IMPORTING OUT-OF-CLASS ENGLISH INTO THE CLASSROOM: DESIGN PRINCIPLES, TASK PROTOTYPES, AND TEACHER-VALIDATED IMPLEMENTATIONS

Elena MEȘTEREAGĂ,
Nicolaus Olahus Technological High School, Orăștie, Romania
Daniel DEJICA,
Politehnica University Timisoara, Romania

Abstract: This article proposes a design-oriented framework for importing out-of-class English practices (OOCCs) into formal EFL instruction. Drawing on a mixed-methods corpus of 292 Romanian learners across secondary, high-school, and university levels, the study identifies recurrent patterns of media-rich, interaction-driven English use and translates them into classroom-ready pedagogical principles. A Design Mapping Matrix is introduced to align OOCC activities with input–interaction–output affordances and ZPD-aligned scaffolds. Two teacher-validated task prototypes—*Irony* (Clip-to-Claim) and *Communication* (Chat-to-Reply)—demonstrate how pragmatic interpretation, interactional repair, and concise output can be effectively integrated into a single lesson. Findings show increased learner engagement, spontaneous negotiation of meaning, and strong feasibility for classroom adoption. The study advocates for OOCC-grounded design as a necessary evolution toward more authentic, motivating, and context-responsive EFL pedagogy.

Keywords: out-of-class contexts (OOCCs); task design; communicative pedagogy; EFL learning; classroom implementation

1. Introduction

In recent decades, English language education has undergone a significant methodological re-orientation, shifting from transmission-based instruction toward communicative, learner-centred, and context-responsive pedagogies (Toma and Dejica, 2023; Dejica and Toma, 2025). Research across applied linguistics, sociocultural theory, and educational psychology consistently highlights that language learning extends far beyond the boundaries of formal instruction, thriving instead through exposure, interaction, and purposeful engagement in authentic environments. This observation is particularly salient for English as a Foreign Language (EFL) learners, whose opportunities for meaningful communication are often shaped by the personal, social, and digital ecologies in which they participate. Findings from recent studies on Romanian learners confirm a similar trend: secondary school (Meștereagă and Dejica, 2025a), high school (Meștereagă and Dejica, 2025b), and university students (Dejica and Meștereagă, 2025) actively integrate English into their daily lives through online media consumption, interpersonal interaction, gaming, entertainment, and self-directed learning routines that exceed the affordances of classroom teaching.

While these out-of-class contexts (OOCCs) have been extensively documented as fertile spaces for linguistic and identity development, their pedagogical potential remains largely underexploited in formal EFL settings. Earlier analyses of Romanian learners' habits reveal that films, music, digital communication, and spontaneous peer

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interaction foster vocabulary expansion, fluency, listening comprehension, and growing confidence as English users—skills that develop naturally when learners engage with English on their own terms (Grigoraș and Dejica 2023; Crăineanu and Dejica, 2025a; Crăineanu and Dejica, 2025b). However, despite these demonstrated benefits, the mechanisms through which OOCC-derived practices can be systematically imported into classroom instruction are still insufficiently theorized and rarely operationalized in a structured, replicable way. Traditional teaching practices often continue to rely on grammar-centred tasks, controlled production, and decontextualized activities that stand at odds with the dynamic, personalized, and meaning-driven interactions learners experience outside school.

The current study responds to this need by proposing a design-oriented framework that translates empirical insights from Romanian learners' OOCC engagement into classroom-ready pedagogical principles. Drawing on mixed-methods data from a large-scale investigation (Meștereagă, 2021), the article advances a set of actionable design principles, develops a mapping matrix that aligns types of OOCC activities with input–interaction–output affordances, and presents two task prototypes—*Irony* and *Communication*—implemented and validated in collaboration with EFL teachers during a pedagogical meeting. These prototypes demonstrate how OOCC-inspired materials, discourse practices, and experiential routines can be recontextualized into structured learning sequences that maintain authenticity while supporting linguistic, pragmatic, and affective development.

By foregrounding the design and implementation dimension, this article positions classroom practice as a mediating interface between learners' lived experiences and curricular objectives. Its contribution is twofold: first, it offers a replicable method for converting informal learning resources into task-based pedagogical interventions; second, it provides empirical insight into teacher reactions, learner engagement patterns, and classroom feasibility. These outcomes support the broader claim that incorporating OOCC-based practices into formal instruction strengthens the perceived relevance, authenticity, and motivational grounding of EFL learning.

In Section 2 we outline the theoretical and conceptual foundations informing the design framework. In Section 3 we describe the methodological procedures, including data sources, teacher collaboration, and derivation of design principles, while in Section 4 we present the design mapping matrix and the two classroom prototypes, followed by teacher-validated observations and implementation notes. In Section 5 we discuss pedagogical implications for EFL curriculum development, in the last section we conclude with limitations and directions for future design-based research.

2. Theoretical Background and Design Rationale

Research in second-language acquisition consistently shows that meaningful learning emerges through the interplay of contextualized input, social interaction, and purposeful output. Comprehensible input, particularly when slightly above learners' current level, facilitates acquisition by enabling learners to process new forms within supportive contexts (Krashen, 1985; Klein, 1986). Interaction, especially negotiation of meaning, provides immediate feedback and prompts learners to pay attention to gaps in comprehension or production (Long, 1996; Gass, 1997; Pica, 1994). Such moments of negotiated exchange contribute to deeper noticing and scaffolded hypothesis testing, essential mechanisms for linguistic development (Gass and Selinker, 2008). When

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learners are encouraged to produce language, they refine form–meaning connections and develop fluency through what Swain (1985, 1995) describes as "pushed output," thereby activating higher-order cognitive and communicative processes.

Sociocultural perspectives further emphasize that language learning is a socially mediated activity shaped by participation in culturally meaningful practices (Vygotsky, 1978; Lantolf, 2000; Lantolf & Thorne, 2006). Learners internalize communicative patterns through guided participation, scaffolding, and collaborative problem-solving, processes that align closely with the kinds of spontaneous interactions that occur in out-of-class environments. Cummins (1992, 2000a, 2000b) notes that learners acquire language more efficiently when communication is context-embedded, visually supported, and situated within personally relevant tasks—conditions that mirror the multimodal, low-pressure engagement typical of OOCCs. These contexts not only foster comprehension but also enable learners to take risks, exercise agency, and position themselves as legitimate users of English. Identity-oriented work in language learning (Norton, 1995; Norton & Toohey, 2001; Wardhaugh & Fuller, 2015) shows that such environments enhance motivation, investment, and willingness to communicate.

Task-based and communicative frameworks translate these insights into pedagogical practice. Nunan (1991) and Benson (2001) highlight the value of learner-centred, autonomy-supportive tasks that replicate authentic communicative purposes rather than isolated practice of linguistic forms. Similarly, research on extramural English demonstrates that engagement with films, music, online interaction, and gaming can significantly enrich vocabulary, listening ability, and communicative confidence (Sundqvist, 2009; Spolsky, 1989; Leung, 1996; Barron, 2006). These findings suggest that tasks grounded in learners' real-world English practices can activate experiential knowledge and promote meaningful language use within formal instruction.

Taken together, these theoretical strands converge on a clear pedagogical rationale: bridging formal EFL instruction with learners' everyday English ecologies requires authentic, interaction-rich, and learner-relevant tasks. By aligning OOCC-based activities with input–interaction–output processes and sociocultural support mechanisms, classroom designs can recreate the conditions under which learners naturally succeed outside school. This study adopts these principles to develop a systematic framework for transforming OOCC practices into structured, classroom-ready interventions that preserve authenticity while supporting measurable skill development.

3. Methods: Design Extraction, Teacher Collaboration, and Validation

3.1. Research Design, Sites, and Participants

This study adopts a design-for-transfer methodology, which involves deriving pedagogical design requirements from empirical evidence, mapping out-of-class English practices to structured task archetypes, and validating the resulting designs through teacher collaboration and classroom implementation. The empirical corpus comprises data from 292 Romanian EFL learners enrolled across four public schools in Hunedoara County—representing both secondary and high-school levels—and an additional 24 university students from a finance program taught in English. These learners participated in a variety of instructional and non-instructional environments, enabling a rich comparison of developmental trajectories. The secondary group consisted of 143 learners divided between three schools, the high-school group included 125 learners, and the university cohort represented young adults aged 18–22 with extensive exposure

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to English in academic and professional settings. The diversity of this corpus supports the derivation of broad, level-transcendent design principles grounded in learners' authentic English practices (Dejica and Meștereagă, 2025; Meștereagă and Dejica, 2025a; Meștereagă and Dejica, 2025b)

3.2. Instruments and Procedures

Data collection employed multiple complementary instruments, enabling both depth and triangulation. Structured questionnaires captured large-scale patterns in learners' OOCC use, motivations, and perceived skill development, while semi-structured interviews provided more nuanced accounts of attitudes, challenges, and self-reported learning gains. Learner diaries, completed over seven consecutive days, documented naturally occurring English encounters across media, social interaction, and self-directed study. These written records offered particularly valuable insight into the spontaneity and diversity of learners' out-of-class practices. In addition, non-participant classroom observations were carried out to examine how learners behaved in instructional settings before task implementation. All data collection procedures adhered to ethical norms, including confidentiality safeguards and informed consent across school and university contexts. This multimodal evidence base allowed for a robust understanding of the relationship between everyday English use and classroom needs.

3.3. Design Extraction: From Evidence to Requirements

The analytical process for deriving pedagogical design requirements unfolded in three interrelated stages. First, an evidence consolidation phase synthesised patterns emerging from questionnaires, interviews, diaries, and observations. This synthesis revealed consistent features in learners' OOCC engagement, such as extensive reliance on media-rich input, frequent informal communication both face-to-face and online, and widespread perception that such activities enhanced listening, vocabulary, and speaking confidence. Clear developmental differences also emerged: secondary learners favoured low-anxiety, meaning-first participation; high-school learners depended heavily on digital platforms and messaging; and university students drew on English as a functional L2 for study and work.

In the second stage, these behavioural patterns were aligned with the input–interaction–output model, ensuring that each emerging task type followed a coherent communicative sequence. Input conditions were modelled on the rich multimodal stimuli characteristic of OOCCs. Interactional phases were designed to elicit clarification, turn-taking, and negotiation behaviours, which appeared frequently in learner diaries. Output stages required concise spoken or written production, mirroring the short-form communicative habits learners exhibited outside school. This alignment ensured that emerging tasks honoured both theoretical principles and authentic learner behaviour.

The third stage involved creating a catalogue of OOCC practices, reflecting the full range of media, communicative routines, and self-directed activities documented in the corpus. These included streaming clips, memes, songs and lyrics, chat and message exchanges, online comments, short articles, and collaborative gameplay. This catalogue served as the foundation for constructing the Design Mapping Matrix, which links OOCC practices to corresponding classroom affordances, scaffolds, and outputs.

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3.4. Teacher Collaboration and Prototype Selection

A structured pedagogical consultation was carried out with EFL teachers, who reviewed the OOCC catalogue and evaluated the feasibility of proposed task archetypes. Teachers emphasised the importance of tasks that aligned closely with learners' authentic media habits, preserved clear communicative purposes, and produced manageable artefacts that could be reviewed quickly. Their insights led to refinements in timing, scaffolding demands, and resource availability. Among the proposed activities, two prototypes emerged as optimal candidates for implementation. The first, Irony (Clip-to-Claim), uses short video excerpts to promote pragmatic interpretation and stance-taking. The second, Communication (Chat-to-Reply), uses short written exchanges to develop interactional repair and message formulation. Teachers expressed strong support for both tasks, noting their authenticity, adaptability, and relevance to learners' everyday English use.

3.5. Implementation Logic

Each task prototype was implemented following a three-phase instructional arc designed for a standard 50-minute lesson. The input phase presented learners with concise, authentic stimuli—short video clips or brief written exchanges—supported by subtitles, guiding questions, and visual cues to assist noticing. Learners then entered an interaction phase, where pairs or small groups collaboratively negotiated interpretations, clarified meaning, and co-constructed responses. Teachers provided targeted micro-scaffolds such as sentence stems, politeness markers, or contrastive cues to guide interaction. In the output phase, learners produced short oral turns and compact written artefacts, typically one-sentence claims or reply messages. These outputs were evaluated using a concise two-item peer rubric focusing on clarity and relevance. The instructional sequence ensured that each learner engaged in meaningful input processing, collaborative reasoning, and purposeful production within a single lesson.

3.6. Validation: Sources, Metrics, and Analysis

Validation drew on three sources of evidence, analysed jointly to determine feasibility and pedagogical usefulness. Teacher feedback, obtained through pre-implementation workshop notes and post-lesson debriefs, indicated high feasibility and compatibility with curricular constraints. Classroom observations documented participation patterns, quality of negotiation, and the naturalness of learner engagement during the interaction phases. Learner artefacts provided concrete indicators of task effectiveness, revealing high completion rates and generally clear formulation of claims and replies. Validation criteria, established in advance, required that tasks demonstrate adequate feasibility, at least one negotiation episode per group, and high rates of successful output production. All criteria were met, confirming the tasks' suitability as classroom-ready interventions.

3.7. Trustworthiness and Limitations

The trustworthiness of the study derives from its reliance on methodological triangulation, multiple participant groups, and complementary theoretical perspectives. The convergence of questionnaire data, learner diaries, interviews, observation notes, and teacher feedback provides a robust basis for drawing design-relevant conclusions.

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Nonetheless, the study remains limited by its regional scope, prototype-scale implementations, and reliance on process-focused indicators. While these indicators provide strong evidence of feasibility and engagement, future research should expand implementation across diverse institutions, incorporate longitudinal tracking, and explore measurable gains in pragmatic competence and oral fluency.

4. Findings: The Design Mapping Matrix and Teacher-Validated Task Prototypes

4.1. The Design Mapping Matrix

Analysis of the mixed-methods corpus showed that Romanian EFL learners interact with English most frequently in multimodal, informal, and socially situated OOCCs. They watch short videos, listen to music, engage in online chats, read posts and comments, and participate in collaborative digital activities, reporting that these experiences support vocabulary development, improve listening comprehension, and enhance pragmatic sensitivity. Learners also emphasised that these encounters occur in environments that are relaxed, spontaneous, and highly motivating. Such conditions stand in contrast to traditional classroom routines, which many described as formal and less reflective of the English they actually use (Dejica and Meștereagă, 2025; Meștereagă and Dejica, 2025a; Meștereagă and Dejica, 2025b).

Based on our findings, we put forward in this paper a Design Mapping Matrix (Fig. 1), a tool for translating OOCC practices into structured pedagogical opportunities.

OOCC type	Dominant affordance	Task archetype	Key scaffolds	Focal skills	Light-weight evidence
Short video / meme / film clip	Input → Interpretation → Stance	*Clip-to-Claim*	Subtitles; visual anchors; guiding questions	Pragmatic interpretation; stance-taking; speaking fluency	1-sentence claim + 20–40s oral justification
Music / lyrics	Input → Lexis → Micro-reflection	*Lyric-to-Line*	Highlighted phrases; emotion/meaning prompts	Vocabulary noticing; pronunciation; affective expression	3-item vocabulary card or “best line” micro-explanation
Chat/message exchanges	Interaction → Repair → Brevity	*Chat-to-Reply*	Message stems; politeness/repair cues	Interactional management; concise writing	Text bubble with improved reply
Online comments / posts	Stance → Micro-argument	*Post-to-Position*	Contrastive cues (agree/extend/challenge)	Argumentation; cohesion; tone	2-sentence position statement
Short article / online text	Input → Summary → Reaction	*Scan-to-Say*	Chunking prompts; lexical support	Reading-for-gist; oral synthesis	20-second oral micro-summary
Games / collaborative tasks	Interaction → Strategy → Negotiation	*Game-to-Plan*	Goal-cards; turn-taking cues	Interactional fluency; teamwork language	Strategy card or team micro-report

Fig. 1. Design Mapping Matrix

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The matrix links the communicative purpose of each OOCC activity to specific instructional affordances. Instead of reproducing raw OOCC artefacts, the mapping focuses on what learners *do* in those settings: interpreting pragmatic cues in audiovisual materials, reacting to humorous or affective content, repairing miscommunication in messages, taking positions in online threads, or planning actions during collaborative tasks. Each communicative purpose lends itself to a corresponding classroom task structure that retains authenticity while incorporating scaffolding and assessment mechanisms. This approach ensures that classroom tasks preserve the meaningfulness, immediacy, and interactional depth of OOCCs while making them teachable, feasible, and aligned with curricular targets. The matrix thus serves as an intermediary between learners' naturalistic English use and classroom instruction, allowing teachers to harness real-world communicative processes without replicating uncontrolled or pedagogically unsuitable materials.

Teacher input during the pedagogical consultation was essential when we created the matrix. Teachers emphasised the importance of designing activities that mirrored learners' media habits, required minimal preparation, and yielded short, manageable outputs that could be quickly reviewed. They confirmed that OOCC-based tasks aligned closely with learners' motivations and communicative priorities, noting that such designs would allow classroom instruction to "catch up" with the English learners use outside school. Their feedback guided the refinement of timing, scaffolding density, and sequencing, ultimately supporting the selection of two prototypes—*Irony* and *Communication*—for full implementation. We chose these two exemplars because they reflect highly frequent OOCC behaviours and address complementary communicative needs: interpreting pragmatic meaning and managing interactional repair.

4.2. Prototype A: "Irony" (Clip-to-Claim Sequence)

The Irony prototype emerged from learners' extensive engagement with audiovisual English—memes, short clips, and humorous video fragments—which they often rely on to infer tone, indirect meaning, and pragmatic cues. Learners frequently described noticing sarcasm, exaggeration, or implicit messaging in English-language content encountered online, sometimes long before developing the ability to produce such effects themselves. The task sequence therefore began with a brief, context-embedded video stimulus supported by subtitles and guiding prompts to focus attention on speaker intention and tone. In small-group interaction, learners discussed interpretations, challenged each other's assumptions, and collaboratively articulated a single sentence that captured the underlying meaning. This negotiation phase proved especially productive: observational notes recorded multiple clarification episodes across groups, demonstrating that the task naturally elicited the same interpretive strategies learners employ during OOCC encounters.

The output phase required students to justify their interpretation orally in a concise 20–40-second turn and to produce a written micro-artefact summarising the message of the clip. This dual-mode output aligned well with learners' reported comfort with short-form communication and their preference for meaning-first, low-pressure production. Overall, the prototype was met with strong engagement, with students responding with humour and confidence. Teachers described the activity as "immediately recognisable" and "authentic to their media habits," highlighting its minimal preparation requirements and its potential for repeated use across different proficiency levels.

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4.3. Prototype B: "Communication" (Chat-to-Reply Sequence)

The Communication prototype addressed learners' widespread use of English in brief digital exchanges—instant messages, online chats, comments, and informal written interactions. Many students reported struggling with tone, politeness, clarity, and alignment when communicating online, particularly with more proficient speakers. To reflect these challenges, the task began with a short problematic dialogue in English containing ambiguous tone, weak alignment, or missing politeness markers. Students examined the exchange closely and identified the points at which miscommunication might arise. In pairs, they negotiated alternative formulations, proposed strategies for clarifying meaning, and collaboratively drafted an improved reply.

Teachers provided micro-scaffolds such as sentence starters for polite reformulations or cues for clarification requests, enabling learners to refine their choices without imposing a rigid structure. During this interaction phase, observational notes showed that learners experimented with several possible revisions before settling on a final version, revealing a metalinguistic awareness that aligned closely with their OOCC experiences. The output phase required learners to produce a short written reply, presented in a text-bubble format, and to justify their choices orally. Teachers responded positively to the prototype, praising its immediate applicability, low resource requirements, and adaptability to mixed-ability groups. They noted that the activity accurately captured the pragmatics of real-world online interaction and helped learners gain confidence in managing tone and interpersonal meaning.

4.4. Comparative Observations Across Prototypes

Across both prototypes, the implementation produced consistent and mutually reinforcing patterns. Learners recognised the tasks as authentic representations of their everyday English use and engaged with them readily and confidently. The interaction phases, in particular, generated spontaneous negotiation, with learners asking questions, contesting interpretations, refining messages, and co-constructing solutions. Such behaviour contrasts with the more constrained turn-taking often observed in traditional classroom tasks and reflects the dynamic, collaborative nature of OOCC communication. The short written and oral artefacts generated during the output phases proved especially effective as low-friction forms of assessment, providing teachers with concise evidence of learners' interpretive and interactional abilities without requiring extensive grading. Combined, these findings demonstrate that OOCC-derived task design enhances authenticity, supports communicative fluency, and enables sustainable integration of real-world English practices into formal EFL lessons.

5. Discussion

The findings of this study indicate that integrating out-of-class English practices into formal EFL instruction offers clear pedagogical advantages. Learners' engagement with English beyond school—through videos, music, online messaging, and informal interactions—proved to be a fertile source of authentic, enjoyable, and low-anxiety learning experiences. When these practices were transformed into structured classroom tasks, as demonstrated by the *Irony* and *Communication* prototypes, learners immediately recognised the activities as relevant and familiar. Their responses echoed patterns observed in diaries and interviews, where media-rich encounters and

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spontaneous communication were frequently cited as drivers of vocabulary development, listening improvement, and growing confidence in expressing meaning. The prototypes succeeded in recreating these conditions by embedding context-embedded input, peer interaction, and concise output within a standard lesson format, thereby activating learners' pre-existing experiential knowledge and making classroom work feel more natural and motivating.

A particularly noteworthy outcome was the increase in interactional depth. During implementation, learners engaged in clarification, negotiation, and justification with minimal prompting. These interactional behaviours parallel the informal meaning-making strategies learners use outside the classroom and reflect core mechanisms associated with second-language development. The prototypes harnessed these processes by providing manageable communicative challenges that required learners to interpret tone, refine messages, and articulate positions. Learners' short oral and written productions demonstrated both fluency and clarity, suggesting that meaning-first, low-pressure tasks support productive language use more effectively than traditional, form-focused exercises. Teachers also reported that the tasks enhanced spontaneous talk, encouraged risk-taking, and reduced hesitation, aligning with corpus findings showing that OOCCs often serve as spaces where learners feel free to experiment with English.

Teachers additionally highlighted the feasibility and flexibility of OOCC-based task design. The prototypes required minimal preparation and made use of accessible materials, allowing them to be easily integrated into the existing curriculum. The short micro-artefacts produced by learners—claims, replies, brief oral turns—served as efficient indicators of progress without adding grading burden. Furthermore, the modularity of the Design Mapping Matrix enables teachers to adapt its principles across proficiency levels, communication goals, and available classroom time. This adaptability addresses a recurring concern voiced by learners in the corpus: that classroom instruction often lags behind their real-world communicative needs. OOCC-grounded design helps bridge this gap by aligning instructional content with the multimodal, interactive, and purpose-driven English environments learners navigate daily.

Overall, the converging evidence demonstrates that tasks inspired by real-world English use can enhance authenticity, engagement, and communicative depth in the EFL classroom. By allowing learners to draw on the linguistic and pragmatic resources they already cultivate outside school, OOCC-based task design fosters a more coherent and meaningful learning experience. These findings point toward a pedagogical model in which formal instruction and everyday English ecologies support one another, positioning learners not merely as students of English but as active users of the language across contexts. Taken together, the results indicate that connecting OOCC practices with classroom instruction is a necessary pedagogical evolution, one that ensures greater coherence between how learners actually use English and how they are taught to develop it.

6. Conclusion

The present study set out to explore how learners' out-of-class English practices (OOCCs)—a highly active, self-directed, and socially embedded dimension of language use—can be systematically integrated into formal EFL instruction. Drawing on a mixed-methods corpus involving 292 learners across secondary, high-school, and

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university levels, the research identified clear patterns in learners' real-world English engagement: widespread reliance on media-rich input, frequent informal interaction with peers and online communities, and consistent perceptions of OOCCs as catalysts for listening development, vocabulary growth, and speaking confidence.

Building on these insights, the study introduced a Design Mapping Matrix, a principled system that links specific OOCC types to corresponding classroom task archetypes, scaffolding procedures, and expected learning outcomes. This mapping formed the basis for two teacher-validated task prototypes—*Irony* (Clip-to-Claim) and *Communication* (Chat-to-Reply)—each operationalizing an authentic OOCC purpose within a structured instructional sequence. Both prototypes demonstrated positive outcomes: high learner engagement, frequent negotiation of meaning, fluent short-form production, and strong feasibility ratings from teachers. These results confirm that OOCC-grounded activities can activate the same resources and behaviours learners exhibit outside school, thereby enhancing classroom participation and relevance.

The study's findings support a broader pedagogical claim: OOCC practices should be treated as complementary engines of communicative development, not peripheral phenomena. When instructional tasks mirror learners' everyday English ecologies, they mobilize experiential knowledge, reduce performance anxiety, and encourage identity-affirming language use. The prototypes show that this integration is not only theoretically warranted but practically achievable—with manageable preparation, flexible scaffolding options, and clear output indicators. Such designs demonstrate how formal instruction can better align with the communicative realities that increasingly define learners' linguistic identities.

At the same time, the research acknowledges several limitations. The implementations were prototype-level, conducted within single-region educational contexts, and evaluated through process-proximal indicators (engagement, interactional density, short written and spoken artefacts) rather than standardized proficiency metrics. Furthermore, because the OOCC landscape is shaped by rapid technological and cultural change, future designs must remain adaptable to evolving learner practices.

Future research should pursue broader classroom trials across varied institutions, exploring how OOCC-based designs interact with curriculum constraints, teacher expertise, and learner diversity. Longitudinal studies could examine whether repeated use of such tasks results in measurable gains in listening comprehension, pragmatic competence, or oral fluency. Additionally, investigations into teacher professional development may reveal how educators can best acquire the design skills needed to integrate OOCC-inspired tasks into their ongoing practice.

In conclusion, this study demonstrates that integrating out-of-class English practices into formal instruction is not only feasible but pedagogically valuable. By bridging everyday communicative ecologies with classroom goals, OOCC-grounded designs offer a promising avenue for creating authentic, motivating, and interaction-rich learning environments. The findings advocate for a more dynamic and learner-centred EFL pedagogy—one that recognizes, leverages, and enhances the linguistic resources learners already cultivate beyond the classroom.

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