

THE PROFILE OF INDONESIAN EFL TEACHERS' READING ENGAGEMENT VIEWED FROM BEHAVIORAL, AFFECTIVE, COGNITIVE, AND SOCIAL DIMENSIONS

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Abstract: This study describes Indonesian secondary school EFL teachers' profiles of reading engagement (RE), which comprises behavioral, affective, cognitive, and social dimensions. It employed a survey design involving 70 EFL teachers voluntarily participating through a convenience sampling technique. The instrument used was a questionnaire which contained 16 closed-ended questions and 7 open-ended questions. The data from closed-ended responses were tabulated and presented in percentages, while open-ended responses were thematically analyzed and presented in excerpts. The key findings reveal that the four dimensions of RE have been implemented by EFL teachers. Furthermore, these teachers show positive reading behaviors and attitudes toward reading materials and activities. These findings map the RE practiced in EFL classes in secondary schools in Indonesia, contributing to the understanding of RE strategies among EFL teachers. As teachers may function as role models for their students, the findings suggest teachers' efforts in engaging their students in reading English texts, which is eventually expected to enhance students' English reading comprehension and literacy.

Keywords: EFL teachers and students, literacy, reading engagement, school literacy initiative

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Developing students' literacy is crucial to empower them with the knowledge and skills they need to succeed in academic and personal life in the 21st century. Literacy generally refers to the ability to identify, understand, interpret, produce, communicate and compute using printed and written materials related to varied contexts (UNESCO, 2020). Similarly, Program for International Student Assessment (PISA) defines literacy as the ability to understand, implement and reflect on written texts to achieve one's goals, develop one's knowledge and potential, and participate effectively in society (OECD & Statistics Canada, 2000). Such definition implies reading comprehension as integral to literacy skills, with the 2015 World Economic Forum highlighting the significance of reading literacy for improving students' quality of life. The Forum emphasizes that reading literacy is a fundamental skill that can help students perform core skills for everyday tasks (World Economic Forum, 2015).

To boost the national literacy rate, the Indonesian Ministry of Education and Culture initiated School Literacy Initiative (SLI) as part of the National Literacy Movement program in 2015. The master design of SLI places teachers in a pivotal role in supporting the success of the

program through habituation, development, and teaching and learning (Kemendikbud, 2017). However, as indicated by Khairuddiniyah (2018), a number of issues in the implementation of SLI revolve around the necessity for teachers to create a classroom atmosphere conducive to reading as well as to make an appropriate assessment to identify learners' reading literacy skills. The teachers' role in making SLI a success is demanding, requiring the implementation of effective strategies to stimulate students' reading.

In the context of exploring teachers' roles in SLI implementation, Widiati et al. (2021) found that Indonesian EFL teachers had good understanding of foreign language literacy viewed from the four dimensions: linguistic, cognitive, sociocultural, and developmental. Good conceptualization of foreign language literacy is essential because literacy in a foreign language cannot be assumed to be the same as that in the first language (Dobkowska & Brzosko-Barratt, 2019). However, good understanding of literacy does not necessarily equate to effectively teaching it in the classroom. Widiati et al. (2023) proved that there were discrepancies between the literacy teaching strategies that EFL teachers are aware of and those they implement in practice in the classroom or at school. Meanwhile, Merga and Gardiner (2018) suggested that for a program like SLI to be successful, in addition to habituation, development, and teaching and learning, there should be some elements of engagement being inculcated. They argue that literacy development requires engagement in reading.

Reading engagement (RE) is defined as an individual's cognitive, emotional, and behavioral immersion and commitment to the reading process (Guthrie et al., 2007). RE also means being into texts intellectually and emotionally (Weih, 2014) as well as representing someone's actions, interactions, and strategies related to reading activities and tasks (Taboada et al., 2013). The contribution of RE in improving students' reading motivation, habits, literacy development, and achievement has been acknowledged in literature. Engaged readers have strong motivation, effective strategies, and adequate knowledge for meaning construction from the texts they read, and they are socially interactive while reading (Guthrie et al., 2012; Protacio, 2017). Students who are engaged in reading tend to be lifelong readers (Merga & Gardiner, 2018) as RE can stimulate certain actions, interactions, and strategies concerning reading activities (Cantrell et al., 2017; Guthrie et al., 2012; Rahim & Hashim, 2015; Taboada et al., 2013; Yulia & Sulisty, 2019). RE is also believed to trigger appropriate strategies to improve literacy and achievement (Afflerbach & Harrison, 2017; Conradi et al., 2014; Gambrell, 2011; Guthrie & Cox, 2001; Guthrie & Wigfield, 2000; Jang et al., 2015; Kirby et al., 2011; Klaua & Guthrie, 2015; O'Brien & Dillon, 2014; Urfali-Dadandi & Dadandi, 2022; Schiefele et al., 2012; Taboada et al., 2013).

Given that teachers are expected to exemplify engaged reading behavior for their students, continuous attempts should be made to explore possible effective strategies to develop teachers' RE. For this purpose, empirical evidence concerning the RE profiles of EFL teachers is needed prior to RE model development. Unfortunately, there is limited research about teachers' RE profiles. Yulia et al. (2020) investigated pre-service teachers' RE in English learning and found it to be relatively low, focusing only on their affective engagement in academic reading. Another study by Widiati et al. (2023) found that Indonesian secondary EFL teachers revealed moderately positive directions of RE as perceived over reading resources and pleasure reading. As RE among teachers may benefit students in enhancing their reading literacy and achievement,

further studies on portraying teachers' RE are essential for the development of literacy culture at schools. More empirical data about teachers' RE profiles would imply some potentials of teachers becoming role models of keen readers. This study, thus, aims to portray the RE tendencies of EFL teachers across four dimensions: behavioral, cognitive, affective, and social, areas which have not been extensively explored in previous research. The four dimensions can provide more detailed aspects of RE, which according to Merga and Gardiner (2018) comprise elements of reading *skills* and reading *will*. The results of the present study will add more comprehensive evidence to the notions of teachers' RE profiles, functioning as preliminary data for developing research-based strategic programs to enable EFL teachers to get engaged in reading, which they can eventually pass on to their students.

LITERATURE REVIEW

Dimensions of Reading Engagement

There are four RE dimensions, namely, behavioral, affective, cognitive, and social engagement (Cantrell et al., 2014; Cantrell et al., 2017; Guthrie & Wigfield, 2000; Guthrie et al., 2012; Taboada et al., 2013; Yulia & Sulisty, 2019). The behavioral dimension is related to learning, participation, and involvement in reading activities (King, 2020; Lee et al., 2021). This dimension includes the amount of time spent reading, effort, and persistence as well as students' reading behavior (Guthrie et al., 2012). Cognitive engagement indicates the strategies, processes, and efforts to overcome problems, construct meaning, and work towards specific goals during reading. This engagement has been conceptualized as "students' investment level in learning" (Fredricks et al., 2011, p. 2). Affective engagement is usually associated with motivation which involves values, attitudes, and perspectives that encourage students to read, do the reading task, and participate in reading activities (Cook et al., 2020). Social engagement refers to the student's involvement in literacy activities with other parties in a social context, for instance, between students and their peers or teachers. It can be defined as a collaborative transformative practice in which social and cultural tools and systems influence readers' development (Ivey & Johnston, 2015; Lee et al., 2021).

The four RE dimensions are correlated with reading success in various studies (Lin et al., 2021; Taboada et al., 2013; Yulia et al., 2020). RE boosts students' desire, perseverance, and efforts in reading activities (Ho & Lau, 2018; Lee, 2014; Yulia et al., 2020). Thus, teachers should implement strategies to promote RE as it enhances students' reading acquisition. When students encounter challenges in their reading due to low language proficiency or lack of personal relevance in the material, they are more likely to disengage as they do not enjoy the reading (Kamil et al., 2011). RE characterizes students' actions, interactions, and strategies in reading activities (Cantrell et al., 2017; Guthrie et al., 2012; Kamil et al., 2011; Klaua & Guthrie, 2015; Rahim & Hashim, 2015; Taboada et al., 2013; Yulia & Sulisty, 2019). It involves cultivating students' curiosity which signifies emotionally positive interactions with texts to encourage reading achievement and growth and ultimately cultivate a literacy habit.

Encouraging RE as natural behaviors is essential because it facilitates learning success. Nevertheless, many habitual literacy developments overlook the aspect of engagement, which, according to Merga and Gardiner (2018), is composed of reading skills and reading will. Additionally, recent research also revealed that many children and adolescents show inadequate motivation and engagement in reading, with report suggesting they are only being 'somewhat' or 'less than' engaged in their reading activities (Barber & Klauda, 2020). Thus, literacy programs will be successful if the RE component becomes priority. Protacio (2017) recommended that all four reading engagement components must be considered in EFL reading. This is supported by Putri and Pradita (2022) who discovered that students' lack of literacy is due to their low reading motivation, poor reading habit, laziness, lack of interest, and boredom. RE emerges when students have high motivation underscoring the teachers' role in supporting RE within the classroom.

Reading Engagement Model

Students who have strong engagement have several characteristics: they have intrinsic motivation, read to reach their own goals, enjoy reading and benefit from reading, engage in reading for pleasure and knowledge, achieve reading fluency, demonstrate eagerness to read, and rely on their reading skills (Guthrie et al., 2004). Guthrie and Wigfield (2000, cited in Mete, 2020) proposed a reading engagement model deals with achievement, knowledge, and practice. This model identifies four main factors that assure to reach the success of reading engagement: motivation, strategy use, conceptual knowledge, and social interaction. Motivation refers to possessing intrinsic and extrinsic motivation to achieve reading. Strategies in the model depict the use of cognitive strategies while reading. Conceptual knowledge deals with the background knowledge used in reading to gain knowledge. Lastly, social interaction points out the interactions between students and other students as well as between students and teachers in reading activities. This study focused on discovering secondary school EFL teachers' RE in the behavioral, affective, cognitive, and social dimensions (Cantrell et al., 2014; Cantrell et al., 2017; Guthrie & Wigfield, 2000; Guthrie et al, 2012; Taboada et al., 2013; Yulia & Sulisty, 2019).

METHOD

Research Design and Participants

This research employed a survey design (Creswell & Guetterman, 2019; Punch, 2005) utilizing an online questionnaire to gain data on the RE profiles of EFL teachers across four dimensions: behavioral, affective, cognitive, and social. A survey approach was chosen as it was suitable for exploring attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2018). The study recruited 70 (n=70) EFL teachers of public and private secondary schools under the auspices of the Ministry of Education, and Culture and the Ministry of Religious Affairs, from 9 provinces in Indonesia (East Java, centre of Java, Special Region of Yogyakarta, Central Kalimantan, East Kalimantan, Maluku, West Sumatra, and South Kalimantan). These teachers voluntarily responded to the online questionnaire distributed

through various teachers' groups and networks. The participants had varying length of teaching experiences, ranging from 1 to 33 years with ages ranging from 25 to 59 years old. Most of them (43 teachers) had attended seminars/workshops related to reading and literacy.

Research Instruments and Data Analysis

The instrument used in this study was a teacher questionnaire, which was adapted from Taboada et al. (2013), Yulia and Sulisty (2019), and Yulia et al. (2020) to measure four RE dimensions: behavioral, cognitive, affective, and social dimensions. The questionnaire consists of 16 close-ended and 7 open-ended questions which reflect the RE of the teacher participants. The blueprint of the questionnaire items is outlined in Table 1. The table shows the behavioral dimension encompassing teachers' reading behavior in general, including descriptors such as time allocation for reading activities, book preferences, form of reading materials, language used in reading, reading habits, and favored time and place for reading. The affective dimension addresses teachers' perceptions and attitudes toward instructional materials in the English subject as well as their approaches to planning activities for EFL reading. The cognitive dimension includes questions dealing with reading strategies implemented in EFL classes. The social dimension consists of questions regarding strategies in group work reading. The complete questionnaire can be accessed through this link, https://bit.um.ac.id/AngketRE_guru.

Table 1. Blueprint of Teacher Questionnaire

RE dimensions	Aspects	Total Number of questions (23)	Item Number
Behavioral	Teachers' reading behaviors in general	9	1/2/3/4/5/6/7/8/9
Affective	Teachers' reading attitudes in English class	7	1/2/3/4/5/6/7
Cognitive	Identification of reading strategies in reading class	3	1/2/3
Social	Group reading strategies in reading class	4	1/2/3/4

Prior to data collection, the questionnaire was piloted to nine EFL teachers who confirmed that the questions were clear and relevant to their teaching experiences. Then, the questionnaire was distributed to secondary EFL teachers via Google Form which was done using snowballing and convenience sampling in which the researchers shared the questionnaire links to alumni, postgraduate students, and the researchers' teacher networks. The participating teachers who expressed willingness then shared the links further to their colleagues, networks, and students (Creswell & Guetterman, 2019; Punch, 2005). Data collection through the use of online questionnaire took one week.

The responses from the closed-ended items were tabulated and presented in percentages, while those from open-ended ones were analyzed according to the four RE dimensions as the themes. These analyses were then presented as excerpts within the results section. NVivo version

12 was utilized as the tool to classify the data from the questionnaire based on the RE dimensions (Cantrell et al., 2014; Cantrell et al., 2017; Guthrie & Wigfield, 2000; Guthrie et al., 2012; Taboada et al., 2013; Yulia & Sulistyono, 2019).

FINDINGS AND DISCUSSION

This study aims to examine the RE of EFL teachers, a crucial factor to stimulate their students' reading literacy and achievement for the development of literacy culture at schools. The RE profiles comprising behavioral, cognitive, affective, and social dimensions, reflect elements of reading *skills* and reading *will* among the teachers, implying their RE levels. The results of our data analyses are presented in the subsequent sections.

Behavioral Dimension

The findings about teachers' RE behavioral dimension are drawn from the questionnaire data, especially from inquiries regarding teachers' habit in reading. This includes details such as the time allocated to reading activities per day (Table 2), and their preferences for types of reading materials (Table 3). Table 2 illustrates teachers' time spent per day to read, in which most of the teachers (61.4% out of 70 teachers) spent 1-2 hours per day. The time spent by these participants exceeds the average time spent by American people aged 25 years old and more to read, which ranges from 6 to 16 minutes per day (U.S. Department of Labor, Bureau of Labor Statistics, 2019). This as an interesting finding; however, the researchers acknowledge that this finding is only based on small scale data that is not comparable to the survey done by the US Department of Labor that involved more people.

Table 2. Teachers' Time Spent for Reading per Day

Reading Time per day	Percentages (n=70)
Less than an hour	20%
1-2 hours	61.4%
3-5 hours	15.7%
more than 5 hours	2.9%

Table 3 provides an overview of the book preferences among the teacher participants. They were given the option to choose more than one category of reading materials (e.g., fiction, books/e-books, magazines, newspaper, school textbooks). The data reveal that books on motivation, religion, and science were the most frequently chosen preferences for daily reading among teachers, followed by fiction, newspaper and school textbooks. Surprisingly, school textbooks were the least favored reading material among the teachers.

Table 3. Teachers' Book Preferences

Kinds of Books	Percentages (n=70)
Fictions (Novels, short stories, manga's)	35.7%
Books/e-books (science, motivational, religious books)	52.9%
Magazines	0%
Newspapers	8.6%
School textbooks	2.9%

Further data from the questionnaire indicate that the majority of teachers (61.4%) enjoy reading anywhere, while 37.1% prefer reading at home, and only 1% favor the library as their preferred reading spot. When asked about the favorite time to read, most of them (58.6%) chose anytime and 30% of the teachers prefer the evening. A small percentage of teachers identified their favorite time to read, including dawn/before *shubuh*/morning prayer for Muslim (4.3%), morning after *shubuh* (4.3%), and afternoon (2%). These findings suggest that reading has already become the habit of many teachers as they are willing to read anywhere and anytime. However, the data also reveal the lack of library use as the place to read among EFL teachers.

Regarding the reading media preferences, 64.3% of the teachers opt for digital media while the remaining 35.7% preferred using paper-based reading material. This can be influenced by the development of technology where more digital reading materials can be accessed from electronic gadgets easily. For the language used in the reading material, the teachers read mostly in Bahasa Indonesia (97.1%), reflecting its status as the national language and the first language for many Indonesians. Additionally, 67.1% of teachers read in English which is relevant to their expertise as English teachers. Only a few teachers chose to read in other languages, including Arabic (7.1%), local languages such as Javanese (8.6%) and other foreign languages (2.9%).

The questionnaire also captured data on the teachers' reading resilience, i.e., their ability to finish reading a book completely and to take actions to cope with uninteresting required reading materials (Table 4). The teachers' responses indicate that most of them (50%) sometimes complete reading the book, and 44.3% admitted that they always finish their reading they start. Only a few of them often do not finish their reading (4.3%), and not always complete their reading (1.4%). The data imply that teachers' decision to stop or continue reading was influenced by their perceptions emerging after reading certain portions of the reading materials.

Table 4 displays positive results dealing with the teachers' habits when they encountered required reading materials uninteresting. Despite finding the required reading material unengaging, they decided to continue reading with necessary pauses. Only a few teachers completely stopped reading and did not find alternative reading materials. These data demonstrate good reading resilience from the teachers, setting a good example for their students.

Table 4. Teachers' Habits When Finding Uninteresting Reading Material

Reactions	Percentages (n=70)
Keeping reading until they understand	25.7%
Stopping reading for a while, then continuing	45.7%
Stopping reading	5.7%
Finding another reading material	22.9%

Affective Dimensions

The findings dealing with RE dimensions are based on the teachers' responses to the open-ended questions. In response to the question "What is your perception about the reading materials in English textbooks?", most of the teachers' responses (94%) demonstrate positive perceptions, such as "very important" (teacher 38), "very good" (teacher 45), "enjoyable" (teacher 46), and "support students' development of knowledge and English vocabulary" (teacher 41). These excerpts highlight teachers' reception on the reading materials in the English textbooks and general perceptions that the texts are relevant to their students' learning.

Nevertheless, some participants (6%) also expressed their skeptical opinions about the reading materials, among others are: "the students do not like the reading materials" (teacher 11), "sometimes boring" (teacher 14), "too long passages" (teacher 22), "tiring for some students" (teacher 13), "students' vocabulary mastery is too low (to understand the texts)" (teacher 7), and even a few teachers view the reading materials as "administrative burden" (teacher 3). These skeptical perceptions on the reading texts reveal the challenges faced by teachers in teaching reading, including issues with the feature of the reading texts in the school textbooks, the students' low vocabulary mastery, and the teachers' burden to finish the whole materials in a targeted time (such as a semester).

The questionnaire further asked questions related to the teachers' enthusiasm toward the reading materials in English classes. The findings revealed that 91% of the teachers were enthusiastic with the reading materials, while 8.6% of them were not. Additionally, when asked whether they liked the reading materials, 93% of the teachers admitted to liking them while the rest (7.1%) did not. In other words, the data from the open-ended questions about teachers' positive general perception on the English reading materials align with the data from closed-ended question about their liking for these materials, both of which show positive trends. This consistency contrasts with the teachers' skeptical perception due to the weakness of the textbooks, students' lack of vocabulary mastery, and the teachers' demand to finish the material as planned from the beginning of the semester.

Cognitive Dimensions

The results of cognitive dimension cover teachers' strategies to engage the students in reading class through global reading, problem-solving, and supporting strategies. These findings were derived from the questionnaire in the form of multiple-choice questions where the teachers can identify more than one strategy which they have implemented to engage the students with

reading texts. The data presentation is arranged from the most to the least frequently employed strategies.

The global strategies implemented are activating students' background knowledge before reading (72.9%), discussing the goal of the reading activity at the beginning of the lesson (68.6%), reading the whole texts (64.3%), and using tables and pictures to support comprehension (54.3%), critically analyzing and evaluating the texts (44.3%), predicting the content of the texts (42.9%), and choosing reading materials to read based on titles/subtitles (32.9%). The first and second frequent global strategies implemented by the teachers demonstrate their vital roles in engaging their students with the texts. Activating the students' background knowledge serves to connect the students' existing knowledge with the new knowledge constructed from the interactions with the texts discussed in the class. Similarly, discussing the goal of the activities prior to reading appears to better prepare the students mentally and cognitively to engage with new knowledge during their reading activities.

The questionnaire data indicate that the teachers also implemented problem-solving strategies: guessing the meaning of the unknown words (88.6%), visualizing information given from the text to help them remember (71.4%), revisiting the text after losing concentration (57.1%), stopping and checking from time to time (31.4%), and managing reading speed (27.1%). The findings on the implementation of problem-solving strategies confirm the previous finding about the students' lack of vocabulary mastery which contributed to teachers' skeptical perception on reading texts in the English textbooks. Consequently, guessing the meaning of unknown words was chosen as the strategy to understand difficult words as well as using non-verbal cues in the form of pictures to understand the content of the texts.

Besides global strategies and problem-solving strategies, the teachers also implemented supporting strategies as well. These included highlighting and underlining important parts (80%), taking notes (70%), translating the difficult word (75.7%), pausing when finding difficult text (38.6%), and summarizing and discussing texts (21%). The three most frequently implemented strategies reflect teachers' efforts to make the students interact with the English texts by locating and jotting down key words and important information. The translation strategies further confirmed the finding about students' low vocabulary mastery, prompting teachers to translate in order to support students' understanding of the texts.

Social Dimensions

The findings about social dimension stem from the teachers' responses to open ended questions about teachers' strategies to manage students' collaborative learning through group activities. The data exhibit wide range of approaches among the participants and cannot be summarized into percentages as each participant provided more than one varied strategy. Strategies employed by teachers to administer group work included: reading in turn through running dictation, reading games, buddy reading (11 teachers), group discussion (9 teachers), dividing texts into paragraphs for each group member (8 teachers), teaching the students scanning and skimming techniques (7 teachers), group reading activity (7 teachers) such as jigsaw (12 teachers), and writing difficult words (5 teachers). Other strategies found were roleplaying (3 teachers), puzzle (3 teachers), reading aloud (3 teachers), SQ3R – Survey,

Question, Read, Recite, and Review (2 teachers), drilling techniques (2 teachers), peer correction on pronunciation (2 teachers), making recount planner (1 teacher), constructing mind maps (1 teacher), employing think pair share (1 teacher), choosing current topic (1 teacher), using audio visual media (1 teacher), story retelling (1 teacher), employing number head together (1 teacher), organizing gallery walk (1 teacher), utilizing mapping clues (1 teacher). Additionally, there were three participants reporting that they never administered group work.

Another finding reveals teachers' strategies to ensuring students complete their group assignments by implementing engagement strategies with three foci: students engage to the activities within and between the groups (35 teachers), control by teacher (34 teachers) and control by students (4 teachers). To ensure engagement within each group and among the groups work well, the teachers emphasize that students actively contribute to their own group and interact with other groups, as written by teacher 1, "they need to listen to each other". The group engagement is also managed by assigning equal responsibility to each group member, as reported by teacher 4, "equal distribution of tasks should be given to each member of the group. The engagement within and between groups is created by "dividing the text into paragraphs, distributing the paragraphs to each group, asking one group to read their paragraph aloud and other groups should listen to the group assigned to read aloud" (teacher 1).

Another important strategy to ensure completion of group tasks involves a control by teacher through "checking pronunciation" (teacher 2), "stimulating students' thinking through picture, video, and deadline" (teacher 3), "offering reward and punishment" (teacher 1), "selecting interesting texts and designing post reading activities" (teacher 1).

The last strategy to engage the students in group work is by involving student control, which can be done by "peer assessment" (teacher 1), "peer tutor" (teacher 2), "choosing a leader for the group" (teacher 1) and "giving extra points to students who were able to summarize every part of reading texts, explain the content of the texts, highlight important part of the texts".

Regarding the teachers' perceptions about the strength of group reading, the data show the benefits of peer tutors to help slow learners (23 teachers). Besides, group reading can help the student improve their reading interest (18 teachers), as well as develop students' understanding of the texts (18 teachers). Additionally, group reading is perceived to improve time efficiency since students can finish their work faster (10 teachers). Only a few responses (6 teachers) expressed skeptical opinions regarding the benefits of group work.

The questionnaire also portrays the shortcomings associated with group activities in a reading class. The teachers have identified several weaknesses of the group reading in terms of group work management (26 teachers), dependence on one of the member (20 teachers), differences in individual competency (8 teachers), student ego (7 teachers), low individual responsibility (5 teachers), ineffectiveness of group work (2 teachers), lack of inference skill (1 teacher), teachers' burden to provide many different texts (1 teacher), teachers' distraction to pay attention to the students equally (1 teacher), and the potential for critical students to be overshadowed by the majority (1 teacher).

Discussion

The purpose of this study was to describe the reading engagement (RE) of Indonesian EFL teachers and students based on four dimensions: behavior, affective, social, and cognitive. The findings of this study showed that teachers had positive perceptions toward the reading activity. These findings provide insight into the bigger picture of teachers' characteristic in terms of their RE and reveal strategies they employ to overcome the challenges in teaching reading and joining in reading classes. As previously discussed in the literature review, RE offers numerous benefits to promote and support the success of literacy movement in Indonesia.

From the findings, it is evident that this study supports the work of other studies in this area linking the relations between teachers' behaviors. Previous research has indicated significant relationships between students' perceptions of their teachers' behaviors encouraging reading engagement, their level of reading enjoyment, their reading self-efficacy, and reading success (Urfali-Dadandi & Dadandi, 2022). Furthermore, additional studies have asserted that students' RE can be determined by teachers' RE (Alrashidi et al., 2016; Merga, 2016; Merga & Gardiner, 2018; Salikin et al., 2017). This study also reveals the increased interest in employing different reading formats including the digital one, which is in line with the findings indicating no particular preference for reading the books (Jones & Brown, 2011). The results also highlighted that the teachers preferred motivational books. These findings may help us to understand the reading materials that capture teachers' interest. They are more likely to find something more enjoyable. Bachtiar (2020) mentioned in his study that such reading preferences might be the indicator for pleasure reading. Regarding the behavioral dimension, the teachers tended to move from reading something unpleasurable towards more interesting reading materials. The current results are significant in portraying relevant reading materials as previously stated.

The results concerning the affective dimension show that the teachers had positive perception toward reading class, viewing reading as an important activity. They expressed enthusiasm and enjoyment in developing reading materials. It can therefore be assumed that the affective dimension of this study showed positive directions toward affections as the teachers became more motivated. Having positive affection in reading might be indicated as having high proficiency. This idea was supported by a study conducted by Tse and Xiao (2014) arguing that readers with high proficiency levels tended to have more positive affection for reading than average readers did, while average readers tended to have more positive affection than readers with low proficiency did.

The outcomes within the cognitive dimension clearly depicted strategies used by teachers to later develop their students' RE. Parsons et al. (2014) noted that teachers had the capability to design contexts and tasks that can help students either decrease or increase their engagement since student engagement is lenient. In both cognitive and social dimensions, this study has effectively illustrated the implementation of various reading strategies and social interactions. The majority of the teachers have already implemented global reading strategy, problem-solving strategy, and supporting strategy through various ways and techniques such as scanning, skimming and jigsaw. In the social dimensions, the study also found that the teachers implemented various grouping activities such as roleplaying, discussion, peer checking etc. Research has indicated that the tasks assigned by teachers are the central aspect influencing

student engagement (Perry et al., 2006). Furthermore, the teachers need to create an engaging environment by encouraging cooperation, positiveness, and tasks that are authentic, collaborative, and challenging. The present study raises the possibility that Indonesian teachers are able to cultivate an engaging environment that can help to increase students' RE since they already have various teaching strategies. Moreover, teachers also played their roles as the central aspect that can support the success of students' RE. Varying reading strategies will also help students to improve their motivation. This idea is supported by Guthrie and Cox (2001) who argued that students who improved in motivation also demonstrate an increase in strategies for reading comprehension. In a nutshell, the findings of this study can be represented in Figure 1, showing the RE model among EFL teachers. The figure shows the profile of RE among EFL teachers viewed from the behavioral, affective, cognitive, and social dimensions.

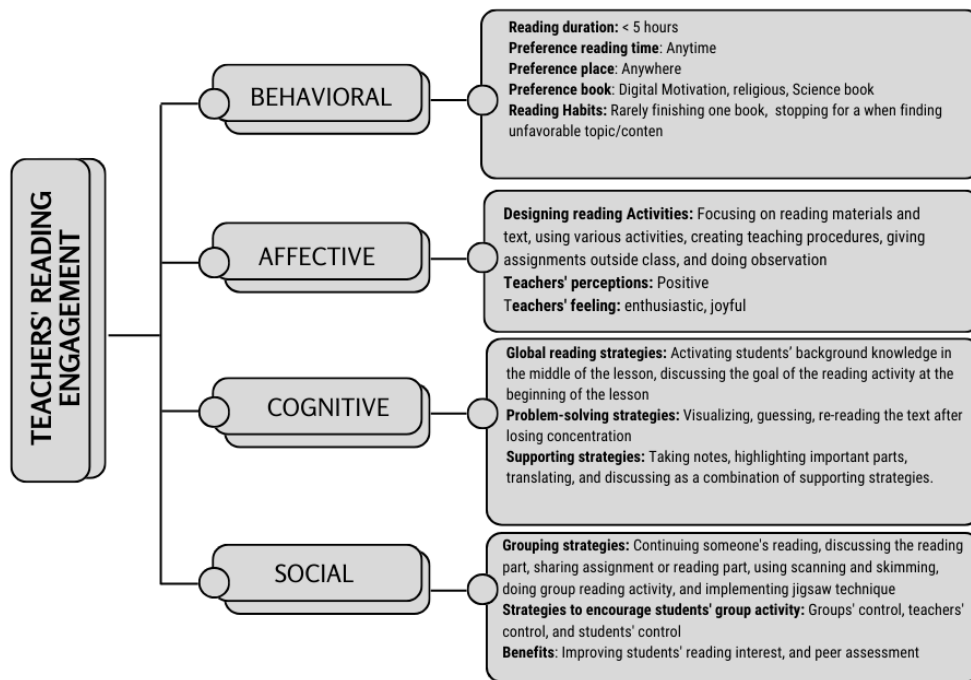


Figure 1. The Dimensions of the Reading Engagement Profile of EFL Teachers

CONCLUSIONS

This study intended to capture the profile of Indonesian EFL teachers' reading engagement. The findings indicated that the teachers have demonstrated a positive perception of reading engagement. The model of reading engagement proposed in this study underscores the teachers' important role in the success of their students' reading engagement, especially for social and cognitive dimensions. Besides, behavioral and affective dimensions also indicated positive attitudes. However, there are some limitations in this study. First, the absence of contextual

factors may limit the depth of understanding. Therefore, future research is recommended to investigate deeper investigation about RE in a more contextualized way.

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