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Investigating the IDLE Habits and WTC of Swedish EFL Learners

A Quantitative Study

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Abstract

This quantitative study aimed to investigate informal digital learning of English (IDLE) habits and willingness to communicate (WTC) among Swedish upper secondary EFL students and whether a correlation could be found between the two. Data was collected through questionnaires containing questions on receptive IDLE, productive IDLE, WTC in the classroom and WTC outside the classroom in digital settings. The participants consisted of 77 EFL students studying both practical and theoretical programs at a Swedish upper secondary school. The results show that Swedish EFL students frequently engage in a number of receptive IDLE activities and less frequently in productive activities. Furthermore, the data collected supports previous findings suggesting that students are more willing to communicate in smaller groups than in front of the whole class. The results related to WTC outside the classroom in digital settings suggest that students are relatively willing to call, text or chat with both native and non-native English speakers. Finally, a correlation was found between the mean values of IDLE and WTC; however, the grade of correlation between IDLE and the different WTC factors varied. Based on these findings, suggestions for future research related to IDLE and WTC both inside and outside the classroom were presented.

Table of Contents

1	Introduction	1
2	Definition of terms	2
2.1	Willingness To Communicate	2
2.2	Informal Digital Learning of English	3
3	Previous research	3
3.1	Communicative Language Teaching	3
3.2	WTC	4
3.2.1	Early Research on WTC.....	4
3.2.2	Later Research on WTC	5
3.3	IDLE	8
3.3.1	Research on EFL Learning and Gaming.....	9
3.3.2	Research on EFL Learning and Music.....	11
3.3.3	Research on EFL Learning and Watching Movies or TV.....	12
3.3.4	Research on EFL Learning and Surfing the Internet.....	12
3.4	Previous Research on WTC and IDLE	13
4	Method	15
4.1	Participants and Context	15
4.2	Ethical Considerations	15
4.3	Instrument	16
4.4	Data Collection and Analysis	17
5	Results	18
5.1	Receptive and Productive IDLE	18
5.2	WTC in the Classroom	20
5.3	WTC Outside the Classroom in Digital Settings	22
5.4	Correlation Between IDLE and WTC	23

6	Discussion	24
7	Conclusions	26
	7.1 Suggestions for Future Research and Pedagogical Implications	26
	7.2 Limitations	27
	References	29
	Appendix	33

1 Introduction

English has, for a long time, been one of the most spoken languages in the world, and is currently number one on the list (Eberhard et al., 2024). Apart from native English speakers, an increasing number of non-native English speakers encounter or use English in their daily lives as the world is steadily becoming more global and digital. According to The Swedish Internet Foundation's 2022 report on how Swedish people use the internet, 100% of Swedes born in the 00s use the internet daily and 98% use social media daily. Furthermore, of the people who participated in the study 79% of students in upper secondary school and 83% in lower secondary, felt that their English had improved thanks to internet use (Andersson et al., 2022).

For a long time, researchers in ESL (English as a second language) and EFL (English as a foreign language) have been interested in how students learn English not only in the classroom, but outside it as well. In the last few decades this interest has extended to how ESL and EFL students use and learn English in digital spaces outside the classroom. A combination of the two fields LBC (Learning Beyond the Classroom) and CALL (Computer Assisted Language Learning) has resulted in the subfield called IDLE (Informal digital learning of English). While the number of studies on IDLE has continued to grow in the last decade, most of the research examines the effects of IDLE on linguistic dimensions such as vocabulary and language proficiency (e.g. Sylvén & Sundqvist, 2012; Jensen, 2017), while only a few studies explore IDLE in relation to other affective variables such as self-confidence, motivation or WTC (Willingness to communicate) (Soyoof et. al, 2021). In L2 (Second language) WTC research, most studies from the last 20 years are highly influenced by MacIntyre et al.'s (1998) model, which aims to explain the individual enduring/trait-like and situation-based factors of L2 WTC. Recently, some researchers have attempted to examine the relationship between some of these L2 WTC factors and IDLE, for example Lee & Dražati (2020) who argued that there was a need for “a more fine-grained scale that can measure L2 WTC in an IDLE context” (p. 689), and then endeavored to construct such a scale. Attempting to contribute to this expanding but limited field of research, the aim of this study is, through quantitative research, to investigate the IDLE habits and WTC of Swedish Upper Secondary EFL students.

Research questions:

1. How frequently do Swedish upper secondary EFL students engage in receptive and productive IDLE activities?
2. How willing are Swedish upper secondary EFL students to communicate in English in the classroom and in digital situations outside the classroom?
3. Is there a correlation between IDLE and WTC?

2 Definition of terms

This section will provide definitions of the terms WTC and IDLE based on previous and current literature related to these topics. Section 2.1. explores the definition of WTC that has been acknowledged and adopted by most L2 WTC researchers since it was introduced. In section 2.2. the term IDLE is defined, and few related terms are explained as well.

2.1 Willingness To Communicate

The first model for WTC (Willingness to Communicate) that was presented in communication research was primarily used for understanding L1 learning (McCroskey & Baer 1985). Around a decade later, MacIntyre et al. (1998, p. 546) argued that these ideas could not be directly transferred to ESL research, and developed a new model which could be applied to ESL learning as well. In their research they define WTC as “a readiness to enter into the discourse at a particular time with a specific person or persons, using a L2” (MacIntyre et al., 1998, p. 547). Since their work was published, this is the definition of WTC that has been used most consistently in language research, and the definition that will be used in this paper as well. As MacIntyre et al. (1998) point out, according to their definition, possessing WTC does not necessarily mean that a person has to communicate with words. It simply means that they feel a desire to communicate in a certain situation or context. In their research, MacIntyre et al. (1998) present a hypothetical situation where an L2 teacher asks a question in the classroom and while only one person at a time can answer, all students who raise their hand are showing L2 WTC. This is an important perspective to bear in mind while reviewing WTC research. While oral communication is often the main way to express WTC that is being presented, it is evidently not the only way to do so, and this needs to be recognized so that WTC is not exclusively viewed as synonymous with wanting to express oneself orally.

2.2 Informal Digital Learning of English

The fact that digital resources have become an increasingly integral part of most societies can be seen in language research as well. In the last decade, research on CALL has advanced considerably and a number of subfields have emerged. One such subfield is IDLE which is defined as self-directed use of English that EFL or ESL students engage in, using digital tools and resources (Lee & Dressman, 2018). EFL students engage in IDLE when they use their phones, computers or other digital devices to watch movies, use social media, listen to music etc, in English. A closely related term is extramural English (EE) which was coined by Sundqvist (2009) and refers to English students' use of English outside the classroom. An important distinction between IDLE and EE is that EE includes non-digital activities as well, e.g. speaking to a family member in English or reading book. As Lee and Sylvén (2020) point out, however, Swedish EFL students mostly engage in EE activities that are digital or in other words LBC (Learning Beyond the Classroom) online, which is essentially the same as IDLE. As these terms are somewhat overlapping, a couple of studies on EE have been included in this paper; however, only those that focus on digital EE activities such as e.g. gaming (Sundqvist, 2009; Sylvén & Sundqvist, 2012; Jensen 2017).

3 Previous research

This section includes previous research on WTC and IDLE. Section 3.1. gives a short introduction to communicative language teaching, aiming to provide background on how these topics relate to current EFL research. In section 3.2., background on early research on WTC is presented, followed by more recent research on the topic. Section 3.3. provides a background on previous research related to IDLE, including a number of studies on what effects digital activities e.g. gaming and using social media might have on language proficiency. Section 3.4. presents research related to current studies of the effects of IDLE on WTC.

3.1 Communicative Language Teaching

In the last few decades, communicative language teaching (CLT) is the approach to language teaching that has dominated both language research and education. CLT has been described as a language teaching approach which “extends beyond the merely grammatical elements of communication into the social, cultural, and pragmatic features of language [...] that

encourages “real-life” communication in the classroom” (Brown & Lee, p. 31). With support from the Common European Frameworks of Reference (Council of Europe, 2020), CLT has been implemented in steering documents on language teaching and learning in most educational contexts all over Europe. This includes the Swedish syllabus for English in upper secondary education, which has been deeply influenced by a communicative approach to language learning for over a decade (Skolverket, 2011). However, teachers have observed that some students have low levels of WTC in the classroom (Nilsson, 2021). Furthermore, Liu and Park write that “[t]oday, in times of rapid globalization of culture, science, economy and education in the 21st century, English has become entrenched as an international communication tool.” (Liu & Park, 2012, p. 35). Being able and willing to communicate in English is not only crucial in an educational context, but for later life as well in both personal and work-life settings. The fact that most societies have become increasingly global and digital in the last decades is reflected in the IDLE habits of EFL learners as well. Since CLT was introduced, the field of research has widened to include EFL communication in digital settings outside the classroom as well as inside it.

3.2 WTC

In section 3.2, previous research on WTC is presented. Section 3.2.1. provides background on early research on WTC in an L2, which has had a major impact on later research. In section 3.2.1., more recent research is presented, which explores several factors that might influence WTC in various contexts.

3.2.1 Early Research on WTC

In early WTC research, McCroskey and Baer (1985) suggest that WTC is connected to personality, and was applied primarily to L1 research. However, only a few years later, MacIntyre et al. (1998) extended the field to include L2 learning as well and in their research, they argue that WTC depends both on personality and situation. In their article, they present a six layered pyramid shaped model explaining the individual variables which can influence WTC in a L2 (see figure 1 below). MacIntyre et al. suggest that some of the variables influencing an L2 are related to personal traits, e.g. L2 self-confidence, communicative competence or personality, while other variables are connected to outside factors such as intergroup climate, social situation or intergroup attitudes. The layers at the bottom of the pyramid contain enduring, stable influences, such as personality and intergroup climate,

which generally do not change over time or in different communication situations. The layers higher up in the pyramid on the other hand, include influences that are situation-specific, e.g. desire to communicate with a specific person. These influencing variables presented in each layer are then broken down and discussed in greater detail, as most variables consist of several components. It is concluded that there are two main factors which decide whether someone is at the stage where they are ready to actually communicate when the opportunity arrives. The first factor is that the person has something they want to express and the second that they feel confident they can express it. However, to fully understand what makes a learner ready to engage in communication at that stage, one needs to consider which underlying individual variables are influencing their decision. Regarding this, MacIntyre et al. (1998) propose that their model can be useful in further WTC research and pedagogy when explaining learners' individual differences.

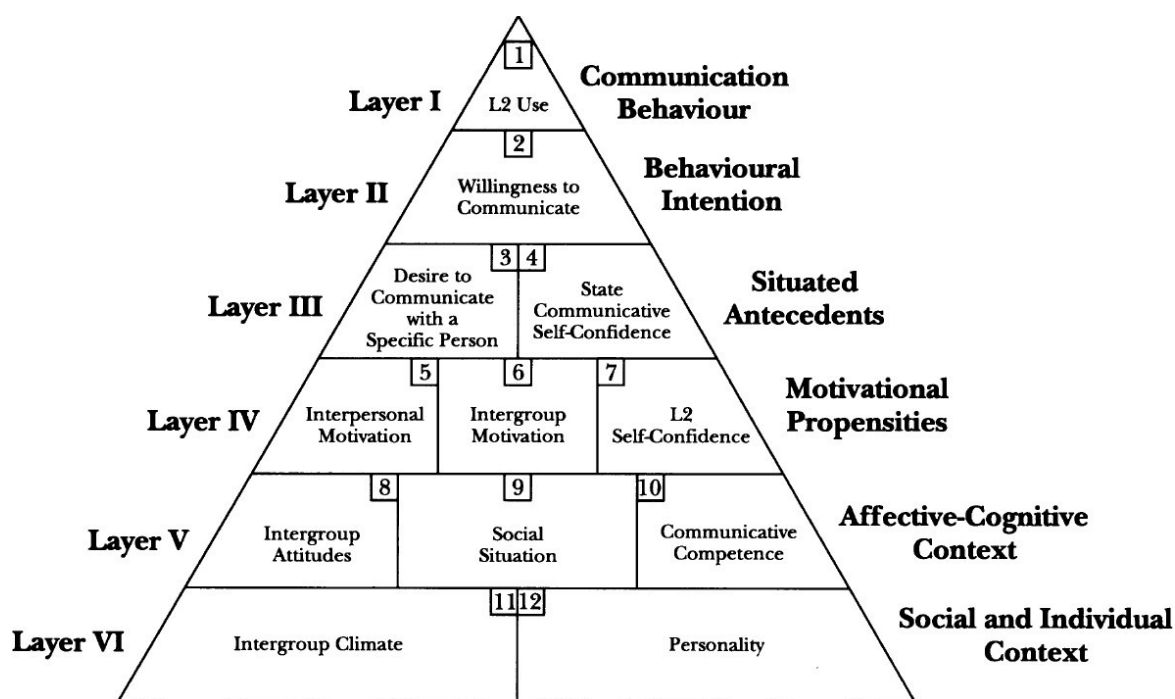


Figure 1. Heuristic Model of Variables Influencing WTC (MacIntyre et al., 1998)

3.2.2 Later Research on WTC

Since the work of MacIntyre et al. (1998), a substantial amount of research on WTC in an L2 has been published and most of it has, to some extent, been influenced by their model. Studies referring to their model have been conducted on both the trait-like aspects e.g. self-confidence, motivation and L2 anxiety (Yashima, 2002; Kim, 2005; Pae, 2011) and situation-

like aspects such as interlocutors and classroom situations (Cao, 2014; Başöz & Erten, 2019).

Focusing on the trait-like aspects, Yashima (2002) conducted a study on what affective variables she believed could influence WTC in a Japanese EFL context. The participants in this study were 389 Japanese university students majoring in information science, where 71% were males and 28% were female. As part of their program the students had to attend a foreign language course and the participants in this study had all selected English. The participants were given questionnaires containing questions related to attitudes and motivation and EFL. The method and measurements used in the study builds on a framework based on the WTC model by MacIntyre et al. (1998) as well as the socioeducational model (Gardner, 1985 in Yashima 2002), however, some aspects have been adjusted to more effectively examine factors specific to the Japanese EFL context. One variable that is presented by Yashima (2002) is international posture, which is described as a combination of a number of underlying factors such as international friendship orientation, interest in international affairs, etc. The results in the study suggest that international posture and L2 communication confidence are two variables that can directly influence WTC. Furthermore, WTC may be affected indirectly by international posture through motivation, which according to the results affect WTC directly as well. Yashima (2002) concludes that to enhance WTC, EFL teachers should focus on two goals, the first being to encourage students' interest in cultural and international activities connected to EFL, and the second to help students establish communication confidence and reduce language anxiety.

In a study by MacIntyre and Charos (1996), the results show that students who are more motivated to learn an L2 are more willing to use the language and, furthermore, that students who are more willing to communicate are more likely to participate in L2 communication. Several other researchers have investigated the relationship between WTC and motivation. In one study on predictors of L2 communication, Kim (2005) claims that L2 communication frequency can be affected by WTC and that the causes of WTC are perceived competence and L2 anxiety. Another factor that is directly affected by perceived competence is motivation, which in turn directly affects L2 communication frequency (Kim, 2005). Pae (2011) confirms these findings in a study on influencing factors of WTC and English use among Korean EFL learners. His results show that L2 anxiety and perceived competence affect both WTC and actual English use. However, the results of Pae's (2011) study additionally show that while motivation had a direct effect on the participants' WTC, it only indirectly affected their actual English use. Other factors that directly influenced the learners actual L2 use were topic

familiarity and what methods the teachers were using. According to Pae, however, these classroom factors did not directly influence the Korean students' WTC.

A number of studies have been conducted on WTC and what MacIntyre et al. (1998) describe as situation-like aspects, such as interlocutors and classroom situations. Cao and Philp (2006) conducted a thorough study on the differences between whole class, group and dyadic L2 WTC, using a questionnaire, classroom observations and interviews. The participants were a group of university students who were studying an intensive EFL program at a school in New Zealand. The results show a discrepancy between the self-reported WTC and actual classroom behavior which Cao and Philp (2006) suggest, is because the classroom behavior in all three situations (whole class, group, duos) was influenced by both trait-level and situation-level WTC. For example, a student who has reported in the questionnaire that they have high WTC, might still not interact in a particular situation in the classroom due to state-like factors such as group size and interlocutor participation. Furthermore, Cao and Philp (2006) point out that the items in the questionnaire were not specifically asking about classroom WTC which might explain the discrepancy further depending on how the participants interpreted the questions, as there can be a considerable difference between classroom interaction and other WTC situations. Cao and Philp (2006) found that a number of situational factors affected the participants' decisions to interact with others. The participants preferred a lower number of interlocutors and were more inclined to speak in the dynamic situations where they worked in pairs of two, than in whole class. According to the self-reported data, they also preferred to speak to friends than to classmates they knew less well. Interestingly, all students reported that self-confidence was a significant reason as to why they participated less in the whole class discussions, even the two students who were most active in these situations. Contrary to the results in Pae's study, the results in this study show that there can be a complex relation between topic and WTC. One of the students in the study by Cao and Philp (2006) said that knowing the topic in advance led to them being over-prepared which resulted in less willingness to participate in the group discussion, while another student reported that knowing the topic in advance helped them gain confidence to participate more. However, Cao and Philp (2006) conclude that having a topic that is interesting is crucial to encourage WTC in any classroom discussion.

Wanting to investigate what factors EFL learners themselves feel affect their WTC in the classroom, Başöz & Erten (2019) carried out a large-scale qualitative study at a Turkish university, interviewing 32 EFL learners. "Classmates" is the factor influencing WTC that is mentioned by the highest number of students. One student claims that as her classmates are

often reluctant to speak English, which could be related to the factor "L2 anxiety"; her own enthusiasm for speaking English is affected as well. Several students report that some of their classmates tend to laugh when someone makes a mistake in class which understandably affects their WTC. This could also be related to the factor "fear of being ridiculed" which is discussed by numerous students. Furthermore, the results suggest that "L2 motivation" is an important predictor of WTC or unwillingness to communicate. Similarly to what is concluded in other studies on WTC (e.g. Cao & Philp, 2006; Cao 2014), the participants in this study report that they are more willing to communicate if the topic is familiar and/or interesting. Lastly, a few students mention linguistic factors as predictors of WTC, saying that their WTC has increased as they have learned to pronounce words correctly, or as their vocabulary has grown.

Since MacIntyre et al (1998) presented their model on WTC, many researchers have explored the subject further and in different contexts. Recently, the researchers seem to agree that neither trait-like nor situation-specific variables alone influence WTC but that these combined influence WTC depending on the context or learner, and that this can change over time. In a recent article, MacIntyre (2020) discusses how WTC research has developed over the years, revisits the model and attempts to expand on his earlier research with a dynamic approach on WTC. In this new article, MacIntyre concludes that while his previous research focused on stable or situational factors, WTC can be more complex than that. He writes that future research should focus more on how WTC can fluctuate over time, especially in short periods of time, as research indicates that WTC can change even during time periods as short as just a conversation. While researchers seem to agree that WTC can vary over time and in different contexts, some influencing factors seem to be recurring among learners, e.g. motivation, topic, language anxiety and interlocutors.

3.3 IDLE

Before the term IDLE was introduced, digital learning of English outside the classroom was discussed in other terms e.g. EE (extramural English) or OILE (Online Informal Learning of English). While EE includes non-digital learning as well, e.g. reading books or communicating with family and friends in real life, several studies on EE focus on digital activities such as gaming, watching television or using social media. As digital EE and IDLE essentially describe the same EFL situations, research on digital EE is discussed in this paper

as well. As Soyoo et al. (2021) state, IDLE can be used as an umbrella term when examining how students learn English informally in different digital contexts. While formal classroom teaching is often restricted to a few hours per week, most EFL learners engage in IDLE far more. This section is divided into four categories, containing previous research on four different digital EE or IDLE activities and what effects these can have on EFL learning.

3.3.1 Research on EFL Learning and Gaming

In the last decade, several studies have been published on what effects playing online games can have on EFL learning. Some studies have found a significant relation between high amounts of time spent on gaming and language proficiency (e.g. Sundqvist, 2009; Sylvén & Sundqvist, 2012; Jensen (2017)). Other researchers discuss the opportunities video games might present for collaborative learning outside the classroom and how this might affect EFL learning. Sylvén and Sundqvist (2012) write that when learners play online games with other English speakers, they often have to collaborate with native English speakers or other EFL learners who are more or less experienced than them, both in English and in how to play the game. Expanding on this, Sylvén and Sundqvist (2012) draw parallels between how the more experienced players help newer players and Vygotsky's idea of the zone of proximal development. Furthermore, it is described how learners have to collaborate by writing or speaking in their L2 to solve problems together when playing, and that when they are communicating in these contexts several linguistic strategies might be used such as e.g. negotiation of meaning. Several researchers discuss the importance of learners being able to practice producing output to avoid only having a passive understanding of the L2. Sylvén and Sundqvist suggest that playing collaborative online video games can provide great opportunities for learners to produce such output. The same conclusion is drawn by De Wilde et al. (2019) who add that these situations also provide opportunities for authentic L2 communication.

In the study where she introduces the term EE, Sundqvist (2009) investigates how digital EE activities such as playing online role-playing games, listening to music, watching TV or films and surfing the internet affect L2 OP (oral proficiency) and vocabulary. In this comprehensive study, Sundqvist collected materials in eight different ways, including questionnaires, language tests, language diaries and finally interviews. The study was conducted during a year, with 74 participants in the ages 15-16 from four different Swedish schools, most of whom had Swedish as their first language. Results from the questionnaires

and language diaries show that listening to music was the EE activity students spent the most time on, followed by playing video games. The study shows significant differences between genders, one being that boys spent more time than girls playing video games. While the results show an overall statistically significant positive relation between EE and OP, these results vary when examined on a class level which is explained when comparing the results of by gender. Sundqvist concludes that EE seems to affect OP to a higher degree among boys than among girls. Examining the relation between EE and OP scores, the results only show a significant relation for students with the lowest OP scores and not the students with higher OP scores. Sundqvist suggests therefore, that encouraging students with low OP to increase their time spent on EE could be beneficial for OP. When ranking the influence of EE activities on vocabulary, playing video games is established as the most important among the activities, followed by surfing the internet. The results examining EE activities influence on vocabulary proficiency show a significant difference between boys and girls, where a significant positive relation could be found for the boys but not for the girls. Furthermore, the results show that the boys spent more time on the two most important influencing activities, playing video games and surfing the internet. The study also shows that the boys outperformed the girls on the vocabulary tests which, Sundqvist suggests, could be linked to time spent on these EE activities.

Similarly, Sylvén and Sundqvist (2012) found differences between young boys' and girls' gaming habits and their effects on L2 proficiency in a study on 86 Swedish EFL learners in the ages 11-12. The students were divided into the three groups non-gamers, moderate gamers and frequent gamers, where the non-gamer group included twice as many girls than boys, while the frequent gamers group consisted almost exclusively of boys. The results show that the scores on the L2 vocabulary test are highest in the group of frequent gamers, a little lower among moderate gamers and lowest among non-gamers. When examining the participants' results on the Swedish national tests on reading and listening comprehension, similar results are presented, with the frequent gamers scoring highest and so on. Worth noting is that no significant difference can be seen between the two gender groups' results on the reading and listening comprehension tests. However, similarly to the results in Sundqvist (2009), the boys outperformed the girls on the vocabulary tests in this study as well. One explanation for this might be that the type of games played by the two groups differed as well as the time spent playing. The boys played more interactive games with a richer output of the target language compared to the games played by the girls (Sylvén & Sundqvist, 2012). Both Sylvén and Sundqvist (2012) and Jensen (2017) have found that

young learners who are frequent gamers have a larger English vocabulary than non-gamers before or at the beginning of participating in formal EFL learning. While several studies have shown that gaming may positively affect L2 proficiency and other language learning outcomes, there are limitations.

Cobb and Horst (2011) report that long periods of playing games is necessary if new words are to be properly incorporated in a learner's vocabulary. Furthermore, Olsson and Sylvén (2015) were not able to find a long-term positive effect of frequent gaming on academic vocabulary.

3.3.2 Research on EFL Learning and Music

In Sundqvist (2009), both questionnaires and language diaries confirm that listening to music was the EE activity learners spent most time on. Furthermore, when ranked in order of overall influence on OP, it is established that listening to music had the highest influence among the digital EE activities. Listening to music is an EE activity that differs from the other activities which are commonly discussed in digital EE and IDLE research. In the past, it might not have been viewed as a digital activity at all. However, today most young people listen to music in their mobile phones using different streaming services or apps such as Spotify or YouTube. Therefore, listening to music could be considered an IDLE activity in some contexts.

Sundqvist (2009) found a positive correlation between listening to music and vocabulary proficiency among young EFL learners, however, not as strong as the correlation between vocabulary and other EE activities. In a study by De Wilde et al. (2019), the results show a significant negative relation between how much time young children spent listening to music and receptive vocabulary, reading comprehension and writing. The results indicate that more time spent listening to music in English is related to lower overall language proficiency. Sundqvist (2009) considers the complexity of music as EE and whether it should be considered an active or passive activity. She points out that it is difficult to know how much learners are paying attention to the language while they are listening to a song, as several students in her study reported that they often listen to music while engaging in other activities. It is suggested that this might be a reason why listening to music seems to have a lower effect on students' vocabulary compared to other EE activities. On the other hand, several students reported in their language diaries that they often write down and then translate the lyrics when listening to a song, which is clearly an active activity (Sundqvist, 2009). Since Sundqvist's study was published, lyrics have become even more easily accessible as several apps and

streaming services provide the lyrics of a song together with the music. This makes it easier for learners to pay attention to the language in written form while they are listening, should they want to. While a few studies have been conducted examining the EFL proficiency among music students or music in the EFL classroom (Dai et al., 2015; Mannarelli & Serranno, 2024; Kennedy, 2014), there is a clear lack of research on music as an IDLE activity. As it has been repeatedly established that many young learners spend a considerable amount of time listening to music in English, it could be interesting if future research were to further examine whether this type of EFL input might have any effects on EFL learning.

3.3.3 Research on EFL Learning and Watching Movies or TV

Several studies show a positive relation between watching movies or TV and L2 vocabulary skills (e.g. Sundqvist, 2009; Jensen, 2017; Kuppens; 2010). Both Kuppens (2010) and Jensen (2017) point out that in many small European countries, e.g. the Nordic countries and the Netherlands, tv-shows and movies are rarely dubbed. As TV and movies are important parts of youth culture, and culture in general, many students spend a lot of time watching these types of media, which means that they are exposed to high amounts of authentic and varied English language input (Webb & Rogers, 2009). Furthermore, Webb and Rogers (2009) suggest that learners are not likely to view TV-shows where they do not understand the language. With subtitles, however, they are not limited to media where the L2 is on their level of understanding, but can instead choose to watch something based on their preference. With the growing availability of streaming services and content, learners today can choose even more freely what movies or TV they want to view, and they can often choose to add subtitles in their own L1 or in English. The study by Jensen (2017) showed a positive relationship between time spent watching TV in English and vocabulary proficiency among students aged 8-10. In her study on older students, aged 15-16, Sundqvist (2009) reports similar results as watching TV to be the digital EE activity having the second highest relative importance on OP, after listening to music.

3.3.4 Research on EFL Learning and Surfing the Internet

Surfing the internet might be the area of IDLE that has developed most since the concepts of EE and IDLE were introduced. In 2000, the Swedish internet foundation reported that 60% of the Swedish population had internet access to some extent. At this time, the internet was mostly used for work or schoolwork and it is reported that only 20% of the population used

the internet weekly for general browsing (Findahl, 2000). A decade later, the yearly report shows that 85% of the population have internet access. However, most people still use their computer or laptop whereas only 16% have internet access in their mobile phones (Findahl, 2010). Nevertheless, among young people, high numbers of daily internet use were reported, i.e. 81% among the 12-15 year-olds and 92% among 16-24 year-olds. In Sundqvist's (2009) study, 88% of the 15-16 year-old participants report that they use the internet in their spare time. Sundqvist points out that this digital EE activity is exceptionally broad and therefore difficult to oversee properly. While many of the students write that they surf Swedish websites more than English ones, she suggests that all students surfing the internet probably encounter the English language to some extent. According to Sundqvist (2009) surfing the internet was the third most important digital EE activity in relation to OP score. Kuppens (2010) on the other hand, could not find any positive relation between L2 learning and internet use. However, he did consider the possibility that this might change in the future. Furthermore, Kuppens (2010) points out that the internet can give learners opportunities to form new networks on a global level with others who share their interests. De Wilde et al. (2019) found that using social media in English can be an important predictor of overall L2 proficiency. They claim that using social media in English can offer great opportunities for interaction and authentic EFL communication. As stated in the introduction, the 2022 the yearly report on Swedish people's internet use, showed that 100% of the population in the ages 13-32 use the internet daily (Andersson et. al, 2022). Furthermore, it showed that social media and watching YouTube were the most popular ways to use the internet in these age groups. Furthermore, the report shows that 79% of students in Upper Secondary School (Gymnasiet) think that their English proficiency has improved due to internet use, and 72% of the parents agree. However, as little research has been done on the effects of internet or social media use on English language proficiency, it is difficult to say how accurate these estimations are.

3.4 Previous Research on WTC and IDLE

While the field of research on the effects of IDLE, and not least how IDLE might affect WTC, is still relatively small, some studies have been conducted where these topics are examined. According to Sundqvist (2009), learners who engage more in EE activities can have a more positive attitude toward learning English, a motivational factor that is crucial for effective language learning and by extension WTC. Furthermore, Sundqvist writes that participants

who spent more time gaming were less anxious about speaking English than the participants who played online games less or not at all. As language anxiety is one variable that has been shown to greatly influence WTC, this indicates that there could be a positive relation between gaming and WTC.

Leona et al. (2021) found that exposure to entertaining English language media positively affected students' linguistic self-confidence, another variable that is essential for L2 WTC. Lee and Lee (2019) investigated how a number of affective factors as well as virtual intercultural experiences affected L2 WTC among South Korean undergraduate EFL students. Their results show that self-confidence significantly correlates with L2 WTC, not only inside and outside the classroom, but in digital settings as well. In a study of 183 Indonesian EFL learners in the ages 18-36, Lee and Drajadi (2019) examine the relation between a number of WTC variables and IDLE activities. The results show a significant correlation between all IDLE activities and WTC variables. However, only productive IDLE activities were found to significantly predict learners L2 WTC. Furthermore, the results show a strong positive relation between WTC and the motivational factor grit, which the researchers suggest could be an important predictor of WTC and a variable that should be examined further in future research. Additionally, the results indicate that productively engaging in IDLE can have an impact on L2 WTC in non-digital settings. In other words, IDLE might not only have an impact on EFL outside the classroom but inside it as well (Lee & Drajadi, 2019).

Investigating WTC among Thai learners, Reinders and Wattana (2015) asked five students to play digital games where they had to communicate in English and then interviewed them asking questions about their experience. The results show that a majority of the participants felt less anxious and more confident using the L2 the longer they played and the more they communicated. Reinders and Wattana (2015) point out that game-playing often encourage risk taking, which is an important part of language learning and a factor that can affect students WTC. This is in line with research by Lee and Lee (2019) who have found a positive correlation between risk-taking and L2 WTC. Additionally, Reinders and Wattana (2015) argue that there is a general learning culture in Thai educational contexts which does not encourage learners to make mistakes as part of language learning. While playing games in the study, however, the participants expressed that they felt more free to relax and use the language without reflecting on e.g. grammatical errors. Early studies on IDLE or digital EE have mainly focused on the effects of gaming or general IDLE use and language proficiency or WTC.

In a recent study, however, Lee and Dressman (2018) present results that suggest that not only quantity, i.e. time spent, affect WTC but that quality and diversity of IDLE can contribute to WTC and vocabulary scores as well. Furthermore, they claim that IDLE can offer learners opportunities to “build their own invisible university of rich and authentic multimodal resources” (Lee & Dressman, 2018, p. 443), which can be an important complement to formal EFL learning. However, the researchers highlight that not every IDLE activity has equal impact on L2 WTC or proficiency and future research should therefore focus on investigating what IDLE activities can in fact be beneficial for EFL learning.

4 Method

The following sections include information on how the presents study was conducted. A quantitative method was used to answer the research questions. The data was collected through an online questionnaire with questions related to IDLE habits and WTC. Section 4.1. and 4.2. presents the participants and context, and the ethical considerations that were taken into consideration. Section 4.3. account for the instrument and scales used when collecting the data. Finally, section 4.4. describes the data collection and analysis process.

4.1 Participants and Context

To collect the data for this study, 85 Swedish upper secondary school students were given a survey with questions regarding IDLE use and WTC. As the aim of the study was to investigate WTC among EFL learners, the answers from eight students were later excluded because they reported that English was their native language. Consequently, the data that was analyzed consisted of information from 77 students. The participants attended a Swedish upper secondary school in the Västra Götaland region and were all in the ages 16-19. The participants of this survey were chosen by convenience (McKay, 2006). However, aiming to ensure external validity and generalizability an effort was made to survey a group of students that was as representative as possible of a larger population (McKay, 2006). The participants therefore consisted of both female and male students from both theoretical and practical programmes from year 1-3 in a Swedish upper secondary school.

4.2 Ethical Considerations

The guidelines for ethical research publish by The Swedish Research Council (Vetenskapsrådet, 2017) were considered when this study was conducted. Participation in the

study was voluntary and prior to answering the questions, the students were informed of the aim and purpose of the study. Furthermore, they were ensured that their answers would be handled anonymously, informed of approximately how long it would take to answer and who to contact if they had further questions. The students then had to confirm that they wanted to participate before they could continue to the questionnaire. No sensitive information that could risk exposing the participants was collected.

4.3 Instrument

To collect the data, quantitative instruments were used. For a detailed overview of the questionnaire, see appendix.

Researchers have suggested that to measure actual WTC and use of IDLE, quantitative studies such as observational studies, language journals and longitudinal ethnographic studies could be beneficial (Lee & Dressman, 2018; Lee and Lee, 2019; Soyoof et al. 2021). However, as the time and resources were limited, the data collected in this study rely on self-reported WTC and estimated time spent on IDLE activities based on quantitative data. Information was collected on four different topics: (1) Use of receptive IDLE, (2) Use of productive IDLE, (3) WTC inside the classroom, and (4) WTC outside the classroom in digital settings. The two sections on IDLE included questions that aimed to map out students' IDLE habits.

These questions were adopted from the items in a similar study by Lee and Drajadi (2019). To ensure content validity, Lee and Drajadi (2019) asked four CALL researchers to provide feedback on their questionnaire before it was distributed to the participants. The first six questions were related to receptive IDLE and the next six to productive IDLE. The frequency scale that was used to ask how often the participants engaged in IDLE activities was a 6-point Likert scale (1=Less than once a month; 6=Several times a day). As the aim was to collect answers that represented the participants' time spent on IDLE as accurately as possible, a 6-point Likert scale was used so that a wide range of options could be included. To measure WTC in the classroom the participants were asked to estimate how willing they would be to use English in different situations including communication with the whole class and in a smaller group or dyad.

The students were asked to rank their willingness on a 5-point Likert scale (1=not at all willing; 5= entirely willing). The 5-point scale was selected as it corresponded well with the range of alternatives that seemed suitable for answering the questions. On one hand,

students could answer that they were not at all willing or probably not willing, on the other hand that they were entirely willing or probably willing, and lastly, they could also choose the middle option maybe willing, if they were unsure about a question. The same 5-point scale was used to examine WTC outside the classroom online, where the participants were asked how willing they would be to communicate with friends, native English-speaking strangers or EFL strangers on social media and while gaming. These items were inspired by the questions in Lee and Drajeti (2020). Finally, one stand-alone open question related to IDLE was included, asking whether the participant used English in any other context than the ones mentioned above. This question was included to see if any significant, general factor had been overlooked when constructing the survey.

4.4 Data Collection and Analysis

The data was collected during the spring semester of 2023, during the researcher's teacher training course. The surveys were administered during the participants regular English lessons with approval from their teacher. The students all had access to computers or smartphones and were provided with a link to a form with the survey. The questionnaire also included a short text explaining the terms WTC and IDLE. As the participant's levels of English proficiency varied and all of them were fluent in Swedish the survey was conducted in Swedish. As Dörnyei and Taguchi (2010) states, using the participants' first language can both increase the quality of the data collected, as well as promote participation. The data was then downloaded to Excel where the response options were coded. The ones related to IDLE were given a value between 1–6 as a 6-point scale was used when collecting these answers. For the questions related to WTC, the response options were given a value between 1–5 as a 5-point Likert scale was used to measure these items. The data was then analyzed, finding the mean values of the different items and correlation between IDLE and WTC.

Table 1. Scales for Measuring IDLE and WTC

IDLE	WTC
Less often than once a month = 1	Not at all willing = 1
Once a month = 2	Probably not willing = 2
Once a week = 3	Maybe willing = 3
2-3 Times a week = 4	Probably willing = 4
Once a day = 5	Entirely willing = 5
Several times a day = 6	

5 Results

The results of this study is presented in three separate sections. The first section includes data on both the receptive and productive IDLE activities and compares the two. Furthermore, it includes answers on the open-ended question in the questionnaire which was asked to investigate whether the students engaged in any IDLE activity that the researcher had not mentioned. The data on WTC is divided into two sections, the first of the two describes WTC in the classroom and the second describes WTC outside the classroom in digital settings. The final section provides comments on the correlation between WTC and IDLE.

5.1 Receptive and Productive IDLE

The mean values on how much time the participants spent on different IDLE activities are presented in table 2. The mean values are moderately high or high for all receptive activities except for item 2 ($M = 1.71$) which indicates that listening to podcasts in English is not a very popular IDLE activity among Swedish EFL learners. The activity showing the highest mean value is item 1 ($M = 5.38$), followed by item 5 ($M = 5.23$) with the majority of the students reporting that they listen to music and view content on social media several times a day. Moderately high numbers are also presented for item 4 ($M = 4.23$) and item 3 ($M = 4.00$) which suggests that most Swedish Upper Secondary EFL students view video content on YouTube or movies and TV in English with English or no subtitles around 2-3 times a week. Gaming is undoubtedly the IDLE activity that has been researched most thoroughly to date. The mean value of how often the participants in this study played video or mobile games in English ($M=3.61$) corresponds to between once a week and 2–3 times a week. A closer examination of the data on gaming shows that 14 of the 19 students who reported engaging in

this activity several times a day (6 on the scale) had a WTC mean value of 4 or higher (on a 5-point scale).

Mean values for the productive IDLE activities were considerably lower, indicating that learners are less active and more passive when engaging in IDLE activities. The item that scored highest is item 4, sharing digital content ($M = 3.00$), which is arguably the least productive of the six items as learners do not necessarily need to actively produce new English while engaging in it. The productive IDLE activities all generated lower mean values than any of the receptive activities except for listening to podcasts. Item 2 ($M = 1.79$) were scored the lowest, indicating that the majority of Swedish EFL learners rarely make calls or video calls where they communicate in English.

The last question in the questionnaire was an open question asking whether the participants usually used English in any other way than what had been mentioned above to see if any major IDLE activity had been missed. A few students reported that they had English speaking friends or relatives. Two of the 77 participants reported that they sometimes write books, poems or song lyrics in English in their spare time. Furthermore, a number of students wrote that they sometimes include English words in a sentence when speaking with or sending a message to Swedish speaking friends, i.e. code switching (Gardner-Chloros, 2009). Other than this, the participants did not mention any additional IDLE activities.

Table 2. Mean Values of Time Spent on IDLE

<u>Time spent on <i>receptive</i> IDLE (6-point scale)</u>	
Item:	Mean:
1 (I listen to music)	5.38
2 (I listen to podcasts)	1.71
3 (I watch movies/TV)	4.00
4 (I watch YouTube videos)	4.23
5 (I view content on social media)	5.23
6 (I play video games)	3.61

Time spent on *productive* IDLE (6-point scale)

Item:	Mean:
1 (I chat with people on social media)	2.58
2 (I make calls/video calls)	1.79
3 (I create content online)	2.18
4 (I share other people's content online)	3.00
5 (I contact native English speakers)	1.97
6 (I contact non-native English speakers)	1.83

5.2 WTC in the Classroom

Mean values for WTC in the classroom are presented in table 3 below. The results show that the students were most willing to communicate when engaging in a group discussion (Item 3, $M=3.87$) or when speaking freely with a friend or a few friends during the lesson (Item 1, $M=3.85$). The mean values reported in these two situations are close to 4 which corresponds to probably willing in the questionnaire. The difference between the mean value of these two items was close to non-existent, suggesting that students feel similarly about participating in a group discussion in English and speaking freely to a friend or a group of friends during a lesson. For item 3, 36% of the students reported that they were entirely willing and 30% that they were probably willing, with as few as 4% reporting that they were not at all not willing.

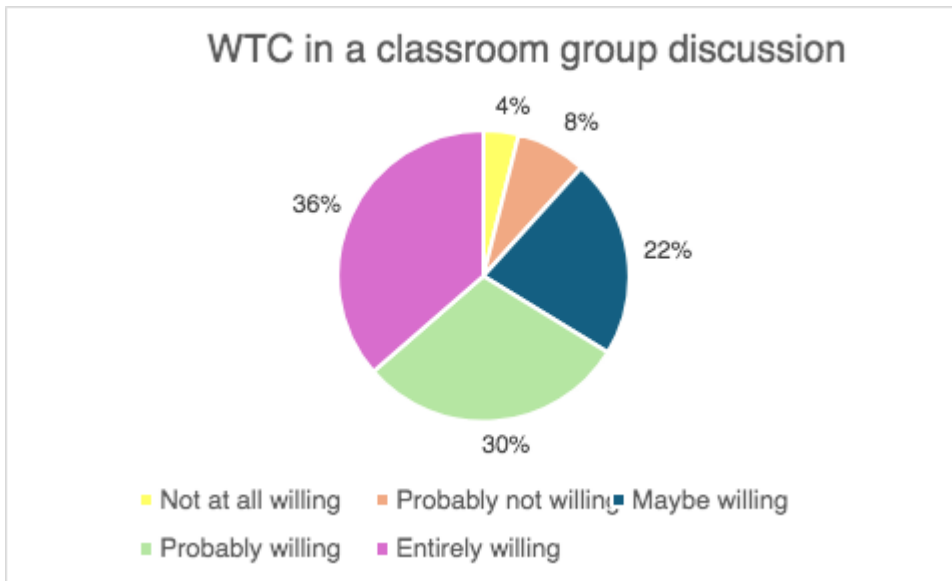


Figure 2. WTC in a Classroom Group Discussion

In contrast, item 2 ($M=2.80$) produced the lowest mean value indicating that students have relatively low WTC when given the opportunity to speak English in front of the whole class during a lesson. 23% of the students reported that they were not at all willing to speak English in front of the whole class during a lesson and only 13% answered that they were entirely willing. However, as figure 3 shows, the results for this item are divided relatively evenly over the five answers, showing that most students did not have high or low WTC when speaking in front of the whole class, but somewhere in between.

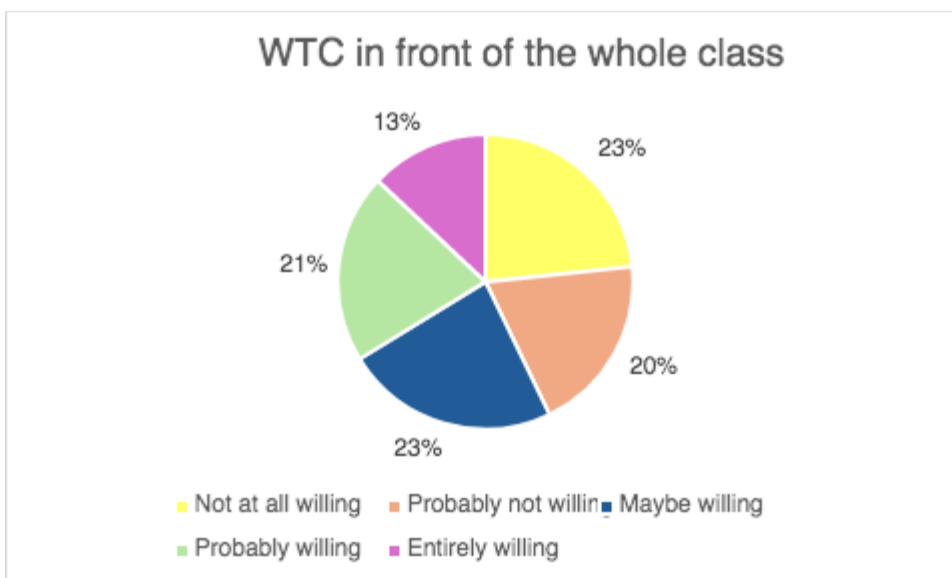


Figure 3. WTC When Speaking in Front of the Whole Class During a Lesson

The mean values for the items concerning WTC in the classroom indicate that EFL learners are more willing to communicate in a small group than in front of the whole class.

Furthermore, the mean value for item 4 was slightly higher than for item 2. This suggests that learners are more willing to speak in front of a large group of people during class when they are prepared i.e. doing a presentation, than in a classroom situation where they are not prepared, e.g. when the teacher openly asks for an answer to a question.

Table 3. Mean Values for WTC inside the Classroom

<u>WTC inside the classroom (5-point scale)</u>	
Item:	Mean:
1 (Speaking freely with a friend/smaller group)	3.85
2 (Speaking in front of the whole class)	2.80
3 (Participating in a group discussion)	3.87
4 (Doing a presentation in front of a large group)	3.28

5.3 WTC Outside the Classroom in Digital Settings

For WTC outside the classroom in digital settings, the mean value is somewhere between three and four for all items except item 4 (M=2.90). In the questionnaire, this corresponds to somewhere between maybe willing or on some items closer to probably willing. The value for item 3 (M=3.38) is slightly higher than for item 4, indicating that Swedish EFL students are more willing to leave comments on friends' social media posts than on strangers' posts. There is close to no difference between the mean values on item 1 (M=3.62) and item 2 (M=3.58), suggesting that students do not have higher or lower WTC depending on whether they are communicating with a native or non-native English speaker. As we can see in figure 4, a majority of the participants were entirely or probably willing to communicate with native English speakers via social media such as Snapchat or Discord. This is interesting considering the low mean values on item 5 and 6 in the section on time spent on productive IDLE. These numbers indicate that while students rarely use social media to contact English speakers, they have high WTC when they chat with an English speaker on social media. The mean value for item 5 (M=3.01) is as close to three as possible, which corresponds to maybe willing. This suggests that the participants were uncertain of how they feel about speaking English when

calling someone, an uncertainty that could perhaps be related to the fact that they reported spending very little time on this IDLE activity (see section on IDLE). In conclusion, no item generated a remarkably high or low mean value, and the mean values for WTC outside the classroom in digital settings are similar to those of WTC in the classroom. However, while the mean values were relatively similar, some questions generated mostly higher numbers (see figure 2) while the results were more scattered on other questions (see figure 3).

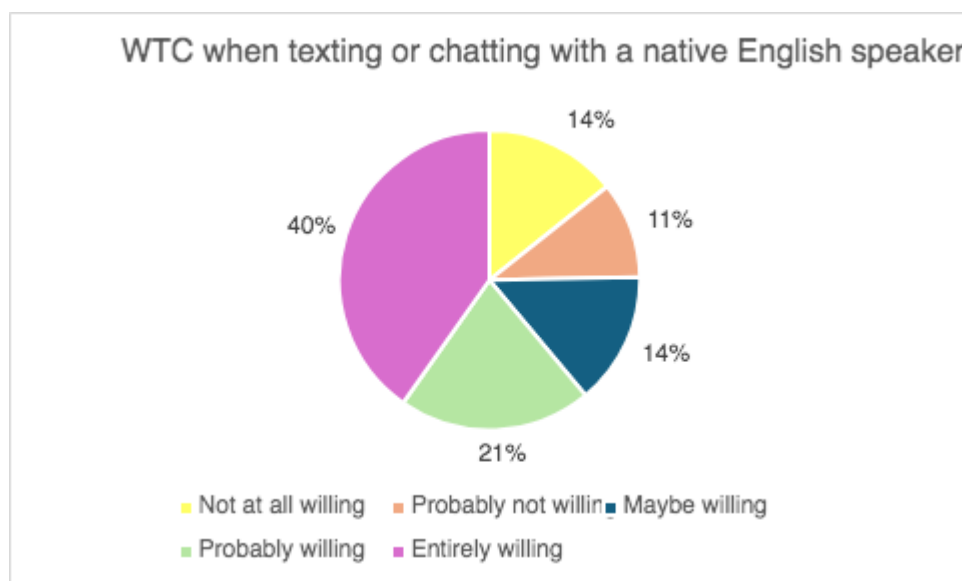


Figure 4. WTC When Texting or Chatting on Social Media With a Native English Speaker

Table 4. Mean Values for WTC Outside the Classroom in Digital Settings

Item:	M:
1 (Text/chat with a native Eng speaker)	3.62
2 (Text/chat with a non native Eng speaker)	3.58
3 (Leave comments on a friend's social media)	3.38
4 (Leave comments on a stranger's social media)	2.90
5 (When making a call/video call)	3.01

5.4 Correlation Between IDLE and WTC

A moderate correlation was found between the mean value of IDLE and WTC ($r=0.52$) which indicates that IDLE could be positively associated with WTC. It should be noted, however, that correlation does not equal causation. As shown in table 5., a moderately positive correlation was found between the mean value of IDLE, and several of the WTC activities

outside the classroom items. A moderate correlation can be seen between both IDLE and chatting with a native ($r=0.48$) and non-native ($r=0.52$) English speaker. The correlation between IDLE and WTC when making a call or video call in English was also moderate ($r=0.48$). Leaving a comment on an English-speaking friend's social media post also correlated moderately with IDLE ($r=0.51$). However, a weak correlation was found between IDLE and leaving a comment on an English speaking stranger's social media (0.39). This suggests that IDLE might be associated more positively with WTC in digital settings with friends than with strangers. Regarding IDLE and WTC in the classroom, the correlation was weak or very weak for all four items. This indicates that IDLE is more positively associated with aspects of WTC outside the classroom in digital settings than WTC in the classroom.

Table 5. Correlation Between the Mean Values of IDLE and WTC

<u>Correlation between IDLE and WTC outside the classroom in digital settings</u>	
Item:	r=
(Text/chat with a native Eng speaker)	0.48
(Text/chat with a non native Eng speaker)	0.52
(Leave comments on a friend's social media)	0.51
(Leave comments on a stranger's social media)	0.39
(When making a call/video call)	0.48
<u>Correlation between IDLE and WTC in the classroom</u>	
Item:	r=
(Speaking freely with a friend/smaller group)	0.36
(Speaking in front of the whole class)	0.18
(Participating in a group discussion)	0.29
(Doing a presentation in front of a large group)	0.14

6 Discussion

This study examined the receptive and productive IDLE habits of Swedish upper secondary EFL students. Furthermore, it explored participants' views on their WTC in a number of classroom situations, and in various contexts related to the use of English outside the

classroom in digital settings. Lastly, the study investigated whether a correlation could be found between IDLE and WTC. The results related to the IDLE activity “listening to music” corresponds with previous findings on this topic which have shown that young EFL learners spend a considerable amount of time listening to music (e.g. Sundqvist 2009; De Wilde et al. 2019). Viewing content in English on social media was the IDLE activity students reported spending most time on apart from listening to music. This corresponds to the 2022 report on internet habits which claims that Swedish 16–19 year-olds use social media daily (Andersson et al., 2022). Adding to data presented in the 2022 report, the present study investigated not only how much time students spend on social media but how much time they spend engaging in social media in English. The results suggest that a considerable amount of the social media input Swedish upper secondary students encounter is in fact in English, as the majority reported viewing social media content in English several times a day. This also supports the idea by Sundqvist (2009) where she suggests that while students might mainly choose to actively surf Swedish websites, they will most likely come into contact with English as well when surfing the internet.

When examining the data closer it was found that 52% of the participants reported watching YouTube once a day or several times a day. This number is slightly lower than the data presented by the Swedish internet foundation (2022), where 65% of the participants aged 13–19 reported spending time on YouTube daily. This could indicate that some students who watch YouTube daily do not consume English speaking content. Previous studies on gaming and EFL have mainly explored gaming and language proficiency (e.g. Jensen, 2017; Sylvén & Sundqvist, 2012). In the present study, a closer examination of the data from the students who reported that they often engaged in gaming showed that these students had high WTC mean values, which is similar to the results in Wattana and Reinders (2015). However, more detailed research could be conducted to further investigate what effects gaming have on the different factors influencing WTC inside and outside the classroom. The data on IDLE show that Swedish EFL learners spend more time on receptive than productive IDLE activities. Similar results have been presented in previous research on Indonesian EFL learners (Lee & Drajadi, 2019) and Korean learners (Lee & Lee, 2021).

Regarding WTC in the classroom, the results indicate that students are more willing to communicate in a smaller group than in front of the whole class, confirming previous findings by e.g. Cao and Philp (2006) investigating WTC and group dynamics. Furthermore, learners were more willing to leave comments on the social media posts of English-speaking friends than those of strangers, which supports the findings by Cao and Philp (2006) indicating that

learners are more willing to communicate with friends than people they know less well. As a moderate correlation was found between IDLE and texting or chatting with a non-native speaker online, it could be beneficial for WTC to encourage learners to engage in such situations. Similar findings have been discussed by Lee and Lee (2019) and Lee and Dražati (2019). The correlation between IDLE and the WTC outside the classroom in digital settings items was higher than the correlation between IDLE and the items related to WTC in the classroom.

7 Conclusions

The aim of this study was to investigate IDLE habits and WTC among Swedish EFL learners, and the correlation between these two. The results show that Swedish upper secondary EFL students frequently engage in a number of IDLE activities, mostly receptive activities such as listening to music and viewing content on social media. Furthermore, the students reported relatively high WTC in the classroom in group situations and in contexts outside the classroom such as texting or chatting with a native or non-native English speaker. While a positive correlation was found between IDLE and WTC, more research is needed to investigate which aspects of IDLE could influence the variables affecting WTC, specifically WTC in the classroom.

7.1 Suggestions for Future Research and Pedagogical Implications

Even if internet and social media use have increased extraordinarily in the last two decades, research on how frequently engaging in this IDLE activity can affect EFL WTC and learning is still relatively limited. Some research has been conducted investigating how frequent use of a number of IDLE activities affect English language proficiency. However, more studies need to be conducted on how different aspects of IDLE might influence WTC, especially in the classroom. As most of the current studies are quantitative, it could be beneficial to conduct more qualitative research such as interviews and it would be interesting to see longitudinal studies investigating the effects of IDLE use and EFL proficiency and WTC over time. Furthermore, future research could examine more thoroughly whether IDLE can be utilized as a resource in the EFL classroom. Lee and Lee (2019) came to the conclusion that students had higher WTC outside the classroom in digital settings than in the classroom. If teachers discover that students communicate with English speakers in online settings outside the

classroom this should be encouraged. While there is a lack of research on whether WTC outside the classroom in digital settings can have a positive effect on WTC in the classroom, all EFL communication should be encouraged. Furthermore, as several researchers have discussed, IDLE activities can provide authentic and varied language input and communication contexts. Teachers could encourage students to increase their English language input by suggesting that they explore media similar to what they already consume in English. For example, most of the students reported that they frequently watch YouTube videos. The teacher could encourage students to seek out content in English instead of Swedish on topics they are interested in. As there is usually more content related to a topic in English, this could provide a great source of interesting new input. While the research on whether listening to music can have a positive effect on EFL learning and WTC is still limited, teachers could try to promote more language-focused listening. With lyrics to songs being very easily accessible, teachers could encourage students to pay more attention to them in writing while they are listening to a song, and maybe even look up words they do not recognize. Similarly, most video streaming services today provide English subtitles, and teachers could encourage students to choose this instead of Swedish or no subtitles.

7.2 Limitations

Some limitations were identified during the completion of this study. Firstly, the participants were all studying at the same school, and conducting the study at a number of schools in different socioeconomic and geographical areas would have represented a wider population more accurately. Furthermore, combining a quantitative study with qualitative elements, e.g. interviewing a number of students with high WTC and a number of students with low WTC might generate interesting data. Some of the items in the study could have been formulated differently or been specified, e.g. the items related to WTC outside the classroom in digital settings where some items differentiated between leaving a comment on the social media post of a friend or a stranger, while others asked about chatting with native or non-native speakers. It might have been more suitable to give fewer options for whom the recipient might be, or focus on either chatting or leaving comments and instead providing more options on the recipient, e.g. native English speaking friend vs. native English speaking stranger, to better be able to discern which aspects affected what. Finally, it would have been interesting to compare IDLE and WTC values to EFL proficiency, e.g. by conducting vocabulary tests before providing the questionnaires. However, this was not

possible in the scope of this study, but perhaps something that could be considered in future research.

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Appendix

Survey:

1. I want to participate in the study

2. My first language is:

- English
- Other

3. How often do you engage in the following receptive IDLE activities?

1. Less often than once a month; 2. Once a month; 3. Once a week; 4. 2-3 Times a week; 5. Once a day; 6; Several times a day.

- I listen to music in English
- I listen to podcasts in English
- I watch movies/TV in English with English subtitles
- I watch Youtube videos where they speak English
- I view content by people who speak/write in English on social media (e.g. TikTok, Instagram, Snapchat)
- I play video games where the instructions are in English

4. How often do you engage in the following productive IDLE activities?

1. Less often than once a month; 2. Once a month; 3. Once a week; 4. 2-3 Times a week; 5. Once a day; 6; Several times a day.

- I chat with other people in English on social media (e.g. Snapchat, Discord, WhatsApp)
- I make calls/video calls where I speak English (E.g. when I play video games with people)
- I create content in English online (e.g. videos, comments, texts)
- I share other people's content in English online (e.g. videos, comments, texts)
- I use digital platforms to get in touch with people who have English as their first language

- I use digital platforms to get in touch with people who speak English but do not have English as their first language

5. How willing are you to communicate in English in the following situations in the classroom?

1. Not at all willing; 2. Probably not willing; 3. Maybe willing; 4. Probably willing; 5. Entirely willing

- When you get the chance to speak freely with a friend/a few friends in English during a lesson
- When you get the chance to speak English in front of the whole class during a lesson
- When you participate in a group discussion in English during a lesson
- When you do a presentation in front of a larger group during a class in English

6. How willing are you to communicate in English in the following situations in your spare time? 1. Not at all willing; 2. Probably not willing; 3. Maybe willing; 4. Probably willing; 5. Entirely willing

- When you get the chance to text/chat with a native speaker of English (e.g. on Snapchat or Discord)
- When you get the chance to text/chat with an English speaking person who is not a native English speaker (e.g. on Snapchat or Discord)
- When you get the chance to leave comments on the social media posts of English speaking friends
- When you get the chance to leave comments on the social media posts of English speaking strangers
- When you make a call/video call to someone in English (e.g. while playing an online game)

7. Do you use English outside the classroom in any other way the ones mentioned above?