

# **Social Media Use in English Language Learning and Teaching**

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Submitted to the  
Institute of Graduate Studies and Research  
in partial fulfillment of the requirements for the degree of

Master of Arts  
in  
English Language Teaching

Eastern Mediterranean University  
July 2019  
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

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## **ABSTRACT**

The rapid developments in technology have brought along new tendencies, one of which is social media. Today, social media are used for various purposes by many people around the world. The present study investigates into the attitudes of the students and instructors in the Foreign Language Education Department of Eastern Mediterranean University in North Cyprus towards the use of social media tools, Facebook and YouTube, in language learning and teaching. It also seeks to identify the students' and instructors' attitudes on integrating social media into English language learning and teaching.

A mixed method approach was used in this case study. The quantitative data were collected from the students' and instructors' questionnaires, while the qualitative data were collected from the interviews with the instructors and the open-ended questions from the questionnaires. The study sample consisted of 125 students and four instructors, 129 participants in total, in the Department of Foreign Language Education of Eastern Mediterranean University in North Cyprus.

The results indicated that both the students and the instructors had positive attitudes towards the use of social media in language learning and teaching. The results also indicated that the participants were of the same mind in general regarding the function of each social media tool, namely, Facebook and YouTube in language learning and teaching. Most of the participants agreed on certain contributions of Facebook and YouTube to language learning and teaching. As perceived by them, YouTube contributes more to listening and speaking skills as well as pronunciation,

while Facebook contributes more to writing and reading skills. Furthermore, the general idea was that social media can be used as a supportive tool to the curriculum. The results showed that YouTube and Facebook enhance learners' certain language skills, communication skills, and cultural awareness as perceived by the participants.

**Keywords:** Social media, Facebook, YouTube, language skills, communication, culture, language learning and teaching

## ÖZ

Teknoloji alanında görülen hızlı deęişimler beraberinde yeni akımlar getirmiştir. Bunlardan biri de sosyal medya olmuştur. Günümüzde sosyal medya dünya çapında pek çok insan tarafından farklı amaçlarla kullanılmaktadır. Bu çalışma, Kuzey Kıbrıs Türk Cumhuriyeti'nde (KKTC) bulunan Doęu Akdeniz Üniversitesi Yabancı Diller Eğitimi Bölümündeki öğrencilerin ve öğretmenlerin İngilizce öğrenimi ve öğretiminde sosyal medyanın, Facebook ve YouTube, kullanılmasına ilişkin tutumlarını incelemeyi amaçlamıştır. Ayrıca çalışmada, sosyal medyanın İngilizce öğrenimi ve öğretimine entegre edilmesine ilişkin öğrenci ve öğretmenlerin görüşlerinin belirlenmesi amaçlanmıştır.

Araştırma deseni olarak karma yöntem kullanılmış olan bu durum çalışmasında nicel veriler, öğrenci ve öğretmenlere yöneltilen anketlerden elde edilirken nitel veriler, görüşme yöntemiyle ve anketlerde bulunan açık uçlu sorulardan elde edilmiştir. Çalışmanın örneklemi, KKTC'de bulunan Doęu Akdeniz Üniversitesi Yabancı Diller Eğitimi Bölümü'nden 125 öğrenci ve dört öğretmen olmak üzere toplamda 129 katılımcıdan oluşmaktadır.

Çalışmadan elde edilen veriler hem öğrencilerin hem öğretmenlerin sosyal medyanın dil öğrenimi ve öğretiminde kullanılmasına yönelik olumlu tutumlar sergilediğini göstermiştir. Ayrıca sonuçlar, katılımcıların Facebook ve YouTube sosyal medya araçlarının işlevlerine yönelik genel olarak hemfikir olduğunu ortaya koymuştur. Katılımcıların çoęu YouTube ve Facebook araçlarının her birinin dil öğrenimi ve öğretimine ayrı ayrı katkıları olduğunu savunmuştur. Örneğin, katılımcılara göre

YouTube daha çok dinleme ve konuşma gibi becerilere ve telaffuza katkı sağlarken Facebook daha çok yazma ve okuma becerilerini arttırmıştır. Katılımcılar genel olarak sosyal medyanın müfredata destek olarak kullanılabileceğini dile getirmiştir. Çalışmadan elde edilen veriler, YouTube ve Facebook'un belirli dil becerilerini, iletişim becerilerini ve kültürel bilgilenmeyi arttırdığını ortaya koymuştur.

**Anahtar Kelimeler:** Sosyal medya, Facebook, YouTube, dil becerileri, iletişim becerileri, kültür, dil eğitimi ve öğretimi

## **DEDICATION**

I dedicate this study to my family; my dear mother and father, and of course my dear wife who encouraged and supported me during my study. Furthermore, I dedicate this study to my dear brother and sisters who supported me in many ways. Finally, to my friends who supported and encouraged me to complete my study and achieve this precious degree.

## **ACKNOWLEDGMENT**

I would like to express my special thanks to my dear supervisor Asst. Prof. Dr. Fatoş Erozan who supported me to carry on my study in those difficult times, provided me with her invaluable feedback and led me the way to finish my research.

I also would like to thank all instructors in the FLE Department of EMU who welcomed me, the jury members Assoc. Prof. Dr. Javanshir Shibliyev and Assoc. Prof. Dr. Oytun Sözüdoğru who separated time for evaluating my study, and the students who assisted my research to become more enlightened.

My deepest appreciation to my beloved wife for her support and patience to achieve my goal in our hardest times and to my dear middle sister for her infinite help in any terms. I also thank my dear friend for leading me the way with his invaluable knowledge. Thanks to them all, I could accomplish this study.



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## **LIST OF ABBREVIATIONS**

|      |                                     |
|------|-------------------------------------|
| BA   | Bachelor of Arts                    |
| CALL | Computer-assisted Language Learning |
| ELT  | English Language Teaching           |
| EMU  | Eastern Mediterranean University    |
| FLE  | Foreign Language Education          |
| MA   | Master of Art                       |
| PHD  | Doctor of Philosophy                |

# Chapter 1

## INTRODUCTION

This chapter provides information about the background, problem statement, and purpose of the study. Furthermore, it provides the research questions, and explains the importance of the study.

### 1.1 Background Information

The term technology in today's world means so much. It is one of the keywords of the modern and globalized world as it is integrated in every part of life, from industry to education. A glance at the close circumference is enough to understand how technology has penetrated into our lives; personalized computers, devices, tools, smart mobile phones, the Internet, etc. Technology is not a new concept, but it has been in people's lives throughout history. However, the technology has been integrated in our lives more widely over the last decades (Shyamlee & Phil, 2012). Also, it continues in an increasing way to become widespread throughout the world in all fields, one of which is education sector that is the focal area of this study. To support this idea, Abukhattala (2016) stated that the technology has contributed much to language learning and teaching over the last years. Besides its effect on language learning, technology supports individuals personal and professional development (Gazi et al., 2012).

Undoubtedly, humanity has so far utilized the technology in many ways. However, the use of technology today has increased with the use of the Internet. The Internet

entered in people's life with Web 1.0 technologies which was limited to static sources. This meant people could primarily use the information preloaded into computers and shared on Web where people could find less comprehensive information provided by others in a limited number. Afterwards, the technological improvements introduced us Web 2.0 which had an innovative impact around the world. Now, this technology forms the basis of what people are currently engaged; that is, the technology and the Internet, more specifically social media. According to Rueda (2017), thanks to Web 2.0, we are able to not only read and use data but also rewrite and share them, propose changes, express our own ideas, share daily activities, write posts and so on. Such a trend provided much to people as they became able to create their own contents on online platforms. This was the main reason that personal computers, mobile phones, tablets, and other devices as well as the Internet have reached the top all around the world in recent years.

McLoughlin and Lee (2007) stressed that this development in Web 2.0 technology allowed people to benefit from many facilities including social interaction and communication in terms of pedagogy. As in all other fields, education has also been influenced by the technological developments and consequently, there has been an increasing tendency to create digital environments for educational purposes. Policy makers of educational institutions seek for new teaching methods that will accord with the requirements of this new educational environment, since the new generation especially is interested in these environments (McLoughlin & Lee, 2007). Considering the topic and main subject area of the present study, the concepts "communication" and "interaction" are the keywords for establishing social relationships. As stated by Kern (2006) socialization very briefly means to interact or



communicate with others, which entails at least two people to realize the action. In this way, many online platforms have been associated with socialization and now we have the social media in every part of our lives (Kern, 2006).

Social Networking Sites (SNSs) emerged as a result of the developments in information technology with the emergence and wide use of Web 2.0 facilities. According to Boyd and Ellison (2007), SNSs have recently attracted the academics and the researchers in the sector to investigate the changes and differences that have been done so far. We currently know SNSs as social media. There are some widely used sources among social media resources that we know as Facebook, YouTube, Twitter, LinkedIn, Wikis, Blogs, Flickr, SlideShare, MySpace and other platforms. These sites are generally utilized for entertainment or communication purposes. However, the social media have not only contributed to entertainment or to connect people, but they introduced us to new pedagogical trends. The technology is not merely an alternative in educational environment to benefit from but more seriously, we cannot imagine educational life without the use of the technology which has become a necessity in today's world for even the instructors who follow traditional methods in their teaching environment (Abukhattala, 2016; Chun et al., 2016). The technology drives people to adapt themselves to the time in order to survive. The fact is that technology develops every day and shows its effects in all fields, so people have to adapt themselves to the changes to be able to catch the era. As in all other fields of life, the technology penetrates into the field of education too.

In the present study, the integration of technology into language learning and teaching (hereafter refers to English), refers to the use of social media in language learning and teaching. Social media have come out with the technological

innovations (Web 2.0) in computer environment and are online platforms which are used by billions of people from various countries and cultures around the world, which in a way provide us with countless of information on a specific subject across cultures. Social media have irrefutably engaged people recently and the functioning of almost every industry has become depended on the social media, one of the most powerful online tools attracting people.

## **1.2 Problem Statement**

The technology develops day by day and human beings are subject to the changes coming along with the technological improvements. Thus, people have to take steps to adapt to new conditions and new opportunities that the technology offers. Those changes in the technology are adapted in every field, including learning and teaching English language. The new generation especially have a tendency to use technology, more specifically social media. In this context, the students were observed to be using Facebook and YouTube for many hours. They spend and waste much of their time on these platforms to see other posts, to comment, to make friends, to watch videos, to listen to music, etc. They are so addicted to such platforms that they may not attend their lessons, may not listen to their teachers or may get distracted during the class focusing more on spending time in these platforms. So, the education industry may need to adopt new methods in learning and teaching in order to turn their addiction into an advantage. Considering the social media addiction of these students, new approaches or methods may be integrated into language learning and teaching to attract students and provide them with better education opportunities.

This study seeks to find out the opinions and tendency of English language teaching students and their instructors as regards using social media tools which are restricted

to Facebook and YouTube in the present study during the process of learning and teaching English language.

### **1.3 Aim of the Study**

This study has the objective to discover the attitudes and views of the students and the instructors of the Foreign Language Education (FLE) Department at Eastern Mediterranean University (EMU) towards learning and teaching English by using social media. Social media sources that are considered in the study are Facebook and YouTube. Furthermore, the study seeks to discover any possible ways as perceived by the participants to integrate the social media into learning and teaching.

### **1.4 Research Questions**

- 1- What are the attitudes of the students toward social media use in English language learning and teaching in the FLE Department of EMU?
- 2- What are the attitudes of the instructors toward social media use in English language learning and teaching in the FLE Department of EMU?
- 3- How can social media use be integrated into English language learning and teaching as perceived by the students and the instructors?

### **1.5 Significance of the Study**

This study is believed to be important in terms of developing insights regarding the seriousness of turning technological developments and multi-purpose tools into advantage for learning and teaching environment. This is important in terms of motivating students and providing them with a better quality of education. Moreover, it may contribute to create an understanding of the methods, techniques and approaches to provide education process with the appropriate electronic materials.

Based on the results, the students and the instructors of the FLE Department may have an understanding with regard to some positive and negative aspects of social media use in English learning and teaching. Thus, their awareness about exploiting and benefiting from social media in language learning and teaching may increase. Finally, it can be possible to propose some strategies in learning and teaching a language by using social media.

## **1.6 Summary**

In this chapter, background information was provided initially. Then, the gaps in the use of social media were mentioned, brief information was given about the objective of the study, and the research questions were provided aiming at filling the above mentioned gaps. Then, the significance of the study was mentioned in this regard.

## **Chapter 2**

### **LITERATURE REVIEW**

This chapter explains the technology, the use of social media (Facebook and YouTube) in language learning and teaching, and the facilities that the technology provides us coming along with its expansion. Also, it discusses the use of technology in education environment within the language learning and teaching framework. This includes specifically the discussion on the social media use in language learning and teaching. Furthermore, it provides some definitions of key concepts on the issue. Then, it explains the use of social media tools specifically and discusses the use of social media in language learning and teaching.

#### **2.1 Technology and Social Media**

Social media (including Facebook, YouTube, Twitter, Wikis, Blogs, Flickr, MySpace, and so on.) have become a part of life thanks to the developments in the technology that Web 2.0 has made a breakthrough. Technological inventions and updates have contributed to information technology too. The World Wide Web was invented by Tim Burners-Lee in 1989 (Choudhury, 2014). It began with Web 1.0, then developed to Web 2.0 and Web 3.0, and finally to Web 4.0 which has not yet come to the use. Web 4 is called future web which is an ultra-intelligent technology where people can interact with devices (Choudhury, 2014). As Choudhury (2014) stated Web 1.0 started to be used with the introduction of World Wide Web in 1989 and people continued to use it by 2005. It is defined as information provided on the Internet which can only be read (Choudhury, 2014). McLoughlin and Lee (2007)

defined Web 2.0 “as a second generation, or more personalized, communicative form of the World Wide Web that emphasizes active participation, connectivity, collaboration and sharing of knowledge and ideas among users” (p. 665). Social media that are used now came out with Web 2.0 technology. After Web 2.0, the technology continues its development with Web 3.0. Naik and Shivalingaiah (2008) defined “Web 3.0 as the creation of high-quality content and services produced by gifted individuals using web 2.0 technologies as an enabling platform” (p. 501). Web 3.0 is called the third generation of web. As Choudhury (2014) stated, Web 3.0, which is also called as Semantic Web, has the capacity to organize and manage the data searched online, to foster the Internet access from mobile devices, to simulate creativity, and to manage collaboration among individuals on the web. It is the ultimate technology of web used now. As an example of Web 3.0, the computer reminds us the content that we have visited before, so the data do not get lost. All these technologies are called educational technologies when they are integrated into education and used by learners. Educational technologies are the facilitators of learning and they improve students’ performance when they use and manage appropriate ones to their target (Januszewski & Molenda, 2013). Issroff and Scanlon (2002) stated that “The notion of educational technology as an applied educational science was given a great boost by the foundation of the Institute of Educational Technology in the early days of the development of the United Kingdom Open University in 1969” (p. 2). They added that the objective of educational technology creators is to improve the learning quality of learners and facilitate their learning. Educational technologies are influenced by the theories about education, one of which is constructivism that has always been on the agenda (Issroff & Scanlon, 2002). Ültanır (2012) defined constructivism as to perceive and understand a

construct, knowledge or object differently based on one's perspective. Thus, the theory of constructivism is based on knowledge and learning where learners produce their own knowledge (Ültanır, 2012). John Dewey's theory on constructivism suggested that knowledge is not the reality itself, but individuals make it meaningful, so in pedagogical sense, education should be student-centered with real life experiences. Similarly, the theory of Maria Montessori suggested that education should be self-directed based on students' needs and the instructors should observe students' learning. The theory by Jean Piaget set forth that individuals are not passive receivers, but they discover and construct the meaning of knowledge and when they encounter new knowledge, they construct it with the existing ones and make learning meaningful (Ültanır, 2012).

Among pedagogical theories on learning and teaching is the social learning theory. Bandura (1977) described learning to realize through modeling and imitating others. This is, individuals learn by observing other individuals and take them as models, so learning realizes consciously. However, an effective and target-oriented learning is better ensured by modeling, since learning by imitation means to imitate an individual regardless of the desirable and undesirable behaviors (Bandura, 1977). Bandura's social learning theory includes some important concepts that are age, gender, status, characteristics, and similarity. An individual feels closer to the model when s/he has more of these traits in common with the model. In this consideration, it is important that learners communicate, interact with each other and socialize with their peers and other individuals that they can learn from. In this sense, social media are very rich contents where learners communicate and socialize and enhance their language learning by use of online environment (AbuSa'aleek, 2015).

In relation to the development on the Web and the Internet, e-learning came out in 1990. According to Garrison (2011), it is defined as communication on electronic environment to construct knowledge. The main factors behind the introduction of e-learning are the Internet and related communication technologies. E-learning consisted of online and blended learning and aimed to allow individuals to search and learn regardless of the time and place (Garrison, 2011). Blended learning is the most popular form of e-learning (Garrison, 2011) and it signifies a mixture of learning by traditional ways and online learning (Garrison & Vaughan, 2008). Similarly, Lim et al. (2007) defined blended learning as both technology and teacher-based learning that is the mixture of the traditional and online forms of classroom teaching. The arrival of e-learning does not mean that higher education should alter and replace traditional education, however, it should accompany it to facilitate learning for the learners (Garrison, 2011). Garrison (2011) stated that “from an educational perspective the “e” in e-learning stands for more than electronic; it can also stand for extending and enhancing the learning experience. It is how we take advantage of e-learning’s educational properties and potential that is of greatest interest” (p. 4).

As mentioned in the previous chapter, footprints of the technology can be seen in all fields, and the social media takes its place within information technologies. Since computers became smaller in size and ready for personal use, and the emergence of the Internet, people’s life has changed dramatically. Levy (2009) stated that in comparison with the recent past, much has changed in people’s lives with the advent of technology and internet. Thus, our way of life, spare time, social environments, business life, and eventually educational life have had to adapt to the technological



changes (Levy, 2009). These technologies are varied and occupy an important part of our lives. To support this idea, Kietzmann et al. (2011), described social media as a deep jungle, sheltering interactive platforms where people, communities or groups discuss on a certain subject, share self-contents with others or even create their own contents. This is called as social media ecology in which we have programmed our contemporary life (Kietzmann et al., 2011).

Today we use social media in many fields, but most people are still not clear about the scope of social media. Social media are defined in Merriam-Webster dictionary as electronic communication environment that allows us to share personal information, videos, ideas, and other contents, communicate with others by integrating social interaction, collaboration and content creation (Agustrianita, 2017; Allam et al., 2017). Bryer and Zavatarro (2001, as cited in Guy, 2012) defined social media as “technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders” (p. 327). Another definition was proposed by Boyd and Ellison (2007): “The social network sites are web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system” (p. 211).

There are many studies conducted on the use of social media in terms of learning and teaching foreign/second language. The study conducted by Chen and Bryer (2012) discussed the use of social media both in formal and informal language learning. They suggested that experimental studies should be conducted to facilitate students’ learning and to integrate such technology into both formal and informal learning. The

study conducted by VanDoorn and Eklund (2013) on the use of Facebook in learning and teaching mentioned about the usefulness and facilities of social media on communication. Social networking offers teachers and learners exciting opportunities to communicate (VanDoorn & Eklund, 2013). They emphasized that communication between teachers and learners on social network provides advantages to students in several ways. So, this technology facilitates and accelerates learning and teaching process and fills the gaps occurred during teaching process.

Social media sites and platforms are so varied with regard to their scope and functionality, but the present study focuses mainly on Facebook and YouTube. In today's world, where the technology has improved and continues its development day by day, people may benefit these advantages. In this sense, social media tools offer individuals many educational components for their learning and teaching process. Considering the use of technology and its so many facilities, it is inevitable to focus on the use of the most popular platforms in language classrooms (Balbay & Kilis, 2017). The students can make use of technological instruments in their learning process to promote their learning, as they help them to motivate themselves, strengthen their learning skills, manage their learning and give self-instructions as well as self-confidence (AbuSa'aleek, 2015). Also, it is important to consider integrating technology into education environment because new generation of youth, that is called as Digital Natives reject the traditional methods of teaching and learning (Chen & Bryer, 2012).

## **2.2 Social Media in Language Learning and Teaching**

The technology has always been at the center of attention of people in every age. Banafi (2015) called social media as cutting-edge technology. The spread of

technology in our day has aroused people's curiosity and engaged much of their time. A study by Steppy-Greany (2002) for example, investigated students' perceptions on technology-based language learning. The study results indicated that most of the students spent more time learning language on technology enhanced courses than they would in a classical class environment (Steppy-Greany, 2002). This shows that young individuals are always interested in the technology and they tend to use it in every part of life. So, this has to be turned into an advantage. The sources of social media are diverse; however, this study focuses on the use of Facebook and YouTube in language learning and teaching. Banafi (2015) supported this idea stating that social media platforms are varied and offer us many resources and materials in terms of education. Moreover, these platforms attract and help users to benefit these advantages within or outside the classroom (Banafi, 2015). In social media, the learners are provided with several types of support such as connection, interaction and sharing ideas with others in an effective way (McLoughlin & Lee, 2007). As social media platforms are being used both in-class and outside the class, the learners have the opportunity to compensate missing lessons (Langager, 2015). What makes social media platforms so common is the opportunity of sharing works, researching findings, communicating with the colleagues and the teachers, motivating the learners to convey English into daily life, and so forth. Also, the learners can produce their own contents (Rueda, 2017). Furthermore, social media help the students work in groups collaboratively so that they can have their own space to study effectively (Faizi et al., 2013). Encouraging the learners to collaborate and communicate with others, social media offer complementary materials (Langager, 2015). However, over time, a wall rises between the instructors and the learners who spare much of their time on social media (Chen & Bryer, 2012). This

wall may cause lack of communication and sharing between the teacher-student and student-student.

### **2.2.1 Facebook**

Facebook is one of the most popular Social Networking Sites used throughout the world (Rueda, 2017). This platform functions primarily for communication purposes and enables people to make search by name and find someone else they intend to find. Dating back to when it was first designed, the aim was online socializing and communicating with others (Leier, 2016). However, it is not limited to only these features; it has developed and added other functions and alternatives since its foundation. It has become a social environment in the virtual world where people meet, share information, interact, create groups, private spaces, etc. This has become a virtual entertainment for people as well as being a communication tool. AbuSa'alek (2015) stated that Facebook initially was released in 2004 intending to allow Harvard University students to communicate, add friends, share information to get likes, comments, etc., yet was not limited to this, and it expanded all around the world and reached billions of people within years (AbuSa'alek, 2015). Facebook has become so widespread that even individuals under the age of 18 years have accounts and spend much time on this platform for many purposes. These include not only positive but also negative aspects for these individuals since there are also contents not appropriate for children and adolescents. However, this study focuses much on the use of these media in language learning and teaching. Today's trends and enthusiasm for lingering around and following any news on Facebook have occupied a considerable amount of time in our life. Thus, a need for utilizing this platform for educational purposes has become a need. In order to use Facebook in an educational system, the learners and teachers adapt it to their learning process (Langager, 2015;

Leier, 2016). Facebook is such a platform that one can communicate with others individually or in groups. According to AbuSa'aleek (2015), Facebook is a facilitator of acquiring a second language and communicating with the students. Thanks to Facebook, the learners can interact with each other in formal and informal ways (Li, 2017). For example, the students can communicate with their friends about their projects or study notes even when they are on holidays (Bosch, 2009). As VanDoorn and Eklund (2013) stated, Facebook chat supports the distance-education by having a chat with the lecturers outside the classroom as well as in-class activities (Cochran & Benuto, 2016) which indicate some educational functions of Facebook. Li (2017) stated that the teachers can create a group on a Facebook in order to share more information, or give some duties, to the students or to make announcement. Moreover, the teachers can do live broadcast lessons, give assignments or duties for learners on Facebook (Li, 2017). In addition, Li (2017) stated that the learners find it easier to communicate with each other via Facebook. Similarly, Faizi et al. (2013) indicated that Facebook lets the learners and the teachers communicate with each other as backchannels in terms of announcing the students' homework assignments or lesson plans, posting messages, informing the students about next events, etc. Asking how to do these assignments, the learners have the chance to communicate with other learners who are added to the same Facebook group (Faizi et al., 2013). Furthermore, Facebook encourages the learners and motivates their learning process by minimizing their anxiety while communicating with their peers, and it improves their communication skills (Mahmud & Ching, 2012). Even unwilling learners can be actively engaged in the activities and collaborate with their peers in a relaxed atmosphere, so they can come up with their ideas on Facebook (Faizi et al., 2013). In other words, the learners who hesitate to ask questions or do not dare to raise their

hands in crowded classes can ask any questions on Facebook without any hesitation. In order to promote the learners' communication and collaboration, the use of Facebook should be student-centered which drives students to be more active in learning (Leier, 2016). However, there are some handicaps using social media in language learning and teaching. For instance, Facebook requires Internet connection, which is one of its limitations in the areas where the Internet lacks. Although they have access to the Internet, the learners spare much time on it unproductively. Infrastructure of Facebook had better be improved for teaching in the classrooms more effectively since it has limited purposes for practicing second language learning process (Bosch, 2009).

### **2.2.2 YouTube**

YouTube is a very popular online platform where people can watch videos and listen to music. It also allows users to sign up, watch videos, comment on the videos, and create authentic contents and share videos (Duffy, 2008; Rueda, 2017). It has so wide and rich contents that videos are divided into categories, from fun to education. Regarding its use in education, Balbay and Kilis (2017) stated that because of the frequent use of the videos, YouTube has become the main topic for the research on English language classroom. Moreover, Duffy (2008) clarified that YouTube videos are both educational and motivational materials. YouTube, in these days, contains video materials for learners and teachers who can access from its website (Erben et al., 2008). To learn English as a second language, YouTube is a quite useful platform and one can access to hundreds of videos about grammar, vocabulary and pronunciation (Rueda, 2017). For instance, a YouTube user creates and posts a video about listening skills so that other English language learners can listen and learn in any setting (Langager, 2015). Any user can access these contents without registration

in any time and place except for uploading contents (Rueda, 2017).

Unlike the printed books, YouTube videos have alternatives such as subtitles (Rueda, 2017) and alternative speed of the videos according to the levels of the learners. So, in teaching and learning process, YouTube facilitates finding various videos appropriate to the learners' and teachers' needs. Moreover, it addresses the second language learners' needs from different levels with different skills such as listening and reading (Rueda, 2017). According to Bosch (2009) YouTube, like other online platforms, is an active application for teaching and learning for new generation. In the same way, AbuSa'aleek (2015) stated that YouTube is a popular application which helps the users work collaboratively with each other. It serves as an online material with educational videos for the second language learners. In addition, the uploaded videos on YouTube are immediate materials for the learners because they may instantly have information about any subject on YouTube videos. Duffy (2008) supported this idea stating that YouTube is a tool for accomplishing educational targets and objectives.

As stated by Balbay and Kilis (2017), YouTube videos help the second language learners develop their listening, pronunciation and intonation skills besides the practice of comprehension. Thus, the way of expressing their ideas about the YouTube videos and their way of communication in social platform can also be promoted. The positive effect of the visuals used for vocabulary learning cannot be denied (Balbay & Kilis, 2017). Besides, the videos on YouTube are not only visual but also auditory materials. Balbay and Kilis (2017) indicated that YouTube is an alternative material used in learning process; moreover, there is a proof about YouTube for being quite effective for the education. One of the most inspiring

advantages of YouTube videos is to motivate the learners to collaborate with their colleagues, create participatory videos and see the other learners' presentations (Balbay & Kilis, 2017). As collaboration is prominent for social learning (Chen, 2012), YouTube videos can be co-creative in terms of giving feedback to every student who has created a video and reconstructed it collaboratively (Balbay & Kilis, 2017). Having given feedback on the learners' performance on YouTube, the teachers find YouTube as a practical solution of digital era (Balbay and Kilis, 2017).

In reference to Balbay and Kilis (2017), one of the advantages of YouTube is that it is not necessary or compulsory to log in or subscribe to any YouTube channel for watching videos that are open to public. However, even people under the age of 18 have access to some videos which may have undesirable contents. Thus, at this point, some limitations may occur about age-appropriateness of YouTube. Another limitation of YouTube is lack of video sources and professionalism of the video content (Balbay and Kilis, 2017). This is because of the permission of YouTube to let users upload their own videos on YouTube (Kietzmann, 2011). On the other hand, YouTube includes educational videos of experienced teachers, so the learners can watch the experienced teachers' videos (Alfahadi, 2017) and follow their lessons on YouTube channel (Li, 2017). Being adapted to the levels of the learners YouTube videos facilitates teaching in the classroom since the teachers provide the students with different skills that are listening, reading and comprehending (Rueda, 2017). Having the opportunity to watch and listen to various educational videos, the learners can improve especially their audio skills in a short time. In contrast to the statement that YouTube videos focus on vocabulary, students' language comprehension is better enhanced using videos in the language classrooms (Balbay & Kilis, 2015).



However, YouTube lacks speaking and writing activities, so the learners may not produce group of words in target language. In order to access to YouTube videos, an Internet connection is required, but some schools may not have any Internet connection. Here is another limitation of YouTube; even if the classrooms have Internet connection, there may be limited Internet access that does not allow accessing to certain sites such as YouTube, Dailymotion, etc. where the learners have difficulty in accessing to YouTube videos inside the classrooms (Erben et al., 2008).

### **2.3 The Use of Social Media in Learning and Teaching of Language Skills**

As in other fields, technology has a major impact on learning language skills (Steppy-Greany, 2002). The language skills are necessary to establish social connections (Erben et al., 2008). Language skills can be supported by several ways. For instance, audio-visual learning with various recordings and videos is enhanced by Computer-Assisted Language Learning CALL which is defined as learning and teaching a language by using computer-assisted tools (Levy, 1997). As Levy (1997) stated, CALL became more popular with the developments made in the technology. Also, it is a part of information and communication technology and briefly means to learn language via computer-aided tools (Dudeney & Hockly, 2012). Derakhshan et al. (2015) underlined that CALL is the most important type of technologies that support language learning because it facilitates the language use and interaction of the learners and provides them with rich materials.

Dimililer et al. (2017) stated that the use of technology in English learning is motivating for the students and it makes lessons more sociable. Alfahadi (2017), in his study, stated that EFL learners can use social media to practice their language

skills outside the classroom in cases when they are short of sources or in need of supportive tools. Langager (2015) emphasized that social media allow learners to compensate for the lessons encouraging students to communicate and collaborate among them and with the teachers. Social media allow learners to construct their own learning, contribute to their self-confidence, and promote their linguistic skills to become completely powerful (AbuSa'aleek, 2015). For example, according to the results of a study conducted by Alfahadi (2017), the learners explain that their writing skills have developed thanks to social media. For example, the participants used instant messaging programs and social media sites where they are corrected by native speakers when they do any mistake. Moreover, by means of social communication, the learners have the opportunity to acquire more language skills and via creating communities of learning in order to practice English language skills (Alfahadi, 2017). For example, the learners who express it is not easy to write in the target language and are reluctant to write or cannot create group of words state that upon using social media, their teachers have positive impression on their writing skills which motivates them and improves their confidence (Leier, 2016). However, the learners are not motivated for writing as much as speaking, listening, and reading since writing is considered difficult being the way of producing outputs in the target language (Corral, 2017). The improvement of linguistic skills is influenced by the use of technology in the target language learning (Stepp-Greany, 2002). Language skills can be enhanced by creating a community English language can be practiced (Alfahadi, 2017). Along with the expanding social circles, such language skills as reading and writing as well as communication skills can be improved using Facebook. Also, anxiety of the learners decreases when they have the opportunity to learn from and practice these skills with their peers (Mahmud & Ching, 2012).

## **2.4 The Effect of Social Media on Communication Skills**

The learners' language skills and communication skills develop in general sense thanks to Facebook. Furthermore, via communicating with other users on Facebook, the learners believe that their confidence level for communicating improves thanks to Facebook (AbuSa'aleek, 2015). The learners use the communication technologies and the Internet almost every day (Corral, 2017). However, in order to interact with other people (Kumaravadivelu, 2006) or communicate outside the class, classroom activities are not sufficient (Widdowson, 1990). For communicating outside the classroom, games, role plays, and drama techniques are facilitators of communication skills and increase the learners' grammatical accuracy (Kumaravadivelu, 2006). Communication and socialization purposes are the components of social media (Leier, 2016). However, some platforms on social media, which are called as asynchronous environments such as Facebook, are not sufficient to communicate properly because there are no mimes, gestures, facial expressions, and the tone of voice in virtual environment. In an asynchronous environment the response is often delayed during communication which may lead learners to find text-based online environments impersonal (Leier, 2016). On the contrary of contrived setting, the learners prefer communicating with others in real-life environment (Stepp-Greany, 2002). Some of the teaching language approaches take the communication skills at the center of the learning process such as communicative language teaching, task-based language teaching which is defined as meaningful communication, and computer-mediated communication (Leier, 2016). When social media are included in the language learning approaches, the teachers improve their teaching techniques (Langager, 2015). To sum-up, the learners

communicate with others better thanks to social media when compared with the traditional classes (Stepp-Greany, 2002).

## **2.5 The Effect of Social Media on English Language Learners' Cultural Awareness**

Learning language is linked tightly with its culture, society and community. Bain et al. (2006) underlined that without understanding the culture and its nuance, it is not possible to understand a language successfully. According to Sanaoui and Lapkin's (1992) findings, to raise the cultural awareness of the learners, the technology takes the role of facilitator (Sanaoui & Lapkin, 1992 as cited in Steppy-Greany, 2002). Nowadays, the technology including the social media are being utilized by the teachers and the learners both inside and outside the class. Thanks to the developing technology the individuals have the opportunity to meet with different cultures in the world. In this regard, social media are rich tools that bring people together. Zeng (2015) stated that language learners are inspired to practice language skills by means of technology and have the opportunity to improve social networks and finally to investigate the culture of the target language. Learning comes into existence in socio-cultural system (McLoughlin & Lee, 2007) which lays stress on the importance of interaction of learners (Kern, 2006). To develop communication skills and to have information about other cultures, and to have the opportunity to see their own culture from the other cultures' point of view, intercultural projects are eligible for these objectives (Kern, 2006). The learners are provided with different cultural centers thanks to the Internet and its facilities (Salaberry, 2001). In a more specific sense, social media are good sources for learning about other cultures as well as languages. For instance, Facebook assisted language learning and teaching can help users to explore culture of the target language (Wang, 2013).

## **2.6 Summary**

This chapter reviewed major subjects and concepts regarding the use of technology in language learning and teaching in a general sense, and the social media that are Facebook and YouTube in a wider sense. The main focus was the use of these tools in language learning and teaching. In it, educational technologies, social learning theory, constructivism, e-learning, Web 1.0, 2.0, 3.0, and 4.0 as well as some other important factors in language learning and teaching like language skills, communication skills, and cultural effect of social media in language learning were discussed to illustrate the effect of social media on these concepts. Relevant studies were reviewed about these major concepts.

## **Chapter 3**

### **METHOD**

The method used in this study is presented in this chapter which consists of sub sections. This chapter includes information about the research design, the setting and the research questions, and demographic information about the participants. Furthermore, data collection procedures and data collection tools, and finally the data analyses are explained in this chapter.

#### **3.1 Research Design**

This case study was designed in a descriptive approach. Dörnyei stated that “descriptive statistics help us summarize findings by describing general tendencies in the data and the overall spread of the scores” (Dörnyei, 2007: 213). Yin (2014) defines case study as “an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context” (p. 16). As stated by Dörnyei (2007), a case study is used when different methods to collect the data are used in a study. In case studies, cases refer to individuals (Dörnyei, 2007). A case study can be used to compare more than one participant or a group of learners within their own context (Mackey & Gass, 2005).

The objective of this study was to investigate the attitudes of the students and instructors toward social media use in English language learning and teaching in the Foreign Language Education (FLE) Department of Eastern Mediterranean University

(EMU). It also sought for their opinions about how to integrate the use of social media in English learning and teaching process.

A mixed-method research design, including quantitative and qualitative approaches was used to collect the data. First of all, surveys were carried out to collect quantitative data from the students and the instructors. The mixed method, which is also called methodological triangulation means to include more than one analysis, quantitative and qualitative approach in a study (Dörnyei, 2007; Dunning et al., 2008). Denzin (1978: 291) (as cited in Jick, 1979: 602) describes triangulation “the combination of methodologies in the study of the same phenomenon”.

The questionnaires included open-ended questions too. The aim of adding open-ended questions was to reinforce the data from the closed items and to investigate in detail the participants’ attitudes and opinions in line with the study’s objectives. Also, the instructors were interviewed to obtain in-depth information about integrating social media into language learning and teaching. The open-ended questions and interviews aimed to provide qualitative data.

### **3.2 Setting**

The current study was conducted with undergraduate and graduate students from all grades (first grade, second grade, third grade, fourth grade, master, and PhD students) and the instructors in the FLE Department of EMU in North Cyprus during the spring semester of 2017-2018 academic year.

EMU was founded in 1979 as an Institute of Higher Technology. It was turned into a university with the mutual agreement of the Governments of Turkish Republic and Turkish Republic of North Cyprus in 1985. It hosts 20,000 students from 106 and

1,100 academics from 35 different countries. It has been offering quality education through 108 undergraduate and school programs and 96 postgraduate and doctoral degree programs provided by 12 faculties, 5 schools and Foreign Language and English Preparatory School.

The FLE Department was established in 1995 within the Faculty of Arts and Sciences to improve the quality of English language education. The Department contributes much to the improvement of English learning and teaching in Cyprus. It offers students an undergraduate program of study leading to the B.A. degree in ELT, two graduate programs in M.A. degree in ELT and a graduate program of Ph.D. degree in ELT.

### **3.3 Research Questions**

Popularity of the social media increases day by day in all sectors and as a result, it becomes necessary to evaluate it on sectoral basis. The current study investigates the use of social media in language learning and teaching as perceived not only by the students but also by the instructors. It also aims to find out any methods or techniques regarding the integration of the social media in language learning and teaching based on students' and instructors' opinions. In this direction, the study attempts to answer these questions:

- 1- What are the attitudes of the students toward social media use in English language learning and teaching in the FLE Department of EMU?
- 2- What are the attitudes of the instructors toward social media use in English language learning and teaching in the FLE Department of EMU?
- 3- How can social media use be integrated into English language learning and teaching as perceived by the students and the instructors?



### **3.4 Participants**

The study sample consisted of 129 participants in total in the FLE Department at EMU in North Cyprus. Of the participants, 125 were students, and four were instructors.

#### **3.4.1 Students**

This study consists of 125 students in the FLE department at EMU in North Cyprus. The students were undergraduate, master, and PhD students. Of them, 48 were first grade students, 16 were second grade students, 11 were third grade students, 15 were fourth grade students, 25 were master students, and 10 were PhD students. Their age range was between 18 and 46 years. Regarding their gender distribution, 38 of the participants were male and 87 were female. Since the university is an international university, the students came from many different nations, but were mostly Turkish. The number of Turkish students is 88 while 37 of them came from other countries that are America, England, Jordan, Iran, Iraq, Kazakhstan, Kyrgyzstan, Lebanon, Libya, Netherlands, Nigeria, Germany, Palestine, Syria, and Yemen.

#### **3.4.2 Instructors**

The number of instructors from FLE department who were contacted was eight, but only four of them completed the questionnaire. Others were unable to complete the questionnaire due to the examinations and their busy schedule or could not be contacted within the given time. Also, the number of those interviewed was four, too. Regarding their gender, two of them were female and two were male. Their ages ranged from 44 to 67 years of age. Three of them were Turkish and one was Azerbaijani. Their teaching experience was 21 years at least.

### **3.5 Data Collection Tools**

The quantitative data of the study were collected using questionnaires for the students (n=125) and teachers (n=4). The qualitative data were collected by the open-ended questions and the interviews made with four instructors. The data collection tools used in this study were adapted from various resources, which were Richards (2017), Ríos (2015), AbuSa'aleek (2015), Kabilan et al. (2010), Faizi et al. (2013), Jabbari et al. (2015), Langager (2015). The reliability of the adapted scale was measured and found to be high with approximately 0.95 for Facebook (Appendix D), and approximately 0.94 for YouTube (Appendix E).

#### **3.5.1 Student Questionnaire**

The questionnaire (Appendix A) used to collect data from the students focused on the use of social media in language learning and teaching. It consisted of 34 items regarding the use of Facebook and 34 items about the use of YouTube in English language learning and teaching. A five point Likert type scale was used [*Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)*]. The aim of the questionnaire was to investigate the use of social media in language learning and teaching in the Department of FLE. The questionnaire consisted of four main parts.

The first part focused on the participants' demographic information including age, gender, nationality, mother tongue, grade, and six specific questions with regard to the use of social media. The second part constituted the first half of the quantitative part of the questionnaire regarding the use of Facebook in language learning and teaching. This included 34 items of five point Likert-type scale of closed-items [*Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)*]. The third part constituted the second half of the quantitative part of the questionnaire

regarding the use of YouTube in language learning and teaching. The second and third parts of the questionnaire sought for the students' attitudes and opinions regarding the use of Facebook and YouTube in language learning and teaching process. The third part also consisted of the same 34 items adapted to YouTube. Again, a five point Likert- type scale of closed-items [*Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)*] was used. Items in both parts mainly focused on the contribution of the use of social media to language learning and teaching. Finally, the fourth section consisted of three open-ended questions. In this part, the researcher aimed to collect data about the attitudes and opinions of the participants regarding the ways of integration of social media into language learning and teaching.

### **3.5.2 Instructor Questionnaire**

The questionnaire (Appendix B) distributed to the instructors consisted of four sections as in students' questionnaire. Four of the instructors completed the questionnaire. This questionnaire included the same items given to the students. It intended to find out about the attitudes and opinions of the instructors towards the use of Facebook and YouTube in students' learning and instructors' teaching process both inside and outside the classroom. Different from the students' questionnaire, the instructors' questionnaire included an item on the years of teaching experience in the first part. Also, the third open-ended question in the last part of the questionnaire was adapted for the instructors. The difference between the two groups was that the students' question was based on students' would-be experiences while the instructors' question intended to learn about instructors' opinions as they were teaching currently. The mentioned question was "*If you were a teacher, would you include Facebook and YouTube in your English classes? Why or why not? If yes,*

*how would you do that? Please give examples.” for the students and “Do you include Facebook and YouTube in your English classes? Why or why not? If yes, how would you do that? Please give examples.” for the instructors.*

### **3.5.3 Interviews with Instructors**

The qualitative data of the study was obtained from the interviews (Appendix C) made with the instructors in the FLE department of EMU. The questions were prepared by the researcher in line with the objectives of the study and the questionnaires. Eight instructors were contacted but four of them accepted to take part in the interview. Those who did not accept to take part in the interview stated they had a busy schedule. Consequently, the number of instructors who took part in the interviews was limited with four participants only.

The interview consisted of a single part comprising 10 questions. The questions were in an order starting from a general scope to the specific. With these questions, the researcher aimed to obtain instructors’ views about both advantages and disadvantages of the use of social media in language learning and teaching. The questions also sought for instructors’ opinions about how to integrate the use of social media in the curriculum or at least to use it as a supportive tool in language classes.

## **3.6 Data Collection Procedures**

The data collection process took place in the spring semester of the 2017-2018 academic year. For collecting the data from the relevant university, some procedures were to be followed. First of all, permission was obtained from the Foreign Language Education Department at EMU to collect the data. Then, approval of the Ethics Committee of EMU was obtained (Appendix F). Before the questionnaire was

administered, the students were briefly informed about the research and before the questionnaire was administered, they were asked to sign the informed consent form. Filling out the questionnaire completely took around 25 minutes. For the instructors' questionnaire, the instructors individually were informed about the research and they were asked to sign the consent form before filling out the questionnaire. At the final step, the researcher made appointments with the instructors for the interviews. Before starting the interview individually, they were requested to provide a consent by signing a form. The researcher asked their permission for audio recording during the interview and they did accept. The interviews took approximately 15 minutes.

### **3.7 Data Analysis**

The present study is based on both quantitative and qualitative data. Therefore, the data were analyzed in both senses. The quantitative data were collected by the students' and instructors' questionnaires. They were analyzed statistically using IBM Statistical Package for Social Sciences (SPSS) software. Descriptive statistics included the frequencies, means, and standard deviation.

The qualitative data in the questionnaires and the interviews were evaluated on the basis of certain keywords and concepts determined by the researcher. The data obtained from the participants were coded and provided based on these keywords and concepts in the research. A content analysis was made for the data obtained from the students and instructors. Similar responses were categorized under certain keywords for each question. The names of the participants were coded by their grades; that is, FR: first grade student, S: second grade student, T: third grade student, F: fourth grade student, M: master student, D: doctoral student, and P: instructor.

Finally, the audio recordings of the interviews were transcribed and analyzed by the researcher. The responses given by the instructors were directly reflected in the paper as the number of instructors was four only. The instructors were coded again with the same symbol as in open-ended questions.

### **3.8 Summary**

This chapter mainly focused on the method of the study. The study sample consisted of 129 participants in total from the FLE Department of EMU. A mixed method research design was used to collect the data. To collect quantitative data, questionnaires were administered to the students and the instructors. To collect more information, open-ended questions were included in the questionnaires and interviews were made with the instructors. The research questions were described. Finally, data collection procedures and data analysis were explained. The next chapter will provide the results of the study.

## Chapter 4

### RESULTS

The results of the study are given in this chapter. The student questionnaire and the instructor questionnaire are provided in tables separately, yet they include the same items. The frequency values for each item, mean scores and standard deviations are provided in the tables. Further information will be provided in the related sections.

#### 4.1 Results of the Student Questionnaire

The questionnaire intended to find out about the attitudes of the students toward using Facebook and YouTube in language learning and teaching. Furthermore, it mainly comprised items about the effect of using Facebook and YouTube on students' language skills, communication skills, and cultural awareness. Also, it sought for the attitudes of the students toward the use of these tools in English language learning and teaching both inside and outside the classroom.

##### 4.1.1 Background Information

The first part of the questionnaire included questions to find out the frequencies of the participants who have a Facebook account and YouTube channel. The results are provided in the table below.

Table 4.1: The number of students having social media accounts

|  |     | <b>n</b> | <b>%</b> |
|--|-----|----------|----------|
| <b>Do you have a Facebook account?</b> | Yes | 113      | 90.4     |
|  | No  | 12       | 9.6      |
| <b>Do you have a YouTube channel?</b>  | Yes | 36       | 28.8     |
|  | No  | 89       | 71.2     |

According to the participants' social media use data, 90.4% of them have a Facebook account which is a very high rate, and 28.8% of them have a YouTube channel.

It is necessary to clarify a concern regarding YouTube. Unlike Facebook, YouTube does not necessitate to have an account (channel) to make use of it. It is possible to benefit from its functions except for uploading or sharing content. Thus, the small number of the participants who have a YouTube channel does not mean that YouTube is not popular in language learning. More information regarding the use of YouTube will be provided in the related sections.

#### *For What Purposes Do You Use Facebook?*

The first part of the questionnaires comprised two open-ended questions, one of which is “*For what purposes do you use Facebook?*”. The results obtained from the students are given below.

Most of the students stated they use it for communication (with their friends, parents or family members) purposes 36.65%, and to stay up to date (see other posts, follow daily news, see what is happening around the world) 30.06%. Of them, 16.25% use it for educational purposes (to follow shared educational materials, see posts about English language, take advice of other students or instructors). On the other hand, 10.11% use it for entertainment purposes (to see or share photos, watch videos, chat). Finally, 6.9% stated other reasons such as purchasing or selling something in the groups. Mostly, the second year students used it for educational purposes (29.2%), while the first year students used it least for educational purposes (9.8%).

#### *For What Purposes Do You Use YouTube?*



Regarding the question “*For what purposes do you use YouTube?*”, 59.69% of the students use YouTube for entertainment purposes (watch different kinds of videos, films, trailers, listening to music), 35.35% for educational purposes, 2.46% to post videos (authentic materials), and 2.5% for other purposes.

Thus, most of the students use YouTube for entertainment, which nearly doubled the number of those using it for educational purposes. They used YouTube for killing time by watching amusing videos, listening to music or even watching movies. On the other hand, those who used it for educational purposes expressed that they use it to find contents about the subjects they want to make up for, or to enrich their knowledge on any issue. Some stated they search for the contents they have missed in the class so as to make up for it watching related subjects from different sources.

#### 4.1.2 Results for Facebook Use

The following table shows the frequencies, mean and standard deviation for each item of the questionnaire regarding the use of Facebook in learning and teaching English. The mean score obtained in this scale was near 4. Thus, the students believed in the contribution of Facebook to language learning and teaching.

Table 4.2: The results concerning the use of Facebook in learning and teaching English language

| Item No. | Item   | SD          | D             | N             | A             | SA            | Mean | STD |
|----------|--|-------------|---------------|---------------|---------------|---------------|------|-----|
| f1       | Facebook allows students to be more active in language learning.         | 4<br>(3.2%) | 20<br>(16%)   | 46<br>(36.8%) | 43<br>(34.4%) | 12<br>(9.6%)  | 3.3  | 1   |
| f2       | Teaching English via Facebook makes it more interesting for students.    | 6<br>(4.8%) | 21<br>(16.8%) | 26<br>(20.8%) | 59<br>(47.2%) | 13<br>(10.4%) | 3.4  | 1   |
| f3       | Learning English via Facebook draws students' attention.                 | 4<br>(3.2%) | 20<br>(16%)   | 29<br>(23.2%) | 55<br>(44%)   | 17<br>(13.6%) | 3.5  | 1   |
| f4       | Facebook increases students' motivation to communicate by using English. | 4<br>(3.2%) | 16<br>(12.8%) | 27<br>(21.6%) | 54<br>(43.2%) | 24<br>(19.2%) | 3.6  | 1   |

| Item No. | Item  | SD            | D             | N             | A             | SA            | Mean | STD |
|----------|---|---------------|---------------|---------------|---------------|---------------|------|-----|
| f5       | Students are more exposed to the daily use of English language when using Facebook.                                 | 2<br>(1.6%)   | 15<br>(12%)   | 29<br>(23.2%) | 50<br>(40%)   | 29<br>(23.2%) | 3.7  | 1   |
| f6       | Facebook is a useful media for supporting students' learning outside the class.                                     | 3<br>(2.4%)   | 14<br>(11.2%) | 31<br>(24.8%) | 47<br>(37.6%) | 30<br>(24%)   | 3.7  | 1   |
| f7       | Facebook allows students to learn about different uses of language between native speakers and non-native speakers. | 2<br>(1.6%)   | 10<br>(8%)    | 28<br>(22.4%) | 56<br>(44.8%) | 29<br>(23.2%) | 3.8  | 0.9 |
| f8       | Facebook enhances students' English communication skills as they can practice it in different contexts.             | 4<br>(3.2%)   | 6<br>(4.8%)   | 28<br>(22.4%) | 62<br>(49.6%) | 25<br>(20%)   | 3.8  | 0.9 |
| f9       | Facebook helps students to overcome language mistakes.  | 6<br>(4.8%)   | 37<br>(29.6%) | 56<br>(44.8%) | 21<br>(16.8%) | 5<br>(4%)     | 2.9  | 0.9 |
| f10      | Students can improve their English <i>grammar</i> knowledge by using Facebook.                                      | 12<br>(9.6%)  | 45<br>(36%)   | 40<br>(32%)   | 22<br>(17.6%) | 6<br>(4.8%)   | 2.7  | 1   |
| f11      | Students can improve their English <i>vocabulary</i> by using Facebook.   | 5<br>(4%)     | 14<br>(11.2%) | 15<br>(12%)   | 73<br>(58.4%) | 18<br>(14.4%) | 3.7  | 1   |
| f12      | Students can improve their English <i>pronunciation</i> by using Facebook.  | 16<br>(12.8%) | 39<br>(31.2%) | 34<br>(27.2%) | 27<br>(21.6%) | 9<br>(7.2%)   | 2.8  | 1.1 |
| f13      | Students can improve their English <i>listening skills</i> by using Facebook.                                       | 7<br>(5.6%)   | 26<br>(20.8%) | 30<br>(24%)   | 49<br>(39.2%) | 13<br>(10.4%) | 3.3  | 1.1 |
| f14      | Students can improve their English <i>speaking skills</i> by using Facebook.  | 11<br>(8.8%)  | 33<br>(26.4%) | 39<br>(31.2%) | 35<br>(28%)   | 7<br>(5.6%)   | 3    | 1.1 |
| f15      | Students can improve their English <i>reading skills</i> by using Facebook.   | 4<br>(3.2%)   | 13<br>(10.4%) | 21<br>(16.8%) | 63<br>(50.4%) | 24<br>(19.2%) | 3.7  | 1   |
| f16      | Students can improve their English <i>writing skills</i> by using Facebook.   | 7<br>(5.6%)   | 14<br>(11.2%) | 37<br>(29.6%) | 48<br>(38.4%) | 19<br>(15.2%) | 3.5  | 1.1 |
| f17      | The use of Facebook makes easy the student-student communication.   | 1<br>(0.8%)   | 8<br>(6.4%)   | 21<br>(16.8%) | 62<br>(49.6%) | 33<br>(26.4%) | 3.9  | 0.9 |
| f18      | Facebook supports teacher-student interaction in language learning and teaching process.                            | 1<br>(0.8%)   | 15<br>(12%)   | 40<br>(32%)   | 54<br>(43.2%) | 15<br>(12%)   | 3.5  | 0.9 |
| f19      | Facebook enhances students' confidence to communicate in English.   | 2<br>(1.6%)   | 13<br>(10.4%) | 43<br>(34.4%) | 48<br>(38.4%) | 19<br>(15.2%) | 3.6  | 0.9 |
| f20      | In learning English via Facebook, students can interact with other users of English in every part of the world.     | 1<br>(0.8%)   | 5<br>(4%)     | 19<br>(15.2%) | 46<br>(36.8%) | 54<br>(43.2%) | 4.2  | 0.9 |
| f21      | The use of Facebook fosters collaboration among students.   | 1<br>(0.8%)   | 9<br>(7.2%)   | 39<br>(31.2%) | 53<br>(42.4%) | 23<br>(18.4%) | 3.7  | 0.9 |
| f22      | Students feel more comfortable in self-expression when using Facebook.  | 3<br>(2.4%)   | 12<br>(9.6%)  | 29<br>(23.2%) | 52<br>(41.6%) | 29<br>(23.2%) | 3.7  | 1   |

| Item No. | Item   | SD           | D             | N             | A             | SA            | Mean | STD |
|----------|--|--------------|---------------|---------------|---------------|---------------|------|-----|
| f23      | The use of Facebook increases the participation of students in language classes.           | 6<br>(4.8%)  | 23<br>(18.4%) | 48<br>(38.4%) | 36<br>(28.8%) | 12<br>(9.6%)  | 3.2  | 1   |
| f24      | The use of Facebook raises students' intercultural awareness.                              | 2<br>(1.6%)  | 7<br>(5.6%)   | 30<br>(24%)   | 52<br>(41.6%) | 34<br>(27.2%) | 3.9  | 0.9 |
| f25      | The students can learn about other cultures by the use of Facebook.                        | 2<br>(1.6%)  | 7<br>(5.6%)   | 15<br>(12%)   | 58<br>(46.4%) | 43<br>(34.4%) | 4.1  | 0.9 |
| f26      | The students have the chance to know about other varieties of English by using Facebook.   | 1<br>(0.8%)  | 9<br>(7.2%)   | 23<br>(18.4%) | 70<br>(56%)   | 22<br>(17.6%) | 3.8  | 0.8 |
| f27      | The use of Facebook in language learning provides students with rich learning environment. | 2<br>(1.6%)  | 13<br>(10.4%) | 38<br>(30.4%) | 61<br>(48.8%) | 11<br>(8.8%)  | 3.5  | 0.9 |
| f28      | The use of Facebook helps to teach <i>grammar</i> efficiently.                             | 11<br>(8.8%) | 37<br>(29.6%) | 47<br>(37.6%) | 24<br>(19.2%) | 6<br>(4.8%)   | 2.8  | 1   |
| f29      | The use of Facebook helps to teach <i>vocabulary</i> efficiently.                          | 4<br>(3.2%)  | 14<br>(11.2%) | 27<br>(21.6%) | 66<br>(52.8%) | 14<br>(11.2%) | 3.6  | 0.9 |
| f30      | The use of Facebook helps to teach <i>pronunciation</i> efficiently.                       | 9<br>(7.2%)  | 37<br>(29.6%) | 42<br>(33.6%) | 27<br>(21.6%) | 10<br>(8%)    | 2.9  | 1.1 |
| f31      | The use of Facebook helps to teach <i>listening skills</i> efficiently.                    | 3<br>(2.4%)  | 28<br>(22.4%) | 38<br>(30.4%) | 44<br>(35.2%) | 12<br>(9.6%)  | 3.3  | 1   |
| f32      | The use of Facebook helps to teach <i>speaking skills</i> efficiently.                     | 5<br>(4%)    | 28<br>(22.4%) | 49<br>(39.2%) | 32<br>(25.6%) | 11<br>(8.8%)  | 3.1  | 1   |
| f33      | The use of Facebook helps to teach <i>reading skills</i> efficiently.                      | 4<br>(3.2%)  | 13<br>(10.4%) | 28<br>(22.4%) | 61<br>(48.8%) | 19<br>(15.2%) | 3.6  | 1   |
| f34      | The use of Facebook helps to teach <i>writing skills</i> efficiently.                      | 8<br>(6.4%)  | 14<br>(11.2%) | 38<br>(30.4%) | 49<br>(39.2%) | 16<br>(12.8%) | 3.4  | 1.1 |

The table shows the results of the scale on the use of Facebook in learning and teaching English language. The results show that the item percentage values for the use of Facebook were found to be around or higher than 50% for the statements “Strongly agree” and “Agree”. Thus, the results obtained from the questionnaire can be interpreted as many students believe that the use of Facebook has a positive effect on English language learning and teaching process. More detailed information is given in the following sections.

#### 4.1.2.1 Facebook and Language Skills

The questionnaire included items investigating the students' and instructors' opinions about the contribution of using Facebook as a supportive tool in English language learning and teaching. The same items were asked to them in terms of both learning and teaching separately.

Item *f10* “*Students can improve their English grammar knowledge by using Facebook.*”. Of them, 36% opted for “Disagree” and 9.6% for “Strongly disagree”, while this rate is 17.6% for “Agree”, and 4.8% for “Strongly agree”. This result shows that the participants did not believe Facebook contribute to their grammar knowledge. On the contrary, majority of the participants agreed with item *f11* “*Students can improve their English vocabulary by using Facebook.*” selecting “Agree” 58.4% and “Strongly agree” 14.4%, while the number of those who disagreed was only 11.2%. As for item *f12* “*Students can improve their English pronunciation by using Facebook.*”, the students rated negatively with 31.2% “Disagree” and 21.6% “Agree”, and unsure (27.2%).

Item *f13* “*Students can improve their English listening skills by using Facebook.*” shows that most of the participants (39.2%) opted for “Agree” indicating that Facebook supports students' listening skills while learning English. The lowest score obtained was 5.6% for “Strongly disagree” for this item. Of them, 20.8% opted for “Disagree” and 24% opted for “Neutral” regarding the effect of Facebook on supporting language learning. For item *f14* “*Students can improve their English speaking skills by using Facebook.*”, 31.2% indicated that they were unsure of the effect of Facebook in speaking skills when learning English. Those who agreed and who did not agree had very close rates, 28% and 26.4% subsequently. Furthermore,

those who opted for “Strongly agree” constituted 5.6% of the participants, while those who selected “Strongly disagree” constituted 8.8% of them, which shows very poor effect to speak clearly about the contribution of Facebook. For item *f15* “*Students can improve their English reading skills by using Facebook.*”, half of the participants (50.4%) agreed that Facebook contributes to reading skills while learning English. However, those who disagreed comprised only 10.4% of the total number. For item *f16* “*Students can improve their English writing skills by using Facebook.*”, 38.4% of the participants opted for “Agree” that Facebook contributes to writing skills in language learning. This was followed by those stating they were unsure about the effect (29.6%). The number of those who did not agree remained less with only 11.2%.

The last seven items of the questionnaire focused on the effect of Facebook on language skills in terms of teaching. For item *f31* “*The use of Facebook helps to teach listening skills efficiently.*”, 35.2% of the participants chose “Agree”, 22.4% opted for “Disagree”, and 30.4% were unsure of the effect of Facebook on listening skills in language teaching. Item *f32* “*The use of Facebook helps to teach speaking skills efficiently.*” shows that 39.2% of the students were unsure of the effect of Facebook on speaking skills when teaching language, followed by “Agree” (25.6%), and “Disagree” (22.4%). When it comes to reading skills, item *f33* “*The use of Facebook helps to teach reading skills efficiently.*” shows that the participants opted for “Agree” overwhelmingly with 48.8%, followed by unsure with 22.4%, and “Strongly agree” with 15.2%. Item *f34* “*The use of Facebook helps to teach writing skills efficiently.*” shows that 39.2% of the participants agreed that Facebook contributes to writing skills when teaching language, while few of them (11.2%) did

not agree. Nearly half of the students showed negative attitudes towards the question *f10* “*Students can improve their English grammar knowledge by using Facebook.*” with 36% “Disagree”, and 9.6% “Strongly disagree”, while the rate for “Agree” and “Strongly agree” was only 17.6%, and 4.8%, respectively. However, the participants showed very positive attitude for the question *f11* “*Students can improve their English vocabulary by using Facebook.*” with 58.4% “Agree” and 14.4% “Strongly agree”, whereas those who did not agree comprised 11.2% of the participants. Finally, the participants did not show a positive attitude in general to the question *f12* “*Students can improve their English pronunciation by using Facebook.*” with 31.2% “Disagree” and 12.8% “Strongly disagree”, while the rate of those who showed positive attitude was 21.6% “Agree” and 7.2% “Strongly agree”. However, the number of those showing neutral attitude was 27.2%.

#### **4.1.2.2 Facebook and Communication Skills**

Some of the items were related to communication based statements. These items questioned participants’ opinions about whether the use of Facebook in language learning and teaching had an influence on students’ communication skills. Item *f1* “*Facebook allows students to be more active in language learning.*” shows that some of the participants (34.4%), excluding those who were neutral (36.8%), agreed, while only 16% disagreed. Item *f4* “*Facebook increases students’ motivation to communicate by using English.*” shows that 43.2% agreed that Facebook motivates students to communicate with others, while only 12.8% disagreed. The number of those who strongly agreed was 19.2%, while the number of those who strongly disagreed was 3.2%.

Another parallel item, *f8* “*Facebook enhances students’ English communication skills as they can practice it in different contexts.*”, mentioning the effect of Facebook on communication skills shows that 49.6% and 20% of the participants opted for “Agree” and “Strongly agree” respectively, while only 4.8% and 3.2% opted for “Disagree” and “Strongly disagree” respectively. Item *f17* “*The use of Facebook makes easy the student-student communication.*” shows that the participants believed Facebook contributes to communication skills with 49.6% and 26.4% for “Agree” and “Strongly agree” respectively, whereas it was 6.4% and 0.8% for “Disagree” and “Strongly disagree” respectively. Similarly, *f18* “*Facebook supports teacher-student interaction in language learning and teaching process.*” shows that 43.2% of the participants believed in the contribution of Facebook to interaction with others, which refers to communication skills. Item *f19* “*Facebook enhances students’ confidence to communicate in English.*” shows that Facebook contributes to students’ communication skills with 38.4% choosing “Agree”. However, the number of participants who did not agree was 10.4% and the rate of those who were neutral was 34.4%. Finally, item *f20* “*In learning English via Facebook, students can interact with other users of English in every part of the world.*” shows that most of the participants believed that Facebook has an important effect on interaction and communication on global scale. This statement was supported by 43.2% who chose “Strongly agree” and 36.8% who chose “Agree”, whereas the number of those opposed it was only 4% “Disagree” and 0.8% “Strongly disagree”. To conclude, the results obtained from those items regarding communication skills indicate that most participants believe in the effect of Facebook on enhancing communication skills of English language students.

#### 4.1.2.3 Facebook and Cultural Awareness

The questionnaire included some items focusing on cultural and intercultural learning of the students by the use of Facebook. The results showed that most of the participants believed in the contribution of Facebook to their cultural learning. Item *f7* “*Facebook allows students to learn about different uses of language between native speakers and non-native speakers.*” emphasized the importance of establishing communication between these two groups and learn about different uses of English, thus, other cultures. The participants stated that Facebook is very useful for learning about such differences. Of them, 44.8% and 23.2% opted for “Agree” and “Strongly agree” respectively, while 8% and 1.6% opted for “Disagree” and “Strongly disagree” respectively. Another item, *f24* “*The use of Facebook raises students’ intercultural awareness.*”, sought for participants’ opinions about the effect of Facebook on intercultural awareness of English learners. Of the participants, 41.6% opted for “Agree”, 27.2% opted for “Strongly agree”, 24% were neutral. On the other hand, very few of them did not agree, 5.6% opted for “Disagree” and 1.6% opted for “Strongly disagree”. Item *f25* “*The students can learn about other cultures by the use of Facebook.*” questioned students’ learning about other cultures using Facebook. Similarly, majority of the participants agreed on the impact of Facebook contributing to learning about other cultures. Of them, 46.4% and 34.4% opted for “Agree” and “Strongly agree”, while the number of those who did not agree was 5.6%. Finally, item *f26* “*The students have the chance to know about other varieties of English by using Facebook.*” sought for the students’ and instructors’ opinions about the effect of Facebook on teaching about other varieties of English. The participants overwhelmingly stated that it helped learning about other varieties of English. The rates were respectively; 56% “Agree”, 18.4% “Neutral”, 17.6%



“Strongly agree”, 7.2% “Disagree”, and 0.8% “Strongly disagree”. These results indicate that majority of the participants believe that Facebook has positive effects on raising students’ awareness about cultures.

Among the items, some stress the attraction of Facebook, its effect on daily use of English, its contribution to collaboration among students and to their participation. For example, item *f2* “*Teaching English via Facebook makes it more interesting for students.*” was approved by 47.2% of the students opting for “Agree”, while only 16.8% did not agree. Another item, *f22* “*Students feel more comfortable in self-expression when using Facebook.*” investigated the effect of Facebook on the students’ ease of self-expression. Of them, 41.6% and 23.2% showed positive attitudes with “Agree” and “Strongly agree” respectively, whereas 9.6% disagreed and 2.4% strongly disagreed.

#### **4.1.3 Results for YouTube Use**

This scale also consisted of 34 closed items as in the Facebook scale. Similar to that one, a five point Likert type scale was used. The questionnaire intended to learn about the attitudes of the students toward using YouTube in language learning and teaching process. Also, it majorly comprised items about the effect of YouTube on language skills, communication skills, and cultural awareness. Moreover, the questionnaire sought for the attitudes of the students toward the use of YouTube in English language learning and teaching both in the classroom and outside the classroom. The mean score obtained from the scale was above 4. Thus, the results obtained from the scale indicated that most of the students had positive attitudes toward using YouTube in language learning and teaching.

Table 4.3: The results concerning the use of YouTube in learning and teaching English language

| Item No. | Item   | SD          | D             | N             | A             | SA            | Mean | STD |
|----------|--|-------------|---------------|---------------|---------------|---------------|------|-----|
| y1       | YouTube allows students to be more active in language learning.  | 1<br>(0.8%) | 5<br>(4%)     | 16<br>(12.8%) | 52<br>(41.6%) | 51<br>(40.8%) | 4.2  | 0.9 |
| y2       | Teaching English via YouTube makes it more interesting for students.   | 1<br>(0.8%) | 3<br>(2.4%)   | 7<br>(5.6%)   | 47<br>(37.6%) | 67<br>(53.6%) | 4.4  | 0.8 |
| y3       | Learning English via YouTube draws students' attention.  | 1<br>(0.8%) | 2<br>(1.6%)   | 9<br>(7.2%)   | 49<br>(39.2%) | 64<br>(51.2%) | 4.4  | 0.8 |
| y4       | YouTube increases students' motivation to communicate by using English.  | 2<br>(1.6%) | 5<br>(4%)     | 23<br>(18.4%) | 47<br>(37.6%) | 48<br>(38.4%) | 4.1  | 0.9 |
| y5       | Students are more exposed to the daily use of English language when using YouTube.                                 | 0<br>(0%)   | 6<br>(4.8%)   | 13<br>(10.4%) | 54<br>(43.2%) | 52<br>(41.6%) | 4.2  | 0.8 |
| y6       | YouTube is a useful media for supporting students' learning outside the class.                                     | 0<br>(0%)   | 2<br>(1.6%)   | 10<br>(8%)    | 55<br>(44%)   | 58<br>(46.4%) | 4.4  | 0.7 |
| y7       | YouTube allows students to learn about different uses of language between native speakers and non-native speakers. | 0<br>(0%)   | 1<br>(0.8%)   | 14<br>(11.2%) | 58<br>(46.4%) | 52<br>(41.6%) | 4.3  | 0.7 |
| y8       | YouTube enhances students' English communication skills as they can practice it in different contexts.             | 0<br>(0%)   | 10<br>(8%)    | 33<br>(26.4%) | 43<br>(34.4%) | 39<br>(31.2%) | 3.9  | 0.9 |
| y9       | YouTube helps students to overcome language mistakes.  | 3<br>(2.4%) | 10<br>(8%)    | 44<br>(35.2%) | 43<br>(34.4%) | 25<br>(20%)   | 3.6  | 1   |
| y10      | Students can improve their English <i>grammar</i> knowledge by using YouTube.                                      | 5<br>(4%)   | 11<br>(8.8%)  | 19<br>(15.2%) | 52<br>(41.6%) | 38<br>(30.4%) | 3.9  | 1.1 |
| y11      | Students can improve their English <i>vocabulary</i> by using YouTube.   | 1<br>(0.8%) | 3<br>(2.4%)   | 15<br>(12%)   | 55<br>(44%)   | 51<br>(40.8%) | 4.2  | 0.8 |
| y12      | Students can improve their English <i>pronunciation</i> by using YouTube.  | 2<br>(1.6%) | 0<br>(0%)     | 6<br>(4.8%)   | 52<br>(41.6%) | 65<br>(52%)   | 4.4  | 0.7 |
| y13      | Students can improve their English <i>listening skills</i> by using YouTube.                                       | 1<br>(0.8%) | 2<br>(1.6%)   | 4<br>(3.2%)   | 47<br>(37.6%) | 71<br>(56.8%) | 4.5  | 0.7 |
| y14      | Students can improve their English <i>speaking skills</i> by using YouTube.  | 3<br>(2.4%) | 5<br>(4%)     | 31<br>(24.8%) | 40<br>(32%)   | 46<br>(36.8%) | 4    | 1   |
| y15      | Students can improve their English <i>reading skills</i> by using YouTube.   | 2<br>(1.6%) | 21<br>(16.8%) | 41<br>(32.8%) | 32<br>(25.6%) | 29<br>(23.2%) | 3.5  | 1.1 |
| y16      | Students can improve their English <i>writing skills</i> by using YouTube.   | 5<br>(4%)   | 20<br>(16%)   | 47<br>(37.6%) | 33<br>(26.4%) | 20<br>(16%)   | 3.3  | 1.1 |
| y17      | The use of YouTube makes easy the student-student communication.   | 3<br>(2.4%) | 19<br>(15.2%) | 40<br>(32%)   | 38<br>(30.4%) | 25<br>(20%)   | 3.5  | 1.1 |
| y18      | YouTube supports teacher-student interaction in language learning and teaching process.                            | 1<br>(0.8%) | 18<br>(14.4%) | 37<br>(29.6%) | 48<br>(38.4%) | 21<br>(16.8%) | 3.6  | 1   |

| Item No. | Item   | SD          | D             | N             | A             | SA            | Mean | STD |
|----------|--|-------------|---------------|---------------|---------------|---------------|------|-----|
| y19      | YouTube enhances students' confidence to communicate in English.   | 0<br>(0%)   | 12<br>(9.6%)  | 32<br>(25.6%) | 61<br>(48.8%) | 20<br>(16%)   | 3.7  | 0.9 |
| y20      | In learning English via YouTube, students can interact with other users of English in every part of the world. | 2<br>(1.6%) | 12<br>(9.6%)  | 28<br>(22.4%) | 51<br>(40.8%) | 32<br>(25.6%) | 3.8  | 1   |
| y21      | The use of YouTube fosters collaboration among students.   | 2<br>(1.6%) | 13<br>(10.4%) | 42<br>(33.6%) | 45<br>(36%)   | 23<br>(18.4%) | 3.6  | 1   |
| y22      | Students feel more comfortable in self-expression when using YouTube.  | 1<br>(0.8%) | 12<br>(9.6%)  | 37<br>(29.6%) | 54<br>(43.2%) | 21<br>(16.8%) | 3.7  | 0.9 |
| y23      | The use of YouTube increases the participation of students in language classes.                                | 2<br>(1.6%) | 13<br>(10.4%) | 36<br>(28.8%) | 54<br>(43.2%) | 20<br>(16%)   | 3.6  | 0.9 |
| y24      | The use of YouTube raises students' intercultural awareness.   | 0<br>(0%)   | 1<br>(0.8%)   | 21<br>(16.8%) | 56<br>(44.8%) | 47<br>(37.6%) | 4.2  | 0.7 |
| y25      | The students can learn about other cultures by the use of YouTube.   | 2<br>(1.6%) | 1<br>(0.8%)   | 16<br>(12.8%) | 44<br>(35.2%) | 62<br>(49.6%) | 4.3  | 0.8 |
| y26      | The students have the chance to know about other varieties of English by using YouTube.                        | 1<br>(0.8%) | 1<br>(0.8%)   | 14<br>(11.2%) | 52<br>(41.6%) | 57<br>(45.6%) | 4.3  | 0.8 |
| y27      | The use of YouTube in language learning provides students with rich learning environment.                      | 2<br>(1.6%) | 2<br>(1.6%)   | 25<br>(20%)   | 52<br>(41.6%) | 44<br>(35.2%) | 4.1  | 0.9 |
| y28      | The use of YouTube helps to teach <i>grammar</i> efficiently.  | 2<br>(1.6%) | 12<br>(9.6%)  | 22<br>(17.6%) | 56<br>(44.8%) | 33<br>(26.4%) | 3.8  | 1   |
| y29      | The use of YouTube helps to teach <i>vocabulary</i> efficiently.   | 0<br>(0%)   | 1<br>(0.8%)   | 12<br>(9.6%)  | 70<br>(56%)   | 42<br>(33.6%) | 4.2  | 0.6 |
| y30      | The use of YouTube helps to teach <i>pronunciation</i> efficiently.  | 1<br>(0.8%) | 1<br>(0.8%)   | 6<br>(4.8%)   | 60<br>(48%)   | 57<br>(45.6%) | 4.4  | 0.7 |
| y31      | The use of YouTube helps to teach <i>listening skills</i> efficiently.   | 0<br>(0%)   | 2<br>(1.6%)   | 3<br>(2.4%)   | 54<br>(43.2%) | 66<br>(52.8%) | 4.5  | 0.6 |
| y32      | The use of YouTube helps to teach <i>speaking skills</i> efficiently.  | 2<br>(1.6%) | 8<br>(6.4%)   | 28<br>(22.4%) | 41<br>(32.8%) | 46<br>(36.8%) | 4    | 1   |
| y33      | The use of YouTube helps to teach <i>reading skills</i> efficiently.   | 3<br>(2.4%) | 18<br>(14.4%) | 38<br>(30.4%) | 37<br>(29.6%) | 29<br>(23.2%) | 3.6  | 1.1 |
| y34      | The use of YouTube helps to teach <i>writing skills</i> efficiently.   | 6<br>(4.8%) | 22<br>(17.6%) | 41<br>(32.8%) | 33<br>(26.4%) | 23<br>(18.4%) | 3.4  | 1.1 |

The table shows the reliability analysis results of the scale on the use of YouTube in learning and teaching English language. Based on the frequency analysis, the item percentage values for the use of YouTube were found to be more than 50% for the statements “Agree” and “Strongly agree”. In this consideration, most participants believe that the use of YouTube has a positive effect on learning and teaching

English language. This also shows that YouTube is a preferred medium to be used as an educational and supportive tool in learning and teaching English. More detailed information is provided in the next section.

#### **4.1.3.1 YouTube and Language Skills**

The questionnaire included language skills related items seeking for the students' opinions about the contribution of YouTube used as a supportive tool in English language learning and teaching.

According to the results provided in the table, an overwhelming number of students showed positive attitudes toward item *y10* "*Students can improve their English grammar knowledge by using YouTube.*". Of them, 41.6% opted for "Agree" and 30.4% for "Strongly agree", while this rate is 8.8% for "Disagree". In a similar vein, majority of the participants agreed with item *y11* "*Students can improve their English vocabulary by using YouTube.*" selecting "Strongly agree" 40.8% and "Agree" 44%, while the number of those who disagreed was only 2.4%. Similarly, item *y12* "*Students can improve their English pronunciation by using YouTube.*" was also rated positively with 52% "Strongly agree" and 41.6% "Agree", whereas only two participants showed disagreement (1.6%), and the rest were unsure (4.8%). Another item, *y13* "*Students can improve their English listening skills by using YouTube.*" shows that again majority of the participants, 56.8% opted for "Strongly agree" and 37.6% "Agree" which indicates that YouTube supports students' listening skills. For this item, the lowest score obtained was 0.8% for "Strongly disagree" and 1.6% for "Disagree". For item *y14* "*Students can improve their English speaking skills by using YouTube.*", 36.8% opted for "Strongly agree", 32% for "Agree" and 24.8% indicated that they were unsure of the effect of YouTube in speaking skills.

However, the number of those who disagreed and strongly disagreed were 4% and 2.4% respectively. For item y15 “*Students can improve their English reading skills by using YouTube.*”, 32.8% of the participants were neutral about the effect of YouTube on reading skills in learning English. This was followed by 25.6% who chose “Agree” and 23.2% who chose “Strongly agree”. However, those who disagreed comprised 16.8%, 1.6% chose “Disagree” and “Strongly disagree” respectively. Similarly, for item y16 “*Students can improve their English writing skills by using YouTube.*”, 37.6% of the participants were unsure, 26.4% opted for “Agree”, while 16% opted for “Disagree”.

The last seven items of the questionnaire focused on the effect of YouTube on language skills in terms of teaching. The participants showed agreement with item y28 “*The use of YouTube helps to teach grammar efficiently.*” with 44.8% “Agree” and 26.4% “Strongly agree”, while 9.6% opted for “Disagree” 1.6% “Strongly disagree”, and 17.6% “Neutral”. An overwhelming number of participants showed positive attitudes for item y29 “*The use of YouTube helps to teach vocabulary efficiently.*”, with 56% “Agree” and 33.6% “Strongly agree”, while the total number of those who disagreed was only one with 0.8%. In a similar vein, the participants showed very similar results to the previous item in y30 “*The use of YouTube helps to teach pronunciation efficiently.*” with 48% “Agree” and 45.6% “Strongly agree”, and only two participants (1.6% in total) opposing it.

For item y31 “*The use of YouTube helps to teach listening skills efficiently.*”, 52.8% of the participants opted for “Strongly agree” and 43.2% for “Agree”. On the other hand, only two participants disagreed (1.6%). Item y32 “*The use of YouTube helps to teach speaking skills efficiently.*” shows that 36.8% strongly agreed, 32.8% agreed,

22.4% were unsure of the effect of YouTube on speaking skills when teaching language, followed by “Disagree” (6.4%), and “Strongly disagree” (1.6%). Item y33 “*The use of YouTube helps to teach reading skills efficiently.*” shows that 30.4% of the participants were neutral, 29.6% agreed, 23.2% strongly agreed, 14.4% disagreed, and 2.4% strongly disagreed. Finally, regarding item y34 “*The use of YouTube helps to teach writing skills efficiently.*”, 32.8% of the participants were neutral, 26.4% agreed, 18.4% strongly agreed, 17.6% disagreed, and 4.8% strongly disagreed.

#### **4.1.3.2 YouTube and Communication Skills**

Some of the items were based on the effect of YouTube on communication skills. These items questioned participants’ attitudes on the use of YouTube in language learning. Item y1 “*YouTube allows students to be more active in language learning.*” shows that many participants showed positive attitudes to its effect on language learning. The scores were 41.6% for “Agree”, 40.8% for “Strongly agree”, 12.8% for “Neutral”, 4% for “Disagree”, and 0.8% for “Strongly disagree”. Similarly, item y4 “*YouTube increases students’ motivation to communicate by using English.*” shows that 38.4% chose “Strongly agree” and 37.6% agreed that YouTube motivates students to communicate with others, whereas only 4% disagreed and 1.6% strongly disagreed. Another item, y8 “*YouTube enhances students’ English communication skills as they can practice it in different contexts.*”, mentioning the effect of YouTube on communication skills shows that 34.4% and 31.2% of the participants opted for “Agree” and “Strongly agree” respectively, while only 8% opted for “Disagree”. Item y17 “*The use of YouTube makes easy the student-student communication.*” shows that 32% of the participants were “Neutral”. However, the number of the participants who believed YouTube contributes to communication

skills was 30.4% and 20% for “Agree” and “Strongly agree” respectively, whereas it was 15.2% and 2.4% for “Disagree” and “Strongly disagree” respectively. Similarly, y18 *“YouTube supports teacher-student interaction in language learning and teaching process.”* shows that 38.4% believed in the contribution of YouTube to interaction with others, that is, communication skills. However, the number of those who were neutral was 29.6%, and the number of who disagreed was 14.4%. The participants showed positive attitudes for item y19 *“YouTube enhances students’ confidence to communicate in English.”*. Of them, 48.8% opted for “Agree”, 25.6% for “Neutral”, 16% for “Strongly agree”, and 9.6% for “Disagree”. Finally, item y20 *“In learning English via YouTube, students can interact with other users of English in every part of the world.”* shows that the participants believed that YouTube has an important effect on interaction and communication on global scale. This statement was supported by 40.8% “Agree”, 25.6% “Strongly agree” while the number of those who disagreed was 9.6% for “Disagree” and 1.6% for “Strongly disagree”. In conclusion, the results obtained from those items focused on communication skills indicate that majority of the participants showed positive attitudes towards the effect of YouTube on enhancing communication skills of English language learners.

#### **4.1.3.3 YouTube and Cultural Awareness**

There were some items that focused on cultural and intercultural awareness of the students in the questionnaire. Item y7 *“YouTube allows students to learn about different uses of language between native speakers and non-native speakers.”* referred the use of English between its native speakers and non-native speakers. This item emphasized the importance of establishing communication between these two groups and their learning about different uses of English, thus, other cultures. The participants stated that YouTube is very useful for learning about such differences.

Of them, 46.4% and 41.6% opted for “Agree” and “Strongly agree” respectively, while only one student disagreed. Item y24 “*The use of YouTube raises students’ intercultural awareness.*”, showed that 44.8% opted for “Agree”, 37.6% opted for “Strongly agree”, 16.8% were neutral, and only one student disagreed. Similarly, item y25 “*The students can learn about other cultures by the use of YouTube.*” showed that majority of the participants agreed on the impact of YouTube contributing to learning about other cultures. Of the participants, 49.6% and 35.2% opted for “Strongly agree” and “Agree”, while the number of those who disagreed was only 1.6% and 0.8% opting for “Strongly agree” and “Disagree” respectively. On the other hand, the number of those who were neutral was 12.8%. Finally, regarding item y26 “*The students have the chance to know about other varieties of English by using YouTube.*”, many participants had positive attitudes. The participants overwhelmingly stated that it helped on learning about other varieties of English, rating 45.6% for “Strongly agree”, 41.6% for “Agree”, 11.2% for “Neutral”, 0.8% for “Disagree”, and 0.8% for “Strongly disagree”. The results show that a great number of the participants had positive attitudes towards the contribution of YouTube to their cultural awareness.

#### **4.1.4 Results of Open-Ended Questions for the Students**

This part of the questionnaire comprised three open-ended questions for the students. The responses obtained from the students do not necessarily reflect the number of participants who replied the question since a participant might have provided several definitions or categories in a question or might not have provided any answer. Thus, this part includes the term “respondent”, as the number of responses may exceed or fall behind the number of participants and as the main focus of this section is on the participants’ reflections.



Regarding the open-ended question “*Do you think that social media, namely Facebook and YouTube, can be integrated into English language learning and teaching? Why or why not? Please explain.*”, most of the students showed positive attitudes. Of the students, 83 reflected that social media can be integrated into language learning and teaching, and 35 supported the use of YouTube, whereas three opposed the integration of social media into language learning and teaching. Four of them, did not respond. Some of those rating on YouTube but not Facebook thought that Facebook is not effective in language learning. For example, F5 and S3 stated that:

Facebook is not useful at all, but YouTube is very useful as it has various beneficial materials for learning, and anyone can access them without having an account.

Likewise, F18 and M7 stated that Facebook has no educational value, but YouTube provides several videos that can assist students, so it is an easy and effective tool to see wider dimensions of learning and teaching language. S1 supported this saying that:

YouTube can be integrated into ELT because it is more attractive and interesting for learning by watching videos; however, Facebook is not so useful since it is used for entertainment purposes mainly.

One of the students, T4, stated that Facebook might be useful in communication between teacher and students and among students, while YouTube is a great source in terms of listening materials, which teachers can benefit from to make lessons more interesting for the students. Whereas T1 who separated between the two, did not support Facebook as an education tool but YouTube. T1 added that it helps students with their pronunciation and listening skills. One of the responses supporting both media was provided by T11 stating that both Facebook and YouTube can be used

because they bring different and various contents to the class and this can be more interesting for students. FR16, touched a good point stating that Facebook and YouTube can be integrated into educational environment as long as the teacher demonstrates how to use them. On the other hand, three students did not agree with the idea of integrating social media into learning and teaching environment at all stating they distract students and obstruct their learning.

As to the reason why social media should be integrated into language learning and teaching, 11 students pointed that social media enhance language skills like listening, speaking, reading, writing, pronunciation, vocabulary and grammar as students can find countless sources and contact many people around the world. For instance, F35 stated that social media provide vocabulary, listening, and writing materials.

Furthermore, 16 responses supported that social media provide several learning materials such as videos, posts, and shares. So, they can benefit from educational videos, find out and learn vocabulary and they can help other learners by sharing posts. As they perceived, instructors can demonstrate videos from the media to support their pronunciation, vocabulary, and listening skills. For instance, S8 stated that there are some pages in Facebook teaching vocabulary, and they are helpful. Four students underlined that these tools can be integrated into educational environment because we live in a technology age. For instance, M15 stated that:

Social media can be integrated into language learning and teaching because almost everyone has access to these platforms, and it would make educational environment more interesting. It is impossible to isolate the means of communication from learning English.

Eight students supported using social media in language learning and teaching because they are rich in audio-visuals, so they attract students, and motivate them. For example, F26 stated that “YouTube provides the opportunity to watch videos and listen to local channels”. Among the students, two stated that social media can be integrated into language learning and teaching to compensate missed classes or to support their learning. For example, S14 expressed that “YouTube has much more opportunities than Facebook, if the students do not understand a certain topic they can compensate it using videos from YouTube”. Some students suggested that social media can be used as they are practical (n=2) and motivate learners (n=11). Five students stated that social media provide authentic materials and samples. Another reason for using social media in language learning and teaching is communication and interaction that was supported by 13 students. For example, FR9 stated that “social media are part of technology and the technology is a part of life, so they allow people to communicate with other people”.

One of the students, M22, touched upon a different perspective. She stated that integration of social media into language environment raises cultural awareness of the learners as well as their pronunciation. One of the master students stressed that social media can be used in teaching but not learning language, because students may get distracted or misuse these tools as they tend to play games and have fun; so, these tools should be managed by teachers.

Regarding the second open-ended question “*How can social media, Facebook and YouTube, be used in English language learning and teaching?*”, the students provided various suggestions. Out of the respondents to this question, 30 suggested that social media can be integrated into language learning and teaching by making

use of videos shared in these platforms. They added that these videos can be shared by instructors to teach grammar. To support this, F17 stated that:

Social media can be used by video recording of a lesson and share it to help the students who did not understand the topic. Also, they can be used to promote students' pronunciation or listening skills. In this sense, social media can be integrated into language learning and teaching process.

A large number (n=50) of the respondents stated that private groups can be created on online platform and the students with their instructors can load and share information, so they have a chance to make discussions in these groups. For example, M6 stated that different tasks can be given as homework or in-class activities can be used from Facebook or YouTube. M8 stated that:

Social media tools can be used as extra aid or support to the curriculum as they provide actual practice of language skills. Also, teachers can assign homework by using these platforms, which supports outside classroom learning and teaching.

S16 stated that teachers can share PowerPoint slides in Facebook to provide students extra information about any topic. They can use such platforms for activities and as compensation for classes. They also suggested that creating online groups, sharing materials, and making discussions will also help collaboration among students which will support their learning. Of the students, 19 pointed another perspective of the benefits of social media. They set forth that social media can help their learning outside the classroom stating they can communicate others on online platforms, and this gives them opportunity to communicate with English speakers. They believed this can help their communication and writing skills, that is a supportive tool for their learning. An important number of the respondents (n=43) suggested audio-visual materials that are shared on social media can be used as language learning materials. For example, T6 stated that when teaching grammar, the students can simply listen to

a song or watch a related video so that students can understand the subject better by visuals. D4 suggested that:

Closed groups on Facebook can be created to share course related materials as well as extra audio-visual materials. Short video clips over YouTube can be shared for teaching purposes. The students can be asked to share videos on YouTube regarding the topics learned in the previous lesson.

Finally, four of the respondents suggested using social media for teaching vocabulary within the classroom.

In response to the third question *“If you were a teacher, would you include Facebook and YouTube in your English classes? Why or why not? If yes, how would you do that? Please give examples.”*, majority of the respondents (n=61) agreed on the use of social media stating that they would use them in their future classes as they provide learners with many opportunities when teaching language. Of the respondents, 34 supported the use of YouTube. They stated that YouTube provides rich materials to be used in the classroom. Among them are educational videos, films, songs, alphabet teaching, riddles, etc. for instance, F22 stated that she would include YouTube because it can improve listening skills. Similarly, F39 stated he would make his students watch movies and listen to songs to improve their listening skills. However, only four students opposed the idea of using social media as an educational tool, one with no reason and one stating that other media are more beneficial for language learning and teaching. M17, one of the opposers to the use of social media in future teaching experiences stated that *“the whole concept of technology or applications is not mature enough to be regarded as learning and teaching sources”*. Of the responses provided by the students, seven mentioned to support language skills and 26 underlined the use of social media for several

activities like watching videos, listening to songs, sharing posts. As an example, T2 stated that:

YouTube can be utilized to demonstrate videos during the lesson to enhance students' learning and a Facebook group can be used to share lecture notes.

T7 stated she would use social media in her future teaching because it would be easier for students to get motivated for learning through social media. Of the students, 16 stated that they would use social media to attract and motivate students and support their learning. For example, M6 pointed that:

I would use them to increase students' motivation by showing short movies to his students and then ask them to write a short essay about the content.

D6 stated that:

I already use YouTube and Facebook from time to time to boost students' motivation. She added that such applications include enjoyable daily activities about the trends that young people are interested in. Thus, social media are efficient in enhancing motivation.

Overall, the students had highly positive attitudes toward the use of social media in language learning and teaching. To separate between Facebook and YouTube, the students rated mostly on the use of YouTube as they attached importance to audio-visual materials that they believe to improve their language skills. One point was that the students who supported the use of Facebook did not oppose the use of YouTube, except two. However, some of the students who supported the use of YouTube did not believe Facebook is so effective in language learning and teaching. Yet the number of those supporting the two media was much greater.

To sum up, the FLE students at EMU had positive attitudes toward social media but favored YouTube against Facebook in general. But in common, they stated they would use these platforms for audio-visual purposes particularly.

## **4.2 Results of the Instructor Questionnaire**

As in the students' questionnaire, the Facebook and YouTube questionnaires each consisted of 34 closed items. A five point Likert type scale was used for the items. The questionnaires intended to learn about the attitudes of the instructors toward using Facebook and YouTube in language learning and teaching. Furthermore, they majorly comprised items about the effect of using Facebook and YouTube on students' language skills, communication skills, and cultural awareness.

### **4.2.1 Background Information**

The first part of the instructor questionnaire comprised two open-ended questions. The results obtained from the students are given below.

*For what purposes do you use Facebook?*

Regarding the question “*For what purposes do you use Facebook?*”, the instructors showed different tendencies. According to the results, two of the instructors use Facebook for educational purposes, one for communication and entertainment purposes, and one to stay up to date. In this sense, the instructors use Facebook for educational purposes more.

*For what purposes do you use YouTube?*

With regard to the question “*For what purposes do you use YouTube?*”, three of the instructors stated that they use YouTube for entertainment purposes, and one uses it for educational purposes.

#### 4.2.2 Results for Facebook Use

The questionnaire was administered to four instructors only. The mean score for instructor questionnaire was around 3.5 that shows the instructors support the use of social media.

Table 4.4: The results on the use of Facebook in learning and teaching English language

| Item No. | Item  | SD | D | N | A | SA | Mean | STD |
|----------|---|----|---|---|---|----|------|-----|
| f1       | Facebook allows students to be more active in language learning.  | 0  | 0 | 3 | 1 | 0  | 3.2  | 0.5 |
| f2       | Teaching English via Facebook makes it more interesting for students.   | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| f3       | Learning English via Facebook draws students' attention.  | 0  | 1 | 0 | 3 | 0  | 3.5  | 1   |
| f4       | Facebook increases students' motivation to communicate by using English.  | 0  | 0 | 1 | 2 | 1  | 4    | 0.8 |
| f5       | Students are more exposed to the daily use of English language when using Facebook.                                 | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| f6       | Facebook is a useful media for supporting students' learning outside the class.                                     | 0  | 0 | 1 | 2 | 1  | 4    | 0.8 |
| f7       | Facebook allows students to learn about different uses of language between native speakers and non-native speakers. | 0  | 0 | 1 | 2 | 1  | 4    | 0.8 |
| f8       | Facebook enhances students' English communication skills as they can practice it in different contexts.             | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| f9       | Facebook helps students to overcome language mistakes.  | 0  | 0 | 4 | 0 | 0  | 3    | 0   |
| f10      | Students can improve their English <i>grammar</i> knowledge by using Facebook.                                      | 0  | 1 | 2 | 1 | 0  | 3    | 0.8 |
| f11      | Students can improve their English <i>vocabulary</i> by using Facebook.   | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| f12      | Students can improve their English <i>pronunciation</i> by using Facebook.  | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |
| f13      | Students can improve their English <i>listening skills</i> by using Facebook.                                       | 0  | 1 | 2 | 1 | 0  | 3    | 0.8 |
| f14      | Students can improve their English <i>speaking skills</i> by using Facebook.  | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |
| f15      | Students can improve their English <i>reading skills</i> by using Facebook.   | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| f16      | Students can improve their English <i>writing skills</i> by using Facebook.   | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| f17      | The use of Facebook makes easy the student-student communication.   | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| f18      | Facebook supports teacher-student interaction in language learning and teaching process.                            | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| f19      | Facebook enhances students' confidence to communicate in English.   | 0  | 0 | 3 | 1 | 0  | 3.2  | 0.5 |
| f20      | In learning English via Facebook, students can interact with other users of English in every part of the world.     | 0  | 0 | 0 | 3 | 1  | 4.2  | 0.5 |



| Item No. | Item   | SD | D | N | A | SA | Mean | STD |
|----------|--|----|---|---|---|----|------|-----|
| f21      | The use of Facebook fosters collaboration among students.                                  | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| f22      | Students feel more comfortable in self-expression when using Facebook.                     | 0  | 0 | 2 | 1 | 1  | 3.8  | 1   |
| f23      | The use of Facebook increases the participation of students in language classes.           | 0  | 0 | 3 | 1 | 0  | 3.2  | 0.5 |
| f24      | The use of Facebook raises students' intercultural awareness.                              | 0  | 0 | 0 | 4 | 0  | 4    | 0   |
| f25      | The students can learn about other cultures by the use of Facebook.                        | 0  | 0 | 0 | 4 | 0  | 4    | 0   |
| f26      | The students have the chance to know about other varieties of English by using Facebook.   | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| f27      | The use of Facebook in language learning provides students with rich learning environment. | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| f28      | The use of Facebook helps to teach <i>grammar</i> efficiently.                             | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |
| f29      | The use of Facebook helps to teach <i>vocabulary</i> efficiently.                          | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| f30      | The use of Facebook helps to teach <i>pronunciation</i> efficiently.                       | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |
| f31      | The use of Facebook helps to teach <i>listening skills</i> efficiently.                    | 0  | 1 | 2 | 1 | 0  | 3    | 0.8 |
| f32      | The use of Facebook helps to teach <i>speaking skills</i> efficiently.                     | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |
| f33      | The use of Facebook helps to teach <i>reading skills</i> efficiently.                      | 0  | 1 | 0 | 3 | 0  | 3.5  | 1   |
| f34      | The use of Facebook helps to teach <i>writing skills</i> efficiently.                      | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |

This table shows that the instructors either believed in the contribution of Facebook to language learning and teaching or they were unsure of its effect in general. The table shows that no one opted for “Strongly disagree” and apart from one respondent, no one opted for “Disagree”. On the other hand, few items were strongly agreed.

Based on the results, two of the instructors stated neutrality for items *f10* “*Students can improve their English grammar knowledge by using Facebook.*”, *f13* “*Students can improve their English listening skills by using Facebook.*” and *f31* “*The use of Facebook helps to teach listening skills efficiently.*”, one stated agreement and one disagreement. Regarding items *f11* “*Students can improve their English vocabulary by using Facebook.*”, *f15* “*Students can improve their English reading skills by using Facebook.*” and *f29* “*The use of Facebook helps to teach vocabulary*

*efficiently.*”, one showed neutrality and three agreed. However, for item *f12* “*Students can improve their English pronunciation by using Facebook.*”, *f14* “*Students can improve their English speaking skills by using Facebook.*”, *f28* “*The use of Facebook helps to teach grammar efficiently.*”, *f30* “*The use of Facebook helps to teach pronunciation efficiently.*”, *f32* “*The use of Facebook helps to teach speaking skills efficiently.*”, and *f34* “*The use of Facebook helps to teach writing skills efficiently.*”, three were neutral and one did not agree. Two instructors agreed and two were neutral about item *f16* “*Students can improve their English writing skills by using Facebook.*”. Three of the instructors agreed and one disagreed with item *f33* “*The use of Facebook helps to teach reading skills efficiently.*”. In this regard, excluding certain skills like vocabulary, reading, and writing, the instructors did not believe Facebook has positive effects on language skills in general.

In respect to communication skills, the instructors believed that they have a positive effect on language learning and teaching. For example, with one unsure, two of them opted for “Agree” and one opted for “Strongly agree” for item *f4* “*Facebook increases students’ motivation to communicate by using English.*”. For item *f20* “*In learning English via Facebook, students can interact with other users of English in every part of the world.*”, they obtained the highest score with three “Agree” and one “Strongly agree”. In all the communication skills related items, the instructors were either neutral or showed a positive attitude.

Regarding the cultural awareness, the instructors obtained the highest scores in the scale. For instance, all the instructors agreed with items *f24* “*The use of Facebook raises students’ intercultural awareness.*”, and *f25* “*The students can learn about other cultures by the use of Facebook.*”.

To sum up, based on the questionnaire results, the instructors showed positive attitudes toward the effect of Facebook on cultural awareness, communication skills, and language skills, respectively.

#### 4.2.3 Results for YouTube Use

The questionnaire was administered to four instructors only. The mean score for instructor questionnaire was around 3.6 that shows the instructors support the use of YouTube in language learning and teaching.

Table 4.5: The results on the use of YouTube in learning and teaching English language

| Item No. | Item   | SD | D | N | A | SA | Mean | STD |
|----------|--|----|---|---|---|----|------|-----|
| 1        | YouTube allows students to be more active in language learning.  | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| 2        | Teaching English via YouTube makes it more interesting for students.   | 0  | 0 | 0 | 3 | 1  | 4.2  | 0.5 |
| 3        | Learning English via YouTube draws students' attention.  | 0  | 0 | 0 | 3 | 1  | 4.2  | 0.5 |
| 4        | YouTube increases students' motivation to communicate by using English.  | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| 5        | Students are more exposed to the daily use of English language when using YouTube.                                 | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| 6        | YouTube is a useful media for supporting students' learning outside the class.                                     | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| 7        | YouTube allows students to learn about different uses of language between native speakers and non-native speakers. | 0  | 1 | 0 | 3 | 0  | 3.5  | 1   |
| 8        | YouTube enhances students' English communication skills as they can practice it in different contexts.             | 0  | 1 | 1 | 2 | 0  | 3.2  | 1   |
| 9        | YouTube helps students to overcome language mistakes.  | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |
| 10       | Students can improve their English <i>grammar</i> knowledge by using YouTube.                                      | 0  | 2 | 2 | 0 | 0  | 2.5  | 0.6 |
| 11       | Students can improve their English <i>vocabulary</i> by using YouTube.   | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| 12       | Students can improve their English <i>pronunciation</i> by using YouTube.  | 0  | 0 | 1 | 2 | 1  | 4    | 0.8 |
| 13       | Students can improve their English <i>listening skills</i> by using YouTube.                                       | 0  | 0 | 1 | 1 | 2  | 4.2  | 1   |
| 14       | Students can improve their English <i>speaking skills</i> by using YouTube.  | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| 15       | Students can improve their English <i>reading skills</i> by using YouTube.   | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |

| Item No. | Item   | SD | D | N | A | SA | Mean | STD |
|----------|--|----|---|---|---|----|------|-----|
| 16       | Students can improve their English <i>writing skills</i> by using YouTube.                                     | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |
| 17       | The use of YouTube makes easy the student-student communication.   | 1  | 0 | 1 | 2 | 0  | 3    | 1.4 |
| 18       | YouTube supports teacher-student interaction in language learning and teaching process.                        | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| 19       | YouTube enhances students' confidence to communicate in English.   | 0  | 0 | 0 | 4 | 0  | 4    | 0   |
| 20       | In learning English via YouTube, students can interact with other users of English in every part of the world. | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| 21       | The use of YouTube fosters collaboration among students.   | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| 22       | Students feel more comfortable in self-expression when using YouTube.  | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| 23       | The use of YouTube increases the participation of students in language classes.                                | 0  | 0 | 1 | 2 | 1  | 4    | 0.8 |
| 24       | The use of YouTube raises students' intercultural awareness.   | 0  | 0 | 0 | 3 | 1  | 4.2  | 0.5 |
| 25       | The students can learn about other cultures by the use of YouTube.   | 0  | 0 | 0 | 3 | 1  | 4.2  | 0.5 |
| 26       | The students have the chance to know about other varieties of English by using YouTube.                        | 0  | 0 | 0 | 4 | 0  | 4    | 0   |
| 27       | The use of YouTube in language learning provides students with rich learning environment.                      | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| 28       | The use of YouTube helps to teach <i>grammar</i> efficiently.  | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |
| 29       | The use of YouTube helps to teach <i>vocabulary</i> efficiently.   | 0  | 0 | 2 | 2 | 0  | 3.5  | 0.6 |
| 30       | The use of YouTube helps to teach <i>pronunciation</i> efficiently.  | 0  | 0 | 1 | 1 | 2  | 4.2  | 1   |
| 31       | The use of YouTube helps to teach <i>listening skills</i> efficiently.   | 0  | 0 | 1 | 1 | 2  | 4.2  | 1   |
| 32       | The use of YouTube helps to teach <i>speaking skills</i> efficiently.  | 0  | 0 | 1 | 3 | 0  | 3.8  | 0.5 |
| 33       | The use of YouTube helps to teach <i>reading skills</i> efficiently.   | 0  | 0 | 4 | 0 | 0  | 3    | 0   |
| 34       | The use of YouTube helps to teach <i>writing skills</i> efficiently.   | 0  | 1 | 3 | 0 | 0  | 2.8  | 0.5 |

The table above shows that except for one, none of the items was selected for “Strongly disagree”. In a general sense, very few of the items were selected for “Disagree”. Most of the items were opted for “Agree” by the instructors, which shows that YouTube is effective on language learning and teaching.

Regarding language skills and areas, the instructors had positive attitudes for vocabulary, pronunciation, listening, and speaking skills. However, they did not have positive attitudes for grammar, reading, and writing skills. The highest scores were obtained from items y30 “*The use of YouTube helps to teach pronunciation efficiently.*”, and y31 “*The use of YouTube helps to teach listening skills efficiently.*” with two “Strongly agree”, one “Agree”, and one “Neutral”. However, the lowest score was obtained from item y10 “*Students can improve their English grammar knowledge by using YouTube.*” with two “Disagree” and two “Neutral”.

The instructors had higher positive attitudes for items regarding communication skills. They had the highest score for item y19 “*YouTube enhances students’ confidence to communicate in English.*” with four “Agree”. On the other hand, the lowest score in this category was obtained from item y17 “*The use of YouTube makes easy the student-student communication.*” with two “Agree”, one “Neutral”, and one “Strongly disagree”.

As regard to the effect of YouTube on cultural awareness, the instructors expressed the highest agreement in this category. In general, they believed in its effect on language learning and teaching. Except for one disagreement, all the related items were selected for “Agree” and “Strongly agree”. The highest scores were obtained from items y24 “*The use of YouTube raises students’ intercultural awareness.*” and y25 “*The students can learn about other cultures by the use of YouTube.*” with three “Agree” and one “Strongly agree”.

#### **4.2.4 Results of Open-Ended Questions for the Instructors**

The instructors were asked the open-ended question “*Do you think that social media, namely Facebook and YouTube, can be integrated into English language learning*”

*and teaching? Why or why not? Please explain.*”. All of the instructors (n=4) agreed with the idea of integrating social media into language learning and teaching.

However, P4 stated that:

YouTube is beneficial, it can be used to support teaching. However, Facebook is more distractive, and it is not appropriate for education environment.

As for the reasons to use social media in learning and teaching environment, P3, for instance, stated that:

The new generation is so much obsessed with technology that teachers should take steps to attract their students and make use of this in learning and teaching.

Other reasons were social media offer actual, real-time, and relevant conversations, offer authentic output, increase students’ motivation, promote interaction and collaboration among students, and allow students to communicate and learn about different cultures.

The second open-ended question asked to the instructors was “*How can social media, Facebook and YouTube, be used in English language learning and teaching?*”. Two of them responded that YouTube can help teaching listening and speaking skills. Thus, it can be used as a supportive tool. And Facebook can be used to create closed groups and share materials and make discussions. As an example, P3 expressed that it can be used as source of motivation, as an aid in teaching language and as a supportive tool for the curriculum. P2 stated that:

YouTube can enhance students’ listening and speaking skills and provides authentic language inputs that help students learn better.

P1 stated that debates and discussions can be held on Facebook, so that students can work in groups and produce their own videos on YouTube.

The last open-ended question asked to the instructors was “*Do you include Facebook and YouTube in your English classes? Why or why not? If yes, how would you do that? Please give examples.*”. P3 expressed that:

I do not use for the time being but maybe in near future after we set our goals and arrange teaching by use of these tools and organize it in a planned way.

Two of them stated they are not using Facebook. However, they use YouTube for supporting their in-class teaching with visuals and videos. They use them in short lectures to make conversations within the class. For instance, P2 stated that:

I use Facebook. I create close groups for my courses. I upload PowerPoint presentations and other materials, I send messages to the students or receive messages from them, I make announcements.

### **4.3 Results of the Instructor Interviews**

The interviews with the instructors were carried out to collect more detailed information regarding the opinions of instructors on the use of social media in language learning and teaching. The number of participants was four, and they participated on a voluntary basis. The instructors were asked ten questions. Each interview took around 15 minutes to complete. Some of the questions were common for Facebook and YouTube and some of them were prepared specifically for each.

The first question of the interview was “*Do you think that social media, namely, Facebook and YouTube, can be integrated into English language learning and teaching? Please explain why or why not.*”. Three of the instructors showed positive attitude to the use of both Facebook and YouTube, while one of them (P4) did not

support the use of Facebook, but YouTube to some extent. For example, P3 stated that:

Of course, yes. I should say they should be integrated. Facebook can be used as a communication tool between instructor and students and among students. Also, YouTube can be used to improve students' listening and speaking skills.

P2 pointed that:

They should be, because students spend so many hours on Facebook and they use YouTube a lot, so instructors can turn this into advantages. Also, they can be motivating for learning.

However, P4 was not so optimistic about the use of Facebook expressing that:

I do not think that Facebook can be used because different varieties are used in it either formal or informal. However, the language used is generally informal and non-standard English. Facebook has nothing to do with language learning.

Regarding the second question "*Do you think that Facebook is a beneficial tool to help students improve their English inside or outside the classroom?*", three were positive apart from P4. Negative attitude of P4 towards the use of Facebook in language learning and teaching was clear from his statement:

I am not optimistic about using Facebook since the language used there is so-called virtual language, which contains simplified grammar, vocabulary, spelling and other things. Facebook language is a specific language and it is not useful for students to acquire language.

However, the number of those showing a positive attitude was higher. One of them, P3 stated that "It is very useful. Most of the students have a Facebook account and they have foreign friends, so they have to use language to contact with them. It helps learning all four skills, including vocabulary knowledge, and intercultural communication.". P2 stated that "To be honest, I have not used Facebook at all in my



classes, but I come across studies saying that they are helping students to improve their English. So, I think it can be used as a beneficial tool.”. This shows that even if the instructor does not use Facebook, she has a positive attitude toward it. Pointing a different perspective for this question, P1 stated that:

I prefer using Facebook outside the classroom rather than using it in the classroom because Facebook is a medium where individuals do not generally use formal language but use the language freely.

For the third question “*Do you think that YouTube is a beneficial tool to help students improve their English inside or outside the classroom?*”, all the instructors showed positive attitudes. For instance, P2 stated that it is a beneficial teaching instrument for teaching environment, and she used it in one of her classes. P4 stated that it can be used since it has many materials like for listening and other purposes. P3 expressed that she already uses it and suggests bringing it to the class under the supervision of instructors. On the other side, P1 pointed that it is possible to benefit it in the classroom, but he prefers using it outside the classroom.

In response to the fourth question “*What kinds of benefits do you think the use of Facebook and YouTube would bring to students during their language learning?*”, three instructors mentioned the benefits of both media, while P4 did not support Facebook, saying that “Language learning specifically cannot be done through Facebook at all.”. However, P1 expressed that “All aspects of English language can be learned. In terms of vocabulary knowledge, pronunciation they can expand one’s horizon, but it does not necessarily mean that you cannot learn other aspects from these tools. At the moment, I specifically focus on pronunciation lexical improvement and I am dealing with learning other languages, I use them a lot.”. In a

similar vein, P3 underlined the benefits as vocabulary learning, intercultural competence, and their contribution to all four skills.

Regarding the fifth question “*What kinds of disadvantages do you think the use of Facebook and YouTube would bring to students during their language learning?*”, distraction of students’ attention is emphasized. P2 stated that “Distraction, losing focus. There are many distractive materials in social media.”. Similarly, P3 pointed that:

It is not direct learning. The students do not learn consciously, they may just take it as fun and using them for very long hours for socializing purposes but not learning. So, they get distracted.

In response to the sixth question “*How can social media, Facebook and YouTube, be used in English language learning and teaching?*”, the instructors expressed their opinions, which were constructive in general. For example, P3 stated that

First of all, how instructors are going to teach them should be planned very well. So, they have to plan activities, prepare and plan tasks very carefully. Also, they should monitor and direct students to keep them on the learning task.

Moreover, P4 stated that:

The internet can be used. There are many other web pages that can be used successfully. In other words, different societies, organizations have their own web pages where you can find lots of materials for learning language. But I am not optimistic about learning language over Facebook.

As regard to the seventh question “*What are the benefits of using Facebook and YouTube in English language teaching?*”, P1, P2 and P3 showed positive attitudes towards both Facebook and YouTube, while P4 again opposed Facebook but he supported the use of YouTube in a limited way. P4 replied that:

Facebook cannot be used for directly teaching purposes, they may be used for some subjects but generally speaking it is not useful. However, YouTube may be used, for example, you can choose some interviews, some text and other materials to support your teaching but not for language learning.

However, the other three instructors were more optimistic on this. P3 stated that “It is very useful for teaching; we save time and energy. For example, when we want to share some documents or materials we just upload and send them in half a minute, so everyone has them concurrently. Also, we can collect the tasks, assignments from the students. Moreover, they are sources of authentic materials making things easier.”. P2 stated that “Using social media as teaching tools can be motivating and draw students’ attention, and they enhance their learning. Thus, this helps teaching a certain topic.”.

Regarding the eighth question “*What are the disadvantages of using Facebook and YouTube in English language teaching?*”, the instructors provided different aspects. For example, P2 expressed that “Technology has many advantages, but we can never fully trust it and take our steps. For example, very simply, there may occur technical problems, so the course may get corrupted. Instructors have limited time for teaching, something may go wrong and it may take our time in such cases.”. P3 stated that “They contain games, entertainment, etc. and the students may not take them seriously and as source of learning materials. For example, if any task is given on Facebook to the students, they do not take it serious and do not spend time on the task but do something else. So, students’ distraction is a disadvantage.”. Finally, P4 stated that “There is nothing to mention about advantages or disadvantages because they are not useful instruments to be used in the classroom.”.

To the ninth question “*Do you use Facebook and YouTube in your English classes?*”, the instructors provided similar responses. In general, except one, the instructors do not use them in their English classes. P3 expressed positive opinions and stated that:

I use Facebook private groups outside the class for each course where I share PowerPoint slides, make announcements, give students overall feedback on the quizzes. Also, we communicate, share materials, problems coming up with solutions, etc. I used to teach over YouTube for oral communication skills in the classroom.

However, the other instructors have rare or no experiences with them. P2 stated that: “I have never used Facebook for teaching. I only use it for contacting others. However, I used YouTube for teaching vocabulary.” P1 stated that “To be honest, I do not use. But I started using technology in my classes recently using other tools. I used social media for once last semester in one of my linguistics classes, but I am not using them systematically. I would say many students liked it very much though.”

For the final question “*How can Facebook and YouTube be integrated into English language curriculum? What is its applicability?*”, two instructors told they have no idea, while two stated their suggestions for that. P1 stated that:

Integrating technology into classes really requires expertise. We can integrate these tools, but we should not do that randomly. Instead, we should devise activities, tasks and try to integrate those we teach in the class to complement these activities with these kinds of technological devices. We should have clear objectives, concrete tasks, but not doing for the sake of using technology. We should set goals and define targets, so they will be much more beneficial.

Similarly, P4 expressed that “I have no idea why Facebook should be used, it is a network that people come together to talk, to share ideas. In other words, there is nothing concerning language there. As I mentioned, it can be used to show how language is used in a different context. YouTube is applicable, there can be so many

things you can use in it for authenticity of language and other things.”. On the other hand, P4 pointed that “I believe it is not difficult to integrate it because all students have mobile phones and internet. Technological tools are available, so they can be integrated by organizing teaching.”. Finally, P3 stated that “We can have more technology-integrated materials in the curriculum. We can integrate YouTube, Facebook and some other technologies into online learning components. However, these should be managed very well. We already have existing curriculum for each course and the social media like these can be integrated into the existing curriculum. The applicability of integrating social media depends on the technological facilities.”.

#### **4.4 Summary**

To conclude this chapter, the quantitative data and qualitative data were analyzed in terms of both the students and the instructors. Based on the results, the participants had positive attitudes toward using social media in English language learning and teaching. The results obtained from both students and instructors indicated that Facebook mostly enhances English learners’ vocabulary, reading, and writing skills. YouTube, on the other side, enhances English learners’ listening skills, pronunciation, and vocabulary. The students generally believed in the contribution of both Facebook and YouTube to their cultural awareness and language skills, respectively. Like the students, the instructors also believed in the contribution of these tools to students’ cultural awareness. Unlike students, they were neutral about the contribution of these media to language skills. The results, in accordance with the research questions, will be discussed in the discussion section.

## Chapter 5

### DISCUSSION OF RESULTS AND CONCLUSION

This chapter discusses the results obtained from the study and finally provides a conclusion based on these results. It consists of five sections. These are; discussion of the results, conclusion of the study, implications and limitations of the study, and finally suggestions for further research.

#### 5.1 Discussion of Results

This study attempted to answer three research questions. The results on the basis of the research questions are discussed by referring to the related literature, and the questions are answered accordingly.

##### 5.1.1 Discussion of Research Question 1

**What are the attitudes of the students toward social media use in English language learning and teaching in the FLE Department of EMU?**

The data obtained show that the students in the FLE Department of EMU had positive attitudes towards using Facebook and YouTube in language learning and teaching. Among the language areas and skills, the students rated the highest score for reading and vocabulary with the mean score of 3.7. This means the students believe that the use of social media either in or outside the classroom helps them to develop their reading skills and improve their vocabulary knowledge. However, the lowest scores were given for grammar and pronunciation with the mean scores of 2.7, 2.8, respectively for Facebook. They had similar highest and lowest scores for the same items in terms of teaching too. Based on the data, we can say that ELT

students at EMU find Facebook to be more effective in visual-based sources than audio sources. In a general sense, the students believe that Facebook is a platform offering educational materials besides being an entertainment tool. It allows them to share posts, videos, and other contents that other people can benefit, to contact with other people and exchange language knowledge and so many beneficial contents that support their language skills. Wang (2013) conducted a study on social communication of language learners. The study investigates the effect of Facebook on writing skills by peer assessment, and the findings indicate that English learners found it interesting and efficient to assess their peers, which helped them to improve their writing skills (Wang, 2013). Likewise, VanDoorn and Eklund (2013) emphasized that the importance of immediate communication and responding on Facebook helps students to contact their instructors and get support for their assignments which promotes their writing. These studies support the results of the current study pointing out that Facebook enhances English learners' writing skills. On the other hand, some students expressed that Facebook misleads students and distracts their attention. When they intend to find educational materials, they may get distracted by other functions. As they perceived, Facebook can be used as a tool to spend time and to simply communicate with other people.

The same items as in Facebook were included in the YouTube questionnaire regarding language skills. Here, the same items were coded as y10, y11, y12, y13, y14, y15, and y16 for YouTube. The students had the highest score for y13 and y12. That is, they had the highest scores for listening skills and pronunciation with the mean scores of 4.5 and 4.4, respectively. This indicates that the students strongly believed that YouTube contributes much to their listening skills and improves their

vocabulary knowledge. However, the lowest scores were obtained from writing and reading skills with 3.3 and 3.5, respectively for learning. Very similar results were obtained for the effect of YouTube on language skills in terms of teaching too with the mean scores 3.4 and 3.6. The highest and lowest scores were obtained in the same items as in learning. These results show that the students believe in the contribution of YouTube to their language learning and teaching with various audio-visual sources. The study by Balbay and Kilis (2017) discussed that YouTube supports visual and oratory skills as the sources are videos. Similarly, the study by Shyamlee and Phil (2012) investigating the use of technology in language learning and teaching pointed out that as a supportive tool, computer-assisted language learning can help learners to improve their practical language skills. Compared to Facebook, YouTube had higher scores in language skills as perceived by the students since the mean scores were obtained higher in favor of YouTube, which was over 4.

To sum up, in the current study, most students prefer using YouTube for audio-visual contents by which they improve listening skills, pronunciation, and vocabulary. However, few of them seemed to support the idea that other language skills can be enhanced using YouTube. Also, Facebook can be used as a tool for enhancing communication, reading, vocabulary, and writing skills.

The questionnaires included some items regarding communication skills. Those items, for Facebook, were f1, f4, f8, f17, f18, f19, and f20. The students had positive attitudes towards using Facebook in language learning and teaching. The highest mean score was 4.2 suggesting that the students can interact with other users of English all around the world while learning English. On the other hand, among these items, the lowest score (3.3) was given for item f1 which suggests Facebook allows



students to be more active in language learning. In a study conducted by Rueda (2017), the results supported this, stating that the use of technological tools promoted students' participation and learning. Also, the use of such tools in education environment provokes shy students to be more active and self-expressive (Rueda, 2017). Likewise, Facebook creates a comfortable environment where shy students do not hesitate to ask questions unlike in the classroom (Bosch, 2009). Computer aided communication on Facebook promotes students' learning as they have the possibility to communicate and interact in real time (VanDoorn & Eklund, 2013). Unlike face-to-face communication, electronic environment provides users with opportunity of online communication that supports their interaction with other users (Salaberry, 2001).

Considering the average scores, many students had a positive attitude towards the effect of Facebook on enhancing communication skills. This is supported by the finding obtained in the study of Alfahadi (2017) stating that networking applications promoted students' language practice. The participants also believed that Facebook enhances their motivation and confidence to communicate with instructors, and other speakers of English especially other students. From the open-ended statements, it is obvious they believed that they have the opportunity to compensate for any class they miss or do not understand during the course. So, they can contact others, either their peers or instructors and ask them questions or discuss on it thanks to Facebook.

For YouTube part, the same items were also included in the scale. The highest mean scores were 4.2 and 4.1 for items y1 and y4, while the lowest scores were 3.5 and 3.6 for items y17 and y18, respectively. Considering the average of these items, the students believed in the contribution of YouTube to their communication skills

letting them be more active, enhancing their motivation for language learning, and allowing them contact with other people. As the students perceived, YouTube supports their communication with other students and instructors. Most of them stated that they much benefit from educational videos provided on YouTube. This encourages them to have self-confidence and to have an idea about how to contact with others and thus, it supports their communication skills.

Another outstanding concept among the results obtained from the study was the culture. Items f7, f24, f25, and f26 were related to culture. The students showed positive attitudes towards the effect of Facebook on raising their cultural awareness of the language they are learning. The highest mean score obtained in this category was 4.1 from item f25, while the lowest was 3.8 for items f7 and f26. The results indicate that the use of Facebook in language learning and teaching contributes to students with cultural awareness about English language. They learn more about the culture of English speaking communities by contacting, communicating, and interacting over Facebook. Furthermore, they believed that Facebook helps them learn about other varieties of English, which is an important issue for developing communication skills across cultures. The same items were included in the scale of YouTube also. Compared to the scale of Facebook, the students had higher scores for the contribution of YouTube to their cultural awareness. In this case, the highest and the lowest scores were very close. Three items, that are y7, y25, y26 had a mean score of 4.3, and y24 had a mean score of 4.2. This indicates that most of the students believed YouTube has a high impact on supporting their cultural awareness.

Overall, based on the results, the students had positive attitudes towards using social media in language learning and teaching. They believed that social media encourages

and motivates them to enhances their language skills, communication skills, and cultural awareness. These results comply with the findings of Rueda (2017) who stated that the students get motivated watching videos. Furthermore, the study by Alfahadi (2017) concluded that YouTube is the most popular platform that provide learning materials, which was underlined by Li (2017) too. However, in the present study, some of the students did not support the use of social media in this sense, suggesting they consume students' time as they are not real educational tools but tools for entertainment. They also believed that these tools are much distracting. As they stated, there are several other media for education purposes that are oriented to education directly. However, the number of students finding social media beneficial was quite higher than those having negative attitudes towards using Facebook and YouTube in language learning and teaching.

### **5.1.2 Discussion of Research Question 2**

#### **What are the attitudes of the instructors toward social media use in English language learning and teaching in the FLE Department of EMU?**

The instructors in FLE Department of the EMU who participated in this study had highly positive attitudes towards using social media in language learning and teaching. Three instructors supported the idea to use both Facebook and YouTube, and one supported the use of YouTube only finding Facebook to be useless in language learning and teaching. From the results, we understand that the instructors took social media as an opportunity for drawing students' attention and motivating them by use of such platforms. They supported the use of social media in their classes as supportive tools. Similarly, Shyamlee and Phil (2012) stated that electronic environment should be used as assisting tools instead of being main teaching contents. For instance, students' reading and writing competence is a great concern

since texts are replaced by certain sounds or images and handwritten is changed to typing on keyboards (Shyamlee & Phil, 2012). The instructors also stated that these media offer real time contents and language materials and they can lead students to interact and communicate, that is, to use the language in real life situations. Except one who was neutral, the instructors had a strong belief in the contribution of YouTube to pronunciation and listening skills. As they perceived, students can find different educational videos on YouTube that help them learn about accurate pronunciation. Moreover, these videos improve students' listening skills. However, they were not so hopeful with its contribution to grammar, reading, and writing. Thinking that YouTube is a video-based platform, these language skills may stay behind other skills. For Facebook part, they showed positive attitudes to its contribution to pronunciation and reading skills most. However, they did not show positive attitude to the use of Facebook for grammar, listening, and speaking skills in general. Similar results were obtained from the study conducted by Mahmud and Ching (2012) suggesting that Facebook increases English learners' reading and writing skills. At least, Facebook is applicable for communication between instructors and students or among students (Mahmud & Ching, 2012).

The instructors highly agreed on the effectiveness of Facebook in terms of learning about different uses of English across cultures. However, they were undecided about most aspects of communication skills. Two of them believed in the contribution of social media to communication skills whereas the other two were undecided about some aspects regarding communication and interaction. For example, one of them showed positive attitude to item f20 suggesting that Facebook helps students to interact with other users of English across the world and was neutral about f8 stating

that Facebook enhances students' communication skills since they can practice it in different contexts. Mahmud and Ching (2012) found that Facebook could be a strong online tool for enhancing communication skills and increasing their self-confidence in regard to communicating with others. They further suggested it contributes to learners' writing skills too. However, their findings showed that students did have positive attitudes towards reading skills using Facebook (Mahmud & Ching, 2012).

To conclude, the results of the present study showed that the instructors had positive attitudes in general and supported the use of social media in language learning and teaching in general. To separate between the two social media, they mostly supported YouTube. The instructors shed light on a critical point about using social media in language teaching. As they believed, the use of social media is helpful to promote students' learning, but this should be very well organized by the instructor. This is because social media are multi-purpose platforms, including playing games, entertainment, chatting, meeting people, and so on features. Therefore, they may demotivate and easily distract students if not used target-oriented and well-organized. This is supported by the findings obtained from the study conducted by Langager (2015) stating that instructors who intend to successfully integrate social media into their courses should be familiar with them. They should also organize their teaching with accurate objectives (Langager, 2015).

### **5.1.3 Discussion of Research Question 3**

**How can social media use be integrated into English language learning and teaching as perceived by the students and the instructors?**

The results obtained from the open-ended questions revealed that the students and instructors had various suggestions as regards how to integrate the use of social

media into language learning and teaching. The general idea reflected that closed groups can be created on Facebook and the members of a related class as well as the teacher can upload, share materials and discuss on a certain subject. The teacher can give tasks, assignments, projects to their students on these groups. In this way, the students can collaborate and work as a group, so they have a chance to establish communication among themselves outside the classroom. Similarly, the study conducted by Rueda (2017) proposed very similar concepts stating that a private account or private groups can be used to share information with a certain group. Facebook can also be used for reading, writing, and discussion in which the instructors can act as a moderator during the activity (Mahmud & Ching, 2012).

Another suggestion arising from the participants' responses was that live sessions can be established with foreigners during the class and the students can practice their language in terms of language comprehension and speaking skills. The participants also reflected that audio-visual materials can be used in the class to support a certain subject. For example, a song or video can be used to enhance their listening skills. They believed that students get motivated and prepared for learning better using different kinds of learning and teaching instruments especially technology-based tools. The study by AbuSa'aleek (2015) conducted with EFL students showed that most of the students believed in motivation enhancing effect of Facebook as an online platform. It increased their motivation to communicate and read materials. Allam et al. (2017) suggested that social media with its availability provide a different mode for communication and allow users create own contents and interact with others.

The responses given by the instructors for this question provided clearer and more concrete information which leads us to think on the integration of these tools into the curriculum in an organized way. They suggested that social media can be integrated to the existing curriculum by carrying out certain activities. Based on their belief, this should be very well organized so as not to go out of the target and to manage the process effectively. For example, YouTube can be used as a supportive tool for teaching listening and speaking skills by offering students authentic language inputs. Doing so, they can promote teaching. On the other side, they stated some handicaps and limitations in using social media as educational tools. Similar to this finding, Mabuan et al. (2017), in their study investigating the opportunities and challenges of using Facebook integration into classroom stated that weak internet connection and inability to access to Facebook interrupts its availability.

## **5.2 Conclusion**

The results of the present study indicated that social media are beneficial tools for language learning and teaching as perceived by the students and instructors of the FLE Department of EMU based on the quantitative and qualitative data. On students' part, learning English language by use of the media that they spend much time was found to be attractive and motivating for them. On instructors' part, the use of social media for teaching English as supportive tools under instructors' control but not using them as teaching methods was reacted positively. The study by Dimililer et al. (2017) supported this finding, stating that students should not be allowed to take technological instruments as alternative to their instructors.

Even if some of the participants showed negative attitudes in regard to using social media in language learning and teaching due to certain reasons, the general attitude

was overwhelmingly positive. The participants who had negative attitudes stated that social media do not contribute to language learning and teaching, but these tools serve for entertainment more. They added that they use Facebook for chatting and communicating with friends, families, and other people instead of using it as a learning and teaching tool. Also, YouTube is used for listening to music, watching clips and videos for fun, but not to learn language as they stated. They believed, for students, such factors are too distractive to be used in language learning and teaching environment. Another drawback that was underlined was the limitation of access to the Internet. They stated that some users may not have computers or Internet access to sign in these media to follow up their assignments for example. This is a drawback for such learners, and they may fall behind in the courses supported by the use of Facebook or YouTube. On the other hand, the participants who supported the use of such tools stated many advantageous reasons for integrating them in language learning and teaching. As they perceived, social media are inevitable in our day and can be used as supportive educational materials. They can offer students with rich materials allowing them to create authentic contents. Also, they attract and motivate them during the courses, thus, support their learning in an effective way. These tools are applicable for better language learning as they can get beyond the limits of the traditional learning and teaching methods due to rich contents and language materials that users can benefit.

The results of this study showed that both the students and the instructors had very positive attitudes and they proposed suggestions and opinions about how possibly to use social media in language learning and teaching. Based on their opinions, it is possible to integrate them into the curriculum under the control of the teacher.



Regarding the contributions of the use of social media in language environment, the participants stated that social media can contribute to their listening, pronunciation, vocabulary, speaking, and reading skills, communication skills, and cultural awareness which were mostly underlined in the study. Based on the findings obtained from the students and instructors, using social media as supportive tools in English learning and teaching is attractive and motivating for the students. Also, they can communicate and collaborate for learning purposes even outside the classroom to foster their language learning. Finally, these media collectively can help them to improve certain language skills, communication skills, and knowledge about other cultures.

### **5.3 Implications of the Study**

This study is important in terms of being the first study discussing two social media platforms at the same time at EMU. The study's results make us understand the effectiveness of technology in education and more specifically, the importance of integrating social media into language learning and teaching thanks to their rich language materials and contents. Also, the study raises awareness of the FLE Department students and instructors regarding the effect of social media use in language learning and teaching.

In addition, social media should be considered in language curriculum with a clear and organized plan in order to prevent any unwanted situation during teaching. They can be added to the existing courses in the curriculum. Thus, learners of English language can be provided with richer language learning materials from social media so as to raise their awareness of the potential benefits of these rich platforms. In this way, the students can understand that social media are not oriented only to

entertainment or communication, but they can also turn them into language learning materials too.

#### **5.4 Limitations of the Study**

The present study was conducted with two groups, that were the students and the instructors. While the number of the students was reasonable, the number of instructors was quite limited with four instructors only. This number is very few, so the results obtained for the attitudes toward the integration of social media into language learning and teaching cannot be generalized. Another limitation can be considered as the inability to interview students. Three open-ended questions were asked to the students, but an interview could collect more detailed data for more concrete information and opinions about the integration of social media into language curriculum. Finally, the concept of social media is limited to only Facebook and YouTube in this study. However, social media are not limited to these two, there are more to investigate.

#### **5.5 Suggestions for Further Research**

The results of this study revealed that some participants compared the two social media in open-ended questions. Considering this, for further studies, researchers can select some of the social media that are most popular and likely to be used for educational purposes so that they can make comparisons among them to identify the learners' trends and instructors' visions about social media. In this way, the language curriculum can stay up to date and appeal learners more and language learning and teaching can be supported more with better motivation for the learners. Also, the number of participants can be expanded to obtain more concrete results. Furthermore, policy makers who decide on the curriculum can also be included in the study to learn about the possibility of integrating such tools into the curriculum.

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## **APPENDICES**

## Appendix A: Student Questionnaire

### INFORMED CONSENT FORM FOR STUDENT QUESTIONNAIRE

Dear Students,

I am a Master's student in the Department of Foreign Language Education, MA in ELT Program at Eastern Mediterranean University, and I am conducting my thesis on the topic of **Social Media Use in English Language Learning and Teaching**. As part of the study, this questionnaire aims to investigate your attitudes towards and views about the use of social media tools, namely Facebook and YouTube in English language learning and teaching. It is very important that you answer all the questions sincerely. Your personal information and individual responses will be kept confidential and used only for research purposes. Further information can be obtained directly from me or my thesis supervisor. Also, please be informed that you are free to withdraw from the study at any time you wish.

Thank you for participation and cooperation.

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#### Consent Form

I have read and understood the main purpose of this study and the questionnaire, and I agree to respond to this questionnaire.

Name & Surname: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## THE QUESTIONNAIRE

### PART 1 – BACKGROUND INFORMATION

Please mark (X) or fill in the gaps appropriately.

1. Age: \_\_\_\_\_

2. Gender:  Male  Female

3. Nationality: \_\_\_\_\_

4. Mother tongue: \_\_\_\_\_

5. Do you have a Facebook account?

Yes  No

6. Do you have a YouTube channel so that you can upload and share videos?

Yes  No

7. How frequently do you use Facebook in general?

Always  Often  Sometimes  Rarely  Never

8. For what purposes do you use Facebook?

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9. How frequently do you use YouTube in general?

Always  Often  Sometimes  Rarely  Never

10. For what purposes do you use YouTube?

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**PART 2 – THE USE OF FACEBOOK IN ENGLISH LANGUAGE LEARNING AND TEACHING**

**Directions:** Please state your opinion about the following items by marking (X) the most appropriate choice in each statement.

| 5                          | 4                | 3                  | 2                   | 1                             |
|----------------------------|------------------|--------------------|---------------------|-------------------------------|
| <b>Strongly Agree (SA)</b> | <b>Agree (A)</b> | <b>Neutral (N)</b> | <b>Disagree (D)</b> | <b>Strongly Disagree (SD)</b> |

| No | Items   | 5 (SA) | 4 (A) | 3 (N) | 2 (D) | 1 (SD) |
|----|---|--------|-------|-------|-------|--------|
| 1  | Facebook allows students to be more active in language learning.  |        |       |       |       |        |
| 2  | Teaching English via Facebook makes it more interesting for students.   |        |       |       |       |        |
| 3  | Learning English via Facebook draws students' attention.  |        |       |       |       |        |
| 4  | Facebook increases students' motivation to communicate by using English.  |        |       |       |       |        |
| 5  | Students are more exposed to the daily use of English language when using Facebook.                                 |        |       |       |       |        |
| 6  | Facebook is a useful media for supporting students' learning outside the class.                                     |        |       |       |       |        |
| 7  | Facebook allows students to learn about different uses of language between native speakers and non-native speakers. |        |       |       |       |        |
| 8  | Facebook enhances students' English communication skills as they can practice it in different contexts.             |        |       |       |       |        |
| 9  | Facebook helps students to overcome language mistakes.  |        |       |       |       |        |
| 10 | Students can improve their English <b>grammar</b> knowledge by using Facebook.                                      |        |       |       |       |        |
| 11 | Students can improve their English <b>vocabulary</b> by using Facebook.   |        |       |       |       |        |
| 12 | Students can improve their English <b>pronunciation</b> by using Facebook.  |        |       |       |       |        |
| 13 | Students can improve their English <b>listening skills</b> by using Facebook.                                       |        |       |       |       |        |
| 14 | Students can improve their English <b>speaking skills</b> by using Facebook.  |        |       |       |       |        |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 15 | Students can improve their English <b>reading skills</b> by using Facebook.                                     |  |  |  |  |  |
| 16 | Students can improve their English <b>writing skills</b> by using Facebook.                                     |  |  |  |  |  |
| 17 | The use of Facebook makes easy the student-student communication.   |  |  |  |  |  |
| 18 | Facebook supports teacher-student interaction in language learning and teaching process.                        |  |  |  |  |  |
| 19 | Facebook enhances students' confidence to communicate in English.   |  |  |  |  |  |
| 20 | In learning English via Facebook, students can interact with other users of English in every part of the world. |  |  |  |  |  |
| 21 | The use of Facebook fosters collaboration among students.   |  |  |  |  |  |
| 22 | Students feel more comfortable in self-expression when using Facebook.  |  |  |  |  |  |
| 23 | The use of Facebook increases the participation of students in language classes.                                |  |  |  |  |  |
| 24 | The use of Facebook raises students' intercultural awareness.   |  |  |  |  |  |
| 25 | The students can learn about other cultures by the use of Facebook.   |  |  |  |  |  |
| 26 | The students have the chance to know about other varieties of English by using Facebook.                        |  |  |  |  |  |
| 27 | The use of Facebook in language learning provides students with rich learning environment.                      |  |  |  |  |  |
| 28 | The use of Facebook helps to teach <b>grammar</b> efficiently.  |  |  |  |  |  |
| 29 | The use of Facebook helps to teach <b>vocabulary</b> efficiently.   |  |  |  |  |  |
| 30 | The use of Facebook helps to teach <b>pronunciation</b> efficiently.  |  |  |  |  |  |
| 31 | The use of Facebook helps to teach <b>listening skills</b> efficiently.   |  |  |  |  |  |
| 32 | The use of Facebook helps to teach <b>speaking skills</b> efficiently.  |  |  |  |  |  |
| 33 | The use of Facebook helps to teach <b>reading skills</b> efficiently.   |  |  |  |  |  |
| 34 | The use of Facebook helps to teach <b>writing skills</b> efficiently.   |  |  |  |  |  |

**PART 3 – THE USE OF YOUTUBE IN ENGLISH LANGUAGE LEARNING AND TEACHING**

**Directions:** Please state your opinion about the following items by marking (X) the most appropriate choice in each statement.

|                                |                      |                        |                         |                                   |
|--------------------------------|----------------------|------------------------|-------------------------|-----------------------------------|
| <b>5</b>                       | <b>4</b>             | <b>3</b>               | <b>2</b>                | <b>1</b>                          |
| <b>Strongly Agree<br/>(SA)</b> | <b>Agree<br/>(A)</b> | <b>Neutral<br/>(N)</b> | <b>Disagree<br/>(D)</b> | <b>Strongly Disagree<br/>(SD)</b> |

| No | Items  | 5<br>(SA) | 4<br>(A) | 3<br>(N) | 2<br>(D) | 1<br>(SD) |
|----|--|-----------|----------|----------|----------|-----------|
| 1  | YouTube allows students to be more active in language learning.  |           |          |          |          |           |
| 2  | Teaching English via YouTube makes it more interesting for students.   |           |          |          |          |           |
| 3  | Learning English via YouTube draws students' attention.  |           |          |          |          |           |
| 4  | YouTube increases students' motivation to communicate by using English.  |           |          |          |          |           |
| 5  | Students are more exposed to the daily use of English language when using YouTube.                                 |           |          |          |          |           |
| 6  | YouTube is a useful media for supporting students' learning outside the class.                                     |           |          |          |          |           |
| 7  | YouTube allows students to learn about different uses of language between native speakers and non-native speakers. |           |          |          |          |           |
| 8  | YouTube enhances students' English communication skills as they can practice it in different contexts.             |           |          |          |          |           |
| 9  | YouTube helps students to overcome language mistakes.  |           |          |          |          |           |
| 10 | Students can improve their English <b>grammar</b> knowledge by using YouTube.                                      |           |          |          |          |           |
| 11 | Students can improve their English <b>vocabulary</b> by using YouTube.   |           |          |          |          |           |
| 12 | Students can improve their English <b>pronunciation</b> by using YouTube.  |           |          |          |          |           |
| 13 | Students can improve their English <b>listening skills</b> by using YouTube.                                       |           |          |          |          |           |
| 14 | Students can improve their English <b>speaking skills</b> by using YouTube.  |           |          |          |          |           |



|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 15 | Students can improve their English <b>reading skills</b> by using YouTube.                                     |  |  |  |  |  |
| 16 | Students can improve their English <b>writing skills</b> by using YouTube.                                     |  |  |  |  |  |
| 17 | The use of YouTube makes easy the student-student communication.   |  |  |  |  |  |
| 18 | YouTube supports teacher-student interaction in language learning and teaching process.                        |  |  |  |  |  |
| 19 | YouTube enhances students' confidence to communicate in English.   |  |  |  |  |  |
| 20 | In learning English via YouTube, students can interact with other users of English in every part of the world. |  |  |  |  |  |
| 21 | The use of YouTube fosters collaboration among students.   |  |  |  |  |  |
| 22 | Students feel more comfortable in self-expression when using YouTube.  |  |  |  |  |  |
| 23 | The use of YouTube increases the participation of students in language classes.                                |  |  |  |  |  |
| 24 | The use of YouTube raises students' intercultural awareness.   |  |  |  |  |  |
| 25 | The students can learn about other cultures by the use of YouTube.   |  |  |  |  |  |
| 26 | The students have the chance to know about other varieties of English by using YouTube.                        |  |  |  |  |  |
| 27 | The use of YouTube in language learning provides students with rich learning environment.                      |  |  |  |  |  |
| 28 | The use of YouTube helps to teach <b>grammar</b> efficiently.  |  |  |  |  |  |
| 29 | The use of YouTube helps to teach <b>vocabulary</b> efficiently.   |  |  |  |  |  |
| 30 | The use of YouTube helps to teach <b>pronunciation</b> efficiently.  |  |  |  |  |  |
| 31 | The use of YouTube helps to teach <b>listening skills</b> efficiently.   |  |  |  |  |  |
| 32 | The use of YouTube helps to teach <b>speaking skills</b> efficiently.  |  |  |  |  |  |
| 33 | The use of YouTube helps to teach <b>reading skills</b> efficiently.   |  |  |  |  |  |
| 34 | The use of YouTube helps to teach <b>writing skills</b> efficiently.   |  |  |  |  |  |

**PART 4 – OPEN-ENDED QUESTIONS**

**Directions:** Please express your ideas in detail by giving examples to answer the following questions.

1- Do you think that social media, namely Facebook and YouTube, can be integrated into English language learning and teaching? Why or why not? Please explain.

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2- How can social media, Facebook and YouTube, be used in English language learning and teaching?

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3- If you were a teacher, would you include Facebook and YouTube in your English classes? Why or why not? If yes, how would you do that? Please give examples.

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.....

## Appendix B: Instructor Questionnaire

### INFORMED CONSENT FORM FOR INSTRUCTOR QUESTIONNAIRE

Dear Instructors,

I am a Master's student in the Department of Foreign Language Education, MA in ELT Program at Eastern Mediterranean University, and I am conducting my thesis on the topic of **Social Media Use in English Language Learning and Teaching**. As part of the study, this **questionnaire** aims to investigate your attitudes towards and views about the use of social media tools, namely Facebook and YouTube in English language learning and teaching. It is very important that you answer all the questions sincerely. Your personal information and individual responses will be kept confidential and used only for research purposes. Further information can be obtained directly from me or my thesis supervisor. Also, please be informed that you are free to withdraw from the study at any time you wish.

Thank you for participation and cooperation.

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### Consent Form

I have read and understood the main purpose of this study and the questionnaire, and I agree to respond to this questionnaire.

Name & Surname: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

## THE QUESTIONNAIRE

### PART 1 – BACKGROUND INFORMATION

Please mark (X) or fill in the gaps appropriately.

1. Age: \_\_\_\_\_

2. Gender:  Male  Female

3. Nationality: \_\_\_\_\_

4. Mother tongue: \_\_\_\_\_

5. Years of teaching experience, if any: \_\_\_\_\_

6. Do you have a Facebook account?

Yes  No

7. Do you have a YouTube channel so that you can upload and share videos?

Yes  No

8. How frequently do you use Facebook in general?

Always  Often  Sometimes  Rarely  Never

9. For what purposes do you use Facebook?

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10. How frequently do you use YouTube in general?

Always  Often  Sometimes  Rarely  Never

11. For what purposes do you use YouTube?

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**PART 2 – THE USE OF FACEBOOK IN ENGLISH LANGUAGE LEARNING AND TEACHING**

**Directions:** Please state your opinion about the following items by marking (X) the most appropriate choice in each statement.

| 5                          | 4                | 3                  | 2                   | 1                             |
|----------------------------|------------------|--------------------|---------------------|-------------------------------|
| <b>Strongly Agree (SA)</b> | <b>Agree (A)</b> | <b>Neutral (N)</b> | <b>Disagree (D)</b> | <b>Strongly Disagree (SD)</b> |

| No | Items   | 5 (SA) | 4 (A) | 3 (N) | 2 (D) | 1 (SD) |
|----|---|--------|-------|-------|-------|--------|
| 1  | Facebook allows students to be more active in language learning.  |        |       |       |       |        |
| 2  | Teaching English via Facebook makes it more interesting for students.   |        |       |       |       |        |
| 3  | Learning English via Facebook draws students' attention.  |        |       |       |       |        |
| 4  | Facebook increases students' motivation to communicate by using English.  |        |       |       |       |        |
| 5  | Students are more exposed to the daily use of English language when using Facebook.                                 |        |       |       |       |        |
| 6  | Facebook is a useful media for supporting students' learning outside the class.                                     |        |       |       |       |        |
| 7  | Facebook allows students to learn about different uses of language between native speakers and non-native speakers. |        |       |       |       |        |
| 8  | Facebook enhances students' English communication skills as they can practice it in different contexts.             |        |       |       |       |        |
| 9  | Facebook helps students to overcome language mistakes.  |        |       |       |       |        |
| 10 | Students can improve their English <b>grammar</b> knowledge by using Facebook.                                      |        |       |       |       |        |
| 11 | Students can improve their English <b>vocabulary</b> by using Facebook.   |        |       |       |       |        |
| 12 | Students can improve their English <b>pronunciation</b> by using Facebook.  |        |       |       |       |        |
| 13 | Students can improve their English <b>listening skills</b> by using Facebook.                                       |        |       |       |       |        |
| 14 | Students can improve their English <b>speaking skills</b> by using Facebook.  |        |       |       |       |        |

| No | Items   | 5<br>(SA) | 4<br>(A) | 3<br>(N) | 2<br>(D) | 1<br>(SD) |
|----|---|-----------|----------|----------|----------|-----------|
| 15 | Students can improve their English <b>reading skills</b> by using Facebook.                                     |           |          |          |          |           |
| 16 | Students can improve their English <b>writing skills</b> by using Facebook.                                     |           |          |          |          |           |
| 17 | The use of Facebook makes easy the student-student communication.   |           |          |          |          |           |
| 18 | Facebook supports teacher-student interaction in language learning and teaching process.                        |           |          |          |          |           |
| 19 | Facebook enhances students' confidence to communicate in English.   |           |          |          |          |           |
| 20 | In learning English via Facebook, students can interact with other users of English in every part of the world. |           |          |          |          |           |
| 21 | The use of Facebook fosters collaboration among students.   |           |          |          |          |           |
| 22 | Students feel more comfortable in self-expression when using Facebook.  |           |          |          |          |           |
| 23 | The use of Facebook increases the participation of students in language classes.                                |           |          |          |          |           |
| 24 | The use of Facebook raises students' intercultural awareness.   |           |          |          |          |           |
| 25 | The students can learn about other cultures by the use of Facebook.   |           |          |          |          |           |
| 26 | The students have the chance to know about other varieties of English by using Facebook.                        |           |          |          |          |           |
| 27 | The use of Facebook in language learning provides students with rich learning environment.                      |           |          |          |          |           |
| 28 | The use of Facebook helps to teach <b>grammar</b> efficiently.  |           |          |          |          |           |
| 29 | The use of Facebook helps to teach <b>vocabulary</b> efficiently.   |           |          |          |          |           |
| 30 | The use of Facebook helps to teach <b>pronunciation</b> efficiently.  |           |          |          |          |           |
| 31 | The use of Facebook helps to teach <b>listening skills</b> efficiently.   |           |          |          |          |           |
| 32 | The use of Facebook helps to teach <b>speaking skills</b> efficiently.  |           |          |          |          |           |
| 33 | The use of Facebook helps to teach <b>reading skills</b> efficiently.   |           |          |          |          |           |
| 34 | The use of Facebook helps to teach <b>writing skills</b> efficiently.   |           |          |          |          |           |

**PART 3 – THE USE OF YOUTUBE IN ENGLISH LANGUAGE LEARNING AND TEACHING**

**Directions:** Please state your opinion about the following items by marking (X) the most appropriate choice in each statement.

| 5                          | 4                | 3                  | 2                   | 1                             |
|----------------------------|------------------|--------------------|---------------------|-------------------------------|
| <b>Strongly Agree (SA)</b> | <b>Agree (A)</b> | <b>Neutral (N)</b> | <b>Disagree (D)</b> | <b>Strongly Disagree (SD)</b> |

| No | Items  | 5 (SA) | 4 (A) | 3 (N) | 2 (D) | 1 (SD) |
|----|--|--------|-------|-------|-------|--------|
| 1  | YouTube allows students to be more active in language learning.  |        |       |       |       |        |
| 2  | Teaching English via YouTube makes it more interesting for students.   |        |       |       |       |        |
| 3  | Learning English via YouTube draws students' attention.  |        |       |       |       |        |
| 4  | YouTube increases students' motivation to communicate by using English.  |        |       |       |       |        |
| 5  | Students are more exposed to the daily use of English language when using YouTube.                                 |        |       |       |       |        |
| 6  | YouTube is a useful media for supporting students' learning outside the class.                                     |        |       |       |       |        |
| 7  | YouTube allows students to learn about different uses of language between native speakers and non-native speakers. |        |       |       |       |        |
| 8  | YouTube enhances students' English communication skills as they can practice it in different contexts.             |        |       |       |       |        |
| 9  | YouTube helps students to overcome language mistakes.  |        |       |       |       |        |
| 10 | Students can improve their English <b>grammar</b> knowledge by using YouTube.                                      |        |       |       |       |        |
| 11 | Students can improve their English <b>vocabulary</b> by using YouTube.   |        |       |       |       |        |
| 12 | Students can improve their English <b>pronunciation</b> by using YouTube.  |        |       |       |       |        |
| 13 | Students can improve their English <b>listening skills</b> by using YouTube.                                       |        |       |       |       |        |
| 14 | Students can improve their English <b>speaking skills</b> by using YouTube.  |        |       |       |       |        |

| No | Items  | 5<br>(SA) | 4<br>(A) | 3<br>(N) | 2<br>(D) | 1<br>(SD) |
|----|--|-----------|----------|----------|----------|-----------|
| 15 | Students can improve their English <b>reading skills</b> by using YouTube.                                     |           |          |          |          |           |
| 16 | Students can improve their English <b>writing skills</b> by using YouTube.                                     |           |          |          |          |           |
| 17 | The use of YouTube makes easy the student-student communication.   |           |          |          |          |           |
| 18 | YouTube supports teacher-student interaction in language learning and teaching process.                        |           |          |          |          |           |
| 19 | YouTube enhances students' confidence to communicate in English.   |           |          |          |          |           |
| 20 | In learning English via YouTube, students can interact with other users of English in every part of the world. |           |          |          |          |           |
| 21 | The use of YouTube fosters collaboration among students.   |           |          |          |          |           |
| 22 | Students feel more comfortable in self-expression when using YouTube.  |           |          |          |          |           |
| 23 | The use of YouTube increases the participation of students in language classes.                                |           |          |          |          |           |
| 24 | The use of YouTube raises students' intercultural awareness.   |           |          |          |          |           |
| 25 | The students can learn about other cultures by the use of YouTube.   |           |          |          |          |           |
| 26 | The students have the chance to know about other varieties of English by using YouTube.                        |           |          |          |          |           |
| 27 | The use of YouTube in language learning provides students with rich learning environment.                      |           |          |          |          |           |
| 28 | The use of YouTube helps to teach <b>grammar</b> efficiently.  |           |          |          |          |           |
| 29 | The use of YouTube helps to teach <b>vocabulary</b> efficiently.   |           |          |          |          |           |
| 30 | The use of YouTube helps to teach <b>pronunciation</b> efficiently.  |           |          |          |          |           |
| 31 | The use of YouTube helps to teach <b>listening skills</b> efficiently.   |           |          |          |          |           |
| 32 | The use of YouTube helps to teach <b>speaking skills</b> efficiently.  |           |          |          |          |           |
| 33 | The use of YouTube helps to teach <b>reading skills</b> efficiently.   |           |          |          |          |           |
| 34 | The use of YouTube helps to teach <b>writing skills</b> efficiently.   |           |          |          |          |           |



**PART 4 – OPEN-ENDED QUESTIONS**

**Directions:** Please express your ideas in detail by giving examples to answer the following questions.

1- Do you think that social media, namely Facebook and YouTube, can be integrated into English language learning and teaching? Why or why not? Please explain.

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2- How can social media, Facebook and YouTube, be used in English language learning and teaching?

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3- Do you include Facebook and YouTube in your English classes? Why or why not? If yes, how would you do that? Please give examples.

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## Appendix C: Interview Questions

### INFORMED CONSENT FORM FOR INSTRUCTOR INTERVIEW

Dear Instructors,

I am a graduate student in the Department of Foreign Language Education, MA in ELT Program at Eastern Mediterranean University and I am collecting data through this interview for my thesis research study entitled **Social Media Use in English Language Learning and Teaching**. This interview aims to investigate your attitudes towards and views about the use of social media tools, namely Facebook and YouTube, in English language learning and teaching. In order to collect the data, you are kindly invited to participate in this interview and please be informed that you can withdraw from the study at any time. The interview will be audio-recorded and your identity as well as your individual responses will be treated as confidential and will be used for research purposes only. For further information, do not hesitate to contact me or my thesis supervisor.

I would appreciate your cooperation.

Samet Tok  
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Department of Foreign Language Education  
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Assist. Prof. Dr. Fatoş Erozan  
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Department of Foreign Language Education  
Faculty of Education  
Eastern Mediterranean University  
E-mail: [fatos.erozan@emu.edu.tr](mailto:fatos.erozan@emu.edu.tr)

✕-----

### Consent Form

I am completely aware of the aim of the study in general and the purpose of this interview; therefore, I agree to participate in this interview which will be audio-recorded by the researcher.

Name-Surname: \_\_\_\_\_

Signature & Date: \_\_\_\_\_

## INSTRUCTOR'S INTERVIEW QUESTIONS

### PART 1 – QUESTIONS

**Directions:** Please express your ideas in detail by giving examples to answer the following questions.

- 1- Do you think that social media, namely, Facebook and YouTube, can be integrated into English language learning and teaching? Please explain why or why not.

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.....

- 2- Do you think that Facebook is a beneficial tool to help students improve their English inside or outside the classroom?

.....  
.....

- 3- Do you think that YouTube is a beneficial tool to help students improve their English inside or outside the classroom?

.....  
.....

- 4- What kinds of benefits do you think the use of Facebook and YouTube would bring to students during their language **learning**?

.....  
.....  
.....

- 5- What kinds of disadvantages do you think the use of Facebook and YouTube would bring to students during their language **learning**?

.....  
.....  
.....

6- How can social media, Facebook and YouTube, be used in English language learning and teaching?

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7- What are the benefits of using Facebook and YouTube in English language **teaching**?

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8- What are the disadvantages of using Facebook and YouTube in English language **teaching**?

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9- Do you use Facebook and YouTube in your English classes?

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10- How can Facebook and YouTube be integrated into English language curriculum? What is its applicability?

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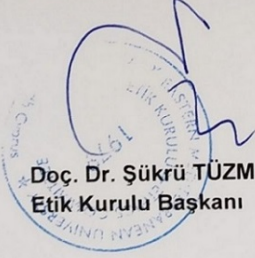
## Appendix D: Reliability Analysis for Facebook

| Item | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| f1   | 114.837                    | 383.497                        | 0.708                            | 0.948                            |
| f2   | 114.729                    | 382.590                        | 0.674                            | 0.948                            |
| f3   | 114.659                    | 381.414                        | 0.713                            | 0.948                            |
| f4   | 114.512                    | 381.189                        | 0.708                            | 0.948                            |
| f5   | 114.442                    | 386.842                        | 0.585                            | 0.949                            |
| f6   | 114.442                    | 385.155                        | 0.609                            | 0.948                            |
| f7   | 114.341                    | 389.227                        | 0.559                            | 0.949                            |
| f8   | 114.372                    | 386.704                        | 0.641                            | 0.948                            |
| f9   | 115.287                    | 393.925                        | 0.459                            | 0.950                            |
| f10  | 115.419                    | 390.073                        | 0.491                            | 0.949                            |
| f11  | 114.465                    | 387.469                        | 0.581                            | 0.949                            |
| f12  | 115.357                    | 387.122                        | 0.506                            | 0.949                            |
| f13  | 114.876                    | 386.844                        | 0.539                            | 0.949                            |
| f14  | 115.202                    | 388.068                        | 0.523                            | 0.949                            |
| f15  | 114.426                    | 385.481                        | 0.629                            | 0.948                            |
| f16  | 114.682                    | 384.234                        | 0.620                            | 0.948                            |
| f17  | 114.209                    | 390.995                        | 0.557                            | 0.949                            |
| f18  | 114.612                    | 389.942                        | 0.580                            | 0.949                            |
| f19  | 114.605                    | 386.335                        | 0.653                            | 0.948                            |
| f20  | 113.969                    | 391.077                        | 0.544                            | 0.949                            |
| f21  | 114.442                    | 390.764                        | 0.559                            | 0.949                            |
| f22  | 114.411                    | 387.619                        | 0.564                            | 0.949                            |
| f23  | 114.946                    | 389.239                        | 0.523                            | 0.949                            |
| f24  | 114.271                    | 386.215                        | 0.656                            | 0.948                            |
| f25  | 114.085                    | 392.516                        | 0.489                            | 0.949                            |
| f26  | 114.326                    | 388.987                        | 0.649                            | 0.948                            |
| f27  | 114.620                    | 392.159                        | 0.532                            | 0.949                            |
| f28  | 115.333                    | 393.693                        | 0.409                            | 0.950                            |
| f29  | 114.566                    | 385.857                        | 0.656                            | 0.948                            |
| f30  | 115.217                    | 386.968                        | 0.551                            | 0.949                            |
| f31  | 114.884                    | 386.166                        | 0.608                            | 0.948                            |
| f32  | 115.031                    | 386.374                        | 0.607                            | 0.948                            |
| f33  | 114.527                    | 384.361                        | 0.669                            | 0.948                            |
| f34  | 114.760                    | 386.950                        | 0.551                            | 0.949                            |

## Appendix E: Reliability Analysis for YouTube

| <b>Item</b> | <b>Scale Mean if Item Deleted</b> | <b>Scale Variance if Item Deleted</b> | <b>Corrected Item-Total Correlation</b> | <b>Cronbach's Alpha if Item Deleted</b> |
|-------------|-----------------------------------|---------------------------------------|---|---|
| y1          | 130.744                           | 287.989                               | 0.502                                   | 0.938                                   |
| y2          | 130.496                           | 287.439                               | 0.592                                   | 0.937                                   |
| y3          | 130.519                           | 288.002                               | 0.581                                   | 0.937                                   |
| y4          | 130.845                           | 284.195                               | 0.585                                   | 0.937                                   |
| y5          | 130.698                           | 289.822                               | 0.466                                   | 0.938                                   |
| y6          | 130.566                           | 289.076                               | 0.581                                   | 0.938                                   |
| y7          | 130.636                           | 288.718                               | 0.585                                   | 0.937                                   |
| y8          | 131.031                           | 287.155                               | 0.478                                   | 0.938                                   |
| y9          | 131.310                           | 284.012                               | 0.562                                   | 0.938                                   |
| y10         | 131.085                           | 281.422                               | 0.569                                   | 0.938                                   |
| y11         | 130.698                           | 286.869                               | 0.583                                   | 0.937                                   |
| y12         | 130.488                           | 287.846                               | 0.601                                   | 0.937                                   |
| y13         | 130.426                           | 288.496                               | 0.589                                   | 0.937                                   |
| y14         | 130.946                           | 285.942                               | 0.491                                   | 0.938                                   |
| y15         | 131.403                           | 282.133                               | 0.560                                   | 0.938                                   |
| y16         | 131.574                           | 280.121                               | 0.633                                   | 0.937                                   |
| y17         | 131.411                           | 284.213                               | 0.504                                   | 0.938                                   |
| y18         | 131.341                           | 285.398                               | 0.532                                   | 0.938                                   |
| y19         | 131.178                           | 285.460                               | 0.608                                   | 0.937                                   |
| y20         | 131.109                           | 288.019                               | 0.436                                   | 0.939                                   |
| y21         | 131.310                           | 284.903                               | 0.549                                   | 0.938                                   |
| y22         | 131.240                           | 287.106                               | 0.515                                   | 0.938                                   |
| y23         | 131.271                           | 287.512                               | 0.477                                   | 0.938                                   |
| y24         | 130.705                           | 290.772                               | 0.486                                   | 0.938                                   |
| y25         | 130.597                           | 287.508                               | 0.536                                   | 0.938                                   |
| y26         | 130.605                           | 288.928                               | 0.542                                   | 0.938                                   |
| y27         | 130.845                           | 285.288                               | 0.591                                   | 0.937                                   |
| y28         | 131.085                           | 281.657                               | 0.630                                   | 0.937                                   |
| y29         | 130.698                           | 290.744                               | 0.548                                   | 0.938                                   |
| y30         | 130.535                           | 290.235                               | 0.535                                   | 0.938                                   |
| y31         | 130.434                           | 292.763                               | 0.468                                   | 0.938                                   |
| y32         | 130.938                           | 285.793                               | 0.498                                   | 0.938                                   |
| y33         | 131.349                           | 280.245                               | 0.620                                   | 0.937                                   |
| y34         | 131.558                           | 279.405                               | 0.615                                   | 0.937                                   |

## Appendix F: Ethics Committee Approval

|  |  |   |
|--|--|---|
|  <p><b>Doğu Akdeniz Üniversitesi</b><br/>"Uluslararası Kariyer İçin"</p>  | <p><b>Eastern Mediterranean University</b><br/>"For Your International Career"</p> | <p>P.K.: 99628 Gazimağusa, KUZEY KIBRIS /<br/>Famagusta, North Cyprus,<br/>via Mersin-10 TURKEY<br/>Tel: (+90) 392 630 1995<br/>Faks/Fax: (+90) 392 630 2919<br/>bayek@emu.edu.tr</p> |
| Etik Kurulu / Ethics Committee   |  |   |
| Sayı: ETK00-2018-0163<br>Konu: Etik Kurulu'na Başvurunuz Hk.   |  | 30.07.2018  |
| Samet Tok,<br>Eğitim Fakültesi<br>Yüksek Lisans Öğrencisi  |  |   |
| Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun <b>21.05.2018</b> tarih ve <b>2018/58-04</b> sayılı kararı doğrultusunda, " <b>Social Media Use in English Language Learning and Teaching</b> " adlı çalışmanızı, Yrd. Doç. Dr. Fatoş Erozan'ın danışmanlığında araştırmanız Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur. |  |   |
| Bilginize rica ederim.   |  |   |
|  <p><b>Doç. Dr. Şükrü TÜZMEN</b><br/>Etik Kurulu Başkanı</p>  |  |   |
| ŞT/ba.   |  |   |
| www.emu.edu.tr   |  |   |