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BURSA ULUDAG UNIVERSITY

INSTITUTE OF EDUCATION SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE EFFECT OF YOUTUBE ON EFL LEARNERS IN TURKEY

M.A. THESIS

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BURSA, 2022

T.C

BURSA ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

YOUTUBE'UN TÜRKİYE'DE İNGİLİZCE ÖĞRENENLERE ETKİSİ

YÜKSEK LİSANS TEZİ

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BURSA

2022

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18.05.2022

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ULUDAĞ ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 18.05.2022

Tez Başlığı / Konusu: YouTube'un Türkiye'de İngilizce Öğrenenlere Etkisi

Yukarıda başlığı gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 130 sayfalık kısmına ilişkin, 18.05.2022 tarihinde şahsım tarafından (Turnitin)* adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan özgünlük raporuna göre, tezimin benzerlik oranı %15'tir.

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Programı:	Yüksek Lisans
Statüsü:	☒Y.Lisans☐ Doktora

Doç. Dr. Levent UZUN, 18.05.2022

*** Turnitin programına Uludağ Üniversitesi Kütüphane web sayfasından ulaşılabilir.**

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"YouTube'un Türkiye'de İngilizce Öğrenenlere Etkisi" adlı Yüksek Lisans tezi, Uludağ Üniversitesi Eğitim Bilimleri Enstitüsü tez yazım kurallarına uygun olarak hazırlanmıştır.

Tezi Hazırlayan	Danışman
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18.05.2022

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ABSTRACT

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University: Uludag University

Field: Foreign Language Education

Branch: English Language Education

Degree Awarded: Master's Thesis

Page Number: xiii + 114

Degree Date: …

Thesis: The Effect of YouTube on EFL Learners in Turkey

Supervisor: Doç. Dr. Levent UZUN

THE EFFECT OF YOUTUBE ON EFL LEARNERS IN TURKEY

The incorporation of learning exercises reinforced by technology into the foreign language program has emerged as a new developing trend in language teaching today. Many proposals have been stated on the usage of technology in education, and YouTube has grown increasingly popular among video-sharing websites (Alimemaj, 2010). Given the popularity of YouTube as a video sharing platform among many Turkish individuals, this research was designed to investigate Turkish EFL learners' opinions on YouTube's effectiveness on their language learning. Along the same line, this study attempts to examine EFL learners' perceptions on how effective YouTube is in improving four language skills and three language components along with its impact on their autonomous learning and motivation. The participants of the study contains 2109 EFL learners who are the subscribers of the researcher's YouTube channel on English teaching, and they used YouTube at least a few times as a language learning tool. The data was collected using two separate data gathering

instruments: two questionnaries one of which consisting of closed-ended items and the other with open-ended questions. To provide greater insight into the themes, the researcher acquired quantitative and qualitative data, examined the results separately, and then combined the data to provide a thorough description of the study topics. The results showed that, according to Turkish EFL learners, YouTube videos make a positive impact on language learning in terms of the four language skills and the three language components. Almost all EFL learners agree that it is quite useful in order to develop their speaking and listening skills along with vocabulary and pronunciation thanks to the large variety of content it contains and it provides exposure to authentic language and native speakers' videos. In addition, the findings indicated that YouTube is a useful source for EFL learners that boosts their autonomous learning habits and it motivates them to take actions to take responsibility of their own learning. Lastly, according to Turkish EFL learners, YouTube videos are very valuable in terms of their motivation to learn the language as it is a more interesting and an intriguing source compared to traditional learning environments. They also stated that on YouTube, they find themselves in an interactive environment where lots of language learners help each other. Even though there is study on YouTube in the field of English language education, there is a huge gap in research about YouTube as a language learning website and how it helps to language learners' autonomous learning disciplines. The current study provides a thorough examination of how YouTube aids EFL learners' language learning in numerous ways.

Keywords: English as a foreign language, YouTube, video, language skills, language components, autonomous learning, motivation

ÖZET

Yazar: Çilem Suna AKAR

Üniversite: Uludağ Üniversitesi

Ana Bilim Dalı: Yabancı Diller Eğitimi Ana Bilim Dalı

Bilim Dalı: İngiliz Dili Eğitimi Bilim Dalı

Tezin Niteliği: Yüksek Lisans Tezi

Sayfa Sayısı: xiii + 114

Mezuniyet Tarihi: …

Tez: YouTube'un Türkiye'de İngilizce Öğrenenlere Etkisi

Danışmanı: Doç. Dr. Levent UZUN

YOUTUBE'UN TÜRKİYE'DE İNGİLİZCE ÖĞRENENLERE ETKİSİ

Teknoloji ile pekiştirilen öğrenme alıştırmalarının yabancı dil programına dahil edilmesi, günümüzde dil öğretiminde gelişen yeni bir trend olarak ortaya çıkmıştır. Teknolojinin eğitimde kullanımına ilişkin birçok öneride bulunulmuştur ve YouTube, video paylaşım siteleri arasında giderek daha popüler hale gelmiştir (Alimemaj, 2010). YouTube'un birçok Türk birey arasında bir video paylaşım platformu olarak popülaritesi göz önüne alındığında, bu araştırma, Türk İngilizce öğrenenlerin YouTube'un kendi dil öğrenimleri üzerindeki etkinliği hakkındaki görüşlerini araştırmak için tasarlanmıştır. Aynı doğrultuda, bu çalışma İngilizce yabancı dil öğrenenlerin YouTube'un dört dil becerisini ve üç dil bileşenini geliştirmede ne kadar etkili olduğuna ve bunun onların özerk öğrenme ve motivasyonları üzerindeki etkisine ilişkin algılarını incelemeyi amaçlamaktadır. Araştırmanın katılımcıları, araştırmacının İngilizce öğretimi konusunda YouTube kanalına abone olan ve YouTube'u bir dil öğrenme aracı olarak en az birkaç kez kullanan 2109 İngilizce öğrenicisinden

oluşmaktadır. Veriler, biri kapalı uçlu, diğeri açık uçlu sorulardan oluşan iki ayrı veri toplama aracı kullanılarak toplanmıştır. Temalara daha fazla içgörü sağlamak için araştırmacı nicel ve nitel verileri elde etti, sonuçları ayrı ayrı inceledi ve ardından çalışma konularının kapsamlı bir tanımını sağlamak için verileri birleştirdi. Sonuçlar, İngilizceyi İngilizce öğrenen Türk öğrencilere göre, YouTube videolarının dört dil becerisi ve üç dil bileşeni açısından dil öğrenimi üzerinde olumlu bir etkisi olduğunu gösterdi. Neredeyse tüm İngilizce öğrenenler, içerdiği çok çeşitli içerik sayesinde kelime dağarcığı ve telaffuzun yanı sıra konuşma ve dinleme becerilerini geliştirmek için oldukça faydalı olduğu konusunda hemfikirdir ve özgün dil ve anadili konuşanların videolarına maruz kalma sağlar. Ayrıca bulgular, YouTube'un İngilizce öğrenenler için özerk öğrenme alışkanlıklarını artıran ve onları kendi öğrenmelerinin sorumluluğunu almak için harekete geçmeye motive eden yararlı bir kaynak olduğunu gösterdi. Son olarak, Türk İngilizce öğrenenlere göre YouTube videoları, geleneksel öğrenme ortamlarına kıyasla daha ilgi çekici ve merak uyandıran bir kaynak olduğu için dili öğrenmeye yönelik motivasyonları açısından çok değerlidir. Ayrıca YouTube'da kendilerini birçok dil öğrenen kişinin birbirine yardım ettiği etkileşimli bir ortamda bulduklarını belirttiler. YouTube'da İngilizce eğitimi alanında çalışmalar olmasına rağmen, bir dil öğrenme sitesi olarak YouTube ve bunun dil öğrenenlerin özerk öğrenme disiplinlerine nasıl yardımcı olduğu konusunda araştırmalarda büyük bir boşluk var. Mevcut çalışma, YouTube'un İngilizce öğrenenlerin dil öğrenimine çeşitli şekillerde nasıl yardımcı olduğuna dair kapsamlı bir inceleme sunmaktadır.

Anahtar kelimeler: Yabancı dil olarak İngilizce, YouTube, video, dil becerileri, dil bileşenleri, özerk öğrenme, motivasyonn

ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere gratitude to my supervisor, Doç. Dr. Levent UZUN, for believing in me and guiding me through the whole research process with his patience and motivation. I am also grateful to the valuable jury members Dr. Çiğdem KARATEPE and Dr. Onur ULUDAĞ for their hard work and valuable feedback. Their advice was invaluable during the composition of this thesis.

I must express my profound gratitude to Prof. Dr. Cem BALÇIKANLI for his continuous support to this study with his enlightening comments which prompted me to broaden my research to include a variety of views.

I'm also grateful to my best friend, Ayşe Gizem ÇİFTÇİ, for being there for me to support and motivate me with her outstanding assistance throughout the whole process. Whenever I had questions or hesitations during this time, she never hesitated to give me advice. Thank you so much bestie!

I would like to thank my dear YouTube community, who inspires me every day to do my best. I'm grateful to them all for being there for me all these years and supporting me in every way. I appreciate their enthusiasm in joining this study by doing the questionnaires and contributing to the research, and also their support on social media as they knew I was going through a tough time writing the thesis. Thank you all for your encouraging messages and pushing me every day. This study is a success of all of us. As always, I'm proud of you and I'm so thankful to have you!

I would also like to express how thankful I am to my dear mother and father, Papatya BÜYÜKYILMAZ and Cemal AKAR for giving me unfailing support and encouragement throughout my academic years, as well as during the research and composing this thesis. I am also grateful to my dear partner, Stephen WALSH, for motivating me by all means to do my best and always being there for me. Lastly, I want to say thanks to all my friends who always texted me, called me and visited me during the process to check in and show their support.

Without all these people, this achievement would not have been possible. Thank you all so much!

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CHAPTER I

1. INTRODUCTION

The present study focuses on Turkish EFL learners' perspectives on watching YouTube videos to contribute to their English learning processes, to what extent these videos help them become autonomous learners and affect their motivation to learn the language. This chapter lays out the background of the study, which is about how online sources such as YouTube assist with their learning processes in terms of language skills and components, "autonomous learning" in broad terms, motivation and the need for studies on the perceptions of Turkish EFL learners on YouTube as a language learning tool. In the following chapters, the purpose and the significance of the study are explained. Lastly, the limitations of the study are covered.

1.1. Background of the Study

People from all walks of life are learning a foreign language for the purpose of taking advantage of worldwide opportunities but learning a second or foreign language is a difficult endeavour. In order to persevere and finally succeed when learning a target language, learners must rely on a number of cognitive, emotional, and behavioral components (Chunping et. al., 2018). A language learner goes about learning a language in their own way, with their own aims, shortcomings, and skills. "Learning is essentially personal and individual," argued by Williams and Burden (1997, p. 96). Recognizing the significance of this finding, SLA (Second Language Acquisition) research in the early 1970s moved its focus from teaching techniques to learner characteristics (Wenden, 1987).

According to Hadijah (2016), the use of video in EFL classrooms can help students get involved in more engaging learning activities by providing them with diverse learning experiences, improving their crosscultural understanding, developing their creativity, and

increasing their willingness to study. Many proposals have been stated on the use of technology in education, and YouTube has grown increasingly popular among video-sharing websites such as Google Video, iTunes, and Vimo, among others (Alimemaj, 2010). YouTube has a wide range of video kinds (personal, educational, entertainment, commercial, etc.). Learners may pick from a variety of instructional video content on YouTube, depending on their preferences, like what skills they want to acquire and which one best suits their learning style. Learners and instructors of English now have on-demand videos and are no longer completely reliant on out-of-date language classrooms due to the large amount of videos on YouTube relating to English language learning (Faizi et. al., 2018). Videos help language learners improve their vocabulary and grammar, improve their pronunciation, and improve their linguistic abilities such as reading, writing, speaking, and listening (Medina, 2002), because they take in both spoken and visual stimuli at the same time (Kabooha and Elyas, 2018) and the environment influences the development of students' linguistic skills (Firmansyah, 2018).

Many technologies allow students to learn on their own time, independently, without having to go to a physical location (Jones, 2011). As a result of the development of many other technologies such as mobile platforms, game-based learning, and augmented reality, autonomous learning is fast gaining popularity throughout the world (Dang et al. 2010). Learner autonomy is the capacity to take charge of one's own education outside of the classroom (Benson, 2013). “Students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. It takes as its starting point the idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies” (Hardy-Gould, 2013). YouTube, according to some researchers, plays an important role in autonomous learning (Lee, Osop, Goh, & Kelni, 2017). Videos have become a preferred method of learning due to their straightforward approach to material

(Shah, 2017). Learning using multimedia channels that display videos is a good way to improve a learner's understanding (Zahn, Pea, Hesse & Rosen, 2010). Using autonomous learning theory, YouTube allows users to learn from their own comfort zone and take control of their own learning (Lee, Osop, Goh, & Kelni, 2017).

When learners utilize new media tools, they learn language with excitement, teamwork, and motivation (Grigoryan, 2018). YouTube videos may serve as a motivator for students who want to improve their language abilities by gaining a deeper grasp of information they freely access online. It is accessible for students to participate in some type of student-centered learning outside of class. Students may be drawn to submitted videos if they pay attention not just to the image but also to nonverbal gestures and intonation, which add to the video's depth (Stempleski, 2002). All the videos on YouTube have their own distinct features that will draw the attention of the learners, allowing them to learn English while having fun viewing the video.

Consequently, even though there is research conducted upon YouTube in the field of English language teaching, there is a gap in investigating especially YouTube as a language learning website and how it contributes to the autonomous learning disciplines of language learners. Specifically considering the situation in Turkey in terms of foreign language education, it is easy to say that conventional language learning methods can be boosted by researching more about video platforms like YouTube and how they can be used as a supportive material for language learning, finding out how EFL learners become autonomous and motivated benefiting from online learning environments and take actions in their learning processes on the basis of this awareness.

1.2. Purpose of the Study

Having been creating content on how to learn English on YouTube for years, the researcher has witnessed closely the impact of YouTube videos on language learners. The

feedback she has been getting and all the comments saying how those language videos helped them during their journey of learning and also how they motivated them to take responsibility of their own learning gave the researcher inspiration to conduct this study. Given the popularity of YouTube as a video sharing platform among many Turkish individuals, this research was designed to investigate Turkish EFL learners' perspectives about the contribution of YouTube videos on language skills and components, autonomous learning, and motivation. The guiding questions are as follows:

1. To what extent do Turkish EFL learners perceive YouTube videos as an effective language learning tool?

2. How effective is YouTube on autonomous learning of Turkish EFL learners?

3. To what extent does watching YouTube videos impact Turkish EFL learners' motivation?

1.3. The Significance of the Study

YouTube has a large number of videos with a wide range of material. L2 learners may view whichever video to assist them enhance their mastery of language. YouTube video might help individuals not only practice their language skills, but it can also expose them to a completely different culture of the English language. These benefits of YouTube videos might provide learners with the most convenient technique to become autonomous on a greater level. The variety of content and material allows the student to select and switch between them depending on their learning needs, and it gives a broad platform from which to advance in the learning process (Klois, Segers & Verhoeven, 2013).

Despite all of the benefits and opportunities that YouTube videos provide for learners to take responsibility of their learning, few studies have been conducted on this topic. This

study should be considered significant not only in terms of the fact that there are not many studies in literature in general, but also there is no such study in Turkish literature. Especially in a language learning context like Turkey, video platforms like YouTube and its effects on language learning, autonomous learning and motivation is something that should be put emphasis on because the language education system in Turkey should be supported by such strategies. An authentic language example is necessary to introduce students to a real communication setting so that they may model the language used in that context and prepare themselves to communicate in real world. Students, on the other hand, require practice out of class to improve their learning due to the restricted time allotted to learning English in a traditional classroom. It is known that online environments such as YouTube is quite popular amongst Turkish learners and they watch videos there in a manner of supporting their language learning processes as proved in the studies conducted on this topic in Turkey (e.g. Küçükyılmaz, 2016; Balbay & Kilis, 2017; Aşıksoy, 2018; Özcan & Kırkgöz, 2021). In addition, although learning outside of the classroom will almost definitely never replace purposeful and controlled classroom instruction, digital learning requires more academic attention to better grasp its potentials and limitations (Reinders & Benson, 2017) as well as its relationship with classroom learning. The findings of this study will help researchers better understand how much the use of YouTube supports students' learning outside of the classroom.

This thesis aims at investigating these taking the perceptions of the learners into account along with how much it is effective in improving required language skills and components they are encountering. Since choosing what videos to watch and determining on what actions to take after watching the videos involve autonomy, using YouTube as a language learning tool could be considered closely related with autonomous learning. How much watching YouTube videos affect Turkish EFL learners in terms of autonomous

learning? What kind of actions do they take after watching these videos? Considering how watching videos motivates students and make them want to get more engaged in language learning process (Hadijah, 2016), another purpose of this study is to investigate EFL learners' opinions watching YouTube videos and how those videos motivate them while learning the language.

1.4. Limitations of the Study

A number of limitations of this study could be acknowledged. As the survey was distributed in an online environment and thousands of people were able to reach it, it was not possible to keep control on the numbers of the groups of same age and gender. As a result of this, the number of female participants is 1.929 (91.5% of the respondents), while the number of male participants is 180 (8.5% of the respondents). The same unevenness occured in the age category. 1.914 of the participants are between the ages of 13-25 which composes 90.8% of the respondents. This means that majority of the individuals participated in the study were young learners. One more limitation emerging from the data collection strategy in this study is that because the participants are all the subscribers of the researcher's YouTube channel, the study might have a biased design. Another limitation of the study is that, in the first questionnaire with closed-ended items, one item about a language component, which is pronunciation, is missing. The researcher attempted to make up for it by involving it in the open-ended questions.

While being aware of such limitations, the present research, could be distinctive and unique due to a few reasons. First, a great number of individuals participated in the study (2.109 people) which helped us get more information and reduce the uncertainty as a large sample size is more representative of the population. In addition, two unique research instruments (a questionnaire and another one with open-ended questions) were designed by

the researcher in order to ask to-the-point questions and deeply look at the topic that we have and has not been researched enough so that further research could also be built around it. YouTube and its contributions on learning language skills and components, autonomous learning and motivation were questioned from multiple perspectives in the questionnaires. Consequently, alongside the instruments, findings from the present study may offer insights for language learners and also teachers in Turkey, to assist them in the use of video websites, especially YouTube, for the purpose of becoming autonomous and motivating learners in their language learning processes.

1.5. Related Terms

- **YouTube:** YouTube is a major international platform for the distribution of socially enabled media. According to public data, more than 48 hours of video content is uploaded every minute, resulting in 3 billion views every day (Zhu, 2012).
- **Language:** Language is described as "the use by humans of a system of sounds and words to communicate" in the Oxford Advanced Learner's Dictionary (Hornby, 2015, p.848). In this perspective, the most fundamental quality of the language is that it is employed as a means of communication.
- **Second language acquisition:** In a broad sense, “second language acquisition” refers to the acquisition of a nonnative language after the first language (L1) (i.e., the native language) has been learnt, whether in a naturalistic or structured classroom context. (Miao, 2015).
- **Language skills:** In foreign language education and training, there are four fundamental language skills: hearing, reading, speaking, and writing (Barın, 1997; Bağçeci & Yaşar, 2007) which are necessary components of language instruction.

- **Language components:** Three language components are vocabulary, grammar and pronunciation. Little can be communicated without grammar, and nothing can be communicated without vocabulary (Thombury, 2002). However, pronunciation and grammar are equally as crucial as vocabulary while learning English. A student must have solid grammar and pronunciation, as well as a large vocabulary, to have a decent command of English (Karmadi, 2016).
- **Autonomous learning:** The "ability to take charge of one's own learning," with the caveat that this ability "is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning, i.e. in a systematic, deliberate way," and that "to take charge of one's learning is to have [...] the responsibility for all decisions concerning all aspects of this learning [...]" (Holec 1981, p.3).
- **Motivation:** Motivation is a cause for acting in a certain way. The degree and direction of behavior, as well as the variables that influence people to behave in specific ways, are all aspects of motivation. The term'motivation' may relate to a variety of things, including personal aspirations, how people choose their goals, and how others strive to modify their behavior (Tohidi & Jabbari, 2011).

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter presents an overview of previous research by providing a theoretical framework for the study. Initially, YouTube as a video platform is described. Then, various sub-headings such as YouTube as a language learning website is discussed. Lastly, its effects on EFL learners' motivation, language skills and components and autonomous learning are discussed.

2.2. YouTube

Because people's lives are now closely related to the form of online technology, the internet is now believed to be at the center of everyone's attention. People have become increasingly connected to the internet world, to the point that it has become a part of their daily life. The online world is a vast virtual arena with several sectors devoted to a wide range of human interests. YouTube is an online source and one of the most essential portions of the internet.

On February 14, 2005, three former PayPal workers founded the web-based service YouTube (Jefferson, 2005). It's a video-sharing service that makes it simple to publish, share, and watch videos. It becomes the most extensively used internet video resource (Burke & Snyder, 2008). The Google Company has chosen to purchase YouTube due to the rising popularity of the website among the general public (La Monica, 2006). YouTube is a popular social media platform that includes thousands of entertaining, educational, journalistic, medicinal, and cultural videos from all over the world (Bonk, 2009).

YouTube is the second biggest social media media platform, with 79 percent of internet users claiming to have a YouTube account (Datareportal, 2019). YouTube is not only the most popular social media network, but it is also a popular search engine. After Google, YouTube is the second most popular search engine (Mohsin, 2021). According to 2021 data on YouTube usage, there are over 2.3 billion users worldwide use it monthly, over a billion hours of videos are watched everyday -which makes it 8.4 minutes per day per person- and 5 billion videos are watched, 95 percent of global internet population watch YouTube (Global Media Insight, 2022). Pursuant to a study, 90 percent of 18–24 year olds use YouTube and comparable video-sharing sites on a regular basis, with 36 percent watching TV series, movies, instructive videos, and other clips (Jung and Lee, 2015). YouTube today is most recognized for its subscriber produced videos, which include reviews, tutorials, pranks, criticisms, and much more, with so much content posted every minute (Miller 2017). Rather than being passive video consumers, many individuals have adopted the role of content creators, actively creating and sharing their thoughts on YouTube (Greenhow, 2010).

Jane Hart has been compiling a list of the top 200 tools for learning based on the contributions of learning professionals worldwide since 2007. Because there were a large number of new tools nominated in 2021, the primary list was expanded to 300 items to accommodate them. In 2021, YouTube was selected to be the number one learning tool on the list, leaving all other 299 behind. YouTube offers a lot of promise for helping pupils improve their learning skills. Educational videos, according to Fathallah (2007), are educational scenarios captured on the internet. Real-life components are used in these clips, and they teach certain objectives. Uploading, downloading, viewing, and sharing videos on YouTube are just a few of the features available. Videos on YouTube may be seen at any time and from any location, have a good quality of presentation, and can be repeated, stopped, or completed at any time. YouTube videos offer media content since they incorporate both visual and

spoken content, allowing students to build a variety of educational abilities. Youtube clips inspire group work activities by allowing students to share the videos, which adds excitement and significance to the learning context. As a result, YouTube aids with the retention of information in long-term memory (Ebied, Kahouf & Rahman, 2016). According to Frdlingcr and Owens (2009), technologies and the internet play a significant role in students' social and educational life.

2.2.1. YouTube as a Language Learning Site

Many people's everyday lives are now characterized by a continual movement between gadgets, modes, and media (Burnett and Merchant 2015). With regard to language learning, language learners today have access to a wider range of richer, more flexible, and diversified learning materials (Burnett and Merchant 2015), which provide learners with numerous out-of-classroom, opportunities to learn everyday language. Students' out-of-class activities, which are frequently technology-mediated, highly participatory, and multimodal, mirror this learning style (Kuure 2011). The fundamental concept of learning languages using modern video technology was based on learners' ability to watch videos outside of the classroom. Many things altered in the late 1980s and early 1990s. Likewise the magnificent video cassette systems begin to fall away, being totally replaced by DVD and computer systems, the rapid growth of the Internet and streaming video technologies also completely changed the self-access learning. Everything became more dynamic, engaging, and enjoyable. Even the wildest fantasies of the 1980s about the availability of language learning resources came true. Every student nowadays understands that in order to get the greatest linguistic skills, he/she must be exposed to the language as much as possible and take advantage of every chance to listen to it (Allan, 1985). In contrast to the 1990s, today's learners do not have to worry about where to acquire valuable resources to self-access and study without spending all of his pocket money, thanks to the Internet's abundance of websites. Every student with

access to the Internet has the chance to use YouTube to immerse himself/herself in the world of foreign language speakers, particularly English. Video has been seen to be a useful medium for teaching and learning for a long time, as demonstrated by Kozma (1994), who demonstrated that integrating audio and visual presentations boosts memory of newly learnt material and mental model development. YouTube involves students in interactive and innovative learning by allowing them to make, share, and comment on videos that are focused on learning (Lin & Polaniecki, 2009). Because informal language learning outside of the classroom is flexible and enjoyable, students may choose their own speed, manner, and location based on their demands and concerns (Richards, 2015).

The utilization of internet technologies, particularly the YouTube website, has proven effective in the subject of English as a second/foreign language acquisition as well. EFL students may now utilize the YouTube website to supplement their English studies. The use of internet videos provides students with a fresh option to practice their language abilities at any time and in any location, which will keep them engaged in the learning experience (Baniabdelrahman, 2013). Incorporating user-generated videos is critical in learning process. Having YouTube as a resource allows one to practice English with complete independence, which is something that a 21st-century student appreciates. Video may be a strong and interesting tool for language learners at all levels. Because the YouTube website is free, it makes it simple for students and instructors to access and publish videos. Terantino (2011) stated, “YouTube offers fast and fun access to language and culture-based videos and instruction from all over the globe.” Many academics have looked into its potential for online instructional usage, including (Godwin-Jones, 2007; Alhamami 2013.; Burke & Synder, 2008; Alimemaj 2010; Snelson, 2011). Learners have a dynamic nature, and they are the group that most supports ICT technologies in general, and web 2.0 in particular. They are looking for rapid replies and input, as well as media access. They also like interaction (Duffy, 2008);

these conditions will benefit instructors if they combine teachings with web 2.0 technologies, with YouTube being one of the most appropriate ones.

There are various advantages to using YouTube videos for teaching and learning. These benefits, according to Jalaluddin (2016), are as follows:

1. Youtube clips are a great source of information that can be accessible both within and outside of the classroom. Because a Youtube clip is a video available on the internet that can be seen from anywhere with an internet connection, this is the case. As a result, it provides learning flexibility and allows the instructors to assign pupils to watch additional related videos outside of the classroom.
2. YouTube videos expose viewers to authentic English and present real-life instances of individuals using the language. It enables pupils to have access to English that is spoken by native speakers. Furthermore, employing actual content will increase students' confidence in dealing with real-life situations.
3. Utilizing Youtube clips promotes a more self-directed and student-centered learning approach. The students will be actively involved in their learning, and the teacher's role will be limited to that of a facilitator. Furthermore, the ease with which students can access numerous films on YouTube allows them to acquire knowledge on their own rather than readily instructed by their teacher. Furthermore, a movie that incorporates both graphics and sounds makes it easier for pupils to grasp an abstract subject.
4. Incorporating YouTube videos in the classroom captures students' interest and makes language learning more participatory in the classroom. Because video shows learners how individuals behave when speaking the language they are studying, they find it engaging and hard to watch.

5. Students can remark on every video they watch on YouTube, especially while they are watching it online. As a result, it also helps children strengthen their other language abilities.

So, based on the benefits listed above, it is clear that using YouTube videos will provide students with more exposure to speaking components such as pronunciation, grammar and vocabulary leading in improvements in other areas of speaking such as comprehension and fluency.

2.2.2. YouTube in Developing Language Skills and Components

According to Heriyanto's research (2015), the majority of students regarded YouTube to be beneficial in increasing their understanding of English language. Furthermore, the large difference in pre-test and post-test scores shows that incorporating YouTube has enhanced the students' ability to recognize and grasp the target language. Learners of English mostly use YouTube to practice four language skills in a natural context while viewing an enjoyable video or undertaking an activity directly related to a selected clip (Omer, 2017). YouTube videos may be used to enhance listening, reading, writing, and speaking skills when learning English (Chhabra, 2012). (Riswandi, 2016) discovered in his research that YouTube may assist students enhance their language abilities, particularly by expanding their understanding of English vocabulary, grammar, and pronunciation.

While learning a language, students get information through receptive skills, one of which is listening (Brown & Palmer, 1995). Listening is a necessary ability for students' language development. According to Etman (2012), listening is the basis for establishing initial contact with the foreign language. Therefore, EFL learners are expected to have strong listening skills. YouTube clips can be utilized as an alternate method in language instruction that includes audio-visual content. According to Alqahtani (2014), YouTube is a wonderful

source of real content for improving students' listening skills. Alimemaj (2010) performed a research to determine students' perceptions of language learning through the use of YouTube. Her investigation findings revealed that students believed YouTube helped them enhance their English skills, particularly in speaking and listening. Furthermore, the students believed that their understanding grew as a result of YouTube's ability to replay the video. Students stated that they can readily locate a variety of movies that may be utilized to improve their listening comprehension. Another study on the improvement of students' listening comprehension through the use of YouTube by Chang and Chang (2014) revealed that students' awareness of listening technique rose, students' listening comprehension improved dramatically, and students found it easier to comprehend the meaning of unknown vocabulary. Furthermore, YouTube allows users to locate relevant listening resources by searching the associated title to the subject learned, at any time and from any location.

Reading comprehension, the other receptive skill, is an extremely important academic and life skill. As a result, it must be appropriately developed for the learners for the purpose of succeeding in their academic life and future profession. As Abdelgadir (2016) states, YouTube has a significant influence on English students' reading comprehension skills. It helps pupils to achieve a good level of reading comprehension competency. YouTube assists students in developing the capacity to estimate and predict meaning based on context. YouTube encourages pupils to take risks, making reading comprehension simpler and more difficult than ever before. Making use of YouTube in learning is enjoyable and enhances students' motivation to read (Malhiwsky, 2010).

The most significant area of information necessary for efficient listening and reading comprehension is vocabulary knowledge (Milton, 2009). YouTube, according to Kabooha and Elyas (2018), significantly boosts students' vocabulary learning. Making use of videos helps students improve their vocabulary and develops their listening and speaking skills (Watkins

and Wilkints, 2011). Sugiarto (2021) conducted a study in a private Senior High School to investigate second-grade students' perceptions of using YouTube videos in language learning. According to the findings, the majority of student participants saw YouTube as a beneficial tool that helped them improve their language abilities such as vocabulary acquisition, listening, and pronunciation. YouTube was highly known to the students because the majority of them watched it for about five hours every day.

Speaking abilities are also extremely crucial while learning English. People may learn how capable students are at learning English by listening to them talk (Zyoud, 2016; Sudarmaji, 2021). Muna (2011) did an action research project in a vocational high school in the eleventh grade. The findings suggested that YouTube videos could help students improve their speaking skills in terms of vocabulary, fluency, pronunciation and grammar, as well as their understanding of the topic's substance. Furthermore, employing YouTube videos improves the class atmosphere by making it more accommodating. Yunita (2015) did a pre-experimental study to see if watching video from YouTube can help students enhance their speaking abilities. The result reveals that before treatment, the average score of students' speaking was 58.4375, and after treatment, it was 67.8125, indicating that there is a substantial difference in students' speaking skill while utilizing video YouTube. Similarly, Riswandi (2016) did an action research study with seventh-grade students from one of Surakarta's Junior High Schools on the usage of YouTube-based films to improve students' speaking skills. The results reveal that the students' speaking ability improved in terms of fluency, pronunciation, vocabulary, content and grammar. Furthermore, a study performed in higher education yielded comparable results. Qomar (2016) found that YouTube can enhance students' speaking skills, including pronunciation, grammar, choice of words, sustaining dialogue, and organizing thoughts, during the third semester of the academic year 2015/2016 at Muhammadiyah University of Metro. Given the findings of the preceding research, it is

clear that YouTube is an online medium that helps to the enhancement of students' speaking skills, and teachers should incorporate it into their speaking classes. In Omer's (2017) study on using YouTube videos to enhance listening and speaking skills of learners, the most significant results revealed that EFL learners utilized YouTube videos to improve their listening and speaking abilities, and that using videos in the classroom inspired learners to practice English verbally and boosted their engagement throughout the learning process. According to him, using YouTube plays an important and effective role in improving EFL learners' listening and speaking abilities, as well as comprehending native speakers' cultural backgrounds.

Pronunciation, according to O'Sullivan (2012), is an important part in evaluating speaking ability. YouTube provides a plethora of options for studying foreign language pronunciation. Students strongly rely on YouTube to enhance their pronunciation; in fact, the majority of them use YouTube to improve their pronunciation skills (Zitouni, 2021).

When compared to other language abilities, writing is regarded as the most difficult and demanding to acquire. In respect to the students' challenges in writing, Mukminatien (1991) claims that the difficulties are generated not only by the students themselves, but also by the unvarying and boring approaches employed to learn it. Mayora (2009) investigated the usage of YouTube in the writing classroom and discovered that YouTube videos are beneficial in assisting students to write. He investigated how authenticity, engagement, and motivation are interwoven in her study on the use of YouTube to inspire improved writing by language learners. He found that some YouTube elements, such as written responses and the ability for learners to speak their mind by generating meaning from the stimulation of the videos, can improve students' writing abilities through real engagement. According to Pratiwi (2011) and Anggraeni (2012), video helps students explore primary concepts, arrange thoughts, use appropriate words to form sentences and paragraphs, generate grammatically

acceptable phrases, and apply mechanics (punctuation and spelling) in writing. As a result, YouTube is helpful in assisting students to write in English.

YouTube has also been proven to be used to learn grammar. The use of movies in grammar instruction may transform abstract resources such as language structures into real-world activities. According to Tomlinson (1998), learning resources must be created to help L2 students utilize visualisation to increase their knowledge of the information, connect them with the resources, improve retention, and promote language acquisition. In other words, one of the connecting activities in teaching grammatical points might be the usage of videos. Kurniawati (2013) found out that YouTube videos are an effective teaching media for teaching grammar. For students that have a positive attitude toward grammar instruction, YouTube videos are more successful than textbooks as instructional medium. Based on the findings of Ratmo (2018), using various sorts of YouTube videos to teach grammar provides an opportunity to dig for and construct grammar resources and learning activities. Furthermore, the utilization of YouTube videos in constructing grammar learning exercises can meet the requirement for realistic and real-world examples, making learning more relevant.

2.2.3. YouTube and Autonomous Learning

Videos may be an effective tool for achieving instructional objectives. Learners are rapidly shifting their use of YouTube from educational videos to online places for sharing user-generated material (Roodt& Villiers, 2011). YouTube and other web-based learning platforms give knowledge without regard to time, location, or circumstance (Kanuka & Nocente, 2003). Youtube will make learning easier for users by giving uninterrupted video on mobile devices. Another option is to cater to the demands of people who learn more effectively through media or reflection (Pradeep, 2019).

YouTube self-learning aids in the development of social skills and is an important part of global education. Because it enables learners to recreate what they've learnt while adding their own notions. As a result, learners may also become instructors on the same platform (Bonk, 2009). When utilizing YouTube as a self-learning medium, audio and video representations pique the learner's attention and keep them engaged throughout the learning process, thanks to the wide range of information accessible. During the learning process, the learner has a variety of alternatives to pick from in relation to the subject. YouTube also provides a large place for life-long learning by providing further recommended videos on similar topics (Berk, 2009).

Autonomous learning is when "individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975). This type of learning has its roots in adult education and is ascribed to the learner's ability to examine, control, and regulate the learning process, hence boosting its efficacy (Bolhuis, 1996; Garrison, 1997). Autonomous learning stresses the learner's characteristics, method, and objective of learning, which includes empowering the learner, advocating for emancipation, and encouraging transformational learning (Merriam et al., 2007). Numerous research have been undertaken to investigate the characteristics that contribute to a favorable environment for self-directed learning. Autonomous learning is greatly dependent on the learner's motivation, therefore films are critical in grabbing learners' attention and assisting them in comprehending difficult subjects (Mayer, 2001). YouTube is one such medium that fosters and stimulates self-directed learning (Hafner & Miller, 2011). The user has complete control over when and what information to study while using web-based learning, which increases the learner's interest (Tullis & Benjamin, 2011). The variety of content and material allows the student to select and switch between them depending on

their learning needs, and it gives a broad platform from which to advance in the learning process (Klois, Segers & Verhoeven, 2013).

According to several research, autonomous learning that is both visual and auditory is easier to grasp and recall than learning that is solely audio. In the process of autonomous learning, YouTube offers a wide range of videos to learn from (Berk, 2009). Autonomous learning is greatly dependent on the learner's motivation, therefore films are critical in grabbing learners' attention and assisting them in comprehending difficult subjects (Mayer, 2001). YouTube is one such medium that fosters and stimulates self-directed learning (Hafner & Miller, 2011).

Some research have looked into autonomous learning and the effects of YouTube on the concept. Saputra & Fatimah (2018) investigated how YouTube can be utilized in classroom by EFL freshmen of a state university. The students appeared to be active, eager, and interested when participating in classroom activities. Similarly, the students stated in their answers that they experienced an encouraging, autonomous, and supportive learning environment. According to several students, the lecture gets less repetitive and more lively as the pupils investigate the items they choose. At the same time, Shariff and Shah (2019) conducted a study with Malaysian students. They stated that when the students talked about their experiences with YouTube, they seemed to perceive it as a tool that helped them manage their time while also giving them power and freedom of choice in improving their learning outcomes. According to the study of Tariq et. al. (2020), high school students utilize YouTube as a platform for autonomous learning. The data highlighted why higher education students utilize YouTube as a tool to overcome obstacles they confront when learning a certain subject. Another study conducted by Zaida (2021) revealed that the usage of YouTube as a learning resource and portfolio for students in grade 8 at SMP 8 Semarang for the academic year 2019/2020 was helpful in encouraging autonomous learning. Students were urged to learn

from the films that were provided and to seek help on their own if they had trouble understanding the information. Similarly, Rajendran and Din (2021) found out in their research that the characteristics and accessibility of YouTube aid students in their day-to-day work and learning experiences, allowing them to move autonomously and adapt to other autonomous learning settings. As they find and engage in English language learning on their own, students gain useful abilities such as learner autonomy in this digital age and psychological tolerance for independency.

2.2.4. YouTube and Motivation in Language Learning

According to Silviyanti (2014), students mostly used YouTube for entertainment reasons like watching short videos, movies, and hilarious videos, as well as for education. Additionally, students participated in his research stated that YouTube was beneficial to their learning process since it provided them with the opportunity to study English. The studies that suggest the use of Youtube clips in English language acquisition (Metekohy, 2010; Malhiwsky, 2010; Brook, 2011) also suggest that YouTube videos assist learners acquire language faster and feel motivated in their process of learning. It has also been dicussed above that involving video clips in students' language learning processes contributes to their motivation. Students watch and listen to YouTube clips because the video content allows them to listen and view at the same time. As a result, the learners acquire the language with little cognitive strain and have a lot of fun while doing so. They may find intriguing films on the English language on the website Metekohy (2010).

Several studies also discussed how YouTube videos motivated EFL learners. Alm (2006) highlighted how the usage of YouTube promotes motivation using self-determination theory, which posits that students require a sense of relatedness (connection to the community), competency (good collaboration), and autonomy (independent acts). Furthermore, Dieu, Campbell, and Ammann (2006) showed how authenticity and engagement

are linked to motivation when using YouTube. Language is employed in a variety of circumstances, with various people, in various spots, and at various times in genuine situations. Similarly, teachers may utilize YouTube to encourage students' language use and participation beyond the classroom. A research done by Malhiwsky (2010) found equivalent results when it came to the advantages of YouTube in language acquisition. In this research, learners were not only motivated despite their nervousness, but they were also capable of co-create and develop material that was seen by a genuine global audience. According to a study performed by Damronglaohapan and Stevenson (2013) in Thailand, students believe that YouTube movie snippets are more useful than textbook CDs. Students stated that they liked improving their language knowledge by watching YouTube movie clips. Silviyanti (2014) assessed students' interest in a listening course that included watching movies on YouTube. According to the findings of the study, YouTube inspired learners to study English and that using YouTube was useful for learning English. Hasan et al. (2018) performed a study in Bangladesh that focuses on L2 learners' perspectives and practices when utilizing YouTube for instructional reasons. The researchers stated that YouTube videos with audio-visual components helped students enhance L2 comprehension and gain desire to learn L2.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter describes the study's procedure, including the data gathering procedure and analytic stages. The chapter begins with an explanation of the research design. Following that, the research background and participants are thoroughly discussed. Lastly, the instruments used to gather data and the procedure followed to analyze the data are described.

3.2. Research Design

The current study was designed as a questionnaire study with two questionnaires. One of them consisted of closed-ended items while in the other there were open-ended questions. The researcher firstly gathered quantitative data and then qualitative data to give the topics more insight, analyzed them individually, and then integrated the data to offer a comprehensive explanation of the study topic.

The rationale of utilizing a the results of quantitative and qualitative data in this study is to offset the potential disadvantages of using solely questionnaires with closed-ended items as data gathering instruments. This strategy was deemed the most suited for framing this study.

Table 1 shows a summary of the research questions as well as methodological techniques. The study's three research questions are stated, together with the goals that relate to each of the research questions. Methodological techniques and data collecting technologies used to gather information from study participants are also illustrated.

Table 1.

Summary of Research Questions and Methodological Approaches

Research Questions	**Aims**	**Methodological Approaches**	**Data Collection Tools**
1. To what extent do Turkish EFL learners perceive YouTube videos as an effective language learning tool?	To determine EFL learners' views on the effects of YouTube on learning language skills and components	Quantitative Approach Qualitative Approach	2 questionnaires with closed-ended and open-ended items
2. How effective is YouTube on autonomous learning of Turkish EFL learners?	To identify how effective EFL learners think YouTube videos are on autonomous learning	Quantitative Approach Qualitative Approach	2 questionnaires with closed-ended and open-ended items
3. To what extent does watching YouTube videos impact the Turkish EFL learners' motivation?	To examine the effects of YouTube on EFL learners' motivation	Quantitative Approach Qualitative Approach	2 questionnaires with closed-ended and open-ended items

3.3. The Context of the Study

This study was performed throughout Turkey in an attempt to analyse and determine the perceptions of EFL learners who experienced studying English via YouTube videos.

The questionnaire was applied to 2.109 people who were the subscribers of the researcher's YouTube channel. The researcher has a YouTube channel on teaching English to Turkish EFL learners with 550.000 subscribers. Additionally, qualitative data was also gathered from a sub-group of participants through 10 open-ended questions in order to obtain a better understanding of the research topic. All the participants used YouTube to study the language at least a few times.

3.4. Participants

All of the participants were the subscribers of the researcher's YouTube channel which was aimed at giving tips on and teaching English to EFL learners (The link to the

channel: https://www.youtube.com/channel/UCCxc5b4lQU_hwrZVyZr92Ew). The participants of the questionnaire were a total of 2.109 individuals, 1.929 females and 180 males, all EFL learners having used YouTube as a material in their language learning processes. The researcher linked the Google Form on her Instagram story and announced that people who used YouTube at least a few times for language learning purposes could do the questionnaire. All of the learners' answers who did the first questionnaire were used. As for the questionnaire with open-ended questions, 661 volunteers, who were also the participants of the first questionnaire, were asked to answer the open-ended questions. The researcher again linked the questions on her Instagram story and asked for volunteers. Then, 50 answers were selected randomly.

The ages of the participants ranged from 8 to 36+. 48.8% of the participants were university students, 43.4% of them were in high school, 4.6% in master's programs, 2.8% in middle school and 0.4% in Ph.D. programs. The participants reported to be at all English levels, with 37.6% of them being on Intermediate level, 26.7% on Pre-Intermediate level, 17.8% on Upper-Intermediate level, 12.8% on Beginner level and 5.1% on Advanced level. A great number of participants reported that they watched YouTube very frequently in their daily lives with the percentage of 43.9, 36.5% of them watched it often, 17.3% sometimes, 2.2% rarely and 0.2% of the participants almost never watched it daily.

3.5. Data Collection Instruments

To gather data for this study, two research tools were employed: a questionnaire with closed-ended items and another one with open-ended questions. In order to determine the perceptions of Turkish EFL learners on watching YouTube videos to support their language learning processes, the questionaire with 20 items was designed with the goal of generalizing from sample to population. The reason for using a questionnaire as a research tool is that it is

the most often utilized research tool for collecting quantitative data. Furthermore, because the questionnaire is built using Google Forms, a huge quantity of data could be collected in a very short period of time, at a lower cost than other data collecting strategies, and it could be developed and disseminated quickly.

Another questionnaire with 10 open-ended questions was also performed to supplement and complement the quantitative findings. Themes that developed throughout the closed-ended items were classified according to the questionnaire's quantitative dimensions. Similarly, Google Forms was used to design and distribute the questionnaire with open-ended questions. The goal of employing open-ended questions was to gain a better understanding of the respondents' perspectives rather than making broad generalizations. The information gathered was examined and eventually incorporated with the results of the questionnaire with closed-ended items.

3.5.1. The Questionnaire

Quantitatively, a questionnaire was designed and used in order to find answers to the research questions. Groves et. al. (2004) describes survey as "a systematic method for gathering information from (a sample of) entities for the purpose of constructing quantitative descriptors of the attributes of the larger population of which the entities are members" (p. 4). Additionally, according to Creswell (2014), “a survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population”. This research was primarily descriptive in nature. Descriptive research, according to Kothari (2004), aims to characterize existing or gathered data on a certain topic. As a result, quantitative research designs were utilized to assess the acquired data, taking into account the nature of the study and the nature of the questions created. Furthermore,

descriptive statistics like as mean and standard deviation were used to assess the attitudes of respondents.

The researcher created 20 closed-ended items and gave them to the study's target learners on five variables, which are: the contribution of YouTube on developing language skills (listening, speaking, reading, writing) (items 1-5), language components (vocabulary, grammar) (items 6-9), autonomous learning (items 10-18) and motivation to learn the language (items 19, 20). As stated before, questionnaire is less expensive to implement in terms of finance, time, human, and financial resources.

At the same time, Bhattacherjee (2012), suggested using a Likert scale for written statements to assess respondents' attitudes on a specific topic. As a result, 5 point Likert scale attitude questions were used, with respondents indicating their level of agreement or disagreement with the supplied system (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).

“Validity is an important key factor to effective research” and “reliability is a necessary precondition of validity” (Cohen, Manion & Morrison, 2011, p. 179). If a research instrument genuinely measures what it is supposed to measure, it is considered as a valid instrument (Winter, 2000), and if a study is done with a similar number of participants in a similar situation and identical results are produced, the study may be accepted as trustworthy (2011). In this research, the validity of the questionnaire was verified by the thesis supervisor, a PhD student in the department of English Language Teaching (ELT), and one professor from Gazi University again from the department of ELT.

The Cronbach alpha technique, which “provides a coefficient of inter-item correlations. The correlation of each item with the sum of all the other relevant items, and is useful for multi-item scales” (2011; p. 201), was used to assess each variable in the

questionnaire. Before administering the questionnaire to the participants, a pilot study was conducted with 10 students, then, four of items were removed to increase the reliability. After that, the findings of the pilot testing demonstrated that all of the items produced to test the variables have a reliability consistency better than 0.7, the result shows a satisfactory item reliability consistency, as shown below.

Table 2.

List of variables with Cronbach's Alpha reliability

Variables	**Number of items**	**Reliability (Cronbach's Alpha)**
Skills	5	.740
Components	4	.731
Autonomous Learning	8	.860
Motivation	2	.735

Table 3.

Descriptive Statistics of the Obtained Data

Variables	**Mean**	**Std. Deviation**
Skills	19,1655	3,57976
Components	16,7156	2,98039
Autonomous Learning	30,5841	6,55727
Motivation	7,8000	1,22927

3.5.2. The Questionnaire with Open-ended Questions

After completing and returning the questionnaire, 50 people volunteered to participate in another questionnaire, this time with open-ended questions. The investigation was conducted to learn more about the perceptions of EFL learners on the impact of YouTube on developing language skills and components, being an autonomous learner and motivation to learn the language. Additionally, the data from the questionnaire was triangulated using replies to the open-ended questions. All questionnaires were in Turkish and translated into English.

The researcher created the open-ended questions in order to draw a logical relationship between the items in the first questionnaire. To verify that the open-ended questions were acceptable and clear for the participants, three professionals were consulted: the thesis supervisor, a PhD student, and one professor from the department of English Language Teaching.

3.6. Data Collection Procedures

Data was collected from EFL learners in Turkey who were from different cities of the country, of different ages, at different levels of education and different levels of language proficiency using simple random sampling. In this strategy, each individual had an equal probability of being chosen from the population sample. To answer the open-ended questions, 661 people from the participants of the first questionnaire volunteered to answer the questions. The researcher picked 50 individual's questionnaires randomly in order to analyse them. A random number table or a computer-generated collection of random integers was used to choose data.

The Google Form was used to disseminate the questionnaire and the open-ended questions. The website addresses are https://forms.gle/54SqmpoRdPrLA79P7 and https://forms.gle/21bxZ72heo1E9NFy9. The data collection was conducted between 5th and 7th January, 2022 for the questionnaire, and on 17th January 2022 for the open-ended questions. The research objectives and data gathering procedures have been described to the respondents. At the same time, prior to administrating the questionnaire, the research participants were informed that they could only attend the study if they used YouTube as a language learning tool at least a few times in their lives.

3.7. Data Analysis

The analysis of the data was carried out with Statistical Package for Social Sciences (SPSS) 22. Descriptive statistics were applied to uncover mean and standard deviation scores of the 20 Likert scale questionnaire items. To code the data in SPSS, a numerical value was assigned to each variable in the closed-ended items. To summarize the participants' demographic characteristics, frequencies in respect to gender, age, education level, language level, and frequency of their use of YouTube were determined. The mean and standard deviation scores for each closed-ended item were then computed. Chapter 4 presents and examines the findings. To code the data in SPSS, each variable in the closed-ended items was assigned a number value.

In order to evaluate the qualitative data of 50 participants with 10 open-ended questions from the questionnaire, MAXQDA Analytics Pro 2022 was used. The MAXQDA software, according to Mills, Durepos, and Wiebe (2010), is a type of computer-assisted qualitative data analysis software (CAQDAS). In the qualitative data analysis, two levels of grounded theory coding were considered: open coding and axial coding. The data were first split down analytically (Corbin & Strauss, 1990) into chunks and conceptual categories were allocated to the data segments via open coding (Dörnyei, 2007). Approximately 87 codes were initially retrieved from the data at this level. Second, the researcher used axial coding to try to establish a link between categories, assimilate them, and organize them under the primary ideas (Strauss & Corbin, 1998). A total of 50 sub-categories in axial coding were generated in this study. The following part goes into data analysis in further depth.

3.7.1. Analysis of Descriptive Statistics

SPSS 22.0 with descriptive statistics was used to conduct the analysis on quantitative data. The purpose of utilizing descriptive statistics is to determine EFL learners' views on

using YouTube as a language learning tool and its effects on their autonomous learning and motivation. The findings of this study aided the researcher in answering the research questions.

3.7.2. Analysis of the Qualitative Data

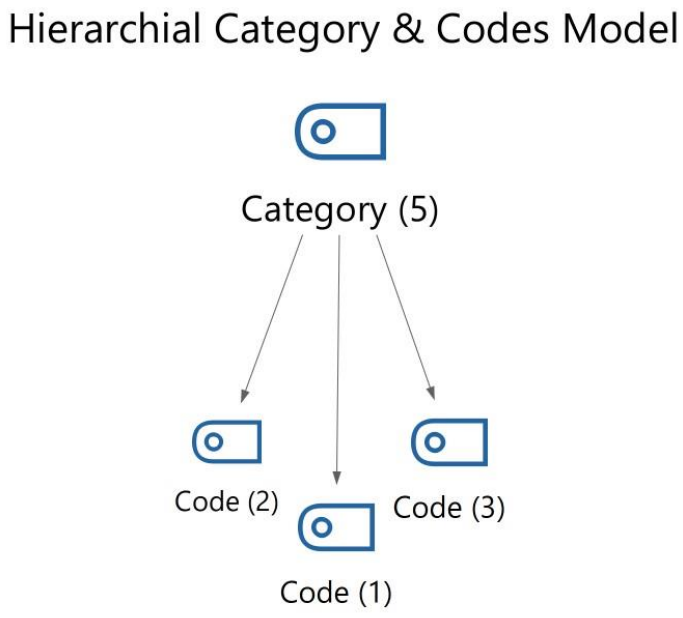
Inductive content analysis was used to analyze qualitative data from the open-ended questions. This suggests that the constant comparison approach was used to identify themes and categories arising from the data (Glaser & Strauss, 1967). Inductive category coding is used in this type of analysis, in which the codes that emerge from the data are continually compared and contrasted with each other inside and across the data. Creswell (2014) outlined the processes for analyzing qualitative data, which are followed:

1. Gather and organize data for analysis.
2. Read all of it
3. Begin coding all of the data
4. Create a description of the scene or people, as well as categories or topics for analysis, using the coding procedure
5. Plan how the description and topics in the qualitative story will be expressed
6. In qualitative research, make an interpretation of the data or outcomes (p. 247).

Figure 3 illustrates an example of the model that was employed. This model depicts the hierarchical structure of a category, as well as its code(s) and their frequencies. As a result, a pre-defined category is assigned to the top of the hierarchy. The symbols under it are used to connect codes to the main category through arrows. In parentheses, the number of times each coded section appears in the transcripts is provided.

Figure 3.

Hierarchical category & codes model.



10 categories were pre-defined based on the participants' replies, and codes and sub-codes generated as a result of the study. In Chapter IV, all of this information is investigated in further depth.

A variety of codes were allocated to designate the participants like P1 (Participant 1) and L2 (Participant 2). The researcher then reviewed each learner's replies to each open-ended question multiple times to acquire a broad sense of interpreting, and they were filed individually for each item. Each open-ended question was subjected to the same analysis. Following the research questions, the findings were organized into themes obtained from the data.

The researcher was the one who did the data analysis first. Another researcher examined a tiny piece of the questionnaire data to ensure inter-rater reliability. Between the researchers, there was a high level of agreement. A copy of the data was also verified by the study's supervisor. After a sufficient amount of time had passed from the first analysis, the

researcher evaluated the entire qualitative data for intra-rater reliability. All of the subcategories were double-checked and finalized.

To summarize, this chapter has provided information on the methodology of the current investigation. The study's design, participants and environment, data collecting instruments, and data analysis methodologies were all provided. The next chapter discusses the results of the questionnaires.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

This chapter summarizes the key findings from the questionnaires. To answer the research questions, both quantitative and qualitative techniques were used for data collection; hence, the data was investigated using descriptive statistics and inductive content analysis. First, the questionnaire results were analyzed. Following that, the results of the content analyses on the open-ended questions were provided. This section begins with information on the participants' backgrounds, followed by the findings of each of the four research questions.

4.1. Analyses of the Questionnaire

SPSS was used to do statistical analysis on the quantitative data from the questionnaire. The mean and standard deviation scores of the Likert-scale questionnaire items were determined using descriptive statistics. Frequencies in relation to gender, age, education degree, language proficiency and frequency of watching YouTube videos were computed to provide demographic characteristics of the participants.

4.1.1. Background of Participants

The replies to five items in the first portion of the questionnaire were used to acquire demographic information about the participants. Gender, age language proficiency and how much they watched YouTube videos daily were among the items. Table 4 shows descriptive data for the participants' background information:

Table 4.

Participants' overall demographic information

		Descriptive Statistics			
		Frequency	Percent	Percent	Cumulative Percent
Gender	Female	1929	91.5	91.5	91.5
	Male	180	8.5	8.5	100.0
	Total	2109	100.0	100.0	
Age	8-12	9	0.4	0.4	0.4
	13-18	949	45.0	45.0	45.4
	19-25	965	45.8	45.8	91.2
	26-35	177	8.4	8.4	99.6
	36+	9	0.4	0.4	100.0
	Total	2109	100.0	100.0	
Education Level	Middle School	60	2.8	2.8	2.8
	High School	915	43.4	43.4	46.2
	University	1029	48.8	48.8	95.0
	Master's	96	4.6	4.6	99.6
	Ph.D.	9	0.4	0.4	100.0
	Total	2109	100.0	100.0	
Language Proficiency	Beginner	271	12.8	12.8	12.8
	Pre-Intermediate	564	26.7	26.7	39.6
	Intermediate	792	37.6	37.6	77.1
	Upper-Intermediate	375	17.8	17.8	94.9
	Advanced	107	5.1	5.1	100.0
	Total	2109	100.0	100.0	
Frequency of using YouTube	Almost never	4	0.2	0.2	0.2
	Rarely	46	2.2	2.2	2.4
	Sometimes	365	17.3	17.3	19.7
	Often	769	36.5	36.5	56.1
	Very frequently	925	43.9	43.9	100.0
	Total	2109	100.0	100.0	

In accordance with the gender of the participants, the study population consisted mostly of 1929 females (91.5%) and 180 males (8.5%). Regarding the participants' ages, the frequency statistics illustrate that the majority of participants were teenagers and young people with 949 of the participants being between the ages of 13-18 (45.0%) and 965 participants being between 19-25 (45.8%), the third-highest frequency were the adults who were between the ages of 26-35 (n=177, 8.4%), there were only 9 children who participated

(ages 8-12, 0.4%) and only 9 people who were older than the age of 36 (0.4%). Concerning the educational level of the participants, it can be seen from Table 4 that most of the participants were at university level with the number of 1029 people (48.8%), the second-highest frequency were those who were at high school level (n=915, 43.4%), thirdly, 96 people were at the level of master's (4.6%), 60 participants were in middle school (2.8%) and with the least frequency, 9 people were at Ph.D. level (0.4%).

In addition, participants' language proficiency was a demographic feature that was questioned about in the survey. According to the frequency table, the majority of the participants were intermediate level learners (n=792, 37.6%), then followed the pre-intermediate level with the number of 564 people (26.7%), upper-intermediate level learners were with the third-highest frequency (n=375, 17.8%), 271 beginner level learners followed them (12.8%) and lastly, 107 advanced level students had the least frequency in this study with the percentage of 5.1.

Finally, results illustrated in Table 4 also showed how often the participants watched YouTube videos. The majority of the participants used it very frequently (n=925, 43.9%), 769 people claimed that they watched YouTube videos often (36.5%), 17.3% percent of the participants stated that they sometimes watched YouTube videos (n=365), while a little number of participants didn't watch YouTube that much with 46 people picking the answer "rarely" (2.2%) and 4 people "almost never" (0.2%).

4.2. Research Question 1: To what extent do Turkish EFL learners perceive YouTube videos as an effective language learning tool?

In the first research question, it was aimed to investigate the perceptions of the EFL learners on the effects of YouTube on improving four language skills (listening, speaking, reading, writing) and three language components (vocabulary, grammar and pronunciation).

The Likert scale items in the questionnaire, which attempted to elicit participants' answers, was utilized to answer this research question. The data from the answers of the open-ended questions also provided some more information. Both quantitative and qualitative data were investigated, as demonstrated in this section.

4.2.1. Analyses of the Questionnaire

To analyse the data, two variables were examined for this question, which are language skills and language components. For these issues, questions from 1 to 5 and questions from 6 to 9 were asked. Using descriptive statistics, the mean and standard deviation scores of the 9 questionnaire questions in total were calculated. The results of the Likert-scale questionnaire are presented in Table 6 and 7.

Table 6.

Findings regarding language skills

Items	Mean	SD
1. YouTube videos help me improve my English speaking skills.	3.91	.992
2. YouTube videos help me improve my English listening skills.	4.49	.754
3. Thanks to YouTube videos, I can improve my English reading skills.	3.46	1.139
4. YouTube videos help me improve my English writing skills.	3.08	1.201
5. YouTube is a good resource for learning spoken English.	4.21	.960

Results illustrated in Table 6 show the participants' opinions on how much YouTube contributes to their improvement in four language skills. Item 1 refers to their speaking skill, item 2 and 5 are for their listening skill, 3 is for reading and lastly, 4 is for writing.

Taking their views about how much YouTube is effective on improving their language skills, Table 6 indicates that participants unanimously agreed to item 1 which is about

"YouTube being helpful in improving their speaking skills" with a moderately high mean value (x̄: 3.91). On the other hand, for their listening skills, the participants strongly agreed to item 2 which is about "YouTube helping them improve their listening skill" (x̄: 4.49). Furthermore, they also strongly agreed to item 5 which was similarly about "YouTube being a good resource for learning spoken English" (x̄: 4.21). At the same time, there is item 3 speaking about YouTube being useful for improving their reading skill, which they moderately agreed to with the mean score of 3.46. Lastly, item 4 was about their writing skill, which they thought YouTube was the least helpful on in this category. The mean score for item 4 was 3.08 which means that the participants moderately agreed to it.

Table 7.

Findings regarding language components

Items	**Mean**	**SD**
6. YouTube videos make it easy for me to learn English grammar.	4.05	1.035
7. YouTube videos help me learn English vocabulary.	4.35	.875
8. Thanks to YouTube videos, I can develop English vocabulary learning strategies.	4.17	1.005
9. Thanks to YouTube videos, I can study English grammar.	4.13	1.076

When taking 4 questionnaire items into account, the data in table 7 indicates that EFL learners obtained a high level of agreement, with all mean scores being higher than 4, in seeing YouTube as an important learning tool to improve English vocabulary and grammar. The items 6 and 9 refers to grammar, whereas the items 7 and 8 are about vocabulary.

Regarding the participants' level of agreement to the usefulness of YouTube in improving language components, they agreed most to item 7 stating that "YouTube helps them learn English vocabulary" with the highest mean in this category (x̄: 4.35). It was

followed by another item (8) again about vocabulary which indicates that "YouTube helps them develop English vocabulary learning strategies" ($\bar{x}$: 4.17). Considering their agreement level on grammar learning and YouTube's effects on it, the highest mean score belonged to item 9 which states that "they could learn grammar thanks to YouTube videos" ($\bar{x}$: 4.13), next to item 6 indicating that "YouTube videos make grammar learning easy" ($\bar{x}$: 4.05).

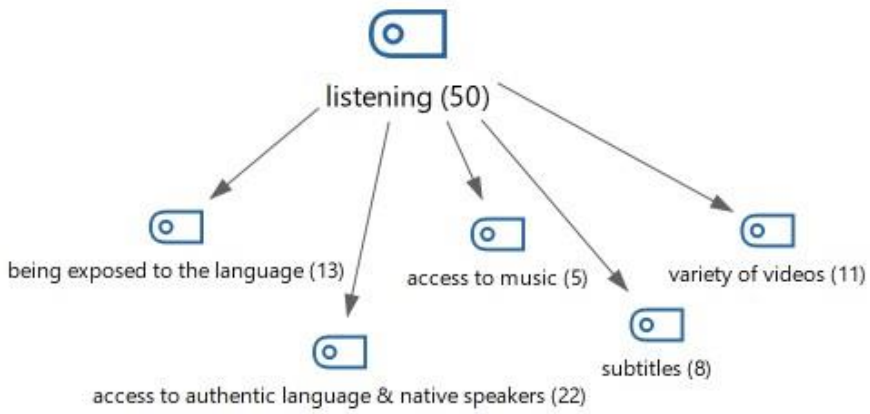
To sum up, judging by the results we could say that language skills and components being supported by YouTube was strongly agreed by the participants. When we investigate the items seperately, it is seen that the highest mean scores are held by item 2 and 5 emphasizing that YouTube is useful for learners the most to develop their listening skills ($\bar{x}$: 4.49 and $\bar{x}$: 4.21). The next highest mean scores belong to YouTube being useful for vocabulary learning with the items 7 and 8 which means that they strongly agree to it ($\bar{x}$: 4.35 and $\bar{x}$: 4.17). At the same time, according to items 6 and 9 we could say that the participants agreed on YouTube videos being helpful for grammar learning ($\bar{x}$: 4.05 and $\bar{x}$: 4.13) and with item 1, for improving the speaking skill ($\bar{x}$: 3.91). However, they only moderately agreed that it was useful for them to watch YouTube videos for reading and writing (item 3, $\bar{x}$: 3.46; item 4, $\bar{x}$: 3.08). Based on these results, YouTube videos helped on writing skills the least.

4.2.2. Analyses of the Questionnaire with Open-Ended Questions

The semantic linkages of the four language skills and three language components are shown in Figures 4-10. As can be seen, these categories yielded a number of codes. In other words, when the participants were asked how YouTube helped them improve these language skills and components, they mentioned the 33 positive impacts of YouTube along with 4 codes involving negative opinions about its impact on language skills. The number of times each coded segment appears in the transcripts is supplied in parentheses, namely, the numbers show how many times the participants mentioned the related codes.

Figure 4.

Semantic relations map "listening skill"



For the four language skills, firstly we have the listening skill which has the codes such as being constantly exposed to the language, access to authentic dialogues and native speakers, access to music, subtitles and variety of videos. As we've also seen in the results of the questionnaire, they strongly believe that YouTube is an effective tool on improving listening skills.

Excerpt 1:

"When I watch English videos on YouTube, I can feel that my listening ability improves. For example, while it was difficult to understand when we were doing listening activities at school last year, now I can understand it more easily thanks to the YouTube videos I watched on vacation" (P21).

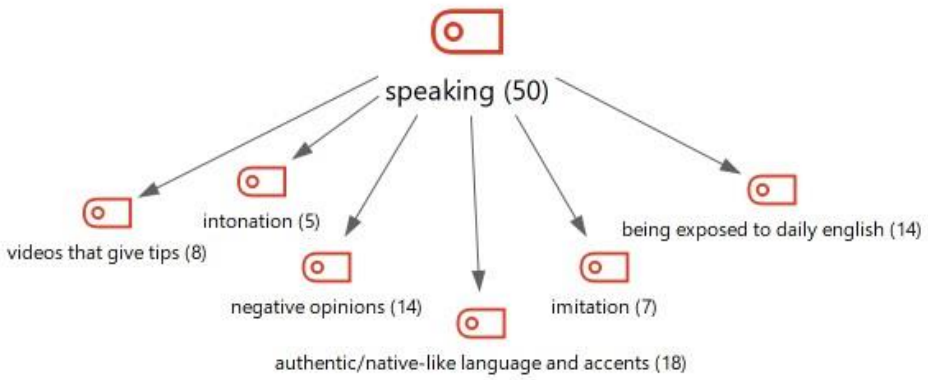
If we are to analyse in detail, according to the participants' opinions on YouTube's impact on listening, the thing they favored the most was that thanks to it they had the opportunity to watch the videos of native speakers, thereby, have access to authentic language (mentioned by 22 participants). They also stated that because YouTube was a website they used on a daily basis, they had the chance to be exposed to English constantly (mentioned by 13 people).

Excerpt 2:

"I can say that it is because of the videos that I opened in the background for entertainment purposes but still hear the language, ah, I understand that. I think it actually depends on how much exposure you have to the language. That's the exact purpose of going abroad, which is to be exposed to the language, to hear it and to speak constantly. Therefore, I believe that watching language-related videos will increase your listening skills as it increases exposure to language" (P43).

Figure 5.

Semantic relations map "speaking skill"



As for speaking; videos that give tips, intonation, authentic/native-like language and accents, imitation, being exposed to daily English and negative opinions occured. Similar to the results of the questionnaire, where the participants almost moderately agreed that they could improve their speaking skills on YouTube, in the open-ended questions they expressed some negative opinions (14) on this issue. Many of the participants conveyed the same reason. Two of the examples are as follows:

Excerpt 3:

"Since I cannot communicate directly with the other party, it does not contribute as much as listening." (P27).

Excerpt 4:

"I don't think it contributed to the development of my speaking as much as it did to my listening. You can only hear the way people speak. When you make a pronunciation mistake, you can't get instant feedback on how to correct it. However, it still helps a little with learning how to speak" (P48).

Meanwhile, there were some participants who were of the opposite opinion. They believed that YouTube videos provided them the exposure of authentic/native-like language and different accents (17) which motivated them to speak.

Excerpt 5:

"It helps me a lot in speaking more like a native, and thanks to these tips, I regain my self-confidence and they motivate me" (P39).

Excerpt 6:

"It does not only help us pronounce many words correctly, but also teaches different accents" (P37).

They also had the chance of learning how to speak by watching videos in English about people's daily lives (14). All this content about daily life made them want to imitate the way YouTubers spoke and eventually, helped them with speaking (7).

Excerpt 7:

"I think it is very useful for speaking because we hear expressions used in daily life more in YouTube videos and an explanatory language is used" (P11).

Excerpt 8:

"As I observe and listen to how people talk to each other in the videos I watch on YouTube, I learn how people whose mother tongue is English speak in daily life. By incorporating what I have learned into my own language learning process, I improve my speaking ability" (P13).

Excerpt 9:

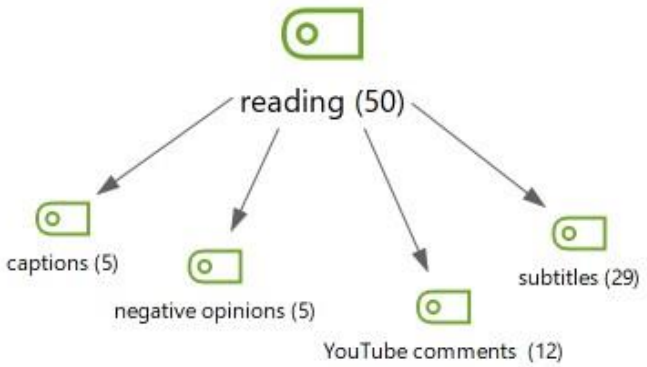
"For speaking, I try to imitate native YouTubers I watch in the same way as they speak" (P33).

Excerpt 10:

"I try to imitate the accents of native speakers and I try to speak with an accent" (P28).

Figure 6.

Semantic relations map "reading skill"



When we look at the category of reading, there are the codes of video captions, YouTube comments, subtitles and negative opinions. Reading was one of the skills which was claimed to be contributed the least by YouTube videos. The findings of the open-ended questions gave us an idea about why they believed that. As can be seen on Figure 4, there are 5 negative opinions about it. As for the participants, it YouTube wasn't as useful as it was for other skills when it came to reading.

Excerpt 11:

"I honestly don't think that YouTube videos contribute much to reading. Even if I try to read it with English subtitles, because I can't understand it, I switch to Turkish again after a while. That's why I think there isn't much space to contribute to my reading." (P30).

However, according to the qualitative data, we could also say that many participants seemed to find YouTube video subtitles and comments quite useful for their reading skill as out of 50 people, 29 of them mentioned subtitles and 12 people mentioned comments in their answers.

Excerpt 12:

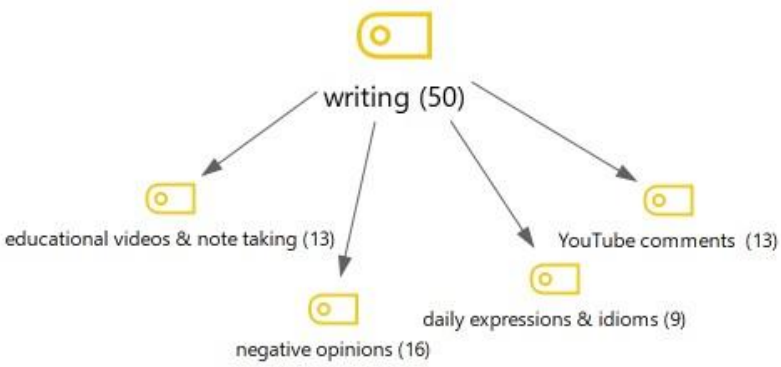
"The subtitles are very helpful, especially when I watch it with Turkish subtitles and then English subtitles, even my vocabulary improves" (P39).

Excerpt 13:

"I mostly look at the video comments of the channels in English. When speaking their own language, I pay attention to how abbreviations are used, how some ideas are expressed more easily, and what kind of structures they use to express their thoughts" (P11).

Figure 7.

Semantic relations map "writing skill"



For the writing skill, there are educational videos and note taking, daily expressions and idioms, YouTube comments and negative opinions. Once more, as we concluded with the help of the questionnaire, the participants only moderately agreed that YouTube was useful for writing skill. Here in the open-ended questions as well, there are 16 people stated that it was not that effective in contributing to the development of their writing skill.

Excerpt 14:

"I think the weakest aspect of YouTube is writing. Since I don't always leave comments on every video, it doesn't make much difference. Just because my listening, speaking and reading skills have improved, I can naturally learn new things and use them while writing" (P19).

Even though many participants declared that YouTube videos were not that much adventageous when it came to developing writing skills, quite a few of them mentioned how the comments section of the videos contributed to their writing skill. They could see the samples of the collocations, abbreviations and daily expressions and use them in their own writing.

Excerpt 15:

"Sometimes I want to leave comments on English videos, but unfortunately translation applications translate them incorrectly or incomplete. I also go through the comments and learn how to make sentences, use abbreviations, and English idioms. Accordingly, the quality of the comment I write increases" (P25).

Excerpt 16:

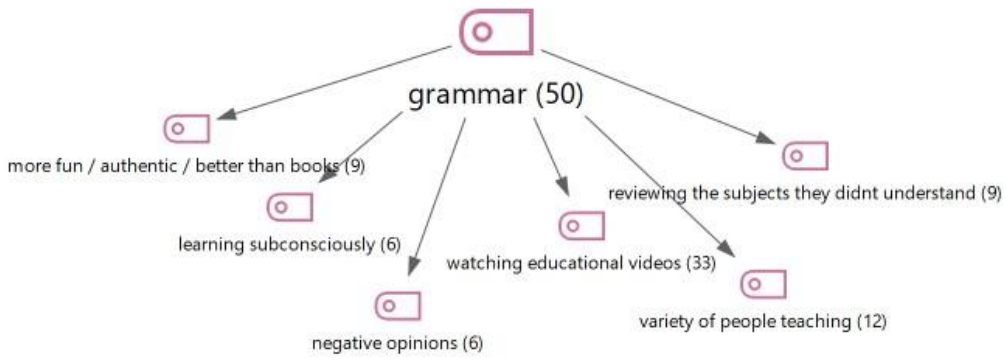
"Sometimes, when it is an interesting subject rather than learning English, I look at the comments and even feel like I have to write a comment. Learning takes place without realizing it. When I write what I am going to say as a comment, I search for words that I do not know or how to write with which structure while I am writing, so I both learn and it becomes more memorable. (This is how I first learned how to use noun clauses.)" (P10).

To conclude, YouTube videos make an impact at different levels on four language skills of the EFL learners whether on purpose or not, according to the opinions of some participants. They all agree that it is quite useful in order to develop their listening skill thanks to the numerous content it involves and it provides exposure to authentic language and native speakers' videos. Not only it contributes to the listening skill, it also provides EFL learners

with numerous tips and chances to develop their speaking skill as well. The participants stated that they liked imitating native speakers and seeing their real daily lives which motivated them to speak. The learners did not think that YouTube was helpful with reading and writing skills as much as it was with the other two. However, quite a few people stated that by using the subtitles and captions in the videos and reading/writing comments down below the videos, they also had an opportunity to improve themselves in those areas too.

Figure 8.

Semantic relations map "grammar"



On the other hand, for the language components we have codes for grammar which are; more fun, authentic and better than books, reviewing the subjects they did not understand, negative opinions, learning subconsciously, variety of people teaching and watching educational videos. In the results of the questionnaire, the participants clearly stated that YouTube had a positive impact on learning grammar with high mean scores. We could see the same result in Figure 8, where the open-ended question results are shown. Only 6 out of 50 people expressed negative thoughts on this issue. The rest of the participants were quite content with the contributions that YouTube was making while learning grammar. Majority of the participants indicated that they watched educational videos in order to practice grammar (33) and there were several reasons why they preferred YouTube for it.

Excerpt 17:

"I can learn all the grammar topics I want effectively and easily. I can say that YouTube is a treasure in this regard because it helps me a lot" (P12).

Excerpt 18:

"Informative videos about grammar are also very helpful. If the necessary notes are taken and studied regularly, I think that a good level can be reached by watching videos on YouTube" (P30).

Excerpt 19:

"I have the chance to watch grammar related videos on Youtube. Therefore, whenever I want to learn about grammar, I play a video about it and try to learn it. These videos I watched allowed me to do many grammar questions in my exams" (P13).

One of them was clearly conveyed by many of the participants (12), that there were a lot of different people teaching grammar on YouTube, and they could watch the videos of the individual who they favored the most. Some of them preferred native speakers, the others stated that they felt more comfortable with Turkish teachers. No matter what their choice was, they had the opportunity to pick from thousands of videos.

Excerpt 20:

"For grammar, I can listen and understand the subjects that I do not understand, in one-to-one lessons on YouTube, because it offers so many alternatives on this subject and I think grammar is not something that can be understood immediately by everyone's explanation" (P7).

A considerable number of participants also claimed that they watched those videos in order to review the grammar topics they felt like they needed to work on (9).

Excerpt 21:

"It helps me to remember what I forgot especially about grammar. I take notes while watching some videos. It also helped me learn some tips" (P42).

Lastly, they found YouTube to be a fun and authentic source to learn grammar and they stated that it was better fort hem to use YouTube as a source rather than the books (9).

Excerpt 22:

"Before the exams, I watch grammar videos, listening to the subject from someone makes it more memorable compared to studying from the book" (P6).

Excerpt 23:

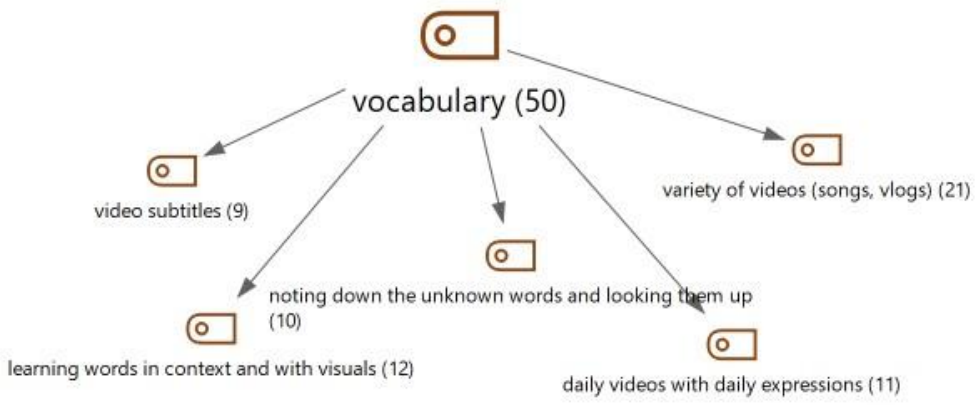
"One of the reasons I use it the most is grammar, because it is perfect for people like me who don't like working directly from the book" (P23).

Excerpt 24:

"I think it contributes a lot, especially to grammar. With the videos, in half an hour, they explain the subject, which is explained for hours in classes in schools, in a very understandable way" (P27).

Figure 9.

Semantic relations map "vocabulary"



Emerged from the analysis of the qualitative data were the codes of noting down the unknown words and looking them up, learning words in context and with visuals, daily videos with daily expressions, video subtitles and variety of videos (songs, vlogs). Vocabulary was the second most favored language skill/component in terms of YouTube's effect on

developing it judging by the questionnaire findings. A high mean score indicated that the participants found YouTube extremely helpful for vocabulary learning. The results of open-ended questions support those findings. There were not any negative opinions on YouTube being useful for it. A lot of participants supported the idea of YouTube having a large variety of videos such as vlogs and song lyrics so that they had access to many different but also relevant English words (21).

Excerpt 25:

"I watch daily vlogs of native English speakers, so I watch fun content and learn vocabulary from daily life" (P5).

Excerpt 26:

"There are videos about every genre we want on this platform, so instead of searching for words, when I watch a video on the subject I want to learn on YouTube, I learn both the use of those words and their meanings in the sentence" (P31).

12 participants stated that YouTube helped them hear the unknown words in context by which they could understand how they were supposed to use these words and 11 people also reported that they liked the videos which showed scenes from daily life as they could learn daily expressions.

Excerpt 27:

"The language of the speaker (formal - colloquials- slang) gives hints on how and in what environment that word will be used. It offers the opportunity to see it in a context rather than memorizing it" (P16).

Excerpt 28:

"Thanks to YouTube, I have seen and heard the words that we encounter very often in daily life" (P8).

Another noticeable result was that many participants claimed that when they saw unknown words in a video they would immediately note them down and looked up their meanings (10), some of them by using the subtitles (9).

Excerpt 29:

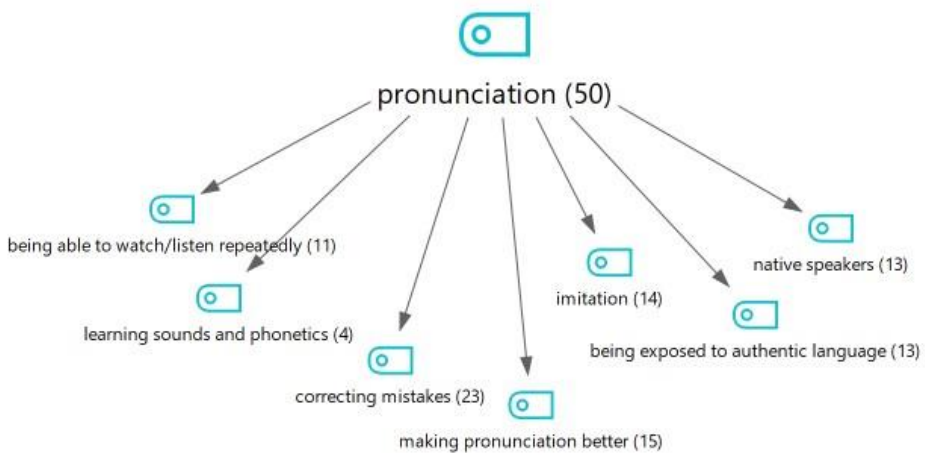
"The thing I learned the most from YouTube is English words. In the videos I watch, I see it in the subtitles and make a note of it in my notebook" (P38).

Excerpt 30:

"While watching an English video, I always turn on English subtitles, so I write down the words I don't know and try to learn them. I can say that vocabulary takes the conversation part to the next level" (P33).

Figure 10.

Semantic relations map "pronunciation"



Lastly, the codes of the pronunciation category are learning sounds and phonetics, being able to watch/listen repeatedly, correcting mistakes, making pronunciation better, being exposed to authentic language, imitation and native speakers. Because it was not included in the questionnaire, the researcher wanted to include it in the open-ended questions and elicit the learners' opinions on YouTube and how it is effective on pronunciation. The results were

not surprising, as all of the participants believed that YouTube was so helpful for learning correct pronunciation that 15 of them clearly put special emphasis on it.

Excerpt 31:

"I think it contributes a lot because watching English content has improved my pronunciation a lot" (P50).

Excerpt 32:

"I can improve my pronunciation skills thanks to these videos. I can learn from thousands of different people, maybe thousands of different versions of the same sentences" (P1).

Some of them stated that it was thanks to the videos where native speakers would appear (13) and they could hear authentic language (13).

Excerpt 33:

"I think that's what YouTube contributed the most to me. Constantly hearing native speakers speak definitely affected my pronunciation" (P8).

Excerpt 33:

"While listening to the videos of a native English speaker, you learn how to pronounce and which letters to say according to the word" (P25).

The others claimed that it was mostly because of being able to listen to/watch the videos as many times as they wanted to (11).

Excerpt 34:

"As a necessity of listening, I can repeatedly hear the word until I can pronounce it correctly and get used to the correct pronunciation, which is very nice" (P23).

Imitation was a good technique, according to 14 participants, that they, when they were not sure about how to pronounce a word (23), would correct their pronunciation mistakes by the help of YouTube.

Excerpt 35:

"By repeating what is spoken or imitating mouth movements, I learn how to speak more clearly and understandable. I get the chance to practice so that I can speak more naturally and correctly" (P10).

Excerpt 36:

"When I read or pronounce the words incorrectly, I check it on YouTube and I fix it and learn better" (P41).

All in all, developing language components is another issue that YouTube has a positive impact on. We can clearly say that the findings of the open-ended questions coincide with those of the questionnaire. As a result, it was concluded that YouTube was mostly useful in vocabulary learning. It is seen in the findings of the open-ended questions that there are no negative thoughts on the effect of YouTube on vocabulary learning. That is, the participants state many of the reasons on why they find it very useful some of which are YouTube having rich content about anything, availability of the video subtitles and spotting the unknown words, seeing the words in a context and supported by visuals and accessing videos of daily events as they happen. Furthermore, the EFL learners find YouTube exceptionally helpful in improving pronunciation. Because those videos give them the opportunity to be exposed to authentic language which is spoken by native speakers and they use those YouTube videos to imitate the sounds and better their pronunciation by correcting their mistakes. Lastly, they agree to the fact that YouTube is a valuable source for grammar learning. The EFL learners watch educational videos to learn grammar, review the subjects they do not understand and get prepared for their exams. The reason they choose YouTube for grammar learning is that they perceive it as more fun, authentic and better than traditional books. Because there are many videos of the teachers they can choose from. Considering all these findings, it is clear that YouTube is very helpful for developing three language components.

4.3. Research Question 2: How effective is YouTube on autonomous learning of Turkish EFL learners?

The questionnaire designed to collect participants' thoughts on how autonomous they get after watching YouTube videos. In addition, data from the open-ended questions provided some additional information.

4.3.1. Analyses of the Questionnaire

The second research question was constructed to find out what EFL learners thought about YouTube's influence on the strategies they followed to learn the language. Both quantitative and qualitative data were analyzed in order to acquire data for this question, as shown in this section. One variable was analysed for the question, which is learning strategies. For this topic, questions from 10 to 18 were asked. The mean and standard deviation scores of the 9 questionnaire items in total were determined using descriptive statistics, as mentioned in Chapter III. The results of the Likert-scale questionnaire are presented in Table 8.

Table 8.

Findings regarding autonomous learning

Items	Mean	St. D.
10. YouTube videos make me stick to my plan for learning English.	3.32	1.207
11. YouTube videos allow me to develop English learning strategies.	4.11	.984
12. Thanks to YouTube videos, I can make up for the parts that I see lacking in English.	4.12	.971
13. YouTube videos lead me to create an English study plan for myself.	3.61	1.214
14. I take notes while/after watching YouTube videos.	3.63	1.345
15. While studying English, I review the notes I took from the YouTube videos.	3.58	1.385
16. Thanks to YouTube videos, I can determine the path I should follow while learning English.	3.95	1.068
17. I can choose the right YouTube videos to improve myself in areas where I find myself weak in English.	4.20	.993

18. I can apply the tactics I learned from YouTube videos while using English.	4.20	.936

In the questionnaire, items from 10 to 18 were to investigate how much EFL learners thought YouTube contributed to their language learning processes after they watched the videos and if they could actually apply the things they learned from the videos. These items were used in order to explore if they actually made use of the things they learned and if YouTube videos made it easier for them.

According to Table 8, it is possible to conclude that EFL learners' agreement was the highest to items 17 and 18 stating that "they choose the right YouTube videos to compensate their weaknesses" ($\bar{x}$: 4.20) and "they could apply the tactics they learned from YouTube videos" ($\bar{x}$: 4.20). However, items 13 and 16, which are about coming up with a plan for language learning with the help of YouTube, were less agreed to by the participants ($\bar{x}$: 3.61 and $\bar{x}$: 3.95). We can infer from the findings that learners mostly agreed on item 14, which refers to taking notes while watching YouTube videos ($\bar{x}$: 3.63); next to item 15 "while studying, I review the notes I took from the YouTube videos" ($\bar{x}$: 3.58), and finally item 10 with the lowest mean when it comes to making plans after the videos, "YouTube videos make me stick to my plan for learning English" ($\bar{x}$: 3.32). Finally, it could be said by looking at the results that items about evaluating their own learning and coming up with some strategies for themselves with the help of YouTube (11 and 12) were strongly agreed by the participants with values higher than 4 ($\bar{x}$: 4.11, $\bar{x}$: 4.12).

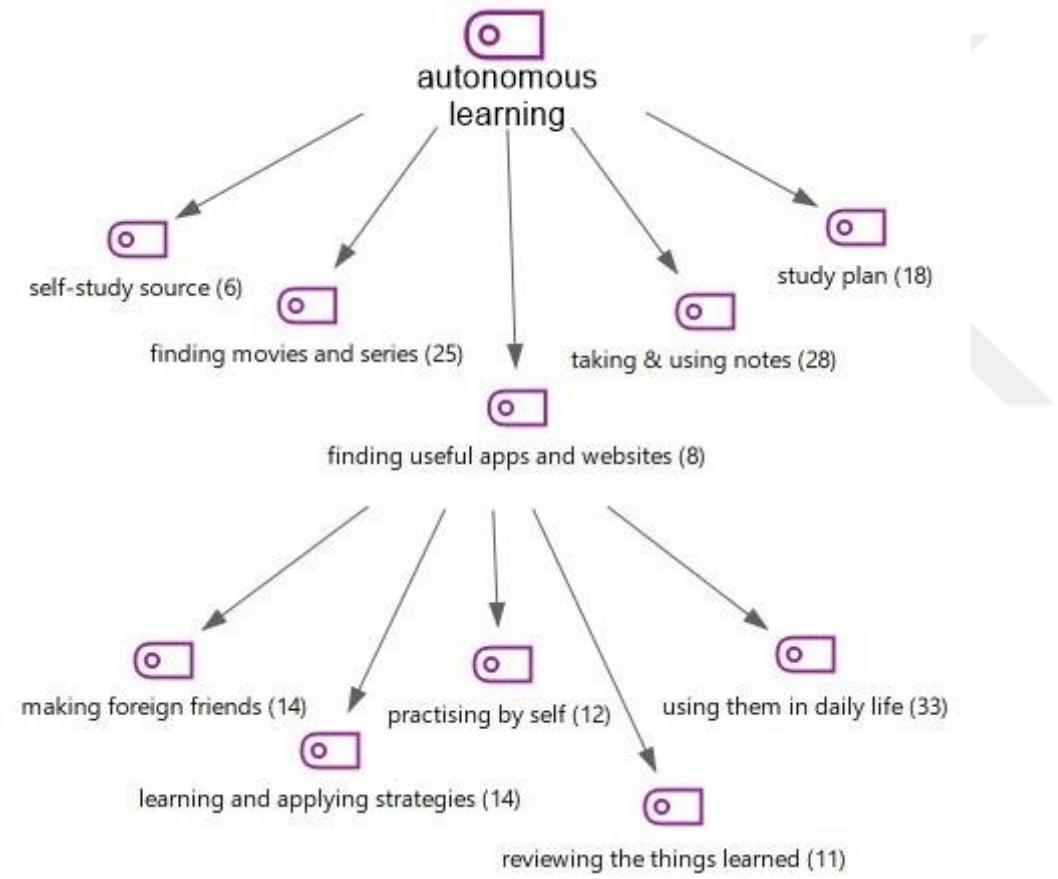
In summary, mean scores are high ranging from 3.32 to 4.20. EFL learners strongly agreed that YouTube was helpful for them in terms of autonomous learning. When items are examined one by one, it can be seen that the highest mean scores belong to items 17 and 18 pointing out that EFL learners tend to use YouTube videos in order to improve themselves in the areas they find themselves weak and apply the strategies they learned there ($\bar{x}$: 4.20).

4.3.2. Analyses of the Questionnaire with Open-ended Questions

The semantic linkages of “autonomous learning” are shown in Figure 11. As we can see, this category produces a few codes. In parenthesis, the number of times each coded segment appears in the transcripts, indicating how many times the participants mentioned the relevant codes.

Figure 11.

Semantic relations map "autonomous learning”



Following the analysis of the qualitative data on autonomous learning, as we can see in the figure above, the participants stated ten different aspects of it. The codes occured in their answers are as follows: self-study source, finding movies and series, finding useful apps and websites, taking notes and using notes, preparing/following a study plan, making foreign

friends, learning and applying strategies, practising by self, reviewing the things learned and using them in daily life.

In the questionnaire, it was the researcher's goal to explore how YouTube affects autonomous learning of the students. And as a result, the mean scores were quite high, by which we could conclude that they took responsibility of their own learning processes by the help of YouTube. Similar to the findings of the questionnaire, in the answers of the open-ended questions we could see that the learners used YouTube dearly in order to find materials for their self-learning processes (25, finding movies and series; 8, finding useful apps and websites).

Excerpt 37:

"Thanks to Youtube, I can discover apps I can use to learn languages, TV series and movies suggestions, practical ways of learning vocabulary and many other things, and integrate them into my own learning process" (P13).

Another considerable result about autonomous learning is that majority of the participants claimed that they took notes while or after watching YouTube videos with the purpose of learning the language (28).

Excerpt 38:

"I have many notes of only the words and phrases I learned from YouTube and I also noticed that the suggested TV shows help me improve English" (P37).

Excerpt 39:

"I create a vocabulary notebook, find series to watch, find foreign friends and create an environment to talk with them" (P39).

Excerpt 40:

"Definitely I always have my study plan and of course my must-have vocabulary notebook. Like keeping a diary, I write down different words every day by learning their correct pronunciation, with synonyms and explanations in English. Videos that give tips are also very useful for me on deciding on what TV series to watch, of course, I also take different platform suggestions to make foreign friends" (P2).

As seen in the last statement of P2, also a good number of the participants declared that not only YouTube affected their language processes in the mentioned ways, but also it motivated them to prepare a study plan and follow it (18).

Excerpt 41:

"On YouTube there are a lot of videos on how to make a study plan or how to learn languages. There are a lot of tutorial videos like those, I try to apply them after I get recommendations from there" (P11).

Excerpt 42:

"I prepare weekly study plans. I try to solve at least 3 Reading vocabulary and grammar tests every week" (P21).

Excerpt 43:

"I learned;

How to prepare my study plan in a more organized way

What path I can follow while learning vocabulary

Which websites I can use to improve myself

with the help of YouTube" (P23).

Similar to the conclusion of the questionnaire, some participants perceived YouTube as a valuable self-study source (6).

Excerpt 44:

"Preparing a study plan and finding videos such as TV series to watch and YouTube channel content that is the source of work is more than enough for me" (P35).

14 people mentioned that they made foreign friends online. YouTube was a platform for the participants that made them want to interact and socialize with foreigners so that they could practice what they learned (14).

Excerpt 45:

"In order to improve the language I'm learning, I do different activities according to the content of the video I watch. I've made foreign friends before, found vocabulary learning techniques, or downloaded and tried a few suggested apps" (P22).

According to the participants, YouTube was a practical platform in order to learn strategies to regulate their own learning and take actions (14). Likewise in the questionnaire they strongly agreed to this concept with a very high mean score.

Excerpt 47:

"Since YouTube is in all areas of my life, I constantly use this information while talking, reading, writing. On top of that, I can transfer the methods suggested by the language educators to my study plan. Or I try to follow the path of people who learned English as a foreign language, inspired by their journey" (P19).

Excerpt 48:

"If methods are mentioned in the videos I watch, I try to find the right one for myself to apply them" (P42).

The researcher found out that they applied some sort of strategies for their own learning, however she was curious about what kind of actions they took after watching YouTube videos apart from making foreign friends. The open-ended questions and its results answered this question, and it was that they would review the things they learned (11), practise on their own (14), and lastly, as a great number of participants agreed, they would use the things they learned in their daily lives (33).

Excerpt 49:

"I often repeat what I learn from YouTube and try to use it when trying to speak English or write something in English. Thus, I begin to actively use what I have learned" (P30).

Excerpt 50:

"Sometimes I pretend like I'm shooting a video. In this way, I speak, and as a result, I use the words, the language, and that helps me keep them in my mind" (P22).

Excerpt 51:

"In my daily life, I speak English all the time, and I say the things I do at that moment out loud in English to make sentences" (P1).

Excerpt 52:

"I apply it in every field. The point is to make it a part of your life by using it rather than learning it. I always try to speak and write in my spare time. I repeat what I have learned" (P3).

Excerpt 53:

"I speak English more fluently and clearly by adding abbreviations, idioms and many other things from the daily speech of native English speakers to my own daily conversations" (P13).

In summary, the probability of EFL learners to get autonomous in their learning processes is found to be high according to the questionnaire which shows us that they do take actions after watching YouTube videos. As mentioned before, the researcher wanted to find out what those actions were and the answers they provided for the open-ended questions illustrated some paths that they follow. EFL learners definitely use the things they learned from YouTube videos such as vocabulary, pronunciation, making sentences or finding useful apps, websites, movies and series in their daily lives. EFL learners quite often review the things they learned by going through the notes they took while watching the videos, find materials for their learning. They also like to practice by themselves by talking in the mirror,

talking to a camera and so on. Considering the answers they gave to the open-ended questions, we can say that YouTube also motivates them to make foreign friends and practice the language by chatting with them. All in all, EFL learners perceive YouTube as a very valuable tool where they can learn tips to plan their language learning roadmap.

4.4. Research Question 3: To what extent does watching YouTube videos impact Turkish EFL learners' motivation?

Both quantitative and qualitative data were collected and analysed in order to answer research question 3. It was aimed to elicit participants' opinions on YouTube's effectiveness in increasing motivation to learn the language. The information gleaned from the open-ended questions were also added to the picture.

4.5.1. Analyses of the Questionnaire

The third research question attempted to find out how EFL learners felt about the impact of YouTube on their motivation to learn the language. In order to answer this research question, the Likert scale questions in the questionnaire were used. The subject was investigated using one variable: motivation. Items 19 and 20 were asked for this topic. The mean and Standard deviation scores of the 2 questionnaire items were determined using descriptive statistics. Table 9 shows the findings of the Likert-scale questionnaire.

Table 9.

Findings regarding motivation

Items	Mean	SD
19. Watching YouTube videos motivates me to learn English.	4.39	.896
20. When I lose motivation to learn English, I watch YouTube videos.	4.06	1.196

According to the table 9 above, the mean score of the items demonstrated EFL learners' strong agreement towards YouTube for increasing motivation. The questionnaire item 19 produced higher rather high score ($\bar{x}$: 4.39) that expressed EFL learners' high level of agreement on YouTube being motivating to learn English. With regards to EFL learners' agreement on item 20 as well, it can be said that when they lose their motivation, they watch YouTube videos in order to gain it back ($\bar{x}$: 4.06).

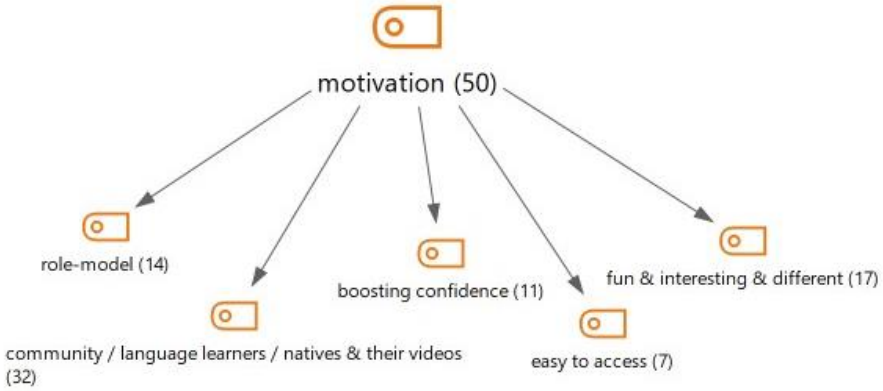
Overall, the data findings on Table 9 showed that EFL learners' perception of YouTube for motivation was significantly high. On the other hand, they almost moderately agreed to being watching YouTube videos when they lose motivation.

4.5.2. Analyses of the Questionnaire with Open-ended Questions

Figure 12 exhibits the semantic linkages of motivation to learn the language. This category generates a few codes as well. In response to the fourth study question's inquiries, they discussed five ways YouTube boosted the EFL learners' motivation. The number of the times each coded segment appears in the answers is indicated in parenthesis, showing how many times the relevant codes were spoken of by the participants.

Figure 12.

Semantic relations map "motivation"



The participants also received an open-ended question on motivation and how YouTube affected it in terms of language learning. The things they mentioned on this topic were as follows: role-models, community (language learners' and natives' videos), boosting confidence, easy to access and fun, interesting, different. Similar to the questionnaire, the answers here were strongly in favor of YouTube on this topic. The researcher wanted to look at it in depth and asked the question "how" YouTube motivated them. Firstly, there were no negative opinions as expected considering the questionnaire. The researcher expected the answers of YouTube being a fun platform to learn the language with interesting videos appealing to literally anyone and it was different from traditional learning environments as 17 people agreed.

Excerpt 54:

"Some videos are very entertaining. It's not like the boring English taught in school. That's why I am motivated to improve my language when I see and watch more exemplary, non-patterned videos that are entertaining" (P30).

Excerpt 55:

"The videos are fun and really instill that learning a language is a beautiful thing. My motivation increases by saying that one day I can be that good" (P21).

Excerpt 55:

"The prominent aspect of Youtube here is that I am exposed to an English language that is entirely composed of my choices, where I watch a video about a subject that interests me, and this motivates me even more" (P24).

When we evaluate the good sides of YouTube, we could also think about the fact that YouTube is a free, easy-to-access platform with people being able to use it whenever and wherever they want. 7 people referred to this issue and they agreed that accessibility of YouTube motivated them to use it as a tool to learn the language.

Excerpt 56:

"Since it is free, easily accessible and fast, it affects my motivation in a good way" (P4).

Excerpt 57:

"I can witness the lives of many people learning languages only with YouTube, and this motivates me tremendously. Ease of learning encourages me as I don't have to make any sacrifices in terms of changing places or saving money in order to learn a language as before" (P12).

Also, some of the learners claimed that YouTube videos and the way they could observe themselves after a long time of using them in their language learning processes, boosted their confidence as, for example, at some point they would use Turkish subtitles but after a time they switched to English ones then completely get rid of them in the end and seeing this progress motivated them a lot (11).

Excerpt 57:

"I get better at pronouncing words by listening to native speakers, which makes me more confident when speaking" (P20).

Excerpt 58:

"I think it contributed a lot because I've been listening to English content since I was little, when I compare my old self with my current one, I see a lot of difference, especially in the speaking section. I learn a lot of new sentence patterns. Also, I have been following different channels for learning English and I can say that they have been very helpful for a long time" (P50).

Excerpt 59:

"In the past, I wouldn't watch an English video if it didn't have Turkish subtitles, but I don't even open English subtitles anymore, most of the time my biggest motivation is seeing that I have progressed so far" (P31).

The most surprising result for the researcher was that the majority of the answers included not only the YouTube videos themselves, but also the people who made the videos,

the community who interacted with each other through comments and also through videos. Majority of the participants (32) declared that the YouTube community, the language learners who shared their learning journey, native languages and their videos made them want to learn English like them, speak English like them and that it pushed them to learn when they saw that they were not the only one going through the challenging process of learning a language.

Excerpt 60:

"It motivates me to see so many people struggling with this because learning a language is a difficult thing and I am not alone in this" (P7).

Excerpt 61:

"I have the opportunity to see the paths followed by people who learn the same language as me, which I can say is a guide for me. I am a university student and having an environment where people close to my age or older than me can share their experiences can be a good motivational tool" (P16).

Excerpt 62:

"Especially polyglot videos, videos made by language learners motivate me a lot. For example, when a girl is at the stage of learning Russian, she gets up and vlogs. I came across such a video passing through the streets of Ankara. Of course, you first say congrats to that person and then you ask why I can't do it too. It motivates to take action" (P3).

Some of them also claimed that they took some of the people on YouTube as role-models and the image of being like them; being able to speak the language, going abroad and having foreign friends, made them want to do the same things and therefore, learn the language (14).

Excerpt 63:

"When I watch English videos, I get motivated by thinking like "I want to speak like this, so I can speak two languages" (P50).

Excerpt 64:

"I get very motivated when I see people like me who started from zero and later developed and came to very good places. Their determination and ambition impress me too. When I watch their trips abroad, I imagine myself in their place and try to work by saying I can do it too" (P11).

In brief, with a very high mean score in this category about motivation, in the questionnaire we've seen it proven that YouTube platform is a very valuable source for motivation to learn the language. The participants claimed it by giving answers to the Likert scale questions, however, the researcher also wanted to examine their opinions in detail and asked an open-ended question on this subject. The results were compatible with those of the questionnaire, illustrating that they do get motivated thanks to YouTube videos and there are several reasons for it. EFL learners declare that YouTube is a more fun, interesting and an intriguing source compared to traditional learning environments. It's a platform where they can reach to thousands of videos according to their interests and needs which motivates them to dedicate themselves in the process of learning. Another reason EFL learners like YouTube that much is that they think it is free, easy to access and they can use it whenever and wherever they want. They also get their confidence boosted by seeing the progress they make after using YouTube as a learning tool. The most surprising result for the researcher is that YouTube is also a great platform to motivate EFL learners in terms of the people who are making videos there, leaving comments and sharing their learning journey. They find themselves in an interactive environment where lots of language learners help each other. Also with a lot of videos of the native speakers and YouTubers who are also language learners and go abroad using the languages they learn, EFL learners get motivated taking them as a role model and striving for being like them in the future by learning the language.

CHAPTER V

5. CONCLUSION AND DISCUSSION

5.1. Introduction

This chapter provides a summary of the entire research, compares and contrasts the key findings of the research across the research methodologies used in this study and previous literature on the usage of YouTube on language skills and components, autonomous learning, and motivation. Earlier research that are relevant to the current study's conclusions are addressed and linked. Finally, the study's implications are discussed, as well as recommendations for further research.

5.2. Summary of the Study

This present study attempted to investigate Turkish EFL learners' perspectives about the contribution of YouTube videos on language skills and components, autonomous learning, and motivation. Namely, the study aimed at identifying their opinions about the effectiveness of YouTube videos on developing four language skills and three language components as well as how much YouTube helps them get motivated to learn the language. The research context for this study is the YouTube channel of the researcher which is about English language learning and has 550.000 subscribers. The participants are from different cities of Turkey at different ages, education levels and language proficiencies. Considering there is a large number of participants, a questionnaire in order to gather data from the crowded group and another questionnaire with open-ended questions for a smaller group from the participants in order to support the results in detail.

The quantitative data from the survey was analyzed using SPSS statistical analysis. The mean and standard deviation scores of the Likert-scale questionnaire questions were

determined using descriptive statistics. Frequencies in relation to gender, age, education level, language proficiency and how often they watch YouTube videos were computed to provide demographic characteristics of the participants. Qualitative content analysis was used to analyze qualitative data from open-ended questions. The quantitative components of the questionnaire were used to classify the themes that emerged across the closed-ended items. In order to examine the quantitative data, MAXQDA Analytis Pro 2022 was used. There were two types of grounded theory coding: open coding and axial coding and qualitative data from the open-ended questions was analyzed using inductive content analysis.

5.3. Discussion of the Findings with Reference to Research Questions

The study's major goals were to look into the viewpoints of Turkish EFL learners on the usage of YouTube and its effectiveness on developing language skills and components, autonomous learning, and motivation to learn the language. The results of the three research questions are reported and both similar and different findings in the extant literature are observed in this section.

5.3.1. YouTube and Language Skills and Components

Considering the first research question which is about the impact of YouTube on EFL learners' development in four language skills (listening, speaking, reading, writing) and three language components (grammar, vocabulary, pronunciation), the researcher conducted a questionnaire first in order to provide a general gist of EFL learners' opinions, then, another questionnaire with open-ended questions with a smaller group of participants of the first questionnaire, in order to investigate the topic in detail. The language skills and components were examined one by one with the help of the items in the questionnaires and the perceptions of EFL learners were elicited.

Firstly, the listening skill and YouTube's contributions to develop it for EFL learners is explored. According to the questionnaire, EFL learners perceive YouTube as an extremely valuable learning tool in terms of the listening skill. The EFL learners that participated in this study claim that YouTube is useful the most with the listening skill compared to the other three skills. Considering the open-ended questions and its results, we can say that that majority of EFL learners benefit from YouTube videos for listening whether on purpose or not. These findings are compatible with the results of Alimemaj's study (2010). She conducted a study using YouTube to examine students' perspectives of language acquisition. According to the outcomes of her research, students claimed that YouTube helped them improve their English abilities, particularly listening. Another study that supported this idea belongs to Alqahtani (2014). The YouTube listening activity he used for listening practice had a statistically significant influence on the listening comprehension abilities of the experimental group individuals in a positive way. Another study on the enhancement of students' listening comprehension through the usage of YouTube by Chang and Chang (2014) indicated that students' awareness of listening methods increased, and students' listening comprehension improved considerably.

This study not only builds on this existing evidence, but also the findings of the qualitative data show us the reasons why YouTube is so valuable to learners in terms of listening. First of all, they think it is a very important resource because of the opportunities it provides for learners to have an access to authentic language and the videos of native speakers. Accordingly, they get exposed to real, daily English constantly with the videos and vlogs of the YouTubers. They state that compared to the listening activities they do in class, which are specifically recorded to teach English and according to the learners, sound fake; YouTube videos prepare them for the real life better and they can actually observe their own progress in listening. Similarly, in Alqahtani's study (2014), the encouraging findings

suggested that using YouTube videos offered an authentic native speaker situation that is beneficial for EFL learners. It is also seen as a motivator for learners to improve their listening comprehension abilities and get a better knowledge of the foreign language.

What this study offers more is that EFL learners, no matter what their interests are and what kind of videos they like, believe that they can always find relevant content for themselves as there is a huge variety of videos on YouTube and content creators keep uploading even more videos on a daily basis. A similar statement in Alimemaj's (2010) and Chang and Chang's (2014) research was made by EFL learners. They indicated that they can easily find a selection of videos to help them enhance their listening comprehension. Furthermore, YouTube allows them to find listening materials at any time and from any location by searching the corresponding title to the subject taught.

Speaking, which is a problematic skill among Turkish EFL learners, is also investigated through this research. The questionnaire items intended to elicit the general idea of EFL learners' perceptions on YouTube's effectiveness on improving their speaking skill. They do not agree to it as much as they do to its impacts on listening skill. One reason to that might be that they cannot directly practise speaking through YouTube, they can only contribute to their spoken English by the vocabulary, word chunks, expressions, pronunciation, grammar or intonation tips they learn on the website.

Nonetheless, EFL learners still believe that YouTube does have positive effects on developing the speaking skill. Muna (2011) did an action research project and reached to similar results. The researcher found that students' speaking abilities; including vocabulary, fluency, pronunciation, and grammar, as well as their grasp of the topic's substance, might benefit by watching YouTube videos. The data gathered by the open-ended questions in the present study contributes a further understanding to this issue. According to EFL learners,

YouTube videos give them a chance to hear the native-like language, daily expressions from authentic environments and different accents from numbers of different people, which motivates them to learn and speak the language.

All this content from daily life also inspires EFL learners to try and imitate the way YouTubers speak. This may be because they know that natives speak the language accurately, they gain confidence by trying to speak like them and it lowers their anxiety. Previous research conducted upon YouTube's impact on speaking skill comply with these results. Yunita (2015) conducted a pre-experimental research to see whether watching YouTube videos may assist students improve their speaking skills. The results showed that there was a significant difference in students' speaking competence when using YouTube videos. According to Riswandi's study (2016), the use of YouTube videos help students enhance their speaking abilities. The findings showed that students' speaking abilities increased in terms of fluency, pronunciation, vocabulary, content, and grammar. As we can conclude based on the findings of the previous research and the present study, it is apparent that YouTube is an online medium that may help students improve their speaking abilities.

Next, we have the reading skill and if YouTube is of any help on improving it. Judging by the findings of this study's questionnaire, it is undeniable that there actually is a positive impact of YouTube on this matter. This study provides a new insight into this topic because even though the questionnaire showed us that EFL learners only moderately believe that it helps them with their reading skill, they also emphasized different techniques and ways to use YouTube as a tool to work on their reading skill in their answers to the open-ended questions questions. In their opinion, YouTube videos' captions, subtitles and people's comments on the videos can actually be used for reading. Some claim that watching the videos first with Turkish subtitles, then with the English ones help them a lot in improving. Like stated in Abdelgadir's research (2016) as well, YouTube has a major impact on the reading

comprehension skills of English learners. It assists students in achieving a high degree of reading comprehension ability.

The present study supports the mentioned hypothesis that YouTube really is beneficial for learners' reading skill. What is more, it adds some extra information and details. YouTube can help learners improve their ability to evaluate and predict meaning based on context because they are faced with the language in an environment where it is used in real situations by real people. Some of this study's participants indicate that reading the comments section under the videos is a way to learn some abbreviations, ways to express some specific ideas and how they use the language to express their thoughts by reading English comments. Similar to that, Malhiwsky (2010) concluded in his research that YouTube encourages learners to take chances, making reading comprehension easier and more challenging than ever. Using is fun and increases EFL learners' drive to read. Meanwhile, there are some EFL learners that do not think the same way. According to them, YouTube is not as helpful as it is compared to other skills when it comes to reading. They state that there is not much space in videos to contribute to their reading skills. This might be because of some learners who do not prefer using the comments section, or doesn't use subtitles in the videos. Because, as aforementioned, the study shows that a good number of students use YouTube videos' captions, subtitles and comments as some kind of reading materials.

Lastly, our concern was investigating the writing skill and YouTube's effectiveness on EFL learners to develop it. The questionnaire provides some insight on this topic to illustrate a gist of learners' beliefs on it. Accordingly, the items are analysed and it turns out that YouTube videos help them with writing the least. The results of the open-ended questionnaire is in compliance with these findings. Namely, there are quite a number of learners that express some negative opinions on this issue. However, this does not mean that a lot of them disagree

with this idea. There actually are some learners that benefit from YouTube for their writing skill.

The questionnaire with open-ended questions analysis gave us similar results with that of the questionnaire analysis results. The researcher was intriqued negative thoughts of learners and looked into the data closely. The weakest aspect of YouTube was writing. because they did not prefer to use the comments section that much. Yet, they could still have some benefits from it by improving their other language skills. For instance, they could see the examples of the collocations, abbreviations, conjunctions and daily expressions and use them in their own writing. Some learners even state that they looked at some videos' comments section just to have fun and by doing that all the time they actually started to understand them and got motivated to use the similar expressions in their writing. Mayora (2009) discovered that some YouTube aspects, such as written comments and the potential for learners to express themselves by deriving meaning from the stimulation of the videos, may increase students' writing talents via genuine involvement. Similarly, videos, according to Pratiwi (2011) and Anggraeni (2012), assist learners with exploring fundamental concepts, organizing thoughts, using proper words to build sentences and paragraphs, generating grammatically acceptable phrases, and using mechanics (punctuation and spelling) in writing. As a consequence, YouTube can help students learn to write in English.

Moreover, the study investigated three language components and YouTube's effect on developing them. The first one was grammar. It was concluded that YouTube was a tool that many EFL learners used in order to improve their grammar knowledge. In spite of them being used to traditional learning environments such as schools and courses, according to the present study's results, they preferred platforms like YouTube much more to study grammar. Kurniawati (2013) concluded as well, that grammar might be taught effectively via YouTube

videos. YouTube videos outperform textbooks as an educational medium for learners who have a favorable attitude toward grammar teaching.

The results of the present study builds on the previous research. There are several reasons to why they think that way, in accordance with the findings of the questionnaire with open-ended questions. First of all, they favored the idea of watching the educational videos on YouTube by being able to choose whoever they want to learn grammar from. The variety of videos and people on YouTube allowed them to decide on the best one working for them. Ratmo (2018) spoke about the same issue in his study. According to the results, utilizing various types of YouTube videos to teach grammar gave a chance to search for and create grammatical materials and learning exercises.

Furthermore, using YouTube videos to develop grammar learning activities could address the need for authentic and real-world examples, making learning more effective and enjoyable. Therefore, they could make use of the material in a more flexible and appropriate way possible for their learning as some of them are more comfortable with native teachers whereas the others preferred people speaking in their own language and explaining grammar rules. What is more, whenever they thought they did not know enough about a specific grammar topic, they could just watch a video in order to make up for the topics they forgot. For example, they reported that, when they had an exam, they could simply play a video to remember the grammar topics at home in a comfortable environment.

Lastly, in EFL learners' opinion, YouTube is also a very fun and interesting platform for such issues because the topics are supported with visuals and many other things which makes them prefer the videos over traditional techniques and books. The findings of the previous research also supports this finding. Based on Tomlinson's (1998) research, learning materials must be developed to assist learners in using visualization to strengthen their

knowledge of the subject, connect them with resources, improve retention, and encourage language acquisition. In other words, using films as a linking activity in teaching grammatical principles might be one of the beneficial activities.

Another language component that we are to examine is vocabulary. Vocabulary is the second most favored language skill/component by the participants of this study by means of YouTube's positive impact on it. As seen in the questionnaire findings, EFL learners strongly believe that YouTube has an extremely positive effect on vocabulary learning. This result is in compliance with Watkins, Wilkints (2011), Kabooha and Elyas' (2018) findings. According to them, YouTube greatly improves learners' vocabulary learning. Using videos helps EFL learners increase their vocabulary as well as their listening and speaking abilities. In a similar manner, Sugiarto (2021) conducted a study and found that the majority of learners considered YouTube as a useful tool for improving their vocabulary development.

This research also contributes to the existing literature on this topic. In order to see why EFL learners who participated in this study support the idea, we can look at the findings of the questionnaire with open-ended questions. As for EFL learners, YouTube allows them to access daily language with thousands of different videos such as vlogs and song lyrics videos in such a way that they learn a wide range of vocabulary off of them. They learn a great number of vocabulary which they believe are always relevant to every day language therefore they use them in their daily lives at some point. Instead of searching for words to learn, they can easily explore new words and see their uses in context which is another aspect of YouTube that they favor. They do not only memorize the words, but also they see the words in context in these videos. That is, this helps them use the words in sentences. Lastly, a considerable number of learners believe that when they see an unknown word in YouTube videos, they immediately look up its meaning and because they hear them repeatedly, which helps retention.

Moving onto the pronunciation, as the last language component that was investigated in this study, the findings illustrated that pronunciation was also another language component that EFL learners thought YouTube was very effective on. Unfortunately, there are no items regarding pronunciation in the questionnaire, however, in the answers to the open-ended questions, it was clearly seen that EFL learners used YouTube for pronunciation quite frequently. There were no negative comments on the impact of YouTube on learning pronunciation.

According to EFL learners, YouTube makes a perfect tool in order to develop their pronunciation because they claim that they can watch videos as many times as they want, not getting bored because it is about something that they are interested in, and thereby hear the pronunciation of the words again and again until they learn them. Because there is a great number of videos of native speakers, videos from daily life, they trust the videos in pronunciation and it gives them confidence because that way, they are sure that they are learning them correctly. A similar study conducted lately revealed almost the same result. According to the research, YouTube has a wealth of resource for learning foreign language pronunciation. Students heavily rely on YouTube to improve their pronunciation; in fact, the vast majority of them utilize YouTube to do so (Zitouni, 2021).

It is obvious looking at the findings of the present study that numerous EFL learners use YouTube in order to check the correct pronunciation of the words. They also emphasize that the technique that they use the most while learning pronunciation is imitation. They imitate the mouth movements of the speakers in order to learn them.

5.3.2. YouTube and Autonomous Learning

The second research question is about how YouTube affects EFL learners in terms of autonomous learning. In this respect, the questionnaire and the open-ended questions sought to elicit ideas and opinions from the participants in order to come up with an answer to this question.

Autonomous learning is basically about the learners being responsible of their own learning processes and making plans and deciding on pathways to follow when they are in this language learning journey. In order to understand how much they take this responsibility, some items in the questionnaire aims at eliciting answers from the EFL learners. The findings show that, according to EFL learners, YouTube does actually encourage them to become autonomous in their language learning processes. Namely, they create a study plan, have a notebook in order to make notes while studying and organize their findings, they review the notes they take from the YouTube videos while studying English. They also make up for the parts that they see that they are lacking in English.

EFL learners who participated in the present study unanimously feel that YouTube is beneficial to them in terms of implementing tactics in their language learning processes. We can conclude these ideas based on the findings of the questionnaire firstly. According to the results, EFL learners strongly believe that YouTube is useful in terms of finding, creating and applying some sort of strategies in their language learning journeys which indicates that they actually become independent in their learning and take actions after watching YouTube videos.

The present research also explores what kind of actions they are tend to be taking based on these videos in order to build up on the previous research. In order to find that out, the open-ended questions shed light on the learners' opinions about this issue. Accordingly,

EFL learners declare that they use the things they learned from the videos in their daily lives which are vocabulary, pronunciation, making sentences or exploring different useful apps, websites, movies and series. They not only use these on a daily basis, but also review the things they learned by going through the notebooks they have again by getting motivated by YouTube videos.

A technique that they favor using in order to practise the language afterwards is self-practising which includes talking to the mirror or to a camera in English. Because of the researcher's specific curiosity on the issue, she also examines if YouTube encourages them to make foreign friends in order to practise English. Because throughout the years she heard about this issue from her followers and she personally thinks that it is a great way to learn a language, she wants to shed light on this topic seperately. Even though in the questionnaire they do not claim to be doing it as much as they do the other things, based on the findings of the open-ended questions, a considerable number of the learners believe that YouTube is a platform that leads them to make foreign friends online.

According to the findings of the present study, thanks to YouTube videos, they could take responsibility of their own learning and tried to learn independently which helped them become autonomous learners. Similarly, in the studies of Tariq et. al. (2020), Zaida (2021) and Saputra & Fatimah (2018), it was revealed that students use YouTube as a tool for autonomous learning and it was stated by them that learning through videos was encouraging, independent, and supportive. The results of the questionnaire of the present research with open-ended questions support all these ideas and add up some extra information. Turkish EFL learners come up with plans and try to follow their own learning path by the help of YouTube videos. This result is very similar with that of Shariff and Shah (2019)'s research findings. The study revealed that when students discussed their YouTube experiences, they appeared to see it as a tool that helped them manage their time while also offering them power and

freedom of choice in enhancing their learning outcomes. It was also found that, according to Turkish EFL learners' answers, they use YouTube in order to support their language learning processes whenever they have troubles. This finding is almost the same with the findings of two studies. According to Usman (2020)'s study, students in higher education use YouTube to overcome challenges they have when learning a subject. Similarly, in Zaida (2021)'s study, it was highlighted that Students were encouraged to learn independently by using YouTube as a learning resource and portfolio. They were encouraged to learn from the offered videos and to seek help on their own if they had difficulty grasping the information.

5.3.3. YouTube and Motivation

Finally, the last research question's goal is to seek information about the perceptions of EFL learners who are also YouTube users on the effectiveness of YouTube in motivating them to learn the language. The results of the questionnaire and the open-ended questions are used to examine this research question.

The findings of the questionnaire reveals that EFL learners' perceptions of YouTube as a source of motivation are highly positive. The researcher also investigates this topic using the open-ended questions in order to investigate this topic in a more detailed way to see why YouTube affect their motivation very positively. This finding is in compliance with Silviyanti's (2014) study. The researcher examined learners' enthusiasm in a listening lesson that included watching YouTube videos. According to the research's findings, YouTube stimulated learners to study English and that utilizing YouTube was beneficial to English learning.

First of all, the most important reason for that, according to EFL learners, is that YouTube is a very fun platform to learn the language with it containing numerous videos with interesting content that is appealing anyone and it is very different from and more dynamic

than traditional learning materials and environments. A similar statement was made by EFL learners in Damronglaohapan and Stevenson's (2013) study. According to the results, students feel that video clips from YouTube are more valuable than textbook CDs. They reported that they enjoyed viewing YouTube movie clips to improve their English skills. What is more, Hasan et al. (2018) conducted a study that focuses on the perceptions and behaviors of EFL learners when using YouTube. According to the study, YouTube videos with audio-visual components helped students improve their comprehension and generate a motivation to learn the language.

EFL learners in the present study as well, basically believe that they can easily choose the content they want to watch based on their interests and have fun while learning the language. Another reason for YouTube being a very motivating language tool is that it is easy to access it. It is free, flexible and easy to use. They can study wherever they want, whenever they want to study. They don't have to spend loads of money in order to have access to educational content. Dieu, Campbell, and Ammann (2006) reached to similar results in their study. The research demonstrated how motivation is tied to authenticity and engagement while utilizing YouTube. Language is used in a variety of settings, with different people, in different places, and at different times in real life.

Some further findings are revealed in the present research in order to draw upon previous research. EFL learners surprisingly stated that they can see the progress they are making when they use YouTube as a language learning tool. Because it is a platform that they use 24/7 for many purposes, they get used to watching English content and by time, it becomes easier for them to understand what is spoken in the videos. This aspect of YouTube also boosts their confidence in learning the language and therefore, motivates them even more to learn English.

Furthermore, the most surprising result for the researcher is that EFL learners not only favored the videos, but also the people who are making them. They believe that people that they watch the videos of show their lives clearly and they take them as a role-model and try to speak like them. On top of that, EFL learners also like the videos of the language learners. There are a lot of content creators on YouTube who make videos on how they learned the languages and what speaking different languages brought to their lives. That way not only the viewers feel alone in their language learning journey, but also they make it their goal to be like them one day, which motivated them to learn the language even more. Even the people in the comments, according to EFL learners, make them feel like they are in a community full of people like them trying to learn the language and achieve their goals. This concept also affects their language learning process in a very positive way.

5.4. Implications

The purpose of this study was to find out how Turkish EFL students felt about the usefulness of YouTube videos in building four language skills and three language components, autonomous learning, as well as how much YouTube motivates them to learn the language.

The present study offers a rich insight to how YouTube contributes to the language learning process of EFL learners in various aspects. The study's findings have several implications for EFL learners from all around the world, language teachers, and foreign language curriculum designers when it comes to employing technology in EFL lessons. The implications, in particular, indicate ways to use YouTube as a language learning tool inside and outside of the classroom. Educators and students should be more aware of the advantages of utilizing technology to learn English as a result of this study. As a consequence, teaching and learning will be of higher quality. It has helped to clarify why students utilize YouTube

for language learning, enhancing knowledge and autonomous learning in particular. Students generally felt that YouTube video was an essential medium. Individual learners take the initiative without the assistance of others and select their method based on their learning outcomes. The present generation of learners is heavily reliant on online learning and strives to discover the best approach to study that is also free (Gollardo et. al., 2015).

As for the learners of English, this study is of great importance. As an English teacher and a content creator on YouTube, throughout the years the researcher has seen many language learners from all levels, from many different parts of Turkey, of all ages and education levels. There are many problems that learners face when it comes to language learning. One of them though, is the fact that they do not know what kind of pathways to follow, what strategies to apply or basically what to do in order to improve themselves in learning English. Almost all of the learners had language education at school, but there could be some kind of barriers for them physically, psychologically or socially. No matter what their barrier is, the common problem is that they do not know how to take responsibility of their learning process. On the researcher's YouTube channel, she has been trying to show different ways of learning English for people with different abilities, interests and needs on how to learn English. For many people, these strategies seemed to be working according to the countless feedbacks received. This study attempted to show the great impact of YouTube videos on this problem. The participants of this study were also the followers of a language channel on YouTube, as mentioned before. So they were willing to take responsibility for their own learning and with the help of this study, the researcher tried to share their ideas with other language learners. According to the findings, YouTube has an undeniable effect on developing language skills. So if the learners feel like they are weak in one of them, they could apply the strategies the participants reported to apply in this study. They could use YouTube videos with their captions, subtitles and comments section in order to improve their

listening skill along with speaking, reading and even writing. As the participants stated, there are many native speakers sharing vidos showing their daily lives or language learners sharing their own language learning process and they might inspire the learners who are examining this study as well. The participants claimed that YouTube was extremely helpful not only for allowing them to access authentic English which is very relevant to real life, but also coming up with strategies to learn vocabulary, pronunciation, grammar and so on. If the learners do not know how to start or continue with their learning process, there are also videos on YouTube giving tips about these topics. If they ever lose motivation, they could simply search for videos according to their interests. All in all, if they decide to use YouTube as a learning tool, there are limitless opportunities and ways to integrate it into their daily studying routine. They might not even see it as "studying" as they are used to. It will be a part of their lives and therefore they will always be exposed to the language which will lead them to acquire the language eventually. It is expected that the capabilities of YouTube and other technology breakthroughs may be fully utilized to aid students in their language learning endeavors.

Along with EFL learners, language teachers must believe in the value of YouTube included in the curriculum, as well as that such activities will help students build autonomy on their learning and self-confidence. The visual explanation creates an entertaining, stimulating, and interactive learning environment for learners, encouraging them to participate more actively in class activities and do further study outside of the classroom. The majority of EFL learners are dissatisfied with traditional teaching methods, as seen in the present study. English is a dynamic language. Therefore, it is suggested that instructors give some attention to learners' opinions on how to use real YouTube videos in their language learning processes. They could do it on their own as homeworks or bring YouTube as a tool into the classroom. Some activities could be done such as using videos happening in various English situations described by native speakers to help them study in a natural setting. Opening YouTube

channels where teachers and students may communicate through video uploads and comments can be a beneficial technique for both teachers and students.

Based on the outcomes of this research, curriculum designers ought to be knowledgeable of the use of YouTube videos in the classroom and integrate this kind of technologies into the curriculum. YouTube-mediated English learning is more pleasant, enoyable, interesting and flexible while classroom formal learning is stricter as mentioned in the results of the present study.

5.4.1. Suggestions for Further Research

This study firmly confirmed the fact that YouTube is beneficial for EFL learners in terms of developing their language skills and components, autonomous learning and boosting their motivation to learn the language.

To complement and confirm the findings of this research, it would be useful to investigate how teachers and curriculum designers could integrate YouTube into the learning environments and encourage students to use it in their daily lives as a part of their routines. Additionally, language skills and components and how to become autonomous and motivated by the help of the websites and apps like YouTube could be examined. Due to the fact that there is not many studies on YouTube and language learning especially in terms of autonomous learning, different methods and instruments could be used to give it more depth.

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APPENDICES

Appendix 1.

THE QUESTIONNAIRE

PART 1

YouTube'un Türkiye'de İngilizce Öğrenenlerin Öz Düzenlemelerine Katkısı

Bu çalışmanın amacı, Türkiye'de İngilizce öğrenenlerin öz yönlendirmeli dil öğrenme süreçlerine Youtube'un bir medya aracı olarak nasıl katkı sağladığının araştırılmasıdır. Araştırma, öğrencilerin Youtube aracılığıyla kendi öz düzenleme becerilerini nasıl yönlendirdiklerine veya geliştirdiklerine, Youtube'un yine öz yönlendirmeli/düzenlemeli öğrenmeleri üzerindeki etkisini ve öğrencilerin Youtube'u kullanarak dil öğrenmek üzerine nasıl stratejiler geliştirdiklerini öğrenmeye dair bilgi toplamayı hedeflemektedir.

Araştırmada, ayrıca Youtube'un dil öğrenenlerin dil becerileri üzerindeki (okuma, yazma, dinleme, konuşma) etkisini nasıl değerlendirdikleri, Youtube'un motivasyonlarını ne derece etkilediği ve dili uygulama şekillerini ne yönde geliştirdiği incelenmektedir.

Araştırmaya göstermiş olduğunuz ilgiden dolayı teşekkür ederim.

Çilem Akar

*Required

1. Cinsiyetiniz *

Mark only one oval.

- Kadın
- Erkek

2. Yaşınız *

Mark only one oval.

- 8-12
- 13-18
- 19-25
- 26-35
- 36+

3. Eğitim Dereceniz *

Mark only one oval.

- ( ) İlkokul
- ( ) Ortaokul
- ( ) Lise
- ( ) Üniversite
- ( ) Yüksek Lisans
- ( ) Doktora

4. İngilizce Seviyeniz *

Mark only one oval.

- ( ) Beginner
- ( ) Pre-Intermediate
- ( ) Intermediate
- ( ) Upper-Intermediate
- ( ) Advanced

5. YouTube'u ne sıklıkla kullanıyorsunuz?

Mark only one oval.

	1	2	3	4	5	
Neredeyse Hiç	( )	( )	( )	( )	( )	Sürekli

PART 2

1. Youtube videoları İngilizce konuşma becerilerimi geliştirmeme katkıda bulunuyor.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

2. Youtube videoları İngilizce dinleme becerilerimi geliştirmeme katkıda bulunuyor.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

3. Youtube videoları sayesinde İngilizce okuma becerilerimi geliştirebiliyorum.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

4. Youtube videolarının İngilizce yazma becerilerimi geliştirmemde payı vardır.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

5. Youtube sözlü İngilizce öğrenme için iyi bir kaynaktır.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

6. Youtube videoları İngilizce gramerini öğrenmemde kolaylık sağlıyor.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

7. Youtube videoları İngilizce kelimeleri öğrenmemde fayda sağlıyor.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

8. Youtube videoları sayesinde İngilizce kelime öğrenme stratejileri geliştirebiliyorum.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

9. Youtube videoları sayesinde İngilizce gramer konularını çalışabiliyorum.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

10. Youtube videoları İngilizce öğrenmek için hazırladığım plana sadık kalmamı sağlıyor.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

11. Youtube videoları İngilizce öğrenme stratejileri geliştirebilmemi sağlıyor.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

12. Youtube videoları sayesinde İngilizce konusunda kendimde eksik gördüğüm yanları kapatabiliyorum.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

13. Youtube videoları kendime bir İngilizce çalışma planı oluşturmamda öncü oluyor.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

14. Youtube videoları izlerken/izledikten sonra notlar alırım.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

15. Youtube videolarından aldığım notları İngilizce çalışırken tekrar ederim.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

16. Youtube videoları sayesinde İngilizce öğrenirken izlemem gereken yolu kendim belirleyebiliyorum.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

17. İngilizcede kendimi zayıf bulduğum alanlarda geliştirmek için doğru Youtube videolarını seçebiliyorum.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

18. Youtube videolarından öğrendiğim taktikleri İngilizceyi kullanırken uygulayabiliyorum.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

19. Youtube kullanmak beni İngilizce öğrenmek konusunda motive ediyor.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

20. İngilizce öğrenmede motivasyonumu kaybettiğim zaman Youtube videoları izlerim.

Mark only one oval.

	1	2	3	4	5	
Kesinlikle katılmıyorum	◯	◯	◯	◯	◯	Kesinlikle katılıyorum

Appendix 2

THE QUESTIONNAIRE WITH OPEN-ENDED QUESTIONS

PART 1

YouTube'un Türkiye'de İngilizce Öğrenenlerin Öz Düzenlemelerine Katkısı

Bu çalışmanın amacı, Türkiye'de İngilizce öğrenenlerin öz yönlendirmeli dil öğrenme süreçlerine Youtube'un bir medya aracı olarak nasıl katkı sağladığının araştırılmasıdır. Araştırma, öğrencilerin Youtube aracılığıyla kendi öz düzenleme becerilerini nasıl yönlendirdiklerine veya geliştirdiklerine, Youtube'un yine öz yönlendirmeli/düzenlemeli öğrenmeleri üzerindeki etkisini ve öğrencilerin Youtube'u kullanarak dil öğrenmek üzerine nasıl stratejiler geliştirdiklerini öğrenmeye dair bilgi toplamayı hedeflemektedir.

Araştırmada, ayrıca Youtube'un dil öğrenenlerin dil becerileri üzerindeki (okuma, yazma, dinleme, konuşma) etkisini nasıl değerlendirdikleri, Youtube'un motivasyonlarını ne derece etkilediği ve dili uygulama şekillerini ne yönde geliştirdiği incelenmektedir.

Araştırmaya göstermiş olduğunuz ilgiden dolayı teşekkür ederim.

Çilem Akar

*Required

1. Email *

2. Adınız ve Soyadınız

3. Cinsiyetiniz

Mark only one oval.

- Kadın
- Erkek

4. Yaşınız

Mark only one oval.

- 8-12
- 13-18
- 19-25
- 26-35
- 36+

5. Eğitim Dereceniz

Mark only one oval.

- İlkokul
- Ortaokul
- Lise
- Üniversite
- Yüksek Lisans
- Doktora

6. İngilizce Seviyeniz

Mark only one oval.

- Beginner
- Pre-intermediate
- Intermediate
- Upper-intermediate
- Advanced

7. YouTube'u ne sıklıkla kullanıyorsunuz?

Mark only one oval.

	1	2	3	4	5	
Neredeyse hiç	◯	◯	◯	◯	◯	Sürekli

Skip to question 8

YouTube'un Türkiye'de İngilizce Öğrenenlerin Öz Düzenlemelerine Katkısı

PART 2

1. YouTube videoları "listening" (dinleme yetisi) konusunda size ne tür katkılarda bulunuyor? Kısaca açıklayınız.

2. YouTube videoları "speaking" (konuşma yetisi) konusunda size ne tür katkılarda bulunuyor? Kısaca açıklayınız.

3. YouTube videoları "reading" (okuma yetisi) konusunda size ne tür katkılarda bulunuyor? Kısaca açıklayınız. (İpucu: Videolardaki captionları, altyazıları ve video yorumlarını düşünebilirsiniz.)

4. YouTube videoları "writing" (yazma yetisi) konusunda size ne tür katkılarda bulunuyor? Kısaca açıklayınız. (İpucu: Videolardaki captionları, altyazıları ve video yorumlarını düşünebilirsiniz.)

5. YouTube videoları "grammar" (dil bilgisi) konusunda size ne tür katkılarda bulunuyor? Kısaca açıklayınız.

6. YouTube videoları "vocabulary" (kelime öğrenme) konusunda size ne tür katkılarda bulunuyor? Kısaca açıklayınız.

7. YouTube videoları "pronunciation" (telaffuz) konusunda size ne tür katkılarda bulunuyor? Kısaca açıklayınız.

8. YouTube videoları sizi dil öğrenme konusunda nasıl motive ediyor? Kısaca açıklayınız.

9. YouTube videoları izlediğinizde öğrenme sürecinizi yönetmek için neler yapıyorsunuz? (Örn: Çalışma planı hazırlıyorum, kelime defteri oluşturuyorum, izlenecek diziler buluyorum, yabancı arkadaş ediniyorum vs.)

10. Son olarak, YouTube videolarında öğrendiklerinizi dili kullanmak için nasıl uyguluyorsunuz?

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