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Extramural English of Algerian EFL Learners
at the University of Jijel

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “**Extramural English of Algerian EFL Learners at the University of Jijel**” is our own work, and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

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Dedication

*In the Name of ALLAH, the Most Gracious, the Most Merciful,
All the praise is due to Allah, the Sustainer of the Entire World.*

YOUSRA

*I dedicate this work to whom God made heaven under her feet,
to the one who flooded me with her tenderness, to the most precious person in existence
"Dear and Precious Mother" may you live a long life full of blessings of Allah.
I dedicate this work as well to the gentleman who put me on the path of science and challenges, to
my perfect role model in life, "Dear Father," may God keep you safe for me.
A special thank you to both of you for your prayers, words of encouragement, and belief in my
ability to accomplish my goals. Thank you for teaching me resilience in life and raising me with
moral virtues.*

*I dedicate my achievement to my lovely siblings **Aya, Douha and Mouhamed.**
I dedicate this work to **Belkis** and all those who inhabited my heart, but were not mentioned.
To all my beloved people who have passed away and are still in my memory, I know you would
have been happy to see this work accomplished. May Allah be merciful with all of you.
Finally, I dedicate my success to all those who love me.*

BELKIS

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My father for being my pillar of strength and inspiration,
my mother for being the epitome of unconditional love, care, and giving,
my sisters **Khadidja, Rokia, and Belsem** who are my positive outlook on life,
my hero brother **Lokmane**, my grandmothers **Zahra and Khadidja**,
my kind hearts **uncles and unties**, my colleague **Yousra**, and finally,
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Abstract

The present study aims to explore extramural English language activities among Algerian EFL university students at the University of Jijel, Mohammed Seddik Ben Yahia. Specifically, this study describes the frequency of exposure to out-of-class English language activities and the most common activities students are exposed to as well as explores the motives behind their exposure. The study further explores the relationship between learners' educational level and the frequency of out-of-class English language activities. To meet these research aims, a questionnaire was administered to 325 EFL students of all levels. The obtained results showed that students highly engage in English language activities outside the university, mostly, searching Google, watching YouTube, speaking at home with family and friends, listening to music, and listening to music while reading lyrics. Also, various reasons for exposure emerged including proficiency, entertainment, self-development, and habit reasons. Furthermore, the study found a significant positive (but weak) correlation between learners' educational level and their frequency of exposure to extramural English language reading ($p < .05$), listening ($p < .05$) and viewing ($p < .01$) activities, but not to listening-while-reading ($p = .08$) and speaking ($p = .66$) activities. In other words, as EFL learners progress from one year to the next, they will engage in more reading, listening, and viewing English language outside the university. These results which are unprecedented in the context of Algeria are discussed.

Keywords: Extramural English, out-of-class English, motives, education level.

List of Abbreviations

EE: Extramural English

EFL: English as a Foreign Language

ER: Extensive Reading

L1: First Language

L1: First-year Student

L2: Second-year Student

L2: Second Language

L3: Third-year Student

M1: Master One Student

M2: Master Two Student

Q: Question

SLA: **Second** Language Acquisition

VLT: Vocabulary Levels Test

List of Tables

Table 1: Enrollment of the Target Population in each Level for the 2022/2023 Academic Year.....	31
Table 2: Sample Size for Online and Offline Questionnaire per Education Level.....	32
Table 3: EE Activities in the Questionnaire According to Exposure Input.....	34
Table 4: Spearman's Rank Correlation between Education Level and EE Frequency of Exposure.....	47

List of Figures

Figure 1: Participants' Education Level.....	36
Figure 2: Frequency of Exposure to Reading-only EE Activities.....	37
Figure 3: Frequency of Exposure to Listening-only EE Activities	38
Figure 4: Frequency of Exposure to Listening-while-Reading EE Activities.....	39
Figure 5: Frequency of Exposure to Viewing EE Activities.....	40
Figure 6: Frequency of Exposure to Speaking EE Activities.....	41

Table of Contents

Declaration.....	I
Dedication.....	II
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviations.....	V
List of Tables.....	VI
List of Figures.....	VII
Table of Contents.....	VIII
General Introduction	1
1. Background of the Study.....	1
2. Statement of the Problem.....	3
3. Research Questions.....	4
4. Research Assumption.....	4
4. Research Methodology.....	4
5. Significance of the Study.....	5
6. The Structure of the Study.....	5
Chapter One: Literature Review	7
Section One: Second Language (L2) Acquisition	7
Introduction.....	6
1.1 Second Language Acquisition	7
1.1.1 Theories in L2 Acquisition.....	7
1.2 Classroom L2 Acquisition	9

1.2.1 The Role of Output	9
1.2.2 The Role of Feedback	10
1.2.3 Meaning Negotiation.....	10
1.3 Intentional vs. Incidental L2 Learning.....	11
Section Two: Extramural Out-of-Class L2 Acquisition.....	13
Definition of Extramural English.....	13
2.1. Extramural English Activities.....	14
2.1.1 Reading Only.....	14
2.1.2 Listening Only.....	17
2.1.3 Reading-While Listening.....	18
2.1.4 Viewing.....	19
2.2 Empirical Studies on Extramural English Learning Outcomes.....	21
2.2.1 Vocabulary.....	21
2.2.2 Speaking Fluency	26
2.3 Frequency of Exposure to Extramural English	26
2.3.1 Previous Studies.....	26
2.3.2 The Context of Algeria.....	28
Conclusion	28
Chapter Two: Fieldwork	30
Introduction	30
Section One: Research Methodology.....	30
1.1 Research Design	30
1.2 Population and Sample.....	31
1.3 Data Gathering.....	31

1.3.1 Administration of Questionnaire.....	32
1.3.2 Description of Questionnaire	33
Section Two: Data Analysis, Results, and Discussion.....	34
1.1. Analysis	34
1.1.1 Descriptive Statistics.....	34
1.1.2 Inferential Statistics.....	35
1.1.3 Thematic Analysis.....	35
1.2. Results.....	36
1.2.1 Research Question 1.....	36
1.2.2 Sub-Research Question 1.A.....	42
1.2.3 Sub-Research Question 1.B.....	42
1.2.4 Research Question 2.....	47
1.3. Discussion	48
1.3.1 RQ 1: Exposure to Extramural English.....	48
1.3.2 RQ 2: Correlation with Educational Level	50
Conclusion.....	52
General Conclusion	53
Limitations of The Study	54
Pedagogical Recommendations.....	54
Suggestions for Future Research.....	54
References.....	56
Appendices	67
Résumé	70
ملخص	71

General Introduction

1. Background of the Study

Nowadays, second language acquisition research has marked a shift in the learning process; more than formal classroom learning is required for students to become proficient in a language. Thus, learners need more exposure to the language outside of classes, and formal learning should be complemented by learning in informal settings (Bybee & Hopper, 2001; Ellis, 2002; Ellis & Wulff, 2014). This exposure to out-of-school learning is called Extramural English (EE). The term “extramural English” was first introduced by Pia Sundqvist in 2009. She defined it as “the English [that] learners come in contact with or are involved outside the walls of the classroom” (p. 1).

Sundqvist (2009) used language diaries to know the time spent on extramural English activities with 80 Swedish students in ninth grade. The findings were similar to those of Forsman's (2004) in almost identical order. The five extramural English activities that received the most attention in order were music, video games, TV, movies, and then the internet. In a later study, Sundqvist & Sylvén (2014) investigated extramural activities among Swedish language learners between ten and eleven. The study used a mixed-methods approach questionnaire to analyze the language diaries of 76 participants from the 4th grade. They found that young English language learners engaged in extramural English activities for 7.2 hours per week. The five most popular extramural English activities were watching TV, playing digital games, listening to music, watching movies, and using the Internet. The five most common extramural English activities in Sundqvist and Sylvén (2011) were also the five most common in an earlier study by Sylvén and Sundqvist (2014).

In China, Lai, Zhu, and Gong (2015) studied 82 middle-school students aged 14 who spoke English as a foreign language. They found that the students participated in various out-

of-class English activities, and the most popular activities were watching English-language movies and listening to songs in English. This Chinese study is similar to the studies of Sylvén and Sundqvist (2011, 2014).

Olsson (2012), on the other side, looked into the extramural English activities of 37 lower secondary school students. Similar to many other studies conducted on younger students' extramural English activities, Olsson found that there were large differences between individuals concerning the frequency, time spent on, and nature of extramural English activities. Olsson used a scale to measure extramural English encounters, where 0 meant never and 10 meant daily. The findings indicated that the average student had several encounters with English outside of school every day.

Several studies show that extramural English activities differ greatly (e.g., Sundqvist, 2009; Olsson, 2012). Some studies revealed significant differences in the extramural English activities. The five most popular extramural English activities (music, video games, TV, movies, and the internet) are the same in many different studies. Sayer and Ban (2014) hypothesized that Mexican EFL students actually use English in their daily lives. Their main focus was on pupils in the fifth and sixth years of primary school, and both teachers' and pupils' and parents' perspectives were gathered. 61 pupils aged eleven to twelve took part in this study, and data was gathered through semi-structured focus group interviews.

Although there has been plenty of research conducted on younger students and their extramural English activities, there has not been much research dedicated to adult students. Knight (2007) is the only study focusing on adult students' out-of-school English usage. She studied how adult students at a community college used English outside of class, considering it a second language. A number of 41 responses to a questionnaire about their out-of-class English represented the basis for the study. Most of the students that took part were recent

immigrants to the United States. They were asked, “What language do you usually speak outside of the home?” (ibid., p. 32). 65.9% of the students answered in English, 31.7% answered in another language, and 2.4% did not respond. Knight found that the English used outside of the classroom varied greatly between individuals. The most frequently performed activity was watching TV. The second was talking to customers, followed by reading materials for school. Finally, listening to radio.

In 2017, a quantitative study was conducted on adult language learners of English in Sweden by Franzén. The top five most popular extramural English activities were, in order, listening to music, surfing the internet, watching TV, watching movies, and watching video clips. This study states that the four most popular extramural English activities of this group of adult students are identical to the findings of Forsman (2004) (referred to in Sundqvist, 2009), Sundqvist (2009), Sylvén and Sundqvist (2011), and Sundqvist and Sylvén (2014). The only exception was watching video clips instead of playing video games in the previous studies mentioned above surfing the Internet, watching TV, watching movies, and watching video clips respectively.

On the basis of what has been discussed above, this current study will further explore Extramural English of Algerian EFL learner’s contexts, more particularly at Mohammed Saddik Ben Yahia University-Jijel. Moreover, it will attempt to fill the gap in research by conducting further research to explore the relationship between the frequency of exposure and education level.

2. Statement of the Problem

In recent years, there has been a growing interest in second language acquisition among EFL learners of extramural English, with an increasing number of studies being published. This topic has been understudied in the Algerian context. Given the importance of

EE to Algerian EFL learners, it is worth investigating the extent to which students are exposed to EE, the common EE activities they engage with, as well as the reasons for their engagement and non-engagement in these activities. In addition, recent international research has looked at out-of-school English exposure and its effects on learning. However, scant attention has been paid to the relationship between out-of-school exposure and the level of education.

3. Research Questions

This research seeks to answer two main research questions and two sub-research questions formulated as follows:

1. To what extent are Algerian EFL university learners exposed to extramural English?
 1. A. What are their most common extramural English activities?
 1. B. What are the reasons behind their engagement with Extramural English?
2. Is there a correlation between the educational level of Algerian EFL university learners at the University of Jijel and the frequency of exposure to extramural English language activities?

- **Research Question 2 Assumption:** This research is only exploratory; thus, the following assumption is based neither on facts nor theoretical findings:

✓ *Students' frequency of exposure has a relationship with their education level.*

5. Research Methodology

To answer the previously asked research questions, the study adopts descriptive exploratory research. A questionnaire will be used as the major research instrument to collect both quantitative and qualitative data. As far as the sample is concerned, the participants will be chosen from a large sample of Algerian EFL learners at the University of Jijel.

6. Significance of the Study

The significance of the study lies in its focus on a new area in the Algerian EFL classroom research, which is extramural English. The study aims to shed light on what is learning on outside class, how much English students are exposed to, and what type of English activities students prefer. The preliminary results of this study may serve as a stepping stone to further research and developed EFL programs. This research attempts to also examine the potential association between the extent of exposure to EE activities and educational level, which is a research area that has been overlooked. All in all, the study highlights the benefits of integrating these EE activities into students' language learning journey.

7. Structure of the Dissertation

The present study consists of a general introduction, two main chapters, and a general conclusion. The first main chapter represents the literature review and is divided into two sections. The first section attempts to highlight the main aspects concerning second language (L2) acquisition. The second part is a review of out-of-class L2 Acquisition. It begins with an introduction to extramural English, including definitions, similar terms referring to extramural English, previous studies on extramural English activities, and empirical studies on extramural English learning outcomes. Moreover, previous studies about the frequency of exposure to extramural English and the context of Algeria are reviewed. The second main chapter is a practical framework. The first section deals with the methodology, research design, population, research instruments, description and administration of the questionnaire. The second section is devoted to data analysis, and discussion of the results. The dissertation ends with a general conclusion that includes limitation of the study and some pedagogical and research recommendations.

Chapter One: Literature Review

Section One: Second Language (L2) Acquisition

Introduction

The terms Second and foreign language are often used interchangeably. They were first introduced into EFL teaching in the 1950s (Howatt, 1984). A second language refers to a non-native language that is used by a country for public communication. It is widely spoken, like Mandarin Chinese, Spanish, and Arabic, and English is the most widely spoken second language with 1.4 billion native and non-native speakers. English is the second language of the Indians. However, a foreign language is not commonly used by people in a community, term, or society. In other words, it refers to the language that people speak in a particular place. For example, Spanish is a foreign language for people living in India. For people living in Algeria, English is a foreign language. Second language and foreign language are often used interchangeably.

1. 1 Second Language Acquisition

Second language acquisition (SLA) is defined by Ellis & Barkhuizen (2005) as learning another language (second, third, or foreign) after the acquisition of one's mother tongue [...] (p. 3). According to Sundqvist (2009), there are two ways to achieve this, either through acquisition or learning. Acquisition is an unconscious process; however, learning is a conscious and a formal process. requires more effort than acquisition. VanPatten & Benati (2015) believe that successful SLA depends on the individual learner's aptitude, motives, and learning style.

1.1.1 Theories in L2 Acquisition

Krashen (2009) developed a theory of second language acquisition. It consists of five main hypotheses.

The first hypothesis, known as the acquisition/learning hypothesis, states that there are two ways in which adults develop second language competence through acquisition and learning. The acquisition process is an unconscious learning process. Adults can acquire language by "receiving" it naturally and unconsciously (picking up the language); they are not aware that they are acquiring the language but are aware that they are using it to communicate. The learning process is a conscious, formal, institutionalized, and explicit one that has to require more effort than acquisition. Adults know the rule, they can think of the rule in this language, apply it, and talk about it. Krashen (2009) argues that "adults can access the same natural language acquisition device that children use" (p. 10).

The second hypothesis is the natural order hypothesis. This theory states that "the acquisition of grammatical structures proceeds in a predictable order." (ibid., p. 10). Similar to first language acquisition, some grammatical rules and structures are acquired earlier and others later.

Krashen's (2009) third hypothesis is known as the monitor hypothesis. It states that second language users draw on what they have acquired when they engage in spontaneous communication. They may use rules and patterns that have been learned as an editor or "monitor," allowing them to make minor changes and polish what the acquired system has produced (Lightbown & Spada, 2013, p. 106). Monitor means to alter or change something, whether in thought or reality. According to Krashen, three conditions must be met for a monitor to be successful: the rules must be understood by the learner or acquirer, the acquirer

must be focused on accuracy and correctness, and the acquirer must have the time to use the monitor.

Krashen's fourth hypothesis is the (comprehensible) input hypothesis. It is the most relevant to this study since it addresses questions about how languages are learned and offers solutions to problems encountered in second language instruction. According to the input hypothesis, second language learning occurs when learners are exposed to comprehensible input ($i+1$). This occurs when a learner moves up or progresses along the acquisition order and is exposed to input "which is one step beyond ($+1$) the learner's current stage of linguistic competence (i)" (Sundqvist, 2009, p. 13). It means that if the learner is at stage (I), which is their current level of language competence, then $i+1$ is one stage above the learner's current level (Krashen & Terrell, 1983, pp. 32–33).

The last of Krashen's (2009) hypotheses is the affective filter hypothesis. He stated that the effective filter is caused by feelings such as low motivation low self-confidence, and, anxiety. Lightbown & Spada (2009) stated that the effective filter hinders language acquisition from taking place. Krashen stated that the effective filter is caused by feelings such as low motives, low self-confidence, and anxiety.

Some factors include the learning environment, L2 exposure, exposure to activities outside the classroom, motives, and access to technology (Krashen, 2002; Sundqvist, 2009; Al Nasser, 2015; Al Rabai, 2018;;). Playing an important role in second language acquisition. Those factors are equally important for Algerian EFL university students learning a foreign language.

1.2 Classroom L2 Acquisition

Classroom language acquisition is learning a second or foreign language in formal classroom settings, wherein a trained language teacher is responsible for training a group of

language learners. Indeed, learning L2 calls for mastering the four skills of the language. Listening and reading represent the receptive skills (input), whereas speaking and writing are the productive skills (output). Putting together these skills, the language learner becomes a competent and fluent speaker of the target language. Instruction provides learners with activities permitting learners to receive input, to produce output, to obtain feedback, and to engage in meaning negotiation with peers while guided by the instructor. All these elements are key components in second language learning that prepare learners for real-life communication.

1.2.1 The Role of Output

Language output has received considerable attention in recent years. Output is the learner's production to communicate in the target language. According to Swain's output hypothesis (1985), producing output is equally important as receiving input. It is chosen for learners to actively produce language in order to notice gaps in their knowledge and receive feedback on their language use. Long (1981) and Seliger (1977) adopted similar views regarding the crucial role of output in second-language classrooms. In brief, it is significant for teachers to give opportunities for learners to generate output allowing them to practise and foster their language skills.

1.2.2 The Role of Feedback

Corrective feedback (CF) can be defined as how teachers tackle their learners' erroneous linguistic structures (Ellis, 2009). First, feedback is paramount in the sense that it aids learners in diagnosing areas that need further development and obtaining support on how to improve their proficiency level (Hattie and Timperley, 2007; Allwood (1992). Second, in order for feedback to be efficient in second language learning, it must be specific, accurate, and timely (Ellis, 2009). In sum, feedback fosters second language acquisition as it allows learners to identify and to remedy for their weaknesses.

1.2.3 Meaning Negotiation

One of the most important aspects that the second language classroom has to offer is meaning negotiation. Meaning negotiation is visible in numerous interactional activities, namely, role-plays and information gap activities. It refers to the learner's interaction with other learners or speakers of the target language to exchange meaning, negotiate meaning, and develop language skills. Negotiation of meaning includes interactional modifications, such as comprehension checks, paraphrasing, clarification requests, and confirmation checks. According to Long's interaction hypothesis (1981), these interactional modifications are imperative to convey meaning, to get involved in communication, and to simplify learning the target language of interest. Other studies that corroborated Long's view are Pica (1994) and Gass and Varonis (1994).

Previous literature on classroom second language acquisition stresses formal settings; however, it can be linked to extramural language learning. Output, feedback, and meaning negotiation, essential in classrooms, can equally be applied effectively to extramural learning. Extramural learners benefit from producing language, receiving feedback from others, and engaging in meaning negotiation with native speakers. Despite differences, both formal classrooms and extramural learning contribute to second language acquisition.

1. 3. Intentional vs. Incidental L2 Learning

Intentional and incidental learning are two distinct types of learning. To start with, intentional learning was significantly of interest to various researchers. Breiter and Scardamalia (2018) categorised intentional learning as the "cognitive processes that have learning as a goal rather than an incidental outcome" (p. 363), requiring learners to be consciously alert during the learning process. Guo and Yali (2010) noted that intentional learning is a strategy for teaching and learning vocabulary, with novel lexis and meanings delivered to learners openly. Similarly, Cobb and Horst (2011) asserted that young Canadian

learners learn intentional vocabulary through specialised digital game training associated with extramural English. This includes video games played as out-of-class exposure activities.

Incidental learning, in turn, sparked the attention of multiple researchers (Richards and Schmidt, 2002; Krashen, 1989; Laufer and Hulstijn, 2001). According to Richards and Schmidt (2002), incidental learning is the process of acquiring knowledge unintentionally or learning one thing while intending to learn another. Quoting their definition, Richards and Schmidt defined incidental learning as “unintentionally picking up vocabulary, patterns, or spelling through interaction, communicative activities, reading for content, or pleasure. This can be contrasted with intentional learning, for example, learning by following a deliberate program of study to enhance vocabulary or grammar” (p. 252).

Moreover, Krashen (1989) hypothesised that incidental vocabulary acquisition occurs via exposure to comprehensible input ($i+1$). This implies that learners acquire new lexis mechanically and with minimum effort, simply through exposure to the target language. In the same meaning, this exposure to comprehensible input can be listening to English stories, watching English movies, podcasts etc. Laufer and Hulstijn Study (2001) found that most vocabulary items are acquired incidentally.

More to the point, Huckin and Coady (1999) fathomed that incidental vocabulary learning is affected by the frequency of vocabulary exposure, where repeated exposure to words in meaningful collocations is essential for forming associations between form and meaning. Similarly, Sundqvist (2009) proved that students who participate in out of class activities where they are exposed to English benefit both in their oral proficiency and vocabulary.

To conclude, incidental learning or unintentional learning, suggests that learning is not contingent on the learners’ primary intention and willingness to learn. Nevertheless,

extramural English seeks to scrutinise both intentional and unintentional learning (Sundqvist, 2009, p. 25).

Section Two: Extramural (Out-of-Class) L2 Acquisition

Definition of Extramural English (EE)

Extramural English is derived from the Latin extramuralist extra (“outside”) and muralist (“of the wall”). It was first introduced by Pia Sundqvist in her dissertation in 2009. She defines the term "extramural English" as follows: “Hence, the term extramural English means English outside the walls, and [...] it refers to the English that learners come in contact with or are involved in outside the walls of the classroom (Sundqvist, 2009, p. 24).

EE refers to English that learners encounter or engage in outside the classroom. such as reading books, using social networking sites, listening to music, watching movies, series, or TV shows, using English-language media, and playing English-language video games. EE is a way of understanding how students' spare time activities influence their English language proficiency. This happens both online and offline (Sundqvist 2009). All these activities are always performed by the learners alone.

EE is a phenomenon that occurs without school interference (Sundqvist 2009). EE is in an interesting position as a source for learning, as it is not a teacher-mediated method (Sundqvist 2009) or a teaching method at all. It occurs without the interference of the teacher.

EE is an umbrella term for similar terms such as incidental learning, out-of-class learning, unintentional learning, informal learning, out of school exposure. It refers to the use of English language outside the classroom. It's occurring in student-free or spare time. It seeks to examine both intentional and unintentional learning (Sundqvist, 2009). To sum up, “Out-of-school learning” refers to activities that students do in their spare or free time.

2.1 Extramural English Activities

2.1.1 Reading-Only

Reading is a complex and active activity that involves multiple cognitive abilities as well as the interaction between the reader's prior knowledge and the text. Reading helps individuals learn new things, increase their vocabulary, and improve their critical thinking.

Studies have shown that reading outside of school has a positive impact on vocabulary development. González-Fernández and Schmitt claim that out-of-class reading and learners' familiarity with English collocations are highly correlated. Similarly, Schmitt and Redwood's (2011) study indicated that the amount of outside reading had an impact on students' understanding of phrasal verbs. However, Lindgren & Muñoz (2013) and Sylvén & Sundqvist (2012) showed that young learners engaged in few reading activities outside of the classroom, making it difficult to examine its effect on vocabulary development. Nevertheless, it has been proposed that reading and extensive reading might help students improve their vocabulary. Extensive reading involves reading many books and texts for enjoyment and improvement of general reading skills. Moreover, studies have shown that reading, especially ER, is beneficial for promoting vocabulary.

Paul Nation (2015) listed some advantages of extensive reading. According to him, ER helps learners become familiar with new terms and use them in different contexts. Further, he argues that each encounter with a new word adds to our knowledge of existing words and enriches our understanding of words we already know. The repeated encounter can also foster the development of fluency; looking up unfamiliar words in a dictionary might help learners acquire new words faster.

Several empirical studies have supported the benefits of (extensive) reading for vocabulary learning. Horst (2005) found that learners learned about half of the unfamiliar

words in graded books. Similarly, Pigada and Schmitt (2006) found encouraging results for reading simplified readers by testing word knowledge aspects such as spelling, article use, meaning, and frequency of occurrence. resulting that learning obtaining up to 65% of target words. Brown, Waring, and Donkaewbua (2008) found lower learning gains, but in contrast to other studies, vocabulary learning was also assessed three months after the treatment. In a recent study, Webb and Chang (2015a) found considerable learning gains from ER (graded readers) and found that prior vocabulary knowledge may have a large effect on the number of words learned, suggesting that ER is more suited for intermediate and advanced learners.

Pellicer Sánchez and Schmitt (2010) demonstrated that reading an authentic novel can foster some word knowledge aspects, but learning gains are affected by the frequency of occurrence. Reading is beneficial for vocabulary learning, but few studies have looked at out-of-class reading. Studies have shown that reading is beneficial for vocabulary learning, but few have looked at the effect of out-of-class reading on vocabulary learning. Repeated encounters and large amounts of input are needed to boost learners' vocabulary knowledge. Most studies were conducted in the context of extensive reading programs with university students.

In Asia, extensive reading and listening have become a standard part of school life to help students improve their reading abilities. The main aim of ER is to encourage students to read extensively and happily outside of class time. Many teachers used to teach reading intensively with short, difficult texts, sentence by sentence, word by word, and translation. This tradition continues in many institutions in Asia and around the world, but this approach was not helping students read fluently, confidently, or quickly. This approach was not helping students do better on tests or read real-life materials. Reading is a skill that involves fluently and confidently processing a text for its meaning, not using it as a language exercise. Learners

should choose easy books for fluency development. Also, re-reading books is essential for fluency development.

There are some studies focused on vocabulary development in graded readers and extensive reading (Waring and Takaki, 2003; Pigada and Schmitt, 2006; Horst, 2005). These studies demonstrated that vocabulary learning occurs incidentally during reading texts at the right level for the learners. These studies suggest that reading a lot helps promote and expand vocabulary knowledge.

A large-scale experiment about extensive reading outside the classroom was done by Thomas Robb and Makimi Kano at Kyoto Sangyo University in Japan to compare pre- and post-test results between the 2009 cohorts of students who engaged in outside classroom reading and the 2008 cohorts who did not. It was done to know whether students who engage in extensive reading as additional work outside the classroom achieve a higher reading score compared to those who do not engage in it. There haven't been many studies conducted on the effectiveness of extensive reading in an EFL setting. Both Krashen (2004) and Lwahori (2008) reviewed prior research and found that those who engaged in extensive reading outperformed those who did not.

Bell (2001) reports on research conducted with young adult students working in different government ministries in the Yemen Arab Republic. He found that students exposed to "extensive" reading programs achieved faster reading speeds and higher scores on reading comprehension. Tanaka and Stapleton (2007) found that reading-graded readers increased reading speed and comprehension in Japanese high schools and EFL settings. They said that: "treatment group, especially those who read graded readers, scored significantly higher in reading speed and comprehension than the control group," who did not engage in extensive reading (p. 115). They found that " Japanese high schools and, more broadly, English teachers

in input-poor EFL setting should increase reading input within the students' linguistic levels both inside and outside of the classroom "(p.115). The Kyoto Sangyo University curriculum offered to students in 2008 and 2009 was identical, with the only difference being the required extensive reading in 2009. This study compared faculty-by-faculty comparisons to demonstrate that ER had a significant effect on reading ability in the 2009–2010 school year. In an alternate version of the same test set, students of every faculty showed significant gains in reading and listening, with Level 1 students performing as well as in 2008 and Level 3 students performing better than in 2008. The implementation of ER at Kyoto Sangyo University has been successful due to the administration's mandate, MoodleReader program, final grade reporting, and the university library's support. In 2006, Pigada and Schmitt showed that extensive reading leads to a shift in knowledge of the form and meaning of a given word, as well as changes in grammatical and colligational knowledge of that word.

Extensive reading leads to being able to select the appropriate meaning for terms in the multiple-choice text. If the learner comes across an unfamiliar word in a graded reader, he may look up the meaning in a dictionary. This is a type of deliberate learning that can increase one's word knowledge. Graded readers are texts or books written using a very controlled vocabulary. The main benefit of vocabulary control is that it eliminates a large number of words that are much above the learners' current level.

2.1.2 Listening-Only

Listening plays a fundamental role in language learning. Rost (1994) claimed that "listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge"(as cited in Ahmadi, 2016, p. 7). Similarly, Renukadevi (2014) asserted that learning a language requires four key skills, one of which is listening well. Listening carefully is important for

understanding and becoming fluent in the language (p. 59). Listening activities refer to audio activities such as listening to English language music, podcasts, audiobooks, radio, etc.

Many researchers (Batluk, 2015; Nguyen et al. 2020; Vandergrift 2007) found out that listening had a significant effect on learning. Batluk (2015) highlighted the significance of listening to music as an out-of-classroom activity. Batluk asserted that listening to vocal music had a positive effect on Swedish upper-secondary students. However, Nguyen et al. (2020) asserted that extensive listening can improve participants' ability to understand receptive knowledge, in which non-native speakers engaged in extramural English activities to improve their conversation skills, particularly in listening comprehension. Vandergrift (2007) stresses the importance of fostering a learner's ability to understand spoken language in real-life situations. The study underscored the necessity for more research on the efficacy of different types of extramural listening activities.

In summary, listening is an indispensable component of language learning, providing input and aiding in the development of language knowledge. It is essential for understanding and fluency in a language. While the importance of listening as an out-of-school activity has been overlooked, it has been found to positively affect language learners.

2.1.3 Reading -While - Listening

Reading while listening is a composite learning activity. Chang (2009) asserted that Listening support through written texts should be seen as being provided by reading while listening (p. 654). In other words, reading while listening involves engaging with written material while listening to audio materials. In general, there are activities containing both reading and listening such as audiobooks, and listening to music while reading to lyrics.

Several studies (Chang, 2011; Brown et al. 2008) have paid attention to the significance of reading while listening in L2 learning. Chang's study (2011) asserted that

reading while listening to audiobooks had a positive impact on EFL students speaking fluency and vocabulary. Moreover, Brown et al. (2008) conducted a study in which they investigated how vocabulary acquisition can occur through three different modes of input: reading, reading while listening, and listening to stories. The results of the study showed that the participants who participated in reading while listening showed a larger improvement in vocabulary knowledge and retention compared to those who only read or listened to stories individually (p. 163). In brief, reading while listening is essential for language learning.

2.1.4 Viewing

According to Merriam-Webster, viewing is the act of seeing, watching, or taking a look. Extramural English viewing activities refer to activities that involve watching English-language content outside of a classroom or formal learning environment. These activities are designed to enhance and promote language learning by providing opportunities for learners to practice their listening and comprehension skills.

Watching television and films is one of the most common extramural activities that L2 learners prefer (Sundqvist & Sylvén, 2014; Rodgers & Webb, 2011; Nordnes, 2021). In a survey conducted by the European Commission in 2014, it was discovered that 86% of EU citizens watch television almost daily. Additionally, English language learners would prefer spending much more time viewing television and films than reading written texts (Peters & Webb, 2018). Webb (2015) said that extensive TV viewing could help learners expand their vocabulary because TV programs contain a large number of authentic and repeating English words. Watching TV and movies gives learners the chance to interact with native speakers in context as well as various accents, slang, and appropriate expressions that they are not taught in the classroom (King, 2002; Díaz Cintas & Fernández Cruz, 2008). English dominates TV programs in many countries in the world (Dovring, 1997) due to the popularity of British and American movies among people, especially in Europe (Legrand, 2012).

Extensive viewing has also been put forward as a potentially effective way to increase a learner's vocabulary size (Webb, 2015). Webb (2015) argues that watching foreign language TV extensively "could fill the need for greater L2 input" (p. 159) that is needed in many foreign language learning contexts. According to Webb, "extensive viewing" refers to the regular viewing of L2 television inside and outside of a foreign language classroom. Compared to written input, TV programs have a large amount of repetition of mid-frequency and low-frequency words (Webb & Rodgers, 2009a). This is especially the case in related TV programs, such as TV series (Rodgers & Webb, 2011). Two recent empirical studies have demonstrated the potential that watching one episode (Peters & Webb, 2018) or 13 episodes of a TV show (Rodgers, 2013) can increase vocabulary learning. According to Peters and Webb (2018), TV can be a useful and significant learning resource for L2 English learners looking for authentic L2 input.

Lindgren & Muñoz (2013) and Sundqvist & Sylvén (2014) found that out-of-class TV viewing is beneficial for language learning. Lindgren and Muñoz (2013) found that Outside-of-school exposure to a foreign language was the second strongest predictor of learners' reading and listening comprehension. Watching (subtitled) movies was positively correlated with reading and listening proficiency; other exposure predictors, such as listening to songs and playing computer games, had little impact on reading and listening scores. Housen, Janssens, and Pierrard (2001) found that the English language proficiency of Flemish learners was better than their French language proficiency.

Studies have shown that watching TV and movies also has a positive impact on learners' knowledge of collocations (González-Fernández & Schmitt, 2015) and phrasal verbs (Schmitt & Redwood, 2011). Also, Sockett and Kusyk (2015) found a positive effect of regularly viewing TV series on learners' understanding of phrases (4-gram chunks). In addition, frequent viewers also tend to use more idiomatic expressions and language than

infrequent viewers when writing fan fiction. Their idiomatic structures were similar to the frequency of the structures in the input materials.

2.2 Empirical Studies on Extramural English Learning Outcomes

2.2.1 Vocabulary

Hatch and Brown (1995) defined vocabulary as a collection, a group, or a set of words in a language that an individual speaker of the language might use. As can be seen from the definition above, vocabulary consists of all the words that an individual is familiar with and can use to communicate in a language. It is an essential element of language for improving communicative competence in the four skills and no language exists without words. According to Richards and Renandya (2002, p. 255), vocabulary “is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.” To enhance language skills, learners must master vocabulary.

Several empirical studies have been conducted since 2009. Sundqvist (2009) examined the possible effects of EE on vocabulary and oral proficiency among 80 Swedish 9th-grade participants aged 15-16, with two different vocabulary tests and data regarding their extramural English activities in language diaries. In the findings, Sundqvist (2009) points out something regarding oral proficiency and vocabulary (VOC): The “total amount of time spent on EE correlated positively and significantly (P value less than.01) both with learners’ level of oral proficiency and size of vocabulary, but the connection between EE and VOC was stronger and more straightforward than the one between EE and OP” (2009: i). Sundqvist (2009) found that extramural activities, where the learners had to be productive (i.e., gaming, reading) had a greater impact on vocabulary proficiency than passive activities (i.e., watching movies).

Vocabulary learning is difficult for English language learners but can be learned inside or outside the classroom. Vocabulary in a second language is learned through exposure to new words, sometimes through direct vocabulary instructions (Nation, 2013), and in others through incidental or systematic exposure to the target language (Busby, 2021). According to Nation (2015), exposure to words in different contexts increases knowledge of a word. Through reading, learners encounter new words each time, and this repeating encounter has a positive impact on vocabulary learning and reading development. According to Sundqvist (2019), the frequency of exposure is an important predictor of vocabulary size. Extramural activities (activities outside of school) are essential in terms of frequency of exposure because there is a limited amount of classroom time intended for language learning. Prior research has shown that extramural activities, such as reading for pleasure (Day, Omura, & Hiramatsu, 1991; Nation, 2015), playing video games (Coxhead & Bytheway, 2019; Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012), and exposure to media (Peters, 2018), might be essential to developing a larger vocabulary.

Olsson (2016) argues for the impact of EE on productive vocabulary. She also observed that 9th-grade students who frequently used EE in their free time showed better vocabulary variety than those who used it infrequently. Olsson (2016) found that EE has a positive impact on productive vocabulary, but only in the first year of upper secondary school. Age and the amount of instruction may decrease the impact. Takahashi (2016) studied the effect of incidental vocabulary acquisition through reading on lexical reasoning ability in Japanese university students. The results showed that extramural reading significantly improved students' lexical thinking abilities and contributed to their vocabulary growth.

Since most parts of the previous studies were Scandinavian. Similar findings were made by Peters (2018), who noted that EE exposure for Flemish EFL learners had a greater impact on vocabulary than, for instance, the length of instruction in English. Peters (2018)

found that, among Belgian L2 learners, extramural activities predicted vocabulary knowledge more than hours of foreign language lessons. Vocabulary knowledge is essential for language proficiency. Wilkins (1972, p. 111) said that “without grammar very little can be conveyed, and without vocabulary nothing can be conveyed.” Vocabulary is essential for language use and acquisition but is also challenging. Previous research has found that vocabulary size is an important predictor of reading ability. (Laufer, 1992; Qian, 1999; Schmitt, Jiang, & Grabe, 2011), listening ability (Vafae & Suzuki, 2020), and reading comprehension (Laufer & Ravenhorst-Kalovski, 2010).

As a result, vocabulary size is a good proxy for language proficiency. Vocabulary size is a good predictor of language proficiency, but it can be difficult to measure accurately due to individual words' frequency. To measure vocabulary size, word frequency is often discussed in terms of groups of 1000 words, with the most frequently appearing 1000 words accounting for 78% of the words in written text. When testing vocabulary at different levels, researchers often select a cut-off point beyond which a language learner is said to have "mastered" the level. To illustrate, Hirsch and Nation (1992) proposed that readers need to understand at least 98% of the words in a text to enjoy it, which requires a vocabulary of around 5000-word families. This study used a modified version of the Vocabulary Size Test (VST) to determine participants' vocabulary sizes.

Laufer (2013) examined the contribution of ER and listening to the incidental acquisition of vocabulary in EFL. The findings indicated that ER and listening significantly increased learners' vocabulary size and depth. Kuo & Anderson (2010) explored the relationship between EE vocabulary learning and morphological awareness in Chinese-speaking children learning EFL. The findings suggested that morphological awareness played a significant role in the children's vocabulary learning, particularly in their ability to learn and use new vocabulary words.

Xu (2010) studied the effect of dictionaries on the incidental vocabulary acquisition (IVA) of 60 freshmen learning English as a second language at Qingdao University of Science and Technology. Results showed that dictionary lookup had a positive impact on vocabulary learning and reading development and that the paper dictionary was better than the electronic dictionary in incidental and irregular vocabulary acquisition. The benefits of ER have been widely documented, ranging from large-scale implementations across whole school districts to case studies of single readers.

Horst (2005) examined the effect of ER programs on vocabulary growth using electronic scanning, lexical frequency profiling, and individualized checklist testing. The results showed that there was an indication of new full or partial knowledge in 18 instances. However, ER research reported relatively little information about the vocabulary-expanding effects of reading extensively in a second language due to its focus on other more general aspects of language development.

McCrorstie (2007) examined vocabulary notebooks kept by 124 first-year students majoring in English at a Japanese university. The study classified the sources from which students drew their vocabulary items into five broad categories: textbooks and other written sources (books, newspapers, magazines), electronic media (music, TV, movies), conversations, and others (including signs, the Internet, computer games, and dictionaries). Nouns were the most popular word class, with the highest percentage of nouns recorded by an individual student being 54% and the lowest being 30%. Results indicate that teachers should spend more time guiding their students to the proper use of vocabulary notebooks. The results state that students often learn more vocabulary from outside the classroom than from classes (e.g., listening, speaking, and writing). On the other hand, students learn most of their vocabulary in reading classes.

2.2.1.1 Gaming

Numerous studies (Jensen, 2017; Sundqvist & Sylvén, 2014; Nordnes, 2021) show that playing video games is one of the most popular activities in Nordic countries. English is the primary language of interaction and communication used in many gaming environments (Stenberg, 2011; Waters, 2007; Sundqvist & Sylvén, 2012), and playing games is an activity created for entertainment rather than language learning. However, playing games provides L2 English language learners with a valuable opportunity to learn vocabulary outside the classroom (Coxhead & Bytheway, 2019; Nordnes, 2021; Sundqvist & Sylvén, 2012). Gamers are exposed to both spoken and written input through live video conversations with other players, visual texts, in-game instructions, and messages (Coxhead & Bytheway, 2019).

Sundqvist & Sylvén (2012) found that spending more time gaming can enhance vocabulary knowledge. Digital game players have the opportunity to learn the language through encounters with repeated words and become aware of how to use it in real-life situations (Coxhead & Bytheway, 2019).

As previously indicated, Sundqvist and other researchers conducted many studies on the relationship between playing games and L2 vocabulary competence (Sylvén & Sundqvist, 2012; Sundqvist & Sylvén, 2014; Sundqvist & Wikström, 2015; De Wilde et al., 2020a; Nordnes, 2021). Their studies revealed positive correlations between this extramural activity and English proficiency. Particularly, those who play games frequently have a deeper and more advanced vocabulary than non-gamers (Sylvén & Sundqvist, 2012). Rankin et al. (2006) and Coxhead & Bytheway (2019) also found that playing games and having a large English vocabulary are closely related and strongly correlated. Games can help learners expand their vocabulary quickly and unconsciously.

2.2.2 Speaking Fluency

Nunan (2003) defined fluency in speaking as the capacity to use language effectively, confidently, and with minimal awkward pauses (as cited in Kayi, 2006, p. 1). In other words, fluency is the ability to speak the L2 clearly and smoothly. Sundqvist (2009) studied the impact of EE on oral proficiency (pauses and oral fluency) was measured through a speaking test among ten Swedish students, the results showed that there was a positive correlation between EE and their level of oral proficiency. Moreover, (Freed, 1995, p. 137) examined the impact of studying abroad on learners' oral fluency and discovered that students who had studied abroad exhibited significantly better oral fluency. In other words, time spent abroad can foster learners' fluency.

2.3 Frequency of Exposure to Extramural English

2.3.1 Previous Studies

Sylvén & Sundqvist (2012) presented empirical evidence showing that the frequency of gaming and the type of games played had a positive effect on participants' L2. The participants were 86 Swedish children between the age of 11 and 12, as opposed to Sundqvist's (2009) study, where the participants were 4 and 5 years older. Three different types of proficiency tests, including one on vocabulary, were given to the participants. According to the findings, "frequent gamers (more than 5 hours per week) outperformed moderate gamers, who in turn outperformed non-gamers" (Sylvén & Sundqvist, 2012, p. 302). Extramural English was the main focus of this study.

Sundqvist and Wikström (2015) looked at the relationship between EE activity gaming and English vocabulary measures and grading outcomes. Data were collected through questionnaires, language diaries, vocabulary tests, essays, and English scores. 80 teenage participants from Sweden were divided into three digital gamer groups: G1 non-gamers (0 hours), G2 moderate gamers (less than 5 hours per week), and G3 frequent gamers (more than

5 hours per week). The results showed that the G3 group had the highest test score, followed by G 1 and G 2, respectively. According to the findings, gameplay “aligns more directly with vocabulary test scores than vocabulary indicators drawn from essays” (Sundqvist & Wikström, 2015, p. 65).

Brevik (2016) investigated if out-of-school gaming could improve boys' English reading skills. Participants were Norwegian learners of English aged 16–17. The boys were not selected randomly; they were allowed to take part because their scores on a national reading test in Norwegian were below the 20% intervention criterion and their scores on the English reading test were over 60%, which was considered an unusual combination. Brevik (2016) concluded that teachers need to engage students to help them transfer their English reading skills from one context to another. for example, when gaming.

Sundqvist (2019) examined commercial-off-the-shelf games outside of school and L2 English vocabulary, as well as comparisons with non-gamers vocabulary. Results showed a positive connection between time spent gaming and vocabulary test scores, particularly regarding difficult words on the test. This study, in particular, is interesting since it regards the same test group (year 9 students aged 15–16) as the Sundqvist (2009) study. Extramural English (i.e., gaming) matters, and detailed measures of time spent on EE activities are central to further empirical studies on gaming and English proficiency.

2.3.2 Context of Algeria

Previous literature on the frequency of exposure to EE has highlighted the significance of regular and consistent exposure to the target language in different countries. This finding can be applicable to the Algerian context by emphasizing the importance of encouraging learners to engage in EE activities. That is, outside of formal classroom settings, students should actively seek opportunities to interact with the English language through activities

such as watching English movies, listening to English podcasts, reading English books or articles, video games, participating in language exchange programs, and engaging with native English speakers. By incorporating these extramural English activities into their daily lives. The aim is to create an environment where learners are exposed to English on a frequent basis, enabling them to practice and reinforce their language abilities beyond the classroom setting.

Chapter Two: Field Work

Introduction

This chapter represents the fieldwork of the current study to explore the frequency of exposure to extramural English among EFL students as well as the types of activities mostly used at the Department of English Language at Mohamed Seddik Ben Yahia University of Jijel. This practical part is divided into two sections. The first section represents the research methodology. The second section represents the analysis of the collected data and discussion of the results obtained from the student questionnaire. At the end, the limitations and some pedagogical recommendations of the study are stated, along with some suggestions for further research.

Section One: Research Methodology

1.1 Research Design

This dissertation consists of a descriptive exploratory study. It aimed to collect both quantitative and qualitative data through a single comprehensive questionnaire that served to answer two main research questions and two sub-questions.

All research questions required quantitative data except sub-question 1.B for which data were collected through open-ended questions. The first main question was based on descriptive statistics and aimed to describe the frequency of exposure to extramural English (EE) activities among EFL students. This question was followed by two sub-questions 1.A and 1.B.

The second main question was correlational, thus, based on inferential statistics and aimed to investigate whether there is a collection between the frequency of exposure to EE

activities and students' academic level. This correlational question was exploratory in the sense that it may help us identify a potential relationship between education level and extent of exposure to EE in Algerian EFL university students, a research area that has been understudied and not well understood.

The use of a randomly large sample size enhanced the validity and reliability of the findings, thus ensuring the credibility of this research. The sample consisted of 325 EFL students, which enabled exploration on a large scale.

1.2 Population and Sampling

Three hundred twenty-five (325) students were randomly selected from a total of nine hundred ninety-three (993) students in the English Department of Mohammed Seddik Ben Yahia University, Jijel, to participate in this study, during the 2022/2023 academic year. The results obtained were as follows: L1 (65), L2 (70), L3 (60), M1 (57), and M2 (73). The rationale for choosing this particular population was the study's focus on English language learners.

1.3 Data Gathering

Table 1 show students enrolled in each level for the 2022/2023 academic year at the English department of Jijel University, with a total of 993 EFL students.

Table 1

Enrollment of the Target Population in each Level for the 2022/2023 Academic Year

Level	L1	L2	L3	M1	M2
Total	232	247	241	134	139

To collect the students' answers, a questionnaire was used as a research instrument. Table 2 represents the data collected from both an online and offline questionnaire. The results obtained show the number of students who responded to the questionnaire.

Table 2

Sample Size for Online and Offline Questionnaire per Education Level

Educational level	Offline	Online	Total
L1	57	8	65
L2	58	12	70
L3	55	5	60
M1	53	4	57
M2	25	48	73
Total	248	77	325

1.3.1 Administration of Questionnaire

The data collection process began on April 18, 2023 and lasted one month. The questionnaire was distributed both online and offline to the undergraduate and master's EFL students. The offline questionnaire was administered in our presence to ensure that all students comprehended the questions and to prevent any potential ambiguities that might hinder the collection of clear and comprehensive responses. Although no personal data was gathered in this survey, participants were requested to provide their consent before any data distribution. All participants willingly consented to completing the questionnaire, dedicating at least five minutes to answer it, and displaying a cooperative attitude. Using Google Forms, an offline questionnaire was designed to obtain as many responses as possible.

1.3.2 Description of Questionnaire

A questionnaire (Appendix 1) was developed to gather the necessary data for the research objective from Algerian EFL students. To ensure participants' anonymity, the sentence "your data will be analysed anonymously" was included. The term "I consent to participate" was written before the first question. The questionnaire consisted of three parts. All questions, from question Q1 To question Q6, were closed-ended to ensure precise responses, except for the last two questions (Q7 and Q8), which were open-ended to encourage unassisted responses. Questions were developed with the assistance of instruments of other studies (e.g., Sundqvist's study, 2009; Ghebghoub, 2021) which also focused on students' engagement in English exposure activities and the types of activities they partake in. As the research was conducted in Algeria, the questionnaire was adapted to suit the Algerian context.

The questionnaire contains three sections. The first section is titled 'Personal Information.' It consists of one question aimed at determining the student's academic level. The second section is about the frequency of exposure to out-of-school English language. This section is in the form of a matrix table with six-point Likert-scale questions; respondents can assign weights to one of the following answer choices (Never, Rarely, A couple of times a month, A few times a week, Several times a week, and Daily), and to the out-of-school activities illustrated in Table 3. The table shows the five categories (five questions) based on the type of exposure input: reading-only, listening-only, listening-while-reading, viewing, and speaking.

Table 3

EE Activities in the Questionnaire According to Exposure Input The table is divided into

Exposure input	Reading	Listening	Listening while reading	Viewing	Speaking
Activities	Books	Music	Listening to	Films	Home/
	Newspapers	Audiobooks	music+lyrics	TV series	Friends/
	Online chatting	Radio	Listening to	TV news	Family
	Searching	Podcast	audiobooks +	Documenta-ries	Online
	Google		scripts	Video games	
				sport games	

The third section asked about the motives behind out-of-class English language engagement. It contains two open-ended questions that aim to know the reason why students engage in those activities or not. The last question seeks any additional comments or suggestions about EE language activities.

Section Two: Questionnaire Data Analysis, Results, and Discussion

After raw data were collected through the students' questionnaires, the data for the current study were analyzed using descriptive and inferential statistics.

1.1 Analysis

1.1.1 Descriptive Statistics

Descriptive statistics were conducted to explore the frequency of exposure to Extramural English activities among Algerian EFL university students at all levels. It also examined the most commonly used types of activities. The collected data were exported from offline and Google Forms to an Excel sheet and SPSS for statistical analysis. Additionally, the

data were transformed into codes, in which academic levels were classified from 1 to 5, (1) refers to L1, (2) L2, (3) L3, (4) M1, and (5) refers to M2. The matrix table for the six-point Likert scale was coded from 1 (never) to 6 (daily), then the percentage of each category was calculated.

The descriptive statistics results of the questions were represented using graphs. Various types of questions necessitated the use of different graph formats. In the case of education level, the pie chart was deemed more suitable for accurately depicting the data. Additionally, the utilization of a stack bar chart was optimal for presenting the results of Section Two due to its compatibility with Likert-scale data.

1.1.2 Inferential Statistics

Spearman's rank correlation was computed to assess the relationship between two variables: Education Level and Frequency of Exposure to EE. This type of correlation was used because both variables are ordered categories (ordinal data). A two-tailed test was used because the question is only exploratory with no hypothesis about the direction of the correlation.

1.1.3 Thematic Analysis

For Section 3 data of the questionnaire, thematic analysis was utilized to analyse two specific open-ended questions. The analysis involved familiarizing with the data, conducting open coding, refining codes into specific themes, studying and refining those themes, and deriving theoretical concepts from the saturated categories and themes. This systematic approach allowed the researchers to gain meaningful insights and develop theoretical understandings from the data.

1.2. Results

1.2.1 Research Question 1

To what extent are Algerian university EFL students exposed to extramural English?

Section One: Personal Information

Q1: Educational Level

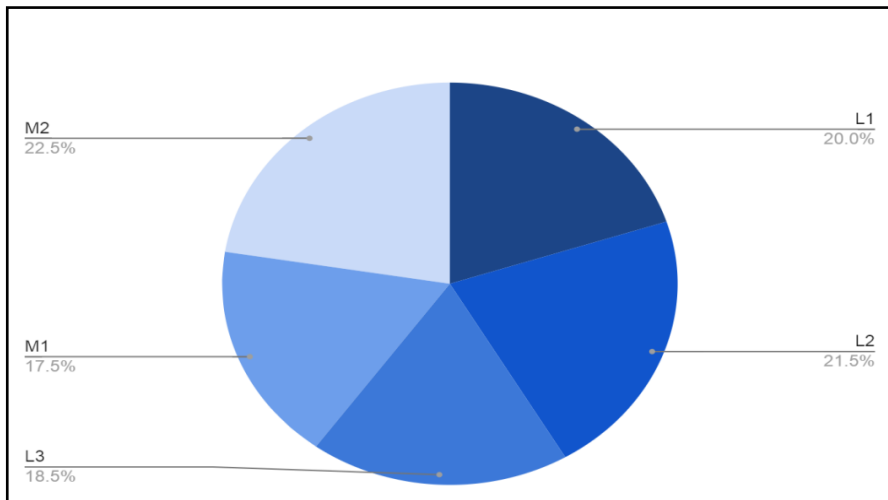


Figure 1: *Participants' Education Level*

It is clearly demonstrated in the displayed pie chart figure (1) that 22.46% of the participants were M2 students, followed by L2 with 21.54% and L1 with 20%. Meanwhile, L3 and M1 had similar numbers of students, accounting for 18.46% and 17.54% respectively. In general, the data indicates a relatively balanced distribution of students across different academic levels, with a slightly higher representation in the higher levels (M2 and L2).

Section Two: Frequency of Exposure to Out-of-School English Language

The following results are presented according to the modality of input.

Q2: Reading-Only

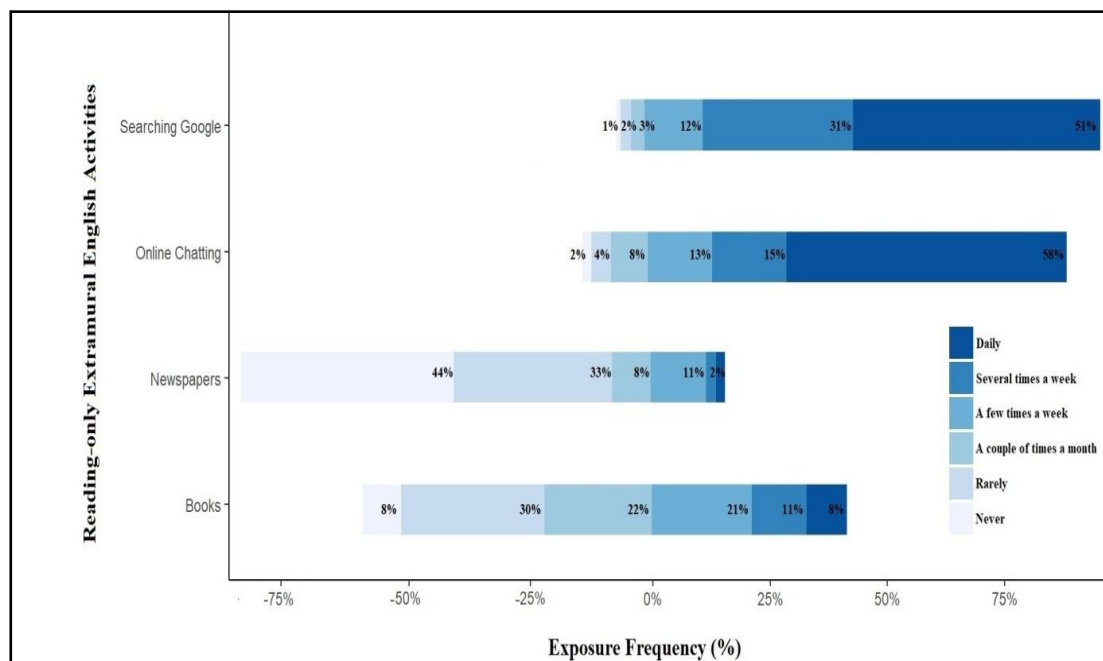


Figure 2: Frequency of Exposure to Reading-only EE Activities

Figure 2 shows that a majority of EFL students utilized Google for search predominantly in the English language (94%) in which a half (51%) of them declared that they searched Google daily, showing that this activity is the most frequently EE activity used by students. The next activity with a higher frequency exposure was online chatting. (86%) of EFL students use online chatting daily (58%), several times a week, or a few times a week, followed by reading books in the English language (40%). The last activity with the lowest exposure frequency was reading newspapers (13%).

When reading between the lines, it becomes apparent that the majority of students are extensively exposed to searching on Google. Such a tool provides easy access to a vast

amount of information from around the world, including articles, research papers, books, news, and various other sources on almost any imaginable topic.

Q3: Listening-Only

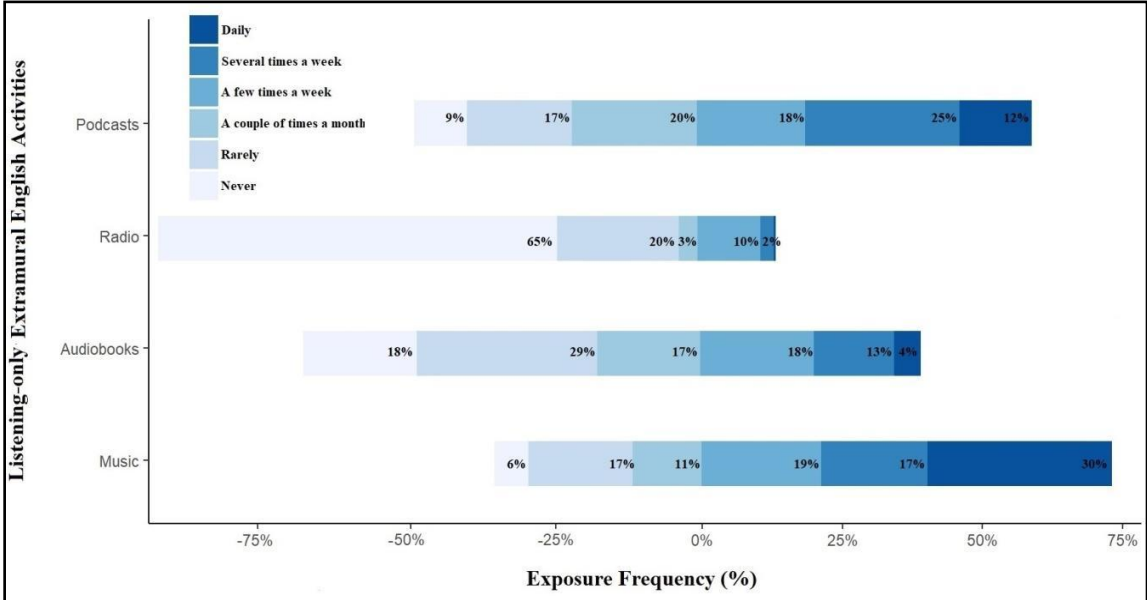


Figure 3: Frequency of Exposure to Listening-only EE Activities

Figure 3 illustrates the frequency of exposure to listening-only EE activities among EFL students. The results indicate a significant proportion of students (66%) listen to music in English outside of the classroom, with nearly a third (30%) reporting daily engagement in this activity. This finding suggests that music is the most frequently utilized extramural listening activity among these learners. The second-highest extramural exposure frequency was observed for listening to podcasts, with 55% of EFL learners engaging in this activity daily (12%), several times a week, or a couple of times a month. Following that, audiobooks were reported by 35% of students, while listening to the radio had the lowest frequency at 12%. The figure clearly demonstrates that a large number of EFL students are extensively exposed to listening to music in English beyond the confines of the classroom.

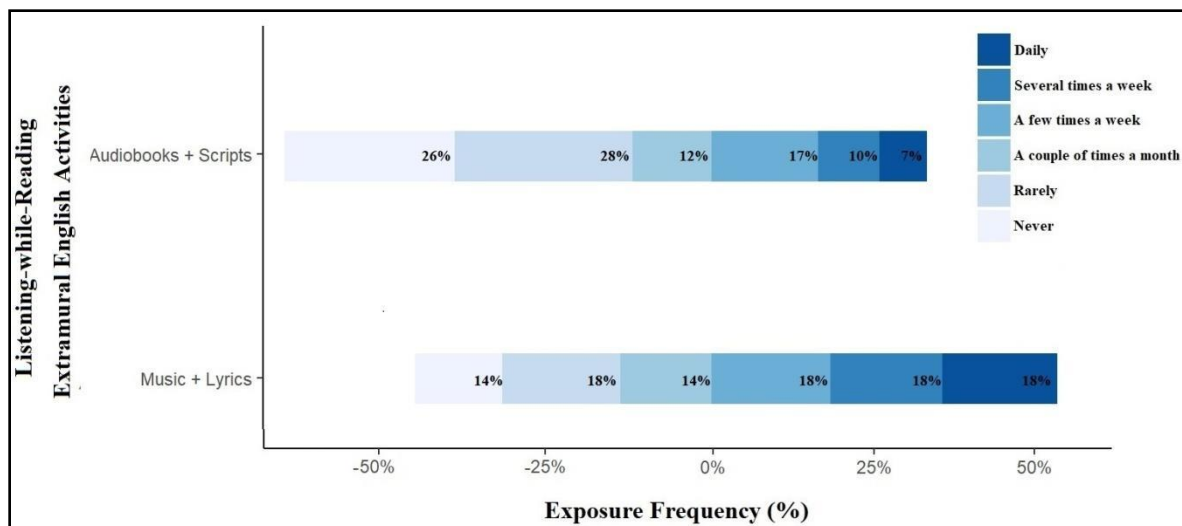


Figure 4: *Frequency of Exposure to Listening-while-Reading EE Activities*

Data above (Figure 4) displays students' frequency of exposure to listening-while-reading EE activities. The results reveal that Algerian EFL students tended to listen to music while reading lyrics to a larger extent (54%), with 18% of them stated that they listen to music while reading lyrics daily, followed by an equal percentage twice with 18% refers to several times a week and a few times a week. However, learners showed limited exposure to other types of EE activities which is listening to audiobooks-while-reading their scripts (34%) of students listen to audiobooks while reading scripts. (28%) rarely, (26%) never, followed by a few times a week (17%).

This stacked bar shows that listening to music while reading lyrics is the most frequently extramural listening activity applied by those students. The figure shows that most EFL students are exposed to listening to music while reading lyrics in English language out-of-the-classroom.

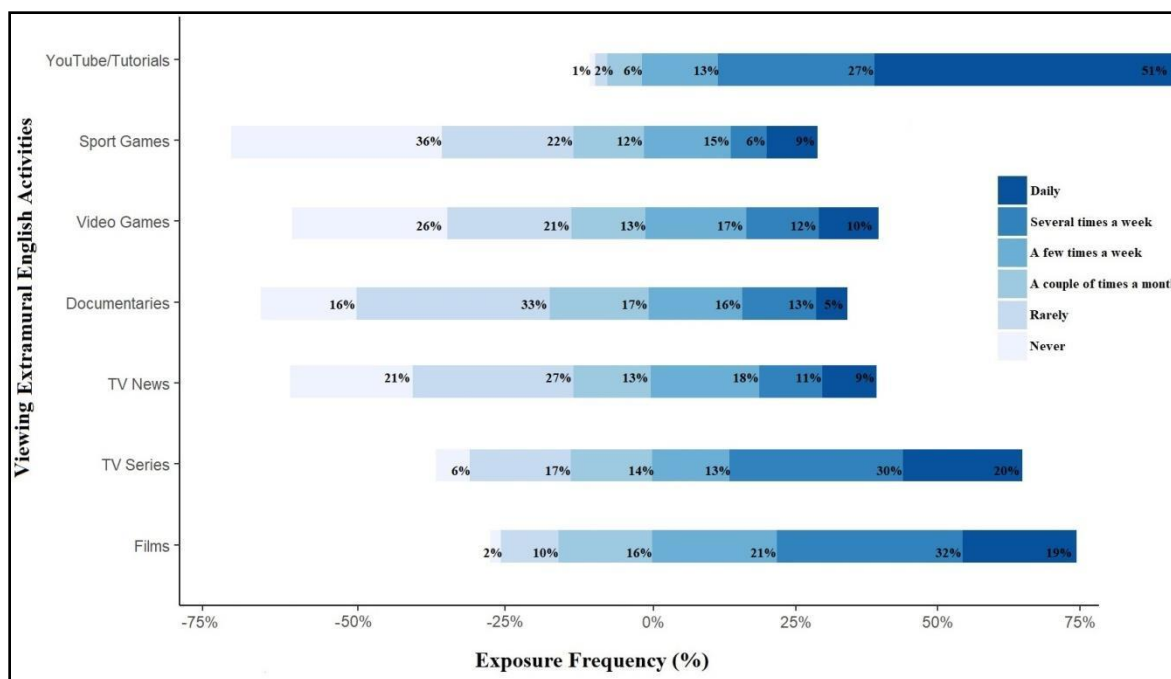


Figure 5: *Frequency of Exposure to Viewing EE Activities*

Figure (5) illustrates the frequency of students' exposure to viewing EE activities. As presented in Figure 5, a clear majority of the students extensively engage in watching YouTube and tutorials in the English language outside the classroom. Almost 91% of the participants stated that they watch them daily, highlighting the significant prevalence of YouTube tutorials as the most frequently utilized extramural listening activity among these learners.

Following closely behind, the second-highest extramural exposure frequency was observed for watching films, with 72% of the students engaging in this activity. Among EFL learners, watching films occurs several times a week for 32% of participants, while 21% reported doing so a couple of times a month. Additionally, TV series were a popular choice, with 63% of students participating in this extramural activity. Other activities that garnered less outside exposure were playing video games (39%), watching TV news (38%), exploring documentaries (34%), and engaging in sports games (30%).

These findings clearly demonstrate that EFL students are highly exposed to watching YouTube tutorials in the English language outside of school.

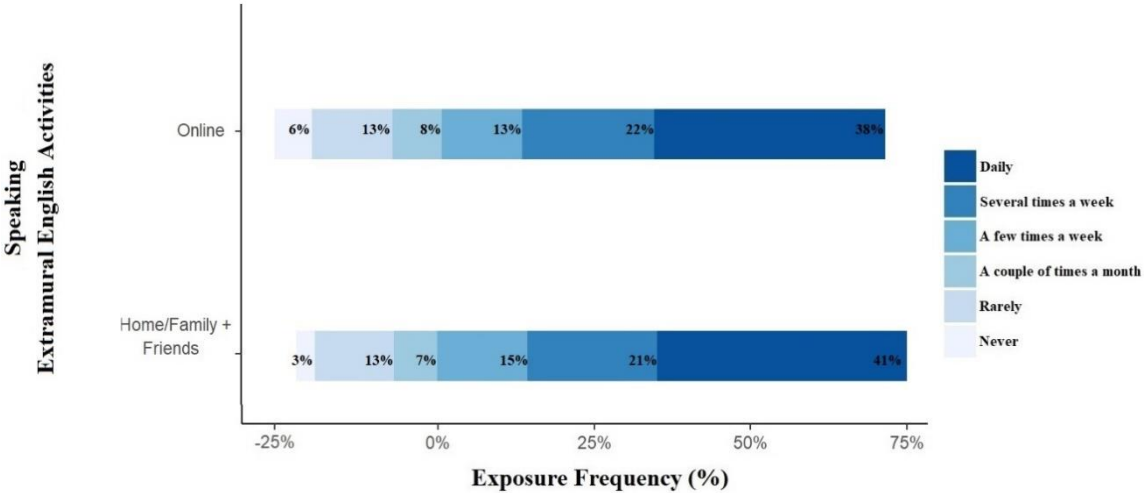


Figure 6: *Frequency of Exposure to Speaking EE Activities*

Finally, regarding speaking EE activities, it is clearly seen that most EFL students speak at home with family and friends in English (77%), with almost 41% of the participants stated that they do it daily, while the second was online speaking (73%), showing that speaking at home with family and friends in English is the most frequently extramural speaking activity used by those students.

In summary, the findings suggest that EFL students are extensively exposed to certain EE activities. They frequently utilize Google for searching, listen to music in English, watch YouTube tutorials, and engage in online speaking activities. Incorporating multimedia resources into language learning programs is recommended to enhance students’ language skills and proficiency.

1.2.2 Sub-research Question 1. A

What are the most common extramural English activities Algerian EFL university students are exposed to?

The five most common extramural English activities for Algerian EFL Jijel university students were searching Google (94%), watching YouTube/tutorials(91%), speaking English at home (77%), listening to music (66%), and listening to music while reading English lyrics(45%).

1.2.3 Sub-research Question 1. B

What are the reasons behind Algerian EFL university students' engagement with extramural English?

Section 3: Motives behind Out-of-Class English Language Engagement

EFL students were asked to indicate whether they engage in extramural English activities or not and the reason behind it.

Q7. 1. Engagement in Out-of-Class English Language Activities

The majority of responses (290 students) showed interest in engaging in EE activities through a range of motives and goals related to proficiency enhancement, enjoyment and entertainment, personal and academic development, and habitual use.

1. Proficiency Enhancement

This theme revolves around the desire to improve English language proficiency, particularly in terms of fluency, pronunciation, vocabulary, and overall communication abilities. Learners asserted that out-of-school activities represent strong motives to elevate their English proficiency to a higher level and develop their language fluency. Some participants declared that they engage in EE activities to:

- “Improve my English proficiency, especially my accent.”
- “Enhance my English abilities and improve my language skills.”
- “Improve my English pronunciation and vocabulary skills.”
- “Develop my speaking skills and extend my vocabulary.”
- “Enhance my English speaking skills and acquire vocabulary.”

2. Enjoyment and Entertainment

This theme reflects the motives to engage in English language learning for the sake of enjoyment, entertainment, and personal pleasure. Learners express a desire to have fun while learning and to find entertainment value in activities such as reading books, listening to podcasts, playing games, and interacting with others in English. Some EFL students expressed the following:

- “I Engage in such activities because I like to do them and find them enjoyable.”
- “To learn my favorite language while having fun.”
- “For entertainment and developing my language go hand in hand.”
- “Play online games and talk to people inside the game.”

3. Everyday Use and Habit

This theme highlights the motives to incorporate out-of-school English into daily life and establish a habit of using the language regularly. Learners express a desire to make English an integral part of their routine, enabling them to communicate more effortlessly, practice their skills, and engage with authentic materials in real-world situations. Few numbers of students expressed the following:

- “English has become part and parcel of my life.”
- “Using English daily has become a habit and a routine now.”

- “To use and practice my English in everyday situations.”
- “To enhance exposure to authentic materials and use English in real-world situations.”

In brief, the thematic analysis in the current study revealed a range of sources of motives that students have embraced to engage in EE to enhance efficiency, enjoyment and entertainment, personal and academic development, as well as integrating English into everyday life.

Q7. 2. No Engagement in Out-of-Class English Language Activities

Students who are less likely to participate in EE activities were given an opportunity to express their own perceptions about EE and why they do not engage in it. The upcoming themes emerged.

- ***Time Constraints***

This theme reflects the recurrent mentioned of lack of time as a significant barrier to language learning. Learners express that their busy schedules and limited time prevent them from engaging in activities related to English language acquisition. Time constraints hinder their ability to allocate dedicated time for learning, practicing, and participating in English-related activities. Some students stated the following:

- “I do not have time.”
- “Due to time constraints.”
- “I do not t have enough time but I will try to incorporate English in my personal daily activities.”

- ***Lack of Interest***

This theme revolves around the lack of interest in learning English. Learners express disinterest or a low level of enthusiasm for engaging in English language activities. They find

the activities boring, useless, or not aligned with their personal preferences. They said the following:

- “I’m not interested.”
- “I do not like it.”
- “I do not find it useful.”
- “I’m not interested. English is the last choice.”

- ***Fear and Insecurity***

This theme highlights the fear and insecurity experienced by learners when it comes to speaking English. Learners expressed concerns about making mistakes, being criticized, or feeling uncomfortable in social situations where they need to communicate in English. These fears act as barriers to actively engage and practise their language skills. They mentioned the following:

- “Fear of committing errors and being criticized.”
- “I am a shy person.”
- “Because I’m an introverted person.”
- “Because of being lazy.”

- ***Lack of a Supportive Environment***

This theme focuses on the influence of the learner’s social circle and the absence of a supportive environment for English language learning. Learners mentioned that their friends and family members are not proficient in English, which discourages them from practicing or using the language outside the classroom. Additionally, a lack of interest in media such as TV news, radio, and online books further limits exposure to English. They stated the following:

- “Most of my friends and my family members are not good at speaking English.”
- “I do not engage in previous out-of-class English activities.”
- “Not a fan of TV news, radio, and online books.”
- “They are not part of my life.”

- ***Personal Constraints***

This theme encompasses various personal constraints that hinder language learning. Learners mention factors such as laziness, lack of motives, impatience, and a perception of English activities as boring or tedious. These personal factors contribute to the challenges they face in engaging actively in English language learning. The following answers highlight various reasons for not actively participating in out-of-class English activities:

- “I am a lazy person.”
- “Lack of motivation.”
- “I do not have the patience to do some activities like reading books.”
- “It is not a part of my life.”

Generally, this thematic analysis revealed several barriers and challenges learners face in their English language learning journey, including time constraints, lack of interest, fear and insecurity, absence of a supportive environment, and personal constraints. Recognizing these barriers can help develop strategies and interventions to address them and support learners in overcoming these challenges.

Q8. Comments and Suggestions

The additional comments provided by participants in the study highlight the importance and effectiveness of outside classroom English language activities for EFL students. The comments emphasize that these activities provide an opportunity for students to

practice the language more freely and develop their skills in a way that classrooms cannot fully offer. Participants mentioned various resources available outside the classroom, such as online platforms, YouTube channels, Instagram pages, and applications, which provide access to English learning materials and content. Some participants mentioned the significance of public clubs and speaking clubs for improving English proficiency and building self-confidence in communication. The comments also stress the value of activities like listening to music, watching TED talks, participating in online courses, watching films or series in English, and writing diaries as effective ways to learn and enhance language skills. Overall, the participants recognize the importance of continuous engagement in extramural English activities and the positive impact they have on language development and proficiency.

1.2.4 Research Question 2

Is there a correlation between the educational level of Algerian EFL university students and their frequency of exposure to extramural English?

Table 4

Spearman's Rank Correlation Between Education Level and EE Frequency of Exposure

EE activities	N	correlation coefficient	P-value
Reading activities	323	.11*	.047
listening activities	325	.12*	.049
viewing activities	325	.15*	.007
listening-while-reading activities	325	.10	.083
speaking activities	325	.024	.663

* Correlation is significant

There was a significant positive (but weak) correlation between education level and frequency of exposure to: reading activities, $r(323) = .11$, listening activities, $r(325) = .12$, and viewing

activities, $r(325) = .15$. Nevertheless, there was no correlation between education level and frequency of exposure to: listening-while-reading activities, $r(325) = .10$, and speaking activities, $r(325) = .024$.

In a whole, there is a significant positive correlation between education level and frequency of exposure to reading, listening, and viewing, but not to listening-while-reading and speaking. In other words, the more the student passes from one year to another, the more they will read, listen, and view extramural English.

1.3 Discussion

After presenting the results of the students' questionnaire, these will be discussed in relation to the main research problems. The first relates to the extent to which Algerian EFL university students are exposed to extramural English, the commonly engaged in extramural English activities, and the reasons behind out-of-class English language engagement. The second concerns the relationship between frequency of exposure and the level of education of EFL university students.

RQ 1 Discussion: Frequency of Exposure to Extramural English

The first result that emerged from this study is that Algerian EFL university students are exposed to extramural English activities to a large extent. To help us well discuss this important result, this dissertation probed two additional sub-research questions: one looked at the extramural English activities students are engaged with the most and another revealed the reasons for this exposure.

- ***The Most Common Extramural English Activities***

The five most common extramural English activities were searching Google (94%), watching YouTube/tutorials(91%), speaking English at home (77%), listening to music (66%), and listening to music while reading English lyrics (45%). This finding is partially

similar to that of Sundqvist (2009), Forsman (2004), and Franzén (2017). These researchers identified that the most common extramural English activities were music, surfing the net, watching TV, video clips, and video games respectively. These activities highlight the influence of technology and media in language learning. Furthermore, the studies of Sylvén and Sundqvist's (2011, 2014) on young English language learners found that watching TV, playing digital games, listening to music, watching movies, and using the internet were their most common EE activities, reinforcing the significance of multimedia and digital resources in language learning.

- *Motives behind Exposure*

One significant reason for exposure was the desire to enhance one's proficiency in English. This implies that students think inside classroom activities are not enough. Students recognize the importance of improving their language skills, including fluency, pronunciation, vocabulary, and overall communication abilities. They view these extramural activities as opportunities to elevate their language proficiency and develop their fluency.

Another motivating factor was the enjoyment and entertainment derived from engaging in English language learning. Students find pleasure and personal satisfaction in learning English, and they value activities that allow them to have fun while acquiring language skills. This indicates that students perceive language learning as an enjoyable experience and are motivated to engage in activities that provide entertainment value.

Furthermore, the incorporation of English into everyday life and establishing a habit of using the language regularly were other significant sources of motives. Students appreciate the importance of integrating English into their daily routines, enabling them to communicate more effortlessly, practice their skills, and engage with authentic materials in real-world

situations. They see the value in using English regularly, making it an integral part of their lives.

In general, students engage in out-of-class English language activities due to a combination of factors such as proficiency enhancement, enjoyment, personal development, and habitual use. These boosts of motives highlight their dedication to improving their language skills, finding pleasure in the learning process, and integrating English into their daily lives for effective language acquisition.

RQ 2 Discussion: Correlation between Educational Level and Frequency of Exposure

This study revealed a significant positive correlation between the level of education of Algerian EFL university students at the University of Jijel and the frequency of exposure to reading, listening, and viewing. However, the association was not established for listening-while-reading and speaking.

This section further discusses why a positive correlation emerged for reading, listening, and viewing activities. One possible explanation is that as students progress through their education, they are exposed to more English language materials and resources in academic settings. Higher education levels often involve more extensive reading assignments, listening to lectures, and watching educational videos or presentations. Therefore, it is reasonable to expect that students who have reached higher education levels would engage more frequently in reading, listening, and viewing activities in English.

Another factor that could contribute to the positive correlation is the development of language skills as students advance in their education. As students acquire more knowledge and language proficiency, they may become more confident and motivated to engage in EE language activities. They may recognize the importance of exposure to English outside the classroom to further enhance their language skills and academic performance. This increased

motives and confidence could drive them to seek out opportunities for reading, listening, and viewing materials in English.

However, there was no correlation found between education level and frequency of exposure to listening-while-reading activities and speaking activities. One possible explanation for the absence of a relationship could be that these activities require different skills or preferences that are not strongly influenced by the educational level. Listening-while-reading activities typically involve simultaneously reading and listening to audio materials, which may require specific strategies and multitasking abilities. The correlation may be influenced by individual preferences, skills, or strategies utilized during such activities. Similarly, speaking activities involve the active production of language, which may depend on factors other than education level, such as individual speaking proficiency or opportunities for English language practice.

Regarding the assumption that higher education levels would be associated with less time for extramural English activities, the results suggest the opposite pattern. It is important to note that the assumption was not based on facts or theoretical findings, but rather a starting point for exploration. The findings suggest that as students progress in their education, they may find more opportunities and motives to engage in extramural English language activities. It is possible that higher education levels provide a better understanding of the benefits of extramural exposure to English and the importance of developing well-rounded language skills.

Additionally, it is worth considering that education levels may not necessarily correlate directly with busyness or lack of time. While higher education levels may indeed involve increased academic demands, students at those levels may also have developed better

time management skills and be more efficient in their academic pursuits. Therefore, they may have sufficient time and motives to engage in extramural English activities.

On the other hand, the absence of a correlation for listening-while-reading and speaking activities indicates that other factors beyond education level may influence students' engagement in these specific activities. Future research can explore these factors in more depth to gain a comprehensive understanding of the relationship between education level and different types of extramural English language activities.

In summary, the findings of the analysis suggest a positive correlation between education level and frequency of exposure to reading, listening, and viewing extramural English language activities. This relationship can be attributed to factors such as increased exposure to English materials in academic settings, the development of language skills, and the motives to enhance language proficiency. The absence of a correlation for listening-while-reading and speaking activities suggests that other factors beyond education level may influence engagement in these specific activities.

Conclusion

In summary, the content of this second chapter was divided into two sections. The first section corresponded to the methodology used to explore the topic under discussion; it presented research design, population and sampling, and research instruments. In the second section, a shift was made to the analysis, of the findings obtained from the students' responses. The results were presented in the form of quantitative figures in tables and visual figures as deemed appropriate. The data analysis section was followed by the data discussion section. A general conclusion including a set of limitations, pedagogical recommendations and suggestions for future research are presented next.

General Conclusion

The present study is designed to describe the frequency of exposure to extramural (out-of-class) English of Algerian EFL students at the University of Jijel and discuss the most frequently engaged activities, as well as the reasons behind this engagement. Then, it further explores the relationship between the level of education and the frequency of out-of-school English language activities. It is assumed that students' frequency of exposure has a relationship with their education level. To target these research aims, two main chapters have been developed in addition to a general introduction and general conclusion. The first chapter provides a comprehensive overview of existing literature related to engagement in extramural English activities. The second chapter focuses on the methodology employed to carry out the study, including data collection techniques, followed by the analysis and discussion of the results.

This research reveals a few noteworthy results. It finds that, generally, Algerian EFL University students greatly engage in EE activities. The fact that they frequently browse the internet and watch YouTube tutorials in the English language is a promising finding. EFL university students also tend to practice English outside of class by means of communicating with family and friends in English. Reading lyrics while listening to music is also among the top five out-of-class English activities. This type of EE encounter shows that students make efforts to understand difficult authentic English language by segmenting the speech they hear. Moreover, the motives behind exposure to EE for the target population can be classified as academic, entertainment, and habitual reasons.

The study also shows a significant positive correlation between educational level and the frequency of exposure to reading, listening, and viewing extramural English language activities among EFL learners at the University of Jijel. This finding suggests that as students

progress in their education, they are more likely to engage in these activities, possibly due to increased exposure to English materials in academic settings, the development of language skills, and the motives to enhance language proficiency.

Limitations of the Study

Several limitations of this exploratory study should be acknowledged. These include limited resources, time constraints, and challenges in distributing and collecting an adequate number of questionnaire responses, especially during the exam period.

Pedagogical Recommendation

Based on the results obtained from this research, we recommend that:

- Teachers should raise awareness about the benefits of EE activities.
- Teachers should incorporate EE activities in their teaching programs to increase chances of incidental language learning.
- Students need to engage in more authentic English materials such as movies, TV shows, podcasts, books, and news articles.
- Teachers should encourage students to create a balanced and enjoyable extramural English learning experience that suits their learning style and goals.

Suggestions for Future Research

On the grounds of this preliminary research and based on the questionnaire responses from Algerian EFL university students, it is important to make a few recommendations for further research. It will be interesting to look at whether there is a difference in extramural English activities frequency exposure between males and females regarding English language proficiency as well as to determine whether gender also has a relationship with the type of activity. Moreover, the type of reading activities were not made specific in the current study,

further research may add entries for different types of reading engagement such as books, novels...etc. The study results also prompt further exploratory research to understand why a correlation exists between education level and exposure to EE and what might be driving it. Finally, it would be interesting to conduct a comprehensive study to compare the relationship between EE and the English language proficiency of students instead of the educational level.

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Appendices

Appendix A: Student's Questionnaire

Dear EFL students,

This questionnaire is an attempt to explore the type of activities as well as the extent to which Algerian EFL university students are exposed to English language outside the classroom. We would be grateful if you could carefully read the following short questions and sincerely answer them by ticking ✓ **ONLY ONE** answer. We will not ask you to provide your name; thus, your data will be analysed anonymously. It should take about 5 minutes to fill.

I consent to participate in this survey

Section 1: Personal Information

Q1- Academic level:

L1

L2

L3

M1

M2

Section 2: Frequency of Exposure to Out-of-School English Language

*How often do you do the following activities in **ENGLISH LANGUAGE**?*

Questions	Activity	Daily	Several times a week	A few times a week	A couple of times a month	Rarely	Never
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Q3 Reading Only	Books						
	Newspapers						
	Online chatting						
	Searching Google						
Q4 Listening Only	Music						
	Audiobooks						
	Radio						
	Podcasts						
Q5 Listening while Reading	to music while reading lyrics						
	to audiobooks while reading their scripts						
Q6 Viewing	Films						
	TV series						
	TV news						
	Documentaries						
	Video games						
	Sport games						

	YouTube/ Tutorials						
Q7 Speaking	at home with family/friends						
	Online						

Section 3: Motivation behind out-of-class English language engagement

*Q8. Depending on your previous answers, answer in a few words **ONE** of the following (not both):*

1. I **engage** in the previous out-of-class English activities to
.....
2. I **do not engage** in the previous out-of-class English activities
because.....

Q9. Do you have any additional comments or suggestions about outside classroom English language activities?

Thank you so much for your collaboration 😊

Résumé

L'étude actuelle vise à explorer les activités d'apprentissage de la langue anglaise en dehors des cours chez les étudiants algériens en anglais à l'Université de Jijel, Mohammed Seddik Ben Yahia. Plus précisément, elle décrit la fréquence d'exposition à des activités d'apprentissage de la langue anglaise en dehors des cours et les activités les plus courantes auxquelles les étudiants sont exposés, ainsi qu'elle explore les motifs derrière cette exposition. L'étude examine également la relation entre le niveau d'éducation des apprenants et la fréquence de ces activités d'apprentissage de la langue anglaise en dehors des cours. Pour atteindre ces objectifs de recherche, un questionnaire a été administré à 325 étudiants en anglais langue étrangère de tous les niveaux. Les résultats obtenus montrent que les étudiants participent activement à des activités d'apprentissage de la langue anglaise en dehors de l'université, principalement en effectuant des recherches sur Google, en regardant des vidéos sur YouTube, en parlant à la maison avec leur famille et leurs amis, en écoutant de la musique et en lisant les paroles en même temps. De plus, diverses raisons d'exposition ont émergé, notamment la compétence, le divertissement, le développement personnel et les habitudes. En outre, l'étude a révélé une corrélation positive significative (mais faible) entre le niveau d'éducation des apprenants et leur fréquence d'exposition à des activités de lecture en anglais en dehors des cours ($p < .05$), à des activités d'écoute ($p < .05$) et à des activités de visionnage ($p < .01$), mais pas à des activités d'écoute tout en lisant ($p = .08$) et à des activités de parole ($p = .66$). En d'autres termes, à mesure que les apprenants en anglais langue étrangère passent d'une année à l'autre, ils s'engagent davantage dans la lecture, l'écoute et le visionnage en anglais en dehors de l'université. Ces résultats, qui sont sans précédent dans le contexte de l'Algérie, sont discutés.

ملخص

تهدف هذه الدراسة إلى استكشاف أنشطة اللغة الإنجليزية خارج الجامعة للطلاب الجزائريين تخصص تعليم اللغة الإنجليزية في جامعة جيجل، محمد صديق بن يحيى على وجه التحديد. تصف الدراسة أيضا الى اي مدى يصادف الطالب اللغة الإنجليزية خارج اسوار الجامعة و ما الأنشطة الأكثر شيوعًا وتستكشف دوافع تعرضهم لها. الدراسة تبحث أيضًا اذا هناك علاقة بين المستوى التعليمي للطلاب وتكرار أنشطة اللغة الإنجليزية خارج الجامعة. لتحقيق أهداف هذا البحث، تم إجراء استبيان لـ 325 طالبًا في تخصص تعليم اللغة الإنجليزية من جميع المستويات. أظهرت النتائج المحصلة أن الطلاب يشاركون بشكل كبير في أنشطة اللغة الإنجليزية خارج الجامعة، بشكل رئيسي من خلال البحث في Google ، ومشاهدة مقاطع على YouTube ، والتحدث في المنزل مع العائلة والأصدقاء، والاستماع إلى الموسيقى، والاستماع إلى الموسيقى أثناء قراءة كلمات الأغاني. كما ظهرت أسباب متنوعة لهذا التعرض بما في ذلك تحسين المستوى والترفيه، وتطوير الذات، والعادات. وعلاوة على ذلك، أظهرت الدراسة وجود ترابط إيجابي ملحوظ (لكنه ضعيف) بين مستوى تعليم الطلاب وتردد تعرضهم للغة الإنجليزية خارج الصف ($p < .05$) ، والاستماع ($p < .05$) ، والمشاهدة ($p < .01$) ، ولكن ليس لأنشطة الاستماع أثناء القراءة ($p = .08$) والمحادثة ($p = .66$) بمعنى آخر، كل ما انتقل الطالب من سنة دراسية الى اخرى، كلما شاركوا في مزيد من نشاطات القراءة و الاستماع و المشاهدة باللغة الانجليزية خارج الجامعة . سيتم مناقشة هذه النتائج التي تعتبر حديثة في سياق الجزائر .