RQ4: EE'nin ELT Uygulamalarına Etkisi**

Öğretmenler, öğrencilerin EE kullanımının kendi öğretim uygulamalarını anlamlı fakat ikincil düzeyde etkilediğini raporlamıştır. Bu bölümde ortalamalar  $M \approx 2.70-4.41$  aralığında değişmekte; EE'nin sınıf içi uygulamalara yansımalarının inanç düzeyindeki kadar güçlü olmadığını göstermektedir.

Uygulamalara ilişkin bulgular, öğretmenlerin EE'yi sınıf içi öğretime çoğunlukla dolaylı ve destekleyici biçimde yansıttığını göstermektedir. En güçlü uygulama göstergeleri, öğretmenlerin öğrencileri EE etkinliklerine teşvik etmesi ( $M \approx 4.39-4.41$ ), öğrencilerin EE yoluyla edindikleri dili sınıf içi görev ve etkinliklerde kullanmalarına fırsat tanınması ( $M \approx 4.02-4.03$ ) ve popüler kültürde karşılaşılan İngilizcenin her zaman akademik görevler için uygun olmadığını öğrencilere fark ettirmesi ( $M \approx 4.13-4.17$ ) olarak öne çıkmıştır. Buna karşılık, öğrencilerin EE düzeyine bağlı olarak öğretmenlerin doğrudan “ne öğrettiklerini” ya da “nasıl öğrettiklerini” değiştirmeleri daha orta düzeyde raporlanmıştır ( $M \approx 3.20-3.30$ ). Benzer biçimde, öğretmenlerin sınıf dışında öğrencilerle İngilizce konuşmasına ilişkin madde en düşük ortalamalardan birine sahiptir ( $M \approx 2.70-3.12$ ). Bu bulgular, öğretmenlerin EE'yi pedagojik olarak değerli bir kaynak olarak gördüklerini, ancak bunu çoğunlukla mevcut eğitim programı ve kurumsal sınırlar içinde, öğretimin temel yapısını dönüştürmeden kullandıklarını göstermektedir. (Bu örüntü, Chapter 4-5'te vurgulanan “inanç-uygulama boşluğu / farkındalık yüksek-entegrasyon orta” temasını doğrudan desteklemektedir.)

Kurum türü karşılaştırmalarında genel olarak farklar sınırlı kalmıştır; özel üniversite öğretmenleri “öğrencilerin sınıf dışında edinmediği İngilizceyi sınıfta telafi etme” ve

“sınıf dışında İngilizce konuşma” maddelerinde daha yüksek ortalama bildirmiştir (küçük/orta etki).

Deneyim yılına göre bazı maddelerde istatistiksel olarak anlamlı ancak küçük etki büyüklüğüne sahip farklılıklar raporlanmıştır. Özellikle 0-3 yıl deneyimli öğretmenlerin EE'nin öğretim biçimini etkilemesine daha açık olduğu; öğrencilerin EE deneyimlerini sınıfta paylaşımlarını daha çok gözlemlediği ve resmî olmayan-akademik İngilizce farkındalığına daha fazla vurgu yaptığı görülmüştür. Açık uçlu yanıtlar, öğretmenlerin EE'ye daha yoğun biçimde maruz kalan gruplarda dilsel sicil (register) farkındalığına yönelik çalışmalar yaptığını, resmî olmayan ifadeleri akademik dile dönüştürmeye yönelik etkinlikler kullandığını; tartışma, rol oynama (role-play) ve problem çözme gibi üst düzey iletişim görevleriyle öğrencilerin akıcılığını sınıf içine taşıdığını göstermiştir. Bununla birlikte, standartlaştırılmış öğretim programları ve sınav odaklı yapıların EE entegrasyonunu sınırladığı da vurgulanmıştır.

## **TARTIŞMA**

Bu bölümde araştırmanın bulguları, ders dışı İngilizce (EE) alanındaki kuramsal çerçeveler ve önceki çalışmalar ışığında yorumlanmıştır. Nicel ve nitel veriler birbirinden bağımsız iki çıktı olarak ele alınmamış; açık uçlu yanıtlar, anket bulgularını derinleştiren ve bağlama oturtan tamamlayıcı kanıtlar olarak kullanılmıştır. Böylece, Türkiye'de üniversite hazırlık okullarında görev yapan öğretmenlerin öğrencilerin okul dışı İngilizce etkileşimlerini nasıl algıladıkları ve bu algıların öğretim kararlarına nasıl yansıdığı bütüncül biçimde açıklanmıştır.

Katılımcı profili, Türkiye'deki hazırlık okulu öğretmenlerinin genel görünümüyle uyumludur. Örneklemin farklı bölge ve kurumlardan toplanmış olması bulguların bağlamsal geçerliğini güçlendirmektedir (demografik ayrıntılar Ek B'de sunulmuştur). Bununla birlikte, öğretmenlik deneyimi dağılımının 10 yıl ve üzeri grubunda yoğunlaşması, ANOVA karşılaştırmalarında gruplar arası duyarlılığı azaltmış olabilir. Bu nedenle deneyim değişkenine ilişkin farklılıklar küçük etki büyüklükleri dikkate alınarak ihtiyatlı biçimde yorumlanmıştır.

Araştırma soruları temelinde yapılan tartışma, bulguların hem Türkiye’deki EE literatürüyle hem de uluslararası eğilimlerle yüksek düzeyde örtüştüğünü göstermektedir.

Birinci araştırma sorusuna ilişkin bulgular, öğretmenlerin öğrencilerin EE etkinliklerinin ağırlıklı olarak alımlayıcı ve eğlence odaklı (müzik dinleme, video izleme, oyun oynama) olduğunu düşündüğünü göstermektedir. Bu görünüm, Türkiye’de üniversite hazırlık düzeyinde yapılan çalışmalarda raporlanan “dinleme > okuma > konuşma > yazma” hiyerarşisiyle uyumludur (örn. Ekşi & Aydın, 2013; Coşkun & Mutlu, 2017; Orhon, 2018). Uluslararası çalışmalar da benzer biçimde, gençlerin ve genç yetişkinlerin EE’de çoğunlukla video, müzik, sosyal medya ve oyun gibi mecralara yöneldiğini; üretken kullanımın daha sınırlı kaldığını göstermektedir (örn. Pickard, 1996; Schwarz, 2020). Açık uçlu yanıtlar ise, EE katılımının öğrenciler arasında ciddi biçimde değiştiğini ve motivasyonun belirleyici olduğunu vurgulayarak bu tabloyu açıklamıştır (Bardak, 2023). Öğretmenlerin sınıf içinde gözlemlediği günlük konuşma dili, mizah ve oyun temelli ifadelerin sınıf ortamına taşınması, EE’nin çoğunlukla resmî olmayan dil çeşitleri üzerinden gerçekleştiği yönündeki bulgularla örtüşmektedir (Sundqvist & Sylvén, 2016).

Araştırmanın ikinci sorusu kapsamında elde edilen bulgular, öğretmenlerin EE’nin etkisini en çok dinleme ve kelime gelişimi gibi yoğun biçimde dil girdisine dayalı alanlarda algıladıklarını göstermektedir. Bu durum, öğrencilerin İngilizceye maruz kalarak ve çoğu zaman farkında olmadan öğrenmelerini açıklayan girdi temelli ve örtük öğrenme yaklaşımlarıyla uyumludur. Öğretmenlerin motivasyon, özgüven ve akıcılık alanlarında da olumlu etki algılaması; özellikle oyun ve çevrimiçi etkileşim gibi bağlamlarda anlam oluşturma ve işlevsel dil kullanımının devreye girmesiyle açıklanabilir (örn. Turgut & Irgın, 2009; Ryu, 2013). Buna karşılık, dilbilgisi, yazma ve akademik dil alanlarındaki daha temkinli değerlendirmeler; EE’nin genellikle biçimsel doğruluğu hedefleyen bir yapı sunmaması ve bu alanlarda sınıf içi yönlendirme ihtiyacının sürmesiyle tutarlıdır (örn. Arndt & Woore, 2023; Schurz & Sundqvist, 2023). Bu bulgular, öğretmenlerin EE’yi tamamlayıcı ancak tek başına yeterli olmayan bir öğrenme kaynağı olarak konumlandığını göstermektedir.

Üçüncü araştırma sorusu kapsamında elde edilen sonuçlar, öğretmenlerin okul içi ve okul dışı İngilizce arasında bağ kurmaya güçlü biçimde önem verdiğini ve EE'nin sınıf içi öğretime pedagojik bir kaynak olarak taşınabileceğine yönelik yaygın bir mesleki uzlaşısı bulunduğunu göstermektedir. Öğretmenlerin EE'yi teşvik etme eğilimi, EE katılımındaki eşitsizlikleri telafi etme ihtiyacıyla da ilişkilidir. Bununla birlikte, “sınıf dışında öğrencilerle İngilizce konuşma” maddesinin daha düşük kalması, pedagojik isteksizlikten çok Türkiye bağlamındaki öğretmen–öğrenci sınırları, kurumsal normlar ve sınıf dışı etkileşim kültürü ile açıklanabilir.

Dördüncü araştırma sorusuna ilişkin bulgular ise, öğretmenlerin EE'yi sınıfa taşıma düzeyinin “farkındalık ve inanç” düzeyine kıyasla daha sınırlı kaldığını göstermektedir. Bu durum, çalışmanın en kritik yorum alanını oluşturmaktadır: yani farkındalık yüksek, entegrasyon orta örüntüsü. Öğretmenler EE'yi değerli görse de, uygulamaya geçişi çoğu zaman eğitim programı yoğunluğu, sınav odaklı yapı, ders ilerleme planları (öğretim sürecini belirleyen zamanlama ve kazanım takvimleri) ve sınırlı ders zamanı gibi yapısal faktörler sınırlandırmaktadır (örn. Engin, 2023). Bu nedenle öğretmenler, EE'yi eğitim programının merkezine koymak yerine, daha çok ders hedefleriyle uyumlu olduğunda sınırlı ve seçici entegrasyon yoluna gitmektedir. Bu tablo yalnızca Türkiye'ye özgü değildir; benzer biçimde farklı ülkelerde de EE'ye maruziyet yüksek olsa bile sınıf içi entegrasyonun sistem koşullarına bağlı olarak sınırlı kaldığı raporlanmaktadır (örn. Fajt, 2021; Schurz & Sundqvist, 2023).

Genel olarak tartışma bölümü, bu çalışmanın Türkiye'deki hazırlık okulu bağlamında şu sonucu güçlendirdiğini göstermektedir: EE, öğrencilerin gündelik dil ekolojisinin güçlü bir parçasıdır; öğretmenler bunu açık biçimde fark etmekte ve pedagojik açıdan değerli görmektedir. Ancak EE'nin sınıf içi öğretime dönüşmesi, çoğunlukla öğretmenin niyetinden ziyade kurumsal ve öğretim programına ilişkin koşullara bağlıdır. Dolayısıyla EE, yalnızca öğrenen-merkezli “dışsal” bir olgu olarak değil, öğretmen aracılığı ve bağlamsal kısıtlar içinde pedagojik olarak yapılandırılan ve müzakere edilen bir öğrenme alanı olarak ele alınmalıdır. Bu yönüyle bulgular, EE'nin pedagojik değerinin bireysel öğretmen farkındalığından ziyade, kurumsal esneklik ve öğretim programı tasarımıyla yakından ilişkili olduğunu ortaya koymaktadır.

## ÖNERİLER

### 1) Uygulamaya Yönelik Çıkarımlar

Bu çalışmanın bulguları, hazırlık okulu bağlamında EE'nin sınıf içi öğretime mikro düzeyde entegrasyonunun (tam bir eğitim programı değişimi gerektirmeden) mümkün ve işlevsel olduğunu göstermektedir. Buna göre, eğitim programı planlamasına EE-duyarlı unsurlar eklenmelidir: Haftalık “gerçek yaşam İngilizcesi (real-world English)” oturumları, EE tabanlı mini görev bankaları, çok modlu metinler (multimodal texts) ve resmî-resmî olmayan dil karşılaştırma etkinlikleri aracılığıyla EE'nin sınıf içinde sistematik olarak etkinleştirilmesi önerilmektedir.

Bu entegrasyonun uygulanabilirliğini artırmak amacıyla, öğretmenlere yapılandırılmış entegrasyon rehberleri sunulmalıdır. Örnek ders planları, YouTube/oyun/sosyal medya içeriklerini seçmeye yönelik kontrol listeleri (seviye uygunluğu, dilsel sicil [register], amaç uyumu ve görev potansiyeli) ve argo ile dilsel sicil yönetimine (slang / register management) yönelik çerçeveler, anlık ve plansız uygulamaları daha planlı ve sistematik bir entegrasyon sürecine dönüştürebilir.

Öte yandan, bulgularda görünür hâle gelen resmî olmayan–akademik dil düzeyi boşluğu (informal–formal register gap) hedefli biçimde ele alınmalıdır. Mizah içerikli görsel ve oyun dilinden akademik dile geçiş, resmî olmayan metinlerin akademik paragraf veya deneme (essay) biçimine dönüştürülmesi ve “EE İngilizcesi - Akademik İngilizce” sözlükleri ya da not defterleri gibi destekleyici öğretim (scaffolding) stratejileri, öğrencilerin EE kaynaklı akıcılıklarını akademik doğrulukla buluşturmaya yardımcı olabilir.

EE'nin öğrenci motivasyonu ile güçlü ilişkisi dikkate alındığında, öğrenci ilgisi motivasyon için bir kaldıraç olarak kullanılmalıdır. Kısa video kesitleri, şarkı sözleri, mizah içerikleri ve oyun anlatıları, ısınma etkinliği, konuşma yönlendiricisi (speaking prompt) ya da ilgi temelli okuma–dinleme görevi olarak kullanılabilir ve bu yaklaşım sınıf içi katılımı artırabilir.

Bu süreçte öğretmen mesleki gelişimi (öğretmen mesleki gelişimi - teacher professional development, TPD) EE odağıyla güncellenmelidir. Güncel EE

platformlarını tanıma, bu platformların dilsel olanaklarını (affordances) analiz etme, görev tasarımı (task design) ve sınıf içi uyarılma becerileri TPD'nin temel bileşenleri arasında yer almalıdır. Ayrıca öğretmen öğrenme toplulukları (professional learning communities - PLCs) aracılığıyla materyal paylaşımı teşvik edilmelidir.

Ayrıca ölçme-değerlendirme ekosistemi dengelenmelidir. Sınavlar tamamen değişirse de EE'nin geliştirdiği becerileri yakalayan biçimlendirici değerlendirme uygulamaları (yansıtıcı kısa yazılar, medya temelli düşük riskli kısa sınavlar, proje ve portfolyo çalışmaları) eklenerek daha dengeli bir değerlendirme yaklaşımı oluşturulabilir.

Son olarak, hazırlık programlarında “esneklik alanları” (flexible spaces) yaratılmalıdır. Opsiyonel haftalar, öğrenci seçmeli mini projeler ve EE portfolyoları, EE'nin eğitim programı baskısı altında bile anlamlı biçimde sınıfa taşınmasını kolaylaştırabilir.

## **2) Kuramsal Çıkarımlar**

Bulgular, EE'yi yalnızca öğrenen-merkezli dışsal bir olgu olarak değil; öğretmen aracılığı ve kurumsal bağlam tarafından şekillenen, pedagojik olarak müzakere edilen bir alan olarak yeniden düşünmeyi desteklemektedir. Bu doğrultuda, EE'ye ilişkin kuramsal çerçevelere öğretmen bilişi, kurumsal kısıtlar ve öğretmen ajansı boyutlarının daha açık biçimde entegre edilmesi gerekmektedir.

Aynı zamanda, EE'nin akıcılık, kelime gelişimi ve dinleme gibi alanlarda güçlü; doğruluk ve akademik yazma gibi alanlarda ise daha sınırlı etki göstermesi, girdi (input), etkileşim (interaction), çıktı (output) ve farkındalık (noticing) gibi ikinci dil edinimi (SLA) mekanizmalarıyla tutarlı biçimde form-odaklı öğretim aracılığı gereksinimini vurgulamaktadır. Bu kuramsal okuma, EE'nin sunduğu anlam-odaklı girdinin, sınıf içinde biçim-odaklı pedagojik destekle dengelenmesi gerektiğini ortaya koymaktadır.

Bulgularda gözlenen “yüksek farkındalık-orta düzey entegrasyon” örüntüsü ise, EE'nin etkilerinin bağlamdan bağımsız değil; kurumsal ve sistemsel fırsat yapıları

tarafından belirlendiğini göstermektedir. Bu durum, EE'nin pedagojik çıktılarının yalnızca öğrenen davranışlarıyla değil; kurumların sunduğu hareket alanı ve öğretmenlerin uygulama kapasitesi ile birlikte ele alınmasını gerekli kılmaktadır.

### **3) Politika Çıkarımları**

EE'nin varlığı, politika belgelerinde meşru bir öğrenme bileşeni olarak daha açık biçimde tanınmalıdır; EE temelli görev tasarımını destekleyen yönlendirici çerçeveler ve teşvik mekanizmaları geliştirilmelidir. Böyle bir politika yaklaşımı, öğretmenlerin EE'yi eğitim programı hedefleriyle daha tutarlı ve güvenli biçimde ilişkilendirebilmeleri için kurumsal meşruiyet ve yönlendirme sağlayabilir.

Bu doğrultuda, dijital okuryazarlık ve EE platformlarına yönelik hizmet içi öğretmen eğitimi, kurumsal düzeyde sürdürülebilir biçimde yapılandırılmalıdır. Öğretmenlerin güncel dijital ekosistemi pedagojik açıdan değerlendirebilme becerisi, EE'nin sınıf ortamına güvenli, amaçlı ve pedagojik açıdan gerekçelendirilmiş biçimde taşınması açısından kritik görünmektedir.

Ayrıca ölçme-değerlendirme süreçlerinde çok modlu ve performans temelli unsurlara (portfolyo çalışmaları, proje sunumları, dijital içerik temelli anlama görevleri) daha fazla alan açılması yararlı olabilir. Bu tür tamamlayıcı uygulamalar, EE yoluyla gelişen iletişimsel yeterlikleri daha görünür kılabilir ve sınav odaklı sistemin sınırlılıklarını kısmen dengeleyici bir işlev üstlenebilir.

Son olarak, kurumlarda EE entegrasyonunu destekleyen işbirlikçi öğretmen kültürü (atölye çalışmaları, dijital kaynak havuzları ve ortak materyal platformları) politika düzeyinde teşvik edilmelidir. Bu sayede EE entegrasyonu, bireysel öğretmen çabasının ötesine geçerek kurumsal düzeyde süreklilik ve ölçeklenebilirlik kazanabilir.

### **4) Gelecek Araştırmalar İçin Öneriler**

Bulguların işaret ettiği “farkındalık-entegrasyon boşluğu” ve EE katılımındaki bireysel farklılıklar doğrultusunda, kısa vadede öğrencileri de kapsayan çalışmalarla öğretmen algıları ile öğrenci öz-bildirimleri (anketler ve öğrenme günlükleri / EE

kullanım kayıtları) karşılaştırılmalıdır. Bu yaklaşım, öğretmen gözlemlerine dayalı çıkarımların öğrenci verileriyle ne ölçüde örtüştüğünü daha doğrudan biçimde ortaya koyabilir.

Orta vadede, sınıf gözlemi ve müdahale temelli çalışmalar yoluyla EE'nin gerçekte nasıl öğretime dönüştüğü ve EE temelli görevlerin motivasyon, katılım ve beceri çıktıları üzerindeki etkisi test edilmelidir. Ön-test / son-test (pre-post) tasarımlar ve ders materyali (artefakt) analizi gibi yöntemler, öz-bildirim bulgularını sınıf içi davranış ve somut öğrenme çıktılarıyla destekleyebilir.

Orta-uzun vadede, öğretmen eğitimi ve mesleki sosyalleşmenin EE entegrasyon becerilerini zaman içinde nasıl şekillendirdiği boylamsal araştırmalarla incelenmelidir; kamu ve özel kurum karşılaştırmaları, bağlamsal aracılık mekanizmalarının daha net anlaşılmasına katkı sağlayabilir. Bu tür çalışmalar, EE entegrasyonunun yalnızca tutumlarla değil, mesleki gelişim süreçleri ile nasıl ilişkilendiğini açıklığa kavuşturabilir.

Uzun vadede ise EE entegrasyonunu sınırlayan ya da mümkün kılan sistemsel ve politika temelli faktörler (eğitim programı, sınav sistemi, kurumsal düzenlemeler), çok düzeyli araştırma tasarımları (öğretmen, yönetici ve program koordinatörleri) aracılığıyla ele alınmalıdır. Böylece EE'nin pedagojik potansiyelini belirleyen yapısal koşullar daha görünür hâle gelerek, Türkiye gibi sınav odaklı EFL bağlamlarında sürdürülebilir entegrasyona yönelik daha gerçekçi ve uygulanabilir çerçeveler geliştirilebilir.

## **GENEL SONUÇ**

Bu araştırma, Türkiye'de üniversite hazırlık okullarında görev yapan İngilizce öğretmenlerinin ders dışı İngilizce (EE) ilişkin algılarının genel olarak tutarlı ve ortak bir örüntü sergilediğini ortaya koymuştur. Öğretmenler, öğrencilerin EE etkinliklerine en çok müzik dinleme, video izleme ve dijital oyun oynama gibi alımlayıcı ve eğlence odaklı bağlamlarda katıldığını belirtmektedir. EE'nin özellikle dinleme, kelime gelişimi, konuşma becerisi, motivasyon ve özgüven üzerinde güçlü

katkılar sağladığı algılanırken; dilbilgisi, biçimsel ya da akademik dil kullanımı ve yazma becerileri üzerindeki etkisinin daha sınırlı olduğu düşünülmektedir. Öğretmenler, okul içi ve okul dışı İngilizce deneyimleri arasında bağlantı kurulmasını güçlü biçimde desteklemekte; ancak bu olumlu tutumların sınıf içi öğretim uygulamalarına daha seçici ve kısmi biçimde yansıdığı görülmektedir. Özellikle yoğun eğitim programı yapısı, sınav odaklı öğretim anlayışı ve kurumsal normlar, EE'nin pedagojik bir kaynak olarak sınıf içine daha kapsamlı şekilde entegre edilmesini sınırlayan temel etkenler olarak öne çıkmaktadır.

Bu bulgular, EE'nin “dışsal bir öğrenen pratiği” olmanın ötesinde, öğretmen aracılığı ve kurumsal koşullar içinde sınıf ortamında pedagojik olarak yeniden anlamlandırılan bir “pedagojik müzakere alanı” olduğunu göstermektedir. Araştırma, öğretmenlerin EE'nin değerine dair yüksek pedagojik farkındalıkları ile sınıf içi uygulamaları arasında, kurumsal ve program temelli engellerden kaynaklanan yapısal bir mesafe bulunduğunu ortaya koymuştur.

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