

---

**STUDENTS' WILLINGNESS TO COMMUNICATE IN  
EXTRAMURAL ENGLISH ACTIVITIES IN DIGITAL EFL  
CONTEXT: A NARRATIVE INQUIRY**

**Dinda Malyndra<sup>a</sup>,**

Department of English Education, Universitas Sebelas Maret, Central  
Java, Indonesia, dindamalyndra@students.uns.ac.id

**Nur Arifah Drajati<sup>b</sup>**

Department of English Education, Universitas Sebelas Maret, Central  
Java, Indonesia, nurarifah\_drajati@staff.uns.ac.id

**Muhammad Asrori<sup>c</sup>,**

Department of English Education, Universitas Sebelas Maret, Central  
Java, Indonesia, asrori\_\_asli@staff.uns.ac.id

**Abstract**

The changing of offline language learning into online language learning as a new way to learn English resulted in students' engagement in social media activities. This research tries to investigate the effects of social media activities towards students' willingness to communicate. The researcher interviewed 4 EFL students from one state university in Indonesia. All participants are active social media users who have learnt English for about 10 years, and they have experienced international internship for their teaching practicum. The result of this research yielded that engaging in social media helped the students improve their English ability, learn new culture from other countries, and accept the diversity of English. This result validated the existing views regarding the topic of IDLE and WTC. This research may help future researchers that the result of this research presents a narrative avenue for future L2 WTC studies, and enables future researchers to consider digital EFL contexts when conducting L2 WTC research.

**Keywords:** *Extramural English, Informal Digital Learning, Narrative Inquiry, Willingness to Communicate*

## INTRODUCTION

The fast advancement of technologies in this globalization era, simplify human life in every aspect, for example, the usage of social media in undergraduate students' life. In Indonesia, more than 5.1 million people use social media, ranging from Facebook and WhatsApp with the average time spent in social media is more than 3 hours a day (Kominfo, 2018). Students' activities in social media can be used as a way to learn English. Students nowadays prefer to talk more and write less, these things proven by their low participation on English writing contest and also few scientific writing products produced by students. Social media can be used to help the students to improve their willingness to communicate by writing something there.

Willingness to Communicate (WTC) framework initially has been delivered by McCroskey and Baer (1985) for explaining how personal features influence first language communication. Since the 1990s, when the first relation was established between first language (L1) WTC and second language education, research into second language (L2) WTC has rapidly increased (Buckingham & Alpaslan, 2017; MacIntyre, Dornyei, Clement, & Noels, 1998,). Today L2 WTC investigations have been commonly theorized based on MacIntyre et al.'s (1998) representation, which is organized of dynamic, situation-specific and stable, and trait-like variables.

The fast advancement of digital media and communication technologies bring a new light on the relationship between L2 WTC and technology-enhanced learning (Reinders & Wattana, 2015). Students have an opportunity to communicate using English with people from other countries. The growth of technologies helps students in learning foreign language outside the classroom. Students use digital technologies in order to practice their communication abilities using English with their acquaintance or even a native speaker. Lee (2019a) revealed that digital technologies can refer to digital devices such as smart-phone, computers or

laptops, besides that digital contexts can be resources such as MP3s, web applications, social media, YouTube, etc.

The rapid development of digital media and communication technology raises great opportunities for cross-cultural communication, applied linguistics and TESOL scholars have begun to shift their attention from classroom learning to outside-class learning (Benson & Reinders, 2011; Nunan & Richards, 2015). The expanding chance for learning foreign languages beyond the classroom (LBC) with technology has become one of the research schedules in the field of CALL (Reinders & White, 2016). In the last decade, the topic of language learning and out of classroom teaching has been gaining attention from researchers (Reinders & Benson, 2017). More recently, Lee and Dressman, 2018; Lee & Drajati, 2019; Lee, 2019b have explored a connection between L2 WTC and L2 learning in the extramural digital (ED) context, in which a rising number of the present self-coordinated EFL students utilize English in out-of-class, digital settings.

This research focus is to analyze the effects of social media toward students' WTC. In the context of this study, communication using English in social media can be done by commenting on other people's pages, providing captions when voluntarily posting something on personal social media, or willingly chatting using English with friends or acquaintance. To make differences with the existing research related to WTC and IDLE, in this research the researcher tries to analyze the willingness to communicate of the students in the use of IDLE especially their daily interaction with social media. Up till now, there are no researchers who use narrative inquiry as a research method in analyzing WTC and IDLE. The aim of this research is to explore social media effects on students' willingness to communicate.

## **LITERATURE REVIEW**

### **L2 WTC**

Willingness to Communicate (WTC) was originally developed to describe individual differences in L1 communication. The source of WTC can be seen in a number of correlated hypotheses. In 1985, McCroskey and Bear proposed that Willingness to Communicate is a representation to describe how personal characteristics have a control on L1 communication.

In 1990s the concept of Willingness to Communicate was extended from L1 communication domain to L2 acquisition, and the result of this phenomenon was that the concept of WTC was assimilated into L2 education. Since then, L2 WTC has often been hypothesised as 'a readiness to enter into the communication at a specific time with a particular one or ones, using a L2' (MacIntyre et al., 1998, p. 547). Up to now, L2 WTC studies mostly used the concept from MacIntyre et al.'s (1998), which is set out of dynamic, condition-specific (the top three categories in a pyramid-shaped structure) and stable, attribute-like variables (the bottom three layers).

### **Extramural English (EE)**

Based on Sundqvist and Sylvén (2016), Extramural English (EE) refers to 'English outside the walls' and by that it means the English that learners come in contact with or are involved in outside the walls of the classroom. This interaction is not instructed by teachers or other people who work in academic institutions; the initiative for participation lies with the learner himself/herself or, at times, with some other person, like a friend or a parent. Thus, in general, involvement is meant on the part of the learner, but there is a possibility that learners participate specifically in EE activities because they feel forced to do so, for whatever purpose.

Based on Sundqvist and Sylvén (2016) the following activities of EE are: watching film, TV series, music videos, video blogs

(vlogs); listening to music; reading blogs, books, magazines, newspapers; surfing English websites on the net; following individuals, news, organizations, and so on, on Twitter or Instagram (or some other online community); reading/writing/speaking/listening/interacting in real life or online; and playing video/digital games (online or offline, on one's own or with others).

## **L2 WTC in the IDLE context**

In South Korea, IDLE has recently received research attention, as Korean students have struggled to speak despite an enormous national effort directed towards learning English (Lee, 2019a; Lee & Kim, 2014). Lee's study (2019a), defined IDLE as self-directed English learning in digital, naturalistic environments that occur outside of a classroom. This particular setting involves learning that is not structured or motivated by formal language instruction. For example, self-directed EFL learners take the initiative in communicating with other English users in verbal or written forms on social media, such as Facebook and YouTube, independent of their formal language learning.

Lee and Dressman (2018) found out that participating in various IDLE activities that included both form-focused and meaning-focused language learning was discovered to significantly calculate students' English speaking proficiency. The study also presented that a various use of IDLE activities by participants provided to greater WTC online and higher productive vocabulary scores. In 2019, Lee and Drajati with their research about WTC in digital and non-digital setting found out that an 11-item scale composed of three factors (L2 WTC inside the classroom, L2 WTC outside the classroom, and L2 WTC in the context of informal digital learning of English [IDLE]), with strong reliability and validity evidences. Lee (2019b) stated that contextual variables such as a familiarity with interlocutors and communities influenced students' L2 WTC in the ED context. Specifically, a close proximity of students' interlocutors (e.g. intimate foreign friends) was found to play a facilitative role on L2 WTC. Besides that,

familiarity with virtual communities can be beneficial for enhancing L2 WTC and using English in a more positive frame of mind. Individual variables that had a bearing on WTC were found to be L2 self-confidence and L2 anxiety, students who felt confident about using English were more likely to initiate L2 communication in the ED context.

From the literature stated above, the researcher identified two research gaps. First, they are still no researcher who used only one IDLE activity they all mostly used all types of IDLE activities. Second, there are no researchers who used narrative inquiry as a research method.

## **RESEARCH METHOD**

### **Participants and context**

Four students were chosen from one of the state universities in Indonesia as a sample. The respondents were 3 female and 1 male in their early twenty. The sample is someone who had been joined an international pre-service teacher program in Australia, Philippines, and Thailand. Besides that, all respondents are social media active users, and communicate in that platform using English with not only people from Indonesia but also from other countries. All of the participants are undergraduate students of English Education Department in one of the state universities in Indonesia who learn English for at least 10 years and use English as their foreign language.

### **Data collection**

Data were collected through interview and document analysis. All participants were notified about the nature of the research and their rights as participants of the research. After that, the participants filled out the written consent forms provided by the researcher. To protect the identity and confidentiality of the participants, all names of the participants is pseudonyms.

The first data were collected from interviewing the respondents. The instrument derived from Lee and Drajati's (2019) about WTC in Digital and Non-Digital Context, but for this research the researcher used the Digital Context only. WTC in Digital Context is an open ending interview questions with 16 items in total. After that, document analysis is used to validate data from the interview activity.

The interview session last for about 45 – 60 minutes, and the researcher interviewed each participant twice. The interview process was done by face to face interview and online interview via WhatsApp. Document analysis is obtained from screenshot of the participants' interaction or activity in social media. The methodological triangulation allows the researcher to be able to see a case from more than one perspective. While recording their responses, the investigator also took notes if certain data seemed meaningful or relevant to the research question.

### **Data analysis**

Different from the IDLE and WTC existing research, for this research the researcher use narrative inquiry as the data analysis. Barquizen et al.'s (2014) stated that narrative inquiry brings story-telling and research together either by using stories as research data or using story-telling as a tool for data analysis or presentation of findings. The researcher used Narrative Inquiry because the researcher wants to emphasize the uniqueness of the answers of each sample for this research.

In this research, the researcher used Multiple Case Study Thematic Analysis as the technique of analyzing the data. Barkhuizen, et al. (2014) defined Thematic Analysis as a matter of categorization and classification, in which particular items regarding to a phenomenon are connected to more general concept. The steps include: repeated reading, coding the data, categorizing the data extracts, and reorganizing under thematic headings.

## FINDINGS

To explore the impacts of social media for students' willingness to communicate, the researcher asked several question to the participants.

According to SN social media is a platform to hone her English skill. She stated that there is an improvement in her English skill and it can be seen through her GPA score and vocabulary mastery. She says as follow:

*... because I like to make friends with stranger around the world in social media and tried to communicate with them. It helps me to train my English skill. If I compare my skill from year to year, I think my English improved, can be seen from my English score, like my GPA, an improvement happen in my score from my first until last term. I also felt that now I have broader vocabularies, I can use various dictions when I communicate with my friends. When I have English test, I rarely study, I prefer to play with my social media and other fun activities and those activities unconsciously help me in learning English. (SN-Interview 1)*

On the other hand, DAW explained that chatting activity in social media did not significantly help her to improve her English skill, however direct and active activities in social media like video or voice call help her improve her English skill. DAW described in details as follow:

*... not really significance. Things that really help me to improve my English skill are direct interaction with native through video call, voice call and also watching movies and reality show. (DAW-Interview 1)*

Agreeing with SN answer, DDAM explained that social media is a platform to hone her English skill. Besides that, by using social media DDAM is also practice learning by doing. DDAM says:

*... social media plays an important role in improving my English skill. I think my English skill improvement is thanks to social media rather than formal institute like school. Because it's something more authentic, in formal*



*institution we will be asked to memorize the English vocabularies, but in social media, if I don't know the meaning of a certain vocabulary, I look for the meaning by myself and it's help me to remember the vocabularies better.*

*Then in social media, it's real communication, because if we are doing role play in school the dialogue is monotonous. If I have a direct communication or chatting and I want to interact with foreigner but I don't know the English vocabularies, I will try to translate it and make sentences. The process is not boring, so the learning process is done repeatedly without feeling that actually I'm learning. Social media helps me to improve my English skill. (DDAM-Interview 1&2)*

Based on the interview with MY, he said that social media help him to improve his confidence to communicate with others. Furthermore, he stated that an improvement happened in his vocabulary mastery, however he did not recommend others to learn English grammar pattern through social media. He says:

*... from what I see the improvement is more in the confidence, my confidence to communicate with others. Because now netizens are smarter and friendlier in express their arguments, and it makes people with shy personality to feel at ease to communicate in social media platform.*

*I will not recommend learning English with correct grammar through social media, because I think in general there are no specific aspects that can help social media user to learn grammar properly. And I personally believe that the appropriate way of learning a correct grammar is by getting and practicing the material of grammar.*

*I always try to add new vocabulary when using social media. For example, when I found a new word and I use it several times in social media, then over time the word will be embedded in my minds. (MY-Interview 1&2)*

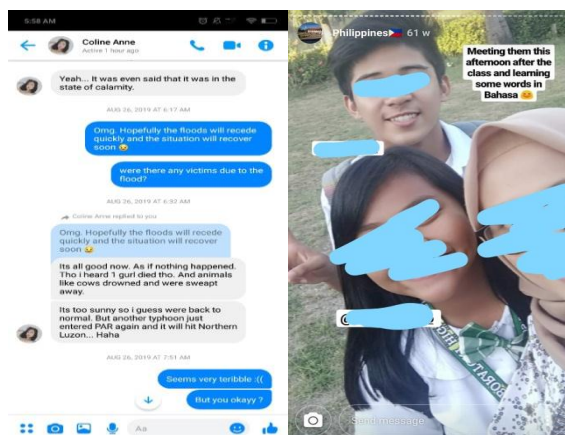
Communicate with foreigners in social media, also made all participants learn foreigner cultures. Exchanging each other culture happened when they talk to each other in social media. Based on the interview with SN, she explained that by communicate with foreigners in social media she knew the culture of how affectionate

the Philippines boys are when they message their girl-friend. SN says:

*... absolutely, for example, I have a friend from Philippine, we chat intensely especially in August. When we met, his knowledge about English language is limited, however when he chat me I think his English is superb. My Philippines male friend used to call me "baby, beautiful" in chat even though we just met once. First I think that he flirt with me, and I tell him that I have a boyfriend, but he tells me something like "that's ok, no problem". I tried to find information from my other friends who have Philippines' friend. They all tell me that Philippines gentlemen like to be best-friended with a girl. From there I understand that they always act like that to their girl-friends. In Philippine, male-female called each other using lovely name like "honey, baby, handsome, beautiful" is a common things. (SN-Interview 1)*

Furthermore, DAW explained that when she talked with foreigners in social media, she unconsciously learned about their culture. She says:

*... when we talk with each other the topic is mostly about culture or custom of our own country. For example, as an Indonesian when we listen or read message from someone, and we replay something like "yes I know/yes I really know that" it's not a big deal however for a native that sentence is rude. My friend jokingly said that I'm arrogant because I answer him/her with something like "I know", and my friend also communicate with other Indonesian and all of them always replied with "yes I know" when s/he tell them something. (DAW-Interview 1)*



Moreover DDAM stated that interact with foreigners in social media helps her to learn foreigners culture and she can get the more authentic sources because she can directly ask the local citizen of that country. DDAM says:

*... because it feels that I learn something more authentic. When they make a status or post a picture or video I can ask them immediately, so unconsciously can know more about it.*

*I learn English by learning by doing, it's more authentic and feels more real. If I just read or watch, for me it's just a theory that I learn. Authenticity here is more like I learn something and at the same time I practice it. For example, I learn a few words from social media, then I chat with people in social media, I know that the words I found are used, or with social media I can create something that can be read by others. That what authenticity is in my opinion, something real that I can take is not just something that I can read or I just understand. (DDAM-Interview 1&2)*

From the interview session, MY stated that by using English in social media he can get new knowledge about history and culture of other countries. He explained:

*... there are many things that I still don't know. For example, when I communicate with native, I ask them about the history of civil war in America. I know that things happen, but I don't really know the detail of the war. Also, I learn about the comments of foreigner in every social media, for example traffic accident video, foreigner usually commenting about the victim recovery and others but it's not something negative. But compare to Indonesian, they will make it into personal problem, they will write a comment like "masak naik motor gitu aja enggak bisa, aku aja belajar motor bisa sendiri". I don't know what the cause of it, either because of mindset or because of social media or the real communication environment. (MY-Interview 1)*

Using English in social media help make it easier for all the participants to communicate with foreigners, and it also affect their views of variety of English.

Based on the interview session with SN, she said that she accept different kinds of English because she believe that

everybody's English is influence by their ways of communicate locally. She reported:

*... when we communicate with foreigner, English is very important. English is use by people around the world, and because of that I can accept every type of English as long as the message is clear and I can understand their intention.*

*I think the different types of English are explained by the different ways of non-native communication, how is the intonation, how is the grammar used, how is the speed etc. So far I know Thailand-English, Indonesian-English, and Hongkong-English.*

*In real condition, from my experience when I went to Thailand, the used of verb 2 or 3, every grammar policy is unnecessary when we communicate, as long as they understand that's enough. (SN-Interview 1)*

Furthermore, DAW has similar opinion with SN. She agreed that someone's mother tongue influenced his/her English. DAW explained:

*... it's fine, because my friend from Bali, Indonesia said that my English is "medbok" but my Philippine friends said that I'm too British.*

*I believe that our English accent is influenced by our local language. If they have a local language I do believe that their English accent will follow their local language. Just like me, I'm a Javanese girl in Indonesia, even though I tried to use American or British accent, sometimes I still use my native accent that is Javanese or Bahasa when I speak in English. (DAW-Interview 1&2)*

Furthermore, DDAM explained that her past experience in school and her todays experience with foreigners in social media take a role for her to accept variety of English. DDAM says:

*... I know Arabic accent, Indian accent, and I can accept it. I'm fine with every kind of English.*

*The way I accept various accent is by remembering that there are only 2 teachers of mine from elementary to college who consistently use a certain accent.*

*Also in college we are being exposed to the diversity of accents, when we have non-native accents it's not a problem, and in college we also learn about ESL and EFL and the obstacles that the students face, etc. And now, in formal context, three main accents is not that important further more in informal context, like when I chat or talk with foreigners in social media. In my opinion non-native is more understandable, in some cases, as long as they know English and fluent. For Australian for example, until now I need time to understand what they talk about if I don't use subs-titles. (DDAM-Interview 1&2)*

On the other hand, MY beliefs that communicate with people around the world in social media make him accept different kinds of English. He might have his own standard for English, but he would not force someone to be like him. He stated:

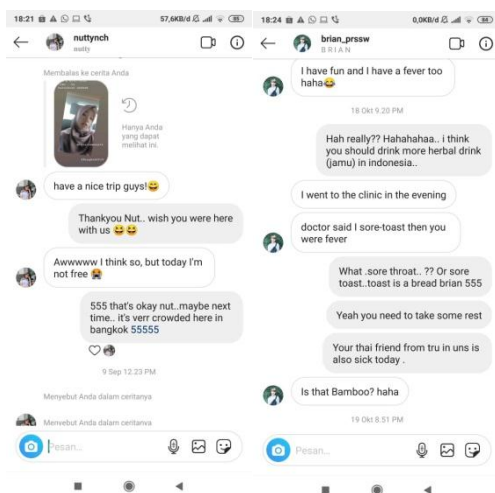
*... I personally accept every kind of English with open arms. But for me, personally, I try to use English which I consider standard (native), including the pronunciation, so I won't use like an Indian accent when I speak English. But if others use different style of English, that's fine. The important thing is that articulation and intonation are clear and understandable. Example of variety English, Singaporean English, they usually end their sentence with 'laa'. For the speaking version, Jamaican English is very unique. (MY-Interview 1&2)*

The last questions of the interview compliment the data about participants' view of variety of English before and after their engagement in social media using English. SN explained that there is a difference of her understanding of variety of English before and after engaging in social media activities, and now she is more familiar and understand English around Asian. She says:

*... before I know social media (in elementary school level) I already familiar with English because I join English course, but my vocabulary is still limited. And I only know 3 types of English, British; American; Australian, but that's all change when I know social media, from social media I know that other types of English exist.*

*I can said, I know and understand some of Asian type of English. First, Indonesian, Indonesian-English is tent to be "medok" happen because of their mother tongue accent, I know it when my friends presenting their work in*

*front of the class and I also have that accent. Second, Thailand-English, I ever visited Thailand for my Teaching Practicum Program, communicate with them both offline and online. Last, Hongkong-English, I know one youtuber from Hongkong that talk about workout. And now I think, I'm more familiar and understand English around Asia. (SN-Interview 1&2)*



Furthermore, DAW stated that because English is not familiar in her life was what made her blind about the variety of English but that condition change when she started to engage in social media activities. DAW explained:

*... I didn't pay much attention to the variety of English, but for fun we mix English, Bahasa, and Javanese. And language is developing, not only stuck in that 3 version of English, so I 'm more open and understanding about it.*

*Before I knew social media, I didn't know about variety of English and it happened because my environment is not familiar with English. After I used social media I'm more aware of variety of English and it's also like a reflecting on myself, I speak English not exactly the same as native speaker. (DAW-Interview 1&2)*

Based on the interview session, DDAM has the same experience with SN and DAW. She stated that social media helped her to broaden her insight about kinds of English. She also said that every accent of English is very unique. DDAM explained:

*... after I used social media, I know better about the variety of English that English not only has 3 accents. In the past we must know but mostly our teachers taught American or British accents and said that it have to be consistent. But after I have foreign friends who are non-native speakers, they speak English in their own accent and I don't feel that I need to object my own accent. So if I have my own accent or dialect, is not a problem.*

*I use many platforms, Omagle, Tandem and Kik, before moving to Facebook or Instagram, many foreigners approached me and they were not from US, some were Egyptian, Turkish, etc. Finally, when we start talk with each other, I know how Egyptian English accent is, how the Turkish English accent is, etc. I thought that their accent is nothing special, but it makes me a little excited because of the uniqueness of the accent especially India's accent. Because I used lots of platforms and chatting with people from various countries, I also knew a variety of accents. (DDAM-Interview 1&2)*

Agreeing with others answer, MY said that social media is the platform that introduced him with variety of English and he thought that the differences were something that made it unique. He says:

*... before I use social media, I only know one type of English. English is English, but after I use social media, I know many kind of English like British-English, American-English, Australlian-English, Jamaican-English, Indian-English, etc. It's all starting from liking on pages in social media that I follow, like music, sports or automotive. Over time I understood the meaning of words that I didn't know before. I became curious and I try to find out what it means then I try to connect it with the context of the post. It happened in FaceBook era. And social media also enlivens my curiosity. In the past, even British English was something foreign for me, and because I was more accustomed to it I started to enjoy it.*

*When I first heard or see different type of English, I thought it's unique, because never hear or see it. If it's in video form, I repeated it several times*



*because sometimes I don't really catch what the speaker talk about, but now I rarely repeat it. (MY-Interview 1&2)*

## **DISCUSSION**

This discussion addresses all theoretical and practical implications that summarize from the findings. Social media brings many impacts toward students' willingness to communicate. Lee and Dressman (2017), they found that there is a relationship between the quality of IDLE (e.g social media) activities and students English outcomes. This study suggests that EFL students can achieve a high English proficiency with little or no formal language instruction. The relationship between social media activities and undergraduate students' vocabulary mastery was a rise in the finding of this research. All participants agreed that improvement happened in their English vocabulary mastery year to year through activities in social media.

Interaction with foreigners in social media helps the participants to learn about that foreigner cultures. The continuing interaction with foreigners around the world, made the participants aware of the diversity of English. All participants stated that they all accepted any kind of English the foreigners used. Besides that action is a result of social media activities, some of them agree that local language of each country brings an impact toward someone' English. Some said that their experiencing dealing with their English, help them to understand and accept the English other's use. It is in line with Lee and Lee (2018) found that extending the understanding of the others culture through engagement in IDLE like social media practice can be beneficial to improve EFL students approaches for multilingual/multicultural communication and their attitude toward the varieties of English and culture.

According to Pyramid model of WTC from MacIntyre (1998) there are six categories of variable which refer to as layers of the model. Six layer of willingness to communicate are communication behavior, behavioral intention, situated antecedents, motivational



properties, affective–cognitive context, and social and individual context. All of these layers appear in the story of SN, DAW, DDAM and MY.

## CONCLUSION

Based on this research, the researcher concluded that social media activities bring positives connection towards students' willingness to communicate. Social media activities help the participants to improve their English ability. They said that social media help them to broaden their vocabulary mastery. Social media not only help to improve their English skill, but also improve one's confidence to communicate with others. Communicate with foreigners in social media help the participants to know about others' cultures. They learn the culture from people around the world by communicating with them in social media. The participants communication with people around the world help the participants to accept the diversity of English.

The study implies that the lecturers can urge their students to engage in social media activities as a way to achieve students' willingness to communicate in student-friendly way. Students in higher education can use social media to help their willingness to communicate. Activities in social media can be done everywhere and anywhere at any time. And they have their full control for the content of their social media. Parents can introduce their children to social media activities when they are in elementary or junior level. Parents help their children how to choose the content, the people to be engage, and how to be engage; however, parents need to monitor their activity in social media. Nowadays, the advancement of technologies and the existence of many social media platform; government may change the policy that teaching and learning activities may be done not only in face to face setting (in school) but also in digital setting (social media). This research may help any further research. Researcher may use the result of this research that present a narrative avenue for future L2 WTC studies,

and enable future researchers to consider digital EFL contexts when conducting L2 WTC research.

## REFERENCES

- Barquizen, B., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. New York, NY: Routledge
- Benson, P., & Reinders, H. (eds.) (2011). *Beyond the language classroom*. New York, NY: Palgrave Macmillan
- Buckingham, L., & Alpaslan, R. S. (2017). Promoting speaking proficiency and willingness to communicate in Turkish young learners of English through asynchronous computer-mediated practice. *System*, 65, 25 –37. doi:10.1016/j.system.2016.12.016
- Kominfo. (2018). Retrieved from [https://www.kominfo.go.id/content/detail/14136/angka-penggunaan-media-sosial-orang-indonesia-tinggi-potensi-konflik-juga-amat-besar/0/sorotan\\_media](https://www.kominfo.go.id/content/detail/14136/angka-penggunaan-media-sosial-orang-indonesia-tinggi-potensi-konflik-juga-amat-besar/0/sorotan_media)
- Lee, J. S. (2019a). Quantity and diversity of informal digital learning of English. *Language Learning & Technology*, 23(1), 114–126.
- Lee, J. S. (2019b). EFL students; views of willingness to communicate in the extramural digital context. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2018.1535509>
- Lee, J. S. & Drajati, N. A. (2019a). Willingness to communicate in digital and non-digital EFL contexts: Scale development and psychometric testing. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2019.1588330>
- Lee, J. S., & Dressman, M. (2018). When IDLE hands make an English workshop: Informal digital learning of English and language proficiency. *TESOL Quarterly*, 52(2), 435–445. doi:10.1002/tesq.422

- Lee, J. H., & Kim, H. (2014). An exploratory study on the digital identity formation of Korean University EFL learners. *English Teaching: Practice and Critique*, 13(3), 149–172.
- Lee, J. S., & Lee, K. (2018). Informal digital learning of English and English as an international language: The path less traveled. *British Journal of Educational Technology*. doi:10.1111/bjet.12652
- MacIntyre, P. D., Dornyei, Z. N., Clement, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545–562.
- McCroskey, J. C., & Baer, J. E. (1985). Willingness to communicate: The construct and its measurement. Paper presented at the annual convention of the Speech Communication Association, Denver, CO.
- Nunan, D., & Richards, J. C. (eds.) (2015). *Language learning beyond the classroom*. New York, NY: Routledge.
- Reinders, H., & Benson, P. (2017). Research agenda: Language learning beyond the classroom. *Language Teaching*, 50(4), 561–578. doi:10.1017/S0261444817000192
- Reinders, H., & Wattana, S. (2015). Affect and willingness to communicate in digital game-based learning. *ReCALL*, 27(1), 38–57.
- Reinders, H., & White, C. (2016). 20 years of autonomy and technology: How far have we come and where to next? *Language Learning & Technology*, 20(2), 143–154.
- Sundqvist, P. (2009). *Extramural English matters: Out-of-school English and its impact on Swedish ninth graders' oral proficiency and vocabulary*. (Diss.), Karlstad University, Karlstad.

**Malyndra, D., Drajati, N. A., & Asrori, M.** *Students' Willingness.....*

Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in teaching and learning: From theory and research to practice*. London: Palgrave Macmillan.