L2 Exposure Environment, Teaching Skills, and Beliefs about Learners' Out-of-Class Learning: A Survey on Teachers of English as a Foreign Language

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Abstract : In the process of foreign language acquisition, L2 exposure has been evidently assumed efficient for learners to help increase their proficiency. However, to get enough L2 exposure in the context of learning English as a foreign language is not as easy as that of the first language learning context. Therefore, beyond the classroom L2 exposure is helpful for EFL learners to achieve the language tasks. Alongside the rapid development of technology and media, English as a foreign language is virtually used in the social media of almost all regions, affecting the faces of Teaching English as a Foreign Language (TEFL). This different face of TEFL unavoidably intrigues teachers to treat their students differently in the classroom in order that they can put more effort in maximizing beyond-the-class learning to help improve their in-class achievements. The study aims to investigate: 1) EFL teachers' teaching skills and beliefs about students' out-of-class activities in different L2 exposure environments, and 2) the effect on EFL teachers' teaching skills and beliefs about students' out-of-class activities of different L2 exposure environments. This is a survey for 80 EFL teachers from Senior High Schools in three regions of two provinces in Indonesia. A questionnaire using a four-point Likert scale was distributed to the respondents to elicit data. The questionnaires were developed by reffering to the constructs of teaching skills (i.e. teaching preparation, teaching action, and teaching evaluation) and beliefs about out-of-class learning (i.e. setting, process and atmosphere), which have been taken from some expert definitions. The internal consistencies for those constructs were examined by using Cronbach Alpha. The data of the study were analyzed by using SPSS program, i.e. descriptive statistics and independent sample t-test. The standard for determining the significance was $p < .05$. The results revealed that: 1) teaching skills performed by the teachers of English as a foreign language in different exposure environments showed various focus of teaching skills, 2) the teachers showed various ways of beliefs about students' out-of-class activities in different exposure environments, 3) there was a significant difference in the scores for NNESTs' teaching skills in urban regions (M=34.5500, SD=4.24838) and those in rural schools (M=24.9500, SD=2.42794) conditions; t (78)=12.408, p = 0.000; and 4) there was a significant difference in the scores for NNESTs' beliefs about students' out-of-class activities in urban schools (M=36.9250, SD=6.17434) and those in rural regions (M=29.4250, SD=4.56793) conditions; t (78)=6.176, p = 0.000. These results suggest that different L2 exposure environments really do have effects on teachers' teaching skills and beliefs about their students' out-of-class learning.

Keywords : belief about EFL out-of-class learning, L2 exposure environment, teachers of English as a foreign language, teaching skills