EXPLORING EFL TEACHERS' PERSPECTIVES ON EXTRAMURAL ENGLISH IN INDONESIAN SCHOOLS: A PHENOMENOLOGICAL STUDY

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Abstract: In today's digital age, students can easily learn English through immersive activities that extend beyond the confines of traditional classroom settings. Known as Extramural English (EE), this practice has been seen as useful for enhancing English proficiency development. Thus, integrating EE into English Language Teaching (ELT) has become a priority for teachers worldwide. Nonetheless, little exploration of EE has been conducted in Indonesian schools. To fill this gap, this phenomenological study aims to explore how Indonesian English as a Foreign Language (EFL) teachers perceive the role of EE in their students' English learning. The data were collected through semi-structured interviews with six EFL teachers, selected purposively based on varying criteria, including diverse teaching levels, regions (i.e., Sulawesi, Java, Sumatra), types of schools (i.e., public and private schools), and teaching experiences. Through phenomenological analysis, it was found that teachers had positive attitudes toward EE since it helped them overcome traditional classroom limitations. From their views, EE offered various benefits, such as providing enjoyable learning and authentic input, increasing students' motivation and confidence, and improving vocabulary and English skills. Meanwhile, the challenges included the absence of objective assessment, a lack of technology assistance, parental concerns, and difficulty choosing appropriate learning materials. This study offers crucial insights into educational approaches that encourage EE practice in the teaching and learning process to increase students' English exposure and ease of learning.

Keywords: EFL teachers' perspectives, Extramural English, Indonesian schools, language exposure, phenomenological study

Introduction

Nowadays, exposure to English outside the classroom through immersive English activities and digital platforms plays a crucial role in language learning. Sundqvist (2009) defines this phenomenon as extramural English (EE) or "English outside the walls", in which students encounter and engage in English beyond the classroom settings, such as by watching movies, talking, gaming, browsing the internet, and listening to music (Sundqvist, 2009; Sundqvist & Sylvén, 2016; Ebadi et al., 2023). This EE is also perceived as being distinct from the common traditional classroom learning. Maristy (2023) emphasizes that EE participation is valuable as it can provide a more authentic and meaningful learning experience than the traditional classroom, which often focuses on knowledge reproduction. Thus, this practice facilitates the improvement of language learning and teaching, which fails to be accomplished in classroom learning due to several limitations, such as time, material, and student involvement (Leona et al., 2021). Interestingly, several studies found the significance of EE to several areas of English language improvement, including students' willingness to communicate (Lee, 2019; Lee & Hsieh, 2019; Amira et al., 2021), vocabulary development (Leona et al., 2021; Warnby, 2022; Ebadi et al., 2023), and language skills (Sundqvist, 2009; Lindgren & Muñoz, 2013; Schurz et al., 2022).

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Accordingly, the integration of EE into English language teaching (ELT) classrooms has raised significant interest among teachers who recognize its potential to enhance traditional classroom learning. Schurz et al. (2022) found that teaching practices in several English as a foreign language (EFL) countries, such as Austria, France, and Sweden, have reflected the engagement of EE. They argued that teachers' role in accommodating EE engagement is crucial to achieving the significance of EE. Moreover, teachers' awareness of and familiarity with their students' EE activities are beneficial for students' learning motivation and teachers' instructional planning (Sundqvist & Sylvén, 2016; Beauprez, 2021). In addition, Lightbown and Spada (2013) argued that students' motivation is connected to teachers' ability to make engaging materials and relate them to the interests of the students outside of school. This emphasizes the critical necessity for EFL teachers to act as both facilitators and mediators of their students' EE experiences. Thus, understanding their perspectives regarding EE is essential to determining whether they can effectively bridge the gap between formal instruction and students' independent language exposure.

Beauprez (2021), who investigated teachers' perspectives on EE activities in a Swedish school, found that EE activities facilitated students' language proficiency and improved their awareness of the significance of online learning. Additionally, the findings indicated that teachers actively strived to promote students' participation in EE activities. Similarly, Lai et al. (2016) investigated teacher roles in promoting autonomous language learning with technology in EE. They found that students expected teachers to play a greater role in supporting their autonomous learning with technology by recommending various technological resources outside the classroom and sharing metacognitive and cognitive strategies for the effective use of the resources. Moreover, Jensen and Lauridsen (2023) found that teachers generally held positive attitudes toward the learning potential of EE activities, particularly in terms of enhancing vocabulary learning and motivating students to learn English. The findings highlighted the need to raise awareness among prospective teachers about the significance of incidental learning processes, which are crucial in the global English learning context. Nonetheless, most of these studies were carried out in European countries where English input is more accessible. This highlights the need to investigate the implementation and efficacy of EE in ELT environments within a broader range of EFL contexts, such as in Indonesia.

In Indonesian EFL contexts, English exposure is often perceived as limited to classroom learning. This differs from ESL settings or certain European countries that provide more opportunities for real-life English exposure (Simbolon, 2021; Darwanto et al., 2023). As a result, students tend to rely heavily on teacher-driven motivation and instruction when learning English. However, this dependency presents challenges because English learning in Indonesia is often hindered by limited classroom time, inadequate learning resources, low student motivation, insufficient practice opportunities, and large class sizes (Jon et al., 2021). Given these challenges, several studies emphasize the critical role of teachers in promoting EE as a valuable practice that supports students' learning (Darwanto & Sotyarini, 2022; Fachriyany & Murtafi'ah, 2023; Hentasmaka & Pradana, 2023). Thus, considering the challenges of classroom learning and the demand for a 21st-century education, facilitating EE into Indonesian ELT practice is crucial. Alismail and McGuire (2015) underscore authentic learning engagement as vital for future success, which emphasizes the need to align Indonesian ELT practice with 21st-century educational standards and prepare students for real-world challenges.

Despite the recognition of the essential role of EE, empirical investigations into its implications within educational contexts in Indonesia remain limited (Maristy, 2023). There is a notable gap in understanding how EFL teachers in Indonesia perceive and support EE. Understanding their perspectives is essential for informing pedagogical approaches, curriculum design, and policy frameworks tailored to Indonesian EFL students' unique needs and challenges when adapting to the phenomenon. Therefore, this research aims to explore the perspectives of Indonesian EFL teachers on EE through the following question: "How do Indonesian EFL teachers perceive the role of Extramural English in their students' English learning?"

Materials and Method

The study employed a phenomenological approach to explore the teachers' lived experiences related to the EE phenomenon. According to Creswell (2007), a phenomenology study explains the shared meaning of many people's lived experiences with a concept or a phenomenon. It focuses on describing the commonalities among individuals experiencing a phenomenon. Thus, only those EFL teachers who experienced the phenomenon were investigated. It ensures that the participants involved can make sense of their experiences with EE.

Participants

The participants of this study were purposively selected. The main criterion for choosing the participants was based on their experience in supporting students' EE learning. The other criteria of the participants involved a diversity of teaching levels (i.e., primary and secondary schools), regions (i.e., Sulawesi, Java, Sumatra), types of schools (i.e., public and private schools), and teaching experiences. These criteria ensured a comprehensive representation of EFL teachers, capturing various nuances of EE phenomena within the Indonesian educational landscape. Six EFL teachers who met the criteria participated voluntarily in the study. They were recruited via the researcher's existing social networks. The distribution of the participants is presented in the following table.

Table 1. Participants Overview

School Level	School Type	Pseudonym	Age	Teaching Experience (Years)	Regions
Primary School	Private	P1	30	8	Java
	Public	P2	23	2	Sumatra
	Private	P3	28	3	Java
Secondary school	Public	P4	25	4	Sulawesi
	Private	P5	29	6	Sulawesi
	Public	P6	39	10	Sulawesi

Data Collection

In collecting the data, the researchers employed semi-structured interviews. The items were adapted from relevant studies (Beauprez, 2021; Schurz et al., 2022) and were piloted with several teachers to ensure their relevance and suitability with the study. The interviews focused on exploring teachers' practices and perspectives on EE, as well as their perceived benefits and challenges of EE. The interview was held online through the Zoom platform. Each session for each participant lasted 30-45 minutes.

Data Analysis

The data were analyzed using Moustakas' (1994) four-step phenomenological analysis. The first step was bracketing, which tried to remove the researcher's personal biases. Here, the researcher ensured that his personal views on EE had no impact on the participants' actual perspectives. The second step was the phenomenological reduction, aiming to identify and describe the essence of the teachers' EE experience through the process of horizonalization, which considered each statement from the data equally important, grouping statements into themes (clusters of meaning), and developing a detailed description of what was experienced (textural description). The third step, imaginative variation, aimed to explore various perspectives and contexts of the EE experience by identifying the structures that influenced the experience (structural themes), considering different scenarios and contexts (varying perspectives), and describing how the experience occurred (structural description). The final step was synthesizing meanings and essences, aiming to integrate textual and structural descriptions to capture the essence of the experience.

To ensure the trustworthiness of the findings, the researchers followed Yardley's (2000) principles of good qualitative data, which consist of research sensitivity to the context, commitment and rigor, transparency and coherence, and impact and importance. Initially, to maintain research sensitivity, the researchers ensured that all the participants felt comfortable in the research process. This was achieved by giving a flexible schedule and demonstrating a thorough comprehension of the participants' circumstances. Ethical considerations were upheld through informed consent signed by all the participants, along with assurances of confidentiality and respect for their rights. Then, for commitment and rigor, the researchers demonstrated an in-depth involvement in the research process, including re-reading the interview results, carefully placing and transcribing each transcript from each participant, and ensuring a detailed data analysis. Furthermore, the researchers addressed transparency and coherence by sharing the transcript analysis with all the participants for member checking. Finally, the researchers ensured the paper was well-written for publication in scholarly journals to highlight its

impact and importance. Meanwhile, for the data triangulation, the researchers employed the data source triangulation by conducting interviews with several teachers.

Results and Discussion

Teachers' Perspectives on Extramural English Practice

All the teachers argued that EE positively affected their teaching practice, aligning with the findings from the previous studies (Schurz et al., 2022; Jensen & Lauridsen, 2023). They integrated EE into their teaching practice by encouraging students to engage in activities such as listening to songs, watching movies, reading books, playing games, joining English clubs, and using social media.

> *"We also use songs and then sometimes, after the lesson is done, we also try to watch movies to spend the time there. We also have like reading corners in the classroom, so they can read storybooks that they brought from home, and then they will take turns to read the book".* (P1)

> *"I ask my student to do extramural activities, such as listening to English songs, reading English news, watching English movies, joining the English community, and using their phone to get exposed to authentic materials. So, my students can learn independently outside the school, and usually, they use their smartphones as a learning medium. They can learn English from enjoyable daily activities".* (P4)

P1 also confirmed that the students were aware of improving their English outside the classroom through activities like joining robotics clubs, cooking classes, and playing games. Similarly, P3 asserted that EE activities through the use of authentic materials helped them to improve their teaching practice and enhance their students' English skills.

> *"I like to provide viral English songs from TikTok that my students often listen to outside the classroom. This is essential to improve my teaching practice because in school the learning is limited to textbook and it doesn't provide media for listening skills".* (P3)

Additionally, P6 added that classroom learning is often limited, particularly when the activities differ from the students' real-life English exposure outside the classroom.

> *"I've seen it with my niece. She loved English very much because she learned English through games, music, and stuff like that. But when she returned from school, the way she got English there was quite different. From that moment she started to hate English. And it's not only one, I've got several kids as well".* (P6)

This highlights the need to promote EE to address classroom barriers. Leona et al. (2021) contended that EE was beneficial in terms of dealing with language teaching classroom barriers, such as material, time

constraints, and the level of student involvement and motivation. Darwanto and Sotyarini (2022) confirmed that the promotion of the school's recognition of students' EE activities was necessary for optimizing students' English acquisition. Similarly, Richards (2015) claims that EE provides learning opportunities that are difficult to create in the classroom and enables links between classroom and out-of-class learning. This suggests that to be fully prepared for any classroom deficiencies, EE should be combined with classroom learning.

Furthermore, for EE activities, all the teachers argued that their students mostly preferred listening to English music/songs, confirming the previous studies (Sundqvist, 2009; Coskun & Mutlu, 2017; Darwanto & Sotyarini, 2022; Sundqvist & Uztosun, 2024). This suggests that the students mostly preferred to do passive activities. However, P6 commented that listening to English songs can be beneficial when it is practiced actively through singing. He also facilitated other EE activities for his students' learning, such as creating an English community called Palu Talk, encouraging his students to interact using English on social media, and asking them to deliver a two-minute speech on TikTok live to enhance their speaking skills and confidence.

Similarly, P1, P4, and P5 also promoted active EE activities like practicing English speaking skills by having a routine conversation outside the classroom and asking their students to participate in the English club. While P3 and P2 have not yet been able to facilitate their students with the English clubs, they reported that they facilitated EE by recommending their students with certain English movies, songs, books, and games. This indicates that all the teachers aimed to facilitate EE activities that were both accessible and beneficial for their students' English development.

The Perceived Benefits of Extramural English

1. Providing an enjoyable learning

The teachers argued that with EE, their students would not feel pressure in learning, as they learned unconsciously and based on their interests. This convenient learning was something challenging to be fulfilled by the teachers, as the learning focus was mostly on conventional classroom tasks.

> *"It helps with making them feel less tense and pressured. At least most of the time, it takes away the stress of having to finish a task or discussion like it was a chore. I think the environment helps them relax, despite having the same workload of the task they have to do".* (P5)

> *"I also encouraged them to join the English club that I created with my friends. It's called Zone of English Donggala. Sometimes, I played English puzzles with my students. They really enjoyed it".* (P4)

The teachers also highlighted that EE facilitated the different needs and interests of their students, a challenge that often persists when relying only on formal classroom learning.

> *"It's really difficult to pay attention to your students one by one, especially when they have different levels and interests.* (P6)

P1 supported that EE practice could strengthen the formal classroom because textbooks alone were not sufficient to meet the students' needs. Accordingly, all the teachers contended that EE played an essential role in creating enjoyable learning for students who still faced difficulty in conventional classroom-based learning. Aligning with this, Richards (2015) argues that flexibility and convenience in EE can reflect learners' needs and interests. Thus, motivating students to do EE makes them enjoy their learning process.

2. Providing an authentic learning input

Teachers argued that EE facilitated authentic learning input, as the students were exposed to several authentic materials, including songs, videos, books, social media platforms, and others. The teachers found that most of the students already used smartphones for their daily needs.

> *"This extramural activity can make students familiar with the authentic use of English without making them bored because most of these activities use smartphones, as we know, today, children never get bored with holding their smartphones".* (P4)

> *"Learning English outside the class will also help students to apply their knowledge in real-world applications. You know, communicating with a native speaker today is not a really difficult chance to get. So, when they access or play games with other gamers outside Indonesia, they can speak with them and communicate and understand what they are talking about".* (P1)

This finding resonates with the previous studies (Richards, 2015; Lyrigkou, 2019; Leona et al., 2022), which highlight authentic learning input as essential in English learning to bridge the gap between what students learn in schools and what they encounter in real-life situations. Accordingly, as EE enables students to learn without pressure, it helps them acquire authentic input regularly, which fosters more consistent English proficiency development. Krashen's (1989) input theory supports that language acquired subconsciously in an anxiety-free setting can easily be employed in spontaneous conversation by L2 learners due to the availability of linguistic resources. By utilizing digital platforms, such as social media, including TikTok, the teachers perceived that their students could gain English input with ease. Thus, with the advancements in technology, students can interact in the target language by utilizing a

wide range of authentic resources, such as online television, digital games, mobile apps, and social networking platforms.

3. Increasing students' motivation and confidence

Another benefit that the teachers found when discussing their students' EE practices was that the students became more motivated and confident to learn and use English daily. P1 and P2, who taught primary school students, argued:

> *"It will also help students to have motivation and engagement because they learn English through fun ways like watching movies, playing games, or participating in the club like I have told you before".* (P1)

> "*There are students who can chat with the teachers in English. While others don't even dare to speak English in front of the teacher, some students have already started practicing English outside class, like chatting or greeting teachers in English".* (P2)

> *"I saw the level of confidence of those students who always joined the Palu Talk compared to others. Like, in my class, I hadn't finished the explanation, but every student who joined the Palu Talk, raised their hands, and sometimes they criticized me as well".* (P6)

This finding reflects the previous study by Jensen and Lauridsen (2023) that teachers reported EE motivated students to learn English, particularly in a classroom in which students experienced demotivation due to boredom. P1 and P6 also reported that students built their motivation and confidence to use English because the environment was supportive, as they got no judgment for their English mistakes. They posited that EE provided room for practice for the students and triggered them to be more motivated to improve their English. When asked how they fostered their students' motivation and confidence, the teachers explained that they encouraged their students to talk about their daily lives in English, gave them assignments about reviewing English movies they enjoyed at home, and provided them with authentic audio and videos in the classroom. These motivational factors driven by out-of-school situations are essential, particularly in fostering authentic collaboration among EFL students that varies from traditional school settings.

4. Improving vocabulary and English skills

Another important benefit of EE that the teachers highlighted during the interview was the improvement of their students' vocabulary and English skills. Among all, the teachers reported that vocabulary development was the most influential English aspect of EE learning. This is also similar to the findings

from previous studies that EE mostly affected vocabulary development (Leona et al., 2021; Warnby, 2022; Schurz et al., 2022; Ebadi et al., 2023).

> *"They learn a lot of vocabulary from their gadgets automatically".* (P2)

> *"They wanted to try to include English vocabulary in their conversation with friends. Then, they tried to say, "Hey, hey, I'm sitting down, I'm standing, I'm running".* (P3)

The teachers indicated that vocabulary development held a significant influence due to extramural English because it served as the foundational aspect of their students' language acquisition process. They noted that exposure to EE provided ample opportunities for the students to encounter and internalize new words and expressions, resulting in their vocabulary growth.

> *"I asked my students to watch English movies like SpongeBob or Disney movies. Then, they will write down the vocabulary that they get from the movie".* (P4)

Following the development of vocabulary, the teachers also observed that EE could facilitate English skills development, with listening and speaking skills being the most impactful compared to reading and writing skills. This is because the teachers mostly focused on listening and speaking skills when facilitating EE. P6 further affirmed that the majority of his students who engaged in EE through participation in the English club were focused on mastering speaking skills. They were convinced that by honing their speaking abilities, they could excel in other skills as well. Furthermore, P3 highlighted the significance of putting effort into doing EE to enable improvement in all English aspects.

> *"It seems that every aspect improves if they're willing to put in the effort. The benefits are evident when they are willing to spend time watching movies or listening to music. Starting from those simple things, the output turns out to be excellent".* (P3)

Similarly, P6, who closely observed the EE activities of most of his students, pointed out that some of the students who were quite good at English felt their English skills stagnated when confined solely to the classroom setting. This indicates that EE should be consistently implemented in ELT. Accordingly, all the teachers agreed to promote EE to students and other teachers who are still unfamiliar with this practice.

The Perceived Challenges of Extramural English

The teachers pointed out several challenges associated with EE learning, including the absence of objective assessment, a lack of technology assistance, parental concerns, and difficulty in choosing appropriate materials.

1. The absence of objective assessment

One of the challenges mentioned by the teachers was the difficulty in objectively assessing students' progress in EE activities. All the teachers argued that they only observed their students' EE activities without setting clear assessments due to time and limited preparation. They perceived that this might affect the lifelong exposure of the students to EE. Thus, this lack of assessment could make it challenging for the teachers to accurately gauge their students' proficiency and learning outcomes.

> *"I think providing an objective assessment or evaluation is necessary to track my students' progress and level of competence".* (P6)

Similarly, P3 argued:

> *"If it (EE) really becomes part of the curriculum, I think it would be very helpful as I've experienced it myself. With the addition of studying at home and having its own assessment, making it an actual obligation, it would increase the effectiveness of learning English. Because, once again, in English class, students only speak English for two class hours in one day. In a week, it's only 4 class hours, which is 90 minutes times 4. So, they only speak English during that time. After that, they are no longer exposed to English, so they don't want to use it anymore, and they forget it again".* (P3)

It implies a crucial need for teachers to evaluate their students' involvement in EE using a certain assessment. Leona et al.'s (2021) emphasized that future study on EE learning has to develop assessments, including a good test that is representative of all students from various backgrounds. Teachers may start to set authentic assessments to address these assessment gaps. Authentic assessment denotes the evaluation of learning that is conducted through "real-world" assignments that necessitate students to exhibit their knowledge and skills in meaningful contexts (Swaffield, 2011). As the teachers tried to connect EE to their classroom assignments by assigning students to do a vlog video and film review outside the classroom, setting a clear scoring rubric for their performance in EE activities is pivotal. This assessment can be carried out through a project, portfolio, performance-based tasks, journaling, and other real-world application tasks (Koh, 2017). Thus, using authentic assessment may help to maintain students' consistent learning and readiness in real-world English performance. Coskun and Mutlu (2017) underline several ways that can be implemented by teachers to integrate this EE, such as informing students of ways to improve their English outside the classroom at the beginning of the term, sharing a list of EE activities for students, and assigning students to make dairies regarding their daily engagement in EE activities. These diaries can be valuable instruments for tracking students' frequency of engagement and providing personalized suggestions for each student's progress. Thus, this

can be a good solution for teachers to start assessing their students' engagement in EE and provide suggestions for improvement.

2. A lack of technology assistance

Although the teachers showed that technology use had been implemented inside and outside the classroom, they highlighted that their students sometimes complained about a lack of technology assistance, such as a low internet connection to access ways to EE activities and paid learning apps.

> *"I haven't been able to encourage them to use language learning apps, because, to a certain extent, some of them are pre-paid, which makes them inaccessible to a few of my students".* (P5)

Similarly, P3 argued that her students' motivation to do EE activities was also hindered due to an unstable internet connection when they were at home.

> *"Or maybe because it's mostly internet-based, in my place, the majority of the students complained about the connection issue, especially for those who live in rural areas".* (P3)

Thus, this may be a challenge that can hinder the implementation of interactive and engaging EE initiatives that rely on digital tools and platforms for effective learning experiences. Overcoming these challenges requires collaborative work among government, school administrators, teachers, and parents. According to Osorio-Saez (2021), governments and school stakeholders must understand the factors influencing technology use at home and take steps to address parental needs in using technology for educational support. This can be done by maximizing the use of technology in and out of the classroom learning. Jo et al. (2014) suggest teachers can employ an integrated smart education system that can facilitate collaboration, sharing, and personalized learning experiences and track students' progress in customized learning. Additionally, for limited internet access, schools may facilitate access to digital content by setting up local storage systems or shared drives for students to download resources when they have internet access.

3. Parental concerns

The teachers underscored parental concerns as another challenge of EE. These parental concerns included worries about the safety, educational value, time commitment, financial costs, and cultural or social implications of their child's participation. P1 clarified that the busy schedules of the parents might limit their availability to oversee their children's EE activities, which could lead to concerns about their children's safety, such as exposure to harmful content. Furthermore, P6 argued that some parents still adhered to conventional notions that learning should primarily occur inside the classroom. They expected traditional forms of homework and did not fully recognize the value of EE, such as joining an English club.

> *"Last year, two parents actually called me and asked for permission that their kids couldn't join the club anymore because they were worried. They thought that learning should take place in the classroom and that learning should be at the school".* (P6)

Concerning this issue, P1 recommended that there should be collaboration among teachers and parents in facilitating EE, maintaining the benefits of EE practice, and avoiding any potential challenges that may occur in EE.

> *"Because EE happens outside the class, I guess teachers should conduct the communication with parents or caregivers. If there is a collaboration and communities, we as teachers actually also have channels. Sometimes, parents, do not know what communities their children should enter, right? or should join at the very first time. So, we as teachers also have some recommendations for the English community outside the classroom that they can join".* (P1)

A similar finding was also emphasized by Arredondo (2023), that teachers and parents should collaborate to maintain EE activities for students' learning, with teachers potentially serving as guides for parents in this endeavor. Thus, parents should be informed on how to collaboratively promote this EE learning and track their children's EE learning at home, as they play a proactive role in motivating their children to engage in EE (Coskun & Mutlu, 2017).

4. Difficulty in choosing appropriate learning materials

The difficulty in selecting appropriate learning materials for promoting EE was also highlighted as a challenge of EE, which is in line with the findings of Schurz et al. (2022) and Warnby (2022).

> *"I have difficulty adapting the material in the syllabus to extramural English activities. I think that is the challenge. My students once asked why we were told to watch a film even though the material being studied now was about simple present tense. So, I had to look for understandable explanations about the relationship between the material in class at that time and the EE activities that I assigned to them".* (P4)

In the primary school context, P2 commented that EE was just suggestions and might interfere with the classroom learning, as the focus remained on the traditional textbooks. Thus, she argued that connecting EE to classroom practice might lead to difficulty in choosing appropriate materials. Furthermore, P5 noted that this challenge became more significant in large classes.

> *"But what makes it less effective is the size of the class, not the activities. The activities can always be made effective for what the students need, but when the size of the class is too big for one teacher to handle, even the most notable and meaningful activities will only keep the students busy instead of active".* (P5)

She clarified that with a few innovations and adjustments, it might benefit the students. P3 and P6 suggested that teachers can make their own authentic material and ask students to apply it extramurally so they do not merely practice inside the classroom.

> *"Thus, to make my teaching interesting, I usually make my material on my own related to their real-life experience and ask them to apply it outside the classroom, such as doing a daily vlog video".* (P3)

Similarly, P6 commented that he encouraged his students to make English vlog videos based on their interests outside the classroom until they no longer saw it as homework. All the teachers also emphasized that teachers should collaboratively provide a place to practice EE, such as English clubs, to promote lifelong English exposure. The crucial role of teachers in facilitating and recognizing their students' progress was also highlighted. P4 affirmed that teachers must not only rely on teaching but also motivate their students to use their own experiences because students like actual context. She reported that she encouraged her students to join English clubs and spoke English with them daily. This resonates with a study by Schurz et al. (2022), suggesting that teachers need to respond to their students' increasingly complex learning environments to varying degrees to keep ELT relevant and not just another task to be completed at school. This entails leveraging available resources, adapting materials to suit diverse learner needs, and fostering engagement despite class size constraints.

Conclusion

The study emphasizes the significance of EE in enhancing ELT in the Indonesian context. Teachers play an essential role in promoting EE as a means of supplementing their students' learning and addressing limitations of conventional classrooms. EE activities, including listening to English songs, watching English movies, reading English books, playing games in English, joining English clubs, and using social media in English, should be promoted in the learning process to enhance students' English exposure, resulting in their English development and enjoyable learning. The integration of EE into EFL curricula can be collaboratively promoted by teachers, policymakers, and parents by acknowledging the diverse benefits of EE and addressing the associated challenges. Teachers should use creative lesson plans that integrate EE learning and promote collaboration with parents at home. Meanwhile, policymakers can make rules that include students' experiences in EE and facilitate the necessary resources.

Nevertheless, this study is not without limitations. It is crucial to note that the insights obtained were only based on the perspectives of a small number of teachers, which served as the basis for promoting EE within Indonesian ELT contexts. Thus, to optimize the potential efficacy of EE in promoting students' language proficiency and holistic development of English language education in Indonesia, future research should focus more on exploring students' views of their EE engagement, developing robust assessment frameworks for EE, and exploring the influence of digital literacy and parental engagement on EE.

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Declaration of Interest Statement

The authors declare that they have no conflict of interest.

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