

Extramural English as a new reality in ELT: A PRISMA systematic review

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Abstract

The purpose of this study is to review the trends and key conclusions of research on Extramural English activities in English language teaching (ELT) approaches. Several databases, including Scopus, Taylor & Francis, and Google Scholar, were examined and 8 articles in all were examined for this purpose. The research methodology employed was a PRISMA systematic review. A content analysis technique was used to assess the articles. The study's findings showed that extramural English in ELT became more popular among researchers in Sweden after 2012. This research sought to look at the trends and conclusions made by the publications. Secondary school students served as the primary participants in the articles that were chosen. It suggests that more research on additional potential participants from different levels is necessary. This study recommends using a qualitative research design in future studies to learn more about students' extramural English activities, which may shed new light due to a different methodological approach. It was discovered that there aren't many studies that focus on the new reality of digital Extramural English practice. Because there is still much room for research in this area, future researchers are encouraged to talk more about Extramural English in relation to technology.

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INTRODUCTION

In the era of the industrial revolution 4.0 and e-learning 5.0, the utilization of sources as extramural exposure has now become a new reality for achieving the English competency that all students must acquire to stay up with global changes. The lingua franca English has been employed as a learning result in education (Fang, 2017; Hoyt et al., 2015; Leichsenring et al., 2015). Additionally, students use English as their primary language of teaching outside of the classroom to communicate with people around the world.

Students learning English in an EFL (English as a Foreign Language) context are deprived of authentic and easily encountered English language exchanges outside of the classroom. Since English is not the language of their immediate surroundings, they lack exposure to language use in daily life (Kamalizad & Samuel, 2016). The advantages of using English are lavishly made available to individuals learning it in an ESL (English as a Second Language) environment, on the other hand. When outside of class, students in an ESL context are instantly given a setting where English is directly or immediately heard, spoken, and seen. In an EFL setting, where pupils would only be exposed to English usage in their classroom, this is hardly ever found. Of course formal classroom education with more deliberate learning to support the development of learners' English competence is vital, but it is never entirely sufficient. A lot of what is taught in classes is compartmentalized and

abstract (McLeod et al., 2017). Learners study English in this ecosystem in a safe environment that is unauthentic and potentially distinct from real-life use through Extramural English (EE).

In this regard, it is observed that informal language learning through Extramural English may be able to provide more authentic and meaningful conversation than the language study that is frequently seen in classrooms. According to Dewey, learning in a classroom's "water-tight chamber" can prevent students from creating their own knowledge. This is due to the possibility that the classroom may encourage more (re)production than self-knowledge construction and practical application as presented outside the classroom, which offers more opportunities for a process of knowledge-in-making. It might be beneficial to reinforce the learning outcome that students have concurrently gained from classroom education through extracurricular activities (Sundqvist & Sylvén, 2016).

Even though it was not widely known, several scholars have already undertaken research on extramural English use in nations like Norway, Sweden, Finland, Spain, Korea, Japan, and Turkey. For instance, Sundqvist (2009) investigated one sort of extracurricular activity among Swedish youths known as "extramural English" use. This analysis demonstrated a link between their oral competency and vocabulary expansion and extracurricular English activities. According to Beebe, as reported in Hoyt et al., (2015:257), the level of listening activities that Japanese high school students participated in outside of class also affected how fluently they spoke English. According to Lamb and Sundqvist & Sylvén (2016:4), Indonesian junior high school students' extracurricular English activities were significantly enhanced by watching TV and utilizing computers, with English song listening being the most popular activity.

Coskun et al. (2017) also reported on extracurricular English activities among pupils in Turkey. In a Turkish EFL environment, this study investigated the prevalence of extracurricular English (EE) among high school students. It was claimed that EE use is related to several factors, including gender, course preference, and English proficiency. It was noted that female students used EE more frequently than male students. Speaking was the English skill that was used the most frequently out of the four that are listed: reading, writing, speaking, and listening. Overall, this survey also mentioned that participation in EE activities remained infrequent among these high school students. Given that the prior study only included non-English major students and was mostly conducted in Europe among individuals with a higher likelihood of using EE, the purpose of the current study was to find out how English-majoring university students in Indonesia used EE.

Despite the increased interest in Extramural English, there is still a dearth of thorough study on the subject's usefulness in the ELT sector, the difficulties of putting Extramural English activities into practice, and the classification of digital and non-digital sources (Aychan et al., 2021; Rhodes, n.d.; Sylvén & Sundqvist, 2017). Additionally, there is minor academic research focusing on extramural English conducted in EFL programs, necessitating additional research in that field (McLeod et al., 2017; Olsson, 2016; Sundqvist & Olin-Scheller, 2013).

To summarize there have not been many studies investigating the classification of digital and non-digital sources of extramural English as well as the benefits and difficulties of using extramural English in foreign language classes. Therefore, to bridge the gap, the significance of the current study lies in giving insights on the trends and some findings of EE studies through a systematic review.

The significance of the current study lies in the potential for future research and the potential for academics to gain new insights related to Extramural English from a systematic evaluation of the findings produced by earlier studies reported in the literature. The following research questions were sought to fulfill the study's objectives.

1. What are the trends in the studies of extramural English? (RQ1)
2. What were the main findings of Extramural English previous studies? (RQ2)

RESEARCH METHOD

This study adopted such an approach of a systematic review. PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), was used to conduct this systematic review. Numerous crucial responsibilities are served by systematic reviews. They can address problems that individual

studies could not otherwise solve, identify problems in primary research that need to be fixed in follow-up studies, they can develop or evaluate theories explaining how or why phenomena occur, and provide synthesizes of the state of knowledge in a field from which future research priorities can be determined (Page et al., 2021). Based on the PRISMA statement, the flow diagram depicts the entire process.

The data collection was carried out between December 2022 and January 2023 in the databases of Google Scholar, Scopus, and Taylor & Francis. These databases were chosen because they have obscure, reputable, and accessible linked studies. Extramural, extramural English, ELT, foreign language teaching, and informal learning were among the search phrases utilized. Only research studies were considered from the findings returned. Inclusion criteria consisted of empirical papers; Journal articles and proceedings that included selected search terms in the title, abstract, and/or keywords.

To analyze the data, some illegible studies were coded and analyzed using the content analysis method, which applies a systematic and repeatable analysis of communication symbols that have been given numerical values in accordance with acceptable standards of measurement, the statistical analysis of relationships involving those values, and the description of the communication to characterize it, deduce its meaning from it, or extrapolate from it to its context, both of production and consumption (Lacy et al., 2015).

Table 1. Subcategories of research questions

| Research Questions | Subcategories |
|---|--|
| What are the trends in the studies of extramural English? (RQ1) | <ol style="list-style-type: none"> 1. Years of publications 2. Geographic distributions of studies 3. Research methods 4. Participant education levels |
| What were main findings of Extramural English previous studies? (RQ2) | <ol style="list-style-type: none"> 1. Kinds of EE 2. English Skills improved 3. Advantages of the application of EE 4. Challenges of the application of EE |

A flow diagram of the procedure for choosing the data for each phase is shown in Figure 1. In the initial phase, 134 records were found in the databases, then 77 duplicate articles were eliminated, leaving 57 original publications for analysis. In the second phase, 15 records were eliminated based on the titles, keywords, and abstract analysis in relation to ELT and EE, prompting 42 articles. In the third phase, 27 papers were later determined to be eligible for a thorough study after eliminating 19 articles based on accessibility, full-text, and article-type analysis. Finally, the total number of full-text papers after this procedure was 8.

FINDINGS

Trends in Extramural English

In order to respond to RQ1, the authors examined 4 (four) subcategories, including the years of publications, the geographic distribution of studies, research methodologies, and participant education levels in sections.

Years of Publications

The distribution of publishing years is seen in Figure 2. The search for the research was started in 2009 because that was the year Sundqvist (2009) started using the term "extramural" in his dissertation. Additionally, the field's first study was published in 2012 (n - 1), and there was an increase in studies after that, even if no unintelligible publications were found between 2015 and 2016. Most EE research was released in the years 2021 and 2022.

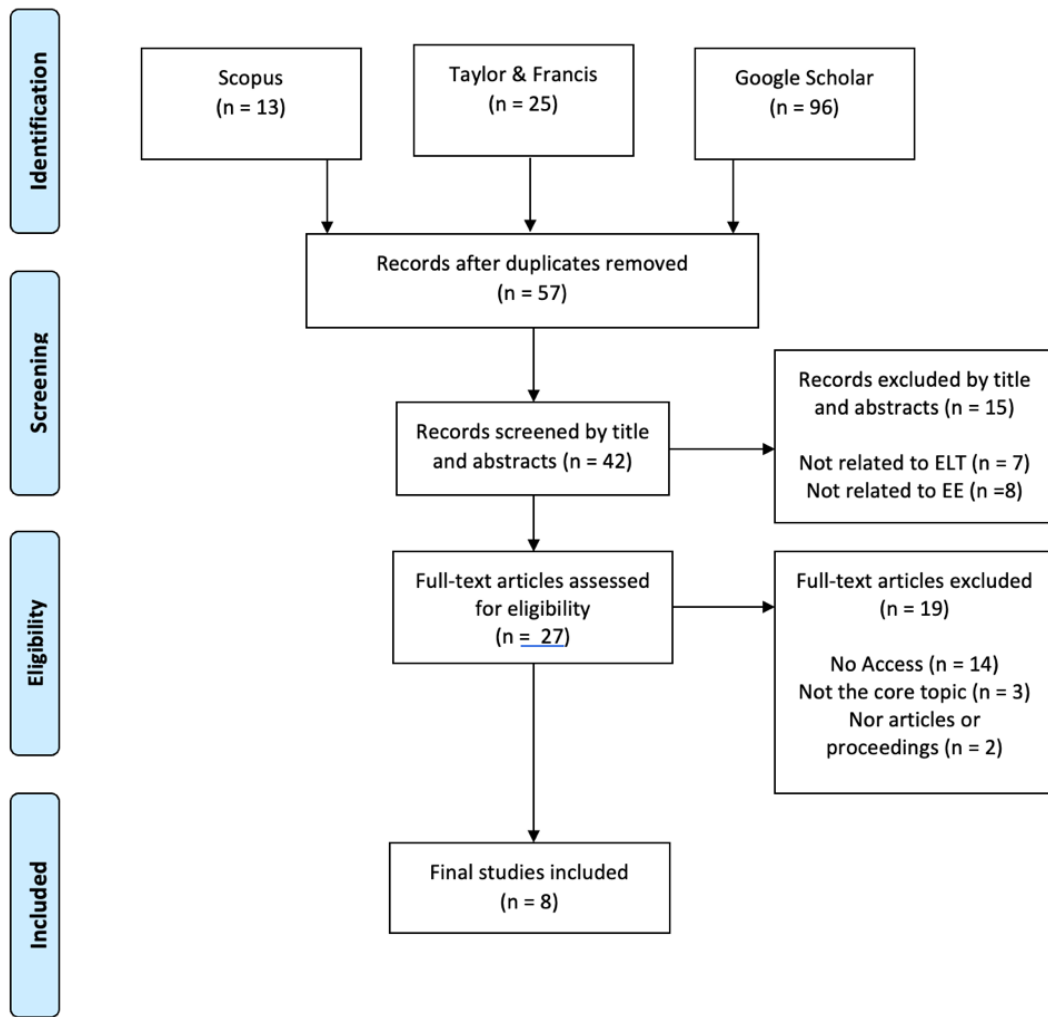


Figure 1. Flow Diagram of the Study Selection Process

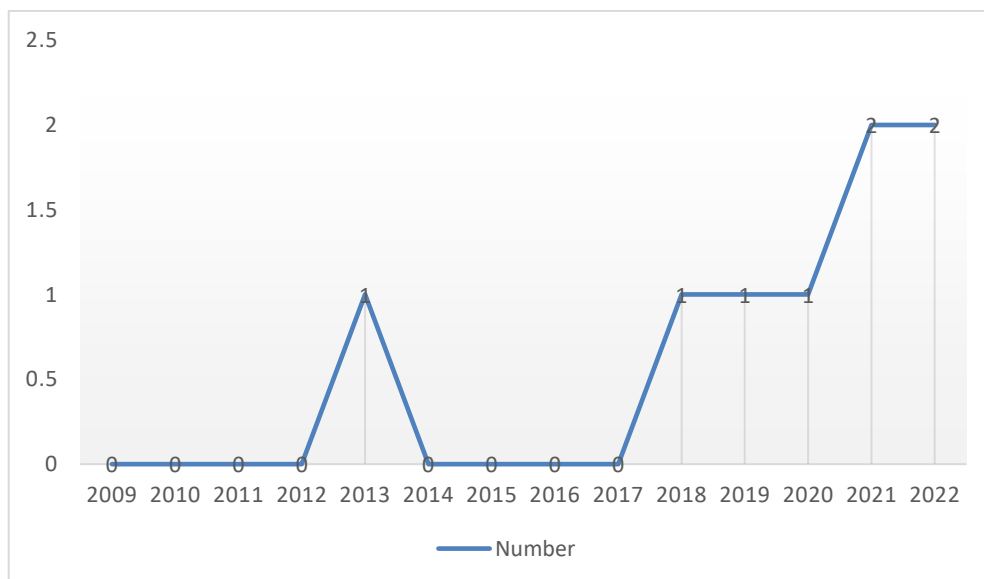


Figure 2. Years of Publication

Geographic distributions of studies

The majority of research on extramural English in ELT was done in Sweden (n = 4). Moreover, one study was conducted in three countries such as Austria (n = 1), France (n = 1), and Sweden (n = 1). As for the other nations, EE studies were discovered in the Netherlands (n = 1), Spain (n = 1), Hungary (n = 1), and Austria (n = 1).

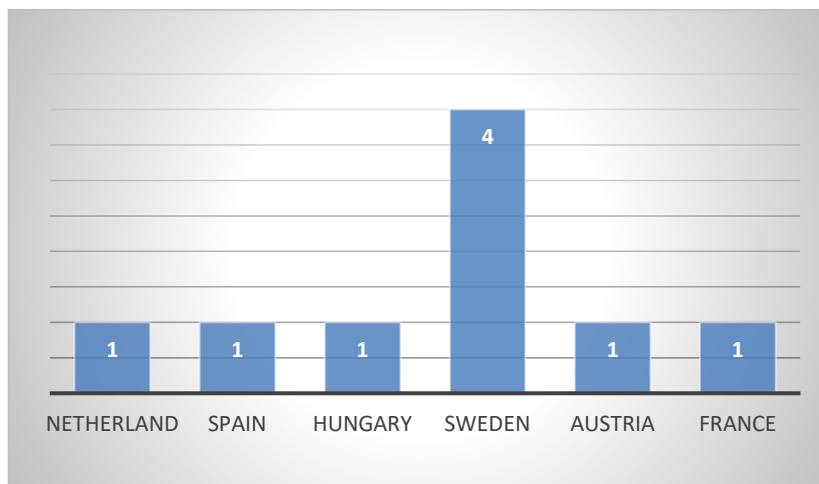


Figure 3. Geographic Distributions of Studies

Research Methods

The quantitative approach (n = 8) and the qualitative technique (n = 4) were the most often employed research methodologies, per the data in Figure 4. The mixed technique (n = 1) was the approach taken for this study's review that was least frequently utilized in EE research.

Table 2. Research methods

| Research Question | Subcategories |
|-------------------|---------------|
| Qualitative | 4 |
| Quantitative | 3 |
| Mixed | 1 |

Participants' Education Level

Figure 4 strikes that secondary school students were selected as the participants in the majority of articles (62%), followed by university students (13%), English teachers (13%), and kids in the elementary school stage (12%).

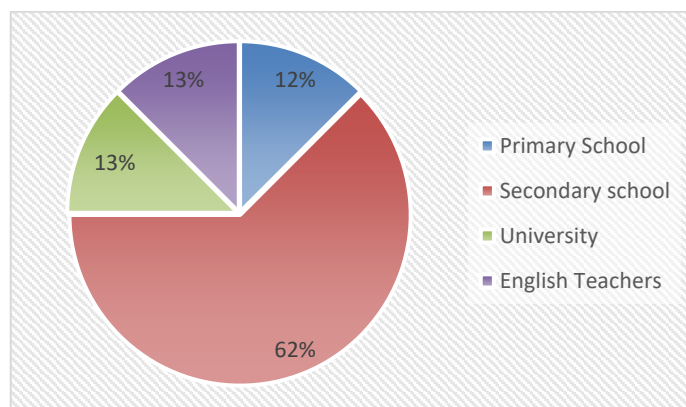


Figure 4. Participants' Education Level

The Main Findings of Extramural English Previous Studies

In order to answer RQ2, the researchers established and examined the following subcategories such as kinds of EE; English Skills improved; advantages of the application of EE; and challenges of the application of EE. The section that follows gives more information about the subcategories.

Kinds of EE

As seen in figure 5, no study exclusively covered non-digital EE. In the meanwhile, some investigations looked just at digital EE ($n = 3$), as well as mixed sources ($n = 5$). The information revealed that the majority of studies concentrated on EE from mixed sources, which included both digital and non-digital sources.

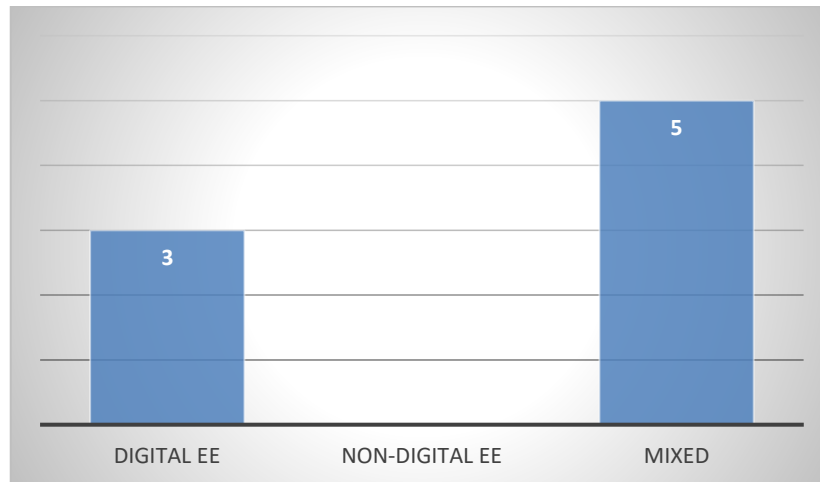


Figure 5. Kinds of EE

English Skills Being Analyzed

The majority of research revealed that, out of all the articles, EE activities had the most impact on improving vocabulary skills. Four articles each improved the skills of speaking, reading, writing, and listening. At the same time, grammar was the least-improved skill.

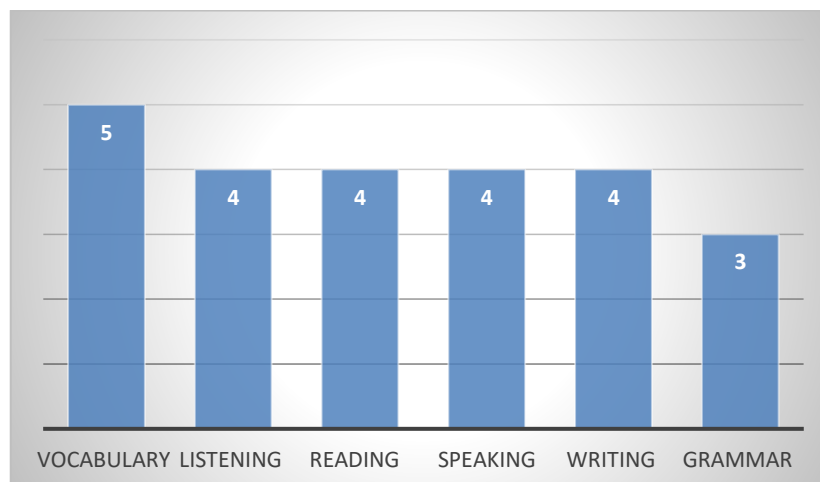


Figure 6. English Skills Being Analyzed

Advantages of the application of EE

Table 3 reveals the advantages of EE programs for students. The two that are most frequently stated are increasing student motivation ($n = 4$), then increasing intercultural competency ($n = 3$). Two

papers each focused on raising student interest in future careers, expanding student vocabulary, enhancing student receptive abilities, and increasing student engagement. Additionally, one article each was found on applying authentic materials, enhancing students' self-efficacy, increasing students' interest in working abroad, boosting students' confidence, enhancing students' acquisition of academic vocabulary, enhancing learners' second language development even from an early age, enhancing learners' willingness to communicate, and creating students' online communities.

Table 3. Advantages of the Application of EE

| No. | Advantages | f | Articles |
|-----|--|---|--|
| 1 | Improving students' motivation | 4 | (Avello et al., 2019; Leona et al., 2021; Schurz et al., 2022; Sundqvist & Sylvén, 2016) |
| 3 | Developing intercultural competence | 3 | (Henry et al., 2018; Kerstin SylveÅn & Sundqvist, 2012a; Schurz et al., 2022) |
| 4 | Improving student's engagement | 2 | (Fajt, 2021; Leona et al., 2021) |
| 5 | Improving students' vocabulary | 2 | (Schurz et al., 2022; Warnby, 2022) |
| 6 | Improving students' receptive skills | 2 | (Kerstin SylveÅn & Sundqvist, 2012a; Schurz et al., 2022) |
| 7 | Building students' consideration for future career | 2 | (Henry et al., 2018; Schurz et al., 2022) |
| 8 | Applying authentic materials | 1 | (Henry et al., 2018) |
| 9 | Improving students' self-efficacy | 1 | (Henry et al., 2018) |
| 10 | Building students' interest to work abroad | 1 | (Schurz et al., 2022) |
| 11 | Improving students' confidence | 1 | (Schurz et al., 2022) |
| 12 | Improving students' language proficiency | 1 | (Schurz et al., 2022) |
| 13 | Enhancing students to acquire academic lexis | 1 | (Warnby, 2022) |
| 14 | Enhancing learners' second language development even from an early age | 1 | (Fajt, 2021) |
| 15 | Improving students' willingness to communicate | 1 | (Fajt, 2021) |
| 16 | Creating students' online community | 1 | (Fajt, 2021) |

Challenges of the application of EE

Despite the fact that the application of EE was said to have several benefits, the procedure might not go as smoothly as anticipated. As indicated in Table 4, a total of three papers evaluated the difficulties of EE, which include creating engaging and relevant EE materials for ELT, integrating EE into EFL classrooms (n = 2), and choosing genuine EE materials for ELT (n = 2). The results of the studies being looked into only once (n = 1) mentioned the other difficulties, such as various test difficulty levels to measure the impacts of EE; different interests and perceptions on using English for future careers; not all EE factors correlated with Vocabulary knowledge; lack of benefits on grammar; and too many games to choose from.

DISCUSSION

The trends and main findings of eight journal articles from Scopus, Google Scholar, and Taylor & Francis were examined in this study. According to the data, there has been a sharp rise in journal publications about extramural English since 2012 initiated by (SylveÅn & Sundqvist, 2012) with the peak years being 2021 and 2022. The increase in studies could be linked to the growing acceptance of this approach and some of the benefits it provides. It is clear that there has been a great deal of

Table 4. Challenges of the application of EE

| Challenges | f | Sample Article |
|---|---|--|
| Making relevant and attractive materials of EE in ELT | 3 | 127 (Henry et al., 2018; Leona et al., 2021; Sundqvist & Sylvén, 2016) |
| Incorporating EE on EFL classes | 2 | 7 8 (Fajt, 2021; Sundqvist & Sylvén, 2016) |
| Selecting authentic materials using EE in ELT | 2 | 4 5 (Schurz et al., 2022; Warnby, 2022) |
| Different test difficulty levels to measure the impacts of EE | 1 | 2 (Leona et al., 2021) |
| Different interests and perceptions on using English for future careers | 1 | 3 (Avello et al., 2019) |
| Not all EE factors are correlated with Vocabulary knowledge | 1 | 4 (Warnby, 2022) |
| Lack of benefits on Grammar | 1 | 5 (Schurz et al., 2022) |
| Too many games to select | 1 | 6 (SylveÅn & Sundqvist, 2012) |

interest in the subject, especially over the past two years, which suggests that it will become more popular in the years to come.

Furthermore, the studies on EE were mostly conducted in Sweden (Kerstin SylveÅn & Sundqvist, 2012a; Schurz et al., 2022; Sundqvist & Olin-Scheller, 2013b; Warnby, 2022) where Sundqvist (2009) initiated the term to describe activities of learning outside the classroom either consciously or unconsciously. Other articles selected teachers and students from the Netherlands, Spain, Hungary, and Austria as their study subjects. As a result, it is assumed that there is still a dearth of EE research in EFL, particularly in Asian countries.

The qualitative and quantitative research methods were found to be the most frequently employed ones in the analyzed publications, which may be because qualitative analysis provided deep investigation to study the impacts of Extramural English. (Creswell et al., 2007; Dodgson, 2017) and the generalized results from quantitative methodology (Stockemer, 2019). Despite the high percentage of qualitative and quantitative studies, there aren't many of them using the mixed technique. Only one of the eight papers that were analyzed used a mixed research design, indicating that this type of research method is currently underutilized. It may be possible to gain important insight into the subject by conducting more mixed research on the usage of EE in EFL classes in nations with various cultural and educational trends.

In the examined studies, the most common sample group consisted of secondary level students, with a lower number of studies undertaken with teachers, college students, primary school students, and other participants. Parallel to this finding, (Leona et al., 2021) also discussed the dearth of extramural English research at the elementary school level, both in ELT and other domains. The review studies in the literature also show that participants are typically picked from university-level students in research into educational technologies (Hoyt et al., 2015; Kamalizad & Samuel, 2016). This might be because students, especially those in digital practices, are simpler to access and expected to demonstrate stronger talents in extramural English as they progress from secondary to university levels. Due to this gap, extramural English, which is seen to be helpful in the field of ELT, has to be further studied in the setting of primary schools, or even at the levels of preschool and kindergarten.

In the systematically reviewed articles in the current study, the most common language skills improved by Extramural English activities were students' Vocabulary competence. This result is similar to the findings reported by SylveÅn & Sundqvist (2012) and Leona et al (2021) that Extramural English may improve students' vocabulary range and receptive skills through informal activities outside classroom contexts. In contrast, only a few studies have shown that extramural English classes can help students become more proficient in their use of productive skills. By documenting the development of productive language abilities, the future study may offer important insight into the efficient use of extramural English activities. Furthermore, his review revealed various benefits provided by EE. The most significant advantage of Extramural English practices is

improving students' motivation to learn English (Avello et al., 2019; Leona et al., 2021; Schurz et al., 2022; Sundqvist & Sylvén, 2016). It is still related to the finding of Sellberg et al. (2021) that language learning can be motivating in the application in the real environment.

In line with the previous findings, EE does not only improve students' basic skills, but it may also develop students' intercultural competence through authentic materials so that students are more engaged and confident to apply their English skills in real life (Henry et al., 2018; Kerstin SylveÅn & Sundqvist, 2012a). By doing so, students can create their own online community that enhances their willingness to communicate in English (Fajt, 2021). Therefore, It is hardly surprising that Extramural English has had great results. The articles cited in this study's review attest to the fact that using EE in EFL classes benefits instruction in a number of ways, with the main findings showing that this approach enhances students' vocabulary mastery, receptive abilities, confidence, willingness to communicate, and overall learning achievement.

Extramural English practice in ELT, however, could present challenges. The cited difficulties in the research under consideration include how to select appropriate and appealing EE materials for ELT problems. (Henry et al., 2018; Leona et al., 2021; Sundqvist & Sylvén, 2016). This finding is in line with the results of the study that it is difficult to incorporate EE on EFL classes and select authentic materials using EE in ELT by Fajt (2021); Sundqvist & Sylvén (2016); Schurz et al. (2022); and Warnby, 2022).

Other issues include the absence of Grammar benefits and difficulty in selecting EE games (Schurz et al., 2022; SylveÅn & Sundqvist, 2012). These drawbacks are connected to the fact that kids can discover a variety of games anywhere in the world, whether they are played online or off. It is difficult to think about which ones to play and choose in order to gain feedback on grammar.

CONCLUSION

In a nutshell, this study is notable since it systematically reviews previous studies on Extramural English use in ELT. The current study's findings, which comprised a detailed analysis of Extramural English, emphasize the most important developments and conclusions from the most recent research in the field of Extramural English teaching and/or learning in ELT.

This study aimed at examining the effects of articles about extramural English activities in EFL settings over the last 13 years. This research thus sought to look at the trends and conclusions made by the publications. According to the findings of this study, secondary school students served as the primary participants in the articles that were chosen. It suggests that more research on additional potential participants from different levels is necessary to learn more about the nature of extramural English from other participants. Additionally, this study recommends using a qualitative research design in future studies to learn more about students' extramural English activities, which may shed new light due to a different methodological approach. Furthermore, it was discovered that there aren't many studies that concentrate on the new reality of digital Extramural English. Because there is still much room for research in this area, future researchers are encouraged to talk more about Extramural English in relation to technology.

The limitation of this study is that the researchers only selected journal articles from three databases from Harzing's Publish or Perish investigation: Scopus, Taylor & Francis, and Google Scholar. Therefore, it is expected that future researchers will be able to evaluate EE-related material from a wider variety of trustworthy databases. It was particularly clear that the bulk of the research under consideration did not thoroughly cover the specifics of using digital EE modes (digital and non-digital EE) and students' attitudes toward EE. This emphasizes the importance of investigating EE in greater depth by combining mixed-method studies with EE in multidiscipline.

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