



Indonesian EFL Teachers' Practice of Online Informal Learning of English: Perceived Understandings and Benefits to Language Skills

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Despite the abundance of studies on EFL students' online informal learning of English (OILE), EFL teachers' OILE practice has been left largely unexplored. Considering that EFL teachers are instrumental in providing support and guidance for students' OILE, the present study attempted to provide holistic and updated empirical evidence of EFL teachers' OILE, addressing these research questions: (1) What OILE activities do EFL teachers know and practice? and (2) How do EFL teachers perceive OILE benefits to their language skills? The study was conducted based on explanatory sequential mixed method design involving 219 EFL teachers teaching at junior and senior high schools. The data were collected using an online questionnaire and semi-structured in-depth interviews with 15 selected teachers and analyzed using descriptive statistics and thematic analysis. The study revealed that despite their unfamiliarity with the OILE concept, EFL teachers practiced OILE and perceived OILE positively and considered OILE to be beneficial in maintaining and improving their English. However, most of the EFL teachers have practiced OILE in low frequency. They reported that their low OILE practice level was attributed to lack of time, struggle for English, unfamiliarity with OILE activities, fear of making mistakes, and fear of judgment.

Meskipun penelitian tentang praktik pembelajaran bahasa Inggris informal online (OILE) yang dilakukan oleh pembelajar bahasa Inggris telah banyak dilakukan, namun praktik OILE oleh guru bahasa Inggris masih sangat jarang diteliti. Dengan mempertimbangkan pentingnya peran guru bahasa Inggris dalam mendukung dan membimbing praktik OILE para siswa, maka penelitian ini berusaha untuk memberikan bukti empiris mutakhir yang lebih holistik mengenai praktik OILE yang dilakukan oleh para guru bahasa Inggris melalui dua pertanyaan penelitian: (1) Kegiatan OILE apa yang diketahui dan dipraktikkan guru? serta (2) Bagaimana persepsi guru terhadap manfaat OILE bagi pengembangan bahasa Inggris mereka? Penelitian ini menggunakan rancangan explanatory sequential mixed method dan melibatkan 219 guru bahasa Inggris yang mengajar di SMP dan SMA. Pengumpulan data dilakukan dengan menggunakan kuesioner secara daring dan wawancara mendalam semi terstruktur dengan 15 orang guru terpilih, serta dianalisis dengan statistik deskriptif dan analisis tematik. Penelitian ini



mengungkapkan bahwa meskipun para guru bahasa Inggris tidak mengenal istilah dan konsep OILE, namun sejatinya para guru bahasa Inggris telah mempraktikkan OILE, memiliki persepsi positif terhadap OILE, dan memiliki persepsi bahwa OILE bermanfaat dalam mempertahankan dan meningkatkan kemampuan bahasa Inggris mereka. Namun, sebagian besar guru bahasa Inggris baru mempraktikkan OILE dalam frekuensi yang rendah. Para guru menyatakan bahwa rendahnya frekuensi praktik OILE mereka disebabkan oleh terbatasnya waktu senggang mereka, kurangnya pemahaman bahasa Inggris, ketidaksukaan akan kegiatan OILE tertentu, rasa takut membuat kesalahan, dan rasa takut dihakimi.

Keywords: online informal learning of English (OILE), Indonesian EFL teachers, OILE perceptions, OILE practice, OILE benefits

Introduction

The landscape of English teaching and learning today is different from ever before. The singularity of the rapid technological advancement and access to the internet means that language teaching and learning can take place even when people are doing their everyday activities, which inadvertently provide them with English learning. This type of learning, known as online informal learning of English (OILE), refers to language development through informal online-based activities (Toffoli & Sockett, 2015) and is characterized by the non-language-learning orientations of the activities such as seeking information for one's indulgence of pleasure. As such, language learning happens incidentally rather than intentionally (Kusyk, 2017; Lee & Dressman, 2018; Sundqvist & Sylvén, 2014).

Despite the widespread OILE practice among students, the same cannot be said on the side of the teachers since previous studies on teachers' OILE have been scant and disjointed. There have been few studies conducted on teachers' OILE activities, which unfortunately only narrowly focus on one OILE activity (Chik, 2011; Fox & Bird, 2017; Hasan et al., 2017; Sumuer et al., 2014), instead of all the five OILE activities, namely social media interactions using English, watching movies in English, listening to songs or other audio materials in English, playing digital games in English, and reading online news (Toffoli & Sockett, 2010). Thus, these studies only provide segmented pictures of English teachers' OILE practice.

Up to this point, previous studies on English-as-a-foreign-language (EFL) teachers and their OILE activities have only brushed on teachers' knowledge of OILE among their students and not on EFL teachers' OILE activities. So far, studies have pointed out that EFL teachers have low awareness of the OILE activities practiced by their students (Toffoli & Sockett, 2015). EFL teachers' failure to fully understand the OILE phenomenon among their students seems to imply that teachers themselves are not involved in OILE practice, which also has failed to be explored by previous studies. The data from the above studies painted an interesting picture about teachers and OILE. Although there are only a few studies on teachers' OILE practice (Toffoli & Sockett, 2015), there have been a number of studies on the relationships between teachers and the activities which make up OILE in whole. From these studies, we can infer that there has been little to no research that provides insights into EFL teachers' perception of OILE. Furthermore, there have been very few studies conducted to identify teachers' practice of OILE and the reasons behind their practice. Thus, despite studies on the students' perception and practice of OILE as well as the benefits of the said practice on students' English competence, teachers' perception of OILE and their practice have not been well studied. In other words, adequate information is needed if the OILE practice is actually beneficial for teachers, even though as noted earlier little information is available in regard to its positive impacts on students' learning (e.g., Bazán et al., 2021; Chik, 2014; Cole & Vanderplank, 2016; Lamb & Arisandy, 2019; Lee, 2017; Lee & Dressman, 2018; Lee & Chen Hsieh, 2019). In their review study, Soyooft et al. (2023) revealed that there was still a small, yet salient, body of literature on emergent informal digital learning of English, and it can be seen that of the literature reviewed, most concerns students, not teachers.

The aforementioned point indicates that there has not been any balanced information regarding our professional knowledge about the positive results of OILE for both the students and teachers. As such, the lacuna with regard to our knowledge about the implications of OILE practices for the teachers themselves

needs addressing. Therefore, the present study is executed to provide empirical data to understand, at the very least, two things. The first is to identify EFL teachers' perceptions of OILE, which includes its concept and the perceived benefit of practicing OILE. Considering the benefits of OILE practice for students (Kusyk, 2017; Lamb & Arisandy, 2019; Lee, 2017; Lee & Lee, 2020; Sundqvist & Wikström, 2015), students' OILE needs to be encouraged by teachers (Chik, 2014; Trinder, 2017). Therefore, it is vital to identify teachers' perceptions of OILE because such evidence will indicate teachers' attitudes towards their students' OILE activities, considering that teachers' perceptions, attitudes, or beliefs are the most important indicator of technology adoption (van Twillert et al., 2020; Zamir, 2019). In the same vein, teachers with a positive perception of OILE will be more likely to encourage and appreciate students' OILE activities. Teachers' encouragement of students' OILE activities will prompt students to practice more. In contrast, teachers with a negative perception of OILE may discourage students' OILE activities (Lamb & Arisandy, 2019; Toffoli & Sockett, 2015; Trinder, 2017).

The second is to identify the kinds of OILE activities practiced by English teachers, especially in Indonesia, and to explore the reasons behind their OILE practice which will provide a holistic picture of teachers' OILE practice. The use of English by teachers beyond the classroom and the professional setting is vital for EFL teachers themselves since continuous language use is very important to improve language proficiency and prevent the impact of language attrition (Bardovi-Harlig & Burghardt, 2020; Herdina & Jessner, 2013; Wlosowicz, 2017). Meanwhile, in the Indonesian setting, the use of English by EFL teachers is still limited. Teachers even prefer to teach using mostly *Bahasa Indonesia* (Renandya et al., 2018; Wulyani et al., 2019), and students accept it with mixed views, some of whom considered it motivating (Husniyah, 2019), whereas some others, particularly those with high level of English proficiency, considered it demotivating (Hawa et al., 2021). This situation may lead to EFL teachers losing their English (Firouzi & Bagheri, 2017; Mickan et al., 2019). To maintain their English, teachers need to use the language continuously. For English teachers in an EFL setting such as Indonesia, OILE may very well be the only available path for English teachers to use their English in a natural setting, beyond teaching, speaking in seminars, or attending workshops that use English as the language of instruction. As such, this study also partly addresses the realm of teacher professional development as teachers are always supposed to continually improve their professional capacities and competences. The issue has also been empirically recorded by Nugroho et al. (2022) in that Indonesian EFL teachers need more professional development activities that can maintain and improve their language proficiency.

Literature Review

Online Informal Learning of English

The term OILE describes its three tenets, namely the principles of Online, Informal, and Learning of English. The first tenet, Online, refers to the nature of OILE activities that take place either in an online (internet-based) setting or in internet-related activities (Toffoli & Sockett, 2015). OILE activities range from streaming video clips from YouTube; listening to streamed songs or podcasts from Spotify; downloading and watching movies from peer-to-peer sites or torrent sites; downloading and listening to audiobooks from peer-to-peer sites or torrent sites; downloading and reading e-books from peer-to-peer sites or torrent sites; posting and commenting on social medias such as Facebook, Instagram, Twitter, and the likes; to participating in online forums discussions or mailing list. Therefore, reading a book and conversing with peers using English is not considered to be a part of OILE unless the activities are done in a virtual environment, such as through instant messaging services or video calls. OILE might also include playing online games, both computer and mobile-based games (Lee & Dressman, 2018; Sundqvist & Wikström, 2015; Sylven & Sundqvist, 2012).

The second tenet of OILE is Informal. Sockett (2014) differentiated the approach to language learning into three categories of formal, non-formal, and informal. Formal language learning is learning through a

system of academic setting with clear goals curriculum, which can be done face to face or even in an online setting. The emphasis of formality is in the context of the learning system. Non-formal language learning refers to language learning in a non-academic context but still retaining some sort of guidelines within the learning process. An example of non-formal language learning would be the use of language learning textbooks, websites, or other media which are commercially available to facilitate private language learning. Informal language learning can be described as language learning which takes place naturally, using learning resources that are not intentionally developed for educational purposes and outside instructional context (Sockett, 2014).

Furthermore, the term informal learning can be explained using Schugurensky's (2007) definition. Schugurensky classified learning into three types, a) self-directed learning, b) incidental learning, and c) socialization or tacit learning (Schugurensky, 2007). Self-directed learning is learning which is based on the intention to learn something and done in a conscious way; the learner knows what to learn and is fully conscious of the learning process taking place. Meanwhile, incidental learning happens without the intention to learn by the learner in the first place; however, the learner realizes that a learning process is taking place. The last one, tacit learning, is where the learning happens without the intention to learn by the learners and without the learners realizing that a learning process is taking place. Considering the definitions set out by Sockett and Schugurensky (Schugurensky, 2007; Sockett, 2014), OILE is thus learning conducted without intention to learn, despite eventual realization of the learning which has happened. This tenet is embodied in any activities performed by students for enjoyment instead of language learning purposes.

To sum up, OILE can be defined as an English language learning process that happens without the intention to learn English by the learners, which takes place when learners perform internet or digital-based activities or in a virtual environment.

EFL Teachers' Perceptions of OILE

It seems that there are only few studies on EFL teachers' perceptions of OILE and EFL teachers' OILE activities. A prime example was a study by Toffoli and Sockett in 2015, which focused on identifying EFL teachers' perceptions of OILE (Toffoli & Sockett, 2015). The research was a continuation of the previous research on the EFL students' OILE practice (Toffoli & Sockett, 2010). The study seemed to imply that EFL teachers were not fully aware of their students' OILE practice. Teachers estimated that only 44% of their students were involved in OILE activities when in reality, 97% of the students were involved in OILE activities. This discrepancy highlights teachers not being aware of their students out of class English learning. Some teachers justified this by admitting that students' OILE practice was beyond the classroom purview and thus not their responsibility to encourage or discourage. However, EFL teachers consider OILE practice having a positive effect on their students' in-class behavior (Lamb & Arisandy, 2019). Teachers stated that OILE practice increased curiosity about English, increased motivation to learn, increased confidence, and encouraged a general feeling of being at ease with the language, especially spoken language. Teachers observed that students who practice OILE tend to have better pronunciation, are less disturbed by rapid speech, understand current idiomatic expression and have better comprehension.

Despite EFL teachers' acknowledgment of OILE benefits, only one-third of the teachers stated that they would modify their teaching process to incorporate OILE activities (Toffoli & Sockett, 2015). Teachers who refused to change their teaching process argued that the English course curriculum is rigid and difficult to change. Such results suggest an ambivalent view of OILE practice. On the one hand, teachers considered OILE practice beneficial for their students' English learning process; on the other hand, they were reluctant to modify their teaching process to incorporate and to encourage OILE activities due to the rigidity of the curriculum and the reluctance to intrude into students' private life.

The above study has provided valuable insights into teachers' perceptions of OILE practice and their perceptions of the benefits of the practice on their teaching process. Unfortunately, the focus of the study was still on students' OILE practice, not teachers' own OILE practice. Therefore, it would be very beneficial and important to conduct a study that investigates teachers' perception of OILE as well as their

real-life OILE practice, particularly in the Indonesian setting, to provide empirical evidence about teachers' OILE which is still scarce. To sum up, the present study aims to identify teachers' perceptions of OILE, comprising their OILE familiarity and practice, and to explore their perceptions of OILE benefits to their language skills. To achieve these aims, two research questions were formulated: (1) What OILE activities do EFL teachers know and practice? and (2) How do EFL teachers perceive OILE benefits to their language skills?

Method

The present study employed explanatory sequential mixed method design consisting of a two-phase explanatory design (Creswell & Plano Clark, 2017). The first phase was the survey phase in which a number of teachers were asked to answer questionnaire items on perception of OILE and their OILE practices. The second phase was the interview phase, where the researchers collected qualitative data from selected teachers to further explain and triangulate the data collected from the first phase. The instruments used in the study were English Teacher's OILE Perception and Practice Questionnaire and Semi Structured in-depth Interview Guide. The former instrument elicits the quantitative data, whereas the latter obtains the qualitative one, both exploring similar substantial information from the participants.

The questionnaire was developed based on the concept of OILE as has been stated, studied and explored in previous studies and related literature (Cole & Vanderplank, 2016; Lee & Dressman, 2018; Lee & Lee, 2020; Sockett, 2014; Toffoli & Sockett, 2015, 2016), covering perceptions of OILE (Chik, 2014; Sockett, 2014; Toffoli & Sockett, 2015), OILE practice (Lee, 2017; Sundqvist & Wikström, 2015), the impact of OILE on English competence (Kusyk & Sockett, 2012; Lee & Dressman, 2018; Sundqvist, 2015; Sundqvist & Wikström, 2015; Toffoli & Sockett, 2015), and the impact of OILE on teaching (R. Li, 2018; Rashid et al., 2016; Sundqvist & Olin-Scheller, 2013). The questionnaire draft was oriented towards two targeted categories with a total of 16 items referring to the two research questions. EFL teachers' OILE perceptions and practice were elicited through 12 items, addressing the first research question, whereas their perceived benefits of OILE practice to their language skills through four items, responding to the second research question. Some of the questionnaire items require a yes or no response; some others require short answers, and one item requires the respondents to choose from the available options. Respondents answering the yes or no questions with "yes" were required to elaborate their responses further by providing explanation on the next questions.

To ensure the validity and reliability of the questionnaire, it was forwarded for expert judgment to two experts, one from France and the other one from Indonesia. The French expert was consulted through a number of email communications since she was one of the pioneering proponents of OILE research. The Indonesian expert had an extra duty to ensure the accuracy and the appropriateness of the instrument in the Indonesian setting in terms of language and local aspects. Both experts provided feedback to ensure that the items reflected the construct and content of OILE in relation to the research aims. The questionnaire was also distributed to a panel of 20 English teachers for moderation. In short, the feedback from the experts and from the English teachers resulted in three major issues. The first was the inclusion of other terms representing the same idea as OILE such as informal digital learning of English and fully autonomous self-instructed learners. The second was about the use of English as it may become an additional burden for teachers wishing to respond to the questionnaire. Therefore, the questionnaire was eventually translated into Bahasa Indonesia. The third was to use hours per week instead of hours per day when describing OILE practice to provide teachers with a longer duration of time.

The final version of the questionnaire was distributed to English teachers in Bali Province through the help of the local subject matter teachers' association (*Musyawarah Guru Mata Pelajaran – MGMP*), thus employing convenience sampling technique (Punch, 2005). We finally received 256 responses, indicating EFL teachers' voluntary participation. Unfortunately, thirty-seven responses were eliminated and excluded from further analyses due to incompatibility with the focus of the present study: five from university-level

teachers, twelve from elementary-school teachers, and the rest from teachers teaching subjects other than English. Therefore, the number of responses for analysis was 219 from English teachers teaching at junior high and senior high schools in Bali Province, Indonesia. The background information of the participants can be seen in Table 1, which shows their teaching setting (junior or senior), their gender, and their age groups.

TABLE 1
Teachers' Demographic Data

		Age								Total
Junior High School	Gender	20-30		31-40		41-50		51-60		
		N	%	N	%	N	%	N	%	
	Female	27	28%	39	40%	20	21%	11	11%	97
	Male	8	17%	19	40%	11	23%	9	19%	47
	Sum	35	24%	58	40%	31	22%	20	14%	144
Senior High School	Gender	20-30		31-40		41-50		51-60		Total
		N	%	N	%	N	%	N	%	
	Female	10	21%	20	42%	13	27%	5	10%	48
	Male	3	11%	13	48%	4	15%	7	26%	27
	Sum	13	17%	33	44%	17	23%	12	16%	75

The teachers' responses to short-answer items were grouped based on the similarities of responses to form sub-themes. Interrelated sub-themes were then grouped together to form grand themes. These grand themes were then listed and became the basis for the second phase of the study, the in-depth interview phase. Responses regarding OILE practice in particular were quantitatively tabulated and used to identify the OILE practice of individual teachers, the types of OILE activities they practiced, the frequency of each OILE activity, and the total OILE practice frequency. These data were then classified into a scale of six levels showing practice frequency as can be seen in Table 2.

TABLE 2
Teachers' OILE Activities Frequency Classification

OILE activities practice frequency	OILE activities practice frequency level	Label
0 hour per week	0	No Practice
1-3 hours per week	1	Minimal Practice
3-5 hours per week	2	Infrequent Practice
5-7 hours per week	3	Average Practice
7-9 hours per week	4	Frequent Practice
More than 9 hours per week	5	Heavy Practice

Since the present study aims to provide a more holistic view of teachers' OILE practice landscape, merely listing the themes regarding the perceived impact, benefit, and practice of OILE would not be enough. Therefore, richer qualitative data on the perceived impacts and benefits of OILE were collected in the second phase, the in-depth interview phase. In the second phase, interviews were carried out to obtain teachers' insights on their perceptions, practice, and perceived benefits of OILE. Based on the result of the first phase, most of the teachers belong to the Minimal Practice Level. Therefore, it was decided to interview the teachers from this group to understand further the reasons behind their lack of practice of OILE. There were fifteen teachers selected, comprising seven male teachers and eight female teachers, with eight teachers teaching at senior high schools and seven teachers teaching at junior high schools. The oldest interviewee was 52 years old, and the youngest was 25 years old. In other words, the data from the interviews were meant to complement the teachers' responses to the two research questions which had been obtained from the questionnaire, eliciting further information for confirmation and clarification.

The 15 teachers willing to participate were interviewed with a minimum of two interviews per teacher for 2-3 hours to the point of data saturation. Most of the interviews were done face to face at their schools,

although some of the second and subsequent interviews were done through telephone due to distance considerations. The data from the interviews were analyzed in terms of content (Gibbs, 2007), intended to clarify, to confirm, as well as to further elaborate the data from the questionnaire.

Results and Discussion

Teachers' Perceptions and Practice of OILE

The first thing we wanted to explore was English teachers' knowledge of the OILE term and concept. Out of the 219 teachers surveyed, six teachers (2.74%) claimed that they know the term and understand the concept. Sixty teachers (27.40%) claimed that they once heard the term but no longer remembered the concept. This means that in the past the teachers knew the term and concept, but currently they only knew the term without remembering the concept. Meanwhile, 153 teachers (69.68%) admitted that they had never heard the term before the survey, as presented in Table 3.

TABLE 3

Teachers' Claim on their Familiarity with OILE Term

OILE familiarity claim	Number of teachers	%
Know the term and understand the concept	6	2.74%
Heard the term once but no longer remembered the concept	60	27.40%
Had never heard the term	153	69.86%
Total	219	100.00%

However, when asked further to describe the concept of OILE with their own words, the data in Table 4 show that the majority of the teachers, 183 out of 219 (83.56%), admitted that they had no idea about what OILE was. Meanwhile nine teachers (4.11%) defined OILE as self-initiated English learning from Internet sources or apps, 18 teachers (8.22%) as non-formal (private courses) English learning using the internet, and nine teachers (4.11%) as school-based remote English teaching and learning.

TABLE 4

Teachers' description of OILE concept

Teachers' description of OILE	Number of teachers	%
Self-initiated English learning from Internet sources or apps	9	4.11%
Non-formal English Course using internet	18	8.22%
School-based remote English Teaching and Learning	9	4.11%
No idea	183	83.56%
Total	219	100.00%

The following excerpts from the interviews represent their understanding of OILE term and concept. The notes provided after each excerpt include teachers' gender and age.

In my imagination it means that teachers work with students on their English learning, where students can ask questions and teacher answers them, but it is done through internet connection. (Teacher 6, Male, 44).

The way I see it, it is like.... maybe some sort of training or supervision or habituation of English beyond the curriculum through online channel, so the teacher and the students keep interacting with each other, or the students are given guidance about the topics to be studied with the learning direction directed by the students, not the curriculum from the school. (Teacher 15, Male, 34).

Teachers' definitions of OILE mostly revolve around private English courses or self-initiated learning using the medium of internet, or remote learning of English. Since such definitions are not the intended definitions of OILE, it seems safe to say from the data that the teachers are not yet familiar with the term OILE. These results are rather predictable, and we considered at least three reasons behind this. The first is the recency of OILE. The concept of incidental learning in language learning may be dated. However, in the past incidental learning happened through offline activities. The proliferation of the internet and internet-capable devices have promoted internet-based activities. Therefore, it is only natural to consider OILE as a rather novel development after 2010s (Kusyk, 2017; Toffoli & Sockett, 2010, 2015). The second reason is that, for the time being, the concept of OILE has not received enough attention as also highlighted by Soyoo et al. (2023). Information about OILE is mostly available in scientific journals, especially those pertaining to ELT, not always accessible to teachers. The third reason seems to be teachers' lack of motivation to read, especially materials in English. The present study has found that Indonesian EFL teachers have limited interests in reading online news, let alone reading scientific publications. We suspect teachers' lack of reading comprehension skills as the main cause. Indonesian teachers' low competence have been found by several studies (Lengkanawati, 2005; Lie, 2007; Van Canh & Renandya, 2017). More recent studies found that Indonesian EFL teachers have lower than the required standard, especially in reading skills (Wulyani et al., 2019) and that their reading engagement shows a moderate level (Widiati et al., 2023).

A more important finding of the present study is that despite teachers' apparent unfamiliarity with the terms, teachers have actually practiced OILE, although with varying degrees of frequency. Our data show that out of the 219 English teachers, one teacher (0.46%) was classified as having No Practice; 132 teachers (60.27%) Minimal Practice; 64 teachers (29.22%) Infrequent Practice; 15 teachers (6.85%) Average Practice; only seven teachers (3.20%) Frequent Practice, and no teacher (0.00%) Heavy Practice, as shown in Table 5.

TABLE 5
Teachers' OILE Practice Level

Total OILE practice level	Number of teachers	%
No Practice	1	0.46%
Minimal Practice	132	60.27%
Infrequent Practice	64	29.22%
Average Practice	15	6.85%
Frequent Practice	7	3.20%
Heavy Practice	0	0.00%
Total	219	100.00%

The data also suggest that the most practiced OILE activity is *listening to music* with 207 teachers (94.52%) practicing it for at least an hour every week, followed by *watching movies* with 204 teachers (93.15%) reporting watching movies, film, or video clips for at least an hour every week. In the third place was *social media interactions*, with 164 teachers (74.89%) reporting interacting using English in social media for at least an hour every week. For *reading online news from news websites*, 133 teachers (60.37%) reported that they spent at least an hour a week reading news or similar writing materials from news sites. The least practiced OILE activity by the teachers was *playing games*, with only 103 teachers (47.03%) reporting spending at least one hour per week playing games on their computers and mobile devices. Figure 1 represents the summary of the findings.

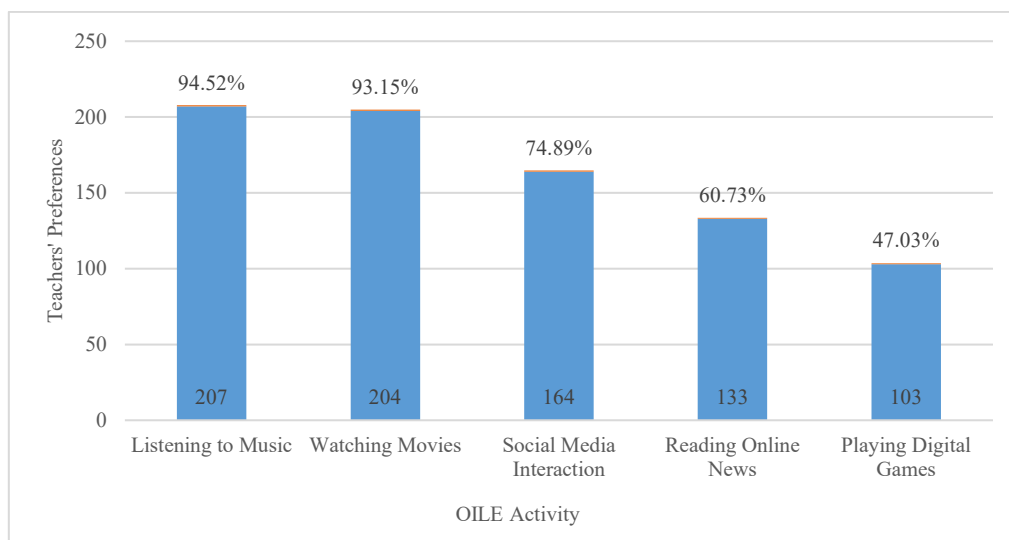


Figure 1. Teachers' OILE activities ranked by preferences.

The data about frequency of practice imply that the majority of the teachers practice all of the OILE activities for around 1-1.5 hours a week. Again, we have to underline that these numbers are for all five of the OILE activities in total. When compared to previous research, this is a very low practice level, since frequent practice for a single OILE activity is set as a minimum interaction coming to 25 hours per week (Sundqvist & Wikström, 2015) for all the five activities.

During the interviews, the teachers mentioned some reasons for their low practice of OILE activities. It seems necessary to identify possible sources in order to understand better the amount of their English use beyond the classroom as intended by OILE principles. Our data analysis came up with five reasons: lack of time, struggle for comprehension, unfamiliarity with OILE, fear of making mistakes, and fear of being judged.

Lack of free time for OILE practice

The teachers claimed that they have very little time for themselves after school because of continuing professional obligations as well as personal obligations. They argued that the non-pedagogical administrative tasks took a lot of their time and sometimes even beyond the time allocated for their pedagogical tasks. The excerpts from Teachers 13 and 7 illustrate their arguments about lack of time:

I have very limited time because my time is used by my professional and family matters. After I got home, I still have to work with the administration work related to teaching. Especially like now during this pandemic, I have very little time to rest. They call it working from home, and it feels like working 24 hours. Besides that, I have to take care of my children and family. (Teacher 13, Female, 38).

My biggest problem is the lack of time, I have so many things to do which are more important than just watching movies. (Teacher 7, Male, 38).

Comments related to heavy administrative burden are common in the Indonesian context (Pratama et al., 2018). In fact, this phenomenon also occurred in other countries in the world such as Korea (Kim & Kim, 2016), Qatar (Hendawi, 2020), and Russia (Klimenko & Posukhova, 2018).

Besides professional non-pedagogical administrative burdens, teachers also have to deal with their own personal obligations and also sociological obligations. Fourteen out of 15 teachers interviewed were married and naturally were part of the Balinese smallest unit of the community, the *Banjar*. As married

individuals, both the husband and the wife have several obligations in the *Banjar*, ranging from paying the dues to performing physical works based on the *Banjar*'s requirement (Suacana, 2016). These social responsibilities also further reduce teachers' free time as stated in the interview by Teacher 2:

I simply do not have the time to do that. As a teacher, I have many obligations and duties that I cannot neglect. Besides that, I also have other duties as a member of my community. (Teacher 2, Male, 52).

In Bali, many religious ceremonies and social events were organized by *Banjar*. Repeatedly missing one's obligations will bring negative repercussions (Duarsa et al., 2020), and may become a source of conflicts (Juliantini et al., 2019; Suryawan et al., 2021).

Struggle with English in OILE practice

In addition to lack of free time, the teachers stated that they admitted some struggle with English when dealing with online and digital based activities, such as posting and commenting on social media, reading online news, and watching movies, so they prefer using Bahasa Indonesia to English as mentioned in the interview by Teacher 5:

On Facebook, if I post something, I post in Bahasa Indonesia because when I post in English, my friends who don't speak English ask me a lot of questions about the post, like what is the meaning of your post? Something like that, so it is a lot easier to just post it in Bahasa Indonesia. (Teacher 5, Female, 38).

Similarly, the teachers preferred Bahasa Indonesia subtitles and reading news in Bahasa Indonesia for better comprehension. They claimed that reading English subtitles reduces their enjoyment. Not understanding the subtitles may cost them a critical moment in the film plot, as mentioned by Teacher 4 in the interview:

I prefer Indonesian subtitle because it is easier to understand. I like watching horror movies, If I use English subtitles, I may lose the suspense of watching because I spend more time trying to understand the words. By the time I understand this part, the movie has moved on to the next part. I watch to relax my mind, if I have to translate the words of the movie, I am not relaxing, and I am losing my enjoyment because I am focused on the translation. Even though I am an English teacher, sometimes the vocabulary in the movies is difficult or foreign, and I do not understand them. (Teacher 4, Male, 38).

Previous studies found that using English subtitles when watching English movies improved English mastery in terms of content comprehension skill (Saree, 2016), speech perception (Mitterer & McQueen, 2009), and listening skill (Hayati & Mohmedi, 2011). The focus of the previous research was on language learning or language acquisition, meanwhile teachers watching movies in our study is for enjoyment, not learning. The teachers further argued that watching movies with Bahasa Indonesia subtitles also helps understand new English vocabulary through translation. Their reluctance to read English subtitles may also be caused by another factor such as teachers' low reading skills.

Unfamiliarity with OILE activities

Our data also show that the teachers did not practice OILE activities because they are not familiar with the variety. A number of teachers stated that they do not enjoy listening to music, watching movies, playing games, and reading news in English. Some teachers, for instance, stated that they simply love the local genre of music called *Dangdut Koplo*. These teachers preferred not to listen to English songs, unless when

they have to, such as when they have to teach English songs as required by the curriculum. Therefore, they still actively encourage their students to listen to English music in their spare time.

Furthermore, several teachers stated that they prefer Korean dramas over English movies because the storyline is more interesting than English movies. Previous studies have found that the reason for watching Korean dramas is because of the interesting storyline as well as the disposition of the viewers towards the characters (Chuang & Lee, 2013; Topan & Ernungtyas, 2020). Considering that both the teachers and the drama come from the Asian culture, similarity in cultural background and values between them may explain the teachers' positive disposition towards the dramas. However, the more focal point is that similar to teachers' behavior towards music, the teachers preferring to watch Korean dramas still actively encourage their students to watch YouTube videos and movies in English. This implies their ability to separate personal preferences from professional duties in promoting better English learning among their students.

As for teachers' reluctance to read online news or other written materials in English, the data from the interviews suggested that it was caused by either one of or both two factors: not understanding the content and not enjoying reading. For some teachers, reading the news was considered tedious and not at all enjoyable because the content of the news simply made them feel depressed. Several teachers stated that they already had their own problems to deal with and were not interested in knowing more problems that they found in the news. This was mentioned by teachers 5 and 6 in the interview:

And reading news is kind of heavy. It is not entertaining, unlike movies where you can relax while watching. I very rarely watch news because it adds burden to my mind like I have some new things to think about. (Teacher 5, Female, 38).

In my opinion, people nowadays avoid reading news, even in Bahasa Indonesia, let alone in English. Maybe because we feel exhausted in processing the information from the news. When we want to find entertainment, we look elsewhere rather than the news. Especially politics news, I really hate politics because politics is boring and just a game among those people. There is no fun in reading news. (Teacher 6, Male, 44).

Teachers' statement about the negative effect of negative news on their mental or mood is quite understandable as there have been several studies revealing that exposure to negative news seems to negatively impact one's mental state (Han et al., 2019). Therefore, teachers' preference to avoid news due to content and impact seems well-founded (Bazán et al., 2021). Besides, one teacher claimed that reading online English news was actually a "double trouble", as mentioned by Teacher 4 in the interview:

Yes, again, reading the news makes me unentertained. I mean, reading the news is a double trouble. First, I have to translate it to understand it. This is hard work, and second, the news, especially lately, is full of bad news. For example, news about Covid, it is getting worse and worse, no-good news. (Teacher 4, Male, 38).

The reluctance may very well stem from English teachers' limited competency in English, including reading. Indeed, scholars have lamented that Indonesian English teachers are not active users of English yet, facing difficulties speaking and writing (Lie, 2007). Lie's study corroborated the findings of other studies on the topic, which found that English teachers have low English competency, especially in listening and writing (Lengkanawati, 2005).

Playing digital games is the least practiced activity of all five OILE activities. Many teachers (53%) stated that they did not play digital games because it was a waste of time. Teacher 13 mentioned in the interview:

I think it is such a waste of time. If I have spare time, I prefer checking my social media. Yes, I know that playing games is a relaxing activity, but it takes a lot of time. When you check Facebook, you can check it and then leave it. With games, you have to like keep on playing. (Teacher 13, Female, 38).

Teachers' dislike of games echoes the findings of a previous study by Chik (2011). Chik found that teachers in Hongkong were divided in terms of perceptions of digital games. Some of the teachers in her study have similar concerns with teachers in the present study. Teachers consider games as wasting time, and they also view games as violent (Chik, 2011). However, such findings are contrary to the others showing that teachers, especially in the primary level, have a positive and good perception of games (Asnadi et al., 2018; Ratminingsih et al., 2018). The difference in the nature of the games might have been the reason. In the previous studies, games were put in a teaching and learning context, used as a part of classroom instruction, whereas in this study, games were put in an out-of-class context without any intention of learning or learning objectives. Gamers play the game for what it is intended to be, a way to have fun. In fact, playing games has been amply proved as having numerous benefits for language learning (Sundqvist, 2015; Sundqvist & Olin-Scheller, 2013; Sylven & Sundqvist, 2012).

Fear of making mistakes in OILE practice

When interacting socially, the teachers mentioned fear of making mistakes, so they did not use English in their posts, comments, or messages, as stated by Teacher 8:

To be honest, I have some sort of fear that I make mistakes and then people point that out. It would be very embarrassing, considering that I am an English teacher. The same can also be said about texting via WA in WAG with my fellow English teachers. I mean, I know we all speak English, but since the MGMP group consists of mostly Balinese teachers, so I think it is only natural that we speak Balinese. We also almost never speak in English, but the materials that we share are about English and English teaching. (Teacher 8, Male, 41).

Fear of making mistakes is one of the affective factors hindering an individual's willingness to communicate (Fawzi Kadi & Ahmed Madini, 2019; Lee & Chen Hsieh, 2019; Reinders & Wattana, 2015). The findings of the present study indicate that even seasoned English teachers still experience anxiety to communicate using English because they fear that they will make mistakes leading to losing face. For English teachers, the risk of losing face is even greater compared to the students due to their social status and perceived competence of English.

The interviews with the teachers suggested that their fear of making mistakes was caused by at least two factors, their level of competence and their unsupportive environment. English teachers fully realized that their fellow English teachers have different English competence levels. Furthermore, besides fellow English teachers, they also have other people who speak English in their social media circles. When facing a wide audience with varying degrees of English competence and having the potential to point out their mistakes, teachers prefer the safe path. In one of the interviews, one of the teachers considered his English as "standard" and his friends' as "high level" which seems to imply teachers' insecurity of their competence.

Teachers' assertion about their English competence confirms the previous research. Teachers' English competence seemed to be lower than expected of their position (Lengkanawati, 2005; Lie, 2007; Van Canh & Renandya, 2017; Wulyani et al., 2019). Lie (2007) highlighted teachers' low writing competence, stating that teachers did not even write the essays in English. Another study showed that teachers need to improve their writing skills across all five components of writing, such as content, organization, vocabulary, grammar, and mechanics (Lengkanawati, 2005).

Furthermore, the unsupportive environment has put them in a situation where they had been openly criticized for their mistake, as described in the interview by Teacher 4:

In my own experience, I have several friends who are now lecturers in a university. When I posted something in English and they considered it to be wrong they told me about it. "don't use this kind of phrase, they are obsolete, use these instead" this made me feel ashamed. Yes, we were classmates in university, but now they are lecturers, and I am just a teacher. Being corrected like that made me feel inferior and unconfident in my English. (Teacher 4, Male, 38).

Teacher 6, for example, has left university for almost twenty years and has been teaching for the same duration, but he still vividly remembers the way his lecturers reacted to his mistake. Despite previous research findings that identified teachers' behaviors towards learners as the least demotivating behaviors (Al-Khasawneh, 2017; Cankaya, 2018; Ghadirzadeh et al., 2012; Sakai & Kikuchi, 2009), the findings of the present study imply that teachers' patronizing and ridiculing students can really leave a mark on student confidence.

Fear of judgment

The last reason put out by teachers to explain their lack of OILE practice, especially related to social media interaction and text-based interaction using messaging services, was fear of judgment. They admitted that they purposefully avoid using English when using social media because they do not want to be labeled as a show-off. In the interview, Teacher 5 explained her fear of judgment:

Sometimes they also consider that we are showing off. And this has a harmful impact on my friends especially. I personally don't care. But when I talk to my friends in English, they would reply in Bahasa Indonesia out of fear of disturbing those other teachers who don't speak English. (Teacher 5, Female, 38)

Considering that all the teachers surveyed and interviewed were Indonesian, with almost 90% of them being Balinese, we believe that teachers' fear of judgment can be explained from a cultural point of view. In both Indonesian and Balinese culture, overconfidence in oneself is considered psychologically not appropriate; flaunting or openly parading one's ability, success, and achievement is considered a bad behavior. In contrast, people are expected to be humble and full of humility. The English teachers, as people who have mastered the English language, are expected to be humble and wise in using English. Therefore, it is only natural for Indonesian teachers, who have been exposed to the values, would consider posting, commenting, and sending messages in English as a form of showing off or flaunting their mastery. The concept of humility is not exclusive to Indonesian and Balinese cultures. The concept of humility is actually widespread, especially in Asia (Li, 2016). In his study, Li argued that western scholars and cultures viewed humility differently from eastern culture. Western culture seems to contradict humility with self-confidence. Meanwhile, for eastern culture, achievement is second after humility. With regard to the cultural values, teachers' action of avoiding posting in English can be considered as a form of humility instead of a form of insecurity.

Teachers' OILE Practice and Perceived Benefits of the Practice

The data from the questionnaire further show that 98.17% of the participants (215 teachers) stated that they benefited from their OILE practice, leaving only 1.63% of the participants (4 teachers) stating that they do not feel any benefit from their OILE practice. From the 219 teachers surveyed, we collected 316 responses about the benefits of OILE practice. This stemmed from the fact that the teachers were allowed to provide more than one answer. From the teachers' responses, we conclude that the benefits perceived by the teachers were improving English language skills, reported in 202 responses (63.92%), maintaining English language skills in 56 responses (17.72%), obtaining general knowledge in 41 responses (12.97%), and other benefits in 17 responses (5.38%). The data on teachers' responses are presented in Table 6.

TABLE 6
Teachers' Perceived Benefits of OILE Practice

Perceived benefits of OILE practice	Number of responses	%
Improving English language skills	202	63.92%
Maintaining English language skills	56	17.72%
Obtaining general knowledge	41	12.97%
Others	17	5.38%
Total	316	100.00%

Data from the interviews reveal that most teachers perceived OILE as beneficial for improving their language skills through vocabulary acquisition. Their OILE practices allow them to obtain new words or new meanings to known words, as reflected in the following excerpt of the interview with Teacher 10:

Yes, I also found new words that are not in the book. I remember watching the movie about pirates and the girl in the movie said "parley?" I look for the word and now I know the meaning. At the same time when looking for the meaning of the word I learned two words like "truce" and "armistice". So, watching movies is very important. (Teacher 10, Female, 40).

These results corroborate the results reported by Peters (2018) indicating that there is a positive correlation between language exposure from television programs and movies in English (both with and without subtitles), computer games, books, magazines, and websites and learners' vocabulary knowledge. In addition, OILE practice seems a good way to maintain and improve teachers' language skills, especially for teachers in an EFL setting, issues explored by Nugroho et al. (2022). English teachers interviewed mentioned their concern that their English ability is diminishing. They stated that the amount of English that they use in schools is minuscule compared to the English they used when they were at the university, as stated by Teacher 5:

It provides a chance to maintain my English. You see, after I graduated from the university, I spoke English very rarely. When I was in the university, I could speak English with my friends with no burden. Now, even when I am speaking with my fellow English teachers, other teachers who do not speak English seem to be unhappy. "What are they talking about, why so secretive? "Are they talking about us?" This kind of comment made us English teachers feel it is unwise to converse in English. (Teacher 5, Female, 38).

In this setting, OILE practice enables teachers to maintain their English without upsetting their friends not speaking it. This confirms the result of the previous study by Włosowicz (2017) on Polish English teachers, revealing that the teachers maintain their English through watching movies in English, reading articles from English websites, reading English books, and other activities. These results were later corroborated by a more recent study which found that the use of technology-mediated resources such as listening to podcasts, playing online games, enhanced viewing, and enhanced reading is very beneficial to support foreign language retention (Bardovi-Harlig & Burghardt, 2020). Furthermore, they explicitly stated that teachers need to be familiar with the activities supporting language acquisition and retention in order to be able to guide their students to do the same. As Nugroho et al. (2022) highlighted, it is imperative that EFL teachers be aware of professional development activities related to language proficiency to make them not only pedagogically but also professionally competent. In other words, teachers need to understand and practice OILE before they can successfully guide their students through the same activities to improve their English.

To sum up, the findings of the present study suggest that all of the EFL teachers studied herein appear to have limited conceptual knowledge of OILE, yet the majority of them have unconsciously practiced OILE albeit in very low frequency. They acknowledged the benefits of the said practice for their language skills. Their reasons for their lack of practice imply problems commonly found among EFL teachers, namely the

lack of time to improve or even enjoy themselves due to non-pedagogical administrative burdens and their low proficiency in English. Overwhelming non-pedagogical burden has been reported as one of the major demotivating factors for EFL teachers, not just Indonesian EFL teachers but also EFL teachers from other regions of Asia. Japanese EFL teachers reported that their responsibilities go beyond the scope of teaching English to students from monitoring students' appearance to being coaches for students' extracurricular clubs (Kumazawa, 2013). Similar concern over overburdened EFL teachers was also reported by teachers in Korea and China, with Korean teachers facing a more demotivating factor compared to their Chinese counterparts (Kim et al., 2014). The non-pedagogical administrative burden including paperwork and documentation of teachers' activities was found exhausting. The amount of workload that teachers cannot finish during office hours may increase their psychological stress and reduce their performance and productivity (Hendawi, 2020). This finding suggests that to support EFL teachers' professional development and give them chance to practice OILE activities, teachers need to be given more realistic non-pedagogical administrative burden.

The findings of the present study also imply that EFL teachers have low English proficiency leading to their reluctance to use English actively in social media when they have the alternative. Previous research on Indonesian EFL teachers suggest that they may have lower-than-expected English proficiency (Lengkanawati, 2005; Lie, 2007; Van Canh & Renandya, 2017; Wulyani et al., 2019). The same problem was also reported by EFL teachers in Thailand (Renandya et al., 2018) and Vietnam (Pham, 2018). To improve EFL teachers' English proficiency, several countries have taken the steps to identify their EFL teachers English proficiency and retrain their teachers to achieve the required level of proficiency (Choi & Lee, 2007; Coniam et al., 2017; Nakata et al., 2018; Pham, 2018). Similar steps should also be implemented in Indonesia. A nation-wide assessment of EFL teachers' proficiency is required to obtain more accurate evidence of their proficiency. Afterwards, retraining EFL teachers to improve their competency is a natural step, either by training their general English proficiency or their classroom English proficiency (Freeman, 2017; Nakata et al., 2018; Nugroho et al., 2022; Pham, 2018; Renandya et al., 2018; Richards, 2017). Besides retraining the teachers, promoting teachers' online interactions with English will also help teachers use their English and prevent the loss of the language (Wlosowicz, 2017), meeting the needs for English maintenance and improvement (Nugroho et al., 2022). Since teachers in fact enjoy listening to music and watching movies, the activities should be supported, acknowledged, and promoted as part of English learning and maintenance. This could be done, for instance, by holding competitions which will require teachers to sing songs in English or to produce videos in English.

Conclusion

Based on the findings and discussion, several conclusions can be drawn. First, Indonesian EFL teachers have virtually little knowledge of the term or concept of OILE, yet they subconsciously performed activities reflecting elements of OILE. Second, they perceive that OILE activities are beneficial for them especially in terms of maintaining and improving their English. However, despite perceiving that OILE practice is beneficial, the majority of the EFL teachers still have a very low level of OILE practice. Teachers' reluctance to practice OILE has been caused by a number of factors, namely lack of time, struggle with English, unfamiliarity with OILE activities, fear of making mistakes, and fear of judgment. Interestingly, despite their low frequency of practice, the teachers still enthusiastically encourage their students to practice all OILE activities, except for playing games, which is considered to have no educational values by more than half of the teachers. Considering these issues, we suggest that OILE concept and practice be included in pre-service teacher education programs and that more programs introducing OILE be designed in professional development activities dealing with the maintenance and improvement of language proficiency.

The present study is merely scratching the surface of OILE in general and teachers' OILE practice in particular. As such, we acknowledge several limitations of the present study. The first limitation is that the present study has only managed to study the perceived benefits of OILE from teachers' points of view. To

further strengthen the case for OILE practice to be considered as truly beneficial for teachers, empirical data on the impact of teachers' OILE practice should be obtained from teaching observation and assessment. At the very least we need to have a correlation data between teachers' OILE practice and their language competence and effective teaching practice. The second limitation is that the present study took into account only teachers' places of employment as the variable, junior and senior schools. There are other demographical factors interesting to explore, such as teachers' age, sex, and length of service. The results of studies on the demographic aspects would provide us with a clearer picture of factors affecting OILE practice among EFL teachers in the Indonesian context.

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