

Learning Ecology Perspective of Instructors to Enhance EFL Students' Speaking Skills: A Microsystem Perspective of Bronfenbrenner's Bioecological Model

Mahmood Rahimi *

Universitas Islam Internasional Indonesia, Depok, West Java – Indonesia

Article Information

Received: September 24, 2023

Revised: November 12, 2023

Accepted: December 17, 2023

Published online: December 26, 2023

Abstract

Learning ecology is a practical part of language learning, particularly speaking skills. From a practical standpoint, understanding ecological perspectives assists students in practicing speaking and other language skills better. Given the significance of learning ecology, this study investigates EFL instructors' perspectives and reflections on learning ecology to boost students' speaking skills using a microsystem viewpoint of Bronfenbrenner's Bioecological Model. The study stresses the gap in understanding the pivotal role of teachers' learning ecology perspectives in improving students' English-speaking skills. This study applied a qualitative research methodology with a phenomenological design to study teachers' perceptions of learning ecology. Data collection occurred through semi-structured interviews with EFL instructors in Indonesia, and data was triangulated using data sources to ensure validity and reliability. Thematic analysis was used to search for recurring themes for data analysis. The findings revealed that EFL instructors in Indonesia perceive learning ecology as highly influential for speaking skills. To take maximum advantage of it, instructors in Indonesia apply strategies like interactive learning and sufficient exposure. However, they also shed light on challenges regarding the unavailability of native speakers. Their reflection on the microsystem proposed bringing EFL speaking to a more practical context. The findings of this study contribute to our understanding of how teachers may construct a learning environment that fosters the development of ESL learners' speaking skills, influenced by Bronfenbrenner's Bioecological Model's microsystem layer.

Keywords: learning ecology; English as a foreign language; speaking; microsystem of Bronfenbrenner's model

Introduction

Learning has evolved significantly from traditional or one-dimensional education to a

broader understanding of multidimensional approaches where learning occurs in multiple ways. Learning a language transcends the boundaries of a traditional classroom setting and incorporates many perspectives for exploring, reflecting, and understanding. One critical area to explore is English as a Foreign Language (EFL) for students since learning a second or foreign language is a complex and time-consuming process since students must thoroughly understand all aspects of the new

*Corresponding Author: Mahmood Rahimi
(mahmood.rahimi@uiii.ac.id) Sukmajaya, Kota
Depok, West Java, 16416

©2023 by the Authors, published by Vision: Journal for
Language and Foreign Language Learning
<https://journal.walisongo.ac.id/index.php/vision>

language and the target language's structure" (Brown, 2007)

In this increasingly interconnected world, English has become the language of choice. People of different nations communicate in English despite having distinct languages, cultures, and traditions. It serves as a bridge that transcends geographical boundaries and facilitates effective communication in various aspects of life, such as education, diplomacy, business, and technology. English has genuinely achieved global status due to its enormous number of users who speak in diverse countries around the globe (Crystal, 2003)

For academic or professional purposes, EFL is taught in non-native countries like Indonesia, where English is not the official language (Sarbunan, 2023). English language teaching has been regarded as an internal part of the Indonesian educational system (Mappiasse & Sihes, 2014). However, this language was initially criticized as threatening Indonesian cultural, moral, and behavioral aspects. In contrast, the reason behind English language learning and teaching across Indonesia is global competition and international recognition (Lauder, 2008).

Among language skills, the ability to speak plays a crucial role in communication and comprehension (Shalihah et al., 2022). Lukitasari's study on Indonesian first-semester undergraduates found that they faced speaking difficulties in class, including inhibition, silence, low involvement, and mother language usage. To address these issues, they joined English clubs and practiced speaking with friends (N, 2008)

Barron explains "learning ecologies as contexts originating in physical or virtual spaces

providing learning opportunities where each context comprises a unique configuration of activities, material resources, relationships, and the interactions that emerge from them." In comparison, Bevan defines learning ecologies as the environment in which learning occurs, such as social, physical, and cultural (Bevan, 2016). 'Learning ecology' is the term used to describe the vast array of contexts of venues found in both real-world and virtual environments that promote learning (van den Beemt & Diepstraten, 2016). Learning ecologies include a connection and an amalgamation of knowledge and experience shaping future learning in different contexts and environments, forming the foundation for meaningful learning engagement (Jackson, 2017). In our ideal scenario, learning is multi-modal and multi-directional, where students, teachers, and a global community participate in a dynamic system that includes idea exchange, inquiry, and learning (Hiller A.Spires, Eric Wiebe, Carl A. Young, 2012).

Learning ecology allows EFL students to use the language in an authentic context daily. When teachers involve students in real-life situations such as conversation, role-play, discussions, and other collaborative projects, they can enhance their speaking skills meaningfully and practically. Similarly, by engaging students in extra-curricular activities and learning opportunities outside the school, students can practice speaking skills connected with the learning contents of the class (Munir & Zaheer, 2021). It will also lead students to adopt learning autonomy, where they can navigate their interests and passions.

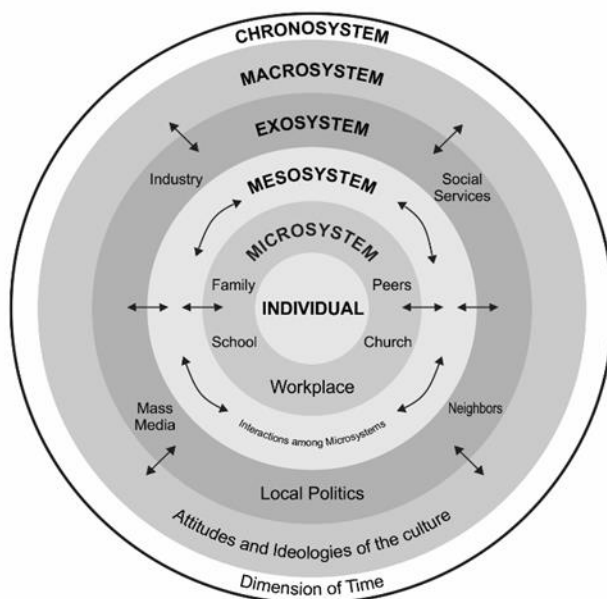
Therefore, a crucial concept like connected learning plays a vital role that focuses on

socially embedded, interest-driven, and oriented toward expanding educational, economic, or political opportunity. It proposes creating activities that place young learners' cultural practices and interests as building blocks for learning to intentionally set up coordination across institutions (Sa & Sefton Julian Green, 2014). Bronfenbrenner's Bioecological Model (1994) emphasizes human development and behavior within and across many interconnected contexts. These are called ecosystems, which comprise the microsystem,

mesosystem, ecosystem, and macrosystem. The focus of this study is the microsystem of Bronfenbrenner's model.

The microsystem is an individual's closest environment, which plays a crucial role in promoting developmental processes due to its proximity to activities, events, and the duration of exposure (Capurso, 2013). As the learners' funds of knowledge are developed and utilized in various contexts over time, the microsystem serves as the initial layer influenced by the learning ecologies.

Figure 1
Bronfenbrenner's Bioecological Model (1979 & 1993)



The microsystem is the students' immediate environment and the ecosystem's innermost layer. This context influences the teacher the most (Kamstra, 2021). An EFL learner is surrounded by his family, school, peers, and others, which positively or negatively influences teachers (Crawford et al., 2020). Studies by

Crawford et al. (2020) and Murphy (2020) showed that student-teacher interaction is affected by the microsystem of the areas above in Bronfenbrenner's Biological model.

Context is crucial in language learning, especially in an (EFL) environment lacking sufficient input. Unlike macro language skills of

reading, writing, and listening, speaking proficiency in EFL contexts requires interaction with competent interlocutors (Niu, 2020). Niu adds that learning communicative competence in EFL contexts only partially depends on the target language input. Classroom and extra-curricular settings create an ecosystem, offering a language-conducive environment with diverse semiotic resources, activities, teacher-student interactions, and peer interactions (Niu, 2020). The concept of ecological context has been employed within psychology to discover human development and behavior. In this context, the microsystem and the learning ecology overlap each other, and they have a direct influence on each other. These ecological environments coexist and can be used to comprehend language learning and teaching as intricate nested systems that interact (Kamstra, 2021).

Ecological and sociocultural theories have played a crucial role in understanding the complicated interdependencies between the learning process and development, which are inextricably linked with different physical contexts that young individuals navigate. In addition, the theories acknowledge the influence of multiple cultural, social, and political surroundings encompassing educational institutions and youths (Barron, 2006; Bronfenbrenner, 1994; Cole & Wertsch, 1996; Gutiérrez & Rogoff, 2003).

Learning ecology is an untapped territory of scholarly discussion wherein teachers can improve EFL students' speaking skills both within and outside the classroom. Ecological learning theories propose that learning evolves gradually and occurs within a diverse context. Learning ecology is the physical, social, and

cultural context in which learning occurs (Bevan, 2016). Exploring these avenues will help teachers optimize learning opportunities. Bevan (2016, p. 8) adds, "at the heart of an ecological perspective on learning is the need to make connections across formal, informal, and everyday learning."

Indonesian students need more exposure to the language in the education system to improve their spoken English. It is taught as a foreign language, with limited instructional hours. Indonesian students should have more authentic communication contexts to improve their English before language learning experiences (Novera, 2004). Another research on speaking anxiety, which examines ecological connections between EFL learners and their environment, can reveal factors contributing to speaking anxiety development. It explores the relationship between learners' anxiety and ecological context, providing insights into underlying mechanisms (Kasbi & Elahi Shirvan, 2017). According to Cao (2014), language learning ecology is the methodical investigation of learning a foreign language in various contexts. As cited in Cao (2014), which reinforces the proposition of Van Lier (2002) and others that educators should adopt an ecological perspective.

There is a need for further study in the field of EFL, mainly in Indonesian English language classrooms, on the ontological assumptions of English language instruction and ecological understanding of the interdependencies of teachers. Therefore, the present discussion aims to provide a deeper understanding of how teachers can create a learning ecology for EFL learners' speaking skills from the Microsystem

perspective of Bronfenbrenner's Bioecological Model.

The novelty of this research is its approach to language education, which focuses on the concept of "learning ecology." This study combines the viewpoints of English as a Foreign Language (EFL) instructors with Bronfenbrenner's Bioecological Model at the microsystem level. It sheds light on how instructors' perspectives impact students' speaking skills. This research offers a fresh perspective that enhances language teaching by revealing the interaction between contexts and their influence on language acquisition. It emphasizes the importance of the instructor's perspectives on learning ecology in optimizing language proficiency outcomes. The study aims to investigate how EFL teachers in Indonesia perceive the importance of the microsystem of ecology in enhancing students' English-speaking skills and how EFL teachers in Indonesia reflect on the importance of the microsystem of ecology in improving their students' English-speaking skills.

Method

Research Design

The study utilizes a qualitative research methodology. Qualitative research stresses

investigating and understanding the meaning that a group of people or a person ascribes a human or social problem (Creswell, 2012). This study employs a phenomenology approach, which aims to describe the essence of a phenomenon by examining it through the lenses of those who have experienced it (Capurso, 2013). Having the instructor's viewpoint in the present scenario is crucial since they have firsthand experience with the learning ecology.

Using the phenomenology approach, the researcher will better understand EFL instructors' experiences, perceptions, reflections, and viewpoints in improving students' speaking skills. In this study, the researcher interviewed EFL Instructors to obtain rich, detailed information about their perceptions, practices, and challenges in fostering speaking skills in students. Applying interviews will allow a thorough exploration of ecological factors that contribute to teaching and learning interactions.

Participants

The participants include EFL Instructors as samples in the target context, whose backgrounds and experience levels are diverse.

Table 1

Demographic information of the participants

Participants	Age	Education	Teaching Experience	Teaching Speaking	Gender
Mr. M	25-30	MA Education	8 years	5 years	Male
Mr. Y	25-30	Ph.D. Education	10 years	6 years	Male
Ms. D	30-40	MA English Language Education	6 years	5 years	Female
Ms. F	20-30	MA Education	6 years	4 years	Female
Mr. Z	20-30	MA Education	7 years	6 years	Male

The purpose is to collect diverse perspectives and extensive data from Indonesian private institutions. The researcher has used purposive sampling to attain the objectives described earlier. Purposeful sampling is selecting participants based on their potential contribution to the research questions to identify valuable insights for analysis (Creswell, 2012). Participants in this study come from 5 private English language institutions in West Java, Indonesia.

The participants come from various levels of education, experience, and, more specifically, years of teaching speaking skills. These participants were chosen because they come from different English institutions in West Java, Indonesia.

Instruments

To conduct this research, the researcher has used two data collection types. The primary data collection method is semi-structured interviews with EFL teachers. Three approaches were used to collect data based on the availability of the study participants. The first was online interviews with the help of online meeting platforms, Zoom and Google Meet. Second, in-person interviews were conducted with the participants who were available for a face-to-face interview. The initial interviews lasted for 25- 30 minutes for each participant.

In comparison, in-person interviews were more casual and had in-depth discussions, which lasted almost 50-60 minutes. The questions were mainly categorized into three areas: 1). Participants understanding and effective usage of learning ecology in EFL speaking, 2). Strategies and challenges of producing an ecologically supportive

environment, 3). Example of impacts of ecological perspectives on students' speaking.

Data Analysis

The collected data is analyzed using thematic analysis, which entails identifying and organizing recurring themes, patterns, and relationships within the data. Thematic analysis (TA) is a process for carefully uncovering, organizing, and providing insight into meaning patterns (themes) in a data set (Kamstra, 2021). The researcher adopted Braun and Clarke's (2022) six-phase thematic analysis to identify the underlying patterns within the data and formulate the findings.

According to Barun and Clark, researchers must review the data several times for thematic analysis, repeat patterns, assign codes, and prepare reports (Kamstra, 2021). First, the researchers went back and forth through the data to familiarize themselves with it and understand every information inside the response categories. Secondly, it was time to look for initial codes in the data. The researchers went through every category of the questions to find codes that later contributed to the main themes of the findings. It led to the third step of searching for themes inside the initial codes. Afterward, themes were reviewed and revised carefully, and a possible combination of themes also took place in this step. The remaining steps were defining and generating the final report based on the themes. The researchers put names and labels on each theme for later use. Finally, the themes were put into the study's final report.

This approach is utilized to analyze the elicited data systemically and extract meaningful insights from them. This analysis

provides a thorough comprehension of the microsystem of ecological factors that contribute to enhancing the speaking skills of EFL students, as seen from the teacher's perspective within the microsystem of Bronfenbrenner's Bioecological Model. The triangulation method is employed to meet the verification and reliability of the findings. The triangulation was mainly about merging and converging the participants' responses to similar questions. It provided insights into the reliability, confirming it with every study participant. This triangulation contributes to the credibility and reliability of the research.

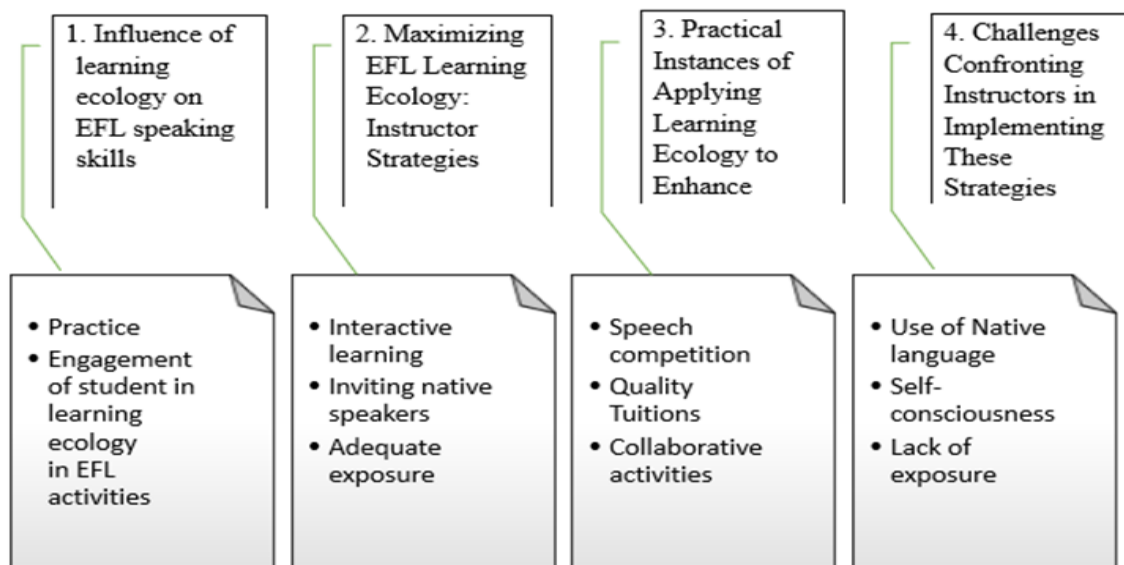
Applying thematic analysis to the data gathered from EFL teachers in Indonesia with myriad levels of expertise in education, the current study investigated their perspectives regarding the role of microsystems within the learning ecology in enhancing students' English speaking abilities. The analysis was boiled down to four central themes and, subsequently, classified into subthemes. In the influence of learning ecology on EFL speaking skills: by maximizing EFL learning ecology, there are instructor strategies, challenges confronting instructors in implementing these strategies, and practical instances of applying learning ecology to enhance speaking skills. For more details, see figure 2.

Findings and Discussion

Findings

Figure 2

Major Themes with Subthemes



Learning Ecology

The study's first theme was learning ecology from the perspectives of Indonesian EFL

teachers. The teachers mainly perceive learning ecology as an environment where learners enhance their speaking skills. While the researcher interviewed the teachers, they

perceived learning ecology as an environment where learners improve their speaking skills. In their opinion, learning ecology supported students in developing their English language speaking skills only when they were exposed to English interaction at school, with family, or among peers. According to participant:

I think learning ecology is any surroundings where students can maximize their speaking skills and bring up their full potential in speaking English. It is best suited when the environment is flexible enough to allow the student to practice speaking on a regular basis without any hurdles. (Participant F, Female 34)

This perception has also been supported by Mei, who writes, "Studies on Second-Language Acquisition (SLA) and Computer-assisted Language Learning (CALL) have adopted learning ecologies, which are the study of organisms and their relationships with the environment, that explain factors that shape the learning environment and offer insights into improving language learning" (Mei et al., 2022)

However, Mr. Y's instructor mentioned, "I assign my students to watch English videos, listen to the podcast, and provide authentic materials." However, at the same time, he claimed that practicing with others is not effective (Emphasizing the role of learning ecology). He means that competence is not enough without performance in communicative competence, which can be done through

exposure to friends and immediate relatives. Jia (2003) also found that maximizing the communication requirements of language learners through interaction leads to effective language learning (Salma, 2020). The significance of interaction and communication in developing communicative competence offers credibility to the notion that learning ecology is crucial in providing students with opportunities to use their skills and engage with others in the learning environment.

Influence of learning ecology on EFL speaking skills

When asked what ecological factor they observed significantly impacted students' English-speaking abilities, an instructor, Mr. M, said: "We let the students discuss subjects politely and combine native and foreign languages, promoting learning through the environment." This idea leads to the integration or interference of the native language in learning English. It is intriguing to determine whether it would have positive or negative interference. According to Derakhshan and Karimi, first or native language interference could be based on similarities and differences between the two languages (Capurso, 2013). It is unclear whether the similarities and differences in Indonesian and English language structure, background knowledge of the learner, and the structure of the consonants in both languages contribute to or hurdling English learning as a foreign language.

At the same time, Leong and Ahmadi, as cited in Harmer (1991), purport that when teachers use their native language, it may give students the impression that it is acceptable to do so (Jackson, 2017). It could be the biggest reason for fluency in a foreign language after

bringing in the native language, which is easily used during learning sessions. The other instructor, Mr. Y, said, "The opportunity and engagement to practice their speaking skills are important outside the classroom and are the key." Instructors identified ecological factors significantly impacting students' English-speaking abilities. They stressed the importance of a supportive and collaborative learning environment where students can discuss subjects, combine native and foreign languages, and practice speaking skills.

It aligns with previous research on the instructors' role in mentoring language learners. However, instructors debated using the L1 language in the classroom, with some arguing it is a challenge not to use the L1 language, which makes it difficult for students to reach the fluency level and others utilizing ecological factors to reach the fluency level in practicing with others in their surroundings. Some instructors suggested that using a student's native language should be restricted and separated from communication to effectively expose them to the target language. Such a view is not a good solution at the initial stages for EFL speakers, but rather, it is better used as scaffolding.

Maximizing EFL Learning Ecology: Instructor Strategies

Based on the thematic analysis outcome, instructors have used different strategies like interactive learning, native speaker involvement, good rapport, and instructors as role models. Mistakes are considered natural in the learning process and sufficient exposure in creating an intensive English learning experience. Interactive learning is seen as speaking, which involves an interactive process

of construction, production, and processing (Trespacios & Uribe-Flórez, 2020). It is an excellent point raised by some of the instructors during the interview, who emphasized the importance of using interactive processes. The involvement of native speakers seemed controversial because, to some instructors, the lack of native speakers was a challenge, while to others, it was a strategy to take advantage of ecological factors.

An intuitive usage of native-like L2 pronunciation is ecologically valid, reflecting instant judgments interlocutors make in real-life contexts. Having native speakers is an opportunity to enhance students' speaking skills considering the learning ecology perspectives inside and outside the classroom.

Challenges Confronting Instructors in Implementing These Strategies

The challenge to these instructors while utilizing these strategies was the usage of the native language most of the participants came across as one of the instructors, Mr. M, responded that "inconsistency, switching thoughts from L1 to L2 in their speaking practices outside the classroom and the usage of native language are the challenges to the students," Anorboyeva and Botirova state that the mother tongue's importance in foreign language classes should be limited to providing support and compensation, over-dependence and complete rejection of L1 should be avoided (Anorboyeva & Botirova, 2023). Teachers should continue speaking English to enhance students' exposure to the language.

The other significant challenge was students' self-consciousness while speaking in public. According to Tsiplakides and Keramida,

EFL learners' foreign language speaking anxiety, which stemmed from their anxiety of negative peer judgment and low speaking ability, hindered them from engaging in speaking tasks (Tsiplakides & Keramida, 2009). They also have a poor view of their linguistic, academic, and professional skills. Teachers must help their students overcome their reluctance to communicate to improve the situation, as most EFL students lack confidence speaking the language. Engaging in regular practice and employing effective techniques is essential to lower public speaking self-consciousness. Preparation, visualization, self-evaluation, beginning with low-pressure speaking opportunities, relaxation techniques such as deep breathing, and acceptance of flaws are essential.

The lack of English language exposure outside the classroom created a further challenge. Since English is a foreign language in Indonesia, students rarely use it daily. This lack of exposure to English outside the classroom results in those students frequently developing a negative attitude toward the language. According to Dardjowidjojo, an Indonesian high school graduate cannot speak English properly (Dardjowidjojo, 2000). Students can use online resources such as language-learning apps, websites, and podcasts, participate in language exchange programs- and organize classroom immersion activities to improve their English language skills. These strategies enable students to interact with authentic English content, communicate with native speakers, and simulate authentic language experiences. By implementing these strategies, students can actively enhance their English language skills despite limited exposure outside the classroom.

Practical examples of the use of ecological factors for boosting speaking skills

The instructor, Miss D, said that speech competition is a practical example of using learning ecology to enhance students' speaking skills. Students would benefit from developing their public speaking abilities since they may enhance their interpersonal and social connections, academic achievement, and, most importantly, professional opportunities (Yulianti, 2021). A student will develop the confidence necessary to persuade others of their thoughts and opinions more successfully through practice in public speaking. Bronfenbrenner's ecological paradigm emphasizes the microsystem as an individual's immediate environment, such as the school or learning environment. Based on this microsystem, speech competitions substantially improve English speaking skills by providing a structured platform for students to demonstrate their abilities, practice, and refine their language skills. It promotes effective communication, vocabulary growth, correct grammar, and coherent idea organization.

Collaborative learning effectively enhances language learning by fostering interaction, developing communicative competence, and increasing student engagement through commitment and passion from instructors (Salma, 2020). Collaborative learning activities on ecological factors foster critical thinking and effective communication, enhancing English-language proficiency. Group discussions, role assignments, and debates on ecological topics improve speaking skills by preparing and using persuasive arguments and language. These

activities enhance the understanding of ecological factors and their global influence.

Discussion

The current study explores the role of learning ecology in enhancing English-speaking skills in Indonesian EFL teachers. It emphasizes the significance of exposure to English interaction and practicing with others to develop communicative competence. The study also discusses the challenges instructors face in implementing these strategies, such as inconsistent usage of the native language and students' self-consciousness. The study recommends that teachers provide support and compensation and avoid over-dependence to overcome these obstacles. Additionally, addressing speaking anxiety through regular practice, effective techniques, and utilizing online resources is suggested. Practical examples of using learning ecology to boost speaking skills, such as speech competitions, collaborative learning, and group discussions, are provided. Despite limited exposure outside the classroom, these strategies are valuable in helping students improve their English language skills.

Niu investigated oral language learning among Chinese EFL learners from an ecological perspective, utilizing Bronfenbrenner's nested ecosystems model as the analytical framework (Niu, 2020). This study focuses on two English major first-year students. It collects data through semi-structured interviews and journal writing, capturing their pre-university and university oral English learning experiences, respectively. The data analysis is based on four levels: microsystem, mesosystem, ecosystem, and macrosystem. The study reveals individual and contextual factors that influence the

participants' oral language learning, as well as the interrelations between these factors. A theoretical model is constructed to manifest the connections between the four levels of the language learning ecosystem.

In contrast, Novawan et al. contributed to the field of eco-linguistics by presenting specific research findings on the student's experience in an English course applying Action-based (AB) and Mobile-Assisted Language Learning (MALL) (Novawan et al., 2019). The study focuses on the impact of these approaches on students' behavior, learning motivation, English skills, content knowledge, and technological skills. It employs a survey method with 324 participants from four departments at a vocational college. The findings highlight that the application of AB and MALL nurtured ecological EFL learning habits through mobile technology, increased learning motivation, improved English skills, enhanced content knowledge, and advanced technological skills.

While all three studies explore language learning from an ecological perspective, they differ in their specific contexts, research methods, and focus. The current study focuses on Indonesian EFL teachers and emphasizes the role of learning ecology in enhancing English-speaking skills. Niu's study examines oral language learning among Chinese EFL learners using Bronfenbrenner's nested ecosystems model. In contrast, the study of Novawan et al. contributes to eco-linguistics by investigating the impact of AB and MALL approaches on students' learning experiences and skills. These research findings provide valuable insights into language learning within different contexts and contribute to the broader field of language education and applied linguistics. The findings

of this study support the significance of learning ecology and ecological factors in enhancing EFL speaking skills. The role of teachers in creating a supportive learning environment and utilizing strategies to maximize the use of ecological factors was emphasized. However, challenges such as using the native language, self-consciousness while speaking in public, and limited exposure to English outside the classroom must be addressed. Practical examples, such as speech competitions and collaborative activities, were provided to demonstrate the application of ecological factors in boosting speaking skills. These findings contribute to understanding how ecological factors can be effectively utilized in the EFL learning context and highlight the importance of creating an environment that fosters interaction, communication, and active engagement for language learners.

Conclusion

This research explored the perspectives of EFL instructors in Indonesia concerning the learning ecology for improving students' speaking skills by using the microsystem perspective of Bronfenbrenner's Bioecological Model. The findings illuminate the significant role of ecological factors in enhancing English speaking skills and offer insights into the strategies the instructors employ to use these factors best.

This study identifies learning ecology as one of the environments where students can develop their public speaking abilities both within and outside the classroom. The instructors recognized the importance of creating an authentic language-learning context. They stressed the value of interaction,

exposure to the language, and the involvement of native speakers. They also emphasized their challenges, such as using the native language, students' self-consciousness, and the lack of exposure to English outside the classroom. To overcome these challenges and maximize the use of learning ecology, the instructors applied distinctive strategies, including interactive learning, native speaker involvement, establishing good rapport, acting as role models, embracing mistakes as part of the learning process, and offering plenty of exposure to interact in the English language. Within learning ecology, the instructors also presented practical examples of how speech competitions and collaborative activities may effectively enhance students' speaking skills. This research emphasizes the importance of learning ecology in EFL classrooms, emphasizing the need for a language-conducive environment to improve students' speaking skills.

Based on these findings, future research can be conducted on the impact of specific learning ecologies. For instance, one can explore the role of digital and technology resources in improving students' speaking skills. Moreover, using a learning ecology viewpoint to undertake longitudinal research to follow the improvement of students' speaking abilities might give valuable insights. It is also worth mentioning that exploring the role of other ecological layers of Bronfenbrenner's Bioecological Model, such as the Mesosystem, Ecosystem, and Macrosystem, would offer a more comprehensive understanding of large-scale context impacts on EFL students' speaking skills.

The study's limited sample size of 5 EFL Instructors from Indonesian institutions makes it difficult to generalize results to a larger population. Future research should include more extensive and diverse sampling to improve validity and results. Though interviews offer valuable insights and viewpoints, they can be subjective and influenced by bias. Future research can use a mixed methods approach like classroom observation and surveys to understand this topic comprehensively.

The other key point is that this research focused on instructors' perspectives. It would be appropriate to include students' perspectives to obtain a more holistic view of the microsystem and learning ecology so that EFL students can enhance their speaking skills. Their input could provide additional insights, illuminating potential discrepancies between the instructor's viewpoints and students' experiences.

In short, this research emphasizes the significance of examining the learning ecology perspective in EFL classrooms. It provides EFL instructors with suggestions for improving their students' speaking abilities. By incorporating ecological factors and strategies into language teaching practices, educators can foster the development of proficient English-speaking skills among EFL students.

References

- Anorboyeva, D., & Botirova, K. (2023). The Use of Mother Tongue in English Classrooms. *Eurasian Journal of Learning and Academic Teaching*, 17, 100–102.
<https://geniusjournals.org/index.php/ejlat/article/view/3567>
- Barron, B. (2006). Interest and Self-Sustained Learning as Catalysts of Development on JSTOR. *Human Development*, 4(9), 193–224.
<https://www.jstor.org/stable/26763888>
- Bevan, B. (2016). STEM Learning Ecologies: Relevant, Responsive, and Connected. *Connected Science Learning*, 1(1).
<https://www.nsta.org/connected-science-learning/connected-science-learning-march-2016/stem-learning-ecologies>
- Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. *Qualitative Psychology*, 9(1), 3–26.
<https://doi.org/10.1037/qap0000196>
- Bronfenbrenner, U. (1994). Ecological models of human development. *Readings on the Development of Children*, 2(1), 37–43.
<https://docs.edtechhub.org/lib/P7AUMPEJ>
- Brown, D. (2007). *Principle of Language Learning and Teaching* (5th ed.). Longman.
- Capurso, M. (2013). Supporting children's development through the educational work, A bioecological perspective. 2013 *Help Conference: The Ripple Effect*.
- Cole, M., & Wertsch, J. V. (1996). Beyond the Individual-Social Antinomy in Discussions of Piaget and Vygotsky. *Human Development*, 39(5), 250–256.
<https://doi.org/10.1159/000278475>
- Crawford, B. F., Snyder, K. E., & Adelson, J. L. (2020). Exploring Obstacles Faced by Gifted Minority Students through Bronfenbrenner's Bioecological Systems Theory. *High Ability Studies*, 31(1), 43–74.
<https://doi.org/10.1080/13598139.2019.1568231>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (P. ASmith (ed.); 4th ed.). University of Nebraska.

- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Dardjowidjojo, S. (2000). English teaching in Indonesia. | *English Australia Journal*, 18(1), 22–30. <https://search.informit.org/doi/abs/10.3316/aeipt.113365>
- Gutiérrez, K. D., & Rogoff, B. (2003). Cultural Ways of Learning: Individual Traits or Repertoires of Practice. *Educational Researcher*, 32(5), 19–25. <https://doi.org/10.3102/0013189X032005019>
- Hiller A.Spires, Eric Wiebe, Carl A .Young, K. H. J. K. L. (2012). Toward a New Learning Ecology: Professional Development for Teachers in 1:1 Learning Environments. *Contemporary Issues in Technology and Teacher Education*, 12(2), 232–254.
- Jackson, N. (2017). Developing The Idea of Learning Ecologies & Ecosystems for Learning in Higher Education. *Educational Climate Change: Exploring Our Learning Environments*, 5.
- Kamstra, L. S. G. (2021). Improving EFL Teachers' Professional Experiences and Motivation: An Ecological Approach. *Teaching English as a Second or Foreign Language*, 25(1).
- Kasbi, S., & Elahi Shirvan, M. (2017). Ecological understanding of foreign language speaking anxiety: emerging patterns and dynamic systems. *Asian-Pacific Journal of Second and Foreign Language Education*, 2(1), 2. <https://doi.org/10.1186/s40862-017-0026-y>
- Lauder, A. (2008). The Status and Function of English in Indonesia: A Review of Key Factors. *Makara Human Behavior Studies in Asia*, 12(1), 9. <https://doi.org/10.7454/mssh.v12i1.128>
- Mappiasse, S. S., & Sihes, A. J. Bin. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. *English Language Teaching*, 7(10). <https://doi.org/10.5539/elt.v7n10p113>
- Munir, S., & Zaheer, M. (2021). The role of extra-curricular activities in increasing student engagement. *Asian Association of Open Universities Journal*, 16(3), 241–254. <https://doi.org/10.1108/AAOUJ-08-2021-0080>
- Murphy, M. C. (2020). Bronfenbrenner's bio-ecological model: a theoretical framework to explore the forest school approach? *Journal of Outdoor and Environmental Education*, 23(2), 191–205. <https://doi.org/10.1007/s42322-020-00056-5>
- N, L. (2008). *Students Strategies in Overcoming Speaking Problems*.
- Niu, R. (2020). An Ecological Perspective on EFL Learners' Oral Communication. In A. Jamshidnejad (Ed.), *Speaking English as a Second Language* (pp. 75–101). Springer International Publishing. https://doi.org/10.1007/978-3-030-55057-8_4
- Novawan, A., Aisyiyah, S., Miqawati, A. H., Wijayanti, F., & Rinda, R. K. (2019). Implementing an Ecological Teaching through Mobile-Assisted Language Learning in EFL Education. *Proceedings of the Eleventh Conference on Applied Linguistics (CONAPLIN 2018)*. <https://doi.org/10.2991/conaplin-18.2019.247>
- Novera, I. A. (2004). Indonesian Postgraduate Students Studying in Australia: An Examination of their Academic, Social and Cultural Experiences. *International Education Journal*, 5(4), 475–487.
- Sa, W. S. C. I. M. G. K. L. S. B. P. R. J., & Sefton Julian Green, en K. J. S. (2014). *Connected learning: an agenda for research and design*. Digital Media and Learning Research Hub.
- Salma, N. (2020). Collaborative Learning: An

- Effective Approach to Promote Language Development. *International Journal of Social Sciences & Educational Studies*, 7(2).
<https://doi.org/10.23918/ijsses.v7i2p57>
- Sarbanan, T. (2023). *Must Go Beyond Simply Considering English to be Foreign*.
- Shalihah, M., Supramaniam, K., & Kholidi, M. A. (2022). Teachers' and students' perspectives of factors affecting students' speaking performance in learning English. *Jurnal Tatsqif*, 20(1), 68–86.
<https://doi.org/10.20414/jtq.v20i1.6150>
- Trespalacios, J., & Uribe-Flórez, L. J. (2020). Case Studies in Instructional Design Education: Students' Communication Preferences During Online Discussions. *E-Learning and Digital Media*, 17(1), 21–35.
<https://doi.org/10.1177/2042753019874149>
- Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: theoretical issues and practical recommendations. *International Education Studies*, 2(4).
<https://doi.org/10.5539/ies.v2n4p39>
- van den Beemt, A., & Diepstraten, I. (2016). Teacher perspectives on ICT: A learning ecology approach. *Computers & Education*, 92–93, 161–170.
<https://doi.org/10.1016/j.compedu.2015.10.017>
- Yulianti, T. (2021). Public Speaking Ability Through Focus Group Discussion. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 5(2).
<https://doi.org/10.33578/pjr.v5i2.8238>

