

Journal of Language Education and Research (JLERE)

Dil Eğitimi ve Araştırmaları Dergisi (DEvAD)

ISSN: 2149-5602 | e-ISSN: 2149-5602

2026 | 12 (1) | 822-844 |

DOI: 10.31464/jlere.1915613

Article Type: Research Article

Suggested Citation

Kök, M. (2026). awareness-raising intervention on informal digital learning of English (idle): Impacts on 9th grade EFL learners' extramural engagement, enjoyment, interest, and perceived l2 competence. *Journal of Language Education and Research*, 12 (1), 822–844. <https://doi.org/10.31464/jlere.1915613>

Article History

Received: 25.06.2026

Revised: 20.08.2026

Accepted: 27.08.2026

Published: 20.09.2026

Author Contribution Statement

Author: The author contributed 100% to the study.

Ethical Statement

Ethics committee approval for the study was obtained from the Social and Humanities Research Ethics Committee of Samsun Ondokuz Mayıs University, with a decision dated June 27, 2025, and numbered 2025-949. Also, official institutional permission from the Ministry of National Education (MoNE) was obtained to conduct the in-class intervention in the vocational high school, with a protocol numbered (MEB.TT.2025.028176.01).

Declaration of Generative AI Use

Grammarly was utilized solely to provide support for English grammar and punctuation corrections. The scientific content of this study was developed only by the author, who takes full responsibility for its conceptualization, design, analysis, and interpretation.

Awareness-Raising Intervention on Informal Digital Learning of English (IDLE): Impacts on 9th Grade EFL learners' Extramural Engagement, Enjoyment, Interest, and Perceived L2 Competence

Muhammed KÖK^{1*}

¹ Dr. Research Assistant, ELT Program, Samsun, Türkiye — ORCID: 0000-0002-7529-8679

Corresponding author's email: muhammed.kok@omu.edu.tr

Abstract

Informal Digital Learning of English (IDLE) refers to individuals' out-of-class English engagement, and it is a type of independent and natural learning that occurs outside formal second/foreign (L2) classrooms. Learners' IDLE experiences and practices are invaluable, particularly in an English as a foreign language (EFL) context such as Türkiye, where exposure to authentic English beyond the classroom wall is only possible with digital tools. Keeping this in mind, this quasi-experimental study aimed to test the effectiveness of an IDLE awareness-raising intervention on the 9th-grade EFL learners' extramural English, enjoyment, interest, and perceived L2 competence. In line with this understanding, the experimental group ($n=27$) received seven weeks of IDLE training, during which they were introduced to IDLE opportunities and practiced IDLE activities, whereas the control group ($n=31$) continued their conventional classes. Data were collected from 9th-grade EFL learners studying at a Vocational and Technical Anatolian high school in the northern part of Türkiye. The findings showed that the experimental group showed a statistically significant difference in extramural English, enjoyment, interest, and perceived L2 competence compared with the control group. Written reflections also illustrated that explicit teacher guidance informing young adolescents about IDLE opportunities and digital tools improved their engagement and practices in English learning beyond the classroom. The awareness-raising interventions on IDLE practices are particularly important for adolescents, as they become familiar with potential ways to engage in English beyond classroom walls and develop their emotional motives and interests in digital and informal English learning opportunities.

Keywords: *digital English learning, engagement, enjoyment, interest, competence, in-class intervention*

1. Introduction

The 21st century has transformed language learning by creating an accessible ecosystem that provides a wide range of learning opportunities and educational practices beyond conventional classroom settings. In other words, this continually evolving digital ecosystem has presented new opportunities for L2 learners to engage in Language Learning Beyond the Classroom (LLBC) (Kuru-Gönen & Kızılay, 2023; Lee, 2022), particularly as technologies and digital tools expand and diversify. Consequently, these significant transformations have paved the way for easier access to and authentic interaction with the English language worldwide (Rezai et al., 2025), reshaping the landscape of L2 learning beyond formal classroom environments.

In the digitalized world, L2 learners of English often engage in language learning beyond the classroom walls, and this is widely referred to as Informal Digital Learning of English (IDLE), defined as “self-directed English activities in informal digital settings, motivated by personal interests and undertaken independently without being assessed by a teacher” (Lee & Lee, 2021, p.359). Learners can be involved in IDLE activities in two ways: either extracurricular or extramural. Extracurricular IDLE is set up, initiated, and run under teacher guidance (Zadorozhnyy & Lee, 2024), whereas extramural IDLE is a fully learner-initiated activity and not monitored by teachers (Sundqvist, 2009). In other words, extramural IDLE emphasizes interest-driven, natural,

and informal interaction with the English language beyond the formal classroom settings, which differs significantly from traditional L2 learning.

Providing a wealth of natural engagement beyond the classroom, extramural IDLE is captured by a broad range of technology-mediated informal activities carried out in English, such as watching movies and videos, listening to music, playing online interactive games, and engaging in social networking (Lee, 2022; Sockett, 2014). Such out-of-class English engagement in learners positively contributes to their vocabulary knowledge, listening comprehension, L2 confidence, perceived speaking skills, and overall L2 competence (Kusyk & Sockett, 2012; Lai & Gu, 2011; Schurz, 2025; Sundqvist & Sylvén, 2016; Uztosun & Sundqvist, 2025b).

The IDLE activities, which extend beyond the limitations of formal classroom walls, could be further associated with enjoyment and positive emotions, which are essential for sustaining learner engagement and mitigating the effects of debilitating emotions (Dewaele & MacIntyre, 2014; Uztosun & Kök, 2024). In monolingual settings, such as Türkiye, where exposure to English is limited to formal instruction, extramural IDLE could be seen as an increasingly vital avenue for EFL learners seeking to expand and diversify their English learning opportunities.

However, despite the promise that IDLE offers to learners, EFL learners generally remain either unaware of these potential benefits or lack the awareness to integrate such practices effectively and efficiently into their daily out-of-class routines. In particular, adolescent EFL learners at the beginning of high school represent a critical stage in the development of (digital) learner identities, English learning habits, and English language awareness. Their engagement beyond L2 instruction practices is often incidental, meaning that while they might consume English content in digital environments or participate in informal English activities, they do not always perceive these activities as part of their language learning process (Sundqvist, 2009). This lack of awareness could result in underutilization of English-learning opportunities, reduced engagement, or even the perception that English learning is limited to L2 classroom instruction.

Considering awareness-raising interventions as potential learning affordances that enable EFL learners to explicitly recognize IDLE opportunities, this study could play a crucial role in fostering their out-of-class English engagement, enjoyment, and interest beyond formal instruction. In particular, for high school EFL learners in Türkiye, who have limited authentic English exposure in daily life, awareness-raising interventions focused on IDLE practices can empower them to be more conscious of the IDLE opportunities, resources, and tools available to them. Scholars such as Uztosun and Sundqvist (2025a, 2025b) and Kuru-Gönen and Kızılay (2023) also suggest that it is important to foster students' awareness of the potential of out-of-class English learning environments and to encourage their participation to enhance L2 practice.

Extramural English Engagement

L2 learners of English often engage in language learning beyond the classroom walls (Kök, 2025; Sundqvist, 2009; Uztosun & Kök, 2024). Particularly, thanks to the growing number of digital platforms offering opportunities for learners to interact with the English language, learners can immerse themselves in a range of learner-initiated extramural English, defined as “the English that learners come in contact with or are involved in outside the walls of the classroom” (Sundqvist, 2009, p.24). Largely driven by preference (Zadorozhnyy & Lee, 2024), EE refers to self-directed L2 activities that learners initiate and carry out independently, free from teacher guidance (Sundqvist & Sylvén, 2016; Sundqvist & Uztosun, 2024). In this respect, the growing ease of access

and appeal of online and offline IDLE platforms (Lee & Taylor, 2024) sustain diverse EE avenues that learners can immerse themselves in, intentionally or unintentionally, and represent a promising resource area for L2 learners. Especially considering its multidimensional and dynamic nature, learners' involvement in diverse and authentic IDLE practices can contribute to greater out-of-class English engagement among adolescent EFL learners.

Research has drawn scholarly attention to the fruitful outcomes of EE across various contexts, including Scandinavia, Europe, and the Middle East (Uztosun & Sundqvist, 2025a). In other words, the growing body of evidence on EE beyond the formal instruction has offered fruitful contributions on L2 learners' engagements, indicating the significant role of EE on learners' L2 gains, such as vocabulary (Busby, 2021; De Wilde & Eyckmans, 2017; Leona et al., 2021; Olsson & Sylvén, 2015), reading (Brevik, 2019; Ulfat, 2026), writing (Kaatari et al., 2023;), listening (De Wilde et al., 2021; Tsang & Lam, 2024), and speaking ability (Sundqvist & Uztosun, 2024), and language competence (Uztosun & Sundqvist, 2025a, 2025b). However, despite the existence of four research studies in the Turkish context (e.g., Coşkun & Mutlu, 2017; Kuru-Gönen & Kızılay, 2023; İpek & Mutlu, 2022; Uztosun & Kök, 2024), research on EE is scarce, especially at the K-12 level (Kök, 2025), where English practices are often confined to the classroom and subjected to grammar- and exam-oriented practices (Uztosun & Sundqvist, 2025a).

L2 Enjoyment and Interest as Positive Psychology Variables

L2 research has heavily paid scholarly attention to positive traits, such as L2 grit, growth mindset, pride, and enjoyment, etc. in recent years, within the context of positive psychology in L2 education, thus Lee and Taylor (2024, p.2899) state that “L2 researchers have begun to shift their long-held focus from negative emotions (e.g., anxiety) to positive ones (e.g., enjoyment).” Specifically, according to the Broaden-and-Build Theory, proposed by Fredrickson (2001), positive emotions broaden learners' immediate thought-action repertoires and build lasting personal resources over time. Within this framework, it could be claimed that enjoyment plays a central role in L2 development (Dewaele & MacIntyre, 2014). Learners experience pleasure both when their needs are met and when they accomplish something new or unexpected (Dewaele & MacIntyre, 2014). Considering EFL learners' experiences, when they have a deeper sense and experience of the English language through teachers, materials, or digital or AI-mediated tools, they could feel the joy of learning. A wide range of studies highlights that enjoyment is a key psychological construct that significantly impacts the quality of learning (Zheng & Zhou, 2023). Li et al. (2025) found that EFL students' enjoyment levels were associated with their willingness to communicate.

Another positive psychology construct under investigation is interest, a motivational construct that directs attention, sustains engagement, and promotes persistence in L2 learning. In other words, interest entails both cognitive components that trigger an individual's self-system and affective components that lead to positive experiential states (Khajavy & Lüftenegger, 2024). It helps expand EFL learners' curiosity and inner motivations, guiding them to explore new inputs and overall L2 perceptions; therefore, students with high interest levels can be regarded as cognitively committed and emotionally attached (Jansen et al., 2016). In other words, it could help them develop their long-term cognitive and behavioral resources and increase their attentiveness to new experiences. From this perspective, EFL learners' IDLE awareness and repertoires could, in turn, influence their interest levels, serving as a key positive emotion. In other words, awareness-raising interventions targeting IDLE in adolescent EFL learners could increase their positive emotional traits and interests, as out-of-class English engagement is positively associated with cognitive, affective, and linguistic domains (Sundqvist & Sylvén, 2016). That said, considering

IDLEs as spaces where learners either consume or produce English-related digital input or outputs based on their own interests and needs (Lee & Taylor, 2024), they could also increase their interest in English.

Perceived L2 Competence

Self-perceived L2 competence, referring to learners' self-judgments, self-assessments, and opinions about their L2 abilities and competencies (Wang et al., 2024), influences EFL learners' actual L2 use (Kök, 2020) and shapes their willingness to communicate, their perseverance in L2 tasks, and their overall enjoyment of the learning process (e.g., Dewaele & Dewaele, 2018; MacIntyre et al., 1998). Engaging in IDLE practices and recognizing their contributions to L2 development can help EFL learners perceive themselves as competent in English and be more likely to engage with L2 language. In other words, IDLE awareness and practices can significantly enhance EFL learners' perceived competence in English, thereby increasing their desire to practice and use English.

The growing body of research in IDLE scholarship still has several important gaps underexplored. First, although existing research has mainly examined IDLE as a natural, learner-initiated practice, showing its associations with linguistic and affective outcomes, less scholarly attention has been paid to whether EFL learners' engagement in IDLE activities can be intentionally fostered through pedagogically designed in-class awareness-raising programs. In other words, while previous research has provided evidence for the benefits of IDLE, less is known about whether in-class awareness-raising intervention targeting IDLE practices can simultaneously impact EFL learners' extramural English engagement, affective and cognitive outcomes, such as L2 enjoyment, interest, and perceived L2 competence. Second, recent scholarship has increasingly touched on the importance of out-of-class English engagement, yet the contextual gap still exists, particularly for adolescent EFL learners in K–12 contexts, relatively underrepresented in intervention-based studies. This gap is particularly relevant in Türkiye, where opportunities for authentic English exposure outside L2 instruction may be comparatively limited. Keeping these in mind, the present study aims to address these gaps by examining the effects of a 7-week IDLE awareness-raising intervention on extramural English, enjoyment, interest, and perceived L2 competence of ninth-grade EFL learners. In doing so, the study aims to provide empirical evidence regarding whether explicitly raising adolescent EFL learners' awareness of IDLE opportunities can contribute to the aforementioned outcomes. In this respect, this study addresses the following research questions:

RQ1: Do the participants in the experimental and control groups differ significantly in terms of their pretest and posttest scores on extramural English, enjoyment, interest, and perceived L2 competence?

RQ2: Do the pretest and posttest scores of the participants in the experimental and control groups differ significantly in terms of extramural English, enjoyment, interest, and perceived L2 competence?

RQ3: What themes and sub-themes emerge from participants' follow-up written reflections regarding the perceived changes in IDLE experiences and practices?

2. Methodology

2.1. Research Design

The current study employed a quasi-experimental research design to test the effectiveness of an IDLE awareness-raising intervention on 9th-grade EFL learners' extramural English, enjoyment, interest, and perceived L2 competence.

2.2. Participants and Setting

The participants in the study were male 9th-grade EFL learners ($N=58$) at a Vocational and Technical Anatolian high school in the northern part of Türkiye. This high school offers a four-year education (grades 9 to 12) that combines general academic subjects with vocational and technical courses, preparing students for both specific occupational fields and higher education. English is taught as a compulsory foreign language in the national curriculum, with 4 hours per week. The experimental group ($n=27$) was involved in an awareness-raising program and activities promoting IDLE, whereas the control group ($n=31$) continued with regular classroom instruction. Both were intact groups.

2.3. Data Collection Instruments

A battery of questionnaires consisting of a demographic part and four instruments, detailed below, was used in the data collection sessions. In both sessions, the researcher collected the data in person.

Extramural English Scale

Participants' informal out-of-class English engagement was measured using the Extramural English Scale, developed by Uztosun and Sundqvist (2025b). The 32-item scale assesses out-of-class engagement among L2 learners of English beyond classroom walls. It has eight factors (digital creativity, gaming, internalized, music, niche activities, reading and listening, social interaction, and viewing). Participants indicated how frequently they engaged in these activities outside the classroom on a 7-point Likert scale. Cronbach's alpha reliability coefficient was $=.86$. An example item is "I view/watch English-speaking material when I am on my own".

Enjoyment Scale

Participants' enjoyment of English was measured using the Foreign Language Enjoyment scale developed by Aydın et al. (2023). The 5-point Likert-type scale has 12 items and one factor. An example item is 'I have quality time when I learn a foreign language'.

Interest Scale

Participants' interest in English was measured using the Foreign Language Interest measure (Khajavy & Lüftenegger, 2024). The 5-point Likert-type instrument comprises 3 items measuring interest in learning English. An example item is 'I have fun doing things that have to do with English'.

Self-Perceived English Language Competence

Participants' self-assessment of English competence was measured using the self-rated L2 proficiency, adapted from Sudina and Plonsky (2021). Participants were asked to rate their proficiency in English using a 5-point Likert-type scale. Cronbach's alpha reliability coefficient was $=.83$.

Written reflections

Participants were given semi-structured reflection forms to answer six open-ended questions about the intervention. These written reflections aimed to both reveal their perceived changes in the variables under investigation and evaluate the efficacy of the intervention. 17 participants voluntarily filled out these forms in Turkish after the post-test.

2.4. Data Collection Procedure

The intervention was implemented over a 7-week period, during which the experimental group ($n=27$) participated in an awareness-raising program and activities promoting IDLE, whereas the control group ($n=31$) continued with regular instruction. The researcher had two lessons (40 minutes each) each week. During the program, the researcher allocated extra weeks to conduct the pre-test and post-test. Before the intervention, a pre-test was administered to assess participants' knowledge and awareness of the constructs under investigation, and after the training, the post-test and written reflections were collected. The intervention syllabus is explicitly outlined in Appendix 1.

2.5. Data Analysis

Quantitative data analysis was performed using IBM SPSS Statistics 27.0 software and carried out in five stages. In the first stage, the dataset consisting of 58 participants was prepared for analysis; scale total scores were created by checking for data entry errors, missing data, and coding issues. The check for incorrect data entry was performed by examining the minimum, maximum, and range values for all variables in the dataset; no incorrect data entry was found. Missing data were evaluated for all variables using frequency analyses, and no missing values were found in the dataset. The group variable used in the study was coded as 1 = Experimental group, 2 = Control group. The age variable was defined as a quantitative variable, and no recoding was performed. Subsequently, the pre-test and post-test total scores for the extramural English, enjoyment, interest, and perceived L2 competence variables were calculated.

In the second stage, the assumptions of the independent-samples t-test were examined to answer the first research question. In this respect, the skewness and kurtosis coefficients were used to assess whether the pre-test scores for extramural English, enjoyment, interest, and perceived L2 competence were normally distributed according to the experimental and control groups. According to Tabachnick and Fidell (2013), skewness and kurtosis values between -1.5 and +1.5, and according to Kline (2015), skewness values between -3 and +3 and kurtosis values between -10 and +10 are considered acceptable limits for normal distribution. Accordingly, skewness values ranged from .362 to 1.228, kurtosis values ranged from .247 to 1.902, and the assumption of

normality was satisfied for all variables. The homogeneity of variances was examined using the Levene test; according to Pallant (2020), $p > .05$ indicates that the homogeneity assumption is met. According to the Levene test results, the variances were homogeneous across all variables ($p > .05$). After confirming the assumptions, an independent-samples t-test was applied to answer the first research question, and the results are presented in the findings section.

In the third stage, the assumptions of the independent-samples t-test were tested. The post-test scores for extramural English, enjoyment, interest, and perceived L2 competence were checked for normality of distribution based on skewness and kurtosis coefficients for the experimental and control groups; skewness values ranged from .007 to 1.900, and kurtosis values ranged from -.007 to 4.370. Based on these findings, the assumption of normality was met for all variables. The homogeneity of variances was examined using the Levene test; the results showed that variances were homogeneous for the perceived L2 competence variable ($p > .05$), while the assumption of variance homogeneity was not met for the extramural English, enjoyment, and interest variables ($p < .05$). After evaluating the assumptions, an independent samples t-test was applied, and the analysis results are presented in the findings section.

In the fourth stage, the normality assumption of the dependent-samples t-test was evaluated to examine differences in the pre-test and post-test scores of participants in the experimental group for extramural English, enjoyment, interest, and perceived L2 competence, within the scope of the second research question. It showed that the skewness values for the experimental group ranged from .007 to 1.228, the kurtosis values ranged from -.022 to 1.902, and that the assumption of normality was met for all variables. Upon meeting the assumption, a dependent-samples t-test was used to answer the second research question, and the results are reported in the findings.

In the fifth stage, the normality assumption of the dependent-samples t-test was further evaluated to examine differences between the pre-test and post-test scores of participants in the control group for extramural English, enjoyment, interest, and perceived L2 competence. The analysis showed that the skewness values for the control group ranged from .109 to 1.900, while the kurtosis values ranged from -.007 to 4.370, and it was accepted that the assumption of normal distribution was met for all variables. After confirming the assumption, a dependent-samples t-test was used, and the results are presented in the findings.

Lastly, after the quantitative phase, qualitative data collected from 17 participants via written reflections were analyzed using a directed content analysis. Given that the qualitative part aimed to elaborate on predefined constructs, an initial coding framework was developed deductively based on these dimensions. These constructs served as overarching themes guiding the analysis. Any single idea consisting of a word, phrase, or sentence segment conveying an opinion or thought was subjected to unit analysis. Each reflection was read multiple times to ensure familiarity with the data. According to the predetermined thematic categories, meaning units were first coded. Subsequently, sub-codes were inductively generated to capture recurring patterns within each construct (e.g., Frequency of L2 use, diversification of L2 activities, positive emotions, transformative feelings, etc.). This combined deductive-inductive procedure helped emergent insights reveal themselves in participants' accounts. After the initial coding cycle, the data were reexamined to ensure internal consistency and enhance analytic rigor across categories. A portion

of the dataset (approximately 20%) was independently reviewed by a second coder, and a consensus agreement was reached through discussion to create category boundaries. The final themes were structured to reflect the participants' qualitative shifts, and representative quotes were given when necessary to illustrate each sub-theme while preserving participants' anonymity through pseudonyms.

2.6. Ethical Principles

Ethical committee approval was granted by Ondokuz Mayıs University (protocol number: 2025-949), and official institutional permissions were obtained from the Ministry of National Education (protocol number: MEB.TT.2025.028176.01) to conduct IDLE training in the public high school. In addition, parental confirmation was granted via classroom teacher guidance.

2.7. Data Availability

The data supporting the findings of this study might be made available from the corresponding author upon reasonable request.

3. Findings

This part presents descriptive statistics for the pre-test and post-test scores of the Extramural English, Enjoyment, Interest, and perceived L2 competence for the experimental and control groups, along with the results of comparative analyses addressing the research questions. Descriptive statistics for the experimental and control groups are presented in Table 1.

Table 1. Descriptive Statistics of Pre-test and Post-test for Experimental and Control Groups

Variables	Groups	Pre-test Mean	Pre-Test SD	Pre-Test SE	Post-Test Mean	Post-Test SD	Post-Test SE
Extramural English	Experimental	56.70	15.61	3.00	126.07	11.68	2.25
	Control	59.81	12.76	2.29	66.61	27.62	4.96
Enjoyment	Experimental	23.15	8.79	1.69	48.63	4.48	.86
	Control	25.84	8.76	1.57	27.94	10.07	1.81
Interest	Experimental	6.07	2.73	.53	13.00	1.36	.26
	Control	6.61	2.54	.46	6.77	2.63	.47
Perceived L2 competence	Experimental	8.70	2.38	.46	13.15	2.40	.46
	Control	8.83	2.12	.38	8.74	2.00	.36

Note. SD = Standard Deviation; SE = Standard Error of the Mean

3.1 Findings Related to the First Research Question

Regarding the first research question, an independent-samples t-test was used to examine whether the pre-test scores of the experimental and control groups differed for Extramural English, Enjoyment, Interest, and L2 competence. No statistically significant difference was found between the experimental and control groups for Extramural English pre-test scores ($t(56) = -.83, p = .41$). No statistically significant difference was found between the experimental and control groups for Enjoyment pre-test scores ($t(56) = -1.17, p = .25$). No statistically significant difference was found between the both groups for Interest pre-test scores ($t(56) = -.78, p = .44$). There was also no statistically significant difference between both groups for L2 competence pretest scores ($t(56) = -.23, p = .82$), indicating that both groups had similar levels for the variables before the intervention.

Moreover, the post-test scores of the experimental and control groups were compared on Extramural English, Enjoyment, Interest, and perceived L2 competence. Detailed analysis results for the group comparisons of post-test scores are presented in Table 2.

Table 2. Comparison of Post-test Scores of the Experimental and Control Groups

Variables	Experimental Group M (SD)	Control Group M (SD)	<i>t</i>	sd	<i>p</i>	Mean Difference	%95 CI [LL]	%95 CI [UL]	Cohen <i>d</i>
Extramural English	126.07 (11.68)	66.61 (27.62)	10.92	41.57	<.001	59.46	48.47	70.46	2.74
Enjoyment	48.63 (4.48)	27.94 (10.07)	10.33	42.65	<.001	20.69	16.65	24.74	2.59
Interest	13.00 (1.36)	6.77 (2.63)	11.53	46.20	<.001	6.23	5.14	7.31	2.92
Perceived L2 Competence	13.15 (2.40)	8.74 (2.00)	7.63	56	<.001	4.41	3.25	5.56	2.01

Table 2 shows that statistically significant differences in favor of the experimental group were found in all variables. According to Cohen (1988), $d = 0.20-0.50$ is considered a small effect, $0.50-0.80$ a medium effect, and 0.80 and above a large effect. Examination of the effect sizes shows that large effects were obtained for all variables.

3.2 Findings Related to the Second Research Question

With reference to the second research question, the differences between the pre-test and post-test scores of participants in the experimental group for Extramural English, Enjoyment, Interest, and perceived L2 competence were examined using a dependent-samples t-test. For the Extramural English post-test, scores were statistically significantly higher than pre-test scores ($t(26) = -19.64, p < .001, d = 3.78$). For enjoyment, post-test scores were found to be statistically significantly higher than pre-test scores ($t(26) = -13.18, p < .001, d = 2.54$). For the interest variable, post-test scores were statistically significantly higher than pre-test scores ($t(26) = -12.27, p < .001, d = 2.36$). For perceived L2 competence, post-test scores were statistically significantly higher than pre-test scores ($t(26) = -6.36, p < .001, d = 1.22$). The effect sizes indicate that the intervention had a strong effect on all variables (Cohen, 1988). These findings demonstrate that the intervention implemented was effective in achieving the target outcomes in the experimental group.

Moreover, the differences between the pre-test and post-test scores in the control group for Extramural English, Enjoyment, Interest, and perceived L2 competence were examined. No statistically significant difference was found between the pre-test and post-test scores for extramural English ($t(30) = -1.16, p = .26$), enjoyment ($t(30) = -.75, p = .46$), interest ($t(30) = -.24, p = .81$), perceived L2 competence ($t(30) = .18, p = .86$). These findings indicate that the variables under investigation in the group did not show a significant change over time and that the control group is an appropriate comparison group for testing the experimental effect.

3.3 Findings Related to the Third Research Question

Qualitative data collected through written reflections provided deeper insight into the participants' perceived changes in the variables under investigation and their evaluations of the IDLE intervention. In this respect, written reflections provided explanatory support for the quantitative part. In other words, qualitative findings strongly supported the quantitative results. Nearly all participants reported a perceived increase in their extramural English engagement, enjoyment, and interest after the IDLE intervention. Participants' accounts also revealed both the effectiveness of the intervention and specific cognitive, behavioral, and affective mechanisms underlying their IDLE practices.

Theme 1: Transformation in Extramural English

Participants' narratives reflect that the increase in EE was both frequent and intentional, showing strategic L2 use. The intervention seems to have fostered learner awareness and agency, enabling participants to approach everyday digital practices as diverse learning opportunities. The findings are illustrated below in Table 3.

Table 3. Transformation of Extramural English Practices Through Increased Intentionality and Learner Agency

Sub-theme	Participant Quote	Analytical Interpretation
Frequency of L2 use	"My English use has increased. I've started using English more often" (Wrestling). "The frequency of my English activities has increased" (Basten). "I guess I engage in English much more than ever." (Albay). "There is an increase in my English use." (Yağız)	A behavioral intensification in participants' engagement with English shows that the intervention fostered more frequent exposure to L2 input beyond the classroom.
Diversification of L2 activities	"I've developed my English by using applications like LingoClip" (Charisma). "I've started using Duolingo and watching films in English" (Furkan). "I often translate the English lyrics into Turkish" (David Villa).	An expansion in the range of English-mediated activities suggests that participants moved beyond limited or routine practices toward more varied and diverse forms of L2 engagement.

“I’ve started to chat in English with my classmates on WhatsApp” (Çağan) “I’ve started to follow English and American people on social media.” (Kerem) “I’ve started to talk a native speaker of English” (Tayfun). “I have been trying to talk in English while playing interactive games” (Yalın).
--

Theme 2: Increased English Enjoyment

Almost all participants reported enjoyment when engaging with IDLE and English activities. This enjoyment was often linked to raising positive emotions and experiencing transformative feelings towards English. These findings indicate that the IDLE intervention contributed to a positive affective reorientation and reframing of English as a personally meaningful activity rather than solely an obligation. The findings are illustrated in Table 4 below.

Table 4. Increased English Enjoyment Through IDLE Engagement

Sub-theme	Participant Quote	Analytical Interpretation
Positive emotions	“I’ve spent joyful moments in this class and loved English” (İmam55). “These activities made me easily understand English movies, and I’ve started to enjoy English” (Wrestling). “What I’ve learnt made me feel happy and excited.” (Can) “Speaking English with AI feels happy.” (Çağan)	An affective enhancement is reflected in participants’ relationship with English, as they associated L2 use with joy, excitement, and emotional satisfaction.
Transformative feelings	“I used to hate speaking English, but now I like speaking English in my classes.” (David Villa) “I had not liked English, but I love English applications.” (Albay) “I enjoyed because I felt I was able to learn English.” (Yağız) “I’ve seen how joyfully I can learn English.” (Basten)	An affective transformation in participants’ perceptions of English is reflected, shifting from prior dislike or resistance to positive attachment and enjoyment.

Theme 3: Growth Interest in English

Students' accounts also reflected an expansion of interest toward diverse English digital content. This shift suggests both increased exposure and the development of intrinsic curiosity toward English-mediated environments. These findings collectively point to a clear growth interest in English. Participants' reflections suggest that English began to hold greater personal meaning, contributing to stronger, more sustained intrinsic motivation. Moreover, their reflections indicate that this increased interest in English was accompanied by voluntary, self-directed L2 participation beyond the classroom. The findings are illustrated in Table 5 below.

Table 5. Growth in Interest in English Through IDLE Engagement

Sub-theme	Participant Quote	Analytical Interpretation
Raising interest	"Learning another language in this way feels like you're a different person" (Çağan) "My interest in English has increased when I play games or watch videos on Instagram." (Tayfun) "I've developed an interest in English because I realized how important English is." (Charisma) "I had an interest in English, but now it is bigger." (Albay)	The strengthening and expansion of participants' interest in English reflect an intensified, more personalized engagement.
Discovery of new areas	"The activities we did made me love English, and now I carry out these activities in English voluntarily." (David Villa) "I've watched a lot of videos in English, and I'm now more interested in English games." (Yalın)	An expansion of participants' engagement into new English-mediated domains, particularly digital content such as videos and games, reflects a shift toward voluntary, self-initiated participation.

4. Discussion and Conclusion

Although IDLE practices contribute to English development, empirical research on the effectiveness of a structured awareness-raising intervention on EFL learners' EE, enjoyment, interest, and perceived L2 competence remains scarce, especially among vocational high schoolers in the Turkish context. This study is, hence, the first of its kind to draw scholarly attention to this gap. In this respect, the present study examined the impact of an IDLE awareness-raising intervention on EE, enjoyment, interest, and perceived L2 competence among adolescent EFL students in Türkiye.

The results indicated that the IDLE awareness-raising intervention significantly improved the experimental group's extramural (out-of-class) English engagement, enjoyment, interest, and

perceived L2 competence compared to the control group. In other words, the study confirms that awareness-raising intervention on IDLE could be a pedagogically promising approach to supporting EFL learners' voluntary out-of-class English engagement and increasing their affective constructs, such as enjoyment and interest, thus fostering a more intentional and strategic use of IDLE resources for L2 development. Such in-class awareness-raising orientations can, in turn, contribute to a stronger sense of L2 competence and increased intrinsic motivation.

These findings are significant for several reasons. First, the increase in EE engagement suggests that in-class awareness-raising interventions can potentially transform EFL learners' out-of-class engagements from incidental, habitual, or unstructured involvement into more conscious and purposeful engagement. In other words, the intervention seems to have helped EFL learners become aware that English learning opportunities are not confined to textbooks, classroom activities, or teacher-led tasks but could be integrated into everyday IDLE environments in which they already participate. This finding adds an important pedagogical recognition to the conceptualization of IDLE, which points out that EFL learners' engagements in IDLE practices and resources may be responsive to classroom-based mediation even though it is fundamentally learner-driven and occurs beyond formal L2 instruction. Thus, it is important to highlight that the boundary between formal and informal L2 learning should not necessarily be viewed as a strict separation; rather, formal L2 instruction can also serve as a catalyst through which EFL learners become more aware of IDLE access and purposefully exploit IDLE environments in their everyday English opportunities (Kuru-Gönen & Kızılay, 2023). Second, the higher levels of enjoyment and interest extend the significance of the findings beyond increased English engagement. The intervention was also associated with more positive affective and perceptual orientations. This is theoretically meaningful because awareness of IDLE opportunities may change both what EFL learners do outside the classroom and how they experience those activities. They can frame IDLE activities as enjoyable and engaging in everyday life, rather than as tasks restricted to L2 formal instruction, because learners can also benefit from them as ways to escape reality, a notion that provides a mental break from worries or troubles (Ulfat, 2026). The extent to which learners are involved in escapism positively affects their L2 proficiency and well-being. In the Iranian context, Rezai (2023) also concludes that higher engagement in IDLE activities among EFL adults was associated with greater intercultural sensitivity and a stronger English willingness to communicate, suggesting that IDLE provides learners with access to diverse sources of authentic English input through podcasts, videos, blogs, and social media, fostering their ability to communicate effectively and appropriately across cultures and a range of intercultural values. Third, the significant increase in perceived L2 competence is also particularly important because the intervention sought to make learners more aware of opportunities for engaging with English beyond the classroom. The improvement in perceived L2 competence therefore suggests that increased and more purposeful engagement with English could have implications for learners' self-perceptions of their own ability to use L2. As they come into contact with English more frequently through authentic and personally meaningful IDLE resources, they could have greater opportunities to notice their existing linguistic resources and develop L2 comprehension and use. Thus, these experiences may gradually contribute to a stronger sense of L2 competence. In this sense, considering the benefits of IDLE activities for Turkish EFL learners, Kuru-Gönen and Kızılay (2023) draw attention to the fact that “language

learners in EFL contexts, like Türkiye, are disadvantageous of not being exposed to English much as part of daily endeavors and tasks” (p.187).

The study with the aforementioned results bears some practical implications for EFL teachers, teacher educators, and curriculum designers. First, teachers can incorporate brief, structured IDLE-awareness activities into regular L2 instruction to help learners identify, select, and engage in age-appropriate IDLE resources that provide meaningful opportunities for English exposure and engagement. In this respect, teachers could provide explicit guidance on how particular IDLE activities, such as viewing audiovisual content, gaming, following social media content, or listening to podcasts in English, can be used intentionally for English learning rather than simply encouraging students to “use English outside the classroom” motto. Second, teachers can encourage EFL learners to reflect on their own out-of-class English practices through IDLE diaries or short classroom discussions, thus fostering greater awareness of how and why they engage with English beyond the classroom. Third, teacher education programs and professional development workshops could benefit from incorporating IDLE so that teachers could raise awareness regarding IDLE opportunities and design activities that could initiate and foster IDLE engagement in EFL learners in and out of classroom settings. Finally, curriculum designers are suggested to integrate L2 instruction content with the emerging IDLE opportunities and practices. Such a revision in content could be particularly valuable in EFL contexts such as Türkiye, where opportunities for natural English exposure outside the L2 classroom are relatively limited.

The findings further highlight the significant role of explicit teacher guidance in raising EFL learners' awareness of how to consume digital English material, whether intentionally or unintentionally, through sustained out-of-class engagement with various types of digital and non-digital materials. Drawing on the findings of this quasi-experimental study, it can be pedagogically recommended that EFL classrooms adopt an IDLE- integrated (Lee & Taylor, 2024) and EE-sensitive (Schwarz, 2020) approach, where pedagogic interventions link L2 formal instruction with students' out-of-class experiences, providing a structured space that facilitates, scaffolds, and enhances learners' interactions and engagements with English in- and out-of-class settings. As suggested by Lee and Taylor (2024), Extramural English-integrated intervention programs enable EFL teachers to develop learners' L2 WTC both in and out of the classroom. In line with Schwarz's (2020) argument, classroom practices should complement out-of-class learning by explicitly targeting linguistic skills, metalinguistic awareness, and strategic knowledge that learners are less likely to develop autonomously in informal digital environments. The present findings further suggest that explicit teacher guidance and awareness-raising interventions play a critical role in helping adolescent EFL learners recognize, access, and purposefully exploit IDLE opportunities. Accordingly, integrating IDLE-sensitive pedagogical practices into secondary-level EFL instruction may foster more sustained EE engagement, greater enjoyment and interest, and enhanced L2 competence by bridging formal instruction with learners' informal digital language experiences. In this respect, Schurz (2025) highlights that L2 teachers and practitioners can be suggested “to integrate age-appropriate extramural activities into their teaching, especially those that involve productive and/or multimodal language use, such as gaming, creative writing, or social media engagement, including audiovisual content” (p.30). Similarly, Kuru-Gönen and Kızılay (2023) also suggest that “there is also a need to inform teachers and provide them training in IDLE

as well” (p.186), recognizing the need for teacher competency and awareness regarding IDLE activities and practices.

5. Limitations

The study has some limitations. First, the sample size ($n=58$) was relatively small, with equal numbers in the experimental and control groups. Although this sample size was sufficient for statistical analyses, it confines the generalizability of the findings to broader EFL settings. Future studies are suggested to involve larger samples across different K-12 levels. Second, the study employed a quasi-experimental design in which intact classes were assigned to experimental and control groups rather than random assignment, which may have influenced the findings. Third, the intervention focused on an awareness-raising program on IDLE during a limited instructional period. The relatively short duration may not have been sufficient to capture the long-term effects of IDLE awareness on EFL learners’ linguistic engagement and affective behaviors. Longitudinal research is needed to examine the sustainability of the IDLE on the constructs under investigation. Fourth, the data relied primarily on self-report instruments to measure EFL learners’ EE and related constructs. Self-reported data may be subject to biases that could have influenced the validity of the findings. Incorporating additional objective measures, such as digital activity logs and learner diaries, could strengthen future research.

Ethical Statements

Ethics committee approval for the study was obtained from the Social and Humanities Research Ethics Committee of Samsun Ondokuz Mayıs University, with a decision dated June 27, 2025, and numbered 2025-949. Also, official institutional permission from the Ministry of National Education (MoNE) was obtained to conduct the in-class intervention in the vocational high school, with a protocol numbered (MEB.TT.2025.028176.01).

Conflict of interest

The author declares no conflict of interest.

Funding

This study received no financial support from any institution or organization.

Reference verification statement

The author(s) declare(s) that all works listed in the references are cited within the text and that their accuracy has been verified.

Plagiarism statement

This study has been screened for plagiarism using plagiarism-detection software and has been prepared in accordance with scientific ethical guidelines.

Peer review process

This article has undergone a double-blind peer review process.

Article access and licensing

Authors retain copyright of their work and grant the journal the right of first publication. All articles are licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) license.

References

- Aydın, S., Tekin, I., & Akkaş, F. D. (2023). Construction and validation of the foreign language learning enjoyment scale. *Psychology in the Schools*. Advance online publication. <https://doi.org/10.1002/pits.23076>
- Brevik, L. M. (2019). Gamers, surfers, social media users: Unpacking the role of interest in English. *Journal of computer assisted learning*, 35(5), 595-606. <https://doi.org/10.1111/jcal.12362>
- Busby, N. (2021). Words from where? Predictors of L2 English vocabulary among Norwegian university students. *ITL-International Journal of Applied Linguistics*, 172(1), 58-84. <https://doi.org/10.1075/itl.19018.bus>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.
- Coşkun, A., & Mutlu, H. T. (2017). Investigating high school students' use of extramural English: A scale development study. *Journal of the Human and Social Science Researches*, 6(1), 571-590.
- Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274. <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Dewaele, J.-M., & Dewaele, L. (2018). Learner-internal and learner-external predictors of willingness to communicate in the FL Classroom. *Journal of the European Second Language Association*, 2, 24-37.
- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2021). Young learners' L2 English after the onset of instruction: Longitudinal development of L2 proficiency and the role of individual differences. *Bilingualism: Language and Cognition*, 24(3), 439-453. <https://doi.org/10.1017/S1366728920000747>
- De Wilde, V., & Eyckmans, J. (2017). Game on! Young learners' incidental language learning of English prior to instruction. *Studies in Second Language Learning and Teaching*, 7(4), 673-694. <https://doi.org/10.14746/ssllt.2017.7.4.6>
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Ipek, O. F., & Mutlu, H. (2022). English outside the classroom in the age of technology: A concurrent triangulation mixed method study. *International Online Journal of Education and Teaching*, 9(1), 104-122.
- Jansen, M., Lüdtke, O., & Schroeders, U. (2016). Evidence for a positive relation between interest and achievement: Examining between-person and within-person variation in five domains. *Contemporary Educational Psychology*, 46, 116-127. <https://doi.org/10.1016/j.cedpsych.2016.05.004>
- Kaatari, H., Larsson, T., Wang, Y., Acikara-Eickhoff, S., & Sundqvist, P. (2023). Exploring the effects of target-language extramural activities on students' written production. *Journal of Second Language Writing*, 62, 101062. <https://doi.org/10.1016/j.jslw.2023.101062>
- Khajavy, G. H., & Lüftenegger, M. (2024). Pride in foreign language learning: A conceptual framework and empirical evidence. *Innovation in Language Learning and Teaching*. <https://doi.org/10.1080/17501229.2024.2361652>
- Kline, R. B. (2015). *Principles and practices of structural equation modeling* (4th ed.). The Guilford Press.
- Kök, M. (2020). *The critical thinking dispositions of preparatory students and their role in improving English language competence* (Master's thesis). Çanakkale Onsekiz Mart University, Çanakkale.

- Kök, M. (2025). An investigation of research culture on extramural English in ELT: Implications and future directions. *Erzurum Teknik Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 23, 111–120. <https://doi.org/10.29157/etusbed.1711735>
- Kuru-Gönen, S. I. K., & Kızılay, Y. (2023). Taking the Picture of Informal Digital Learning of English (Idle) in a Higher Education Turkish EFL Context. *Turkish Online Journal of Distance Education*, 24(3), 178-191. <https://izlik.org/JA32LW85NE>
- Kusyk, M., & Sockett, G. (2012). From informal resource usage to incidental language acquisition: Language uptake from online television viewing in English. *La revue du GERAS*, 62, 45-65. <https://doi.org/10.4000/asp.3104>
- Lai, C., & Gu, M. (2011). Self-regulated out-of-class language learning with technology. *Computer assisted language learning*, 24(4), 317–335. <https://doi.org/10.1080/09588221.2011.568417>
- Lee, J. S. (2022). Evaluation of instruments for researching learners' LBC. In H. Reinders, C. Lai, & P. Sundqvist (Eds.), *The Routledge handbook of language learning and teaching beyond the classroom* (pp. 312–326). New York: Routledge.
- Lee, J. S., & Lee, K. (2021). The role of informal digital learning of English and L2 motivational self system in foreign language enjoyment. *British Journal of Educational Technology*, 52(1), 358–373. <https://doi.org/10.1111/bjet.12955>
- Lee, J. S., & Taylor, T. (2024). Positive psychology constructs and extramural English as predictors of primary school students' willingness to communicate. *Journal of Multilingual and Multicultural Development*, 45(7), 2898-2916. <https://doi.org/10.1080/01434632.2022.2079650>
- Leona, N. L., van Koert, M. J., van der Molen, M. W., Rispen, J. E., Tijms, J., & Snellings, P. (2021). Explaining individual differences in young English language learners' vocabulary knowledge: The role of Extramural English Exposure and motivation. *System*, 96, 102402. <https://doi.org/10.1016/j.system.2020.102402>
- Li, C., Dewaele, J. M., Pawlak, M., & Kruk, M. (2025). Classroom environment and willingness to communicate in English: The mediating role of emotions experienced by university students in China. *Language Teaching Research*, 29(5), 2140–2160. <https://doi.org/10.1177/13621688221111623>
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Olsson, E., & Sylvén, L. K. (2015). Extramural English and academic vocabulary: A longitudinal study of CLIL and non-CLIL students in Sweden. *Apples – Journal of Applied Language Studies*, 9(2), 77–103. <https://doi.org/10.17011/apples/urn.201512234129>
- Pallant, J. (2020). *SPSS survival manual: A step-by-step guide to data analysis using IBM SPSS* (7th ed.). Routledge.
- Rezai, A. (2023). Investigating the association of informal digital learning of English with EFL learners' intercultural competence and willingness to communicate: A SEM study. *BMC Psychology*, 11(314). <https://doi.org/10.1186/s40359-023-01365-2>
- Rezai, A., Goodarzi, A., & Liu, G. L. (2025). A comparative study of the effects of informal digital learning of English in extracurricular and extramural settings on reading comprehension: A multi-analysis study on Iranian university students. *Computer Assisted Language Learning*. Advance online publication. <https://doi.org/10.1080/09588221.2025.2491708>
- Schurz, A. (2025). Exploring the potential of extramural English in the development of implicit, automatized, and explicit knowledge of grammar. *Language Learning*. <https://doi.org/10.1111/lang.70008>
- Schwarz, M. (2020). *Beyond the walls: A mixed methods study of teenagers' extramural English practices and their vocabulary knowledge* (Doctoral dissertation, University of Vienna). University of Vienna. <https://theses.univie.ac.at/detail/56447>
- Sockett, G. (2014). *The online informal learning of English*. Palgrave Macmillan.

- Sudina, E., & Plonsky, L. (2021). Academic perseverance in foreign language learning: An investigation of language-specific grit and its conceptual correlates. *The Modern Language Journal*, 105(4), 829–857. <https://doi.org/10.1111/modl.12738>
- Sundqvist, P. (2009). *Extramural English matters: Out-of-school English and its impact on Swedish ninth graders' oral proficiency and vocabulary* (Doctoral dissertation, Karlstad University).
- Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in teaching and learning: From theory and research to practice*. Springer.
- Sundqvist, P., & Uztosun, M. S. (2024). Extramural English in Scandinavia and Asia: Scale development, learner engagement, and perceived speaking ability. *TESOL Quarterly*, 58(4), 1638-1665.
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Pearson Education.
- Tsang, A., & Lam, W.-K. (2024). De-foreignizing English outside class: Junior-secondary-level English-as-a-foreign-language learners' extramural English engagements and listening and reading proficiency. *RELC Journal*, 1-20. <https://doi.org/10.1177/00336882241229459>
- Ulfat, N. (2026). Vocabulary knowledge and reading proficiency in extramural L2 English among ESCAPERS in Norway and Flanders. *Applied Linguistics*, <https://doi.org/10.1093/applin/amag006>
- Uztosun, M. S., & Kök, M. (2024). L2 skill-specific anxiety and communication apprehension: the role of extramural English in the Turkish context. *Innovation in Language Learning and Teaching*, 18(1), 17-31. <https://doi.org/10.1080/17501229.2023.2217170>
- Uztosun, M. S., & Sundqvist, P. (2025a). Extramural English activities and their relationship with L2 English proficiency at a Turkish university context. *The Literacy Trek*, 11(1), 56-78. <https://doi.org/10.47216/literacytrek.1691753>
- Uztosun, M. S., & Sundqvist, P. (2025b). Extramural English in Türkiye: Scale development, learner engagement, and L2 English proficiency. *SAGE Open*, 1–14. <https://doi.org/10.1177/21582440251396680>
- Wang, C., Zou, B., Du, Y., & Wang, Z. (2024). The impact of different conversational generative AI chatbots on EFL learners: An analysis of willingness to communicate, foreign language speaking anxiety, and self-perceived communicative competence. *System*. <https://doi.org/10.1016/j.system.2024.103533>
- Zadorozhnyy, A., & Lee, J. S. (2024). Linking EFL students' psychological needs to engagement in Informal Digital Learning of English: A structural equation modeling analysis. *Computer Assisted Language Learning*, 37, 1–25. <https://doi.org/10.1080/09588221.2024.2387269>
- Zheng, S., & Zhou, X. (2023). Enhancing foreign language enjoyment through online cooperative learning: A longitudinal study of EFL learners. *International Journal of Environmental Research and Public Health*, 20(1), 611. <https://doi.org/10.3390/ijerph20010611>

Appendix-1

Week	Topic	Objectives	Activities	Materials/Tools	Follow-Up
Before the intervention	Distribution of pre-test	-Getting to know students -Talking about the IDLE intervention			
1	What is IDLE?	- Talking about the importance of English -Recognizing the importance of English -Valuing English opportunities - Raise awareness of digital English learning	-Short video on “Why English”? - Group discussion: “How do you learn English outside the class?”	Slides, videos, and discussion	What activities do you do in English beyond the class?
2	Learning English Through Videos, Instagram reels, and Music	- Learning to use videos/reels/ music for English language input - -Developing language skills	- Exploring YouTube and TED videos in English -Checking English Lyrics of favorite songs - Song activity: fill-in-the-blanks - Sharing favorite English	YouTube, LingoClip Lyrics Training,	Watch 2 short videos or listen to 2 songs in English and write 10 new words from each

			content on Instagram		
3	English Through Games, Apps & Social Media	- Discovering interactive tools for language use - Encouraging safe use of digital spaces -Fostering gaming -Developing language skills	- Show apps: Duolingo, Quizlet, HelloTalk - Class survey: Who uses what?	Discussions on safe digital learning spaces Using Duolingo, Memrise, Quizlet	Try one of the apps we discovered and report your experience next week
4	Voice recording and comment writing in English	- Encouraging digital speaking & writing practices -Developing language skills	-Sending a voice record in English - Comment writing in English for a picture on Instagram or for a video on Youtube	Sharing comments and records, discussions, and videos	Write some comments in English on the blog, video, or post

5	Watching movies, cartoons, and digital storytelling	-Discovering English with movies, cartoons, storytelling -Developing language skills	- Viewing movies and cartoons with and without English subtitles	Discussions, and videos	Watch a cartoon or film in English and report us what you've learnt from them
6	Using AI and ChatGPT for English learning	- Reflecting on the AI tools to effectively use in and out-of-class settings -Developing language skills	- Demonstration of AI-based tools - linguistic activities	Slides, discussion, and AI application	Try one of the AI tools we discovered and report your experience next week: For what purposes do you use it?

7	Use of Digital and AI-based tools beyond the classroom settings	- Reflecting on the digital balance in everyday life -Gaining awareness regarding the role of digital tools in English	- Class discussion: “Do we have healthy digital informal learning habits?” - “How long and what purposes do you use apps?”	Slides, videos, and discussion	Tell us your most frequent app you use for English.
After the intervention	-Distribution of post-test -Filling out the written reflections				