HUNGARIAN SECONDARY SCHOOL STUDENTS' EXTRAMURAL ENGLISH INTERESTS: THE DEVELOPMENT AND VALIDATION OF A QUESTIONNAIRE

Balázs Fajt

Assistant Lecturer, Budapest Business School University of Applied Sciences, Budapest
Language Pedagogy PhD Programme, Eötvös Loránd University, Budapest
fajt.balazs@uni-bge.hu

Abstract: Leisure time (or extramural) English activities have been an important resource in foreign language teaching and learning for decades. They may provide a plethora of EFL input, thus contributing to learners' second language development even from an early age. The incorporation of extramural English activities into EFL lessons still remains rare, focusing only on mainly songs and short videos from YouTube. Despite this, an array of different extramural English activities is available, which could and should be exploited in EFL lessons in order to support second language acquisition. In the Hungarian context, little research investigates the potential impact of extramural English activities on the foreign language learning process, let alone the different individual learner differences. The aim of the present paper is to introduce a pilot study reporting on the development and validation process of a research instrument. The main aim of the study is to obtain insights into Hungarian secondary school students' extramural English interests and individual learner differences, namely motivation, anxiety, willingness to communicate and additional variables affecting these learner differences. The preliminary results of the study show that Hungarian EFL learners engage in several extramural English activities on a regular basis and participants seem to show a relatively positive attitude to the use of English language subtitles. Furthermore, certain extramural English activities seem to have a positive impact on extramural motivated language use. It is hoped that the findings of this study will contribute to a better understanding of Hungarian secondary school EFL students' engagement habits in extramural English activities, which may prove useful for EFL teachers planning to incorporate their students' extramural interests into their EFL lessons.

Keywords: extramural English activities, L2 learning anxiety, L2 learning motivation, L2 willingness to communicate, validation

1 Introduction

In the past, most research in language pedagogy was centred around what is happening in the EFL classroom, but recently more emphasis has been placed on research investigating what is happening outside the EFL classroom as well (Benson, 2011; Murray, 2017; Nunan & Richards, 2015; Reinders & Benson, 2017; Richards, 2015). Even though there are several terms in the literature denoting L2 learning outside the classroom, one of the most commonly accepted definitions of such learning is that of Benson (2011), who defines out-of-school learning as a learning process involving activities which are "initiated by the learner" and which "make use of authentic resources, and involve pleasure and interest, as well as language learning" (p. 139). On the other hand, Sundqvist (2009) coined the term extramural (English) when referring to leisure time (English) activities, such as playing English-language video games, watching films (even on Netflix) in English or listening to music in English, and so on. Additionally, as Sundqvist and Olin-Scheller (2013) point out, young learners and teenagers

are prosumers (both producers and consumers) of English-language content on social media platforms, such as YouTube, Instagram and more recently TikTok, so these extramural English activities are potential resources for L2 development.

Nevertheless, whilst there may be a terminological jungle when referring to out-of-school activities or extramural (English) activities, their positive impact on L2 language development is incontrovertible. Previous empirical research has found that extramural English activities have a positive impact on primary and secondary school students' L2 development (Grau, 2009; Józsa & Imre, 2013; Kuppens, 2010; Lajtai, 2018; Piirainen-Marsh & Tainio, 2009; Simensen, 2010; Sundqvist & Sylvén, 2016). As the term originates in Scandinavia, Sweden, there is a plethora of research carried out in that region (Piirainen-Marsh & Tainio, 2009; Simensen, 2010; Sundqvist & Sylvén, 2016) and in other regions, such as Belgium (Kuppens, 2010) and Germany (Grau, 2009). This field, however, is relatively under-researched in the Hungarian context. Józsa and Imre (2013) have carried out a small-scale (N=119) study and Lajtai (2018) has conducted another empirical study recently; however, there is still much to be explored in the Hungarian context.

Another key issue in second language acquisition is individual learner differences and how these may be manipulated in order to maximise the learning outcome (Dörnyei, 2005). As most research investigating individual learner differences takes place in the EFL classroom, there is little research examining how external conditions, such as extramural English activities, affect individual learner differences. However, researchers agree that for successful L2 learning, classroom-based instruction is to be combined with extramural L2 activities (Nunan & Richards, 2015; Richards, 2015). Moreover, research investigating the impact of extramural English activities on the different individual learner variables is virtually non-existent in the international context, let alone in the Hungarian one. The main aim of the present paper, therefore, is to introduce the development and the validation process of a research instrument allowing for large-scale data collection in the future.

The next section of the paper introduces the theoretical background with the definition of extramural English activities, followed by a description of some of the benefits of extramural English activities in EFL learning. This is followed by an overview of the individual learner differences involved in the present study. Then the research methods are presented along with the preliminary results of this pilot study.

2 Theoretical background

2.1 The definition of extramural English activities

The term *extramural English activities* (EE) was coined and first introduced by Sundqvist (2009). The term itself is a compound phrase consisting of the words *extra* ("outside") and *mural* ("wall") which together means "outside the walls of something", which in this case obviously refers to the walls of the EFL classroom. Therefore, the concept of extramural English may refer to any situation or (leisure time) activity taking place outside the walls of the EFL classroom, with no EFL teacher being present with the learner. Sundqvist and Sylvén (2016) point out a similar concept called *extracurricular activities*, which – as opposed to extramural activities – are often initiated by EFL teachers or the learners' parents and are pursued in the hope of acquiring English from them. Indubitably, extracurricular activities may also be pursued by EFL learners for deriving satisfaction from them; nevertheless, the

underlying difference between extracurricular and extramural activities is that extramural activities are never part of formal education (e.g., school) and are never initiated by learners' EFL teachers; therefore, the engagement of the learners is voluntary. Some extramural English activities include watching English-language films and series, playing English-language video games, listening to English-language music, using social media (e.g., Instagram, Facebook, TikTok) in English, creating English-language social media content, chatting with other people with different L1s than that of the learner using English. Essentially, any leisure time activity pursued in English may be considered an extramural English activity.

2.2 The benefits of pursuing extramural English activities

In the 21st century, with the advent of broadband Internet connection, English-language media content has become available for a significantly wider audience than ever before. This has resulted in a rapid spread of extramural English activities, as well. Streaming services, such as Netflix and HBO Go, and social media platforms, such as TikTok and YouTube, are now parts of young learners' and teenagers' everyday lives. This heavy engagement in extramural English activities from an early age can contribute to EFL vocabulary development, reading and listening comprehension, speaking skills and writing skills, as well (De Wilde et al., 2019; Puimége & Peters, 2019; Sylvén & Sundqvist, 2012). What is more, with extensive exposure to English from an early age, learners may be able to pick up English vocabulary up to an A2 or even higher level (De Wilde et al., 2019).

As for the different extramural English activities, two meta-analyses (Jeon & Day, 2016; Nakanishi, 2015) found that extensive reading (reading for pleasure) has a positive impact on L2 proficiency. Research on extensive reading found that it may be slower than classroom-based EFL learning, but it can gradually contribute to the improvement of EFL learners' L2 proficiency in terms of grammar (Aka, 2020), vocabulary (McQuillan, 2019; Nation & Waring, 2020; Webb & Chang, 2015) and writing skills (Mermelstein, 2015; Park, 2016). When it comes to English-language films and series, such content may also significantly contribute to EFL development; more specifically, it may facilitate EFL learners' comprehension as viewers see the different gestures and facial reactions, thus they may be able to guess or infer the meaning of a word of phrase (Keene, 2006). In addition, visual content may also help learners improve their pronunciation, intonation and pragmatic skills (Qiang et al., 2007). Research has also found that the use of subtitles may reduce the cognitive burden on EFL learners, this way facilitating comprehension (Baranowska, 2020).

Another extramural English activity, video games, may also contribute to EFL learners' L2 development. Learners who regularly play MMORPGs (massively multiplayer online role-playing games) interact with others using the English language. In addition, Suh et al. (2010) found that learners who play video games outperformed their peers who do not play video games on EFL proficiency tests. More importantly, the great benefit of video games is that they equip learners with opportunities to find or even create their own online (learning) community (Peterson, 2012; Reinhardt & Zander, 2011). Finally, listening to English language music may also ultimately improve EFL learners' command of English because if learners like a certain song, they listen to it a multitude of times, leading to more exposure to the same input, which can result in acquiring linguistic elements (Pavia et al., 2019; Tegge, 2017; Tegge, 2018).

2.3 Individual learner differences

2.3.1   Motivation

In a recent large-scale questionnaire survey in Hungary, Öveges and Csizér (2018) found that Hungarian secondary school EFL teachers' perceptions about Hungarian secondary school EFL students' motivation is significantly different than the self-reported EFL learning motivation of students. In fact, EFL teachers see their students as less motivated than they actually are. One reason for this could be what Henry (2013) calls the authenticity gap. This refers to the discrepancy between what EFL learners encounter in the EFL classroom and what they find outside a classroom in the "real" world (cf. extramural English activities). Learners may feel more motivated to learn the kind of English that they use in their everyday life than the English used in the EFL classroom.

L2 learning motivation, therefore, is of great significance when it comes to talking about extramural English activities. In his Motivational Self-System Theory, Dörnyei (2005) identified three main components of the model. The first component is the Ideal L2 Self, which denotes the ideal future image of the learner about themselves. This component includes all the wishes the learner may have about their future, such as becoming a fluent speaker. The second component is the Ought-To L2 Self, which refers to all the qualities that learners believe they are supposed to have because it is expected from them by external authorities, such as parents and teachers. The last component, the Language Learning Environment, emphasises the importance of context (e.g., attitudes towards EFL lessons) in L2 learning.

Previous research found that Dörnyei's (2005) Motivational Self-System Theory can measure and describe EFL learners' L2 learning motivation in different contexts. The results of these studies show that Language Learning Environment and the Ideal L2 Self are the strongest predictors of motivated language learning behaviour (Csizér & Kormos, 2009; Kormos & Csizér, 2008; Papi, 2010); however, the Ought-To L2 Self seems to be a less significant factor in describing the L2 learning motivation of EFL learners (Csizér & Lukács, 2010; Kormos et al., 2011).

2.3.2   Anxiety

Foreign language anxiety is another individual learner variable which has an impact on L2 development, and even on L2 learning motivation. Horwitz et al. (1986) proposed a theoretical framework describing classroom anxiety and defined it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning processes" (p. 128). Previous studies examining this model found that anxiety has either a positive or a negative impact on L2 learning. A much smaller body of research identified a positive relationship between anxiety and L2 learning (facilitating anxiety) (Brown, 2000; Ewald, 2007; Kitano, 2001; Marcos-Llinas & Garau, 2009). However, results of most empirical research including two meta-analyses (Teimouri et al., 2019; Zhang, 2019) show that anxiety has a negative effect on L2 learning and L2 performance (debilitating anxiety) (Csizér & Piniel, 2016; Horwitz, 2010; Liu, 2016; MacIntyre & Gardner, 1994; Piniel & Albert, 2018; Tóth, 2008; Tóth, 2009; Tóth, 2011).

2.3.3   Willingness to communicate

Another important individual learner variable is L2 willingness to communicate (WTC), which is closely related to both L2 learning motivation and L2 anxiety. MacIntyre et al. (1998) define WTC as "a readiness to enter into the discourse at a particular time with a specific person or persons, using a L2" (p. 547). Later, WTC was investigated from a "dynamic" perspective as well, meaning that its degree may depend upon several factors, such as the topic, familiarity of the interlocutor(s) (Kang, 2005), and the teacher's error correction or support (Cao, 2011). Previous empirical research has identified that WTC negatively correlates with anxiety (MacIntyre, 1999; MacIntyre et al., 1999; Yildiz & Piniel, 2020).

2.3.4   Additional variables affecting individual learner differences

There are further variables which may have an effect on individual learner differences. One of these additional variables is cultural interest, which refers to the appreciation of cultural products associated with a certain L2 (Csizér & Dörnyei, 2005). Clément et al. (1994) examined EFL learners' L2 learning motivation in the Hungarian context and concluded that English-language cultural products have an impact on Hungarian secondary school students' attitudes towards the English language. These results were further supported by Csizér and Kormos (2008), who found that direct and indirect contact with an L2 can potentially raise learners' interest in the particular L2, thus ultimately leading to an increase in the L2 learning motivation of these learners.

Another variable is the perceived importance of the English language. As the dominance of the English language has increased over the past few decades, it has become an important asset in today's globalised world (Widdowson, 1997). However, as English is usually not directly accessible in most EFL learners' immediate environment, it remains accessible only through English-language media products and content (Ryan, 2006). Media products may provide extensive exposure to the English language, which can ultimately lead to L2 development.

Finally, the last variable is friendship orientation and intercultural contact. Knowing a certain language can help learners make new connections and friends, which can motivate them to invest more effort into learning a particular foreign language (Clément & Kruidenier, 1983). Root (1999) in a longitudinal study found that peers and friends can maintain learners' L2 learning motivation.

3 Methods

This questionnaire pilot study aimed to gather data on Hungarian secondary school students' extramural English interests as well as data on students' individual learner differences. As the former is a relatively unknown domain, this study, within the scope of the author's doctoral dissertation, was preceded by a qualitative study (for the pilot study of this qualitative study, see Fajt, 2021). As the findings of this previous qualitative study informed the research design of the present paper, the extramural English activities adopted here are taken from the author's unpublished doctoral dissertation's qualitative study. As a result, this research uses the quantitative research paradigm as it is most suitable for data collection on a large scale and it also allows for statistical analysis.

The present paper wished to find answers to the following research questions:

RQ1 What extramural English activities do Hungarian secondary school EFL learners engage in?

RQ2 What are Hungarian secondary school students' perceptions about the incorporation of their extramural English interests into EFL lessons at school?

RQ3 What is the relationship between Hungarian secondary school students' L2 learning motivation and their engagement in extramural English activities?

3.1 Participants

The present study aimed to examine Hungarian secondary school EFL students' individual learner differences and extramural English interests. For the recruitment of the participants, convenience and snowball sampling methods were used, which meant that the author's professional acquaintances and colleagues were asked to share the online questionnaire with potential participants. Two secondary schools were involved in the study and all participants were 9th graders. For the study, a total of 50 (N=50) participants were recruited and the gender distribution of them is as follows: 38% (n=19) is male and 62% (n=31) is female. Participants had been learning English for an average of 7.98 years (SD=3.05) at the time of the completion of the questionnaire. Finally, participants had an average of 3.84 (SD=2.64) EFL lessons a week.

3.2 Research instrument: design and validation

When creating the research instrument for this study, first the relevant literature was consulted. In addition, previous questionnaire validation studies were also studied (Csizér & Illés, 2010; Pereszlényi, 2020). The language of the questionnaire was Hungarian as the mother tongue of the participants was also Hungarian. The scales used in the study were based on the literature and whenever it was possible, previously validated scales were adopted and modified. The questionnaire consisted of four sections. In the first section, the frequency of engagement in extramural English was asked using a 5-point Likert-scale ranging from 1 (never) to 5 (on a daily basis). This section also collected data on both the Hungarian and the English subtitle use of participants where a 5-point Likert-scale ranging from 1 (not at all) to 5 (very much) was used.

(1) *Extramural English (EE) activities* (18 activities)
Sample item: "I watch movies in English."

(2) *English subtitle use* (5 items)
Sample item: "I like watching movies in English with English subtitles."

(3) *Hungarian subtitle use* (5 items)
Sample item: "I like watching movies in English with Hungarian subtitles."

The second section of the questionnaire intended to obtain insights into participants' beliefs concerning in-school and extramural learning and their EFL teachers' willingness to incorporate their extramural English interests into EFL lessons.

(4) *Extramural learning beliefs* (4 items) (adopted from Lajtai, 2018)
Sample item: "If I use the English language outside school a lot, I will be able to speak better English."

(5) *In-school EFL learning beliefs* (4 items) (adopted from Lajtai, 2018)
Sample item: "If I pay attention in English as a Foreign Language classes, my English will be better."

(6) *Learners' inclusion of EE interests into EFL lessons* (5 items)
Sample item: "I use English words or phrases which I learned from video games."

(7) *Teachers' inclusion of learners' EE interests into EFL lessons* (5 items)
Sample item: "We tend to watch videos and scenes from English-language films and series in English as a Foreign Language classes at school."

(8) *Teachers' willingness to map learners' EE interests* (5 items)
Sample item: "My English as a Foreign Language teacher tends to ask us what kind of movies and series we watch in our free time."

The third part of the questionnaire aimed to collect data on participants' individual learner differences and for data collection, a 5-point Likert-scale ranging from 1 (I do not agree at all) to 5 (I completely agree) was used.

(9) *In-school motivated learning behaviour* (4 items) (adopted from Csizér and Dörnyei, 2005)
Sample item: "I spend much more time preparing for my English as a Foreign Language classes than any other subject at school."

(10) *Extramural motivated language use* (5 items) (adopted from Lajtai, 2018)
Sample item: "I do a lot of leisure time activities that require knowledge of the English language."

(11) *Ideal L2 self* (5 items) (adopted from Dörnyei and Taguchi, 2010)
Sample item: "In a few years' time, I will be able to communicate well in English."

(12) *Ought-to L2 self* (6 items) (adopted from Dörnyei and Taguchi, 2010)
Sample item: "It is important for me to learn English because people around me expect me to learn to speak English."

(13) *Language learning environment* (4 items) (adopted from Dörnyei and Taguchi, 2010)
Sample item: "I like the atmosphere of English as a Foreign Language classes."

(14) *Intercultural orientation* (4 items)
Sample item: "I like getting to know foreigners who speak English."

(15) *Perceived importance of the English language* (4 items) (adopted from Kormos and Csizér, 2008)
Sample item: "It is important to learn to speak English because it is an international language."

(16) *Anxiety in the classroom* (4 items) (adopted from Tóth, 2008)
Sample item: "I feel awkward when I have to speak English in front of my classmates in class."

(17) *Anxiety in extramural contexts* (4 items)
Sample item: "I feel anxious when I have to speak to native English speakers."

(18) *WTC in the EFL classroom* (5 items) (adopted from Nagy, 2005)
Sample item: "I like talking to my classmates in English in English as a Foreign Language classes."

(19) *WTC in extramural contexts* (6 items)
Sample item: "I like speaking English when I have to buy a museum entrance ticket abroad."

The last section of the questionnaire collected information about the background of the participants (gender, age, number of years learning English, type of secondary school, the number of EFL lessons a week, whether participants have any foreign language exam certificates, and whether they had taken part in foreign exchange programmes earlier).

In order to ensure content validity, the first draft of the questionnaire was reviewed by two experts who commented on the wording and the design of the items and questions. Based on their reviews, some necessary modifications were implemented so that all items and questions could be interpreted the same way. As a result of this, some items were reworded and even removed from the questionnaire. The first piloting was carried out in April 2021 when 6 students filled in the questionnaire, after which their opinions were asked in order to find inconsistencies or items which were difficult to comprehend. This was followed by another piloting process in May 2021. The final version of the questionnaire used in this study and in the author's doctoral dissertation will be provided by the author upon request.

3.3 Data collection and data analysis

The data used in this study is obtained from the latter piloting process. The questionnaire was implemented online using Google Forms, was active for two weeks, and took approximately 15 minutes for participants to complete. The questionnaire was piloted with 50 secondary school students in spring 2021. The collected data was coded and the negatively worded items, i.e. reversed items, were recoded in a reversed manner. The data was then entered into SPSS (Statistical Package for Social Sciences) 27.0. As a first step, the Cronbach Alpha internal consistency coefficients were computed for all scales used in the study. Then factor analysis was used to reveal whether there were any latent dimensions within the scales. This was followed by descriptive statistical measures when mean scores (M) and standard deviations (SD) were computed for the extramural English activities, and for some of the other scales in order to report some preliminary results. The gender differences for extramural English activities were calculated by using independent samples t-tests.

4 Preliminary results and discussion

This section presents and discusses the preliminary results of the present pilot study. It starts with presenting the reliability of the scales in the study followed by an overview of the most common extramural English activities participants engage in. Then these activities are grouped by running Principal Component Analysis (CAP). Finally, the impact of extramural English activities on participants' motivation is presented.

4.1 The reliability of the scales

As the first step of the validation process, the reliability of the internal consistency of the scales used in the study was checked by calculating the Cronbach-alpha coefficients (see Table 1). It is visible in Table 1 that the reliability of all scales reached the .7 minimum threshold highlighted in the literature (Dörnyei & Taguchi, 2010).

Scales	Number of items	Cronbach-alpha
1. extramural English activities	18	0.867
2. English subtitle use	5	0.796
3. Hungarian subtitle use	5	0.884
4. extramural learning beliefs	4	0.922
5. in-school EFL learning beliefs	4	0.919
6. learners' inclusion of EE interests into EFL lessons	5	0.694
7. teachers' inclusion of learners' EE interests into EFL lessons	5	0.767
8. teachers' willingness to map learners' EE interests	5	0.840
9. ideal L2 self	5	0.863
10. ought-to L2 self	6	0.718
11. language learning environment	4	0.839
12. in-school motivated learning behaviour	4	0.768
13. extramural motivated language use	5	0.887
14. intercultural orientation	4	0.723
15. perceived importance of the English language	4	0.778
16. anxiety in the classroom	4	0.904
17. anxiety in extramural contexts	4	0.875
18. WTC in the EFL classroom	5	0.920
19. WTC in extramural contexts	6	0.957

Table 1. Reliability coefficients of the scales used in the study

4.2 The different EE activities secondary school students pursue

Next, the frequency of engagement in the different extramural English activities was calculated (Table 2). From all the extramural activities, listening to English-language music is the most common and most frequently pursued activity with a relatively small standard deviation (SD=0.68). This means that to a certain extent, all participants listen to English-language music on a regular basis. The second most common activity, with a higher average than most other activities, is checking other people's English-language posts on Instagram. One of the reasons for the popularity of these two activities could be that they are relatively easy to

do when someone has a few minutes to spare, when using public transport, or they just simply do it as a background activity while doing something else. On the other hand, checking English-language Facebook comments and posts is less favoured by participants. The reason behind this could be the fact that teenagers these days tend to use Instagram for the same purpose as older generations use Facebook (getting news, looking at others' photos, etc.). Following and watching YouTube vloggers and TikTok users who create content in English and checking English-language websites are also popular with students. The former provides interesting content (e.g., gaming, beauty, decoration, etc.), while the latter may prove useful when searching for information which may not be available in Hungarian. Similarly, participants seem to watch tutorial videos (M=3.32) on the Internet, and the popularity of such videos may lie in the fact that they are widely available in English. As for watching series and films, series (M=3.54) are more popular than films (M=3.24), probably because series are more entertaining in the long run and viewers can watch multiple episodes in a row. Playing video games and watching (video) gamers on Twitch, a streaming website for gamers, is relatively popular; however, by running an independent samples t-test, statistically significant gender differences were identified in the case of only two activities with boys playing more video games (M=4.58, SD=0.84) than girls (M=2.23, SD=1.50); t(48)=6.254, p<.001. In addition, boys (M=3.21, SD=1.78) follow and watch significantly more gamers on Twitch than girls (M=1.29, SD=0.90); t(48)=5.0564, p<.001. The least favoured activities are related to traditional paper-based reading and chatting with others using the English language. It seems that reading blogs and Twitter posts are somewhat more of interest to students, probably because these activities can be pursued on a smart device as well.

Extramural English activities	M	SD
listening to music	4.78	0.68
reading Instagram posts	4.24	1.27
watching video bloggers on YouTube	3.94	1.30
checking websites	3.82	1.22
watching series	3.54	1.42
watching TikTok videos	3.52	1.75
watching tutorial videos on YouTube	3.32	1.08
reading Facebook comments and posts	3.26	1.61
watching films	3.24	1.29
reading news	3.12	1.60
playing video games	3.12	1.72
reading blogs	2.88	1.42
reading Twitter posts	2.18	1.59
watching video gamers on Twitch	2.02	1.60
reading books	1.92	1.27
reading newspapers	1.80	1.23
reading magazines	1.78	1.18
chatting	1.72	1.25

Table 2. Secondary school students' frequency of engagement in the different EE activities

As many audio-visual EE activities allow for the use of subtitles or captions, the subtitle use habits of participants were investigated (see Table 3). The averages in Table 3 show that English subtitles are preferred over Hungarian subtitles.

Scales	M	SD
English subtitle use	3.62	1.01
Hungarian subtitle use	3.18	1.15

Table 3. Hungarian secondary school students' subtitle use habits

Even though both types of subtitles can aid learners with comprehension and, therefore, reduce the cognitive burden caused by the exposure to foreign language content (Baranowska, 2020), subtitles in the target language may contribute more to foreign language vocabulary acquisition as they can draw learners' attention to the previously unknown lexical elements and can also help learners memorise the spelling of new words and phrases.

4.3 Categorising students' EE activities: factor analysis

As the third step of the validation process, all of the scales were checked in order to identify whether there were any further latent dimensions within them. This was particularly important concerning the 18 extramural English activities since apart from these, there were 18 more scales which would have overcomplicated further statistical analysis. Therefore, in order to reveal latent dimensions within the scales and to create a smaller, manageable number of scales from the extramural English activities, factor analysis (maximum likelihood, varimax rotation) was run. The results of factor analysis show that apart from the 18 extramural English activities, all other scales loaded onto one dimension; therefore, this section only describes the factor analysis process of 18 extramural English activities in detail.

Extramural English activities	Factors	
	1	2
reading Twitter posts	0.624	
checking websites	0.824	
reading blogs	0.591	
reading Instagram posts	0.701	
reading Facebook posts	0.652	
reading news	0.747	
reading books		0.770
reading magazines		0.815
reading newspapers		0.675

Table 4. The results of principal component analysis examining EE activities related to reading

As 9 activities out of the 18 involved "reading" to some extent, these 9 activities were examined first (see Table 4). The results of factor analysis show that the activities load onto two separate dimensions; one of them involves 6 extramural English reading activities pursued online and the other one includes 3 activities which are traditionally accessible in a paper-based, printed format.

Regarding the remaining 9 extramural English activities, factor analysis (maximum likelihood, varimax rotation) revealed that these activities load onto six different dimensions (see Table 5). The first dimension involves two similar activities, watching films and watching series, which are indeed closely related and are, therefore, logical to be included in the same dimension. The second dimension included playing video games and watching gamers on

Twitch. Again, it is logical to include these two activities in the same dimension as they are both related to video gaming. The third dimension also incorporates two activities, namely tutorial videos and video bloggers. As these two activities are both accessible through using YouTube, they may be considered a separate dimension. The fourth, fifth and sixth dimensions all have only one activity as these activities are relatively distinct from all other activities; as the author strived to avoid data loss, these three activities are regarded as three separate dimensions.

Extramural English activities	Factors					
	1	2	3	4	5	6
watching series	0.911					
watching films	0.870					
playing video games		0.887				
watching video gamers on Twitch		0.869				
watching tutorial videos on YouTube			0.825			
watching video bloggers on YouTube			0.820			
watching TikTok videos				0.908		
listening to music					0.958	
chatting						0.936

Table 5. The results of principal component analysis examining the rest of the EE activities

4.4 The inclusion of own extramural English interests into EFL lessons

The scales measuring the potential incorporation of extramural English activities into EFL lessons show that participants are open to including their own extramural English interests (M=3.20), that is, they tend to use the words and phrases they learned from extramural English activities (see Table 6).

Scales	M	SD
Learners' inclusion of EE interests into EFL lessons	3.20	0.91
Teachers' inclusion of learners' EE interests into EFL lessons	2.54	0.99
Teachers' willingness to map learners' EE interests	2.09	0.96

Table 6. The mean scores and standard deviations of the scales measuring the incorporation of EE activities in EFL lessons

On the other hand, participants also reported that their EFL teachers only rarely incorporate extramural English activities into EFL lessons (M=2.54). They also reported that even when they do, these do not necessarily match participants' interests as participants' EFL teachers do not make attempts to map their students' extramural English interests (M=2.09). This could be problematic because extramural English activities could be an important resource of EFL learners' motivation as they could bridge the authenticity gap underlined by Henry (2013).

4.5 The impact of extramural English activities on motivation

When examining in-school motivated English language learning behaviour, the results of regression analysis revealed that only one out of the eight extramural English activities explains 14% of the variation in in-school motivated English language learning behaviour of the participants (see Table 7). Listening to music turned out to be a significant predictor of in-school motivated English language learning behaviour at the *p* <.05 level.

Extramural English activities	B	SE B	β
Listening to music	0.50	0.18	0.38*
R^2	0.14		
F for change in R^2	8.005		

Note. B stands for regression coefficient. *p<.05
SE B – standard error associated with the coefficient
R^2 – stands for the proportion of variance in the dependent variable explained by the independent variables
β – standardized coefficient

Table 7. Results of regression analysis examining in-school motivated EFL learning behaviour

When examining participants' extramural motivated English language use, the results of the regression analysis revealed that two of the eight extramural English activities explain 42% of the variation in the extramural motivated English language use of the participants (see Table 8). Watching YouTube videos, films and series turned out to be significant predictors of extramural motivated English language use at the *p* <.001 level.

Extramural English activities	B	SE B	β
Watching YouTube videos	0.42	0.11	0.43**
Watching films and series	0.31	0.10	0.37**
R^2	0.42		
F for change in R^2	17.072		

Note. B stands for regression coefficient. *p<.05, **p<.001
SE B – standard error associated with the coefficient
R^2 – stands for the proportion of variance in the dependent variable explained by the independent variables
β – standardized coefficient

Table 8. Results of regression analysis examining extramural motivated English language use

The data presented in Table 7 shows that motivated in-school learning behaviour is only marginally affected by engagement in extramural English activities, and only listening to music has an impact on it. As Degrave (2019) points out, songs have been used in EFL teaching for decades so these results are not surprising. In contrast, the data presented in Table 8 show that engagement in certain extramural English activities, namely YouTube videos, films and series, has a relatively major impact on extramural motivated English language use.

5 Conclusion

This small-scale pilot study, besides validating the research instrument used in this paper, aimed to investigate Hungarian secondary school students' extramural English interests. Its findings contribute to a better understanding of the Hungarian context of extramural English activities.

Regarding RQ1, the results of this study show that participants heavily engage in these activities, and that there are some gender-related differences in the preferences of participants when it comes to extramural English activities. For instance, boys like playing video games more often than girls, and boys also watch Twitch streamers more frequently than girls. As for the different dimensions within extramural activities, eight factors emerged from the 18 activities, which will hopefully make it easier to conduct more complex statistical analyses involving more of the scales validated in this study in the future. As for subtitle use, participants demonstrated a relatively positive attitude towards the use of English subtitles, which can aid second language acquisition. It would be of great significance if EFL teachers were to draw their students' attention to the benefits of using English subtitles when consuming English-language content, as this could improve students' command of English. As far as RQ2 is concerned, participants seem to be open to using English vocabulary items and language in general in EFL classes, but their perception is that their EFL teachers only rarely make use of extramural English activities in EFL lessons. Finally, regarding RQ3, it may be concluded that particular extramural English activities may have a positive impact on extramural motivated language use; therefore, it is advisable that EFL teachers encourage their students to engage in extramural English activities.

As all research, this study also has its limitations. The sample size does not allow for the generalisability of the findings, although this was not the original aim of this study. For future research, more participants will be required to allow for more complex statistical analyses. Furthermore, participants could be recruited from different secondary schools in order to collect more varied data. Having a larger sample, however, could result in different results. Therefore, it would be interesting to compare and contrast the results of this pilot study with the results of the forthcoming larger scale questionnaire study using the research instrument validated here, especially because all scales used in the present pilot study proved to be reliable.

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