

Jagoda Topalov*
Faculty of Philosophy
University of Novi Sad

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Ljiljana Knežević
Faculty of Sciences
University of Novi Sad

DOI:10.19090/gff.v50i1.2576
orcid.org/0000-0001-7100-0444
orcid.org/0000-0003-2516-7299
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A STUDENTS' VIEW ON THE EFFECTIVENESS OF IDLE**

This study investigates the self-reported Informal Digital Learning of English (IDLE) practices of undergraduate students at the University of Novi Sad and their perceptions of the effectiveness of these practices in enhancing their English language competence. Utilizing a cross-sectional design, the survey collected data on students' daily screen time, self-assessed English proficiency and the perceived usefulness of IDLE practices across various language segments. The findings reveal a high perceived usefulness of IDLE, particularly in improving vocabulary and everyday communication skills, while academic writing and specialized vocabulary show lower effectiveness ratings. The results further indicate a significant interaction effect between gender and hours of use on students' perceptions of IDLE's usefulness. This study highlights the importance of student agency and self-directed learning in the context of IDLE, suggesting that learners are more likely to engage with digital resources that align with their personal learning goals. The research underscores the potential of digital tools to facilitate language acquisition and emphasizes the need for educators to enhance students' perceptions of the relevance of IDLE practices. By doing so, educators can foster more effective and personalized language learning experiences that empower students to take charge of their learning.

Key words: Informal digital learning of English (IDLE), self-directed learning, student agency, digital practices, English as a foreign language (EFL)

* jagoda.topalov@ff.uns.ac.rs

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INTRODUCTION

Information and communication technologies offer enormous educational potential and therefore shape the present-day teaching and learning practices. This trend is particularly observable in English as a foreign language (EFL) learning considering the dominance of English in global communication and the amount of digital content produced and offered in this language. The wide-spread availability and affordances of digital devices and online resources have created a new lifestyle that is characterized by a frequent use of digital devices and a large amount of time spent in front of the screen. EFL scholars and researchers have therefore begun to acknowledge whether and to what extent the use of digital devices in daily life activities is beneficial for language learning. As a result, a new field known as Informal Digital Learning of English (IDLE) has emerged within the area of EFL. IDLE experiences of learners appear as quite important for understanding the motivation for learning and the potential ways to improve such practices for enhanced language learning (Kuru Gonen & Kizilay, 2023). With this in mind, the current paper addresses the self-reported IDLE practices of undergraduates studying at the University of Novi Sad and their views on the effectiveness of these practices in improving their English language competence. The paper also aims to fill a noticeable research gap on Serbian learners' IDLE practices, as to the best of the authors' knowledge, research on IDLE in the context of Serbian learners has been scarce.

LITERATURE REVIEW

Informal Digital Learning of English (IDLE) is a self-directed English learning activity that occurs in digital settings outside of school, driven by personal interest and not assessed by teachers (Lee & Lee, 2019). It has to be stated, though, that in EFL literature another closely related term, Online Informal Learning of English (OILE), has been in use. The latter is referred to as informal English language learning through a complex range of internet-based activities (Sockett, 2014). As there are plenty of informal out-of-class activities that English language learners engage in offline, the authors of this paper find the former term is more inclusive and precise and therefore opt for its use in the current paper.

One of the main characteristics of informal language learning is the learner's initiation of the learning process (Sockett, 2014). Learners typically select sources and content based on personal interest – often for entertainment or information-seeking purposes – without the explicit intention of improving their English. As a result, language development frequently occurs as a by-product of this engagement, a phenomenon widely recognized as incidental learning (Jurkovič, 2019). This type of learning often involves exposure to comprehensible input – language that is slightly above the learner's current level but still understandable – which facilitates acquisition in a naturalistic manner (Krashen, 1982; Lai, Liu & Lin, 2023). Such naturalistic exposure not only contributes to language development, but also helps sustain learners' motivation (Richards, 2015). Another important dimension of informal language learning is its alignment with self-directed learning. The widespread availability of digital technologies and online content expands opportunities for learners to guide their own learning, allowing them to determine goals, select resources and monitor their progress independently (Moradi, 2018). This autonomy supports the development of strategic learning behaviors, metacognition and self-management (Chamot, 2014). At the center of this process lies the learner's agency – the capacity to take initiative and make choices about one's learning (Lindgren & McDaniel, 2012). When learners perceive that they have control over their educational experiences, they are more likely to engage deeply with materials that reflect their personal interests and goals (Shafirova & Cassany, 2019). This sense of ownership fosters intrinsic motivation and encourages learners to explore language-learning opportunities beyond the boundaries of formal education. By identifying their own learning needs, setting goals and evaluating their progress, self-directed learners not only improve their language competence, but also develop critical thinking and problem-solving skills essential for lifelong learning (Mercer, 2011). In informal digital learning environments, agency enables learners to effectively leverage digital tools and platforms to meet their specific language goals (Godwin-Jones, 2019). Supporting learner agency in these contexts thus leads to deeper engagement and more meaningful outcomes. Informal language learning has received considerable scholarly attention in recent years (Inayati et al., 2024). As observed by Zhang and Liu (2021), mainstream research of IDLE has mostly been directed to learning outcomes and metacognition. As for the former, a substantial number of studies report on the positive association between IDLE and vocabulary learning (De Wilde, Brysbaert & Eyckmans, 2022; Warnby, 2022; Montero Perez et al., 2024). Through exposure to authentic and diverse English learning

resources, such as social media, computer games, websites, films and TV shows, IDLE has proven to be an effective way of enhancing EFL learners' vocabulary. According to Kusyk (2017), engagement in IDLE activities leads to the enhancement of the writing skill in terms of grammatical complexity and lexical diversity. There is empirical evidence of the beneficial effect of IDLE practices on learners' affective domain. For example, the quantity of IDLE activities has been found to correlate positively with EFL learners' confidence and enjoyment (Lee, 2019). A significant educational potential of IDLE has also been observed in raising the level of EFL learners' willingness to communicate (Lee & Dressman, 2018; Rezai, 2023) and intercultural competence (Rezai, 2023), thus pointing to IDLE capacity for enhancing learners' intercultural awareness and communication skills. Educational benefits of IDLE practices are also observed in fostering the language learner's autonomy and independence (Dincer, 2020; Kuru Gonen & Kizilay, 2023) which are crucial for planning, monitoring and evaluating their own learning.

In spite of the growing interest in IDLE-related research, there are still plenty of issues and topics to be explored, given that IDLE is a relatively new area in the field of EFL. Driven by this idea, and the fact that the existing IDLE literature lacks empirical data from Serbian EFL context, the authors of this study set out to investigate whether and to what extent IDLE practices are perceived as beneficial for improving the English language competence from the perspective of Serbian university EFL learners.

METHODOLOGY

Applying a cross-sectional study design, the authors aimed to examine how Serbian university EFL learners perceive their own IDLE practices and to what extent they find them useful for raising the level of their English language proficiency. In line with the study aim, the following research questions were set:

RQ1: How useful, from the students' point of view, are IDLE practices for enhancing the general English language proficiency?

RQ2: Which segments of English language knowledge do students perceive as benefiting the most from their engagement in IDLE?

RQ3: Do external variables of gender, self-reported English language (EL) proficiency and reported hours of daily screen time significantly interact with the perceived usefulness of IDLE practices in developing EL proficiency?

Participants

The study used a randomized convenience sample of N=143 students studying at the University of Novi Sad (see Table 1).

Table 1: Research participants

		M	F	Total
Faculty of Technical Sciences	N	28	24	52
	%	19.6%	16.8%	36.4%
Faculty of Sciences	N	34	38	72
	%	23.8%	26.6%	50.3%
Faculty of Agriculture	N	6	3	9
	%	4.2%	2.1%	6.3%
Faculty of Technology	N	2	8	10
	%	1.4%	5.6%	7.0%
Total	N	70	73	143
	%	49.0%	51.0%	100.0%

Of the total number of participants, N(m)=70 were male and N(f)=73 were female, studying at all four years of study. The average age of the participants was 20.43 (SD =2.01), ranging from 18 to 29. The students' English proficiency levels ranged from B1 to B2, as determined by placement tests administered by their respective faculties at the beginning of the academic year. Based on the results, students were assigned to different instructional groups according to their level.

Instrument

This study relied on an instrument constructed on the basis of two existing surveys that explored similar IDLE practices (Kuru Gonen & Kizilay, 2023; Jurkovič, 2019). The first part of the questionnaire included background questions including the participants' age, gender, year of study and self-assessed English proficiency (rated on a five-point scale from "Insufficient" to "Excellent"). The survey also collected information on the amount of participants' daily screen time, providing three options that ranged from "Up to three hours" to "More than five hours." The last question in this part of the survey asked the students to rate the

extent to which they believe that using a smartphone contributes to their learning and improving English language skills (rated on a 4-point scale ranging from “Not useful at all” to “Very useful”).

The core of the survey consisted of 15 items focusing on various aspects of English language skills and knowledge improvement through informal digital communication. They covered a range of communicative skills (speaking, writing, comprehension) and specific areas of language learning (vocabulary, pronunciation, grammar), with a shared underlying factor of perceived usefulness or effectiveness of IDLE (see Table 2 for a full list of items). The participants rated the extent to which they believed the use of a smartphone affected the improvement of their skills in the English language in each of the specific areas of language use on a 4-point Likert (1 – “Not at all”, 2 – “Slightly”, 3 – “Moderately”, 4 – “Very”). Exploratory factor analysis (EFA) and Cronbach’s alpha (α) were employed to evaluate the construct validity and reliability of the questionnaire. Prior to conducting the analysis, the normality and factorability of the data were checked against the thresholds recommended by Finch and West (1997), and found to be acceptable (Skewness < 2 , Kurtosis < 2 , the Kaiser–Meyer–Olkin index (.865) and Bartlett’s Test of Sphericity ($\chi^2 = 1466.032$; $df = 105$; $p < .000$)). EFA was conducted using principal axis factor analysis with varimax rotation on the original 15 questionnaire items. Corresponding to the thresholds suggested by Hair et al. (1995) (communalities $> .5$, factor loading $> .4$, eigenvalues > 1 and the cumulative percentage of variance $> 60\%$), the analysis yielded a single-factor solution accounting for 66.89% of the variance.

Table 1: Exploratory factor analysis of survey items

	FL	h^2	α
Communication about everyday topics	.614	.595	.920
Communication about ESP topics	.737	.645	
Learning general vocabulary	.591	.698	
Learning ESP vocabulary	.660	.697	
Learning English slang	.593	.625	
Comprehension of everyday spoken communication	.766	.749	
Comprehension of ESP spoken communication	.729	.686	
Reading comprehension of texts on everyday	.723	.806	

topics		
Reading comprehension of ESP texts	.723	.741
Speaking about everyday topics	.828	.718
Speaking about ESP topics	.795	.725
Academic writing	.706	.679
Informal writing	.763	.597
Improving pronunciation	.616	.756
Improving grammar	.561	.752
FL – factor loading; h^2 – communalities		

Procedure

The survey was conducted in Serbian using Google Forms. During May and June 2023 English language instructors working at the faculties that were part of the research put out a call for anonymous participation in the study through different online learning platforms used in the English courses. Once the data was collected, the responses were analyzed in SPSS 25, employing both descriptive and inferential statistical tests. To answer RQ1, which investigated the students' perception of the usefulness of IDLE practices for enhancing the general English language proficiency, and RQ2, which probed into the specific segments of English language use the students perceived to benefit the most from IDLE practices, we used descriptive statistics (means, standard deviations, skewness and kurtosis). To answer RQ3, the focus of which was to examine which individual variables, including gender, hours of use and self-assessed proficiency influence the perception of the usefulness of IDLE practices, we conducted a factorial ANOVA.

RESULTS

This section presents the findings of the study on the self-reported IDLE practices of undergraduate students at the University of Novi Sad and their perceptions regarding the effectiveness of these practices in enhancing their English language competence. Simple descriptive statistics were used to provide a numerical representation of the students' perception of usefulness of IDLE practices in enhancing their general English language proficiency (RQ1).

Table 2: Perception of usefulness of IDLE in improving overall EFL proficiency

	Mean	SD	Skewness	Kurtosis
Usefulness of IDLE	3.51	0.60	-1.033	1.078

The results indicate that students perceive the usefulness of IDLE practices as relatively high, with a mean score of 3.51 on a 4-point scale where higher values signify greater perceived effectiveness in improving English language proficiency. This positive perception is further supported by a low standard deviation (SD = 0.60), suggesting relatively consistent ratings among participants, and a negative skew, with ratings clustered towards the higher end of the scale. The kurtosis value of 1.078, on the other hand, suggests a distribution that is slightly more peaked than a normal distribution, though not violating the assumption of the normality of data, which further suggests that many students hold strong positive perceptions regarding the impact of IDLE on their language skills.

Table 4 presents descriptive statistical results which address the second research question (RQ2) focusing on which segments of English language knowledge students perceive as benefiting the most from their engagement in IDLE.

Table 3: Descriptive indicators of the perceived usefulness of IDLE practices in specific areas of language use in descending order

<i>To what extent does the use of a smartphone help you improve the following segments of English language knowledge and language skills?</i>	Mean	SD	Skewness	Kurtosis
Comprehension of everyday spoken communication	3.50	0.76	-1.522	1.725
Speaking about everyday topics	3.45	0.82	-1.309	0.737
Reading comprehension of texts on everyday topics	3.43	0.76	-1.112	0.298
Speaking about ESP topics	3.41	0.83	-1.181	0.373
Informal writing	3.22	0.92	-0.893	-0.246
Improving pronunciation	3.22	0.89	-0.875	-0.158
Learning general vocabulary	3.21	0.89	-0.901	-0.038
Learning English slang	3.12	0.95	-0.598	-0.924
Reading comprehension of ESP texts	3.10	0.91	-0.543	-0.860
Comprehension of ESP spoken communication	3.06	0.97	-0.641	-0.702
Communication about everyday topics	3.02	0.99	-0.565	-0.864
Improving grammar	2.95	0.87	-0.357	-0.711
Learning ESP vocabulary	2.81	0.99	-0.322	-0.956
Communication about ESP topics	2.70	0.97	-0.245	-0.912
Academic writing	2.59	1.04	-0.047	-1.183

Overall, the results indicate that respondents have a positive perception of the effectiveness of using smartphones or other similar devices in enhancing various aspects of their English language skills, considering that the scores range from 2.59 to 3.50 on a 4-point scale. Comprehension of everyday spoken communication received the highest mean score, indicating respondents feel this is the most positively affected area by using digital devices. On the other hand, the lowest mean score was found for academic writing, which suggests that respondents perceive less impact on this skill area from the use of smartphones. The negative skewness across most items indicates a general positive perception of the usefulness of phones or similar devices in improving English language skills.

A univariate factorial analysis of variance (factorial ANOVA) was conducted in order to test the main and interaction effects of gender, hours of use and self-assessed proficiency on the students' perceptions of the usefulness of phones in developing their English language knowledge and skills (RQ3). Prior to conducting the factorial ANOVA, preliminary tests were conducted in order to assess the assumptions of normality, homogeneity and independence of data. Normality was evaluated using the Shapiro-Wilk test, with the results indicating that the data for all groups were normally distributed ($p > 0.05$). Levene's test for homogeneity of variances was conducted to examine whether the variances across groups were equal. The results showed no significant differences in variances ($p = 0.432$), indicating that the homogeneity of variance assumption was also satisfied. The results of the factorial ANOVA are presented in Table 5.

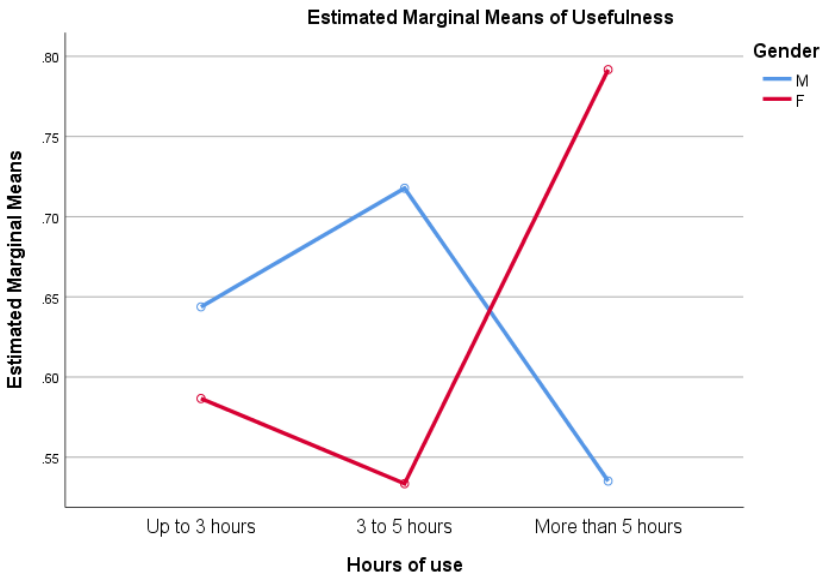
Table 4: Main and interaction effects on the perceived usefulness of IDLE practices in developing English language knowledge and skills

Source	F	p	df	η_p^2
Corrected Model	1.390	0.122	26	0.242
Intercept	271.660	0.000	1	0.706
Gender	0.536	0.466	1	0.005
Self-assessed proficiency	0.599	0.664	4	0.021
Hours of use	0.407	0.666	2	0.007
Gender * Self-assessed proficiency	1.863	0.122	4	0.062
Gender * Hours of use	7.342	0.001	2	0.115
Self-assessed proficiency * Hours of use	1.173	0.322	8	0.077
Gender * Self-assessed proficiency * Hours of use	1.884	0.103	5	0.077

$R^2 = .242$

The analysis revealed that the effects of gender ($F(1, 113) = 0.536, p = 0.466$), self-assessed proficiency ($F(4, 113) = 0.599, p = 0.664$) and hours of use ($F(2, 113) = 0.407, p = 0.666$) were not significant. In examining the interaction effects on the perceived usefulness of phones in developing English language knowledge and skills, the interaction effect between gender and hours of use returned significant results ($F(2, 113) = 7.342, p = 0.001$), suggesting that the relationship between gender and perceived usefulness varies by hours of use. Approximately 24.2% of the variance in perceived usefulness is explained by the model, suggesting a moderate fit. In order to discover significant differences in the interaction between gender and the amount of daily screen time, we conducted post-hoc testing involving a series of t-tests, with the visual depiction of the results shown in Graph 1.

Graph 1: Interaction between gender and daily screen time



The analysis revealed that the mean difference between male and female students who use their phones up to three hours a day is not significant (mean difference = 0.057, $p = 0.706$). However, significant differences between male and female students were found both for the group that uses their phones between three and

five hours every day (mean difference = 0.184, $p = 0.044$, with male students rating the usefulness of phones higher) and more than five hours every day (mean difference = -0.257, $p = 0.024$, with female students rating the usefulness higher).

DISCUSSION

Informal language learning has garnered significant scholarly interest in recent years (Inayati et al., 2024), with research primarily focusing on learning outcomes and metacognition (Zhang & Liu, 2021) and its positive impact on vocabulary acquisition (Montero Perez et al., 2018; Sundqvist, 2019; De Wilde et al., 2022). Additionally, research shows that engaging in IDLE boosts learners' confidence, enjoyment and willingness to communicate (Lee, 2019), while also promoting writing skills through increased grammatical complexity and lexical diversity (Kusyk, 2017). The aim of this study was to investigate the self-reported IDLE practices of students at the University of Novi Sad and their perceptions regarding the effectiveness of these practices in enhancing their English language competence. In examining the results related to the perceived usefulness of various segments of English language knowledge, this section will also consider the potential of IDLE as a self-directed English learning activity driven by personal interest (Lee & Lee, 2019) in developing student agency in the learning process.

Overall, the results indicate that students believe the smartphone is highly useful in developing skills and knowledge required in contexts that facilitate communication and comprehension in everyday situations, emphasizing practical language skills. Students further believe that mobile devices are moderately useful in developing English knowledge and skills that benefit from digital interactions, but may require additional methods for deeper learning, such as reading specialized texts or engaging in informal writing. Students believe that mobile devices are least beneficial when it comes to developing skills and knowledge in formal writing, grammar improvement and specialized vocabulary learning. While students reported some perceived usefulness in speaking and comprehension related to English for specific purposes, the lower scores for vocabulary acquisition and specialized communication may indicate a mismatch between their learning goals and the type of content they consume on their phones. This suggests that students may find it more challenging to use phones effectively for learning in these specific contexts, possibly because the materials they access do not coincide with the linguistic demands of specialized communication or the vocabulary they aim to acquire. The findings also show that factors such as gender, self-reported

EFL proficiency and hours of daily screen time do not significantly relate to the way students perceive the usefulness of their IDLE practices. Since the factor of self-perceived language proficiency has proven to correlate significantly with many aspects of L2 learning, such as the level of students' willingness to communicate (Halupka-Rešetar, Knežević & Topalov, 2018), or motivation and L2 performance (Wong, 2020), this finding is quite encouraging as it shows that students with low-ranked self-perceived proficiency equally value and benefit from IDLE practices as their counterparts with high-level proficiency. Gender differences, in the context of the present study, are noticed only in relation to the length of time spent in front of the screen, with somewhat contradictory results: in case of three to five hours of daily use, male students rate the usefulness of IDLE higher, while females perceive higher usefulness when daily phone use is more than five hours. Possible reasons behind these results might be found in the differences in engagement patterns between male and female students. For instance, a recent Gallup (2023) study found that male students spend more time online watching YouTube videos, whereas girls engage more on TikTok; similarly, male students have been found to play more frequently online action and simulation games, while female students play logic and skill training games (Veltri et al., 2014). Since male and female students use digital tools differently, it is possible that this also leads to varying perception of IDLE usefulness. Such a finding certainly deserves greater research attention in the future.

Observed through the lens of self-directed language learning, when students recognize the value of smartphone use in improving specific segments of their English language skills, previous research shows that they are more likely to incorporate IDLE practices into their learning routines (Chik, 2018; Lai et al., 2018). For instance, students who feel that informal writing via messaging apps or social media contributes positively to their writing proficiency may be more inclined to engage in these forms of digital communication regularly. This consistent practice can reinforce their learning and lead to greater proficiency over time. The relationship between perception and behavior further creates a feedback loop – as students engage more in IDLE practices, their proficiency in the segments they perceive as beneficial may improve, further solidifying their positive perception of those practices. Conversely, if students do not see the usefulness in certain skills, such as academic writing or learning specialized vocabulary, they may neglect those areas, which in turn may hamper their overall language development. Furthermore, the ease of access and variety of digital tools

available can also shape students' perceptions, particularly in informal contexts as opposed to formal contexts. For example, Kusyk (2017) argues that the prevalence of informal communication platforms may lead students to view their proficiency in casual language as more relevant and useful than in formal contexts, which may also account for the findings in our study. As a result, the students might focus their efforts on improving their skills in areas where they feel most engaged, potentially at the expense of other important segments (Lee, 2019; Sykes, 2018).

The interplay between perceptions and behavior in IDLE is essentially tied to the idea of agency, i.e. the power to maintain the influence and control over one's own learning (Lindgren & McDaniel, 2012). In that sense, smartphones are used not just for communication, but also as a means to empower students to take control of their own learning and express their viewpoints in various aspects of their lives (Sooyuf et al., 2021). Godwin-Jones (2019), for instance, emphasizes the importance of using digital technologies in informal settings while considering factors of agency and autonomy. Echoing the significance of agency, Shafirova and Cassany (2019) note that when language learners possess agency, they can construct meaning and discover new methods for communicating, socializing and learning English. Extrapolating from the results of our study, the high perceived usefulness of IDLE practices, particularly in vocabulary acquisition and everyday communication, suggests that students are actively seeking out and using digital resources that they find beneficial. This autonomy aligns with the principles of self-directed learning, as students can tailor their learning experiences to meet their individual needs and interests. The results indicating positive perceptions of IDLE's effectiveness in improving language skills can also potentially motivate students to engage more deeply with these practices, since self-directed learners are often more likely to pursue topics and resources that resonate with their personal learning goals (Benson, 2013). This intrinsic motivation can lead to more sustained engagement with digital tools, fostering a habit of continuous learning. Moreover, the ability to learn independently through IDLE practices fosters lifelong learning skills (Kuru Gonen & Kızılay, 2023). As students become accustomed to using smartphones and other similar digital tools for language learning, they develop skills such as adaptability and self-management that are applicable beyond the classroom, equipping them to continue their education in diverse contexts (Dincer, 2020).

CONCLUSION

Our respondents rated their IDLE practices as highly important for developing their English proficiency. However, it remains unclear how conscious and deliberate these daily learning processes are. When students engage in informal online communication, such as reading, chatting about interests, or gaming, their goal is not active language development, but effective understanding and communication. Learning is merely a byproduct of the initial purpose. However, through sheer amount of exposure and contact with the language, be it through active engagement or passive use, learning does take place. What this suggests, in practical terms, is that the results of our study speak in favor of the idea of self-directed learning and highlight the importance of student agency in the learning process. IDLE not only enhances authentic, real-life use of the English language, but also empowers students to take charge of their learning, fostering skills and habits that will benefit them throughout their education and beyond. This connection underscores the potential of digital tools to facilitate self-directed learning, encouraging more personalized and effective language acquisition experiences. To maximize the benefits of IDLE, educators should focus on enhancing students' perceptions of the usefulness of various language segments. This could involve integrating more relevant content into digital learning tools, providing constructive feedback on their digital interactions and emphasizing the importance of both everyday and academic language skills in their language learning.

Jagoda Topalov, Ljiljana Knežević

STAVOVI STUDENATA O KORISNOSTI NEFORMALNOG DIGITALNOG UČENJA
ENGLSKOG JEZIKA

Rezime

Upotreba mobilnog telefona i drugih sličnih digitalnih uređaja često uključuje sadržaje i komunikaciju na engleskom jeziku. Ovaj rad se bavi temom neformalnog digitalnog učenja engleskog jezika kroz ispitivanje percepcija studenata u vezi sa efektima ovakvog vida učenja na njihovo opšte znanje engleskog jezika. Istraživanje je sprovedeno sa 143 studenta sa četiri fakulteta Univerziteta u Novom Sadu, a podaci su prikupljeni tehnikom anketiranja. Pitanja su podrazumevala procenu uticaja učenja putem digitalnih uređaja na poboljšanje različitih segmenata jezičkog znanja i jezičkih veština. Prikupljeni su i podaci o prosečnom broju sati provedenih pred ekranom na dnevnom nivou, a ispitanici su dali i samoprocenu znanja engleskog jezika. Nalazi otkrivaju visoku uočenu korisnost neformalnog učenja jezika putem digitalnih uređaja, posebno u poboljšanju vokabulara i svakodnevnih komunikacijskih veština, dok su akademsko pisanje i specijalizovana terminologija prepoznati kao segmenti koji se najmanje razvijaju. Rezultati dalje ukazuju na značajan efekat interakcije između pola i sati korišćenja na percepciju studenata o korisnosti ovog vida učenja jezika. U svetlu dobijenih rezultata, rad naglašava važnost samostalnog učenja jezika, sugerišući da je veća verovatnoća da će se učenici angažovati na digitalnim resursima koji su u skladu sa njihovim ličnim ciljevima učenja. Rezultati istraživanja ukazuju na potencijal digitalnih alata za olakšavanje učenja jezika i naglašavaju potrebu da se u redovnoj nastavi u učionici više skreće pažnja na korisnost digitalnih aktivnosti za podizanje nivoa znanja engleskog jezika. Nastavnici bi trebalo da ukazuju na efikasnija i personalizovanija iskustva učenja jezika i na taj način podstaknu učenike da preuzmu odgovornost za svoje učenje.

Ključne reči: Neformalno digitalno učenje engleskog jezika, autonomija u učenju, samoregulacija u učenju, digitalne navike, engleski jezik kao strani

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