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## TEACHERS' ATTITUDES TOWARDS THE IMPLEMENTATION OF EXTRAMURAL ENGLISH (EE) IN ENGLISH AS FOREIGN LANGUAGE (ELT)

by

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### Abstract:

*Teachers have essential roles in facilitating ELT, and their attitudes towards the approaches applied will contribute to the success of language learning. The objective of this research was to examine teachers' attitudes towards the implementation of Extramural English (EE) in ELT. One-shot survey research was conducted in rural areas of a regency in Central Kalimantan, Indonesia, with 60 high school English teachers participating as the sample. A survey incorporating both closed- and open-ended questions was administered to gather data. The data analysis involved calculating the percentages from the closed-ended responses, followed by a detailed explanation of the teachers' answers to the open-ended questions. The findings indicate that most teachers have integrated*

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*Environmental Education (EE) activities throughout all phases of English Language Teaching (ELT). They employ EE, particularly in conjunction with Technology, due to its ability to broaden their knowledge, improve their skills, effectively engage students' interests, and facilitate English learning. Furthermore, the advantages of utilizing EE significantly surpass the associated challenges. Therefore, developing English Language Teaching (ELT) to meet students' English as an additional language (EAL) needs is crucial, as EAL plays a significant role in students' language development. In conclusion, teachers have a positive attitude towards implementing English Education (EE) in English Language Teaching (ELT) since it positively contributes to ELT.*

**Keywords:** *Extramural English, English Language Teaching (ELT), teachers' attitudes,*

**Abstrak:**

*Guru memiliki peran penting dalam memfasilitasi ELT dan sikap mereka terhadap pendekatan yang diterapkan akan berkontribusi pada keberhasilan pembelajaran bahasa. Tujuan dari penelitian ini adalah untuk menguji sikap guru terhadap penerapan Extramural English (EE) di ELT. Penelitian survei one-shot dilakukan di daerah pedesaan di sebuah kabupaten di Kalimantan Tengah, Indonesia, dan 60 guru sekolah menengah berbahasa Inggris berpartisipasi sebagai sampel. Sebuah survei yang menggabungkan pertanyaan tertutup dan terbuka dilakukan untuk mengumpulkan data. Analisis data melibatkan perhitungan persentase dari tanggapan tertutup, diikuti dengan penjelasan rinci tentang jawaban guru atas pertanyaan terbuka. Temuan menunjukkan bahwa sebagian besar guru telah mengintegrasikan kegiatan EE di semua fase Pengajaran Bahasa Inggris (ELT). Mereka menggunakan EE, terutama dalam hubungannya dengan teknologi, karena kemampuannya untuk memperluas pengetahuan mereka, meningkatkan keterampilan mereka, secara efektif melibatkan minat siswa, dan memfasilitasi pembelajaran bahasa Inggris. Selain itu, keuntungan memanfaatkan EE secara signifikan melampaui tantangan terkait. Oleh karena itu, mengembangkan ELT untuk memfasilitasi kebutuhan EE siswa sangat penting, karena EE berkontribusi secara signifikan terhadap perkembangan bahasa siswa. Kesimpulannya, para guru memiliki sikap positif terhadap penerapan EE di ELT karena EE berkontribusi positif terhadap ELT.*

**Kata kunci:** *sikap guru, Bahasa Inggris Ekstramural English, Pengajaran Bahasa Inggris*

## INTRODUCTION

Previous research has reported that various factors contribute to the successful development of L2 or FL, including age (Muñoz & Singleton, 2011), affective factors (Kinsella & Singleton, 2014), and aptitude (Granena, 2014). However, subsequent research also indicated that traditional factors previously considered essential for successful second language (L2) acquisition—such as residing in a country where the language is spoken for an extended period, receiving formal L2 instruction in school, and early exposure to the language—did not have a significant impact on L2 development (Moyer, 2014). Learners' engagement, resulting from using the L2 frequently through hobbies or other activities that hold personal meaning for them, is considered more essential for language development. Learners often experience this type of engagement through exposure to English outside the traditional classroom setting in non-educational situations, a form of learning known as Extramural English (EE) (Sundqvist & Sylvén, 2016).

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Typical activities associated with Extramural English (EE) include watching films, TV series, music videos, or video blogs (vlogs); listening to music; reading blogs, books, magazines, or newspapers; following individuals, news, or organizations on social media platforms such as Facebook, Instagram, or YouTube; exploring English-language websites; and engaging in digital games. EE activities, which are often conducted online, can facilitate this experience and play a pivotal role in L2 English learning since EE activities are mostly about input as well as output and activities for interaction in English – fundamentally required components for L2 learning.

This current research focuses on teachers' attitudes in the rural areas of a regency in Central Kalimantan, Indonesia, towards the implementation of Extramural English (EE). This research addressed the concern of previous research, specifically whether teachers have fulfilled the criteria of effective teachers by facilitating learning not only within the classroom but also outside the classroom (Sundqvist & Sylvén, 2016) and maximizing the application of the English language through English education (EE) activities (Rød & Calafato, 2023).

This research also seeks to know whether the teachers experience difficulties in bridging the gap between the English learned formally at school and Extramural English as been reported by the previous research (Sundqvist & Olin-Scheller, 2013) and whether they realize the significance of their ability to solve the problems to lower the number of demotivated students (Sundqvist & Olin-Scheller, 2013). Through the teachers' experiences, this research also would like to have insight into whether the activities in Extramural English can make English learning more effective and efficient since students actively engage in their learning with greater autonomy (Larsen-Freeman et al., 2021) and whether the teachers and students also experience the previous research claims towards the benefits of EE in language learning such as in vocabulary (Calafato & Clausen, 2024; Laufer & Vaisman, 2023; Peters et al., 2019), how games as one of EE activities can attract students' interest (Sundqvist, 2015) and contribute to language proficiency (Sylvén & Sundqvist, 2012), how EE provides entertaining media for young English language learners (YELLS) (Leona et al., 2021), and how EE contribute to students' awareness in phonology (Sa'adah et al., 2023) and speaking skills (Emeral & Farid, 2024).

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Despite the contribution of Extramural activities in language learning, the teachers and the ways they instruct students continue to be a significant factor in determining students' progress (Hattie, 2009). Furthermore, teachers' interests, approaches, and attitudes towards the language they teach significantly impact students' motivation and L2 achievement (Dörnyei & Ushioda, 2011). Therefore, the objective of this study is to examine teachers' attitudes toward the implementation of Extramural English (EE) in English Language Teaching (ELT) and their approaches to integrating EE activities into their teaching practices. This insight will help elucidate the role of educators in supporting and enhancing language acquisition through extramural activities. Attitudes are personal assessments of particular subjects or objects that incorporate affective, cognitive, and behavioral elements (Eagly & Chaiken, 1993; Maio & Haddock, 2010). Teachers' attitudes are critical factors that influence what and how students learn (Haddock & Maio, 2014), and research utilizing the planned behavior theory reveals that teachers with more positive attitudes tend to perform more inclusive practices (Hellmich et al., 2019; Monsen et al., 2014; Yan & Sin, 2014). Consequently, teachers with positive attitudes will also encourage students to adopt a positive attitude toward studying a particular subject or behavior (Korur et al., 2016). Furthermore, teachers' attitudes toward adopting a teaching strategy are closely associated with their knowledge of its use (Serdyukov, 2017).

This study highlights the novelty of the setting where the survey was conducted, specifically a rural area of a regency in Central Kalimantan, Indonesia. The choice of subject and setting was motivated by a concern for developing innovative learning methods that incorporate information technology in the rural areas of Central Kalimantan. Previous research has studied teachers from Austria, France, and Sweden (Schurz et al., 2022), Swedish students (Moilanen, 2024), Hong Kong junior–secondary school learners (Tsang & Lam, 2024), and 10th-grade students in Norway (Husum, 2023). In Indonesia, previous research related to EE has predominantly focused on students (Dirwan et al., 2025; Darwanto & Sotyarini, 2022; Mahendra & Santosa, 2024), while this study focuses on teachers, especially their attitudes toward the implementation of Extramural English (EE) in English Language Teaching (ELT).

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Recognizing the potential of Extramural English (EE) in enhancing English language learning and teaching and acknowledging the crucial role teachers play in addressing students' needs both inside and outside the classroom, this research aims to investigate the attitudes of teachers in rural areas towards the implementation of Extramural English (EE) in English Language Teaching (ELT). The research questions can be formulated as follows:

1. In what stages of learning do the teachers implement EE in their teaching and learning activities?
2. What are their considerations in implementing EE in those stages?
3. What are the drawbacks and advantages of implementing EE in ELT?
4. What are the teachers' attitudes towards the implementation of EE in ELT?

## **METHOD**

### ***Design***

This research is a survey research with a cross-sectional survey design since a questionnaire was administered to a population of high school teachers in a rural area of a regency in Central Kalimantan at one point in time (Creswell & Guetterman, 2019) to investigate their attitudes and practices towards the implementation of Extramural English (EE) in English Language Teaching (ELT). Conducting a survey allows for the collection of reliable information from a large population using a relatively small sample. In other words, the results of this research can provide a representative overview of the attitudes (McMillan & Schumacher, 2014) of English teachers in the regency towards the implementation of English as a Foreign Language (EE) in English Language Teaching (ELT).

### ***Participant***

The setting of this research is in rural areas of a regency in Central Kalimantan, Indonesia. The total population consists of 77 teachers who teach English at high schools in the regency, and 60 teachers (77.92% of the population) participated as the sample for this research. This research employed a convenience sampling technique, where participants were selected based on their accessibility or expedience (McMillan & Schumacher, 2014). In other words, the participants who gave their responses through the questionnaire were willing and

available to be studied (Creswell & Guetterman, 2019). Although a limitation of this sampling technique is that researchers cannot be entirely sure that the sample is fully representative of the population, the sample still offers valuable insights for addressing the research questions (Creswell & Guetterman, 2019). The schools in rural areas have a limited number of English teachers (only one or two English teachers in a single school). Those 60 teachers represent 52 schools in the rural areas of a regency in Central Kalimantan.

**Table 1.** Percentages of the teacher's generation (n=60).

<i>Years of Birth</i>	<i>Generation Type</i>	<i>Frequency</i>	<i>Percentages</i>
1946-1964	Baby Boomers	0	0%
1965-1976	X	6	10%
1977—1994	Y (Millennials)	45	75%
1995-2010	Z	9	15%
2011-2025	Alpha	0	0%

**Table 2** reveals the teachers' experience with Extramural English (the first dimension). According to their responses (no. 1 and 2), Extramural English (EE) is a new term for them since they disagree (55%) and strongly disagree (5%) with the statement that they had heard about EE before the survey. However, they have had experiences in conducting learning activities related to EE (13.3% strongly agree and 76.7% agree). The full data of Teachers' experiences with Extramural English is accessible in appendix 1 (Table 2).

***Instrument***

The instrument utilized for this survey was a questionnaire created using Google Forms. The questionnaire was designed with three dimensions: teachers' experience with Extramural English (EE), the stages of learning in which EE is implemented, and the challenges and benefits of EE. It comprised 33 items, including 17 close-ended and 16 open-ended questions. Some close-ended questions utilized Likert-style items with four response options (Strongly Agree, Agree, Disagree, and Strongly Disagree). The neutral option was omitted to prevent respondents from using it to avoid making a definitive choice (Dornyei & Taguchi, 2010). In addition to Likert-style items, checklists were used for the closed-ended questions, so respondents were instructed to mark the items on the list that applied to particular questions. The closed-ended questions were developed to elicit definite answers

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from the teachers, and the open-ended questions were used to provide explanations and details of the teacher's responses to the closed-ended questions.

To ensure the face and content validity of the questionnaire, it was reviewed by a panel of experts, as recommended by Lodico et al. (2010). The research team evaluated whether the survey items effectively captured all the essential information necessary for the study. Based on the feedback received, the items were revised as necessary.

Following this, a pilot test was conducted with five teachers who shared similar characteristics with the study's target population, specifically those who teach English at the same level in rural areas of Central Kalimantan. The purpose of the pilot test was to evaluate whether the instructions and questionnaire items were clear and understandable for the respondents. The results indicated that the respondents encountered no difficulties in comprehending and answering the questions, confirming the questionnaire's reliability for use in the research.

### ***Data collecting technique***

The data required for this research were the teachers' responses to a questionnaire developed using Google Forms. The responses reveal the teachers' attitudes towards the implementation of Environmental Education (EE) in English Language Teaching (ELT). The questionnaire was administered to the teachers by sending a Google Form link to their WhatsApp groups. The teachers completed the questionnaire online using their mobile phones or laptops. The researchers set two weeks to collect the data (in the last two weeks of May 2024); however, after two weeks, the response rate was 46.74%, which was less than 50%. Since a response rate of less than 50% is subject to criticism (Lodico et al., 2010), the questionnaire link was reopened to encourage more responses. Based on previous experience where administering the questionnaire via WhatsApp groups resulted in insufficient responses, the researcher adopted a personal approach by individually reaching out to each teacher through WhatsApp to request their participation in the survey. Although not all contacted teachers agreed to participate, this method led to an improved response rate of 77.92%. A return rate of 70 % or greater is considered adequate (Lodico et al., 2010), and the questionnaire link was finally closed on July 6, 2024. Two types of data were obtained. The

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first data consisted of the percentages of teachers' responses to the closed-ended questions in the questionnaire, which were automatically calculated in the Google Form. The second dataset consisted of the teachers' written responses, which provided explanations for the open-ended questions in the questionnaire.

As mentioned earlier, there were three dimensions in the questionnaire. The first dimension comprises twenty questions that explored teachers' experiences with EE in general, and they described and provided their opinions and reasons. Next, the second dimension has seven items to gather detailed information about teachers' experiences with EE across various stages of learning, including pre-learning materials, pre-activities (such as orientation, motivation, and apperception), main activities, post-activities, and evaluation. Finally, the third dimension comprises six questions that gather data on the challenges and benefits of EE, summarizing the teachers' experiences with EE and ultimately reflecting their attitude towards the implementation of EE in ELT.

### ***Data analysis technique***

A theme-based analysis was applied to the data, as the responses were grouped into three dimensions: teachers' experience with Extramural English (EE), the stages of learning in which EE is implemented, and the challenges and benefits of EE. First, the percentages for the close-ended questions were calculated. The Google Form was configured to calculate these percentages automatically. Thus, once the survey link was closed, the total percentages for each close-ended question were immediately available. Second, each close-ended question was accompanied by one or two open-ended questions that provided further context. The responses to the open-ended questions were used to elaborate on and provide additional details for the answers to the close-ended questions.

## **RESULT AND DISCUSSION**

### ***Results***

The seeks four research questions; (1) what stages of learning do the teachers implement Emeral English (EE), (2) what are their considerations in implementing EE, (3) what are the drawbacks and advantages of implementing EE in ELT, and (4) what are the teachers' attitudes towards the implementation of EE in ELT. Th result are as follows.

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**Table 3** provides more details about the activities related to EE that the teachers have conducted, showing that these activities predominantly utilize the Internet (nos. 1-8). In addition to employing EE through online platforms (as noted in statement no. 8), respondents reported utilizing various internet-based applications for teaching English. These applications include Quizizz, Canva, Live worksheets, Google Forms, WhatsApp, Google Classroom, Duolingo, and YouTube. Conversely, 31.6% of the respondents engaged in alternative activities that did not involve the internet (as indicated in statement no. 9). Examples of these non-digital activities include listening to music or watching films offline, singing English songs, learning English vocabulary outside the classroom, participating in indoor and outdoor games (such as Simon Says and the Whispering Game), attending English Clubs, and using visual aids such as pictures and flashcards.

*Table 3. EE activities implemented in ELT (n=60)*

<i>No.</i>	<i>EE activities you have implemented in your teaching</i>	<i>Frequency</i>	<i>Percentages</i>
1	<i>Watching films, TV series, music videos, or video blogs (vlogs)</i>	38	66.7%
2	<i>Listening to music</i>	37	64.9%
3	<i>Reading books, magazines, newspapers, blogs</i>	20	35.1%
4	<i>Surfing the English websites through the internet</i>	17	29.8%
5	<i>Following people, news, or organizations through social media (Facebook et al.)</i>	12	21.1%
6	<i>Reading, writing, listening, speaking, or interacting in offline or online meetings.</i>	24	42.1%
7	<i>Playing video games individually or with other players</i>	21	36.8%
8	<i>Other activities by using Technology (internet)</i>	19	33.3%
9	<i>Other activities without using Technology (internet)</i>	18	31.6%

Referring back to **Table 2 (in Participant section)** statement no. 3, most teachers concurred that EE enhances their knowledge and skills. Through EE, educators can acquire new information from diverse sources and media, providing them with a broader range of options for both learning and teaching that cater to their preferences and those of their students. Through EE, teachers have more opportunities to develop themselves, as the internet opens up ways to learn from unlimited sources. Therefore, teachers should not always depend on, for instance, face-to-face meetings to learn, nor should they travel to other cities or countries to access better materials. Through the internet, they can independently learn from English websites or apps available (many of which are free) to enhance their knowledge and skills.

Back to **Table 2** statements no. 4 and 5, most teachers agree that EE can attract students' interest in English and help students learn English. **Table 2** statements no. 6, 7, and 8 concern the use of digital Technology. Most teachers consider themselves proficient in digital Technology and have incorporated it into their English language teaching. They generally have good access to the necessary facilities. However, responses to statement no. 9 indicate that fewer than 50% of teachers have utilized Technology to its fullest potential in their teaching. Open-ended question responses reveal that limited or unstable internet access is the primary obstacle to progress. Although most teachers possess the necessary tools, such as laptops or smartphones, unreliable internet connectivity hampers their effective use of Technology.

Additionally, some teachers and students lack the necessary devices, and certain schools lack adequate internet facilities. Limited electricity usage in some areas further impacts internet access. Another significant barrier is the teachers themselves; some struggle to prepare technology-based learning activities due to limited knowledge and skills, which are further compounded by a heavy workload that extends beyond their teaching responsibilities. Teachers often have to perform administrative tasks in addition to their teaching responsibilities. The last statement of **Table 2** (no. 10) demonstrates the teachers' high interest in the use of Technology. Despite the limited access to the internet and facilities, their responses reveal that almost all of them are willing to learn more about how Technology can be used for teaching and learning activities.

*Table 4. stages of learning EE is implemented (n=60)*

<i>Stages of Learning</i>	<i>Percentages of teachers who have implemented EE</i>		<i>Percentages of teachers who want to develop learning with EE</i>	
	<i>Frequency</i>	<i>Percentages</i>	<i>Frequency</i>	<i>Percentages</i>
<i>Pre-Learning</i>	22	36.7%	24	40%
<i>Pre-activities (orientation, motivation, apperception)</i>	26	43.3%	32	53.3%
<i>Main Activities</i>	38	63.3%	45	75%
<i>Post-Activities</i>	16	26.7%	20	33.3%
<i>Evaluation</i>	26	43.3%	26	43.3%
<i>Not Using Technology Yet</i>	12	20%		

**Table 4** illustrates the data for the second dimension of the questionnaire: stages of learning in which EE is implemented. It concerns the stages of learning with EE that teachers have already implemented, as well as the stages of learning with EE that teachers want to develop. The table indicates that teachers have already integrated EE into all stages of their teaching, with a primary focus on the main activities (63.3%). However, there were still 20% of teachers who have not yet incorporated Technology into their teaching. Comparing the percentages, it is evident that teachers aspire to use EE more extensively in the future, as the percentages of those who want to develop learning with EE are higher.

*Table 5. Implementing EE with or without Technology (n=60)*

<i>Question: If you apply Extramural English in your teaching and learning activities, which of the following would you like to explore?</i>			
<i>No</i>	<i>Items</i>	<i>Frequency</i>	<i>Percentages</i>
<i>1</i>	<i>EE by using Technology</i>	<i>15</i>	<i>25%</i>
<i>2</i>	<i>EE without using Technology</i>	<i>2</i>	<i>3.3%</i>
<i>3</i>	<i>EE with and without using Technology</i>	<i>43</i>	<i>71.7%</i>

**Table 5** presents the percentages of teachers' responses regarding the implementation of EE with or without Technology. Most teachers (71.7%) are interested in exploring both methods: implementing EE with and without Technology. However, a portion of the teachers prefer to use Technology exclusively (25%), while a smaller group (3.3%) opt for non-technological methods. The teachers' preferences are influenced by the conditions in which they teach. In areas with limited internet access, teachers are more inclined to explore both technological and non-technological methods (71.7%), ensuring that EE can still be implemented even when the internet is unavailable.

Regarding the types of Technology utilized in their teaching, most teachers have employed a diverse array of tools. These include presentation software such as PowerPoint, Google Slides, and Canva (70%), video resources like YouTube and TED Talks (58.3%), Google (40%), Google Forms (51.7%), and Google Translate (40%). Additionally, Quizizz is used by 35% of teachers, Google Classroom/Canvas by 26.7%, and social media platforms, including Instagram, Facebook, and Twitter, by 18.3%. Spotify is used by 8.3%. Furthermore, some teachers (18.3%) have mentioned using additional tools such as Wordwall, TikTok,

Kahoot, Bamboozle, Duolingo, British Council resources, WhatsApp, Zoom, Google Meet, electronic books, and online and offline dictionaries.

**Table 6** presents data on the final dimension of the questionnaire: the challenges and benefits of implementing Extramural English (EE). This table consolidates previous responses regarding teachers' experiences with EE and the stages at which EE is applied. As previously noted, the primary obstacles to implementing EE through digital technology are limited internet access (71.7%) and a lack of training related to EE (70%). Although teachers may have the necessary tools and skills for using Technology, they still emphasize the importance of receiving training specific to EE. Additionally, significant obstacles include excessive workload (45%) and insufficient financial support (41.7%), which hinder the optimal implementation of EE in language teaching. Despite these challenges, the benefits of incorporating EE into teaching and learning substantially outweigh the difficulties. Indeed, most teachers are actively engaged in English Education (EE), recognizing and experiencing its considerable advantages for English Language Teaching (ELT).

**Table 6.** Challenges & Benefits of Implementing EE (n=60)

<b>Challenges</b>	<b>Frequency</b>	<b>Percentages</b>	<b>Benefits</b>	<b>Frequency</b>	<b>Percentages</b>
Limited internet access	43	71.7%	Teaching learning activities become more interesting.	57	95%
Not having good skills in using Technology	17	28.3%	Students will be more enthusiastic about learning.	52	86.7%
Not having training related to EE	42	70%	There are learning variations.	53	88.3%
Too much amount of workload	27	45%	Students will understand the lessons better.	42	70%
Lack of financial support	25	41.7%	Technology makes teachers' work easier.	45	75%
Not having time	9	15%	The learning will be more student-oriented.	42	70%
Other challenges	14	23.3%	Other benefits	9	15%

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In addition to the challenges listed in **Table 6** Column 1, there are other difficulties related to the implementation of Extramural English (EE) that arise from student-related issues. According to the responses to open-ended questions, these challenges include financial constraints that prevent students from accessing necessary Technology, such as having devices without sufficient internet data or schools lacking internet facilities like Wi-Fi. Students may also struggle with low interest in learning due to unfamiliarity with Technology or lack of access to gadgets. On the positive side, the benefits of implementing EE align with teachers' reasons for using Technology in English Language Teaching (ELT). These benefits include making the learning experience more engaging, which leads to increased student participation and positively influences their language development. Additionally, EE enhances the learning process, making it more efficient, and equips students with skills that prepare them for current and future challenges.

### ***Discussion***

#### ***Stages of learning in which EE is implemented and teachers' considerations***

According to Research Question 1, there are stages of learning at which teachers implement EE, and they also have specific considerations for implementing EE in these stages. According to **Table 4**, the teachers have already implemented EE in all stages of their teaching, including pre-learning (36.7%), pre-activities (43.3%), main activities (63.3%), post-activities (26.7%), and evaluation (43.3%). It shows that the teachers have fulfilled the criteria of effective teachers by facilitating learning not only within the classroom but also outside the classroom (Sundqvist & Sylvén, 2016), even though the percentages vary in each stage, and the primary focus was still on main activities.

Their reasons for using EE, notably EE with Technology, include the benefits of extending their knowledge and enhancing their skills (**Table 2**, question no. 2).

*Teacher 13: "In the learning activities of Extramural English, teachers have more opportunities to explore various learning activities with good values. It will deepen the knowledge and skills of English teachers as they strive to design engaging and meaningful learning activities. "*

*Teacher 26: "Through EE, teachers can learn new learning methods and effective strategies from various sources, including best practices from countries all over the world."*

*Teacher 60: "Teachers will be more active and independent in learning English."*

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Through Extramural English (EE), especially by utilizing the internet, teachers can access new information from a wide range of sources and media. Previously, only teachers from major countries or cities had access to high-quality educational materials. However, today, such resources are available to any teachers with internet access, regardless of their location. EE significantly benefits teachers by promoting greater independence in learning and providing diverse methods for both teaching and learning that align with their and their students' needs. This supports previous research indicating that learning becomes more effective and efficient when instructional strategies allow both students and teachers to engage actively in their Education (Larsen-Freeman et al., 2021). EE, primarily using technology, enables teachers to have independence in their learning. As long as they have internet access, they can access unlimited sources anytime and anywhere they are most convenient. The more active the teachers are, the more knowledge and skills they will have.

There are other considerations as to why teachers use EE in the stages of learning. First, according to the teachers' explanation for their responses to questions no. 4 and 5 in **Table 2**, EE is effective in capturing students' interest in learning (Sundqvist, 2015) and supporting their acquisition of English (Sylvén & Sundqvist, 2012). Therefore, EE proves beneficial for teachers in making their teaching more engaging. As a result, it has a positive impact on their students, encouraging them to develop a positive attitude towards English learning (Korur et al., 2016). The following are some examples of the teachers' responses.

*Teacher 11: "In my school, English is not a favorite subject, but the students start to learn words in English through online games and social media like TikTok."*

According to Teacher 11, learning English at school was not the interest of most students; however, through online games and TikTok, they began to learn English words.

*Teacher 13: "Learning English through EE will attract students' interest since they feel that the learning activities naturally flow, are fun, and are familiar to them. EE learning activities are integrated into activities that students usually do as hobbies, and they feel engaged, so they are actively involved and try to interact with one another. "*

According to Teacher 13, learning English through English Education (EE) is more enjoyable because it differs from the formal learning students are accustomed to in traditional classrooms. EE shows both teachers and students that engaging in hobbies, such as playing

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games or using social media, can enhance their English knowledge and skills. As a result, students become more engaged and are more willing to interact with their peers. EE allows teachers to design engaging learning experiences tailored to their students' preferences. This approach fosters high levels of enthusiasm and motivation among students, as the learning process feels natural and enjoyable, often incorporating activities they already find familiar and appealing.

Through the responses to the open-ended question to explain whether EE can help students learn English (**Table 2**, Question no. 5), here are some of the teachers' statements.

*Teacher 11: "For instance, the kids are playing an online game. There are words "victory" and "defeat." In the beginning, they do not understand the meaning (in Indonesian), but when they play for the second time, they finally found out that "victory" means "menang (Indonesian word)" and "defeat" means "kalah (Indonesian word)."*

Teacher 11's response demonstrates that students can learn new vocabulary through educational experiences (EE), such as online games. This finding aligns with previous research, which suggests that one of the benefits of EE in language learning is enhanced vocabulary (Calafato & Clausen, 2024b; Laufer & Vaisman, 2023b; Peters et al., 2019b).

*Teacher 13: "Extramural English helps students to learn English. EE provides a familiar and engaging learning environment, which is both appealing and diverse. EE is informal but still facilitates learning elements such as vocabulary, plot of a story, interpreting song, etc."*

Teacher 13's explanation also highlights the contribution of EE to increasing students' vocabulary, and EE can also facilitate the understanding of more complex materials, such as a plot of a story and interpreting a song.

*Teacher 26: "EE activities are more engaging and relevant to students' interests, for instance, following social media in English, playing video games, or watching a favorite TV program. This can increase students' motivation to learn and practice their English language skills. Besides, activities such as listening to music, watching films, or having interaction with native speakers help students to develop their listening and speaking skills, which are crucial for effective communication in English."*

Teacher 16 emphasizes how English Education (EE) activities contribute to students' engagement in learning English. Moreover, they are also positively beneficial for developing students' English skills in listening and speaking, as reported in previous studies (Emeral & Farid, 2024).

*Teacher 36: "It is engaging and provides entertainment, so students can 100% follow the learning plot."*

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Teacher 36 is very confident in saying that students can follow the learning with 100% accuracy. If we make a comparison, it might be similar to the experience students have when they watch their favorite TV programs or films. The duration is usually long, but students can focus until the end. It emphasizes the entertaining effect of EE activities, such as reported by a study on how EE provides entertaining media for language learners (Leona et al., 2021).

*Teacher 39: "Students can choose a learning method that they love, and it can be adjusted to their learning interest. For those who enjoy reading, I can provide them with access to websites that feature fascinating English stories. For those who like learning by listening, I can suggest English songs which are easy to understand, etc."*

The teacher's response in the 30s shows that he realizes the significance of his ability to solve problems and lower the number of demotivated students (Sundqvist & Olin-Scheller, 2013). The teacher understands how EE can be adjusted to meet the learning interests of their students. As a teacher, he can facilitate access to learning materials that interest his students.

*Teacher 6: "For instance, by listening to English songs, students indirectly learn English, for example, vocabulary. They feel happy listening to songs, so it leads them to listen to more English songs."*

*Teacher 49: "There are many methods in EE which can help students learn English, especially from the internet/Twitter/IG and games. It can help students to increase their vocabulary."*

The teachers' responses, however, do not directly state the contribution of EE to Phonological Awareness (PA), but they mention activities such as listening to songs, surfing the internet, and using social media, which can contribute to students' phonological awareness. The amount of time adult EFL learners spend on EE activities strongly correlates with their PA achievement. The more they spend their time on EE activities, the better PA they have and the better oral proficiency they achieve (Sa'adah et al., 2023).

### ***The drawbacks and advantages of implementing EE in ELT***

Based on Research Question 2, this research also seeks data related to the drawbacks and advantages of implementing English Education (EE) in English Language Teaching (ELT). **Table 6** summarizes the challenges and benefits of implementing EE.

*Teacher 14: "The biggest challenge is the unstable internet connection, limited electronic devices, and power outage frequently happens."*

Regarding the challenges, the primary issues do not stem from the teachers themselves but rather from the conditions prevalent in the rural areas where they are stationed. These areas are characterized by insufficient infrastructure, including limited internet connectivity,

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inadequate electricity supply, and scarce opportunities for professional development related to energy efficiency (EE).

*Teacher 33: "In order to have good learning quality, we need to be supported by resources, especially human resources (teachers & students), and we need sufficient facilities, including good internet access."*

If the digital technology infrastructure were more advanced and teachers had access to better facilities, they would likely have greater opportunities to benefit from available training programs. Furthermore, the high cost of technological tools presents a barrier, making them unaffordable for some teachers and students. Even when such tools are available, unreliable and intermittent internet connectivity hampers the effective implementation of technology-based lesson plans.

*Teacher 54: "Because of too much burden from administrative work, the teachers' main duty to teach cannot be done properly."*

Additional challenges include the teachers' work environment, where they are required not only to teach but also to handle administrative duties that deplete their time and energy. The lowest percentage of obstacles come from teachers who consider themselves not fluent in using Technology and have difficulties managing their time to prepare for learning by using Technology.

Despite the challenges faced by teachers, most agree that the advantages of incorporating environmental Education (EE) into teaching and learning significantly outweigh the difficulties.

*Teacher 40: "There are many advantages of implementing EE in learning activities. Besides, teachers can implement innovations through EE for themselves and their students; they can also pass the benefits on to their coworkers and discuss ways to bring about a better change together. For students, especially, they understand English better because the learning focuses on them, the resources are diverse and captivating their interests, and they are very enthusiastic towards a more effective way of learning."*

Indeed, many teachers have actively engaged in EE through their own experiences in applying it to English language teaching (ELT). EE provides substantial benefits to both educators and students, leading teachers to view it as essential for enhancing their instructional methods and addressing students' needs. This is because English Education (EE) plays a crucial role in advancing students' language development (Moyer, 2014b). Through

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EE, teachers can facilitate students' strong sense of control and ownership over their learning, enabling them to excel and achieve their goals truly (Larsen-Freeman et al., 2021).

***The teachers' attitudes towards the implementation of EE in ELT***

Finally, Research Question 3 examines the teachers' attitudes toward the implementation of Environmental Education (EE) in English Language Teaching (ELT). Previous research reveals that despite the contribution EE can give to students' language development, teachers continue to have an essential role in promoting and facilitating EE activities for students (Sundqvist & Sylvén, 2016) since teachers have to assist when their students need to reflect on how language is used in EE activities (Rød & Calafato, 2023); therefore, teachers have the role of guiding students on how to be able to use the language in the proper context and situation and create meaningful learning experiences.

Teachers' interests, approaches, and attitudes toward the language they teach have a significant impact on students' motivation and L2 achievement (Dörnyei & Ushioda, 2011). This research examines teachers' attitudes toward the implementation of Extramural English in English Language Teaching (ELT), as teachers' attitudes are critical factors that influence what and how students learn (Haddock & Maio, 2014). Based on the earlier discussion regarding teachers' experiences with English Education (EE) and the associated challenges and benefits, it is evident that most teachers hold a favorable view of EE implementation in English Language Teaching (ELT). This positive attitude stems from their observations of EE's significant impact on their students' language learning and achievement. The data, as presented in **Table 6**, indicates that the perceived benefits of EE outweigh the challenges, and **Table 4** demonstrates a higher percentage of teachers expressing a desire to develop language learning activities utilizing EE. Since the digital infrastructures are being developed in the rural areas of the regency, most of the English teachers (71.7%) would like to explore EE both with and without Technology (see **Table 5**); therefore, they can be more flexible in applying EE according to the conditions of schools where they teach.

*Teacher 1: "By having the knowledge and skills using EE both with and without technology, EE can be implemented either in the condition when the internet access is available or when it is not available."*

*Teacher 5: "I adjust to the condition and facilities available."*

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However, teachers who have good internet access and facilities (25%) choose to apply EE by using Technology, as it is considered easier for both teachers and students, more interesting, more effective, and more engaging. They have provided their reasons for incorporating Technology into their teaching. The following are examples of their explanations.

*Teacher 5: "I use technology to make learning more enjoyable and for both teachers and students to be actively and creatively involved in the learning process."*

*Teacher 11: "I use technology to boost students' interest and motivation to learn and to enrich my insight."*

*Teacher 13: "The use of Technology helps students to understand a learning concept. By incorporating learning activities that utilize technology into the process, students will be more engaged, as Technology can provide intriguing and varied visuals that encourage students to learn more. Technology also helps to deliver a concept more clearly and comprehensively."*

From the teachers' explanations, it is evident that Technology has significantly enhanced English language learning for both educators and students. The learning process has become more engaging, with students displaying increased enthusiasm for their studies. Teachers have discovered new methods to make the teaching-learning process more dynamic, creative, effective, and comprehensive.

Few respondents (3.3%) choose to learn EE without Technology, as the internet is difficult to access in their area.

*Teacher 4: "I choose EE without technology, so I can explore media and any sources without being bothered by the minimal internet access."*

*Teacher 38: "I choose to learn EE without technology because of the minimal facilities in my school."*

**Table 2** reveals that while over 70% of teachers acknowledge possessing proficient technology skills, more than 90% still require training in Extramural English (EE), particularly in utilizing Technology. This gap is evident as less than 50% of teachers have fully integrated Technology into their English language teaching (ELT) practices. The data suggest that possessing technological skills alone does not guarantee practical application in teaching; additional training is needed to fully leverage educational technology (EE) for both students and teachers in English Language Teaching (ELT). The positive attitude of teachers towards English Education (EE) is evident, as they recognize its potential to enhance English

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Language Teaching (ELT). Furthermore, the primary challenges in implementing EE are external factors such as limited internet access, insufficient electricity supply, and inadequate facilities for technology-based teaching and learning. Addressing these limitations would likely encourage both teachers and students to adopt Environmental Education (EE) more readily, thereby positively impacting language development.

## CONCLUSION AND IMPLICATION

### ***Conclusion***

Extramural English is a relatively new concept for many English teachers in the rural areas of a regency in Central Kalimantan, Indonesia. Nevertheless, these teachers have incorporated EE throughout all stages of their teaching practice, albeit with a stronger emphasis on facilitating primary activities. Analyzing the responses regarding the challenges and benefits of EE for English language teaching (ELT) indicates that the perceived benefits significantly surpass the challenges. Consequently, most teachers exhibit a positive attitude towards the implementation of EE in ELT. Their feedback underscores that EE, particularly when integrated with Technology, offers substantial advantages for both educators and students. It has notably enhanced language development among learners and facilitated teachers' professional responsibilities.

### ***Limitation***

The limitations of this study are due to the convenience sampling method applied since this sampling method has some weaknesses, such as the difficulty to generalize to other subjects and there might be less representative of an identified population. However, despite being selected based on availability, the questionnaire also received responses through open-ended questions, with details to describe the population. In addition to the sampling method applied, other limitations can be attributed to the data collection technique, which this study should also employ, as interviews can help researchers better understand the central phenomenon and present data with rich details to answer the research questions.

### ***Implication***

Given the potential impact of Extramural English (EE) on language development, educators are increasingly focused on enhancing their knowledge and proficiency in utilizing

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EE, particularly through Technology for English Language Teaching (ELT). Therefore, further research can be conducted on how assistance can be provided to English teachers in the regency regarding innovative learning methods, especially those based on Technology, which can be applied to the implementation of Extramural English in teaching and learning activities.

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Appendices

**Table 2. Teachers' experiences with Extramural English (n=60).**

No.	Statements	SA		A		D		SD	
		F	P	F	P	F	P	F	P
1	<i>You have heard about Extramural English before.</i>	1	1.7%	23	38.3%	33	55%	3	5%
2	<i>This is the first time you have learned about Extramural English. However, you have had experience conducting learning activities related to EE.</i>	8	13.3%	46	76.7%	5	8.3%	1	1.7%
3	<i>Extramural English (EE) can extend the knowledge and enhance the skills of English teachers.</i>	25	41.7%	33	55%	1	1.7%	1	1.7%
4	<i>Extramural English attracts students' interest in the English language.</i>	22	36.7%	36	60%	1	1.7%	1	1.7%
5	<i>Extramural English can help students in learning English.</i>	22	36.7%	36	60%	1	1.7%	1	1.7%
6	<i>You utilize digital Technology (the internet) in your teaching and learning activities.</i>	5	8.3%	36	60%	17	28.3%	2	3.3%
7	<i>You have good skills in using Technology.</i>	5	8.3%	40	66.7%	15	25%	0	0%
8	<i>You have good access to and facilities for using technology (internet).</i>	3	5%	36	60%	19	31.7%	2	3.3%
9	<i>You have used Technology maximally in teaching and learning activities.</i>	3	5%	17	28.3%	40	66.7%	0	0%
10	<i>You are interested in learning more about how Technology can be used for teaching and learning activities.</i>	16	26.7%	42	70%	0	0%	2	3.3%

**Note: F (Frequency); P (Percentages)**