

Exploring undergraduate students' exposure to extramural English activities

Desty Febria^{1*}, Hardy Christ², Hilarius Raditya Priambada Purba³

^{1,2,3}English Language Education, Faculty of Education, Universitas Internasional Batam, Indonesia

*) Corresponding Author, email: desty@uib.ac.id

ABSTRACT

While digital media have made English exposure outside the classroom increasingly accessible, little is known about how undergraduate learners engage with it or perceive its contribution to their language development. Previous studies have tended to examine either the frequency and duration of extramural English activities or their relationship to language outcomes, but rarely both alongside learners' own perceptions, limiting a more contextualized understanding of informal engagement. This quantitative descriptive study addressed this gap by examining the types, frequency, duration, and perceived benefits of extramural English activities among 190 undergraduate students enrolled in a general English course at a private Indonesian university. Data were collected through a structured questionnaire and analyzed descriptively. Results showed that exposure was predominantly entertainment-oriented and digitally mediated, with listening to English songs ($M = 4.31$) and watching short social media videos ($M = 4.20$) reported as the most frequent activities, while music ($M = 2.37$) and online gaming ($M = 2.06$) accounted for the longest engagement durations. Despite this largely receptive, entertainment-driven pattern, students perceived these activities as beneficial, particularly for improving listening skills ($M = 4.13$) and reading skills ($M = 4.09$). These findings suggest that informal English exposure among undergraduates is substantial yet unevenly distributed, concentrated in accessible entertainment activities, while still perceived as valuable for language learning. This points to a need for educators to better integrate students' existing out-of-class practices into formal instruction through authentic, multimodal, and interaction-oriented learning opportunities that connect informal exposure with purposeful language learning.

Keywords: extramural English activities; higher education; language acquisition; informal learning

First Received: June 15 th , 2026	Revised: August 30 th , 2026	Accepted: August 31 st , 2026	Published: September 4 th , 2026
--	---	--	---

How to cite (in APA style):

Febria, D., Christ, H., & Purba, H. R. P. (2026). Exploring undergraduate students' exposure to extramural English activities. *Journal of Research on English and Language Learning (J-REaLL)*, 7(2), 542–557. <https://doi.org/10.33474/j-reall.v7i2.25665>

INTRODUCTION

Language serves fundamentally as a communication tool and a medium for acquiring and disseminating information across contexts. Within this landscape, demographic studies estimate that at least half of the world's population is multilingual (Grosjean & Miller, 1994). Amidst this diverse multilingual environment, English has firmly established itself as the primary international lingua franca, serving as a crucial medium for accessing information and participating in global education, technology, and business (Rose & Galloway, 2019). Consequently, the dynamics of language

acquisition have shifted significantly in the digital era; English proficiency is no longer developed solely within formal classroom instruction, but is heavily reinforced through informal, self-directed engagement in everyday life (Lee et al., 2024). In an academic context, this pervasive out-of-class exposure expands their opportunities for academic success, future career advancement, and cross-cultural social interaction. Therefore, achieving English competency today involves not just mastering instructed coursework, but actively navigating the vast landscape of extramural activities that allow learners to interact with the language naturally in authentic, real-world settings.

However, relying exclusively on formal higher education to achieve this proficiency might be challenging, as the formal exposure provided on campus is often severely limited. In most university curricula, English is merely a compulsory general subject, which typically commands a highly restricted time allocation of only 1.5 to 2 hours per week. This institutional constraint creates a critical shortage of formal, academic English input, making it virtually impossible for students to achieve comprehensive fluency through classroom instruction alone. As Febria and Marsevani (2024) found that almost half of students were unsure of their speaking ability and felt fear about speaking without preparation, this indicates that language development cannot occur solely within these constrained boundaries; informal environments and digital media beyond structured classrooms must play a compensatory role by offering additional, natural opportunities for meaningful language engagement. This phenomenon underscores that language acquisition is dictated by a complex interplay of variables. As Khasinah (2014) notes, success in acquiring any language varies widely among individual learners due to a range of influencing factors, which can be broadly classified into internal and external categories, such as motivation, aptitude, and environmental exposure. Given the strict limitations of university coursework, investigating how students utilize external, informal environments becomes essential to understanding how they bridge the gap in their language development.

External factors of acquisition may take various forms, ranging from structured input in the classroom or any academic settings to more naturalistic exposure beyond formal education, which involves self-directed learning. This type of exposure is generally conceptualized as *extramural English*, which refers to English-related activities performed outside formal educational settings. Etymologically, the word *extramural* is defined as engagement in activities that occur outside (from the Latin word “extra”) the walls (from the Latin word “mural”) of the classroom and is not connected with school(ing) (Sundqvist, 2024). Such activities include watching movies, playing online games, listening to music, interacting via social media, or even reading online, as these experiences provide learners with opportunities to encounter and use the target language in meaningful and authentic contexts that are often driven by personal interest rather than instructional requirements. Derived from this point of view, language exposure can be understood as learners' interaction with and the way they interpret meaning through the target language. Benson (2011) defines out-of-class language learning (in non-academic settings) as activities that occur beyond formal instruction, often involving self-directed or naturalistic learning processes (Al-Zoubi, 2018). Therefore, language exposure, particularly through extramural activities, represents a significant external factor that contributes to language development by extending learning opportunities beyond the boundaries of the classroom.

Empirical evidence underscores that successful language acquisition heavily relies on the surrounding environment and the variety of engaging media accessible to learners, whereas in the contemporary digital era, this interactive environment has expanded from physical neighborhoods to virtual spaces. Digital media platforms—such as Instagram, Facebook, TikTok, YouTube, and X—have evolved beyond mere communication tools into interactive ecosystems for autonomous language learning (Zachos et al., 2018). Corroborating this digital shift, Fadillah et al. (2025) found that the utilization of educational content through video-based multimedia significantly enhanced students' English vocabulary mastery. Beyond general social media networks, the strategic deployment of mobile-assisted language learning (MALL) using tailored digital interfaces like web-based microsites has also proven highly effective; such mobile-centric approaches have been shown to substantially drive student motivation and improve productive speaking abilities, specifically targeting pronunciation and oral fluency (Pebiana & Febria, 2023). Deriving from this, these diverse empirical

findings strongly align with Mayer's (2023) cognitive theory of multimedia learning, which posits that integrating visual and auditory channels assists learners in processing information more deeply, thereby optimizing comprehension and long-term memory retention.

As things stand, learners who study in countries where English is mainly used as the first language are exposed to the language extensively and therefore have greater opportunities to acquire it. Therefore, teachers who are assumed to be experienced users of the language might consider providing learners with authentic and practical language models, whereas learners may receive natural linguistic input from various sources, including CDs, television programs, videos, websites, magazines, and books, which contribute to increased exposure to the target language (Al-Zoubi, 2018). For example, when a learner uses a computer at home to play games or watch films, he/she may incidentally acquire new words and expressions which could be applied later in real-life context, and this whole process is commonly referred to as incidental learning (D'Ydewalle & De Bruycker, 2007). Consequently, while formal classroom instruction remains one of the ways to learn and perform new language skills, numerous opportunities for language acquisition or learning also emerge beyond the classroom, particularly through exposure to any content in the target language.

Although language acquisition outcomes are strongly influenced by several internal factors such as learners' achievement, attitudes and motivation (Dallinger et al., 2016), external factors such as formal classroom settings remain an important facilitator for developing new language skills such as group work and project-based learning, which can support the development of the target language. However, a study by Ghaderpanahi (2012) conducted to examine the role of films as a source of language exposure, and the findings showed that watching movies alone is less effective than communicative activities that require active learner participation and interaction. Consequently, these findings suggest that while audiovisual input can support language learning, the effectiveness is enhanced when combined with interactive and communicative practices.

Existing research has rarely focused on undergraduate students' benefits of engagement throughout extramural English activities within the context of Indonesian university students. Few studies have examined the patterns of students' engagement with a broader range, such as interacting in and through digital devices, especially among students at private universities, alongside their perspectives on how these experiences relate to their language development. Therefore, this study seeks to address this gap by investigating both the types of extramural English activities students engage in and their perceived impact on English language acquisition, as it guided by the research questions:

1. What types of extramural English activities are commonly engaged in by undergraduate students?
2. How frequently do undergraduate students participate in extramural English activities?
3. What are students' perceptions of the benefits of these activities for their English acquisition?

LITERATURE REVIEW

English language acquisition in EFL contexts

Language acquisition generally refers to the processes through which individuals develop linguistic competence by integrating input, attention or motivation, and cognitive mechanisms. Krashen (1985) argued that the process of language acquisition is predominantly subconscious, whereby individuals engaged in language acquisition are typically unaware of the ongoing acquisition of the language itself; rather, they are aware of the language usage in communication. The outcome of language acquisition, referred to as acquired competence, is also subconscious, as Krashen characterized this phenomenon as the act of "picking up" a language.

Language acquisition is sometimes misunderstood with the concept of language learning. Language learning is generally regarded as a slower process than language acquisition; this could be indicated by many individuals who may study a language for years without actually mastering it. A key distinction between the two lies in the way language acquisition occurs through immersion, where learners develop language ability through continuous exposure and meaningful use of the target

language (Ogba et al., 2020). In their study, the team further explained that immersion provides learners with practical language knowledge; for instance, learners may be able to communicate fluently with native speakers despite having limited knowledge of grammatical rules. In contrast, language learning places greater emphasis on the acquisition of theoretical and formal knowledge about the language's grammatical structure.

Schmidt (2010) stated that consciousness in language learning can be understood in terms of intention, particularly through the distinction between incidental and intentional learning. Incidental learning occurs when individuals acquire knowledge without a deliberate intention to learn, whereas intentional learning is goal-directed and purposeful. Schmidt emphasized that incidental learning is not only possible but often effective. He then illustrated this point by noticing how we learn most vocabulary through reading, while the goal in reading is usually understanding and enjoyment rather than the mastery of vocabulary itself. Schmidt (1990) also stated that noticing is a necessary condition for converting input into intake. He later concluded why incidental learning can be both possible and effective, if learners direct their attention to the formal linguistic elements of the target language. From this perspective, his work managed to strengthen the Noticing Hypothesis, which holds that input does not become intake unless it is *noticed*.

Schmidt's analysis demonstrated that language can be acquired subconsciously, but without noticing, the output of the process might not be equally maximal compared to learners who acquired the language with minimal awareness or noticing, showing that comprehensible input alone could not guarantee full grammatical development as he concluded that intake is certain part of the input that the learner managed to 'notice'. Furthermore, Schmidt (1983) maintained that in the absence of conscious noticing, critical linguistic structures often fail to internalize despite an abundance of environmental exposure. This phenomenon was clearly illustrated through his longitudinal case study of "Wes," a 30-year-old Japanese artist who had relocated to the United States. Although embedded in a rich English-speaking environment for several years, Wes continuously exhibited persistent grammatical fossilization, utilizing structurally flawed expressions that lacked proper tense modifications regardless of his frequent exposure to standard native input. Schmidt interpreted these systemic grammatical shortcomings as empirical proof that the sheer volume of input is inadequate for structural mastery; rather, without deliberate cognitive attention to linguistic forms, a learner's morphological and syntactic development will remain highly constrained, especially when communicative goals can be achieved without grammatical precision.

Moreover, input processing theory focuses on the psycholinguistic strategies used by second language learners to convert input into intake. In this framework, input might be referred to language learners hearing or reading that carries communicative intent. Not all input is fully processed, as learners attend to and internalize only a limited portion of the available input as intake, guided by their processing strategies (Zhong & Benati, 2024). Input processing refers to the strategies and mechanisms learners use to link linguistic form with its meaning and/or function. VanPatten (2004) stated the initial process by which learners connect grammatical forms with their meanings as well as how they interpret the roles of nouns in relation to verbs; the whole process considered involved in SLA, where he also ascribed the term to Chaudron (1985).

Building on this perspective, multiple contemporary research have emphasized the process through which input is transformed into intake when learners are exposed to stimuli that make form-meaning connections more salient. VanPatten (1990) conceptualized this process as *input processing*, referring to learners' real-time compression in which linguistic forms are linked to their meanings or functions. This view is articulated in his first principle of *input processing*, which states that "*learners process input for meaning before they process it for form.*" Within this framework, extramural activities in particular play a big role in facilitating language acquisition. Through multimodal input that combines visual, textual, and auditory, or textual elements, educational content can enhance learners' attention to meaning while simultaneously supporting the noticing of linguistic forms, thereby increasing the likelihood that input is successfully processed as intake.

Extramural activities

Extramural English refers to English-related activities that learners voluntarily engage in outside formal classroom settings. Building on [Sundqvist's \(2009\)](#) conceptualization, Fachriyany and Murtafi'ah (2024) describe it as learners' voluntary engagement with English through activities such as watching films, playing video games, and listening to music. While the concept resembles [Benson's \(2011\)](#) notion of self-directed, naturalistic learning, participation in extramural English does not require a deliberate intention to learn the language. One such form of engagement involves text-based materials—written content including textbooks, graded readers, digital articles, and other written resources. Exposure to textual input has been linked to gains in vocabulary, reading fluency, and comprehension, while also fostering incidental lexical acquisition. [Wicaksono et al. \(2023\)](#), for instance, found that textual enhancement supported learners' grasp of grammatical structures, with students exposed to enhanced texts outperforming those receiving explicit instruction alone in learning the passive voice, an improvement linked to heightened awareness of linguistic forms during meaning-focused reading. Techniques such as varied font styles, boldface, italics, or underlining can increase the salience of target features, making them more likely to be noticed and processed as intake ([Smith, 1981](#); [VanPatten, 1990](#)). Text-based extramural engagement thus offers learners opportunities not only to encounter English beyond formal instruction but also to attend to linguistic form while engaging with meaningful content.

Audio and video-based content represent additional forms of extramural engagement that expose learners to English through auditory or multimodal input. Audio-based content, such as podcasts and songs, requires learners to process linguistic input in real time and may support the development of listening skills and phonological awareness. Previous research indicates that podcasts can contribute to language development, particularly in listening and speaking, while also giving learners access to a wide range of educational content ([Chaves-Yuste & de-la Peña, 2023](#); [Wang, 2024](#)). [Aziz et al. \(2025\)](#) further found that, despite challenges such as fast speech, unfamiliar accents, and limited technical quality, learners employed strategies such as repeated listening, transcript use, and digital tools to aid comprehension. Songs may similarly facilitate incidental vocabulary learning, as [Pavia et al. \(2019\)](#) found that repeated exposure to L2 songs was associated with greater vocabulary gains. Likewise, [Nie et al. \(2022\)](#) reported that music can stimulate learners' interest and support vocabulary acquisition, particularly among lower-proficiency learners who may be less motivated to engage in conventional or formal English learning activities. Beyond auditory input, video-based content integrates auditory, visual, and contextual information, allowing learners to process linguistic input through multiple channels. This multimodal quality can capture learners' attention and direct their focus toward the material presented, thereby supporting engagement and concentration throughout the learning process ([Widahyu, 2021](#)). Consistent with this potential, [Fadillah et al. \(2025\)](#) found that educational video-based multimedia significantly improved students' vocabulary mastery, underscoring the pedagogical value of multimedia exposure in supporting language acquisition.

Beyond textual and audio-visual media, extramural English engagement also occurs through authentic and interactive digital environments, such as social media posts, vlogs, and other naturally occurring digital materials that, while not designed for instructional purposes, still provide linguistically rich input; [Sirivedin et al. \(2018\)](#), for example, found that using Facebook as a learning platform was associated with improvements in participants' writing and learning skills, while [Winaldo and Oktaviani \(2022\)](#) similarly reported that online games can offer a rich linguistic environment in which learners acquire vocabulary and practice language skills in a low-pressure setting through activities such as reading instructions, following narratives, and communicating with other players. Beyond the specific type of activity, the intensity of engagement—particularly its frequency and duration—has also been linked to language development, with learners who engage more regularly and over longer periods generally showing higher proficiency: [Neagu et al. \(2025\)](#) found that students who watched English television programs and films six to seven times per week achieved higher proficiency scores than those with less frequent exposure, [Muñoz and Cadierno \(2021\)](#) associated greater time spent on extramural English with higher proficiency levels, and [Sundqvist \(2019\)](#) demonstrated that gameplay

frequency could mediate vocabulary acquisition, while [Schurz \(2025\)](#) further emphasized that the overall volume of engagement, rather than the nature of the activity alone, may shape how extramural English contributes to language development. Nevertheless, frequency and duration should not be interpreted as direct measures of learning success, as the educational value of extramural engagement is also shaped by factors such as learners' attention, the degree of interaction involved, and opportunities for deeper language processing, meaning these dimensions serve as useful indicators of engagement intensity rather than absolute measures of language-learning outcomes.

A substantial body of research has investigated the relationship between extramural English engagement and various dimensions of language development, including vocabulary acquisition ([Fadillah et al., 2025](#); [Nie et al., 2022](#); [Pavia et al., 2019](#)), grammatical development ([Schurz, 2025](#); [Wicaksono et al., 2023](#)), listening and speaking competence ([Chaves-Yuste & de-la Peña, 2023](#); [Wang, 2024](#)), and overall language proficiency ([Kuppens, 2010](#); [Muñoz & Cadierno, 2021](#); [Neagu et al., 2025](#)). Scholars have similarly examined a wide variety of extramural formats—such as music, podcasts, video content, social media, and digital gaming—as sources of informal input ([Chaves-Yuste & de-la Peña, 2023](#); [Pavia et al., 2019](#); [Sirivedin et al., 2018](#); [Sundqvist, 2019](#); [Winaldo & Oktaviani, 2022](#)). In addition, the frequency and duration of learners' engagement in these activities have been examined in relation to language-related gains ([Kuppens, 2010](#); [Muñoz & Cadierno, 2021](#); [Sundqvist, 2019](#)). Together, these studies confirm that extramural English involves diverse forms of engagement and demonstrate its association with a range of language outcomes. However, this body of literature has largely treated these dimensions in isolation, leaving unclear how different forms of engagement, the intensity of participation, and learners' own evaluations of their benefits converge within a single educational context.

This gap becomes especially apparent in how learners' perceptions and the range of activities studied have been treated. Prior research has predominantly linked extramural English to measurable outcomes such as proficiency, vocabulary gains, and grammatical competence ([Kuppens, 2010](#); [Muñoz & Cadierno, 2021](#); [Sundqvist, 2019](#); [Wicaksono et al., 2023](#)), while learners' own perceptions of how specific activities contribute to their development have received comparatively less attention. Much of the existing scholarship has also concentrated on single forms of extramural engagement—such as songs ([Nie et al., 2022](#); [Pavia et al., 2019](#)), podcasts ([Chaves-Yuste & de-la Peña, 2023](#); [Wang, 2024](#)), social media ([Sirivedin et al., 2018](#)), and digital games ([Sundqvist, 2019](#); [Winaldo & Oktaviani, 2022](#)). While such studies offer valuable insight into particular activity types, they present a less complete picture of how learners navigate multiple forms of extramural English simultaneously within one educational setting. Furthermore, although frequency and duration have been linked to proficiency and other language outcomes ([Kuppens, 2010](#); [Muñoz & Cadierno, 2021](#); [Sundqvist, 2019](#)), learners' subjective evaluations of the benefits gained from such engagement remain comparatively underexamined.

Within the Indonesian EFL context, these issues carry particular significance, as existing research indicates that undergraduate learners primarily engage with English outside the classroom through music, social media, and other digital media ([Fachriyany & Murtafi'ah, 2024](#)). Building on this line of inquiry, the present study addresses the gaps outlined above by simultaneously examining activity types, frequency, duration, and learners' perceived benefits within a single undergraduate setting. Rather than focusing on a single form of extramural English or relying solely on objectively measured language outcomes, this study offers a contextualized account of the range and intensity of students' out-of-class English engagement alongside their perceptions of its contribution to language development. In doing so, it extends existing descriptive research on Extramural English in the Indonesian EFL context by integrating these dimensions within a single investigation.

METHOD

Research design

Research design selection depends on the research questions, the type of data needed, and whether the study aims to describe or explain a phenomenon. This study aimed to describe undergraduate

students' engagement with extramural English activities in a specific higher education setting—documenting the types of activities students engaged in, their frequency and duration, and students' perceptions of how these activities contributed to their English language development—rather than testing causal effects or measuring objective changes in language proficiency. A quantitative descriptive design was therefore adopted, as it allowed the researcher to numerically summarize patterns of engagement across a relatively large sample of undergraduate students enrolled in a General English course at a private university, while providing a contextual account of extramural English engagement without making causal claims about language acquisition; this also lays the groundwork for future studies to explore the relationship between extramural English engagement and measured language development through correlational, longitudinal, mixed-method, or experimental designs. Data were collected using a structured questionnaire and analyzed with descriptive statistics to identify the types, frequency, and duration of students' extramural English activities as well as their perceived contribution to language development.

Research instrument

The primary instrument used in this study was a questionnaire adapted from [Fachriyany and Murtafi'ah \(2024\)](#). Several modifications were made to ensure its suitability for undergraduate students enrolled in a general English course. Original items were paraphrased where necessary to align with the linguistic and contextual characteristics of undergraduate students enrolled in a general English course. Additional items addressing the use of online learning applications were incorporated to capture contemporary forms of extramural English engagement. The perceived-benefits section was developed by the researchers to assess students' views on how extramural English activities contributed to their language learning. The adapted questionnaire underwent review for contextual and linguistic appropriateness prior to administration. However, no separate validity or reliability testing, such as Cronbach's alpha, was conducted on the adapted instrument following these modifications. The questionnaire consisted of three sections. The first section measured the frequency of participation in extramural English activities. It included 14 items representing various activities, such as watching English-language movies, listening to English music, playing online games in English, reading English texts, and engaging with English-language social media content. Participants responded using a five-point Likert scale ranging from 1 (Never) to 5 (Always). The second section measured the duration of engagement in the same 14 activities. Participants indicated the amount of time they typically spent on each activity using a five-point scale ranging from 1 (0 hour) to 5 (More than 4 hours). The third section consisted of 13 items designed to examine students' perceptions of the contribution of extramural English activities to their English language development. Responses were recorded using a five-point agreement scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was designed to generate data corresponding to the study's research questions concerning activity types, frequency of participation, duration of engagement, and perceived benefits of extramural English activities.

Participants

The participants in this study comprised 190 undergraduate students ($N = 190$) enrolled in a General English course at a private Indonesian university during the 2025/2026 academic year. All participants were second-semester students spread across seven classes: Class 1 ($n = 20$), Class 2 ($n = 15$), Class 3 ($n = 24$), Class 4 ($n = 42$), Class 5 ($n = 42$), Class 6 ($n = 24$), and Class 7 ($n = 23$). Second-semester students were chosen because they were actively enrolled in the General English course during the data-collection period, making them directly relevant to the study's focus on undergraduate students' extramural English engagement while also representing learners at a comparable stage of university English education. Participants were recruited through convenience sampling, as the classes were readily accessible to the researcher at the time of data collection. Consequently, the sample was not intended to be statistically representative of the broader undergraduate population, and the use of

convenience sampling limits the extent to which the findings can be generalized to other student populations and educational contexts.

Data collection and data analysis

Data were collected using an online questionnaire distributed through Google Forms. The questionnaire was administered over two separate days. On April 20th, 2026, the questionnaire link was distributed to students from three classes, while on April 22nd, 2026, it was distributed to students from four additional classes, resulting in a total of seven participating classes. Prior to completing the questionnaire, participants were informed about the purpose of the study and assured that their responses would remain confidential and would be used solely for academic research purposes. Participation was voluntary, and students were given approximately 15–20 minutes to complete the questionnaire during class time.

After all responses had been collected, the data were coded numerically and analyzed using descriptive statistics. Mean scores and standard deviations were calculated for each questionnaire item. The mean scores were used to identify the most common extramural English activities, determine the average frequency and duration of participation, and examine students' perceptions of the contribution of these activities to their English language development. Standard deviations were calculated to indicate the degree of variation in participants' responses. Descriptive statistics were considered appropriate because the purpose of the study was to describe patterns of engagement in extramural English activities and students' perceptions rather than to test causal relationships or hypotheses.

Prior to completing the questionnaire, participants were informed that the researcher was conducting the study as part of an undergraduate thesis and were given a brief explanation of extramural English activities and the purpose of the study. Participation was voluntary, and students were free to decline or opt out of completing the questionnaire without facing any academic consequences. The researcher was a senior student rather than the participants' course instructor or academic mentor and held no role in their assessment or grading. The questionnaire was administered via Google Forms and included a statement assuring participants that their responses would remain confidential and would be used solely for research purposes. Although participants were asked to provide identifying information—including their names, student identification numbers, and phone numbers—these details were kept confidential and were not disclosed in the reporting of findings. These procedures were designed to ensure that participation remained voluntary and that participants' responses and personal information were handled with confidentiality.

FINDINGS

The findings of this study are based on a quantitative descriptive analysis of questionnaire data obtained from undergraduate students regarding their engagement in extramural English activities. Descriptive statistical measures were employed to summarize learners' responses and to identify prevailing patterns of exposure outside the classroom. The following tables present the descriptive data from undergraduate students.

Types of extramural English activities

Table 1

Extramural Activities Frequency

Statements	N	Mean	Std. Deviation
Listening to English songs or music outside the classroom.	190	4.31	0.92
Watching short videos (e.g., reels or shorts) in English on social media platforms.	190	4.20	0.93
Watching movies or series in English.	190	4.07	0.91
Playing digital or online games that require the use of English	190	4.03	1.13
Reading English content on social media platforms.	190	3.91	1.01
Reading emails or text messages written in English.	190	3.50	1.26
Listening to English audio content such as podcasts or radio programs.	190	3.13	1.18

Statements	N	Mean	Std. Deviation
Interacting with non-native speakers using English as a means of communication.	190	3.18	1.17
Reading English books, including e-books.	190	2.97	1.24
Interacting with native speakers of English through online media (e.g., chat, voice, or video calls).	190	2.94	1.22
Browsing English-language websites or participating in online courses (e.g., MOOCs) in English.	190	2.85	1.34
Using language learning applications or gamified learning platforms (e.g., Duolingo, Memrise) to improve my English skills.	190	2.66	1.28
Interacting with native speakers of English in face-to-face settings.	190	2.54	1.08
Reading English magazines or newspapers.	190	2.40	1.23

Based on Table 1, the most frequently performed extramural English activities among students were listening to English songs or music ($M = 4.31$, $SD = 0.92$), followed closely by watching short English videos on social media platforms ($M = 4.20$, $SD = 0.93$). Both activities yielded relatively low standard deviations, indicating a high level of consensus among students that these are common, everyday practices. In contrast, the least frequent activities reported were reading English magazines or newspapers ($M = 2.40$, $SD = 1.23$) and interacting with native speakers in face-to-face settings ($M = 2.54$, $SD = 1.08$). Overall, this pattern reveals a clear tendency for learners to engage more in entertainment-based, highly accessible activities over those requiring deliberate academic effort or direct interpersonal interaction.

Frequency of extramural English activities

Table 2

Extramural Activity Duration

Statements	N	Mean	Std. Deviation
Listening to English songs or music outside the classroom.	190	2.37	1.27
Playing digital or online games that require the use of English	190	2.06	1.43
Watching movies or series in English.	190	1.97	1.21
Watching short videos (e.g., reels or shorts) in English on social media platforms.	190	1.90	1.40
Reading English content on social media platforms.	190	1.68	1.31
Listening to English audio content such as podcasts or radio programs.	190	1.09	1.12
Reading emails or text messages written in English.	190	1.06	1.19
Interacting with non-native speakers using English as a means of communication.	190	1.01	1.12
Interacting with native speakers of English through online media (e.g., chat, voice, or video calls).	190	0.98	1.15
Reading English books, including e-books.	190	0.91	1.03
Browsing English-language websites or participating in online courses (e.g., MOOCs) in English.	190	0.82	1.07
Using language learning applications or gamified learning platforms (e.g., Duolingo, Memrise) to improve my English skills.	190	0.72	0.87
Interacting with native speakers of English in face-to-face settings.	190	0.68	0.90
Reading English magazines or newspapers.	190	0.57	0.88

Table 2 shows that the activities on which students spent the longest time weekly were listening to English songs or music outside the classroom ($M = 2.37$, $SD = 1.27$) and playing digital or online games that require the use of English ($M = 2.06$, $SD = 1.43$). However, the relatively high standard deviations for both items indicate that the actual time devoted to these activities varied considerably among individual participants. Conversely, the shortest durations were recorded for reading English magazines or newspapers ($M = 0.57$, $SD = 0.88$), interacting with native speakers in face-to-face settings ($M = 0.68$, $SD = 0.90$), and using language learning applications ($M = 0.72$, $SD = 0.87$). The low standard deviations for these less-frequent activities suggest a consistent nationwide pattern of minimal time investment across the sample. Ultimately, the duration data reinforce the trend that

students predominantly allocate their informal English time to entertainment, whereas activities demanding sustained attention, interactive communication, or formal learning receive very little time.

Students' perceptions of extramural English activities

Table 3

Perceived Benefits

Statements	Mean	Std. Deviation
Improve my listening skills	4.13	0.85
Improve my reading skills	4.09	0.93
Help me learn English in a more natural way	4.07	0.91
Make learning English more enjoyable	4.06	0.98
Help me apply English in real-life situations.	4.05	0.93
Improve my speaking skills	4.02	1.01
Maintain my English proficiency.	3.98	0.95
Encourage me to take responsibility for my own English learning	3.97	0.97
Increases my confidence in using English.	3.96	1.00
Motivates me to learn English independently.	3.94	0.99
Exposes me to different varieties of English, including non-standard or informal English.	3.93	0.99
Improve my writing skills	3.93	1.00
Complements what I've learned in my English Classes/ University	3.70	0.99

Table 3 indicates that students' perceptions of the benefits gained from extramural English activities were highly favorable. The strongest perceived advantage was the improvement of listening skills ($M = 4.13$, $SD = 0.85$), suggesting that learners felt regular contact with English-language songs, movies, short videos, and online games played a pivotal role in developing their aural comprehension. This was followed by the enhancement of reading skills ($M = 4.09$, $SD = 0.93$) and the perception that English could be acquired more naturally ($M = 4.07$, $SD = 0.91$). Respondents also reported that these activities made the learning process more enjoyable ($M = 4.06$, $SD = 0.98$) and enabled them to apply English in authentic, real-world contexts ($M = 4.05$, $SD = 0.93$). Together, these results point to the conclusion that out-of-class English exposure offers participants meaningful and authentic learning opportunities.

Additionally, these activities were seen as highly beneficial for productive language abilities and for fostering learner independence. Speaking skill development received a high level of agreement ($M = 4.02$, $SD = 1.01$), and the role of these activities in maintaining overall English proficiency was clearly recognized ($M = 3.98$, $SD = 0.95$). Students further felt that extramural English encouraged them to take ownership of their learning ($M = 3.97$, $SD = 0.97$), boosted their self-confidence in using English ($M = 3.96$, $SD = 1.00$), and strengthened their motivation to study the language independently ($M = 3.94$, $SD = 0.99$). They likewise acknowledged increased exposure to varied English styles, including informal and non-standard usage ($M = 3.93$, $SD = 0.99$), and noted improvements in their writing skills ($M = 3.93$, $SD = 1.00$). Interestingly, the relatively lower score for the belief that these activities complemented formal classroom instruction or university coursework ($M = 3.70$, $SD = 0.99$) suggests that students tend to view extramural English as an independent, informal learning channel rather than a direct supplement to their academic curriculum.

DISCUSSION

This study examined undergraduate students' engagement with extramural English activities by focusing on the types of activities they participated in, the frequency and duration of their engagement, and their perceived benefits for English language development. Overall, the findings indicate that students' extramural English engagement was predominantly entertainment-oriented and digitally mediated, with receptive activities occupying a central role in their out-of-class exposure. At the same time, students generally perceived these activities as beneficial for their English development, particularly as sources of natural and enjoyable language exposure. Taken together, the findings suggest that students encounter and value English extensively beyond the classroom, although their

engagement is more strongly oriented toward informal exposure than toward deliberate academic language learning.

Concerning the first research question, students demonstrated a clear preference for entertainment-based activities, especially listening to English songs, watching short English-language videos on social media, watching English movies or series, and playing online games. This pattern can be attributed to the accessibility, personal appeal, and low-pressure nature of entertainment-related engagement. Unlike activities that demand deliberately set-aside time for language study, entertainment-oriented activities can fit naturally into students' daily routines without requiring a conscious intention to learn English. This suggests that students' exposure to extramural English is not necessarily driven by explicit learning goals but rather occurs incidentally as they pursue entertainment or other personally meaningful pursuits. The prominence of social media platforms such as TikTok, YouTube, and Instagram, along with digital gaming environments, further reinforces the argument of [Zachos et al. \(2018\)](#) that contemporary digital spaces serve not merely as communication tools but as environments that foster informal language exposure and learning. Taken together, these findings align with Sundqvist's notion of Extramural English as voluntary engagement with the language outside formal education, where deliberate learning intent is not a prerequisite, and further support Benson's characterization of out-of-class learning as a self-directed, naturalistic process.

The predominance of receptive and digitally mediated activities also carries theoretical implications for how extramural exposure should be understood. This finding lends support to [D'Ydewalle and De Bruycker's \(2007\)](#) concept of incidental learning, as students may encounter vocabulary, expressions, and other linguistic features while their attention is primarily focused on entertainment or communication rather than deliberate language study. At the same time, the predominance of receptive activities adds nuance to this perspective by indicating that the availability of English exposure does not necessarily translate into equally available opportunities for productive language use. This observation aligns with [Schmidt's \(1990\)](#) noticing hypothesis, which holds that exposure alone does not guarantee that linguistic features are converted into intake. Likewise, [VanPatten's \(2004\)](#) input processing Theory offers insight into why students may benefit from meaning-focused exposure even as their opportunities to attend linguistic form remain limited. The present findings thus corroborate these theoretical perspectives while underscoring that the value of extramural English depends not solely on exposure itself, but also on what learners notice and how they process the input they receive.

For the second research question, the frequency and duration findings reveal that the same entertainment-oriented activities most reported by students also accounted for the greatest share of their extramural English engagement. This suggests that accessibility and habitual use may play a significant role in shaping the intensity of exposure. Activities such as listening to music, watching videos, and playing games are readily accessible within students' everyday digital environments and can be repeated without the structured constraints typical of formal learning. Their consistent presence in students' daily routines thus appears to establish them as particularly prominent sources of English exposure. Nevertheless, the variation observed in reported duration across activities indicates that engagement levels are not uniform among learners. Frequency and duration should therefore be regarded as dimensions of exposure rather than direct measures of language-learning success.

This interpretation broadly aligns with prior research underscoring the importance of sustained extramural engagement. [Neagu et al. \(2025\)](#) linked more frequent exposure to English-language television and film with stronger proficiency outcomes, while [Muñoz and Cadierno \(2021\)](#) similarly found differences in language competence associated with the amount of time learners devoted to extramural English. [Sundqvist \(2019\)](#) further identified frequency of gameplay as a relevant factor in vocabulary development. The present findings complement this body of research by showing that sustained engagement is concentrated primarily in entertainment-based activities within this Indonesian university context. At the same time, the findings call for a more nuanced interpretation of engagement intensity: frequent or prolonged exposure should not be automatically equated with

successful acquisition, given that the present study did not objectively measure language gains. Rather, the potential contribution of exposure is more plausibly tied to the quality of processing, attention, and interaction that occurs during engagement.

Regarding the third research question, students generally perceived extramural English activities as contributing positively to their English language development, particularly in the areas of listening, reading, natural language acquisition, enjoyment, and the practical application of English in real-life situations. These perceptions may reflect the realities of an EFL setting, where opportunities for authentic face-to-face communication remain naturally limited. Within such a context, digitally mediated and receptive activities offer students accessible ways to encounter English beyond the classroom while engaging with content that suits their interests and routines. Activities requiring direct communication, on the other hand, tend to demand greater cognitive effort, concentration, confidence, and willingness to communicate, factors that may make them less readily embraced than entertainment-based alternatives.

This interpretation can be understood through [Khasinah's \(2014\)](#) framework of internal and external factors influencing language acquisition. While external exposure to English is becoming increasingly available through digital environments, learners' motivation, confidence, personality, and communicative readiness likely determine the degree to which they actively engage with the target language. These findings also echo [Ghaderpanahi's \(2012\)](#) argument that exposure to audiovisual media alone may not sufficiently promote optimal language development unless paired with opportunities for interaction and communicative participation. However, the results simultaneously reinforce [Schmidt's \(1983\)](#) distinction between exposure and acquisition: positive perceptions indicate that learners recognize potential benefits, but they do not demonstrate that measurable acquisition has necessarily occurred. The theoretical contribution of the present study therefore lies less in establishing that extramural exposure causes acquisition and more in showing how learners perceive the value of informal exposure while engaging primarily with meaning-oriented activities.

Taken together, these findings carry implications for theory, future research, and pedagogy. Theoretically, they suggest that extramural English should be understood not merely in terms of the amount of exposure learners receive, but in relation to the nature of their engagement, the modes of input available, and the degree of attention and interaction involved. For research, the findings offer a descriptive baseline from which future studies can examine how patterns of informal English engagement relate to objectively measured language development. Pedagogically, teachers and institutions could view students' existing digital practices as potential extensions of English exposure rather than confining learning to formal classroom activities. Instead of attempting to convert entertainment into formal coursework, educators could build bridges between students' existing interests and purposeful language-learning opportunities—for instance, by encouraging learners to notice useful expressions, reflect on the language they encounter in digital content, or take part in follow-up communicative activities. Such integration would preserve the voluntary and personally meaningful nature of extramural English while creating additional opportunities for noticing, interaction, and productive language use.

Several limitations should nevertheless be acknowledged, while also pointing to directions for future research. First, the study relied entirely on self-reported questionnaire responses, meaning that reported frequency, duration, and perceived benefits may not correspond precisely to participants' actual behavior or measurable language development. Future studies could address this limitation by combining questionnaires with interviews, learning diaries, or other forms of behavioral evidence, as well as objective measures of language proficiency. Second, the participants were drawn from undergraduate students enrolled in a general English course at one private university, which limits the generalizability of the findings to other educational contexts, learner populations, or proficiency levels. Future research could therefore examine extramural English engagement across multiple institutions and learner groups to determine whether similar patterns emerge in different contexts. Third, the questionnaire combined adapted items with researcher-developed items, and no post-adaptation validity or reliability testing was conducted. Future studies should consider using fully validated

instruments or conducting appropriate validity and reliability procedures when adapting or developing questionnaire items. Finally, longitudinal, correlational, mixed-method, or experimental designs could further examine whether particular patterns of extramural engagement, especially activities involving greater interaction or deliberate attention to linguistic form, are associated with measurable language development. Such research would help move beyond learners' perceptions and clarify the conditions under which extramural English exposure is most likely to contribute to actual language development.

Overall, this study contributes to research on Extramural English by offering a contextual account of how undergraduate students at an Indonesian university engage with English beyond formal instruction. Its central contribution lies in identifying a pattern in which substantial engagement and positive perceptions coexist with a strong preference for entertainment-oriented and predominantly receptive activities. This pattern highlights that the expansion of English exposure through digital environments does not automatically translate informal contact into deliberate academic learning or measurable language acquisition. Rather, extramural English constitutes a complex learning environment whose potential value hinges on how learners engage with, attend to, and process the language they encounter. Recognizing this distinction can help researchers develop more precise accounts of extramural learning and enable educators to draw more informed connections between students' everyday digital English practices and formal language learning.

CONCLUSION

This study investigated undergraduate students' engagement with extramural English by examining the types of activities they participated in, the frequency and duration of that engagement, and their perceived benefits for English language development. The findings reveal that students' extramural English engagement was largely entertainment-oriented, digitally mediated, and receptive in nature, with activities such as listening to music, watching videos and films, and playing online games constituting prominent components of their out-of-class exposure. Despite this pattern, students generally viewed extramural English as beneficial to their language development, particularly in supporting listening, reading, natural language acquisition, enjoyment, and the use of English in real-life contexts. These findings advance the understanding of extramural English within an Indonesian EFL context by drawing a distinction between the availability of extensive informal exposure and the comparatively limited opportunities it may offer for deliberate and productive language use. In practical terms, the findings suggest that educators can forge connections between students' existing digital English practices and formal instruction by incorporating authentic, multimodal, and interaction-oriented opportunities, without undermining the voluntary and personally meaningful nature of extramural engagement. Future research should move beyond self-reported perceptions by employing longitudinal, mixed-method, or other designs capable of clarifying how different forms of out-of-class engagement relate to measurable language development.

ACKNOWLEDGEMENTS

This research is fully supported by the English Education Program of Universitas Internasional Batam.

REFERENCES

- Al-Zoubi, S. M. (2018). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research*, 5(4), 151–162. Retrieved from <https://www.jallr.com/index.php/JALLR/article/view/851>
- Aziz, M. A., Ahmad Tauchid, Moh. Zainuddin, & Mohammad Fatoni. (2025). Exploring university EFL learners' experiences in using podcasts for listening and vocabulary development. *INTENS (International Journal of English Education and Linguistics)*, 2(02), 1–14. <https://doi.org/10.32665/intens.v2i02.5145>
- Benson, P. (2011). *Teaching and researching: Autonomy in language learning* (2nd ed.). Routledge.
- Chaudron, C. (1985). Intake: On models and methods for discovering learners' processing of input. *Studies in Second Language Acquisition*, 7(1), 1–14. <https://doi.org/10.1017/S027226310000512X>

- Chaves-Yuste, B., & de-la Peña, C. (2023). Podcasts' effects on the EFL classroom: A socially relevant intervention. *Smart Learning Environments*, 10(1). <https://doi.org/10.1186/s40561-023-00241-1>
- Dallinger, S., Jonkmann, K., Hollm, J., & Fiege, C. (2016). The effect of content and language integrated learning on students' English and history competences—Killing two birds with one stone? *Learning and Instruction*, 41, 23–31. <https://doi.org/10.1016/j.learninstruc.2015.09.003>
- D'Ydewalle, G., & De Bruycker, W. (2007). Eye movements of children and adults while reading television subtitles. *European Psychologist*, 12(3), 196–205. <https://doi.org/10.1027/1016-9040.12.3.196>
- Fachriyany, A., & Murtafi'ah, B. (2024). A survey of an exposure to extramural English activities among EFL undergraduate students. *EDULANGUE*, 6(2), 167–186. <https://doi.org/10.20414/edulangue.v6i2.8770>
- Fadillah, R., Susanto, F., & Efrizal, D. (2025). The effect of educational video-based multimedia toward students' English vocabulary mastery (A quasi experimental on 7th grade students at SMPN 52 North Bengkulu academic year 2024–2025). *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 4(3), 1295–1303. <https://doi.org/10.31004/jpion.v4i3.562>
- Febria, D., & Marsevani, M. (2024). The post-pandemic reflection on students' speaking anxiety: A case in higher education. *Linguists: Journal of Linguistics and Language Teaching*, 10(1), 1–14. <https://doi.org/10.29300/ling.v10i1.4492>
- Ghaderpanahi, L. (2012). Using authentic aural materials to develop listening comprehension in the EFL classroom. *English Language Teaching*, 5(6), 146–153. <https://doi.org/10.5539/elt.v5n6p146>
- Grosjean, F., & Miller, J. L. (1994). Going in and out of languages: An example of bilingual flexibility. *Psychological Science*, 5(4), 201–206. <https://doi.org/10.1111/j.1467-9280.1994.tb00501.x>
- Khasinah, S. (2014). Factors influencing second language acquisition. *Englisia: Journal of Language, Education, and Humanities*, 1(2), 256–269. <https://doi.org/10.22373/ej.v1i2.187>
- Krashen, S. D. (1985). *Principles and practice in second language acquisition*. Pergamon.
- Kuppens, A. H. (2010). Incidental foreign language acquisition from media exposure. *Learning, Media and Technology*, 35(1), 65–85. <https://doi.org/10.1080/17439880903561876>
- Lee, J. S., Chen, J., & Drahati, N. A. (2024). Informal digital learning of English and perceptions of using EIL materials: attitude toward varieties of English as a mediator. *Journal of Multilingual and Multicultural Development*, 45(5), 1762–1777. <https://doi.org/10.1080/01434632.2021.2021213>
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781316941355>
- Muñoz, C., & Cadierno, T. (2021). How do differences in exposure affect English language learning? A comparison of teenagers in two learning environments. *Studies in Second Language Learning and Teaching*, 11(2), 185–212. <https://doi.org/10.14746/ssllt.2021.11.2.2>
- Neagu, T., Eklöf, H., Laukaityte, I., & Wedman, J. (2025). Reading, watching and gaming: exploring the relationships between extramural English activities and academic L2 English reading comprehension in a Swedish university admissions test context. *Education Inquiry*, 1–16. <https://doi.org/10.1080/20004508.2025.2556572>
- Nie, K., Fu, J., Rehman, H., & Zaigham, G. H. K. (2022). An empirical study of the effects of incidental vocabulary learning through listening to songs. *Frontiers in Psychology*, 13:891146. <https://doi.org/10.3389/fpsyg.2022.891146>
- Ogba, T. I., Awa, J. O., Ngwoke, R. I., & Ajemba, O. A. (2020). Language learning and language acquisition: A study of formal and informal communication situations in the English language. *IOSR Journal of Humanities and Social Science*, 25(7), 27–33. Retrieved from <https://www.iosrjournals.org/iosr-jhss/papers/Vol.25-Issue7/Series-12/D2507122733.pdf>
- Pavia, N., Webb, S., & Faez, F. (2019). Incidental vocabulary learning through listening to songs. *Studies in Second Language Acquisition*, 41(4), 745–768. <https://doi.org/10.1017/S0272263119000020>
- Pebiana, P., & Febria, D. (2023). The increasing student motivation for speaking skills with MALL (Mobile-Assisted Language Learning). *SALEE: Study of Applied Linguistics and English Education*, 4(2), 424–439. <https://doi.org/10.35961/salee.v4i2.820>

- Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge University Press.
- Schmidt, R. W. (1983). Interaction, acculturation, and the acquisition of communicative competence: A case study of an adult. In N. Wolfson & E. Judd (Eds.), *Sociolinguistics and language acquisition* (pp. 137–174). Newbury House.
- Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129–158. <https://doi.org/10.1093/applin/11.2.129>
- Schmidt, R. (2010). Attention, awareness, and individual differences in language learning. In W. M. Chan, S. Chi, K. N. Cin, J. Istanto, M. Nagami, J. W. Sew, T. Suthiwan, & I. Walker (Eds.), *Proceedings of CLaSIC 2010: Individual characteristics and subjective variables in language learning* (pp. 721–737). National University of Singapore, Centre for Language Studies.
- Schurz, A. (2025). Exploring the potential of extramural English in the development of implicit, automatized, and explicit knowledge of grammar. *Language Learning*, 76: 597-632. <https://doi.org/10.1111/lang.70008>
- Sirivedin, P., Soopunyo, W., Srisuantang, S., & Wongsothorn, A. (2018). Effects of Facebook usage on English learning behavior of Thai English teachers. *Kasetsart Journal of Social Sciences*, 39(2), 183–189. <https://doi.org/10.1016/j.kjss.2018.03.007>
- Smith, M. S. (1981). Consciousness-raising and the second language learner. *Applied Linguistics*, 11(2), 159-168. <https://doi.org/10.1093/applin/11.2.159>
- Sundqvist, P. (2009). *Extramural English matters: Out-of-school English and its impact on Swedish ninth graders' oral proficiency and vocabulary* [Doctoral dissertation, Karlstad University]. Karlstad University Studies, 2009:55.
- Sundqvist, P. (2019). Commercial-off-the-shelf games in the digital wild and L2 learner vocabulary. *Language Learning & Technology*, 23(1), 87–113. <https://doi.org/10.125/44674>
- Sundqvist, P. (2024). Extramural English as an individual difference variable in L2 research: methodology matters. *Annual Review of Applied Linguistics*, 44, 79–91. <https://doi.org/10.1017/S0267190524000072>
- VanPatten, B. (1990). Attending to form and content in the input: An experiment in consciousness. *Studies in Second Language Acquisition*, 12(3), 287–301. <https://doi.org/10.1017/S0272263100009177>
- VanPatten, B. (2004). *Processing instruction theory, research, and commentary*. Routledge.
- Wang, C. (2024). Six-minute flipped classroom: The effect of using podcasts and collaborative learning on Taiwanese freshmen's English communicative competence. *Teaching English Language*, 18(1), 1–23. <https://doi.org/10.22132/tel.2024.444021.1571>
- Wicaksono, J. A., Indrastana, N. S., Taufan, G. T., & Rinda, R. K. (2023). Examining the effect of textual enhancement on the students' grammar achievement. *Journey: Journal of English Language and Pedagogy*, 6(3), 733–742. <https://doi.org/10.33503/journey.v6i3.699>
- Widahyu, C. (2021). The effectiveness of using video as a learning media online learning to improve students' learning motivation and creative thinking at home during the COVID-19 pandemic. Retrieved from <https://www.researchgate.net/publication/348296038> THE EFFECTIVENESS OF USING VIDEO AS A LEARNING MEDIA ONLINE LEARNING TO IMPROVE STUDENTS' LEARNING MOTIVATION AND CREATIVE THINKING AT HOME DURING THE COVID-19 PANDEMIC
- Winaldo, M. D., & Oktaviani, L. (2022). Influence of video games on the acquisition of the English language. *Journal of English Language Teaching and Learning*, 3(2), 21–26. Retrieved from <https://www.researchgate.net/publication/369179732> INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE
- Zachos, G., Paraskevopoulou-Kollia, E.-A., & Anagnostopoulos, I. (2018). Social media use in higher education: A review. *Education Sciences*, 8(4), 194. <https://doi.org/10.3390/educsci8040194>

Zhong, Z., & Benati, A. G. (2024). An investigation into the effects of structured input, referential activities, and affective activities on the acquisition of English causative forms. *Languages*, 9(2). <https://doi.org/10.3390/languages9020039>

CONFLICT OF INTEREST STATEMENT:

The authors of the manuscript affirm that they have no conflicting interests.

About the authors

Desty Febria is a lecturer in the English Education Program at Universitas Internasional Batam. She obtained her Bachelor's degree in English Language Teaching from Universitas Negeri Padang and her Master's degree in TESOL from Monash University, Australia. Her research interests include English language teaching, pedagogical approaches, and second language acquisition. ORCID: <https://orcid.org/0009-0006-2470-3802>, email: desty@uib.ac.id

Hardy Christ is enrolled as a student in the English Language Education program at Universitas Internasional Batam. ORCID: <https://orcid.org/0009-0002-4722-467X>, email: 2361022.hardy@uib.edu

Hilarius Raditya Priambada Purba is a lecturer in the English Education Program at Universitas Internasional Batam. He received his bachelor's degree in English Language Education from Universitas Sanata Dharma Yogyakarta and his master's degree in English Language Teaching from Universitas Negeri Surabaya. His research interests encompass second language willingness to communicate, pre-service English teacher development, individual differences in second language motivation, and applied linguistics. ORCID: <https://orcid.org/0000-0001-6404-0640>, email: hilarius@uib.ac.id