

**REPUBLIC OF TÜRKİYE
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE EFFECTS OF COLLABORATIVE VIDEO-BLOG PROJECTS ON
TURKISH EFL STUDENTS' LINGUISTIC AND DIGITAL LITERACY SKILLS**

MELEK YOLCU

Ph. D. DISSERTATION

ADANA / 2025

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Ph.D. DISSERTATION

ADANA / 2025

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Melek YOLCU

ABSTRACT**THE EFFECTS OF COLLABORATIVE VIDEO-BLOG PROJECTS ON
TURKISH EFL STUDENTS' LINGUISTIC AND DIGITAL LITERACY SKILLS****Melek YOLCU****Ph.D. Dissertation, Department of English Language Teaching****Supervisor: Prof. Dr. Yonca ÖZKAN****December 2025, 329 pages**

In the 21st century, as communication practices are increasingly mediated through digital technologies, developing digital literacy and communication skills has become essential for learners to participate actively in professional, academic, and social contexts. However, in many EFL contexts, especially where opportunities for authentic speaking practices outside the classroom are limited, EFL learners often struggle to express themselves. Addressing this issue, this study investigates the impacts of implementing collaborative vlog projects on Turkish EFL learners' speaking and digital literacy skills in a higher education context. This study also explores EFL learners' perceptions before and after participating in these projects and examines their opinions and suggestions regarding the implementation of these projects.

The study employed a case study-mixed method approach with a one-group pretest-posttest design. The participants were 40 EFL learners enrolled in a compulsory English preparatory program at a state university in Türkiye. Participants were selected through a random purposive sampling method. A constructivist/interpretivist research paradigm was adopted. Data were collected from pre-post semi-structured face-to-face interviews, pre-post speaking tests, pre-post digital literacy scale, five reflective journals, a self-assessment rubric, and a researcher diary. Quantitative data were analyzed using SPSS version 25, while thematic analysis was employed to interpret the qualitative data.

The findings demonstrated that integrating collaborative vlog projects into English-speaking classes was perceived as engaging, motivating, and entertaining, with a multidimensional positive impact on EFL learners' improvement, grounded in Vygotsky's social constructivist theory. The results demonstrated significant academic development in English-speaking skills, including fluency, accuracy, vocabulary,

grammar, and speech organization. There was a statistically significant difference between pre- and post-speaking test results. Additionally, a significant development was reported in digital and technological skills, particularly in using video editing tools, digital applications, and online sites critically and ethically, as well as in researching skills. The quantitative results of the digital literacy scale also revealed a statistically significant increase in the post-test. Additionally, affective and personal development were reported in areas such as world knowledge, self-confidence, self-reflection, self-evaluation, time management, leadership, responsibility, empathy, patience, and respect for others. Furthermore, collaborative vlog projects enhanced social development through peer scaffolding, peer learning, peer feedback, group collaboration, and increased interaction. Although some challenges and drawbacks, including issues with group dynamics, technical problems, time management, topic selection, and grading system were reported, the outcomes of implementing collaborative vlog projects generally demonstrate EFL learners' progress across multiple dimensions, which can benefit their future professional and academic pursuits, and align with broader 21st-century skills. Therefore, these findings suggest important theoretical, pedagogical, and practical insights for future studies.

Keywords: Language education, social constructivism, collaborative vlog projects, project-based learning, digital literacy, English speaking skills.

ÖZET

İŞ BİRLİĞİNE DAYALI VIDEO-BLOG PROJELERİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİNİN DİLSEL VE DİJİTAL OKURYAZARLIK BECERİLERİ ÜZERİNDEKİ ETKİLERİ

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21. yüzyılda, iletişim uygulamalarının giderek dijital teknoloji araçlarıyla gerçekleştirilmesiyle birlikte, öğrencilerin mesleki, akademik ve sosyal ortamlarda aktif olarak yer alabilmeleri için dijital okuryazarlık ve iletişim becerilerinin geliştirilmesi zorunlu hale gelmiştir. Ancak, özellikle sınıf dışı özgün konuşma fırsatlarının sınırlı olduğu İngilizcenin yabancı dil olarak konuşulduğu birçok ortamda, öğrenciler kendilerini İngilizce olarak ifade etmekte çoğunlukla zorlanmaktadır. Bu konuyu ele alan bu çalışma, yükseköğretim bağlamında iş birliğine dayalı vlog projelerinin uygulanmasının, İngilizceyi yabancı dil olarak konuşan Türk öğrencilerinin konuşma becerileri ve dijital okuryazarlık becerileri üzerindeki etkilerini incelemektedir. Ayrıca, bu çalışma, öğrencilerin bu projelere katılmadan önceki ve katıldıktan sonraki algılarını ortaya çıkarıp bu projelerin uygulamasına ilişkin görüş ve önerilerini de incelemektedir.

Çalışmada, tek gruplu ön test-son test sedenine dayalı vaka çalışması-karma yöntem yaklaşımı kullanılmıştır. Katılımcılar, Türkiye'deki bir devlet üniversitesinde zorunlu İngilizce hazırlık programına kayıtlı 40 öğrenciden oluşmaktadır. Katılımcılar, rastgele amaçlı örnekleme yöntemiyle seçilmiştir. Çalışmada yapılandırmacı/yorumlayıcı bir araştırma paradigması benimsenmiştir. Veriler, ön ve son yarı yapılandırılmış yüz yüze görüşmeler, ön ve son konuşma becerisi testleri, ön ve son dijital okuryazarlık ölçeği, beş yansıtıcı günlük, bir öz değerlendirme rubriği ve bir araştırmacı günlüğü kullanılarak toplanmıştır. Nicel veriler SPSS 25 sürümü kullanılarak analiz edilirken, nitel verilerin yorumlanması ve çözümlenmesinde tematik analiz yöntemi kullanılmıştır.

Bulgular, işbirlikli vlog projelerinin İngilizce konuşma derslerine entegre edilmesinin ilgi çekici, motive edici ve eğlenceli olarak görüldüğünü ve Vygotsky'nin

sosyal yapılandırmacı kuramsal temeline dayalı olarak İngilizceyi yabancı dil olarak kullanan öğrencilerin gelişiminde çok boyutlu olumlu bir etkiye sahip olduğunu göstermiştir. Sonuçlar, akıcılık, doğruluk, kelime bilgisi, dil bilgisi, ve konuşmayı düzenleme dahil olmak üzere İngilizce konuşma becerilerinde önemli düzeyde akademik gelişme olduğunu göstermiştir. Ön test ve son test konuşma sonuçları arasında istatistiksel olarak anlamlı bir fark gözlenmiştir. Ayrıca, dijital ve teknolojik becerilerde, özellikle video düzenleme araçlarını, dijital uygulamaları ve çevrimiçi siteleri eleştirel ve etik bir şekilde kullanmada ve araştırma becerilerinde önemli bir gelişme olduğu ortaya çıkmıştır. Dijital okuryazarlık ölçeğinden elde edilen nicel bulgular da son testte istatistiksel olarak anlamlı bir artış olduğunu ortaya çıkarmıştır. Ek olarak, genel kültür, öz güven, öz yansıtma, öz değerlendirme, zaman yönetimi, liderlik, sorumluluk, empati, sabır ve başkalarına saygı gibi alanlarda duygusal ve kişisel gelişim rapor edilmiştir. Dahası, işbirlikli vlog projeleri, akran iskelesi, akran öğrenmesi, akran geri bildirimi, grup iş birliği ve artan etkileşim yoluyla sosyal gelişimi güçlendirmiştir. Grup dinamikleri, teknik problemler, zaman yönetimi, konu seçimi ve notlandırma sistemi gibi bazı zorluklar ve sınırlılıklar bildirilse de, işbirlikli vlog projelerinin uygulanmasına yönelik sonuçlar genel olarak öğrencilerin birçok alanda gelişim gösterdiğini ortaya koymaktadır. Bu da daha kapsamlı 21. yüzyıl becerileriyle uyumlu olarak öğrencilerin gelecekteki mesleki ve akademik hedeflerine fayda sağlayabilecek niteliktedir. Dolayısıyla, bu bulgular gelecekteki araştırmalar için önemli kuramsal, pedagojik ve uygulamaya dönük çıkarımlar sunmaktadır.

Anahtar kelimeler: Dil eğitimi, sosyal yapılandırmacılık, işbirlikli vlog projeleri, proje tabanlı öğrenme, dijital okuryazarlık, İngilizce konuşma becerileri

DEDICATION

In loving memory of my sister, who shaped my earliest steps in education, but was unfortunately taken from us in the devastating earthquake in Hatay on February 6, 2023,

and

To Ali Eren and Aren, my sons, whose smiles and existence gave this journey its deepest meaning

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ABBREVIATIONS

EFL: English as a foreign language

ESL: English as a second language

ELT: English language teaching

CL: Collaborative learning

CVPs: Collaborative vlog projects

L2: Foreign/second language

PBL: Project-based learning

P21: Partnership for 21st century learning

SCT: Social constructivist theory

ZPD: Zone of proximal development



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CHAPTER I

INTRODUCTION

1.1. Statement of the Problem

In the 21st century, technology-enhanced language learning has become increasingly widespread. Various technological tools and digital platforms have been integrated into foreign and second language (L2) education, both inside and outside of the classroom (Naqvi & Al Mahrooqi, 2016). The development and implementation of innovative pedagogies supported by Information and Communication Technology (ICT) have significantly enhanced language learning and linguistic competence (Lobet, Demoulin, Kelly, Kelly & Nicoll, 2001). Despite continuous advocacy for integrating digital resources into English as a Foreign Language (EFL) and English as a Second Language (ESL) teaching, blending the traditional classroom practices with technology-based tools remains a complicated pedagogical challenge (Gruba, Clark, Ng, & Wells, 2009). However, with the global shift towards online and blended language learning, the utilization of digital devices such as computers, laptops, and smartphones among *digital natives* and *digital immigrants* (Prensky, 2001) has become a necessity in language learning (Balakrishnan & Puteh, 2014; Gromik, 2015). At the same time, the rapid growth of digital technologies in the digital age requires individuals to develop a wide range of technical, cognitive, and social skills to function effectively in digital environments (Eshet-Alkalai, 2012), which are required for personal, professional, and academic life. These skills are “digital literacy” skills, which are considered crucial for thriving in the technological era (Eshet-Alkalai, 2012; Goodfellow, 2011) and are regarded as key 21st-century sub-skills.

Speaking is an interactive process of meaning construction that includes receiving, producing, and processing information (Lestari, 2019). Being a highly complex and dynamic skill, speaking is deemed to be the most important skill among the four skills in L2 learning because, without effectively using language for communication, people cannot achieve their objectives, goals, or aims (Rao, 2019). In the EFL context, especially where opportunities for authentic language use and communication are limited outside the classroom, developing communication skills and mastering speaking skills are vital, particularly for learners to succeed academically and professionally in English (Kartini, 2021). However, building effective speaking skills remains one of the most challenging

areas. From the researcher's perspective, even with a dedicated speaking course in the curriculum, many students still struggle to attain the desired level of proficiency and competence in the target language. Many students experience difficulty engaging in meaningful interactions necessary for successful academic performance and communication. Addressing this issue requires incorporating innovative, creative, and collaborative learning experiences that actively engage learners in authentic language use. Integrating technology-enhanced pedagogical approaches can help address this challenge by creating opportunities for more interactive learning, communication, motivation, and linguistic development, thereby assisting EFL learners in achieving higher levels of L2 speaking skills.

Expanding the repertoire of technological tools in language learning has led to changes in communication and pedagogical innovations by utilising interactive, meaningful activities (Chapelle, 2019), one of which is a video blog (vlog). Learners can create vlogs with digital or mobile devices that have video camcorder capabilities to record videos and upload them to online video platforms for audiences to watch (Snelson, 2015). Vlog activities allow learners to express their ideas or share information on online platforms. Vlog projects are not only types of technological tools used in language courses but also ways to boost creativity (Loveless, 2002), foster meaning-making, encourage interactive dialogues among learners, connect with other learners worldwide, help learners feel more connected to real-world situations (Lestari, 2019), and reflect on their learning. Unlike written texts such as blogs or audio recordings, vlogs can provide rich, meaningful, and authentic learning environments.

According to Karppinen (2005), a video-based project should ensure these six characteristics to provide meaningful learning: *being active, being constructive and individual, being collaborative and conversational, being contextual, being guided, and being emotionally involved and motivating*. As Karppinen (2005) highlighted, involving the language learner in the production of video-based projects in L2 education requires taking social-constructivist perspectives into account. Within the framework of social constructivism, learning is viewed as a process initiated through social interaction, where the individual internalizes the concepts intrapersonally (Vygotsky, 1986). Therefore, meaningful learning occurs when learners collaborate and engage in group interactions with the assistance of more capable, knowledgeable peers (Morris, 2011; Vygotsky, 1978) or between equal duos or peers who jointly construct knowledge, support each other in the collaborative learning context, even when they have similar proficiency (Donato,

1994). Hence, learners can participate in group collaborative activities to negotiate meaning and build knowledge together, thereby maximizing their own and others' learning. In such a collaborative setting, the teacher's role shifts from a transmitter of knowledge to a facilitator or mentor guiding the learning process (Millis, 2002). Therefore, integrating collaborative vlog projects (CVPs) into EFL/ESL classrooms aligns with social constructivism by allowing learners to co-construct knowledge through joint activities, such as researching, planning, recording, editing, and presenting video blogs (vlogs). These tasks not only improve their language proficiency and learner autonomy but also enhance essential 21st-century skills, including the 4Cs-collaboration, communication, creativity, and critical thinking skills- and digital literacy skills (Huang, Wu, Jiang & Li, 2020; Huang, 2021; Perry, 2018).

Integrating vlog projects into L2 learning has become an effective teaching method in EFL/ESL contexts (Andiappan, Seng & Shing, 2022; Encalada & Sarmiento, 2019; Jung, 2021; Hsu, 2016; Huang, 2015; Huang et al., 2020; Huang, 2021; Jin, 2024; Jumeidi & Dianti, 2024; Kartini, 2021; Lestari, 2019; Lingga, Yuliyanti & Ningsih, 2021; Misdi, Siregar, Zein, Anggraini & Ananda, 2021; Mohamad, Ali & Behak, 2021; Naqvi & Al-Mahrooqi, 2016; Nugroho, 2020; Nugroho & Anugerahwati, 2019; Karsli, 2022; Kartini, 2021; Sanad, 2021; Saputro, Tafsirudin & Farah, 2020; Suwanto, 2021; Torres, 2018; Vender & Ngui, 2023; Weganofa & Khoiro, 2021). Numerous studies indicate the significant contributions of learner-created vlogs in language learning. However, most research has focused mainly on learners' perceptions of individual vlog implementation, with little emphasis on empirical evidence. The conducted studies commonly examined the impacts of vlogging on L2 language skills, speaking skills in particular, communication skills, learning attitudes (e.g., motivation), or self-regulated learning skills in isolated cases. To the best of the researcher's knowledge, there is a scarcity of research on learner-generated vlogging in ELT in Türkiye. Some studies about vlogging that examine speaking anxiety and students' performance (Karsli, 2022), and pre-service teachers' perceptions in teacher training (Fidan & Debbağ, 2018) were conducted in Türkiye. The effects of CVPs on oral production and digital literacy are limited and require further investigation to provide empirical evidence. Therefore, to address this gap, this study investigated the implementation of CVPs in a university English preparatory program in Türkiye to explore their effects on EFL learners' L2 speaking skills, digital literacy, and overall learning experiences.

1.2. Aims of the Study

This study aims to

- explore the Turkish EFL learners' pre-/post constructs regarding CVPs.
- investigate how implementing CVPs impacts Turkish EFL learners' L2 speaking and digital literacy skills in a tertiary context.
- elicit their perspectives and suggestions concerning the implementation of CVPs.

In line with these purposes, the current study addresses the following research questions:

1. What are the EFL learners' pre-constructs regarding collaborative vlog projects?
2. What are the EFL learners' post-constructs regarding collaborative vlog projects?
3. How does collaborative vlog utilization affect EFL learners' oral production?
4. Is there any significant difference between the pre-and post-digital literacy scale?
5. How does using vlogs affect EFL learners' digital literacy awareness?
6. What are L2 learners' opinions and suggestions about the implementation of the vlog projects?

1.3. Significance of the Study

This study holds significance in today's educational landscape as it addresses the growing need to incorporate innovative, technology-driven approaches to EFL instruction, particularly to enhance EFL learners' speaking and digital literacy skills in the 21st century. In this era, digital literacy, along with communication skills, has become crucial for learners to engage effectively in professional, academic, and social settings. ICT is no longer optional, but essential for success in both education and the workplace. Deficiencies in ICT skills or weak implementation of ICT can hinder learners' academic progress and make it difficult for them to thrive in a world that is increasingly driven by technology (Youssef, Dahmani & Ragni, 2022). Therefore, preparing learners to become

digitally literate communicators in the 21st century is crucial; however, digital literacy is often seen as a secondary concern rather than a core component of L2 language learning.

Furthermore, this study's importance stems from addressing the long-standing issue of insufficient emphasis on speaking skills in the Turkish EFL context, especially in preparatory classes in higher education, where grammar-focused instruction predominates (Gökdemir, 2010). By integrating CVPs into English language teaching (ELT) within a project-based learning (PBL) framework and a social constructivist framework, the study presents an engaging, contemporary approach that enables EFL learners to participate in authentic L2 speaking practices actively.

Moreover, the current study has a significant value for ELT and PBL, particularly within the context of preparatory programs in higher education, where applying PBL is not so common in the Turkish context due to the heavy workload on teachers' shoulders (Kemaloglu-Er, 2022) and grammar-based instruction (Gökdemir, 2010). By integrating CVPs into ELT, the study contributes to a contemporary interpretation of PBL, which is typically implemented through hands-on, question, or problem-driven classroom projects. This study is important for demonstrating how PBL can be incorporated into digital, technology-enhanced contexts through vlog production, in which learners negotiate, make decisions, plan, research, collaborate, draft, film, edit, and present vlogs. By engaging in these activities, learners participate in complicated, authentic communicative tasks that mirror real-world language use, which aligns with PBL's aim of facilitating meaningful learning.

In this regard, the present study adds to the growing body of research on technology-integrated language instruction by examining how CVPs can simultaneously foster Turkish EFL learners' L2 speaking and digital literacy skills. By incorporating CVPs into L2 learning, this study helps bridge the gap between L2 education and digital literacy development. Therefore, understanding how CVPs influence both L2 speaking and digital literacy skills offers valuable insights for language educators, policymakers, and curriculum developers.

Numerous studies on vlog and video projects in language learning have been conducted over the past decade (Aldukhayel, 2021; Andiappan et al., 2022; Encalada & Sarmiento, 2019; Fidan & Debbağ, 2018; Hsu, 2016; Huang, 2015; Huang et al., 2020; Huang, 2021; Jin, 2024; Jumeidi & Dianti, 2024; Jung, 2021; Karsli, 2022; Kartini, 2021; Lestari, 2019; Lingga et al., 2021; Misdi et al., 2021; Mohamad et al., 2021; Naqvi & Al-Mahrooqi, 2016; Nugroho, 2020; Nugroho & Anugerahwati, 2019; Sanad, 2021; Saputro

et al., 2020; Suwanto, 2021; Torres, 2018; Vender & Ngui, 2023; Weganofa & Khoiro, 2021). However, few studies have explored the benefits of CVPs (Huang et al., 2020; Huang, 2021). Therefore, this research can contribute to the implementation of CVPs founded on social constructivism, offering valuable insights for EFL teachers, instructors, course designers, and policymakers.

A significant number of studies employing various designs, including qualitative, action research, quasi-experimental, and mixed-method approaches, have highlighted the potential value of learner-created vlogs in L2 education. However, much of the existing literature mainly concentrates on learners' perceptions of individual vlog use and utilizes questionnaires or interviews to gather participants' perceptions, with limited empirical evidence, exploring vlogs' effect on language skills proficiency, collaborative learning, communication skills, motivation, media skills, or self-regulated language skills in partial combination. By adopting a case study mixed-methods design, the current study provides robust and detailed data from multiple interconnected sources to explore this issue thoroughly. Additionally, most studies on vlogging in L2 learning have been conducted in Far Eastern countries, such as China, Japan, Thailand, and Malaysia. In Türkiye, to the best of my knowledge, only few studies have examined the impact of vlogging on speaking anxiety and students' performance (Karşlı, 2022), and on teacher training (Fidan & Debbag, 2018).

In summary, this study fills an important gap in the literature by examining how CVPs influence EFL learners' speaking skills, digital literacy, and learning experiences within the PBL framework in the Turkish higher education setting. By incorporating technology and collaboration through vlog production, this study offers insights into how project-based digital tasks can facilitate learning outcomes and digital literacy, along with other 21st-century skills in EFL education.

1.4. Assumptions of the Study

The current study is based on some underlying assumptions. Firstly, it is assumed that the participants in the study provided sincere, honest, and accurate responses in the interviews, reflective journals, and the self-assessment rubric, and that their statements and responses genuinely reflect their opinions, perceptions, experiences, and challenges during CVPs. Second, it is assumed that the dual role of researcher-instructor did not bias participants' responses or the study's outcome, and that participants felt relaxed and comfortable in sharing their honest perceptions. Additionally, it is assumed that learners

engaged meaningfully in all stages of the CVPs: the pre-production, production, presentation, and commenting stages, as active participation in the CVP process is necessary for experiencing L2 speaking and digital literacy skills. It is also assumed that the study participants have basic access to technological devices, the internet, and other digital devices needed to produce CVPs. Besides, the instruments employed in this study, namely the digital literacy scale and the speaking rubric, are assumed to be valid and to reliably measure the constructs investigated in the study. Furthermore, it is assumed that the learners participated in the study. Finally, while the presence of external factors is acknowledged, the current study further assumes that changes in pre- and post-test scores were at least partly attributable to the implementation of CVPs.

1.5. Definition of Key Terms

This section outlines the key terminology utilized in this dissertation, in alphabetical order.

- I. **Collaborative video-blog (vlog) projects (CVPs):** in line with Huang (2021), refer to technology-enhanced, project-based activities where learners work together to plan, discuss, research information, share ideas, collaborate, organize, shoot videos, create video blogs (vlogs) on specific topics, edit, and present them on a predetermined platform (YouTube, in this study).
- II. **Digital literacy (DL):** refers to the ability to effectively and critically utilize digital technologies to access, evaluate, create and communicate information. It includes technical, cognitive, and social skills to allow learners to participate meaningfully in digital environments (Buckingham, 2006; Eshet-Alkalai, 2004)
- III. **Digital literacy skills:** refers to a broad set of competencies, including information literacy, media literacy, and information and communication technologies (ICT) (P21, 2019; Thrilling & Fadel, 2009)
- IV. **English as a foreign language (EFL):** refers to the language that is learned and taught in contexts where English is not commonly used for communication (Nunan, 1999). In the context of this study, English has been taught in preparatory classes of a state university to prepare learners for their English-medium studies.

- V. **English as a second language (ESL):** refers to the language having “an institutional and social role in the community” (Ellis, 1994, p.12)
- VI. **Social constructivist theory (SCT):** rooted in Vygotsky's work (1978), posits that learning is a socially mediated process in which learners co-construct knowledge through interaction, collaboration, and dialogue with others.

1.6. Overview of the Study

The following chapter, the literature review, encompasses the theoretical framework for the study, related concepts, and studies on vlogging in ELT. The literature review initially emphasizes the theory that underlies the theoretical framework, the SCT and related concepts in detail, including collaborative learning in L2 learning, peer scaffolding, peer interaction, and peer feedback. Then, background information on project-based learning is provided, followed by a special focus on vlog projects in L2 learning and an analysis of relevant studies that utilize vlogs and CVPs in L2 learning. Following this, an analysis of 21st-century skills frameworks, with an emphasis on the Partnership for 21st Century Skills, including the 4Cs and digital literacy skills, is presented in detail. Later, the current state of English-speaking skills in the EFL context of Türkiye is explained. Finally, the literature review chapter addresses Generation Z learners, as they play a crucial part in this study.

The methodology chapter presents the research methodology, clarifying the key aspects of the study. Firstly, the research questions, along with the primary purpose of the study, are stated. Secondly, the study's research paradigm and research design are explained, and the rationale for using it is discussed. Next, the research context, including the research site, sampling, participants, the coursebook, and the researcher, is revealed in detail. Later, the data collection tools are explained separately, followed by an explanation of the data collection procedure, including the pilot study and the main data collection, which is clarified under three steps: pre-tests, the implementation of CVPs, and post-tests. The procedure of data analysis is presented as an analysis of quantitative and qualitative data, respectively. Finally, the trustworthiness of the study is clarified, along with the ethical issues.

The findings chapter presents the data obtained from pre-/post semi-structured interviews, pre-/post speaking tests, pre-/post digital literacy scale, five reflective journals, and a self-assessment rubric based on the research questions. The qualitative data is presented with excerpts from participants.

The discussion chapter discusses and interprets the findings. The results are addressed and interpreted, referring to the existing literature.

The conclusion chapter summarizes the study and synthesizes the results discussed in the prior chapter. Additionally, this part highlights the study's theoretical, pedagogical, and practical implications. Finally, it presents the study's limitations and offers recommendations for future studies.



CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter reviews the leading theory that underpins the theoretical framework: social constructivist theory. It covers aspects such as collaborative learning in L2 learning, peer scaffolding, peer interaction, and peer feedback. Then, it provides background on project-based learning, focuses on vlog projects in L2 learning, and analyzes relevant studies on vlogs and collaborative vlog projects in L2 learning. Later, it discusses 21st-century skills, emphasizing the 4Cs and digital literacy skills. After that, the current state of English-language proficiency in the EFL context in Türkiye is clarified. Finally, this chapter explains the Generation Z learners as the basis of this study.

2.2. Social Constructivism

Social constructivism is a social learning theory in the field of psychology and education proposed by Lev Vygotsky in the 1930s. It emphasizes that knowledge is socially and culturally constructed. There are different views, including cognitive, radical, and social constructivism, under the umbrella of the constructivist approach; however, all of these constructivist theories base learning on constructing knowledge through experiences and internalizing it. Social constructivism extends Piaget's cognitive constructivism by embracing the role of social and cultural influences in human development (Schreiber & Valle, 2013). While constructivist theory suggests that, as active creators of their own knowledge, learners construct new knowledge by making sense of their experiences and reflecting on them, social constructivist theory highlights that knowledge and the cognitive processes that generate, elaborate, and assess knowledge are formed through social interaction with others, culture and experiences learners gain from the environment (Nuthall, 2002; Doolittle & Hicks, 2003). Highlighting the social nature of knowledge, collaborative activities, and social interaction as the source of knowledge, rather than personal meaning-making and cognizing, social constructivism basically embraces four common philosophical tenets with constructivism:

Tenet 1: Knowledge is not passively accumulated but rather is the result of active cognizing by the individual.

Tenet 2: Cognition is an adaptive process that functions to make an individual's cognition and behavior more viable, given a particular environment or goal.

Tenet 3: Cognition organizes and makes sense of one's experience and is not a process to render an accurate representation of an external reality.

Tenet 4: Knowing has its roots in both biological/neurological construction and in social, cultural and language-based interactions (Doolittle & Hicks, 2003, pp. 77–78).

In line with the common tenets noted by Doolittle and Hicks (2003), learners actively co-construct their knowledge, and learning arises from the individual's understanding and experiences formed through social interactions and dialogic processes. From a social constructivist perspective, learning is viewed not only as an individual process but also as situated within social engagement, where meaning is constructed based on collaborative negotiations. Situated learning theory (Lave & Wenger, 1991) further supports this viewpoint by arguing that learning occurs when learners participate in authentic, real-world activities within communities of practice, where they gradually progress toward a more complex form of engagement. Additionally, meaningful learning is based on firsthand experience, which is developed through iterative cycles of action, reflection, conceptualization, and repeated application, as in experiential learning (Kolb, 1984). Hence, within such a socially and experimentally productive environment, Vygotsky's *zone of proximal development* (ZPD) is required for learning, where social interaction, peer scaffolding, and shared problem-solving opportunities can inspire learners' cognitive development, extending their capabilities beyond what they could achieve alone. Therefore, meaningful learning can occur when learners engage in social and collaborative activities, building meaning and co-constructing knowledge through self-regulation and reflection (Schreiber & Valle, 2013). As learners monitor their process, evaluate their performance, and modify their strategies, this helps them foster self-regulated learning (Zimmerman, 2002). In such social contexts, as individuals share ideas and meanings they create, a reciprocal change in the thoughts of individuals is indispensable.

Vygotsky's ZPD reveals how social and participatory learning occurs most productively. ZPD is defined as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as

determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p.86). This core concept refers to tasks, skills, or knowledge that a learner cannot function independently yet because of the difficulty level but can accomplish the desired outcome with the relevant assistance or guidance of a more knowledgeable other, such as a parent, teacher, tutor, instructor, or peer (Mitchell, Myles & Marsden, 2019; Vygotsky, 1978). As a result, those learners who are not "capable of independent functioning" at the beginning can "achieve the desired outcome" over time by doing tasks "under the guidance of other more skilled individuals" or "in collaboration with more capable peers" who provide suitable scaffolding for the learner's actual ZPD (Mitchell & Myles, 2004, p.195). As this idea suggests, individuals learn best when they work together in collaborative activities. As Wells highlights, "Whenever people collaborate in an activity, each can assist the other, and each can learn from the contributions of others" (1999, p.333). In line with this, Akpan, Igwe, Mpamah, and Okoro (2020) emphasize that all learning tasks, regardless of their difficulty, can be performed by learners under the guidance of an adult or through collaboration with peers.

Schunk (2012) highlighted that, despite the significance of ZPD, its general focus was misinterpreted in Western education. Tudge and Scrimster (2003, cited in Schunk, 2012) argue that Vygotsky's concept of ZPD has been oversimplified by many scholars, reducing ZPD to just teacher-directed *scaffolding* and neglecting what learners bring to the interaction, depending on their background, social, and cultural environment. They emphasize that ZPD is multidimensional, encompassing social, cultural, and historical levels, and both the learner and the environment evolve through interaction. Therefore, education is significant as it helps learners develop a better awareness of themselves, become self-conscious, and become linguistically proficient while also being aware of their role in the world order (Schunk, 2012).

Inspired by Vygotsky's ZPD, scaffolding is a term coined by Wood, Bruner, and Ross (1976). Bandura (1986) employed scaffolding as part of the participant modeling technique, in which the teacher models a skill, provides learners with temporary support, and gradually reduces the assistance, allowing learners to master the skill (Schunk, 2012). Well (1999) defines scaffolding as "operationalizing Vygotsky's (1978) concept of working in the Zone of Proximal Development," which can be interpreted as scaffolding being how the ZPD can be put into practice. That is, it is real-world support, action, or strategy that a teacher, peer, or knowledgeable other applies to assist learners within their ZPD, helping them achieve tasks they cannot do alone and withdrawing the support

slowly as learners become capable. Scaffolding fits well within ZPD, where the quantity and type of provided support can be adjusted in line with the individual's learning needs. Besides, ZPD emphasizes the value of collaboration, where each individual contributes to the task through interaction and develops an understanding. Hence, through the process of ZPD, scaffolding is crucial in providing the construction of knowledge and extending understanding via collaboration and social interaction.

According to Kapur (2018), the social construction of knowledge could occur in multiple ways and at different places, such as engaging in teamwork, group discussions, interpersonal communications, tasks, daily routines, extra-curricular activities as well as academic learning environments, where individuals can get an understanding and knowledge of various concepts, experiences, and strategies. Discussions and interactions among learners provide opportunities to improve higher-order thinking skills (Palincsar, 1998). Emphasizing discussions, interaction, and collaboration, social constructivism offers valuable core principles for facilitating learning in social studies (which are not limited to), which are a) involving authentic, real-world tasks, b) providing opportunities for learners to process information for a deeper understanding, c) constructing and extending learners' prior knowledge, d) including strategy instruction, tools and scaffold to facilitate complex learning e) providing social mediation among learners through collaboration and communication to let them articulate ideas f) applying reflection and metacognitive activities to assist learners become self-regulated (Van Hover & Hicks, 2017, p.274).

Social constructivist learning environments offer opportunities to create constructive, *positive, collaborative group dynamics* and allow learners to take part in *the community of practice* (Thornbury, 2006, p.199), where learners can become aware of their strengths and potentials, develop ways of critical thinking, share perspectives, make decisions and reflect on thoughts based on their experiences (Duru, Duatepe Paksu, Balkis, Duru, 2020). Therefore, they come to understand how to promote the self-regulation process and self-autonomy (von Glasersfeld, 1998). Thus, a teacher holding a social constructivist perspective should emphasize learners' different needs and interests, facilitating students' learning by assisting them in developing complex mental habits based on real-life problems rather than being concerned with a set of textbook-defined facts or concepts.

Kelly (2012, cited in Akpan et al., 2020) recommends that teachers employ a variety of instructional methods in the classroom, in line with social constructivism, such as *research projects, problem-based learning, collaborative learning, group work, discovery*

learning, simulations, and case studies. In line with Kelly (2012), Duru et al. (2020) suggested various teaching methods suitable for social constructivism, including *problem-based Learning, project-based Learning, cooperative learning, case studies, and debates* (p. 8). They emphasized the importance of applying the knowledge gained at school to real-life situations. Other instructional strategies employed in social constructivism to foster student learning, as mentioned by Saleem, Kausar, and Deeba (2021), include *discussion* and *group work*. They highlighted that the discussion technique strengthens learners' communication skills and provides tolerance, helping them respect others' views even when there is disagreement, facilitates mutual understanding, and improves their reflective thinking skills. They also emphasized the importance of group work in which project-based or problem-based learning is embedded. Accordingly, in group work, learners work jointly to achieve a goal, adopting roles or positions that can change. Besides, *reflection* and *reasoning* are considered necessary for learning. With the teacher's help, students develop self-confidence and expand their knowledge of the material (Saleem et al., 2021).

Doolittle and Hicks (2003) underscored how social constructivism, as a moderate form of constructivism, shapes the integration of technology in social studies classrooms and provided six pedagogical strategies for teachers to implement technology within a constructivist framework:

Strategy 1: Both teachers and learners should be prepared to apply technology as a tool for enquiry.

Strategy 2: Technology should be applied to create authenticity, enabling students to become authentic producers.

Strategy 3: Technology should be utilized to facilitate social interaction locally and globally, so that students are exposed to various perspectives on people, events and issues, providing a vast range of experiences.

Strategy 4: Technology should be used to promote students' meaning construction by building on their previous knowledge and interests.

Strategy 5: Technology should be utilized to provide students with timely and meaningful feedback, thereby boosting the viability of their knowledge.

Strategy 6: Technology should be utilized to encourage autonomous, creative, and intellectual thinking so that teachers can assist students in achieving academic independence.

By integrating these principles, the ultimate goal of constructivism is to cultivate autonomous learners who can fulfil meaningful research and construct relevant knowledge, integrating six of these principles.

This research study is grounded in social constructivism, which emphasizes the effects of collaborative vlog projects on EFL learners' L2 learning and digital literacy skills. The process of implementing collaborative vlog projects is a testament to social constructivism.

2.3. Collaborative Learning (CL) in L2 Learning

Friend and Cook (1990) defined collaboration as "a style of direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal" (p.5). In this sense, collaborative learning can be specified as a set of learning and teaching strategies that enhance learner collaboration in groups of two to five individuals to maximize each other's learning to achieve a common goal (Johnson & Johnson, 1999). In literature, different terms are used to refer to collaborative learning, such as *cooperative learning*, *team learning*, *group learning*, or *peer-assisted learning* (Barkley, Cross & Major, 2005). The social interaction in a collaborative context is essential because, as Sarıgöz (2008) stated, "The authenticity of the social interaction created in the class and other settings may directly affect participants' enthusiasm" (p.59). Moreover, teachers cannot transfer knowledge into learners' heads; instead, the learners actively work together for meaningful learning.

Collaborative learning is rooted in social constructivism, where learning is facilitated through collaborative activities among peers or between the learner and the teacher, by constructing knowledge together. In line with this, Nassaji and Swain (2000) expressed that "knowledge is constructed through a process of collaboration, interaction and communication among learners in social settings" (p.40).

Akpan et al. (2020) equate social constructivism with collaborative learning, as it relies on interactive methods such as social interaction, class or group discussions, working in groups by sharing information, ideas, and brainstorming among learners, or creating something new. This particular form of interaction is expected to stimulate the learning mechanisms, even though this is still not guaranteed (López-Yáñez, Yáñez-Márquez, Camacho-Nieto, Aldape-Pérez, & Argüelles-Cruz, 2015).

As an educational approach to teaching and learning, collaborative learning requires a group of learners to work together to solve a problem, complete a task, or create a product. For an effective collaborative learning, active engagement, interactions,

negotiation among peers and contributions to the discussions is required so that learners can share their ideas and knowledge; ask their peers to clarify and justify any ideas they did not understand; reach a common goal and accomplish a learning task within ZPD (Huang, 2021; Huang et al., 2020; Nikitina, 2010; Nussbaum, Alvarez, McFarlane, Gomez, Claro & Radovic, 2008).

Research findings indicate that in an educational context, the teacher is not the only person to provide assistance, yet learners can assist each other (Donato, 1994). In her study with adult learners, Ohta (2001) found that even less competent learners could help more competent peers in collaborative dialogues. However, cooperation does not mean doing a task individually, but as being first past the post, it means assisting the slower learner. It is more than being physically close, discussing information with each other, or sharing material with others, even though these elements are crucial in collaborative group learning (Smith, 1996). There are many variations to provide a successful collaborative/cooperative learning group. Smith (1996) identifies five key elements as necessary for this context:

1. *Positive interdependence* occurs when a learner's success is linked to the group's success, and members are encouraged to help each other accomplish the common goal, as the analogy "we sink or swim together" suggests.
2. *Face-to-face promotive interaction* is expected from learners, who should help and support each other actively by sharing resources and encouraging each other to learn.
3. *Individual accountability/ personal responsibility* refers to responsibility at both the individual and group levels. The entire group is accountable for reaching the common goal, while each learner is also accountable for contributing and completing their work individually without being a sleeping partner on others' labor.
4. *Teamwork skills* are needed because learners should learn task work, as well as develop interpersonal and teamwork skills, to be able to function as a group.
5. *Group processing* refers to learners' evaluation of group productivity, reflecting on the actions that support and prevent progress.

Laal and Ghodsi (2011) compiled and discussed numerous benefits of collaborative learning based on the literature as:

- The groups working together long enough during a course know each other well, carry on their activities outside the classroom, helping each other with their problems, and prolonging their communications.
- CL helps learners understand the differences and boosts diversity understanding in a group.
- CL helps learners build a supportive environment in which they manage conflict resolution.
- CL helps develop higher-level thinking skills. When learners work together, they improve problem-solving skills by coming up with ideas, discussing them, obtaining immediate feedback, and responding to questions.
- CL makes the learning process enjoyable and fun.
- CL enhances learners' oral communication skills as they articulate their ideas to their partners.
- CL leads to student-centered learning where students take responsibility for their learning.
- CL helps students learn self-management as they check each other's tasks to ensure they are understood and completed during the group work.
- In a CL situation, the goal achievements of learners are interdependent, in which the learners believe in their achievement only when the group members also achieve theirs.
- CL minimizes learners' classroom anxiety in a new and unusual situation.

Laal and Ghodsi (2011) organized the benefits of CL into four categories, including *social, psychological, academic, and assessment* (p. 487) as provided below:

Social benefits;

- CL helps to develop a social support system for learners.
- CL leads to building diversity understanding among students and staff.
- CL establishes a positive atmosphere for modelling and practicing cooperation.

- CL develops learning communities.

Psychological benefits;

- Student-centered instruction increases students' self-esteem.
- Cooperation reduces anxiety.
- CL develops positive attitudes towards teachers.

Academic benefits;

- CL promotes critical thinking skills.
- CL involves students actively in the learning process.
- Classroom results are improved.
- Models appropriate student problem-solving techniques.
- Large lectures can be personalized.
- CL is especially helpful in motivating students in a specific curriculum.

Assessment benefits

- CL alternates student and teacher assessment techniques.
- Collaborative teaching techniques utilize a variety of assessments.

(Laal and Ghodsi, 2011, p. 487)

Reviewing the literature, collaborative learning techniques at the tertiary level have been found to facilitate learning. Slavin (1995) conducted a meta-analysis of 99 studies that examined the integration of cooperative learning groups and individual learning. The results showed a significant development in participants' achievement levels. Most studies (n=63) reported that learners in a cooperative learning context outperform those in traditional classrooms in math, reading, and language skills. Storch (2005) found that collaborative writing enhanced learners' grammatical accuracy and vocabulary use. In addition to the academic benefits, collaborative learning was found to have a wide range of benefits for social, personal, and psychological development, including L2 language skills development, L2 anxiety, motivation, confidence, and social empathy. Johnson and Johnson (2009) discuss extensive research on collaborative/cooperative learning in the

light of social interdependence. The research showed that when structured correctly, cooperative learning provides positive academic, social, and psychological outcomes. In their study, Ha, Nguyen, Nguyen, and Tran (2022) found that collaborative learning reduced ESL learners' foreign language anxiety and enhanced their speaking performance and motivation following a 5-week intervention. In line with this, Fatimah's (2019) findings showed that collaborative group activities reduce L2 anxiety and facilitate engagement among EFL learners. Loes (2022) conducted research with learners from 17 institutions in the USA. The findings revealed that collaborative learning significantly affects learners' academic motivation. In another study, Kamarulzaman, Hassan, and Abdul Ghani (2020) conducted collaborative short-film projects with 150 students and found that the collaborative learning approach reduces learners' speaking anxiety and boosts their confidence to speak.

2.4. Peer Scaffolding/ Interaction /Feedback

From Wood, Bruner, and Ross's (1976) perspective, scaffolding is a process in which a novice learn to do a task, find a solution, or accomplish a goal that they would otherwise not be in their scope of mastery to complete independently. Drawing on Vygotsky's (1978) ZPD, peer scaffolding refers to the support and assistance that a more knowledgeable, capable peer provides to another peer to achieve a task. Relating it to language and content learning, Devos (2016) refers to peer scaffolding as collaborative actions by peers to help novice peers accomplish content or linguistic tasks that they would fail individually (p.147). Integrating Vygotsky's ZPD and Wood et al.'s scaffolding concepts, Donato (1994) coined a new term, "collective scaffolding," in which peers jointly construct knowledge, support each other in the collaborative learning context, even when they have similar proficiency. Donato's interpretation of scaffolding differs from traditional definitions. Initially, scaffolding was described as temporary support situated between unequal pairs, such as novice-expert, teacher-student, or adult-child. However, scaffolding can also occur between equal duos, such as two individuals, learners, or peers of similar proficiency, where both learners are individually novices, but collective experts, promoting each other's learning mutually via peer interaction (Ohta, 2000; Storch, 2002). Devos (2016) suggests that the "expert" role is transitory between peers. Namely, one peer may be an expert in one area but not the other, so knowledge resources may fluctuate. In such a context, the learners work collaboratively to develop skills and results. Walqui (2006) encapsulates this by stating that "learners create zones of proximal

development for each other and engage in mutual scaffolding" (p. 167). Therefore, collective scaffolding integrates peer cooperation/collaboration into the scaffolding approach; however, not all collaborative assistance can be viewed as scaffolding (Sarmiento-Campos, Lázaro-Guillermo, Silvera-Alarcón, Cuellar-Quispe, Huamán-Romani, Apaza Apaza, & Sorkheh, 2022). In addition to these kinds of scaffolding relationships, Walqui (2006) also highlights interactions with less-capable peers. Grounding it in the belief that when teaching something, you get the better of it and master it, she suggests that assisting less-capable peers provides the less-capable peers with the opportunity to move to an upper developmental stage in their ZPD while the contributing learners master and consolidate their learning (Harraqi, 2017).

In an educational context, collective scaffolding may occur through peer interactions during pair/group work or collaborative activities, enabling learners to achieve goals that are beyond what they could accomplish individually. Contrary to the scaffolding between a teacher and a learner, Rojas-Drummond, Torreblanca, Pedraza, Vélez, and Guzmán (2013) emphasized that peer interaction is crucial for facilitating learning, adopting scaffolding techniques such as questioning, negotiating, simplifying, and providing feedback. In line with this, Donato (1994) also highlighted that peers guide each other and regulate the task to function beyond their individual capacities through dialogue, questioning, encouraging, and co-construction, where peer interaction serves as the scaffold itself.

Walqui (2006) mentioned that any scaffolding has three main features, including being "contingent, collaborative, and interactive." Scaffolding depends on others' actions, which affect the provided assistance, so it is contingent. It is collaborative, as the achieved goal is a joint achievement. It is interactive when multiple parts engage in the task. Besides, she proposes six instructional scaffolding strategies tailored for L2 learners: *modelling*, *bridging*, *contextualizing*, *schema building*, *representing text*, and *developing metacognition* (p.170). In *modeling*, learners are provided with some explicit examples of what they are required to do, such as an example of a task, an activity, language use, and new vocabulary. Learners can connect new concepts to their prior knowledge and experience in *bridging*. It can also connect the learner and the subject matter, indicating its relevance to the learner's life. As academic language is decontextualized, embedding language within a sensory-rich context, such as images and films, the language process can be *contextualized*. In *schema building*, learners can be given opportunities to link new knowledge with pre-existing structures of meaning. Another instructional scaffolding

approach is *re-representing texts* to students, in which content or language can be offered in different genres, so students can see how linguistic constructions are modelled in different forms and genres. The last scaffolding approach is *developing metacognition*, which refers to assessing one's current understanding, regulating their thinking, monitoring, evaluating, reflecting on previous experiences, and planning future learning.

Wen and Castek (2023) asserted that peer scaffolding can enhance metacognitive processes, providing some justification. When peers engage in a collaborative activity, they articulate their thoughts and share ideas, which stimulates an awareness of their own understanding and learning in this process. Moreover, peer scaffolding brings learners together with different perspectives and expertise. While sharing viewpoints, they could gain new perspectives, which could help learners consider other views and reflect on their own learning. In addition, by exchanging ideas and clarifying during collaboration, learners monitor and modify their understanding. All in all, this process boosts their motivation to articulate their thinking, experiences, and problem-solving strategies, thereby raising their metacognition.

Peer interaction can be defined as any communicative activity occurring between two or more learners with minimal or no teacher participation (Philip, Adams & Iwashita, 2014). In collaborative learning contexts, peer interaction is required to achieve a common goal, particularly through peer scaffolding mechanisms that allow learners to support each other's improvement. For Long (1996), peer interaction is a negotiation of meaning contextualized within a collaborative learning process. This collaborative context mediates language learning by allowing learners to internalize what is learned in a common, shared context. Learners could cooperatively build a scaffold through negotiating shared understanding settings. King (2008) also elaborated on collaborative group interaction by explaining that during interactions, some cognitive activities, such as explaining concepts, interrogating, negotiating, and elaborating on ideas induce higher-order cognitive processes as learners reconceptualize the concepts and modify their own knowledge. Peer interaction also has advantages when it occurs among L2 learners because learners find opportunities to speak in and out of the classroom (Zhang, Liang & Wang, 2024).

Peer feedback is a mutually dependent process in which learners provide information, comment on their peers' work, or evaluate (Cheng & Zhang, 2024). Learners are expected to review their peers' tasks critically, identify problems, and provide comments for the enhancement of each other (Latifi, Noroozi & Talaei, 2021). One of the benefits of peer

feedback practices is that learners feel less stress and pressure during discussions or commenting. Peer feedback has the potential to support learning on the condition that it is implemented in a dialogic process in a bilateral peer interaction (Tseng & Er, 2024).

This study elucidated collective peer scaffolding (Donato, 1994) in a collaborative vlog project, where group members were equal duos, concurrently novices and experts, and all were involved in each step of the project. Participants also engaged in peer interactions and provided peer feedback while interacting, negotiating, researching the vlog topic, collaborating, combining their knowledge, and supervising each other in the production process of collaborative vlog projects. Additionally, after the completion of each collaborative vlog project, they also provided written peer feedback.

2.5. Project-based Learning (PBL)

It can be defined as an instructional method centered on real-world problems that promotes learners' skills development through activities such as collaborative group work, computer use, and hands-on activities (Rahman, Zaid, Abdullah, Mohamed, & Aris, 2018). It is a model that organizes learning with projects (Vasilienė-Vasiliauskienė, Butvilienė, & Butvilas, 2016). Gannar and Kilani (2025) put that PBL does not refer to a "*prescribed method of instruction*", but a "*mindset*" promoting better learning outcomes (p.17). In the related literature, the definitions of PBL have various features. Those definitions show that projects are complex tasks based on challenging questions or problems, which give learners opportunities to work for extended periods, and allow them to design, solve problems, make decisions, enquire, and end up with authentic products or presentations (Thomas, 2000). Five criteria offered by Thomas (2000) may help us identify what a project must have to be regarded as an example of PBL:

- Projects are an integral part of the curriculum.
- Projects are based on questions or problems, driving students to confront the core concepts and principles of the affiliated discipline.
- Projects involve students in a practical and productive inquiry.
- Projects are, to a certain extent, student-driven.
- Projects are realistic, real-life tasks.

PBL aligns with and is reinforced by the theoretical foundations of social constructivism and experiential learning. It encourages collaborative knowledge

construction and real-world application of ideas, based on the idea that learning occurs through social interactions and tangible experiences (Gannar & Kilani, 2025; Helle, Tynjala & Olkinuora, 2006). Collaborative learning encourages discussion and reflection of different points of view. As project work is mainly completed in groups, learners can improve their collaboration and teamwork skills (Henze & Nejd, 1998). As it is stated by Kolb (2015), experiential learning requires the processes, including experiencing, reflecting, conceptualising, and performing, which are the essence of PBL, to incorporate these activities and allow learners to gain perspectives of real-life related problems through the process of action and reflection (Kemaloglu-Er, 2022).

PBL highlights active engagement of learners in line with their means and interests, with learners taking control of their own learning, supported by group work and aimed at achieving concrete outcomes (Gannar & Kilani, 2025). Solomon (2003) considers that learning via PBL is remarkably valuable for several reasons. First, learners make decisions on how to approach a problem. After collecting information from different sources, they synthesize, analyze, and extract information from these sources. Then, learners show the recently learned knowledge and are evaluated by how they communicate and present it. In this process, they have a connection with an authentic context, in which adult skills like collaboration and reflection are included (Solomon, 2003). Developing awareness of the world around them may help students to advance their higher-order thinking skills (Gültekin, 2005) and provide them with a deeper understanding.

Simpson (2011) asserts that the PBL approach facilitates the development of collaborative learning and communication skills, authentic learning, learner autonomy, higher-order thinking skills, self-efficacy and self-esteem, learner autonomy, and language proficiency. In accordance with her, Newell (2003) claims that project-based learning helps learners understand and apply complex ideas and processes, providing them with depth of knowledge, mastery of integrated skills, and skills to pursue lifelong learning. PBL allows students to explore complex problems or questions, which helps develop their collaboration, critical thinking, and communication skills (Asnur, Jalinus, Faridah, Santosa, & Ambiyar, 2024). So, PBL has the potential to improve learners' 21st-century skills.

Newell (2003) emphasizes the prominence of technology use and how it is reshaped in project-based learning. Accordingly, technology becomes an essential and integral part of the PBL process, not external; it is implemented by learners, not teachers; it facilitates

presentations of learners, not teachers. Bell (2010) also highlights the significance of technology use during project-based learning. As students are very advanced in computer use in the 21st century, it is highly appealing for them to use technology. Bell (2010) also asserts that students use the internet to search for information during PBL, so they experience how to navigate the internet responsibly. In addition, they learn to distinguish reliable from unreliable sources in this process. They can utilize various kinds of applications to share knowledge, troubleshoot, display their presentation, or provide the audience with a podcast, a video, a blog, a story, etc. These innovative uses of technology can give learners an opportunity to realize how to use technology properly (Bell, 2010). Additionally, when learners discuss their work or challenges, they actually build on each other's views and ideas for future opportunities during brainstorming sessions, which enhances creativity significantly and allows learners to think out of the box (Bell, 2010). Shin (2018) states that many students are familiar with digital technology in the educational context. Hence, using their technological skills, learners can take part in learning activities during PBL and improve their language and collaboration skills. Projects using technology and multimedia are ideally suited for group work, which promotes collaboration and cooperation (Shin, 2018; Solomon, 2003). Online applications enhance communication and collaboration with the world beyond the classroom. Therefore, the internet can give learners access to physical locations, including libraries and museums, to search for information (Solomon, 2003). Moreover, they could create an authentic product, achieve an authentic task, take part in a virtual world, develop global understanding by working together, and publish their work on the internet to reach the real audience beyond the classroom (Solomon, 2003). Research shows that PBL helps learners become better at researching and problem-solving, and makes learning more engaging and meaningful (Gültekin, 2005).

In the L2 language-learning context, PBL enables learners to build a bridge between English use in the classroom and real-world English use outside the classroom (Bas, 2008). This connection can be accomplished by providing learners with authentic language use in situations where they can communicate and collaborate in groups, discovering that they need the skills to plan, organize, negotiate, make some points, reach a consensus regarding the content of the task, distribution of the task, research about the task and presenting it (Bas, 2008; Kavlu, 2015). So, scaffolding plays a crucial role in developing knowledge and skills in PBL. According to Newell (2003), as an integral part of project work, scaffolding can be provided by peers or a teacher to enhance extensive

learning, problem-solving, and critical thinking skills. The teacher, as an *advisor/facilitator*, has a role to guide and advise learners in this process and to encourage them to discover the significant skills required to be practical learners in the present and the future (Newell, 2003). He also emphasizes that the learners in PBL implement self-directed learning activities rather than following teacher-led instructions; specify their own responsibilities, roles, and time management rather than implementing assigned tasks; learn developing skills in communication, creativity, expression, and responsibility instead of passive listening, following direction, or speaking only when asked. Learners in PBL assist each other by offering ideas to promote artifacts and overcome obstacles, while exchanging views about the task, its plans, expertise, and resources.

Since PBL encourages learners to interact intensively through teamwork and to collaborate in L2, they become more willing to participate in discussions, which has a positive effect on their oral skills, especially in terms of accuracy and fluency (Vela Saavedra, García Botero, & Sarmiento Giraldo, 2022). By incorporating authentic language use and CL through group work, teachers in L2 classes can help learners improve their linguistic competence and performance both inside and outside the classroom (Vela Saavedra et al., 2022). Additionally, We (2020) found that PBL has a significant effect on speaking skills, as well as on learners' motivation, enthusiasm, engagement, and teamwork among peers. Applying PBL in English preparatory classes in a higher education context can also promote learners' communication and prepare them for future academic and professional life (Kemaloglu, 2006; Kemaloglu-Er, 2022).

In addition to the benefits and advantages of PBL, it also presents some challenges for both teachers and students. Teachers may struggle if they generally use traditional teaching methods (Beckett & Miller, 2006). For many teachers, PBL can be demanding, as it significantly increases the time spent on course planning, preparation, and evaluation (Kavlu, 2015). It could be difficult for teachers to assess each learner's contribution to the project work, which may cause disappointment, social loafing and unfairness among group members (Rajaguru, Narendran, & Rajesh, 2020). Besides, teachers may express dissatisfaction with a heavy workload and other responsibilities they must undertake throughout the PBL process (Fried-Booth, 2002). Students may lose motivation and interest, leading them to be less inspired to finish their projects (Kavlu, 2015). They may avoid taking responsibility and dealing with multiple tasks simultaneously (Lee, 2002). To successfully address teachers' and learners' concerns about PBL, Kemaloglu (2006) suggests using PBL alongside conventional classroom teaching methods, which can help

reduce learners' resistance to learner autonomy inherent in PBL, thereby serving as a bridge between traditional and innovative approaches. Therefore, PBL can be incorporated into L2 learning by requiring learners to complete their project work substantially outside the classroom, present their projects in class, and receive feedback, thereby integrating self-directed learning outside the classroom with in-class instruction (Kemaloglu, 2008).

The CVPs implemented in this study can be considered part of the PBL approach because learners are required to engage in extended, real-world tasks that include decision-making, planning, creating, and presenting a meaningful artifact. In a similar vein, CVPs require a group of learners to discuss a topic, research, film the content, edit vlogs, share them with an audience, and comment on and provide written feedback. By promoting authentic language use, teamwork, creativity, communication, problem-solving, and self-direction, CVPs foster the main PBL skills.

2.6. Vlogs/ Vlog Projects in ELT

A vlog, a blend of the words "video" and "blog," is a type of blog that incorporates video content, including images, video, audio, animations, and text, and is generally shared on a social media platform (Saputro et al., 2020). According to Karmakar (2015, as cited in Torres, 2018), digital material refers to any content stored virtually on internet platforms, including video recordings, computer programs, images, datasets, learners' electronic portfolios, teaching materials, and artworks. As a form of digital material, or multimedia content, vlogs are also described as a record of experiences, news, and information about a particular topic filmed and published online (Cambridge Online Dictionary).

The increased use of modern technology and technological devices in language learning has led to pedagogical innovations and improvements in communication through interactive and engaging activities (Chapelle, 2019), one of which is a vlog. Vlogs, in contrast to live-broadcasting videos, are asynchronous media sources in which the vlogger and the audience do not interact in real time (Hassan, 2023). Vlogs can be shot with digital or mobile devices equipped with camcorder features and uploaded to online platforms for audiences to watch (Snelson, 2015). Thanks to embedded technology, smartphones enable vloggers to create new content beyond their desktops or homes (Codreanu & Combe, 2019). Vlogs are creative videos edited with sound, images,

or text before being uploaded to social media platforms such as Facebook, YouTube, or others.

Vlogging mostly takes place on YouTube, a video-sharing platform that allows users to create and upload videos and socialize by interacting with other users in the social network (Fidan & Debbag, 2018). In terms of the creation and dissemination of content via Web 2.0, vlogging and YouTube have thrived together (Hassan, 2023). Especially, the popularity of vlogging increased in 2005, the same year that YouTube was founded (Wikipedia, 2025). Since then, YouTube has become increasingly used by young people for both entertainment and learning. With these features, YouTube is the platform that contains the highest number of vlogs, more than one-third, when compared with other sharing sites (Mogallapu, 2011). The only drawback is privacy, as anyone can view vlogs without restriction; however, vlog users can use certain settings to upload vlogs privately, making them viewable only to those with the exact URL (Watkins, 2012). Flip platform is another interactive and user-friendly platform that can be adopted in vlogging studies (Dianati, Spinelli, & Gazmuri Sanhueza, 2024).

The most recent technological advances can be effectively implemented in the learning process to enhance the learning experience and improve academic performance (Asnur et al., 2024). Vlogging has recently emerged as a learning tool and is commonly utilized in the learning and teaching process. In educational contexts, vlogs enable learners to gain engaging and real-life experiences. Vlogs provide a comfortable medium for learners to practice the target language (Rakhmanina & Kusumaningrum, 2017). As vlogs are increasingly popular among Generation Z, they can be a valuable and engaging tool in L2 learning and teaching. When the popularity of vlogs and Gen Z's dependence on technology are considered, using vlogs in language classes is likely to provide meaningful, engaging, and authentic learning experiences. Vlogs are increasingly used as instructional tools in L2 classes to foster language-learning skills. Learners can create vlogs on various topics to express their ideas and views, record, edit, and complete their videos. Vlogging also provides a comprehensive web experience by integrating voice, video, images, text, and even emotions with other vloggers (Rakhmanina & Kusumaningrum, 2017). Naqvi and Al-Mahrooqi (2016) stated that students can create digital videos individually or collaboratively, in which they participate in researching the topic, recording, directing, scripting, storyboarding, practicing, performing, and editing. Those who create videos can share them on online platforms with a broader audience, which is thought to be a great source of motivation as learners strive to do their best for

their audience. They also highlight that including teamwork in the creation of the videos facilitates the development of social and collaborative skills, as well as L2 language proficiency, thereby helping close the gap between in-class and out-of-class literacy practices and enhancing learning. As Brinton (2001) suggests, media tools can be significant motivators in L2 learning, as they provide authenticity in classroom settings and build bridges between the classroom and the outside world. Moreover, vlogs offer vloggers the opportunity to develop their digital literacy skills by editing videos and incorporating elements such as images, photos, video effects, text, and emoticons (Codreanu & Combe, 2019). Combre and Codreanu (2016) state that vlogs offer opportunities to enhance informal language learning, speaking skills, digital literacy skills, intercultural skills, and multilingual peer learning.

When vlogs are appropriately implemented, they are likely to transform language learning into a more student-centered, dynamic, and authentic experience. Studies conducted in secondary and tertiary contexts emphasize that vlogs provide opportunities to enhance learners' English language skills in different ways. Appealing to both auditory and visual senses, and as mostly shot orally, vlogs are considered to provide significantly positive results in L2 learning (Hung, 2011); therefore, speaking is the key element highlighted in vlogging (Rakhmanina & Kusumaningrum, 2017), and it is the core skill that students apply when shooting and creating vlogs (Torres, 2018). As Watkins (2012) suggests, vlogging is a good way to increase out-of-class student speaking, develop fluency, improve mastery of new vocabulary and grammar, reduce shyness, and boost confidence in an EFL context. He also emphasized another benefit of vlogging, which is fostering self-monitored speaking. Before submitting their vlogs, students will likely listen to and review their speaking. They could notice a pronunciation or grammar mistake, which will push them to try again for the best version. Another benefit is receiving feedback — compliments and criticism — from teachers or peers on the vlogs. Anil (2016) provides several notable rationales to utilize vlogs in L2 learning. Firstly, due to time constraints, students are unable to speak in the classroom, so vlogs can be used to promote learners' speaking time. She also stated that vlogs help learners to enhance vocabulary, comprehend grammatical aspects, and overcome shyness. It is also considered a positive and productive way of learning when learners engage in learning activities beyond the classroom, collaborating with peers, with the same enthusiasm, but in different contexts. Another rationale for implementing vlogs is that they help learners self-monitor their performance, enabling them to receive feedback for further

improvement. Besides, students can build rapport with others, and collaborative learning is favourably feasible in creating vlogs (Anil, 2016).

Incorporating vlogs into L2 learning has been shown to significantly impact English language learning. A recent systematic review on the integration of vlogs in ELT compiles research findings on vlog-based learning and its effects on ELT (Muzqia, Herawati & Tarihoran, 2025). The research highlights how vlogging can boost self-confidence, improve pronunciation, and provide an interactive learning environment. Despite these positive aspects, challenges, including time constraints, technical limitations, and speaking anxiety, can impede the effective implementation of vlogs in ELT.

Another study conducted a systematic review and meta-analysis, including 32 articles published between 2012 and 2023, to explore the benefits of integrating vlogs in English language teaching, with a focus on developing speaking skills (Nufus, Hasanah, Waghfiliyana, Munjiah, & Tarihoran, 2024). The results demonstrated that the integration of vlogs in L2 learning is effective and has many more advantages when compared to traditional methods of teaching, which include the following results:

1. Vlogs are more interesting and interactive. They can draw learners' attention and motivate learners to engage in the learning process.
2. Vlogs provide a more personalized learning experience. Teachers can create vlogs according to learners' needs and learning styles.
3. Vlogs allow learners to learn at their own pace, as they can be accessed anytime and anywhere, beyond the classroom.
4. Vlogs can help learners enhance their L2 communication skills. They can improve fluent and natural speaking, as well as listening and comprehension skills.
5. Vlogs can help students develop other important skills, including critical thinking, problem-solving, and communication.

Critical thinking: Learners can analyze the content and information presented in vlogs, identify bias, evaluate the credibility of sources, and draw appropriate conclusions, thinking critically.

Problem-solving: As the learning material is presented in an engaging, interactive way, learners can better comprehend concepts and apply them across different

contexts. Vlogs help learners identify problems, find creative solutions, evaluate risks and benefits, make informed decisions, and assess results.

Communicate: Vlogs can serve as a platform for communication, helping learners improve public speaking skills, present information clearly, give and receive feedback, collaborate with others, and establish positive relationships.

6. Vlogs can help teachers to raise their satisfaction and improve teaching skills by using cutting-edge technology.

In addition to the benefits, Nufus et al. (2024) also mention the challenges regarding using vlogs in L2, which consist of the following statements:

1. Learners can lack adequate equipment and internet access to watch and create vlogs, which can result in learning gaps and disappointment for learners.
2. Creating a quality vlog can be time-consuming and requires significant effort.
3. The content in vlogs can contain inaccurate information and confuse learners.
4. Learners may be inclined to plagiarism and do not know how to give credit.
5. Not all students may be interested in and engaged with vlogs.
6. The English level in vlogs may not be appropriate for learners' levels.

If the challenges are overcome and vlogs are applied appropriately, they are believed to help learners improve L2 skills in an engaging and effective way (Nufus et al., 2024).

2.6.1. Related Studies

A substantial body of research, including quasi-experimental, action research, case study, qualitative, and mixed-method designs, demonstrates the valuable contributions of student-created vlogs to L2 learning. Many studies found that vlog production facilitates L2 speaking skills (Encalada & Sarmiento, 2019; Huang et al., 2021; Hsu, 2016; Karsli, 2022; Kartini, 2021; Lestari, 2019; Lingga et al., 2021; Misdi et al.,2021; Naqvi & Al-Mahrooqi, 2016; Nugrogo, 2020; Sanad, 2021; Saputro et al.,2020; Suwanto, 2021; Vender & Ngui, 2023; Weganofa, 2021). While improving speaking performance, vlogs

were also found to reduce speaking anxiety (Karsli, 2022) and boost confidence in speaking English (Encalada & Sarmiento, 2019; Huang, 2015; Huang et al., 2020; Suwanto, 2021; Torres, 2018).

In addition to L2 speaking skills, vlog-based learning was found to enhance a range of other skills and sub-skills. Several studies highlighted the improvements in vocabulary (Abdulhayel, 2021; Lestari, 2019; Lingga et al., 2021; Mohamad et al., 2021; Naqvi & Al-Mahrooqi, 2016; Nugroho & Anugerahwati, 2019; Vender & Ngui, 2023), pronunciation (Encalada & Sarmiento, 2019; Lestari, 2019; Lingga et al., 2021; Mohamad et al., 2021; Nugroho & Anugerahwati, 2019), fluency (Hsu, 2016; Lingga et al., 2021; Mohamad et al., 2021; Nugroho & Anugerahwati; Vender & Ngui, 2023) and grammar (Goulah, 2007; Lestari, 2019; Lingga et al., 2021; Nugroho & Anugerahwati, 2019). While Abdulkhayel (2021) found that watching vlogs can enhance listening skills and vocabulary acquisition, learners' reflections in Naqvi and Al-Mahrooqi's (2016) study highlighted improvements in speaking, writing, reading, and listening skills, as well as vocabulary. Another important finding is that vlog projects promote digital literacy skills, as found in Goulah (2007) and Huang (2015) as technology skills, Huang (2021) as digital and media literacy skills, Mohamed et al. (2021) as computer literacy skills, and Naqvi and Al-Mahrooqi (2016) as IT skills and research skills. Moreover, as students watched their performance in videos, they were able to self-assess and regulate their learning, thereby fostering self-reflection skills (Fidan & Debbag, 2018; Huang, 2015; Kartini, 2021) and self-regulated learning skills (Fidan & Debbag, 2018). Vlogs were also found to increase motivation to learn English (Huang, 2015; Jung, 2021; Torres, 2018; Vender & Ngui, 2023).

Another strand of research focuses on collaborative vlog projects, which suggest more comprehensive benefits for learning. In their studies, Naqvi and Al-Mahrooqi (2016) aimed to explore how integrating the production of student-created digital videos (SCDVs) into ELF teaching can enhance L2 language learning and other skills. The participants were undergraduate EFL learners in Oman, who worked in small groups to create commercials for fictional products. After video production, each group presented their video to their class and, collaboratively, wrote a report about the presentation and their experience. Reporting on 36 university students' experiences in Oman based on data obtained from student questionnaires, Naqvi and Al-Mahrooqi (2016) indicated that SCDVs seem to enhance English language skills and some other sub-skills, including research skills, data analyzing skills, critical thinking, creativity, collaborative skills, IT skills, and presentation skills.

In their case study, Huang et al. (2020) used smartphone-based collaborative video projects with 62 university students in China to explore whether implementing vlog projects facilitates group collaboration and participation in learning in an EFL context. During eight weeks of intervention, two three-minute collaborative vlog projects on topics specified by the teacher were filmed. The results from a questionnaire and focus-group interviews demonstrated that students increased the quantity of words they used in vlogs, had fun speaking English, and enjoyed working in group collaboration during vlog shoots. The students were reported to have more confidence in speaking English.

Similarly, Huang (2021) conducted a study to investigate the impact of smartphone-based collaborative vlog projects on university students' English speaking performance and learning engagement in China. With 65 participants taking part in an eight-week intervention, the study collected data on pre- and post-speaking scores, focus group interviews, and a final reflection. The results showed that learners enhanced their L2 speaking and digital media production skills as part of 21st-century skills. In addition, collaborative vlogs promoted collaboration skills and increased students' engagement.

In a qualitative case study, Jung (2021) investigated how eight university students' collaborative vlog project experiences affected their motivation to learn English in South Korea. Data were obtained from semi-structured interviews, the researcher's field notes, and student artefacts. Findings revealed that collaboration in creating videos enhanced learners' motivation, with self-efficacy and task value affecting learners' motivational orientation. The results also showed that participants were optimistic about collaborating on the video project.

In the Turkish context, only a few studies have examined the impact of student-created vlogs on L2 learning. One of these studies was conducted by Karsli (2022) to explore how vlog-based speaking practices affect EFL learners' speaking performance and L2 speaking anxiety. In this mixed-methods study, the sample included 64 first-grade university students in ELT, with the experimental group engaging in speaking practice on a vlog platform, while the control and experimental groups had the speaking practices in the classroom. The results from the speaking anxiety scale, the speaking performance exam, and interviews revealed that students who benefited from vlog-based speaking activities had better speaking performance and lower speaking anxiety. It was also found that students were positive about the vlog-based speaking activities.

In another study, Fidan and Debbağ (2018) conducted a case study using a qualitative research method with 24 pre-service teachers, who shot vlogs each week to reflect on and

share their instructional experiences, knowledge, and skills gained in the school, and posted them on YouTube within the scope of the school experience course. The data were collected via a semi-structured interview form with three open-ended questions. The findings showed that vlogs are helpful in professional and technical aspects. Besides, the results demonstrated that vlogs contribute to identifying and correcting weaknesses, support reflective learning and self-regulation, and fortify skills, including self-expression, communication, critical thinking, and information sharing, concerning individual and social development. On the other hand, the study noted several limitations: pre-service teachers felt excited, shy, and tense during vlog shootings, struggled to correct recording errors, and were worried about the confidentiality of their vlogs.

All the above-mentioned studies have shown that student-generated vlogs have a high potential to improve English language skills and sub-skills. However, there is still a gap in the implementation of vlogging in ELT within the PBL framework, particularly in examining how CVPs affect EFL learners' speaking skills and digital literacy in a joint combination. To the best of the researcher's knowledge, no such study has been conducted in Türkiye. Therefore, by integrating technology, collaboration, and L2 in vlog production, this study aims to provide insights into how project-based digital tasks can enhance L2 speaking skills and digital literacy in EFL education.

2.7. 21st Century Skills

The inclination toward a digital, modern, and globalized world in the 21st century has influenced various aspects of today's life, including social and economic systems and even the roles of learning and education. Over the last decade, research has demonstrated that the growing use of digital technologies, particularly among young people, has led to new social practices (Buckingham & Willett, 2006). The integration of technology has had a significant impact on individuals' lives, dramatically changing or redefining the skills and competencies they need. Therefore, the previous expectations for students' basic skills and knowledge need to be replaced by new requirements for the 21st century (Dede, 2007). In order to attain the necessary transformation, it is essential to develop new ideas for educational requirements. To address this issue, educational institutions must evolve to replace the basic skills with more complex or higher skills and give learners an opportunity to improve their critical thinking, collaboration, adaptable problem-solving, and communication skills that are crucial to function well, succeed and work productively in life and work (Binkley, Erstad, Herman, Raizen, Ripley, Miller-Ricci & Rumble, 2012;

Trilling & Fadel, 2009). These higher-order skills are referred to as *21st-century skills*. There is no unique, clear definition of 21st-century skills, as it is a broad, comprehensive concept applied across various domains and encompassing a wide range of skills and attributes (Joynes, Rossignoli, Fenyiwa Amonoo-Kuofi, 2019). The complexity and ambiguity of the term led to diverse interpretations of 21st-century skills (Chalkiadaki, 2018). Moreover, the literature offers conflicting evidence on the distinction between 21st-century skills and related skills. However, there is agreement that these skills are essential to incorporate into education to meet the demands of this century and to cope with the global challenges and dynamics of this age (Joynes et al., 2019). A variety of skills and competencies are specified, and many attempts are made to combine them using analytical frameworks. The literature review demonstrates that various international educational and professional institutions, organizations, and non-governmental organizations came together to propose frameworks for defining and categorizing 21st-century skills for use in academic contexts. These frameworks are compiled as follows: the North Central Regional Educational Laboratory (NCREL) and Metiri Group/Engauge, the Organization for Economic Cooperation and Development (OECD), the International Society for Technology in Education (ISTE), the Assessment and Teaching of 21st Century Skills (ATC21s), the American National Research Council (NRC), The Asian Society, the Partnership for 21st Century Skills (P21), the Center for Curriculum Redesign (CCR) 4D Competencies framework.

The NCREL or Metiri Group/Engauge was created as a web-based framework in 2003. It aims to provide a common basis for business, public, industry, and education contexts, as well as the skills needed for both learners and workers in the digital age (Lemke, 2002). It classifies 21st-century skills into four groups: digital-age literacy, inventive thinking, effective communication, and high productivity, with sub-categories for each group given in Table 1.

Table 1.

Engauge's 21st-century skills

Academic Achievement	Digital-Age Literacy • Basic, scientific, economic, and technological literacies • Visual and information literacies • Multicultural literacy and global awareness	Inventive Thinking • Adaptability, managing, complexity and self-direction • Curiosity, creativity and risk taking • Higher-order thinking and sound reasoning
	Effective Communication • Teaming, collaboration, and interpersonal skills • Personal, social, and civic responsibility	High Productivity • Prioritizing, planning, and managing for results • Effective use of real-world tools • Ability to produce relevant, high-quality products

Source: Lemke, 2002

The Organization for Economic Cooperation and Development (OECD) was established in 2005 based on the Program for International Student Assessment (PISA) and the Definition and Selection of Competencies (DeSeCo) Programme. The aim was to prepare a framework for providing individuals with the ability to take responsibility for their learning and actions. They emphasize "competencies" rather than "skills" in this framework, as competencies are considered a broader concept that includes skills. Referring to the competencies, the OECD framework consists of three categories, including *Using tools interactively*, *interacting in heterogeneous groups*, and *acting autonomously*, with three sub-dimensions each (Ananiadou & Claro, 2009) (See Table 2).

Table 2.

OECD framework

Using Tools Interactively	• The ability to use language, symbols, and texts interactively • The ability to use knowledge and information interactively • The ability to use technology interactively
Interacting in Heterogeneous Groups	• The ability to relate well to others • The ability to cooperate • The ability to manage and resolve conflicts
Acting Autonomously	• The ability to act within the big picture • The ability to form and conduct life plans and personal projects • The ability to defend and assert rights, interests, limits, and needs

Source: OECD, 2005

The International Society for Technology in Education (ISTE) aims to guide students, coaches, leaders, and educators through technology-focused standards in the educational context and to provide them with the necessary skills and knowledge for innovation and excellence in leading, learning, and teaching. (ISTE, 2019). Accordingly, the competencies students are required to possess, as described in the ISTE standards, are organized into seven categories after revisions: *empowered learner*, *digital citizen*, *knowledge constructor*, *innovative designer*, *computational thinker*, *creative communicator*, and *global collaborator* (ISTE, 2019).

The Assessment and Teaching of 21st Century Skills (ATC21s) was launched as a project by CISCO, Intel, and Microsoft to equip learners with 21st-century skills. The idea emerged that curriculum and assessment methods must be changed to prepare students for the 21st century. As an international research consortium, ATC21s introduced the "KSAVE" model, grounded in knowledge, skills, attitudes, values, and ethics. This framework included ten skills, which were organized into four groups as shown in Table 3.

Table 3.

ATC21s 21st-century skills

Ways of thinking	Tools for working
• creativity and innovation • critical thinking, problem solving, decision making • learning to learn/ metacognition	• information literacy • ICT literacy
Ways of working	Ways of living in the world
• communication • collaboration (teamwork)	• citizenship – local and global • life and career • personal and social responsibility, including cultural awareness and competence

Source: Binkley et al., 2012, pp.18-19

The American National Research Council (NRC) was formed in 2010 as a result of the National Research Council's workshops to specify the skills essential to individuals in their education, life, and work contexts. The necessary skills and knowledge were organized into three main groups, each with its subcategories. As shown in Table 4, *cognitive skills* include critical thinking, non-routine problem solving, and system thinking; *interpersonal skills* consist of complex communication, social skills, teamwork, cultural sensitivity, and dealing with diversity; and *intrinsic-essential skills* include self-assessment, time management, self-development, self-regulation, adaptability, and executive functioning skills.

Table 4.

NRC's 21st-century skills

Cognitive skills	• critical thinking • non-routine problem solving • system thinking
Interpersonal skills	• complex communication • social skills, • teamwork, • cultural sensitivity, • dealing with diversity
Intrinsic-essential skills	• self-assessment • time management • self-development • self-regulation • Adaptability • executive functioning skills

Source: National Research Council, 2011

The Asian Society prepared a report based on research specifying essential strategies to teach 21st-century skills in line with NCR's categories in 2012. Based on this report, another report was published in 2013 with an aim to identify the challenges regarding assessing those competencies, not presenting a comprehensive list of 21st-century competencies. It also aims to equip teachers, school leaders, and administrators with the 21st-century competencies assessment. For these reasons, they described a broad range of categories encompassing diverse sub-competencies crucial to the 21st century and demonstrating a wide range of evaluation approaches (Soland, Hamilton & Stecher, 2013). As presented in Table 5, the three broad categories are divided into three with related sub-categories.

Table 5.

21st-century competencies in the Asian Society

Cognitive competencies	➤ Academic mastery
	➤ Critical thinking
	➤ Creativity
Interpersonal competencies	➤ Communication and collaboration
	➤ Leadership
	➤ Global awareness
Intrapersonal competencies	➤ Growth mindset
	➤ Learning how to learn
	➤ Intrinsic motivation

Source: Soland, Hamilton and Stecher, 2013

The Center for Curriculum Redesign (CCR) is a global, non-profit organization that focuses on enhancing education by answering the question, "What should students learn for the age of AI?" It published a list of ten competencies and revised them in 2024. It synthesizes the most recent research and prepares the 4D Competencies framework, one of the latest frameworks for 21st-century skills, following revisions. CCR's 4D Competencies Framework reflects the reality that, in today's world, students need to improve in four dimensions: *skills*, *character*, *meta-learning*, and *knowledge*. The core idea of this framework is to integrate *knowledge* instruction into the other three dimensions. Those three dimensions, as shown in Table 6, are presented along with the related competencies and the particular emphasis associated with each.

Table 6.

CCR's 4D competencies framework

	Competency	Emphasis
Skills (How we use what we know)	Creativity	Imagination
	Critical Thinking	Decision-making
	Communication	Dialogue
	Collaboration	Leadership
Character (How we behave and engage in the world)	Curiosity	Open-mindedness
	Courage	Risk-taking
	Resilience	Resourcefulness
	Ethics	Fairness
Meta-learning (Learning how to learn)	Metacognition	Adaptability
	Metaemotion	

Source: Center for Curriculum Redesign, 2024

The Partnership for 21st Century Skills (P21) framework was first developed in 2002, USA, using feedback from educators, education specialists, policymakers, business executives, and major corporations such as Apple, Microsoft, and the NEA to fulfill the 21st-century learning outcomes in education, the workplace, and life (P21, 2019) and to place 21st century skills in the midpoint of K12 education (Voogt & Roblin) In 2018, P21 became part of Battelle for Kids under the name "P21: A Network of Battelle for Kids."

The P21 framework aims to outline the skills, knowledge, and competencies that are crucial for students' success in a digitally and globally connected world. It is a mixture of particular skills, content knowledge, literacies, and expertise (Battelle for Kids, 2019). This framework proposes that to be able to implement the 21st-century skills, students need to comprehend and make progress in the academic subject. Critical thinking and good communication skills can only be built upon a basis of academic subject matter knowledge (Battelle for Kids, 2019). In addition to that, students are required to learn the fundamental skills for better outcomes in today's world, including *collaboration, communication, critical thinking, and problem solving* (Battelle for Kids, 2019, p.2).

Reflecting a unified, collective perspective on learning, the P21 framework is structured around the "student outcomes and support systems" design, which highlights the skills and conditions required for achievement. As shown in Figure 1, student outcomes consist of four main dimensions: *Key subjects and 21st century themes, life and*

career skills, learning and innovation skills, including 4C's - critical thinking, communication, collaboration, and creativity-, information and technology skills. The support systems include four elements: Standards and Assessment, Curriculum and Instruction, Professional Development, and Learning Environments, all of which help learners get more involved in the learning process and graduate well-prepared and equipped to prosper in the current global economy (Battelle for Kids, 2019, p.2).

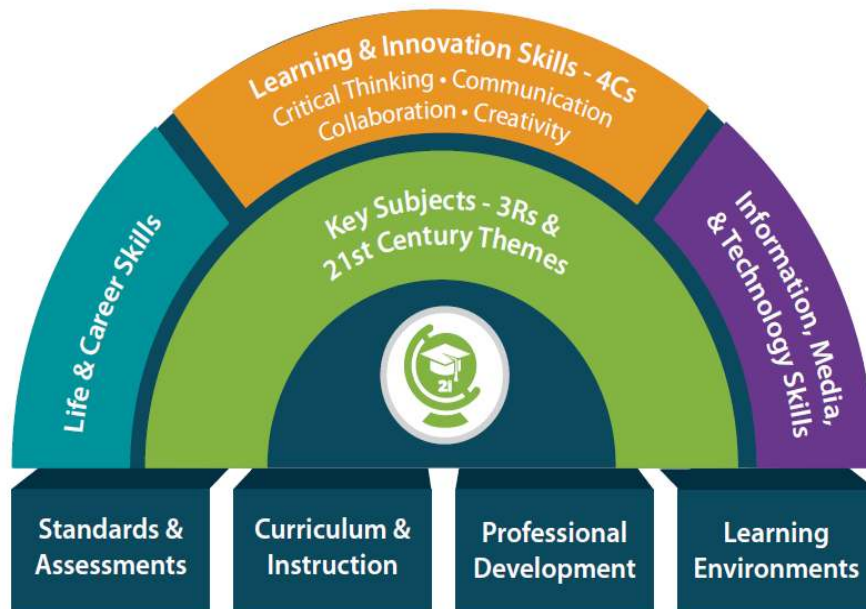


Figure 1. The Partnership for 21st Century Skills (P21) framework

Located in the middle of the framework, the *key subjects and 21st century themes* are prominent, forming the base of this framework. Key subjects consist of academic subjects that are taught in most schools nowadays, like English, Reading, Language Arts, World Languages, Arts, Mathematics, Economics, Science, Geography, History, Government, and Civics. Serving as global issues and problems of today's world (Thrilling & Fadel, 2009), 21st century themes including *global awareness, environmental, civic, health, financial, economic, business, and entrepreneurial literacies*, need to be integrated into key subjects (P21, 2019). It is also stated that schools should both teach these core subjects and enhance understanding of them by integrating 21st century interdisciplinary themes into all lessons.

Life and career skills are significant because thinking skills and subject-matter knowledge are not enough in today's work and life environments. Students need to give careful attention to building strong life and career skills to be able to succeed in real-life

and workplace contexts of the globalized, modern, and fast-changing information age (P21, 2019). Life and career skills include those sub-skills:

- Flexibility and adaptability refer to being open to change and adapting to different roles, contexts, and responsibilities.
- Initiative and self-direction are about being self-motivated, setting goals, managing time and goals efficiently, and working independently.
- Social and cross-cultural skills pertain to interacting and working effectively with people from different social and cultural backgrounds, and making the best of these differences to generate new ideas and boost innovation and work quality.
- Productivity and accountability are related to setting and meeting goals in all situations by planning and managing work responsibly for the desired outcomes.

Learning and innovation skills (4Cs) are currently accepted as key factors that distinguish students who are ready for complex work and life contexts from those who are not (P21, 2019). These skills are vital for lifelong learning, becoming an autonomous learner, and producing creative work (Thrilling & Fadel, 2009). In a broader sense, abilities such as asking and answering significant questions, evaluating others' opinions critically, posing and solving problems, communicating and collaborating during the learning process, producing new solutions and creating innovations to contribute to a better world have always lied at the heart of learning and innovation skills, therefore, these skills should be placed at the top of the 21st century skills due to being timeless, universally valuable, essential and urgently required in today's world (Thrilling & Fadel, 2009). In order to prepare the students for the future, it is of paramount importance to equip them with these specific skills and help them improve their higher-order skills, which are explicitly stated in P21 as *critical thinking, creativity, communication, and collaboration skills*, namely the 4Cs of 21st century skills. The 4Cs model bases its foundation on the idea that confronting the challenges of the 21st century requires a wide range of abilities with an emphasis on the individual's capacity for core subject skills, social and cross-cultural skills, language proficiency, and a thorough understanding of

economic and political factors that impact societies (Joynes et al., 2019). Each of the 4Cs skills is explained in detail in the following section.

Information, media, and technology skills consist of information literacy to access, evaluate, and utilize information efficiently; media literacy to analyze media sources and create media products; and ICT literacy to apply technology effectively (P21, 2019) (to be explained in detail).

To summarize the information provided for P21, it can be concluded that although each dimension of the P21 framework appears independent of the others, the framework treats all its parts as completely intertwined.

When all the frameworks mentioned above are analyzed, it becomes clear that each framework has its own skill classification and definition of a set of skills. Nonetheless, specific skills and competencies across these frameworks overlap despite their different names and perspectives (Chalkiadaki, 2018). Therefore, Chalkiadaki (2018) compiled a list of 21st-century skills that are regarded highly by the institutions and authors, including:

Creativity, divergent thinking, critical thinking, team working (especially in heterogeneous groups), work autonomy, developed cognitive and interpersonal skills, social and civic competences, responsible national and global citizenship, consciousness of interdependence, acceptance and understanding of diversity, recognition and development of personal attributes, interactive use of tools, communication in mother tongue and foreign languages, mathematical and science competence, digital competence, sense of initiative and entrepreneurship, accountability, leadership, cultural awareness and expression, physical well-being (p.5)

According to Joynes et al. (2019), five key skills/competencies are referenced frequently in the literature regarding 21st-century skills, including:

- Communication skills
- Collaborative skills
- Individual learning approaches, encompassing critical thinking, metacognition, and learning new skills
- ICT and digital literacy
- Individual autonomy- flexibility, adaptability, and entrepreneurship (p.19)

Reviewing the frameworks, Voogt and Roblin (2010) express clearly that specific skills, including *collaboration, communication, ICT skills, social and/or cultural skills, and citizenship*, are mentioned in all frameworks, while *creativity, critical thinking, problem solving, productivity, and developing quality products* are introduced in most of the frameworks (p.18). They also emphasize that information and communication technology (ICT) has become very prominent among 21st-century skills.

The P21 framework for 21st-century skills is one of the most widely adopted frameworks in academic studies (Chalkiadaki, 2018; Dede, 2010; Voogt & Robin, 2010). It is regarded as a comprehensive and elaborated framework offering the conceptualization of 21st-century skills, which serves as the foundation for the other framework (Voogt & Roblin, 2010). Besides, by deepening and broadening upon the earlier frameworks, it becomes suited to this era (Thrilling & Fadel, 2009). Therefore, this framework is adopted as a reference for 21st-century skills.

2.7.1. The 4Cs of 21st century Skills

2.7.1.1. Critical thinking

Critical thinking has been viewed differently in the literature as it is a multidimensional mental process encompassing various and extensive cognitive abilities (Pardede, 2020). Thrilling and Fadel (2009) define it as an advanced cognitive skill incorporating knowledge, understanding, interpretation, analysis, synthesis, and evaluation. Similarly, Joynes et al. (2019) highlight that, as a core skill in 21st-century learning, critical thinking includes "accessing, analyzing, and synthesizing information" (p. 13). As a psychologist, Daniel Willingham (cited in Jerald, 2009, p. 54) states that critical thinking involves three kinds of thinking: *reasoning, making judgments and decisions, and problem solving*. The P21 for 21st Century Learning (2019) provides a detailed description of the characteristics of critical thinking skills, emphasizing problem-solving and effective reasoning. Accordingly, a person with critical thinking skills can

- employ different types of reasoning (deductive, inductive, etc.) based on the circumstances
- utilize system thinking
- investigate the ways in which components of a complex system interact to generate overall results

- make decisions and judgments
- efficiently assess and evaluate opinions, claims, arguments, and proofs
- analyze and assess the major different viewpoints
- bring together and connect facts with arguments
- interpret data and make judgments depending on thorough findings
- critically reflect on the experience and process of learning.

Emphasizing the importance of critical thinking, Halvorsen (2018) asserts that it is one of the most prominent thinking skills that learners will need in the future. He also notes that thinking critically about a problem or matter means "to analyze it from many viewpoints and perspectives with an open mind" (p. 1). Before coming up with solutions, it is important to evaluate the evidence to consider the challenges and problems in this process. In line with this, the Collegiate Learning Assessment developed by the Council for Aid to Education and the Rand Corporation in the USA defines critical thinking and problem solving as "a student's demonstrated ability to evaluate and analyze source information, and subsequently to draw conclusions and present an argument based upon that analysis" (cited in Jerald, 2009, p. 53). The National Education Association (n.d.) underlines the significance of critical thinking, stating that critical thinking and problem solving used to be a discipline for gifted students. However, now they are crucial for all students.

According to Jerald (2009), learners can be taught to monitor their thinking, a process called metacognition. However, to develop solutions and evaluate which are reasonable for a problem, a person needs to have domain knowledge, a deep understanding, and the ability to put that knowledge into practice. It can be inferred that an emphasis on critical thinking calls for deep knowledge of the core subjects.

According to the National Education Association (n.d.), critical thinking helps learners improve other skills, such as advanced thinking, deeper analytical skills, and higher levels of concentration. He also states that solving problems and thinking critically require other skills, including creative thinking, imagination, information literacy, communication, and collaboration with others in order to examine, analyze, interpret, and evaluate information. A single mind is no longer dependent on accessing information resources to solve problems. It actually requires cooperation and collaboration, as well as

working efficiently and creatively with technology, a huge amount of information online, and people from different backgrounds (National Education Association, n.d).

Critical thinking is vital for all learners, as it facilitates active and lifelong learning, enhances comprehension, helps learners evaluate different viewpoints, fosters problem-solving skills, and empowers them to take ownership of their thinking processes (Tümen Akyıldız & Şahin, 2024). There are many studies conducted in the EFL/ESL context showed that critical thinking improves learners' English language skills (Arfae, 2020; Gandimathi & Zarei, 2018; Moghadam, Narafshan & Tajadini, 2023; Ramezani, Larsari & Kiasi, 2016). Therefore, improving and using critical thinking skills in the learning process can boost learners' achievement and enrich the quality of learning.

2.7.1.2. Creativity

Creativity has been defined variously throughout the literature. Amabile (2012) described creativity as the ability to come up with a novel and satisfactory answer, outcome or solution to an open-ended challenge. Similarly, Bapna, Sharma, Kaushik, and Kumar (2017) refer to it as the ability to generate or the process of creating work that is both new, original, unusual, and appropriate and beneficial. Providing a more detailed definition, Hixson, Ravitz, and Whisman (2012) define it as the ability to synthesise, analyze, and tie together or articulate what they have learned in a novel and original way with an aim to generate and improve solutions to challenging tasks and problems. Eker (2020) refers to it as "the ability to think outside the box" and relates it to innovation (p.22). It seems that the most comprehensive definition of creativity is provided by P21 (2019). In this framework, creativity is signified under three themes: "think creatively", "work creatively with others," and "implement innovation." The characteristics of a creative person in P21 are listed as follows:

Think creatively

- apply a broad range of techniques to produce ideas (like brainstorming)
- create original and valuable ideas
- expand on, refine, analyze, and evaluate their ideas to improve and strengthen creative outcomes

Work creatively with others

- develop, apply, and share novel ideas with others efficiently
- be open to new and different viewpoints; include team input and feedback into the work
- show originality and imaginativeness in work and recognize practical restraint in embracing new ideas
- Regard failure as a learning opportunity; accept that creativity and innovation involve ongoing cycles of minor successes and continual mistakes

Implement innovation

- Take action on creative ideas to contribute in a practical and beneficial way to the field where inventiveness will take place.

Tümen Akyıldız and Şahin (2024) emphasize the link between creativity and creative thinking. They state that creativity embodies the results, processes or exchanges that lead to novel ideas, concepts or artifacts. At the same time, creative thinking is related to the cognitive abilities that endow a person with innovative, new ideas, thoughts, and innovations. It was also signified that creative thinking represents the core part of creativity, which is enhanced through the combination of creative thinking skills, motivation, and expertise. In fact, creativity is often associated with creative thinking, innovation, and imagination. That is why, it played an important role in educational and workplace contexts. Furthermore, creativity is closely related to the other skills, including critical thinking and problem solving, while innovation necessitates social and interpersonal skills, collaboration, leadership and adaptability (Chiruguru, 2020).

In the 21st century world, where continual innovation and creativity are needed to enhance processes, improve new services, and produce better products, and where well-paid jobs are depending more and more on creative knowledge work, it is not surprising that creativity and innovation rank among the most critical 21st century skills (Thrilling & Fadel, 2009). In today's world, creative souls and innovative skills have been in demand for personal and professional achievement (Pardede, 2020). Therefore, an encouraging learning environment that fosters creativity and allows learners to think out of the box is vital in the 21st century to prepare them for the future.

Trilling and Fadel (2009) hit the high spot by stating that today's advanced technology, which is convenient for accessing, investigating, analyzing, storing, managing, generating, and transmitting information to foster critical thinking and problem solving, makes these thinking skills suited and relevant to the 21st century.

2.7.1.3. Communication and Collaboration

Apart from critical thinking and creativity, the other Cs in the 4Cs are communication and collaboration. P21 (2019) describes a person who communicates clearly as noted below:

- effectively express views and ideas using written, spoken, and nonverbal communication skills in different forms and settings
- listen carefully to interpret meaning with intentions, knowledge, values, and attitudes
- utilize communication for a variety of reasons that include informing, instructing, motivating, and persuading
- use various kinds of media and technologies, and be able to prioritise, decide on the effectiveness, and evaluate their impact.
- communicate efficiently in different contexts, including multilingual ones
- collaborate with others
- display the ability to work productively and respectfully with different teams
- apply adaptability and willingness to assist in reaching any necessary compromises in order to achieve a common goal
- take a shared responsibility for collaborative teamwork and respect the unique contributions of each member in the team.

Communication and collaboration skills are two Cs that are challenging to separate; most probably, that is why they are presented together in P21. For instance, among the communication skills, “effectively express views and ideas using written, spoken, and nonverbal communication skills” is connected to the collaboration skill “work productively and respectfully with different teams”. To collaborate effectively in a team, a person needs to possess effective communication skills. Communication is ineffective if the message is not received and comprehended by others. (Chiruguru, 2020).

As the primary goal of teaching and learning a language is to empower learners to communicate in it, EFL classes have been considered as one of the most useful settings for fostering learners' communication skills. Although the basics of effective communication, including correct speech, proficient reading, and clear writing, have been the core goal of education, modern demands and digital tools require a much deeper and broader investment in communication and collaboration skills to enhance learning together (Thrilling & Fadel, 2009). The ability to express ideas and thoughts through oral, written, and interpersonal means is still included in the definition of communication; however, compared to the previous century, communication in the 21st-century context has a more complicated dimension due to the increasing utilization of internet technologies. Because of the increasing use of technologies, information and communication technologies (ICT) have been considered as a vital component of communication (Pardede, 2020). In line with this, Joynes et al. (2019) stated that communication skills are also encapsulated in the competencies of information, media, and ICT. Hence, EFL teachers should help learners improve communication skills in spoken and written English, and enhance their ICT-mediated communication skills by integrating digital tools into their learning contexts.

Thrilling and Fadel (2009) assert that communication and collaboration skills can be mastered in different ways. However, social interaction, direct communication, and collaboration with others, which can be in person, face to face, or virtually via technology, is the most efficient way. They regard collaborative learning projects, including intense interactions and teamwork, as invaluable for enhancing these skills.

Communication and collaboration skills can be enhanced through student-centered learning approaches and specific pedagogical techniques, including project-based learning, cooperative learning activities, experimental learning, pair/group work, and peer review (Halvorsen, 2018; Pardede, 2020; Voogt & Roblin, 2010). As learners work in groups to solve a problem, complete a task, or create a product in these contexts, they interact with each other, share their perspectives, express and rationalize their ideas, interrogate others' views, and play an active role in the learning process (Pardede, 2020), which can ultimately help learners develop their communication and collaboration skills. Even in a workplace environment, people with communication and collaboration skills are in demand. Hence, upon completing L2 classes, it is crucial that learners are not only endowed with improved language proficiency but also gain high confidence in engaging in effective communication and good collaboration using the target language.

Jerald et al. (2009) emphasize that many kinds of occupations are becoming more collaborative and interactive. For instance, there has been a notable increase in collaborative scientific research and the publication of jointly written research papers in recent years. Besides, communication and collaboration skills have been intertwined with technical skills too, and become vital even in technical professions, like engineering, where customers are frequently interacted for generating custom-designed solutions.

Considering the development of the 4Cs, it can be concluded that learners who have strong 4C skills and can think critically about situations, solve problems efficiently, communicate effectively with others, and work well with teams will likely achieve success in both personal and professional life. Therefore, learners need to understand how to apply what they learn at school to face real-world challenges (Jerald et al,2009). As it is emphasized in most of the frameworks, it is highly necessary to be able to utilize technology comprehensively to reinforce student learning and foster the 21st century mastery.

2.8. Digital Literacy (DL) Skills

Today, “literacy” is utilized with various terms referring to having the required knowledge, concepts and skills regarding the relevant term or field (Snively & Cooper, 1997), such as digital literacy, which is perceived as a prerequisite for survival in the technological age (Goodfellow, 2011). Although research studies on digital literacy have gained momentum in the last decade, this concept, along with technology and computer literacy, emerged in the 20th century. In the 1980s, computer literacy was utilized as a concept that was accepted as the beginning of digital literacy and had the same meaning as technology literacy (Silik & Aydın, 2021). Digital literacy was introduced by Paul Gilster in 1997 in his book “Digital Literacy”.

Digital literacy is a broad term encompassing various literacies, and different definitions have been proposed. Gilster (1997) defined digital literacy as “the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers” (p. 1), which focuses on cognition. According to Eshet-Alkalai (2004), digital literacy encompasses more than the ability to utilize software or a digital device; in order to perform effectively in a digital environment, a broad range of complex skills, including cognitive, physical, social, and emotional skills, are required, which are referred to as “digital literacy skills”. He views digital literacy skills as survival in the digital age. Providing a comprehensive definition beyond technical competency,

the Turkish Ministry of National Education (Milli Eğitim Bakanlığı, 2020) defines it as the ability to access, interpret, utilize, organize, and generate information using technology and solve problems using these skills in technologically advanced settings. It highlights learners' ability to use ICT critically, creatively, and collaboratively. This definition is aligned with the United Nations Educational, Scientific, and Cultural Organization's (UNESCO, n.d) definition, which refers to it as the ability to access, manage, understand, integrate, communicate, evaluate, and create information in a secure and ethical way. Both suggest that digital literacy should support the quality of education and lifelong learning. According to Martin and Grudziecki (2007), digital literacy is the ability of awareness, attitude and using digital resources in order to communicate, express, and take social actions in particular life situations.

Digital literacy is an umbrella term for various competencies, including information literacy, media literacy, and ICT (P21, 2019; Thrilling & Fadel, 2009). According to Kızılcı (2008), digital literacy includes sub-dimensions, such as technological literacy, computer literacy, media literacy, and information literacy. In addition to these literacies, some interrelated competencies, such as communication and collaboration, critical thinking, ethical awareness, and privacy, are regarded as essential for advancing in digital environments (Pangrazio, Godhe & Ledesma, 2020). According to Bayrakcı and Narmanlıoğlu (2021), digital literacy encapsulates competencies:

- to utilize digital technologies in different areas, including learning, problem solving, entertainment, communication, the practices of citizenship, and private space in an appropriate, safe, and efficient way
 - to generate and collaborate with digital technologies
 - to assess the processes and the digital technologies
 - to display awareness and a critical perspective about digital technologies
 - to build technical, social, and cognitive skills regarding digital technologies
- (p.6)

The Turkish Ministry of National Education proposed a comprehensive framework of digital literacy as a teacher's guide in 2020. According to that framework, digital literacy encompasses a wide range of literacies and competencies, including basic

technological literacy, information and data literacy, communication and collaboration, internet literacy, digital content creation, security, and problem-solving.

Digitally and technologically literate individuals are curious about various digital technologies, can easily integrate into these technologies and utilize them effectively, and have metacognitive skills, including critical thinking, analyzing and solving problems, obtaining information using these technologies, and managing, using, assessing, and critically evaluating information they obtain through these technologies. In addition, digitally literate individuals pay attention to legal, ethical, and moral issues when they use different digital tools. (Buckingham, 2006; Silik & Aydın, 2021). They know how to use digital tools and are aware of online ethics, online safety, and online privacy issues. Individuals who master these facets are more likely to flourish across personal and professional contexts. The sub-competencies of digital literacy based on P21 are explained below:

Information literacy refers to the ability to recognize, find, evaluate, and use information appropriately. It is also about distinguishing between reliable, credible, accurate, and unreliable sources of information. According to P21 (2019), it includes:

- accessing information efficiently and effectively
- critically and proficiently evaluating information
- utilizing information appropriately and creatively for current challenges or situations
- controlling the information flow from a broad range of sources
- apply a basic understanding of the ethical/ legal aspects regarding the access and use of information.

According to the Turkish Ministry of National Education's (2020) framework, an individual with information and data literacy can:

- identify and articulate necessary information
- access and retrieve digital data, information, and content
- evaluate the relevance and appropriateness of sources and content
- store, manage, and organize digital information and data
- review, search, and filter digital information, data, and content

- listen to broadcasts prepared on the net or uploaded to the internet for learning, performing assigned tasks during and after listening to broadcasts
- watch videos for learning, performing assigned tasks during and after watching videos
- search online responsibly, using searching strategies and developing searches
- investigate the answers to questions about services
- review and evaluate reviews of products and services
- communicate using text messages
- create a personal website

This framework provides a comprehensive, broad range of competencies for information and data literacy, highlighting the importance of finding and utilizing digital information, data, and content, as well as the critical evaluation, organization, and processing. As Bundy (2004) emphasizes, information literacy is vital for lifelong learning, personal development, participatory citizenship, and societal approval.

In the 21st century, accessing, collecting, evaluating, filtering, applying, and managing digital information properly, utilizing the sources of information effectively and responsibly, knowing how to choose from various media choices, and how to communicate and create effective messages among different media are very crucial digital literacies (Thrilling & Fadel, 2009). In this century, the ability to assess and evaluate the credibility of data has turned out to be a “survival skill”, because individuals are exposed to limitless information that can be published and manipulated easily (Eshet-Alkalai, 2004). The main conflicts of evaluating information result from the difficulty of assessing the reliability and originality of digital information. During research on the internet, a learner should make decisions about which information to retrieve and which information to leave out. This awareness requires cognitive skills and an effective mechanism to evaluate information effectively (Eshet-Alkalai, 2004). Working as a filter, information literacy helps individuals to determine biased, unreliable information by thinking critically and being sceptical about the quality of information (Eshet-Alkalai, 2004).

Media literacy encompasses analyzing media and creating media products. The competencies of media literacy are provided in P21 framework (2019) in detail. Accordingly, an individual with media literacy can

- understand the reasons, methods and intended use of media messages
- examine how people differ in their interpretation of messages, how values and opinions are included and left out, and how media can impact on beliefs and attitudes
- put into practice a basic comprehension of the ethical/legal issues regarding media access and utilization.
- understand and use the most suitable practices, features, and tools for media creation
- understand and efficiently use the most suitable expressions and interpretations in various kinds of multicultural settings.

Yanarates (2020) put forward two different aspects of media literacy definition. In the first one, media literacy is referred to as obtaining information from various media tools such as TV, radio, the internet, and newspapers, and critically assessing them. In the other definition, it regards the ability to understand and utilize the settings where an individual can generate, store and transfer information and media types, including graphics, text, newspaper, TV, radio, CD, DVD and broadcast. As media literacy includes skills of accessing, utilizing, and evaluating critically, it can overlap with information literacy. However, media literacy has a slightly more restricted scope.

In the 21st century, learners are surrounded by digital media and other media options. Therefore, they must learn how to use media resources accessible for learning as well as how to utilize media-producing tools to create engaging and useful communication products, including videos, vlogs, websites, and audio podcasts. (Thrilling & Fadel, 2009)

Information and communication technologies, or ICT, are another subset of digital literacy that refers to effectively applying technology. P21 (2019) lists the competencies of ICT as follows:

- utilize technology as an instrument to gather, organize, assess, and disseminate information
- appropriately utilize digital technologies, such as computers, PDAs, GPS, media players, etc, along with social networks, and communication/networking tools in order to access, manage, integrate, assess, and generate information to function effectively in a knowledge-based economy

- apply a basic understanding of the legal and ethical aspects concerning the access and utilization of information technologies.

Ainley, Fraillon, and Freeman (2005) define this literacy as the ability to utilize ICT effectively and suitably to access, control, integrate, and evaluate information, build new understandings, and communicate with others to effectively participate in society. In line with this definition, as presented in Table 7, Katz and Maclin (2007) mention seven proficiencies of ICT literacy skills based on the Educational Testing Service (ETS).

Table 7.

Constituents of ICT literacy

ICT Proficiencies	Definition
• Define	Identifying and illustrating an information need by utilizing digital tools
• Access	Gathering and retrieving information within digital environment
• Manage	Organizing information by applying an existing organizational or classification system via digital tools
• Integrate	Interpreting and presenting information through digital tools to synthesize, summarize, compare, and contrast information from various sources
• Evaluate	Assess how well digital information meets the needs of an information problem, including specifying authority, bias, and timelines
• Create	Adapting, implementing, designing or building information in digital settings
• Communicate	Distributing information related to a targeted audience in an appropriate digital format

Source: ETS, 2003, cited in Katz and Maclin, 2007

It was emphasized that, although it is essential to utilize digital tools, infrastructure, and software, technical know-how alone is insufficient; in fact, students must possess cognitive skills that are crucial for specifying and addressing multiple information needs and problems (Tyler, 2005). The importance of ICT skills in a technology-driven world

was highlighted, stating that having a deficiency in ICT skills will result in negative implications for both individuals and society. Those who are not proficient in ICT skills are likely to struggle with online research due to a lack of effective research strategies. They may experience difficulty in analyzing the credibility of data, comparing multiple sources of information, interpreting the information, and sharing and communicating their ideas effectively using technology. Students who lack ICT skills are reported not to make use of learning opportunities, both in and out of the classroom, in a higher education setting. Regardless of the department students study in, each student needs the ability to organize the information they gather, absorb it, and identify its meaning. In a workplace environment, with the increasing use of technology, highly skilled, technology competent, qualified workers are mostly preferred for hiring. Therefore, technologically proficient individuals will ultimately form more productive citizens, workers, and societies (Tyler, 2005). That is why it is vital to prepare students to become ICT literate in the 21st century.

To enhance the digital literacy skills of the younger generation in the era of globalization, educational institutions, including primary, secondary, and tertiary education, should take responsibility. One of the fundamental responsibilities of higher education is to equip students with the skills and knowledge essential for the 21st century and their personal and professional lives. Although today's students are often regarded as *digital natives* (Prensky, 2001) or technology-savvy, most of them struggle to utilize technology effectively (Tang & Chaw, 2016). As Halvorsen (2018) stated, many teachers and administrators suppose that those “digital natives” can acquire digital literacy skills on their own. Even though they can learn some basic skills, they are unlikely to pick up the sophisticated skills they require, such as critically analyzing and retrieving information online, creating and editing audio and video projects professionally (Halvorsen, 2018). Hence, digital literacy skills, their sub-components, along with the 21st-century skills, must be taught and actively practiced in educational settings.

Many studies have shown that integrating 21st-century skills—such as collaboration, communication, creativity, critical thinking, and digital literacy—into L2 learning activities, especially when technology-rich and real-life contexts are incorporated, can facilitate foreign/second language learning. According to Halvorsen (2018), when L2 learners engage in activities such as researching a topic online, negotiating, discussing the topic, exchanging ideas with classmates, and producing a written report about the topic they researched, they can activate all four language skills. These activities do not require advanced English proficiency; even lower-intermediate learners can carry out

simple research and participate in insightful discussions and conversations about real-world issues.

In this study, the 4Cs and digital literacy skills of the 21st century, along with L2 speaking skills, were investigated through collaborative vlog projects in an English L2 classroom.

2.9. English Speaking Skills in an EFL Context: Türkiye

The English language has achieved the status of a global language. It plays a crucial role in communication worldwide. Besides, being proficient in speaking English is often considered of paramount importance for academic achievement and career development. Therefore, being proficient in speaking English, the most widely learned second language in the world, opens up many opportunities for its speakers, hence broadening their horizons in all aspects of the modern world (Dağtan & Cabaroğlu, 2021). In countries like Türkiye, where English is learned and taught as a foreign language, it falls into the “expanding circle” according to Kachru’s (1985) “three concentric circles model. In expanding circle countries, learning English as a foreign language means learning the target language as a non-native in an environment where the learner’s mother tongue is widely spoken (Gass & Selinker, 2001).

In Türkiye, English became more common and significantly necessary after the 1980s to keep up with the globalization issues and technological improvements (Dağtan & Cabaroğlu, 2021). In the teaching and learning contexts, English is taught as a subject from primary school in second grade to high school, with 11 years of compulsory education. In the tertiary programs or universities, English is provided as a mandatory course or preparatory class for one year. English is regarded as an essential subject in most of the Turkish educational system. Therefore, it is not considered a target language to be learnt, but a course to be passed to be able to graduate (Demir-Ayaz, Ozkardas & Ozturan, 2019). As a consequence, English-speaking proficiency has been reported to be not even partially satisfactory (Solak & Bayar, 2015). The study conducted by Gökdemir (2010) revealed that English lessons in preparatory classes in Türkiye are mostly based on grammar teaching, and so oral production skills are disregarded. As the Turkish education system is inadequate in encouraging learners to develop their L2 speaking skills, their speaking skills decline, and their motivation and self-confidence to participate in discussions or conversations decline in the long run (TEPAV, 2015, as cited in Dağtan & Cabaroğlu, 2021). In addition to that, the lack of opportunities to practice English speaking in real-life situations makes it difficult for learners to improve their L2 speaking

skills out of the classroom. Due to these reasons, many learners struggle to express themselves effectively in spoken language. Hence, it is considerably important to find engaging ways to encourage learners to improve their English speaking skills.

Speaking is regarded as the most significant skill to learn a foreign or second language among the four language skills (Nunan, 1995; Rao, 2019). The ability to communicate in the target language and engage in conversation indicates learners' proficiency in the language (Nunan, 1995). Knowing a language is regarded as "speaking" that language, and speaking seems to encompass other kinds of knowing (Ur, 2000). As a productive skill, L2 speaking requires the integration of other skills such as fluency, pronunciation, knowledge of grammar, vocabulary, and comprehension (Harris, 1974).

One of the main components of speaking performance is fluency, which is the ability to articulate speech correctly, intelligibly, and coherently, with minimal hesitation and pauses and at a normal speed (Hughes, 2003). Pronunciation is the ability to produce utterances accurately in line with language features, including word stress, intonation, pitch, and rhythm, in a way that is understandable and accepted (Harmer, 2002). Grammar knowledge encompasses the appropriate and accurate use of sentence structure, tenses, and morphology. Grammatically correct sentences are essential to prevent misunderstandings and ensure comprehensible messages between the speaker and the listener. As a crucial component and foundation of speech, vocabulary enables learners to articulate their ideas and views. Knowing words with their meanings and choosing suitable words while communicating is essential to promote proficiency in L2 speaking (Harmer, 2002). Additionally, understanding and processing the spoken language are also necessary to communicate effectively in that language. Therefore, listening skills are closely related to speaking skills. These elements intertwine dynamically, balancing all of these components for an effective speaking performance.

In this era, digital natives, Gen Z, are known to be dependent on technology use. Using technology enhances student motivation to learn by promoting active involvement in the learning process and fostering collaboration with others. Demir-Ayaz, Ozkardas, and Ozturan (2019) suggest that the curriculum developers must focus on including collaborative activities, peer or group work activities, task-based and project-based activities in the curriculum in order to develop language skills, communicative competence, and autonomy.

2.10. Generation Z Learners

Generation Z (Gen Z) refers to those born in the late 1990s and is considered the first digital generation (Alruthaya, Nguyen & Lokuge, 2021). According to the National Chamber Foundation (as cited in Hendrastomo & Januarti, 2023), Gen Z refers to individuals born in the early 2000s. Prensky (2001) refers to them as “digital natives,” who are considered native speakers of the digital language used on the internet, computers, and video games. They are also known as Generation C (C for connected), which reflects their extensive use of the internet and social media for both personal and professional communication (Hardey, 2011, cited in Alruthaya et al., 2021). Monikers such as V generation (V for viral), D generation (D for digital), N generation (N for net), Technology generation, and Google generation are also used to refer to Generation Z (Fernández-Cruz & Fernández-Díaz, 2016). In addition, since Gen Z is keen on technology, they are also referred to as iGeneration, Gen Tech, the online generation, and switchers (Dolot, 2018). As can be seen, the names given for Generation Z are always associated with digital literacy skills.

Gen Z was born and raised in a world surrounded by the Internet and technological tools, including smartphones, tablets, and computers. They have never experienced a life without the Internet (Alruthaya et al., 2021). Digital technology has become an integral part of Gen Z's everyday lives. Since their early childhood, they were exposed to digital technology and internet use. Gen Z's lifestyles are attached to technology, particularly digital, immediately available, nomadic, and virtual collaboration (Hendrastomo & Januarti, 2023). Being addicted to technology and immersed in it makes Gen Z utilise technology differently in learning than prior generations (Prensky, 2001) and shapes their learning characteristics accordingly. According to the research, digital natives' brains function differently from those of earlier generations, and the reason is not genetics but the digital contexts in which they are immersed. Their brain can process visuals faster than text, which allows them to spend more time watching videos instead of reading an article (Ashour, 2020). Moreover, Gen Z is good at multitasking across various devices, including smartphones, laptops, tablets, TVs, and gaming devices (McDowell, 2019). However, having frequent, fast-paced access to different sources stimulates a shorter attention span among the Z generation (Ashour, 2020). It is stated that the average attention span of Gen Z learners is eight seconds online (McDowell, 2019), which enables learners to click on a link to retrieve needed information without reading the whole text

and scanning for keywords. As a result, they become unable to focus and analyze complicated information and issues (Ashour, 2020).

Hendrastamo and Januarti (2023) view Gen Z students as not only self-confident, creative, realistic, and curious, but also competitive, independent, and exclusive. They also state that Gen Z wants to do everything themselves, learn on their own, and obtain the information they need. That is why they become their own 'self-educators' using tutorial videos on YouTube. They also tend to become groups based on similarity, so interactions in groups formed with different students may be reduced and those different students are likely to be shunned.

Alruthaya et al. (2021) conducted a literature review of 80 papers discussing Gen Z's learning characteristics and the use of digital technology in higher education. According to this review, Gen Z's learning characteristics can be summarized as follows. The possible challenges for each learner's characteristics are also provided.

- ***Reliance on digital technologies and resources:*** Gen Z frequently depends on online platforms, such as Google, social media, and YouTube, for learning and research. They retrieve information and find solutions to their questions using any internet source, such as Wikipedia or YouTube videos, without much effort. They do not take the time to check the reliability of the information. So, instead of library sources, they prefer search engines (Google) to obtain information due to their speed and convenience (Rothman, n.d). However, reliance on quick-search tools may result in superficial information retrieval, rather than critical, problem-solving, and analytical approaches. As Rothman (n.d) stated, they are deficient in critical thinking skills to assess sources
- ***Interest in visual learning:*** Gen Z learners are more interested in multimedia content and videos, rather than reading texts without multimedia. They prefer watching a video summarizing an article instead of reading the article itself. Hence, the part of the brain that is associated with visual processing becomes more improved, and images are directly processed, which makes them easier to be preserved in long-term memory (Ashour, 2020). However, Gen Z students may find it difficult to engage in in-depth, prolonged reading and complete tasks with critical thinking.

- ***Observational learning-hands-on activities:*** Gen Z learners are observers and like observing others before implementing what they learn. They do not like being told what to do (Besides, they prefer hands-on learning activities that allow them to apply skills in real-world situations immediately. So, they must be actively involved in a task and enjoy it. Otherwise, they become frustrated, impatient, and eager to dive into a new task (Ashour, 2020)
- ***Desire for fast feedback:*** Gen Z learners were found to spend between 1 and 3 hours on social platforms each day, which was reported to affect their learning traits, including the demand for receiving fast feedback. It is thought that the continuous stream of small bits of information from social media platforms such as Twitter or Facebook, along with the six-second imaging format, causes the brain to expect information to be presented concisely and quickly (Rothman, n.d). This will result in an addiction to constantly checking incoming messages and an expectation of instant feedback. Ultimately, this situation causes Generation Z to be generally impatient (Rothman, n.d).

Considering Gen Z's characteristics and preferences for learning, we can conclude that modern digital technology must be employed in higher education. Being familiar with Gen Z learners' characteristics can help teachers develop materials and learning strategies tailored to them. As Tapscoot (2009, cited in Kivunja, 2014) suggests, digital natives can readily access a great amount of information instantly using the internet compared to the previous generations who attended school to obtain information. Therefore, the main priority should be to provide opportunities for learners to learn to navigate the digital world, identify and retrieve relevant information by analyzing and critically evaluating the credibility of the sources. In conclusion, this literature review's main objective was to explain and reinforce the study's main constructs theoretically. The following chapter will outline the current study's methodological design and its components.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Introduction

This chapter provides a general overview of the research methodology, introducing the key aspects of this study. Initially, the study's research questions and main purpose are clarified. Then, the study's research paradigm and design, and the coursebook along with the researcher, are defined in detail, and the rationale for using a case study-mixed-methods design is discussed. Next, the research setting, sampling, and participants are revealed. Furthermore, data collection instruments, pilot study, data collection procedure, and data analysis are explained. Finally, this chapter highlights the study's trustworthiness and ethical issues.

3.2. Research Questions

This study aims to investigate how implementing collaborative vlog projects affects EFL learners' oral productions and digital literacy awareness in a tertiary EFL context. Furthermore, it intends to explore the EFL learners' pre- and post-perceptions regarding collaborative vlog projects, collaborative speaking activities, and digital literacy skills, and to elicit their perspectives and suggestions regarding the implementation of CVPs. In line with these purposes, this study was conducted to address the following research questions:

1. What are the EFL learners' pre-constructs regarding collaborative vlog projects?
2. What are the EFL learners' post-constructs regarding collaborative vlog projects?
3. How does collaborative vlog utilization affect EFL learners' oral production?
4. Is there any significant difference between the pre-and post-digital literacy scale?
5. How does the utilization of vlogs affect EFL learners' digital literacy awareness?
6. What are L2 learners' opinions and suggestions about the implementation of the vlog projects?

3.3. Research Paradigm

A research paradigm is accepted as a threshold in a research methodology. Being the pioneer in adopting the term "paradigm," which refers to the philosophical way of thinking, Kuhn (1970) identifies a *paradigm* as a framework of beliefs and views among scientists that show how to understand and address research problems. According to Schwandt (2001), every researcher holds a unique view of what constitutes truth and knowledge, forming the researcher's beliefs, values, thoughts, and assumptions about themselves and the world. Johnson and Onwuegbuzie (2004) state that those beliefs embody but are not confined to ontological, epistemological, axiological, aesthetic, and methodological beliefs. They also define a research paradigm as "*a research culture*". Kivunja and Kuyini (2017) define the research paradigm as the lens through which the research's methodological aspects are investigated so that the research methods that will be adopted and how the data will be analyzed are determined. In line with this, Guba and Lincoln (1994) and Creswell (2014) interpret a paradigm as a "*worldview*" that sheds light on the nature of the research study. The research paradigm presents the philosophical orientation of the researcher in the research process to make decisions on the methodology and the methods. Besides, it gives information about the beliefs, opinions, and principles that impact what to study, how to study, how to construct meaning from the obtained data, and how to interpret the study results (Kivunja & Kuyini, 2017). In a nutshell, a paradigm has significant "implications for every decision made in the research process" (Kivunja & Kuyini, 2017, p. 26). Figure 2 shows the factors that affect the selection of a paradigm in a study.

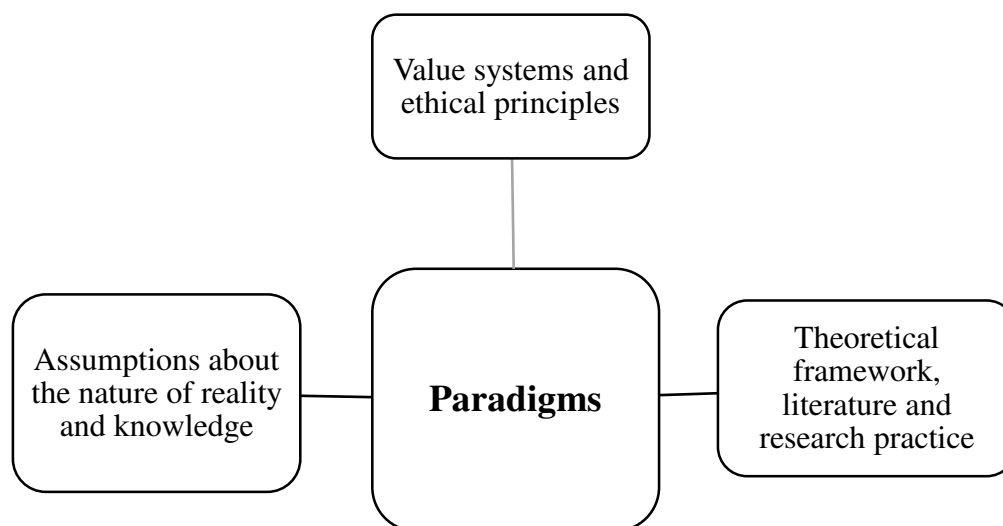


Figure 2. The factors affecting the selection of a paradigm

Source: Chilisa & Kawulich, 2012, p.3

A number of paradigms have been classified by scholars (Chilisa, 2019; Chilisa & Kawulich, 2012; Creswell, 2013, 2014; Guba & Lincoln, 1994; Kivunja & Kuyini, 2017; Kumatongo & Muzata, 2021). Chilisa (2019) compiled the most commonly utilized paradigms. From her perspective, the *positivist/post-positivist research paradigm* is related to testing a theory and discovering laws that can be generalized; *constructivist/interpretative research paradigm* is about understanding and exploring the nature and experiences of humankind; *transformative/emancipatory research paradigm* is based on destroying myths, refuting false knowledge and putting people in center to transform society entirely; *postcolonial/indigenous research paradigm* is about liberating the voices of historically oppressed societies, reconstructing knowledge that boost transformation and social change. Specific paradigms could be associated with particular methodologies. However, incorporating several research methodologies into one research paradigm could also be feasible (Kivunja & Kuyini, 2017).

In this study, a *constructivist/interpretative research paradigm* was adopted. The main purpose of the *constructivist/interpretative research paradigm* is to explore, understand, and interpret the meanings that individuals attribute to their experiences within their social contexts (Creswell, 2014; Guba & Lincoln, 1994; Kumatongo & Muzato, 2021). In line with this, Kivunja and Kuyini (2017) define the aim of this paradigm as to "get into the head of the subjects being studied." The subjective meanings

that individuals develop from their experiences are diverse, so the researcher should not limit these meanings to a few categories but should seek the complexity of the viewpoints (Creswell, 2014).

Regarding the elements that a paradigm comprises, a *constructivist/interpretative research paradigm* adopts a *subjectivist epistemology*, a *relativist ontology*, a *naturalist methodology*, and a *balanced axiology* (Kivunja & Kuyini, 2017). The *subjectivist epistemology* represents the assumption that knowledge is subjective and the truth depends on human experience and context (Chilisa & Kawulich, 2012). So, the researcher understands, interprets, and makes sense of individuals' meanings through their own thinking and constructs knowledge in interactive processes with participants. The *relativist ontology* conveys the assumption that there are multiple realities regarding the situation in which the meanings are investigated and reconstructed in social interactions. Therefore, the reality is limited to context and cannot be generalized into a common reality (Chilisa & Kawulich, 2012). By adopting a *naturalistic methodology*, the researcher attempts to understand human experiences, gathering data through interviews, observations, informal conversations, reflective sessions, official documents, and artifacts. The researcher plays an active role in collecting data. The researcher has to build rapport, trust, and authentic communication in harmony and confidence with participants to get subtle nuances of participants' thoughts and the meanings they attribute to them (Denzin & Lincoln, 1998). In assuming a *balanced axiology*, the researcher admits that the nature of the study is value-laden, aligning with the researchers' values. So, any values and biases that may affect impartiality must be presented in a balanced report (Kivunja & Kuyini, 2017).

Adopting the *constructivist/interpretative research paradigm*, the researcher seeks to explore EFL learners' experiences, viewpoints, values, and practices regarding the implementation of collaborative vlog projects, in the processes of which they constructed knowledge in an interactive context with other participants. The researcher collected the data in a natural setting using various data collection tools and building rapport and confidence with participants.

3.4. Research Design

A research design is a *detailed plan* or *blueprint* the researcher adopts to guide the study addressing the research questions (Kumar, 2011). Cohen, Manion and Morrison (2007) state that the concept of "fitness for purpose" determines the design of the

research. In other words, the research's design and procedure are set by its aims. According to Creswell (2009), research design includes philosophical viewpoints, methods, and strategies of the scientific study. He also adds that the nature of the research problem, the personal experiences of the researcher and the audience affect the selection of the research design (Creswell, 2014). Three common research approaches are *qualitative*, *quantitative*, and *mixed methods* (Creswell, 2003, 2009, 2014).

3.4.1. Mixed Methods Research Approach

A mixed method approach is commonly defined as a research approach that combines or integrates qualitative and quantitative research approaches into a single study to collect and analyze data from multiple sources in order to delve into research questions (Cook & Kamalodeen, 2020; Creswell, 2014; Creswell & Creswell, 2018; Creswell & Plano Clark, 2011). Denzin and Lincoln (2018) define it as "the best of both worlds". Integrating both approaches aims to minimize the limitations and maximize the strengths of qualitative and quantitative data (Creswell, 2014). It also enables the researcher to develop a stronger and more comprehensive understanding of the research problems (ibid.). Another rationale for adopting the mixed method approach is to strengthen the study's findings by providing triangulation. In a mixed-methods study, *data triangulation* is recognized as a *strategy of validation*, which refers to combining different data sources and multiple methods in order to provide more significant insights into a phenomenon that a single method cannot and offer breadth or depth to the analysis (Denzin & Lincoln, 2018). Concerning the combination of two data sources, Sale, Lohfeld, and Brazil (2002, p.46) remark on the following:

...Both approaches provide for cross-validation or triangulation – combining two or more theories or sources of data to study the same phenomena in order to gain a more complete understanding of that phenomenon (interdependence of research methods), and they also provide for the achievement of complementary results by using the strengths of one method to enhance the other (independence of research methods).

Mixed-method designs are classified differently by various scholars (Cook & Kamalodeen, 2020; Creswell & Creswell, 2018; Creswell & Plano-Clark, 2011, 2018; Teddlie & Tashakkori, 2009). The three core mixed method designs are noted as *convergent*, *explanatory sequential*, and *exploratory sequential designs* (Creswell & Creswell, 2018). Some scholars mention more complex designs (Cook & Kamalodeen,

2020; Creswell & Creswell, 2018) in which the core designs are embedded. These designs are listed as *the mixed methods case study*, *the mixed methods experimental*, *the mixed methods participatory–social justice*, and *the mixed methods evaluation design*. In the current study, *the mixed methods case study design* was adopted, in which *the convergent parallel design* was embedded.

3.4.2. Mixed Methods Case Study Design

A mixed methods case study design is regarded as a type of mixed methods study. Although the mixed method and case study research are two different research approaches, they can be combined to tackle a complex phenomenon or case(s) and create a unified and comprehensive understanding of them (Creswell & Plano Clark, 2018). In a mixed methods case study design, quantitative and qualitative data types are gathered, and the results are merged to identify or examine a specific case, a single entity, a phenomenon, or compare multiple cases to promote deeper understanding from multiple sources and perspectives (Cook & Kamalodeen, 2020; Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). As mentioned above, the type of core designs can be embedded within this approach. In this study, a convergent design, also known as a concurrent parallel design, was employed. In the first phase, both qualitative and quantitative data were collected concurrently. Then, after the data analysis, the results were merged, and the findings were compared and contrasted from both data sets to examine the case(s), attain a comprehensive understanding and a complete picture of the issue being examined, and validate the findings (Cook & Kamalodeen, 2020; Creswell & Plano Clark, 2018).

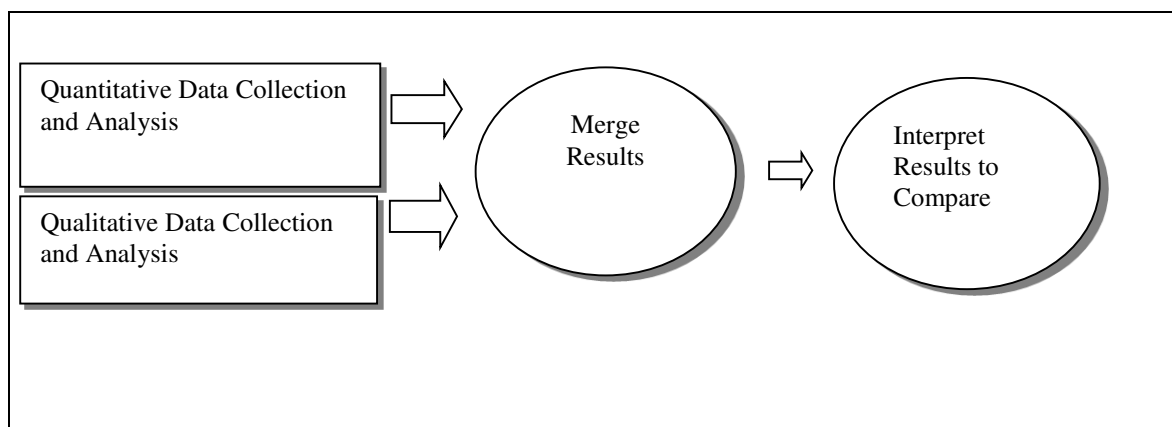


Figure 3. Convergent mixed method design

Source: Creswell and Creswell (2018)

Creswell and Creswell (2018) note two versions of mixed methods case study design: deductive and inductive approaches, specified as *deductively driven* and *inductively driven approaches* by Cook and Kamalodeen (2020). Cook and Kamalodeen (2020) refer to the deductively driven approach as *a case study-mixed method research (CS-MMR)* and the inductively driven approach as *mixed methods-case study research (MMR-CS)*. In the deductive approach, the case(s) are constituted at the beginning of the study, and then a mixed methods design is embedded. On the other hand, in the inductive approach, the quantitative and qualitative data are collected and analyzed, and then, based on the data analysis, the case(s) are generated. This study adopted a deductively driven approach, which is referred to as *a case study-mixed method research (CS-MMR)*, as the case was formed by the researcher at the onset of the study at a specific institution with one of the prep classes and a mixed methods approach was adopted to facilitate a complete understanding of the phenomenon in depth by using a variety of methods and perspectives.

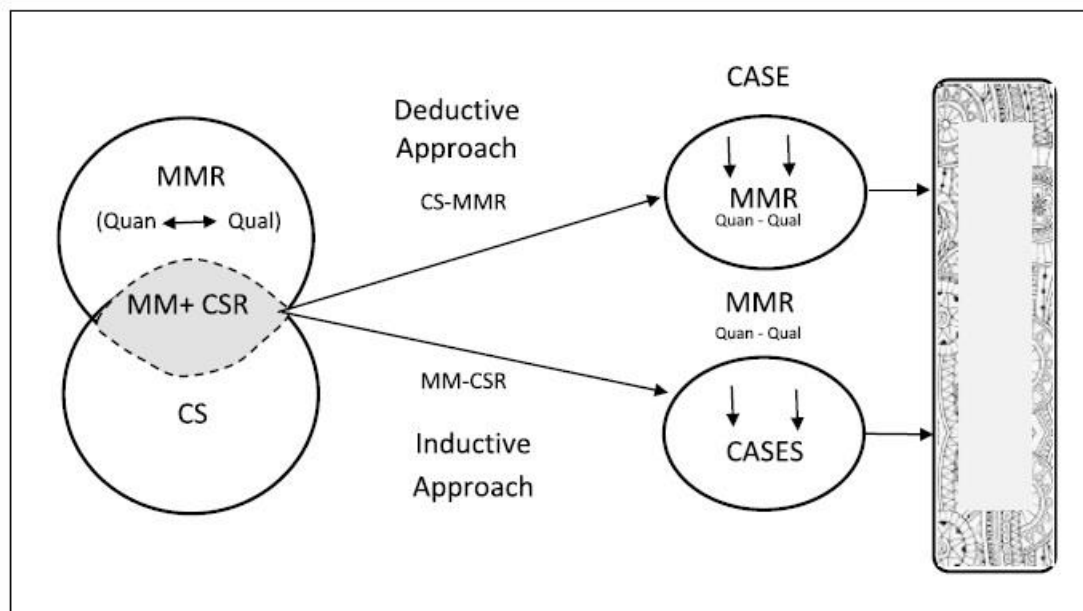


Figure 4. Mixed methods case study approaches

Source: Cook & Kamalodeen, 2020 (p.58)

According to Yin (2014), a case study is an in-depth investigation of a bounded contemporary phenomenon, a case within a real-life context or setting. Creswell (2013) highlights that case study research explores a real-life case or cases over a length of time, collecting multiple sources of data in a comprehensive and elaborative way. As Yin (2018) notes, a case study requires identifying a specific case at the first stage. Then,

clarifications related to the bounding of the case in terms of time and place are necessary. A case can be a single individual, a small group, a program, an institution, an entity, a city, a community, an event, or a project, which can be described based on parameters such as a particular time or place (Creswell, 2013; Yin, 2018). In this study, implementing collaborative vlog projects in an English pre-intermediate-level prep class (n=40) at a state university in Adana was accepted as a case study. This study embodies an in-depth investigation of a case in its real-world context (at a state university in Adana, in an English preparatory class with 40 language learners) over a particular period (16 weeks-a whole fall term). To explore this case in depth and triangulate data and results within this bounded system, multiple sources of quantitative and qualitative data, including pre-/post-speaking tests, pre-/post-digital literacy scales, pre-/post-interviews, reflective journals, a self-assessment rubric, and a researcher diary, were used.

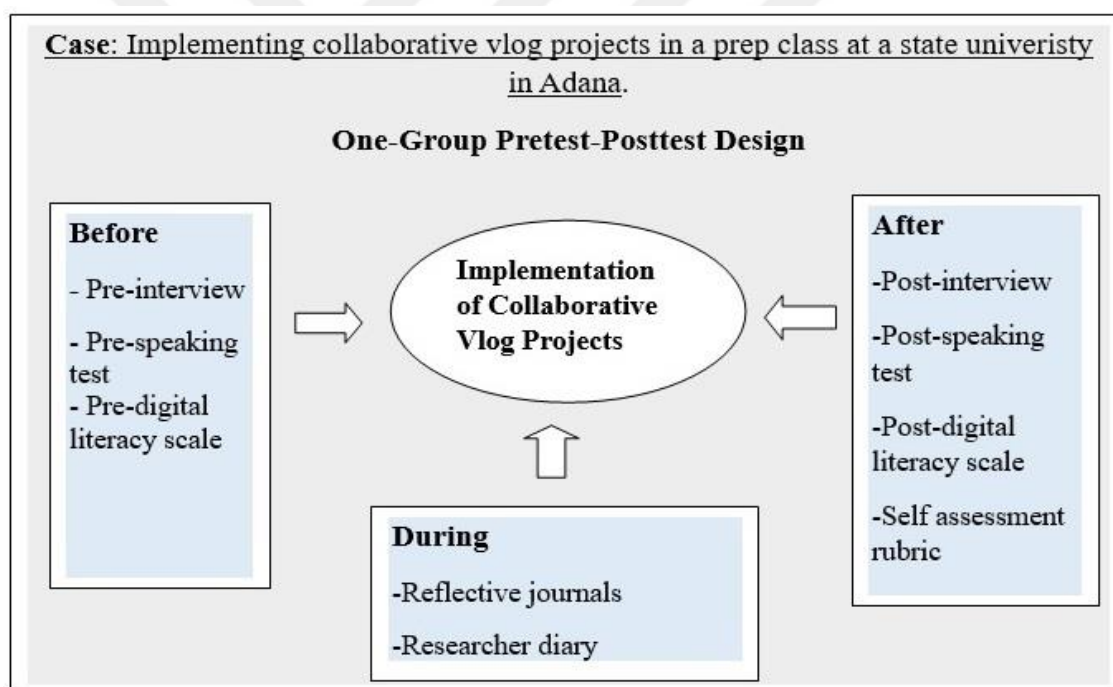


Figure 5. The demonstration of the current study's design

In this case study-mixed methods approach, pre-tests and post-tests were applied under a pre-experimental design, in which no control group exists (Ary et al., 2010; Stadish et al., 2002; Creswell & Creswell, 2018). *One-group pretest-posttest design* was used as a pre-experimental design. Ary et al. (2010, p.323) specify the steps of a one-group pretest-posttest design as:

1. the dependent variable is measured by a pre-test
2. the subjects are exposed to the treatment
3. the dependent variable is measured by a post-test
4. the researcher evaluates the results gathered from the pre-test and post-test

3.5. Research Context

This section provides detailed information on the research site, sampling strategies, research participants, the coursebook used throughout the study, and the researcher's role as the course instructor.

3.5.1. Research Site (The School Context)

The present study was conducted in an English Preparatory Program within the School of Foreign Languages at a state university in Adana, Türkiye, during the 2022-2023 fall term, when the researcher worked as an English language instructor. The School of Foreign Languages is committed to successfully implementing an internationalization policy in education, embracing an interactive educational model to facilitate faster and easier progress in English language learning for students. It became accredited by receiving the internationally recognized "Pearson Assured Certificate" in 2018, and the education provided by the institution was placed under internationally recognized quality assurance, ensuring its international recognition. Students of educational institutions accredited by this accreditation are entitled to receive the "Pearson Assured certification," which is recognized internationally. The quality assurance and accreditation service provided by Pearson, operating in approximately 100 countries in education solutions, is developed according to evolving world standards and is internationally accepted.

The School of Foreign Languages offers students basic English training for two semesters (students in the translation and interpreting department are excluded, as they receive more intensive preparatory training). Foreign Language Preparatory Class students were those who had enrolled in a program at the university level where education was partially or fully conducted in the English language, and those who had either not participated in the language proficiency exam conducted at the beginning of the academic year or had participated but had not succeeded in this exam. The proficiency exam included listening, the use of English (grammar, vocabulary), reading, writing, and speaking skills, which were conducted at the B1 level (pre-intermediate level) of the

Common European Framework of Reference for Languages (Council of Europe, 2001). Each part was graded for 20 points. The exam was conducted face-to-face at the School of Foreign Languages building between 5th and 9th September 2022. The proficiency exam was applied in three sessions. In the first session, the students took the listening, use of English, and reading tests lasting 100 minutes in the morning. In the second session, the students were tested for their writing skills in the afternoon. They were supposed to write a 150-word paragraph in 45 minutes. Those who got at least 30 points in the first session were entitled to attend the third session. The third session included the speaking test conducted on the following days. Students were required to take the exam at a designated time and date allocated to them. They were asked a set of questions on various topics, including yes/no and wh-questions, and at the end, they were asked a question about a topic to indicate whether they agreed or disagreed. Each student was allocated ten minutes. Two examiners, one of whom was an interlocutor and the other was an observer, conducted the speaking exam. The exam was recorded after students had been informed about it. Students who got at least 70 points succeeded in this proficiency exam or met the foreign language exemption conditions set by the School of Foreign Languages and began the freshman programs in their departments. Students who did not take the foreign language proficiency exam or did not succeed on it continue in the Foreign Language Preparatory Class for either one or two semesters, and they also have the opportunity to retake the proficiency exam at the end of the fall semester. Foreign language proficiency exams were held three times a year: at the beginning of the fall semester, at the end of the fall semester, and at the end of the spring semester. Students registered in the School of Foreign Languages had to apply to take the foreign language proficiency exams. Those who were ascertained to be studying in the Foreign Language Preparatory Class took the placement test.

The students' level of English in the Foreign Language Preparatory Class was determined based on the scores they obtained from the placement test. The placement test was conducted face-to-face at the School of Foreign Languages building on the 16th of September, 2022. It consisted of 80 questions that tested students' use of English (grammar and vocabulary). It lasted 80 minutes. During the proficiency and placement tests, the students had to show their ID cards and hand in their phones and smartwatches to the proctors before the exam started. They were not allowed to leave the classroom during the exam.

The placement test determined whether the students were placed in A1 level (elementary) or A2 Level (pre-intermediate) of English as a second language according to CEFR (Council of Europe, 2001). Elementary-level classes were called M level, which stood for MIND (**M**ove **I**n **N**ew **D**irections). Pre-intermediate level classes went by F level, representing FIND (**F**ly **I**n **N**ew **D**irections). In the academic year 2022-2023, thirty-three elementary-level and nine pre-intermediate-level classes were formed based on the placement test.

According to the criteria determined by the Council of Higher Education (CoHE) in Türkiye, both elementary (M) and pre-intermediate level (F) students were expected to attain a B1 level (intermediate level) of the CEFR at the end of the academic year. M-level students had 22 hours of English per week, including Reading/Writing for 6 hours, Listening/Speaking for 6 hours, and Main Course for 10 hours. On the other hand, F-level students received 19 hours of English, which included 6 hours of Listening/Speaking, 5 hours of Reading/Writing, and 8 hours of Main Course per week. In both levels, Main Course lessons were taught by two instructors, while a different instructor was assigned for each of the Listening/Speaking and Reading/Writing courses. Each classroom had a smartboard, a projector, a computer cabinet, a sound system, a whiteboard, and internet access. The coursebooks were downloaded onto the smartboards. Table 8 depicts the coursebooks that were used throughout the year in both groups.

Table 8.

The coursebooks for the levels

The Courses for M/F Level		The Coursebooks
M Level	Main Course	English File • Elementary • Pre-Intermediate • Intermediate
	Listening/Speaking	Q Skills • Book 1 • Book 2
	Reading/Writing	Unlock • Book 2 • Book 3
F Level	Main Course	English File • Pre-Intermediate • Intermediate
	Listening/Speaking	Q Skills • Book 2 • Book 3
	Reading/Writing	Unlock • Book 2 • Book 3

As shown in Table 8, English File books were adopted for Main Course classes, Q Skills books for Listening/Speaking, and Unlock books for Reading/ Writing classes. However, the levels of the books changed in M /F levels, except for the Reading/Writing coursebooks.

Furthermore, Google Classroom was adopted as a blended learning platform developed for educational institutions and is used in the present institution. Instructors use it individually to share extra materials or send homework to students. So, instructors need to create virtual classes and share the link with the students to join those classes.

The program encompassed different assessment forms, including quizzes, writing exams, presentations, online assignments, achievement tests, and final exams, in which the students were informed about the exam dates, times, and rules on the School of Foreign Languages website. Quizzes were formative assessments that tested students'

grammar, vocabulary, and reading skills. Writing exams and presentations were applied as formative assessments. The writing exam was conducted in accordance with the topics students covered in reading/writing classes. Students were tested for paragraph writing for 45 minutes. At the same time, the presentations were submitted in line with the topics they learned in listening/speaking classes. Students were asked to present a pre-prepared topic about a designated issue in 2 minutes. Two assessors evaluated both presentations and writing exams. Quizzes, writing exams, and presentations were all conducted in the seventh week of the fall term (However, there were some regulations and changes with the exam dates in the spring term because of the earthquake that happened on the 6th of February, 2023, so in the second term, the exams had to be conducted online). Online assignments were the studies students did on online platforms that they could access with the codes found in the original coursebooks. The achievement test was a summative assessment conducted at the end of the first semester in the 16th week. It was administered in three sessions on different days. The first session included listening, using English (grammar+vocabulary), and reading. It lasted 100 minutes. The students were tested for their paragraph writing skills in the second session. The writing section lasted 45 minutes for M classes and 60 minutes for F classes. The third session consisted of a speaking test. It included three parts: a) warm-up questions, b) topic-based questions, and c) describe a picture (for M levels) / compare and contrast a picture (for F level). Topic-based questions were primarily compiled from the topics covered in the class. For each student, the speaking exam lasted for seven minutes at most. Two examiners, one of whom was an interlocutor and the other was an observer, conducted and graded the speaking exams for each class. The discrepancy between the two assessors could not be more than 2 points. The final exam was done at the end of the second term. If the student's average score for the two terms was 60 or above, they had the right to take the final exams. However, students who achieved a midterm score of 85 or above and fulfilled the attendance requirement were considered successful in the foreign language preparatory program without taking the final exam. If the students could not take the exams because of their illness and they had a health report, they could take the makeup exams.

The School of Foreign Languages embodied different kinds of units. *The Material Development Unit* was in charge of preparing supplementary materials tailored to students' needs and accessible outside the classroom. Those materials were shared on the Google Classroom platform, and students could access them whenever possible. *The Test Preparation and Evaluation Unit* was responsible for preparing, implementing, and

evaluating all the exams administered in the preparatory program. It collaborated with the other units in order to improve the quality of education. *The Continuing Professional Development (CPD) Unit* primarily facilitated the instructors' ongoing learning process and development by organizing online and face-to-face training for instructors and inviting some teacher trainers, especially those who worked for publishers. It also implemented the Induction Program for the newly-hired instructors. *The Listening and Speaking Unit* took the responsibility of creating weekly and annual curricula for listening and speaking lessons, designing the materials, and preparing the speaking exam questions in collaboration with the Test Preparation and Evaluation Unit. On the other hand, *the Reading and Writing Unit* was in charge of preparing the weekly and annual curricula for reading and writing lessons, developing the course materials, and forming the writing in line with the Test Preparation and Evaluation Unit. In the academic year that the study was conducted, the Reading and Writing Unit collaborated with Continuing Professional Development to change the already-used writing rubric into a checklist in order to standardize the grading process. *The Main Course Unit* was responsible for preparing the weekly and annual curricula for the Main Course.

3.5.2. Sampling and Participants

Sampling is the process by which a number of participants are selected from a larger, defined population to be included in a study representing the population (Guest, 2014). Sampling is of great importance to scholars. Pandey and Pandey (2015) highlight its significance since it makes the research findings accurate and economical. Ary et al. (2010) refer to it as extremely important since the participants involved in a sample form a representative cross-section of participants in the population. In this study, the sampling strategy was prompted not only by the accessibility of the participants but also by the demand to discover participants who were likely to provide the researcher with data addressing the research objectives and fitting into the research design. As Patton (2015, 2002) suggests, if the researcher aims to reach an "in-depth understanding of the specific, information-rich cases," *purposive sampling*, a nonprobability sampling, could be adopted. Therefore, the logic and strength of purposive sampling are rooted in intentionally choosing the information-rich cases or individuals that are best suited to answer the research questions and help the researcher understand the phenomenon. Besides, Bernard (2002) points out the significance of the willingness and availability of

the participants to take part in the study and to be able to express opinions and experiences in the study. There are different kinds of purposive sampling designs, such as *multi-stage purposeful sampling*, *multi-stage purposeful random sampling*, *random purposive sampling*, *mixed purposeful sampling*, and *stratified purposeful sampling* (Omona, 2013). Among those sampling designs, *random purposive sampling* was adopted in this current study. This sampling design refers to taking a random sample of units from the deliberately chosen target population (Teddlie & Tashakkori, 2003). The researcher randomly selects cases or individuals of interest from a purposefully selected sample. Miles and Huberman (1994) specify that random purposive sampling enhances the credibility of the sample when the potential purposive sample is too large (p.28).

For all those reasons, random purposive sampling was used in the study. Because of the institutional limitations and occupational responsibilities, the research was conducted in the department where the researcher worked as an English Language instructor. The participants consisted of 40 undergraduate students (aged 18-22, except one participant aged 51) enrolled in a 4-year state university in Adana, Türkiye, and were studying an English Preparatory Class. More than half of the participants were between 18 and 19 years old. Half of the participants were female (n=20). Most of the participants were from the engineering departments (n=27). Table 9 presents the demographic information about the participants.

Table 9.

Demographics of the participants

Variables	Number (Total=40)	Percentage (%)
Age		
18 years	10	24.3
19 years	17	41.4
20 years	8	21.9
21 years	2	4.8
22 years	2	4.8
51 years	1	2.4
Sex		
Female	20	50
Male	20	50
Departments		
Engineering	27	67.5
Management Information Systems	5	12.1
International Relations	3	7.3
International Relations and Finance	2	4.8
Tourism and Hotel Management	1	2.4
Business Administration	2	4.8
Total	40	

The participants were assessed as having a pre-intermediate English level in the proficiency exam and placement test conducted at the beginning of the year. The proficiency exam evaluated all language skills (use of English grammar, listening, reading, writing, and speaking). Those who did not get 70 points or more had to take the placement test. As a result of this exam, nine pre-intermediate classes and 33 elementary classes were formed. Instead of selecting from elementary classes, the researcher wanted to conduct research with one of the pre-intermediate classes. The participants were chosen purposefully from the pre-intermediate level classes as they had a certain level of foreign language skills, particularly oral skills, which align with the study's purpose. Therefore, the researcher could attain the aim of getting an "in-depth understanding of the specific, information-rich cases. The researcher asked the school administration to instruct the Listening/Speaking Course in one of these pre-intermediate classes. Among those pre-intermediate classes, one of the classes was selected randomly by the school administration, and the researcher was assigned to be their Listening/ Speaking course

instructor. Therefore, deciding to conduct research with pre-intermediate rather than elementary-level participants was purposive; however, choosing among nine pre-intermediate preparatory classes was random.

At the beginning of the study, the research process was explained in detail to the participants. Participants were asked whether they volunteered to participate in the collaborative vlog projects, which would be integrated into the Listening/Speaking course. The volunteers were provided with a written consent form that included the research study's aim and procedure (See Appendix A). The participants were assured of being given a certificate of participation, and those who got the highest points in the collaborative vlog project assessments were assured of being provided with a certificate of achievement. Among 46 participants in that designated class, four did not volunteer to participate in collaborative vlog projects, and two withdrew after the first collaborative vlog project. One of the participants dropped out of school. The other was an absentee. In total, 40 participants volunteered to become involved in this study. Later, the participants were asked to form their groups for collaborative vlog activities. Since the groups were formed based on the participants' willingness, some were formed by three and others by four. However, two participants wanted to quit the vlog project after the first collaborative project. Hence, the two groups had some changes in the group members. Eventually, one group of participants demanded to be a group of five. Table 10 shows the final distribution of the groups that participated in the CVP.

Table 10.

The distribution of the groups

Groups	Number of Groups (N=11)	Total participants (N=40)	%
Groups of three participants	5	15	37.5
Groups of four participants	5	20	50
Groups of five participants	1	5	12.5

As shown in Table 10, half of the participants participated in groups of four, while 37.5% participated in groups of three in this research study. There were five groups

consisting of three individuals and five other groups with four participants. Because of the reasons mentioned above, 12.5% of participants formed a group of five.

3.5.3. The Coursebook

The Listening/Speaking coursebook used throughout the study was *Q Skills For Success Level 2 Listening and Speaking Third Edition* (Brooks, 2020). It was an A2 (pre-intermediate) level of CEFR (Council of Europe, 2001). It was published by Oxford University Press. It was based on a question-centered approach with more critical thinking and up-to-date topics and themes such as science, psychology, and technology (Brooks, 2020, blurb on the back cover). In this study, *Q Skills for Success 2 Listening and Speaking* included a Student's Book with online practices and a Teacher's book with online practices, a classroom presentation tool, and all teacher resources. Students also had online assignments for their Listening/Speaking class based on the Q skills books.

The *Q Skills For Success 2 Listening and Speaking* coursebook comprised eight units. The first semester consisted of 16 weeks, in the last week of which the achievement test was conducted. The coursebook had eight units scheduled to be covered in 14 weeks. In the schedule, the 15th week of the fall term was scheduled to revise the units before the Achievement Test week, which was conducted on the 16th week of the first term. Students had six hours of Listening/Speaking lessons weekly. Each unit lasted approximately two weeks/12 hours. Table 11 demonstrates the unit titles and unit questions in the coursebook.

Table 11.

The units included in the coursebook

Units	Unit Title	Unit Question
Unit 1	Business and Marketing	How important is it to keep up with current trends?
Unit 2	Psychology	How can colors be useful?
Unit 3	Social Psychology	Why are social skills important?
Unit 4	Technology	How does technology affect our relationship?
Unit 5	Sociology	What does it mean to be part of a family?
Unit 6	Behavioral Science	How can playing games be good for you?
Unit 7	Environmental Science	How do people survive in extreme environments?
Unit 8	Public Health	How important is cleanliness?

The units in the coursebook start with a photo and discussion questions. Each unit includes different activities and exercises covering some skills and language domains, including note-taking, listening, critical thinking, speaking, vocabulary, grammar, and pronunciation. The units end with a unit assignment, which consists of an objective and a prepare and speak section, leading students to organize their ideas. At the end of the coursebook, a vocabulary list covering the units with CEFR correlation was provided.

3.5.4. The Researcher

The study was conducted at a research site where the researcher had been working as an English language instructor for three years. The researcher had experience in English language teaching for ten years. The researcher was a part of the institution and had to comply with the institutional policies. The researcher taught listening/speaking,

reading/writing, and main course classes at the time when she was conducting the study. This study was carried out in the researcher's listening/speaking course. She explained all the details and ethical issues related to the project. She had a scaffolding role, providing support, guidance, and feedback when needed.

Holding a constructivist/interpretivist worldview (Section 3.2), the researcher aimed to interpret the phenomenon and its meaning constructed by the participants based on their experiences and interactions with group members and other participants (Creswell & Creswell, 2018). Considering students' prior experiences and institutional settings, the researcher tried to understand how students constructed their meaning in collaborative vlog projects from their views and artifacts. She provided guidance and feedback for participants in designing collaborative vlog projects. The researcher also ensured that the ethics and politics of research were followed, acknowledging that there are no *value-free inquiries* (Denzin & Lincoln, 2018) in human disciplines but taking necessary steps to avoid researcher bias (explained in ethical issues and trustworthiness of the study).

3.6. Data Collection Tools

This section presents the study's data collection tools. In this case study-mixed method research design, a variety of data collection tools, such as pre-/post semi-structured interviews, pre-/post speaking tests, pre-/post digital literacy scale, reflective journals, a self-assessment rubric, and a researcher diary, were utilized to answer the research questions. Table 12 presents all the instruments used in relation to the research questions and the data analysis procedures.

Table 12.

Research design of the study

Research Questions	Research Tools	Analysis Tools
1. What are the EFL learners' pre-constructs regarding collaborative vlog projects?	Semi-structured face-to-face interviews, researcher diary	Thematic Analysis, Dictation Programs,
2. What are the EFL learners' post-constructs regarding collaborative vlog projects?	Semi-structured face-to-face interviews, reflective journals from participants, researcher diary, and self-assessment rubric	Thematic Analysis, Dictation Programs, SPSS 25
3. How does collaborative vlog utilization affect EFL learners' oral production?	Pretest & Posttest speaking tests	SPSS 25
4. Is there any significant difference between the pre-and post-digital literacy scale?	Digital literacy scale	SPSS 25
5. How does the utilization of vlogs affect EFL learners' digital literacy awareness?	Semi-structured face-to-face interviews, reflective journals from participants	Thematic Analysis, Dictation Programs,
6. What are L2 learners' opinions and suggestions about the implementation of the vlog projects?	Semi-structured face-to-face interviews, reflective journals from participants, and self-assessment rubric	Thematic Analysis, Dictation Programs,

Table 13 shows the number of participants participating in each data collection tool.

Table 13.

The number of participants in pre-/post-tests

Data Collection Tool	Pre-test	Post-test
Interview		
• Male	6	6
• Female	12	11
Digital Literacy Scale	40	34 (6 missing participants)
Speaking Test	40	40
Self-Assessment Rubric	-	32
Reflective Journals	Total Participants	
1 st Reflective Journal	34	
2 nd Reflective Journal	38	
3 rd Reflective Journal	37	
4 th Reflective Journal	29	
Final Reflective Journal	14	

3.6.1. Semi-Structured Face-to-Face Interviews

As Ary et al. (2010) suggest, research interviews provide a wealth of in-depth information about participants' thoughts, perspectives, feelings, and experiences related to an issue, as well as unanticipated issues. As people's feelings, intentions, views, and thoughts cannot be observed, we can only learn about them and what people attribute to a particular phenomenon by interviewing them (Patton, 2015). Research interviews can be categorized in three different ways: *structured*, *unstructured*, and *semi-structured interviews* (Easwaramoorthy & Zarinpoush, 2006). In semi-structured interviews, the interviewer directs pre-determined questions about a specific topic in a particular order to the interviewee and, based on the participant's responses and the interview flow, raises supplementary questions for clarification or modifies some questions during the

interviewing process (Easwaramoorthy & Zarinpoush, 2006). In-depth interviewing is characterized by face-to-face, repeated interactions between the researcher and an interviewee and seeks to comprehend the interviewee's inner world, experiences, feelings, and perceptions in their own words (Kumar, 2011). Therefore, a rapport can be established between the researcher and the informant, and the confidence and mutual understanding between these two can contribute to getting in-depth and accurate data (Kumar, 2011).

In this study, the rationale behind adopting semi-structured face-to-face interviews was to allow participants to express their perceptions, views, experiences, and what they had in their heads. The pre-interviews were repeated after the implementation of the collaborative vlog projects to compare the pre-/post constructs of the participants. Hence, the researcher could gather in-depth information. Moreover, the decision to apply semi-structured face-to-face interviews arose from the fact that the current study bears upon an in-depth inquiry to obtain EFL learners' perceptions of integrating technology into their lives and L2 learning, video blogs, digital literacy, collaborative/individual learning experiences, and the implementation of collaborative vlog projects.,

Therefore, two semi-structured, face-to-face interviews were conducted on a voluntary basis to get EFL learners' pre- and post-constructs to answer the first, second, sixth, and seventh research questions. The constructs were thematized. Hence, pre-interviews were applied to obtain participants' thoughts, experiences, and perspectives about integrating technology into their lives and L2 learning, video blogs, digital literacy, and what they attribute to collaborative and individual learning. It included seven main questions (See Appendix B). All questions were asked in the participants' native language, Turkish, so that the participants could express their ideas conveniently. The pre-interviews were conducted with 18 participants (female=12, male=6) at the School of Foreign Languages in a suitable and quiet classroom after classes and on the weekend on 14th and 15th October 2022. Each interview lasted between 12 and 18 minutes and was audio-recorded with permission. Each participant was informed about the details of the study and assured about the confidentiality, anonymity, and ethical issues. As for the post-interviews, they were applied in line with the pre-interviews. Ten questions were asked to the participants in the post-interview (See Appendix C). Three more questions were added to the pre-interview questions to get in-depth data about the implementation of collaborative vlog projects and their experience. Therefore, changes in participants' perceptions regarding video blogs, collaboration, and digital literacy, as well as their opinions about the experience they had in this process, were explored. The post-

interviews were completed with 17 participants (female=11, male=6) at the School of Foreign Languages in an appropriate and quiet classroom between 7th and 11th January 2022. Each of the interviews lasted between 18 and 30 minutes. They were conducted in Turkish and audio-recorded after the participants' approval. As in pre-interviews, the researcher informed the participants about the details of the study and assured them of confidentiality, anonymity, and ethical issues.

3.6.2. Digital Literacy Scale (DLS)

A Likert-type scale is a common tool used in social and educational sciences research among rating scales (Croasmun & Ostrom, 2011). Likert-type scales are utilized to understand participants' opinions, attitudes, or perceptions about a particular issue. Participants need to respond to different kinds of statements by indicating whether they strongly agree, agree, are undecided, disagree, or strongly disagree with the statements (Gay, Mills, & Airasian, 2009).

A validated scale of digital literacy, developed by Bayrakcı and Narmanlioğlu (2021), was utilized in the present study. The necessary permissions from the developers of this scale were obtained via email (See Appendix D). This scale is a 5-point Likert Scale [Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1)]. It has 29 items, including six sub-dimensions: a) Ethics and Responsibility, b) General Knowledge and Functional Skills, c) Daily Usage, d) Advanced Production, e) Privacy and Security, and f) Social Dimension (See Figure 6).

Ethics and Responsibility	•Information Confirmation •Digital Rights •Content Awareness •Digital Behavior Norms •Digital Responsibility
General Knowledge and Functional Skills	•Hardware and Software Information •Network Knowledge and Practice •Hardware and Software Practice
Daily Usage	•E-citizenship •Cloud Technologies •Online Broadcasting •Digital Transactions (Shopping, Surfing the net, etc)
Advanced Production	•Software and Project Development •Coding
Privacy and Security	•Personal Data Protection •Avoiding Phishing •Privacy Setting •Creating Strong Password
Social Dimension	•Individual Media Broadcasting •Content Creation and Management •Web Design and Publishing •Collaboration

Figure 6. The sub-dimensions and the keywords included in the Digital Literacy Scale model

Source: Bayrakcı and Narmanlıoğlu, 2021

The validity and reliability of this scale have already been established through confirmatory factor analysis. The whole scale's content validity coefficient was calculated as 0,95. Before conducting this study, the DLS was piloted in Turkish with 67 volunteer pre-intermediate-level students, and the questionnaire's validity and reliability were assessed. It was tested online in Google Forms and shared with the class representatives. The class representatives shared the link on WhatsApp with their classmates. The results showed that Cronbach's alpha was 0.9, indicating high reliability.

In the main data collection process, this scale was utilized as pre-DLS and post-DLS. They were both conducted in Turkish, the participants' native language, so that the participants could feel more comfortable responding. Therefore, any misunderstanding resulting from their English skills could be avoided. The developers of DLS (Bayrakcı &

Narmanlioğlu, 2021) provided English and Turkish versions. The pre-DLS and post-DLS were applied during class time. The researcher formed the DLS on Google Forms and shared the link with the class representative in the classroom. The class representative shared the link on WhatsApp with his classmates. Pre-DLS was applied to 40 participants during class time on the 11th of October, 2022. Post-DLS was applied to 34 participants on the 9th of January, 2022. As it was exam week, some students were absent that week, so they could not complete the post-DLS. The researcher had a scaffolding role. The implementation of pre-post DLS took between 10 and 12 minutes.

The pre-post DLS included a cover letter that informed participants about the researcher and her institution, the research being conducted, the aim of the study, and how long it would take to complete the DLS. It was also stated that there were no right or wrong answers for the items in the scale, but the best results would be obtained if they chose the most appropriate option that reflected their opinion. Moreover, it was highlighted that participation in this study was voluntary. It was also ensured that the data obtained from the questionnaires would only be used for scientific purposes, kept confidential, and not shared with third parties. Participants needed to click a button to confirm that their participation in the study was voluntary. After the approval, they could start the sections to answer the statements. After each sub-dimension was completed, the next sub-dimension appeared on their screen.

3.6.3. Speaking Tests

Pre-test and post-test speaking tests were conducted to assess participants' speaking performance before and after the implementation of collaborative vlog projects. These two tests were in line with each other. The institutional policy was followed, and the curriculum was adhered to when conducting the speaking tests. The speaking test format was the same as the institution's. Therefore, the questions in the speaking tests were adapted from the institution's question pool and were based on the course book.

The speaking tests had two parts. In the first part, the participants were directed to 5 pre-determined questions from different topics. The questions included both *Yes/No* and *WH* questions in this part. The participants had 8 minutes for the first part. In the second part of the test, they were given a statement. They were required to express their opinions, stating whether they agreed or disagreed with the statement and explaining the reasons (*Do you agree or disagree...*). They were given 1 minute to prepare and think about the

specified statement. Each student was tested for 10 minutes. The speaking tests were audio-recorded upon approval. Two assessors evaluated the speaking tests: The researcher herself and an experienced English language instructor teaching at this institution. Therefore, interrater reliability was provided. Each assessor had a speaking test rubric and an assessment sheet. As the interlocutor, the researcher conducted the speaking test following the question sets. The interlocutor was also responsible for starting and stopping the recording and keeping the timing. While asking the questions, the interlocutor was careful enough to speak clearly, slowly, and naturally. The other assessor listened carefully and helped the interlocutor stay on time.

After each participant completed their test, two assessors compared the scores they had given. Each participant's performance was evaluated out of 20. The discrepancy among the raters could not exceed three points. The scores each assessor assigned to each criterion were recorded on assessment sheets. The scores given by both evaluators, out of 20, were added and averaged.

As the institution had become accredited by receiving an internationally recognized "Pearson Assured Certificate", the institution's speaking test grading rubric (See Appendix E) was utilized. The speaking test grading rubric included six criteria: a) Content (4 points), b) Grammar (4 points), c) Vocabulary (3 points), d) Pronunciation (3 points), e) Comprehension ability/ability to deal with difficulties (3 points), and f) Structure and Phrases (3 points).

As can be seen in the speaking grading rubric, *Content* was evaluated on a scale of 4, Grammar on a scale of 4, Vocabulary on a scale of 3, Pronunciation on a scale of 3, Comprehension ability/Ability to deal with difficulties on a scale of 3, and Structure and Phrases on a scale of 3. The criterion of *Comprehension ability/Ability to deal with difficulties* referred mainly to the first part of the test, while the grades for *Structure and Phrases* were given considering the second part.

3.6.4. Reflective Journals

Reflective journals are a way of reporting personal thoughts, experiences, perceptions, and attitudes (Hiemstra, 2001). They are personal documents in which the ideas, specific themes, personal and professional experiences, and event series are reflected (Black, Sileo & Prater, 2000). Reflective journals also provide individuals with privacy, where participants can share their thoughts safely, confidentially, and in a non-threatening environment (Black et al., 2000). Journals can be in different types and

formats. Due to the increasing use of technology, reflections can be in electronic form (Hiemstra, 2001).

In this study, the participants wrote five reflective journals in their native language, Turkish. They were given 25 minutes to complete their reflective journals. The reflective journals were written on Google Forms during class time and out of class. The researcher shared the link to the reflective journal form with the class representative on WhatsApp. The class representative shared the link with his classmates. The absent students were able to write their reflective journals out of the classroom when they were available.

The participants were asked to keep reflective journals after completing each collaborative vlog project and one final reflective journal during the half-term, between the 23rd and 27th of January, 2023. The reflective journal forms included information to guide the participants on what issues to reflect on (See Figure 7).

DÖRDÜNCÜ İşbirlikli Vlog Projesi ile İlgili Yansıtıcı Günlük Yazımı (Sociology-Family)

Dördüncü İşbirlikli Vlog Projemizi tamamlamış bulunmaktayız. Bu proje ile ilgili



- düşüncelerinizi,
- eleştirilerinizi,
- önerilerinizi,
- bu projenin size neler kattığını,
- hangi becerilerinizi geliştirme fırsatı yakaladığınızı,
- hangi alanda yetersiz kaldığınızı
- konuşma (speaking), dijital okuryazarlık, işbirlikli öğrenme, bireysel öğrenme, kelime öğrenimi, telaffuz, (aklınıza gelen her türlü konuda) gibi alanlarda nasıl katkı sağladığınızı/ sağlamadığınızı,
- grup olarak nasıl çalıştığınızı (ön hazırlık, çekim, düzenleme için hangi programların kullanıldığı, yorum yazma vs),
- birbirinizden neler öğrendiğinizi, birbirinize neler öğrettiğinizi
- sonraki projelerde neler yapılabileceğini/ yapılmaması gerektiğini / görüş ve önerilerinizi

detaylı bir şekilde paylaşmanız büyük bir önem arz etmektedir. İçtenlikle detaylı cevap verdiğiniz için şimdiden çok teşekkür ediyorum.

Öğr. Gör. Melek YOLCU

Figure 7. A screenshot of one of the reflective journal forms

Therefore, the participants reflected on each collaborative vlog project and shared their opinions about each vlog process, wrote about their thoughts, criticism, suggestions, what skills they had the opportunity to develop, how that collaborative vlog project contributed/did not contribute in areas such as speaking, digital literacy, cooperative learning, individual learning, vocabulary learning, how they worked as a group (shooting,

which programs were used for editing, commenting, etc.), what they learned from each other, what should/should not be done in future projects. In addition to that, in the final reflective form, the researcher asked the participants to reflect on their opinions and suggestions regarding the application of the collaborative vlog projects. Besides, they were asked to write about whether they felt any improvement when talking about their experiences in that process, whether they could attribute the improvement, if they had, to collaborative vlog projects, and in what areas the implementation was effective or useless.

3.6.5. Self-Assessment Rubric

The researcher constructed the self-assessment rubric in light of research questions, literature review, and feedback from the piloted semi-structured interviews and vlog projects. It has 29 items. The rubric's items were ranked from "Strongly Disagree" to "Strongly Agree" (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree). The items were related to self-confidence, self-efficacy, time management, task management, leadership, world knowledge, emotional development, English language skills, digital literacy skills, use of technology, and social development.

The rubric items created by the researcher were presented to the field experts and the evaluation and measurement specialists in Turkish and English. Accordingly, seven items were modified, and a new item was added to the rubric. A consensus was built on the ultimate form of the rubric following the necessary corrections. This rubric was also piloted with ten students on an online platform, Google Meet, in order to get feedback on whether any points need to be corrected or not understood. It was assured that the items were intelligible to the participants.

The self-assessment rubric was conducted at the end of the term, upon completion of collaborative vlog projects, and was applied in Turkish to avoid misunderstandings. It was prepared on Google Forms. The link to the self-assessment rubric was shared with the class representative on WhatsApp during class time. The class representative shared the link with his classmates. The absent students were asked to complete it out of the classroom. Thirty-two participants completed the self-assessment rubric.

3.6.6. Researcher Diary

A research diary is a kind of repository of thoughts and reflections of the research experience and adds validity and credibility to the data (Engin, 2011). As Nadin and

Cassell (2006) state, the researcher needs to reflect upon some factors that can help interpret the data. This means that the researchers must be conscious of their epistemological stance, their thoughts and feelings about the research process, their experiences, and what influenced their interpretations (Nadin & Cassell, 2006).

The researcher kept a diary throughout this data collection process so that it would become a narrative of the research journey, add transparency and reflexivity, and help the researcher archive the details about the research process.

3.7. Data Collection Procedure

In the data collection procedure part, the pilot study and the main data collection process, which includes the application of pre-tests, the implementation of the collaborative vlog projects, and the application of post-tests, are clarified in detail.

3.7.1. Pilot Study

A pilot study is a "small-scale version or trial run in preparation for a major study" (Polit, Beck, & Hungler, 2001, p.467). The pilot study was conducted in May 2022. Collaborative vlog projects were piloted to get insight into their feasibility with two groups of students (n=5 each) who were volunteers from one of the researcher's classes. 60% of participants were female. The pilot study process lasted for six weeks. Two different collaborative vlog projects were prepared, each lasting three weeks. In the first vlog project, students *introduced themselves and campus life in Adana*. In the second collaborative vlog project, the group members came together to collect, analyze, negotiate, and use information about *the food culture in Adana*. The videos were shot on campus, in the classes, at the cafeteria, and in restaurants. In the first week of each vlog project, participants had a pre-production stage, during which they researched, shared their ideas, negotiated their opinions, collaborated with group members, and decided, planned, and organized the topic. In the second week of the pilot study, they shot a video on the assigned topic, edited the video clips, added music and subtitles, and uploaded it to the Flipgrid platform. The researcher had formed a class on the Flipgrid platform, a video-sharing and video discussion app. The group members used this app to share their vlogs, watch their friends' vlogs, and leave comments. In the third week of each project, students watched the vlogs and commented on their peers' vlog projects. After completing this process, the students were asked to write reflective journals at the end of each

collaborative vlog project. The instructor created a link to Google Forms for reflective journals and shared it with the participants via WhatsApp. The researcher noted down the details of the data collection process in her diary. After completing the collaborative vlog projects, semi-structured face-to-face interviews were conducted with two volunteer students among those who joined the vlog projects to ensure the effectiveness and feasibility and avoid any ambiguities. Each interview lasted between 10-12 minutes. The interviews were conducted in Turkish, the student's native language, and at a convenient time for the participants in a quiet and suitable classroom. The researcher formed six interview questions to explore their views and experiences regarding collaborative vlog projects, the contributions of these projects, the integration of technology into their lives, and collaborative/individual learning experiences. According to the feedback obtained from students, some amendments were made to the wording. One more question and sub-questions were added. Later, the data from the semi-structured interviews and reflective journals were analyzed using six steps in thematic analysis by Braun and Clarke (2006). Firstly, the sound recordings of the interviews and scripts of reflective journals were transcribed verbatim and translated from Turkish into English for coding and analysis. Then, they were read word by word to find the recurring themes. The researcher identified emerging themes out of the primary findings of the pilot study. The emergent themes were grouped into four categories: 1) *improvement in the L2 skills*, 2) *improvement in digital literacy skills*, 3) *group dynamics/collaboration*, and 4) *motivation/self-confidence*. It helped the researcher to construct the self-assessment rubric.

DLS was also piloted with 67 volunteer students from English preparatory classes. It was prepared on Google Forms. The link to DLS was sent to advisor instructors on WhatsApp. They shared the link with their groups. The volunteer students completed the DLS. The Cronbach alpha value of the scale was 0,9.

As for the self-assessment rubric, before it was piloted, the rubric items created by the researcher were presented to the field experts and the evaluation and measurement specialists in Turkish and English. Accordingly, seven items were modified, and a new item was added to the rubric. A consensus was built on the ultimate form of the rubric following the necessary corrections. Later, the rubric was piloted with 10 students on an online platform, Google Meet, to avoid any ambiguity and gather feedback on whether any points needed correction or clarification. It was assured that the items were intelligible to the participants.

3.7.2. Main Data Collection Procedure

The main data collection process began on October 3, 2022, during the fall semester, with a class of volunteer preparatory students. It lasted 16 weeks and ended on January 27, 2023. At the beginning of the fall term, out of nine pre-intermediate classes, one was randomly selected by the school administration. The researcher was the instructor of the participants' Listening/Speaking Course. In the first week, the instructor-researcher explained the study's aim, procedure, and details about the process. The participants were asked if they were willing to volunteer for the collaborative vlog projects. Those who were volunteers were provided with a written consent form titled "Voluntary Participation Form for Scientific Research and Publication Ethics Committee" that included the study's aim, the procedure, and possible advantages and drawbacks of the research in detail. They signed two copies of that form. One was given to the volunteer participant, and the researcher kept the other. It was underscored that participation in this study was voluntary. It was also assured that the data obtained from the study would be used solely for scientific purposes, kept confidential, not shared with third parties, and destroyed upon completion of the research.

As Dörnyei (2001) stated, motivation triggers learners to learn the target language. In this study, to increase participants' motivation, all participants were guaranteed a certificate of participation, and those who achieved the highest points in the collaborative vlog project assessments were guaranteed a certificate of achievement. After all the information, four of the 46 students in the class did not volunteer to participate in collaborative vlog projects. However, out of 42 participants, two withdrew after the first collaborative vlog project. In total, 40 students participated in the study.

3.7.2.1. Pre-Tests

This study applied speaking tests, semi-structured interviews, and DLS as pre-tests. After informing the participants about the process, pre-tests were conducted at the School of Foreign Languages between October 6 and 15, 2022.

3.7.2.1.1. Pre-Speaking Test

The pre-test speaking test was conducted in a convenient classroom at the School of Foreign Languages between October 6 and 14, 2022. The participants were informed

about the pre-speaking test dates and hours beforehand. For the convenience of students and assessors, the pre-speaking test was conducted after classes, between 3 and 5 pm.

The researcher and an experienced English language instructor conducted the pre-speaking tests in a convenient, bright classroom. Both of them had many experiences in conducting speaking exams at that institution. Before the speaking test, the chairs were appropriately placed around the table. Each assessor had a speaking test rubric and an assessment sheet in front of them. The participants' names were written on the sheet. Each participant was welcomed into the classroom one by one and interviewed for about ten minutes.

The researcher was the interlocutor who asked the speaking test questions following the question sets. The interlocutor was also responsible for starting and stopping the recording and keeping the timing. Therefore, she used a voice recorder and her phone to set the time. While asking the questions, the interlocutor spoke naturally, clearly, and kindly. She repeated the questions when needed. The other assessor listened carefully and quietly and helped the interlocutor stay on time. After inviting the participant into the classroom, he/she was welcomed and asked to take the seat. The interlocutor introduced herself and the other assessor. She asked each participant to introduce themselves and informed them about the speaking test and recording process. The speaking tests were audio-recorded upon approval. There were no participants who rejected the audio recording. She asked them to give detailed answers to the questions as much as possible. Some participants were nervous, so the interlocutor helped them calm down by asking warm-up questions, including their department or hobbies and made them feel intimate. The researcher and the other assessor welcomed the participants warmly and in a friendly manner to help them feel relieved. After the students seemed relaxed, the main speaking test questions were directed to them. The speaking test included two parts. The interlocutor directed five pre-determined questions from different topics in the first part. This part consisted of both Yes/No and WH questions. Each participant had 8 minutes for the first part. In the second part of the test, the interlocutor informed the participant that she would ask their opinion on a statement. She also stated that they would have one minute to prepare and think about the specified statement and one minute to speak. In this part, they were required to express their opinions, stating whether they agreed or disagreed with the statement and explaining the reasons (*Do you agree/disagree...*). The assessors graded the speaking tests based on the rubric which included six criteria: a) Content (4 points), b) Grammar (4 points), c) Vocabulary (3 points), d) Pronunciation (3

points), e) Comprehension ability/ability to deal with difficulties (3 points), and f) Structure and Phrases (3 points). Because the institution had become accredited by receiving an internationally recognized "Pearson Assured Certificate," and due to some ethical issues, the institution's speaking test grading rubric was utilized.

After completing each participant's test, two assessors compared the scores they gave. The scores were given out of 20 points as the institution's rules were followed while conducting the research. The discrepancy among the raters should not exceed three points. If it exceeds, two assessors would listen to the sound recording at the end, and the scores would be revised. Each assessor gave a point for each criterion on the speaking test rubric, and they noted it on assessment sheets. After the interlocutor finished asking the questions, she thanked the participant kindly. When the participant left the classroom, both evaluators compared the scores. The Total 1 scores (interlocutor's) and the Total 2 (the other assessor's) were added and averaged. If the average had a fraction, it was rounded up to the nearest whole number. Therefore, the rounded score was noted as the participant's final score.

3.7.2.1.2. Pre-Interview

To gather EFL learners' pre-constructs, face-to-face, semi-structured pre-interviews were conducted in a convenient classroom at the School of Foreign Languages on October 14 and 15, 2022. Except for one participant's interview, all pre-interviews were conducted on Saturday, the weekend, due to its convenience for both the volunteer participants and the researcher. Besides, during the previous weekdays, the pre-speaking tests were completed. Only one student informed the researcher that she would be unable to come on the weekend, so the researcher had previously interviewed her after classes. Eighteen participants, 12 of whom were female, volunteered for pre-interviews.

The participants were given a specific time to be in the building so they would not have to wait long or get bored. According to the schedule, the researcher individually welcomed the participants into the classroom. The researcher informed each participant about the interview process and the aim of the interviews. She assured them about the confidentiality, anonymity, and ethical issues. She also asked them not to hesitate to give detailed answers. After permission was granted to each participant, the researcher started audio-recording at the beginning of each interview. Each participant was asked seven questions to explore their pre-constructs about their perceptions of integrating technology into their lives and L2 learning, video blogs, digital literacy, collaborative/individual

learning experiences, and the implementation of collaborative vlog projects. The researcher asked extra questions based on the answers to obtain robust and saturated data. The pre-interview with each participant lasted between 12-18 minutes. The pre-interviews were conducted in Turkish so they could feel more comfortable expressing their perceptions clearly and conveniently in their native language. After the interview, the researcher thanked the interviewee warmly for participating and stopped the audio recording.

3.7.2.1.3. Pre-test Digital Literacy Scale

The pre-test digital literacy scale was administered to 40 participants during class time on October 11, 2022. Before conducting the pre-test DLS, the researcher informed the participants about the date so all the students could be available to take the test simultaneously. The researcher prepared this scale on Google Forms and shared the link on WhatsApp with the class representative. The class representative shared the link on their WhatsApp class group. So that all classmates could click the link and take the test simultaneously. It was conducted during class time. The instructor-researcher stated that she could provide a Scaffolding role to clarify participants' questions related to DLS. No students asked anything while taking the test. The implementation of the pre-DLS took about 10-12 minutes. The Turkish version of the scale was adopted. Hence, the participants would feel more comfortable responding, and any misunderstandings resulting from their English skills could be avoided.

In the main data collection process, this scale was utilized as pre-DLS and post-DLS. They were both conducted in Turkish, the participants' native language. The developers of this scale (Bayrakcı & Narmanlıoğlu, 2021) provided the English and Turkish versions of the DLS. The pre-DLS and post-DLS were applied during class time. The researcher formed the DLS on Google Forms and shared the link with the class representative in the classroom. The class representative shared the link on WhatsApp with his classmates.

3.7.2.2. The Implementation of Collaborative Vlog Projects

In the first week, before conducting the pre-tests and after the instructor-researcher explained the research process and the possible advantages and disadvantages of participating in this research study, some students were confused about what a collaborative vlog project might look like. Therefore, two students from the previous year who participated in the pilot study were invited to share their experiences and thoughts

on collaborative vlog projects. Additionally, after obtaining permission from those students, their collaborative vlog projects were displayed in the classroom to demonstrate to the participants how a collaborative vlog project might look and to clarify the concept for the students. Hence, the participants would be motivated and enthusiastic enough to take part and begin. After the pre-tests were completed, the study procedure was restated. First, the researcher started by clarifying *digital literacy*, its importance in the 21st century, and the benefits of being digitally literate in collaborative vlog projects, as almost all participants were found to misunderstand this concept in the pre-interview. A video related to digital literacy was shared and discussed during class time.

The fall semester included 16 weeks. Each week, participants attended six classes of the Listening/Speaking course, with each lesson lasting 45 minutes. The textbook was the Third Edition of *Q Skills for Success 2: Listening/Speaking Book*. It had eight units scheduled to be covered in 14 weeks. The 15th week of the fall term was scheduled to revise the units before the Achievement Test week, which took place in the 16th week of the fall semester.

Google Classroom was adopted as the blended learning platform developed for educational institutions and was actively used in the School of Foreign Languages. In the second week of the study, Google Classroom was introduced to the participants. Then, the researcher created a collaborative vlog class on Google Classroom and sent the link to participants to join the classroom. The class on Google Classroom included folders for the 1st, 2nd, 3rd, and 4th collaborative vlog projects. The study procedure and the collaborative vlog assessment rubric were shared on Google Classroom. Participants would receive notifications whenever the instructor-researcher shared information on Google Classroom. However, this platform was not applicable or practical for uploading the vlogs, as they were too large to upload. The Flipgrid app, used in the pilot study, was not preferred by the participants, as some students experienced technical issues. They could not log in. Therefore, among other video-sharing platforms, the researcher and participants jointly decided to share vlogs on YouTube, allowing for easy commenting on the videos. However, as the collaborative vlog projects were intended for research purposes only, it was decided that the YouTube channel's setting would be adjusted to private, and the vlogs would be shared with an unlisted link, allowing only those with the link to watch and comment. The links for the collaborative vlogs, which were to be watched and commented on, were all shared on Google Classroom. To clarify the process of creating a YouTube account and sharing vlogs with an unlisted link, a volunteer student

proficient in using technological devices shot a video and shared it with the participants via WhatsApp (due to its practicality and free). WhatsApp was the application used to share announcements with the class representative, who was responsible for distributing these to their classmates.

The groups were also formed in the second week. Since the groups were founded based on the participants' willingness, some were initially formed by three participants, while others were formed by four participants (See Table 14). There were 12 groups in total. Hence, the groups initially included 3 or 4 participants. More than half of the participants (57.1%) formed groups of four participants.

Table 14.

The distribution of the groups in the first phase

Groups	Number of Groups (N= 12)	Total participants (N= 42)	%
Groups of three participants	6	18	42.8
Groups of four participants	6	24	57.1

However, two students wanted to quit the vlog project after the first collaborative vlog project. Hence, two groups had some changes in group members, and the number of groups decreased from 12 to 11. Eventually, one group of participants demanded to be a group of five. Half of the participants wanted to form groups of four. Table 15 shows the final distribution of the groups.

Table 15.

The distribution of the groups- final phase

Groups	Number of Groups (N=11)	Total participants (N=40)	%
Groups of three participants	5	15	37.5
Groups of four participants	5	20	50
Groups of five participants	1	5	12.5

In the second week, the researcher explained the expectations from the group members, their individual and collaborative responsibilities, and how to distribute the tasks. It was stated that the assessment of each vlog project includes individual and collaborative group assessments. Hence, the collaborative vlog project assessment rubric was shared with them on Google Classroom. It was emphasized that the collaborative process of deciding on the topic, negotiating, discussing, sharing ideas, researching information, planning, organizing, rehearsing, shooting, and editing should be undertaken. Fluency of the speech in the vlogs, delivering the vlog, which included acting naturally, showing confidence and enthusiasm while talking, having good eye contact and posture, being fluent with limited pauses/fillers, and having no distracting behaviors in vlogs, would be evaluated individually.

At the beginning of the third week, the researcher asked the students how they searched for information online and ensured the security of the data they shared online. Accordingly, the instructor-researcher explained how to search for information and how to identify reliable sites. Additionally, she clarified the concept of plagiarism and guided how to avoid it. None of the students knew how to paraphrase, cite, and provide a reference.

The units were all covered in line with the structured syllabus prepared for pre-intermediate level prep classes. At the end of each unit, participants were given 10 minutes to brainstorm ideas and discuss a project topic that would be compatible with the unit and interest them (Figures 9 and 10). To accomplish the task, they came together in their free time, after classes, and continued to discuss and decide on a topic. When they

agreed on it, they began searching for information and collecting data online, either individually in the school's language laboratory, the library, or at home. Then, they gathered again to negotiate, decide which information to include in their vlog, prepare some drafts collaboratively, and rehearse for the vlog at their available times, after classes, during lunchtime, or on the weekend (Figure 8). They had one week for the pre-production stage. In their pre-production stage, the instructor-researcher assumed a counselor and advisor role when participants requested assistance.



Figure 8. A photo of students in the pre-production stage of CVPs



Figure 9. A photo of students in the pre-production stage of CVPs

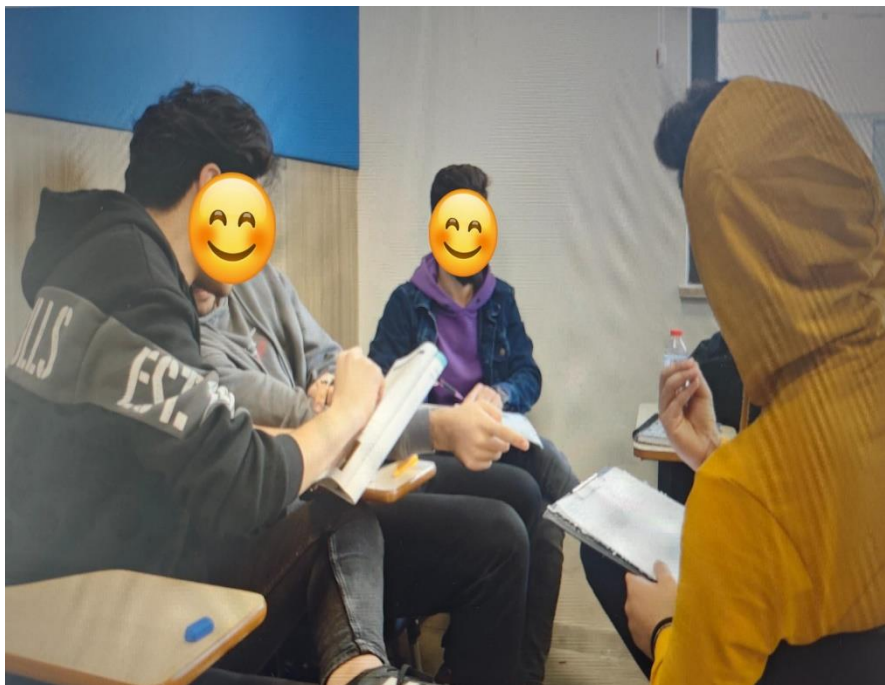


Figure 10. A photo of students in the pre-production stage of CVPs

As the next step, the participants had one week to practice, rehearse, and then shoot and edit the videos via video-editing applications. Each group employed a distinct strategy to accomplish this process. Even though most groups shot the vlogs collaboratively on campus or in a public place, some groups distributed the duties and then shot some of them individually, editing them together. None of the group members had prior experience in editing videos. Hence, they collaborated on searching for ways to edit. They learned editing by searching and then by trial and error. After they watched each other's vlogs, some groups asked the group members how they edited their vlogs. There was collaboration even among the groups. After editing, the collaborative vlog projects were shared as unlisted links on YouTube. Later, one of the group members shared the link to the collaborative vlog on Google Classroom, which was visible only to the researcher. The researcher shared those links in a separate folder with the explanation and the criteria to be taken while commenting on each vlog project. The requirements were formed in line with the collaborative assessment rubric to guide the students. Table 16 presents the pre-determined criteria for commenting on the collaborative vlog projects.

Table 16.

The criteria considered while commenting on vlogs

In terms of the speaker individually	In terms of the Collaborative Group Project
• Pronunciation • Fluency of speech • Grammar • Vocabulary ▪ Delivery • Act naturally • Show confidence and enthusiasm • Good eye contact and posture • Quite fluent (limited pauses/fillers) • No distracting behavior	▪ Creativity/originality of the collaborative group video ▪ Content of the collaborative video ▪ Technical quality of the project (audio, video quality, camera shots, lighting) ▪ Any other constructive feedback

The participants had one week to watch their classmates' collaborative vlog projects and comment on the vlogs in light of pre-determined criteria. After completing each collaborative vlog project, participants were required to write a reflective journal in Turkish. The researcher prepared a Google form instead of wasting paper and to serve the purpose of the study. This form provided guidance for participants on the issues to reflect on. Hence, the researcher asked the participants to write about their thoughts, criticism, suggestions, what skills they had the opportunity to develop, and how that collaborative vlog project contributed/did not contribute in areas such as speaking, digital literacy, cooperative learning, individual learning, vocabulary learning or in any subject that they could think of, how they worked as a group (investigating, collaborating, interacting, rehearsing, shooting, which programs were used for editing, commenting...), what they learned from each other, what should/should not be done in future projects. Hence, they could reflect on their performance, learn from their previous mistakes, identify their strengths and weaknesses, and tailor their next vlog project accordingly. The researcher shared the link to the reflective journal form with the class representative on WhatsApp. The class representative shared the link with their classmates during the class. The participants were given 25 minutes to write their reflections. The researcher's aim in

asking them to reflect in the classroom was to gather feedback in a shorter time before they started commenting on YouTube videos, prevent them from forgetting, and clarify, explain, and remind them to include all the necessary details. Their reflective journals were anonymous, so participants could express their thoughts and experiences without feeling pressured.

For those absent from the classroom, the researcher allowed them extra time to complete their reflective journals. After that allocated time, the form was closed for comments and saved in a separate folder by the researcher. The participation rate in the final reflective journal was lower than in the previous four reflective journals. Since the last week of data collection coincided with exam week, the researcher wanted to send the link for the final reflective journal after participants had finished their exams, feeling relaxed and comfortable. Therefore, the final reflective journal was completed during half-term, between January 23rd and 27th, 2023. The participants were given five days to complete their final reflections about the entire process. They were asked to reflect on their opinions and suggestions regarding the implementation of collaborative vlog projects. In addition, they were asked to reflect on whether they improved when discussing their experiences in that process, in what areas the implementation was practical or ineffective, and whether the participants could attribute any improvement if they experienced it to collaborative vlog projects. Table 17 demonstrates the details about each collaborative vlog project.

Table 17.

The details about collaborative vlog projects

Coll. Vlog Project	Related Unit & Topics	Implementations	Due Dates
1st Col. Vlog Project	Unit 1-Business & Marketing: How important is it to keep up with current trends? -Advertising -Marketting -Fads & Trends	Pre-Production Stage -Discussing -Planning -Researching for information -Sharing ideas & Negotiating -Collaborating -Organizing	17-23 Oct. 2022
		Shooting-Editing- Sharing	24-30 Oct. 2022
		Watching-Commenting	31 Oct. - 6 Nov. 2022
		1 st Reflective Journal Writing	7 Nov. 2022
2nd Col. Vlog Project	Unit 3: Social Psychology: Why are social skills important? - Etiquette & Manners - Good and bad manners, - Teaching manners, - Classroom etiquette, - Table manners, - The need for politeness in a society - Civility solutions	Pre-Production Stage -Discussing -Planning -Researching for information -Sharing ideas & Negotiating -Collaborating -Organizing	7-12 Nov. 2022
		Shooting-Editing- Sharing	13-21 Nov. 2022
		Watching-Commenting	22-27 Nov. 2022
		2 nd Reflective Journal Writing	28 Nov. 2022

3rd Col. Vlog Project	Unit 2: Psychology- How can colors be useful? -Colors' effect in psychology -Role of colors in marketing communication -Colors' choices in digital games	Pre-Production Stage <i>-Discussing</i> <i>-Planning</i> <i>-Researching for information</i> <i>-Sharing ideas & Negotiating</i> <i>-Collaborating</i> <i>-Organizing</i>	28 Nov.- 4 Dec., 2022
	Unit 4: Technology-How does technology affect our relationship? -Use of robots -Artificial intelligence	Shooting-Editing- Sharing	5-12 Dec. 2022
		Watching-Commenting	13-18 Dec.2022
		3 rd Reflective Journal Writing	19 Dec. 2022
4th Col. Vlog Project	Unit 5: Sociology-What does it mean to be part of a family? -Family structure, kinship relationship or marriage in different cultures	Pre-Production Stage <i>-Discussing</i> <i>-Planning</i> <i>-Researching for information</i> <i>-Sharing ideas & Negotiating</i> <i>-Collaborating</i> <i>-Organizing</i>	17-25 Dec. 2022
		Shooting-Editing- Sharing	26 Dec. -2 Jan., 2023
		Watching-Commenting	3-8 Jan., 2023
		4 th Reflective Journal Writing	9 Jan. 2023
		The Final Reflective Journal Writing	23-27 Jan., 2023

The first collaborative vlog project embodied the first unit, "Business and Marketing." The question of the unit was, "How important is it to keep up with current trends?" In this unit, the students learned about fads, trends, advertising, and marketing. They were told they could prepare CVPs on clothing, food, technology, books, transportation trends, or any other business- or marketing-related topic. After they covered the unit, they had one week, between 17 and 23 October 2022, for the pre-

production stage, during which they could discuss, plan, search for information, share ideas, negotiate, collaborate, organize, and rehearse. They shot, edited, and shared their videos between October 24th and 30th, 2022. They had a week to watch and comment on the other groups' vlogs. After that, the researcher shared the link for reflective journal forms. They were required to complete their first reflective journal on November 7, 2022. Thirty-four participants volunteered to reflect on the process and write the first reflective journal.



Figure 11. A screenshot from the first CVPs called “Fad or Trend”

During *the second collaborative vlog project*, the researcher changed the order of teaching units. After covering Unit 1, the researcher had to teach Unit 3 before Unit 2 because the second collaborative vlog project and the institutional assessment week coincided in the seventh week. Hence, during the second collaborative vlog process, the participants would have a listening and speaking course assessment in the seventh week of the fall term. They would give a presentation about a given topic from Unit 3 and speak for 1.5-2 minutes. The students were required to imagine themselves as tour guides and choose a country. The instructor would give them a sign-up list to write down their names and the country they had chosen. They were asked to select three kinds of customs in that country for their presentation. As a tourist guide, they would advise their tourist group. Two assessors, one of whom is the instructor for the Listening & Speaking course, would assess students' performance in the classroom. As the researcher wanted the students to

be less stressed and consolidate the topics, Unit 3-Social Psychology- was given priority. Therefore, the second collaborative vlog project included the topics from Unit 3.

The question of the unit was, "Why are social skills important?" In this unit, students learned about good and bad manners, teaching manners, classroom etiquette, table manners, the importance of politeness in society, and civility solutions. The second collaborative vlog project topic was the etiquette and manners of different countries. They could choose a country and talk about various kinds of etiquette and manners of that country, or they could decide on specific etiquette and manners, such as table, eating, wedding and meeting manners, and compare those specific manners among different countries. At the end of the unit, one class hour (45 minutes) of the Listening and Speaking lesson was allocated for group members to gather, brainstorm ideas, and conduct some preliminary research on a project topic that would interest them. They distributed the task of conducting further research on the topic individually and decided to gather quickly for a final decision, prepare drafts, and rehearse.

One of the group members tested positive for Covid-19. Her group members made a video call on WhatsApp to create a sense of unity and collaboration and to brainstorm ideas with her. The students completed the pre-production stage between 7th and 12th November, 2022. As the week between the 14th and 18th of November was quiz week, participants were given more extended time to shoot, edit, and share their vlogs, but the time allocated for watching and commenting was shortened. Therefore, they were assigned a week between November 13th and 21st, 2022, to shoot, edit, and share vlogs. After the vlogs were uploaded to YouTube, they watched and commented on others' vlogs between November 22nd and 27th, 2022. The second reflective journals were written on November 28, 2022. Thirty-eight participants volunteered to reflect on the process and write the second reflective journal.

The third collaborative vlog project included Unit 2 and Unit 4. Unit 2 was "Psychology". The question of the Unit 2 was, "How can colors be useful?". Topics such as the effects of colors on psychology, how animals use color, colorful houses in different parts of the world and their architecture, the role of colors in marketing and a product's image, and color choices in digital games were all covered in this unit. Unit 4 was "Technology". The question of the unit was, "How does technology affect our relationship?". It included topics such as social media and online friendships, electronic devices that interact with us, the use of robots, artificial intelligence, and the impact of social media on society. In both units, a good range of themes were

discussed, learned, and practiced listening. Hence, the participants could choose any topics related to either unit.

As the participants were familiar with the procedure, they began considering a topic when the unit was being covered. The participants began the pre-production stage on November 28. It took them one week to discuss, investigate, and decide on a topic. After they agreed on the topic, they gathered information online, exchanged thoughts, prepared drafts, collaborated, coordinated, and distributed the tasks evenly among group members. After rehearsal, they needed to shoot the vlogs, edit them using editing programs, and share them on YouTube. The researcher informed the participants about the duration of time. They were asked to complete this process between the 5th and 10th of December; however, as there were some ill students, the participants requested an additional two days. Therefore, the deadline was extended to December 12. The links to the collaborative vlog projects were shared on Google Classroom. Each participant was expected to watch the other groups' third collaborative vlogs and comment on them between December 13th and 18th. For the third reflective journal, the link to the form was shared with participants during the classroom session on December 19th. For those who were not able to write their reflection in the classroom due to their absence, the time was extended until the 20th of December. The next day, the researcher reminded students to complete their third reflective journal. Thirty-seven participants volunteered to reflect on the process and write the third reflective journal.

The fourth collaborative vlog project was implemented after the completion of Unit 5, "Sociology." The unit's question was, "What does it mean to be part of a family?". Topics covered in this unit were family structure, family history, heredity, kinship relationships, and marriage in different cultures. As in the previous collaborative vlog process, the students began discussing the topic while the unit was being covered. The instructor-researcher stated that participants could search for information on how families differ across various countries, cultures, or regions. It was specified that the group members could decide on a specific country. Each group member could talk about one of these issues regarding that country: a) marriage, b) family types and structure (Who family members live with - two parents, stepfamily, lone parents, extended family...), c) kinship relationships (relationship between family members and other relatives), d) family's function and how the family members spend time together. Or, some of those topics could be chosen and compared with different countries, cultures, or regions. Besides, any topic related to this unit that caught their attention could be worked on. The instructor informed

the students about the issues of vlogs in the classroom and sent an explanatory text on WhatsApp. In the last collaborative vlog project, participants were allocated one week between December 17th and 24th. In the pre-production stage, the group members come together during lunch, after school, at the dormitory, and at a cafe on weekends. When the group members gathered, they discussed, searched online, exchanged ideas, and decided on the topic. After deciding on the vlog, they kept searching for new, exciting, and creative ideas. That week, the group members also prepared draft notes from their research on the topic collaboratively and coordinatively. After the tasks were distributed among the group members, they rehearsed individually and then collaboratively, allowing the group members to provide feedback. Later, they needed to shoot their collaborative vlogs, edit them, upload them to YouTube, and send the links to the researcher on Google Classroom in the allocated file. For each collaborative vlog, a different group member took responsibility for sharing the links. The researcher shared the links on Google Classroom, specifying the due dates for watching and commenting on each collaborative vlog between January 3rd and 8th, 2023. In the last collaborative vlog project, a group of four members had two participants who were unable to participate in the shooting. A grandfather of one of the group members passed away; the other member tested positive and was in pain. For the fourth reflective journal writing, the researcher sent the link to Google Forms to the class representative via WhatsApp during class time on January 9th. The participation rate in the fourth reflective journal writing was lower than in the previous ones. It resulted from the students' absence in the classroom and their non-attendance due to the achievement test conducted between January 16th and 20th, 2023. Even though the time was extended and the absent participants were reminded via WhatsApp to write their reflections, only 72.5% of the participants ($n = 29$) wrote their fourth reflective journals. The final reflective journal was administered after the participants finished their exams, so they would feel less stressed. Therefore, the final reflective journal was completed during half-term, between January 23rd and 27th, 2023. The participants were given five days to complete their final reflections about the entire process. However, the participation rate in the final reflective journal was the lowest among all the reflective journals. 35 % of the participants ($n=14$) took part in the final reflective journal writing. They were asked to reflect on their opinions and suggestions regarding the implementation of collaborative vlog projects. Moreover, they were requested to write about whether they improved when talking about their experiences in

that process, in what areas the implementation was practical or useless, and whether the participants could attribute the improvement, if they had, to collaborative vlog projects.

A collaborative vlog project assessment was provided with a detailed rubric to see the participants' development process from the first to the fourth vlog. The researcher prepared a collaborative vlog assessment rubric to assess the collaborative vlogs. This assessment rubric was developed based on a literature review and adapted to align with the study's objectives. After the completion of the rubric, expert opinion was obtained for feedback. Accordingly, the assessment rubric was formed with ten items. This rubric comprised individual and collaborative assessment criteria (Table 8). The individual assessment part consisted of four items. Initially, these items included *Fluency of Speech*, *Pronunciation*, *Grammar*, and *Vocabulary*. After some amendments, *Fluency of Speech* was transformed into *Delivery of Speech*, which embodied such criteria as *fluency*, *natural act*, *confidence*, *eye contact*, and *no distracting behavior*. Collaborative group assessment criteria involved six items: a) *Pre-planning done on time*, b) *Creativity/originality of the vlog*, c) *Content of the vlog/ Compatibility with the unit*, d) *Organization of the speech*, e) *Shooting and editing of vlog project done on time* f) *Technical quality of the project (Audio, video quality, camera shots, lighting)*. As shown in Table 18, each item was evaluated out of 10 points, and a total score was calculated from 100 points.

Table 18.

Collaborative vlog assessment rubric

A. Individual Assessment (40%)	
Delivery of speech*	0 1 2 3 4 5 6 7 8 9 10
Pronunciation	0 1 2 3 4 5 6 7 8 9 10
Grammar	0 1 2 3 4 5 6 7 8 9 10
Vocabulary	0 1 2 3 4 5 6 7 8 9 10
B. Collaborative Group Assessment (60%)	
Pre-planning done on time	0 1 2 3 4 5 6 7 8 9 10
Creativity/originality of the vlog	0 1 2 3 4 5 6 7 8 9 10
Content of the vlog/ Compatibility with the unit	0 1 2 3 4 5 6 7 8 9 10
Organization of the speech	0 1 2 3 4 5 6 7 8 9 10
Shooting and editing of vlog project done on time	0 1 2 3 4 5 6 7 8 9 10
Technical quality of the project (<i>Audio, video quality, camera shots, lighting</i>)	0 1 2 3 4 5 6 7 8 9 10
Total points	_____ out of 100

* Delivery of speech (fluency, natural act, confidence, eye contact, no distracting behavior)

Each collaborative vlog was evaluated using this rubric, and participants with the highest scores received a certificate of achievement. Those who participated and contributed to this study were presented with a certificate of participation.

3.7.2.3. Post-Tests

After the collaborative vlog projects were implemented, the post-tests were applied. The post-tests consisted of speaking tests, semi-structured interviews, DLS, and a self-assessment rubric. The post-tests were administered at the School of Foreign Languages between January 4 and 13, 2023. As the Achievement Tests for the preparatory classes would be conducted between January 16th and 20th, the researcher wanted to complete the post-tests before the exam week.

3.7.2.3.1. Post-Speaking Test

The post-test speaking tests were administered in a convenient and quiet classroom at the School of Foreign Languages during the 15th week of the fall term, from January 9 to January 13, 2023. The researcher informed the participants beforehand about the post-speaking test dates and hours. The post-speaking tests were conducted after classes at the participants' convenience, as agreed upon with the participants and the assessors. Forty participants took the post-speaking test.

The post-speaking test was prepared in line with the pre-speaking test. The same procedure was used with the pre-speaking test. The post-speaking tests were conducted by the researcher and an experienced English language instructor, who did not know the participants, in a convenient, quiet classroom. Both assessors were experienced in conducting speaking exams at that institution. Before the speaking test, the seating chart for the participant and the two assessors was arranged appropriately. For each assessor, a speaking test rubric and an assessment sheet were placed on the table in front of them. The names of the participants were written on the sheet. Each participant was welcomed into the classroom individually and interviewed, allocating ten minutes for each. The post-speaking test took between 5.30 minutes and 9.45 minutes.

The researcher assumed the role of interlocutor and directed the speaking test questions to each participant following the question sets. As in the pre-speaking test, the interlocutor took responsibility for keeping the timing and audio recording. She used a voice recorder and her phone to set the time and keep track of the timing. The interlocutor tried to speak naturally, clearly, fluently, and kindly during the speaking test. If the participants couldn't understand the question and asked for repetition, the researcher reviewed the question. The other assessor also listened attentively and quietly to the participant, taking notes when needed. Each participant was invited into the classroom and asked to take the allocated seat. The interlocutor introduced the assessor, and she asked each participant to introduce themselves and inform them about the speaking test and recording process. Each participant was asked for approval to audio-record the speaking tests. All participants approved the audio recording.

Stressed participants were directed to answer some warm-up questions about their hobbies or free-time activities to help them relax. After the students seemed relaxed, the main speaking test questions were directed to them. Consistent with the pre-speaking test, the post-speaking test comprised two parts. In the first part, participants were asked five pre-prepared questions from various topics, including Yes/No and WH-questions. Each

participant had up to 8 minutes for the first part. In the second part of the test, the interlocutor asked the participant for their opinion on a statement. They were told they would have one minute to think about the given statement and one more minute to speak on it. The second part required participants to reveal their opinions by indicating whether they agreed or disagreed with the statement and providing reasons (e.g., "Do you agree/disagree...?"). The assessors graded each participant's speaking tests based on the rubric used in the institution to assess their speaking exams. This rubric included six criteria: a) Content (4 points), b) Grammar (4 points), c) Vocabulary (3 points), d) Pronunciation (3 points), e) Comprehension ability/ability to deal with difficulties (3 points), and f) Structure and Phrases (3 points).

After the interlocutor finished asking the questions, she thanked the participant kindly. After each participant's test was completed and the participant had left the classroom, the researcher and the assessor compared the scores they had given for the student. Each assessor made a point by taking each criterion in the speaking grading rubric into account, and they noted it on assessment sheets. As the institutional policy was followed in this research, the discrepancy among the assessors did not exceed three points, and the scores were given out of 20 points. The Total 1 scores (interlocutor's) and the Total 2 (the other assessor's) were added and averaged. The average was rounded up to the closest whole number if it contained a fraction. Hence, the participant's final score was recorded as the rounded score.

3.7.2.3.2. Post-Interviews

Face-to-face, semi-structured post-interviews were conducted in a suitable, quiet classroom in the School of Foreign Languages between the 4th and 11th of January, 2023. It was performed on weekdays and weekends. The volunteer participants who were available to come on Saturday were requested to be present on that day. Seventeen participants, 11 of whom were females, participated in post-interviews. After the researcher personally welcomed each participant into the classroom, she explained the interview process. They were assured about the confidentiality, anonymity, and ethical issues. They were kindly requested to elaborate on their answers. After obtaining permission from each participant at the beginning of each interview, the researcher audio-recorded the sessions. Each participant was directed to ten main pre-prepared questions to explore their post-constructs about their perceptions of integrating technology into their lives and L2 learning, video blogs, digital literacy, collaborative/individual learning

experiences, and the implementation of collaborative vlog projects, any contributions of the collaborative vlog projects, their opinion, and suggestions about the implementation of the collaborative vlog projects. The researcher also asked some pop-up questions based on the answers to obtain robust and saturated data. The post-interview with each participant lasted between 15 and 29 minutes. In line with the pre-interviews, the post-interviews were also conducted in Turkish, allowing participants to express their perceptions, feelings, and thoughts more elaborately in their native language. When each interview was completed, the researcher thanked the interviewees warmly for their participation and contribution to the study.

3.7.2.3.3. Post-DLS

The post-test digital literacy scale was administered during class on January 12, 2023, the 15th week of the first term. The participants were notified beforehand about the date of the post-DLS to gather all participants at once; however, some participants were still missing. Although 40 participants were expected to complete the scale, 34 participants answered. Their identity was kept anonymous. The absent students were requested to answer the post-DLS outside the classroom, but they were unable to do so. This situation might have resulted from their engagement before exam week, which took place on the 16th week of the first semester.

The application for the post-DLS was identical to the pre-DLS. Likewise, the post-DLS was prepared on Google Forms, and the link was shared on WhatsApp with the class representative. The class representative shared the link on their WhatsApp class group. All participants were able to click the link and take the test simultaneously. It was conducted during class time. There was no ambiguity, so no students asked any questions during the post-DLS. The implementation of the post-DLS took about 10 minutes. It was conducted in Turkish.

3.7.2.3.4. Self-Assessment Rubric

The self-assessment rubric was conducted during class on January 13, 2023, the 15th week of the first term. It was applied to Google Forms. After completing collaborative vlog projects, the rubric link was shared with the class representative via WhatsApp. Then, the class representative shared the link with the participants. The participants clicked on the link and started answering the rubric items. It was voluntary, and their

identity was kept anonymous. The participants were informed about the date of the implementation of the self-assessment rubric. The absent participants were also kindly asked to complete the self-assessment rubric. In total, thirty-two participants completed the rubric. It took around 12 minutes to complete the self-assessment rubric.

3.8. Procedures of Data Analysis

3.8.1. Analysis of the Quantitative Data

The quantitative data obtained from the pre-DLS, post-DLS, pre-speaking test, post-speaking test, and the self-assessment rubric were analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. To analyze the data from the pre-and post-speaking tests, the researcher used a paired-sample t-test to compare the differences in mean scores. For the data received from the pre-and post-DLS and self-assessment rubric, the researcher benefited from statistical methods, including descriptive statistics, to describe and understand the data. The findings were all represented in tables.

3.8.2. Analysis of Qualitative Data

Preparing and organizing qualitative data appropriately is required before it is analyzed (Lankshear & Knobel, 2004). The researcher categorized the qualitative data following the classification proposed by Lankshear and Knobel (2004):

- Spoken data (semi-structured pre-/post interviews, pre-/post speaking test)
- Written data (five reflective journals, researcher's diary)

To prepare the spoken data, the researcher needed to convert the pre- and post-interviews into written data and transcribe them using the Microsoft 365 dictation program. The spoken data from the interviews were transcribed using a non-verbatim method, excluding unnecessary speech such as fillers, stutters, and repetitive phrases, while preserving the content and ideas. Later, they were translated from Turkish into English to develop codes and themes, making it possible to seek answers to the first, second, and sixth research questions. Additionally, the written data, which included five reflective journals and the researcher's diary, were organized. The reflective journals were received electronically on Google Forms. They were downloaded and filed under the collaborative vlog to which they belonged. Then, they were translated into English for

further analysis. The researcher's diary was not analyzed. The researcher benefited from it while writing the details about the research process.

The qualitative data from the semi-structured interviews and reflective journals were analyzed using a thematic analysis approach. Thematic analysis is a method used to identify and report patterns and themes in qualitative data sets (Braun & Clarke, 2006; Naeem, Ozuem, Howell, & Ranfagni, 2023). In this study, the researcher followed Naeem et al.'s (2023) six steps of systematic thematic analysis:

- Step 1: Transcribe, familiarize oneself with the data, and select the quotations
- Step 2: Identify the keywords
- Step 3: Select codes
- Step 4: Develop themes from codes
- Step 5: Conceptualize by interpreting the keywords, codes, and themes
- Step 6: Develop a conceptual model

While transcribing the spoken data, the researcher regularly wrote memos about emerging keywords and codes. As a following step, the researcher read the transcripts repeatedly to familiarize herself with the data. Being familiar with the data helped the researcher identify the recurring patterns as keywords. Identifying keywords is crucial in coding because the raw data is transformed into a theoretical form (Naeem et al., 2023). After organizing and analyzing the codes in detail, the researcher interpreted them to create themes. Those themes encapsulate meanings that connect the data with the research questions and conceptual framework. To proceed with the conceptualization process, the researcher reviewed the literature to examine how certain concepts were defined and referenced within existing research.

To ensure the dependability and credibility of the qualitative data analysis, a second coder encoded the data from interviews and reflective journals. Inter-coder reliability was calculated using Miles and Huberman's (1994) formula, which divides the number of agreements by the total number of agreements plus disagreements:

$$\text{Reliability} = \text{Number of agreements} \div (\text{Number of agreements} + \text{Number of disagreements})$$

As noted by Miles and Huberman (1994), an inter-coder reliability coefficient of .80 or higher across the vast majority (95 %) of codes indicates an adequate level of reliability. In the current study, the inter-coder reliability coefficient was .84, indicating high agreement between coders and an acceptable level of reliability.

3.9. Trustworthiness of the Study

This study employed both qualitative and quantitative research methods in a case study mixed-method design. As the nature and philosophical assumptions of qualitative and quantitative approaches alter, different criteria are used to establish their trustworthiness (Ary et al., 2010; Cohen et al., 2007; Krefting, 1991). According to Yin (1994), trustworthiness is a touchstone for determining the quality of research. In quantitative research, trustworthiness is addressed through validity, reliability, and objectivity. In contrast, qualitative research emphasizes quality criteria such as credibility, transferability, dependability, and confirmability, which are considered essential for enabling trustworthiness (Guba & Lincoln, 1981). Ary et al. (2010) summarize the criteria of trustworthiness or rigor and the issues they refer to for valid, consistent, and reliable data in qualitative and quantitative research, as shown in Table 19.

Table 19.

Criteria for trustworthiness in research

Quantitative	Qualitative	Issue Referred
Internal validity	Credibility	Truth value
External validity	Transferability	Generalizability
Reliability	Dependability	Consistency
Objectivity	Confirmability	Neutrality

Source: Ary et al., 2010, p.498

In quantitative research, *validity* refers to the accuracy and trustworthiness of the research findings (Ary et al., 2010, p. 498). If researchers measure what they meant to measure and their research components are meaningful, that research provides validity. Validity is subdivided into *internal validity*, which concerns how well the measure was conducted and how rigorously the study's procedures were fulfilled, and *external validity*, which refers to the generalizability of the results (Nunan, 1992). *Reliability*, on the other hand, is about the consistency and repeatability of the measurement. The criterion ensures a controllable, predictable, consistent, and replicable instrument, data, and findings over time and in different contexts (Cohen et al., 2007). The other criterion of trustworthiness in quantitative research is *objectivity*, which refers to the findings being neutral and independent of the researcher's personality, values, and beliefs (Payne & Payne, 2004).

This study collected quantitative data from a pre- and post-digital literacy scale, pre- and post-speaking tests, and a self-assessment rubric. The digital literacy scale used in this study was a valid and reliable instrument specifically developed for undergraduates. Its validity and reliability have already been tested and ensured through confirmatory factor analysis. The content validity coefficient was calculated to be 0.95 by its developers. It was also pilot-tested before the main data collection, and Cronbach's Alpha coefficient score for the DLS was 0.9. If the coefficient equals or exceeds 0.7, that scale shows higher reliability (Shuttleworth, 2015). The language of the questionnaire was clear and straightforward, which may have helped participants understand it correctly and respond appropriately.

As for the pre-/post-speaking test, Li (2011) suggests some criteria for providing reliability and validity in an oral test. First, if a test appears as intended to measure, it can achieve face validity. As the speaking tests replicate real-life language situations, they make them authentic and contribute to face validity. The speaking test format was also quite plain and well-prepared. The flow of the speaking test and its structure were clarified to the participants beforehand.

Additionally, it is stated that the content validity of an oral test can be ensured by including appropriate samples of relevant structures, taking into account its purpose and language level (Li, 2011). The pre- and post-speaking tests were prepared in consideration of the unit topics in the coursebook and institutional policy. Besides, the construct validity of the speaking test demonstrates that it measures only the ability it requires to measure (*ibid.*). Slaney (2017) notes that construct validity entails examining the elements that the test measures, which also influence its reliability. Speaking ability encompasses several subconstructs, including grammar, fluency, and comprehension, among others. The testers need to score each construct reliably (Li, 2011).

In this study, each participant's speaking test was scored based on the accredited institution's rubric, which included six criteria: content, grammar, vocabulary, pronunciation, comprehension ability/ability to deal with difficulties, and structure and phrases. Regarding the reliability of speaking tests, Hughes (2003) suggests that using more items from independent topics in a speaking test increases its reliability. Each question should provide the testee with a "fresh start" (Li, 2011, p. 268). The pre- and post-speaking tests contain different kinds of questions on various topics. Apart from that, providing the participants with clear, well-defined instructions to avoid confusion and making them familiar with the speaking test format ensures the reliability of the test.

Another method of reliability checking for a speaking test is inter-rater reliability, which refers to the consistency among different raters in evaluating the same performance (Li, 2019). Hence, while assessing the speaking test of each participant, two assessors scored their performance separately. After each participant's speaking test was completed, they compared the scores they gave for each criterion in the rubric. The discrepancy between the given scores did not exceed three points. If exceeded, the sound recording was listened to by two assessors at the end, and the scores were revised. Therefore, the researcher's bias was intended to be eliminated. Additionally, Fulcher (2010) highlighted that reliability may be affected if examiners have different cultural backgrounds, as they may give prominence to different aspects of oral production. In this study, both assessors were Turkish, trained, and experienced in assessing speaking tests.

Another quantitative data collection tool was the self-assessment rubric. The researcher developed it based on a literature review, research questions, and feedback from the piloted semi-structured interviews and vlog projects. As Middleton (2022) stated, if researchers develop their own questionnaires, they must be based on the results of previous studies or existing theory. Then, the Turkish and English versions of the rubric were evaluated and enhanced by field experts and evaluation and measurement specialists to ensure reliability and validity checks. After all amendments were completed, the rubric was piloted with 10 students to ensure the intelligibility of the statements and prevent misunderstandings and confusion.

Reliability and validity are also crucial in qualitative research. As mentioned earlier, *credibility*, *transferability*, *dependability*, and *confirmability* serve as substitutes for reliability and validity in a qualitative study, establishing trustworthiness (Lincoln & Guba, 1985). *Credibility* refers to the truthfulness of the research findings. It is equivalent to internal validity in quantitative research. *Transferability* refers to the extent to which the findings can be applicable in other contexts. It is mainly associated with external validity. *Dependability* refers to applying a consistent research process in which an accessible and transparent set of protocols is followed; thereby, the research design could be regarded as a "prototype model" (Shenton, 2004). Dependability can be addressed when the study process is reported elaborately; hence, a researcher could replicate the study in the future (Ary et al., 2010). It is analogous to reliability in quantitative research. *Confirmability*, similar to objectivity in a quantitative study, indicates that the researcher acknowledges their predispositions and endeavors to eliminate bias during the research process (Miles & Huberman, 1994). Shenton (2004) specifies that the investigator must

make provisions to ensure that the research findings reflect the participants' ideas, views, and experiences rather than the researcher's.

To ensure the credibility of this study, the researcher made the following dispositions, which are suggested by several researchers (Creswell, 2013; Guba & Lincoln, 1985; Shenton, 2004):

- a. *Prolonged engagement* between the researcher and the participants was provided, and extensive time was spent in the field. The researcher was the instructor for the participants' Listening and Speaking course throughout one semester. She was able to spend sufficient time establishing a relationship of trust and building rapport with the study subjects. She was also able to observe the participants in the classroom.
- b. *Triangulation* was ensured using multiple sources, methods, and assessors to corroborate evidence (Creswell, 2013). Methodological and data triangulation was achieved by collecting both quantitative and qualitative data for this case study from various data sources, including pre-and post-speaking tests, pre- and post-face-to-face interviews, pre- and post-DLS questionnaires, reflective journals, the researcher's diary, and a self-assessment rubric. Additionally, including a wide range of participants helped to enhance triangulation. Each participant's viewpoint, beliefs, and experience could provide a rich data picture (Shenton, 2004). Investigator triangulation (Ary et al., 2010) was also employed to assess the participants' speaking tests. Hence, these different data sources supplied corroborated evidence and credibility for the findings.
- c. *Random purposeful sampling* was adopted to choose the participants. As Shenton (2004) states, although purposive sampling is commonly employed in qualitative studies, a random approach to sampling may help eliminate the researcher's bias when selecting participants. Creswell (2013) considers that random purposeful sampling adds credibility to a sample when the possible purposive sample is too large. Therefore, the participants were chosen purposefully from the pre-intermediate level classes, rather than the elementary level classes. However, among the nine pre-intermediate level classes, one class was chosen randomly.
- d. *The honesty of participants* when contributing to data is crucial for the credibility of the findings (Shenton, 2004). In this study, the informants were allowed to

withdraw from the collaborative vlog projects if they did not desire to participate in data collection. As a result, the data was collected from only those who were genuinely interested and volunteered to participate in this research. The participants were encouraged to be candid and sincere from the outset of the fall term, to contribute any ideas, and express their experiences or criticisms about the process with courage. They were informed that the questions had no right or wrong answers. The researcher established mutual understanding and rapport with the participants.

- e. Guba and Lincoln (1985) believe that *member checking* is the most crucial step in reinforcing a study's credibility. To validate the accuracy and credibility of the data findings, the researcher employed member checking during the transcription of the interviews in which the informants participated. The researcher sent the transcription of the dialogue to the participants who took part in the interview, and they were asked to read it, provide feedback, and verify that their articulation was accurately captured.
- f. *Peer scrutiny of research* (Shenton, 2004), external audits (Creswell, 2013), or peer review and debriefing (Ary et al., 2010) are other important considerations for the credibility of data findings. In this study, the researcher sought the opinions of experts in the field to evaluate the self-assessment rubric and the interview questions prior to their implementation. Additionally, an external consultant, who was independent of the study but an expert in the field, was asked to evaluate whether the data supported the findings and conclusions.

Regarding transferability, a thick description was employed to ensure that the findings could be applied to other contexts. An elaborate, detailed description provides potential users with information about the case or phenomenon. It helps them visualize and compare the similarities of the context, allowing them to decide whether the study can be transferred to other settings and populations (Lincoln & Guba, 1985; Ary et al., 2010; Creswell, 2013). The researcher elaborated on the research methods, research paradigm, research site, and participants to demonstrate its applicability to other contexts and populations. Moreover, the restrictions, the number of participants, data collection methods, the duration and frequency of the data collection process, as well as the time at which the data was collected were provided in detail. To enhance the transferability and credibility, the researcher frequently used direct quotations.

Dependability, which is closely linked to credibility (Lincoln & Guba, 1985), can be best established through an audit trail, which also enhances confirmability (Ary et al., 2010; Creswell, 2007). It documents the study's procedure, including what was done, when it was done, and why. The auditing method involves documenting the decisions, plans, procedures, and questions used in the analysis process, and reflecting on them thoroughly and carefully. The audit trail includes the raw data obtained from the qualitative data. Dependability was addressed in this study by providing a detailed account of the entire process, including the data collection tools, research context, study informants, analysis, and interpretation. To enhance dependability and confirmability, the researcher maintained a diary, documenting activities, experiences, and observations during the data collection process, and wrote memos. Besides, she kept the data well-organized, with audio recordings, transcriptions, reflective journals, and collaborative vlog projects stored in separate files. Additionally, to ensure the dependability and credibility of the qualitative data analysis, a second coder, an expert in the field holding a PhD, coded the data. Intercooder reliability was calculated based on Miles and Huberman's (1994) formula. The intercooder reliability coefficient between the coders was .84, indicating a higher level of agreement.

3.10. Ethical Issues

Ethical issues are crucial for protecting participants' rights, welfare, and dignity in research, while ensuring the validity and integrity of the research process. The researcher must consider protecting their participants, ensuring trust with them, confirming the integrity of the research, and addressing new and challenging problems (Israel & Hay, 2006). Creswell (2014) emphasizes that researchers must consider the rights, values, needs, and demands of informants in a research study. Two paramount ethical considerations must be considered when conducting a research study: informed consent and institutional approval (Mackey & Gass, 2005). To ensure informed consent from participants, it is necessary to inform them about the research process, the study's aims, potential challenges, confidentiality and anonymity issues, and the rights they have as participants in the research. Regarding the institution's approval, the researcher is required to obtain permission from the institution where the research will be conducted.

This study ensured ethical principles and standards. Before conducting the study at the research site, the researcher got approval from the head of the School of Foreign

Languages and the Scientific Research and Publication Ethics Board of both universities (See Appendix F & G) by reporting the aim of the study, the participants of the study, the duration of the study, and all details concerning methodology. At the outset of the study, before conducting the pre-tests, participants were informed of the study's details. The possible challenges and achievements that participants might encounter in the study were reported based on the literature review. It was also stated that participation in this study was voluntary, and participants could withdraw from the study at any time they wanted. They were also assured that their confidentiality and anonymity would be protected and used only for scientific purposes. While reporting the findings, none of the participants' names would be addressed. The researcher was also their instructor for the Listening and Speaking course. She also informed the participants that they would not be graded for the collaborative vlog projects, which would affect their scores for the English listening and speaking course. However, the collaborative vlog projects would be graded to provide a certificate of achievement to those who get the highest scores at the end of the term. Additionally, they were all guaranteed a certificate of participation at the end of the data collection process to motivate their participation in the study (See Appendix H). After providing participants with detailed information, they were given two copies of consent forms (See Appendix A) and asked to complete them to participate in this research study. One copy was given to them; the researcher collected and filed the other.

During the data collection process, participants were reminded about the ethical issues associated with each data collection tool before use. During pre- and post-speaking tests and pre- and post-interviews, the researcher audio-recorded the interviews with the participants' consent. The names of the participants were known but not disclosed when reporting the findings. The researcher avoided any attitudes that would result in misunderstanding and interruption. For this purpose, the speaking tests and the interviews were conducted in a safe, quiet, suitable, and comfortable classroom. The digital literacy scales, reflective journals, and self-assessment rubric were conducted using Google Forms. The participants' names and email addresses were kept anonymous simply by not collecting respondents' emails, which were arranged in the settings.

CHAPTER IV

FINDINGS

4.1. Introduction

The current study aimed to investigate the impact of implementing CVP on EFL learners' oral productions and digital literacy awareness in a tertiary EFL context. A supportive aim was to explore EFL learners' pre- and post-perceptions regarding CVPs, collaborative speaking activities, and digital literacy skills, and to elicit their perspectives and suggestions concerning the implementation of CVPs. The data were obtained from pre-/post semi-structured interviews, pre-/post speaking tests, pre-/post digital literacy scale, five reflective journals, and a self-assessment rubric.

This chapter presents the findings of the current study based on the research questions. The findings are presented under each research question. The research questions are as follows:

1. What are the EFL learners' pre-constructs regarding collaborative vlog projects?
2. What are the EFL learners' post-constructs regarding collaborative vlog projects?
3. How does collaborative vlog utilization affect EFL learners' oral production?
4. Is there any significant difference between the pre-and post-digital literacy scale?
5. How does the utilization of vlogs affect EFL learners' digital literacy awareness?
6. What are L2 learners' opinions and suggestions about the implementation of collaborative vlog projects?

4.2. What are the EFL learners' pre-constructs regarding collaborative vlog projects?

The EFL learners' pre-constructs regarding CVPs were obtained from semi-structured, face-to-face interviews conducted before the implementation of the CVPs. Seven main interview questions and some follow-up questions were directed to the participants (N = 18). The constructs were thematized. The results are presented below based on the emergent themes, which are categorized as *a) the use of technology in education and daily life*, *b) digital literacy*, *c) the impact of technology in L2 oral production*, *d) understanding and utilization of vlogs in L2 classes*, and *e) preference in language learning (collaborative vs individual learning)*. The participants' excerpts are

also provided for each category. The excerpts are not transcribed verbatim. The excerpts are edited by preserving the content and ideas. Based on their accuracy, articles and subject-verb agreements are corrected, while fillers and repetitive phrases are omitted. This process exploited one of the most frequently used artificial intelligence tools. Additionally, the number of excerpts provided in each category to clarify the findings varies by frequency, so it may differ across categories.

4.2.1. The Use of Technology in Education and Daily Life

Participants were asked about the technological devices they use and the purposes behind them. They were also asked how they integrate technology into their life and learning process. The participants reported extensively utilizing technological tools, particularly phones and computers, in their daily lives for various purposes, including education, recreation, communication, banking, online shopping, mapping and navigation, and applications for daily affairs (e-government, MHRS, etc.). The participants' wide use of technology highlights its central role in their daily lives. The multifunctionality of phones is generally emphasized, indicating that participants have a high degree of dependency on these devices for various tasks. The commonly used technological devices and their purposes of use, as reported by the participants (N = 18), are presented in Table 20. The purposes of use are classified into two main domains: *educational* and *recreational/other*.

Table 20.

The technological devices that were reported to be commonly used before the main study, and their intended use

Participants (N= 18)	Mostly used technological tools	The aim of usage	
		Educational purposes	Recreational and other purposes
P1	phone	using Google for a quick search	social media, (Instagram, Tiktok)
P2	phone, computer	watching course content videos on YouTube	social media, playing games, listening to podcasts
P3	phone, tablet, computer	reading e-books, software development courses, listening to podcasts/songs, watching videos	watching film series, playing games, online shopping, ordering food
P4	phone, computer	email, doing homework, or projects	communicating with relatives, checking the news
P5	phone, computer	watching videos on YouTube for self-improvement	communication, social media, playing games, banking transactions, video editing in photography
P6	phone, computer, TV	watching videos with subtitles to improve English, watching foreign news channels	social media, communicating with others, playing computer games, watching the news, and match highlights
P7	phone, computer	Using Wikipedia, online dictionaries,	watching films and series, listening to music
P8	phone, computer	studying and following the sites the course instructors recommend to improve language skills.	social media(Twitter, YouTube), watching craftwork videos on YouTube, watching movies, using some applications for daily affairs (e.g., e-government)
P9	phone, laptop, computer	learning programming, taking free online courses (on Udemy and BTK Akademi),	social media, communicating with others, watching movies
P10	phone, computer	listening to short stories, online note-taking, watching foreign films and series, watching videos on YouTube to improve listening and speaking skills	communicating with people, playing games, listening to magazine news, social media, and creating banners by adopting a digital application for a football team
P11	phone, computer	doing exercises shared by MDU on Google Classroom,	social media, listening to music, watching movies, communicating, playing online games

		listening to podcasts, watching lesson content videos on YouTube	
P12	phone, computer	taking free online courses (on Udemy and Boğaziçi Enstitü) for self-improvement, watching English cartoons on YouTube, listening to English podcasts	social media, doing online shopping, listening to podcasts
P13	phone, computer	reading e-books on Wattpad, studying	social media, watching movies/series, listening to podcasts, using applications for the schedules of buses, mapping/navigation
P14	phone, computer	studying English using some applications (Cake), watching English movies with subtitles, learning programming, and taking free online courses (BTK Akademi)	playing online games, social media, online shopping, reading e-books, using some applications for daily affairs (e.g., e-government)
P15	phone, computer, tablet	watching lesson content videos on YouTube, researching	listening to music, watching movies, and social media
P16	phone, laptop	watching lesson content videos on YouTube, doing exercises shared by MDU on Google Classroom, learning programming and software development, and taking free online courses (on Udemy)	social media, communicating, listening to music/podcasts, mapping and navigation
P17	phone, computer	studying, researching, and watching videos to improve English listening skills.	communicating, playing online games, mapping and navigation
P18	phone, computer	doing assignments, watching lesson content videos, doing exercises shared by MDU on Google Classroom, and using applications to improve English skills (Duolingo, Cambly)	watching movies, social media

As outlined in Table 20, all participants (N = 18) use their phones, and almost all (N = 17) use computers or laptops for various purposes. A small number of participants (N = 3) use tablets. Almost half of the students reported using computers or laptops more frequently for educational purposes.

P3: *...I am trying to utilize my computer as actively as I can. I am going to study industrial engineering. I have just started learning software development, and I am at the very beginning of it, facing many difficulties.*

P4: *...I also use my computer, usually for my academic life. Using a computer is easier and faster when I need to send emails or do my projects and homework.*

P11: *... I generally use my computer for educational purposes. For instance, I do the exercises shared by MDU on Google Classroom using my computer.*

P12: *To further improve myself in the field of education, I utilize my computer. As I will be studying in the computer engineering department, I also research some engineering-related topics on the computer. I have a guilty conscience when I utilize my computer for non-educational purposes.*

P14: *I bought my computer because I am going to study computer engineering. I use my computer to learn programming. I have just started learning Java Programming...*

P16: *... Apart from my phone, I use my laptop to do exercises shared by MDU on Google Classroom and learn programming and software development related to my department. Now, I am at the very outset of it, at the algorithm part...*

P17: *Nowadays, I use my computer more frequently to study and research. I turn on some videos to do some listening activities...*

The common activities that most participants (N = 10) stated they engage in for educational purposes are watching educational videos, with YouTube being the preferred platform for educational content

P5: *I watch videos to improve myself. Apart from videos in Turkish, I also watch videos in foreign languages. I actively use YouTube for this purpose. I also follow scientific channels on YouTube in English. I arranged for the language algorithm to be in English so that I would be exposed to it.*

P10: *...I particularly listen to short stories. In order to improve my speaking skills, I follow a tutor on YouTube who excites me by answering the questions that he asks.*

P11: *I do not always feel good during the day, so I cannot listen to or attend my lessons. Then, I do not know what to study when I return home. I usually check the book and search for a video on YouTube to review the topic I missed or didn't understand.*

Some participants (N = 5) reported taking online courses from platforms such as Udemy, BTK Akademi, and Boğaziçi Enstitüsü for personal development and self-improvement.

P9: *... I am learning programming on my computer and struggling to develop a game application. I am also taking online courses on Udemy and BTK Akademi. Now, there is a new course on "digital marketing for gaming." I have just applied for it. I usually have training on these platforms.*

P12: *I usually check the online courses on Udemy. Another platform issues certificates to those who successfully complete their online training. It is Boğaziçi Enstitüsü. There are free and paid courses. Even if I am not issued a certificate, I try to attend training and improve myself.*

P16: *We are currently in a preparation class, but we must promote our learning on various platforms, such as Udemy or YouTube. There are many online training courses available in software development, e-commerce, digital marketing, and English learning. I am using this platform nowadays.*

Within the scope of educational purposes, most participants (N= 10) also stated that they engage in activities to improve their English skills using technology, such as watching videos, films with subtitles, English cartoons, listening to English podcasts, using language learning apps like Cambly, Cake, or Duolingo, and studying shared materials on Google Classroom.

P3: *I integrate technology into my education by listening to podcasts and music, as I am now studying in a prep class. Sometimes, I watch videos in English. I try to follow English content...*

P10: *...For my English preparatory education, I study the exercises the Material Development Unit (MDU) shared. I download the files. I take online notes and save them on my phone or computer... I also watch foreign films and series. I usually watch "How I Met Your Mother." I particularly listen to short stories. To improve my speaking skills, I follow a tutor on YouTube who excites me by answering the questions that he asks.*

P12: *Many YouTube channels are providing English content. I watch English cartoons to improve myself in English, even if they are very simple.*

P14: *When on the bus to the campus, I use the Cake application. It is free and very practical. It has short videos with subtitles that teach patterns used in daily life.*

Apart from educational purposes, participants reported using technological devices for recreational and other purposes. Almost all participants reported engaging with social media platforms, including Twitter, YouTube, Instagram, and TikTok. Many participants (N=8) use technological devices to play games. Another popular leisure activity reported by half of the participants (N = 9) is watching movies and series, even though some students stated that they combine watching movies or series with language learning.

Many students (N=7) asserted that they used sites such as e-government applications (e-nabız, MHRS, UYAP), applications to check bus schedules, settle their daily affairs (in the healthcare field, law field, banking field, education field, etc.), and for mapping/navigation.

P8: *I also integrate technology into my life by using some applications. That is, I use e-government applications such as e-nabız and MHRS. I downloaded these applications to*

my phone. Therefore, when I need to book an appointment with a doctor, I can do it directly from the application. Recently, I needed to issue a student card to get a discount bus card. For instance, I downloaded my student certificate directly from the e-government application. In less than half an hour, I got my discount bus card.

P9: I already use e-government, which allows you to access all your information. Besides, in the healthcare field, I use e-nabiz. You can see all of your tests and their results...

P16: Instead of asking people about mapping or navigation, I integrate technology into my life to find any location.

Some students (N=4) reported not being good with technology, indicating a lack of technological proficiency.

P1: I don't have much of a good connection with technology. I mostly use my phone for social media. Honestly, I cannot utilize the computer; I do not understand it well, especially the software programs and hardware programs. I used to shoot videos for TikTok. However, I am really unable to edit anything using my computer.

P11: Actually, I am not keen on technology. Namely, I do not fully comprehend it. I usually prefer paper and pen, and I study from books. I prefer self-study by reading and writing.

4.2.2. Digital Literacy

The participants were asked about the meaning of “digital literacy.” After getting their views on it, they were provided with an explanation to clarify the definition. Later, they were asked whether they thought they were good digital literate. Their opinions on how being digitally literate affects or contributes to the learning process were also obtained. The findings showed that the participants’ definitions of digital literacy differed. Most showed a lack of knowledge about it. One-third of the participants (N = 6) were unable to provide answers to this interview question. One-third of the participants who answered this question describe digital literacy as encompassing digital reading and writing, suggesting that traditional literacy skills are being adapted to digital forms.

P4: ...We can read the same news online as in the newspaper. That is, digital literacy is reading and writing digitally...

P5: Digital literacy means obtaining information using digital tools instead of books, just by using fingers, making it very easy to attain information. For instance, instead of reading an article from a newspaper, we can read it online.

P7: Digital literacy... I will completely express my thoughts about it. As you know, there are online books and online authorship. Those authors write their stories and articles, and then they upload them on applications for people to access. It is like downloading books online and then reading them.

P15: I think digital literacy means being able to reach the masses online with books written based on one's imagination.

Two participants primarily viewed digital literacy as learning digitally and using digital environments actively. Two others perceived it as the active and correct use of digital tools, involving knowing how to use them and accessing the right resources. Several participants (N=3) reported viewing it as a way to differentiate between credible and incredible information.

P2: ...I think it is receiving training in terms of technology or obtaining information online, and learning in a digital environment.

P3: In my opinion, digital literacy is about knowing and using digital environments actively.

P8: I think it is about knowing what you need and how much you need. At that time, when the internet or the computer came into our lives, and we were surfing the net, we were getting lost. But now, it is not like that anymore. Thanks to search engines and the keyword or word criteria, we know what information to obtain, where to get it, and which site is better. For me, this is digital literacy.

P18: Digital literacy is knowing how to use the computer, how to access to information and how much access we have to the resources. Can we use it well or not?

P11: ...not being able to believe whatever you see on the net. I do not believe in the credibility of the information as long as I am not convinced.

While defining digital literacy, several participants (N = 5) also emphasized the importance of recognizing the reliability and accuracy of digital content. This includes cross-checking different websites/sources to confirm the information online and using social proof.

P13: I do not know the lexical meaning of digital literacy, but for example, when you enter a site or download a game, they provide you with privacy agreements. We need to read them, but unfortunately, most do not. Or, it could be that you do not believe every piece of information provided to you online, but verify the accuracy by searching it on different sites.

P2: ...When I am searching for a topic, I check different websites. I try to get a general idea about the topic. If there is consistency among the websites that I search, I accept the accuracy of the information in my own way.

P5: ...When searching for information, I check multiple resources. That way, I measure the accuracy of the information. If it is not scientific data, I decide on its accuracy in my own way. If we claim that the scientific data is wrong, how can we obtain accurate data?

P7: ...Instead of visiting a single web page, I check many web pages. I prefer the one that sounds logical to me. And also, as you know, the most visited web pages are the most credible ones. People write comments or their criticism at the bottom of the page. I also care about those comments. If people read and comment a lot, and their criticisms are mostly positive, I usually decide that it is reliable.

P15: ...When researching some topics, I use well-known websites, such as Wikipedia. I usually prefer known sites to unknown ones, as I know they are unsafe.

Regarding their self-assessment of being digitally literate, half of the participants (N = 9) considered themselves to be insufficiently digitally literate. They reflected a range of confidence levels in their digital literacy skills, as evidenced by their justifications. Those with low confidence in digital literacy expressed the challenges they face. They explained their difficulties in discerning reliable information, determining credible sources, or protecting themselves online.

P1: ...I sometimes do not know what to look for or how to find information online because when you go online and search for something, you come across an overwhelming amount of content. Everyone can share whatever they want. It is like a library full of false information.

P3: I do not think I am a good digitally literate individual since I do not believe that I actively protect myself online. I use some applications for protection. To use certain applications, I need to grant access permissions; however, I try to avoid doing so as much as possible.

P4: I think I am not good at digital literacy because I usually do not check the accuracy of information. Even if I feel it is inaccurate, I must accept it. I still think that if the information is written and shared, it must be reportedly true. I know that many people share content online, most of whom may have no knowledge of it...

P5: I am not well-versed in digital literacy. I do not think and check for the correct information much. I think that to be able to understand and evaluate accurate information literally, I must have a strong foundation in reading critically and analyzing. Personally, I feel like I need to read a lot of books to accomplish this. As I mentioned, it requires us to engage our minds actively. I do not have much knowledge. To be able to know false information, I must be knowledgeable about that subject.

P18: I am not good at digital literacy skills. I use well-known sites suggested by our teachers or others on social media. However, there are things that I have no idea about. For example, I did not know that there are so many resources for studying English.

Those with moderate and high confidence in digital literacy emphasize their selective and cautious use of digital tools and report being aware of the unreliability or dangers of the digital environment, even if those with moderate confidence highlight that they are not qualified in digital literacy.

P8: I may not be proficient in digital literacy compared to other classmates; however, I am selective in digital literacy...I enjoy using the internet to search for subjects that align with my interests, much like I love choosing books to read. However, the remaining digital content, such as distracting details or pop-up ads, is like useless clutter to me.

P13: If I have enough time and am not bored, I think I am careful with my digital literacy skills. Sometimes, I accept the information without reading it. I know it is something bad, but I do it. I love history. When I searched for historical events, Wikipedia was the first website I came across. I used to accept each piece of information shared there as correct and tried to learn it as it was. However, then, I learned how to reach the epistles and the reports of historical events. When I read them, I was surprised. I started to hate those

characters in history who I used to love. There is a lot of false information about history. Now, I search for a topic from different resources. If they meet on a common ground, then I think it is solid and credible.

P11: I am not the kind of person who believes every piece of information found online. I must be persuaded to believe it. If there is insufficient information or it does not convince me, I check it from different sources to verify it. I can spend hours researching, as I like to. When searching for a topic, I click on the link shown at the top, as they are the most commonly tapped sites.

P14: I think that I am proficient in digital literacy. When I need to download something, I conduct a Google search and meticulously evaluate the results. I refrain from clicking on the links that lead me to unverified or unfamiliar sources. I prioritize downloading from trusted websites to ascertain the safety of my device.

When the participants' views about how being digitally literate affects or contributes to the learning process were analyzed, it was found that the participants generally believed that digital literacy has a significant impact on their lives and learning processes. The findings showed a consensus among the participants that digital literacy facilitates life, enhances access to information, and promotes the learning process. Digital literacy is also perceived as a fundamental skill and a critical competency for thriving in today's digital age. However, some participants expressed concerns about the potential risks associated with digital literacy and the importance of being aware of them.

P11: Digital literacy significantly affects our life and learning process. One of the biggest benefits of digital literacy is speed. Digital literacy has accelerated our lives a lot. For instance, the topics we search for in a library but cannot find for hours can be easily obtained in less than 30 seconds. We are getting more than we search for, which is significant and crucial in this digital age. Time is too limited to go to the library and browse books, so digital literacy provides us with many advantages, especially speed.

P13: Certainly, digital literacy streamlines our lives and the learning process. As students, we study and search for things, but mostly in the wrong way. Then, we spread the false information among our friends. If we had good digital literacy skills, everything would be easier. In the simplest terms, I use Google translation for English, which provides us with a wrong translation. As we do not care, we have a lot of mistakes.

P5: Being digitally literate facilitates our learning process. I used to learn foreign languages from books, but now I learn online. I even learn my subjects by watching videos online. I am able to improve myself that way.

P3: Being digitally literate simplifies life and learning because people do everything online and in a digital environment. The pandemic accelerated this process. We started to make everything virtual: ordering food, shopping, taking classes, taking exams... That is why digital literacy is vital nowadays.

P14: I think being digitally literate definitely facilitates life because visiting an unreliable site and doing something wrong can even cause legal trouble. It is vital to know which credible websites can be visited. Actually, the digital age may lead to trouble if people are not aware of it.

4.2.3. The Impact of Technology on L2 Oral Production

The participants' views about how technology affects L2 oral production and whether they use technology to practice L2 speaking were analyzed. The findings reveal that all participants believe that technology has a significant impact on fostering L2 speaking skills. They perceive that technology can provide them with constant exposure and opportunities for listening to L2, practicing speaking, and acquiring vocabulary. Even if they highlighted how technology can enhance their speaking skills, they generally reported engaging in more listening practices than speaking.

Most participants (N=11) acknowledged that a vast amount of L2 content, including music, podcasts, social media, movies, and videos, is readily available online. Constant exposure to L2 content is believed to enhance listening comprehension, pronunciation, fluency, accent, and vocabulary acquisition, while also providing real-world contexts. Some participants (N=3) reported that watching videos of native speakers can help them improve their pronunciation and intonation.

P1: ...Everybody in my vicinity speaks Turkish; I cannot find an English speaker, but technology makes it seem like your vicinity is full of English speakers. In the same way that a child acquires a language just by exposure, technology makes it possible for you to have a virtual environment alive with foreigners. I generally use YouTube and TikTok, where there are thousands of vlogs of English speakers. You can watch their videos related to that language's daily

P2: I think technology significantly impacts L2 learning and speaking skills the same way as young children are exposed to a language. Even if people do not get a formal education, exposure to foreign YouTubers, for instance, helps them develop a more natural L2 accent and vocabulary usage, as if they had been in a foreign country and had a firsthand experience.

P5: ...To learn a foreign language, you must be exposed to it... When learning L2, one needs to immerse oneself in the lives of people who speak that language and follow current events related to the culture and language. That is why I have recently modified the language of my phone and internet to English. Besides, I prefer watching films and videos in English and with subtitles. How do you think babies acquire a language?

P9: With today's technology and different resources, we are constantly exposed to English words. When we see or listen to them, we make a bowing acquaintance...

P11: ...We learn grammar in the classroom. When you listen to music after learning grammar, you understand the structure of the sentences much better. Besides, you learn the word patterns, their different usage, and the pronunciation of the words by watching movies. From those perspectives, technology has notably contributed to learning.

P13:... Watching movies with English subtitles can help you improve your skills notably. I used to have awful English proficiency, unable to speak a word at all, unable to read, and had a terrible accent. After I started to watch English movies with subtitles, I think I made great progress, and I learned various words and word patterns that I had never heard before. They did not teach us those patterns at school.

P15: *We can gain insight into linguistic expressions and different word patterns by listening to music. We can discern the prevailing patterns of words and how they are used in daily expressions through watching movies...*

Some participants (N = 6) mentioned the benefits of using language apps, such as Cambly, Cake, Discord, and social networking apps like Omegle and Hoop, which is connected to Snapchat, to improve their L2 speaking skills.

P5: *...There is an application called Hoop, which people connect from Snapchat. You select the country. Then, you can add a friend from that country and start chatting. Sometimes, I use Camply, but the free version. There is also another application called Omegle, which is very popular. I communicate with foreign people there.*

P9: *...There are some applications, such as Discord or Cambly, to improve speaking skills. In Discord, there are foreign channels. You visit those channels and specify the level: A1, B2, or whatever. Afterward, you can discuss a topic individually or in a group. It is accessible and very helpful. As far as I know, Cambly is a paid application.*

P13: *Such applications as Cake are very beneficial for improving English speaking skills. I tried it for free. You can speak, hear yourself, and compare your pronunciation there. It gives you feedback based on your pronunciation. It ranks it between 1 and 5: not good, good, better, very good... You can try back until you reach the best level.*

P16: *Talking to foreign people online can enhance your English speaking skills. You can find applications that allow you to have video chats, or you can use paid apps like Cambly. Therefore, you can improve your English by communicating with people from around the world.*

One-third of the participants (N = 6) reported talking to themselves or recording themselves speaking in L2 for practice purposes.

P1: *...Even if I sometimes aspire to shoot a makeup vlog, I do not. However, sometimes, I talk to myself in front of the mirror.*

P6: *...I want to use English in all aspects of my daily life. Even though I am not yet proficient in it, I am aware that the importance of speaking English has increased this year. So, I usually record myself in video. I turn the front camera on. Then, I attempt to talk about my day.*

P11: *I love practicing L2 speaking myself more. I might sound weird, but I have found it more productive to talk to myself in the mirror. For example, I say, "She has..." and then I correct myself and say no, not "have"; it must be "She has." Then I continue talking. My uncle is in the USA. I used to record my voice and send it to him.*

P14: *...Once, I was impressed after having a conversation with you. Then, I went online to search for some speaking questions to practice. I do not remember the website, but I tried to answer those questions myself.*

4.2.4. Understanding and Utilization of Vlogs in Language Classes

The participants were asked questions to explore their views on vlogs, their previous experiences with vlogs, and the potential contributions of vlogs to L2 learning. The participants' definitions of vlogs indicate that the vast majority (N=13) define them as personal, informal, and informational video diaries or content that captures daily life experiences, opinions, or knowledge and is shared online. Almost all participants used the term “daily life” in their definition of vlog. Their knowledge of vlogs primarily depends on what they encounter on social media. Some excerpts from their definitions are provided below:

P1: *A vlog is typically a diary in which the daily life routines of a vlogger are shared. However, the content of a vlog may change in line with the aim of the vlogger. I am asserting that based on the vloggers that I follow. Generally, they serve a video to describe where they go, give information about that place, and help people learn from them.*

P6: *Vlog is what the social media influencers do with their camera, sharing the activities in their daily life, such as a visit to the market or a place, an activity they do, then make us watch their videos.*

P3: *A vlog is a communication that provides information about a topic, produces content, and shares it with others.*

P12: *As far as I know, a vlog is about recording and sharing the activities online that a person does in daily life. It could be a way of informing people. For instance, once, I watched a vlog about a day of an architecture student. After watching it, you can have an idea about the university, campus, subjects, and education in that student's eyes, which can provide an insight into the reality of an experience.*

P16: *A video blog is a daily life or other video-recorded experiences shared online.*

Regarding their personal experience with vlogs, while most students (N=13) stated that they had never created or shot vlogs, they were familiar with the concept of a vlog, having watched others' vlogs on social media platforms. Two participants reported experiences creating vlogs for school projects. Some others (N = 3) mentioned shooting amateurish vlogs in Turkish, which were not shared anywhere. Excerpts regarding their personal experience with vlogs are demonstrated below:

P3: *In high school, we had a vlog project. I cooked and video-recorded that. Therefore, I learned words like "mix," "cut," "slice," and "stir," and I was no longer confused about their usage. I realized that I could use some tenses actively. It was very beneficial for me.*

P6: *As high school students, we conducted an Erasmus project called “English in the Street.” We did a project about how to communicate with people in a bakery, a salesperson, a hairdresser, or any institution. We video-recorded what we spoke. It won recognition, but we did not progress with the project.*

P7: *From an early age, I used to imitate YouTubers. I used to shoot videos about our daily life with my friends. It did not contribute anything to me, and we did not share it anywhere. We had left such funny and lovely memories behind.*

P15: *Once, I shot vlogs in Turkish and sent them to my best friends. They were about what I was doing daily. That was it. Sometimes, I edited the vlog. I did nothing other than that because I rarely made a vlog.*

The findings regarding participants' opinions on vlogs' potential contributions to L2 learning showed that all participants (N=18) consider vlogs a valuable tool for practicing and learning L2. Besides, they emphasized that using vlogs in L2 classes can facilitate particularly speaking, listening, and technical skills like video shooting/editing and using applications for them, as well as mastery of topics, which means having a comprehensive knowledge of a topic after researching for it, self-confidence, cultural understanding, vocabulary learning, pronunciation, fluency, reading, writing, and overcoming foreign language anxiety. Table 21 indicates the areas where the participants believe vlogs can improve the L2 learning process.

Table 21.

The areas where participants believe vlogs can improve the L2 learning process.

Areas that vlogs are believed to improve	Number of participants (N)
L2 speaking skill	11
L2 Listening skill	5
Technical skills	5
Mastery of topics	5
Self-confidence	4
Cultural understanding	4
L2 Vocabulary	3
L2 Reading & Writing	3
Overcoming L2 anxiety	3
Pronunciation	3
Fluency	1
Grammar	1

The related excerpts of participants are given below:

P1: *I think vlogs would be great for students to put what they have learned and listened to into practice when learning a foreign language. We all listen to English music and songs and watch vlogs, movies, etc. That is, we hear English everywhere; however, we do not put speaking into practice. That is why I cannot speak English. I only understand when I listen. When you watch a vlog, you get no idea about its preparation process, but when you create a vlog, you will be in the process yourself and get many things.*

P3: *...Students can get various information and ideas from different topics. Besides, they can realize that they use tenses actively. As it is done in English, they can reflect on the topics they are deficient in and make mistakes. Apart from English, they can increase their cultural understanding.*

P5: *...In a language class, you will definitely be exposed to English. The more you speak that language, the more benefit you get. Vlogs can help you be exposed to L2 and improve your speaking skills. When you listen to others' vlogs, you can also improve your listening skills. You have to check and read the information. So, you will improve your reading and writing skills...*

P7: *Students can improve their speaking skills with vlogs. In my opinion, their self-confidence and vocabulary knowledge can develop. If I do not know the word, I can look it up. Then, by speaking and constant listening, it can be reinforced. So, many words can be learned.*

P12: *If we use vlogs in language classes, in the simplest terms, students' pronunciation will progress a lot. I guess it will help a lot for those who have anxiety and are unable to cope with stress when talking in English in front of others, like me. It will allow us to speak English without flinching...*

P13: *I think vlogs can help us integrate English into our lives. To be honest, most of us do not practice speaking, but vlogs can provide us with this opportunity. With vlogs, we can learn new things. I think it can also help us in terms of technology. For example, I do not know how to edit. Editing videos can be used in different areas, but we do not know...*

P9: *...As we generally come across in the classes, people with self-confidence speak and participate a lot in the classes. With low self-confidence, a person does not feel like speaking. I think vlogs can increase one's self-confidence and provide an inclination to speak.*

P14: *I think it could be a decent application in language classes to improve speaking skills. Before shooting a vlog, you need to lay the groundwork and search foreign resources, so you will do the reading and write the draft. Namely, it is highly possible to improve all these skills. Moreover, I think it can help students speak fluently due to constant practice. New words are learned by searching and pronouncing them in sentences. Maybe they will be able to use those new words in their everyday L2 speech.*

4.2.5. Preference in Language Learning

The participants' preferences for individual versus collaborative learning in L2 were examined. Additionally, this analysis revealed their views on potential reasons for their preferences and identified the areas and skills in which they favored either individual or collaborative learning.

The findings regarding participants' personal preferences between individual and collaborative learning in L2 learning show that the vast majority (N=12) favor collaborative learning. Some others (N = 5) expressed a holistic and complementary perspective toward both approaches, valuing each and suggesting that combining individual and collaborative learning would be the most effective approach. Only one student preferred individual learning. The participants also mentioned certain situational and contextual conditions where individual learning might be preferred.

The analysis revealed that collaborative learning is particularly valued due to its supportive and interactive nature, which enables the sharing of knowledge, filling of knowledge gaps, gaining different perspectives, and enhancement of communication skills among group members. The excerpts reinforcing this analysis are provided below:

P4: It seems to me that learning collaboratively adds more knowledge to a person. For instance, a group member knows what I am deficient in, and someone else may know what s/he deficient in. Therefore, we can complete our deficiencies and knowledge gaps, and learn from each other. Can the information that four people attain, let's say, be the same as the information that one person attains? In my opinion, collaborative learning in L2 is more effective and productive.

P6: I prefer collaborative learning. Generally speaking, people can improve themselves when they socialize in daily life...When you socialize in a group, you can learn a vocabulary or sentences you have never heard from others. It is always open to improvement. It is like "two heads are better than one."

P7: I think collaborative learning helps us improve more. In fact, the aim of learning L2 is to speak that language with others. Individually, you cannot speak, but if you learn with others- after all, you learn to communicate- you can practice more and better.

P9: I favor learning collaboratively. For example, I know a subject. When I teach it to my friend, it actually helps me learn it faster.

P11: Personally, I think, with a group of six at most, L2 learning is more convivial because everybody has a different idea, and when there is a topic to discuss, you can hear six distinctive ideas, various accents, and different words. Also, you analyze them yourself.. You learn from others' various perspectives...

P15: Collaborative learning is better because, individually, you can learn to some extent... We cannot correct our mistakes. Someone else must listen to us and correct us.

Some others (N = 5) valued both individual and collaborative learning in L2 learning. They believe both learning types complement each other, so they take a holistic and complementary approach to both in L2 learning.

P2: Helping each other while learning is very effective. So, it is highly possible to learn subjects unfamiliar to you from others. However, I should also study individually to reinforce what I have learned.

P8: ...Everything learned collaboratively should be individualized, then we can say it is consolidated. The classroom, like the workplace, is a great learning environment. However, eventually, you will be alone. As long as you cannot digest what you have learned and internalize it, it means that you are not truly learning.

P16: I prefer both types of learning. Initially, individual learning is necessary for acquiring core knowledge, such as grammar and vocabulary. However, after some time, the core knowledge is insufficient, and you need others to practice. Students can practice speaking, listening, and pronunciation collaboratively. I believe that collaborative learning is essential for developing higher-order skills.

The analysis also demonstrated that individual and collaborative learning were favored in different situational contexts and oriented to different language skills. Individual learning was mainly preferred when studying grammar (N = 5), vocabulary (N = 3), and practicing listening (N = 3) and writing (N = 1), as shown in Table 22. Additionally, it is often given preference when focusing and concentration are required during their English learning process.

Table 22.

The perceived skills/subskills that are preferred to practice individually in L2 learning

Perceived skills/subskills that are preferred to practice individually in L2 learning	N
Grammar	5
Listening	3
Vocabulary	3
Writing	1

Regarding collaborative learning, a large majority of participants (N=12) reported a preference for practicing speaking collaboratively. Some participants also stated that listening (N = 3), grammar (N = 2), and vocabulary (N = 2) are preferably better practiced or studied collaboratively (as shown in Table 23).

Table 23.

The perceived skills/subskills that are preferred to practice collaboratively in L2 learning

The Perceived Skills/Subskills that are Preferred to Practice Collaboratively in L2 Learning	N
Speaking	12
Listening	3
Vocabulary	3
Grammar	2

The excerpts of the participants revealing the reasons for their preference for collaborative learning in L2 speaking are provided below:

P1: ... *If it is speaking-based practice, others are needed to practice it somehow. How much can you learn by pen and paper?*

P5: ... *How much can I, myself, be exposed to English? When you are alone, you can only speak to yourself; however, when speaking with others, they listen to you, they tell you your mistakes, and you can correct your mistakes...*

P13: ... *I prefer collaborative learning because nobody speaks English in the same way. If we practice speaking here, we can hear and understand different accents...*

P14: *I favor collaborative learning as you cannot speak precisely on an individual basis...*

P18: *I prefer collaborative learning since it seems to me that what I know will not be sufficient for me... I prefer mastering my speaking skills with others. I cannot learn it myself...*

The pre-interview analysis also revealed the participants' views about why they favor collaborative learning in the L2 learning process. The thematic analysis of the reported reasons for preferring collaborative learning in L2 learning includes academic, social, personal/emotional, and practical application areas. The perceived rationale for CL and the areas where CL is believed to contribute to L2 learning are presented in Table 24, along with the number of participants.

Table 24.

The perceived reasons for favoring collaborative learning in the L2 learning experience in the pre-interview

Main areas of perceived reasons for favoring collaborative learning in L2 learning	The sub-categories of the main areas	N
Academic	L2 speaking skills	10
	L2 vocabulary learning	3
	Grammar	1
	Permanent learning	2
	Fast Learning	2
	Seeing/ learning from diverse perspectives	9
Social	Social skills	3
	Communication skills	4
	Peer learning	10
	Peer feedback	5
	Sharing a task	3
Personal/Emotional	Self-confidence building	3
	Being ambitious	1
	Respect	1
Practical Application	Real-world relevance	5

Regarding academic reasons, the pre-interview analysis revealed that more than half of the participants (N = 10) believed that CL could enhance their L2 speaking skills. Speaking is often regarded as a social practice that can hardly be learned independently. It is also noted that practising speaking allows learners to be exposed to different accents, new words, and grammatical structures. Therefore, some stated that CL in L2 learning was believed to foster L2 vocabulary learning (N = 3) and grammar (N = 1). Some reported that CL provides permanent learning (N=2) and fast learning (N=2).

P16:...after some time, you need mutual speaking. You can improve your speaking skills collaboratively, but basically, vocabulary and grammar. Dual conversation not only provides permanent learning, but also serves a purpose..

Half of the participants (N = 9) noted that CL enhances seeing and learning from diverse perspectives, as each person has their own unique perspective. In CL, each perspective is shared, providing a different angle for others.

P5: *...for once, you learn to see things from different perspectives. The other person can see what I do not; I can see what others cannot...*

P11: *...each person in a group has a different idea. For example, you can see six different perspectives and ideas on a topic when you work in a group of six. You can hear six different speeches and vocabulary...*

Regarding social reasons, some participants reported that CL can foster their sociality and social skills (N = 3) and improve their communication skills (N = 4), which is believed to shape their future careers as well.

P1: *...Collaborative learning can teach me how to socialize and communicate with people, which can prepare me for a future job, as you will be in social settings, and whatever you do, if you do not become active in social settings, you cannot be successful.*

More than half of the participants (N = 10) believed that CL supports peer learning, where knowledgeable students share their knowledge and teach those who are less knowledgeable. Some (N=5) noted that peer feedback is provided in a CL environment when they identify each other's mistakes, including grammatical, lexical, or pronunciation mistakes. One participant reported that the feedback or corrections provided by peers led to permanent learning. Some others (N=3) reported that collaborative learning allows them to learn how to share a task among the group members.

P3: *...even though all resources are at your fingertips, just a click away, learning from peers by sharing knowledge is much better...collaborative learning may help you like this: something that does not come to your mind may be thought of by someone else, and a new idea or a product may emerge...Sometimes, another person may figure out your mistake and correct it, which can help you learn permanently, as it will stick in your mind.*

P16: *...When you study individually, you cannot identify your mistakes, but in collaborative learning, your mistakes can be identified by your teammate, and others in the group can learn the correct version...*

P9: *When you work collaboratively, you learn how to work together and share the job, which can contribute to your future business life...*

Regarding the reported personal and emotional reasons for favoring CL, some participants (N = 3) noted that learning in a collaborative environment enhances self-

confidence, especially for those who are shy. CL will encourage such individuals to be more active and build self-confidence.

P4: *...you are always in touch with others, even if you are shy, you will feel forced to communicate, so you will build your confidence...*

P12: *...I will be able to improve my confidence here, so I will not have difficulty in other places. I want to participate in the Erasmus Exchange programs. Thanks to collaborative learning we will experience here, at least, I will speak confidently there.*

One participant reported that students can become more ambitious through CL, as peers will compare themselves with others and will force themselves to do better than others. It was also stated that thanks to CL, they can learn to respect each other and opposite views.

P13: *As you see others keep going, you become more ambitious, even to do better; however, individual learning can become boring after some time. In collaborative learning, people unfamiliar with each other are expected to produce something; however, first, they must learn to respect each other and different viewpoints.*

Concerning practical application, several participants (N = 5) favor CL in their L2 learning experience, as it simulates real-world applications and scenarios where collaboration and teamwork are necessary, such as a workplace, which provides real-world relevance.

P2: *...I believe that whatever we do collaboratively here will have an impact on our future careers...*

P9: *.... You will realize how you could work with others. That is, it will provide a basis for your future job.*

4.3. What are the EFL learners' post-constructs regarding collaborative vlog projects?

After the implementation of the CVP, the EFL learners' post-constructs regarding those projects were elicited by semi-structured face-to-face interviews, participants' reflective journals, and the self-assessment rubric. The data findings from each of these tools are presented respectively.

4.3.1. The Findings of Post-Interviews

In line with the pre-interview questions, ten main questions and several sub-questions were asked to the participants (N = 17). Most volunteer participants (N = 12) who participated in the interviews were the same students. The post-interview constructs were thematized in parallel to the pre-interview themes, but two additional themes emerged. The results are presented below based on the emergent themes, which are categorized as *a) the use of technology in education and daily life, b) digital literacy, c) the impact of technology in L2 oral production, d) understanding and utilization of vlogs in L2 classes e) Preference in language learning (collaborative vs. individual learning), f) reported contributions of collaborative vlog projects and g) participants' general opinions and suggestions about the implementation of collaborative vlog projects*. The participants' excerpts regarding post-interviews are also presented under each category. The excerpts are provided as non-verbatim transcriptions, in which the excerpts are edited by omitting distractions in the speech, such as fillers and repetitive phrases that disrupt the accuracy of the sentence, while correcting subject-verb agreements. The main content and ideas are preserved. This process employed one of the most frequently used artificial intelligence tools. Additionally, the number of excerpts presented in each category to clarify the findings varies according to the frequency, so it may differ by category.

4.3.1.1. The Use of Technology in Education and Daily Life

During the post-interview, the participants were also asked about their technological devices and the intentions behind them. Moreover, the integration of their technology into their lives and learning process was also explored. The participants revealed that they use technological tools, particularly phones and computers, commonly in daily life for different purposes such as education, recreation, communication, social media, and applications for daily affairs (online banking, online tickets, etc.). All participants (N = 17) reported using technological tools, primarily computers and laptops, for educational purposes. Among the areas of educational use, activities such as “making vlog projects,” “doing homework,” “using Google Classroom,” and “researching” stand out. Apart from educational purposes, the participants stated to use technological tools for other purposes, among which “communicating,” social media,” “playing online games,” and “watching films/series” come to the forefront. Table 25 presents the technological devices that participants reported as being commonly used after the main study, along with their

purposes of use. The purpose of the usage is classified into two main domains: *educational purposes* and *recreational/other purposes*.

Table 25.

The technological devices that are reported to be used commonly after the main study, and their intended use

Participants (N=17)	Mostly used technological tools	The aim of usage	
		Educational purposes	Recreational and other purposes
P1	phone, tablet, computer	doing homework, researching, making vlog projects, using Google Classroom, watching lesson content videos on YouTube, using online dictionaries	social media, watching videos, communicating
P2	phone, computer	doing homework, making vlog projects, online note-taking, translating, researching	social media, listening to podcasts,
P3	phone, computer	doing homework, making vlog projects, researching,	watching film series, playing games,
P4	phone, computer, tablet	doing homework, making vlog projects, using Google Classroom	communicating with relatives, checking the e- mails
P5	phone, computer	learning English, watching lesson content videos on YouTube, making vlog projects,	being up to date, watching videos on YouTube, using some applications for daily affairs (online banking),
P6	phone, computer	doing homework, researching for subjects, making vlog projects	communicating with others, playing computer games, using some applications for daily affairs
P7	phone, laptop	doing homework, researching for subjects, translating	watching films/series, communicating,
P8	phone, computer	using Google Classroom, researching, doing online assignments,	using some applications for daily affairs (online banking, online tickets)
P9	phone, computer	learning programming, making vlog projects, using video-editing programs, using online dictionaries, translating	-
P10	phone, laptop, tablet	watching lesson content videos on YouTube, using Google Classroom, using online dictionaries	communicating with people, taking photos,
P11	phone, computer	Google Classroom, watching lesson content videos on YouTube, using online dictionaries	social media, listening to music, watching movies, communicating, playing online games

P12	phone, computer	taking free online courses (on BTK Akademi) to learn coding and programming,	social media, listening to music/ Ted-X talks
P13	phone, computer	doing homework, translating, researching, doing exercises shared by MDU on Google Classroom, note-taking, using online dictionary, making vlog projects, using some AI ¹ tools (Grammarly),	watching movies, listening to podcasts, and stories.
P14	phone, computer	learning coding/programming, making vlog projects, using video-editing programs, using Google Classroom	playing online games, social media, communicating, listening to TEDx talks
P15	phone, computer	researching, making vlog projects, using video-editing programs,	playing online games, watching movies,
P16	phone, laptop	using Google Classroom, doing homework, taking online training, using some apps for e-library/e-books, making vlog projects	communicating, using some applications for daily affairs (online banking), watching videos/films
P17	phone, computer, tablet	doing homework, making vlog projects, using online dictionaries, translating,	playing online games, communicating,

As demonstrated in Table 25, all participants (N = 17) use their phones, computers, and laptops for various purposes. A small number of the participants (N=4) use tablets. The majority of participants (N = 11) reported using computers or laptops extensively for educational purposes. Those participants specified that computers/laptops are easier to use and more practical.

P4: *...I generally utilize my computer for my homework, sending e-mails, video-editing, and sharing the vlogs for the project...*

P11: *I commonly use my computer for educational purposes because I feel more comfortable using it, and it offers more facilities...*

P17: *I primarily use my computer for homework. As you are aware, we are currently working on a project, and I am utilizing it for video editing purposes.*

The activities reported to be done most commonly for educational purposes are “making vlog projects and using video editing programs” (N = 11), “doing homework” (N = 9), “using Google Classroom” (N = 7), and “researching” (N = 7). Participant P13 reported using Grammarly, an artificial intelligence tool.

¹ AI : Artificial Intelligence

P2: ...*I primarily use my computer for completing my homework. I find it more convenient when searching for topics for the vlog projects. I also use it for preliminary studies on the vlog projects.*

P8: *I have a phone and a computer, which I generally use for school affairs. I actively use Google Classroom, which I have never used before. I did my homework and improved my research skills.*

P13: ...: *I use my computer for my classes as I can easily prevent pirate sites on my computer... With the vlog projects, I used my computer more frequently. I researched my topic and took notes on a Word document for my vlog projects. It is easier to check my notes on Grammarly. The video edits were done on a computer. ... I also do the exercises on Google Classroom...*

Apart from educational purposes, using technological tools for recreational and other purposes, such as social media, watching movies or series, playing games, and communicating, remains an important part of technology use. Almost half of the participants (N = 8) reported using technological tools for communication. A number of participants (N = 7) mentioned watching films, series, or videos, while some others (N = 6) reported *playing online games*. Several participants (N = 5) reported engaging with social media platforms, including YouTube, Instagram, and TikTok. Another popular leisure activity, as noted by some participants (N = 5), is listening to music, podcasts, or TED Talks. Some others (N = 4) reported using applications for daily tasks, including online banking and purchasing tickets.

P6: *I use technological tools to play online games and communicate with others. I also utilize them to complete daily online tasks, which the digital age requires...*

P7: *I use my phone and laptop to communicate with others and watch films/series... When we get bored, we watch something to relax a bit in the normal flow of life.*

P14: *I usually use my phone to talk to someone, surf social media, and listen to TEDx talks. Sometimes, I play online games on my computer...*

When participants were asked about the integration of technology into their lives or learning processes, several of them (N=6) highlighted being “*digital natives*,” stating that this generation was already born into a digital world, and tends to learn digitally.

P4: ... *Technology is directly connected to our life, education, work, and us. Even in schools, the era of the book is over. I think books no longer have a place in this digital era. We send everything via email, search for topics online, and we have Google Classroom. I think everything will improve like this.*

P13: *We were actually born into the technology era. Technology is with us everywhere. We have no other option. Even during classes, we do not spend time thinking; we hold our phones directly to search. Moreover, I think we got accustomed to that.*

P17 :... *As this generation grows up with technology, they are inevitably integrated into it and learn more easily than the elderly or middle-aged. When something new comes out, we are interested in it and learn quickly. This generation, in general, is heavily involved in technology.*

4.3.1.2. Digital Literacy

In line with the pre-interviews, participants were asked to define the meaning of “digital literacy.” Later, their opinions on how they evaluate themselves in terms of DL were elicited. Besides, they were asked how being digitally literate affects/contributes to their lives and learning processes. Finally, their ideas about how CVPs affected their digital literacy awareness were obtained.

The findings reveal that participants provided accurate definitions of digital literacy, although some touched upon different aspects of it. For most of them (N=11), digital literacy involves discerning and finding reliable, accurate information using digital tools.

P13: ...*It is about paying attention to the accuracy of the information we attain, and being aware of the correctness of the sites we visit...*

P11: ...*It means being certain about the reliability and accuracy of the websites.*

P9: *It is about straining the information we search for. There is a lot of different information about a topic on the internet. We have to search for the source of the information...*

P5: *It is to discern the reliable and correct information, of course, by acting wisely. For example, when I search for information online, I come across ten different sites mentioning the same thing. Then, I try to find a site that provides opposite views. To determine which information is accurate, I search for evidence...*

Two participants’ definitions of digital literacy included “protecting personal information,” while others (N=3) addressed legal, ethical, and moral issues in being digitally literate, specifically plagiarism. Some participants (N = 3) described digital literacy as the active and effective use of digital tools in line with their intended purpose.

P2: *Digital literacy is the ability to obtain accurate information online and to know reliable sites. Apart from that, there is much information, so it also means using it without exploiting it as if it were your own, without plagiarising, but by referring to its source.*

P7: ...*Digital literacy also refers to using online platforms safely, by keeping your personal information secure. Namely, not sharing your personal information everywhere, as your ID or credit card number is important and could be hacked or stolen.*

P12: ... *when searching for information, I do not trust each site, because some sites plagiarize. I verify the accuracy of the information from multiple sources to ensure its correctness.*

P16: *I think digital literacy is about being able to use technology as much as needed based on your intended purpose. That is, the digital world is vast. It is impossible to know everything in this technology world, but at least to know as much as you can to accomplish your purpose...*

P17: *...learning how to use, what for to use the phone, computer, tablet... using them actively and accurately.*

Some participants mentioned different ways of verifying the accuracy and reliability of sources while researching for accurate and reliable information. Some (N=4) stated to confirm it by cross-checking various sources and comparing the consistency among them, while several of them (N=5) checked the institutional resources, official sites/extensions, or scientific resources (N= 5). Some of them (N = 3) confirm the accuracy and reliability of the information by checking the references and corroborating the information. At the same time, two participants mentioned checking the security extensions, which provide color-coded ticks next to the links representing different security stages. One participant stated that she uses social proof, which involves observing the actions of others to assess the reliability of the sources.

P10: *...When I see a piece of information, I search it on various websites to prove its accuracy. I check if there is consistency in what is written on the websites...Sometimes, when you click on a link, it provides ticks that tell whether it is reliable...*

P8: *...Most of the time, I can differentiate between reliable and unreliable websites... I learned that, especially when I was searching for Portugal for the vlog. There were some official sites similar to those of our Ministry of Culture and Tourism. I check the extension of the sites, and if it is official, like gov. tr, I extract the information from that site.*

P13: *... When exploring a topic, I am really careful about the green, grey, and red ticks beside the links. When I try to visit a website that contains phishing, malware, or unwanted software, I receive a red tick warning that tells me it is a dangerous site. I try to visit the sites with a green tick, but sometimes I visit the sites with grey tick when I do not want to spend more time...*

P4: *... I believe that I can find credible information in validated resources, such as official or institutional websites, or sites followed by celebrities or famous people, which is why I hold this perception.*

Concerning the self-assessment of being digitally literate, almost half of the participants (N = 8) considered themselves to be good or sufficient in this area, even though some acknowledged that they had been insufficient in the past. Most of them attributed their being sufficiently digitally literate to having learned how to search for, assess, and use online information effectively, critically, and discerning credible sources.

P4: *I was not very digitally literate before, but now I think I am sufficiently digitally literate...*

P14: *I think I am because I always try to extract information from verified, reliable and official sites...*

The others evaluated themselves as having low confidence and not sufficient enough in digital literacy (P2, P3, P6, P12, P13, P17), or they stated their unsureness about being a good digital literate (P1, P10, P11). Those who regarded themselves as not being sufficient in digital literacy reflected their improvement compared to previous times.

P3: *I do not think I am good enough as a digitally literate; however, I think I have improved in this respect.*

P12: *To be honest, I think I am still insufficient in being digitally literate, but I am trying to improve myself more. I know I learned a lot in this regard, but we should acknowledge that the digital world is a vast area, and no matter how we develop in this area, we need to keep ourselves up to date and improve more...*

P1: *I am unsure how good I am at this subject. Even if I say I am good enough in my own way, I search for the reliability, accuracy, and consistency of the information found online, but I definitely cannot know how accurate it is. Namely, I do not think I am knowledgeable enough on this point.*

The participants were also asked how being digitally literate affects or contributes to learning. The results indicated that the participants believe DL can contribute to developing research skills, accessing accurate information, enhancing speed in accessing information, promoting critical thinking, facilitating collaboration, elaborating L2 skills, increasing awareness of digital security, and mastering technological tools. More than half of the participants (N = 10) highlighted that digital literacy facilitates rapid access to information and helps them develop the skills of critically evaluating online sources, comparing and verifying information from different sources, and distinguishing between reliable and unreliable sources. Some participants (N = 2) emphasized the importance of DL, especially in their academic lives, when studying in their respective departments.

P3: *...Digital literacy helps us do in-depth research on the internet because knowing which information is reliable is crucial. To discern this, you need to examine various sources you can access and look for a common theme...*

P7: *Digital literacy has facilitated our lives. To obtain accurate information, we search not on a single site but on different sites and select the correct information.*

P10: *Digital literacy accelerates the learning process. We were able to get information quickly.*

P6:...*When we start studying in our departments, digital literacy will also help me to learn the accuracy and reliability of the information in my academic studies. As you are aware, the severity of the jobs we undertake is increasing...*

When searching for information, the participants mentioned they needed to cross-check information across various websites. When they could not find sufficient information in Turkish, they researched in English to obtain extensive data. They recognized the insufficiency of Turkish resources and refrained from blindly accepting initial research findings. Besides, some (N=4) stated that they had improved their L2 language skills by searching in a language apart from their mother tongue.

P1:...*By the way, you obtain few results, and you cannot get what you want when you search for something in Turkish, but searching in English yields incredibly more results. I do not know whether Turkish people do not write or investigate those things, but I find whatever I search for in English because it is the world language. Then, I say, "This is actually what I am looking for". That is why I search everything in English now. It helped me improve my L2 skills.*

P2:... *I search for topics in both Turkish and English languages. Then, I compare and check if they have information in common.*

P12:... *As the international language is English, digital literacy is a must. I think digital literacy and English proficiency are interdependent because the world language is English. If we do not know it well, we will be deficient in digital literacy. Researching in English promotes our English skills, too.... Now, we are in a high sea, but digital literacy helps us not get lost and attain what we want among various sources...*

Some participants (N = 2) reported that digital literacy enhances collaboration among friends. They ask each other about digital tools or anything they are unable to do online.

P7:... *We search not from a single site but from different sites and decide on the correct information. We also ask each other when we have difficulty finding what we are searching for. It also triggers cooperation in daily life. We assist friends in translating information from Turkish to English or ask for help when we have difficulty editing videos.*

Moreover, two participants reported that digital literacy contributes to their awareness of digital security, understanding of risks related to digital tools, and ethical responsibilities. Insufficiency of digital literacy was reported to cause severe problems regarding data security and ethical issues.

P12: ...*If we are not digitally literate, our personal data can be stolen and we could have a phishing attack. Some ads, for example, could include viruses. They could harm our digital tools if we are not aware of this.*

P14: First, digital literacy helps us not to disseminate false information. If you have no idea about the accuracy or reliability of the information you get and it is not accurate information, you may use that information in a blog, vlog, or any platform that you will transform for other people. You may cause people to learn wrongly, and that wrong information could expand. It would be impossible to take it back... At the same time, digital literacy makes it possible not to share personal data in a digital environment. For example, if an unreliable, unknown site asks me to provide them with my email address or open an account, I do not. I search for other sites because everything should not be shared online...

Several participants (N=4) reported that being digitally literate can contribute to technological mastery. They stated that they significantly improved their ability to employ digital tools.

P13: ...Digitally literate people engage more with technology. They know the sites to search better than others, and they know various applications. They are outperforming as they know the applications that are better, more fruitful, and free...

P8: ...even I could see the improvement in deploying the keyboard. I can type much faster now.

P16: ...Digital literacy affects the use of technological tools. It provides an opportunity to efficiently extract what you want online using technological tools.

The participants' opinions about how the collaborative vlog implementation influenced their DL awareness were gathered in the post-interviews. The results showed that the CVPs positively affected the participants' DL in terms of technical proficiency, information literacy, critical evaluation of information, collaboration and peer learning, confidence with digital tools, and ethical awareness. These contributions are explained, and excerpts are provided for each theme.

The vast majority of the participants (N=11) highlighted that CVPs enhanced their technical proficiency and digital skills, especially in video editing, trimming, montaging, adding visual effects, background music, using some AI-powered apps, and uploading to YouTube.

P7:...I think the biggest benefit of the vlog project was to learn video-editing...

P12: I really did not know how to edit videos at all. However, I think I improved my video editing skills with each vlog project. In the first vlog, we only merged the videos. We shot the videos outside then. In the other vlog projects, we learned to add background music and trim the videos. At the same time, I learned to upload the vlog on YouTube unlisted. I did not know what unlisted uploading was ...

P16: ... We learned some applications to edit the videos. I mean, to trim, montage, to merge videos, add visuals, and redo until the videos are done. We also learned to utilize some

applications to preserve the image and video quality. There were many details about those applications... In the first vlog project,, we even did not know how to upload the vlog. After we learned to upload, we also realized our mistakes and corrected them in the other vlog projects...

A substantial number of participants (N=11) reported that CVPs enhanced their critical thinking and information literacy skills, which include identifying, evaluating, organizing, and communicating information from various sources. They reported gaining an understanding of evaluating digital content and accurate information, as well as rejecting biased and unreliable information.

P5: ... When I was searching for topics, I visited various sites, not just a single one. I even searched the topic on YouTube channels. For example, I vlogged one of our projects about Japan. I explored various sources and watched numerous videos about Japan. I also watched Japanese videos to compare the information with the others. I used the information after I understood that there was consistency... There is a great difference between the first and the last vlog. We did a lot, but we were novices in the beginning. I learned which sites to visit by researching them repeatedly, so I became skilled at gathering information quickly. As we learned about video editing applications, editing videos became much faster.

P8: Collaborative vlog projects did improve my research skills and my pre-learning studies... My awareness has increased. I improved myself. Now, I can eliminate the sites that do not seem reliable. I can even understand when the information shared online is a copy-paste or translated directly from an English site...

P13: ... In the first vlog project, I only searched Turkish sources. In the second project, I researched Scottish table manners. I could not find adequate information until I googled in English. Then, I realized how detailed information I could find. I became open to search in L2... Moreover, we learned to upload our vlogs on YouTube as unlisted. We did it for some privacy issues. I did not know that videos could be uploaded unlisted. I got with it.

Some participants (N = 6) reported that CVPs promoted collaboration and peer learning among group members and in other groups. They worked together, assisted each other in digital learning, shared their experiences, and learned from each other's strengths.

P7: ... I think the vlog project's biggest benefit was learning video editing. We did not do it alone; we learned it all together, and then we did it by taking turns. Even if we were in different groups, we asked friends who we thought were better than us in video editing...

P17: ... In the first vlog, we could not come together and discuss the topic at once. We were out of touch with each other. So, the first vlog was a bit ridiculous. However, in the next vlog projects, we were more experienced. We understood that collaboration was a must. We gathered, exchanged ideas, decided on a topic, and searched for the topic. Day by day, we kept together and shared the duties...

CVPs were also reported to improve participants' awareness of ethical practices and responsible use regarding digital content creation. Some (N = 2) emphasized the importance of avoiding plagiarism and citing sources correctly.

P14: Collaborative vlog projects influenced me in positive ways. For example, I learned that I must cite and specify the source when I obtain information from it. I also learned that we should avoid plagiarism. Besides, I learned the importance of modifying information by our own interpretation without copying and pasting from the original source.

Several participants (N = 4) also reported gaining experience and confidence with digital tools through the iterative and practical tasks in this project. They highlighted the difference in experience between the first and last vlog projects.

P5: ...There is a great difference between the first and the last vlog. We did a lot, but we were novices in the beginning. I learned which sites to visit by researching them over and over again, so I learned how to attain information fast. As we learned about video editing applications, editing videos took a much shorter time. Now, I feel that I am very experienced in that...

P17: ...There is a considerable difference between the first and the last vlog project. We were absolute strangers to video editing...however, we were more experienced in the next vlog projects...

4.3.1.3. The Impact of Technology in L2 Oral Production

In the post-interviews, the participants were also asked how technology influences L2 oral production and how they use technology to practice their L2 speaking. The findings showed that all participants are convinced that technology significantly enhances L2 speaking skills. They reflected that through exposure to authentic L2 online sources such as films, series, vlogs, English-based video games, TEDx talks, L2 speaking practices with apps, foreign friends, or alone, and CVPs, one can employ technology to boost their L2 speaking skills. Besides, the participants reported that using technology to practice L2 speaking skills can enhance their pronunciation, vocabulary acquisition, fluency, and even confidence.

Most participants highlighted the role of exposure to authentic L2 online sources and consuming various forms of L2 media in developing L2 speaking skills. Some reported that these resources include watching movies, films, videos, or vlogs (N = 7); playing English-based video games (N = 2); and watching TEDx talks (N = 1). To be exposed to

L2, some participants (N = 2) mentioned that they had set the language of the technological tools to English.

P5: ...With technology, we can be exposed to L2 the same way a baby is exposed to a mother tongue. For example me, I set my life in English. I use the technological tools in English. I try to watch a video in English if I need to. I also watch films to learn the daily used English...

P8:...The new generation is exposed to technology tools like computers, phones, or game consoles. When you hear something and are exposed to it, will you not learn and pronounce it easily? I think, English-based video games make it possible to be exposed to that language and speak it easily...

Some participants (N = 5) reported that incorporating speaking practice through apps like Cambly, Open English, Cake, Discord, and Duolingo can help them enhance their L2 speaking skills.

P4:...As you know, there are some apps like Open English or Cambly. You can talk to natives. They talk about a topic and ask for your ideas. You also learn about their country. When you make mistakes, they correct your mistakes...

P14: With some apps like Cake, Wallcreeen, or TEDx, you can improve your L2 speaking skills. In the Cake app, there are some videos with Turkish and English subtitles. You can learn some word patterns. If you want, you can only use English subtitles, so you can improve your L2 listening skills. I think it enhanced my English proficiency. You can also watch TEDx talks. I really love it...

Some participants (N = 3) reported that talking to foreign friends online helps improve L2 speaking skills. Several participants (N = 5) verbalized that they practice speaking to their classmates or alone, self-testing themselves by answering questions from international English Language proficiency tests provided by the Material Development Unit at the institution.

P7:...For speaking skills, we can talk to foreigners. For example, I am talking to my brother's girlfriend from Poland...

P17: ...I have some foreign friends. Talking or texting to them improves our L2 speaking skills.

P8:... We are provided with a file of speaking skills on Google Classroom. Some sample questions were presented on YouTube for the IELTS speaking test. I watch that video and pause it when the question is directed, I try to speak...

P16:...We have videos of IELTS or TOEFL tests in the supplementary sources file in Google Classroom. In that video, the interviewer asks the question. I pause the video, ask myself, " How would you answer that question?" and attempt to answer the question. Later, I listen to the interviewee and compare his/her answer with mine. I think over the alternatives. I think it is really helpful.

Almost all participants reported that in the CVPs, they utilized technology and those projects played a pivotal role in facilitating their L2 oral production. Some (N=4) stated that they also self-monitored and reflected on their L2 speaking performances. They proposed that vlog projects help them boost their speech, pronunciation, sentence building, vocabulary, and confidence in speaking. Besides, they could see their pronunciation mistakes and receive visual and auditory feedback, which would help them refine their body language and speech and overcome social anxiety.

P1: *...Apart from that, to improve L2 speaking skills, we also benefited from vlog projects, which are also made by utilizing technology. We watched ourselves, we found our pronunciation mistakes. When others pronounced the word wrongly, we were able to realize it. The projects also affected our sentence building. When you learn a vocabulary, you must use it in a sentence... You see that everybody makes mistakes, and you think to yourself, "Nobody is perfect at speaking; mistakes are possible." It makes you feel confident and comfortable while speaking...*

P2: *...In the vlog projects, when you watch the vlog, you can self-monitor both visually and sensually. Accordingly, you can refine well what to say or how to say it, and how to use your body language in the other projects.*

P8: *...As the topics in the vlog projects were weighty, we had to search for vocabulary from online dictionaries and translate some sentences using some apps. The vocabularies that we knew in the beginning and that we know now have a vast difference. In the other vlogs, I was able to build the sentences myself...*

4.3.1.4. Understanding and Utilization of Vlogs in L2 Classes

In the post-collaborative vlog projects, the participants were asked questions to investigate their ideas about vlogs, their previous experiences with vlogs, and the potential contributions of vlogs to L2 learning. Most participants (N = 10) emphasized vlogs as “educational” or “informational” tools that share information, while some others (N =) pointed out that vlogs are associated with daily life content. Some participants also highlighted the importance of authenticity and personal expression (N = 2), general knowledge (N = 1), technological and editing skills (N = 2), and group collaboration (N=2) when defining vlogs. Some excerpts related to the participants’ definitions are given below:

P8: *It is a kind of video in which a summary of information, full of content that will attract my attention, interest me, inform me, or contribute to my improvement, is combined with visuals.*

P3: *It is producing authentic content using your ideas, experiences, or the information you have learned and sharing them on social platforms correctly...*

P5: *It is about transferring the daily events people experience or the information they have learned to others in short videos...*

P7: *Vlog is about searching for a topic, learning, and sharing information on online platforms...it is also a groupwork..to have knowledge about group collaboration and learning together...*

Some participants (N = 3) underlined the difference between the vlogs they come across on social media, which are more informal, instant, and shot for fun, and the vlogs they shot for the project, which are stated to be informative or formal.

P1: *The vlogs we shot and the ones shared on social platforms differ from each other... They are more about daily experiences; for example, they go to Erciyes and convey what they see and what it looks like. However, CVPs are more informative and educational video tutorials.*

P13: *It seems to me that our vlogs are more formal because we provide information and try to use formal tone of language, even though some groups made their vlog projects more intimate... Vlogs on social media use daily language, and they are more like conversations...*

Regarding their personal experience with vlogs, most students (N = 11) stated that their only experience with vlogs was in CVPs. Some participants (N = 3) reported having experience creating vlogs for school projects. Some others (N = 3) mentioned shooting amateurish vlogs just for fun, imitating vloggers and not publishing them on any platforms. Excerpts about their personal experience with vlogs are demonstrated below:

P16: *In 9th grade, we shot a vlog to introduce ourselves in the English class. It was not created in a group work nor a frame of rules*

P2: *Among my best friends, we used to shoot vlogs based on entertainment, more on having fun. It was a bit like imitating the ones I see on YouTube: "Yes, guys, welcome to my channel". Nevertheless, this term, we did not have much time to shoot apart from the collaborative vlogs.*

When the participants' views on vlogs' potential contributions to L2 learning were analyzed, it was observed that all participants (N = 17) considered vlogs a worthwhile tool for enhancing English proficiency, promoting self-reflection, and developing. To be more precise, it is believed that the application of vlogs in L2 classes can enhance primarily L2 vocabulary, speaking, listening, and pronunciation, as well as grammar, self-reflection, self-assessment, cultural understanding, technical skills like video shooting, editing and using applications for them, mastery of topics which refer to elaborating knowledge of a subject after researching for it, L2 reading and writing, self-

confidence and fluency. Table 26 displays the areas where participants believe vlogs can contribute to L2 learning after the implementation of CVPs.

Table 26.

Post-study: The areas where the participants believe vlogs can contribute to L2 learning

Areas that vlogs are believed to enhance (Post-study)	N
L2 Vocabulary	12
L2 speaking skill	10
L2 Listening skill	6
Pronunciation	6
Grammar	5
Self-reflection/assessment	5
Cultural understanding	4
L2 Reading & Writing	4
Technical skills	3
Mastery of topics	3
Self-confidence	3
Fluency	1
Social skills	1

As shown in Table 26, more than half of the participants believe that vlogs can contribute to L2 vocabulary learning (N = 12) and L2 speaking skills (N = 10). Among those participants, many (N = 6) stated that vlogs could contribute to contextualized vocabulary learning experiences. Vlogs were also stated to enable learners to simulate real-life experiences by practicing and speaking L2 in various contexts, which enhance their pronunciation, too. It is believed that vlogs can offer opportunities to learn vocabulary in context and allow users to gain insight into new words and sentence

structures, providing them with a permanent learning experience and helping them improve their speaking skills.

P4: ...They can learn new words because we do not know each word, and they can use those word patterns in a sentence so they can learn to speak them fluently...

P5: Vlogs can be useful in L2 speaking. For example, if you do not know a word; you look it up in a dictionary, use it in a sentence, and repeat it until you pronounce it well. Then, it remains in your mind. When you come across that word, you say, "Yeah, I have used that word in the vlog."

P12: We are taught many different words in English classes; however, they are quickly forgotten if not actively used or repeated. Vlogs can enable us to hear, pronounce, learn, and use the words in the context...

P6: ... There are thousands of situations that a person can come across in real life. A learner can experience those situations in vlogs. They can use the words, word patterns, and sentences related to that situation in vlogs. When they experience the same situation in real life, they can easily talk about it as they have practiced it before.

Some students (N = 6) stated that listening to others' vlogs can help learners improve their L2 listening skills. Vlogs are also believed to help learners enhance grammar and gain insight into sentence structures (N = 5)

P14: When listening to others' vlogs, you notice what is said and how words are pronounced. Each group has a different point of view. By listening to others, you also improve your understanding of others' views and your L2 listening skills.

P16: While learning L2, it is very crucial to speak and to listen. Vlogs make it possible to speak while shooting and listen to ourselves and others...

P9: ...Vlogs can be very useful to practice grammar because you have to form sentences using the grammatical rules. I want to give an example of it: in our Main Course lesson, I did not understand the comparatives much. It was not until I had to use them in my vlog to compare Türkiye and China that I became knowledgeable about it...

P11: You can learn how to construct a sentence, such as where to use the subject or the verb in a sentence, how you will start and end your speech...

Another reported contribution about vlogs is that they could provide self-reflection/assessment or assessment by others, reviewing their progress, or recognizing their grammatical or pronunciation mistakes (N = 5).

P1: ...You would definitely make mistakes in vlogs. By recognizing and correcting your mistakes, you can improve your English. For example, we shot four vlogs. Watching them from the first to the last, you can think about the improvement and the changes you had. Even other friends can realize them and tell us.

P13: ...You are making everything yourself in vlogs. Learners can see their mistakes and correct themselves. Others who watch their vlogs can also give feedback...

Some participants (N = 4) also verbalized that vlogs enhance general knowledge and cultural understanding. Some (N = 3) also stated that in the preparation process, people search for and learn about different topics, which helps them expand their knowledge and become experts in various fields. Those learners who listen to vlogs are also reported to facilitate their world knowledge.

P4: ...People who watch vlogs can have different ideas and knowledge about various topics. They enlarge their understanding of different cultures, too...

P14: ... Vlogs can help you improve your world knowledge... We shot different vlogs on different topics. I learned many things from my searches and friends' vlogs during this process. For example, in one of our vlogs, we talked about wedding culture in Ireland. In another group, Japanese wedding culture was vlogged. I really learned a lot from the other group and improved my English skills...

Several participants (N = 4) believe that vlogs can contribute to L2 reading and writing skills by reading, searching, and preparing the draft notes in the preparation process, writing comments, giving written feedback to others' vlogs or reading others' comments.

P5: ...You search for information about the topic of the vlog. After that, you write down some notes in line with your readings. Even if you do not write any notes, you can get the essence of the information you read...

P16: ...After watching others' vlogs, learners can write comments or give feedback...

The vlogs were stated to enhance technical skills (N = 3). The participants mentioned that technical skills, such as video shooting and video editing, could be enhanced, and some applications for these purposes can be learned through the vlogging process.

P8: ...Learners can boost their knowledge about different video editing programs...

P15: ...With vlogs, learners can learn how to trim videos, merge, and add subtitles, music, or photos. There are various video editing programs. They can increase their knowledge about these programs and learn to apply them.

Some participants (N = 3) also discussed the role of vlogs in building self-confidence as one potential contribution of vlogs. One participant also pointed out that vlogs can enhance learners' social skills and social interaction.

P3: ... Learners can gain self-confidence via vlogs because other people will always be in the speech situation. Sometimes, people can get tense about that. However, they can be

alone and feel more comfortable when they shoot vlogs. Later on, they can feel more confident when speaking in public.

P17: ...Vlogs can encourage learners to speak because many people watch their vlogs, and they do not become ashamed of speaking any more, so they build self-confidence. Besides, vlogs can also help learners socialize because learners will not always make vlogs with their best friends. They may become a team with peers that they do not know. Hence, you become intimate, get closer, and socialize with them. It is significant for socialization.

4.3.1.5. Preference in Language Learning

This analysis reveals participants' preferences for individual versus CL in L2 learning after the study. It also explores their reasons for these preferences and identifies the areas and skills where they preferred either individual or CL.

The findings reveal that a good number of participants (N = 8) prefer collaborative learning in language learning. Although some others (N = 7) emphasized the importance of balancing both learning types, most prioritized collaborative learning in language learning. Two participants who prioritized individual learning valued collaborative learning in L2 learning, particularly in practicing L2 speaking skills.

P8: I prefer both of them. In the pre-interview, I had reported that I valued individual learning more, because I was more experienced in it, as I received private courses at that time, which were not that effective. But now, when I think of the collaborative learning we had for the project, I believe that it is much more fruitful. But still, when you go back home and do not study individually, you cannot make it. That is why I favor both learning types.

P15: Actually, I prefer individual learning, but it is more effective to study in a group to practice speaking, because you are exchanging ideas...

Moreover, the findings revealed that participants' preferences for individual and collaborative learning in L2 learning are situational and depend largely on specific language skills that are to be developed. Despite the strong support for collaborative learning in L2, several participants emphasized the significance of individual learning for areas that need intensive study, absorbing complex concepts and deep concentration (N = 3) and for L2 skills such as grammar (N = 6), vocabulary (N = 2), writing (N = 2), and listening (N = 1)

P8 :...If I need to concentrate intensely on studying for an exam, completing an assignment, or learning complex concepts, I prefer individual learning.

P6:.. I favor individual learning when we need to learn grammatical rules, sentence structures, and vocabulary.

P4: ...I prefer individual learning in L2 writing because I believe it has helped me improve my writing through individual studies and the feedback from my teacher. For example, I used to make many mistakes, even when introducing myself. I read a lot and watched videos to tell me how to write. When someone else intervenes in my writing, I totally get confused...

P5: ...Although I am inclined toward collaborative learning, I would favor individual learning in studying grammar and practicing listening...

Participants overwhelmingly prefer CL in L2 learning. The post-interview analysis revealed the participants' reasons for favoring CL in the L2 learning experience, categorized into academic, social, and personal/emotional areas. Table 27 shows the perceived rationale for CL, and the areas it is believed to impact in L2 learning.

Table 27.

The perceived reasons for favoring CL in the L2 learning experience in the post-interview

Post-interview: main areas of perceived reasons for favoring CL	The sub-categories of the main domains	N
Academic	L2 speaking practice	8
	L2 vocabulary learning	4
	Consolidating learning	2
	Seeing/ learning from diverse perspectives	2
Social	Exchanging ideas	2
	Communication skills	2
	Peer learning	9
	Peer feedback	4
Personal/Emotional	Self-confidence building	2
	Feeling safe	1
	Having fun together	1

Regarding the academic reasons for favoring collaborative learning, post-interview findings showed that nearly half of the participants (N = 8) preferred CL for L2 speaking practice. L2 speaking skills were said to require interaction and practice with others, which was seen as odd to do individually. Some (N = 4) reported that when a person practices speaking with others, they can learn new vocabulary and expand their lexical knowledge.

P1: *...if you want to practice speaking, enlarge your lexical knowledge, or practice how to use new vocabulary in context, you need someone else to practice with, which will improve you somehow...*

P5: *Collaborative learning is definitely much more reasonable in language learning. I prefer exchanging languages with others because there needs to be someone to talk to. It would be weird to talk to yourself. As I said, speaking must be practiced collaboratively.*

P14: *...We need each other to practice speaking. Who can I talk to? I cannot get any feedback when I speak to myself...*

Two participants stated that CL provides learners with opportunities to consolidate what they have learned after studying individually. Two other participants expressed their preference for CL because it helps learners see and learn from diverse perspectives, as each person has a unique viewpoint.

P2: *...maybe you can study faster individually; however, to consolidate and utilize whatever you learned, sharing it with others is a great idea.*

P12: *I think collaborative learning is necessary everywhere because I truly believe that each person holds valuable information. We can learn from different perspectives and benefit from each other.*

When considering social reasons, two participants reported that they favor CL because it provides an opportunity for exchanging ideas or mutual knowledge exchange. Participants 4 and 6 noted that CL is more beneficial, as it helps learners experience and improve their communication skills, which are also considered essential in daily life.

P3: *... When it comes to exchanging ideas or producing something, teamwork or collaboration becomes more important...*

P6: *...It is more beneficial to learn collaboratively, as it is necessary to experience communication skills by interacting with people.*

More than half of the participants (N = 9) reported that CL provides an opportunity for peer learning, where peers share their knowledge and learn from each other. Some participants (N = 4) stated that in CL, peers can give feedback and correct each other's mistakes in grammar, pronunciation, and vocabulary.

P11: *I think it is more effective to learn in collaboration because if I have a deficit, other peers fix it. If they have a deficit, I fix it...*

P14: *I think working with someone is very important for CL because we learn from each other and correct each other's mistakes. For example, when we mispronounce certain words, we correct each other; whether it's in pronunciation or grammar. For instance,*

when we used the verb “to be,” we used it in the infinitive form without the -ing suffix. Basically, we corrected such mistakes.

Concerning personal and emotional benefits, two participants stated that CL helps build self-confidence by interacting and learning together with peers. Participants 13 reported that in collaborative learning, a person feels safer when surrounded by peers with the same goal. Participant 11 stated that although individual learning is a good technique, CL is preferable for having fun together while learning.

P17: *...when I learn together with peers, I build more self-confidence...*

P13: *...Having peers around you learning together makes you feel safer...*

P11: *...Individual learning is a good technique, but collaborative learning is favored, as you can have fun when learning together...*

4.3.1.6. Reported Contributions of Collaborative Vlog Projects

In the post-interviews, the participants' views on the contribution of CVPs were elicited. They were also asked whether they could attribute the improvement in L2 speaking, if they believed they had any, to CVPs. The reported contributions of CVPs are classified under a range of themes, which are presented with their subcategories in Table 28. Each theme, along with its sub-themes, is explained separately under Table 28 and reinforced by relevant excerpts.

Table 28.

The themes and sub-themes for reported contributions of CVPs

The themes for reported contributions of CVPs	The sub-categories of the themes	N
Personal and Emotional Development	Empathy/Patience/ Respect	9
	Self-confidence	9
	Self-awareness/ Self-reflection	6
	Sense of responsibility	9
	Stress management	2
	Time management	3
	Leadership	4
	Cultural awareness/ World knowledge/ Mastery of topics	6
Academic/L2 Language Development	L2 speaking skill	11
	L2 pronunciation	10
	L2 fluency	3
	L2 vocabulary	13
	Grammar/sentence structure	6
	L2 writing skill	7
	Learning from others' vlogs	5
	Speech organisation	4
	Enjoying English learning	3
Team Collaboration & Social Development	Peer scaffolding/Peer learning	12
	Peer encouragement	4
	Sharing and managing a task	11
	Sense of team spirit and mission	12
	Social skills and increased interaction with peers	11
	Public speaking skills	4
Digital Literacy & Technological Development	Video-editing	10
	Different digital apps & online sites	15
	Shooting high-quality videos	7
	Research skills	12
	Quick information access	7
	Critical evaluation of online sources/citation	5
	Plagiarism	2
	Privacy/ security in the digital world	2
Practical Application	Transferring skills to respective departments/future career & experience	7

The main themes about the analysis of reported contributions of CVPs were *personal and emotional development, academic development, team collaboration and social development, digital and technological development, and practical application*.

Regarding personal and emotional development, most participants stated that CVPs helped them develop empathy and patience toward other group members and respect them while working in a team, particularly when dealing with group members who were contributing more slowly and needed more time to complete the task (P1, P2, P4, P5, P10, P12, P13, P14, P17).

P4: *...In general, I am an impatient person. However, there were some group members who were indifferent. I learned to be patient with them, teach them something, encourage them patiently without getting mad...*

P10: *...As we worked in a group, each person held a different perspective, and we learned to respect our ideas and be more relaxed with one another.*

Many students also stated that collaborative vlog projects enhanced their self-confidence, especially when they were speaking in L2 (P1, P2, P3, P4, P6, P7, P12, P14, P15). Some participants noted that collaborative vlog projects contributed to their personal growth in self-awareness and self-reflection, both in L2 and in presentation skills (P1, P2, P6, P8, P12, P16).

P1: *...These projects really affected me in terms of self-confidence because we had to shoot vlogs among people. We were very shy at first, especially one of our teammates; he was unable to do anything among other people. When I compare the first vlog with the last one, I can say that we have overcome that shyness, and we are now more self-confident in L2 speaking.*

P12: *...CVPs improved my self-confidence in L2 speaking...In the first vlog, we were very nervous; in the second, we were more relaxed, and you get used to it in time...*

P1: *... Besides, you have the opportunity to know yourself. You do not realize how you speak or react when you are vlogging. However, when you watch yourself, you realize where you make mistakes, your pronunciation mistakes, or how you look in the camera. Sometimes, you say, " Oh, how did I come to say that sentence there? "...*

P8: *...When I listen to others' vlogs, I compare my pronunciation with theirs and reflect on my own.*

CVPs were reported helping participants develop a sense of responsibility, especially toward team members (P1, P2, P4, P6, P8, P12, P13, P14, P16). They stated that the sense of responsibility pushed them to finish their duties and contribute to the group work.

P13: *...As we are several people in the group, I think we feel the responsibility. When they complete their duties, I feel that I must finish soon so as not to leave my teammates behind.*

P16: ...I realize that I postpone my studies when I work individually, but when I work collaboratively, I cannot stretch it; I feel responsible towards others as it is done jointly. Therefore, I became more sensitive concerning responsibility.

Some participants (N = 2) reported that they were able to manage stress in their learning process with CVPs. It was also reported that CVPs improved some participants' time management skills and helped them avoid procrastination (N = 3)

P2: I was getting very tense in our presentations because we were given a grade for it. However, I was able to manage my stress in the presentations as I could already manage it in vlog projects....

P1:...With the vlog projects, I boosted my time management skills. Actually, time management is also closely related to the sense of responsibility because you cannot carry out your responsibility if you cannot manage your time. You have to complete your tasks in the allocated time.

P13:... These projects virtually impacted my time management skills. As I told you, I generally do everything at the last minute. However, when your teammates complete their duties, you cannot leave your duties to the last minute. It really helped me to arrange my time...

Some participants (N =4) reported that they explored their leadership qualities and their significance when working collaboratively on the vlog projects. Many participants (N = 6) verbalized that doing CVPs helped them increase their cultural awareness and world knowledge and expanded their understanding of different topics as they searched about various topics and cultures, compared those cultures with theirs, and vlogged about them.

P14: ...Sometimes, you must manifest your team leadership. There should be someone directing others in a team. You learn that leadership spirit. Thanks to collaborative vlog projects, I explored my leadership spirit. I directed my teammates to manage the task somehow...

P15: ...In some parts of the projects, I found myself as the group leader. I learned that effective leadership requires certain qualities. I also realized the things to be careful about when I took the lead...

P3: My vlog experience made a huge contribution to my world knowledge. Our first vlog was about "Advertisement". I got into much new information. I learned that the tip of the iceberg is just so little and has different dimensions. In the other vlogs, we acquainted ourselves with cultural issues. I learned a lot new information about different cultures, especially Denmark.

P6: We improved our world knowledge in most of our vlog projects. The topics we searched for aligned with the units' topics. When we were researching about them, we boosted our knowledge. For example, we explored the wedding culture of different

countries. I learned that marriages in India are often conducted in accordance with certain mythologies. That is an excellent world knowledge for me.

Concerning academic development, the participants reported that CVPs had a significant impact practically on their L2 vocabulary learning (N = 13), L2 speaking skills (N = 11), L2 pronunciation (N = 10), and L2 writing skills (N = 7). They noted improvement in these areas as they searched for the topics of vlogs, looked up new words, used them in their own sentences, checked their pronunciation, and spoke in the vlogs. When they made mistakes, they reported practicing speaking many times. Additionally, they consolidated the words they had learned in other English classes. Writing comments for the other groups' vlogs was noted to help them improve their L2 writing skills as well.

P6: ...These projects had a great effect on improving our L2 speaking skills. At first, we read many sources about the topic of the vlog project. Then, we came together to write some drafts. We practiced our speech many times. While practicing, we told each other about our mistakes. In some vlog projects, we had dialogues. This process allowed us to learn many different words. And that rehearsal we did over and over again provided us with proper pronunciation. Therefore, it affected our pronunciation and speaking confidently.

P7: From the beginning to the end of the vlog projects, it contributed a lot in each step. We learned new vocabulary; we comprehended how to use them in sentences, we consolidated them in our own speeches, we enhanced our L2 speaking skills, and we practiced the correct pronunciation of the words. We grasped new words from our friends' vlogs and learned how the sentences are structured there...

P12: I was so shy not to embark on this project. However, the moment I started the collaborative vlog project, I think I improved my English speaking, pronunciation, and grammar. I feel that I speak more confidently. I had many pronunciation mistakes. For example, in our first vlog, I persistently mispronounced the word "department, but thanks to my teammates' help, I corrected the mistake by persistent repetition.

P16: ...When we were shooting the vlogs, we did not do it at once. We spoke many times. As we wanted to do our best and shoot the best vlog, each time we developed our speaking and pronunciation. Between the first and the last vlog, you could see the difference...

A good number of participants (N = 6) highlighted that CVPs improved participants' grammar and sentence structure via practical use. Several participants (N = 6) also stated that they learned new words, their pronunciations, and sentence structures by watching other groups' vlogs.

P7: ...With collaborative vlog projects, we improved grammar by reinforcing what we learned in the Main Course. We also practiced constructing sentences in the grammatically correct way...

P13: ...*Thanks to these projects, I do not think of the Turkish sentence structure anymore, but the English sentence structure when I am writing or speaking in L2....*

P10: *We pick up something new when we watch each others' vlogs. For instance, I had not heard about the word "prescription" until I watched our friends' vlog. Then, I checked its meaning. It stuck to my mind that way.*

P13: ...*We did not hear only our speeches. We also listen to others' vlogs. By listening to others, we boosted our pronunciation skills. For example, I did not know how to pronounce "khaki". I learned it when I was listening to other vlog.*

Some participants (N = 3) stated that the CVPs enhanced their fluency in L2. CVPs were also reported to help participants organize their speeches (N = 4). Some students (N = 3) stated that they enjoyed learning English with CVPs.

P10: *If it had not been for vlogs, my L2 speaking would not be that fluent. In the first vlogs, my speech was so static, but now I am more fluent in English.*

P17: ...*Somehow, I started to speak fluently after vlog projects... Those projects really helped a lot.*

P13: ...*After we prepared for our topics, we came together with the group members. We decided on the flow of our speeches and the order of each topic. We put them in order and practiced speaking right away.*

P14: ...*I learned how to start a speech. For example, I learned that I should not jump into a topic. You must have an introduction, then discuss your topic, and finally, wrap up your discussion. I learned all of these in this process.*

P7: ...*When we were shooting vlogs, we were having a great time. When we came together to study for the vlogs, sometimes the most frequent words did not come to our minds. For example, we said, "We always use that word; how do you not remember that word?". We were making fun of it. Therefore, we had a good time in the learning process.*

P13: ...*It was full of excitement and entertainment. We laughed and enjoyed the preparation process a lot.*

Many participants noted various contributions regarding team collaboration and social development. To begin with, most of them (N = 12) reported that CVPs provided peer scaffolding, peer learning, and mutual assistance in various aspects such as vocabulary learning, pronunciation, grammar teaching, and video editing. They also stated that reciprocal support helped them share knowledge, improve, and benefit from each other's feedback. Peer scaffolding was noted not only among group members but also among other groups.

P3: ...*When I make a pronunciation mistake while shooting vlogs, my teammates warn me like, "It is not pronounced that way; you must pronounce it like this." Sometimes, we check it together. Then, it is embedded in my mind. For example, in the first vlog, I mispronounced the words "product" and "foreign." My teammate corrected my mistakes and beat those words' pronunciations into my head...*

P7: ...Collaborative vlog projects also improved our social skills. For example, in the preparation of vlogs, if my friends do not know the information I share, they ask me about it. I explain it to them. Or the visa versa happens. We share knowledge among group members and let the others learn about it...Whenever there is a point that I do not understand, my friends teach me and transfer their knowledge... We were using a video edit program, but it was running slowly. One of my classmates taught me the video edit program that she was employing. We had such interactions among groups...

P13:...If you really want and care about learning from peers, you will definitely do it. For example, the boys in the team were very good at video editing. They watched many videos to learn it. Later, they sat with our group member, Bilge, for about 2-3 hours to teach her video editing...

P15:...We collaborated with the other groups, too. They asked me about technological issues, such as how to trim the video and which video editing apps we use. We assisted each other...

Another sub-theme of social development stated to be developed by CVPs is peer encouragement, which refers to positive reinforcement, emotional support, or pushing each other during CVPs to reduce anxiety, overcome challenges, and succeed in the project. Some participants (N = 4) noted that the collaborative nature of the vlog projects fostered peer encouragement during group work.

P4: ...We learned to support and encourage our teammates. For example, last time, when we were shooting our vlogs, I was stuck and could not speak anymore. It had happened to another group member before. We tried to encourage each other by saying, "Ok, take it easy," and recommended explaining the challenging parts in a different way, adding something of themselves...

P13:...In the first vlog, I was unable to speak; it was such a terrible experience. My teammates had to wait for me for about one hour to shoot the vlog. Thanks to their patience and encouragement, it did not happen in the other vlogs. I was more comfortable...

A good number of participants (N = 11) noted that these projects promoted them to share and manage a task. They reported having learned how to divide responsibilities, organize group work, and collaborate to achieve a common goal by completing the task efficiently and keeping track of deadlines, even though it was challenging for them at the outset.

P3:...At first, we had problems in managing the task. It was really hard to reach one of our teammates. Unfortunately, the workload was dumped on us. However, we learned to distribute the task among team members. Even if we could not achieve it at the first vlog, we had an idea about sharing tasks in the other vlog projects....

P6:...Collaborative vlog projects taught us how to distribute the assigned tasks to each other. While distributing the tasks, we learned to assist each other in each step...

P15: ... *Sharing with others was not something I could manage. I am generally a person who loves working alone. As I am keen on individual study, I felt like I would undertake all the duties psychologically. However, with collaborative vlog projects, I realized that you can discuss, generate ideas, and share tasks. Now, collaborative projects have taken a totally different form in my mind...It taught me how to distribute the duties and responsibilities and what to be careful about in group work...*

P17:... *Initially, we encountered difficulties and experienced some changes in our group members. We could not manage to do our responsibilities as they needed to be. Then, we learned to manage it by deciding on a specific day, planning our day, coming together, sharing tasks, and completing the task before the deadline successfully.*

Referring to the sense of team spirit and mission, the majority of participants noted that CVPs provided them with a collective feeling of unity, a unified commitment to achieving a common goal, and motivation to succeed as a group (N = 12) It also helped them understand the importance of each member's role in the bigger picture.

P4:... *We were very enthusiastic during this process. We understood that if we really wanted to accomplish something, we would endeavor to do our best as a group. Even though we had a new member in the group later, we did not have a problem; we all went on very willingly. We were able to complement each other...*

P8:... *Were you not sometimes impatient with your group members? Yes, we were, but as a group, we got to know that it was necessary to meet on a common ground to accomplish the task. We all got ill in this process. As group members, we all resisted illnesses and some other challenges, but we were able to shoot the vlog with the contributions of our efforts. When I was ill, my teammates worked harder in video editing to compensate for my absence...*

Moreover, CVPs were reported to increase sociality and interaction among peers (N = 11). The participants also highlighted that the projects facilitated deeper social connections within the group, which helped them move these social bonds beyond the classroom.

P13: *Thanks to vlog projects, we developed close friendships. We got on very well with our teammates. We spent more time together than others and engaged more. The collaborative vlog projects contributed to increasing our sociality...*

P2:... *We came together many times, which means sociality to us. When we gathered for vlog projects, we did not only talk about vlogs or shoot them. We chatted a lot about different topics...*

P6:... *We mixed and mingled with each other in the group. However, we were not such a team in the beginning. As we also met at times apart from the project, spending time together and doing some activities, we strengthened the bonds and our friendship. Namely, the projects increased our sincerity.*

Some participants (N = 4) stated that they improved some of their public speaking skills. They noted that CVPs impacted their delivery of speech, which refers to the speaker's voice (volume, pitch, rate, and pauses) and nonverbal communication, including gestures, eye contact, and bodily action.

P2: ... *I learned how to use my gestures effectively, how to use my voice paying attention to my tone, volume etc...*

P11: *We improved our speaking skills. I used to speak stresslessly. But now, I am paying attention to the punctuation, tone, volume, and also to my hand gestures...*

Apart from personal, emotional, academic, and social development, most participants stated that CVPs helped them develop their digital literacy skills and technological expertise. More than half of the participants (N = 10) said that they learned video editing in this process. Most of them stated that they experienced it for the first time in their life.

P8: ...*I use my computer, but I did not know video editing. I got into shooting, merging, trimming videos, and editing them. I learned those technical things...*

P9: *I did not know video editing even though I graduated with computer programming, and I will study computer engineering. I am more interested in software development, so I know more about that, but not editing. Thanks to vlog projects, I learned that...*

A vast majority of participants (N = 15) verbalized that during the vlog projects, they used different programs, digital apps and online sites such as video editing apps, apps to increase the quality of the vlogs, some AI-supported apps, and sites in a way that they have not utilized before, including Adobe Premier Pro, KD Live, Da Vinci Resolve, Inshot, InCollage, Imovie, Clip Champ, Canva, Camtasia, Final Cut, Grammarly, Windows Office Programs, Google Classroom, Google Scholar, Youghlish, YouTube, etc. Some watched videos to understand how to run video editing apps, others stated that they learned from group members or other groups, and some verbalized to get assistance from a better-known relative.

P3: ...*Among the video editing programs, I learned to use Da Vinci. I also utilized some other apps but do not remember their names now. Besides, I got into utilizing different apps for vlog covers. Actually, I used a simple app for the vlog cover design, but I found out that I could do many different things with even a simple app. I started to employ Canva for photo editing and cover design. You can also work on various topics there. Besides that, collaborative vlog projects helped me improve the use of Office programs. As we did everything online, we had to use Word, PowerPoint, etc...*

P4: *We are in the digital age, but unfortunately, I am not good at technology. In spite of this, vlog projects endowed me with many digital skills. I learned to utilize video editing apps. My friend showed me how to do it. I also found out how to share vlogs on Google Classroom. I became more active in using it. Besides, I learned how to share vlogs on YouTube as unlisted.*

P7: *...I learned to merge videos and use editing apps. We used Da Vinci during vlog projects. One of the other groups used this app, and I learned it from them....Actually, among the office programs, there was one program merging videos. In fact, we downloaded many different apps. We searched about each of them concerning which can be used easily, which has more features, and which edits vlogs better. We chose between them....*

Some participants (N = 7) also reported that they learned to shoot high-quality videos or improve the quality of vlogs, enhancing the sound, image, lighting, and shooting quality of their videos. Some students (N = 3) reported using microphones to improve the sound quality or a tripod for video image quality.

P14: *...I think I improved in these areas, like editing, arranging the quality of videos, or the flow of the photos. For example, I learned to adjust the volume when the person speaks in the video, fading the voice up to bring it to the forefront. In the beginning, we had many difficulties. We wanted to download some videos that would be added to our vlogs. When they were downloaded in high quality, the sound of the video was gone. Therefore, I downloaded the sound and video images separately and then merged them. Unfortunately, it took too long. After our searches, we found out how to download high-quality videos but with the sound. We gained practical experience during the vlog projects.*

P6: *... We used a microphone to produce a loud and clear sound. Sometimes, we edited the sound for clarity; we increased or decreased the sound of the vlog with some apps...*

P12: *... Our team had a problem with the sound quality. We discussed and searched about how to overcome it and reach a better quality of sound. The more we delved into searching for it, the more we explored...*

Regarding digital literacy, many participants (N = 7) reported that CVPs improved their research skills. They also stated that they learned how to navigate digital resources, check different sites when searching for information, and research in L2. Some (N = 4) noted that searching in L2 instead of L1 provided them with detailed, further information.

P15: *When searching, I realized that I must search in English. As there were some specific topics, I could not find enough information in Turkish... Besides, I learned to search for information by comparing sites...*

P17: *With these projects, I definitely learned how to search correctly. In this process, I realized that we need to navigate multiple sources instead of relying on a single site for information. We also learned to check not only Turkish but also English sources...*

Moreover, CVPs were reported to provide some participants (N = 7) with quick access to information. They noted that those projects helped them access information more quickly.

P3: My research skills have changed a lot. I learned to search for information in a fast and efficient way. When navigating among the different sites, there is lots of information and sources. It would take ages to read them all. I can now obtain the correct information more quickly.

P5: ...I can get the information faster now. Namely, you are navigating many sources; as I learned research skills, I am now reaching out for the information I want in a much shorter time.

While searching for information, some participants (N = 5) expressed that they evaluated the credibility of the sources and distinguished between credible and non-credible online sources, as there is always information pollution. For example, some emphasized how they developed skills to cross-check sources for reliability or to check if the given information was cited.

P6: We learned how to identify reliable sources. For instance, we had two different sources. We did not know anything about the credibility of one of the sources since neither citation nor justification behind the assertion was provided on the site. However, the other source supplied the reader with where the information comes from and what its source is. The vlog projects really helped us learn about these issues.

P9: I improved my skills to find credible information. First, I check if the sites provide other sources of information. Did it provide the citation, or are the provided sources credible? If the primary source of information is cited, I click on the link given. I compare the information with the other sources online. Then, I try to find out what the other sources give about that issue.

Two participants mentioned that they learned the importance of avoiding “plagiarism” and the problems they may face on the condition that they plagiarize during CVPs. They learned how to use information online without plagiarizing. Regarding security or privacy issues in the digital world, two students expressed that CVPs boosted their understanding of required digital responsibilities .

P6: ...We learned not to plagiarise. If you stole the information without citing it, you will get into trouble, and I am quite sensitive about this issue.

P3: ...Frankly speaking, I have shared a video on YouTube for the first time in my life. I realized how much responsibility it requires as social media does. That is, I understood that it is not only limited to YouTube. We shared the vlogs on YouTube as unlisted for some

privacy issues. We had not had any idea about it before. Changing the position from the listener to the sharer taught me a lot.

Experiencing CVPs was reported to contribute to participants' practical experience (N = 7). The participants noted that they could transfer the knowledge and skills they improved during the projects to their respective departments, future careers, or other experiences.

P17: When we get to our departments, we will most probably give a presentation in the lecture hall in front of 70 people. These projects prepared and encouraged us for this.

P6: ...These projects will contribute to my four-year university education through the benefits we got from time management and social and academic skills during the project. This is because I have already learned what and how to do things. Besides, in the future, I will have less difficulty managing similar tasks. Then, I will apply what I have experienced here...

P7: ...I want to be a game developer in the future. In the vlogs, we had parts about games. Vlog projects provided the inspiration for my dream. I created a game for the future in my mind. I definitely need to learn many other things professionally. Vlog projects have already endowed me with some fresh ideas...

In the post-interviews, the participants were asked whether they could attribute their progress in L2 speaking skills to CVP. All participants (N = 17) reported that their improvement in L2 speaking skills could be attributed to CVPs. While the majority of participants (N = 13) noted that CVPs had a significant effect on L2 speaking skill improvement, four participants attributed their progress partly to the CVPs. Some stated that their improvement in L2 speaking skills led to numerous other enhancements in speaking skills, including public speaking, vocabulary, pronunciation, speech organization, overcoming speaking anxiety, increasing self-confidence when speaking, and improving class attendance, as well as transferring the knowledge they gained to other classes.

P12: I can definitely attribute my progress to the collaborative vlog projects. I was unable to speak English at the beginning. After we started the vlog projects, I improved myself in many aspects, not only in my English speaking skills but also in my self-confidence and patience.

P9: Absolutely yes. I was very shy at first, and I always overthought whether what I was going to say was correct. Now, I speak confidently and easily. Vlog projects have increased my self-confidence and class participation.

P14: Yes, certainly I can. We were constantly speaking during the vlog projects. When I attempted to speak somewhere, in any of my classes, I realized that what I learned during vlog projects was stuck in my mind. I learned how to start and organize a speech,

including introduction, main body, and conclusion, which helped me a lot in my presentation. The information that we searched and learned during the vlog projects served a lot in my writing classes.

P10: *I can say that vlog projects affected my progress around fifty percent.*

4.3.1.7. Participants' General Opinions and Suggestions about the Implementation of CVPs

In the post-interviews (n=17), the participants' general opinions and suggestions regarding the implementation of the CVPs were gathered. First, their general opinions about the vlog projects were clarified. Then, their recommendations for implementing these projects were reported.

As for their general opinions, the participants viewed the CVPs positively. These projects were found to be both entertaining and improving in many areas, including social, academic, personal, digital, and technological. It was believed that CVPs contributed particularly to social interactions, teamwork, English language skills, enjoying L2 learning, self-confidence, world knowledge, video editing, and the use of technology.

P13: *In general, the projects were excellent. I was satisfied enough because I did not use practice speaking even though I was listening and watching in L2. How long can you talk to yourself? With the vlog projects, we were also able to speak out of the classroom... I really loved the projects as they contributed a lot to our English proficiency... They also helped us socialize because we came here directly after graduating from high school...*

P14: *...it is genuinely a very good project. I think I improved myself a lot in various areas, such as general knowledge, video editing, the use of computers, and teamwork. All in all, you are becoming a social person. It is a great project to improve your sociality since everyone in the group has to participate and the unsociable people have to interact with others somehow...It also promotes people's digital literacy. Nowadays, I hear many people saying that there is a lot of information online, but the credibility of the information may not be known. With these projects, I believe that people can become more conscious and aware of this issue...*

Two students who favored individual learning at the beginning changed their mindsets after experiencing CVPs and highlighted the value of group work. One participant (P11) maintained that these projects are an excellent experience for their future career. Some participants (N = 3) found it very useful to vlog about the units' topics so that they were able to consolidate their learning (P1, P11, P15).

P16: *My general opinion is that these projects are great if done collaboratively. It was a great experience, especially for those who have not experienced group work. For example, I used to prefer working individually, but now, with these projects, I have learned what group work looks like...*

P11: *It was really fun. In the future, we will give presentations in our departments or related to our profession. I believe that these vlog projects were beneficial in that sense.*

P1: *The vlog projects related to the units' topic were very useful in that you could consolidate the vocabulary you learned there, so the unit was penetrated.*

Regarding the suggestions for implementing CVPs, the participants provided a wide range of recommendations to enhance project implementation. The themes related to these suggestions are presented in Table 29 and then explained in detail.

Table 29.

The participants' suggestions about the implementation of CVPs

Themes for participants' suggestions about the implementation of CVPs	N
Flexibility in topic selection	4
Group dynamics	10
Grading system	2
Time management	3
Peer feedback	1
Access to examples/ templates	1
Social and cultural collaboration	1
Enhancements in technological and digital skills	2

Regarding the first theme of flexibility in topic selection, the participants expressed the need for more flexibility in selecting topics for the vlog projects (N = 4). Although some stated that preparing vlog projects in line with the unit topics was very beneficial for reinforcing the unit, they questioned whether it was necessary to follow the targeted topics. Hence, they suggested having the freedom to explore topics they are passionate about.

P3: *I think limiting the vlog topics to the unit topics was not a good idea because there were some topics that me or my teammates did not like. Sometimes, we were really fond of the topic. Sometimes, we wanted to shoot vlogs about the topics we were more interested in, but then we digressed from the units' topics. Apart from that, it was very good to participate in these projects.*

P8: *...Why did we have to follow the topics of the units?... We greatly enjoyed the topics about colors or manners in other countries; however, the vlog about the family overwhelmed me. Perhaps it was due to my personal issues. I could suggest some changes in that sense...*

For the group dynamics, participants raised concerns about the dynamics of group work, including group formation (N = 5) and group gathering and responsibility (N = 6), and suggested some improvements to manage group composition. Concerning group formation, some participants (N = 3) suggested including those who are genuinely interested in vlog projects from the outset, as those who change their minds later and leave the group were reported to demotivate the other group members.

P17: ...Those not wanting to make vlog projects must not participate initially. For example, after volunteering, one participant did not want to participate in the vlog projects anymore and quit. It really demoralized us.

One participant (P5) emphasized the importance of working with group members with whom a person feels comfortable and avoids conflicts. Therefore, he suggested first getting to know people well, and then selecting group members.

P5: Being in a group with any member is not so easy. You must form a group with whom you will totally get on well and cooperate better. Actually, collaborative vlog projects are excellent, but only if you have the right people...

Another participant (P16) advised changing the group members in each vlog project. That participant alleged that the same group members became so close to each other over time that they could bend their responsibilities, which was reported to hinder their development. Therefore, having new group members in each vlog project was stated to provide a sense of responsibility among group members.

Another factor that influenced the group dynamics was group gathering and responsibility. Some participants (N = 4) emphasized that all group members must gather at a particular time mandatorily for the vlog projects (P1, P2, P13, P15).

P15: ...I could see that group work was not so efficient in some groups. Making the group gathering mandatory could be a healthier decision, even if it may sound weird. I realized that it was also reflected in their vlog projects...

P2: I think obligations need to be imposed for a group gathering. It must be compulsory for everyone. Each step of the vlog project must be done together.

Along with the group gathering, some participants (N=2) suggested that shooting vlogs should be outdoors, not in the houses. They expressed that exterior shooting can

enhance participants' confidence. Participant 1 also stated that shooting outdoors must be graded with extra points.

P12: *...I think the vlogs should be shot outdoors. I do not like when vlogs are shot at home since I feel that exterior shooting helps us improve our self-confidence. For example, I remember that we shot our first vlog at the shopping mall. We had great fun, and I could speak with confidence. I want to see how my friends could present their topics outside...*

One participant emphasized the importance of the division of labor. He described the initial challenges of group members taking unequal responsibilities, even though they were solved after discussions and adjustments in the later stages. Therefore, he recommended that the distribution of tasks in a group must be equal and fair.

P9: *...When a group member quits or the task is not distributed equally among group members, then some problems occur. We had those problems in the first vlog, but then we overcame them by discussing and deciding on the individual video editing. We tried the video editing separately, even though two of my group members initially did not know how to edit. Then, we selected the best version, allowing each of us to learn video editing, and the task was distributed fairly.*

As for the grading system, one participant proposed that CVPs must be graded to yield points that would affect them academically. Even if the vlog projects were graded, this grading did not impact the final grades of the Listening and Speaking Course. It was also noted that such a grading system would increase their motivation.

P13: *...We made vlog projects for which we would not get a point academically in the end. My motivation generally increases, and I approach tasks more enthusiastically if I receive a score at the end of the task...*

Two participants suggested having a more individualized grading system that recognizes each student's contribution separately. In addition, those who fail to participate in group meetings or filming sessions are recommended to face individual penalties instead of negatively affecting the whole group's grade. Moreover, Participant 1 suggested that to receive the participation certificate, the participants must score at least 80 points out of 100, so they would make a self-sacrifice to get it. Finally, it was also recommended that exterior shooting be graded with extra points.

P1: *There must be a different grading system...For example, certificates should be given to those who get 80 points or above, so they would make more significant sacrifices to get that point...Before beginning, each team will decide on a specific day to meet. That day, they will have to gather unexceptionally. Those who cannot come must have lower grades, not the entire group. Apart from that, shooting outside must be 20 points...*

One participant suggested that the grading must be explained to each student after each collaborative vlog project. Each student must be given feedback about why they got lower/higher grades. It was reported that this individualized grading system would ensure individual accountability and prevent participants from making excuses on the day of the gathering.

P2: *I think the grading must be discussed after each project. As you know, people constantly make excuses when gathering is necessary. Everyone can have something else to do. However, the grading must be explained to each member after completing each vlog project. For example, you did that, so it caused you to get lower grades, etc...*

For time management, some participants (N = 3) expressed concerns about managing time effectively. One participant suggested extending the vlog creation for better content development and preparation. In contrast, some participants thought the deadlines were too tight in order to produce a high-quality vlog. Another participant recommended being more strict with time management and deadlines, and it must be ensured that groups plan their group work in advance. Some groups uploaded their vlogs promptly, but others had last-minute submissions, which led to confusion.

P13: *I would suggest being cautious when managing time. Some groups produced and uploaded their vlogs soon, but others did not upload them at the right time. We had to go back to watch those vlogs and write feedback. It caused some confusion...*

Concerning peer feedback, one participant proposed that each participant keep a notebook with the classmates' names on it and write detailed feedback critiquing each other's work constructively after each vlog project. Therefore, each participant can evaluate the improvement of their and others' vlog projects from the first to the last.

P6:.. *In the first vlog, I wrote my classmates' names on my notebook and started to take notes about whose video quality was good, who had pronunciation difficulties, who used facial expressions and tone of voice effectively, and so on. I think in the next projects, students can be asked to keep a notebook like this, so they can see who improved themselves and in which aspects...*

Another participant stated that they had limited access to many examples or templates, which guided them in the early stages of the vlog projects. Therefore, they had to proceed with the vlog projects, building upon their earlier efforts step by step, reflecting the experiential learning process. Participant 6 suggested that the participants in future projects could benefit from having access to more examples from earlier groups, so they could execute the vlog projects in a more informed and efficient way, thereby avoiding the mistakes made by previous participants.

P6: We did not have many examples when we started the vlog projects. We had to progress in what and how to do by building upon what we had done before. Those who will participate in future vlog projects have many examples and templates that we have made. They could understand what were done and how those vlog projects were made. As they see what the projects look like, they will make more reasonable and proper projects, in the most correct way...

Regarding the theme of “social and cultural collaboration,” one participant recommended expanding the collaborative aspect of the vlog project with an aim to include cross-cultural exchanges (P17). It was also reported that such a cultural exchange could further improve their L2 speaking skills and enhance their socialization.

P17: I would love to see participants meet and work with foreign people in future projects. For example, I would not like to see only our class in the projects. You can make an agreement with a foreign class abroad. It would help the participants socialize and improve their L2 speaking skills more...

As for the enhancements in technological and digital skills, some participants acknowledged the benefits of CVPs for improving technological and digital skills. However, they suggested some enhancements, especially in technological literacy, such as improved sound and video quality (P12) and the use of more technological devices, like microphones or tripods (P13).

P12:...I think sound, image, and video quality should be given much importance, as some friends did not care much about these issues, even in the last vlog projects. Some friends still did not edit their vlogs by supporting the video with visuals. It upset me as I want to see my classmates improve significantly...

P13:...I would suggest future participants use more technological devices if they could find them. We did not have a microphone, but we had a tripod. I think if participants have these devices, they will have of high-quality vlogs...

4.3.2. The Findings of Reflective Journals

At the end of each collaborative vlog project, participants were asked to reflect on their opinions, views, suggestions, and criticisms about the project through reflective journals, as well as on how they worked within this process. Four reflective journals were written after each vlog project, and one final reflective journal was written after the exam week, when it was half-term.

The number of participants was different in each reflective journal, as it was on a voluntary basis. The numbers assigned to each student in each reflective journal do not correspond to each other. The constructs were thematized and presented in a table for each reflective journal finding. Then, each theme was explained and supported by the participants' excerpts. The excerpts were provided verbatim, and their number depended on the frequency of each theme.

4.3.2.1. The Findings of the First Reflective Journal

In the first reflective journal, 34 participants reflected on their views, suggestions and criticisms about the project. The findings showed that the participants overwhelmingly evaluated the project as positive, productive, and fun, despite some problems being reported during this process. The collaborative vlog project was reported to promote significant growth in different areas, including academic development, social development, digital literacy, and personal and emotional development. Table 30 illustrates these areas as themes and their sub-themes.

Table 30.

The emergent themes in the first reflective journals regarding the contributions of the CVP

The first reflective journal: The reported areas that CVP contributed		The sub-categories of the themes	N
Academic/ Language Development	L2	L2 speaking skill	14
		L2 Pronunciation	7
		L2 vocabulary expansion	11
		L2 grammar	6
		L2 writing skill	5
		L2 listening skill	1
		L2 reading skill	1
		Increased exposure to L2	1
		Learning from others' vlogs	2
Team Collaboration & Social Development		Collaboration/teamwork	21
		Peer scaffolding	1
		Peer feedback	2
		Share and manage a task	2
		Social skills	2
Digital Literacy & Technological Development		Video editing skills	10
		Research skills	4
		Plagiarism	1
		Responsibility of content creation	1
Personal Emotional Development	and	Increased confidence	6
		Overcoming L2 speaking anxiety	2
		Fun and engagement	7
		Boosting creativity	2
		Self-reflection	3
		Belief in the possible contributions of future vlog projects	8

Many students (N = 14) mentioned that CVPs played a significant role in improving their L2 speaking skills and L2 pronunciation (N = 7). It was also emphasized that they had a chance to practice speaking outside of the classroom.

P2: ...In terms of speaking skills, I think we are becoming more practical in it...

P12: The vlog project is an opportunity for us to speak English outside of the classroom...I think it prompts us to speak English confidently.

P28: ... *While doing the projects and shooting, we had to practice speaking many times, which helped us improve our speaking skills...*

P5: ... *I could pronounce the words that I pronounced wrongly after practicing in the vlog process...*

P16: ... *I realized that I had pronounced the words that I had considered pronouncing correctly. I learned to pronounce them and the vocabulary I just learned in the vlog projects correctly...*

A good number of participants (N = 11) stated that they expanded their vocabulary knowledge through both researching the topics and using them in their vlog creation process.

P6: ... *I learned new vocabulary while researching...*

P28: *Vlog projects contributed a lot to me. While working on the project, I realized I had a vocabulary deficiency. The more I learned the essential vocabulary for the vlog projects, the more I filled the deficiency, and I became more acquainted with the words frequently used in daily life...*

Some participants also reported that the CVPs contributed to enhancing their grammar (N = 6) and writing skills (N = 5). After researching, scripting the information they found, and receiving feedback from their peers, they gained a better understanding of correct grammar use.

P25: ... *It provided us with an opportunity to see our grammar deficiencies...*

P27: *First of all, it helped me see my grammar mistakes and improve my writing skills...*

P30: *I think I have improved a lot by scripting sentences and using new words...*

Only one participant noted that this project helped them realize the deficiencies in L2 listening. Another participant (P19) stated this project provided them with increased exposure to L2. Hence, the continuity of these projects can help them approach L2 learning more. Participant 13 said that this project contributed to analyzing and reading comprehension. Some participants (N = 2) noted that they learned from watching others' vlogs and realized the deficiencies in their project as a result.

P11: *After the vlog projects were published on YouTube and I watched them, I realized some missing parts in ours. We did not add an introductory part, and we forgot to add subtitles...*

As for team collaboration and social development, most participants (N = 21) reported that they learned the value of group work, and how to work collaboratively and effectively in a team. One participant stated that providing or getting peer scaffolding while writing draft notes was engaging, and peer feedback about their mistakes or performance was effective.

P3: *...Everyone bounces ideas off each other. It was a real collaborative work, which is the most important thing I learned in this project. I also achieved an awareness of responsibility in a team.*

P8: *First, it provided me to improve my skills to act in unison*

P29: *Firstly, this vlog project helped us improve our skills in doing a planned, joint project with my teammates because in every step we took for the project, we took a joint action.*

P32: *..It provided us with a good atmosphere to help our friends with their draft notes and to help me with my draft notes...*

Some participants (N = 2) reported that they provided feedback and commented on each other's vlogs, pointing out mistakes and highlighting the right things they did in the vlogs, which was found to be effective.

P17: *Commenting on others' vlogs and others commenting on our vlog, giving feedback about what we did wrong, and well, was very effective.*

Some participants (N = 2) reported that this project helped them learn how to share and manage tasks when working collaboratively. Some others (N = 2) stated that the vlog project improved their social skills.

P2: *...We learned how to work collaboratively and how to distribute a task among group members clearly.*

P34: *...My social skills and skills in working in a team have increased a lot.*

Concerning digital literacy and technological development, participants (N = 10) mostly noted that they learned video editing and became familiar with some video editing programs, although some initially experienced difficulty.

P10: *Thanks to this project, I improved my digital literacy in a positive way. For example, while we did not know anything about video editing before, we learned it in a short span of time...*

P11: *This is the first time I have ever shot a vlog and published it. I learned what we can do technically when editing a vlog. I became familiar with the video editing programs*

that we benefitted from, and much technical information such as adding music, sound, and visual effects, enhancing sound and visual quality, etc....

Some participants (N = 4) mentioned that CVPs enhanced their research skills and one participant highlighted that they learned what plagiarism is and its significance. Participant 10 stated that the vlog project helped them understand the complexity and responsibility of creating content in online platforms.

P11:...Besides, I learned how to make a preliminary investigation for the project. The most crucial thing that I learned is what plagiarism is and why avoiding it is so important...

P19: ...Researching the topics that we chose for the project and learning how to search for accurate information were the preliminary benefits of the project.

P10:...We learned how content creation on a social platform brings serious responsibility...

Regarding personal and emotional development, several participants noted that participating in the vlog project helped them boost their confidence (N = 6) and overcome their L2 speaking anxiety (N = 2). Speaking in front of the camera or exterior shooting was reported to play a significant role in these.

P5: Even though I have some problems with self-confidence, I think I overcame this problem thanks to the exterior shooting.

P27: I feel that being in front of the camera and speaking about a topic in front of it helped me decrease my anxiety and nervousness.

Many participants (N = 7) evaluated the project as enjoyable, fun, and engaging. They expressed that they learned L2 by enjoying the process of learning through doing.

P2: We had a lot of fun. I think the most important part is this: We learned entertainingly.

P17: We had lots of fun while preparing for the vlog and shooting it. It was a fruitful way of learning for us.

Some students (N = 2) stated that using English in such a way boosts their creativity. Participant 3 also noted that this way of learning English is catchy. The vlog project was also specified to help participants reflect on their performance or the process and realize their deficiencies so they find an opportunity to improve their work (N = 3). A good number of participants (N = 8) confessed the benefits of the vlog project and highlighted their belief in the possible better contributions of future vlog projects.

P3: *Using English in this way definitely increases creativity, and it is more catchy...*

P32: *I think I fell short, particularly in speaking and preparing the speech outline. If I improve them, then it will not become a problem anymore.*

P1: *...In the forthcoming days, I believe we will be able to speak more confidently, naturally, and relaxedly.*

P34: *...It was good work, and I feel it will contribute much more to me.*

Apart from the contributions of the vlog project, the participants also noted the problems they faced in this process and stated some negative aspects of this project. Table 31 displays the first CVPs' reported problems and negative aspects.

Table 31.

Reported problems and negative aspects of the first CVP

Reported problems and negative aspects of the first CVP		N
	Video shooting problems	1
	Collaborative work problems	1
	Exterior shooting being difficult and exhausting.	1
	Lack of equipment	1
	Getting bored with long vlogs	1
	Dull vlog subject	2

As shown in Table 31, one participant reported that they initially experienced technical problems while shooting the vlog. Participant 23 noted that they could not accomplish to work collaboratively well enough. Participant 3 mentioned how difficult and exhausting the exterior shooting was, as it was shot at a shopping mall and was noisy. Hence, they had to try to shoot the vlog many times. Participant 8 reported that they lacked a sufficient camera and sound system. Participant 6 stated that watching the long vlogs of their peers was boring. Two participants found the vlog topic dull.

4.3.2.2. The Findings of the Second Reflective Journal

In the second reflective journal, 38 participants reflected on their views, suggestions, and criticisms about the project. The findings showed that the second CVPs was well-received as informative, creative, engaging, and an effective way of L2 learning. It was reported that it was genuinely supportive for participants in terms of raising awareness and L2 learning. Comparing it with the first collaborative vlog project, a good number of participants noted that the second project helped them make better progress. It was

reflected as having fostered participants' academic, social, personal, and emotional growth, as well as digital literacy awareness, honing their practical skills, which could be necessary for their future improvement. Table 32 shows these areas as themes, and their sub-themes.

Table 32.

The emergent themes in the second reflective journal regarding the contributions of the CVP

The second reflective journal: the reported areas that CVP contributed		The sub-categories of the themes	N
Academic/ L2 Language Development		L2 speaking skill	11
		L2 pronunciation	9
		L2 fluency	5
		L2 vocabulary expansion	12
		L2 grammar /sentence formation	3
		L2 writing skill	5
		L2 Reading Skill	4
		L2 listening skill	1
		Speech organization	2
Team Collaboration & Social Development		Collaboration/teamwork	16
		Sharing and managing a task	8
		Increased interaction with peers (discussing and exchanging ideas)	5
		Peer scaffolding/peer learning	4
		Peer feedback	3
		Communication skills	2
		Public speaking skills	1
		Social skills	1
Digital Literacy & Technological Development		Video editing	11
		Digital applications and online sites	4
		Research skills	7
		Critical evaluation of online sources	2
		Increased technological knowledge	2
Personal and Emotional Development		Mastery of topics/world knowledge	9
		Self-reflection/self-evaluation	9
		Time management	3
		Fun and engagement	7
		Individual learning	1
		Transferring skills/knowledge to future career/experience	3

As shown in Table 32, in terms of academic or L2 language development, many participants expressed that they feel an improvement in their L2 speaking (N = 11), including their L2 pronunciation (N=9) and L2 fluency (N = 5).

P12: *...I think that it contributed to me quite a lot, first and foremost in L2 speaking...I listened to the pronunciation of the words many times. I pronounce the words I have learned more correctly...*

P17: *First of all, I feel that it really impacted on my L2 speaking skills, indeed, because before practicing speaking, I check the pronouncation of the words and I try to do my best for the best pronounciation practice.*

P14: *...I think I became more skillful at fluency and natural speaking...*

P37: *...One of the two major contributions is speaking more fluently. I feel that I have started speaking more fluently when shooting the vlogs...*

Many participants (N = 12) frequently mentioned the expansion of L2 vocabulary. They stated that they learned new vocabulary and how they are used in different sentences by searching for the topic of the vlog project, using them in their own vlogs or whatching others' vlogs. Participant 38 highlighted they realized using the vocabulary they had just learned in the English classes.

P37: *While making this project, I learned many things, one of which is learning new vocabulary. I learned some words and phrases that I had not known before in the pre-production stage. For example, "May it be easy" and "elbow".*

P38: *This project expanded my vocabulary knowledge. I realized that I started to utilize the words I had learned in the project during my English classes.*

It was also reported that this project enhanced participants' L2 grammar (N = 3) and writing skills (N = 5). After searching for the topic, they specified that they noted down the important information and had a manuscript writing. One participant mentioned using some applications to check the accuracy of the sentences they had formed.

P22: *Writing sentences helped me correct my grammar mistakes because when I form the sentence in my mind, I may have something missing in the sentence. Sometimes, I see my grammatical mistakes using some apps...*

P8: *.. Researching the topic and writing my own sentences in English helped me improve my writing skills.*

Some other participants (N = 4) reflected that this project facilitated their L2 reading skills as they searched many different sites and read different sources in L2. Participant 33 stated that watching other groups' vlogs consolidated their L2 listening skills. Two participants also noted that they learned how to organize a speech.

P23: *... reading many articles in L2 improved me a lot...*

P29: *...by researching online, I read many sources in L2...*

P13: *I enhanced my skills in planning my speech...*

Regarding *team* collaboration and social development, a vast majority of participants (N = 16) expressed that this project helped them learn how to work in a team collaboratively. They emphasized the role of collaboration in their learning process and how to come into a body during the project despite the problems they face.

P11: *... We learned to work better and more organized as a group...*

P24: *...in each project, we are learning to become a better team together.*

P28: *Even though we had some group conflicts, we accomplished to overcome them and to produce a better project as a team.*

Some participants (N = 8) noted that this project contributed to their learning how to share and manage tasks efficiently among group members. They explained the distribution of the task. As they stated, the groups had different ways of distributing tasks. The participants overwhelmingly stated that they came together to decide on the topic- which country to talk about- and discussed what they could do in the project. Then, each member in the group did research about the given topic, and they gathered another day to share the information they found. They organized their speech and shot the vlog together. Some groups edited the vlog together; in some other groups, each member edited the vlogs separately, and they chose the best version. In other groups, one group member made the video editing and taught how to do it to the other group members. In this process, some (N = 5) also reported that they experienced increased peer interaction. They expressed that they discussed and made joint decisions as a group during the pre-production stage. Some participants expanded the discussion and decision-making process to online platforms where they could also exchange ideas during nighttime.

P13: *... We were able to resolve how we can work as a group, how to collaborate, how to distribute the task among group members by working on this project...*

P19: *As a group, we came together and chose a topic by common consent. Then, we each researched it and prepared some notes based on our research. Later, we came together to decide on the speech organization. After practicing, we shoot the vlog together...*

P17: *...we are putting forward different ideas and trying to make joint decisions...*

Some participants (N = 5) stated that the group members assisted each other in learning through peer scaffolding. They reported helping each other, especially in vocabulary use, correcting grammatical and pronunciation mistakes, speech organization,

speaking, video shooting, and editing. Besides, some other participants (N = 3) expressed that other groups' comments on the vlog project provided them with peer feedback, which helped them realize and correct their mistakes.

P14: While shooting the vlogs, we are always together, and we help each other, particularly in speaking and vocabulary use.

P16: Especially when I was speaking, my friends told me about a grammatical mistake I had made. After seeing the error, I became more careful, particularly in speaking.

P28:...thanks to our friends' comments for the vlogs, we had the chance to correct the mistakes we had made in the video.

P38: We wanted to back up our video with visuals, but could not. Most of the feedback we got for the vlog was that adding visuals would be good. Considering the feedback we got, we will do our best to add visuals to the video in the following vlog projects.

Some participants (N = 2) emphasized improving their communication skills. Participant 30 mentioned how they learned to communicate and deal with a group member behaving irresponsibly. Participant 32 highlighted that improving communication skills resulted in strong ties among group members. Participant 28 stated that CVPs helped them improve their social skills. Participant 3 implicitly touched upon the contributions related to public speaking skills, using gestures and facial expressions.

P30:...One of our group members spoiled our mood because of behaving irresponsibly at first. This situation taught us how to warn our friends and communicate with them...

P28:...Vlog projects aided us in improving our social skills...

P3: ...Thanks to this project, I realized that my speech in the vlog is more intelligible when I use gestures and facial expressions.

Concerning the digital literacy and technological development theme, most participants (N = 11) noted that they enhanced their video editing skills more in this project. Some of them (N = 2) mentioned that editing the vlogs was a bit easier than the first vlog project. However, participant 22 reported that merging the videos of four people and editing the vlog was challenging. Participant 33 confessed that group members needed to take great pains with video editing.

P37: I learned many things in this process, including video editing. I learned how to merge the videos, prepare an introduction, and make the outlook of the video more aesthetic...

P38: I did not use to edit videos before, but thanks to this vlog project, I learned video editing. I think I need to improve my video editing skills more...

P33:...We realized that group members created vlogs by taking great pains with video editing, and content creation is not as easy as it seems...

Some participants (N = 4) also mentioned that they learned to use various digital applications and search for information using different online sites. They also improved their research skills (N = 7). Some participants (N = 2) noted that they learned to evaluate online sources critically to determine whether they provide reliable and accurate information. Two participants highlighted that CVPs enhanced their technological knowledge.

P22: *...I learned to correct my grammatical mistakes using some utility applications...I learned to prefer well-set sites referentially when researching, like Wikipedia.*

P28: *We gained awareness in researching different sources and finding the correct information...*

P29: *I think this project helped us a lot in learning research online... At the same time, by researching online, I read many sources in L2...*

P27: *I must mention that I needed to read many online sources, and I realized that the credibility of some information was controversial...For example, some sites provided false information that did not belong to that country but reflected it as if it were their own customs and traditions. I solved that problem by researching that country's own sources and then translating the information. Therefore, I learned that every piece of written information is not credible, and I have to make a great effort to attain the accurate information.*

P33: *... This project supported us to enhance our technological knowledge...*

Regarding personal and emotional development, many participants (N = 9) expressed that this project helped them improve their world knowledge, increase their cultural awareness, and have a better mastery of topics, particularly in etiquette and manners of different countries.

P5: *...I had knowledge about many countries that I have not had a chance to visit yet and their etiquette and manners.*

P13: *In this project, we had lots of information about the countries we researched for. It was about the etiquette and manners of different countries. As a result, we learned greeting manners, table manners, and business manners from the countries we searched for and others' vlogs.*

Many students (N = 9) stated that vlog projects helped them reflect on and discover areas where they realized they lacked skills and were strong. Accordingly, some realized their mistakes and needed to improve the areas, including their speaking skills, pronunciation, correct vocabulary use in context, fluency, video editing, and technical skills. Two participants noted that this process helped them reflect on their vlog

experience, identify areas for improvement, and plan their actions accordingly for future vlog projects.

P2:...One of the things that I realized about myself is that I need to practice speaking a lot. Besides, I recognized that I am good at grammar...

P13:...we had not realized some mistakes until we watched our vlogs, which is another benefit of this project. We plan to produce a better vlog project in the following CVPs by using the experience and knowledge we have gained from these projects and by completing the areas we are deficient in.

Another contribution of the CVPs that some participants (N = 3) noted was the improvement of time management skills. They stated that they had to arrange the time according to the schedule in a planned way to complete the project on time.

P14:... I think I became more skilled, especially in arranging my time strategically.

Many students (N = 7) found the CVPs engaging and enjoyable. They also noted they had great fun with group members during the project's production. Participant 27 indicated that this project contributed to their individual learning experience, too.

P12: First of all, it was such an excellent vlog project that we really enjoyed. We had a great time both researching the vlog topic and shooting it...

P16:...I really enjoyed my time while filming and editing it.

P27: To be honest, this project also contributed to my individual learning experience.

Some participants (N =3) reported that the knowledge, skills, or experience they gained in this project could help them in their future careers or overseas experiences. For instance, participants 7 and 17 highlighted that they learned many things about the customs and traditions of the countries, which could help them when they go abroad.

P15:... I believe this collaborative vlog project will help me navigate difficult situations in the future, such as correcting mistakes before it is too late, selecting suitable teammates in business, and parting ways with a team.

Although the vast majority of participants highlighted the project's benefits and contributions, expressing their contentment with it, some also mentioned the problems

they encountered during this process and identified some negative aspects of the project. Table 33 shows the second CVPs' reported problems and negative aspects.

Table 33.

Reported problems and negative aspects of the second CVP

		N
Reported problems and negative aspects of the second CVP	Difficult work in a short time	1
	Taking more time than expected	2
	Technical deficiency	1
	Infeasible video recording equipment	1
	Having difficulty using new words	2
	Change in group members	2
	Irresponsible group member	1

As displayed in Table 33, Participant 6 stated that creating this vlog project was somewhat challenging within the given time frame. Even though they could complete it on time, it was noted that it could be a better project. In line with this problem, two participants reported that shooting the vlog took longer than expected, as they had to shoot the vlog many times for the best filming version. Participant 38 noted that there were many shooting mistakes that they could not edit, so they had to shoot it one more time, which caused a shortage of time.

P38: We had to shoot the vlog twice in the second vlog project. In the first filming, we had many shooting mistakes but we could not edit them. We decided to shoot the vlog once again. That is the reason why we had a shortage of time. But still, we could complete the project on time.

Participant 5 thought they were technically incomplete in this project even though they were better in the previous one. Apart from that, Participant 23 pointed out that the only problem they had was with the video recording equipment. Two other students (N = 2) mentioned that they had difficulty using new words in context, as they had not encountered them before.

P23:...The only problem was the video recording equipment since not everybody had the same opportunities. Those who have the facilities do not have the knowledge, and those who know do not have the opportunity.

P16: I had difficulty filming the vlog because it was my first time using such words.

Two other participants stated the challenge they faced because of the changes in the group members after the first vlog project. Participant 25 expressed that due to the changes in which one member withdrew from the project, they also had some time constraints, so they could not shoot the vlog altogether with group members. However, this participant still reported doing their best and having fun in this process.

Participant 30 noted that one of their group members initially behaved irresponsibly, spoiling their mood. However, they solved this problem and were able to warn their friends and communicate effectively.

As for the suggestions put forward for future vlog projects, Table 34 demonstrates the reported suggestions provided in the second reflective journals.

Table 34.

Reported suggestions for future vlog projects provided in the second reflective journals

		N
Reported suggestions for future vlog projects	One person to write feedback on YouTube	1
	Application in prep classes	1
	Ignoring minor video and audio mistakes	1

Participant 8 suggested that each group evaluate the vlogs of other groups and have one member from each group write feedback for each collaborative vlog project. Therefore, it was stated that it would be less tiring and more reasonable, as almost all participants shared similar ideas about the vlog project and provided similar feedback. Participant 20 had two suggestions, one of which is to extend the use of such CVPs in preparatory classes, as they are educational and enjoyable. The other suggestion is that, since nobody is a professional in video filming, minor video and audio mistakes should be overlooked, but not overdone.

4.3.2.3. The Findings of the Third Reflective Journal

In the third reflective journal, participants were asked to share their opinions, experiences, suggestions, and criticisms about the project, and 37 participants reflected on their ideas. The findings revealed that the third CVP made a significant contribution to participants' development in language skills, digital literacy, social skills, and personal

growth. The sub-categories underscored the multifaceted improvement experienced by the participants. Table 35 demonstrates the reported themes and their sub-themes.

Table 35.

The emergent themes in the third reflective journal regarding the contributions of the CVPs

The third reflective journal: the reported areas that CVPs contributed		The sub-categories of the themes	N
Academic/ Language Development	L2	L2 speaking skill	14
		L2 pronunciation	13
		L2 fluency	2
		L2 vocabulary expansion	8
		L2 grammar /sentence formation	4
		L2 writing skill	2
		Translation from Turkish to English	5
		L2 listening skill	1
Team Collaboration & Social Development		Collaborative learning/teamwork	18
		Sharing and managing a task	12
		Increased interaction with peers (discussing and exchanging ideas)	2
		Communication skills	6
		Peer scaffolding/peer learning	5
		Peer feedback	10
		Social skills	3
		Close affinity	2
Digital Literacy & Technological Development		Video editing skill	15
		Digital applications and online sites	5
		Research skills	2
		Practicality in digital literacy	1
		Plagiarism	1
Personal Emotional Development	and	Mastery of Topics/World Knowledge	10
		Fun and engagement	8
		Self-reflection/self-evaluation	5
		Self-confidence	4
		Responsibility	2
		Time management	1
		Creativity	2

As presented in Table 35, regarding academic or L2 language development, many participants reported significant improvements in their L2 speaking skills (N = 14). Some (N =2) also noted comfort with L2 speaking in front of the camera. Participant 4 highlighted that they had improved their spontaneous L2 speaking. Participant 37

reported that, due to improvement in L2 speaking, they began speaking English more in the courses.

P10: *I think it contributes to our speaking skills a lot, so each vlog project is getting better than the previous one.*

P19: *In this project, I realized that it is getting more relaxed to speak in front of the camera, and also, it is getting easier to express myself.*

P37: *I think that my L2 speaking has been improving, and I feel that I have started to speak in L2 more in my English classes.*

A good number of participants mentioned that their L2 pronunciation improved a lot (N = 13). Participant 22 expressed that sometimes it was hard to pronounce the new words in vlogs as they had never been used them before. Some students (N = 2) expressed a growing improvement in their L2 fluency.

P29: *... In the preparation process, I often listened to the pronunciation of the new words. I am cautious of the pronunciation...*

P34: *...I feel that my L2 pronunciation is getting improved day by day.*

P20: *...While filming the vlog, I can now speak fluently without worrying about our pronunciation.*

Many participants (N = 8) explained that they expanded their vocabulary knowledge while researching the topics, using it in their speeches, and listening to others' vlogs. They also stated that they consolidated the unit's vocabulary and phrases in this process.

P24: *While shooting the vlog, I could consolidate the vocabulary we learned in the unit. I also learned many new vocabularies.*

P32: *...researching the topics, I learned new words and their pronunciation...*

P35: *...we are improving ourselves by learning the vocabulary related to this field...*

Some participants noted that the vlog project helped them improve their grammar (N = 4) and writing skills (N = 2), particularly through peer feedback, draft writing, and writing comments. Some students (N = 5) mentioned that they searched for the topics and found important information in Turkish, which was then translated into English. One participant noted the improvement they had in their listening skills by watching vlogs of each other.

P36: *It contributed to us in terms of pronunciation, vocabulary, and grammar...After searching for the topic, I write draft notes forming sentences...*

P29: ...we are genuinely improving when preparing for the vlogs, draft writing, watching, speaking, and writing comments for the others.

P3:... we researched the effects of colors on human psychology and translated some of the vital information we found. ...at the same time, I am promoting my L2 listening skills by watching our friends' vlogs.

As for team collaboration and social development, almost half of the participants (N = 18) reported comprehending the value of collaborative learning and teamwork. It was stated that working cooperatively and effectively as a group provided synergy. They noted that they learned how to collaborate in their learning process and overcome the challenges as a team.

P6: ...We came together all the time for the project. We had a great collaboration among group members. We helped a lot to each other... We learned to do better group work.

P36:...we are doing group work, we now have experience in how to help and support each other; and when one of us makes a mistake, the other members correct them. This shows that group work a great opportunity for us.

Many participants (N = 12) mentioned that this process helped them learn to share and manage the task effectively. Most of the participants clarified how they distributed the task among group members and how they managed it. Most participants stated similar ways of distributing tasks and working together. Generally, they said they came together in the pre-production stage to discuss the topic they would search for. Each member does some research about the topic assigned to them. Most participants stated that they went on discussing and exchanging ideas on an instant messaging and digital platform. They had constant contact to discuss their progress and provide feedback on each other's work. Then, they came together to organize the speech. After having enough practice, they came together to film the vlog. However, participant 16 reported that their group was unable to shoot the vlog together, so they filmed it separately and then merged the footage. Some groups mentioned editing the vlog together, while others designated one or two members to handle the technical issues of video production. Some others stated that each member edited the vlogs respectively in each vlog project. Ultimately, each time, one group member was responsible for uploading the vlog to YouTube and sharing the link on Google Classroom.

Besides, some participants highlighted that CL was facilitated through increased peer interaction (N = 2) and the collaborative tasks improved students' communication skills as they engaged in discussions and brainstorming ideas (N = 6) .They explained that they

were constantly in contact with each other in the pre-production and vlogging stages. Several participants (N = 5) indicated that they carried the discussion and decision-making process onto online platforms such as WhatsApp or Discord, where they could also exchange ideas day and night.

P5: As a team, we worked very hard, and we were constantly in touch with each other. We had online meetings on Discord almost every single day to discuss and share ideas... In this project, we designed a house using an application... While designing the house, we consistently talked about how to improve it...

Some participants (N = 5) noted that this vlog project provided them with peer scaffolding or peer learning about their grammar, pronunciation mistakes, vocabulary, and using video editing applications.

P1: ...We helped each other and corrected our mistakes. Some of us had pronunciation mistakes; some had grammar mistakes. We corrected those mistakes, learning from each other.

P23: ...A knowledgeable friend with merging videos gave information to us about the application to be used

Many participants (N = 10) also stated that they gave feedback on each other's tasks in the group, such as speech organization, grammar, the attractiveness of the topic, and draft writing. It was also reported that both in-group and intergroup feedback were provided. Participants gave feedback on each vlog project. For example, Participant 19 expressed that upon the feedback they received from the other groups, they added visuals to their vlogs in the next vlog project.

P19: Taking the feedback into consideration, we paid attention to adding visuals and pictures to our vlog.

P9: We are giving each other feedback on the sentence structures, the sentences' accuracy, and the topic's attractiveness.

Some other participants (N = 3) mentioned that these projects are suitable for becoming social and increasing social skills. Some stated that they gathered at a cafe to discuss and decide on the topic.

P8:....*It is a great project to socialize...*

P24:..*We gathered at a cafe to discuss the topic and draft it. It was also nice to socialize there.*

As for close affinity, some students (N =2) highlighted that working closely on the project deepened their connections with their peers. Participant 2 stated that the sincerity among group members increased. Participant 4 noted that their friendship consolidated, and their sharing significantly increased.

Regarding digital literacy and technological development, a good number of participants (N =15) noted that they had significant improvements in their video editing skills. It was also stated that video editing took a shorter time. Some participants reported doing video editing together with the group members; some others mentioned that in each vlog project, one person was doing the editing. Another participant stated that each person did the editing, and the best editing version was chosen. Some participants expressed that they could not improve significantly in video editing, despite having improved substantially when compared to the first one.

P7: *In this process, every passing day, I learned new editing strategies, and it provided great advantages for us.*

P36: *Besides, we are making great progress in video editing through video works.*

P37:.... *I learned how to edit a video and adjust the video volume. I have started to edit the vlog swiftly.*

P12:....*One person edits the vlog, and the person who edits each time changes...*

Several participants (N = 5) reported using digital applications and online sites, especially for editing videos, grammar checking, translating, and communicating with group members. House Desing 3D, Final Cut, Adobe Premiere, Adobe Premiere Pro, Movavi, VN Editor, Grammarly, Google Translate and Discord were among the apps and online sites participants mentioned.

P11: *I learned to use different applications effectively, like Final Cut, House Design 3D, Adobe Premier, and Movami.*

P30: *I have learned video editing better, and I have been using new applications for that, such as VN Editor or Adobe Premiere Pro etc...*

Two participants mentioned that by improving their research skills, they learned more deeply about the project's topic through the research process. Participant 22 stated

that it was enjoyable to research with the group members, and it was their favorite topic. Participant 9 expressed that this project is enhancing their practicality in digital literacy.

P22: We enhanced our research skills. While searching for the topic with the group members, we learned a lot of information, which was really enjoyable. This project became my favorite.

P9: We are becoming more experienced and skillful in digital literacy as this project provides practicality in this sense.

Participant P36 touched upon being aware of avoiding plagiarism. It was stated that the group members helped each other paraphrase and avoid direct copying from sources after searching for the topic.

Addressing the theme of personal and emotional development, many participants (N = 10) stated that this project provided opportunities to have a better mastery of topics and enhance their world knowledge about a variety of topics, such as colors effect on psychology, role of colors in marketing communication, colors' choices in digital games, the use of robots and artificial intelligence.

P28: The technology and colors were the topics that were decided jointly for the vlog. We included both units ' topics in this vlog...The companies we searched for were those that controlled the technological world, and we did not know their real stories or realize the institutional changes they underwent. Thanks to this project, I learned that Samsung's logo was red in its early years and meant "three stars" shining in the sky, and I learned about the transformation of the Apple company over the years.

P37: ... In this project, I also learned the usage of colors in the companies of technology, which was very interesting and nice.

Many participants (N =8) commented that this project was a fun and and engaging activity. They stated that they had great time enjoying the process of learning with others and producing the vlog.

P2: I had so much fun with friends in this vlog project...I went with a swing.

P20: ..while producing the vlog, we both had a lot of fun and learned.

Another contribution of the collaborative vlog project, as stated by some participants, is self-reflection or self-evaluation (N = 5). These participants noted that during the vlog process, they reflected on and identified areas they recognized they needed to improve, including their speaking skills, English proficiency, video editing, and time management.

Some participants also expressed that this process helped plan their actions to overcome the deficiencies in the following vlog projects.

P23: *I realized that I have deficits in my speaking, so I tried to make up this deficiency...*

P34: *...I became aware of my shortcomings. Therefore, in the next vlog project I will overcome them and improve myself more in video editing and English proficiency.*

Several participants (N = 4) highlighted that their confidence significantly increased, particularly in speaking English and as a result of exterior shooting. Two participants expressed how the group project fostered the sense of responsibility. It was also stated that they became more responsible, and each member took ownership of their assigned roles, completing the project on time. Participant 23 mentioned that they improved time management skill by acting early and in a planned manner. Two other participants noted that this project enhanced their creativity.

P30: *... I realized that my confidence has increased, especially when speaking English and I no longer feel shy.*

P7: *...we all behaved more responsibly.... We realized that we are doing things faster and becoming more responsible in completing the task...*

P31: *... this project developed our creativity and design skills... Primarily, we designed our dream house floor by floor...*

In general, the participants expressed the benefits and contributions of the project, highlighting their holistic development. However, some participants also mentioned the challenges they experienced in this process and noted some negative aspects of this project. Table 36 shows the third collaborative vlog project's reported problems and negative aspects.

Table 36.

Reported problems and negative aspects of the third vlog project

		N
Reported problems and negative aspects of the third CVPs	Time management	3
	Short duration between vlogs	1
	Technical problems (equipment, sound quality)	2
	Difficulty with group dynamics	1
	Writing comments	1
	Topic selection	2

As presented in Table 36, some participants (N =3) reported challenges in time management. Participant 1 admitted that they procrastinated and ended up completing the project at the last minute. Participant 16 mentioned that the time management challenge resulted from the incoordination among group members. Participant 31 shared that they could not think it would take longer than expected to design the house. Participant 25 complained about the short duration between the vlog projects, which was reportedly tiring.

P31: Our shortcoming was not being able to arrange the time. Designing the house and learning the application took longer than we expected. Moreover, some group members were not available sometimes.

Some students (N =2) reported technical problems, including equipment and sound quality. Participant 9 stated that this project was the one in which they had the most problems with the equipment. Nevertheless, they indicated that they were able to produce a creative vlog project. Participant 26 experienced sound problems during outdoor shoots, so the poor sound quality necessitated replacing some parts of the video with images and voiceover.

P26: In the third vlog, we had outdoor shooting, so we had sound problems in some parts of the video. As the sound quality was poor in those parts, we had to omit them and replace them with images and voiceover.

Participant 19 touched upon the difficulties with group dynamics and reported dissatisfaction as their group was not as well-prepared as they should have been. Participant 23 remarked that they feel uncomfortable writing comments, which results in positive comment writing.

P19: ...Regarding group dynamics, I do not think we are successful enough as we were not prepared enough...

Some participants (N = 2) expressed dissatisfaction with the project's topic selection process. They noted that the topic selection between two units was left to the participants' choice, which led to difficulties. They found it challenging to provide feedback on topics they had not researched.

P18:... it was not efficient to allow us choose between the units' topics, since it was challenging for us to give feedback about the vlogs, the topics of which were not about those that we all researched.

4.3.2.4. The Findings of the Fourth Reflective Journal

As in the previous reflective journals, in the fourth one, participants were requested to reflect on their opinions, experiences, suggestions, and criticisms about the 4th CVP, and 29 participants shared their ideas. The findings showed that the fourth collaborative vlog project was generally well-received. It was also reported that the project provided a comprehensive learning experience, offering a variety of contributions that enhanced participants' L2 language development, social development, technical skills, digital literacy, and personal and emotional development. Most participants noted the difference between the first and last vlog project, highlighting the improvement they had attained. The participants' general views and opinions about the fourth collaborative vlog project are presented in Table 37.

Table 37.

Participants' general views and opinions about the fourth CVP

	Reported Statements	N
Participants' general views and opinions	It is a permanent and effective way of learning L2.	1
	I am happy to participate in the project.	1
	It had multidimensional contributions.	5
	It was a marvelous experience for me.	1
	It was productive work.	1
	It was much better than the previous projects	2
	Everyone outperformed compared to the previous ones.	1
	I improved myself and my relationship with people thanks to this project	1

The participants were generally considered grateful and content to be involved in this project. The emergent themes regarding the contributions of the fourth CVPs are presented with the sub-categories. The sub-categories highlight the multifaceted contributions of CVPs. Table 38 demonstrates the reported themes and their sub-themes.

Table 38.

The emergent themes in the fourth reflective journal regarding the contributions of the CVP

The fourth reflective journal: the reported areas that CVP contributed		The sub-categories of the themes	N
Academic/ Language Development	L2	L2 speaking skills	11
		L2 pronunciation	15
		L2 fluency	5
		L2 vocabulary expansion	10,
		L2 grammar /sentence formation	5
		L2 writing skills	7
		Speech organization	1
Team Collaboration & Social Development		Collaboration/teamwork	17
		Sharing and managing a task	8
		Increased interaction with peers (discussing and exchanging ideas)	8
		Communication skills	4
		Peer scaffolding/peer learning	6
		Peer feedback	3
		Peer support	5
		Close affinity	3
Digital Literacy & Technological Development		Video editing skill	12
		Digital applications and online sites	12
		Research skills	4
		Critical evaluation of online sources	4
		Increased technological knowledge	3
Personal Emotional Development	and	Mastery of topics/world knowledge	6
		Self-confidence	11
		Self-reflection/self-evaluation	4
		Fun and engagement	5
		Time management	5
		Leadership	2
		Patience	2
		Responsibility	2
		Encouragement	1
		Being organized	1
		Overcoming anxiety	1
		Transferring skills/knowledge to future experience	1

Concerning the theme of academic or L2 language development, many participants (N = 11) reported that CVPs enhanced their L2 speaking skills, and more than half of the participants (N = 15) shared that the vlog project contributed significantly to their L2 pronunciation. Some other participants (N = 5) stated that their L2 fluency has improved notably.

P12: ...Thanks to this project, I improved my speaking skills significantly. I think I can speak fluently and with good pronunciation now. I feel that there is a great improvement compared to the first vlog.

P26: There is a great difference between me at the beginning of the vlog project and me in the last vlog project in terms of speaking skills. I speak more fluently now. My pronunciation has also improved. I make fewer mistakes in pronunciation and grammar when speaking English.

Besides, it was stated that the CVPs helped many participants (N = 10) expand their L2 vocabulary knowledge. Some also noted that they improved their skills in choosing the correct vocabulary and using new vocabulary in context. They reported using online dictionaries to check the meaning and pronunciation of the new words.

P14: ...we learned how to use new vocabulary in a sentence. We looked up the unknown words in the online dictionary and checked their pronunciation.

P23: To be honest, one of the most significant benefits of the vlog project in L2 learning was learning new vocabulary and pronunciation.

Some participants (N = 5) noted that they improved their grammar and sentence formation skills. Several participants (N = 7) also stated that this process facilitated and accelerated their writing skills. Participant 16 reported that they learned to produce authentic scripts. Participant 7 stated that they learned how to organize a speech.

P4: ...Plus, it helped us form sentences in L2 and use new vocabulary in sentences.

P9: It contributed to us more in terms of grammar, vocabulary, and pronunciation...

P14: ...As we wrote our own sentences in L2, our writing and sentence formation skills facilitated.

P19: ...This project facilitated and accelerated my pronunciation and my L2 writing skills...

Regarding team collaboration and social development, more than half of the participants (N = 17) mentioned that they learned how to collaborate and work with a team. Some participants reflected on how group collaboration was enhanced with each

vlog project, resulting in better teamwork in the last vlog project despite some problems experienced by group members in the first vlog project. Some students mentioned that the last vlog projects were better than the previous ones in terms of group dynamics. Some others stated they had good teamwork from the first vlog, which continued until the last vlog project. Participant 20 mentioned that collaborative work is enjoyable.

P21: One of the benefits of this collaborative vlog project is teamwork. We adapted to each other as a team from the first vlog, and it progressed increasingly.

P22:..., most importantly, we learned to work in a group... Collaborative work greatly contributed to me.

P27: ...thanks to the vlog projects, we learned to work better as a group... We think we provided a better teamwork experience in the last vlog project compared to the previous ones.

Many participants (N = 8) noted that CVP allowed them to learn how to share and manage tasks and deal with different responsibilities.

P13: As for sharing the task, everyone managed the tasks they were responsible for well enough without any challenge.

P22:...we ensured the distribution of tasks very well...I want to highlight that I learned a lot about group work and sharing a task...

Many participants (N = 8) highlighted increased interaction with peers, discussing and exchanging ideas during the vlog project production process, which also helped them improve the quality of their collaborative work. Two participants also reported that the interaction among group members and the decision-making stage sometimes occurred online through platforms like WhatsApp or Discord, especially on weekends and when group members were away from each other. Moreover, some participants (N = 4) stated that their communication among group members was enhanced, and they could complete the task without any communication problems.

P27:...In the pre-production process, we came together to discuss the topic. We shared our ideas and knowledge with each other, so we were able to produce a better vlog.

P29:...In general, we were meeting online on Discord to exchange ideas because my group members were far from each other, and I was away on the weekend. Hence, we could discuss the topic and exchange opinions about the vlog project on Discord...

P26: Thanks to this vlog project, communication with my peers has improved a lot as we constantly spent time and did everything together.

Many participants (N = 6) emphasized how peer scaffolding significantly impacted their learning experience. It was noted that group members helped and learned from each other, including L2 skills, technical skills, group work, and the use of some applications.

P1: First, the collaborative vlog project contributed to us in social terms. We learned many essential things from each other...

P22:...In the vlog production stage, we did everything together, supporting each other in pronunciation, camera use, and ideas. I can also say that we learned to discuss ideas, work in groups, and correct pronunciation mistakes from each other...

Some participants (N = 3) noted that they gave feedback on each other's tasks in the group to enhance their vlog project. Some others mentioned providing or getting peer support during the vlog production process.

P8:...we usually gave feedback to each other on what is better to do, what is not...

P26:...I believe that we contributed to the improvement of ourselves as group members, too, because we always provided feedback on what was wrong and right, and everyone supported and contributed a lot to each other...

P10: As group work, we tried to support each other as much as possible and work together... Thanks to the devastating technical support of my groupmate, we could complete this project.

Some other participants (N = 3) highlighted that the CVPs enhanced the affinity among group members, deepening their connections and friendships and increasing their sincerity.

P11: In the vlog project, my relationship with my friends became closer...

P13:...My groupmates and I have a close affinity for each other, and we knot together.

As for digital literacy and technological development, many participants (N = 12) stated they made significant progress in video editing, consolidating their previous skills. Some (N = 2) also added that they learned many things about the setting of a camera, the angle of the best video shooting, merging and clipping videos, the setting of the video sound, and some other fine-tuning details. Moreover, a good number of participants (N = 12) explained that they tried various kinds of video editing programs, digital applications in this process, and multiple websites for sourcing information. The reported applications and websites are “Da Vinci, Windows Video Editing, Capcut, Adobe Premiere Pro, Video Videopad, Vn, iMovie, Keynote, Grammarly, and Discord.”

P1: *After shooting videos, we utilized various applications for video editing, clipping, trimming, and merging. Applying these helped us improve a lot. Besides, our digital literacy skills and the skills in using technology in line with some specific purposes enhanced similarly.*

P2: *I learned to use video editing programs like Da Vinci and Microsoft's video editing application on my computer.*

P11: *Applying a different video edit application in each vlog project, I think I significantly improved in video editing.*

P25: *I was responsible for editing, and I think I have improved myself a lot in this sense. I learned to use Keynote and iMovie applications better.*

Some participants (N = 4) emphasized that their research skills were enhanced through the project as they learned how to search online and synthesize information from multiple sources. Participant 10 also stated that it was not until the collaborative vlog project that they started researching in L2.

P10: *As someone who had never researched in L2 until now, the project greatly contributed to me. I used to get lost among the sites in the first vlog project, but now I know which topic to search on which reliable site. I have fully comprehended how to research by reliable, informative, and reasonable methods.*

P16: *...I learned to find necessary information online by researching the sources...*

Several participants (N = 4) reflected that they improved their ability to evaluate the reliability of online sources when researching topics. Some other participants (N = 3) mentioned that they gained increased technological knowledge in the vlog production stage and became better at using technological devices.

P2: *I learned not to rely on a single online site, but to access the most accurate information from multiple sites and, at the same time, to combine all the pieces I obtained.*

P8: *...I also learned how to search online and where to get accurate information online.*

P4: *I believe this project developed our technological knowledge as we were completely engaged with technology and applications.*

P25: *...I learned to use the technological devices much better...*

Concerning personal and emotional development, many participants (N = 6) explained that CVPs contributed to their world knowledge and helped them have a good mastery of different topics, including lifestyles, family structures, eating habits, etiquette and manners, and cultures of different countries.

P10: *We learned about lifestyles, family structures, etiquette and manners, and cultures of different countries that we have not been to...*

P26: *...Thanks to this project, my world knowledge has improved a lot. Now, I can express my opinions and participate in conversations about the cultural topics we learned.*

Many participants (N = 11) noted that CVPs significantly boosted their confidence, especially in speaking English. They also stated they felt more comfortable expressing themselves in front of the camera.

P9: ...We had an amazing experience, and this gave us great self-confidence. In the previous vlog projects, we fell short in this sense; we were unassured and uncertain about some issues. In each vlog project, we overcame the deficiencies. Realizing our mistakes and learning new things boost our confidence.

P13: In the first vlog, I shied a lot away from both my friends and my instructor. However, in the 4th collaborative vlog project, my self-confidence increased, and this situation improved me a lot in English speaking.

P28: One of the most significant contributions of this project is that it taught me group work, to be self-confident and self-assured, and to realize that you can make mistakes, but the important thing is to learn from your mistakes.

Some participants (N = 4) stated that CVPs allowed them to watch their own performance in the vlogs or monitor their performance in the group work and reflect on their weaknesses and strengths, which helped them enhance their language and technical skills.

P1: The most significant benefit of a collaborative vlog project compared to individual learning is to help us see and reflect on our mistakes...

P10: ...filming the vlog, recording my voice many times, and retrying by saying, "Oh, no, it is not good enough, once again," helped me a lot to see my errors.

Some participants (N = 4) reported that the CVPs were fun and engaging. They expressed that they had a great time with the group members while learning together and producing the vlog.

P6: ...I had great fun while shooting the vlogs. We shot the vlog outdoors together and struggled with it, but it was completely entertaining.

P14: For me, the collaborative vlog project was great fun because we met with group members, we had an exchange of thoughts, and we did it entertainingly.

Several participants (N = 4) mentioned improving their time management skills through CVPs (P4, P21, P25, P27). Some other participants reported that they improved their leadership skills (N = 2) and fostered a sense of patience (N = 2) and responsibility.

P4: *Thanks to this project, I improved my time management skills....*

P27: *I achieved better success in time management. As a group, we carried out and completed everything in time.*

P25: *First, the collaborative vlog project contributed to our personal development. For instance, we learned to be patient and improved our leadership skills...At first, our group members were irresponsible and disorganized, but we learned how to eliminate the irresponsibility. Then, everyone in the group collaborated well and took on responsibility.*

P26: *...as we spent time and prepared the project together, I learned to respect others' opinions and to be patient towards others.*

Participant 25 also noted that the CVPs promoted their encouragement. Participant 4 reported that the CVPs helped them become more organized and coordinated. Participant 21 stated that these projects were beneficial in overcoming anxiety.

P25: *...Another contribution of this project is that it encouraged us...*

P4: *Thanks to this project, I improved my time management skills and became more organized and coordinated.*

P21: *In general, this was a beneficial project in overcoming anxiety...*

Some participants (N = 2) believed in doing better in the future, transferring the skills and knowledge they enhanced in the vlog project to their future experiences (P3, P9). Besides, they stated that the knowledge and skills would serve them well in the future.

P9: *...we will do better in our future projects through the experiences and skills we obtained in these projects...*

Despite the commonly reported benefits and contributions of the project, some participants also touched upon the challenges or problems they experienced in the fourth CVPs process and noted some negative aspects. Table 39 shows the fourth CVPs' reported challenges.

Table 39.

Reported challenges of the fourth CVPs

		N
Reported challenges of the fourth CVPs	Time management	3
	Falling behind in video editing	2
	In-group Planning	1
	Difficulty with group dynamics	1
	Reluctance towards the end of the collaborative vlog project	1

As shown in Table 39, some participants (N = 3) stated they had difficulty managing time for different reasons. For example, Participant 6 mentioned that they spent more time as they wanted to prepare a better vlog, while Participant 14 had time constraints because of other school responsibilities.

P14: *...The only problem was that we could not make the best of our time because of school responsibilities, and the project was left until the last day...*

Several participants emphasized that as one of the group members did the video editing, and because of their low interest in learning it, they reported falling behind in video editing and did not improve themselves sufficiently.

P7: *I did not make significant progress in video editing as I was not that interested in it, but I still tried to help my friends...*

Participant 28 noted that the most challenging part was the in-group planning since it was difficult to arrange with group members. The reason for that was reported as the collaborative vlog project, which depends on voluntariness, not obligation.

P28: *In this process, the most challenging part was in-group planning. It was tough to arrange with group members. I think it is because this project depends on the voluntariness; it is not obligatory.*

Participant 10 expressed that their vlog project was not totally group work, as one of the group members did not contribute because of health problems. However, it was mentioned that another group member made up for it and provided technical support to complete the vlog project.

P10: *It was not literally group work. As you know, one of the group members was ill and could not participate. However, thanks to the devastating technical support of my groupmate, we could complete this project.*

Participant 20 mentioned that everybody in their group was more excited and creative, but the group members showed some reluctance toward the end of the vlog project even though they struggled and completed all the vlog projects.

P20: *Just speaking for my group, we were more excited and creative in the first vlog project. However, I think there was reluctance towards the end of the vlog projects.*

Nevertheless, we, in general, struggled and completed the vlog projects, whether they were the first or the last. I just felt that atmosphere.

In the fourth reflective journal, some participants also provided suggestions about the implementation of CVPs, as presented in Table 40.

Table 40.

Reported suggestions for future vlog projects provided in the fourth reflective journals

		N
Reported suggestions for future projects- reflective journals	Sticking to the schedule	1
	Integrating vlog grades into their overall grade	1
	Making the process competitive	1
	Emphasizing group work	1
	Producing collaborative and individual vlogs, respectively	1

Participant 19 suggested sticking to the schedule and attaching more importance to the time. Additionally, it was suggested that the project could be enhanced by integrating vlog grades into students' overall grades to motivate them to produce high-quality vlog projects.

P19:As a suggestion, I would advise that the time must be given more importance and everything must be stuck to the time schedule more. Another suggestion is that the vlog projects' grades must be integrated into overall grades because grades are the biggest source of motivation for students. In this respect, we can value the vlog project better.

Participant 20 recommended that future CVPs include a competitive atmosphere to promote engagement and fun. Participant 22 suggested emphasizing the importance of group work and motivating students to work collaboratively more on other projects to demonstrate the efficiency of group work.

P20:...I believe that competition would improve the vlog project. If it were more in a competition, everybody would endeavor more and it would be more exciting and fun.

P22: ...My advice for the following project works is to emphasize the importance of group work. Group work contributed a lot to me. I advise that students should be prompted and motivated to work collaboratively in a team to understand the efficiency of group work.

Participant 28 recommended making vlog projects collaboratively at the beginning and then individually to consolidate what they learned in the process.

P28: I think it would be much better if the first vlog projects were done collaboratively and subsequent vlog projects individually to learn and consolidate the process.

4.3.2.5. The Findings of the Final Reflective Journal

In the final reflective journal, the participants were required to reflect on their opinions, experiences, suggestions, and criticisms regarding the application of CVPs. Additionally, they were asked to reflect on whether they had noticed any improvement in that process, whether they could attribute the improvement, if any, to CVPs, and in what areas the implementation was effective or ineffective. 14 participants participated in the final reflective journal writing.

The findings showed that CVPs provided multi-directional contributions. They fostered their English language development, social skills, technical and digital literacy skills, and personal and emotional development. In addition, the participants highlighted the project's positive outcomes, indicating how beneficial and efficient the project was to them. They expressed their gratitude for participating in this project. Table 41 presents expressions reflecting the participants' general views about CVPs.

Table 41.

Participants' general views and opinions about the CVPs reported in the final reflective journal

	Reported Statements	N
Participants' general views and opinions- Final reflective journal	The vlog projects were a milestone for me.	1
	It was a very fruitful project for students.	4
	It had multidimensional contributions.	3
	The project had a significant impact on me.	1
	I am so content to be a participant in the project.	
	It was quite a fun and efficient content.	1
	It was a different experience, beyond my expectations. It brought an all-English environment into my life.	1
	Integrating a widespread practice (vlog) into L2 learning and improving ourselves was terrific.	1
	CVPs were considerably developing in terms of knowing each other and understanding whether you are prone to group work.	1
	It was an innovative learning strategy for me.	1

The participants, in general, noted that they were glad and grateful to be involved in this project. The emergent themes concerning the contributions of the CVPs are presented with the sub-categories. Table 42 shows the reported themes and their sub-themes for the fourth CVPs.

Table 42.

The emergent themes in the final reflective journal regarding the contributions of the collaborative vlog project

The final reflective journal: the reported areas that CVPs contributed		The sub-categories of the themes	N
Academic/ Language Development	L2	English proficiency	2
		L2 speaking skills	9
		L2 pronunciation	2
		L2 fluency	3
		L2 vocabulary expansion	5
		L2 grammar	1
		L2 listening skills	2
		L2 writing skills	1
		Active participation	1
		Learning English through fun	1
		Consolidated learning	1
		Learning class preparation	1
		Speech organization	1
Team Collaboration & Social Development	Social	Collaboration/teamwork	4
		Overcoming conflicts among group members	1
		Communication skills	2
		Close affinity	2
		Peer scaffolding	1
		Peer support	1
		Social skills	1
Digital Literacy & Technological Development	Digital Literacy & Technological	Video editing skills	4
		Digital applications	1
		Research skills	2
		Content creation	1
Personal Emotional Development	and	Mastery of topics/world knowledge	2
		Overcoming anxiety	3
		Self-confidence	2
		Responsibility	2
		Being organized & planning	2
		Patience	1

Regarding the theme of academic or L2 language development, some participants (N = 2) emphasized that CVPs helped them improve their English proficiency in general. Many participants (N = 9) especially highlighted their improvement in L2 speaking skill. Participant 3 mentioned they improved their L2 speaking skills in front of the camera. Participants 12 and 13 noted that the projects helped them articulate their thoughts fluidly and effectively, which considerably improved their speaking exams and classroom performance in other courses. Additionally, some participants reported that the projects contributed to their L2 pronunciation (N = 2) and L2 fluency (N = 3).

P7: ...The projects contributed significantly to my L2 speaking practice. I realized that everybody can make mistakes while speaking. As the speaking was in the form of a vlog, I was able to speak comfortably, and I learned a lot.

P9:... I realized the improvement in my English speaking during vlog projects. Either my fluency or grammar was also enhanced. Moreover, while I was speaking in the other courses, I realized that my progress was reflected outside the project...

P13: I believe that the collaborative vlog projects positively impacted my English proficiency. Evaluating my speaking exam performance, I think I had an effective speaking performance. Two significant factors played a role in this: The most effective one is the collaborative vlog projects. However, the effect of the Listening and Speaking course is undeniable...

P4:... When the project was introduced, I was curious how it would be conducted. Now, I can say it helped me make a great contribution to English pronunciation, fluency, and vocabulary knowledge...

Many participants (N = 5) reported that they expanded their vocabulary knowledge substantially and incorporated new words into their written and spoken English while researching vlog topics and watching others' vlogs.

P5:...Watching other friends' vlogs, I reinforced my vocabulary knowledge with new words...

P10:...thanks to the collaborative vlog project, we learned many different words that we did not know before, and we listened to their pronunciation repeatedly to pronounce them correctly.

Participant 9 stated that CVPs helped them improve their grammar. Besides, due to their progress in the vlog process, their class participation is much higher and more active.

P9: The most important point I observed about myself is increased and active class participation. I realized the improvement in my English speaking during vlog projects. Either my fluency or grammar was also enhanced...

Some participants mentioned that their L2 listening (N = 2) and writing (N = 1) were also enhanced during CVPs. They listened to others' vlogs, researched before shooting the vlog, and organized their ideas. Participant 12 reported that this progress was also reflected in L2 Listening and Speaking exams.

P3:...and, of course, vlog projects helped us improve our listening skills. From the first to the last collaborative vlog project, my listening and speaking skills has increased a lot...Not only my listening/speaking skills but also my English writing skills have improved considerably because before filming the vlog, we had detailed research, information gathering, and organizing ideas process. In the end, when we had to translate and transmit the information we found into English, our writing skills were also enhanced.

Participant 10 noted that CVPs were a fun way to learn English. Additionally, it was noted that they could consolidate their learning, as the vlog topics aligned with the unit topics. Participant 11 stated that these projects helped them learn how to get prepared for the classes. Besides, it was reported that the participants learned to organize the speech.

P10: Firstly, collaborative vlog projects were a fun way for me to learn English. We had great fun while shooting the vlogs... Besides, we consolidated what we learned in each unit thoroughly as the vlogs' topics were connected to the units' topics.

P11:...At the same time, these projects helped me learn to get prepared for my classes ... Thanks to the undeniable contributions of the project, I learned the class preparation process, improving vocabulary knowledge, forming questions and their answers for the class, and determining content.

Regarding team collaboration and social development, some students (N = 4) stated that they learned to work as a team and collaborate by understanding the value of being part of a group and navigating differences in opinions. Participant 6 emphasized that the projects played an essential role in overcoming the conflicts among group members. Two participants also reported enhancing their communication skills with peers, and some others (N = 2) reported developing a close affinity and strengthening friendships among group members.

P6: In terms of social skills, the projects provided significant contributions. We learned to do teamwork, navigate different ideas, and make a joint project. The collaborative vlog projects had a great effect on managing the conflicts that we had with group members. It was a pleasure to understand the teamwork and create a joint product.

P12: *Thanks to the vlog projects, I think we consolidated our friendship, developed a close affinity, and built much better communication with my teammates.*

Participant 10 expressed that they supported and motivated each other in the vlogging process when they had difficulty. They also provided peer scaffolding while working together. They learned from each other and corrected their grammar and pronunciation mistakes. It was also noted that exterior shooting gave them an opportunity to socialize with peers more.

P10: *...Sometimes, we had difficulty in the pre-production stage or when filming the vlogs; however, we were always motivated and supported each other in the group work. We corrected each other's grammar and pronunciation mistakes. As we did it in English, it helped us improve and learn from our mistakes...As a group, we filmed our vlogs outdoors. Therefore, one of its most significant contributions of vlogs was to help me socialize more with peers...*

Concerning the theme of digital literacy and technological development, some participants (N = 4) mentioned that they developed skills in video and gained familiarity with digital applications.

P2: *... I developed my video editing skills. I learned such features as trimming or merging videos.*

P5: *...I improved myself in the area of video editing, where I had not known anything before.*

P4: *...In addition, the vlog projects contributed a lot to learning to use digital applications for video editing.*

Two participants reported that they enhanced their research skills through online resources. They started to gain familiarity with technological innovations and research methods. Participant 1 also mentioned that the project contributed to their learning in creating and sharing digital content.

P11: *Those projects helped me learn most about technological innovations and research methods. Now, I have learned which specific questions to ask and which online sites to search, how not to get lost among websites when researching a topic online...*

Regarding personal and emotional development, two participants reported that CVPs helped them gain world knowledge and develop mastery of topics by exploring and understanding different subjects in depth, which was also reflected in their speaking performance.

P2: *We researched the vlog topics and enriched our knowledge about the topics so that I could speak comfortably.*

Some participants (N = 3) cited the CVPs as helping them overcome their anxiety, especially when speaking English. Participant 13 also mentioned that reduced anxiety was reflected in their performance on the English-speaking exam. Two participants revealed that CVPs enhanced their self-confidence. Participant 6 mentioned the reflection of self-confidence in L2 speaking performance.

P13: *Apart from improving my English, the collaborative vlog projects substantially helped me reduce my anxiety. I realized my reduced anxiety level at the end-term speaking exam. I did not even notice my mistakes, but at the end-term speaking exam, I noticed my mistakes and even corrected them myself.*

P6: *The project contributed a lot to me, particularly it increased my self-confidence in speaking English. I noticed that I have started to feel much more comfortable when speaking English.*

Two participants reported that their sense of responsibility has developed through collaborative vlog projects. Participants 1 and 5 noted that they learned to be organized and improved planning skills. Participant 5 also added that learning how patience is essential in teamwork was beneficial.

P1: *The vlog projects were a milestone for me because, after a long time, my awareness of taking responsibility has been regained. They also helped me work systematically and improve my planning skills.*

P10: *...taking responsibility within the group helped me improve a lot.*

P5: *I learned to work systematically and in an organized way with our friends in the team. I also understood how important patience is in teamwork.*

As a suggestion, Participant 7 recommended producing projects similar to collaborative vlog projects on a yearly basis. In conclusion, the findings from five reflective journals are demonstrated, and each sub-theme was supported by the excerpts above. To provide a holistic view and compare the results from each reflective journal with each other, all reported areas and their sub-themes are illustrated in Table 43.

Table 43.

Holistic overview of all themes and sub-themes that CVPs were reported to contribute to in all reflective journals

The reported areas that CVPs contributed	The sub-categories of the themes	1 st Reflective Journal (n=34)	2 nd Reflective Journal (n=38)	3 rd Reflective Journal (n=37)	4 th Reflective Journal (n=29)	Final Reflective Journal (n=14)
Academic/ L2 Language Development	L2 speaking skills	14	11	14	11	9
	L2 pronunciation	7	9	13	15	2
	L2 fluency	-	5	2	5	3
	L2 vocabulary expansion	11	12	8	10	5
	L2 grammar	6	3	4	5	1
	L2 writing skills	5	5	2	7	1
	L2 listening skills	1	1	1	-	2
	L2 reading skills	1	4	-	-	-
	Increased exposure to L2	1	-	-	-	-
	Translation skills from Turkish to English	-	-	5	-	-
	Consolidated learning	-	-	-	-	1
	Learning from others' vlogs	2	-	-	-	-
	Active participation	-	-	-	-	1
	Learning English through fun	-	-	-	-	1
	Consolidated learning	-	-	-	-	1
	Learning class preparation	-	-	-	-	1
Team Collaboration & Social Development	Speech organization	-	2	-	1	1
	Collaboration/team work	21	16	18	17	4
	Peer scaffolding/peer learning	1	4	5	6	1
	Peer feedback	2	3	10	3	-
	Peer support	-	-	-	5	1
	Share and manage a Task	2	8	12	8	-
	Communication skills	-	2	6	4	2
	Increased interaction with peers (discussing and exchanging ideas)	-	5	2	8	-
	Social skills	2	1	3	-	1
	Public speaking skills	-	1	-	-	-
Digital Literacy & Technological Development	Close affinity	-	-	2	3	2
	Video editing skill	10	11	15	12	4
	Research skills	4	7	2	4	2
	Digital applications and online sites	-	4	5	12	1

	Critical Evaluation of Online Sources	-	2	-	4	-
	Plagiarism	1	-	1	-	-
	Increased technological knowledge	-	2	-	3	-
	Responsibility of content creation	1	-	-	-	1
Personal and Emotional Development	Increased self-confidence	6	-	4	11	2
	Overcoming anxiety	2	-	-	1	3
	Fun and engagement	7	7	8	5	
	Mastery of Topics/World Knowledge	-	9	10	6	2
	Boosting creativity	2	-	2	-	-
	Self-reflection	3	9	5	4	-
	Responsibility	-	-	2	2	2
	Time management	-	3	1	5	-
	Leadership	-	-	-	2	-
	Patience	-	-	-	2	1
	Encouragement	-	-	-	1	-
	Being organized	-	-	-	1	2
	Transferring skills/knowledge to future career/experience	-	3	-	2	-

4.3.4. The Findings of Self-Assessment Rubric

This section presents the descriptive statistics and the frequency analysis of the self-assessment rubric conducted with 32 participants. First, the results concerning the test's distribution and central tendencies, including the mean, median, mode, standard deviation, variance, min, max, skewness, and kurtosis scores, are presented in Table 44. Then, the distribution of frequencies for each item is demonstrated and explained in Table 45.

Table 44.

The mean, median, mode, standard deviation, variance, min, max, skewness, and kurtosis scores of the self-assessment rubric

Items	N	$\bar{X}$	Median	Mode	SD	Variance	Min	Max	Skewness	Kurtosis
1. Doing collaborative vlog projects helped me boost my self-confidence.	32	4.19	4.0	4.00	0.96	0.93	1.00	5.00	-1.778	3.668
2. Doing collaborative vlog projects helped me develop my self-efficacy beliefs.	32	4.12	4.0	4.00	0.97	0.95	1.00	5.00	-1.598	2.947
3. Doing collaborative vlog projects helped me learn how to share and manage a task within a team.	32	4.34	4.0	5.00	0.74	0.55	2.00	5.00	-1.168	1.721
4. Doing collaborative vlog projects helped me improve my time management skills.	32	4.19	4.0	4.00	0.82	0.67	2.00	5.00	-1.118	1.437
5. Doing collaborative vlog projects helped me enhance a sense of team spirit and mission.	32	4.34	4.0	4.00	0.78	0.62	1.00	5.00	-2.405	9.710
6. Doing collaborative vlog projects helped me become more patient and tolerant.	32	4.12	5.0	5.00	1.18	1.40	1.00	5.00	-1.250	0.466
7. Doing collaborative vlog projects allowed me to discover my leadership qualities.	32	4.0	4.0	5.00	1.04	1.09	1.00	5.00	-0.899	0.527

8.	Doing collaborative vlog projects helped me promote my learning using different digital apps/online sites.	32	4.37	4.0	4.00	0.70	0.50	2.00	5.00	-1.277	2.634
9.	Doing collaborative vlog projects helped me improve my world knowledge.	32	4.28	4.0	5.00	0.92	0.85	1.00	5.00	-1.921	4.731
10.	Doing collaborative vlog projects helped me promote my innovative and creative thinking skills.	32	4.25	4.0	4.00	0.98	0.96	1.00	5.00	-2.277	6.203
11.	Doing collaborative vlog projects helped me learn from a multidimensional perspective.	32	4.16	4.0	5.00	1.05	1.10	1.00	5.00	-1.755	3.465
12.	Doing collaborative vlog projects helped me learn how to access information sources faster using technology.	32	4.19	4.0	5.00	1.06	1.12	1.00	5.00	-1.783	3.461
13.	Doing collaborative vlog projects increased the interaction with my peers.	32	4.03	4.0	5.00	1.06	1.12	1.00	5.00	-1.099	0.858
14.	Doing collaborative vlog projects increased my interaction with my instructor.	32	4.31	4.0	4.00	0.64	0.41	3.00	5.00	-0.392	-0.599

23.	Doing collaborative vlog projects helped me learn how to organize a speech.	32	4.25	4.0	4.00	0.62	0.38	3.00	5.00	-0.214	-0.472
24.	Doing collaborative vlog projects helped me enjoy learning English.	32	4.12	4.0	4.00	0.90	0.82	1.00	5.00	-1.366	3.075
25.	Doing collaborative vlog projects helped me learn to use technology more effectively and efficiently.	32	4.0	4.0	4.00	1.01	1.03	1.00	5.00	-1.772	3.594
26.	Doing collaborative vlog projects helped me learn to produce new content.	32	4.22	4.0	4.00	1.00	1.01	1.00	5.00	-2.085	5.126
27.	Doing collaborative vlog projects helped me learn to shoot high-quality videos..	32	4.03	4.0	4.00	0.96	0.93	1.00	5.00	-1.437	2.495
28.	Doing collaborative vlog projects helped me improve my video-editing skills using video-editing programs.	32	3.91	4.0	4.00	0.99	0.99	1.00	5.00	-1.058	1.232
29.	Doing collaborative vlog projects helped me learn to improve the sound, image, lighting, and shooting quality of videos.	32	4.09	4.0	4.00	0.85	0.73	1.00	5.00	-1.504	4.274

Table 44 includes inferential statistics, including median, mode, standard deviation, variance, minimum and maximum values, skewness, and kurtosis values for each test item. The results indicate that the mean score for almost all test items is around 4, which

suggests that the general tendency to respond to test items is “agree” or “strongly agree.” The median and mode scores in the test are mostly either 4 or 5, which indicates that the given scores are generally high and the distribution is not symmetric. When the standard deviation (SD) is examined, it becomes clear that the scores range from 0.64 to 1.18. The scores of skewness are mostly negative. This indicates that the distribution is left-skewed, with scores tending to accumulate toward higher values. The positive kurtosis scores suggest a peaked distribution, with the data cumulating around central values.

Table 44 indicates that the highest mean score ($M=4.41$) belongs to item 17, *“Doing collaborative vlog projects helped me improve my pronunciation in English.”* This is probably related to the participants’ strong agreement with Item 17. The low standard deviation ($SD=0.79$) shows that the participants mostly have similar ideas. There are no participants strongly disagreeing with this item (min 2). The results display that most of them give similar answers, which is an indication of homogeneous distribution for this item. It seems reasonable to conclude that almost all participants believe that collaborative vlog projects helped them improve their pronunciation in English. The eighth item, *“Doing collaborative vlog projects helped me promote my learning using different digital apps/online sites,”* has the second-highest mean score ($M = 4.37$). The low SD (0,70) of the eighth item illustrates that most participants do not have conflicting ideas about this item. There are no participants who strongly disagree (min = 2). Participants seem to promote their learning by utilizing different digital apps and online sites. The third item *“ Doing collaborative vlog projects helped me learn how to share and manage a task within a team.”* and the fifth item *“Doing collaborative vlog projects helped me enhance a sense of team spirit and mission.”* shared the third-highest mean score ($M = 4.34$). They have similar standard deviation scores. The former item’s standard deviation is 0.74, while the latter is 0.78. These results suggest that the responses for these items are mostly distributed homogeneously, and the respondents have similar ideas. Another item with a high mean value is Item 14, *“Doing collaborative vlog projects increased my interaction with my instructor.”* The mean score ($M=4.31$) and the median ($Mdn = 4$) show that the participants mostly “agree” on this item. No participant disagrees/strongly disagrees with Item 14. The low standard deviation ($SD = 0.64$) demonstrates that most participants hold the same opinion. The participants for Item 14 were distributed homogeneously, and most participants provided higher responses. Most attendants appear to think that collaborative vlog projects increased their interaction with their instructor. Two items have the same high mean scores ($M = 4.28$). Item 9, *“Doing collaborative vlog projects helped me*

improve my world knowledge.” has a slightly higher standard deviation mean score ($SD = 0.92$). This indicates that most participants “strongly agree” with Item 9 and that the participants are homogeneously distributed. On the other hand, item 16, *“Doing collaborative vlog projects helped me improve my speaking skills.”* has a bit lower standard deviation than item 9 ($SD = 0.88$). There are no participants who strongly disagree with this item. These results illustrate that the participants were homogeneously distributed under this item, but some participants seemed to give higher responses. From this finding, it can be concluded that most participants share similar ideas about how collaborative vlog projects helped them improve their speaking skills. With a slightly lower mean score ($M = 0.88$), item 16, *“Doing collaborative vlog projects helped me improve my speaking skills,”* indicates that the participants are distributed homogeneously, but some participants provided higher answers. More participants “strongly agree” that collaborative vlog projects improved their speaking skills. Other items that the participants share similar positive ideas about are items 10 and 23. Item 10, *“Doing collaborative vlog projects helped me promote my innovative and creative thinking skills.”* has a mean score of “4.25”. In contrast, its standard deviation is 0.98, a bit higher than the previous items. The respondents’ answers were generally at the “agree” level. The participants were mostly homogeneously distributed for this item, but some respondents provided higher responses. Item 23, *“Doing collaborative vlog projects helped me learn how to organize a speech,”* has the same high mean score as item 10 ($M = 4.25$). It has the lowest standard deviation ($SD = 0.62$), which shows that there are no conflicting ideas among the participants. The participants seem to have a homogeneous opinion. They mostly agree that they learned to organize speeches through collaborative vlog projects. No participants stated that they disagreed or strongly disagreed with this item. Item 21, *“Doing collaborative vlog projects helped me learn to use new vocabulary in contexts.”*, Item 18, *“Doing collaborative vlog projects helped me speak more fluently in English.”* and Item 26, *“Doing collaborative vlog projects helped me learn to produce new content.”* have the same mean score ($M = 4.22$). The standard deviation of item 21 ($SD = 0.70$) and item 18 ($SD = 0.75$) are very similar. The results indicate that the respondents were, on average, at the “agree” level and generally homogeneously distributed in these items. From those findings, it seems reasonable to allege that collaborative vlog projects helped the participants improve their fluency in English and use new vocabulary in contexts. While item 26, *“Doing collaborative vlog projects helped me learn to produce new content.”* has the same mean score as items 21 and 18,

its standard deviation is higher than them ($SD = 1.00$). It shows that the participants have different ideas about this item. Other high mean scores that are the same are Items 4, 1 and 12 ($M=4.18$). Item 4, *“Doing collaborative vlog projects helped me improve my time management skills.”* has the lowest standard deviation among these three items ($SD=0.82$). It shows that the participants were, on average, at the “agree” level on this item. Item 1, *“Doing collaborative vlog projects helped me boost my self-confidence.”* has a slightly higher standard deviation ($SD=0.96$). This indicates that most participants agree with this statement; however, some have contrasting ideas. With the same mean score, Item 12, *“Doing collaborative vlog projects helped me learn how to access information sources faster using technology,”* has a high standard deviation ($SD=1.06$). This suggests that the participants were generally homogeneously distributed for this item; however, some respondents provided higher or lower responses. In other words, participants mostly agree that collaborative vlog projects helped them learn to access sources faster using technology, but the high standard deviation means there are some conflicting ideas about this item. Items 20 and 11 are other items with high mean scores ($M=4.15$). With a lower standard deviation ($SD=0.72$), item 20, *“Doing collaborative vlog projects helped me produce more elaborate/complex sentences,”* shows that participants mostly agree with this item and share the same ideas. Item 11, *“Doing collaborative vlog projects helped me learn from a multidimensional perspective,”* has a higher standard deviation ($SD=1.05$), meaning that although most participants agree with this statement, some do not share the same thoughts. Items 24, 2, and 6 have a closer mean score to the previous ones ($M=4.12$). Item 24, *“Doing collaborative vlog projects helped me enjoy learning English”* has the highest standard deviation among these three items ($SD=0.90$). The participants mostly “agree” with this item, but some conflicting ideas seem to exist. With the same mean score and closer standard deviation ($M=4.12$; $SD=0.97$), item 2 *“Doing collaborative vlog projects helped me develop my self-efficacy beliefs.”* indicates that the respondents mostly agree with this item, but there are some respondents giving higher and lower scores. It is reasonable to conclude that participants generally enjoyed learning English through collaborative vlog projects, which helped most students develop their self-efficacy beliefs. Even though item 6, *“Doing collaborative vlog projects helped me become more patient and tolerant,”* has the same mean score, its standard deviation is the highest in the test ($M=4.12$; $SD=1.18$), which means that most students “agree” with this statement, but still, there are some contradictory ideas. Other items with high mean scores are items 22 and 29 ($M = 4.09$). Having close standard deviation, item 22 *“Doing*

collaborative vlog projects helped me learn to produce creative/ original scripts.” (SD=0.89) and item 29 *“Doing collaborative vlog projects helped me learn to improve the sound, image, lighting, and shooting quality of videos.”* (SD=0.85) demonstrate that the participants, on average, agree with these items, but there are some conflicting ideas. Item 15, *“Doing collaborative vlog projects helped me use my gestures and facial expressions more effectively,”* has a high mean score of “4,06” and the highest standard deviation score (SD=1.18). It is possible to say that although most participants agree or strongly agree with this statement, some respondents have conflicting ideas. The common mean score (4,03) and a comparatively higher standard deviation for item 27, *“Doing collaborative vlog projects helped me learn to shoot high-quality videos”* (SD=0.97), and for item 13, *“Doing collaborative vlog projects increased my interaction with my peers.”* (SD= 1.06) indicate that most of the students think positively about these items but some different and neutral ideas exist. Items 7, 19, and 25 share the same mean score (M = 4.0). Item 19, *“Doing collaborative vlog projects helped me produce fewer error-free sentences,”* has a comparatively lower standard deviation (SD=0.87). Participants mostly agree with the statement, but some differing and neutral ideas also emerge. Item 25, *“Doing collaborative vlog projects helped me learn to use technology more effectively and efficiently,”* and item 7, *“Doing collaborative vlog projects allowed me to discover my leadership qualities,”* have close standard deviation scores (SD=1.01 and SD=1.04, respectively). The majority seem to agree that they learned to use technology more effectively and efficiently through collaborative vlog projects; however, few students have conflicting ideas. Likewise, although participants agree or strongly agree that collaborative vlog projects allowed them to discover their leadership qualities, few participants have negative ideas, and some are neutral about this item. Even if the mean score is not low, when compared with the other items’ scores, the lowest mean score of the test belongs to item 28, *“Doing collaborative vlog projects helped me improve my video-editing skills using video-editing programs.”* (M=3.90). It has a standard deviation of “0.99”, which means that most respondents agree with this item; nonetheless, some students disagree or are neutral about it.

Table 45 demonstrates the frequency analysis results for the self-assessment rubric. The distribution of frequencies for each item is presented and explained under its respective heading.

Table 45.

The frequency analysis results of the self-assessment rubric

		F	%	Cum. %
1. Doing collaborative vlog projects helped me boost my self-confidence.	Strongly disagree	1	3,1	3,1
	Disagree	2	6,3	9,4
	Agree	16	50,0	59,4
	Strongly Agree	13	40,6	100,0
	Total	32	100	

The frequency analysis results for item 1 indicate that the large majority of respondents accept the positive impacts of participating in collaborative vlog projects on the development of self-confidence. Accordingly, half of the participants (N=16) “agree,” and 40.6 % of them (N=13) “Strongly Agree” that the collaborative vlog projects enhanced their self-confidence. The findings show that 90.6% of the participants (N=29) generally think that collaborative vlog projects helped them improve their self-confidence. The remaining 9.4% of the respondents (N=3) stated that participating in those projects did not contribute to the development of self-confidence.

		F	%	Cum. %
2. Doing collaborative vlog projects helped me develop my self-efficacy beliefs.	Strongly disagree	1	3,1	3,1
	Disagree	2	6,3	9,4
	Neutral	1	3,1	12,5
	Agree	16	50,0	62,5
	Strongly Agree	12	37,5	100,0
	Total	32	100	

The frequency analysis results for item 2 reveal that most participants believe collaborative vlog projects helped them develop a sense of self-efficacy. 50% of the participants “Agree” and 37.5% “Strongly Agree” that collaborative vlog projects improved their self-efficacy beliefs. According to the findings, 87.5% of the students (N = 28) generally think that participating in those projects helped them develop their self-efficacy beliefs. 9.4% of the students (“Strongly Disagree” 3.1%, and “Disagree” 6.3%)

(N=3) reported that collaborative vlog projects did not contribute to their development of self-efficacy beliefs.

		F	%	Cum. %
3. Doing collaborative vlog projects helped me learn how to share and manage a task within a team.	Disagree	1	3,1	3,1
	Neutral	2	6,3	9,4
	Agree	14	43,8	53,1
	Strongly Agree	15	46,9	100,0
	Total	32	100,0	

The results of the frequency analysis for item 3 show that the majority of the participants (90,7 %, N=29)

think that doing collaborative vlog projects helps them learn how to manage a task. Accordingly, 46.9 % of the participants “Strongly Agree” and 43,8% “Agree” with this item. 6.3 % of the participants (N=2) seem to be neutral about the item. 3.1% of the students (N=1) stated that doing collaborative vlog projects did not help them learn how to share and manage tasks within a team.

		F	%	Cum. %
4. Doing collaborative vlog projects helped me improve my time management skills.	Disagree	2	6,3	6,3
	Neutral	2	6,3	12,5
	Agree	16	50,0	62,5
	Strongly Agree	12	37,5	100,0
	Total	32	100,0	

The frequency analysis results for item 4 reveal that the vast majority of participants (87.5%, N = 28) generally believe that collaborative vlog projects help them improve their time management skills. Half of the participants (N= 16) “Agree”, and 37.5 % (N=12) of them “Strongly Agree” with this item. While 6.3% of the participants (N = 2) are neutral about the item, 6.3% of them (N = 2) stated that doing collaborative vlog projects did not help them improve their time management skills.

		F	%	Cum. %
5. Doing collaborative vlog projects helped me enhance a sense of team spirit and mission.	Strongly Disagree	1	3,1	3,1
	Agree	17	53,1	56,3
	Strongly Agree	14	43,8	100,0
	Total	32	100,0	

The results for item 5 indicate that most students accept the positive effects of collaborative vlog projects on the development of a sense of team spirit and mission (96.9%, N=31). Only one participant (3,1%) “Strongly Disagree” with this item and thinks that doing collaborative vlog projects did not help them enhance a sense of spirit and a mission.

		F	%	Cum. %
6. Doing collaborative vlog projects helped me become more patient and tolerant.	Strongly disagree	1	3,1	3,1
	Disagree	4	12,5	15,6
	Neutral	2	6,3	21,9
	Agree	8	25,0	46,9
	Strongly Agree	17	53,1	100,0
	Total	32	100,0	

According to the frequency analysis of item 6, the large majority of participants (78.1%, N = 25) generally have positive thoughts about this item and believe that doing collaborative vlog projects helped them become more patient and tolerant. While 6.3% of students (N=2) are neutral about this item, 15.6% of them (N=5) stated that doing collaborative vlog projects did not make them more patient or tolerant (“Strongly Disagree” 3.1%, “Disagree” 12.5%).

		F	%	Cum. %
7. Doing collaborative vlog projects allowed me to discover my leadership qualities.	Strongly disagree	1	3,1	3,1
	Disagree	1	3,1	6,3
	Neutral	8	25,0	31,3
	Agree	9	28,1	59,4
	Strongly Agree	13	40,6	100
	Total	32	100	

The frequency analysis results for item 7 indicate that 40.6% of participants (N=12) strongly agree, and 28.1% (N=9) agree that doing collaborative vlog projects allowed them to discover their leadership qualities. The number of students who are neutral (N = 8, 25%) is higher than for the other items. Even though the number of participants who are negative about this item is low (Strongly Disagree, N=1; Disagree, N=1, 3.1% each), the higher number of neutral students might indicate that they are uncertain whether collaborative vlog projects helped them discover their leadership qualities.

		F	%	Cum. %
8. Doing collaborative vlog projects helped me promote my learning using different digital apps/ online sites.	Disagree	1	3,1	3,1
	Neutral	1	3,1	6,3
	Agree	15	46,9	53,1
	Strongly Agree	15	46,9	100,0
	Total	32	100,0	

The frequency analysis for item 8 shows that almost all students (N=30; 93.8%) think that collaborative vlog projects contributed to their learning using different digital apps/ online sites. Only 3.1% of the students (N = 1) disagree with this item, and 3.1% of them (N = 1) are neutral.

		F	%	Cum. %
9. Doing collaborative vlog projects helped me improve my world knowledge.	Strongly disagree	1	3,1	3,1
	Disagree	1	3,1	6,3
	Neutral	1	3,1	9,4
	Agree	14	43,8	53,1
	Strongly Agree	15	46,9	100,0
	Total	32	100,0	

According to the frequency analysis results for item 9, most students (90.7%) admit the positive effects of collaborative vlog projects on improving their general knowledge. 46.9% of the participants (N = 15) “Strongly Agree” and 43.8% of them (N = 14) “Agree” that collaborative vlog projects enabled them to improve their general knowledge. 3.1% (N=1) was neutral about this item. The rest of them (6.2%; N = 2) think that collaborative vlog projects did not help them improve their world knowledge.

		F	%	Cum. %
10. Doing collaborative projects helped me promote my innovative and creative thinking skills.	Strongly Disagree	2	6,3	6,3
	Agree	16	50,0	56,3
	Strongly Agree	14	43,8	100,0
	Total	32	100,0	

The frequency analysis results for item 10 indicate that the vast majority of participants believe that collaborative vlog projects helped them promote their innovative and creative thinking skills (N = 30; 93.8%). Among those, 43.8 % “Strongly Agree” and 50 % “Agree” with this item. Only two participants strongly disagree that collaborative vlog projects promoted the development of innovative and creative thinking skills.

			F	%	Cum. %
11.	Doing collaborative vlog projects helped me learn from multidimensional perspective.	Strongly Disagree	2	6,3	6,3
		Neutral	3	9,4	15,6
		Agree	13	40,6	56,3
		Strongly Agree	14	43,8	100,0
		Total	32	100,0	

The frequency analysis results for item 11 indicate that most students have a positive view of it. 43.8% of the participants “strongly agree,” and 40.6% “agree” that collaborative vlog projects helped them learn from a multidimensional perspective. 9.4% of the students (N = 3) stated that they were neutral, and 6.3% of them do not think that collaborative vlog projects provided them with a multidimensional perspective on learning.

			F	%	Cum. %
12.	Doing collaborative vlog projects helped me learn how to access information sources faster using technology.	Strongly Disagree	2	6,3	6,3
		Neutral	3	9,4	15,6
		Agree	12	37,5	53,1
		Strongly Agree	15	46,9	100,0
		Total	32	100,0	

The frequency analysis results for item 12 indicate that 84.4% of the participants (N = 27) generally think that collaborative vlog projects helped them learn how to access information faster using technology. 46.9% of the participants strongly agree, and 37.5% of them agree with this item. 9.4% of the participants (N = 3) are neutral, and 6.3% of them (N = 2) strongly disagree with this item.

		F	%	Cum. %
13.	Doing collaborative vlog projects increased my interaction with my peers.	Strongly Disagree	1	3,1
		Disagree	2	6,3
		Neutral	5	15,6
		Agree	11	34,4
		Strongly Agree	13	40,6
		Total	32	100,0

According to the results of item 13, most students (N = 24; 75%) appear to think that collaborative vlog projects increased peer interaction. 40.6% of the students “strongly agree,” and 34.4% of them “agree” with this statement. Five participants (15,6 %) seem to be neutral about this item. 9.4% of the participants (“Strongly Disagree” 3.1 %”, Disagree” 6.3%) stated that doing collaborative vlog projects did not increase their interaction with their peers.

		F	%	Cum. %
14.	Doing collaborative vlog projects increased my interaction with my instructor.	Neutral	3	9,4
		Agree	16	50,0
		Strongly Agree	13	40,6
		Total	32	100,0

The frequency analysis results for item 14 demonstrate that 90.6 % of the participants accept the positive effects of collaborative vlog projects in terms of increasing their interaction with their instructor. 50 % of the participants “Agree” and 40.6% of them “Strongly Agree” about this item. 9.4% of the participants are neutral about the fact that these projects increased their interaction with the instructor.

		F	%	Cum. %
15.	Doing	Strongly Disagree	2	6,3
	collaborative vlog	Disagree	2	6,3
	projects helped me	Neutral	3	9,4
	use my gestures and	Agree	10	31,3
	facial expressions	Strongly Agree	15	46,9
		Total	32	100,0

The frequency analysis results for item 15 show that 78.2% of the participants (N = 25) think that collaborative vlog projects helped them use their gestures and facial expressions more effectively. Among these, 46.9% of the participants stated they “Strongly Agree” and 31.3% “Agree” with this item. 9.4% of the participants indicated that they are neutral about the fact that these projects enabled them to use gestures and facial expressions more effectively. 12,6 % of the participants have negative feelings about this item: 6.3 % of them (N=2) indicate that they “disagree” and 6.3 % (N=2) “strongly disagree” with this item.

		F	%	Cum. %
16.	Doing	Disagree	2	6,3
	collaborative vlog	Neutral	3	9,4
	projects helped me	Agree	11	34,4
	improve my speaking	Strongly Agree	16	50,0
		Total	32	100,0

The frequency analysis results for item 16 display that the majority of participants (84.4%, N = 27) think that collaborative vlog projects helped them improve their speaking skills. Half of the participants (N=16) “Strongly Agree”, 34,4 % of the participants “Agree” about this item. 9.4% of the students are neutral about whether the collaborative vlog projects helped them improve their speaking skills. 6.3 % of them (N= 2) stated disagreement about this item.

			F	%	Cum. %
17.	Doing collaborative projects helped me improve my pronunciation in English.	Disagree	2	6,3	6,3
		Agree	13	40,6	46,9
		Strongly Agree	17	53,1	100,0
		Total	32	100,0	

The frequency analysis results for item 17 show that 93.7% of the participants (N = 30) generally think that collaborative vlog projects helped them improve their pronunciation in English. Among those participants, 53.1 % “strongly agree” and 40.6 % “agree” with this item. No students stated to be “neutral” or “strongly disagree”. Only 6.3% of the participants (N=2) “disagree” that collaborative vlog projects helped them enhance their English pronunciation.

			F	%	Cum. %
18.	Doing collaborative projects helped me speak fluently in English.	Disagree	1	3,1	3,1
		Neutral	3	9,4	12,5
		Agree	16	50,0	62,5
		Strongly Agree	12	37,5	100,0
		Total	32	100,0	

The frequency analysis results for item 18 demonstrate that while 87.5% of the participants (N = 28) are positive, 3.1% of them (N = 1) seem to be negative about the effects of collaborative vlog projects on improving their fluency in English. Among those who are positive, 37.5 % “strongly agree” and 50% “agree” on this item. 9.4% of the participants (N = 3) took a neutral position.

			F	%	Cum. %
19.	Doing collaborative projects helped me produce fewer error-free sentences.	Disagree	2	6,3	6,3
		Neutral	6	18,8	25,0
		Agree	14	43,8	68,8
		Strongly Agree	10	31,3	100,0
		Total	32	100,0	

The frequency analysis results for item 18 reveal that most students accept the positive effects of collaborative vlog projects on their sentence-making skills. Accordingly, 43.8% of the participants (N=14) “agree” and 31.3% “strongly disagree” that collaborative vlog projects helped them produce fewer error-free sentences. The number of neutral students is slightly higher than the neutral students in most items (N = 6, 18.8%). These six students may not have an idea if they can produce error-free sentences or not.

			F	%	Cum. %
20.	Doing collaborative projects helped me produce more elaborate/complex sentences.	Neutral	6	18,8	18,8
		Agree	15	46,9	65,6
		Strongly Agree	11	34,4	100,0
		Total	32	100,0	

The distribution of frequencies for item 20 indicates that 81.3% of the participants generally think that collaborative vlog projects helped them produce more elaborate/complex sentences in English. 46.9 % of them “Agree” and 34.4 % “Strongly Agree” about this item. No students stated disagreement, but 18.8 % of students (N=6) are neutral on whether collaborative vlog projects helped them produce more elaborate/complex sentences.

			F	%	Cum. %
21.	Doing collaborative projects helped me learn to use new vocabulary in contexts.	Disagree	1	3,1	3,1
		Neutral	2	6,3	9,4
		Agree	18	56,3	65,6
		Strongly Agree	11	34,4	100,0
		Total	32	100,0	

The frequency analysis results for item 21 show that, in general, 90.7 % of the participants learned to use new vocabulary in contexts through collaborative vlog projects. More than half of the participants “agree”, and 34.4 % of them “strongly agree” on this item. 3.1 % of the participants (N=1) “disagree” and stated that they did not learn

to use new vocabulary in context via collaborative vlog projects. 6.3% of the participants (N=2) indicated that they were “neutral” about item 21.

		F	%	Cum. %
22.	Doing collaborative projects helped me learn to produce creative/original scripts.	Strongly disagree	1	3,1
		Disagree	1	3,1
		Neutral	2	6,3
		Agree	18	56,3
		Strongly Agree	10	31,3
	Total	32	100,0	

The distribution of the frequencies for item 22 indicates that while 87.6 % of the participants(N=28) are positive, 6.2 % of them (N=2) are negative about the fact that they learned to produce creative/original scripts through collaborative vlog projects. Among those who are positive about this item, 56.3 % “agree”; 31.3 % “strongly agree” with this item. 6.3 % of the participants were “neutral” about whether they learned to produce creative/original scripts through collaborative vlog projects.

		F	%	Cum. %
23.	Doing collaborative vlog projects helped me learn how to organize a speech.	Neutral	3	9,4
		Agree	18	56,3
		Strongly Agree	11	34,4
		Total	32	100,0

The frequency analysis results for item 23 demonstrate that the large majority of participants (N=29, 90.7%) are positive about the item. More than half of the participants (N=18, 56.3%) “agree” and 34.4% of them “strongly agree” that they learned how to organize a speech through collaborative vlog projects. There are no students who are negative about this item; however, 9.4% of the participants (N = 3) specified that they are neutral about the item.

			F	%	Cum. %
24.	Doing collaborative projects helped me enjoy learning English.	Strongly disagree	1	3,1	3,1
		Neutral	5	15,6	18,8
		Agree	14	43,8	62,5
		Strongly Agree	12	37,5	100,0
		Total	32	100,0	

The distribution of frequencies for item 24 shows that 81.2% of the participants think they enjoyed learning English through collaborative vlog projects. Among those, 43.8 % of the participants “agree” and 37,5 % “strongly agree” with this item. Only 3.1% of the participants (N = 1) strongly disagreed that they enjoyed learning English through collaborative vlog projects. The number of neutral participants regarding this item was 5 (15.6%).

			F	%	Cum. %
25.	Doing collaborative projects helped me learn to use technology more effectively and efficiently	Strongly disagree	2	6,3	6,3
		Disagree	1	3,1	9,4
		Neutral	1	3,1	12,5
		Agree	19	59,4	71,9
		Strongly Agree	9	28,1	100,0
		Total	32	100,0	

The results of the frequency analysis for item 25 indicate that most participants (N=28; 87.5%) think that they learned to use technology more effectively and efficiently through collaborative vlog projects. More than half of the participants (59,4 %, N=19) “agree” and 28,1 % “strongly agree” about this item. 3,1 % of them reported to be neutral (N=1). The remaining 9,4 % of respondents stated they did not learn to use technology more effectively and efficiently through collaborative vlog projects.

		F	%	Cum. %
26.	Doing collaborative vlog projects helped me learn to produce new content.	Strongly disagree	2	6,3
		Neutral	1	3,1
		Agree	15	46,9
		Strongly Agree	14	43,8
		Total	32	100,0

The distribution of frequencies for item 26 demonstrates that a large majority of participants (90.7%, N = 29) believe they learned to produce new content through collaborative vlog projects. Among those who are positive about the effects of collaborative vlog projects on producing new content, 43,8 % “strongly agree” and 46,9 % agree with this item. 3,1 % of the participants (N=1) are neutral about the item, while 6,3 % of them (N=2) “strongly disagree.”

		F	%	Cum. %
27.	Doing collaborative vlog projects helped me learn to shoot high-quality videos.	Strongly disagree	1	3,1
		Disagree	2	6,3
		Neutral	2	6,3
		Agree	17	53,1
		Strongly Agree	10	31,3
		Total	32	100,0

The frequency analysis results for item 27 indicate that 84,4 % of the participants think they learned to shoot high-quality videos through collaborative vlog projects. 53,1 % of them “agree”, and 31,3 % of them “strongly agree” with this item. While 9.4% of participants (N=3) stated they did not learn to shoot better quality videos via collaborative vlog projects, 6.3% of them (N=2) remained neutral about this item.

		F	%	Cum. %
28.	Doing	Strongly disagree	1	3,1
	collaborative vlog	Disagree	2	6,3
	projects helped me	Neutral	5	15,6
	improve my video-	Agree	15	46,9
	editing skills using	Strongly Agree	9	28,1
		Total	32	100,0

The distribution of frequencies for item 28 displays that 75% of the respondents think collaborative vlog projects helped them improve their video-editing skills using video-editing programs. 46,9% of the participants “agree,” and 28,1% of the participants “strongly agree” with this item. 9,4 % of the participants (N=3) think that those projects did not enhance their video-editing skills using video-editing programs. The percentage of neutral participants (15.6%, N = 5) is higher than that of the negative ones.

		F	%	Cum. %
29.	Doing	Strongly Disagree	1	3,1
	collaborative vlog	Neutral	4	12,5
	projects helped me	Agree	17	53,1
	learn to improve the	Strongly Agree	10	31,3
	sound, image,	Total	32	100,0
	lighting, and shooting			
	quality of videos.			

The frequency analysis results for item 29 indicate that the majority of participants (84.4%, N = 27) believe they learned to improve the sound, image, lighting, and shooting quality of videos through collaborative vlog projects. More than half of the participants (53,1%, N=17) “agree” and 31,3 % of them “strongly agree” with this item. Only one participant (3,1%) “strongly disagrees” that doing collaborative vlog projects helped them improve the sound, image, lighting, and shooting quality of the videos. 12.5% of the participants (N=4) are neutral about this item.

4.4. How does collaborative vlog utilization affect EFL learners' oral production?

This research question was answered by analyzing the data obtained from the pre-/post speaking test results. The data received from the study were analyzed with the SPSS 25.0 program. Since it was determined that the data showed normal distribution in the study, the parametric test was used. A paired-sample t-test was conducted to compare the pretest and t scores of the same group, and the results were reported. When comparing research results, the significance level was $p < 0.05$.

Table 46.

The mean, median, skewness, and kurtosis scores of pretest and posttest speaking test

Statistics	N	$\bar{X}$	Mode	Median	Min	Max	Skewness	Kurtosis
Pretest	40	10,925	10.50	11	2,50	16,50	-,270	1,049
Posttest	40	16,187	15	16,50	9,50	19,50	-,850	,273

As displayed in Table 1, the value reported for skewness in the pretest is -.270, and in the posttest it is -.850. Kurtosis values were reported as 1.049 for the pretest and .273 for the posttest. It can be decided whether the data is normally distributed by looking at the skewness and kurtosis values. Tabashnick and Fidell (2013) stated that the data is assumed to be normally distributed when the skewness and kurtosis values are between -1.5 and +1.5. Accordingly, both pretest and posttest score data exhibit normal distribution. Considering that the data was normally distributed, the paired samples t-test, one of the parametric tests, was conducted to evaluate the impact of the implementation of collaborative vlog projects on participants' speaking scores. The paired-sample t-test results are reported in Table 47.

Table 47.

The comparison of speaking pre- and posttest values

Statistics	N	M	SD	sd	t	p	Cohen's d
Pretest	40	10.93	2,802	39	-14,159	<.001	2,350
Posttest	40	16.19	2,459				

As can be seen in Table 47, there is a statistically significant difference between the results of the pretest and posttest scores ($t = -14.159$; $p < 0.05$). While the students' average scores were 10.925 before implementing the collaborative vlog projects, the speaking test

averages increased to 16.187 after this project was implemented. It reveals that there is a statistically significant difference between the results of the pretest and posttest scores ($t=-14.159$; $p<0.05$). As shown in Table 47, the effect size value (Cohen's d) was also calculated. The Cohen's d value of the speaking tests was calculated as $d = 2.350$ in the study. Sawilowsky (2009) added more items to Cohen's (1998) effect size values. According to Sawilowsky (2009), if the Cohen's d value is up to 0.1, the effect size is very small; if the Cohen's d value is between 0.1 and 0.2, the effect size is small; and if the Cohen's d value is between 0.2 and 0.5, the effect size is medium. If Cohen's d value is between 0.5 and 0.8, it is considered that the effect size is large; if Cohen's d value is between 0.8 and 1.2, the effect size is at a very large level; and if Cohen's d value is between 1.2 and 2.0, it is considered that it has a huge effect size. The result obtained according to the calculated Cohen's d value ($d = 2.350$) shows that the effect size for the paired t -test is huge.

4.5. Is there any significant difference between the pre-and post-digital literacy scale?

This section includes the analysis results of the DLS test's pretest and posttest averages. The average values for each question in the pretest and posttest were calculated and analyzed. Since it was determined that the average values of the DLA pre- and post-tests did not show a normal distribution, a non-parametric test was applied. The Wilcoxon Signed Rank Test was used to compare the pretest and posttest scores of the same group, and the results were reported. When comparing research results, the significance level was $p<0.05$.

Table 48.

The mean, median, mode, skewness, and kurtosis scores of DLS pretest and posttest averages

Scores	N	$\bar{X}$	Mode	Median	Min	Max	Skewness	Kurtosis
Pretest	34	4.0162	3.83	4.0000	1.34	4.97	-1.928	6.909
Posttest	34	4.2526	3.86	4.2759	3.45	4.97	-.059	-.893

As shown in Table 48, 34 students participated in the pretest and posttest. While the mean score of the pretest was 4.0162, the mean value of the test increased to 4.2526 in the posttest. It can be seen that the skewness values of the pretest and posttest mean values are -1.928 for the pretest and -.059 for the posttest. Kurtosis values were reported to be

6.909 for the pretest and -.893 for the posttest. According to the table, pretest skewness and kurtosis values are not between -1.5 and +1.5. Posttest skewness and kurtosis values are between -1.5 and +1.5. It is acknowledged that the pretest values do not show a normal distribution because they are not between -1.5 and +1.5 (Tabashnick & Fidell, 2013). It can also be checked with the normality test whether the pretest shows a normal distribution. DLS pretest normality test results are presented in Table 49.

Table 49.

Normality test scores of the DLS pretest

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
DLS	Pre-	0.153	34	0.043	0.849	34	<.001
test							

As the number of participants participating in the pretest is less than 50 ($N < 50$), the normality distribution was decided according to the Shapiro-Wilk test results. According to Table 49, it is accepted that these questions do not show a normal distribution since the pretest is significant at the Shapiro-Wilk significance level ($p < 0.05$).

Since the pretest did not show a normal distribution, the comparison between the pretest and posttest was made with the Wilcoxon Signed Rank Test, one of the non-parametric tests, and the test results are presented in Table 50.

Table 50.

Wilcoxon Signed Rank Test Results of DLS Pretest and Posttest Mean Scores

Pretest/Posttest	n	Mean Rank	Sum of Ranks	z	p
Negative Ranks	11	12.55	138.00		
Positive Ranks	21	18.57	390.00	-2.359	.018
Tie	2				

Unlike parametric tests, statistical analysis in the Wilcoxon Signed Ranks Test is performed on ranks rather than means. Rankings are made according to the absolute value of the difference between the mean scores of the posttest and pretest, and statistical analysis for significance is performed on these rankings (Abu-Bader, 2021). A negative rank indicates that the posttest is smaller, a positive rank indicates that the posttest is larger, and a tie indicates that the posttest and pretest values are equal. According to the

analysis, there are 11 negative ranks, 21 positive ranks, and 2 equal ranks. These results suggest that posttest scores tend to increase overall compared to pretest scores. The rank means are 12.55 in the negative rank and 18.57 in the positive rank. As shown in Table 50, the calculated z value was found to be -2.359 and the significance value (p) was .018. As the significance level is less than .05, it can be concluded that there is a statistically significant difference between the pretest and posttest scores ($Z = -2.359$, $p < 0.05$). This difference is in favor of the posttest when we examine the rank means and totals of the pretest and posttest scores.

4.6. How does the utilization of vlogs affect EFL learners' digital literacy awareness?

The data for this research question was gathered from pre-/post semi-structured interviews and reflective journals from participants. The findings for this research question were already presented in sections 4.2.1, 4.2.2, 4.2.3, 4.2.4; 4.3.1.1, 4.3.1.2, 4.3.1.3, 4.3.1.6; 4.3.2.1, 4.3.2.2, 4.3.2.3, 4.3.2.4, and 4.3.2.5.

4.7. What are L2 learners' opinions and suggestions about the implementation of collaborative vlog projects?

The research question regarding participants' opinions and suggestions about the implementation of the collaborative projects was elicited from post-interviews and reflective journals. The findings for this research question were already presented in sections 4.3.1.7, 4.3.2.1, 4.3.2.2, 4.3.2.3, 4.3.2.4, and 4.3.2.5.

CHAPTER V

DISCUSSION

5.1. Introduction

This research study aimed to examine how implementing collaborative vlog projects impacts EFL learners' oral productions and digital literacy awareness in a tertiary EFL setting. It also aimed to unveil the EFL learners' pre- and post-constructs regarding collaborative vlog projects and elicit their opinions and suggestions concerning their implementation.

This chapter summarizes, discusses, and interprets the findings elicited from the analysis of five reflective journals, pre-post interviews, pre-post digital literacy scale, pre-post speaking test, and self-assessment rubric under headings in line with the findings. The results are addressed and interpreted in accordance with the existing literature.

5.2. The Use of Technology in Education and Daily Life

In this part, the findings obtained from the pre-post interviews regarding the technological devices students used and their purposes are discussed and interpreted. In the pre- and post-interviews, participants reported using technological tools extensively, especially smartphones, computers, and laptops, for various reasons, such as recreational, communication, social media, education, and daily tasks (like using multiple applications for banking, navigation, and health). This finding supports Prensky's (2001) argument that the younger generation, who are known as "digital natives," integrate technology naturally and seamlessly into their lives. Nevertheless, in the pre-interview, some participants stated that they are not competent in technology. This finding supports Gallardo-Echenique, Marqués-Molíás, Bullen, and Strijbos's (2015) critiques of the "digital natives" concept and argues for replacing it with "digital learners", which cautions against assuming that all young generations are proficient in using digital technology and digitally competent. Besides, it supports Selwyn's (2009) assumption that the current generation is not innately competent users of technology. This result also corresponds to Helsper and Eynon's (2010) claim that digital competence is not only based on age, but also on education and access. In the post-interview, no students, nonetheless, expressed the perception that they are not good at technology. Some even emphasized that they are

digital natives and their generation naturally learns in digital contexts. This shift may suggest that CVPs may have contributed to promoting technological self-efficacy, possibly by requiring participants to utilize online platforms, digital resources for research, content creation, and video editing.

The pre- and post-interview results indicated that technology played a significant role in the participants' everyday lives, serving multiple purposes such as education, recreational, and more. In the pre-interview, it was found that participants' use of technology for educational purposes focused on consumption-oriented practices, including watching educational videos on YouTube, reading e-books and participating in online courses. Some participants linked their technology use to English learning, using English captions, English cartoons, movies or series, podcasts, and apps like Cambly, Cake and Duolingo. These activities seem to provide exposure to L2, and relate to the role of informal digital learning of English (IDLE) practices in L2 education, which tend to positively affect language development (Fang, Meng, Tang, & Cui, 2025). It also supports Kuru Gonen and Kızılay's (2023) findings, revealing that Turkish EFL learners in higher education spend their time on IDLE activities, particularly for social networking platforms, films, series and music platforms. Besides, the popularity of YouTube for both educational and recreational purposes aligns with Snelson's (2011) review of YouTube as an important informal learning platform. In the post-interview, participants reported a shift toward a more education-oriented and production-oriented technology use after the collaborative vlog projects. Activities such as creating vlog projects/using video editing software, engaging with Google Classroom, doing homework and researching are reported as main practices. This change suggests that collaborative vlog projects may have encouraged participants to adopt more production-based, structured and active creation and implementation of digital skills in educational setting.

Although all participants reported using their phones, computers, or laptops for various purposes in both pre- and post-interviews, computers and laptops were more frequently used for educational purposes because of their practicality and ease of use. This finding supports Albó, Hernandez-Leo, and Moreno Oliver's (2018), who found that using laptops for video-based learning in a collaborative classroom led to higher satisfaction and engagement compared to smartphone users.

Besides educational reasons for using technology, pre- and post-interview results indicate that recreational purposes, including watching films and series, gaming, listening to music, and social media, remain significant for participants. This goes along with

Rideout and Robb's (2019) findings, in which young people were found to spend considerable time on recreational screen use, particularly streaming, watching videos, playing games, and using social media. Almost all participants in the pre-interview reported using social networking platforms like Twitter, Instagram, and TikTok. However, compared to the pre-interview findings, post-interview results demonstrate a reduction in the use of social networking platforms. One possible interpretation is that this could point to a change in priorities, or the participants may have allocated their digital time to structured, academic tasks after collaborative vlog projects. That is, educational demands may have modified their digital practices. These projects appear to have regulated students' digital use by promoting instructional engagement without substituting all their leisure activities.

Moreover, in both pre- and post-interviews some students reported using technology for daily life affairs, including e-banking, health apps, navigation and e-government.

5.3. Digital Literacy

The findings from the pre- and post-interviews regarding the participants' perceptions of digital literacy definition, self-assessment of being digitally literate, and the effects and contributions of digital literacy on the learning process were evaluated, discussed, and interpreted.

The pre-interview findings showed that participants had varied but narrow ideas of the term "digital literacy," with one-third unable to define it. Several equated it with digital reading and writing, while others saw it as the active and correct use of digital tools. A few focused on using tools properly and accessing accurate resources, and some described it as a way to distinguish credible from non-credible information. These diverse definitions suggest that students may have a limited understanding or only be familiar with parts of digital literacy. It may also indicate that participants are in the early stages of conceptual development regarding digital literacy. The varied answers may also be a sign of differences in digital access and exposure, corresponding to Selwyn's (2009) argument. Therefore, students with greater exposure to various digital practices might frame a broader definition, while those with limited experience focus on only basic functions.

In contrast, in the post-interview, more accurate, comprehensive, and multidimensional definitions were provided, addressing the identification of reliable information, efficient use of digital tools, privacy protection, and ethical and legal

considerations. This progression from narrow to more sophisticated and comprehensive conceptions indicates a meaningful shift in the understanding of digital literacy. This aligns with Pangrazio et al. 's (2020) comparative review, which highlights that a broad definition of digital literacy includes not only digital tool use but also critical evaluation, safety, ethical use of technology, and privacy.

Considering pre- and post-interview results together, this result seems to fit with social-constructivist theory (Vygotsky, 1978). Students started with snippets of information, which were then reorganized into more sophisticated, broader conceptions after they were scaffolded or challenged through collaborative vlog projects. It can be argued that when students actively engage in digital creation, such as collaborative vlog projects, their notions regarding digital literacy expand.

Furthermore, post-interview results show an improvement in participants' attitudes and practices concerning the reliability and accuracy of digital information. In the pre-interview, a few participants underscored the significance of checking reliability, either by cross-checking sources or relying on social proof. However, in the post-interview, participants provided a more extensive set of options to confirm digital information, including triangulation through cross-checking multiple sources, dependence on institutional, scientific resources, or extensions, signs of security extensions, and checking references. This improvement suggests that participation in the collaborative vlog projects, which required research, content creation, editing, and presentation, may have provided students with real-world opportunities to practice critical evaluation, thereby enhancing their information literacy skills. This result is consistent with the literature, emphasizing that digital literacy does not involve only technical skills, but also critical evaluation skills (Eshet-Alkalai, 2012; Ng, 2012).

The post-interview findings show that relying on social proof as a criterion for judging reliability decreased. One participant kept relying on social proof after the study. The continuation of this credibility check suggests that even though participants developed sophisticated evaluative skills to check the credibility of online information, some still relied on socially constructed indicators of trustworthiness. This echoes Metzger, Flanagin, and Medders's (2010) findings that individuals depend on others to evaluate credibility.

Regarding the findings on self-assessment of digital literacy, pre-interview findings indicated that many students initially regarded themselves as insufficiently digital literate, emphasizing the challenges in obtaining reliable information, finding credible sources,

and ensuring online safety. However, in the post interview, half of the participants regarded themselves as good digital literates, noting their ability to search for, evaluate, and use online information effectively, critically, and distinguish reliable sources. This progress suggests that collaborative vlog projects, which required online information searching, critical evaluation, and content creation, may have not only increased exposure to digital tools and helped develop students' digital literacy skills, but also provided real-world contexts for practicing and expanding their evaluative strategies. This corresponds to a current call in the literature to design education that transforms learners' ideas of digital literacy from fragmented to more ethical, critical, and reflective practices (Spante, Hashemi, Lundin, & Algers, 2018).

Some others regarded themselves as having low confidence or not sufficiently literate in digital literacy. It is noteworthy that even those participants who continued to consider themselves insufficient in digital literacy in the post-interview reported an improvement compared to the previous stages. This echoes the findings by Siddiq and Scherer (2016), who highlight that real practice opportunities (collaborative vlog projects in this context), rather than just exposure to technology, tend to shape self-perceived digital competence incrementally. The progressive shift in this study from low confidence toward moderate or higher self-assessment in digital literacy emphasizes the role of structured digital projects in promoting students' reflective awareness of their skills. Nonetheless, some participants were unsure about whether they were good digital literates at the end of the study. It might appear to be a limitation in progress. However, such uncertainty can also be interpreted as a form of critical self-reflection. As the participants engaged with the collaborative projects, they may have become more aware and increased their critical consciousness that digital literacy is a broad and multidimensional concept. As Ng (2012) emphasizes, digital literacy is not a readily measurable or static skill set; it encompasses technological, sociocultural, cognitive, and ethical dimensions. Questioning whether they really meet the standards to qualify themselves as "digitally literate" demonstrates a developmental shift toward critical understanding of digital literacy. The pre- and post-interview findings on how digital literacy helps the learning process show clear progress in participants' perceptions. In the pre-interview, digital literacy was mainly seen as a fundamental skill and a critical competency for academic and everyday success in the digital age, and was viewed as simply making daily life easier, boosting learning, and providing better access to information. This reflects a superficial understanding of its significance, which aligns with Eshet-Alkalai's (2004), who showed that students often

see digital literacy as a crucial life skill in the digital age. However, participants also expressed concerns about the possible risks, which shows that they are aware of the dual nature of digital literacy, echoing the warnings found in the literature that students may be faced with false information, security risks, and ethical challenges if they use digital tools irresponsibly (Livingstone, 2004). It is also in line with Hatlevik and Christophersen (2013), who argue that, in addition to technical proficiency, critical, responsible, and ethical use of digital tools is vital for effective digital literacy.

In the post-interviews, participants provided a more sophisticated, conscious, and critical perspective on the possible benefits of digital literacy in the learning process. It appears that they started to take a mindful and conscious approach to digital security, information accuracy, and the use of digital technologies in education. A significant number of participants (n=10) stressed the value of digital literacy skills for critical evaluation skills, including critical evaluation of online sources, discerning credible sources, cross-checking reliable information, distinguishing between reliable and unreliable information, as well as researching, accessing accurate information quickly, and being aware of digital security. This finding is consistent with Hatkevnik and Christophersen's (2013) study, which shows that information assessment is a fundamental but challenging aspect of digital literacy. Participants also emphasized the benefits of digital literacy in L2 learning and later in their academic life when they study in their departments. When Turkish sources were insufficient, dependence on English resources indicates how digital literacy has the potential to improve students' English language learning skills.

In the post-interviews, the participants' reflections on how collaborative vlog projects influenced their digital literacy skills and awareness suggest that these projects helped develop students' digital literacy in multiple ways and had a positive impact on their skills, including technical proficiency and media production skills, information literacy skills, critical thinking and critical evaluation, collaboration and peer learning, ethical awareness, and confidence with digital tools.

Initially, participants reported improvements in technical and media production skills, mainly through video editing, trimming, montaging, adding visual effects, music, using some AI-powered apps, and uploading content to platforms like YouTube. This finding aligns with Huang's (2021) study, which showed that collaborative video projects helped learners enhance digital media production skills. Similar results are also seen in Huang's (2015), Mohamad et al.'s (2021), and Naqvi and Al Mahrooqi's (2016) studies.

Additionally, from being consumers of content on YouTube, they became active creators of content on the platform, expanding their knowledge and experience of different ways to share content.

More than half of the participants reported that collaborative vlog projects promoted their information literacy skills, which include identifying, locating, evaluating, organizing and communicating reliable information, rejecting biased and unreliable information. This also sharpened their critical evaluation and critical thinking skills of 21st century skills (P21, 2019). Navigating an abundance of online information, they appear to synthesize multiple perspectives, which is crucial for lifelong learning. This improvement represents that they have grown awareness of the significance of source evaluation, a crucial aspect of digital literacy. Evaluating the credibility and accuracy of the sources, they seem to go beyond superficial research into more in-depth analysis. As Hassan (2023) noted in his systematic review, educational vlogs have a positive effect on learning and digital literacy, especially critical analysis and reflective judgment. These findings are in accordance with Shlianachak, Riezina, Fursykova, Koretska, and Koretskyi's (2024), who confirmed that video blogging as a digital tool facilitates critical thinking by driving students to evaluate sources, explain problems, and revise their work in light of feedback. Additionally, they highlighted that critical attitudes toward publications are vital in the digital age of the 21st century. These findings also align with Naqvi and Al-Mahrooqi's (2016) findings, which state that student-created digital videos help learners improve research skills.

Many participants reported that collaborative vlog projects improved peer learning and fostered collaboration among learners, helping them support each other in digital learning, gain experience together, share their experiences, and co-construct knowledge. This kind of interaction demonstrates the ability to collaborate and communicate, which are other vital key components of 21st-century skills. These findings closely align with principles of social constructivism theory (Vygotsky, 1978), which emphasizes that knowledge is constructed through social interaction, idea exchange, and mutual help. It also aligns with Yolcu and Akcayoglu's (2023) study, which found that collaborative vlog projects positively influenced students' attitudes toward group collaboration, 21st century skills, including digital literacy skills, and some other skills and subskills. In addition, in Huang et al. (2020), Huang (2021), Jung (2021), and Naqvi and Al-Mahrooqi's (2016) studies, collaborative vlog projects were found to enhance learners' collaborative skills and develop a positive attitude to group collaboration.

A further novel finding regarding the benefit of collaborative vlog projects related to digital literacy was that they raised a greater awareness of ethical issues—plagiarism and source citation in particular—and promoted responsible digital content creation. This suggests that those vlog projects function not only as technical tasks but also as critical, ethical, and evaluative dimensions of digital literacy practice. The findings are in accordance with Shlianchak et al.'s (2024) findings, suggesting that creating video blogs facilitates learners in adopting ethical practices, including crediting sources, respecting original work, and being aware of broader social aspects.

Another promising finding was that they gained experience and confidence with digital tools due to iterative and practical tasks in vlog projects, and learners emphasized the difference in experience between the first and last vlog projects. The findings suggest that repeated, practical engagement with digital technologies helped them progress from initial uncertainty to increased confidence and proficiency. This progress stresses the significance of experiential learning (Kolb, 1984), which signifies that learning results can be enhanced by the repeated cycles of action and reflection. Besides, the participants' realization of their progress in the course of the projects also indicates that the collaborative vlog projects have boosted their metacognitive awareness, which is underscored as a crucial component of digital literacy (Ng, 2012). Similar to Hatlevik, Guðmundsdóttir, and Loi (2015), who revealed that regular use of digital tools promotes digital self-efficacy, the learners developed their technical skills while at the same time becoming more aware of their own progress.

5.4. The Impact of Technology on L2 Oral Production

The findings obtained from the pre-post interviews, revealing the participants' perceptions of how technology affects L2 oral production and how they use technology to practice L2 speaking, were analyzed, discussed, and interpreted.

The pre-post interview findings clearly showed that all participants believe that technology is a powerful facilitator of L2 oral production and has a significant effect on fostering L2 speaking skills. The pre-post interview data showed a consistent belief among all participants that using technology significantly supports English oral production. In the pre-interview, they believed that technology can provide learners with rich exposure to L2 input through movies, social media, podcasts, music, videos, and language apps, which they reported to support listening comprehension, speaking practice, including pronunciation, fluency, accent, and vocabulary acquisition. However,

the resources that they considered helpful to enhance their speaking skills are largely input-focused, with limited focus on speaking practice. Even though some applications and social networking apps were mentioned as ways to enhance speaking skills, listening to L2 input and consuming content were the focal points more than producing the language. The speaking activities that one-third of participants reported doing included talking to themselves or recording themselves speaking in L2.

In the post-interviews, in addition to what they reported in the pre-interview, using technology to practice L2 speaking through films, series, video-games in L2, language apps, foreign friends, setting their devices to English, vlogs, and collaborative vlog projects were believed to enhance not only speaking skills, pronunciation, fluency, vocabulary acquisition, but also confidence. This supports the findings that exposure to English media and authentic L2 input can lead to improvement in English speaking skills and some other sub-skills, as in Zayraey (2025), who found that watching videos in L2 from YouTube contributes to speaking skills and associated sub-skills, including vocabulary, fluency, pronunciation, motivation, and confidence.

Even though most of their practices reported in the pre-interview seemed to be continued, the post-interview findings revealed that participants had more active engagement with technology, including speaking through applications, foreign peers, classmates or supplementary sources, and most prominently, collaborative vlog projects. There seems to be a shift from passive, input-focused learning to more active, output-focused learning with the collaborative vlog projects. More importantly, after the implementation of these projects, participants reported using technology for self-monitoring and self-reflection, reflecting on their performance in L2 output, refining their pronunciation, vocabulary, grammar, and body language while also promoting their confidence in speaking L2 and reducing social anxiety. These findings suggest that collaborative vlog projects may have served to evaluate their own progress critically and enhance their L2 proficiency performance over time. This finding aligns with the prior research demonstrating that vlog projects support L2 speaking skills along with fluency, pronunciation, grammar, and vocabulary (Lingga et al., 2021; Mohamad et al., 2021; Nugroho & Anugerahwati, 2019); promote self-evaluation (Andiappan, Seng & Shing, 2022) and self-reflection (Fidan & Debbag, 2018; Huang, 2015; Kartini, 2021). However, these findings are in contrast to those of Saputro et al. (2020), who found that participants' fluency and complexity scores decreased while their accuracy scores increased after

vlogging. Similarly, Hsu (2016) found that EFL learners had no improvement in their speaking fluency and accuracy, but only in their speaking complexity in voice blogging.

5.5. Understanding and Utilization of Vlogs in Language Classes

The pre-post interview findings revealed an evident shift in participants' understanding of vlogs, their personal experience with vlogs, and their perceptions regarding the potential contributions of vlogs in L2 learning. Before the implementation of the collaborative vlog projects, most participants defined vlogs mainly as informal, personal, and daily life-oriented video diaries. This indicates a surface-level understanding of vlogs, most probably shaped by their encounters with vlogs on social media platforms. After participating in collaborative vlog projects, their definitions and conceptualizations of vlogs expanded, with many stressing vlogs as educational and informational tools, not only linked to daily life, but also structured, purposeful communication. This shift suggests that hands-on engagement in collaborative vlog projects expanded their perception of the instructional potential of vlogs. This echoes Hafner (2014), who found that when learners produce digital videos for instructional purposes, they learn to view them as multimodal ensembles that are both entertaining and educational. In a similar vein, Hassan's (2023) systematic review confirms that educational vlogs are promising tools as they blend instructional purposes with personal creativity.

Concerning their experiences with vlogs, in the pre-interview, most participants had no prior experience in producing vlogs, with a few noting amateur attempts informally or for school projects. However, after the study, nearly all participants cited collaborative vlog projects as their first structured vlog experience. This indicates the novelty of vlog production in their educational context. Besides, this transition may indicate how structured, instructional interventions provide students with access to meaningful digital production opportunities they may not otherwise have, which is also a point highlighted by Hafner and Miller (2011), who revealed that collaborative digital video projects enhance learner autonomy and meaningful engagement with technological learning environments.

The most notable improvement was how the participants viewed the possible contributions of vlogs. In both pre- and post-interviews, they reported that vlogs could improve various skills, including L2 speaking, listening, reading, and writing, as well as vocabulary, pronunciation, fluency, grammar, technical skills, mastery of topics, cultural understanding, and self-confidence. Similarly, Hung (2011) found that vlog projects

motivate learners to recognize benefits across a variety of linguistic and metacognitive aspects.

Notably, in the post-interview self-reflection and self-assessment, along with social skills, emerged as perceived benefits of vlogs. Several participants highlighted how vlogs allowed them to track their own performance, notice mistakes, and refine their oral production. This finding aligns with Fidan & Debbag's (2018), Huang's (2015) and Kartini's (2021), who found that vlogs enhance self-reflection. In addition, although a few students mentioned that vlogs had the potential to help learners overcome foreign language anxiety in the pre-interview, no student touched on this issue. The disappearance of this item in the post-interview seems meaningful. One possible explanation is that repeated involvement in the vlog projects normalized the experience and made anxiety less noticeable over time. As stated by Horwitz (2010), language anxiety is dynamic and can be reduced with increased exposure and familiarity. Another interpretation is that the collaborative nature of the vlog projects might have decreased the performance pressure, as peer support has been demonstrated to reduce anxiety in interpersonal tasks (Namaziandost, Kargar Behbahani, & Naserpour, 2024).

Another notable finding is that the number of participants who believed vlogs could improve their L2 vocabulary, pronunciation, and grammar increased significantly in the post-interviews. While learners initially thought that vlogs would lead to general language improvements, especially in speaking and listening, they later realized their strong potential for building vocabulary, pronunciation, and grammar after actively participating in the vlog projects. The significant increase in participants' associating vlogs with vocabulary, pronunciation, and grammar development suggests that collaborative vlog production may have deepened students' awareness of linguistic form. It may be a result of the preliminary preparation stage of vlogs when learners researched the topic they were interested in, selected appropriate terms, used new words in context, checked their pronunciation before shooting vlogs, and reshot when needed, so that they were able to transform passive vocabulary and grammar knowledge into active use. Besides, an iterative process of recording and rewatching vlogs may have provided visual and auditory feedback, facilitating pronunciation improvement. This finding is consistent with Lestari's (2019), who revealed that students could gain a variety of knowledge, from a video blog, including vocabulary, pronunciation, grammar, accent, and cultural knowledge. In a similar vein, Nugroho and Anugerahwati (2019) found that learners boosted their vocabulary, grammar, pronunciation, fluency, and content through project-based learning using vlogs.

5.6. Preference in Language Learning

The pre- and post-interview findings revealed that the majority of participants preferred collaborative learning because of its supportive, social, and interactive qualities. In the pre-interview, a smaller group of participants (N=5) valued both individual and collaborative learning, and only one student preferred individual learning. In the post interview, although more participants (N=7) argued for balancing individual and collaborative learning, they acknowledged collaborative learning as a priority and articulated more clearly the complementary role of individual learning. This result indicates that there is a consistency in favoring collaborative learning before and after the study; however, after the collaborative vlog projects, more participants seemed to recognize the value of balancing both learning types, which suggests that some want to take a balanced, complementary approach to L2 learning. They believed in the productivity of combining both types of learning. Research demonstrated that successful learners flexibly blend individual and collaborative strategies based on learning objectives. Oxford (1990), for example, emphasized that depending on the learning goal, good language learners apply different strategies, switching adaptively between independent and social strategies. Furthermore, the participants who value both modes of learning indicate metacognitive awareness, reflecting on their learning needs and adjusting strategies accordingly. This aligns with the profiles of effective language learners in the literature. In line with what Anderson (2002) discussed, metacognitively aware learners can regulate their own learning, make decisions about what to do and which strategies to use for their learning goals, so they can decide when to work alone and when to look for collaboration.

In terms of language skills, collaborative learning was often linked to L2 speaking practice, communicative and interactive aspects of language learning in both the pre- and post-interviews. In contrast, individual learning was preferred for grammar, vocabulary, writing, and listening, especially when intensive focus and deep concentration are required. This aligns with research by Oxford (2017), who noted that strategic language learners generally alternate between social and independent learning strategies depending on the target skill. There do not seem to be significant changes in students' views regarding the reasons for favoring collaborative learning. Although the importance of thematic reasons may have shifted, they largely remained consistent in the post interviews. Concerning academic benefits, pre- and post-interview findings suggested that collaborative learning is beneficial primarily for L2 speaking practice. Additionally,

while vocabulary learning, permanent and faster learning were associated with collaborative learning in the pre-interview, vocabulary learning and consolidating what was learned individually were attributed to the collaborative learning in the post-interview. Another notable finding was that in the pre-interview, a considerable number of participants highlighted that collaborative learning provides them with an opportunity to benefit from seeing learning from diverse perspectives ($n=9$). Interestingly, this perception decreased in the post-interview ($n=2$). One possible explanation is that participants' previous responses reflected an idealized expectation of collaborative learning, which they imagined being exposed to a wide range of different viewpoints. However, as being at the same age or same language proficiency, they may not have had highly divergent perspectives. Considering the social contributions of collaborative learning, enhancing peer learning, peer feedback and communication skills were reported frequently both in the pre- and post-interview, which reflects the nature of collaboration. In terms of personal and emotional reasons, collaborative learning was associated with self-confidence building, becoming more ambitious, and respecting others in the pre-interview. However, in the post-interview, while self-confidence was restated, feeling safe in a group of peers and learning being more fun came out as new sub-dimensions. This suggests a shift from ambition-driven motives toward a learning environment providing confidence, safety, and enjoyment. Another notable finding is that although collaborative learning was seen as simulating real-life collaboration, which helps learners prepare for their future careers in the pre-interview, it was much less explicitly mentioned. This suggests that the focus of the collaborative learning may have shifted to immediate classroom benefits, including feedback, consolidation, or communication, instead of future career relevance. These findings are consistent with Johnson and Johnson's (2009) extensive study on cooperative learning, which demonstrated that cooperative learning provides positive academic, social, and psychological outcomes. Furthermore, an empirical study by Zubaidi, Suharto, and Rahayu (2021) supports these findings, showing that in a vlog-based project-based learning, students demonstrated significant improvements in vocabulary, grammar, pronunciation, and fluency, as well as increased confidence. The students' reflections on confidence-building through collaborative learning are in line with Dörnyei and Murphey's (2003) argument that peer interaction and group dynamics foster willingness to communicate and decrease affective barriers.

To conclude, exposure to collaborative vlog projects seems to strengthen one's understanding of collaborative learning while also increasing one's awareness of its boundaries and recognizing when individual learning is optimal.

5.7. The Results Regarding Contributions of the Collaborative Vlog Projects

This section analyzed, interpreted, and discussed the contributions of collaborative vlog projects based on the qualitative data findings from post-interviews and five reflective journals, along with the quantitative data findings from the pre-post speaking tests, pre-post DLS, and self-assessment rubric.

The post-interview findings and reflective journal findings were clustered into several main themes: personal and emotional development, academic or L2 language development, team collaboration and social development, and digital literacy and technological development. The post-interview findings had another theme, which was practical application.

The key findings from the post-interview on personal and emotional development revealed that collaborative vlog projects help learners develop empathy, patience, and respect (N=9), especially toward other group members who contributed more slowly and needed more support and time to complete the task. The results from the self-assessment rubric verify this finding, in which most participants (78,1 %) revealed that doing collaborative vlog projects helped them become more patient and tolerant. To the best of the researcher's knowledge, previous studies on vlogging in L2 contexts have not reported developments in empathy, patience, or respect toward others. This absence of evidence makes this finding noteworthy, but these results should still be interpreted with caution. It is possible that particular group dynamics or cultural context shaped these gains rather than the collaborative vlog project itself. Therefore, future research is needed to explore whether such outcomes appear across different learning contexts.

Another key finding was that collaborative vlog projects boosted their self-confidence (N=9), especially in L2 speaking, and helped them develop a sense of responsibility toward team members (N=9). These findings were confirmed in the reflective journals, which revealed how speaking in front of the camera or exterior shooting was effective in boosting self-confidence and how the assigned roles to complete the project improved their sense of responsibility. These results are consistent with Encalada and Sarmiento (2019), Huang (2015), Huang et al. (2020), Suwanto (2021), and

Torres (2018), who found that vlogs can improve learners' confidence in speaking English.

Another new finding from post-interviews showed that collaborative vlog projects help learners feel more responsible, especially toward their team members. This feeling of responsibility was linked to less procrastination and better time management, and it was also echoed in reflective journals. Working on vlog projects together might have given team members a stronger sense of responsibility. In addition, the findings from post-interview and reflective journals indicated that collaborative vlog projects enabled learners to become more aware of how they perform in their own vlogs, noticing pronunciation, grammatical mistakes, gestures, and enhancing their self-reflection and self-awareness skills. These findings were consistent with some studies. In Kartini's (2021) quasi-experimental study, which was implemented to see the effect of Instagram vlogging on speaking proficiency, the students were found to make self-reflection as they saw their own speaking performance. In Fidan and Dabbağ's (2018) case study, it was found that pre-service teachers' individual vlogs contributed to self-reflection and self-regulation skills, noticing their shortcomings, reviewing, and correcting them.

Another noteworthy finding from the post-interview was the reported expansion of cultural and world knowledge and growth in cultural awareness through researching vlog topics. This finding was strongly reinforced in the reflective journals, being one of the most frequently stated themes in personal and emotional development ($N=27$, in total of all reflective journals). It is also among the items with the highest average scores in the self-assessment rubric ($M=4.28$, $SD=0.92$). Triangulated by three different data sources, the credibility of this outcome is strengthened. It suggests that collaborative vlog projects can simultaneously serve as a language learning activity and a means of broadening students' intercultural awareness.

Regarding personal and emotional development, a key finding from the reflective journals was that many participants described CVPs as fun and engaging experiences, where they enjoyed learning together, interacting with peers, and creating a shared product. The results from the self-assessment rubric further confirm this outcome ($M=4.12$, $SD=0.90$) along with post interview findings ($N=3$). This result highlights the motivational aspects of collaborative vlog projects, where engagement and enjoyment can play a crucial role in achieving learning outcomes. This finding is in line with a similar study by Huang et al. (2020), who conducted smartphone-based vlog projects with university students, in which the participants reported enjoying working in groups and

group collaboration to complete vlog projects and enjoying speaking English. In another study, Huang (2021) found that participants enjoyed group collaboration in vlogging. In Misdi et al's (2021) vlog-mediated EFL speaking activities with university students, it was found that students had fun with vlogging activities and increased their motivation.

Although less frequently reported than the previously mentioned outcomes of personal and emotional development, some participants noted improvements in time management and leadership skills during collaborative vlog projects, according to results from post-interview and reflective journals. It was indicated that coordinating group tasks, assigning duties among group members, and meeting deadlines required them to use their leadership and organizational abilities. The results from the self-assessment rubric confirm these findings, in which the majority of participants (87,5%) revealed collaborative vlog projects improved their time management skills, and more than half (68,7%) considered that these projects allowed them to discover their leadership qualities. These skills are notable as they extend beyond L2 learning to broader 21st-century competencies (Thrilling & Fadel, 2009). As mentioned in The Asian Society and CCR 4D's Frameworks, and in Chalkiadaki's (2018) definition of the 21st-century, leadership is viewed as an important 21st-century competency. Besides, this finding supports the argument that project-based, technology-supported tasks can enhance transferable skills significant for learners' future professional and academic environments (Thomas, 2000).

The results from the post-interview on academic development indicated that most participants reported that collaborative vlog projects enhanced learners' L2 vocabulary learning ($N = 13$), L2 speaking skills ($N = 11$), and pronunciation ($N = 10$). The findings from the reflective journals and the self-assessment rubric strongly support these results. In all reflective journals, the most frequently mentioned improvement was in L2 speaking skills ($N=50$), followed by L2 vocabulary learning ($N=46$) and pronunciation ($N=46$). Similarly, self-assessment rubric results demonstrated that the vast majority of participants believed that collaborative vlog projects helped them improve their pronunciation in English (93.7%, $M=4.41$, $SD=0.79$), L2 speaking skills (84.4%, $M=4.28$, $SD=0.88$), and L2 vocabulary (90.7%, $M=4.22$, $SD=0.70$).

The quantitative data from the pre- and post-speaking tests also confirm the findings regarding L2 speaking skills. The results showed a significant difference between the pretest and posttest scores ($t=-14.159$; $p<0.05$). The increase in the post-test speaking score ($M=16.19$) compared to the pre-test score ($M=10.93$) indicates that it is highly likely that the implementation of collaborative vlog projects contributed to improving

learners' speaking skills. The consistency between four of these data sources provides triangulation and strengthens the credibility of these findings. These results are consistent with those of Andiappan et al. (2022), Encalada and Sarmiento (2019), Huang et al. (2020), Huang (2021), Karsli (2022), Lestari (2019), Lingga et al. (2021), Misdi et al. (2021), Nugroho (2020), Saputro et al. (2020), and Suwento (2021), where vlogging was indicated to enhance L2 speaking skills in EFL/ESL contexts. In addition, these findings are compatible with Lestari (2019), Lingga et al. (2021), Mohamad et al. (2021), and Nugroho and Anugerahwati's (2019), who showed that video blogs can develop learners' L2 vocabulary and pronunciation.

In addition to their perceived effect on speaking, vocabulary, and pronunciation in the post-interviews, collaborative vlog projects were also reported to improve L2 writing skills (N=7), grammar (N=6), and speech organization (N=5). While the improvement in writing skills and grammar was echoed in the results of reflective journals, speech organization was less frequently mentioned (N=4). However, the findings from the self-assessment rubric indicated that a vast majority of the participants (90,7 %) believe that collaborative vlog projects helped them learn how to organize a speech, which is among the highest mean scores ($M=4.25$, $SD=0.62$). These results expand the understanding of the benefits of collaborative vlogging, suggesting that the process of planning, drafting, and delivering a vlog necessitates the simultaneous use of multiple language skills. It is possible that drafting, preparing vlog content, writing comments to the peers' vlogs may have provided participants with practice in accurate and formal writing, which may have contributed to improvements in grammatical accuracy. Similarly, the need to deliver a coherent speech seems to have raised learners' awareness of how to organize the speech. This implies that collaborative vlogging may be intentionally designed to promote other skills like writing and grammar, rather than just speaking skills. Thus, these results may indicate that vlogging can serve as a holistic language learning task, which supports both fluency and accuracy aspects of L2 language development. These findings align with studies indicating that technology-mediated projects promote integrated skills development (Hafner & Miller, 2011). Besides, these findings are in accordance with Nugroho and Anugerahwati's (2019), who found that using project-based learning via vlog fostered grammatical accuracy and fluency, Lingga et al.'s (2021), who indicated an increase in the ability of students in the aspects of grammar, vocabulary, pronunciation, and fluency via video blogs, and Lestari's (2019), who showed that vlogs can enhance learners' grammar, vocabulary, pronunciation, accent and cultural knowledge. Although

previous studies have emphasized improvements in grammar through vlog projects, the results related to the enhancements in writing and speech organization seem to go beyond prior research, as these aspects have been rarely emphasized. This finding emphasizes the potential of vlog projects as a bridge between oral and written skills, which helps learners not only produce spoken output but also structure and organize ideas more efficiently. Therefore, future research could further investigate these underexplored outcomes to validate whether these reported contributions are consistent across contexts.

Another perceived benefit of the collaborative vlog project was the improvement of English fluency. Although it is mentioned less frequently in the post-interview (N=3), fluency appeared as a strong theme in reflective journals (N=15). It was also validated as being among the highest mean values in the self-assessment rubric (M=4.22, SD=0.75). The triangulation of this data indicates that even if students did not always explicitly state the L2 fluency gains in the interviews, they nonetheless experienced significant progress in this area. This finding aligns with Lingga et al. (2021), Mohamad et al. (2021), Nugroho and Anugerahwati (2019), and Picher Gollart's (2021), where implementation of vlogging was found to influence learners' English fluency. However, this finding contrasts with Saputro et al.'s (2020), who investigated how using vlogs improves oral language production, including aspects of complexity, accuracy, and fluency. Their results showed a decrease in the mean of students' fluency and complexity, but an increase in accuracy. Planning time, time constraints, and pressure were cited as factors that could influence the results.

Concerning team collaboration and social development, learning how to work collaboratively in a team and valuing group work was the most frequently reported theme in all the reflective journals (N=76). It was also found that they learned how to share tasks and manage them in group work (N=30), where peer feedback, peer learning, peer scaffolding, and mutual assistance were also enhanced through increased interaction and communication. These findings were supported by the post-interview findings, where collaborative vlog projects were reported to facilitate peer scaffolding and peer learning in many aspects, including linguistic and technical, along with consolidating the sense of team spirit, feeling of unity, and commitment to achieve a shared goal, through increased interaction, which motivated them to succeed as a group and provided them with value for each member's effort. The findings from the self-assessment rubric confirm and corroborate the qualitative results, where the items "doing collaborative vlog projects helped me enhance a sense of team spirit and mission" (M=4.34, SD=0.78), "doing

collaborative vlog projects helped me learn how to manage tasks" ($M=4.34$, $SD=0.74$) and "doing collaborative vlog projects increased my interaction with my instructor" ($M=4.31$, $SD=0.64$) ranked among the highest average scores. While 90,6% of participants believed that these projects increased their interaction with the instructor, 75% of them thought that they enhanced their interaction with peers. This finding may indicate that collaborative vlog projects not only enhanced peer collaboration but also reshaped the student-teacher dynamic. Increased interaction with the instructor may indicate that some learners still rely on the instructor as a central mediator, suggesting that teacher scaffolding remains a primary component of the learning process. These findings are highly consistent with Donato's (1994) concept of collective scaffolding, where peers guide each other and co-construct knowledge through interaction, which itself becomes the scaffolding. It can be concluded that the collaborative vlog process fostered a collective scaffolding environment with peers helping each other and offering linguistic and technical support, engaging in planning, decision making, ideas sharing, correction, mutual learning- all essential components for scaffolding. The reciprocal support also helped the learners operate within their ZPD (Vygotsky, 1978) and overcome linguistic and technical challenges through interaction. These findings suggest that learners co-constructed linguistic and interpersonal knowledge via a common goal-oriented activity, which aligns with social constructivist theory (Vygotsky, 1978). Additionally, these findings are strongly consistent with the P21 Framework of the 21st century (2019), including 4Cs of collaboration, communication, creativity, and critical thinking. Related literature also reports that collaboration skills can be enhanced through such projects (Huang, 2021; Huang et al., 2020; Jung, 2021). From a pedagogical view, these results suggest that collaborative vlog projects might be intentionally designed to gain the 21st-century skills along with L2 language development, serving a multifaceted instructional approach.

Another significant finding from the post-interview indicated that learners enhanced their public speaking skills, including speech delivery, verbal and nonverbal communication, through collaborative vlog projects ($N=4$). Although it was mentioned less frequently in the reflective journals, the self-assessment rubric results reinforce this finding, with 78,2 % of participants believing "Doing collaborative vlog projects helped me use my gestures and facial expressions more effectively." ($M=4.06$, $SD=1.18$). Although public speaking skills were mentioned less frequently in the reflective journals, the triangulated data from the interview and the self-assessment rubric suggest that

learners may have subconsciously internalized these improvements, noticing them when they were asked about them during the self-assessment rubric. The findings indicate that collaborative vlog projects have the potential to enhance learners' paralinguistic and performance skills in L2 settings. It is possible that vlog projects helped learners visualize their body language, facial expressions, and tone of voice, which were assessed in the collaborative vlog assessment rubric, as well as those of others, thereby supporting reflection and self-improvement in their speech delivery. It appears that collaborative vlogging enhances paralinguistic skills, providing learners with the ability to manage intonation, tone, and gesture in communicative settings, which is a prominent component of 21st-century skills. Collaborative vlogs likely provide ideal conditions for learners to further develop their verbal and nonverbal public speaking skills as they encompass practice, peer feedback, and multifaceted reflection. Viewing it from a social constructivist perspective (Vygotsky, 1978), it can be argued that the collaborative aspect of the vlog project played a significant role: learners observed and modeled each other's speech delivery techniques, received feedback from peers, commented on each vlog, and co-constructed knowledge in multimodal ways. These findings are compatible with Balakrishnan and Puteh's (2014), who showed that video blogs help L2 learners improve their public speaking skills.

The post-interview results on digital literacy skills and technological development showed that most participants experienced significant improvements in digital and technological skills through collaborative vlog projects. These included learning to use online sites, various programs, digital apps, mobile apps, AI-supported apps, and video editing software, enhancing audio and video recording quality, and navigating sharing platforms. In line with these findings, the reflective journal results also revealed that most participants believed that collaborative vlog projects improved their digital and technological skills, including learning to edit videos with different digital applications and online sites, and video editing software. This is supported by the self-assessment rubric findings, where *"Doing collaborative vlog projects helped me promote my learning using different digital apps/online sites"* received the second-highest mean score and a low standard deviation ($M=4.37$, $SD=0.70$), suggesting that this perception was widely shared among learners. The results from the combination of three data sets suggest that collaborative vlog projects substantially enhanced digital literacy skills and technical skills. These findings align with Huang (2021), who found that smartphone-based student-generated vlog projects helped EFL learners acquire digital media production

skills. Besides, using vlogs in L2 learning was reported to be a potential way to improve learners' technology skills (Goulah, 2007; Huang, 2015), computer literacy skills (Mohamad et al, 2021) and IT skills (Naqvi & Al Mahrooqi, 2016). However, the item "Doing collaborative vlog projects helped me improve my video-editing skills using video-editing programs" was ranked with the lowest mean score ($M=3.90$). Although most learners (75 %) believe that collaborative vlog projects improved their video-editing skills, some students disagree or are neutral about it. This discrepancy may result from some factors, including unequal task distribution and time constraints. Some learners may have taken on technical roles such as video editing, which was reported in reflective journals as a reason of falling behind in video editing, so not all learners may have gained enough experience in video editing. Another reason could be that mastering video editing software might be time-consuming, as it requires both technical and creative decision-making. As learners reported in the reflective journals and post-interviews that they faced time constraints, video editing could be assigned to those who are more proficient group members to meet the deadline. From a pedagogical standpoint, these findings suggest that providing scaffolding and explicit instruction in video-editing methods, including brief tutorials, customised templates, or peer/teacher mentoring, is likely to make these projects more straightforward to implement.

Additionally, both post-interview and reflective journal findings indicated that students developed research skills and online research practices, such as searching in L1 and L2, cross-checking sources, distinguishing credible and non-credible sources, accessing information more efficiently, avoiding plagiarism, and increasing awareness of digital security and privacy. Many students stated that these experiences were novel to them, suggesting that collaborative vlog projects provided an authentic context for improving digital practices. These findings indicate that collaborative vlog projects tend to boost higher-order media and information competencies, including critical evaluation, ethical use of digital content, and technological adaptability, which are in line with information, media, and technology skills (ICT) as subsets of digital literacy skills of 21st-century skills. It may indicate that producing digital artifacts helps learners move from passive consumption to critical production. Although there is hardly any evidence from the vlogging studies showing the development of research skills, some similar findings were suggested by Naqvi and Al Mahrooqi (2016), who found that student-created digital video projects enhance research and data analyzing skills.

From a social constructivist perspective, these results demonstrate that learners enhanced their digital literacy skills not just through technology use, but also through socially-mediated interaction. In line with Vygotsky's ZPD, the learners may have increased their digital competencies through scaffolding and collaboration. In this study, collaborative vlog production appears to have allowed learners to co-construct their digital and technological knowledge, learn from peers while they were navigating new digital tools and media platforms. It also corresponds to Donato's (1994) collective scaffolding where learners were "individually novices and collectively experts" who provided mutual scaffolding to accomplish the production of vlog projects that might have been challenging individually.

Quantitative data from DLS support the qualitative findings about digital literacy skills. The DLS results showed a statistically significant difference between the pre-test and post-test DLS, indicating a notable increase in learners' digital literacy levels after the collaborative vlog project was implemented ($Z=-2.359$, $p<0.05$). Therefore, it can be concluded that the collaborative vlog projects seem to be effective in improving participants' digital literacy awareness. The increase in post-test mean score ($M=4.25$) when compared to pre-test mean scores ($M=4.02$) reinforces the argument that when learners take part in authentic, technology-supported tasks, they tend to improve their digital literacy skills (Ng, 2012).

Another noteworthy finding from the post-interview was that collaborative vlog projects might provide learners with practical experiences that could help them transfer the knowledge and skills gained from those projects to their future professional lives, academic studies, and other experiences. The process of researching, planning, discussing, collaborating, editing, producing, and presenting vlogs is likely to mirror many of their academic and professional tasks in their departments or future careers. The ability to connect the project experiences to their professional goals shows the development of their *life and career skills*, which is a key component of the P21 framework for 21st-century skills (P21, 2019). This finding may indicate how collaborative vlog projects served as a situated learning environment from a social constructivist perspective (Lave & Wenger, 1991), where learners co-constructed practical, transferable skills for their real-life situations through meaningful social interaction.

A further novel finding from the quantitative self-assessment revealed that an overwhelming majority of participants (93.8 %) believed that CVPs promoted the

development of innovative and creative thinking skills, which was ranked among the highest average scores ($M=4.25$). However, this theme was mentioned less frequently ($N=4$) in reflective journals, in which participants perceived that collaborative vlog projects boosted their creativity. This discrepancy may indicate that although the learners realized the creative and innovative nature of the vlog projects when asked in a structured survey, they were not fully conscious or able to convey the creative or innovative processes in the reflective journal writing or interviews. The design of collaborative vlog projects required the learners to produce original content, create a video, make innovative choices, and utilize digital tools creatively, all of which are in line with creativity and innovation skills within the 21st-century learning framework (P21, 2019). As Thrilling and Fadel (2009) highlighted, creativity and innovation encompass using knowledge in novel situations, generating original ideas, and adapting to new contexts, which are skills that collaborative vlog projects elicited.

5.8. General Opinions, Reported Challenges and Suggestions about the CVPs

The findings from both post-interviews and reflective journals revealed that learners overwhelmingly viewed collaborative vlog projects positively, describing them as motivating, entertaining, fruitful, effective, innovative, and valuable for practicing L2. Additionally, they were perceived as multidimensional, impacting on learners' language learning experiences and enhancing various areas including social, academic, personal, digital, and technological aspects. The results from both data sets together confirm that collaborative vlog projects particularly contributed to social interactions, teamwork, collaborative learning, English proficiency, enjoyment of L2 learning, self-confidence, world knowledge, video editing, and the use of digital tools and technology. These positive opinions echo previous findings that student-created video tasks enhance engagement, willingness to speak and communicate, and multimodal literacies (Hafner, 2014). These findings align with Abdukhayel's (2021), where vlogs as a source of aural input were found to be engaging, interesting, and modern while also providing learning. It also aligns with Jung's (2021) findings, where students were positive about video projects, and Mohamad et al.'s (2021) findings, where vlog entries were perceived positively as fun, interesting, and flexible. Additionally, in Andiappan et al.'s (2022) study, learners also viewed vlog projects positively as a student-friendly learning tool.

The evidence from reflective journals and post-interview indicated that collaborative vlog projects provided wide-ranging pedagogical contributions, including linguistic,

digital, affective, and social benefits, while also presenting challenges. One of the most important issues reported in both data sets was the challenges they had with group dynamics, including group formation, group gathering, and unequal participation. Those who contributed less were found to cause frustration and a workload for other group members. This aligns with the challenges of project-based learning, where unequal contribution, known as free-riding, is a well-documented problem, which is likely to decrease motivation and group cohesion (Condliffe, Quint, Visser, Bangser, Drohojowska, Saco & Nelson, 2017). Although this study included both individual and group assessments, the individual assessment may have encompassed criteria related to their contributions within the group. Thus, implementing structured role distribution, rotating tasks, and applying formative peer assessment can help distribute workload fairly. Additionally, the learners suggested that those who were really interested in collaborative vlog projects must have participated in the vlog project. Although the participation was voluntary in this study at the outset, some students changed their minds during this process, which seems to have affected group dynamics. In order to work with those whom they feel more comfortable, learners suggested implementing such projects after they know each other well enough. This corresponds to findings by Jansseen, Erkens, Kirschner, and Kanselaar (2009) who found that group member familiarity could enhance collaboration. Besides, it is in line with Feng, Qiu, Gibson, and Ifenthaler's (2021), who showed that social closeness among group members positively affected collaborative learning. However, interestingly, the reflective journals also suggested that working with the same group members on all the vlog projects may result in bending responsibilities due to overfamiliarity, which corresponds to findings by Rajaguru, Narendran, and Rajesh (2020).

The findings from post-interviews revealed that challenges in group dynamics were partly due to the grading system, since the collaborative vlog project was not part of their course grades, even though it was graded for certificates. Students, as reported, would likely be more motivated if vlog projects were graded academically. Therefore, their perceived usefulness may have been diminished, which could have led to a decrease in task motivation. This finding aligns with Dörnyei's (2001) claim that extrinsically motivated learners pursue goals to receive external rewards like grades. This also supports Dörnyei's motivational perspectives, including the L2 learning experience component of the L2 Motivational Self System (Dörnyei, 2005, 2009), which emphasizes how situational factors such as assessment or feedback influence motivation.

The suggestions regarding grading indicate a desire for a more individualized grading system that distinguishes individual contributions in collaborative vlog projects. This source of concern is consistent with other research reporting that group evaluation without criteria for the individual assessment can result in feelings of social loafing and unfairness, which could decrease cooperation and engagement (Brooks & Ammons, 2003). Other suggestions on assessment included linking certification to a minimum score of 80 out of 100 points, extra points for exterior vlog shooting, and penalizing those who fail to participate in the group meeting or shooting. These findings reflect the drive for achieving extrinsic rewards, corresponding to an instrumental orientation to motivation (Gardner & Lambert, 1972) and extrinsic motivation (Dörnyei, 2001).

Other common challenges include time management and workload issues. Several students reported that vlog production was more time-consuming than expected, especially when combined with other academic responsibilities. Similar difficulties often occur in project-based learning settings, where students must balance creating innovative work and meeting deadlines (Krajcik & Blumenfeld, 2005). Some participants suggested that more time would have enabled them to create higher-quality vlogs, while others highlighted that it was part of their responsibilities to meet deadlines. This discrepancy reflects different levels of self-regulation, which Zimmerman (2002) attributes to the capacity of learners to plan, monitor, and assess their own learning processes. It could be suggested that although workload resulted in challenges, it also provided opportunities for enhancing some intrinsic-essential 21st-century skills, such as time management and self-regulation (National Research Council, 2011).

Some other challenges included gaps in technical skills and equipment shortages, especially for video shooting. To improve the quality of vlog sound and footage, they aimed to use better equipment, such as a microphone and a tripod, particularly for outdoor filming, which was reported as having unequal access among members. Since vlog sound and image quality were criteria to be assessed, the learners seemed to struggle with using higher-quality technological tools. Some students reported problems with video editing, which were later solved through appropriate peer scaffolding. Some students watched tutorial videos to learn how to edit videos and then transmitted their knowledge to other group members. A recent study by Setiawaty, Asrial, Messakh, and Tjahjono (2024) revealed that giving structured tasks with video tutorials, guided materials, or references enhances students' digital literacy. Therefore, it could be concluded that structured technical support may provide better technology literacy among group members. Short

workshops, peer mentoring, or tutorial videos can help learners engage actively with the technological dimension of the vlog projects.

Another challenge for students was giving them the opportunity to choose between two unit topics. Some students might have been unsure and did not fully appreciate this flexibility. Conversely, some students appreciated more freedom to select topics that aligned with their personal interests. This demonstrates that autonomy can be crucial for keeping students motivated and engaged, while this variation reflects the individual differences in learners' motivation and autonomy orientation. Thus, to meet the demands of different learners and keep their interests in future vlog projects, it can be beneficial to give them some freedom to choose their own topics while also providing guidance- this approach can also please those who did not find vlog topics interesting.

One participant reported feeling uncomfortable writing comments for their peers' vlogs, which caused them to give only positive feedback. This finding emphasizes a common challenge in peer feedback practices. It could have resulted from some cultural issues, where learners may avoid giving critical feedback, potentially not to sound threatening to interpersonal relationships, and to keep a positive atmosphere for social balance. Additionally, such discomfort might stem from limited instruction in providing constructive criticism. At this point, the instructor can scaffold the process of writing feedback by modeling constructive and effective feedback language, clarifying what is expected. It could also be emphasized that critical feedback can provide mutual improvement. Therefore, learners can gain confidence in giving balanced, constructive peer feedback.

A notable suggestion about peer-written feedback was to keep a systematic peer feedback notebook, advising each student to record detailed comments on their peers' vlog performances after each vlog. This idea reflects an understanding and awareness of the importance of constructive critique and reflection. Through organized written reflection, learners can monitor their own and others' progress and foster a sense of collaborative responsibility. In this collaborative vlog-based learning setting, a written feedback notebook could serve as reflective journals that document students' progress and their peers' development over time. In line with Vygotsky's (1978) social constructivist theory, exchanging feedback among peers, as peer-mediated reflection, can serve as a zone of proximal development, where learners construct their knowledge together through observation and reflection. Therefore, these written reflective journals could not

only enhance reflection and peer-mediated feedback, but also foster the overall quality of learners' L2 oral production in collaborative vlog projects.

Another suggestion was to provide future learners with access to more examples and templates of collaborative vlog projects so that they can have an idea of how the projects look, learn from previous examples, and avoid the repetition of previous mistakes. This suggestion is consistent with social learning theory (Bandura, 1986), which highlights the importance of observational learning. Besides, previous vlog projects can serve as scaffolds within Vygotsky's (1978) ZPD, where learners have access to actual models slightly above their current proficiency levels, helping them lead to experiential learning (Kolb, 1984).

Another recommendation was to extend collaborative vlog projects into a cross-cultural exchange, which suggests that collaboration and interaction with learners from different cultures could further enhance their L2 speaking skills and socialization. This suggestion aligns with Byram's (1997) intercultural communicative competence, emphasizing the importance of developing an understanding of people from different cultures and languages, increasing tolerance for diversity, and maintaining one's own cultural identity. This idea could also promote learners' motivation in L2 learning and intercultural communicative competence as indicated in some studies regarding telecollaboration and virtual exchange (O'Dowd, 2018; Toscu & Erten, 2020).

Implementing collaborative vlog projects more broadly in preparatory English programs is a valuable suggestion that demonstrates both perceived high educational value and learners' positive engagement. This perception is in line with studies that show the pedagogical and motivational benefits of digital video-based projects in language learning (Abdulrahman & Basalama, 2019; Asnur et al., 2024; Jung, 2021).

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter summarizes the study, synthesizes the results discussed in the previous chapter, emphasizes the study's theoretical, pedagogical, and practical implications, addresses the study's limitations, and offers recommendations for future studies.

6.2. Overview of the Study

Drawing on Vygotsky's social constructivist theory, the current study examined the impact of implementing collaborative vlog projects on English as a Foreign Language (EFL) learners' speaking proficiency and digital literacy in a Turkish higher education setting. It also explored the EFL learners' perceptions before and after participating in these projects and gathered their opinions and suggestions regarding the implementation of these vlog projects.

In this case study-mixed methods research approach, one-group pretest-posttest design was employed. A constructivist/interpretivist research paradigm was adopted. The research sample included 40 undergraduate students, half of whom were female, enrolled in an English preparatory class at a state university in Adana, Türkiye. Random purposive sampling was used to select the participants. Before the study, pre-interview, pre-speaking test, and pre-digital literacy scale were conducted. During the study, reflective journals were gathered after each collaborative vlog project, along with a researcher's diary to archive the details about the research process. After the study, post-interview, post-speaking test, post-digital literacy scale, and self-assessment rubric were utilized to gather both qualitative and quantitative data. This triangulated study provided a comprehensive understanding of the phenomenon, including both measurable improvements and learners' perceptions.

Over the last years, many studies have been conducted to explore the use of video projects and vlogs in the language learning process, most of which have focused on learners' perceptions of exploring how vlogging affects L2 speaking skills, motivation, communication skills, media skills, and self-regulated skills in partial combination. However, few have examined the collaborative aspect of vlog projects (Huang et al.,

2020; Huang, 2021), specifically looking at their impacts on oral production and digital literacy jointly, merging both qualitative and quantitative data, within the framework of social constructivism. The current study addresses this gap by integrating multiple qualitative and quantitative data sources to capture a holistic understanding of learners' experiences with the implementation of collaborative vlog projects within the theoretical foundation of Vygotsky's Social Constructivist Theory. Therefore, the present study, contributes original insights into how collaborative vlog projects- as innovative, project-based, technology-enhanced, and authentic tasks- can enhance both linguistic and 21st-century skills.

The findings collectively demonstrate that collaborative vlog projects were viewed as engaging and multidimensional learning experiences. They had a multifaceted positive impact on EFL learners' development: academic and linguistic, digital literacy and technology, affective, team collaboration and social, along with the practical application of learned skills.

The findings confirmed that collaborative vlog projects significantly improved EFL learners' English speaking skills. Quantitative data from pre- and post-speaking tests showed a statistically significant increase in learners' scores. The qualitative data from interviews, reflective journals, and self-assessment rubrics supported the perception of improvements in L2 speaking skills, pronunciation, vocabulary, fluency, and speech organization. Learners reported increased self-confidence in L2 oral communication, decreased anxiety, and greater awareness of their linguistic performance. This study also indicates how vlogging promotes L2 oral production through self-reflection, repeated and authentic oral practice. EFL learners' reflections on their own performance, feedback from peers, and practicing constantly demonstrate how employing digital multimodality enables learners to think critically about their oral production, which is crucial to improve speaking proficiency over time. More importantly, the present study extends the existing evidence by indicating that collaborative vlog projects also enhance L2 writing, grammar, and organizational skills in a speech. These outcomes indicate that collaborative vlog projects enhance integrated language development.

Another key finding indicated that participants overwhelmingly favored collaborative learning both before and after implementing the collaborative vlog projects, especially for its supportive, socially engaging, and interactive qualities. However, after the study, many of them developed a more holistic view of integrating collaborative and individual learning in L2 education, with individual learning playing a complementary

role for a focused L2 study. This shift indicates learners' increasing metacognitive awareness of how to balance collaborative learning with individual learning in L2 learning, which can help them regulate their learning strategies in line with their aims. With the collaborative vlog projects, learners seem to have started reflecting on their learning process and critically deciding on which domain in L2 learning, collaborative or individual effort, would be more productive. These results theoretically extend the current understanding of collaborative learning from a social constructivist perspective, illustrating the importance of maintaining individual learning within a collaborative learning context, which allows learners to be autonomous and reflective language learners. Therefore, language educators may consider integrating collaborative tasks along with individual reflective activities into L2 learning.

The findings also revealed that technology plays a crucial role in fostering L2 oral production through offering a variety of opportunities for L2 exposure and practice. Initially, technology was perceived primarily as a source of input, including social media content, podcasts, movies, and songs. After the study, there was a shift toward more productive engagement with technology, which indicates that collaborative vlog projects seem to have changed learners' usage of technology from passively consuming content to actively producing, reflecting on, and fostering L2 oral production. This shift indicates that when technology is integrated purposefully through tasks like vlogging, it can serve as an efficient medium to enhance L2 oral production. However, it should be noted that the effect of technology on L2 oral production may differ based on the learners' digital literacy, motivation, and pedagogical design of the tasks.

Concerning digital literacy, the DLS results demonstrated a statistically significant increase in the post-test ($Z=-2.359$, $p<0.05$), which was supported by the qualitative data findings from interviews, learners' reflective journals and self-assessment rubric. This current study provides evidence that collaborative vlog projects promote both technical and critical aspects of digital literacy. Engaging EFL learners with diverse digital mobile and desktop apps, online sources, AI-supported programs, video-editing, collaborative vlog projects foster their technical skills. Regarding the critical dimension of digital literacy, these projects offer evidence that learners enhance their skills to evaluate the credibility of online sources and information, avoid plagiarism, and understand digital security and privacy, indicating that these projects extend learners beyond basic digital literacy skills. The findings of the interviews also revealed that the conceptualization of digital literacy evolved from tool-based, narrow definitions to more sophisticated and

comprehensive conceptions, including critical, evaluative, and ethical understandings. The current study contributes to the application of social constructivism (Vygotsky, 1978) in a digital learning setting. It also contributes to the idea that digital literacy is socially constructed, where peers share technological knowledge, like video editing and using digital apps, engaging in collective scaffolding (Donato, 1994). Moreover, these multidimensional gains illustrate that collaborative vlog projects enhance digital literacy skills of 21st-century skills, encompassing information, media, and ICT skills (P21, 2019).

The findings about the use of technology in education and daily life showed that, despite being frequent users at the beginning of the study, the participants mainly consumed technology rather than producing with it. Learners were digital consumers with little focus on creation or critical use of digital tools. After participating in collaborative vlog projects, learners shifted from passive consumers to active producers, co-constructing their digital knowledge with peers. This change highlights that digital competence is not an innate trait of younger generations, as the concept of "digital natives" suggests, but rather a skill that can be developed through education, pedagogical support, and learning experiences (Gallardo-Echenique et al., 2015; Halvorsen, 2018; Selwyn, 2009). Additionally, this focus on digital production can be understood through experiential learning theory (Kolb, 1984), which encourages learners to engage in cycles of creating, reflecting, and improving digital projects, experiencing technology use as a process of building knowledge rather than just retrieving information. Pedagogically, the findings highlight how essential it is to design structured and guided digital learning environments where learners can be inspired to use technology beyond the purposes of consumption. Collaborative vlog projects can serve as a model where teachers or educators can adapt learners' everyday technological habits into productive, meaningful academic projects.

The findings also illustrated a clear shift in learners' experiences, understanding, and perceived value of vlogs in L2 learning environments. Before implementing CVPs, vlogs were seen as informal, entertainment-focused, and personal video diaries, mostly shared on social media. However, their conceptualization has evolved into viewing vlogs as educational and more structured communication tools. Having little prior experience producing vlogs before the study, despite being digital natives, brings Halvorsen's (2018) claim to mind that digital natives can learn basic skills themselves. Therefore, they need instruction and practice in educational settings to pick up more sophisticated digital skills.

The first structured, instructional vlog production experience via collaborative vlog projects underlines the importance of providing opportunities for digital content creation in educational contexts.

Concerning personal and emotional development, the findings showed notable personal, interpersonal, and affective gains among learners, some of which have been less frequently observed in previous vlogging studies. Learners' reflections, supported by the evidence from the self-assessment rubric, indicated that collaborative vlog projects provided an enjoyable and engaging learning experience, which reveals the motivational value of these projects. It seems that incorporating personal creativity and peer collaboration creates a supportive environment for learners to use the language in enjoyment and engagement. Therefore, integrating collaborative vlog projects can contribute to a supportive context where learners can enjoy L2 learning.

The findings of this current study revealed that collaborative vlog projects helped increase learners' world knowledge and cultural awareness, which was validated through three data sets. Through researching different topics from diverse platforms and discussing with peers, learners expanded their understanding of cultural and global issues beyond the classroom and enhanced their awareness of real-world contexts. Such gains emphasize the potential of collaborative vlog projects to foster intercultural awareness. Integrating such projects into L2 learning may inspire learners to view language not just as a subject but also as a tool for exploring and representing the world.

Furthermore, the findings showed that CVPs helped learners develop empathy, patience, respect and a sense of responsibility toward group members, a set of gains that have been rarely documented in the previous vlogging studies. Collaborative tasks that required learners to negotiate, decide, and support each other mutually seem to have enhanced such interpersonal competencies. These results emphasize the social aspect of L2 learning and correspond to social constructivist viewpoints that highlight learning through socially mediated interaction (Vygotsky, 1978).

It was also revealed that collaborative vlog projects improved learners' self-confidence, self-reflection, and self-awareness. The opportunity to speak in front of the camera or in public places and publish their vlogs seems to increase their self-confidence, especially in L2 speaking. Besides, the project required learners to monitor their performance, evaluate their progress, notice mistakes, and refine their learning, fostering self-reflection and self-awareness of their learning process. The development of self-reflection in the current study is an important mechanism that facilitates the

internalization of learning. From Vygotsky's social constructivist perspective, knowledge is first constructed socially through interaction and then internalized by the learner individually. Therefore, engaging in social and collaborative activities, meaningful learning occurs, co-constructing knowledge through self-regulation and self-reflection (Schreiber & Valle, 2013). Beyond that, such project-based learning promotes crucial 21st-century skills as emphasized in the intrinsic essential skills in NRC's 21st-century skills framework and definition of Chalkiadaki's (2018) 21st-century skills.

This study also makes important contributions by showing how collaborative vlog projects help learners enhance their time management and leadership skills. The need to meet the deadlines for the project, distribute roles among group members, and produce the vlog project seem to have provided learners with opportunities to manage real-world tasks on time and realize their leadership skills. In this sense, the development of leadership skills among group members contributes a valuable aspect to collaborative vlog-based learning, since this dimension has not been addressed explicitly in previous studies. Leadership skills also align with 21st-century skills, as mentioned in The Asian Society and CCR 4D's Frameworks, and in Chalkiadaki's (2018) definition of the 21st century. It could be concluded that collaborative vlog projects, as project-based and technology-supported, serve as an educational experience for leadership in a team, which provides an opportunity to prepare learners for future collaborative settings in professional and academic life.

Another noteworthy finding in this study is the improvement of creativity and innovative thinking through collaborative vlog projects. Those who perceived enhancement in these areas are pretty high (93.8%), while creativity was reported less frequently in qualitative reflective journals. The emergence of *creativity and innovative thinking* in quantitative data findings is prominent, suggesting that the learners may have recognized the creative and innovative aspects of collaborative vlog projects when asked to evaluate in a structured survey; they may not have been aware of the creative aspects of those projects. Collaborative vlog projects seem to support learners to apply their knowledge in new contexts by creating original content with a new video, using digital tools and apps creatively. Fostering creative and innovative thinking, the collaborative vlog-based projects indicated how they are in line with creativity and innovation skills identified in the 4Cs of 21st-century skills (P21, 2019).

Regarding the findings on team collaboration and social development, collaborative vlog projects significantly contributed to EFL learners' social and interpersonal growth

by improving their collaboration, communication, and interaction skills within their groups and with other groups, fostering a sense of team spirit. They allowed learners to share responsibilities, manage tasks, and cooperate effectively to achieve the common goal. The findings from three data sets indicated that collaborative vlog projects boosted peer learning, peer scaffolding, and peer feedback, which were integral to the learning process. Learners' collaboration and peer scaffolding extended to a digital environment, with peers assisting each other in video editing, using digital apps, and technical troubleshooting. These interactions seem to have created a *collective scaffolding* environment (Donato, 1994), where learners co-constructed knowledge and provided reciprocal support. While the collaborative vlog projects improved peer collaboration, they seem to have reshaped the learner-teacher dynamic, with many learners viewing the instructor as a constant mediator in this process. This finding emphasizes the ongoing importance of teacher scaffolding within collaborative learning environments. Aligning with Vygotsky's (1978) social constructivist theory, collaborative vlog projects encourage learners to take part in their Zone of Proximal Development (ZPD), promoting growth through peer collaboration and increased interaction. Pedagogically, these findings suggest that collaborative vlog projects can be integrated into L2 learning to improve 21st-century skills, especially the 4Cs: collaboration, communication, creativity, and critical thinking (P21, 2019)

In addition to social development and team collaboration, this study also highlighted noteworthy contributions of these projects to public speaking and paralinguistic skills. Learners reported enhancement in the delivery of speech, facial expressions, and gestures, which were supported by self-assessment results. The process of vlog production seems to have provided learners with opportunities for repeated practice, observing peers, receiving feedback, and reflecting on performance, body language, and voice tone accordingly, which are important for improving oral communication skills, self-awareness, and self-reflection. Combining L2 practice with visual and digital performance, collaborative vlog projects seem to improve both verbal and nonverbal elements of L2 communication.

Moreover, findings suggest that collaborative vlog projects contributed not only to academic, personal, and social development but also enabled learners to transfer authentic experiences to their professional or academic futures. The engagement in real-world projects helped learners apply the knowledge and skills they gained during this process in meaningful ways, promoting the development of necessary life and career skills, as

stated in the P21 Framework for 21st-century skills (P21, 2019). This finding also supports the principles of situated learning (Lave & Wenger, 1991), in which the knowledge acquired through social interaction and real-world activities can be applied to other domains. In this sense, collaborative vlog projects can be situated learning environments where learners gain L2 skills, digital and teamwork skills that could be applied in different areas.

The results confirm that collaborative vlog projects are learner-centered and multimodal learning environments, fostering active participation and interaction in line with social constructivist principles (Vygotsky, 1978; Lave & Wenger, 1991). However, in spite of the significant contributions, the study also specified some challenges with regard to group dynamics, time management, gaps in technical skills, grading and vlog topic selection. Some group members' limited commitment and unequal workload negatively affected teamwork, which is among the common challenges of project-based learning. It was revealed that technical constraints and time constraints impeded production quality. These findings highlight the significance of giving structured support, including technical guidance, clearer role assignments, and formative peer evaluation, to provide a more equitable and efficient engagement. The results also indicated that academically non-graded projects decreased learners' engagement. This finding suggests that integrating partial course grading or achievement-based rewards may foster extrinsic motivation (Dörnyei, 2001). Besides, the need for a more individualized assessment system recognizing both group outcomes and each individual's contribution emerged, thereby stimulating accountability and fairness.

Some valuable suggestions for improving the vlog project implementation include integrating these projects into English preparatory programs. This is important for bridging L2 learning, language skills, digital literacy, and 21st-century skills development. Additionally, offering students guided topic selection and some freedom to choose their own vlog topics can promote learners' autonomy and help them find a balance between autonomy and instruction, which can also increase motivation and engagement. Another suggestion is providing sample vlogs or scaffolds, such as tutorial videos, sample vlogs, rubrics, or peer feedback templates, to support learners' technical skills and reflection. Finally, the recommendation to expand the collaborative vlog projects to intercultural settings serves as a promising potential for fostering intercultural communicative competence (Byram, 1997) and boosting global collaboration through virtual exchange or telecollaboration (O'Dowd, 2018).

In conclusion, despite particular organizational and practical challenges, collaborative vlog projects have proven to be a significant pedagogical strategy that enhances not only L2 skills development but also collaboration, communication, creativity, critical thinking, and digital literacy—skills that are necessary for 21st-century learners.

6.3. Implications of the Study

The results of this study have several theoretical, practical, and pedagogical implications for EFL instructors, teachers, curriculum developers, and decision-makers. Theoretically, the current research further contributes to the growing body of research on project-based, collaborative, technologically enhanced learning in EFL settings, providing empirical evidence to support the pedagogical benefits of collaborative vlog projects. This study broadens the application of Social Constructivist Theory (Vygotsky, 1978) to innovative, contemporary, and multimodal learning environments. By incorporating digital media production with collaborative activities, this study demonstrates how learners improve in linguistic, digital, social, and personal domains through social interaction, peer scaffolding, co-constructed activities, and technology-driven tasks. The learners' reflections demonstrated that they assisted each other and functioned within each other's ZPD (Vygotsky, 1978) and were involved in collective scaffolding (Donato, 1994), showing that knowledge can be built jointly with peers of similar proficiency or equal status, not only between a novice and an expert. In addition, the iterative nature of vlogs' pre-planning, researching, filming, revising, and reflecting provided learners with constant cycles of doing, reviewing, and improving, which can be considered as practising experiential learning (Kolb, 1984). This process also allowed learners to track their development, evaluate their performance, and internalize peer feedback, which is consistent with self-regulated learning (Zimmerman, 2002). This study extends self-regulated learning into a PBL environment improved by digital reflection tools. Therefore, the CVP model brings a metacognitive dimension to PBL by integrating ongoing reflection and performance-oriented assessment opportunities.

This study also makes a significant theoretical contribution to PBL by applying its principles to collaborative, digitally mediated L2 learning environments through the use of CVP. This study further advances the evolving conceptualization of digital project-based learning (D-PBL) through CVP, which is digitally enriched, socially interactive, and collaborative, linguistically oriented. This traditional PBL requires learners to

collaborate, solve problems, and think critically to produce an authentic, concrete task. The results of this study verify these main features of PBL while still demonstrating how digital vlog creation can expand the scope and implementation of PBL in L2 education, especially in preparatory classes of higher education. Moreover, by providing empirical evidence of how digital projects, such as collaborative vlog projects, enhance self-reflection and reflective learning -aspects mostly overlooked in traditional PBL frameworks- this study contributes to the development of PBL.

Additionally, the results can be further interpreted through the 21st Century Skills Frameworks, especially the P21 Framework (2019), which highlights the importance of communication, collaboration, critical thinking, creativity, and digital literacy as essential skills for 21st-century learners. The collaborative vlog projects helped develop these skills by enabling learners to collaborate on creating meaningful digital content, using their creativity in design and production of vlogs, communicate within the group and with real audiences, and think critically to solve problems they faced during production collaboratively. The enhancement in digital literacy, time management, self-reflection, and regulation, cultural awareness, leadership, along with the 4Cs, corresponds to several 21st-century skills frameworks, including the Asian Society, the OECD, the ISTE, the ATC21s, the NRC, the CCR, and the P21. Aligning with the P21 Framework's *information, media, and technology skills* as well as *life and career skills*, these improvements also emphasize that these experiences can be transferred to learners' future professional and academic goals. The results also demonstrate that language-based projects align with the 4Cs (P21, 2019), which suggests that CVP can serve as an effective pedagogical strategy to integrate these skills into EFL curricula.

Notably, the present study offers insights into the learning characteristics of Gen Z learners, who are commonly referred to as “digital natives” (Prensky, 2001). Although they are familiar with digital technologies and comfortable using technology for recreational, entertainment, and social purposes, the results showed that many participants had limited prior experience with digital content creation. This suggests that Gen Z learners still need pedagogical scaffolding to shift daily digital engagement to instructional, purposeful, and creative digital practices. Therefore, CVPs can serve as an educational link between learners' formal learning and informal digital literacies and allow them to become digitally competent producers rather than passive consumers of digital content.

From a pedagogical perspective, the substantial improvement, particularly in L2 speaking, vocabulary, pronunciation, grammar, fluency, and digital literacy skills, indicates that CVP can function as integrated skills activities improving both linguistic and 21st-century skills, the 4Cs—collaboration, communication, critical thinking, and creativity, in particular. In addition, the results of this study suggest that the CVP can be multidimensional learning tools that promote learner-centered learning. Integrating such projects into EFL curricula can provide learners with authentic contexts for meaningful interaction and L2 practice, collaborative production, and public expression of opinions and ideas in the target language. Therefore, it could be concluded that CVP can be incorporated into English language courses, especially L2 speaking, as an integrative, PBL activity. Preparatory or higher education program instructors can incorporate vlogging projects as supplementary performance-oriented assessments to support L2 speaking proficiency, along with 21st-century skills.

The findings that CVP fostered EFL learners' personal and emotional development, including increased enjoyment, world knowledge, self-confidence, responsibility, empathy, patience, and respect toward other members, have positive pedagogical implications for L2 education. These results underscore the affective potential of project-based, technology-enhanced instruction in English language learning. This study's affective and creative outcomes reinforce the significance of incorporating emotionally engaging, learner-centered projects into L2 curricula. Increased self-confidence, enjoyment, engagement, and having fun learning L2 through CVP can contribute to intrinsic motivation and retention of language skills, reduce affective barriers, and increase willingness to communicate in L2. Therefore, by incorporating CVP into L2 education, teachers, educators, and instructors can shape learners' motivation and confidence, transforming the classroom into a socially interactive and emotionally responsive environment, especially for those experiencing L2 anxiety. They can also reinforce the view that L2 learning requires not only cognitive, but also social and emotional investment by designing CVP.

The results offer several pedagogical implications for L2 teaching in higher education, especially for Gen Z learners, who are characterized by their preference for interactive and technology-enhanced learning experiences, visual orientation to learning, and digital nativeness (Prensky, 2001). The CVP demonstrated how digital video production can transform Gen Z learners' familiarity with technology into instructional, meaningful, and creative involvement when scaffolded or guided. It can be suggested that

language educators should consider learners' inclination toward multimedia and online networks when designing and producing tasks that integrate language learning with authentic digital communication, ensuring that instruction is tailored to today's learners' needs and learning styles.

Another pedagogical implication concerns learner motivation and project design. As reported by participants, voluntary-based, non-graded CVP caused issues with group dynamics, affecting participants' motivation. Therefore, integrating CVP into formal course assessment and providing extra points for specific criteria related to group dynamics may enhance the value of the projects and offer extrinsic motivation (Dörnyei, 2001). Moreover, developing individualized grading rubrics that identify both personal contributions and collaborative efforts can foster fairness and liability, and minimize social loafing in CVP. The teachers can also design CVP encompassing both structured and flexible topics to allow learners to reflect their personal and creative choices on the project, while ensuring equal participation, balanced engagement, and responsibility with structured role distribution and formative peer assessment. In addition, educators can provide scaffolded training in video editing to minimize technological disparities.

Beyond classroom practices, the results also have implications for language teacher education. Teacher education and professional development programs should provide opportunities to prepare teachers for integrating multimodal, project-based, collaborative learning approaches that merge linguistic and digital objectives. The outcomes of the current study emphasize that educators should be prepared to apply technological tools, manage collaborative learning dynamics, and effectively evaluate digital artifacts.

In conclusion, these implications highlight that CVP is much more than a language learning activity. The CVP can serve as a powerful and holistic pedagogical tool to engage learners by combining L2 learning with digital creation and social collaboration. When implemented with clear guidance, organization, and well-planned assessments, these projects can improve linguistic, digital, social, personal, and emotional learning outcomes and enhance essential 21st-century skills.

6.4. Limitations of the Study

Despite notable contributions to the field, the current study has limitations that should be acknowledged. Firstly, this research employed a case study-mixed method approach, combined with a one-group pre-test-post-test design within a pre-experimental design, in which a control group is absent. This constrains the generalizability of the results.

Additionally, the sample consisted of a small group of Turkish EFL learners (N=40) who are at a pre-intermediate English level, studying in the English preparatory program during the fall semester of the 2022-2023 academic year at a state university in Adana, Türkiye. The research was conducted within a specific institutional context with pre-intermediate EFL Turkish learners. Even though the results are not statistically generalizable to the broader population, the study provided transferability through a thick description, giving an elaborate, in-depth description of the study to demonstrate its applicability to other contexts and populations. Therefore, replicating the study in different contexts or comparing two groups in an experimental study could yield comparative insights.

Secondly, random purposeful sampling was used to select the study participants. While purposive sampling allows for the intentional selection of participants, a random approach was adopted to eliminate researcher bias when selecting participants. Therefore, one of the nine pre-intermediate groups was randomly selected.

The third limitation concerns the attribution of improvements in L2 speaking performance. Although the study revealed a significant increase in learners' post-speaking test scores, other factors, apart from CVP, such as exposure to English through coursework and extracurricular activities involving media use, may also have contributed to gains in L2 speaking performance. Furthermore, the study relied partly on participants' self-reports and reflections to understand and interpret perceived sources of improvement in L2 speaking skills; hence, the findings may be subject to self-report bias and individual perceptions. Although the results provide notable insights into learners' L2 practices, experiences, and possible connections between CVP and L2 speaking development, it is crucial to interpret the causal relationship with caution. Future research could use control groups to more precisely identify the impacts of CVP or employ longitudinal designs to investigate retention and transfer effects over time.

Unequal task distribution within some groups or undertaking the role of specific duties may have affected learners' exposure to technical tasks, such as video editing, which can account for variations in the development of digital skills.

Finally, although CVP offered an engaging platform for communication, some participants reported feeling discomfort giving written peer feedback. This interpersonal or cultural factor may have impacted the depth of critical reflection and feedback. Further studies may include explicit training in giving feedback and constructive critique.

6.5. Suggestions for Future Studies

Despite its limitations, the current study is notable for providing practical implementations of CVPs. Building on the study's limitations and findings, some suggestions for learners engaging in future CVPs and for future researchers are provided.

Future learners of CVPs should:

- participate and take responsibility actively throughout all stages of CVPs, namely in the pre-production stage- gathering, discussing, researching, collaborating, and planning; production stage- practicing, shooting vlogs, recording, and editing; presenting the vlogs, and commenting and providing feedback for CVPs of other groups. Contributing equitably to group work, sharing responsibilities fairly, and communicating openly with group members can prevent unequal workload and improve the overall quality of the vlog project.
- enhance time management and planning skills by setting early internal deadlines and dividing tasks reasonably into achievable stages to avoid last-minute pressure and stress.
- develop basic technical skills and become familiar with basic filming and editing software before production through online tutorials or peer support. Improving these abilities in advance can enhance productivity and video quality.
- give balanced and constructive feedback to peers, which also highlights the areas that need to be improved.
- keep a reflective journal or a feedback notebook to record feedback, accomplishments, and challenges after each vlog. This can help learners track their progress and set new goals, thereby enhancing their metacognitive awareness.
- engage in additional vlogging activities beyond the course independently to further improve themselves as continued practice can reinforce long-term improvement.

Future researchers should :

- focus on conducting longitudinal studies to examine how CVP affects L2 learners' speaking skills, digital literacy development in the long term, as well as their transferability to learners' professional or departmental settings.
- carry on studies to explore whether similar outcomes emerge across different proficiency levels, age groups, or cultural contexts, since the participants of the study were university EFL learners with pre-intermediate English levels.
- conduct comparative studies to examine the differences between individual, pair versus collaborative vlog project production, or between vlog-oriented speaking tasks and traditional classroom speaking tasks (such as discussions or oral presentations) to identify their effects on digital literacy, L2 speaking proficiency, and motivation. This helps determine the specific contributions and limitations of vlogging.
- extend vlog projects into cross-cultural or telecollaborative settings to compare how CVP function in different sociocultural contexts, especially concerning intercultural communicative competence, collaboration, and global awareness.
- examine how targeted teacher training practices influence the implementation of vlog-based projects, focusing on how instructors' digital pedagogical literacy levels affect project outcomes and the L2 learning process. Besides, future research could focus on educators' experiences implementing vlog-based pedagogy. Examining their perceptions, challenges, and necessity for training could inform institutions on how to integrate such practices sustainably into their curricula.
- investigate how Gen Z learners' digital habits and learning preferences, along with factors such as gender and personality, affect L2 skills, digital literacy and group dynamics in technology-enhanced language learning.
- inquire about the implementation of AI, augmented reality, or immersive virtual environments in collaborative video-based learning. Integrating these emerging technologies into L2 learning may further enhance authenticity and learner agency.

Future research could expand on the current findings and help develop more interactive, learner-centered L2 learning environments that meet the demands of 21st-century education by exploring digital project-based pedagogies.



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APPENDICES

Appendix A. Informed Consent Protocol



T.C.
ADANA ALPARSLAN TÜRKİŞ BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
GÖNÜLLÜ KATILIM FORMU

LÜTFEN BU DÖKÜMANI DİKKATLİCE OKUMAK İÇİN ZAMAN AYIRINIZ

Sizi Melek YOLCU tarafından yürütülen "The effects of collaborative video-blog projects on Turkish EFL students' linguistic and digital literacy skills (İşbirliğine dayalı video-blog projelerinin İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerinin dilsel ve dijital okuryazarlık becerileri üzerindeki etkileri)" başlıklı araştırmaya / anket çalışmasına davet ediyoruz. Bu araştırmaya / anket çalışmasına katılıp katılmama kararını vermeden önce, araştırmamızın neden ve nasıl yapılacağını, bu araştırmanın gönüllü katılımcılara getireceği olası fayda ve rahatsızlıklarını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Anlayamadığınız ve sizin için açık olmayan hususlar varsa, ya da daha fazla bilgi isterseniz bize sorunuz.

Araştırmaya / anket çalışmasına katılmak tamamen gönüllülük esasına dayanmaktadır. Size verilen formlardaki soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır ve bilgileriniz kesinlikle gizli tutulacaktır. Ayrıca bu bilgileriniz hiçbir kurum ve kişi ile paylaşılmayacak ve çalışma sona erdiğinde niteliğine göre anonimleştirilecek veya imha edilecektir. Çalışmaya katılmama veya herhangi bir anda çalışmadan çıkma hakkına sahiptir. Her iki durumda da bir ceza veya hakkınız olan yararların kaybı kesinlikle söz konusu olmayacaktır.

"Ayrıca resim, görüntü ve ses kayıtları, kimlik, iletişim bilgileri ve mali bilgiler, grup üyelikleri, aile bilgileri, sağlık bilgileri, mülakat değerlendirme raporları, anket formları vb. dâhil olmak üzere kişisel veri içeren tüm bilgileriniz, 6698 Sayılı Kişisel Verilerin Korunması Kanunu dolayısıyla, hiçbir kurum ve kişiyle paylaşılmayacak ve çalışma süresi sona erdiğinde (resim, görüntü ve ses kayıtları, kimlik, iletişim bilgileri ve mali bilgiler, grup üyelikleri, aile bilgileri, sağlık bilgileri, mülakat değerlendirme raporları, anket formları dâhil tüm bilgiler) yazılı ve elektronik ortamda imha edilecektir."

Araştırmanın Amacı:

Bu çalışma, işbirlikli öğrenmeye dayalı vlog projelerinin, İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerinin dilsel becerileri ve dijital okuryazarlık becerileri üzerindeki etkilerini araştırmayı amaçlamaktadır

Araştırmanın Nedeni: ☐ Bilimsel Araştırma ☒ X Tez Çalışması

Araştırmanın Muhtemel Süresi: 16 hafta

Size Getirebileceği Olası Fayda ve Rahatsızlıklar: Bu araştırma ile hem bireysel hem de işbirlikli öğrenmenin dil öğrenimindeki etkilerini deneyimlemek ve teknolojiyi daha etkili ve verimli kullanılabilmemesin yollarını keşfedebilmek, dil öğrenen öğrenciler için olası yararlarıdır. Bu çalışmanın katılımcıları suistimal edecek veya rahatsız edecek herhangi bir yanı bulunmamaktadır.

Araştırmanın Yapılacağı Yer(ler): YADYO

Çalışmaya Katılım Onayı

Yukarıdaki metni okudum ve katılmam istenen araştırma / anket çalışmasının amacını ve gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma ve tartışma imkânı buldum ve tatmin edici yanıtlar aldım. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım zaman herhangi bir olumsuzlukla karşılaşmayacağımı anladım.

Bu koşullarda söz konusu anket çalışmasına kendi rızamla, hiçbir baskı ve zorlama olmaksızın katılmayı (çocuğumun/vasimim bu çalışmaya katılmasını) kabul ediyorum.

Tarih: / /

Katılımcının (kendi el yazısı ile)	<u>Velayet veya Vesayet Altında Bulunanlar İçin:</u> Veli veya Vasisinin (kendi el yazısı ile)
Adı Soyadı:	Adı Soyadı:
İmzası:	İmzası:

Not: Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.

Sorumlu Araştırmacının:

Adı Soyadı: Melek YOLCU

İmzası: