



INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE):

A STUDY ON TURKISH EFL LEARNERS

Doktora Tezi

Yeliz KIZILAY

Eskişehir 2024

**INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE): A STUDY ON
TURKISH EFL LEARNERS**

Yeliz KIZILAY

PhD DISSERTATION

English Language Teaching Program

Department of Foreign Language Education

Supervisor: Assoc. Prof. Dr. Safiye İpek KURU GÖNEN

Eskişehir

Anadolu University

Graduate School

May 2024

DEDICATION

To my mother, Hülya Kızılay, and my father, Zeki Kızılay,
who embraced me with their endless love and taught me the importance of love,

To all members of my family and ancestors,
who have great contributions directly or indirectly to my character, career, and success,

To all kind-hearted people,
who try to show *guidance* for only goodness in this world and contribute to the universe
through a meaningful aim.

**APPROVAL OF JURY AND THE INSTITUTION
(JÜRİ VE ENSTİTÜ ONAYI)**

Yeliz KIZILAY'ın "Informal Digital Learning of English (IDLE): A Study on Turkish EFL Learners" başlıklı tezi 26.04.2024 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Programında, Doktora tezi olarak kabul edilmiştir.



ABSTRACT

INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE): A STUDY ON TURKISH EFL LEARNERS

Yeliz KIZILAY

Department of Foreign Language Education

PhD Programme in English Language Teaching

Anadolu University, Graduate School, May 2024

Supervisor: Assoc. Prof. Dr. Safiye İpek KURU GÖNEN

This study aims to investigate the Informal Digital Learning of English (IDLE) practices of Turkish EFL learners and design a guideline to enhance language learning through IDLE. The study mainly focuses on examining IDLE practices of Turkish EFL learners, designing guidance for IDLE, and analysing IDLE practices and perceptions of Turkish EFL learners after implementing the guidance program. EFL students studying at English preparatory programs of two universities in Turkey participated in this study. The study used an embedded mixed-method design consisting of quantitative and qualitative data collection tools. Firstly, the IDLE Questionnaire was administered to 209 participants to find out Turkish EFL learners' practices related to IDLE. Based on these results and the relevant literature, the IDLE Model was developed, and the IDLE Guidance Program (IDLE GP) was designed. A sub-sample of participants was given IDLE GP throughout 12 weeks, and reflective journals were collected during this process. Additionally, the Guidance Evaluation Questionnaire was administered, and semi-structured interviews were held at the end of IDLE GP. The findings of the study showed that Turkish EFL learners mostly use social networking platforms and teacher's guidance has great importance on the participants' decisions related to IDLE practices which highlights the crucial role of IDLE GP. A close examination of data demonstrated learners gained IDLE awareness after IDLE GP and participants expressed the program influenced their IDLE practices positively in various ways. Furthermore, learners suggested IDLE GP's integration into formal educational settings. In the light of these findings, certain implications were explained and suggestions for further studies were shared.

Keywords: Informal digital learning of English, Digital education, Learning beyond the classroom, English language teaching

ÖZET

İNGİLİZCENİN DİJİTAL ORTAMDA İNFORMAL ÖĞRENİMİ: YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN TÜRK ÖĞRENCİLER ÜZERİNE BİR ÇALIŞMA

Yeliz KIZILAY

Yabancı Diller Eğitimi Anabilim Dalı

İngilizce Eğitimi Doktora Programı

Anadolu Üniversitesi, Lisansüstü Eğitim Enstitüsü, Mayıs 2024

Danışman: Doç. Dr. Safiye İpek KURU GÖNEN

Bu çalışma, yabancı dil olarak İngilizce öğrenen Türk öğrencilerin İnfomal Dijital İngilizce Öğrenme (IDLE) pratiklerini araştırmayı ve IDLE aracılığıyla dil öğrenimini geliştirmek için bir rehberlik programı tasarlamayı amaçlamaktadır. Çalışma temel olarak öğrencilerin IDLE çalışmalarını incelemeye, bir IDLE rehberlik programı oluşturmaya ve programın ardından öğrencilerin IDLE çalışmalarını ve programa yönelik algılarını analiz etmeye odaklanmaktadır. Çalışmaya Türkiye'deki iki üniversitenin İngilizce Hazırlık Programlarında öğrenim gören öğrenciler katılmıştır. Çalışmada nicel ve nitel veri toplama araçlarının kullanımıyla gömülü karma araştırma yöntemi kullanılmıştır. Öncelikle, IDLE çalışmalarını öğrenmek için 209 katılımcıya IDLE anketi uygulanmıştır. Bu sonuçlara ve ilgili literatüre dayanarak, IDLE Modeli geliştirilmiş ve IDLE Rehberlik Programı (IDLE GP) tasarlanmıştır. Katılımcılardan oluşan bir alt gruba 12 hafta boyunca IDLE GP uygulanmış ve bu süreçte yansıtıcı günlükler toplanmıştır. Ayrıca, IDLE GP sonunda program değerlendirme anketi yapılmış ve yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Çalışmanın sonuçları katılımcıların IDLE için çoğunlukla sosyal ağ platformlarını kullandıklarını ve öğretmen rehberliğinin IDLE kararlarında önemli olduğunu göstererek IDLE GP'nin rolünü vurgulamaktadır. Detaylı analiz sonuçları, program sonrasında IDLE farkındalığı kazanıldığını göstermiştir ve katılımcılar programın IDLE pratiklerini birçok açıdan olumlu etkilediğini ifade etmiştir. Ayrıca, katılımcılar programın örgün eğitim ortamlarına entegre edilmesini önermiştir. Bu bulgular ışığında, bazı pedagojik çıkarımlar verilerek ileride yapılacak çalışmalar için tavsiyeler paylaşılmıştır.

Anahtar Kelimeler: İnfomal dijital İngilizce öğrenme, Dijital eğitim, Sınıf dışında öğrenme, İngilizce öğretimi

ACKNOWLEDGEMENTS

Each journey has a unique story. The journey of my dissertation taught me many things, but mostly that everything happens at the right time and as it should. Like many others, this story has left quite memorable moments and actors behind. I would like to express my deepest gratitude for those encouraging me during this journey.

First and foremost, I owe a great deal of gratitude to my supervisor, Assoc. Prof. Dr. S. İpek KURU GÖNEN for being an outstanding mentor and a wonderful person. She opened a door to me and invited me in with her heartfelt smile. Whenever I needed help, she was there with her unwavering support, encouragement, and compassion. She has offered her insightful comments and suggestions which have contributed to the progress of the study. She has been an inspiring researcher and the best guide for me throughout this study which emphasizes the importance of guidance. In the times when I felt lost, she guided and motivated me, and kept me on the right track. She has been a role model for me with her academic knowledge, character, and her way of understanding life. I thank her for the countless things I have learned from her, most of all for her very kind heart.

I would like to express my sincere thanks to my dissertation committee members who encouraged me in every stage of the study with their valuable advice throughout the process. Their precious comments and questions helped me shape the framework of the dissertation. I would like to thank Prof. Dr. Özgür YILDIRIM, who broadened my knowledge of quantitative research and shared his invaluable views during the study, and Prof. Dr. Adile Aşkın KURT, who made meticulous and inspirational contributions to the study since the proposal meeting. Besides, I would like to thank my defence committee members Prof. Dr. Belgin ELMAS and Prof. Dr. Selami AYDIN. It is a privilege for me to get their academic support which expands my horizons. I would also like to thank all professors in the Department of English Language Teaching at Anadolu University, who enthusiastically shared their knowledge and will be influential for my whole teaching career.

I would like to thank the people in my academic and business life who helped and supported me in pursuing my goals. First of all, I would like to thank my former director Prof. Dr. Özlem FEDAI for her great encouragement and faith in me. I cannot express my gratitude enough to my present director Assist. Prof. Dr. Ferdane DENKÇİ AKKAŞ, who provided all facilities for the data collection procedure and contributed to my

academic career with her kind feedback and endless support. I must also thank Inst. Pınar PAMUK and Inst. Mediha BANBAL for their enormous efforts and help in reaching participants from different contexts. Additionally, I wish to thank my dear friends Assist. Prof. Dr. Pilar Herráiz Oliva, who supported me wholeheartedly in taking the first step in my doctoral degree and Inst. Yasemin TAŞDEMİR who always motivated me to pursue my academic studies. I wish to extend my thanks to my dear colleagues who made contributions with their knowledge and experience during my academic journey. I would also like to thank my distinguished teacher, Handan YURTSEVER, who had a great influence on my life.

I would like to thank to the participant English preparatory program students and those who attended the guidance program eagerly every week. Their presence and contributions to the research have great value. Their enthusiasm for informal learning has offered me new perspectives.

I owe special thanks to my close friends for their friendship and support. I am extremely grateful to them for believing in me in each phase of life, as in this journey. My dearest İsmigül HATİPOĞLU GÜNER and Hüma TAŞ have been more than friends with their everlasting sisterhood.

Last but never least, I would like to express my love and sincere thanks to my family, especially my beloved mother Hülya KIZILAY and my beloved late father Zeki KIZILAY for their persistent support, trust, and caring. I feel extremely fortunate to be their child. They give me the strength to get through challenges in life. They have always been there for me, all my life.

Yeliz KIZILAY

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

.....

Yeliz KIZILAY

TABLE OF CONTENTS

	<u>Page</u>
APPROVAL OF JURY AND THE INSTITUTION	ii
ABSTRACT.....	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS	v
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
1. INTRODUCTION.....	1
1.1. Informal Language Learning in the Digital Age.....	2
1.2. Statement of the Problem.....	8
1.3. Aim of the Study.....	12
1.4. Significance of the Study.....	12
1.5. Scope and Limitations of the Study	14
1.6. Definitions of the Terms	15
2. REVIEW OF LITERATURE.....	16
2.1. Education 5.0	16
2.2. Informal Learning as Future of Education.....	18
2.3. Informal Learning of English.....	20
2.4. Informal Digital Learning	22
2.5. Informal Digital Learning of English.....	23
2.5.1. IDLE and second language acquisition.....	24
2.6. IDLE and Language Learner.....	26

2.6.1. Learner autonomy	27
2.6.2. Learner agency	28
2.6.3. Digital literacy	29
2.6.4. Personalized learning	30
2.7. IDLE in EFL Contexts	31
2.7.1. Research on IDLE in Turkish EFL context	34
3. METHODOLOGY	38
3.1. Research Design.....	38
3.2. Participants and the Context.....	39
3.3. Implementation of IDLE Model and Guidance Program	42
3.3.1. Selection of a digital source.....	44
3.3.2. Evaluation of the source by using IDLE checklist.....	45
3.3.3. Practice by following the tasks	46
3.3.4. Reflection.....	48
3.3.5 The procedure of IDLE Guidance Program	49
3.3.6. Tasks in guidance program.....	52
3.3.7. Edmodo class	53
3.3.8. Role of the researcher.....	55
3.4. Data Collection and Instruments	55
3.4.1. Instruments	55
3.4.1.1. Questionnaires	55
3.4.1.2. Reflective journals.....	58
3.4.1.3. Semi-structured interviews	58
3.4.2. Data collection procedure	59
3.5. Data Analysis	60
4. RESULTS	63

4.1. What Are the IDLE Practices of Turkish EFL Learners to Support Their Language Learning?	63
4.2. How does the IDLE Guidance Program influence Turkish EFL learners' IDLE practices?.....	74
4.2.1. Results of Guidance Evaluation Questionnaire	74
4.2.2. Qualitative Results Regarding the Influence of IDLE Guidance Program	87
4.3. What are the perceptions and reflections of Turkish EFL learners on the IDLE Guidance Program?	115
5. DISCUSSION	126
5.1. IDLE Practices of Turkish EFL Learners	127
5.2. IDLE Model and IDLE Guidance Program	133
5.3. Perceptions on the IDLE Guidance Program.....	143
6. CONCLUSION	148
6.1. Summary of the Study	149
6.2. Conclusions	152
6.3. Implications.....	155
6.4. Suggestions for Further Studies.....	160
REFERENCES.....	163
APPENDICES	183
CURRICULUM VITAE.....	232

LIST OF TABLES

	<u>Page</u>
Table 1.1. Lee's (2019b) classification of IDLE based on Benson's (2011) four dimensions	5
Table 3.1. Implementation of IDLE Guidance Program	50
Table 3.2. Language skills and language areas for the tasks.....	52
Table 3.3. Summary of areas covered in IDLE Questionnaire	56
Table 3.4. Summary of areas covered in Guidance Evaluation Questionnaire	57
Table 3.5. Research questions with data collection and analysis procedures	61
Table 4.1. Summary of results for digital tools/platforms used by the participants	66
Table 4.2. Results for digital tools/platforms used by the participants after the IDLE Guidance Program	77
Table 4.3. Effects of the IDLE practices during the Guidance Program	82
Table 4.4. Deterring factors for IDLE during the Guidance Program	83
Table 4.5. Changes after the IDLE Guidance Program.....	84
Table 4.6. Distribution of sub-themes according to four main themes concerning the influence of IDLE GP on participants' IDLE practices.....	88
Table 4.7. Distribution of the main themes and sub-themes concerning participants' perceptions and reflections on the IDLE GP	116

LIST OF FIGURES

	<u>Page</u>
Figure 2.1. Interrelationships among the eight components on the future of education	18
Figure 3.1. Embedded mixed method design of the study	38
Figure 3.2. IDLE Guidance Model	43
Figure 3.3. A sample part of a task used in the study	44
Figure 3.4. IDLE Checklist	46
Figure 3.5. Sample practice questions of a used task.....	48
Figure 3.6. A sample digital source displayed at this step (BBC 6 Minute English)	51
Figure 3.7. Sharing the list of some samples of digital sources	51
Figure 3.8. Sample of the participant's post to share a digital source	54
Figure 3.9. Data collection procedure	60
Figure 4.1. Time spent on studying English using digital tools out of class	64
Figure 4.2. Participants' access to technological tools	65
Figure 4.3. Categorization of participants' answers according to their IDLE activities	67
Figure 4.4. Rarely used digital tools/platforms	68
Figure 4.5. Deciding on IDLE source	69
Figure 4.6. Motivating factors for IDLE.....	70
Figure 4.7. Deterring factors for IDLE	72
Figure 4.8. Time spent on studying English using digital tools out of class after GP ...	75
Figure 4.9. Common IDLE sources preferred by the participants	81
Figure 4.10. MAXQDA Hierarchical Code-Subcodes Model concerning the influence of IDLE GP on participants' IDLE practices	114
Figure 4.11. MAXQDA Hierarchical Code-Subcodes Model concerning participants' perceptions and reflections on the IDLE GP	124
Figure 6.1. The summary of implications	160

LIST OF ABBREVIATIONS

AI	: Artificial Intelligence
CALL	: Computer-Assisted Language Learning
CCM	: Constant Comparison Method
CDST	: Complex Dynamic Systems Theory
CEFR	: Common European Framework of Reference
CT	: Complexity Theory
DST	: Dynamic Systems Theory
EFL	: English as a Foreign Language
EIL	: English as an International Language
ELT	: English Language Teaching
GPT	: Generative Pre-trained Transformer
ICT	: Information and Communications Technology
IDLE	: Informal Digital Learning of English
IDLE GP	: Informal Digital Learning of English Guidance Program
ISLL	: Informal Second Language Learning
ISLPs	: Informal Second Language Practices
L2	: Second Language
LBC	: Learning Beyond the Classroom
LMS	: Learning Management Systems
OECD	: Organisation for Economic Co-operation and Development
OILE	: Online Informal Learning of English
PISA	: Programme for International Student Assessment

SLA : Second Language Acquisition

WTC : Willingness to Communicate



CHAPTER 1

*My spiritual heritage is science and mind.
If those people who wish to follow me after I am gone
take the mind and science as their guides,
they will be my true spiritual heirs.
(Mustafa Kemal Atatürk)*

1. INTRODUCTION

Education shapes the community by developing several components like the knowledge, values, and skills of individuals. Preparing people to be better citizens, education fosters democracy and transformation into innovative societies. Rising of innovation-oriented knowledge societies is directly linked to educational opportunities. Up to the present, these opportunities were not equal for everyone who demanded education. However, digital transformation has attempted to change this inequality by giving access to digital education. In this Digital Age, education has become gradually informal by replacing the bricks and boundaries of formal educational settings. Each individual who demands education can seize the opportunities of digital transformation by taking part in lifelong and life-wide learning.

At present, formal education is at the centre of learning in the professional and institutional settings. Nevertheless, learners' experiences outside the formal education context contribute to the learning process and complement the things learned in the class. Additionally, digital technologies offer learning environments when formal education is not enough to equip learners with instructional objectives or when there is no access to formal education. One of the recent examples of this is FutureLearn, a digital education platform, and its announcement on higher education in Afghanistan in December 2022 ([http-1](#)). FutureLearn announced that women in Afghanistan could have free access to this digital education platform during the Taliban's prohibition on women from attending universities. This move can be seen as a sign of the power of digitalization in delivering informal education.

People who want to pursue their education in any way can take advantage of informal learning enhanced by digitalization. As the number of informal learners increases, educational materials which are applicable to learners' needs are prepared and

shared. In this way, educational content for informal learning is enriched and it constitutes a legacy for future learners. This fruitful circle of collaboration gradually leads to better platforms of informal learning through learner feedback, requests, and motivation. As explicated in the OECD's education strategy, one of the foci in the OECD's work in education and skills is that "learners have the opportunity and agency to learn in formal, non-formal, and informal environments" (OECD, 2022, p. 5). Since informal learning is seen as an inevitable part of future education, the roles of teachers and educators will have to be redefined for future learning environments. Thus, educators need to be prepared for the new roles created by the diverse landscapes of education.

As in every field, language learning environments have altered through digitalization. The rising significance of informal language learning in the last decade has caught attention very recently with the circumstances on a global scale such as pandemic and war. Language learners have been pulled to the digital screens from classrooms, and this change created the necessity to use digital environments most effectively. However, the digital space is quite new to move safely for many stakeholders in education. Learners and teachers need to take firm steps forward since the popularity of creating content in the digital world includes the possibility of preventing us from accessing the right sources and information. For all these reasons, more observation and scientific examination of student experiences regarding informal language learning are required to be carried out to ensure the benefits for both learners and instructors.

1.1. Informal Language Learning in the Digital Age

Language learning arises from a combination of experiences in both formal and informal settings which complete one another like pieces of a puzzle. Richards (2015) underlines that successful second language learning necessitates two important folds; the things happening inside the classroom and outside of the classroom. The frame of language learning outside of the classroom has been continuously changing with recent developments in digital technology including information and communications technology (ICT), online media, and other online services. This constantly updated world has led to a new opportunity for Learning Beyond the Classroom (LBC) for learners. Based on the claim that most language learning occurs outside of the classroom, LBC has drawn attention as an emerging field by encouraging investigations in the last decade

(Benson & Reinders 2011; Nunan & Richards 2015; Reinders & Benson, 2017; Reinders, Lai, & Sundqvist, 2022). As Benson (2011, p. 9) points out LBC can be identified by four dimensions as shown below;

“LOCATION: out-of-class, after-class, extracurricular, self-access, out-of-school and distance learning;

FORMALITY: informal, non-formal and naturalistic learning;

PEDAGOGY: non-instructed learning and self-instruction;

LOCUS OF CONTROL: autonomous, independent, self-directed and self-regulated learning.”

Location refers to a place in which language learning takes place (e.g., classroom environment or outside the classroom environment). Formality refers to whether the learning experience is the result of formally structured education (e.g., formal, non-formal, or informal). Pedagogy refers to the involvement of formal language learning and assessment processes (e.g., instructed or self-instructed). Locus of control refers to the extent to which language learners take control and responsibility for their own learning (e.g., independent or other-directed).

In the English as a Foreign Language (EFL) environment, various studies were carried out with the terms shown in the aforementioned dimensions yet serving the similar aim of examining language learning outside of the classroom. One of these terms is “informal language learning” which refers to “any activities taken consciously or unconsciously by a learner outside of formal instruction that lead to an increase in the learner’s ability to communicate in a second (or other, non-native) language” (Dressman, 2020a, p. 4). It is also called as “informal second language learning” (ISLL) which is defined as “a form of language acquisition which is thought to result from activities such as reading, listening to music, watching films or television series, playing video games, or social networking in one’s second language (L2)” by Arndt (2019, p. 9). Based on Benson’s (2011) framework, ISLL activities occur outside of educational institutions (location); are not bound to a formal structure of learning or assessment (formality); are shaped by self-instructed processes (pedagogy); and are controlled by the learners autonomously (locus of control) (Arndt, 2019). In the context of ISLL, being a language user is more prominent since the major focus is on using language while doing something

instead of concentrating on learning (Benson & Chik, 2010; Sockett, 2014). However, with the further development of online education, digital learning has come to the forefront as a way of informal language learning practice. With the appearance of digital transformation and digital pedagogy, language learning experiences have started to be examined through online informal learning of English (OILE) (Sockett, 2014; Toffoli & Sockett, 2015) or informal digital learning of English (IDLE) (Lee, 2019a; Lee & Dressman, 2017; Lee, 2019b; Lee & Lee, 2019b; Lee, 2020).

Informal language activities can be categorized in terms of being online or not. As Lee and Xie (2022) propose, the research on LBC can be classified into two subfields:

(1) LBC offline and online

e.g. Informal language learning and Extramural English (Sundqvist, 2009; Sundqvist & Sylvén, 2016)

(2) LBC online

e.g. OILE (Sockett, 2013) and IDLE (Lee, Xie & Lee 2021)

The first category of research focuses on informal language activities in both offline and online environments, while the second category consists of exclusively online settings.

OILE can be defined as a range of Internet-based communicative leisure activities through which learners can follow media content and have contact with other people in English (Kusyk & Sockett 2012). OILE is defined as emerging from an intention to communicate (Toffoli & Sockett, 2010). In OILE, learners' primary aim may be leisure, searching for information, or purposes such as watching series or sharing opinions about a singer rather than language acquisition (Toffoli & Sockett, 2010). OILE is seen to be encouraged by the intention to communicate and language learning becomes only a by-product of this communication (Sockett, 2014). For this reason, OILE adopts a perspective that is situated in the context of processes linked to incidental acquisition (Sockett, 2014). The research on OILE focuses on language development through online activities such as video streaming, watching TV series or movies, social networking, blogging, listening to music, and following online forums (Toffoli & Sockett, 2015).

Lee (2020) proposes that the concept of IDLE shares common features with OILE regarding its visions and pedagogical suggestions. The two points of view both emphasize

self-directed learning in their comparatively unstructured contexts and help to fulfil the potential for L2 learning outside of the classroom using digital sources (Lee, 2020). Lee (2019b) tries to conceptualize IDLE based on Benson's (2011) four dimensions. In this categorization, IDLE is divided into two domains: IDLE in extracurricular contexts and IDLE in extramural contexts (Lee, 2019b, p. 115).

Table 1. 1. *Lee's (2019b) classification of IDLE based on Benson's (2011) four dimensions*

	Formal Digital Learning of English	Non-Formal Digital Learning of English	IDLE	
			Extracurricular	Extramural
Formality	Structured; Certification	Structured; No certification	Semi-structured; Certification	Unstructured; No certification
Location	In-class	Out-of-class	Out-of-class	Out-of-class
Pedagogy	Instructed	Instructed	Self-instructed	Naturalistic
Locus of Control	Other- directed	Other- directed	Self-directed	Self-directed

As shown in Table 1.1., IDLE in extracurricular contexts is self-instructed, digital learning of English takes place in semi-structured, out-of-class environments and it must be linked to a formal education. To illustrate, when a teacher assigns homework, students can use digital platforms to complete this homework by self-instruction outside of the classroom. Since the study is started and the outcome is assessed by the teacher, it is semi-structured to some extent. On the other hand, IDLE in extramural contexts is naturalistic, digital learning of English comes about in unstructured, out-of-class environments and it must be independent from a formal education program. For instance, learners can watch some live videos, make comments during the livestream, and interact with other English users from around the world. In this case, there is not an external instruction, evaluation or assessment for learners; instead, they decide to choose the digital source and its content independently. Additionally, their focus is on using the language and being the user of the language.

In the present study, the term IDLE is suggested due to two main reasons. Firstly, the notion '*informal*' indicates that language development takes place outside of formal educational contexts, that is 'beyond the classroom' (Benson, 2011). Secondly, further developments in online education give rise to an umbrella concept for a single approach, '*digital*' learning. Based upon existing research in distance, online, and blended learning and findings from learning sciences, '*digital*' learning emerges as a brand-new approach for learning through technology use (Siemens, 2014). Additionally, this study adopts IDLE in extramural contexts since the purpose of the research is to gain insight into EFL learners' naturalistic and independent learning experiences of IDLE. Extramural is an adjectival compound with extra which means 'outside' and mural which means 'wall' (Sundqvist, 2011). As in previous studies which follow extramural contexts (Lee, 2018; Sundqvist, 2011), it is preferred that learners' attempt to contact with English may stem from their deliberate and conscious intention to learn or improve English, and it may result from some other reasons like having fun. Different from extramural language practice, the focus is here on learners' out-of-class language practices using digital sources, platforms and tools.

With the integration of digital technologies into language education, research on IDLE or IDLE-oriented topics has drawn growing interest in numerous EFL contexts. Several studies on IDLE were carried out, especially in the Korean context (Lee, 2018; Lee & Dressman, 2018; Lee, 2019b; Lee & Lee, 2019b; Lee, 2020). IDLE-oriented studies examined digital informal learning experiences with different terminologies like OILE (Sockett, 2013, 2014; Sockett & Toffoli, 2012), out-of-class English learning (Lai, Zhu & Gong, 2015), self-directed language learning (Lai, Li & Wang, 2017) and extramural English (Sundqvist, 2009). These studies were conducted in various contexts (e.g. Brazil, China, Denmark, France, Greece, Hong Kong, Japan, Morocco, South Korea, Sweden, and Taiwan), and in such variety, studies mainly focused on comparing out-of-class and class-based learners (Cole & Vanderplank, 2016), the quantity or quality of out-of-class learning (Dressman, 2020c; Lai et al., 2015; Lee, 2019a), specific digital platforms use such as YouTube or video gaming (Jensen, 2017; Sundqvist & Sylvén, 2014; Sundqvist & Wikström, 2015; Wang & Chen, 2020), learner's role in informal learning (Lyrikkou, 2019), and teacher's support in out-of-class English learning (Lai, Li & Wang, 2017; Ohashi, 2019).

Previous studies sought to explore the perceptions of learners (e.g., Dizon, 2021) or teachers (e.g., Toffoli & Sockett, 2015) on IDLE and tried to see the relation between IDLE and language learning. The majority of IDLE research has shown that learners have favourable perceptions of the use of IDLE for language learning. It was found out that IDLE made language learning more interesting and motivating. Several studies have shown positive results when it comes to skill development through IDLE (e.g. Kusyk & Sockett 2012; Lee, 2019b). However, the findings of the studies underline the important role of teachers in supporting and guiding students in the use of digital technologies for autonomous language learning (e.g., Ohashi, 2019).

Although there are various studies that concentrate on IDLE practices or perceptions, there is very little guidance for the learners on how to take advantage of IDLE. Many studies highlight this requirement and suggest giving “appropriate advice, guidance, and support to learners in constructing beneficial out-of-class learning experiences” (Lai, Zhu & Gong, 2015, p. 300) and helping “L2 learners make informed decisions about which digital devices and resources they should use, how much time they should spend on IDLE activities, and which types of IDLE activities they should engage in” (Lee, 2019b, p. 122). Other suggestions are allowing teachers “to develop a coherent posture offering both learner guidance and more specific L2 counselling or instruction, dependent on the individual needs of students” (Toffoli & Perrot, 2017, p. 18), recommending “successful IDLE learning strategies” (Lee & Lee, 2019b, p. 1458), and delving deeply into “teachers’ and students’ perceptions during the intervention process” and developing “appropriate instructional materials and activities that support teachers” (Lee, 2020, p. 60). Considering these absences and the common suggestions in the literature, constructing guidance for IDLE experiences can be seen as a starting point to encourage language learners to take part in IDLE activities.

On the other hand, the unexpected fact that most people had to switch to a digital environment following the COVID-19 outbreak has made the role of IDLE even more clear. As Chik and Benson (2020) pointed out, this sudden change demonstrated an interest in digital adaptation. People’s use of digital devices has become more significant than before. During the pandemic, schools were shut down, formal education was suspended for an unknown period in most of the countries. School administrators and teachers had to find digital platforms to deliver education while parents were trying to

learn new digital skills to help their children learn online. Without enough training in digital practices, teachers and students found themselves in online video conferencing platforms for synchronous classes. In some institutions, asynchronous classes were followed by the students in the learning management systems (LMS) of the institution (Chik & Benson, 2020; Lee, 2022). Sometimes these asynchronous course videos were uploaded to video-sharing platforms such as YouTube and students watched the content as long as they had an internet connection. The pandemic brought to light the inequalities in access to and use of ICT and digital skills, known as the “digital divide” (Hilbert, 2016; van Deursen & van Dijk, 2019). Before the pandemic, four out of five disadvantaged students in various countries including Malaysia, Mexico, Morocco, Peru, the Philippines, and Vietnam had only access to the Internet at school (OECD, 2021). It is quite probable that the pandemic has widened the digital gap by worsening educational circumstances for disadvantaged learners. This crisis has demonstrated the need to emphasize the importance of digital technology infrastructure in order to accelerate the digital transformation process.

The COVID-19 pandemic has changed our perspective enabling people to look from different aspects and so to create newer opportunities for learning. In a short time, digital learning and open educational content like webinars, YouTube videos, and free training on Zoom meetings have gained speed. Learners all around the world have noticed wide opportunities for informal digital learning. Similarly, English learners have discovered a digital world just in front of them full of numerous sources suited to their personalized learning pathways. In this sense, the present study aims to contribute to the field by designing an IDLE guidance that helps language learners to expand their IDLE experiences.

1.2. Statement of the Problem

The future of digital teaching entails creating digital strategies for each stakeholder in the education process. As part of the existing technological and educational change of direction, IDLE is recently new topic in the field and the research is not complete; instead, there are several aspects to study such as learners’ and teachers’ perspectives, practices, and perceptions in different contexts and language development resulted from IDLE. Especially, there is a considerable gap in studies concerning the

digital English learning strategies of learners from the informal perspective and how to apply IDLE in their daily lives. Generation Z can be good at using digital tools or can be ‘tech-savvy’ (Pegrum, 2014) while using digital platforms but this capability does not ensure that they know how to benefit from these digital contents for their own informal learning. OECD 2018 report shows that providing access to digital technologies does not automatically result in better results. How schools, teachers, and students use digital devices matters more than how much time they spend on them (OECD, 2021). Hence, digital empowerment has started to be included in educational policy agendas (e.g. A Digital Decade for children and youth: The new European strategy for a better internet for kids, 2022) in order to enable the young generation to have the necessary competencies in making the informed choices and staying safe in the digital environment (http-2).

Understanding the IDLE practices of EFL learners is the first step in finding ways to involve these practices to enhance language development. In that vein, Sockett (2014) asserts that the research design of studies connected to English learning in an online informal way ought to include longitudinal elements and qualitative data which enable to evaluate the diversity of practices and their effect on communicative skills over time. Furthermore, Reinders and Benson (2017) state although there are various ways to promote learners’ engagement in out-of-class learning including alternative forms of ‘learner support’, there are relatively few accounts of learner training initiatives that are specifically prepared to help students with LBC. Thus, they offer a research agenda that aims to establish the students’ interests and perceptions of their needs and provide students’ uptake of training provided in the programme. As a result, a clear conceptualization of the IDLE framework and guidance needs to be accompanied by practice which highlights the focus of the current study.

In Turkey, learning English starts from the 2nd grade officially in state schools, and even at earlier ages in most private schools. However, language learning success is not at a desirable point (Kırkgöz, 2017). According to the 2020 edition of the EF English Proficiency Index, Turkey is placed in 69 out of 100 countries/regions (EF EPI 2020). Additionally, English language teaching has gained importance for higher education in recent decades. Since higher education learners cannot pursue their education without having B1+ or B2 proficiency level in Turkish universities, providing an efficient and

intensive language education through preparatory programs has been a big challenge for the universities (İşler & Elmas, 2022). Taking into consideration limited opportunities for Turkish learners to produce English outside the classroom except at tourist attractions, it is seen that learners who are more successful in speaking English based on achievement exam scores tend to use various strategies and real-life opportunities including practicing English with family members, foreign friends, tourists and using the phrases in English movies (Kızılay & Durmuşoğlu Köse, 2020). For this reason, there arises the need to compensate real-life L2 experiences with IDLE practices like acquiring pragmatics or comprehending the way of use in context. The PISA 2018 ICT familiarity questionnaire has asked students how much time they spent using digital devices during classroom lessons and outside of classroom lessons for language lessons. The average duration of time per week students spend is 41 minutes across OECD countries. While students in Denmark report about 2 hours a week, students in Australia, New Zealand, Sweden, and the United States report spending more than 1 hour a week. In Turkey, students report about 39 minutes a week which is really close to the average (OECD, 2021). With digital learning environments, this amount of time can be used to support learners and meet their needs. As Dressman (2020a) points out in places where learning English is a national preoccupation, like Morocco or China, informal learning has been prevailing for a greater number of learners. Despite some research on IDLE in various EFL contexts around the world, to the researcher's best knowledge, there has not been conducted any study specifically focusing on IDLE in the Turkish EFL context. There is a limited number of studies related to online English learning outside the classroom (e.g., Balbay & Kilis, 2017; Görgün, 2015).

Personal experiences of educators in the field have led to start research on IDLE in diversified EFL contexts (e.g.; Cole & Vanderplank in Brazilian context, 2016; Lee in Korean context, 2018; Ohashi, 2019 in Japanese context). For the question of why some students are more fluent and have more communicative competence than others, the results showed that the former students actively engage in informal, digital language learning independently of formal education. Similarly, my personal experiences as an instructor of English in the Turkish higher education context have shown that students have been more curious about IDLE in recent years. They follow EduTubers and specifically designed English lessons on YouTube. They advise some digital platforms to each other and they even ask their teachers for helpful digital sources for language

learning. While students were asking for the name of an extra grammar book or workbook to study almost a decade ago, now they are directing the question “Teacher, which channels/platforms should we watch on YouTube to improve our English?” This recent approach indicates that learners are confused about selecting the right digital informal content to develop their English knowledge even though they have curiosity and desire to use various digital sources. They are questioning alternative sources, and it is obvious that they feel lost in this digital bazaar in the end. As noted in the OECD report (2021, p. 3), “there is scarcity of attention, but an abundance of information.” Indeed, providing a digital source list to learners cannot be sufficient unless they know how to take advantage of the sources for better learning. A specifically designed guidance on digital sources and usage of them can have a crucial influence on students’ practices, by modelling how to use tools and sources in the classroom (Lai et al. 2015; Godwin-Jones, 2019).

Furthermore, learners’ demands will be shaping the teachers’ personal development in digital pedagogy. It is found out that while many instructors are aware of the kinds of content that their students could encounter in the digital world, few of them actually apply this awareness in their English classes and many are unaware of the specifics (Toffoli & Sockett, 2015). Research shows that as pre-service teachers’ use of 21st-century learner skills increased, their 21st-century teacher skills use increased as well; in other words, a pre-service teacher who uses diverse activities in educational processes is anticipated to offer diversification for learners in his own teaching processes in the future (Orhan Göksün & Kurt, 2017). Therefore, teachers are expected to investigate the digital tools that learners use in their daily lives and examine how these casual practices can be reinforced for language learning purposes (Dizon, 2021). How formal language education can or should take the flourishing opportunities of informal learning into account has started to be negotiated in today’s EFL world (Dressman, 2020a). Being in a digital world “requires continuously evaluating the quality and validity of different sources, navigating through ambiguity and constructing knowledge” (OECD, 2021, p. 138). Even so, EFL learners may have a limited number of these digital skills. At this point, teachers could play a critical role in facilitating and sustaining the IDLE engagement of learners through their guidance, encouragement, and support (Lai et al. 2017). Hence, teachers need to adapt to this new role and be a model and guide for the effective use of informal digital learning sources.

Based on these reasons, the current study attempts to interrogate if guidance on IDLE leads to any change in EFL learners' perceptions and practices. By conducting such a study, it is aimed to contribute to the growing inquiry of research on IDLE experiences of EFL learners in the Turkish context.

1.3. Aim of the Study

This study aims to investigate the Informal Digital Learning of English (IDLE) practices of Turkish EFL learners and design guidance to enhance language learning through IDLE. In doing so, it attempts to find out the effect of a guidance program and gain a deeper insight into how learners integrate IDLE experiences into the learning process. The study also aims to explore motivating and discouraging factors for learners' IDLE practices in the language development process. The study focuses on mainly three parts;

- (1) examining IDLE practices of Turkish EFL learners,
- (2) designing a guidance for IDLE and,
- (3) analysing IDLE practices of Turkish EFL learners and their reflections on the process after implementing the guidance program.

In this respect, the research questions are as follows:

1. What are the IDLE practices of Turkish EFL learners to support their language learning?
2. How does the IDLE Guidance Program influence Turkish EFL learners' IDLE practices?
3. What are the perceptions and reflections of Turkish EFL learners on the IDLE Guidance Program?

1.4. Significance of the Study

The significance of the current study stems from the poverty of research on the related issue and suggested implications in previous research.

First of all, compared to the growing number of studies focusing on IDLE in different contexts (e.g. Greece, France, Korea, Japan, and Morocco), there is a quite limited number of research studies in the Turkish context. Indeed, there is an abundance

of research on the use of digital technologies in English language education in Turkey; however, most of these studies use a single or limited number of digital tools selected by the teacher (e.g. Koçak, 2017; Topaç, 2019). Despite making significant contributions to the literature, these studies could not draw a whole picture in terms of informal digital learning opportunities. It is evident that there is a need to understand the depth and breadth of informal English learning through digital technologies. In this respect, more studies ought to be held to realize the role of informal digital learning in Turkish EFL learners' English learning process. Moreover, most previous studies on IDLE have proven the necessity of teacher guidance for learners' effective use of digital sources during informal learning practices (e.g. Girgin Öztürk, 2020; Lee, 2020; Toffoli & Perrot, 2017). However, there are relatively few research studies that examine the teacher's lead throughout the process to gain more insight into IDLE and there is not such a study conducted in the Turkish context. Therefore, a study in the Turkish context might offer a valuable contribution to the field.

Secondly, it has been seen that there are studies that investigate IDLE's impact on language proficiency (e.g. Lee, 2019b; Lee & Dressman, 2018) leaving an underexplored space for qualitative studies that probe the participants' actual progress during the study. Instead of studies gathering only quantitative data, both quantitative and qualitative data can be complementary to gain more detailed information about IDLE. Thus, a mixed methods study design including quantitative data as well as qualitative data might meet the need in this research area.

Finally, the aim of the current study is not to offer a list of possible IDLE tools and sources but to raise awareness and create a perspective through which learners can manage their IDLE on their own. The speed of technology accelerates changes in the digital world as well. A popular platform or social networking site can be out of fashion sooner or later. Due to this reality of the technology, it is required to provide a guideline for learners to survive in an IDLE environment. As in previous examples of Japan (Ohashi, 2019) and Korea (Lee, 2018), the average student in Turkey may not depend on using English in his/her daily life; thus, one way to improve English outside the classroom is access to the digital world. Digital sources for informal learning present a personalized learning environment since individual learners prefer a unique inclination. Some learners tend to watch TV series while others are into using social networks for English

communication. As Sockett (2014) highlights “no two online informal learners of English will be exposed to the same contents at the same time” (p. 13). For that reason, the main role of the guidance is to put a completely new complexion on IDLE for learners to navigate informal learning in a secure and conscious way. When learners start to discern the key aspect, which helps them distinguish the useful digital sources to improve their language, they can step into becoming lifelong learners.

All in all, it is hoped that the current study will fill the mentioned gap in the literature and contribute to IDLE research.

1.5. Scope and Limitations of the Study

The current study was conducted with EFL students who studied in English Preparatory Programs at two universities in Turkey. The findings of the study are limited to the IDLE experience of these participants in this research context, although the study aims to propose promising results for informal learning in all levels of the EFL context.

The length of the research and the IDLE Guidance Program which was implemented for 12 weeks is the other limitation in the present study. Participants attended the program and practiced the IDLE model within a limited period of time. Providing IDLE Guidance and practice opportunities over a longer period might reveal different results regarding language learning using digital sources outside the classroom. Besides, the guidance program in the study lasted for approximately 40 minutes in each week which can be seen as the other limitation. The amount of time spent for the weekly guidance program can be increased based on the learners’ needs and interests.

The other limitation is related to the declining number of the participants during the guidance program. In the second phase of the research, a total of 35 participants attended the guidance program in the beginning. However, some of the participants quit attending regularly during the program and the number of participants who attended regularly declined. In the end, a total of 10 participants attended the guidance program regularly and completed the IDLE Guidance Program. The busy schedule of the spring semester and fatigue caused by online classes after the pandemic might be seen as several causes of this decline. Data from more participants who attended the program regularly can offer insights into how variety of learners practice IDLE.

Another limitation of this study is the fast pace of developments in digital technologies. Popular digital tools and platforms of today can lose their popularity in the near future. Participants' preferences for IDLE might alter with the creation of brand-new digital environments. Therefore, data collection tools which include digital platform names may not be serving in the coming years. It is important to note that this study does not focus on specific digital tools. Rather, it aims to find out digital practices that learners use while informally improving their English and suggest a guideline to help them to be digital informal learners.

1.6. Definitions of the Terms

Informal language learning: Learning takes place outside of the traditional educational establishment. The curriculum can be set by the learners themselves, not endorsed by a formal education institution like a school or university. The proof of learning (e.g. assessment) depends on the learners who evaluate their own learning.

IDLE: (Informal Digital Learning of English) A fully autonomous English learning activity in out-of-class digital environments that is not linked to formal language instruction.

Digital technology: A broad concept to define the use of digital devices (e.g. computers, tablets, smartphones) and digital content (e.g. websites, applications, social media platforms) that can be accessed through them.

Digital learning: Type of learning that uses digital technologies.

CHAPTER 2

2. REVIEW OF LITERATURE

This chapter presents an overview of relevant studies and significant research. Firstly, recent transformations in education and the place of informal learning in the future of education are provided. Then, the key concepts of informal digital learning of English are explained sequentially, and related studies are presented. Later, the chapter provides a huge body of research focusing on a variety of frameworks developed for informal digital learning of English in the EFL context.

2.1. Education 5.0

Digitalization has been carried to every stage of life as the information society gives way to the smart society. In this digital age, significant transformations in educational environments have been inevitable. Education 5.0 refers to the fifth industrial revolution in education by utilizing digital technologies to remove obstacles in learning (Ahmad et al., 2023). One of the major objectives of Education 5.0 is to enhance personalized learning, collaboration, and well-being through the use of digital sources (Lantada, 2020). Education 5.0 has the following key areas “focused learning to become a professional, applying creative thinking for solving the problems, and developing value-based learning culture” (Alharbi, 2023, p. 918). Accordingly, students are expected to play the role of agents to increase the scope of their knowledge while teachers’ role is to assist the students whenever information is required like a counsellor to support their learning (Alharbi, 2023).

The changes in education systems have gone through four basic processes of transformation in education, namely 1.0, 2.0, 3.0, and 4.0 in parallel with industrial revolutions. In Education 1.0, teaching occurs by transferring knowledge from the teacher to the student with the help of concepts and by memorization by the students (Puncreobutr, 2016). As a learning theory, it refers to *pedagogy*, which is teacher-centric, and the educator’s role is to impart knowledge. Education 2.0 started in the 1990s, and its paradigm is active learning approaches. Pedagogy was replaced in this phase by *andragogy*, which refers to learning through experiences and problem-solving. The teacher’s role turned into a guide and a mentor (Eren, 2020). The most fundamental

characteristics of Education 3.0 which started in the 2000s, were the Internet and Web 2.0 technologies. In this phase, *heutagogy* was adopted as the learning theory. Heutagogy covers self-directed and self-determined learning. In this kind of environment, the learner takes control of their learning (Blaschke, 2012).

Education 4.0 emerged in line with Industry 4.0 (Eren, 2020). This stage focused on using technology to promote the learning experience. Education 2.0 highlighted ‘teaching technology in education’ while Education 3.0 changed it to ‘the use of technology in education’ and innovation and education-oriented processes were crucial in Education 4.0 which focused on ‘design and innovative use of technology in education’ (Kocaman-Karoğlu, Bal-Çetinkaya & Çimşir, 2020). Learners need to determine their learning ways which refers to *peeragogy* as a student-centred pedagogy. In Education 4.0, e-learning tools are used for enhancing self-paced learning opportunities, and project-based learning is encouraged in this phase. Mentoring is fundamental to student success since students gain so much independence in their learning process.

Lastly, Education 5.0 brings a new perspective for technology integration in education. It incorporates digital technologies such as Artificial Intelligence, Virtual and Augmented Reality, the Internet of Things, Cloud Computing, Big Data and Analytics, Blockchain, and 5G networks to form an efficient and sustainable educational environment (Ahmad et al., 2023). Education 5.0 refers to *cybergogy* which suggests learning can be done anywhere and anytime based on the conditions in assessing digital technologies. Education 5.0 proposes diversity, accessibility, and flexibility in learning. Flexibility refers to learning anywhere and from anything and involves various learning environments such as online learning, peer learning, and work-based learning (Eren, 2020). Education 5.0 requires every teacher to be a good researcher in order to protect students against disinformation when making their choices (Eren, 2020). Since today’s education goes through Education 5.0, informal learning gains more importance for educational policies. The place of informal learning is explained in detail in the following section.

2.2. Informal Learning as Future of Education

The recent report presented by OECD (2022) entitled ‘Building the Future of Education’ discusses possible areas to which OECD contributes to educational policies. The report pinpoints significant changes in educational environments, indicates strategic foci of the OECD’s work in education, and offers possible propositions for future work in education. The new avenues for international collaboration in education are depicted in Figure 2.1. below;

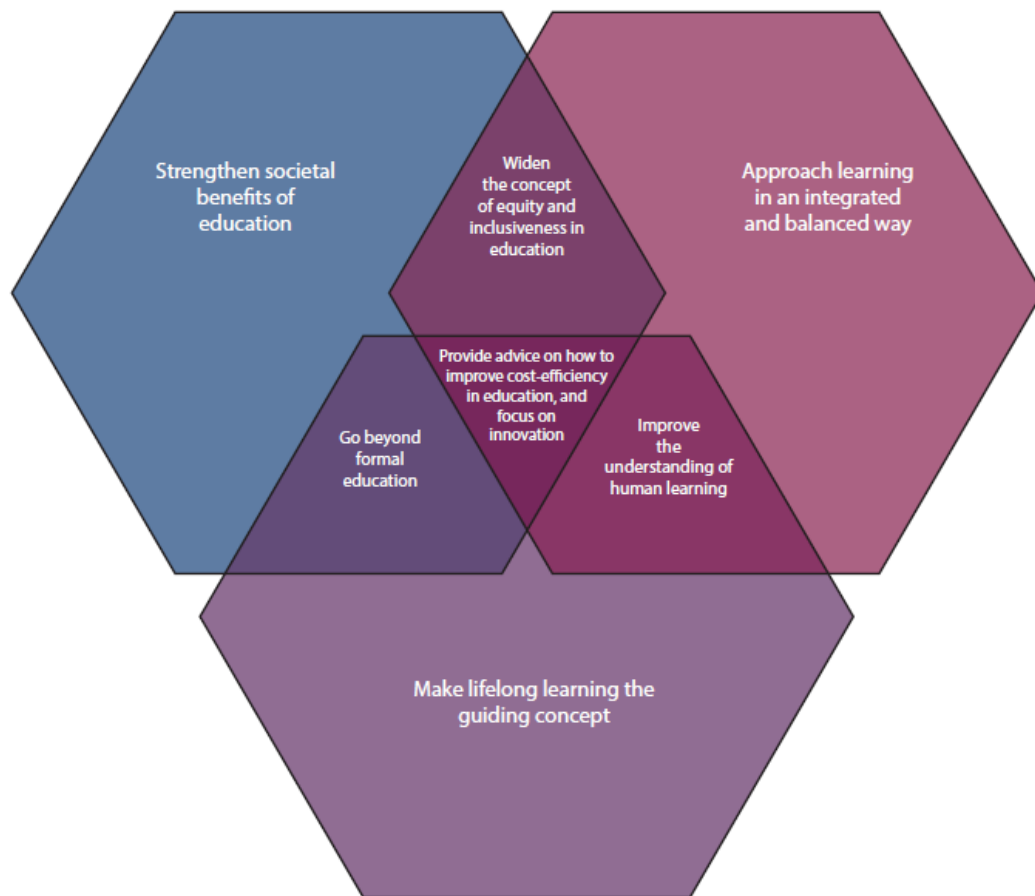


Figure 2.1. *Interrelationships among the eight components on the future of education*

As seen in Figure 2.1. above the graph depicts the interrelationships among the eight components. Three concepts to guide reflection on the future of education and learning are listed as;

1. strengthen the social benefits of education
2. approach learning in an integrated and balanced way
3. make lifelong learning the guiding concept

Three conditions for future-oriented work in education are listed as;

4. improve the understanding of human learning
5. go beyond formal education
6. widen the concept of equity and inclusion in education

Two imperatives for policy development in education are shown in the graph as follows;

7. improve cost-efficiency in education
8. focus on innovation in education

Highlighting informal learning in the fifth criterion, the report states that informal learning is not only a broad but also an uncharted territory. There is a gap in understanding how, where, and in which ways people experience informal learning. There is also little knowledge about how to integrate informal learning into public policy. However, the report sees digitalization as a promising area at that point and expresses that research on the impact of digital devices in education can provide information for development. Fostering desirable informal learning is regarded as a promising domain of future work in the report. Possible propositions offered at the end of this part of the report are presented as follows;

- “Improve the understanding of the contributions of diverse channels and environments of learning in assessing students’ learning outcomes”
- “Improve the understanding of educational institutions as sites that provide formal as well as informal opportunities to learn in order to develop policy advice on how to better shape schools as positive learning environments”
- “Enable education systems to reinforce connections between formal schooling and non-formal and informal channels of learning in the community, civic organisations, and the media, for example, through recognition and credentialing” (OECD, 2022, p.13).

It is clearly seen that the future plans in education consist of regarding varied sources for informal learning, providing opportunities for combining formal and informal learning at an institutional level and making this connection recognizable through several channels. All this effort is expected to lead to sustain innovation in education and to remind citizens that “investment in education is an investment in the future of prosperity and the wellbeing of society” (OECD, 2022, p.3).

2.3. Informal Learning of English

According to Dressman (2020a, p. 4) informal language learning involves “all activities undertaken by learners outside a formally organized program of language instruction.” In defining so, Dressman makes the concept inclusive and states that informal learning may include “a range of digital and live opportunities.” Namely, learners can use digital sources such as listening to songs from digital platforms, and they can have personal experiences such as talking to a tourist or studying abroad. Considered as ‘a gift of the digital age’, informal language learning offers learners the possibility “to acquire almost any new language, at their own pace and in ways that are responsive to their needs and motivations” (Dressman, 2020a, p. 11).

Arndt (2019) lists informal second language practices as both specifically developed materials such as podcasts or video-based courses, grammar websites, and language learning apps; and authentic language contacts such as social networking, news and entertainment websites, films and TV series, music, and video games. Studies carried out in the area indicate that L2 learners’ engagement with informal learning of English has been common. Previous studies on informal language learning have proved a positive relationship between informal practices and second language proficiency (e.g. De Wilde, Brysbaert, & Eyckmans, 2019; Olsson, 2011; Sundqvist, 2009, 2011). Nevertheless, some studies showed that there are differences among learners in terms of benefiting from informal language practices (e.g. Cole, 2015; Olsson, 2011; Sundqvist, 2009, 2011).

The studies carried out provide that informal learning of English is widespread among different age groups of L2 learners. It is found that starting from young ages (e.g. De Wilde et al., 2019; Hannibal Jensen, 2019), learners spend time for language learning practices for approximately two hours per day, overwhelmingly online (e.g. Cole, 2015; Olsson, 2011). The studies showed that English songs, movies, TV programmes, video games, and websites were the most preferred informal activities among learners. Thus, it is seen that informal activities concentrate on mostly listening skills.

Several studies have focused on one specific informal language learning activity. One of them was the study conducted by Kusyk and Sockett (2012; Sockett, 2014) and it showed that spending more time watching English-language TV series leads to higher test scores for receptive and productive vocabulary knowledge. Other studies by Sundqvist and Sylén (2014) and Sundqvist and Wikström (2015) demonstrated that

frequent video gaming was associated with increased receptive and productive vocabulary knowledge among Swedish primary and secondary school pupils.

Some other studies have examined the relationships between informal learning of English and proficiency outcomes. Significant, positive relationships have been found between informal English learning and vocabulary gain (De Wilde et al., 2019; Kusyk & Sockett 2012; Sundqvist, 2009, 2011; Sundqvist & Wikström 2015); speaking (Lyrikou, 2019; Sundqvist, 2009, 2011) and writing proficiency (Olsson, 2011); listening and reading (De Wilde et al., 2019); and self-reported language proficiency (Jurkovič, 2019).

Dressman and Sadler (2020) published a book entitled *The Handbook of Informal Language Learning* consisting of 6 parts and 31 chapters, each of which discusses informal language learning from several aspects. Some chapters in the book report case studies of informal language learning conducted in five different places; Hong Kong, South Korea, Morocco, Sweden, and France. For example, in the Hong Kong context, Lai and Lyu (2020) express some important considerations when enhancing informal language learning such as reactive autonomy in which the teacher's active bridging role is seen to introduce out-of-class activities, pragmatic values of out-of-class activities while experiencing out-of-class learning to gain confidence, and social autonomy that provides learners a comfortable zone. In the Moroccan context, Dressman (2020c) summarizes findings from a three-year study of how students in English programs in Moroccan public universities learn English that students routinely accessed resources outside classroom instruction, including both digital resources and live interactions with tourists and other English speakers. He also remarks that students' speaking scores get higher when their use of informal resources increases.

In a recent study, Arndt (2019) examined the nature of German secondary school students' informal second language practices (ISLPs). The study also explored the relationships between informal language contact and proficiency, motivation, and attitudes toward language learning. Employing mixed-methods design, the study involved statistical modelling (Multi-level Structural Equation Modelling and Latent Profile Analysis) and the qualitative findings for data triangulation. Findings from the study suggested that there is a significant positive link between engagement in ISLPs and proficiency, which has been often mentioned in previous studies. Besides, results

reflected that there is evidence of a reciprocal relationship between motivation and engagement in ISLPs.

2.4. Informal Digital Learning

The widespread use of digital platforms and internet-based technologies with the aim of informal language learning practices has drawn both learners' and researchers' attention recently. The digital informal learners take control over their informal learning process taking advantage of digital technologies (He et al., 2020). These learners can make the decision about what they want to learn, how they can learn, and how they can evaluate the learning process. Learners need digital competence to benefit from the digital environment. Digital competence involves abilities to use digital devices, a large variety of complex cognitive skills, ethical knowledge (Ala-Mutka, 2011), and comprising the ability to assess and learn from resources. Research among university students in Belgium has proven the positive impact of digital competence on students' digital informal learning. In other words, students with a higher level of digital competence tend to get more involved in digital informal learning (He et al., 2020). Nevertheless, learners' digital competence may not be as high as their digital skills or digital confidence.

Gallardo-Echenique et al. (2015) propose the term *digital learner* for the 21st-century student in the digital age since they think it introduces a global vision, focusing on how to utilize digital tools that assist learners with their learning. The characteristics of the *digital learner* are summarized below;

- “focuses on ‘learners’ rather than ‘persons’, who should realize the possibilities and potentials of digital technologies in their environments and recognize the value of technology and the opportunity it presents the learner in his/her daily life,
- argues that learners are not merely users or consumers of technology,
- highlights the complexities of learner’s technology experiences,
- rejects the generational boundary and any chronological generations that exclude other types of actors who share similar practices (accept all learners),
- does not assume any pre-defined learner characteristics, and
- adopts a socio-cultural, anthropological, communicational and pedagogical approach from the learners’ perspective” (Gallardo-Echenique et al., 2015, p.172).

2.5. Informal Digital Learning of English

In the EFL context, Lee (2019a) defines the phenomenon of Informal Digital Learning of English (IDLE) as “self-directed, informal English learning using a range of different digital devices (e.g., smartphones, desktop computers) and resources (e.g., web apps, social media) independent of formal contexts” (p. 2). It is understood that IDLE differs from Informal Learning of English with its use of digital tools and sources. Engaging in IDLE is “motivated by personal interests and undertaken independently without being assessed by a teacher” (Lee & Lee, 2021, p. 359). The literature shows that studies related to IDLE are presented mostly in three ways; under the title of IDLE (e.g. Lee, 2019b), a sub-field under the title of Informal Language Learning (e.g. Codreanu & Combe, 2020), and under the title of Online Informal Learning of English (OILE) (e.g. Sockett, 2014).

IDLE is closely related to multimodality which refers to “the coordination of multiple different systems of signification to communicate a single, or at least a unified, message or meaning” (Dressman, 2020b, p. 39). IDLE offers multimodal practices such as watching TV series or online videos or browsing social media which combine different modes. For instance, video gaming and captioned videos share some similar features multimodally since they embrace moving images, audio tracks that are both linguistic and acoustic, and written captions or chat boxes (Dressman, 2020b). Research on the multimodality of captioned video (e.g., the integration of written and spoken modes in a target language) can be an effective contributor to listening comprehension and vocabulary acquisition (e.g. Danan, 2004).

Lee (2020) proposes that IDLE-integrated pedagogy can be applied in some stages in EFL environments. Teachers list all digital tools (e.g. smartphones, laptops, tablets) and digital sources (e.g. digital games, social media, apps, songs) used by the students for IDLE practices. Subsequently, teachers administer surveys to understand students’ educational requirements and preferences. Informed by the outcomes of this analytical process, teachers can help learners prepare their own IDLE programs, which they can do IDLE activities continuously, reducing reliance on teachers’ intervention (Lee, 2020).

According to Lee (2022), there are 12 characteristics of IDLE and these can address the drawbacks of formal non-digital language education:

1. “Autonomy: Students feel a strong sense of control about their IDLE activity because they can make decisions about their own materials and strategies.
2. Authenticity: IDLE learners can be exposed to authentic English while interacting with other English users in real-life situations.
3. Identity: IDLE learners often assume a new identity as English users rather than English learners.
4. Motivation: IDLE activities are generally triggered by intrinsic motivation (e.g., interest) rather than extrinsic motivation (e.g., test).
5. Investment: IDLE learners, who perceive themselves as English users, are likely to invest in practicing English in extramural digital contexts.
6. Flow: IDLE learners (e.g., watching Netflix in English) tend to lose track of time and experience a flow state.
7. Grit: IDLE learners exert continuous efforts in learning and using English while maintaining their personal interests.
8. Community of practice: IDLE learners feel connected to others from online communities (e.g., fan fiction or gaming communities) that share the same interest.
9. Affective filter: Since there are no teachers and classmates, IDLE learners often practice English in a low affective filter situation.
10. Multimodality: IDLE activities often involve various modalities, such as text, image, audio, video, and music.
11. Comprehensible input: IDLE helps learners grasp the meaning of words and sentences.
12. Accessibility: Since there are no time or space limitations on the Internet, English is continuously available to IDLE learners.” (Lee, 2022, p.12-13)

To be able to realize the role of IDLE pedagogy in language learning and to understand its contributions, it is essential to grasp how current second language acquisition research underpins IDLE. The next section presents some information about IDLE and related associations with second language acquisition theories.

2.5.1. IDLE and second language acquisition

Several studies on IDLE -or IDLE-oriented topics- assert that various second language acquisition (SLA) theories support the concept from different aspects.

While evaluating the relation between SLA theories and naturalistic acquisition outside the classroom, Cole and Vanderplank (2016) point to Krashen’s (1981) distinction between “learning” and “acquisition”. They state that conditions for “acquisition” which is the sub-conscious process of being exposed to a large amount of comprehensible input are available in today’s informal language learning opportunities. Besides, it is claimed

that online informal learning environments might lead to a low ‘affective filter’ (Krashen, 1981) which helps learners feel relaxed in their interactions with comprehensible input when learners feel free to choose and follow the input. According to Cole and Vanderplank (2016), connectionist theories (Ellis, 2006; Larsen-Freeman & Cameron, 2008) are relevant SLA theories for informal language learning in naturalistic contexts since they highlight that frequent exposure to salient, contextualized chunks of language help language learning.

Sundqvist (2011) states the interaction hypothesis which emphasizes input (exposure to language), output (production of language), and interaction (through feedback) as essential elements in SLA (Gass & Mackey, 2006) is related to extramural English in various ways. For example, listening to English songs, watching TV series, or using websites to develop language use creates an environment for being exposed to input. Learners produce output in the target language through various online mediums such as interactive video gaming and internet browsing, as well as engagement in activities like blog commentary and singing along while listening to music, sometimes following the lyrics (Sundqvist, 2011). When learners play online video games, players’ constant interaction, both oral and written, can lead to interaction.

Sockett (2013, 2014) sees Dynamic Systems Theory (DST) (Larsen-Freeman & Cameron, 2008) as the main theoretical basis for his concept of informal language learning, Online Informal Learning of English (OILE). Sockett (2013) points out that DST emphasises the distinctive array of resources, strategies, and relationships that collectively influence the non-linear language development for each learner during the learners’ informal learning process. Using the term ‘language user’ instead of ‘language learner’ for those who take part in OILE practices, Sockett (2014) states that language learning in DST is dynamic, evolving over time due to the influence of the learner and other factors. It is argued that informal learners do not engage in single activities (e.g. only listening to English songs) and that acquisition is not achieved through merely on the frequency of online informal language practices. As Sockett (2014) mentions about the complex systems perspective, rich cognitive networks are the result of interactions between different types of activity, motivations, information, relationships, and contexts.

In a similar manner, the idea of complex systems theory, also known as complexity theory, has been proposed by Godwin-Jones (2018) as an effective way to

investigate informal language learning in digital contexts. In Complexity Theory (CT), language is “a dynamic system that is constantly being transformed through use” (Larsen-Freeman, 2018, p. 58). Regarding the CT paradigm, Godwin-Jones (2018) states that change and development take place within the nested subsystems of language, language development, and L2 online use. As a result, change or improvements in one system may have an impact on other systems with varying outcomes. It is emphasized that the inseparability of learner characteristics or variables and learner environments is a significant element in CT since they are mutually linked and evolving (Godwin-Jones, 2018).

Language acquisition becomes an individualized process, with unique outcomes, specific to a learner’s experiences and objectives if language is viewed as constructed through interactions and as patterns emerging from repeated encounters with language in various contexts (Godwin-Jones, 2018). According to Godwin (2018), the informal learner’s role is expected to take and re-use examples and implement them to other contexts with different outcomes and skills. In this way, L2 development which indicates an ongoing process and not an end point (Larsen-Freeman, 2015) will take place.

Building upon the aforementioned explanations, the current study was grounded in Complex Dynamic Systems Theory which sees the language resources of learners are emergent, mutable, and self-organizing (Larsen-Freeman, 2015). That is, contact with language through digital practices such as watching videos, TV series, or chatting on forums results in a unique learning experience making the English use highly individualised. As learners perceive the language through the situations and relationships they experience, they will have unique repertoires (Sockett, 2013). This unique way of learning contributes to the non-linear process of language development.

The next section provides information about the concepts related to language learners in a digital informal context.

2.6. IDLE and Language Learner

Out-of-class language learning in digital environments increases the significance of some concepts. Among these notions, learner autonomy, learner agency, digital literacy and personalized learning are crucial with respect to their relation to IDLE. Particularly in recent years, there has been a growing interest in exploring language

learning in an informal digital context in terms of learner autonomy, agency, digital literacy and personalized learning (e.g. Chik, 2018; Kukulska-Hulme, 2016; Lyrikkou, 2019). Each notion and its relation to IDLE is explained in the following part.

2.6.1. Learner autonomy

Learner autonomy has been explained from two different perspectives over years. Holec (1981) puts forward the first perspective and defines learner autonomy as the ability to take charge of one's own learning in which the environment or sociocultural context is emphasized. The second perspective is related to the importance of social dimension and is influenced by sociocultural theory (Lantolf & Thorne, 2006; Vygotsky, 1978). From this aspect, learner autonomy is mediated by the social environment including teachers, other peers, communities, and other social settings. As Gathercole (1990) states, autonomy occurs when the learner has willingness to take charge of his own learning. That is, learners' active participation in learning is expected. Learners can decide on learning objectives, select learning methods, and evaluate their progress (Teng, 2019). Dam (1995) offers a broad definition and expresses that a learner becomes an autonomous learner when s/he sets goals independently, chooses materials, methods, and tasks, carries out the chosen tasks, and chooses criteria for evaluation. Autonomous language learners know their own needs and interests for language development and accordingly, evaluate the learning process by themselves.

Godwin-Jones (2019) argues that informal digital language learning has accelerated with opportunities for autonomous language learning through mobile devices and the ever-increasing availability of streaming video and other authentic materials in the target language. It is seen that watching films/TV series is one of the most preferred activities for learners when it comes to their perceptions related to activities on learner autonomy (Yigit & Yıldırım, 2018). Chik (2018) explored Hong Kong adults' online learning practices while learning German, Italian, and Korean independently and found out that the learners wanted to re-create learning experiences like in a language classroom that included structured learning materials. It was revealed that they learned vocabulary through practices of formal education like writing words multiple times. The learners tend to use structured materials that were thought of reputable, qualified sources, such as the BBC or university-affiliated websites instead of sources like YouTube videos or user-supplied podcasts. Chik (2018) explained that when learners were given the autonomy to

decide their foreign language learning, they chose to return to the classroom. This shows that proper guidance in formal settings can be an effective factor that boosts learner's autonomy in the digital learning environment.

Likewise, in the Turkish context, Işık and Baççıkanlı (2020) underlined the new role assigned to the teachers; autonomy-supportive teacher. In order to find out how teachers support their students' autonomous out-of-class language learning, eleven EFL teachers from the tertiary level at a state university in Turkey were interviewed in three sessions. The findings revealed that the teachers show various autonomy-supportive behaviours and they mainly use five support mechanisms: affective, resource, capacity, technology, and social support. To illustrate, one of the participants highlighted the new role of a language teacher in this digitalized learning environment and expressed, "I always encourage [my students] that we [as teachers] are not needed anymore because we have plenty of teachers on YouTube" (Işık & Baççıkanlı, 2020, p. 71). Like previous research in the field, this study also supported that the teachers need to take the role of a language advisor and a guide for informal language practices.

2.6.2. Learner agency

Duff (2012) defines agency as people's ability to make choices, take control, and self-regulate, which enables them to follow their goals as individuals and may result in personal or social transformation. As Duff (2012) states, agency helps learners take actions in pursuit of their objectives and resist certain behaviours, practices, or positionings (2012). Teng (2019) points out that learner agency originates during the interaction between the individual and the multiple contextual systems. Learners make sense of the context and engage with, influence, or change the context as members of the community (Teng, 2019). Major tenets of agency can be listed as self-regulation, interdependence, and awareness of responsibility (van Lier, 2008). Technological changes and the recent role of learners as active agents in their learning journey raise the importance of realizing informal digital learning practices. Informal digital activities like building a fan site for a popular singer and engaging in online chat (e.g. Lam, 2004) can offer learners of English agency, opportunities for language socialisation and confidence which are difficult to experience in formal education settings (Sokkett, 2014). Moreover, learner agency is often seen as a key feature of feedback practices. The concept of agency includes students' active role in the process of seeking, receiving, and acting upon

feedback information (Nieminen et al., 2022). Learners' developing agency over their learning can be seen as an educational outcome that equips them to succeed in a changing world (OECD, 2022). At that point, learners may need guidance and support to learn and practice the agency. They need learning environments letting them unite formal and informal learning smoothly (OECD, 2022).

In Greek EFL context, Lyrigkou (2019) conducted a study with 76 Greek adolescent learners of English between the ages of 13 and 16 to find out participants' speaking performance, frequency of interaction with English through a range of media, and their agency and exerted effort during informal contact with the language. Collecting data through a speaking test, a questionnaire, and a semi-structured interview, it was found that participants' lack of agency and their attitudes towards informal learning seemed to hinder their engagement with informal language learning. In the study, the participants reported that new learning materials were taught by the teacher in the class. This attitude prevented learners from taking control of their learning and relying on others rather than themselves. This research supports the idea that IDLE practices offer opportunities to increase learners' agency which depends on their own control and preferences in the learning process.

2.6.3. Digital literacy

Digital literacy has become one of the essential competencies in the 21st century since technological innovations have been transforming the way of education. The concept of digital literacy dates back to the 1960s; however, the term has evolved over time with the improvements in technology. In its earlier form, 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). In today's learning environment, language learners need to be equipped with some digital skills, and Dudeney and Hockly (2016) state the concept of being digitally literate refers to our capacity to utilize the technology at our disposal in an efficient manner. In a recent study, digital literacy was defined as an individual's ability to find and evaluate information, use this information efficiently, create new content using this information, and disseminate this information using suitable digital technologies (Reddy, Sharma & Chaudhary, 2020). In terms of informal learning, when the learners become digitally literate, they can use digital technologies and information effectively for their own purposes in informal

settings outside the classroom. Digital literacy enables learners to find relevant information and digital sources, evaluate them critically, and benefit from these sources if they are applicable to use. Besides, digital literacy skills require thinking about the credibility and reliability of digital information and digital sources. Digitally literate people need to be able to notice trustworthy digital sources and avoid misinformation and biased content (Spires et al., 2019).

In terms of IDLE practices, digital literacy can empower learners to engage with digital sources effectively outside of formal educational environments. Hence, language learners in today's world need to improve their digital literacies (Hafner, Chik & Jones, 2015). The role of digital literacy in IDLE has been emphasized in several studies although more studies are required to examine its importance for IDLE practice. For example, Shafirova and Cassany (2019) highlighted the significance of digital literacy while using websites for English language learners in their study. In another context, Soltovets, Chigisheva, and Dubover (2019) found out that using digital technologies in informal English learning is important to develop learner's digital literacies. As recent studies indicate, digital literacy plays a crucial role in learners' informal learning experience. Nevertheless, as noted by Soyoof et al. (2023), research in the field should pay more attention to the role of digital literacy as IDLE-related practices require language learners to take part in a digital society.

2.6.4. Personalized learning

Personalized learning has been gaining importance with digital transformation. It basically goes against the "one-size-fits-all" model of schooling which was appreciated until recently.

In a language learning context, personalization can be thought as a teaching approach that considers learner differences and preferences while empowering individuals or groups to achieve pre-established or negotiated goals (Kukulska-Hulme, 2016). Prain et al. (2013) argue that personalized learning relies on the expertise of teachers to support students' meaningful goal-setting, accompanied by the provision of an engaging curriculum that provides relevant solutions and learning experiences that reflect student goals. Offering affordances for personal language learning, informal digital sources can help people fulfil their personal goals (e.g., developing listening skills through watching TV series) and select personal media platforms (e.g. being a member

of a video-streaming platform to develop listening skills). In informal contexts, learners can build their own learning environments based on their needs and aspirations, so that they can take the whole control of their learning (Mikroyannidis, 2013).

Personalized learning has become a major concept for educational programmes around the world and it seems that the personalization of learning is one of the great education challenges of the 21st century (Trilling & Fadel, 2009). It is an inevitable fact that a fixed learning model (factory model) of the 19th century does not meet the needs of 21st-century learners. As pinpointed by the OECD report (2021), countries and economies that promote proficient readers in a digital world are those that provide learning opportunities that respond to students' diverse needs.

2.7. IDLE in EFL Contexts

IDLE which helps to learn out of the class in the EFL context has been receiving increasing attention recently. The frequency (quantity) and diversity (quality) of IDLE activities used by EFL students in relation to English learning outcomes have been examined in a number of studies (e.g., Lee, 2018; Lee & Dressman, 2018; Lee, 2019b).

Lee and Dressman (2018) investigated the relationship between the quality of IDLE activities practiced by 94 South Korean university EFL learners and their English outcomes. Data were collected through a demographic survey and three assessment measurements including willingness to communicate (WTC) online, an English vocabulary levels test, and speaking scores. The activities of the participants were classified into form-focused (e.g., practicing grammar rules on Google) and meaning-focused (e.g., watching U.S. dramas on Netflix) IDLE activities. Findings indicated that engaging in diverse IDLE activities that involved both form-focused and meaning-focused language learning was found to significantly predict students' English-speaking proficiency. Additionally, it was seen that participants' varied use of IDLE activities increased their WTC online and productive vocabulary scores.

In his mixed methods study, Lee (2018) focused on the quantity and quality of IDLE activities engaged in by 77 Korean EFL learners in relation to English learning outcomes and EFL learners' willingness to communicate (WTC) while involving IDLE activities. The study showed that frequent engagement in IDLE activities might not

guarantee successful L2 vocabulary gains. Rather, engagement with different types of IDLE activities that involved form-focused and meaning-focused language learning was essential for achieving L2 vocabulary acquisition. It was found that the quantity of IDLE was positively associated with affective domains (i.e., enjoyment, confidence, and anxiety) and standardized tests (i.e., the TOEIC). The findings suggested that students who enjoyed learning English and felt less anxious about communicating in English were more likely to spend time involved in IDLE activities. Among variables that influenced L2 learners' WTC when involving IDLE activities, socio-political variables such as L2 communication practice and social anxiety were identified with contextual, and individual variables.

In another study related to the quantity and diversity of IDLE practices and different language learning outcomes, Lee (2019b) revealed that IDLE quantity, age, and major were significant predictors of confidence and enjoyment. In other words, EFL students who were younger, majored in English, and engaged more frequently in IDLE activities had higher levels of L2 confidence and enjoyment. It was also shown that IDLE diversity and major were significantly predictive of productive language outcomes (speaking and productive vocabulary knowledge), a standardized English test (TOEIC score), and one affective variable (anxiety).

Some studies have explored the relationship between students' engagement with IDLE activities and their English as an international language (EIL) perceptions. For example, Lee and Lee (2019b) conducted a structural equation modelling to explain the relationship between IDLE practice and EIL perception. The hypothesized model - students' engagement in IDLE practice is significantly and positively related to their perception of EIL - was tested through a survey with the participation of 317 Korean EFL university students. The findings revealed a strong, significant, and positive relationship between IDLE activities in which EFL learners engage and their EIL perception. That is to say, when EFL learners engage in IDLE practice more frequently, they become more likely to boost their EIL perception. In his exploratory study, Lee (2020) examined the association between IDLE practice, perception of varieties of English, and strategic competence for cross-cultural communication. Analysing data from the questionnaire survey and semi-structured interviews of 266 Korean EFL university students, who did not have overseas experience, the study revealed that EFL students who practiced IDLE

activities more frequently perceived themselves as more effective users for the cross-cultural communication strategy.

Lee and Xie (2022) used a person-centred approach to identify Korean EFL learners who participated in IDLE activities and their relation to four important affective variables including L2 motivation, L2 enjoyment, L2 anxiety, and grit. The study was contributing since it was the first research with a large sample of EFL learners to identify IDLE learner profiles. The research showed that a total of 1,265 Korean learners engaged in four types of IDLE activities: gaming-, entertainment-, English learning-, and socializing-oriented IDLE. Findings also identified five distinct IDLE profiles among which Minimal IDLEs (using IDLE activities rarely), Gaming-Entertainment IDLEs (using IDLE activities for entertainment and gaming), and Entertainment IDLEs (using IDLE activities for entertainment) composed of approximately 80% of the participants. Results indicated that Maximal IDLEs took part in gaming, entertainment, English learning, and socializing in a well-balanced way. Entertainment-socializing IDLEs were interested in both entertainment and socialization. It was found that these two profiles had a better affective status. These participants were less anxious, more enjoyed, and had more vivid ideal self-images as English speakers. On the other hand, the three profiles mentioned formerly were found to follow more receptive IDLE activities as passively consuming digital educational content. The researchers suggested that teachers can bring special interest groups together based on different IDLE profiles of learners; thus, learners with similar interests can cooperate easily by motivating one another.

Ohashi (2019) conducted a mixed-method study at a women's university in Japan to examine the impact of teacher-led support on English language learners' use of digital technologies for language learning outside the classroom. Data were collected through three questionnaires, two sets of interviews, and coursework generated during the teaching period. Questionnaire One aimed to find out English learning experiences using online tools. The researcher designed a few supportive components for the English writing course to boost out-of-class English language learning using digital sources. During the 10-month course, the students (sub-sample of the first group of participants) wrote reports about their out-of-class English practice. At the end of the course, Questionnaire Two was implemented and six months later, Questionnaire Three was administered to reveal the changes in students' use of online tools over time. Additionally,

two rounds of interviews were held. Findings showed the critical role that educators play in helping students use digital technologies for autonomous language study. When compared to pre-course and post-course findings, it became apparent that every student used more online sources throughout the course than they had before, and that usage increased over the course of six months. Findings also demonstrated that peer interaction had an effect on students' motivation and learning practices for out-of-class learning using digital technology.

Soyoo et al. (2023) categorized IDLE as a subfield of Computer Assisted Language Learning (CALL) and reviewed the findings of IDLE studies from 1980 to 2019. Researchers used 35 IDLE-related key terms and found 30 studies aligned with the inclusion criteria. The findings of this scoping review, aiming to discover the extent, range, and research focus of IDLE and related concepts, showed that the studies were carried out mostly through a mixed-method and qualitative research design and were published between 2017 and 2019. The authors highlighted that only two studies included a longitudinal data collection process. It was found that studies used diverse theoretical frameworks and the most common one among others was Complex Dynamic Systems Theory (Larsen-Freeman, 1997; 2017). In the publications, various data collection tools were used such as questionnaire, interview, observation, diary, text taken from websites or blogs, language tests, field notes, chat logs, and audio-recording sessions. For data analysis, structural equation modelling, multiple regression, and thematic analysis for the qualitative data were used. Findings indicated that IDLE research focused on the various dimensions of CALL; the linguistic dimension, the affective and cultural dimension, and the agency and digital literacies dimension. Finally, the researchers suggested that more studies could be carried out in the context of the Middle East, Africa, South America, and Australia since most studies took place in Asia, Europe, and North America.

2.7.1. Research on IDLE in Turkish EFL context

Compared to several studies concerning the use of digital technologies or Information and Communication Technology (ICT) tools and English learning, studies on informal digital learning practices for language education in the Turkish context are relatively limited. Hence, the literature regarding IDLE in the Turkish context has been scarce and signed that the issue is required to be investigated more.

Görğün (2015) carried out a study on the effects of teacher-structured out-of-class ICT activities on listening skills, motivation, and self-efficacy. 26 participants attended extensive out-of-class listening activities designed by the researcher through a class blog and English podcasts for seven months. Firstly, the participants answered a questionnaire that inquired about out-of-class activities they were involved in, and they assessed the activities and their performances through the Intrinsic Motivation Inventory throughout the study. Afterward, the participants evaluated their self-efficacy in listening and speaking skills through a self-efficacy scale, and an interview was carried out to find out the advantages and disadvantages of the implementation. In order to find out whether there was any improvement in learners' listening skills proficiency, three achievement tests were held. Following quantitative and qualitative data analysis, it was reported that the use of podcasts as part of teacher-structured out-of-class ICT activities had positive effects on students' listening proficiency, intrinsic motivation, and self-efficacy perceptions.

Şahin Kızıl and Savran (2016) investigated Turkish EFL learners' use of ICT tools in self-regulated language learning, which is an active process by taking the initiative of the learning experience, outside the formal instructional setting. A total of 777 university students studying in an English preparatory program took part in the study. Participants' perceptions about the use of ICT for self-regulated language learning were scrutinized through a survey consisting of two sections. In the first part, demographic information and access to ICT tools were asked. The second part was the Self-Regulated Language Learning Scale. Findings revealed that Turkish EFL learners were actively engaged in the use of ICT tools for self-regulated language learning. Specifically, female learners had more tendency to use ICT tools for language learning outside the classroom than male learners. Besides, correlation analysis between learners' academic performance measured by the achievement tests and their use of ICT tools for self-regulated language learning measured by the scale indicated that there was a significant positive correlation between these two variables. In other words, those who used ICT tools for self-regulated language learning tended to have higher academic performance. Findings also showed that participants used ICT tools to regulate different aspects of language learning practice outside the classroom. They got positive engagement with ICT tools for goal commitment, affective regulation, and resource regulation while having fewer positive attitudes towards using technology for social learning activities.

Focusing on personal and educational digital engagement, Şahin Kızıl (2017) examined 1163 university-level Turkish EFL learners' use of ICT tools for both learning and daily activities, and their characteristics within the context of digital nativeness. Data was collected through a questionnaire and the Digital Native Assessment Scale. Results showed that about three out of four students (72.2%) used their mobiles on a daily basis to support their language learning. However, more than half of them had never used blogs (53.9%), wikis (53.5%), or podcasts (63%) for language learning purposes. The study also indicated that Turkish EFL learners in the study were moderately digital natives. Students' infrequent use of Web 2.0 tools such as blogs, wikis, podcasts, and social networking sites demonstrated that they did not fully exploit the potentials of ICT tools in learning language, and they needed guidance. The findings of the study suggested that learners might need scaffolding from teachers in their technology-integrated learning activities.

In her master's thesis, Cengizhan (2019) conducted a mixed-method research study to explore the out-of-class English activities that Turkish English Language Teaching (ELT) students and investigate the relationship between out-of-class activities and five variables: gender, year of study, vocabulary knowledge, perceived English competence, and perceived importance of English. A total of 245 first and fourth-year ELT students participated in the study completing a questionnaire and a vocabulary levels test. Additionally, interviews were conducted with 5 participants. The results of the study revealed that the most common out-of-class activities of Turkish students were listening to songs, watching TV series and movies, and surfing on English websites while the least common activities were playing video games that required speaking, using a computer in English, and reading English newspapers. There was no correlation between vocabulary knowledge and the frequency of doing out-of-class activities while there were weak positive correlations between the frequency of out-of-class activities and gender and year of study. Results showed that males and first-year students engaged in out-of-class activities significantly more frequently.

In another study carried out with university students, Girgin Öztürk (2020) aimed to examine students' use of technology out of class to self-regulate their language learning and its effects on their achievement. The participants were 57 Turkish EFL students from an English preparatory school. Quantitative and qualitative data were gathered through

two questionnaires and six open-ended questions. The analysis of the data revealed that participants tended to use both ICT and English Central, which was the application used in the study, for out-of-class learning. Nevertheless, they were not exactly aware of the effective usage of ICT to promote language learning. For this reason, the study underlined that there seemed to be an absolute need for training to improve learners' metacognitive regulation to take advantage of ICT usage out-of-class learning.

Dinçer (2020) carried out a study to understand EFL learners' out-of-class language learning experiences through digital practices. The study, with a cross-sectional survey design, aimed to investigate out-of-class technology engagement and language learning autonomously. 512 university students took part in the study. The results of the research demonstrated that when the students were more autonomously engaged, they tended to have better language learning proficiency. Furthermore, it was found that students who were more autonomously engaged spent more time daily and used diverse digital tools. The most frequently used digital tools among the participants were online websites and social media. Besides, participants benefited from dictionaries and intelligent tutoring system applications. Also, online games, YouTube, Instagram and other smartphone apps that help learners practice communicative skills had an impact on language development. The study made clear the need for additional investigation into the informal digital practices of language learners.

To summarize, the literature review has maintained a general overview of the key concepts regarding informal language learning and IDLE. The studies above highlight the significance of informal digital sources in the EFL context in Turkey as well as worldwide. However, there is a need for providing systematic guidance to EFL learners in their quest for delving into the digital realm for language learning purposes. There has been no previously published research (to the researcher's best knowledge) on providing a comprehensive guidance program to EFL learners for IDLE practices in Turkey. As a result, there seems to be a need to design a study by taking into account the current gap in the literature on IDLE practices and the suggestions provided by the previous research mentioned above.

CHAPTER 3

3. METHODOLOGY

3.1. Research Design

This study uses an embedded mixed-method design (Creswell, 2012) to investigate Informal Digital Learning of English (IDLE) practices of Turkish EFL learners and the impact of informative guidance on learners' IDLE practices. It also aims to explore learners' views on the guidance program for IDLE. In the embedded design, the purpose is "to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data" (Creswell, 2012, p. 544). In this design, qualitative data can be collected either before or after an experiment with the aim of supporting the data. If data is collected before the experiment, the data can enable to design and shape the intervention. If data is collected after the experiment, the data can help to clarify the quantitative findings (Creswell, 2012). Figure 3.1. displays the embedded mixed-method design of the current study.

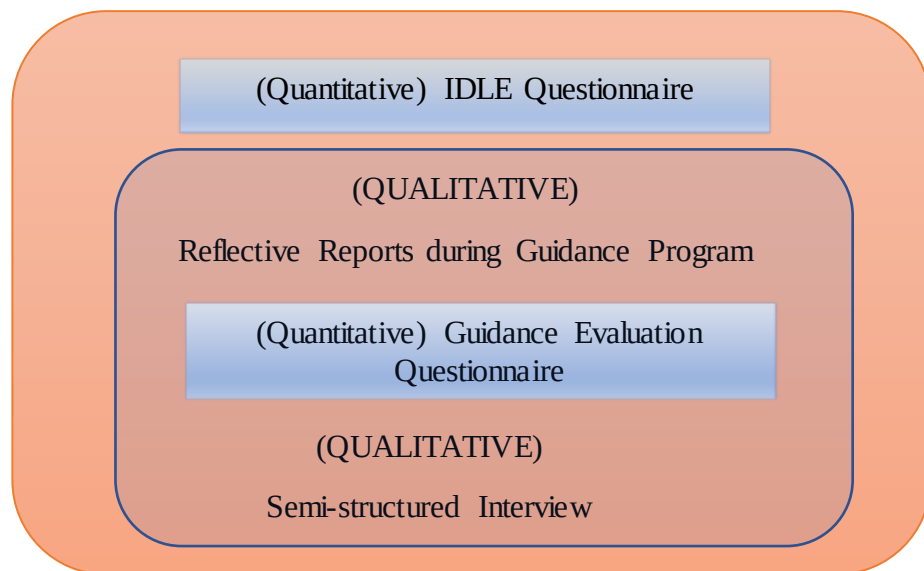


Figure 3.1. *Embedded mixed method design of the study*

As shown in Figure 3.1., this study includes quantitative and qualitative data collection processes, but the qualitative data has a dominant part within the overall design

to seek an answer to each research question. Quantitative components which are IDLE Questionnaire and Guidance Evaluation Questionnaire have been embedded within a qualitative design which comprises data collection through reflective reports and semi-structured interviews.

In this study, quantitative data were collected through IDLE Questionnaire which served as a background questionnaire and aimed to find out Turkish EFL learners' practices related to IDLE before the study, and Guidance Evaluation Questionnaire which was implemented to see the impact of the guidance program after the study. Based on the results of IDLE Questionnaire and the relevant literature, participants were given an IDLE guidance program according to their needs and necessary IDLE components throughout 12 weeks. Qualitative data were collected using reflective reports of participants during the guidance program to understand the process from participants' perspectives. Additionally, semi-structured interviews which were held at the end of the process were conducted with voluntary participants to triangulate the research and identify actual practices, experiences, and views of participants. According to Mackey and Gass (2005), triangulation enables the researcher to examine the issue from all possible dimensions. This combination of data collection methods was believed to yield a more complete understanding of the issues pointed out by the research questions.

3.2. Participants and the Context

The participants of the study were Turkish EFL learners studying at an English preparatory program in two universities in Turkey in the 2021-2022 academic year. In the selection of the participants, convenience sampling (Creswell, 2012) strategy was adopted since participants were available and willing to take part in the study. The study was comprised of two phases. In the first phase of the research, 209 participants who were enrolled in two preparatory programs answered IDLE Questionnaire. The rationale behind involving preparatory students at two universities was that these students were accessible, willing, and could provide data about the IDLE practices of young adults in higher education in general. The participants were 94 males (43.8%) and 115 females (56.2%) whose ages ranged between 17 and 25 and two of them were above 25. The majority of the participants were aged between 17-19 (n=122).

Regarding prior English language learning experiences, 109 participants reported having studied English for 5 to 9 years. 52 of them have been learning it for 0-4 years and 41 of them have been learning the language for 10-14 years. A few participants reported that they have been learning English for 15 years or more than this. The participants started studying English at different levels of the English preparatory program as A1-Elementary (n=134), A2-Pre-intermediate (n=54), and B1-Intermediate (n=21).

In the second phase of the research, a total of 35 participants were a sub-sample of the group who took part in the first phase. This group attended the guidance program and wrote weekly reflective journals. However, some of these 35 participants quit attending regularly during the program and the number of participants who attended regularly declined. All voluntary participants who attended the guidance program regularly took Guidance Evaluation Questionnaire (n=10) and as a result a total of 10 participants completed the IDLE Guidance Program. These voluntary participants were studying at different departments; History (n=1), Molecular Biology and Genetics (n=3), Economics (n=1), International Relations (n=1), Political Science and Public Administration (n=2), Information Security Technology (n=1), Civil Aviation Cabin Services (n=1). One of these participants who answered IDLE Guidance Questionnaire beforehand was unable to attend due to personal circumstances. Hence, semi-structured interviews were carried out with 9 of these participants. The consent forms and questionnaires for the study were delivered to the participants online via Google Forms (Appendix-1).

According to the Common European Framework of Reference (CEFR), intermediate-level participants have, on average, a B1-B1+ level of competency (Council of Europe, 2001). This level is categorized as independent user based on CEFR (Council of Europe, 2001). Due to these attributions, the participants were selected from the B1 level for the second phase of the study since they are required to be independent users of the language to improve their language through informal digital sources.

The research settings included two universities in İstanbul, Turkey which offer English preparatory programmes. It was practical to choose these two university settings since they were accessible, and the participants were voluntary for participation. At the beginning of the study, a file of information on the research study was sent to these institutions. After getting the formal permission, the first phase of the research,

implementing IDLE Questionnaire, started in one of the universities in November 2021 and in the other one in February 2022.

Both in these universities, the students are offered a one-year English education to enhance their language skills and to prepare for English medium instruction in their departments. Students continue their education in various departments in their subsequent four-year education. In addition to these English obligatory programs, the schools provide one-year English education for students who prefer to learn English voluntarily before attending their departments in which Turkish is the medium of instruction. In these institutions, a proficiency exam and a placement exam are held at the beginning of each academic year. The students are placed in appropriate level classes considering the results of these exams and their English proficiency level.

In the first university, the program aims B1+ (intermediate +) exit level based on CEFR offering 24-20 hours in a week according to students' levels. English Preparatory Program is comprised of three modules in total including Module 1 (approx. 14 weeks-Fall Semester), Module 2 (approx. 14 weeks-Spring Semester), and Module 3 (approx. 6 weeks-Summer Module). Education is carried out on the levels of A1 (beginner), A2 (pre-intermediate), B1 (intermediate) and B1+ (intermediate+). To reach the required exit level of the preparatory program, which is B1+, students attend English courses for 24 hours weekly including integrated skills lessons (12 hours for grammar, vocabulary, reading, and writing, and 12 hours for grammar, vocabulary, listening, and speaking).

In the second university, the program aims B2 (upper intermediate) exit level based on CEFR offering 24-18 hours a week according to students' levels. To reach the required exit level of the preparatory program, which is B2, students attend English courses for 24-18 hours per week including 16-12 hours 'Main Course' and 8-6 hours 'Reading and Writing'. A separate listening or speaking course is not included in the curriculum of the institution; however, these skills are embedded in the syllabus of the mentioned lessons through proper materials.

In terms of extracurricular activities, online asynchronous tasks are given in the first university while students are supposed to do weekly assignments on the Learning Management System (LMS), which is a platform offering similar exercises to the ones in the main course book in the other university. In addition to prepared curriculum and planned classes in both universities, students are supposed to do project tasks which include completing some out-of-class writing and speaking tasks. Apart from these extra

studies, instructors can share useful materials or sources with students. There is no extramural leading for students formally in IDLE; however, some instructors may share some digital sources voluntarily and spontaneously based on their personal observations of students' needs or demands in their classes.

3.3. Implementation of IDLE Model and Guidance Program

The study aimed to investigate IDLE practices of Turkish EFL learners and design guidance to enhance language learning through IDLE. For this aim, it attempted to gain a deeper insight into how learners integrate IDLE experiences into the learning process. In line with this purpose, an IDLE Guidance Model, demonstrated in Figure 3.2. below, was developed by the researcher based on the materials prepared and tested in the pilot study. The pilot study took place in the fall term of the 2021-2022 academic year prior to the actual study. IDLE Guidance Program was piloted with participants who had similar features with the participants taking part in the actual study. Tasks from the program were presented to these participants in order to evaluate the materials, detect any problems with the designed tasks and the implementation, and revise them according to the results of the pilot study. Based on the feedback from the participants, necessary revisions were made. Afterwards, the steps and the tasks of the model were assessed by four expert researchers from the fields of English Language Teaching and Computer and Instructional Technologies. Necessary improvements were made based on expert feedback and suggestions. After their confirmation, the model and the program were finalized.

In order to encourage language learners to take part in IDLE activities, the IDLE Guidance Model was designed and constructed fundamentally on four main steps;

STEP 1: Selection of a digital source

STEP 2: Evaluation of the source by using IDLE checklist

STEP 3: Practice by following the tasks

STEP 4: Reflection



Figure 3.2. *IDLE Guidance Model*

As presented in the Figure 3.2. above, IDLE Guidance Model intends to demonstrate to learners how they can take responsibility for their own learning on the digital plane, what they can do for learning when they are on their own in the digital world, how they can navigate or manage their learning practice, what kind of sources would be useful for them, and what kind of awareness they need to move forward. Following all the steps in the Model, the arrival point is expected to heighten IDLE Awareness which includes going back to Step 1 and starting the process again. Asking some questions to raise awareness helps learners to take advantage of the process; “Is this digital tool useful for me?”, “Does it contribute to my informal learning?”, “Is it an appropriate tool for my future studies?”

The model was introduced in systematic steps which allowed learners to use it easily and by hands-on practice. Additionally, the model was presented in Turkish, the native language of the participants, to prevent language barriers or self-expression difficulties. The following sections explain the steps of the model in detail.

3.3.1. Selection of a digital source

At this step, the model offers guidance for learners to be able to make choices regarding digital sources for language practice. Accordingly, some options for digital tools/platforms in accordance with the learning practice of language learners are recommended. Besides, learners are guided to add the sources they select on their own. A sample part of a task used in the study is presented in Figure 3.3 below.

★ STEP 1

Choose a digital tool / platform to practice listening skills on your own. Write the sources you selected in the box below.

PART 1 Find digital sources for your English practice like below. Use **IDLE checklist** and evaluate the source. (Öncelikle dinleme alıştırması yapmak için aşağıdaki gibi bir dijital kaynak seç. Sonra bu kaynağı kontrol listesini kullanarak değerlendir.)

Listening practice websites - BBC 6 minutes English (https://www.bbc.co.uk/learningenglish/english/features/6-minute-english) - Ted Talks (https://www.ted.com/) Podcasts - Nationalgeographic - Leonardo English - The English we speak - Luke's English Podcast - Comedy Bang Bang	Digital sources you found - -	 
---	---	--

Figure 3.3. A sample part of a task used in the study

The advancement of the digital world has affected the rapid change of digital tools. Eventually, a popular platform or social networking site can be out of fashion sooner or later. Due to this reality of technology, it is required to provide guidance for learners to survive in the IDLE environment rather than suggesting a list of tools learners would follow by rote. Hence, this step targets creating an awareness of various tools/platforms learners may select on the digital plane. Being able to choose the

appropriate content for their language learning practice enables learners to contribute to the growth of knowledge. The notion of *digital literacy* which allows learners to evaluate and use information critically is aimed to be pointed out as well. Learners are offered an opportunity through a digital literacy perspective to ask questions about the sources of the information, the role of its producers, and the aspects in which it represents the world (Buckingham, 2015). Some sources chosen by the learners can ask for premium use which requires membership payment. It depends on the learner's choice, but free digital sources were presented primarily in the current study. Besides, open sources which can be accessed by any learner in the digital environment were used in order not to have copyright problems.

3.3.2. Evaluation of the source by using IDLE checklist

At this point, learners were asked to evaluate the digital source by using an IDLE checklist designed for the purposes of the study. The IDLE checklist was prepared based on similar studies in the literature (Leacock & Nesbit, 2007; Mandalios, 2013; Zeybek, 2020). Its goal is to present a way of thinking to reach the source that is useful and fits the purpose of informal learning practice in the digital world. It was aimed that learners can remember the criteria and internalize questions to assess the source. As a result, learners become aware of the tools they select and are able to evaluate them from various perspectives (e.g. relevancy, up-to-date, content, user-friendliness, etc.). With the help of this easy-to-follow and use guidance, learners were expected to develop an inner mechanism of self-evaluation of the tools they use for their language learning. The checklist is given in Figure 3.4 below.

<i>The Digital Source I select;</i>	☒
is relevant to my English learning practice	
is user-friendly	
is motivating	
is up-to-date	
is popular among users (e.g. comments, rating, download)	
is the product of a professional person/team	
shows who is responsible for the contents	
allows me to practice on my own	
allows continuous practice opportunity	
provides information free of errors (no spelling or grammar errors)	

Figure 3.4. *IDLE Checklist*

After the evaluation of the digital tool using the checklist, learners were informed that if they put a tick for at least five items, they could move towards the digital tool to do their informal practice. There is no exact number of the items that need to be ticked off on the list. However, deciding on the right source on their own is really important, and this gives learners an idea about the benefits of the source. Besides, there were some leading questions for learners to ask themselves such as “Should I use this digital tool? Is it beneficial for me? How many items did I tick off on the list? Is it sufficient?”

3.3.3. Practice by following the tasks

This step includes tasks that can be easily followed by the learners on their own during their informal digital learning experience. The tasks aim to enable learners to benefit from the digital sources in the most effective way without excessive effort and time. Each task focuses on a language skill (listening, reading, writing, speaking) and a language area (grammar, vocabulary, pronunciation). Furthermore, deciding on the right source and information and using it for their own interests as part of digital literacy skills are aimed to be marked through the tasks.

These tasks are not similar to in-class tasks; in other words, the tasks do not provide only one correct answer to be checked by the teacher. IDLE tasks can be followed

by the learners autonomously, they aim to help learners to improve their language skills/areas in an informal context without any assessments or control. Furthermore, tasks provide learners the opportunity to raise awareness and make evaluations about the usefulness of the digital tool through reflection and self-report components (E.g., self-evaluation of the portion of the language of the digital tool they understand).

Another point is that the tasks were designed based on various language skills and areas to represent the fundamental segments of the target language. The aim here is to demonstrate the variety in language study. Nonetheless, learners might want to concentrate on only one skill or area. According to their personal learning preferences, learners might follow the skill or area they want on their own after the guidance program. Each sample task here includes various questions in order to give an idea about the types of questions that can be asked to learners. Questions in the tasks follow a similar order to create a mindset from a general to a specific and analytic view. They are sequential as below;

- Evaluating the reliability/credibility of the source
- Finding the main idea/what learners detect in general
- Evaluating the details about the source (e.g. new words they notice, difficulties they experience)
- Self-evaluation of the portion of language they understand according to their current level
- Noticing challenges

A sample IDLE task prepared for listening practice is demonstrated in Figure 3.5 below.

★STEP 3

Follow the tasks specifically designed to focus on a language skill/area each week.

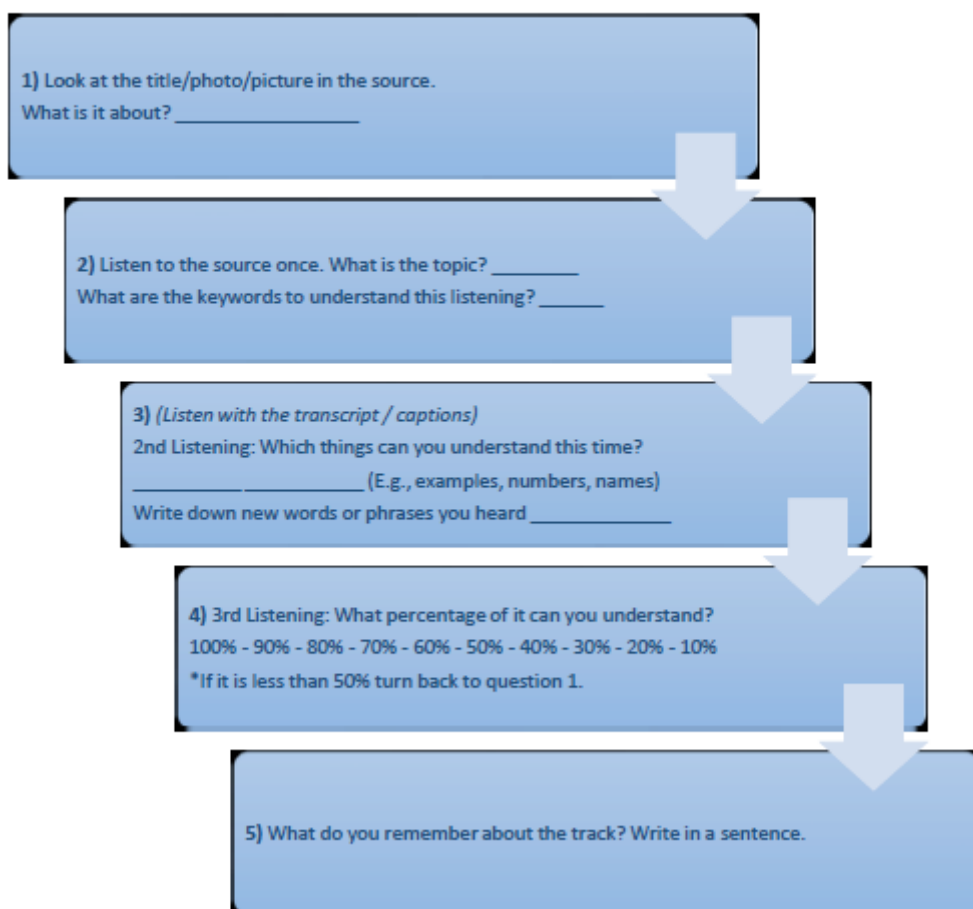


Figure 3.5. *Sample practice questions of a used task*

3.3.4. Reflection

Learners were asked to write reflective journals weekly and analyse their informal language learning experience with digital tools/platforms they prefer. Three questions were prepared for this guided reflection in which learners share their informal practice. It was aimed to enable learners to question, review the experience, and shape further practices based on the things they notice through guided reflection. This part can also show learners how to regulate themselves and create an awareness for self-regulation which involves planning, monitoring, and evaluating the learning activities to achieve the outcomes. Self-reflection on IDLE practices can significantly enhance their metacognitive skills by identifying the most effective learning strategy for them. Learners can choose strategies that align with their learning style and improve their metacognitive

awareness. Self-reflection can allow learners to follow their learning process over time, and gain insight into what works and what does not work for them outside the class (Godwin-Jones, 2020). Monitoring the learning process can foster metacognitive skills by leading learners to be aware of their strengths and weaknesses (Hubbard, 2020). When the learners engage in reflection during their IDLE practices, they can feel motivated and have a positive mindset for metacognitive development since the process feeds their curiosity.

This final step required to form a reflection cycle as a habit for learners with the help of some questions. These questions are presented below;

1. *What did you do/study by using the digital tools/platforms you selected this week?*
2. *What do you think about using digital tools/platforms for your English learning practice? Please explain.*
3. *Did you have any challenges during your English study by using the digital tools/platforms you selected? If yes, please explain.*

These questions were asked in Turkish, the mother tongue of the participants, in order to prevent the limitation of the ideas while expressing themselves in a foreign language.

3.3.5 The procedure of IDLE Guidance Program

IDLE Guidance Program lasted for a total of 12 weeks. The essential aim of the guidance was to support students in their use of digital technology as an educational tool and to raise self-awareness, digital literacy, and learner agency through reflection. The program was comprised of IDLE practices related to language skills (reading, listening, writing, speaking) and language areas (grammar, vocabulary, pronunciation) in an integrated way to guide learners navigate in the digital world for all aspects of foreign language learning. Informative Guidance on IDLE included tasks that were used for leading participants during the process and an Edmodo class. The program implementation is presented in Table 3.1. below.

Table 3.1. *Implementation of IDLE Guidance Program*

Time	Process
Week 1	Participants were given information about the IDLE Guidance Program.
Week 2 - 8	Weekly Zoom meetings were held, and the IDLE Model was practised with participants. Participants shared their weekly reflections on IDLE.
Week 9	Participants follow IDLE steps and practice them on their own.
Week 10	IDLE Guidance Evaluation Questionnaire was completed by the participants.
Week 11 - 12	Interviews with the participants were conducted.

The procedure for implementing the program is stated below;

- The researcher and the participants met in Zoom once a week, for approximately 40 minutes. Thus, the researcher presented and modelled how the participants could benefit from IDLE.
- Firstly, the researcher introduced the focus point of the week for IDLE practice (e.g. listening, reading, writing, etc.)
- Then, the researcher showed the related IDLE sources and explained the IDLE model.
- Afterwards, the researcher highlighted the important points in IDLE practices and performed the tasks with the participants in an interactive way. If it was possible, some IDLE sources were practiced with the participants' active participation. One of the sources displayed at this step in the Zoom meeting is given in Figure 3.6. below.

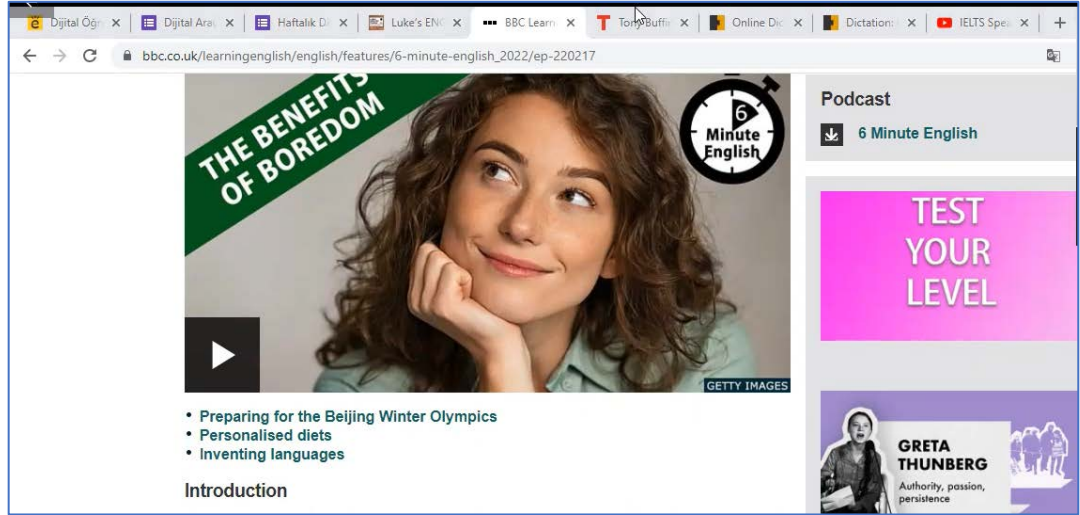


Figure 3.6. A sample digital source displayed at this step (BBC 6 Minute English)

As seen in Figure 3.6., some digital sources were presented to the participants respectively and the participants were suggested to search for more useful sources by visiting the list of useful digital sources via the provided link as given in Figure 3.7. below or discovering on their own.

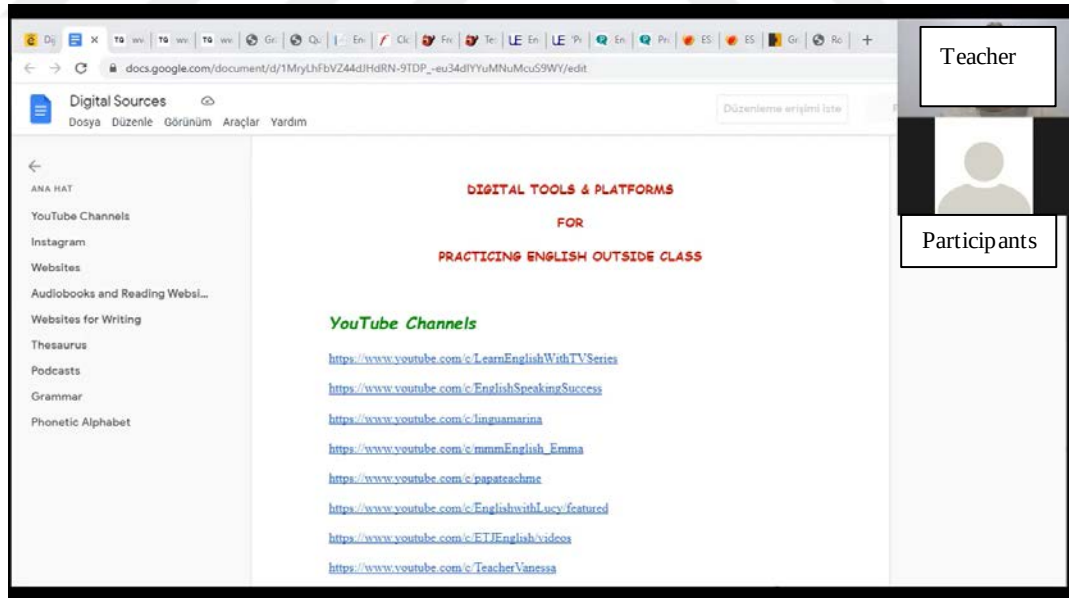


Figure 3.7. Sharing the list of some samples of digital sources

- After going through the IDLE Model, IDLE Checklist and the task of the week, the researcher instructed the participants to perform the tasks with different digital sources during the week.
- Finally, the participants did tasks following the IDLE model individually during the rest of the week and shared their reflections through reflective journals.
- Next week started with the feedback from the participants for IDLE experiences of the previous week. After sharing their opinions and answering the questions related to the tasks they followed approximately for 10 minutes, the same procedure mentioned above (modelling, practicing, IDLE experience) was carried out with the tasks of the new week.
- Additionally, the participants were suggested to create a digital file to collect their answers for each week's tasks. Hence, they could see their individual progress in IDLE during the guidance program as well.

3.3.6. Tasks in guidance program

During the 7-week period, some tasks were presented to the participants (see Appendix-2). The intended areas for the tasks are presented in Table 3.2.

Table 3.2. *Language skills and language areas for the tasks*

Language Skills		Language Areas	
(Week 1)	Introduction	(Week 6)	<u>Vocabulary</u>
(Week 2)	<u>Listening</u>	(Week 7)	<u>Pronunciation</u>
(Week 3)	<u>Reading</u>	(Week 8)	<u>Grammar</u>
(Week 4)	<u>Writing</u>	(Week 9)	General Overview
(Week 5)	<u>Speaking</u>	(Week 10)	Evaluation Questionnaire

Each week, specifically designed tasks were shared with students on Edmodo, a digital educational platform, and each task focused on a different language skill or language area. In this way, it was aimed to show ways to use IDLE and be a role model for the participants. It is important to note that each task focuses on a certain language skill or area not because of limiting learners but because of creating an awareness to concentrate on that skill. At the beginning of the guidance program, it was explained that

language skills are integrated but a learner can consciously focus on one of them to raise his awareness to improve that specific skill. It might be misleading to think of digital sources as a provider of only one language skill or area since they may offer content suited for developing language skills in an integrated way. At that point, the main aim is to help learners improve their language knowledge in accordance with their needs. Intended areas for support are explained shortly below;

Tasks for Language Skills and Areas

Each week, different tasks focused on a different language skill as shown in Table 3.2. above. In the first week, the program was introduced to the participants in detail. Information on the duration of the weekly meetings, content, importance of their participation in the process, and the main steps they need to follow was clarified by the researcher.

Listening task aimed at listening practices like listening for gist, listening for details, note-taking while listening, and listening with and without captions by using digital tools in the second week. *Reading task* was presenting exercises for practices like reading for gist or reading for details through digital sources in the third week. *Writing task* focused on using some platforms that offers writing corrections to raise awareness of writing skills in the fourth week. *Speaking task* aimed to help participants use the shadowing technique which requires learners to repeat what they hear constantly by listening to the digital content in the fifth week.

Language areas tasks consisted of a *vocabulary task* which was designed to show ways to increase vocabulary gain in the fifth week. For the sixth week, a *pronunciation task* was presented to demonstrate how to benefit from digital sources to pronounce in a proper way for effective communication. *Grammar task* was used to provide some directions to study forms with tools like online grammar exercises and digital games for grammar in the seventh week.

3.3.7. Edmodo class

IDLE studies in the field suggest individualised, out-of-classroom activities in which learners use language independently out-of-class and then report back on their individual experiences to a group of peers (Cole & Vanderplank, 2016; Ohashi, 2019).

To this respect, a private Edmodo Class was set up for the study. Edmodo was a free learning management platform that enabled students and teachers to reach out to one another and connect through virtual classes. A teacher could assign and grade work on Edmodo and see everything that was posted on the class Edmodo page. With its social aspect and Facebook-style interface, students appreciated getting help from their peers in Edmodo class. Edmodo was preferably used in EFL classes around the world (e.g., Al-Kathiri, 2015 & Khodary, 2017 in Saudi context; Sandu, 2015 in Japan context; Pardede, 2015 in Indonesian context).

Edmodo was used to share specifically designed weekly tasks and a list of useful digital sources with students each week. The list of digital sources was prepared in Google document and the link was pinned on the top of the Edmodo class page (see Appendix-3). Thus, participants could go and visit the document for more useful digital sources. Besides, the participants shared IDLE tools they decided to use on the page as posts as presented in Figure 3.8. In this way, the participants benefited from one another's experiences in addition to the interaction they had in the Guidance Program sessions on Zoom. Information exchange was encouraged for the participants during the guidance process.

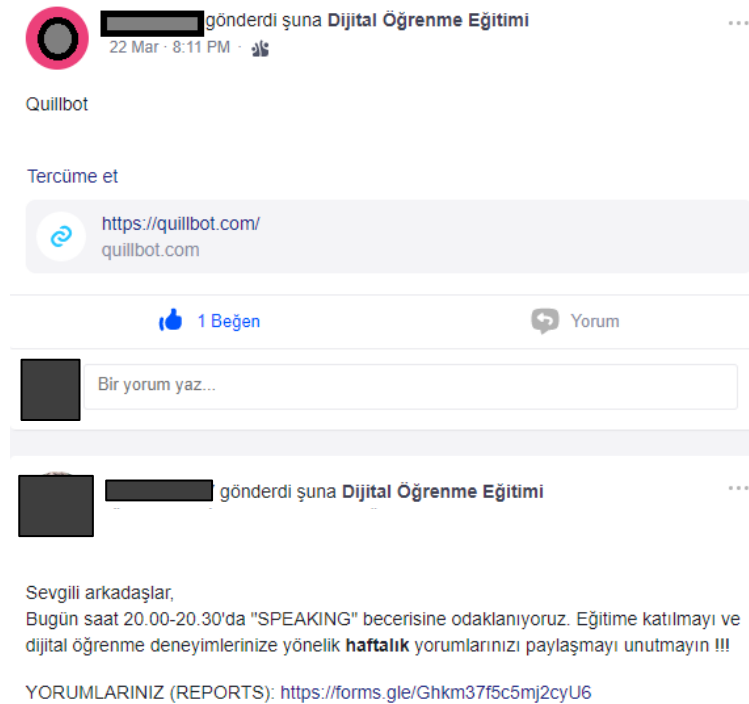


Figure 3.8. Sample of the participant's post to share a digital source

After the data collection procedure, in the academic year of 2022-2023, the Edmodo platform was closed by the company. This incident proved again that even widely used and useful digital tools/platforms can be replaced with one another. For this reason, as stated in the Literature Review section previously, knowing how to use which digital sources for specific learning aims is more crucial than depending on one or two IDLE sources.

3.3.8. Role of the researcher

The researcher did not have the role of an assessor during the guidance program. Participants were not graded or imposed upon their preferences during the study. The process was conducted in an objective manner by the researcher without any interference or influence. For this reason, researcher bias was impeded as much as possible.

3.4. Data Collection and Instruments

3.4.1. Instruments

The study follows an embedded mixed-method design consisting of quantitative and qualitative data collection tools. The data collection tools can be listed as;

- (1) IDLE Questionnaire and Guidance Evaluation Questionnaire,
- (2) reflective journals,
- (3) semi-structured interviews.

Data collection tools were prepared based on the relevant literature and the needs of young adult higher education learners regarding IDLE practices. Each data collection tool was sent to four experts in the field of English Language Teaching and their opinions were asked. After getting expert opinions, revisions were made, and the latest versions of the tools were sent for Ethics Approval in October 2021 and Ethics Committee Approval was received (see Appendix-4).

3.4.1.1. Questionnaires

Two questionnaires, IDLE Questionnaire and Guidance Evaluation Questionnaire, were prepared to collect quantitative data in the study. Questionnaires were adapted from several studies (Arndt, 2019; Ohashi, 2019) and some items were added as suggested by the relevant literature. Both questionnaires were prepared to be

administered in Turkish, which is the native language of the participants, to prevent incomprehensibility due to low English proficiency and to increase the validity. Questionnaires were administered online by using Google Forms.

IDLE Questionnaire

IDLE Questionnaire (see Appendix-5, Appendix-6) was administered at two universities in November 2021 and in February 2022. It consisted of three sections: demographic information, use of digital tools/platforms for IDLE, and motivating and deterring factors for IDLE. The questions were closed response and there was an “other answers” section for participants to add alternative responses. Areas covered in IDLE Questionnaire are summarised in Table 3.3. below;

Table 3.3. *Summary of areas covered in IDLE Questionnaire*

IDLE Questionnaire	
Part 1	Demographic information
Part 2	Diversity and frequency of digital tool use for IDLE
Part 3	Motivating and deterring factors for IDLE

As seen in Table 3.3., the first part, demographic information, asks questions concerning participants’ individual backgrounds such as gender, age, university major, number of years spent studying English, hours per day spent with informal sources, and number of digital devices. The second part aims to find out the diversity and the frequency of digital tools used by the participants during their informal English learning (e.g. *Which digital tools do you use to improve your English out of class? How often do you use these digital tools below to improve your English out of class?*). Additionally, this part investigates how the participants decide on digital sources for IDLE (e.g. *Do you follow some criteria while choosing a digital tool to improve your English out of class?*). The final part asks questions about the factors that motivate and discourage participants from IDLE experiences (e.g. *What motivates you to use digital tools in learning English out of*

the classroom? What discourages you from using digital tools in learning English out of the classroom?).

IDLE Questionnaire was adapted from previous studies on informal digital practices of EFL learners (Arndt, 2019; Ohashi, 2019) and some more items were included as suggested by the relevant literature. Furthermore, a small sample of EFL learners was asked about the digital tools they use for learning English. Their answers were collected, and appropriate options were added to the digital tool list in the questionnaire.

Guidance Evaluation Questionnaire

Guidance Evaluation Questionnaire (see Appendix-7, Appendix-8) was administered at the end of the study to the participants who attended the guidance program consistently. Some sections from IDLE Questionnaire were included to allow for an exploration of changes in students' attitudes and practices, and new sections were added to understand students' experiences of IDLE after the guidance and their intentions for the future. Areas covered in Guidance Evaluation Questionnaire are summarised in Table 3.4. below;

Table 3.4. *Summary of areas covered in Guidance Evaluation Questionnaire*

Guidance Evaluation Questionnaire	
Part 1	Demographic information
Part 2	Diversity and frequency of IDLE after Guidance Program
Part 3	Efficiency of IDLE tools
Part 4	Motivating and deterring factors for IDLE
Part 5	Deciding on IDLE sources

As Table 3.4. displays, the first part focuses on demographic information including university majors and hours per day spent with informal sources. The second part aims to find out whether there is a change in diversity and frequency of online tool

use of participants for IDLE after the Guidance Program. The third part asks questions concerning participants' views on IDLE tools. The fourth part asks questions about motivating and discouraging factors for IDLE experiences. The final part investigates the effect of the checklist while deciding on IDLE sources.

3.4.1.2. Reflective journals

Reflective journals were included as another data collection tool to track the whole process of the IDLE experience from the participants' perspective. Participants wrote reflective journals each week during the Guidance Program. Questions for the journals were adapted from Smith and Craig's (2013) and Ohashi's (2019) studies. In the reflective journals, the students were asked to choose and use an online tool for study using the IDLE checklist, then write a short reflection on it, explaining what they do online, how that IDLE tool helps them, and the challenges, if any, that they experience (see Appendix-9). It was expected that the journals served several aims such as fostering participants' self-evaluation, raising awareness, and becoming critical of their own IDLE experiences. A total of 53 reflective journals were written by the participants. Reflective journals were collected in Turkish to motivate the participants to express themselves uninhibitedly and intimately in their mother tongue (see Appendix-10). They were collected online through Google Forms and the related link was shared on the Edmodo platform.

3.4.1.3. Semi-structured interviews

Following the completion of the Guidance Program, semi-structured interviews were conducted to collect more data to gain a deeper understanding of the areas addressed in the study. The main objective of the interviews was to find out the IDLE experiences of the participants before, during, and after the guidance process for data triangulation. Semi-structured interviews helped elicit the participants' views on several issues including their IDLE experiences and the Guidance Program, the advantages and disadvantages of IDLE, the support they needed, and their suggestions for improvement.

9 voluntary participants from the sub-sample group attending the Guidance Program took part in the interviews after answering IDLE Guidance Questionnaire. Interviews were held online on Zoom and recorded after getting the permission of each participant. Open-ended questions were asked in the interview to obtain participants' opinions in a detailed way (see Appendix-11). Interviews were conducted in Turkish and

lasted approximately 30 minutes for each participant. The recordings of the interviews were transcribed (see Appendix-12). At the end of each interview, a bookstore gift card was sent to each participant to thank them for their participation and contributions to the current study.

3.4.2. Data collection procedure

The data collection procedure was held in the 2021-2022 academic year, starting in November 2021 and completed in May 2022. All the implementation sessions were carried out throughout 16 weeks in total. Every part of the process was designed elaborately. Firstly, the IDLE Questionnaire was administered to the participants. This data was collected from two different settings for four weeks in total. As a sub-sample of the group, participants who declared in the questionnaire to attend the IDLE Guidance Program voluntarily were organized and informed for the meeting schedule. Then, the IDLE Guidance Program was started, and it lasted for 12 weeks. During the program, the IDLE model was introduced and practiced together with the participants. At the same time, reflective journals were collected from the participants each week. After the completion of the program, IDLE Guidance Questionnaire was implemented, and semi-structured interviews were carried out in two weeks. Questionnaires and reflective journals were collected online through Google Forms. Data obtained from the questionnaires were saved in Excel format and then entered into SPSS. Collected data from reflective journals were saved in Excel format and stored in a file to be analysed qualitatively. The interviews were planned according to the available times of the participants, on Zoom. They were recorded by the researcher with the permission of the participants and stored electronically in a file. Interviews were transcribed and uploaded to MAXQDA for data analysis.

The data collection procedure stages are demonstrated step by step in Figure 3.9.

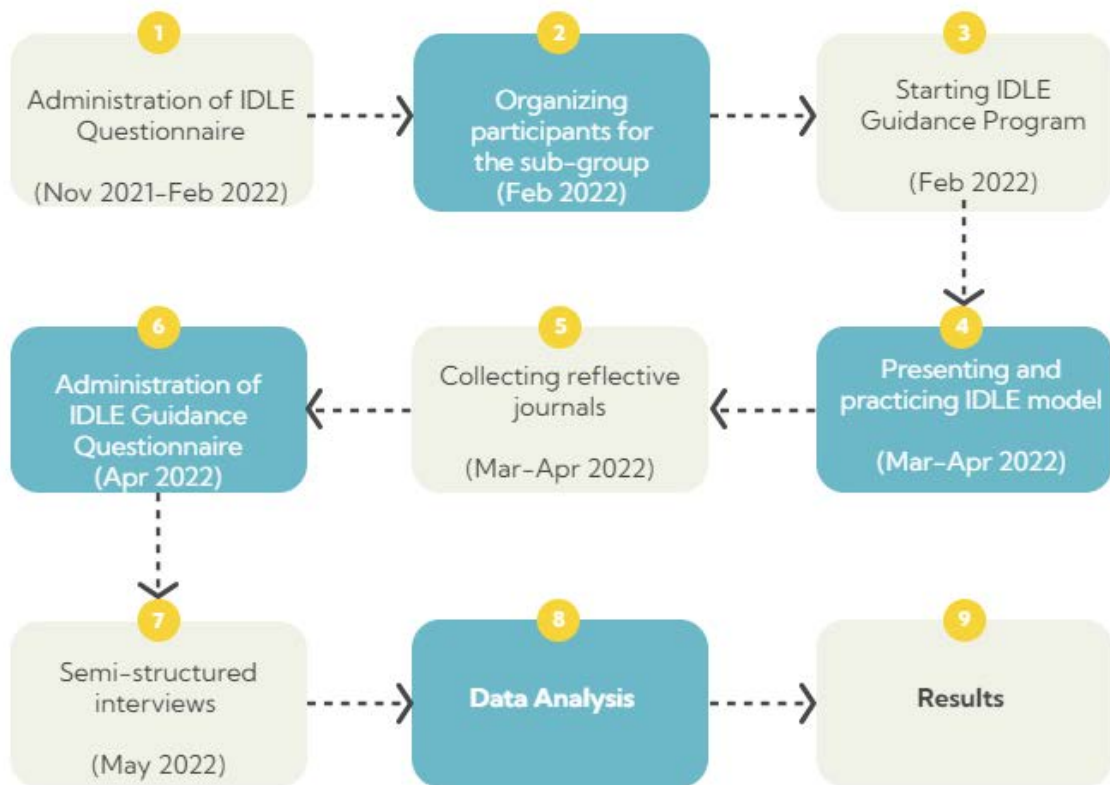


Figure 3.9. *Data collection procedure*

3.5. Data Analysis

The current study followed an embedded mixed-method design; and accordingly, data were analysed both quantitatively and qualitatively. A summary of the data collection instruments, data analysis procedures, and the corresponding research questions can be seen in Table 3.5. below.

Table 3.5. *Research questions with data collection and analysis procedures*

Research Question	Data Collection	Data Analysis
1. What are the IDLE practices of Turkish EFL learners to support their language learning?	- IDLE Questionnaire	Descriptive Statistics
2. How does the IDLE Guidance Program influence Turkish EFL learners' IDLE practices?	- Guidance Evaluation Questionnaire - Reflective Journals - Semi-structured interviews	Descriptive Statistics Constant Comparison Method
3. What are the perceptions and reflections of Turkish EFL learners on the IDLE Guidance Program?	- Reflective Journals - Semi-structured interviews	Constant Comparison Method

Following the collection of quantitative data from IDLE Questionnaire, this data was analysed through descriptive statistics, getting the percentages and frequencies. The same procedure was carried out for Guidance Evaluation Questionnaire as well to see how the Guidance Program influenced learners' IDLE practices. Descriptive quantitative analysis helped to identify the IDLE practices of the participants and provide an overall picture of what they did throughout the program. Data gathered from reflective reports and semi-structured interviews were analysed through Constant Comparison Method.

Constant Comparison Method (CCM) which is based on Grounded Theory Research was used in the analysis of the data since this method allows to form categories through actual data instead of preestablished categories (Corbin & Strauss, 2015). During the analysis process, each incident collected through reflective journals and interviews was coded and similar incidents were put together in categories by constantly comparing and contrasting. Finally, the major themes were identified after the occurrence of categories. Codes obtained from the interviews were combined with the codes gained from reflective journals. The categories consisting of these codes were constantly compared and contrasted with each other to identify sub-themes and then main themes. Hence, the following steps were followed in qualitative data analysis:

Step 1: All qualitative data gathered through reflective journals and semi-structured interviews were coded aligned with the purposes of the study. A code in this study comprised any thought, view, and emotion related to the IDLE GP and its effect on the participants. A coding scheme regarding the whole data set was created for further analysis.

Step 2: Identified codes were compared and contrasted with each other several times, and similar codes were grouped to generate categories with related themes.

Step 3: The process of coding, categorizing and delineating themes was conducted to form sub-themes. Similar sub-themes were grouped, and these were compared and contrasted. The final stage of the data analysis consisted of going through all the sub-themes to group them under the main themes. As a result, the sub-themes and main themes were finalized in line with the purpose of the study. The final versions of the hierarchical codes-sub codes model for the influence of the IDLE GP on IDLE practice (Appendix-14) and perceptions and reflections on the IDLE GP (Appendix-15) by MAXQDA were given in the appendices.

The analysis was carried out by the researcher and 10% of the data were analysed by another researcher in the field. The inter-rater reliability was measured by using the $[\text{agreement} / (\text{agreement} + \text{disagreement})] \times 100$ formula (Miles & Huberman, 1994). Inter-rater reliability was found as .86 which indicated a good degree of reliability. In order to follow the process objectively, participants were named as S1, S2, S3 and so on, and the excerpts from participants' quotations were presented with these names.

CHAPTER 4

4. RESULTS

The current chapter presents the findings of the study conducted on the IDLE experiences of Turkish EFL learners. The aim of the study was to examine IDLE practices of Turkish EFL learners before the study, enable them to experience IDLE by designing and providing a Guidance Program on IDLE, and find out the reflections of Turkish EFL learners on the process after implementing the guidance program. Based on these aims, the main research questions can be listed as follows:

1. What are the IDLE practices of Turkish EFL learners to support their language learning?
2. How does the IDLE Guidance Program influence Turkish EFL learners' IDLE practices?
3. What are the perceptions and reflections of Turkish EFL learners on the IDLE Guidance Program?

The quantitative and qualitative results of the study are presented under the title of each research question asked in the study. In the following section, first, the quantitative results regarding the IDLE experiences of participants are given. Then, quantitative and qualitative results on the views of IDLE practices are presented. Finally, the qualitative results regarding the perceptions of participants on the IDLE Guidance Program (IDLE GP) obtained via reflective journals and semi-structured interviews are given.

4.1. What Are the IDLE Practices of Turkish EFL Learners to Support Their Language Learning?

In addressing the first research question of the study, descriptive statistics were used to explore the data collected through IDLE Questionnaire. This questionnaire was administered to 209 participants to find out Turkish EFL learners' practices related to IDLE before the current study. The set of questions in IDLE Questionnaire aimed to find out learners' IDLE practices in terms of time spent on IDLE, access to tools, decisions on

digital sources, and factors that motivate or discourage participants from IDLE experiences. The results gained via this questionnaire were used to identify IDLE practices of the participants and to design the guidance program accordingly.

In the first part of IDLE Questionnaire, participants were asked how many hours they studied English using digital tools/platforms out of the class in general before they received guidance on IDLE. The results were presented in Figure 4.1 below.

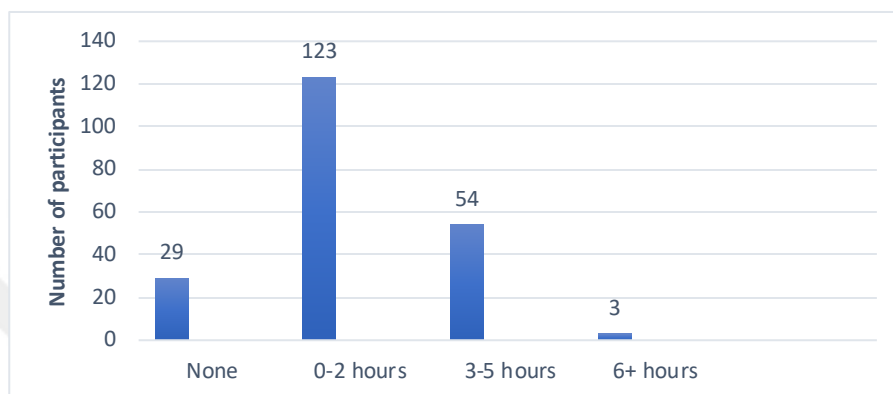


Figure 4.1. *Time spent on studying English using digital tools out of class*

According to data analysis, most participants studied English for 0-2 hours a day using digital tools/platforms out of the class ($n=123$). As can be seen from the frequencies in Figure 4.1 above, this is followed by 3-5 hours ($n=54$), none ($n=29$), 6 hours and more ($n=3$). What stands out in this figure is the high number of learners who spend time on extramural studies. Approximately 2 hours were used for IDLE by most of the participants. There are also many learners who spare more than 3 hours for IDLE activities. In other words, most of the participants navigate in the digital realm outside the classroom. However, there are also learners who do not take part in extramural studies ($n=29$).

In the same part, participants were asked about their access to technological tools such as computers, smartphones, tablets, and the Internet for out-of-class studies. The results were presented in Figure 4.2. below.

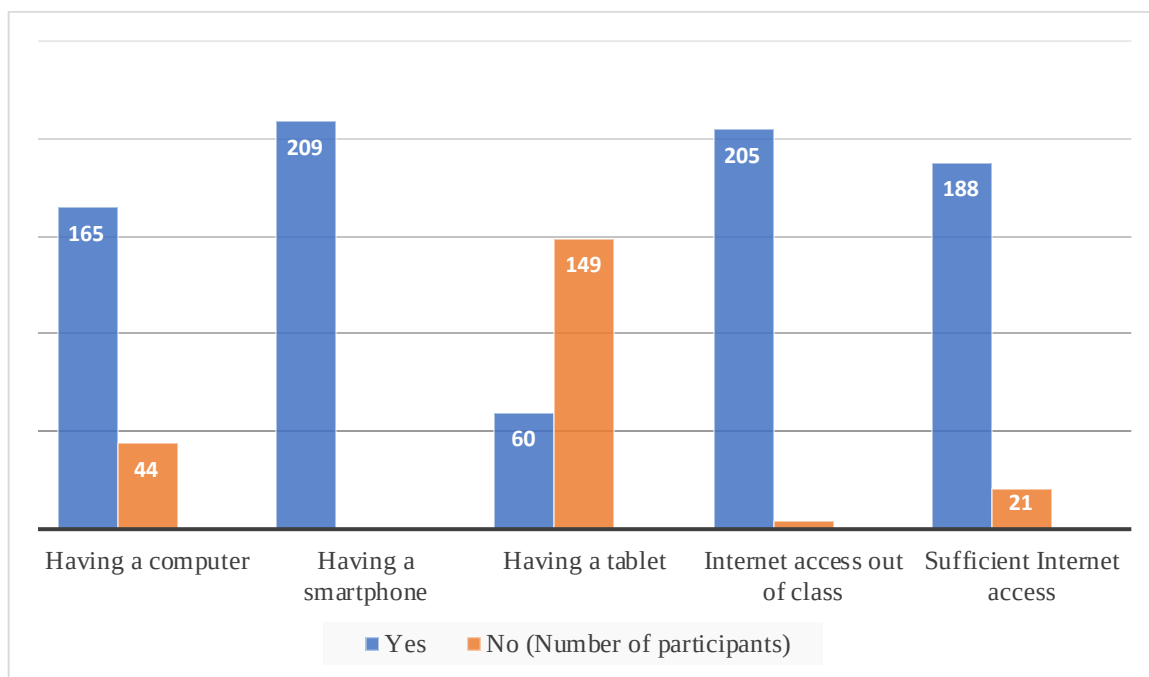


Figure 4.2. *Participants' access to technological tools*

As can be seen in Figure 4.2., the data indicated that all participants had smartphones ($n=209$) while 165 of them had their own computers. The majority of the participants ($n=149$) did not own a tablet while 60 of them had this device which provides a digital environment for out-of-class studies. Most of the participants ($n=205$) had internet access to study English outside of class, although some participants ($n=21$) reported that their internet access was insufficient for out-of-class English practice. It is apparent from this figure that all participants had at least a smartphone to access the digital world in addition to various devices. Most participants had internet access and it was stated that this access was sufficient for out-of-class English practices. In other words, they could carry out English practices in an informal way in the digital dimension. Therefore, it is significant to learn the IDLE practices of these students in order to understand what they are doing in terms of English language learning in the digital world.

In the second part of the IDLE questionnaire, the participants were asked to choose how often and how various they use digital tools/platforms. They were asked to choose among the following; 5 (Daily / Almost daily), 4 (At least once a week), 3 (At least once a month), 2 (Rarely), 1 (Never). The results demonstrated that while some digital sources were often used for language practice outside of the classroom, others

were not favoured. Table 4.1. below summarizes the participants' digital tools/platforms uses.

Table 4.1. *Summary of results for digital tools/platforms used by the participants*

Digital tools / platforms	$\bar{X}$	Std. Dev.
Social networking sites (e.g. Twitter, Instagram, Facebook, TikTok)	4,61	,994
Platforms for music, songs (e.g. Spotify)	4,58	,953
Translation sites (e.g. Google Translate)	4,42	,988
Video sharing sites (e.g. YouTube, Vimeo)	4,28	1,097
Series and films on video streaming platforms (e.g. Netflix)	4,25	1,121
Web-based dictionaries (e.g. Tureng, Cambridge Dictionary)	4,11	1,223
Song lyrics (e.g. Lyricstraining)	3,89	1,285
Online news sites (e.g. BBC News, Reuters)	3,14	1,360
Online games (on computer/smartphone/social networks)	3,13	1,554
English self-study sites (e.g. British Council Learn English)	3,10	1,390
Vocabulary Apps (e.g. Memrise, Duolingo, VoScreen)	3,07	1,443
Podcasts (e.g. BBC, National Geographic)	2,79	1,305
Educational Vlogs for Language Learning (e.g. ETJ English)	2,62	1,318
Writing Apps or assistant (e.g. Grammarly)	2,58	1,405
Live classes of Edutubers (e.g. YouTube-English Speaking Success)	2,50	1,380
Blogs (e.g. Espresso English Blog)	2,49	1,279
Presentation platforms (e.g. TED Talks)	2,40	1,312
Comics or Cartoon platforms (e.g. Webtoon)	2,38	1,416
Corpus (e.g. COCA, BNC)	2,01	1,217
Audiobooks (e.g. Audible, Scribd)	1,99	1,199

As seen in Table 4.1., when asked for their preferences regarding digital tools/platforms to study English out of class, participants stated that they mostly used social networking platforms (e.g. Twitter, Instagram, Facebook, TikTok) ($\bar{x}$ =4,61). The second most preferred choice was music and song platforms (e.g. Spotify) ($\bar{x}$ =4,58). Translation sites (e.g. Google Translate) ($\bar{x}$ =4,42), video sharing sites (e.g. YouTube, Vimeo) ($\bar{x}$ =4,28), and series and movies in the platforms (e.g. Netflix) ($\bar{x}$ =4,25) were other popular platforms used frequently by the participants for their informal digital language practices. Participants expressed that they preferred to use web-based dictionaries (e.g. Tureng, Cambridge Dictionary) ($\bar{x}$ =4,11), song lyrics (e.g.

Lyricstraining) ($\bar{x}=3,89$), online news sites (e.g. BBC News, Reuters) ($\bar{x}=3,14$), online games ($\bar{x}=3,13$), and vocabulary apps (e.g. Memrise, Duolingo, VoScreen) ($\bar{x}=3,07$).

As can be seen from Table 4.1., the frequency of the following contents specifically designed for language learners like English self-study sites (e.g. British Council Learn English) ($\bar{x}=3,10$) and writing Apps/assistants (e.g. Grammarly) ($\bar{x}=2,58$) are comparatively less. Similarly, podcasts (e.g. BBC, Nationalgeographic) ($\bar{x}=2,79$) and blogs (e.g. Espresso English Blog) ($\bar{x}=2,49$) that were specifically produced for language study were preferred less. Other digital sources that were followed by the participants with lesser preference were educational vlogs for language learning (e.g. ETJ English) ($\bar{x}=2,62$) and live EduTuber classes on language learning ($\bar{x}=2,50$). It was seen that while video-sharing sites were used commonly ($\bar{x}=4,28$) as mentioned above, participants did not spend their time on educational content designed specifically for language practice in video-sharing sites. In order to see this finding in detail, digital source use regarding video sharing sites and specifically designed content on English language teaching was illustrated in Figure 4.3.

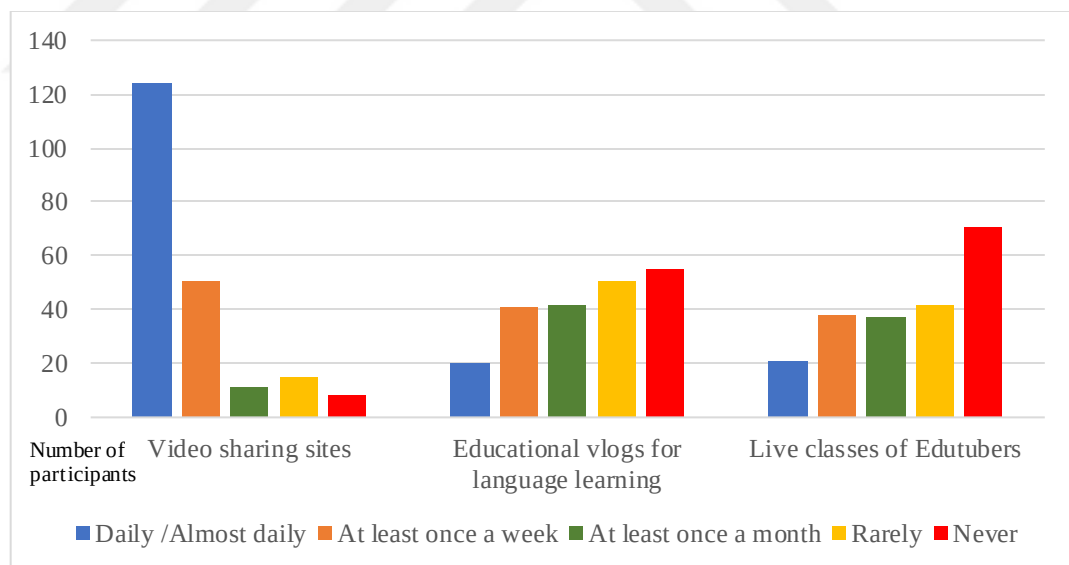


Figure 4.3. *Categorization of participants' answers according to their IDLE activities*

It was found that 124 participants stated that they used video-sharing sites (e.g. YouTube) daily or almost daily as displayed in detail in Figure 4.3. 51 of the participants used video-sharing sites at least once a week. In other words, most participants spend time on video-sharing sites for their extramural studies. However, when looking at the use of some educational vlogs or live classes on Edutuber (a creator of educational

audiovisual content on YouTube) channels, it was seen that only 20 of the participants followed educational vlogs for language learning daily or almost daily. Findings revealed that 51 participants used educational vlogs for language learning rarely. The number of those who never used educational vlogs for language learning was 55 participants. When it comes to live classes of Edutubers, it is seen that 21 of them attended live classes of Edutubers daily or almost daily. While 38 of them stated that they attended live classes at least once a week, 37 of them attended these classes at least once a month. Results showed that 42 participants rarely attended these live classes. It is seen that 71 of the participants expressed they never attended live classes of Edutubers for their out-of-class language learning. That is, the participants in general preferred to use video-sharing sites frequently; however, they did not have the same preference for educational content designed specifically for their language practice. This result highlights the importance of leading students to specific digital sources tailored for language study.

Some digital tools/platforms which were used rarely were identified as presentation platforms (e.g. TED Talks) ($\bar{x}=2,40$), comics and cartoons (e.g. Webtoon) ($\bar{x}=2,38$), corpora (e.g. COCA, BNC) ($\bar{x}=2,01$) and audiobooks (e.g. Audible, Scribd) ($\bar{x}=1,99$).

Numerous participants ($n=104$, $n=104$) expressed their unfamiliarity with corpora and audiobooks, and they never used them. In a similar vein, some participants reported never having utilized writing apps/assistants ($n=68$), presentation platforms ($n=74$), and comics and cartoons ($n=82$). Detailed descriptive findings for these rarely used platforms were shown in Figure 4.4.

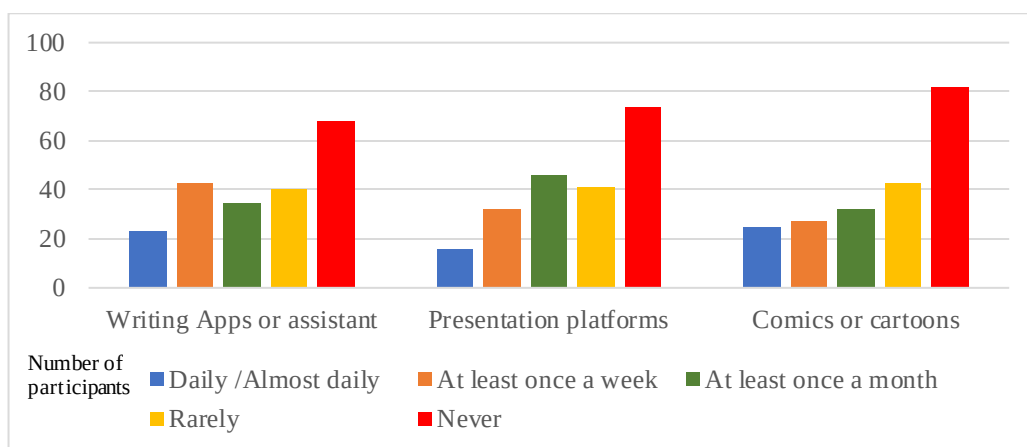


Figure 4.4. *Rarely used digital tools/platforms*

As Figure 4.4. presents, the numbers of participants who never and rarely used writing apps/assistants (n=108), presentation platforms (n=115), and comics and cartoons (n=125) were really high. It can be said that participants tended to spend less time using these platforms. A few participants noted some other digital sources that were not included in the list but were used by them for out-of-class studies such as Cake (n=2), Discord (n=1), Cambly (n=1), Tandem (*for speaking practice*) (n=1), Free4talk (*for speaking practice*) (n=1) and Steam (*English groups/communities in the platform*) (n=1).

In addition to the participants' IDLE practices, this study investigated the criteria the participants followed while choosing digital tools/platforms to improve their English out of class. This study was carried out not only to find out learners' existing IDLE practices before the study, but also to seek answers for the motives that determined the learners' IDLE practices. Figure 4.5. below demonstrates how the participants decided on IDLE sources while learning English.

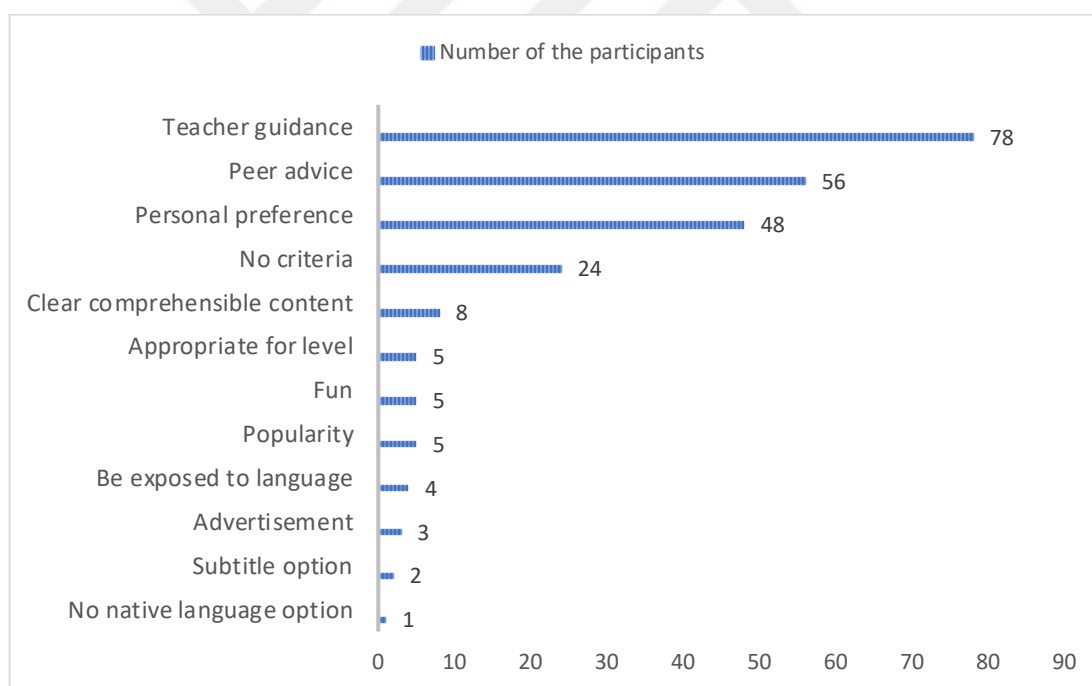


Figure 4.5. *Deciding on IDLE source*

As can be viewed from Figure 4.5., the results reveal that most of the participants decided on IDLE sources following the teacher's guidance (n=78). Secondly, the participants listened to their friends' advice (n=56) or they decided on the source which appealed to their interest (n=48) as seen in Figure 4.5. It is visible from the figure above

that some participants selected a digital source for informal practice without any specific criteria in mind (n=24).

A few of the participants selected the IDLE source according to its clear and comprehensible content (n=8). Fewer participants considered its appropriateness for the learner's language proficiency level (n=5), its being fun (n=5), its popularity (n=5), its provision of opportunity to be exposed to the target language (n=4), seeing advertisements about it (n=3), its having a caption/subtitle option (n=2), and its not having a counterpart in their native language (n=1). That is, the participants mostly relied on their teachers, peers, and their own choices rather than the issues related to the source itself such as its content, proficiency level, and popularity.

In the third part of the questionnaire, participants stated their motivations for using digital tools/platforms in English. To answer this question, they were able to choose more than one option. The results regarding the participants' rationale for using any IDLE source can be seen in Figure 4.6. below.

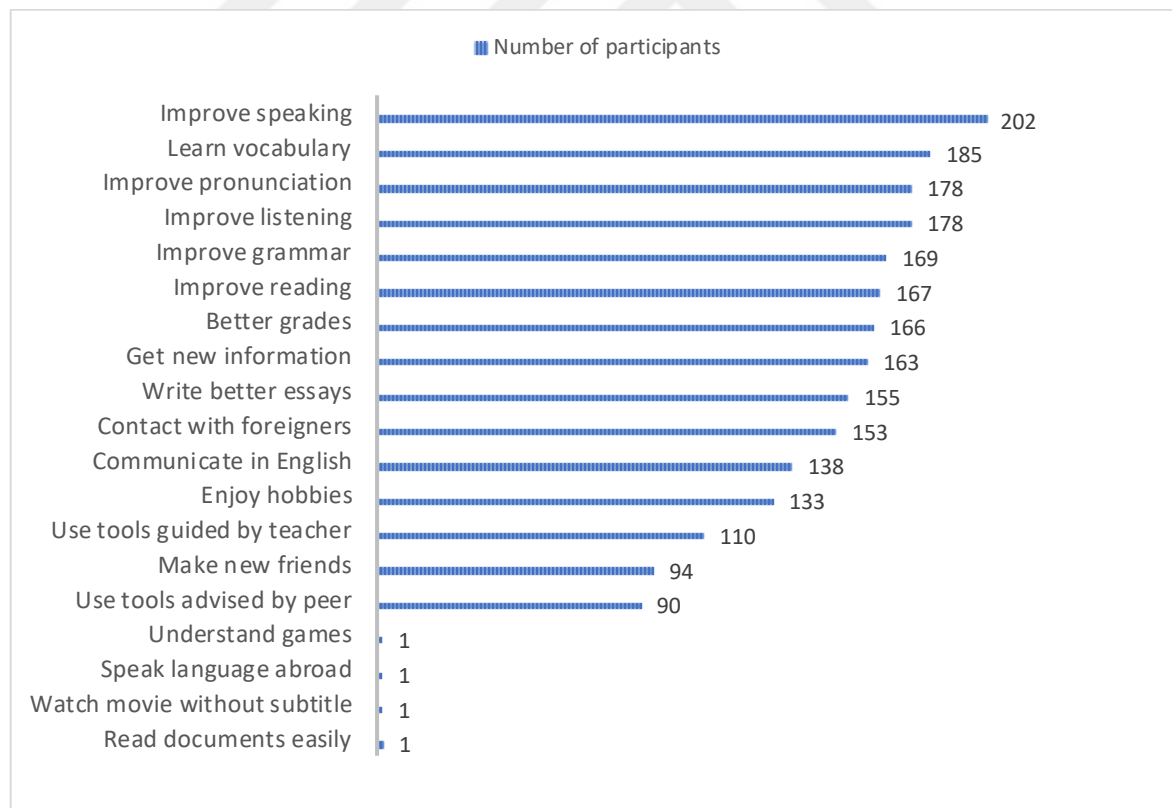


Figure 4.6. *Motivating factors for IDLE*

According to Figure 4.6., 202 out of 209 participants wanted to improve their speaking skills most while resorting to an IDLE source. This was followed by goals to foster other main language skills and language areas such as learning vocabulary (n=185), improving pronunciation (n=178), improving listening (n=178), and improving grammar (n=169). It was seen that improving reading skills (n=167) was a comparatively less important motivating factor for the participants.

Getting better grades (n=166), getting new information (n=163), writing better essays (n=155), having contact with foreigners (n=153), communication with teacher and classmates in English (n=138), and enjoying hobbies (e.g. listening to music, watching gamers) (n=133) were other motivational reasons stated by the participants. They also asserted using digital tools/platforms guided by the teacher (n=110), making new friends (n=94), and using digital tools/platforms advised by a friend (n=90) as motivating factors for IDLE. These reported motivating factors are compatible with the participants' criteria while choosing the IDLE sources since they asserted the importance of their teachers' and peers' recommendations while deciding on a source. A few participants mentioned additional factors that motivated them for extramural studies such as understanding online games with English stories (n=1), speaking the target language abroad (n=1), watching movies without subtitles (n=1), and reading every type of document easily (n=1).

The participants were also asked to state the deterring factors for using digital tools/platforms in English. Questioning this aspect was crucial since identifying possible demotivating factors would help to design a more effective guidance program. Figure 4.7. below demonstrates deterring factors for IDLE.

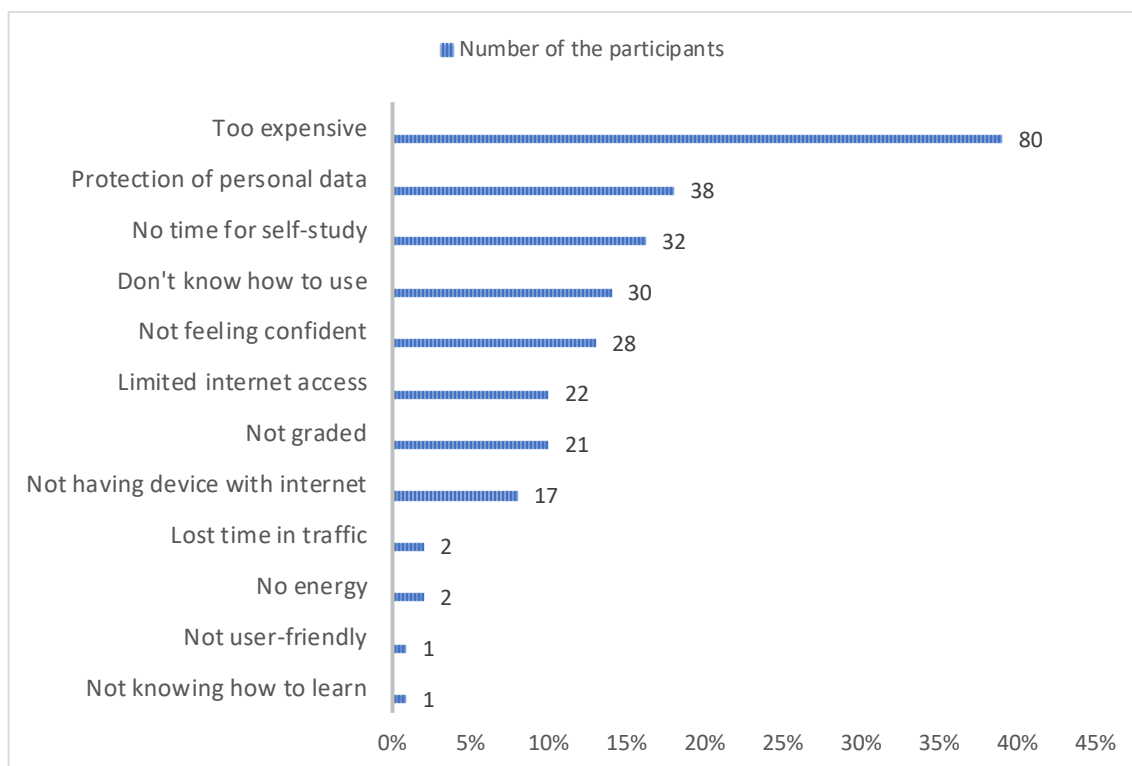


Figure 4.7. *Deterring factors for IDLE*

As Figure 4.7. indicates, the most discouraging thing for participants was that they thought the expenses required for the use of digital tools/platforms (e.g. membership fee, internet bill, etc.) were too much for their budget (n=80). Some participants had concerns about the protection of personal data security, and they did not want to share their personal information online (e.g. real name or profile photo) (n=38). Another reported reason was that the participants had no time for self-study out of the classroom (n=32). Several participants also stated that they did not know how to use digital sources for their language study outside the classroom (n=30).

Other deterring factors were listed as not feeling confident using digital tools/platforms (n=28), having limited internet access (n=22), and not having a device with the internet for out-of-class study (n=17). 21 of the participants did not think out-of-class study using digital tools was necessary since their efforts were not graded in a formal educational context. A few notable reasons that discouraged them from using digital tools/platforms to study English outside of the classroom were not finding enough time as they were spending long hours in traffic (n=2), not having energy and motivation (n=2),

some platforms' not being user-friendly (n=1), and not knowing how to learn through IDLE experience (n=1).

When compared with the motivating factors, it becomes clear that students had more motivational factors than the deterring ones and excuses for not consulting informal digital tools/platforms to study English outside the class. Thus, they consider teachers' guidance as an influential factor in shaping their choices in the digital realm. Considering the motivation for IDLE, the descriptive findings put forward that learners in the study context would benefit from systematic guidance on the effective use of IDLE for language study.

To summarize, the descriptive findings put forward that most of the participants spend about 0-2 hours a day on IDLE practices for extramural practices regarding English. Among these practices, using social networking platforms, music and song platforms, translation sites, video sharing sites, and series and movies on the platforms were quite common. On the other hand, it was found out that educational content designed specifically for language practice like educational vlogs for language learning and live classes of EduTubers on language learning were preferred by fewer participants. Moreover, there were several platforms that were rarely used by the participants like blogs, presentation platforms, comics and cartoons, corpus tools, and audiobooks. Participants were also asked to state digital tools/platforms that were not stated in the questionnaire. Some participants asserted the names of certain tools/platforms such as *Cake*, *Discord*, *Cambly*, *Tandem* (for speaking practice), *Free4talk* (for speaking practice), and *Steam* (English groups/communities in the platform). This showed the interest of some participants in their IDLE practices and the tools they used for IDLE. However, these other sources were mentioned by only a few learners. The results also demonstrated how significantly the participants' IDLE habits were influenced by their teachers' advice. It was followed by their friends' advice and personal interests. Furthermore, the majority of participants noted that their primary goal was to enhance their speaking skills in the target language first and resort to digital sources for this purpose. However, they consider some obstacles during their IDLE practices mainly stemming from the expenses related to IDLE (e.g. membership fee, internet bill, limited budget, etc.).

The aforementioned descriptive results draw a general picture of IDLE practices of Turkish EFL learners while trying to improve their language learning. After the query

on the participants' tendencies while resorting to IDLE out of the class, a systematic guidance program was designed tailored to the learners' need to navigate in the digital realm with awareness and guidance.

Throughout this program, specifically designed tasks focused on a different language skill or area were designed and shared with the participants each week. Participants were guided on how to follow these tasks and how to choose and use an IDLE source to improve that language skill or area. The current results related to IDLE tools mentioned above were taken into consideration in the design of the program and various IDLE tools were presented to the participants accordingly. The program was carried out in line with the needs, interests, and motivations of the learners.

A detailed understanding of the participants' actual IDLE use during the IDLE guidance program they attended, and their perceptions of this program was obtained by reflective journals and semi-structured interviews and analysed qualitatively. The results of this qualitative analysis were presented under the second and third research questions in the following sections.

4.2. How does the IDLE Guidance Program influence Turkish EFL learners' IDLE practices?

The IDLE Guidance Program (GP) was designed in a systematic structure and it lasted for a total of 12 weeks. Throughout the IDLE GP, the participants took part in IDLE activities and expressed how they practiced IDLE, what they thought about their IDLE practices, and the challenges they faced-if any. As stated above, 209 participants took part in the first part of the study. Among these participants, a group of 35 volunteers participated in the second phase of the research and 17 of them completed at least one reflective journal. However, 10 of the participants attended the IDLE GP regularly and they answered Guidance Evaluation Questionnaire which was implemented after the IDLE GP. The findings of the Guidance Evaluation Questionnaire administered upon the completion of the study were provided in the following section.

4.2.1. Results of Guidance Evaluation Questionnaire

The aim of the Guidance Evaluation Questionnaire was to display the IDLE practices of the participants who voluntarily participated in the program and completed it and to identify the effects of the program in a descriptive manner. The parts in the

questionnaire focused on diversity and frequency of online tool use for IDLE, efficiency of IDLE tools, motivating and deterring factors for IDLE, and participants' decision process on IDLE sources after the implementation of the program. Descriptive statistics were used to explore the quantitative data collected through Guidance Evaluation Questionnaire.

The findings in this section belonged to 10 participants who attended the IDLE GP regularly and finished the program. Since the number of participants in the first part of the study before the IDLE GP was quite high ($n=209$) and the number of the volunteered participants in the IDLE GP was only 10, it was not possible to make any comparisons between the IDLE practices of the participants before and after the IDLE GP. The aim of the study was not to make any comparisons, but to give a general outline of the IDLE practices of young adult higher education learners before the design of the IDLE GP and present the practices of volunteer participants after they were enrolled in the program. Thus, the findings in this section descriptively shows the various aspects of IDLE practices of the learners who participated in the IDLE GP. Additionally, in order to gain a deeper understanding, IDLE Questionnaire analyses of the participants ($n=10$) who completed the IDLE GP and answered Guidance Evaluation Questionnaire were presented in Appendix-13.

Firstly, the time spent on studying English using digital tools out of the class was questioned to see the IDLE practices of the learners who participated in the IDLE GP after they finished the program. Figure 4.8. below displays time spent on studying English using digital tools out of class after the IDLE GP of the 10 participants.

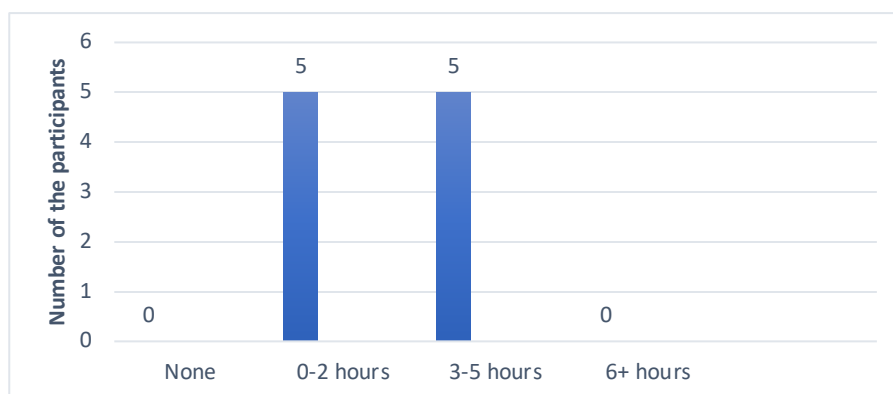


Figure 4.8. *Time spent on studying English using digital tools out of class after GP*

Descriptive findings related to the Guidance Evaluation Questionnaire showed that the participants studied English using digital tools/platforms out of the class about 0-2 hours (n=5) and 3-5 hours (n=5) a day. As can be seen from the numbers in Figure 4.8. above, there were not any participants who did not spend time on IDLE practices or who spent 6 hours or more on IDLE after the program. This result showed that the IDLE GP may have enabled participants to study English using digital tools out of class for a considerable amount of time.

In the second part of the Guidance Evaluation questionnaire, the participants were asked to choose how often and how various they use digital tools/platforms. They were asked to choose among the following; 5 (Daily / Almost daily), 4 (At least once a week), 3 (At least once a month), 2 (Rarely), 1 (Never). To detect any change in the participants' tendency towards the use of IDLE sources, means and standard deviations are given. Table 4.2. below shows the participants' digital tools/platforms uses following the IDLE GP.

Table 4.2. *Results for digital tools/platforms used by the participants after the IDLE Guidance Program*

Digital tools / platforms	$\bar{X}$	Std. Dev.
Web-based dictionaries (e.g. Tureng, Cambridge Dictionary)	4,80	,422
Social networking sites (e.g. Twitter, Instagram, Facebook, TikTok)	4,80	,632
Platforms for music, songs (e.g. Spotify)	4,60	,966
Translation sites (e.g. Google translate)	4,60	,966
Video sharing sites (e.g. YouTube, Vimeo)	4,40	,699
Song lyrics (e.g. Lyricstraining)	4,00	1,333
Series and films on video streaming platforms (e.g. Netflix)	4,00	1,333
English self-study sites (e.g. British Council Learn English)	3,70	,949
Writing Apps or assistant (e.g. Grammarly)	3,60	,966
Vocabulary Apps (e.g. Memrise, Duolingo, VoScreen)	3,50	1,080
Online news sites (e.g. BBC News, Reuters)	3,50	,850
Educational Vlogs for Language Learning (e.g. ETJ English)	3,40	1,075
Live classes of Edutubers (e.g. YouTube-English Speaking Success)	3,30	1,160
Blogs (e.g. Espresso English Blog)	3,10	1,197
Podcasts (e.g. BBC, National Geographic)	3,00	1,054
Online games (on computer/smartphone/social networks)	2,90	1,524
Presentation platforms (e.g. TED Talks)	2,80	1,229
Audiobooks (e.g. Audible, Scribd)	2,10	,994
Corpus (e.g. COCA, BNC)	1,80	,919
Comics or Cartoon platforms (e.g. Webtoon)	1,70	,823

After the participants joined in the IDLE GP, they stated that they mostly used web-based dictionaries (e.g. Tureng, Cambridge Dictionary) ($\bar{x}=4,80$) and social networking platforms (e.g. Twitter, Instagram, Facebook, TikTok) ($\bar{x}=4,80$) for their IDLE practices as given in Table 4.2. It can be said that the participants resorted to web-based dictionaries and social networking platforms mostly. The next most preferred choices were music and song platforms (e.g. Spotify) ($\bar{x}=4,60$), translation sites (e.g. Google Translate) ($\bar{x}=4,60$), and video sharing sites (e.g. YouTube, Vimeo) ($\bar{x}=4,40$). These results showed that the participants often used mentioned digital sources. Song lyrics (e.g. Lyricstraining) ($\bar{x}=4,00$) and series and movies in the platforms (e.g. Netflix) ($\bar{x}=4,00$) were other popular platforms used frequently by the participants for their IDLE practices during and after the guidance program.

When the participants were asked to state their preferences of the digital tools/platforms after they were enrolled in the IDLE GP, it was seen that they mostly used web-based dictionaries ($\bar{x}=4,80$) and writing apps/assistants (e.g. Grammarly) ($\bar{x}=3,60$). During the IDLE GP, the effective use of web-based dictionaries was explained in detail and modelled. Specifically, useful platforms and credible dictionaries were shared in the session of vocabulary. Besides, the participants were shown how they could improve their learning with the help of writing apps/assistants. The results showed that the participants might have benefitted from IDLE GP for their IDLE practice for the use of web-based dictionaries and writing apps/assistants. Thanks to the IDLE GP, these digital tools might have become more attractive and useful for the participants of the IDLE GP.

Participants stated that they also preferred to use English self-study sites (e.g. British Council Learn English) ($\bar{x}=3,70$), vocabulary apps (e.g. Memrise, Duolingo, VoScreen) ($\bar{x}=3,50$), online news sites (e.g. BBC News, Reuters) ($\bar{x}=3,50$), and educational vlogs for language learning (e.g. ETJ English) ($\bar{x}=3,40$). It was revealed that the participants used all these digital tools frequently. Especially, frequent use of educational vlogs showed that the participants might have gained awareness for using these digital sources. Another finding was related to the participant's use of English self-study sites. It was seen that when the participants knew the right sources, they could become more autonomous and spend more time on self-study.

As can be seen from Table 4.2., live classes of Edutubers (e.g. YouTube-English Speaking Success) ($\bar{x}=3,30$), blogs (e.g. Espresso English Blog) ($\bar{x}=3,10$) and podcasts (e.g. BBC, Nationalgeographic) ($\bar{x}=3,00$) were other tools preferred by the participants. The results indicated that the participants started to use all these digital tools throughout the IDLE GP. Some digital tools were preferred less than other sources like online games ($\bar{x}=2,90$) and presentation platforms (e.g. TED Talks) ($\bar{x}=2,80$). The least preferred digital tools/platforms were audiobooks (e.g. Audible, Scribd) ($\bar{x}=2,10$), corpora (e.g. COCA, BNC) ($\bar{x}=1,80$), and comics and cartoons (e.g. Webtoon) ($\bar{x}=1,70$).

To summarize, findings revealed a notable diversity in the utilization of digital tools and platforms after participants' engagement in the IDLE GP. The frequency of engagement with digital sources was also observed following the program. Additionally, the outcomes underscored the diversified utilization of IDLE sources subsequent to participants' exposure to guidance aimed at enhancing their IDLE practices. It is apparent that the participants used web-based dictionaries, song lyrics, English self-study sites,

writing Apps, educational Vlogs, and live classes of Edutubers frequently. It can be inferred that the IDLE GP might have had a positive impact on the IDLE practices of the participants who attended the sessions regularly. It can be said that the participants used varied digital tools and platforms frequently after the IDLE GP.

The third part of the Guidance Evaluation Questionnaire aimed to find out the efficiency of IDLE tools and asked participants' views on IDLE tools they used during the IDLE GP. The results showed that some IDLE tools/platforms were found easy to use by the participants. These were English self-study sites (n=8) like *BBC Learning English*, *Ello*, *Quizlet*, *Cambridge English*, and *British Council*; YouTube channels (n=5) like *English Speaking Success*; writing Apps (n=4) like *Quillbot*, *Write and Improve*, *Virtual Writing*; vocabulary Apps (n=4) like *VoScreen* and dictionaries (n=3) like *Tureng*, *Cambridge Dictionary*, and *Thesaurus*. Other answers for digital tools that they found easy to use were *Google Translate*, *Tandem*, *Lyricstraining*, and *Netflix*. One of the participants stated that all digital tools/platforms were easy to use.

The findings also revealed that some IDLE tools/platforms were found difficult to use by the participants. The responses were varied including *podcasts*, *movies*, *series*, *games*, *Visuwords*, *Lyricstraining*, *English corpora*, *Free Collaction*, *TED Ed*, *Grammarly*, *BBC 6 Minute English*, *live classes of Edutubers*, *writing Apps*, and *audiobooks*. One of the participants stated that *Instagram* was difficult to use for IDLE practices since it distracted attention through advertisements. Another participant stated that *thesaurus* and similar digital sources to study idioms were hard to use. One of the participants stated that none of the digital tools/platforms were difficult to use. Possible reasons for these diverse responses were tried to be revealed through reflective journals collected from the participants during the IDLE GP and interviews at the end of the program.

Participants of the IDLE GP (n=10) also stated the most useful digital tools and platforms for them. These were English self-study sites (n=14) like *BBC Learning English*, *Englishclub.com*, *Usingenglish.com*, *Perfect-English-Grammar.com*, *Ludwig*, *Ello*, *British Council*, *Esl-lab*, and *Quizlet*. Additionally, YouTube (n=2), Vocabulary Apps (n=2) like *VoScreen* and *Visuwords*, dictionaries (n=2), series and films (n=2), song lyrics (n=2), and online news sites (n=2) were among the most useful digital tools and platforms. *TED Talks* and translation platforms were also stated as the most useful ones. It was a remarkable point that English self-study sites were thought to be the most useful

IDLE sources based on the participants' responses. Several self-study sites were presented to the participants during the IDLE GP; thus, this finding showed that the IDLE GP might have helped learners to benefit from various digital platforms for their IDLE practices.

When the least useful IDLE sources were asked to the participants, only 5 out of 10 participants answered the question. The replies were writing apps, grammar check websites, audiobooks, social networks, and translation sites. Other replies were the names of the digital sources such as *Visuwords*, *Lyricstraining*, *Tts reader*, *TED Ed*, *Free collocation*, *Ludwig*, and *Grammarly*. Three of the participants found all IDLE sources useful since they replied as '*none*', '*all sources I tried were useful*', and they '*all work for me, honestly*'. Two participants did not give any answers to this question.

The last question of this part asked about the digital tools and platforms that the participants wanted to use to learn English in the future. These were English self-study sites (n=7) like *BBC Learning English*, *British Council*, *Cambridge*, and *Ludwig*; vocabulary apps (n=4) like *VoScreen* and *Visuwords*; writing apps (n=3) like *Quillbot* and *Virtual Writing Tutor*; YouTube (n=3), and dictionaries (n=2). Some other answers were listed as *Lyricstraining*, *Ted Talks*, *Netflix*, and translation platforms (e.g. Google Translate). One of the participants replied to the question as '*all of them*'. A variety of answers indicated that the participants became aware of various IDLE sources and that IDLE GP might have an influence on the participants' future use of IDLE sources.

Findings of the third part of the questionnaire, which focused on the efficiency of IDLE tools, revealed that participants commonly identified a range of digital tools/platforms as user-friendly. Figure 4.9. below illustrates these common IDLE sources preferred by the participants (QR codes are given to visit these sources).



Figure 4.9. *Common IDLE sources preferred by the participants*

Specifically, English self-study sites (e.g. British Council Learn English) emerged as the predominant choice for practicing IDLE aligning with participants' perceptions of ease and accessibility in their utilization. Among various digital tools/platforms, English self-study sites were also thought to be the most useful IDLE source according to the participants. It was apparent that the participants intended to use self-study sites for their

future IDLE practices. It can be inferred that the IDLE GP might have facilitated learners in the effective utilization of various digital sources, notably English self-study sites, fostering enhanced competency in using IDLE sources. For this reason, it is very essential that language teachers need to know credible and informative self-study sites and direct their learners to these IDLE sources.

Regarding their IDLE experiences when they received systematic guidance on IDLE, 10 participants of the IDLE GP were asked to state the effects of using digital tools/platforms during the Guidance Program on their English learning. To answer this question, they were able to choose more than one option. The results related to this part of the questionnaire can be seen in Table 4.3. below.

Table 4.3. *Effects of the IDLE practices during the Guidance Program*

Effects	n*
Learned vocabulary	10
Improved reading	9
Wrote better essays	8
Used tools guided by teacher	8
Improved grammar	7
Improved pronunciation	7
Got new information	7
Improved speaking	6
Improved listening	6
Enjoyed hobbies	6
Used tools advised by peer	6
Communicated in English	4
Had better grades	4
Contacted with foreigners	2
Made new friends	1

n*: Number of participants

According to the descriptive results shown in Table 4.3., all participants (n=10) stated that they could improve their vocabulary by using IDLE sources during the IDLE GP. Secondly, 9 of the participants thought that they could improve their reading skills. 8 of the participants stated that they could write better essays and use digital tools guided by the teacher and 7 of the them thought that they could improve their grammar

knowledge, and pronunciation skills and they could get new information through IDLE sources.

The motivational source for most learners in general was improving speaking in terms of IDLE (see Figure 4.6.), and it was same for the participants of the IDLE GP before attending the program (see Appendix-13). The participants in the IDLE GP stated that they could improve language skills and areas like reading, writing and vocabulary most during the program. In the IDLE GP, various writing applications were presented and how to use them was introduced. Most of the participants (n=8) thought that they could write better essays following the program. Descriptive findings also showed that most of the participants (n=8) used tools guided by the teacher after the IDLE GP. This result may have shown that when learners were guided well, it was possible for them to access more effective and useful digital sources for their language practice with the guidance of the teacher. This finding highlighted how teacher guidance was crucial in learners' using IDLE sources.

6 of the participants expressed that they improved speaking and listening, enjoyed hobbies, and used tools advised by their peers. 4 of the participants noted the effects of the IDLE GP on their communication in English and having better grades. Only 2 of them contacted with foreigners while one of them made new friends after the IDLE GP.

Additionally, the participants (n=10) were asked to state deterring factors when they used digital tools/platforms in English during the IDLE GP. Table 4.4. below displays the deterring factors for IDLE.

Table 4.4. *Deterring factors for IDLE during the Guidance Program*

Factors	n*
No time for self-study	5
Protection of personal data	4
Not feeling confident	2
Too expensive	2
Limited internet access	1
Not graded	1

n*: Number of participants

As Table 4.4. displays above, the most discouraging thing for participants was that they had no time for self-study since they had a lot of assignments (n=5). This is a remarkable point for rethinking the role of IDLE in classroom assignments and the combination of formal and informal education. Also visible in Table 4.4. above, some participants had security concerns and they wanted to protect their personal data such as their real names or photos (n=4). 2 of the participants declared that expenses required for the use of digital tools/platforms (e.g. membership fee, internet bill, etc.) were too much for their budget. Regarding the IDLE practices before the guidance program, a few participants gave this response in this questionnaire. It can be inferred that the participants attending the IDLE GP were already the ones who had fewer problems with internet expenses. Possibly, they could attend the IDLE GP regularly since they did not have or have fewer budget problems for internet expenses. Other deterring factors were not feeling confident using digital tools/platforms (n=2), limited internet access (n=1), and not getting grades from out-of-class studies (n=1). Regarding this finding, it can be stated that participants experience problems related to IDLE access; however, their motivation was also visible when they were involved in careful guidance.

The participants of the IDLE GP were asked whether there had been any change in their way of study since they started the program. They were asked to compare their study practices before the program with their current performances. Table 4.5. depicts the participants' answers for the changes they experienced after the IDLE GP.

Table 4.5. *Changes after the IDLE Guidance Program*

Changes	n*
Using more various tools	10
Better at choosing tools	8
Using tools more frequently	7
Better at how to use tools	5
Spending more time on tools	5
Feeling more confident	4
n*: Number of participants	

As seen in Table 4.5., all participants stated that they used more various tools (n=10). Most of the participants expressed that they were better at choosing digital

tools/platforms that were appropriate for their English learning purposes (n=8) and they used tools more frequently (n=7). Half of the participants stated that they were better at how to use digital tools/platforms to learn English (n=5) and they spent more time on digital tools/platforms to learn English (n=5). Some of the participants reported to feel more confident about using digital tools/platforms to learn English (n=4). One of the participants added that these tools would improve her a lot if she used them more regularly.

In the final part of the questionnaire, the participants (n=10) were asked their views regarding the rationale behind their choices of the tools. Firstly, they were asked to share criteria they followed while choosing the digital tools/platforms to improve their English. Most common answers can be listed as follows; comprehensible use (n=6), convenience (n=4), giving feedback (n=3), and providing fun content while teaching (n=3). Other answers were ease of access (n=2), credibility (n=2), offering different word uses or forms (n=2), informativeness (n=1), showing transcript for listening (n=1), used by many people (n=1), and not distracting (n=1). These findings collectively delineate the diverse array of considerations underpinning participants' choices when engaging with IDLE sources for English language improvement.

The next question in this part was about using an IDLE checklist. IDLE Checklist was prepared with the aim of presenting a way of thinking to reach the source that is useful and fits the purpose of IDLE. Participants were expected to use the IDLE checklist to evaluate the digital tool before starting to use it. 6 out of 10 participants stated that they used the IDLE checklist while they were choosing the IDLE sources they were engaged in. Some sample answers were as follows:

“Yes, it helped me. When I go step by step, I can see better where I’ve come from and where I’m going, it makes it easier for me.” (S3)

“I used it. I was able to use the resources with more confidence that they would be useful.” (S5)

“Yes, I felt safer when I used a site that met these criteria” (S6)

“Yes, I used it and it helped me to assess how useful or not it was for me when I found a new English study site.” (S7)

“I’ve really realized the importance of feedback” (S8)

“Sometimes I used it. That helped me which applications to choose.” (S9)

The participants' (n=6) responses highlighted the efficacy of employing the IDLE checklist for evaluating the use of newly discovered English study sites, emphasizing its role in assessing IDLE sources. Furthermore, the recognition of feedback and its significance in the learning process stood out prominently with a risen awareness. The occasional yet purposeful use of the checklist functioned as guiding assistance, helping to choose favoured applications. On the other hand, 4 out of 10 participants noted that they did not use the IDLE checklist while navigating the digital realm. Some reasons for not using the IDLE checklist are presented below;

"I did not use it because I had my own criteria in my mind" (S4)

"Obviously, I did not use it because a person who is thirsty in the desert does not think which brand of water has a better PH degree." (S10)

It was seen that Student 4 chose not to use the IDLE checklist and it stemmed from the student's reliance on personally formulated criteria. Student 10 tried to express that he was not selective in IDLE tools since he felt he needed all these sources. Like a thirsty person in the desert who needs water, he was in need of various IDLE tools in the digital realm.

In summary, the results reported in this section indicated primarily that the participants spent time on IDLE about 0-5 hours a day. This finding showed that participants spent a considerable time on IDLE. Findings also showed that the participants of the IDLE GP frequently used digital tools/platforms in general. These results also demonstrated participants' diverse use of IDLE sources after they were engaged in a systematic guidance program. Among these practices, using web-based dictionaries, social networking platforms, music and song platforms, translation sites, video sharing sites, song lyrics, and series and movies on the platforms were quite common. Especially, findings revealed a preference in the use of web-based dictionaries and writing apps/assistants. This result suggests that the IDLE GP enabled participants to use the digital tools tailored to FL language improvement. In other words, it was seen that the participants used various digital tools and platforms after the IDLE GP; therefore, it can be inferred that the IDLE GP might have created awareness of the IDLE practices of learners who attended the sessions regularly. The participants realized what they needed

for development in language skills and areas and turned to more customized tools accordingly.

Moreover, the results provided insights into personalized language learning since participants' preference for IDLE sources mainly depended on their personal needs and interests. Additionally, the participants had positive opinions about using self-study sites for their IDLE practices. The results also indicated that they engaged in more conscious study of language skills on their own. The teacher's guidance was spotlighted by the participants after the IDLE GP, as well. The participants used more various tools and they were better at choosing digital tools/platforms that were appropriate for their English learning purposes. However, the most discouraging thing for them was having no time for self-study since they had a lot of assignments. It was seen that most participants followed some criteria while deciding on IDLE sources like comprehensible use, convenience, feedback, and fun content while teaching, and most of them followed the IDLE checklist to choose the right IDLE source. In other words, they were able to make more informed choices with a tool like the IDLE checklist. The results in this section focused on the participants' preferences and practices in general after they attended the IDLE GP. The following part moves on to the views of the participants regarding the influence of the IDLE GP on Turkish EFL learners' language practices.

4.2.2. Qualitative Results Regarding the Influence of IDLE Guidance Program

In the current study, the second research question aimed to find out how the IDLE Guidance Program (IDLE GP) influenced Turkish EFL learners' IDLE practices (RQ2). In order to investigate the influence of IDLE GP on Turkish EFL learners' IDLE practices, the participants were asked to write reflective journals about their IDLE practices each week (a total of 53 reflective journals) during IDLE GP. Furthermore, the participants were interviewed on their experience at the end of the process. The responses of the participants in reflective journals and interviews were analysed and coded using the Constant Comparison Method (CCM). Qualitative analysis results revealed a total of 2239 codes in order to find out the influence of the IDLE GP on the participants' IDLE practices. These codes were grouped under 4 main themes and 11 sub-themes. Detailed codes were presented in the MAXQDA Hierarchical Code-Subcodes Model based on the data and can be seen in Appendix-14.

The main themes were identified as *IDLE integration*, *language improvement*, *affective factors*, and *challenges*. The distribution of sub-themes is given in Table 4.6. below.

Table 4.6. *Distribution of sub-themes according to four main themes concerning the influence of IDLE GP on participants' IDLE practices*

Main Themes	n*	Sub-themes	n*
IDLE integration	1018	<u>IDLE GP promoted to...</u>	
		increase IDLE awareness	339
		enhance IDLE tool use	281
		support formal education	247
		notice personalized learning	151
Language improvement	863	<u>IDLE GP was supportive to ...</u>	
		use more learning strategies	375
		enhance language improvement	367
		realize importance of feedback	121
Affective factors	228	<u>IDLE GP helped...</u>	
		foster motivation	119
		willingness to use IDLE in the future	109
Challenges	130	<u>There were challenges stemming from...</u>	
		tool-based difficulties	77
		student-based difficulties	53
TOTAL (4 main themes)	2239	(11 sub-themes)	2239

n*: Number of codes

Table 4.6. shows the distributions of sub-themes under four main themes. The main theme of **IDLE integration (n=1018)** covered four sub-themes referring to the effects of the IDLE GP as it promoted to *increase IDLE awareness*, *enhance IDLE tool use*, *support formal education*, and *notice personalized learning*. Three sub-themes emerged from the main theme of **language improvement (n=863)** which were about how IDLE GP helped to *use more learning strategies*, *increase language improvement*, and *realize the importance of feedback*. Two sub-themes were grouped under the main theme of **affective factors (n=228)** that were related to the impact of the IDLE GP to *foster motivation* and *willingness to use IDLE in the future*. The last main theme was the

challenges (n=130) which included two sub-themes denoting *tool-based* and *student-based difficulties*.

The following section presents detailed explanations concerning these main themes and sub-themes (see Appendix-14) with direct quotes from the participants.

IDLE integration

The first main theme emerged from the qualitative data was about the views of the participants on their **IDLE integration (n=1018)** during the IDLE GP process. It was seen that the participants integrated IDLE practices into their out-of-class studies compared to their previous study habits. To illustrate, the participants started to use several IDLE tools by following their personal interests; thus, they included more IDLE practices in their learning process. The codes in this main theme were grouped under four sub-themes.

As the first sub-theme pinpoints, the participants expressed that the IDLE GP **increased their IDLE awareness**. That is, the IDLE GP was helpful for having access to the appropriate and useful IDLE sources, learning how to implement the fundamental premises of IDLE practices, and implementing IDLE practices to improve their language learning. Some participants stated that they were unaware of how to use digital sources for their language learning prior to the IDLE GP. Even though they had access to various digital sources on different platforms, they had limited knowledge about how to use these digital sources effectively and select the most useful sources for their language improvement. With the help of systematic guidelines provided in the IDLE GP, they were able to gain awareness on how to select tools, which language aspects to improve, and how to sustain language awareness in the digital realm. The following sample excerpts show participants' related views:

"I was using digital sources in English before, but I was using them unconsciously. That is, I was looking at them superficially, I was using them by trial and error. I was trying to use them when I came across without being very conscious and knowing what the new sources were" (S1-Interviews)

"At first, I did not know that there were such sources, so I could not use them much, but I think it helps us to develop more by learning more sources and more words through the links of sources you gave" (S2-Interviews)

“I did not know too many sources that you showed. There were two that I knew”
(S3-Interviews)

As these quotations above indicated, various digital sources provided in the program for language skills and areas, the IDLE checklist, and tasks presented during IDLE GP raised participants’ awareness of the broad existence of digital sources and how to use them efficiently. The participants might not have enough knowledge about digital sources and their essential contribution to IDLE practices before the program. One of the participants highlighted the importance of learning how to use digital sources for IDLE practice below;

“I can say that I have learned to use digital sources because you showed us a list including some questions like ‘Is it useful? does it give feedback? etc. When we look at it accordingly, we find the right source for ourselves. I think this is an advantage. Anyway, all of these are advantages for us, and they are extra sources because as a generation we are more interested in digital, we are always in the digital world. At least, I think we spend time on good things, now” (S8-Interviews)

Participants are aware that digital practices are inevitable in this digital era for their generation, and they see gaining IDLE awareness as an advantage in this regard. Some participants declared that they realized how various digital sources were organized, the effective features of applications, and how different applications were available for different language improvement purposes after IDLE GP. In other words, the program raised their awareness of a wide range of options for IDLE sources. The participants expressed their opinions on this issue as:

“We use more digital sources while studying. This is also to our benefit. You learn different meanings of a word in the application. For example, when I listen to a song, I use Lyricstraining which you show. I use it while listening to a song. I think it is both enjoyable and useful. I see the words I do not know there. Listening to these words in the song is even more enjoyable for me” (S3-Interviews)

“Previously, I was only doing the usual things. For example, following lyrics from Spotify, singing karaoke by myself or I was watching some lectures on YouTube.

Then, Netflix, as everyone knows, and I tried to download some applications, Duolingo or so on, which everyone uses when they start first. But after your training, there were so many options. I tried them all and I learned a lot of new things while trying. They were very helpful. I mean they expanded my perspective” (S8-Interviews)

“Before this program, everyone was saying something. I was checking those sources, I liked some of them, or I did not like some of them. And there were not many options. There were some sources I did not like. But when you showed more sources, the time I spent on them and searched for them increased” (S1-Interviews)

As S1, S3, and S8 pointed out above, using more and different IDLE sources affected them positively. They had fun, expanded their horizon, and started to spend more time on their IDLE practices. It was understood that prior to the implementation of the program, these participants knew a limited number of digital sources most of which were popular among people who wanted to learn a language. However, upon exposure to a wider array of sources facilitated by the program, the participants stated a noticeable increase in the allocation of time towards IDLE. In addition, participants noticed the leveraging activity of IDLE which increases learner autonomy and decreases teacher need. The following student excerpts are examples of such positive influence of the program:

“I don’t think we will stay at B2 anyway, so using digital sources is obviously important in case of not having access to the teacher always or not having access to someone who knows.” (S4-Interviews)

“First of all, we learn a lot of things, I mean, we always need a teacher anyway, but we cannot reach them at any time. Sometimes we cannot reach the teachers we want to reach, or time passes. These digital sources are really helpful in that way” (S8-Interviews)

As S8 expressed above, the teacher’s lead was significant, yet participants knew that it was not always possible to get support from the teachers. To fulfil that need, IDLE practices helped learners. IDLE and its feature of accessibility might leverage the learning

process as demonstrated in the program. Furthermore, the study revealed that participants developed a heightened awareness regarding the rationale behind practicing IDLE. They recognized that language learning in the traditional classroom was insufficient; and thus, IDLE as an instrumental strategy was a helpful way to fill in this gap in their learning experience. They were able to have some opportunities like hearing the words or phrases from various digital sources outside the class and being exposed to the language outside the borders of formal education. For instance, two of the participants shared their views on this issue as follows:

“I think they are very useful because being at school is not always enough after all. I believe that we also need to do something outside. Also, since English is a language and the language improves over time, I believe that we need to use it out-of-class in order to learn. That’s why I find them very useful (S9-Interviews)

“I noticed on Instagram that the phrases I heard from people there or in some trends remain in my mind. After I remember these phrases I heard a lot, I suddenly utter that sentence in the class. I become very surprised. It comes out of my mouth or I understand what is told. It created that awareness for me” (S5-Interviews)

According to the above statements of the participants, IDLE GP was found to be quite useful in fostering IDLE integration and raising awareness to use IDLE. The participants highlighted that when they were exposed to the target language through digital sources, they remembered them easily and they maintained the learning process outside the classroom as well.

The second sub-theme revealed that the participants **enhanced their IDLE tool use**. In other words, they started to try or use a great deal of digital sources after IDLE GP. A common view amongst the participants was that they realized the existence of various useful digital sources for language learning. For example, some participants preferred reading sources from BBC learning platforms, some others started to use writing apps/assistants in order to get feedback for their essays while some of them were watching videos to improve their pronunciation. The data set indicated that IDLE GP had a positive impact on finding and practicing useful digital sources. In the excerpts below, some participants commented about the usefulness of the sources:

“In general, it was a useful activity, but let me put it this way, in a more detailed way. For example, it was useful for me in terms of using vocabulary, and for reading. You showed sources for reading in the first weeks. It was good for me. I learnt about applications we did not know. BBC is even installed on my phone, BBC learning. I read the news and stuff. And also, Grammarly. I installed it on my phone and computer. It is useful for me while writing essays.” (S3-Interviews)

“They are useful sources.” (S11-Reflective journals)

“There is a lot of interesting content on every website and application you shared. Since I don’t like listening to stories, I preferred to listen to educational videos in order not to get bored. Especially in BBC Learning English, I was able to notice the words which I didn’t know the meaning of very easily because it was appropriate for our level.” (S13-Reflective journals)

“It was nice that Engfluent directed me to the relevant YouTube videos for the sound I wanted to hear.” (S7-Reflective journals)

As it is seen above, participants found the digital sources which they learnt during IDLE GP very useful, and they expressed their contentment with using the sources. It can be inferred that IDLE activities facilitated an exploration of previously unfamiliar applications, thereby serving as a catalyst for being an autonomous learner. This practical engagement helped learners transcend the confines of traditional educational settings underscoring the efficacy of IDLE in augmenting linguistic and technological competencies.

Some participants alluded to several notions of useful digital sources. For example, most of the participants mentioned about the simplicity of useful digital sources. They realized how to access simple and easy-to-use tools. The IDLE GP showed them applications and digital platforms with user-friendly interfaces, and it raised awareness about access to these digital sources. It was found out that when participants used a digital source easily, they thought that these sources were useful, and they could benefit from them. Participants drew attention to the accessibility of useful digital sources as below:

“Digital sources are a great advantage in terms of access. Otherwise, I can’t pick up a book and read it. Apart from listening, I do some other things. For example, I get on the subway, switch on the phone, look up words and I study vocabulary.

I can study synonyms of the words. Digital sources are great in this regard, this is its advantage.” (S1-Interviews)

“The advantages are ease of use. You start and work according to yourself, wherever you want, whenever you want. You don’t have to obey anyone.” (S7-Interviews)

The excerpts above demonstrated that participants liked accessing the digital sources they used without any limitation of time or place. In their opinion, accessibility was an advantage of using digital sources. In this way, they could use their time efficiently which enabled them to pursue continual educational advancement without the constraints of time and place inherent in formal educational structures. Another notion pointed out by the participants was that most of the digital sources to practice IDLE were free of charge. For instance, one interviewee (S8) frankly shared her solution of practicing IDLE since she could not buy the compulsory book in her formal studies. It was understood that buying the coursebook was obligatory in the preparatory program where S8 studied since students’ practices on the learning management system (LMS) of this coursebook were graded as part of formative assessment in the institution. Students who could buy the coursebook were expected to do weekly exercises on this online system. Unfortunately, S8 could not afford to buy the coursebook and explained how she overcame this challenge:

“I could not buy a book, so I could not do LMS, exercises, and so on. But thanks to these sources, I was able to practice, whether listening or writing. For example, Lyricstraining for those lyrics. I could visit the site and listen to the lyrics. Such exercises are usually done in LMS. It was like we collected all related digital sources and created a small LMS for ourselves, which is definitely more comprehensive. For example, I visited Cambridge and looked for grammar explanations, or British Council, there were small quizzes there. They were very useful for me.” (S8-Interviews)

As stated above, the participant could not buy the book which provided an LMS code to do weekly exercises on a digital platform. Hence, she found a solution for her out-of-class practices using IDLE sources. After IDLE GP, she started using various

digital sources and composed an LMS for herself, as she called it. Some participants also stated that useful digital tools were memorable, rich in visuality, and interesting. In this context, as one interviewee put it:

“We learn something, but we forget it very quickly. In the sources and websites you have shown, there is both visuality and since they are different from the familiar things, they seem different to us because we don’t know them. They are different, they are a bit interesting and attention-grabbing.” (S3-Interviews)

As stated above, the participants highlighted that visuality grabbed their attention to certain digital sources. Digital tools that were visually appealing tended to engage users more effectively. This engagement created a memorable IDLE experience as users interacted with these digital sources.

It is worth noting that several participants acknowledged gaining general cultural knowledge through practicing IDLE. While they were improving their language, the tools/platforms they used helped them broaden their general knowledge. For example, they had a chance to get information about current events of that time while watching series in the target language. They also learned the agenda or the views of the people they followed about daily affairs through digital sources. Reading the news not only helped participants develop reading comprehension skills but also kept them updated with current events and global affairs, broadening their knowledge base. Two of the participants elaborated on this issue as follows:

“Learn English with TV Series aims to teach while entertaining and it has achieved this. It is also an active channel, and it has content that includes current events, so we have the opportunity to learn foreign people’s opinions about the agenda. I liked both tools and I realised that channels like LEWTS attracted me more.” (S4-Reflective journals)

“There are websites for news. I think I improved my reading a lot with them. It was also fun for me, you know, I both read the agenda and improve my English.” (S6-Interviews)

This finding showed that as the learners practiced IDLE, they were exposed not only to the target language but also to different perspectives coming from the content they followed. The excerpts indicated that the participants were pleased to take these gains. Furthermore, it was revealed that the participants suggested some digital sources that they found useful to their friends. Since they realized that various digital sources met their needs in language learning, they recommended relevant sources to their peers in order to solve their problems or offer some guidance. Talking about this issue, some participants commented as below:

“I suggested them (digital sources) to my friends, so they could use them.” (S2-Interviews)

“The source I use most, and I recommend is Quillbot which was recommended by my friend. It was obviously very useful to me. It was very helpful both as a paraphraser and as a grammar checker.” (S4-Interviews)

It is understood from the opinions stated above that when participants noticed the benefits of IDLE sources, they wanted their friends to experience similar sources. For instance, S4 who needed some help in writing was recommended a writing app/assistant by her friend. After using the digital source, this student suggested the same tool to one of her friends who might have similar needs or interests. Finally, the data demonstrated that the participants either started or wanted to spend more time on IDLE sources. After the IDLE GP, they engaged more in digital sources, and they thought that spending more time with these sources might develop the skills they wanted to improve. Some excerpts related to the issue were given below:

“I’ve decided to use Write and Improve more often these days. I think it will improve my writing a bit before the exams.” (S5-Reflective journals)

“Pronunciation practice was very useful. It helped me to focus on this subject on which I couldn’t spend much time for a long time. And it made me realize again that I should devote more time to it.” (S1-Reflective journals)

“Since I’ve been dealing with more digital sources, there were some of them that I liked, so they keep me in front of the screen or in front of the phone.” (S1-Interviews)

These quotations justified that after IDLE GP the participants raised their awareness about their engagement with IDLE. Therefore, they felt the requirement to spend more time for IDLE in order to achieve the proficiency level they desired in the target language.

The third sub-theme was identified as **support formal education**. The codes that emerged from the data showed participants thought IDLE supported their formal education both in in-class studies and their studies outside the class. The majority of the participants were particularly of the opinion that IDLE practices complemented formal education. They stated that using IDLE sources was complementary since they came across what they had studied in class during their out-of-class studies. This provides an opportunity for repetition which is an inevitable part of language learning. The following excerpt is an example of this:

“At school, for example, after learning a task that day, it comes up in another place and I become happy. Or a verb we learnt in class. Then I search for it and learn some other things. I become very happy when I come across the things I learnt. Digital sources remind me of them constantly. Especially I feel surprised sometimes. For example, we cover a topic in the class. It is of course listed by Oxford. I view it on BBC’s page, it sends daily notifications and the same topic comes up or the same word, etc. I mean, it coincides but you know. So, it is very complementary, very good for repetition. And to remember.” (S5-Interviews)

As seen from S5’s statements, IDLE activities reminded learners of the things they learnt in formal education, and these raised the effect of memorization. It was seen that fortuitous recurrence of recently acquired knowledge in varied settings led to enhanced retention for the learners. This interconnection between classroom learning and learning through extramural studies indicated the complementary nature of these experiences. Hence, it seemed that participants took advantage of the recurrent exposure to IDLE activities. On a deeper level, the findings showed that IDLE was complementary in several ways like doing homework, getting prepared for an exam, and getting help in the class. Learners who had some questions in their minds but could not get the answer in the classroom could use IDLE to find the answers they looked for. Additionally, IDLE created some opportunities for the things that could not be asked or studied in limited

class time. For example, some participants highlighted that they benefited greatly from IDLE for their school assignments. The following student excerpts illustrate this:

“I used the SKELL application. It helped me for the assignment about words given by my teacher.” (S2-Reflective journals)

“I used phonetizer.com to shoot the video as part of my portfolio assignment. It helped me to pronounce the words correctly.” (S4-Reflective journals)

“For example, our teacher gave us homework. I didn’t know how to do it in general. I looked at the names of the applications you gave. I could check those sources and do my homework. It was nice.” (S2-Interviews)

As S4 stated above, the participant used the digital source to learn the correct pronunciation while doing the assignment. This process not only offered an advantage for pronunciation practice but also showed a motivation for skill enhancement within an informal learning context. Participants also expressed that they used IDLE sources while they were practicing English outside the class, or they were preparing for their exams. They found IDLE sources very useful since they were able to do extra practice, especially before quizzes or exams. The following excerpts exemplify their views on the issue:

“I use sources in my daily life while studying or studying for exams.” (S3-Interviews)

“They were the sources that I could visit and study before our exams in preparation class. For example, it was announced that there would be a listening part in the quiz. Then I checked the list of useful digital sources, found listening practices, accessed them, and studied by using them.” (S5-Interviews)

“Especially before the exam. It was very useful before the exam.” (S9-Interviews)

It was seen that IDLE led to the utilization of specific practices like listening as in the example of S5 and reinforced these skills needed for academic success. As noted by the participants, IDLE was complementary in-class activities as well. It was revealed that participants used IDLE sources when they needed them in the class. They declared that IDLE sources were helpful in the class while controlling the correctness of their

sentences, learning the synonyms of the words, or getting feedback for their writings. One interviewee expressed this as:

“The sources you shared also help us in the class. We can’t find something. Generally, I save the sources you told us, so I could check their names. For this reason, the benefit of the sources you shared is very good.” (S2-Interviews)

As illustrated above, S2 expressed that digital sources were used in the class as well when the participant needed extra help in the formal setting. The general views of the IDLE GP participants showed that IDLE supported formal education. It was pinpointed by some participants that the educational curriculum within the school environment alone was insufficient for enhancing their English proficiency. They emphasized the necessity of dedicating some time to IDLE practices in addition to their formal education. The following excerpts taken from the interviews illustrate this point:

“If there was no YouTube or Netflix, I honestly couldn’t think that I could improve my language sufficiently. Because no matter how much we studied in class, it was not enough.” (S6-Interviews)

“After all, being at school is not always enough. I believe that we should do something outside the class.” (S9-Interviews)

As S6 stressed out above, class hours were limited and not sufficient to learn a foreign language in an FL context. Therefore, the participants needed digital sources to be exposed to the target language, and video streaming platforms offered solutions to this need.

The last sub-theme showed that the participants ***noticed personalized learning***. Data indicated that the participants raised their awareness for personalized learning which customizes learning for their own needs and interests. They chose a digital tool or content that drew their attention. It was seen that they were aware of choosing which digital sources and the reason why they chose them. This engagement involved the deliberate selection of digital sources and content that captivated their interest within this customized learning framework. In doing so, they could engage in a learning experience

catered specifically to their preferences and requirements. The participants shared their views as:

“I chose a topic that interested me in terms of listening, so I was able to catch more sentences and learn some phrases.” (S6-Reflective journals)

“I tried to read the news that interested me in the New York Times. I do not prefer to read anime or story books that are appropriate for my level, the words in them are more related to daily life. My major is History, so I like reading the World’s agenda very much. I can learn how an important newspaper approaches that topic, as well as what words it uses and the meaning of many words that may be used in the course contents of my department.” (S13-Reflective journals)

As understood by the reflections stated above, the participants generated a learning path for themselves that was based on their needs, interests, the things they already knew, and the things they wanted to learn. The participants also highlighted that IDLE helps them take responsibility for their own learning which strengthens the way of personalized learning. It was clear that IDLE was a useful option for them to pursue their personalized learning experience. Moreover, this awareness helped them to search for the correct source for their needs. The following excerpt is an example to this:

“For example, English Success works for me, but it may not work for other people, it may not work for other students. I think it is also good that there are many options.” (S9-Interviews)

The participants were aware that what suited one person might not be necessarily effective for another. As S9 expressed, a certain YouTube channel, *English Success*, worked for the participant’s learning style, yet other learners might thrive with a different digital source.

All in all, the findings demonstrated a discernible shift in participants’ behaviour, indicating a heightened inclination towards integrating IDLE into their extramural studies. Additionally, there was a marked IDLE awareness, resulting in an enhanced use of IDLE sources. The IDLE GP significantly facilitated participants’ IDLE use to support

their formal education highlighting the program's effectiveness in fostering personalized learning experiences.

Language Improvement

The second main theme emerged from the qualitative data was about the views of the participants on their **language improvement (n=863)**. In this section, participants' views on how the IDLE GP helped them to improve their speaking, listening, reading skills, and language areas such as grammar, vocabulary, and pronunciation were presented along with improvement in strategy use and feedback opportunities under the related sub-themes. The codes in this main theme were grouped under three sub-themes. As the first sub-theme demonstrated, the participants stated that they ***used more learning strategies*** during their IDLE practices. The data showed that the participants used more learning strategies, especially in some skills like listening, vocabulary, and speaking. Moreover, the participants stated that they followed several useful learning strategies including taking notes, repetition, and not using subtitles.

It was clear that IDLE tasks were found to be effective by the participants in terms of using learning strategies. During the IDLE GP, the participants followed some IDLE tasks in order to study certain skills using IDLE. It can be inferred that these tasks raised awareness for strategy uses while practicing IDLE. For example, they started to follow some steps in language skills and areas to which they did not pay attention during their out-of-class studies before. One of the participants stated the following about listening strategies presented in IDLE tasks:

“Especially in listening, I think I paid a lot of attention to them. Now, when I listen to something, I especially think of it. I mean, listen to it once, focus on what it is about, then take some notes, then read the transcript next time. That’s what I learnt. I tried other things apart from this but listening (strategy) was the most effective for me.” (S5-Interviews)

The participant's indications demonstrate that IDLE tasks were leading and helpful since they informed the participants about how to study a skill that needs improvement. It can also be said that these practices raised an awareness for notetaking. Additionally, it was found out that most participants integrated IDLE sources into their

daily activities in order to be exposed to the target language. For example, one of the participants wanted to improve his listening skills while he was doing his daily activities like walking, driving, or travelling on public transport. He shared his experiences as:

“I drive a car. Instead of listening to music, I switch on the podcast and I can listen to it. That’s the advantage. I can always access this information. For example, I’m walking on the road, to get some fresh air, I go out and walk around. At that moment, I put on my earphones, and turn on my phone, whether it is a podcast or a speech on a YouTube channel. I am exposed to that even if I do not understand anything.” (S1-Interviews)

It was seen that IDLE practices help participants use several learning strategies to improve their vocabulary knowledge by offering them opportunities for repetition and revision. They took notes of new phrases to use them later or they gained awareness of the pronunciation of the words through the source while they did not notice previously. Two participants shared their experiences as given below:

“The Plot Generator was even better than I expected. By using different phrases (for example “To make matter worse, ...”, which I took note of the ones I thought I could use later), it created a nice story.” (S5-Interviews)

“It is very good that englishvocabularyexercises explains the meanings of the words, provides the pronunciation, gives sample sentences, and has exercises after learning the word. I don’t normally check the pronunciation of words while studying. But, on this website, they are all given so I also studied their pronunciation.” (S7-Interviews)

As seen in the extracts above, the participants declared that they started IDLE practices like checking the pronunciation of the words which they did not do until that time. The IDLE GP’s systematic guidance to the learners provided a way to improve their language skills which they had some difficulties with. One of the participants stated that she combined some learning strategies for writing and grammar. That participant used an IDLE source for writing, got feedback, and wanted to work on the things she felt weak. When the participant became aware that the problem stemmed from grammar, she revised

grammar topics. It can be asserted that using multiple learning strategies via the IDLE GP contributed significantly to learners' pursuits in enhancing language proficiency. The following student excerpt illustrates this:

"First of all, I write articles myself. Then, I check them through Quillbot to get feedback. I try to understand why it changed, which grammatical structure, where I am weak, and how and why I ordered sentences wrongly. And, I work on these things. For example, I wanted to use passive form, but I couldn't. Quillbot corrects it and I get that I have a problem with passive form. So, I go back to grammar books and study passive forms." (S4-Interviews)

Repetition was another strategy used by the participants during IDLE practices. They stated that there were expressions used frequently. They noticed and repeated these expressions even if they needed to listen or watch the content again. Two of the participants expressed these strategies as:

"At first, I am watching it (Netflix series) directly with English subtitles, then I try to turn off the English subtitles and watch it in that way. They use some expressions, these are used a lot, I repeat them after they say. If I don't understand it, I rewind and watch it again." (S6-Interviews)

"For example, 'figure out', it is always used. I was watching a lawyer series, about lawyers, they always say this... I stopped and wound it back many times. I finished a 20-minute episode in an hour, paying attention to so many things, it helped me a lot." (S8-Interviews)

The excerpts above showed participants' active learning process by pausing, rewinding, and spending time to understand specific linguistic nuances and recurring phrases. This focused attention reflected IDLE where a learner consciously engaged in the learning process by reviewing, analysing, and internalizing the information.

The second sub-theme was related to how IDLE practices helped to **enhance language improvement**. First of all, it was seen that participants developed self-awareness for language improvement. They observed the process of IDLE practices and

noticed an improvement in their target language use. One of the participants indicated her views on this issue as:

“I think the internet will be so useful for me, enough to learn a language. I am improving English that I am learning at the moment. I think the internet is good for improving.” (S4-Interviews)

Most of the participants highlighted that they could reach varied digital sources to expand their linguistic and lexical knowledge such as grammar exercises in the platforms and vocabulary applications. The participants stated their thoughts on this issue as:

“I’ve improved (the language) a lot by using YouTube and so on. I mean, I don’t know what I would do without them, I really don’t. I was also able to reach many grammar activities.” (S6-Interviews)

“Usually, in my free time. I travel by bus a lot. It (IDLE practice) helps me to spend my time effectively. It also expands vocabulary. I learn sentences and I think it improves me... I think, I have improved more by seeing more various applications, more texts, and English words with what you have shown us. It contributes a lot because I didn’t know anything. It was useful.” (S2-Interviews)

“I feel that it improves (me) in terms of language learning” (S8-Reflective journals)

According to S6, S2, and S8, IDLE practices were found to be remarkably helpful for them to improve their target language. As they stated they were aware of this improvement after they were engaged in grammar or vocabulary practices in the digital environment. Especially, some participants noted that they needed to see some example sentences in order to use the words they learnt recently. Using IDLE sources facilitated the attainment of their personal objectives in language learning. Consequently, they could observe a discernible change in language output prior to and subsequent to the IDLE GP.

Besides, the participants were aware that they were required to be exposed to the language they wanted to learn. In the country they lived in, English is a foreign language, thus they had limited opportunities to practice the language with native speakers in their

daily lives. Most participants mentioned the necessity of being exposed to the language as shown below:

“I think it is difficult to learn a language in our country without going to another country, so it is important to use the internet and social media. So, I think it was very important to use digital sources.” (S4-Interviews)

“I’ve tried everything, ever since I started this language school. How about this, how about that. The last thing I’ve decided on, and that’s what science says, is exposure. I believe that exposure is the first prerequisite. I’m trying to be exposed now. No matter how much it would be. I expose myself. I listen to podcasts, even if I don’t understand them, I let myself be exposed. Or I sit at home, I switch on the radio or the TV, the BBC on the computer. I need to be exposed to those sounds, that environment.” (S1-Interviews)

It was seen that the participants were in a conscious effort and recognized the vital role of the IDLE sources. Thus, their conscientious use of IDLE sources emerged as a cornerstone in the pursuit of language proficiency within the FL context. In this vein, as stated above, they tried to take advantage of various sources through which they could be exposed to the target language like social media, radio, TV, podcasts, or BBC platforms.

In addition to language improvement through exposure, the participants mentioned the importance of being exposed to different accents. They highlighted that IDLE sources were good options for hearing various accents other than the standard British or American accents. Some participants stated their views as follows:

“I won’t always meet native speakers and I’m not like that either. I mean, it’s good to look at how others speak, it’s useful.” (S6-Interviews)

“At school, we only hear English from our teachers. But in the application I use, for example, they speak Spanish, they speak French, they speak English. Their accents are different after all, I need this. That’s why it’s useful.” (S2-Interviews)

It was apparent that the participants gained awareness about linguistic diversity and regional dialects after IDLE practices. This exposure to diverse accents through

digital sources showed them linguistic pluralism within the global context of English usage.

The participants also declared the improvement they experienced in several skills such as listening, pronunciation, writing, speaking, and vocabulary. Their self-reported improvements demonstrated the impact of IDLE sources on fostering language development and skill diversification among the participants. The participants explained how they felt the improvement in the extracts below:

“I paid better attention to how words are pronounced with YouGlish. It was instructive for me to listen to the use of words by different people in different places because not all people pronounce the same word in the same way in normal life.” (S3-Reflective journals)

“I see a change, especially in my listening.” (S5-Interviews)

“I think it has contributed to my English. For my speaking skills. Actually, it contributed more to writing, if I need to compare these two (skills)... I think I have improved a lot, especially in writing because now I know how to check an essay I have written before handing it over to my teacher.” (S4-Interviews)

“By using the Esfast application, I tried to improve my listening skills and on the other hand, I focused on writing. It was a good application to improve, and it even focused on unknown words, which I think improved our vocabulary.” (S2-Reflective journals)

The last sub-theme indicated that the participants **realized the importance of feedback** to improve their language skills and areas with the help of IDLE GP and IDLE practices. The majority of the participants expressed a preference for IDLE sources that offer feedback over alternative forms. Since they got feedback, they had a chance to observe their progress first-hand. It was revealed that the participants liked the feedback process and, as an outcome, autonomous learning opportunities during their IDLE practices. The following excerpts illustrate the participants' views on this concept:

“In general, I tried to use ones with feedback because I didn't want to do things I wasn't sure about. There should be feedback so that I can improve myself. That's why I usually used the ones with feedback, it was better.” (S2-Interviews)

“For example, I like it more when my mistakes are corrected. I learn it by myself.”
(S3-Interviews)

“As I said, I think it was important to get feedback without needing someone.”
(S4-Interviews)

“I can check the things I do. I can also see what other English learners are doing through YouTube comments or some YouTubers who share their own experiences. I can watch them and see my level. It was very good from that aspect.” (S6-Interviews)

“I especially use Englishtest a lot because it explains our mistakes one by one.”
(S7-Interviews)

“I was able to check all the things from punctuation errors to grammatical errors. It also calculated my essay score and I got feedback on what kind of mistakes I had, such as inadequate use of conjunctions.” (S7-Reflective journals)

As seen in the students’ excerpts above, it was apparent that learners tended to select digital environments that provided feedback. They stated that they got feedback in several ways. For example, they wrote a sentence on the digital platform, and their mistakes were corrected. On some platforms, they received explanations for their mistake so that they could understand the reason why they made that mistake. Indeed, they wanted to see the types of mistakes they had in order to correct them next time which in turn enabled them to be aware of their own learning. Some participants expressed their expectations for feedback clearly. Getting an answer as right or wrong was not enough for some learners. They were eager to get more details when the answer was wrong. Two of the participants shared their dependence on feedback during IDLE practices as follows:

“For example, it (the source) says it (my answer) is wrong, but it would be better if it explains why it’s wrong.” (S7-Interviews)

“When there is no feedback, there is a gap, and I am very detailed when I learn something. I need to understand it thoroughly. I can never do it without feedback.”
(S8-Interviews)

In terms of speaking, some participants’ views showed that not getting feedback for their speaking was a challenge for them. They needed a digital source that could detect

their mistakes while speaking in the target language. For example, S7 below compared writing and speaking in terms of feedback and found speaking practice problematic due to not getting feedback as she did for writing. However, S1 showed that when they found the right source for them, it was a solvable situation. This participant followed a language tutor on YouTube. For speaking practice, the tutor acted as if he heard the listeners and gave reactions as in real life. This type of encouragement motivated the participant to gain self-confidence and speaking practice. These participants expressed their views in detail below:

“For example, I can’t get feedback from the people I follow on the YouTube channel. They have some other thing. For instance, Keith has this; he always talks, gives a gap sometimes and he says, ‘you repeat this’. As if he heard you, he says ‘hmm, you see, you did it’. It motivates me. It’s like he’s giving you virtual feedback, forcing you like ‘repeat after me’. (S1-Interviews)

“In writing, when I write it and check it, it shows that you made a mistake here. I can check many things including punctuation. But speaking is a bit of a problem.” (S7-Interviews)

To summarize, outcomes of the IDLE GP indicated a notable advancement in participants’ IDLE practices. There was a discernible increase in the use of learning strategies, accompanied by a reliance on digital sources, resulting in self-reported improvements in language proficiency. Furthermore, the participants showed an increased awareness of the significance of feedback mechanisms within the learning process.

Affective Factors

The third main theme emerged from the data was **affective factors (n=228)**. It was seen that the IDLE GP not only influenced the participants’ IDLE awareness and language improvement but also contributed positively in terms of affective aspects like motivation, enjoyment, and willingness to use IDLE. The codes in this main theme were grouped under two sub-themes. As the first sub-theme indicated, the participants expressed that IDLE practices were helpful to **foster motivation**. The participants expressed that they enjoyed and had fun during their IDLE practices. It was found out

that they liked the sources they studied and thus their motivation increased. The following excerpts are examples to this:

“Lyricstraining, I prefer it. It is really fun. I have fun while listening to music. I both learn new words and my spelling improves over time.” (S7-Interviews)

“There was English Success channel on YouTube, you said it. It was very effective. I also liked it. The teacher there had good speaking. It caught my attention. I was listening to that channel, too.” (S9-Interviews)

“It was very beneficial for me. I wish I had done it before. I am also motivated thanks to the activity.” (S3-Reflective journals)

“I have more desire to learn through applications. They are all different. So, it’s useful.” (S2-Interviews)

“It both motivates me while I’m studying, and it excites me. I also learn new things. It’s like when you do a hobby, you become happy, you enjoy it. That’s how I felt.” (S3-Interviews)

These excerpts indicated that the participants found motivation that not only maintained their focus but also stimulated their enthusiasm. It can be inferred that this attitude facilitated the learning of new knowledge creating a sense of excitement. Some participants also stated that IDLE decreased their anxiety level since they felt they were away from threatening stimuli like peer pressure or fear of a making mistake in front of other people. Even being able to reach IDLE sources whenever they wanted to study seemed a relaxing idea for them as they stated. Two interviewees shared their views as:

“We cannot talk in the classroom. I mean we are shy about this, but outside, when watching something at home or using an application, whether it is silent or loud, it is more comfortable to listen. It is more useful to me. (S2-Interviews)

“I feel like I can relax more, you know, the stress is no longer on me. I’ll check the sites when I need to study listening. I think it’s effective in that sense.” (S5-Interviews)

It was understood that IDLE exhibited a mitigating effect on learners' anxiety levels since it offered opportunities to practice language skills like speaking or listening outside the classroom, making learners feel safe.

Willingness to use IDLE in the future was the second sub-theme emerged from the data in this section. According to the participants, IDLE was necessary for their future language use; therefore, they wanted to continue IDLE practices. Most participants were aware that they needed to keep on studying English to be successful in their departments where the medium of instruction is English. One of the participants highlighted the requirements of IDLE in order to have success in the department as:

“I think I will benefit (from digital sources), since my department is in English, I will need them in some way. I mean, we will be asked to write something or make a presentation. I will have to use them again. Our professors will speak English, listening will be required again. So, I will probably need to improve it.” (S6-Interviews)

As shown above, participants' approach to recognizing these needs and plans to use IDLE further in their academic pursuits indicated their eagerness. Hence, it can be said that the IDLE GP led to this kind of awareness for using IDLE which made them actively engaged in their overall learning experience. Furthermore, some participants declared their willingness to use specific IDLE sources for their future studies through their reflections during IDLE GP. It was seen that they became motivated by using digital sources such as *Ludwig* and *Visuwords* and they were eager to use them after the program. Their comments were demonstrated below:

“I used Visuwords while studying vocabulary to see the different forms of a word I just learnt. I used it for the first time, and I liked it a lot. I will use it from now on.” (S3-Reflective journals)

“Ludwig had a great number of examples. There are excerpts from the movies. I suppose I need to be a member to see the examples from the movies. Because I like the website, I would like to become a member and use other advantages in the future.” (S4-Reflective journals)

One of the participants emphasized that she wanted to speak English native-like. For this reason, she frequently used IDLE sources and she wanted to make IDLE an inevitable part of her life. She was also aware that she could learn other languages through informal digital sources and she aimed to learn two more languages in that way. The participant reported as follows:

“For example, there is French and Spanish in Quizlet. Those digital sources are not only for English. They are also for different languages. Thus, I use them to improve other languages in the future.” (S8-Interviews)

In general, the findings presented above revealed that IDLE GP increased learners' motivation for IDLE practices and made them more willing to use IDLE in their future studies.

Challenges

The last main theme emerged from the data was **challenges (n=130)**. Despite having positive views about IDLE, participants stated that they also encountered some problems during their practices. The codes in this main theme were grouped under two sub-themes as **tool-based** and **student-based** challenges.

According to the IDLE GP participants, they mostly faced problems based on the digital tools (n=77) they used. Firstly, the participants stated that some digital tools or platforms were complicated for them, and they were not easy to use. Some digital platforms such as *Visuwords* were stated to have an interface that was hard to follow and navigate. Hence, the participants spent a lot of time and effort to figure out the use of the application. Two of the participants shared their views as:

“Visuwords was a bit difficult for me to use. It must be because I haven't gotten used to the logic of the page, yet. I kept looking for what this link was or what that colour represented. When I get used to it, it will be very useful.” (S4-Reflective journals)

“Some websites are very complicated. For example, today I tried to visit a website about idioms. Indeed, an influencer on Instagram shared a PDF of idioms. But, he sent it to two or three people, and I couldn't have it. There was a webpage

about idioms, but I never visited that. I couldn't figure out the page. Sometimes there can be very complicated sites.” (S8-Interviews)

As S8 indicated, IDLE sources which were complicated for the learners were not preferred. For instance, S8 wanted to study idioms and needed written material about idioms. When she could not get the material from the online tutor, she wanted to study idioms through other digital sources. Unfortunately, the website she visited was too hard to navigate. Furthermore, the participants added that the length of the audio or video sources could be a challenge for them since they felt bored. When their limited attention span was considered, this result was not surprising. Two interviewees shared their experiences as follows:

“I said that I was watching TED Talks, but they were too long, and I stopped watching halfway through.” (S9-Interviews)

“Sometimes, I try to listen to audiobooks on YouTube. But I get bored and turn it off. I usually listen to it up to a certain point. It gets boring for an hour or two. Of course, I listen to 10-minutes stories.” (S7-Interviews)

As S7 and S9 pointed out above, some participants had a notable challenge in sustaining attention and engagement in extended digital content within the IDLE context. Unlike interactive in-class activities in which learners can engage actively, passive consumption of digital content like audio or video sources might have led to a decrease in learners' attention and engagement, especially over longer durations. Digital sources that offered limited interactivity for longer periods might have posed a challenge for the participants. The level of the digital source was another challenge for the participants. They stated that the speakers' fast speaking, and high language level of the content or abbreviations made their practice harder. As one of the participants reflected:

“If the language is spoken fluently and quickly, I have difficulty in catching the words. And I also have difficulty in understanding abbreviations (such as I have = I've or I = will I'll).” (S1-Reflective journals)

As illustrated in the example above, the participant struggled to comprehend spoken language due to its fluency and pace and could not capture the words effectively. In addition, he had difficulty in grasping the meaning of abbreviations. Therefore, these challenges hindered the learning process. Another remarkable tool-based challenge was the cost and some expensive digital sources. Although mostly free sources were demonstrated during IDLE GP, some digital sources asked for membership or premium use for more options in use. The participants were discontent about this issue. This problem led them to choose some other IDLE sources that were not asking for money for the use, as one participant commented below:

“One problem I previously encountered was that Grammarly required a premium membership even for some simple mistakes. Therefore, now I mostly use Quillbot’s grammar checker.” (S5-Interviews)

As S5 expressed above, some participants complained that some writing assistant platforms asked for premium membership even for correcting very simple mistakes. Therefore, they preferred different writing applications which provided feedback but did not require a premium membership.

Student-based challenges (n=53) were also encountered during IDLE GP. These challenges mainly focused on the participants’ inability to devote sufficient time to IDLE practices. Some participants stated that they were so busy with school assignments and exams. Thus, they had some time management problems. Besides, some of the participants were not confident about the knowledge provided by some digital sources or they only had a prejudice against some IDLE sources. Two interviewees stated the following on this issue:

“I was a little prejudiced to some sites, but I think I found sites for myself and I think I benefit from them.” (S4-Interviews)

“I tried different sources before using this one. There was no proper feedback. I mean, I couldn’t trust it. I was checking it again from somewhere else.” (S6-Interviews)

It can be inferred that certain participants exhibited a lack of confidence in the reliability of IDLE sources. Some prejudices against these sources directed them to find some other options. To summarize, the findings revealed some challenges the participants faced during their IDLE practices. As participants stated these problems sometimes stemmed from digital sources and they were occasionally caused by the students.

In this part, the qualitative analysis of how IDLE GP influenced Turkish EFL learners' IDLE practices was explained based on the main themes and sub-themes obtained from the data. MAXQDA Hierarchical Code-Subcodes Model which summarizes the qualitative findings regarding the influence of IDLE GP on the participants' IDLE practices based on the data is given in Figure 4.10. below.

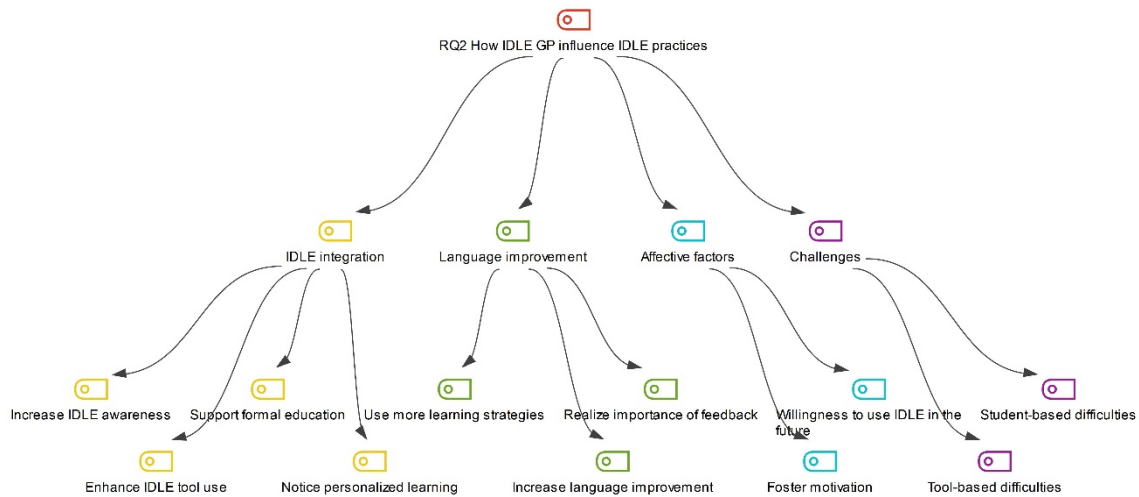


Figure 4.10. MAXQDA Hierarchical Code-Subcodes Model concerning the influence of IDLE GP on participants' IDLE practices

All in all, the quantitative and qualitative findings regarding the IDLE practices of participants indicated that IDLE GP influenced Turkish EFL learners in a positive way. The participants of the study admitted that the IDLE GP had been very beneficial to them in many aspects. In general, it was found out that the frequency and the variety of IDLE sources used by the participants increased. It was revealed that IDLE integration into learning expanded. In other words, learners increased their awareness about IDLE and they focused on personalized learning more. Furthermore, it was seen that IDLE had positive impacts on using learning strategies, getting feedback, and language improvement. There were some challenges learners faced during IDLE GP such as tool-

based or student-based problems. However, most learners were willing to use IDLE for their future studies since they felt IDLE practices motivated them in their language learning journey.

4.3. What are the perceptions and reflections of Turkish EFL learners on the IDLE Guidance Program?

The third research question aimed to find out Turkish EFL learners' perceptions and reflections on the IDLE Guidance Program (IDLE GP) itself. In the previous section, the effects of the IDLE GP on learners' IDLE practices were presented. Different from the previous one, this section mainly focused on systematic and comprehensive IDLE GP which was designed for the current study. In this part, an investigation was carried out to reveal participants' views on specifically the features of the IDLE GP, its design, organization, and implementation. It was thought that the results could give some ideas for researchers to prepare similar guides and training models on IDLE. Therefore, the structure of the program including some details such as weekly sessions, IDLE tasks, IDLE checklist, teacher's role, and participants' attendance were questioned in this phase of the study. Results revealed that the participants had views about all components of the IDLE GP which was thought to contribute to the application of the program.

Data obtained from reflective journals and semi-structured interviews were analysed and coded using CCM following the same qualitative analysis procedure in the previous section. A total of 677 codes emerged from the qualitative data regarding the Turkish EFL learners' perceptions and reflections on the IDLE GP. These codes were grouped under five main themes and 12 sub-themes. Detailed codes were presented in the MAXQDA Hierarchical Code-Subcodes Model based on the data and can be seen in Appendix-15. The main themes were listed as *IDLE practice*, *digital literacy*, *teacher guidance*, *motivation*, and *integration into formal education*. The distribution of the main and sub-themes is shown in Table 4.7.

Table 4.7. *Distribution of the main themes and sub-themes concerning participants' perceptions and reflections on the IDLE GP*

Main Themes	n*	Sub-themes	n*
IDLE practice	257	<u>IDLE GP was helpful to/for ...</u>	
		raise awareness on IDLE use	73
		effective IDLE experience	73
		guidance in learning	61
		informative IDLE practice	25
		self-development	25
Digital literacy	179	<u>IDLE GP assisted ...</u>	
		digital literacy improvement	116
		credibility	63
Teacher guidance	111	<u>IDLE GP indicated ...</u>	
		need for teacher's lead	60
		teacher's crucial role	51
Motivation	70	<u>IDLE GP fostered ...</u>	
		motivation	44
		attendance at the process	26
Integration into formal education	60	<u>IDLE GP needs to be ...</u>	
		integrated into school curriculum	60
TOTAL (5 main themes)	677	(12 sub-themes)	677

n*: Number of codes

Table 4.7. demonstrates the distribution of the main themes and sub-themes concerning participants' perceptions and reflections on the IDLE GP. The main theme of **IDLE practice (n=257)** indicated that the participants thought that the IDLE GP had several functions which impacted their IDLE activities. It was found out that the IDLE GP was effective in showing how to get benefits from IDLE practices in its best way. The program had a role not only to raise awareness for IDLE use but also to help with self-development. This main theme consisted of four sub-themes showing that the IDLE GP was helpful to *raise awareness on IDLE use*, and helpful for *effective IDLE experience*, *guidance in learning*, *informative IDLE practice*, and *self-development*. Two sub-themes emerged from the main theme of **digital literacy (n=179)** were *digital literacy improvement* and *credibility*. Two sub-themes were grouped under the main theme of **teacher guidance (n=111)** that were *need for teacher's lead* and *teacher's crucial role*.

Two sub-themes were listed under the main theme of **motivation (n=70)** that were *motivation for the program* and *attendance at the process*. The final main theme entitled **integration into formal education (n=60)** covered one sub-theme as IDLE GP needs to be *integrated into school curriculum*. Each of the main themes and sub-themes is presented and explained in a detailed way in the following section.

Qualitative data analysis showed that after the IDLE GP, participants had positive views for **IDLE practice**. Firstly, as they stated IDLE GP assisted to **raise awareness on IDLE use**. The IDLE GP, based on the IDLE Model and composed of supportive components like the IDLE checklist, IDLE tasks, and sample IDLE sources, showed participants a new way that they had not experienced before. Hence, the IDLE GP with its systematic and comprehensive content was perceived as an essential element in raising their awareness of IDLE use. Some participants declared that they understood the necessity of using IDLE sources after attending the IDLE GP. They noticed that there are a great deal of sources and many contents to learn. With the help of the IDLE GP, they learnt how to find useful IDLE sources for them. Therefore, the program itself had a contributory part in making learners active users of IDLE. One of the participants exemplified this with her own words:

“I was normally using Tureng, then started using Cambridge after digital sources (in IDLE GP). No matter how accurate Google Translate is, it can be very misleading from time to time. Thanks to the program, Oxford, Cambridge, Thesaurus parts, and English-English explanations were so useful. So, it (IDLE GP) made me discover things more, it was good for me.” (S8-Interviews)

The participants also emphasized that IDLE GP was highly **effective** for their **IDLE experience**. Many participants stated that the program had a positive effect on their learning journey. They noticed improvement both in language proficiency and in IDLE practice. One of the interviewees expressed her contentment stating:

“I was very satisfied, I benefited at the same time. I think it (IDLE GP) had a great impact on my life. Thank you for that.” (S6-Interviews)

Furthermore, the participants stated that the IDLE GP offered **guidance in learning** through tasks or teacher leading, and they felt more confident during their IDLE practice. It was seen that focusing on the IDLE practice of one language skill or area through related tasks each week affected participants' language study in a positive way. IDLE tasks helped them save time and energy for their concentration. Two of the participants shared their views as given below:

"I especially looked at those tasks about listening, speaking, and pronunciation because I need to get the right information in the right place in a short time. My time is limited. The time is limited. And also, I shouldn't be too confused, I get confused easily. There is information pollution on the internet. That's why I used the tasks. I found them very useful." (S1-Interviews)

"Frankly speaking, these (tasks) were useful because if you had given them all at once, maybe we would have been overwhelmed. It was better that you gave them part by part. And some of us use digital sources for the first time. Even if I'm not one of them, I don't know how to use them. Those strategies (in tasks) were very helpful for me to grasp that idea and get us started." (S8-Interviews)

As highlighted by S1 and S8, IDLE tasks in the program guided participants on how to be an IDLE user. Especially, S8 stated the importance of progressing with tasks step by step. Each task aimed to encourage the participants for a different language skill or area each week. As indicated above, this approach worked well for the participants. In this vein, it can be concluded that the IDLE GP provided a guide through its tasks and overall design for the learners most of whom were not aware of practicing IDLE.

The last two sub-themes emerged from the data revealed that the IDLE GP offered an **informative IDLE practice** and it was helpful for learners' **self-development**. The participants mentioned that IDLE GP taught many useful tips to them in terms of IDLE practice. It was understood that the IDLE GP was an inclusive program with provided information in several ways. The participants felt that they could learn the information delivered throughout the program. One of the participants highlighted this contribution as:

“If I hadn’t participated in this (program), I wouldn’t have been aware of these applications. I always used the well-known ones. This (program) was more beneficial for me.” (S3-Interviews)

Besides, the participants perceived the IDLE GP as affording a prospect for self-development. Initially lacking sufficient knowledge regarding IDLE practices, they progressively enhanced their competencies during the program. According to their assessments, this iterative advancement held significant importance. One of the participants expressed that this program was the first experience of learning IDLE practice in such an elaborate way:

“It (IDLE GP) was nice. It was an experience we’d never had before. We took part in this environment for the first time. We have not received such training in English so far. In the program you offered us, we gradually improved. We learnt something, it helped us because we didn’t know anything about this area. I think it was useful in this regard, it improved us.” (S2-Interviews)

One of the participants emphasized the role of self-awareness and willingness for self-development in order to be involved in the IDLE GP. According to her, when a person was willing to improve oneself, s/he needed to learn the ways of improvement first. It was seen that she thought the IDLE GP was one of these ways. She explained the importance of awareness for self-development in terms of attending the IDLE GP as:

“I think people should improve themselves a bit. Everything shouldn’t be depending on the curriculum, so we don’t know how to develop ourselves. Many people didn’t participate in this program (IDLE GP) voluntarily or those who participated in this program voluntarily gave up afterwards. Frankly, I think people do not know how to improve themselves, they don’t know these ways, or they do not make any efforts to learn the ways.” (S4-Interviews)

As seen from the findings, the IDLE GP was found to be successful in providing effective IDLE practice by raising awareness, offering guidance in learning, and leading

self-development. Thus, it was revealed that the EFL learners in the study benefited from the IDLE GP in terms of IDLE practice.

Digital literacy was the second main theme which was reported to be increased during the IDLE GP. It was found out that after attending the IDLE GP, participants realized the importance of digital literacy skills which helped them to find relevant and reliable information during their IDLE practices. Digital literacy skills enabled participants to critically evaluate the credibility of the digital sources on which they wanted to spend time. In other words, the IDLE GP was perceived as a contributory tool in being digitally literate. The participants indicated that IDLE GP helped **digital literacy improvement** through the IDLE checklist and specifically designed tasks. It was seen that the participants realized the importance of choosing the right IDLE source for specific uses. After practicing various IDLE sources for different language aims, they started to select the sources they wanted to study more carefully. Most participants stated that they followed the criteria given in the IDLE checklist. They noticed that some websites may not provide reliable or accurate information. Therefore, they understood the significant role of **credibility** in IDLE sources. During the IDLE GP, they realized the improvement in terms of digital literacy. One of the participants shared her own experience about this process:

“At first I thought there is no need to look at all of them (criteria in the IDLE checklist). I was like ‘Is there feedback? That’s it.’ But later, when I started to search digital sources on my own, I realized how important it (the IDLE checklist) is. When we search tools based on the checklist, we find both quality digital sources and feedback, both quality and easy to use. We also find something that will help us. Seriously, when some criteria were not met by the source, the effect of the digital source on us was also insufficient. I’ve experienced it in that way.”
(S8-Interviews)

As findings revealed above, it can be said that the IDLE GP helped EFL learners improve their digital literacy and raised their awareness about the credibility of digital sources.

Teacher guidance was the third main theme emerged from the data. According to the participants, there was a **need for teacher’s lead** for an effective IDLE GP. Since

most participants did not know many IDLE sources and how to carry out IDLE practice, they needed guidance. Especially a teacher who was leading them during the process was what they expected as they noted. Otherwise, they would feel confused and lost among various tools. The teacher's individual effort helped learners remember what they were demonstrated. One of the participants explained the teacher's leading as:

"You showed the digital sources to us. Not in a written way, you did show them one by one. I remembered the things I saw there. That's why, I started to use them outside the classroom. I saw that it was effective. I didn't think like this at first."
(S9-Interviews)

As S9 expressed above, the teacher's act of practicing IDLE implied a deliberate effort to engage students and it created a multisensory learning experience. Therefore, the participant recalled the IDLE practices vividly which referred to cognitive retention.

Teacher's crucial role was also addressed frequently by the participants. They compared the IDLE GP with the education given in their school. They were aware that teachers had difficulty in finding time to give information about IDLE due to curriculum issues. Therefore, they valued the IDLE GP and teacher's active role in delivering this program. One of the interviewees gave some details about the teacher's role in such training:

"First of all, I didn't know too many digital sources. I am studying in the preparatory programme right now, yes. But our teachers also say that it is not enough. There is a curriculum we need to cover in the classroom and they teach. They are right in their own way. But unfortunately, they cannot explain things in as much detail as you do. (In this program) you demonstrated those digital sources to us one by one. When we had a question or when we wanted to consult you, you replied. You helped us in that regard. That was so nice. We didn't have such opportunities at school. I mean, even if we study at preparatory school, we still don't have so many opportunities, because the sources are very important to us. It is also crucial in terms of improving us. It was useful for me." (S3-Interviews)

As stated above, the teacher's role in incorporating IDLE sources goes beyond the traditional classroom setting. It provides learners with opportunities for personalized language learning, individualized support, and access to useful IDLE sources. The teacher's role in that was seen as worthy by the participants which contributed to their improvement. In short, it was revealed that EFL learners found teacher's guidance highly valuable during the IDLE GP.

The data showed that the IDLE GP has affected participants' **motivation** towards the program. The IDLE GP was found to foster participants' **motivation** through their active engagement. They followed a program, attended the sessions every week, completed IDLE practices based on the IDLE checklist and tasks, and shared their experience through reflections. Throughout the process, they interacted with their peers and learned from each other as well. For some participants, this kind of group work motivated them for the program. One of the participants shared her views as:

"I think it is very important for me that we work as a group, that's what motivates me. That was good. At the same time, the timing was good. It was a suitable time for everyone and every week I had a reason to study. Otherwise, I could say that I would not work this week." (S7-Interviews)

Additionally, it was seen that participants' high motivation increased their **attendance at the process** of the IDLE GP. Some participants stated that they believed IDLE GP would be beneficial for their language improvement; thus, they did not want to miss any sessions. When they missed some sessions, they explained their excuses as technical problems or their exhaustion due to busy daily schedules. One of the participants attended one session while he was driving a car since he was so eager to learn about IDLE. He conveyed his thoughts about his attendance as:

"I believed that this study (IDLE GP) was very useful for me, and since I already believed in it, I didn't miss any of the sessions. I tried to attend all of them, and I did." (S1-Interviews)

In the light of the data indicated above, it was seen that IDLE GP affected the participants' motivation positively and made them eager for both the program and the practice.

As the final main theme, the IDLE GP's **integration into formal education** was addressed by the participants. The participants suggested that the IDLE GP should be **integrated into school curriculum**. They thought that many more learners could take advantage of IDLE in this way. They felt so informed, pleased, and satisfied after the IDLE GP and they wanted their peers could have similar opportunities. Moreover, they suggested that this training could be a part of formal education. For example, they stated that teachers could show how to use IDLE sources in the classroom first, IDLE sources could be shared regularly, and sometimes teachers could get feedback about the process and the change could be observed. One of the participants offered her solution to integrate IDLE into the classroom as below:

"I think that at least once every two weeks or once a month such training should be given at school. We had a lesson in the computer lab last semester. I think it would be nice if this digital training (IDLE GP) is given in those lessons, in those kinds of places." (S4-Interviews)

One of the participants shared her regret about starting IDLE so late compared to her peers, however; she saw the IDLE GP as an educational opportunity and a chance even if it was late from her perspective. She emphasized that the IDLE GP made a difference in her language learning. She also shared her suggestion for IDLE integration into formal education in the following:

For example, almost no one knows (IDLE) at school. Even if we are intermediate level, there is a huge difference between us and other students. They have started using digital sources since they were 7-8 years old. I'm learning at the age of 20. Forming sentences is also very important. Maybe it would be really nice if it (IDLE GP) was included. Some of the students realized it very early, which is very good for them. I envy them anyway. I wish I could be like them. But, at least I started it and I continue accordingly. It would be great if it (IDLE GP) was given

at school. We have found such a chance, but I think it would be very good if others could also benefit because it really makes a difference.” (S8-Interviews)

S8 underlined the advantages of early acquaintance with IDLE sources and expressed a desire for training on IDLE as a part of formal education which would maximize the benefits. As it is evident from the participants’ excerpts above, the IDLE GP was found to be effective, and it was suggested to be integrated into formal education.

In this section, qualitative analysis of the perceptions and reflections of Turkish EFL learners on the IDLE GP were indicated based on the main themes and sub-themes gained from the data. MAXQDA Hierarchical Code-Subcodes Model regarding the IDLE GP participants’ perceptions and reflections on the program itself was demonstrated in Figure 4.11. below.

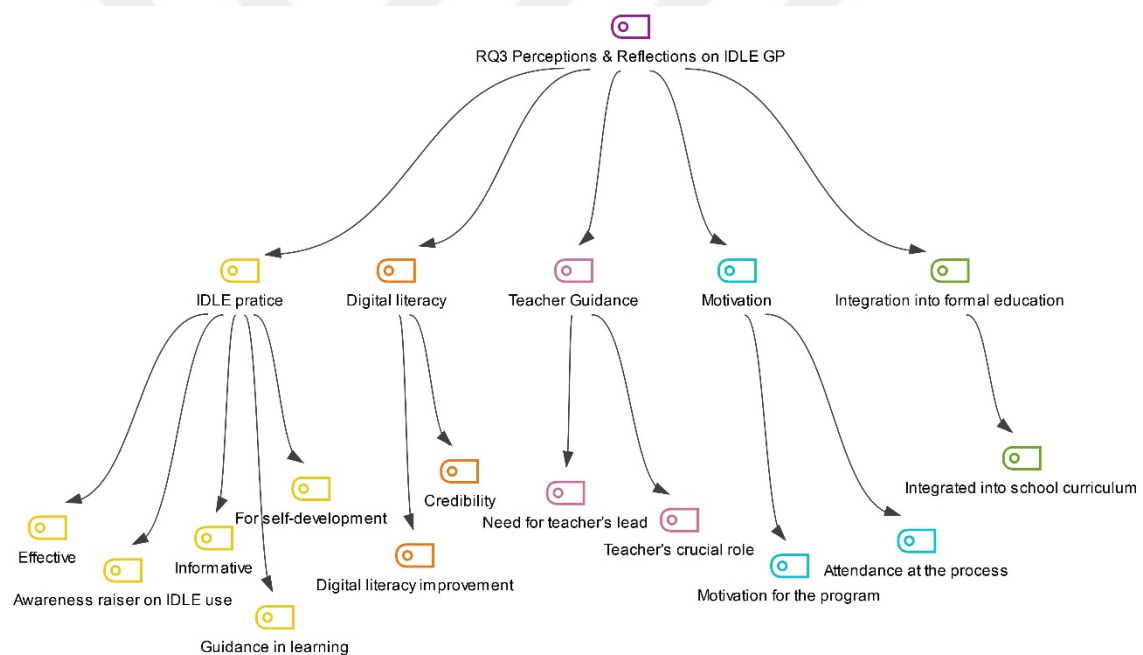


Figure 4.11. MAXQDA Hierarchical Code-Subcodes Model concerning participants’ perceptions and reflections on the IDLE GP

All in all, it is evident from the results in this section that receiving training within the IDLE GP led to many positive views for its participants. Findings demonstrated that the IDLE GP provided the participants with many opportunities including how to practice IDLE effectively and improving digital literacy. Moreover, learners in the study noticed the teacher’s role and leadership in order not to feel lost in the IDLE environment. As a

specifically designed program, the IDLE GP was addressed as a motivating program by the participants. Hence, most learners recommended the IDLE GP to be part of formal language education.



CHAPTER 5

5. DISCUSSION

This chapter discusses the findings of the current study in relation to relevant studies in the literature and is organized in accordance with the research questions posed. The study focused on mainly three aspects; first, to examine IDLE practices of Turkish EFL learners; second, to design an IDLE Model and implement a Guidance Program for IDLE, and finally, to analyse IDLE practices and perceptions of Turkish EFL learners related to the IDLE Guidance Program (IDLE GP). To this end, an embedded mixed-method design was carried out as the research design of the study.

In the beginning of the study, IDLE Questionnaire was implemented, and the general IDLE practices of the participants were attained. Then, an IDLE Model was formed, and the IDLE GP based on this model was designed by the researcher. The IDLE GP which included specifically prepared IDLE tasks and the IDLE checklist for digital sources was carried out with the attendance of volunteer participants for 12 weeks. After the completion of the IDLE GP, Guidance Evaluation Questionnaire was implemented and analysed through descriptive statistics. In order to thoroughly comprehend the outcomes of IDLE GP, the qualitative data obtained from reflective journals and semi-structured interviews was scrutinized through CCM. Accordingly, qualitative data obtained during and after the IDLE GP strengthened the understanding of quantitative results, in particular, students' actual practices, experiences, and explanations regarding IDLE and the IDLE GP. The study showed that all participants benefited from the IDLE GP which was based on the IDLE Model developed in this study. The findings put forward that the participants in a Turkish EFL context in general had positive perceptions about the IDLE GP and this experience helped them not only raise awareness of IDLE but also foster their digital literacy. The participants reported that frequency and diversity of their IDLE source use increased after the IDLE GP. It was found out that the participants could integrate IDLE into their out-of-class studies, improve their language from various aspects, and feel motivated with the help of the IDLE GP. Additionally, the importance of the teacher's guidance role and the necessity of integrating IDLE into formal education were revealed through the study. In the following section, all relevant results of the study were discussed, referring to each research question of the present study.

5.1. IDLE Practices of Turkish EFL Learners

The first aim of this study was to investigate IDLE practices of young adult higher education Turkish EFL learners to identify their needs, motivations, and current inclinations towards IDLE practices in general. The results revealed that before the study, the participant EFL learners had access to IDLE practices since they had devices such as smartphones, computers, tablets, and internet access out of the class. It was found out that most of the participants spent approximately 0-2 hours a day on IDLE practices. This allocated time was more than the time declared in the PISA 2018 ICT familiarity questionnaire which asked students how much time they spent using digital devices during classroom lessons and outside of classroom lessons for language lessons. The average duration of time per week students spent was 41 minutes across OECD countries while students in Turkey were reported about 39 minutes a week which was close to the average (OECD, 2021). After almost five years, most probably with the effect of the worldwide pandemic and digitalized education, the time spent in the digital environment apparently increased. For example, in a study carried out before the pandemic by Arndt (2019), the majority of the participants engaged in informal practices for less than 2 hours per day. On the other hand, as a recent study by Irumva (2023) has put forward, the majority of middle and high school students spent more than four hours using social media and digital devices and the time these students allocate to social media and using digital devices increased during and after the COVID-19 pandemic compared to the time before the pandemic. When these students attend higher education, this time spent using digital devices outside the classroom would not be less than the amount of time they are used to spending. This can be regarded as quite a much amount of time that can be used for informal learning based on learners' interests and needs. Thus, IDLE practices might assume to play a pivotal role in the near future for more effective learning outside the class and learners might need more guidance and assistance to tackle the vast opportunities offered for language practice in the digital realm (Godwin-Jones, 2019; Lee, 2022).

As part of IDLE, Turkish EFL learners in the study mostly used social networking platforms, music and song platforms, translation sites, video sharing sites, and series and movies on digital platforms. These results were consistent with the findings from previous studies (Arndt, 2019; Dinçer, 2020; Lee, 2018; Ohashi, 2019). It was found out that video

content and video sharing platforms were intensely preferred by the participants. However, educational content designed specifically for language practice like educational vlogs for language learning and live classes of EduTubers on language learning were not common among the participants and they preferred these types of content less. A remarkable number of participants never used educational vlogs for language learning and they never attended live classes of EduTubers for their out-of-class language learning. This might stem from not knowing the right source for IDLE or not having IDLE awareness (Dron & Anderson, 2022). As in many countries where English is a foreign language and not spoken widely, in Turkey many content creators have started their own channels on YouTube calling themselves as English-teaching professionals. They regularly post tutorials or short videos for 2-3 minutes and use video sharing platforms as an educational channel that acts like a language learning course. In addition to these, there are many well-known native or native-like content creators for teaching English who have followers from around the world. In a previous study conducted with students who had experience of watching YouTubers' English-teaching videos, it is revealed that students watch these videos to find learning sources, increase their attraction to learning, and learn about other cultures (Wang & Chen, 2020). The current study put forward that the participants mostly did not choose these contents as learning sources. One possible reason for this can be that most Turkish EFL learners may not have enough knowledge about the existence of this kind of educational content. The participants of the IDLE GP in the study also expressed such lack of knowledge before they joined in the program. Therefore, a lack of IDLE awareness or not knowing the right sources for IDLE might be a reason for their distance from this useful, available, and accessible digital content. Additionally, standard variation scores in the results may show that the participants used digital sources based on their needs, so the answers of how frequent they used these sources were varied. All these findings highlight the importance of the present study which aims to create IDLE awareness for EFL learners through a well-designed IDLE model and program. As echoed in the literature, with the help of careful guidance, learners might locate the most useful sources for language outside the class and access useful content created solely for FL practices (Lee, 2019b; 2022; Toffoli & Perrot, 2017).

The current study showed that several platforms like blogs, presentation platforms, comics and cartoons, corpus, and audiobooks were used rarely by the participants. Although blogs provide a rich environment for learning a language, they are

among the least popular activities in earlier studies (Arndt, 2019; Dincer, 2020; Ohashi, 2019). Especially, for corpora and audiobooks, many participants stated that they were not familiar with these tools and never used them. The reasons might stem from the low proficiency levels of students, their unfamiliarity with these tools, or inadequate information for self-study on these platforms. That is, if the participant is an elementary-level student, many books on the audiobook platforms may be difficult for that student due to the low level of proficiency in listening to spoken language. At this point, leading students to free platforms that include different levels of reader content can be beneficial (Dressman & Sadler, 2020; Dressman, Lee & Perrot, 2023). There are various graded reader sources in the digital realm created by professional publishers and guiding learners of different proficiency levels to such sources might help learners refer to useful tools to improve language skills.

Students may not know what corpus is and are not familiar with data-driven learning since these tools are not presented within the formal curriculum content. Corpus tools such as the concordance lines in which learners have access to real-life examples of language input are quite valuable to get learners familiar with samples of spoken or written productions of language taken from actual contexts of use (Friginal, 2018; Liu & Lei, 2017). In this regard, teachers may not be familiar with using these tools and in return, do not have the necessary knowledge and skills to direct the students using these tools for language study. Previous studies put forward that EFL teachers lack awareness of following corpus-based language pedagogy (Römer, 2011). To illustrate, Çalışkan and Kuru Gönen (2018) found out in their qualitative research that EFL university instructors did not have prior knowledge about integrating corpus-based materials into vocabulary instruction before the study. After getting a four-week training, their awareness of corpus-based language pedagogy increased. Therefore, language practitioners need to be aware of the importance of corpus-based language pedagogy to benefit from corpora in language learning (McCarthy & O’Keeffe, 2010). As the implementations for corpus use are increased by EFL teachers, IDLE practices including corpus-based activities might become more frequent among learners. In this way, EFL learners can benefit from using corpus tools and start integrating corpus-related language practices in their IDLE activities. Further studies can benefit from corpus research and include corpus tools with appropriate training opportunities.

Findings in general highlight that the participants' IDLE practices really benefitted from the teacher's guidance. It is followed by their peers' advice and personal interests. This finding validates earlier research that highlights the value of teacher guidance in creating successful IDLE experiences (Lai, et al., 2015; Godwin-Jones, 2019; Lee, 2019b; Lee, 2020). That is, teachers' careful and systematic guidance in finding the right source for the improvement of different language skills, overcoming challenges when learners navigate in the digital world (e.g. unreliable sources, distractions, useless content, etc.), and evaluating the digital content according to certain criteria would help learners gain self-confidence and improve their IDLE practices. Nevertheless, the opposite side of the coin indicates the necessity of learner autonomy and digital literacy so that learners can choose the best IDLE source for their need independently, without help from the teacher. However, such autonomous management of digital skills for language improvement without the presence of the teacher requires training and hands-on experience. As Sockett and Toffoli (2012) suggest, it would be more beneficial to teach learners how to develop their media and communication skills rather than only demonstrating specific tools or platforms. Constantly evolving technology paves the way for the development of various digital learning tools over the course of time and up-to-datedness changes rapidly. It is crucial for learners to critically evaluate digital sources as part of their digital literacy skills in order to navigate in informal learning environments (Meyers, Erickson & Small, 2013). For instance, it was seen that several participants selected a digital source for informal practice without using any criteria at all. The lack of digital literacy competencies might be the reason for their random digital source selection (Ohashi, 2019). The fact that young adults, Generation Z, use digital technologies massively and they are immersed in the digital world more than older generations does not mean they are digitally literate. Therefore, these language learners should be taught the importance of choosing the right IDLE source to save time and make their efforts worthwhile. In this respect, the IDLE checklist designed to lead learners to access the most useful digital tools tailored for their purpose was quite effective. What is more, following criteria to select tools was helpful for developing a sense of autonomy when the teacher was not around.

Most of the participants in the study indicated that they wanted to improve their academic skills in the target language by using IDLE sources. These included speaking, vocabulary, pronunciation, listening, and grammar. It was seen that improving reading

skills was comparatively a less important motivating factor for the participants. As stated in the OECD report (2021), Turkey performed below the OECD average in reading. The findings in this study highlight Turkish learners' general inclination towards reading skills as it is reported as less motivating than other skills. Furthermore, communicative components of the language like contact with foreigners, communication in English, enjoying hobbies, and making new friends were preferred less by the learners. The reason for this might be the perceived role of the language in the study context. In Turkey, English is a foreign language and there are limited contexts to speak the language in daily life. Having limited opportunities to practice English, Turkish EFL learners might not feel the need to use the language in their daily lives, and language use generally occurs to meet academic needs (Özmat & Senemoğlu, 2021). Hence, the participants might mainly be concerned about improving their academic skills in English compared to their need to use the foreign language to improve their communication skills. Foreign language study is mainly associated with passing exams, having formal education, and getting high grades. As a result, IDLE practices might be associated with meeting these goals for university students. Despite its great contribution, the washback effect can be said to be limited in the Turkish EFL context. Since the main concern in general English education is to pass exams (e.g. high-stake exams or proficiency exams) and to be successful in exams, the real problem starts when students realize that they need communicative skills later on. Therefore, guiding students in IDLE practice and making them work autonomously can be a good way to overcome the limited use of the washback effect (Arndt, 2019).

Concerning their IDLE practices, the participants highlighted some challenges related to IDLE such as expenses required for digital management of sources (e.g. membership fee, internet bill, etc.). This handicap in access to digital technology might be related to the concept of the digital divide. The digital divide involves some variables with reference to inequalities such as income and several ones like age, education, gender, geography, health, or disability situation (Van Dijk, 2006; Wilson, 2006). When this result is examined, it is realized that the learners who cannot afford expenses like internet bills, membership fees, or extra payments cannot benefit from IDLE as much as they want. This may lead to digital inequality in terms of IDLE. The protection of personal data and not having time for self-study outside of the classroom were other obstacles to make IDLE a part of their life. Being a digitally literate citizen might be the first step

toward digital security since knowledge about how to deal with dangers in a digitalized world has become one of the key literacies (Rocha Estrada, George-Reyes & Glasserman-Morales, 2022). Hence, educators are expected to mentor the digital literacy competencies of their students. In the current study, the IDLE model serves to fulfil this requisite. That is, systematic training on IDLE supports learners in finding effective sources, evaluating the reliability of these sources, and taking certain precautions to protect their personal data. In this respect, the IDLE GP in this study may have also helped to improve digital literacy skills. Apart from this, inefficient time management might be another reason for not having enough time for self-study outside the classroom. In this regard, learners are required to be encouraged to do something in English in specific areas they are interested in like watching volleyball games in English or following a traveller who gives information about trips in English. In this way, the habit of being exposed to the target language develops while they are also having fun. The IDLE model may be quite helpful for this aim as it encourages learners to become aware of integrating English study into their personal lives and finding alternative ways to develop personal interests by using English as a medium.

As another challenge, a considerable number of participants stated that they did not know how to use digital sources for informal language practice. A similar conclusion was reported by Ohashi (2019) and this common finding highlights the need for guidance on IDLE as mentioned in previous studies (Lai, Li & Wang, 2017). Lee (2022) claims that most English teachers are hesitant to integrate IDLE into their classroom due to several reasons despite knowing well the pedagogical advantages of IDLE. Since the only environment to practice the language is formal educational settings like schools for EFL learners (Benson & Reinders, 2011; Dressman & Sadler, 2020), the role of teachers in creating IDLE awareness cannot be underestimated. This finding also justifies the pedagogical benefits of the IDLE Model, both for EFL learners and teachers, which is developed in the current study and aims to equip learners with competencies required for the digital wilds.

All in all, these quantitative results draw a general picture regarding the IDLE practices of Turkish EFL learners participated in the study while they were navigating in the digital realm to improve their language learning. Even though the qualitative findings are obtained from a questionnaire report on the IDLE practices of Turkish EFL learners in this study, as Arndt (2019) points out, the survey results are somewhat general and

might not give a clear picture of how the participants used these digital sources for their English learning practices in detail. For instance, using social media websites can cover various behaviours including watching videos, taking a glance at a post or a photo, reading the content of different lengths, or producing their own content through spoken or written language production. Hence, to shed a light on the actual practices of the learners, the IDLE experiences of a group of participants were explored through the tasks and reflections in the IDLE Guidance Model, and semi-structured interviews were carried out in the sequel. More in-depth analysis was carried out to offer a better understanding of the nature of IDLE and related findings were discussed in the following sub-sections.

5.2. IDLE Model and IDLE Guidance Program

The results of quantitative and qualitative data analysis on the influence of the IDLE Guidance Program (GP) based on the IDLE Model indicated several positive benefits on learners' IDLE practices. Thus, this study tried to offer new insights into students' engagement with IDLE through the IDLE Model and the IDLE GP following suggestions on the crucial importance of guidance and support cited in earlier works (Lai et al., 2015; Lee, 2019b, Lee, 2020; Toffoli & Perrot, 2017). As suggested by Lee (2019b, 2020), EFL learners were guided in making informed decisions about which IDLE sources they should use and which types of IDLE activities they should engage in. Additionally, learners' perceptions and reflections that took place during the guidance process were analysed as proposed by Lee (2020). As recommended in the literature (Lai et al., 2015; Toffoli & Perrot, 2017), appropriate guidance and support was given to the learners based on their individual needs. The findings of the study showed that the IDLE GP based on the IDLE Model helped learners construct beneficial IDLE experiences.

The findings demonstrated that the IDLE GP helped learners to integrate IDLE into their out-of-class studies. All participants declared that they started to use various IDLE sources to improve language skills and areas. Learners gained information to benefit from IDLE sources most of which they did not know previously and in this way, they learned how to integrate IDLE into their language learning process. This finding is similar to the findings of a previous study conducted by Ohashi (2019) in which a much wider range of digital sources was used after the training offered. In that earlier study, social networking sites were listed at the top of the list of online sources used by the

participants which was echoed by the participants of the current study. As Barrot (2023) highlights, social networking sites have grabbed the attention of L2 scholars and educators in recent years (approximately since 2009) with their flexible features for learners and their reported efficacy in learning in digital environments including digital literacy, autonomy, and intercultural awareness. Research on social networking sites moves toward the distinction between formal and informal learning since recent studies focus on the 'digital wilds' and learning beyond the classroom (Barrot, 2023). In the study, it was revealed that EFL learners used social networking sites with the purpose of exposure to the target language. They connected with professionals or mentors from all around the world, they heard and listened to their content, they witnessed a language production that appealed to their interests, and so they facilitated IDLE practices. Hence, the finding of the current study regarding the frequent use of social networking sites might be considered as a significant indicator in terms of IDLE which aligns with the findings of many recent studies (Lai & Tai, 2021; Manca, 2020; Tragant et al., 2021).

This study showed that after the IDLE GP, learners mostly preferred self-study sites and used these digital sources to get help for their formal studies such as weekly assignments or exam preparations. These insights clarified how guidance assisted learners use IDLE to support their formal language education in various ways. Especially in EFL settings, learners could seek more opportunities to satisfy their competence and autonomy needs, which are not fulfilled sufficiently in the class (Dinçer & Işık, 2022). In this case, students might need to support what they learned in the class with outside practices. With growing digital learning environments, it has become a required responsibility for language teachers to know credible and informative self-study sites and lead their learners to these IDLE sources. When learners are carefully and systematically trained in accessing self-study opportunities, they can learn to improve language skills on their own referring to reliable resources and take the responsibility for their own learning (Dinçer, 2020; Lai et al., 2015). This finding related to the importance of self-study sites in the IDLE context might be a valuable insight for the experts in the field. Specialists who are interested in material development might need to design practices for self-study sites and equip digital platforms with efficient IDLE content for active learners.

The study demonstrated that the IDLE GP based on the IDLE Model helped learners notice their personal needs as language learners tailored according to their unique

purposes. IDLE seems to allow for personalized learning and learning based on learners' needs and interests (Lee & Xie, 2022). Data showed that each learner focused on the language skill or area that s/he saw lacking in herself/himself. To illustrate, while one learner was doing practices on listening, the other one was dealing with writing based on their perceived needs for areas of improvement. During the program, they noticed that a particular IDLE source could be appropriate for some learners while it did not appeal to others. This approach in education is what has been proposed for the near future instead of a "one-size-fits-all" model of schooling. Learners' diverse needs cannot be ignored if language proficiency is intended. Furthermore, personalized learning in informal learning might enhance the cognitive skills of the learners (Dumont & Ready, 2023). In this vein, it can be said that IDLE provides a wide range of opportunities for personalized learning which customizes learning for learners' own needs and interests. As indicated in the previous research in the relevant literature, learner autonomy, and out-of-class language practices are closely associated. In other words, participants' high level of learner autonomy leads them to have more out-of-class technology engagement (Chick, 2018; Dinçer, 2020; Lai et al., 2015). Similarly, the participants involved in IDLE practices actively were seen to have taken responsibility for their own in the way of learner autonomy. Thus, IDLE guidance might help learners take charge of their own learning needs and actively participate in finding practice opportunities outside the physical restrictions of the classroom environment (Ohashi, 2019).

IDLE practices were found to be quite effective and helpful in improving the target language by the participants during IDLE GP justifying the findings of previous studies (Lee & Dressman, 2018; Lee, 2019a; 2019b). In the study of Lee and Dressman (2018), engaging in diverse IDLE activities was found to significantly predict South Korean EFL learners' speaking proficiency in the target language. Similarly, studies conducted by Lee (2019a, 2019b) indicated that IDLE could lead to higher vocabulary achievement. Consistent with previous research, the participants in the current study thought that they improved their vocabulary knowledge most during the program. The implementation of the IDLE GP facilitated an increased awareness among the participants regarding opportunities for enhancing their language skills. It can be concluded that IDLE sources play an important role in the development of all language skills and areas offering an integrative way of learning language in context in the digital realm. On these grounds, it seems plausible to state that learners who engage in IDLE may show progress in

different language skills and areas tailored to their needs. Compatible with the findings of the current study, many recent research findings underline the effective role of IDLE sources including YouTube videos, blog posts, TED talks, and songs in vocabulary learning (Arndt & Woore, 2018; Nurmukhamedov, 2017; Tegge, 2017; Wang & Chen, 2020). Likewise, Çandarlı (2023) found out that YouTube videos offer a great potential for incidental vocabulary learning which promotes academic language through informal learning. In the same study, L2 learners were encouraged to watch YouTube content as out-of-class practices to enhance their academic listening. The IDLE model presented in the current study addresses this opportunity and it reveals the contribution of IDLE to formal learning as a complementary tool.

Additionally, participants mentioned the role of increased exposure to the language with the help of IDLE. Some students' views emphasized "real" and "authentic" English use they were exposed to during their IDLE practices. Aside from enhancing language skills through exposure, participants emphasized the significance of encountering diverse accents. They reported that IDLE sources provided opportunities to listen to accents beyond the standard British or American English. This exposure to varied accents aligns with the concept of World Englishes, embracing linguistic diversity beyond dominant English norms (Melchers, Shaw, & Sundqvist, 2019). From this perspective, IDLE sources might have provided opportunities for the participants in terms of various usages and accents of the target language from different parts of the world. This finding also accords with earlier studies, which show that authentic content like videos and podcasts offer input that reflects everyday settings instead of academic language used mostly in classrooms (Dizon, 2021; Lin & Siyanova-Chanturia, 2014). As noted by Dizon (2021), subscription video streaming services provide foreign language learners a relatively inexpensive option to view authentic video content within a low-anxiety setting. When there is no opportunity to be exposed to the target language in real life, learners need to find some alternative ways to get input. IDLE practices can be said to complete this gap helping learners to access authentic materials via digital sources.

Another finding that stands out from the results related to IDLE's contributory role in language improvement is the participants' need for more feedback. The participants of the study often conveyed in their reflections that they preferred IDLE sources which provided feedback in order to see their mistakes and correct them next

time. Besides, they felt better upon receiving detailed feedback that elucidated the reasons behind the incorrectness of their response. There is growing evidence that when learners actively engage with feedback, they learn more from it, and the impact of feedback increases (Carless & Boud, 2018; Winstone & Boud, 2019). In the study, the participants received feedback in several ways including corrections in their writing from writing apps or assistants, immediate answers in grammar tests, or checking their pronunciation through relevant tools. Presenting various IDLE sources, IDLE GP might have created an awareness about available and accessible feedback opportunities. Learners might have had learner agency, which is seen as a major feature of feedback practices (Nieminen, et al., 2022), in their learning process. When used effectively, feedback can empower learners and create a goal-oriented learning experience that aligns with the principles of learner agency. Learner agency refers to learners' ability to make choices and take control of their learning process. Getting feedback during IDLE practices allows learners to make informed decisions about their learning. When learners become agents in their own learning, they most probably have "learned how to learn" which is an essential skill for lifelong learning (OECD, 2019). On this ground, IDLE practices can also be said to be effective in terms of developing learner agency. That is, the IDLE GP guided learners to take advantage of IDLE tools with feedback opportunities and learners started to prefer IDLE sources which provided feedback more for their IDLE practices. In this way, they could have self-assessment of their performance, set goals, and take actions that supported self-regulation and a sense of learner agency.

The participants in the study reported that they started to write better essays. During the program, they were introduced to the idea of using automated writing evaluation systems to receive feedback afterwards. The reflections and views of the participants demonstrated that they mostly relied on AI-based writing assistants such as *Quillbot*, *Virtual Writing Tutor* and *Write & Improve* to get feedback for their essays. A possible explanation for this might be the learners' insufficient writing proficiency due to the lack of effective teaching and assessment of writing skills in the curriculum of language education in secondary and high school. In order to get into a place in the university, the learners are supposed to study heavily on the test examination rather than improving productive skills like writing or critical thinking. Most of these learners encounter English writing course including punctuation rules, paragraph styles, and writing well-developed essays in their first year of the university, specifically in the

preparatory program. Because of not having enough knowledge about writing previously, they may have some serious difficulties in this regard. In such a need, a teacher may not be able to help every student in limited class hours. Therefore, IDLE sources such as automated writing evaluation systems might have filled this gap when the teacher could not meet learners' needs in the classroom (Waer, 2023) or learners expected instantaneous feedback (Wilson, 2017). At this very point, the IDLE GP had a critical role in showing learners the accessible features of IDLE through useful sources to achieve their learning goals.

Besides, findings related to participants' using AI-based writing assistants for feedback suggest that in a rapidly evolving new-generation learning environment, AI tools are likely to play a major role in students' IDLE practices. In a very recent study comparing the quality of human and ChatGPT feedback on students' writing, it was pointed out that ChatGPT's feedback was relatively close to human feedback in quality and there was no significant difference in the quality of feedback given to English learners by humans and AI (Steiss et al., 2023). Apart from the relatively popular ChatGPT, there are also other AI resources developed to improve language skills such as neural machine translation tools, intelligent tutoring systems, and intelligent virtual environments (Jiang, 2022), and this area seems to be growing rapidly.

In the beginning of the current study, GPT technologies were not so common. However, the fast pace of the technology popularised the use of GPT technologies in a short period of time. As more advanced AI models have been released, more opportunities for IDLE have been arising. Nowadays, AI algorithms can analyse the learning experience of the learners creating personalized learning environment and tailoring the content for informal learning (Liu, Darvin & Ma, 2024). Especially with the recent updates, AI-powered chatbots can encourage language learners in EFL settings for realistic speaking practice. These digital technologies can provide immediate feedback on language production and help learners to improve their language skills in an interactive way (Belda-Medina & Calvo-Ferrer, 2022). Due to its dynamic and constantly evolving structure, AI makes learners open to adaptation and continuous learning. Hence, teachers and learners should be able to adapt to the innovations brought by this overarching technology. It seems that AI-based tools may have a place in IDLE, therefore; learners and teachers may need to be taught how to use these sources and to give the right prompts

in order to use generative AI in the learning process effectively (Bozkurt & Sharma, 2023).

According to the third main theme, the IDLE GP was found to foster learners' motivation for IDLE and language learning. This positive result corresponds to previous research on the use of IDLE sources outside the classroom (Arndt, 2019; Dizon 2021, Görgün, 2015; Lee, 2018; Wang & Chen, 2020). Dizon (2021) pinpointed that the use of video streaming for informal foreign language learning enhanced learners' motivation to study the target language, and the learners felt video content made language learning more fun. Similarly, the participants in the study remarked that they had fun while navigating in the digital world with careful guidance and IDLE practices enhanced their motivation to study the target language. As Prensky (2007, p. 111) asserts, "fun is the most powerful source of motivation for learning because when learning is done under pleasant conditions, the learner understands easier concepts, activates him/her self, and tries more." IDLE sources are perceived as entertaining and enjoyable for the learners; thus, they might have higher motivation for language learning. Learners' obligation to learn the language in the academic context for academic purposes might affect their motivation as well. Since they are often exposed to language teaching for academic purposes and the washback effect, the learners may not realize how much fun language learning can be. However, when they changed their focus from the academic context to being the user of the language, as highlighted in the Complex Dynamic Systems Theory (CDST) (Larsen-Freeman, 2015), they might have discovered the enjoyment of this learning path. IDLE practices might have shown the participants that second language development is a dynamic and individualized process, and it evolves continuously when the learner becomes the user of the language. As CDST suggests, language learning is a self-organizing process and learners can develop their own learning strategies and preferences (Han, 2019; Larsen-Freeman, 2015; 2019). It was seen that IDLE helped participants to interact with their learning environments when they were exposed to the target language through digital tools/platforms they were interested in. Participants' reflections showed that IDLE motivated them to learn the language since they enjoyed the process.

IDLE practices also provided a way for them to stay away from the anxiety they felt in the classroom. Not being anxious in language practices like listening or pronunciation exercises might have helped them to feel more excited and focused.

Besides, the participants declared their willingness to pursue more IDLE opportunities in the future. The findings revealed that the participants were eager to use different IDLE sources appealing to their field of interest. These results reflect those of Lee and Xie (2022) who found five distinct IDLE profiles of learners and underlined that leading students to IDLE based on their interests (e.g. gaming, entertainment, language learning, or socializing) would raise their awareness of IDLE and maintain their motivation to learn. According to a study related to foreign language enjoyment conducted by Aydın and Denkci Akkaş (2023), Turkish EFL learners found it exciting to learn new things in the target language and enjoyable to be in the environments where the language was learned. Similarly, the current study indicated that the motivation of language learners may serve as a driving force that pushes them to explore and use digital sources in their ongoing educational pursuits in the context of IDLE. This motivation may aid their learning goals and offer a step for life-long and life-wide learning. As seen in the current study, the IDLE GP helped learners to feel enjoyment and motivation for language learning through IDLE practices. Consequently, it can be said that the IDLE GP based on the IDLE Model, which acts as a significant catalyst for embracing continuous learning, can contribute to being a life-long learner.

The last main theme related to the influence of IDLE GP indicated some problems including tool-based and student-based challenges. Along with numerous positive reflections on IDLE, a few problems were encountered by the participants. In terms of tool-based challenges, the complicated or inappropriate level of IDLE tools, the uneasiness of the interface, the length of audio/video content, and the price of the sources were among the problems encountered mostly in this study. Dizon (2021) asserted that monthly subscription fees for digital platforms and mobile data charges could be disadvantageous for some learners to use these sources for out-of-class language practices. Thus, EFL teachers may lead their learners to free and accessible digital sources for IDLE practices. One of the most common problems in the study was that the participants thought some digital tools were complicated. As stated in the study by Ohashi (2019) when learners find it difficult to understand how to use a digital source, they can be deterred from using it. This finding might be related to the participants' expectations of the IDLE tools. Some digital sources may have different designs and the learners may be unfamiliar with that. It may take time to get accustomed to the use of a new digital source. Therefore, this finding highlights the teacher's role in directing learners towards

IDLE sources that can be used easily or helping to build the digital competencies required for choosing the right digital sources (Ohashi, 2019). Individuals of Generation Z are assumed to have a limited attention span in the vast world of digital sources. According to an article in Time Magazine which shared study results from Microsoft Corp., the average attention span of people dropped from 12 seconds to eight seconds since the year 2000 (McSpadden, 2015). It shows the burden of multiple streams of media on our brain and the brain's ability to adapt to this rapid change. Generation Z has grown up in an era of digital transformation and rapid technological advancement. They have been surrounded by various information channels including social media, instant message platforms, and video streaming platforms since their birth. That is, the fast-paced nature of the digital world might make it difficult for learners to concentrate. There are a lot of stimuli in the learning environment of these learners. For instance, they always have their smartphones with them and they can easily be distracted by what these smartphones offer. The numerous options they can find in digital environments can also negatively affect their attention span. Hence, as echoed Aldukhayel (2019), the length of audio or video content might be considerably important when choosing the IDLE source on which they wanted to spend time.

The participants also complained about the cost of some IDLE sources which require membership. Some digital sources offer premium use which offers more options and their cost might be high for the learners as well. As stated by van Deursen and van Dijk (2019), the concept of the digital divide not only consists of having an Internet connection (referred as the first-level digital divide) anymore, but also involves Internet skills and usage (referred to as the second-level digital divide), and the outcomes of Internet use or tangible benefits (referred to as the third-level digital divide). Accordingly, the expenses required for digital tools and subscriptions are as significant as being able to access diverse devices in order to determine inequalities and learners' position in the digital divide (van Dijk, 2020). Therefore, using fit-for-purpose, free, and easily accessible IDLE sources might put EFL educators and learners in an advantageous position for potential problems arising from the digital divide. In that vein, overwhelmingly cost-free sources were presented to the participants during the IDLE GP in the study. In a similar vein with the previous studies highlighting the importance of guidance (Lai et al., 2015; Lee, 2019; Ohashi, 2019; Toffoli & Perrot, 2017), learners in this study might have become aware of the digital sources that were accessible, designed

professionally, posted, or shared in the digital environment without asking for any payment, and which would meet learners' interests and needs.

As student-based challenges, the participants mentioned time-management problems and expressed that they did not have enough time to study outside the classroom. These general excuses might be given by every learner; however, a well-planned schedule and guidance might assist students. Indeed, as stated by other participants, students can use IDLE sources while using public transportation such as listening to an audio, or they can benefit from these sources for their homework and exam preparation. Thus, it is essential for language teachers to create IDLE awareness and help learners manage their time efficiently regarding this. Moreover, the protection of personal data was among the deterring factors for IDLE. Ohashi (2019) also concluded that the participants were mainly deterred due to concerns over privacy while using online tools for out-of-class practices. Digital education comes with a variety of risks such as mental exhaustion because of extended screen time and data privacy-related risks (OECD, 2023). Results in the current study indicated that data protection was a concern for some of the participants. While digitally enhanced education moves faster, data protection regulations are required to be assured by educational policymakers. This insight emphasizes the role of educational institutions and stakeholders to proactively implement some measures for data privacy and the protection of personal data for the individuals engaged in digital education. By addressing these multifaceted risks, a more resilient framework can be developed to enhance the quality and safety of digital educational experiences. In that regard, it can be said that the IDLE GP offered learners an IDLE checklist to evaluate the digital sources from a critical perspective and to create awareness for digital literacy while choosing safe and useful IDLE sources for their goals and needs. With effective time management and following the steps presented in the IDLE GP, learners might minimize the student-based challenges they face.

As a result, the effectiveness of IDLE depends on how actively and purposefully learners engage with IDLE sources. IDLE practice on a regular basis and exposure to the content of the target language can significantly contribute to language improvement over time. It can also foster the motivation of learners and eagerness to maintain IDLE practices in the future. Therefore, the significance of awareness becomes particularly essential in the educational domain, where students often lack awareness regarding

effective strategies for practicing the target language beyond the classroom. This disadvantage persists until students take part in the higher education system, at which point they may neglect language skill development due to university exam preparations. As the participants mostly stressed, they had not had any training or guidance for IDLE till this program. Hence, the IDLE GP helped EFL learners' IDLE practices in many ways by enabling them to achieve their goals in the target language.

5.3. Perceptions on the IDLE Guidance Program

It was a significant finding of the study to see that the IDLE GP had several positive contributions to EFL learners' IDLE practices. Nevertheless, the IDLE GP itself was a tool for the development of IDLE competencies, and the evaluation of this tool by the participants is important for further studies on IDLE. The participants stated that the IDLE GP was very effective in delivering information about how to pursue IDLE practice and the program offered many opportunities with its comprehensive design to raise their awareness of IDLE use. This finding is invaluable since the IDLE GP, constructed on the IDLE Model which has been proposed in the current study, is the first training that aims to create awareness of IDLE in the literature to the best of our knowledge. In this respect, the findings of the study offered benchmarking opportunities for future research. There are several possible explanations for this result.

Firstly, it is important to remember that the participants were students at preparatory programs which is the first year of the university. In the Turkish education system, a limited number of high schools provided English education by assessing four main skills until very recently (Sönmez & Köksal, 2022). Therefore, most learners studying at high school could forget what they learned in English while they study for the university entrance exam and focus on their major areas like science, math, or literature. In the preparatory program, they have an intensive English language education (İşler & Elmas, 2022), and, over time, they realize that class hours are not enough to be proficient to study in their departments in which the medium of instruction is English. When they notice this constraint, they search for some solutions through digital sources outside the class; nonetheless, they may feel lost or have difficulty in finding the right sources. Most probably, it was at this point that the IDLE GP might have met the learners' needs.

Secondly, the participants felt fairly content with the guidance of the IDLE GP through tasks. As part of the planning during the IDLE GP, each week was scheduled for IDLE use of a new skill or a language area (macroskills like vocabulary and pronunciation) and this weekly plan was perceived as positive and useful by the participants. In accordance with participant statements, it was observed that some participants used some IDLE sources for the first time, while some others did know the sources, albeit lacking the requisite knowledge for their effective utilization. Because of this reason, moving step by step in IDLE may have protected them from being overwhelmed. In this way, the things they learned might have been memorable in time and created awareness for IDLE. Additionally, the IDLE GP was perceived as an opportunity for self-development by the participants. This finding might be related to the versatile design of the IDLE GP. It appeals to different skills of language proficiency, recent learning concepts like personalized learning and learning agency, and the necessary skills of the digital environment such as media literacy and digital literacy (Lee, 2021; Lyriqkou, 2019; Soyoof et al., 2023). These were particularly significant findings since they proved the efficacy of the IDLE GP as training in disseminating information on the facilitation of IDLE. It was found out that the program, characterized by its well-organized design, was an effective channel to familiarize learners with the concept of IDLE.

In terms of EFL learners' positive reflections towards the IDLE GP, the results of the study also revealed that the IDLE GP helped digital literacy improvement. The use of digital education technologies carries the potential of several essential outcomes inside and outside the classroom (OECD, 2023). Digital literacy is one of these outcomes, along with cognitive and socio-emotional skills. Several studies in the literature have shown that using digital sources in education can foster the digital skills of students (Bulman and Fairlie, 2016; Malamud et al. 2018). Besides, digital literacy is a requirement for language learners to take part in the digital society (Hafner, 2019). Therefore, it can be stated that the IDLE GP provides key avenues to enhance digital literacy.

The participants reported that the IDLE checklist was a useful tool to evaluate digital sources. The IDLE GP emphasized the importance of critically evaluating digital content, including assessing the credibility, reliability, and relevance of IDLE sources. The participants declared that they tended to use credible IDLE sources after the IDLE GP. Using the IDLE checklist, which offered strategies and a way of thinking, the

participants might have questioned the credibility and been able to analyse IDLE sources. Thus, based on these results, it can be concluded that a well-designed training program on IDLE, the IDLE GP in this study context, can play a crucial role in improving digital literacy and digital source credibility by equipping learners with the skills needed to navigate, evaluate, and utilize digital information efficiently and responsibly. Besides, empowering digital literacy leads to digital literacy for life-long learning and preparing learners to use these skills for their future professions (Anthonysamy, Koo & Hew, 2020; Hafner, Chik & Jones, 2015). Accordingly, integrating programs like the IDLE GP into English lessons and providing proper guidance can both advance digital literacy and empower learners for their future role in a digital society.

The participants highlighted the teacher's leading in the process and the teacher's role as contributory elements. Standing out from the results, this remarkable finding corroborates earlier findings which point out teacher's guidance in IDLE (Girgin Öztürk, 2020; Lai, Li & Wang, 2017; Lee, 2019b; Lee, 2020; Toffoli & Perrot, 2017; Ohashi, 2019). Learning to be more autonomous in their language learning, the participants still need some authority to follow in digital learning environments. This might stem from the insufficient digital competencies and digital literacy skills of the participants. Another possible explanation for this is learners' current need for teacher guidance since previous teachers of these learners may lack digital competencies and could not help them in terms of IDLE. Considering future learning designs, technology-minded teachers are to be in need more to create an encouraging learning atmosphere with the help of available tools (Kuru Gönen, 2019). Therefore, teachers' professional development related to digital competencies in higher education including extramural studies and IDLE is vital.

In order to maintain the right use of digital sources, firstly educators are required to be supported to make informed decisions on selecting and using effective digital sources. Hence, teachers' IDLE knowledge and awareness can result in effective guidance for the learners. As proposed by Lee in his earlier study (2021), the teacher in this study provided affective support through encouragement, cognitive support through the IDLE checklist, IDLE tasks and demonstrating sources, and behavioural support through modelling IDLE practice and assigning weekly IDLE practice. A key role of the teacher in this study was being a guide to the participants in following the IDLE Model by setting goals and selecting sources, evaluating sources based on digital literacy tenets, practicing, and then reflecting on their own experiences before restarting the cycle. As

Blidi (2017, p.xxix) argues “responsible reliance on the teacher” can be advantageous. In this respect, the participants might have realized that the teacher’s crucial role in IDLE guidance is to foster both their autonomy and involvement.

The participants declared that taking part in the IDLE GP boosted their motivation to join the rest of the program. It was revealed that the design of the program increased their attendance. In the data, it was repeated many times that the participants had not attended a guidance program like the IDLE GP before. One of the possible reasons for this finding might be the first experience of the participants since they were exposed to useful information of which they were not aware previously. Besides, working as a group for a common goal might have maintained their attendance. Group work might allow the participants to share their experiences on informal learning with each other by facilitating peer-to-peer learning opportunities (Ohashi, 2019). These findings indicate the outstanding benefit of this kind of training which helps to understand the digital landscape surrounding both language learners and teachers.

Lastly, findings indicated that the ubiquitous nature of the IDLE GP based on the IDLE Model was found so helpful for learners that its integration into formal education was recommended by the participants. The results demonstrated that this ubiquity might have enabled EFL learners to have hands-on training on IDLE which was not experienced in such a detailed way before. As suggested by Odo (2020), combining informal and formal learning can help learners become more comfortable engaging in independent learning while providing them digital sources and guidance they need to learn autonomously. Participants’ suggestion for such integration is one of the striking results through which the study adds a new aspect to the current literature. This new aspect, a systematic guidance on IDLE, puts forward that the IDLE Model is applicable in formal education and yields positive results.

In the study, the participants might have noticed that they had the opportunity to get this program while their classmates who did not attend voluntarily were not aware of the information presented in the IDLE GP. They might have realized the importance of equality in opportunity and wanted their peers could take advantage of this program in a formal setting as well. Dressman (2017) proposed three models of integrating informal language learning into formal teaching. These are (1) supplementation in which the teacher brings nonformal, authentic sources into the class; (2) project-based teaching in which students prepare projects using informal, real-world sources and (3) building on

informal learning in which students discuss their informal activities and their impact. Similarly, integrating the IDLE GP into formal education can create a space to implement these models. The broad aim of this integration is to inform teachers about how to carry out language teaching without trying to “informalize” the classroom or “formalize” the reality outside the classroom (Sokkett & Toffoli, 2020).

On the other hand, digitalisation policies have differed across countries after the pandemic. For illustration, some OECD and European Union member countries have updated their digital education strategies since the COVID-19 outbreak. Compared to other countries, The Republic of Türkiye has not mentioned digital education as much as expected in strategic government documents (OECD, 2023). There should be urgent strategies in the national context focusing on how digital technologies yield to better education outcomes inside and outside the classroom. At the tertiary level, integrating guidance models or programs, as proposed in the present study, which will foster digitalisation into formal education might accelerate innovation in education.

CHAPTER 6

6. CONCLUSION

In the digital era of today, there is a growing interest in IDLE around the world (Soyoof et al., 2023). Recent language learning concepts like language learning beyond the classroom (Reinders & Benson, 2017), informal second language learning (Arndt, 2019), extramural language learning (Sundqvist, 2009) and online informal language learning (Toffoli & Sockett, 2015) seem to have cultivated IDLE in the last decade. Informal language learning practices including IDLE have been investigated in several countries such as Brazil, Denmark, France, Morocco, South Korea and Sweden (Cole & Vanderplank, 2016; Dressman, 2020c; Dressman & Sadler, 2020; Lee, 2018; Sundqvist, 2020). An increasing number of learners are attracted by a wide range of accessible digital sources and flexible learning opportunities of IDLE day by day. As the interest grows, the educational content is getting richer and content creators are expected to produce more sources. In this respect, the learners located in EFL environments find the chance of being exposed to the target language more than ever thanks to IDLE. However, the potential and strength of IDLE have not been realized by Turkish language learners and educators to its full extent yet. What is more, the literature has shown that well-established guidance in IDLE is required both for the learners and the teachers in the field. As Wang and Chen (2020) noted, although new concepts for learning outside the classroom cannot take the place of formal learning with its structured design, new digital learning concepts (e.g. IDLE) deserve a closer look and a better understanding of their affordances, strengths, weaknesses and its integration into the classroom. The driving force behind the present study was this void regarding the need to depict IDLE practices of Turkish EFL learners and to design an IDLE model and guidance with the aim of realizing its role in an EFL environment. The literature has suggested that guidance in IDLE would help both teachers and learners realize the contribution of informal learning practices through opportunities in digital settings.

This last chapter presents an overall summary of the entire study. After stating the conclusions of the study, the chapter closes with implications and suggestions for further studies.

6.1. Summary of the Study

The purpose of this study was to investigate IDLE practices of Turkish EFL learners and design guidance to enhance language learning through IDLE. This study set out to gain a better understanding of the effect of guidance program and how learners integrate IDLE experiences into the learning process. Hence, the present research focused on (1) examining IDLE practices of Turkish EFL learners, (2) designing an IDLE model and guidance for IDLE and (3) analysing IDLE practices of Turkish EFL learners and their reflections on the process after implementing the IDLE guidance program (IDLE GP). In this regard, an embedded mixed-method design was used to reach a better understanding through data triangulation. Data collection instruments were IDLE Questionnaire, Guidance Evaluation Questionnaire, reflective journals, and semi-structured interviews. In this study, all the implementation sessions were carried out throughout 16 weeks in total. A total of 209 participants who were studying at English preparatory programs took part in the first phase of the study.

The first research question aimed to find out the IDLE practices of Turkish EFL learners to support their language learning. To this end, a quantitative instrument, IDLE Questionnaire, was implemented to reveal participants' practices in IDLE. The second research question intended to explore how the IDLE GP influences Turkish EFL learners' IDLE practices. Taking the suggestions in the literature and learners' feedback gained from IDLE Questionnaire into consideration, an IDLE Model was developed, and the IDLE GP was designed based on this model by the researcher. IDLE tasks which enable learners to benefit from IDLE in the most effective way and the IDLE checklist which helps learners to be able to evaluate digital sources from various aspects were designed as part of the IDLE GP. After testing the IDLE GP in the pilot study, it was assessed and confirmed by four experts in the field. IDLE Guidance Model consisted of four main steps; *Step 1* selection of a digital source, *Step 2* evaluation of the source by using the IDLE checklist, *Step 3* practice by following the tasks, *Step 4* reflection. Following the steps in this model, the arrival point was expected to raise IDLE awareness which led learners to Step 1 and restart the process.

The IDLE GP lasted for 12 weeks and a total of 35 participants who were a sub-sample of the first group attended the program in the second phase of the study. Each week, the researcher and the participants came together on Zoom. The researcher presented and modelled how the participants could practice IDLE. During Zoom

meetings, related digital sources were presented, and the IDLE checklist was used. Besides, specifically designed tasks that focused on a different language skill or language area were demonstrated in Zoom meetings and shared with the participants on Edmodo thereafter. After modelling IDLE practice, the researcher asked the participants to practice IDLE using the IDLE checklist, the tasks, and various digital sources shared that week. The participants were also asked to write reflective journals about their IDLE experience each week in order to comprehend how they practiced IDLE and understand their views on the IDLE GP they received. A total of 53 reflective journals were collected from the participants at the end of the program.

Following the IDLE GP, Guidance Evaluation Questionnaire was administered to the participants who joined the program consistently. The third research question targeted exploring the perceptions and reflections of Turkish EFL learners on the IDLE GP. Therefore, to gain more insight into participants' views on the influence of the IDLE GP on their IDLE practices and their perceptions of the IDLE GP, semi-structured interviews were carried out with nine of the consistent participants. Data gathered from IDLE Questionnaire and Guidance Evaluation Questionnaire were analysed quantitatively and reflective journals and semi-structured interviews were analysed qualitatively. The results of the quantitative and qualitative analyses regarding the influence of the IDLE GP and the perceptions of the participants are summarized as follows:

- Turkish EFL learners generally spent about 0-2 hours a day on IDLE practices and they mostly used social networking platforms, music and song platforms, translation sites, video sharing sites, and series and movies in the platforms to support their language learning. Educational content designed specifically for language practice like educational vlogs for language learning and live classes of EduTubers on language learning were preferred less.
- Teacher's guidance, peer advice, and personal interests had a great importance on the participants' decisions related to IDLE practices.
- Learners wanted to improve their speaking skills in the target language first. However, they had some obstacles to make IDLE a part of their life due to the expenses for IDLE (e.g. membership fee, internet bill, etc.).
- The IDLE GP influenced Turkish EFL learners' IDLE practices positively. The students in the study acknowledged that they benefited from the IDLE GP

in many aspects. The participants reported that they started to use more various IDLE sources after the implementation of the IDLE GP.

- Learners integrated IDLE into their studies. They increased their awareness about IDLE and they focused on personalized learning. IDLE practices supported their formal education.
- Participants declared that IDLE had positive impacts on their language improvement. They used various learning strategies, increased language improvement, and realized the role of feedback in their learning.
- The participants had positive opinions about using self-study sites for their IDLE practices. They reported that they learned vocabulary, improved reading, wrote better essays, and used digital sources guided by the teacher after the IDLE GP. They became better at choosing digital tools/platforms that were appropriate for their English learning purposes.
- Learners noted that IDLE practices motivated them in their learning process and they were willing to use IDLE for their future studies.
- There were some challenges learners encountered during the IDLE GP such as tool-based or student-based problems. The most discouraging thing for them was having no time for self-study since they had a lot of assignments.
- The participants had positive perceptions and reflections on the IDLE GP as a training program. The IDLE GP provided the participants many opportunities including how to practice IDLE effectively and improving digital literacy.
- Learners noticed the teacher's fundamental role and leading in order not to feel lost in the IDLE environment. As a specifically designed program, it was reported that the IDLE GP boosted learners' motivation and encouraged participation in the sessions.
- The IDLE GP was recommended to be integrated into formal education.

All in all, these findings highlighted the benefit of the IDLE Guidance Model and the IDLE GP in language learning in an EFL setting. This study showed that learners in an EFL environment can take advantage of IDLE practices effectively to enhance their language learning when guided and led through a well-established model.

6.2. Conclusions

Advancements in technology have been changing the dynamics of learning environments and the roles of teacher and student rapidly in recent years (Dressman & Sadler, 2020; Haleem et al., 2022; Reinders, Lai, & Sundqvist, 2022). Education is being reshaped with artificial intelligence, smart technologies, digital environments, and social media platforms. In this shift in education, educators need to revise their roles meticulously since students can reach the information they search for more easily than before. At this very point, the role of the teacher has turned into a guide who leads learners to the right sources to get the information they need rather than being the only source. On the other hand, learners are expected to be equipped with learner autonomy, learner agency, digital literacy, and notions of personalized learning. They are required to be aware of how to navigate in new digital learning spaces. Therefore, designing a guidance model for IDLE and implementing this model as a guidance program for learners are of paramount importance. To this end, the IDLE Guidance Model and IDLE Guidance Program designed and presented in this study seem to meet this need in the field.

IDLE and its contribution to language learning have been underlined in many recent studies (Lee, 2018; Lee & Dressman, 2018; Lee, 2020; Lee, 2022; Toffoli, Sockett, Kusky, 2023; Ohashi, 2019). This study not only supported the most of previous research on IDLE but also contributed to the existing literature through its deeper insight into the learners' actual IDLE experiences. The results obtained from qualitative and quantitative data revealed that the IDLE GP based on the IDLE Guidance Model provided many positive contributions to Turkish EFL learners. It can be concluded that the IDLE GP increased learners' IDLE awareness and enhanced IDLE tool use through IDLE integration, helped learners improve the target language and notice feedback, and motivated them for IDLE. This study has indicated that IDLE GP was found effective and informative with its components like the IDLE checklist, IDLE tasks, and reflection parts. Moreover, online sessions of the program and teacher guidance were found crucial. Owing to the learners' limited knowledge about IDLE, the teacher's guidance was valuable in learning how to practice IDLE. Besides, the IDLE GP provided learners with the ability to choose and use appropriate IDLE sources that are suitable according to their needs and interests. Learners could improve their digital literacy and question the credibility of the sources.

Similar to the previous studies (Lee, 2021; Lee & Dressman, 2018; Soyoof et al., 2023), the current study showed that IDLE has a significant place in language learning, especially in an EFL context. As proven in the study, however, most learners are unaware of this opportunity. Hence, language teachers have a new role to play. The IDLE GP offers teachers to perform this role effectively, raises learners' awareness, and helps learners acquire related skills (learner autonomy, learner agency, digital literacy, personalized learning) in this regard. It also shifts learning from formal to informal and makes it more flexible and accessible. In this way, learners feel less anxiety, but they become more motivated and encouraged.

IDLE practices of learners in the study varied in many ways. The practices were personal, based on the needs and interests, and differed in time and place. As highlighted in the literature, second language development is an ongoing, individualized process and does not have an endpoint with its unique outcomes which is underscored by Larsen-Freeman's (2015) Complex Dynamic Systems Theory (CDST). As seen in the theoretical basis for OILE (Sockett, 2013; Sockett 2014) and IDLE (Godwin-Jones, 2018), learners' unique learning experiences in the present study could be explained best by CDST similar to previous studies. As seen in the study, IDLE was not a straightforward, linear process for the learners, and it involved engaging in dynamic interactions with their environment such as information sharing with peers or being exposed to digital content in the target language. CDST emphasizes the importance of this dynamic interaction in shaping the language learning process and IDLE offers these interactions. Besides, as suggested by CDST, complex systems like language learning are self-organizing and the IDLE GP helped learners organize their learning experiences based on their interests, motivations, and opportunities available to them (Larsen-Freeman, 2015; 2019). The study showed that IDLE allowed great flexibility in the learning process which was one of the main tenets of CDST. By employing the principles of CDST, IDLE can be said to demonstrate the reflection of the theoretical framework in practice through the study.

Another major finding was that the learners suggested the IDLE GP should be integrated into formal education. It can be concluded that learners realized the necessity of the IDLE GP or relevant guidance for IDLE in the school curriculum. It was seen that IDLE awareness fostered lifelong skills and students need to develop these essential lifelong learning skills to prepare themselves for a rapidly changing world where the ability to acquire new knowledge and skills is paramount. Besides, learners can foster a

sense of connectedness to the real world around them, and in this way, they can feel more socially responsive. This connection aligns with the demands of the digital age and gives clues to learners for technology-driven workplaces. As highlighted in the study, integrating training programs for IDLE into formal education can contribute to an effective education system that prepares learners for the complexities of the modern digital world. Additionally, this finding might lead educators to discuss teachers' attitudes toward IDLE and their readiness to bring IDLE into the classroom which may require some pedagogical rethinking in the design of EFL teacher training programs.

The evolution from Education 1.0 towards Education 5.0 reflects a growing recognition of the need for a more human-centric approach that moves beyond technological advancements and it focuses on the well-being of learners and preparing them for a global and interconnected world (Lantada, 2020). In the rapidly changing digital education landscape, the names of technological products will change. For instance, in this study, Edmodo was used as a virtual classroom which enabled teacher-student interaction in the digital environment, but the platform was unexpectedly shut down after the research phase of the study. On the other hand, AI technologies had not advanced so rapidly when this study was initiated. We can predict that more digital product names will appear and disappear in the technological and digital production era we are in. However, as emphasized throughout the study, our primary role as citizens seeking access to education is to take advantage of what this digital world offers us and to protect ourselves from the disinformation chaos and manipulative content in the digital world. Overall, as we produce knowledge in a way that contributes to the age we live in, we play a crucial role in personal, societal, and global development.

Digital advancements around us have dramatically changed the ways how we teach and learn. People are all immersed in digital spaces trying to be accustomed to them and their recent versions are updated every other day. These unfamiliar but adaptable new worlds have the potential to enrich our lives and open new horizons for education. Referring to IDLE as one of these opportunities, this study shows us how digital content, which we encounter almost every day, can be a valuable teaching source for EFL learners who do not have access to target language interaction and output outside the classroom. Like countries such as Morocco and South Korea in previous studies, students learning English in Turkey need to create a language practice environment for themselves due to their lack of exposure to the target language. IDLE is a source that can help overcome

this challenge when used effectively and consciously. The future of education will include AI and many other new technologies. Today's content creators and Edutubers will continue to produce more and more content. It depends on the learners to make the most effective use of this content and make the limited time they have meaningful during this process. This is where the main stakeholders such as language teachers, curriculum designers and planners, and material developers have a role to play. The IDLE Model and IDLE GP and the results of this study are expected to inspire educators, field experts, and content creators with brand-new ideas and shed light on further studies.

To conclude, the current study on IDLE demonstrates that guiding EFL learners with a well-designed program based on the IDLE Model including specific tasks and opportunities for varied extramural practices yielded enhancement in the language learning process as well as digital literacy, personalized language learning, feedback in learning agency and learner autonomy. Moreover, IDLE practices offered through IDLE GP helped learners decrease their anxiety during the learning process while increasing their enjoyment and motivation in language education. As the participants highlighted the teacher's guidance and the importance of the IDLE GP they attended, the program was recommended to be included in the formal education. Based on the conclusions mentioned in this part, some pedagogical implications and suggestions for further research are presented in the following sections.

6.3. Implications

The current study has provided quantitative and qualitative evidence of IDLE practices of Turkish EFL learners to improve their language learning and the positive influence of the IDLE GP based on the IDLE Model on Turkish EFL learners' IDLE practices. Meanwhile, the qualitative data suggested that IDLE practice could contribute to the language learning process since it could complement the information that is learned in school, and the IDLE GP itself was found effective by the participants. In the light of the current study's findings and discussion above, some pedagogical implications for learners, in-service and pre-service EFL teachers, field experts, and material designers, and for the future of education including researchers are suggested in this section.

Firstly, these findings have important implications for EFL learners. IDLE can be a great solution and a centre for various sources for those learners who are not exposed to the target language in their daily life except for the classroom environment. Some EFL

learners can be in more disadvantageous settings like monolingual society or where education challenges and deficits are severe. In order to overcome these unfavourable learning conditions, learners can take advantage of IDLE sources. Digital sources provide language learners with an environment where they can learn the language at their own pace based on their interests. They can take more control over their own learning process which leads to learner agency and learner autonomy. Learners can digitally connect with the speakers of the target language around the world whenever they want. Teacher's involvement is required while showing how to benefit from digital sources to contribute to their language learning impeding students' expectations for all answers from the teacher. Learners need to equip themselves with 21st century skills for their future job and they need to seek opportunities to acquire these skills. IDLE is a free source to foster 21st century skills which include "*Life and Career Skills*", "*Information, Media and Technology Skills*" and "*Learning and Innovation Skills*" such as *critical thinking, communication, collaboration, and creativity* (called "4Cs") (Partnership for 21st Century Skills 2008). They need to know that being aware of informal learning opportunities might take them one step ahead in the competitive environment of the digitalized world. Besides, EFL learners are required to be eager and motivated to be part of IDLE. In their extramural practices, they need to search for the right source to get appropriate feedback that meets their needs. They cannot access the teacher all the time because of limited teaching hours but they need to be aware that they can access various digital tools to sustain their learning process in an informal way. In order to keep their academic performance high, learners should be proactive in their learning by integrating IDLE.

Secondly, this study provides some implications for EFL teachers. To begin with, EFL teachers are required to know how to do IDLE practices in order to be an effective guide for learners' extramural studies. They are supposed to be open and adaptive to new learning spaces in this digital education era. Hence, they need to be well-informed about an IDLE Model that serves pedagogically in digital learning including IDLE sources, IDLE checklist, and IDLE tasks. When teachers have appropriate training for using IDLE and personal IDLE-related experience, they will be more likely to implement IDLE in their own classrooms. Therefore, in-service training or workshops on IDLE may have a significant role in terms of teachers' readiness to integrate IDLE into their teaching practice. For example, as implemented in the current study, teachers can design a list of useful digital sources for out-of-class language practices and this list can be enlarged with

the contributions of the students. While choosing useful IDLE sources, students need to follow stages based on the IDLE Model and their awareness can increase in that way. Teachers can become role-models for their learners and promote their enthusiasm for language practice beyond the classroom. As mentioned in the discussion part, there have been several EFL teachers in recent years who have created some content for English learning and shared this content on digital platforms or social media. In order to motivate learners' IDLE practice, it can be thought of an effective way to be a part of this informal learning experience. EFL teachers can be content creators related to their own teaching practice or they can select useful content in line with their teaching objectives and share that with their learners. In terms of professional development, offering a seminar series for EFL teachers about IDLE can help them improve in this area. They can also be interested in being a teacher trainer in this area since very recent studies have been highly focusing on IDLE-related issues in the EFL context (Liu, Darvin & Ma, 2024; Liu & Wang, 2024, Liu, Zhang & Zhang, 2024). Thus, their knowledge will be fostered by interaction with EFL teachers from various teaching contexts and lead to new ideas and perspectives.

This study also offers some implications for pre-service EFL teachers and their educators. Due to the fact that digital education has improved fast and gained a significant role especially after the COVID-19, ELT departments in Turkey are required to reconsider their curriculum in order to be ready for the recent changes in language education. In this respect, ELT departments can offer specific courses such as *IDLE practice for personal learning needs*, *integrating IDLE into the classroom*, *creating content for future learners of IDLE*, and *AI and IDLE in language education*. Attending these classes and carrying out some term projects in these courses can enlighten the pre-service EFL teachers. Therefore, most EFL teacher candidates can equip themselves with the necessary knowledge for IDLE-related themes before their graduation. In addition to IDLE-based courses in the curriculum, pre-service teachers can attend national or international conferences about open, distance, and digital education and informal learning. Educators in ELT departments can organize these conferences and invite speakers who are experienced in or have research on IDLE. Besides, mutual projects on IDLE among various ELT departments can be conducted with the contribution of pre-service EFL teachers. The last but not the least, pre-service EFL teachers can be encouraged to use IDLE sources or inform their learners about IDLE during their teaching

practice. Thus, they can have an opportunity to practice IDLE integration while teaching the target language based on their lesson objectives before their actual experience after graduation.

Thirdly, some implications can be recommended for the material designers, curriculum developers and field experts. Coursebook and material designers need to take some points from this study into consideration. The findings of the study revealed that EFL learners feel motivated in their out-of-class English learning with easy, accessible, useful, cost-free, enjoyable, and interesting IDLE tools. This finding can shed light on material designing and learning management systems integrated into the coursebooks. If our main aim is to make education more accessible as educators, we need to find some alternative ways for the learners to enable them to improve themselves even when they do not have a chance to access the information. Findings in the current study showed that one of the participants found a solution when she could not afford to buy the coursebook and its LMS extension for out-of-class studies. Her solution was to use diversified IDLE tools/platforms for different language skills and create her own LMS to overcome this handicap. After the IDLE GP, this student came up with this solution for her personal needs. However, there are many EFL learners who have not had the chance of IDLE guidance and awareness. Therefore, coursebook and material designers can fill in this gap by leading the learners to useful IDLE practice. Coursebooks can present some free IDLE sources in some units of printed versions or on their web pages for those learners who want to reach free and beneficial IDLE sources. Curriculum developers can also work on how to integrate IDLE into formal educational settings. The participants in the study reported the efficiency of learning IDLE platforms, and they suggested that the teachers could spare some time to introduce these sources during their classes. Hence, IDLE sources can be aligned with formal curriculum objectives to complement classroom instruction. Based on the language skills and areas, useful IDLE practices and sources can be included in the lesson plans through blended learning approaches that can cater to diverse learning styles. AI platforms, feedback mechanisms and multimodal sources can be used for IDLE practices and personalized feedback. The experts must consider the amount and the way of using IDLE sources in the curriculum development.

As expressed previously, there have been many digital tools/platforms and contents that claim to present effective language tips. However, it does not mean that all content is pedagogically right, and all content creators are experts. At this very point, field

experts have a major part to play. Since this brand-new sector might aim to get financial support and lead followers to sponsor companies from time to time, educational content should be analysed well and selected carefully. Field experts can carry out scientific studies and some research on the selection of these educational contents. Additionally, this study was carried out in the higher education context; however, all levels of learners can benefit from IDLE. Therefore, field experts can work on the dissemination of extramural studies, informal learning, and IDLE at all levels of education in national and international contexts. Informative sessions on these topics can be offered to administrators of schools, heads of language programs in universities, and the members of The Ministry of Education by the field experts.

Another implication is related to the future of education and those who will take part in shaping the future of education. Recent technologies like AI make it necessary to acquire some more skills and schools need to provide these skills helping students navigate a future where human and digitality seem to be closely interwoven. In this recent phase, reality and digitality have started to support one another. The pedagogical potential of Generative Pre-trained Transformer (GPT) technologies can be regarded by policymakers and researchers in terms of their usefulness in creating engagement with IDLE. As the findings of the study indicated, safety is the biggest concern when it comes to utilizing digital tools/platforms for education. Safety in digital education can be more understood and assured by the experts working for governments. Governments and decision-makers should address these three issues in digital education; support, assessment, and administration. Developing strategies, carrying out research, and preparing some regulations to ensure the safe and beneficial use of new digital technologies in education can allow governments to achieve their educational goals by integrating formal and informal learning.

To sum up, the current study proposes several implications for EFL learners, language instructors, and other stakeholders including experts, curriculum developers and material designers in the field, policymakers, decision-makers, and researchers who take part in the future of education. The summary of the implications is presented in Figure 6.1. below.



Figure 6.1. *The summary of implications*

6.4. Suggestions for Further Studies

The following suggestions might be made for further research as IDLE-based pedagogy has proliferated in the recent period in which the study has been carried out. Firstly, the number of participants ($n=209$) for the first phase of the study was not very high. For future research, it may be advised to carry out the research on a larger scale in order to improve the generalizability. Since the participant number was not so high in the first phase, volunteer participants attending the IDLE GP were also limited in the second phase of the study. Therefore, it is recommended that the IDLE GP can be offered to more participants through online sessions and more in-depth data from a greater number of participants can be gained to analyse the IDLE practices of learners.

Secondly, this research was conducted with EFL learners who were studying at English preparatory programs in universities. Further research can be carried out with K-12 EFL learners to investigate their views and use of IDLE. In this study, convenience

sampling was adopted to collect data for the sake of accessibility and feasibility. Future researchers may prefer different sampling techniques to enhance the representativeness of the findings. From the teaching perspective, similar research can be conducted with pre-service and in-service EFL teachers in order to find out their professional development needs to support their personal growth in the area of IDLE.

Thirdly, this study lasted 16 weeks in total including 12 weeks for implementing the IDLE GP. A longitudinal study can be designed and implemented in order to understand the dynamics of IDLE better and see the long-term use and effects of IDLE. For instance, participants' IDLE experiences 6 months or a year after the IDLE GP can be collected to obtain some data for internalizing IDLE practices. Besides, a further study can be designed for a longer period. For example, the IDLE GP can be spread over more weeks with more practice, collaborative activities, and face-to-face sessions.

In this study, the IDLE Model and the IDLE GP were developed and implemented in the participants. Views and perceptions of these participants were gathered to find out the effectiveness of the proposed model. To gain more insight into the effectiveness of the IDLE Model and the IDLE GP, the model can be introduced to various EFL learners in national or international contexts. Additionally, views and perceptions of the teachers during the implementation of the IDLE Model can be investigated. In this way, not only the learner aspect but also the teacher aspect can be discerned. Possible challenges can be detected through teacher reflections.

The study used an embedded mixed-method design and various data collection instruments were used in the study. In further research, research tools can be expanded. For instance, an IDLE scale can be developed to investigate IDLE specifically for EFL learners, in-service EFL teachers, and pre-service EFL teachers. In this way, a comparative study can be designed to see the differences among these groups. Furthermore, some variables such as motivation, anxiety, learner agency, and positive psychology in language learning can be concentrated on further studies in relation to IDLE. Another suggestion for future research might be to explore how IDLE affects personalized language learning while digital education is creating a more sophisticated educational environment.

Lastly, AI-related studies can be carried out to find out AI use in IDLE practices of learners. EFL learners' AI usage outside the classroom can be investigated. Future research may examine the impact of different variables on EFL learners' acceptance of

emerging AI technologies for out-of-class language practices. The detailed analysis of how AI-powered digital tools support informal language learning can shed light on the place of IDLE in language teaching.



REFERENCES

- Ahmad, S., Umirzakova, S., Mujtaba, G., Amin, M. S., Whangbo, T. (2023). Education 5.0: requirements, enabling technologies, and future directions. *arXiv:2307.15846 [cs.CY]*.
- Ala-Mutka, K. (2011). Mapping digital competence: Towards a conceptual understanding. European Union. http://www.dctest.org/uploads/6/8/7/0/68701431/jrc67075_tn.pdf
- Aldukhayel, D. (2019). Vlogs in L2 listening: EFL learners' and teachers' perceptions. *Computer Assisted Language Learning*, 34, 1085–1104.
- Alharbi, A. M. (2023). Implementation of education 5.0 in developed and developing countries: A comparative study. *Creative Education*, 14, 914-942.
- Al-Kathiri, F. (2015). Beyond the classroom walls: Edmodo in Saudi secondary school EFL instruction, attitudes and challenges. *English Language Teaching*, 8 (1), 189-204.
- Anthonyamy, L., Koo, A. C. and Hew, S. H. (2020). Self-regulated learning strategies in higher education: Fostering digital literacy for sustainable lifelong learning. *Education and Information Technologies*, 25, 2393–2414.
- Arndt, H. L. (2019). *Informal second language learning: The role of engagement, proficiency, attitudes, and motivation*. Unpublished Doctoral Dissertation, University of Oxford.
- Arndt, H. L. and Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning & Technology*, 22 (1), 124–142.
- Aydın, S. and Denkci Akkaş, F. (2023). Foreign language enjoyment among Turkish EFL learners. *Innovational Research in ELT*, 4 (1), 1-13.
- Balbay, S. and Kilis, S. (2017). Students' Perceptions of the use of a YouTube channel

- specifically designed for an Academic Speaking Skills Course. *Eurasian Journal of Applied Linguistics*, 3 (2), 235-251.
- Barrot, J. S. (2023). Using social networking sites as a language teaching and learning environment. *Language Teaching*, 56, 181-196.
- Belda-Medina J. and Calvo-Ferrer J. R. (2022). Using chatbots as AI conversational partners in language learning. *Applied Sciences*, 12 (17):8427.
- Benson, P. (2011). Language learning and teaching beyond the classroom: An introduction to the field. In P. Benson, and H. Reinders (Eds.), *Beyond the language classroom*, (p. 7-16). Basingstoke: Palgrave Macmillan.
- Benson, P. and Chik, A. (2010). New literacies and autonomy in foreign language learning. In M. J. Luzón, M. N. Ruiz-Madrid, & M. L. Villanueva (Eds.), *Digital genres, new literacies, and autonomy in language learning* (p. 63–80). Cambridge Scholars Publishing.
- Benson, P. and Reinders, H. (2011). *Beyond the language classroom*. Basingstoke: Palgrave Macmillan.
- Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of heutagogical practice and self-determined learning. *The International Review of Research in Open and Distance Learning*, 13 (1), 56-71.
- Bozkurt, A. and Sharma, R. C. (2023). Generative AI and prompt engineering: The art of whispering to let the genie out of the algorithmic world. *Asian Journal of Distance Education*, 18 (2), i-vii.
- Buckingham, D. (2015). Defining digital literacy: What do young people need to know about digital media? *Nordic Journal of Digital Literacy*, 10, 21-35.
- Bulman, G. and Fairlie, R. (2016). Technology and education: Computers, software, and the Internet. *Handbook of the Economics of Education*, 5, pp. 239-280.
- Carless, D. and Boud, D. (2018). The development of student feedback literacy: Enabling

- uptake of feedback. *Assessment & Evaluation in Higher Education*, 43 (8), 1315–1325.
- Cengizhan, M. (2019). *The role of out-of-class activities in improving ELT students' vocabulary knowledge*. Unpublished Master's Thesis. Çanakkale Onsekiz Mart University.
- Chik, A. (2018). Learning a language for free: Space and autonomy in adult foreign language learning. In G. Murray & T. Lamb (Eds.), *Space, place, and autonomy in language learning* (pp. 56–72). New York, NY: Routledge.
- Chik, A. and Benson, P. (2020). Commentary: Digital language and learning in the time of coronavirus. *Linguistics and Education*.
- Codreanu, T. and Combe, C. (2020). Vlogs, video publishing, and informal language learning. In M. Dressman & R. W. Sadler (Eds.), *The handbook of informal language learning*, (p.154-168). Wiley-Blackwell.
- Cole, J. (2015). *Foreign language learning in the age of the internet*. Unpublished Doctoral Dissertation, University of Oxford.
- Cole, J. and Vanderplank, R. (2016). Comparing autonomous and class-based learners in Brazil: Evidence for the present-day advantages of informal, out-of-class learning. *SYSTEM*, 61, 31-42.
- Corbin, J. and Strauss, A. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Council of Europe (CEFR) (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. New York: Cambridge University Press.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.

- Çalışkan, G. and Kuru Gönen, S. İ. (2018). Training teachers on corpus-based language pedagogy: Perceptions on vocabulary instruction. *Journal of Language and Linguistic Studies*, 14 (4), 190-210.
- Çandarlı, D. (2023). YouTube for incidental vocabulary learning. In B. L. Reynolds (Ed.), *Vocabulary learning in the wild*, (p. 221-240). Springer, Singapore.
- Dam, L. (1995). *Learner autonomy 3: From theory to classroom practice*. Dublin: Authentik.
- Danan, M. (2004). Captioning and subtitling: undervalued language learning strategies. *Meta* 49 (1), 67–77.
- De Wilde, V., Brysbaert, M. and Eyckmans, J. (2019). Learning English through out-of-school exposure. Which levels of language proficiency are attained and which types of input are important? *Bilingualism: Language and Cognition*, 1–15.
- Diñçer, A. (2020). Understanding the characteristics of English language learners' out-of-class language learning through digital practices. *IAFOR Journal of Education*, 8, 47-65.
- Diñçer, A. and Işık, T. (2022). Understanding the inner motivational resources of language learners' out-of-class technology use for language learning. In Jo Mynard & Scott J. Shelton-Strong (Eds), *Autonomy support beyond the language learning classroom: A self-determination theory perspective* (p. 47-68). London: Multilingual Matters & Channel View Publications.
- Dizon, G. (2021). Subscription video streaming for informal foreign language learning: Japanese EFL students' practices and perceptions. *TESOL Journal*, 12 (2).
- Dressman, M. (2017). Informal language acquisition and classroom teaching: complementary, not competitive, approaches. Presented at *the Korea TESOL International Conference*, Seoul, South Korea.
- Dressman, M. (2020a). Introduction. In M. Dressman & R. W. Sadler (Eds.), *The*

- handbook of informal language learning*, 1-12. Wiley-Blackwell.
- Dressman, M. (2020b). Multimodality and language learning. In M. Dressman & R. W. Sadler (Eds.), *The handbook of informal language learning*, 1-12. Wiley-Blackwell.
- Dressman, M. (2020c). Informal English learning among Moroccan youth. In M. Dressman & R. W. Sadler (Eds.), *The handbook of informal language learning*, 303-318. Wiley-Blackwell.
- Dressman, M. and Sadler, R. W. (2020). *The handbook of informal language learning*. Wiley-Blackwell.
- Dressman, M., Lee, J. S. and Perrot, L. (2023). *English language learning in the digital age: Learner-driven strategies for adolescents and young adults*. John Wiley & Sons.
- Dron, J. and Anderson, T. (2022). Informal learning in digital contexts. In O. Zawacki-Richter & I. Jung (Eds) *Handbook of open, distance and digital education*. Singapore: Springer. Singapore.
- Dudeney, G. and Hockly, N. (2016). Literacies, technology and language teaching. In F. Farr, & L. Murray (Eds.). *The routledge handbook of language learning and technology*, (p. 115-126). London: Routledge.
- Duff, P. (2012). Identity, agency and SLA. In A. Mackey and S. Gass (Eds), *Handbook of second language acquisition*, 410–426. London: Routledge.
- Dumont, H. and Ready, D. D. (2023). On the promise of personalized learning for educational equity. *npj Science of Learning*, (8) 26.
- EF EPI 2020. *EF English Proficiency Index*. Received from <https://www.ef.com.tr/eipi/>.
- Ellis, N. C. (2006). Cognitive perspectives on SLA: The associative cognitive CREED. *AILA Review*, 19 (1), 100-121.

Eren, Z. (2020). Toplum 5.0 ve dijital dünyada toplumsal dönüşüm ve eğitim 5.0. D.

Akçay and E. Efe (Eds.), In *Dijital dönüşüm ve süreçler & digital transformation and processes* (p. 169-206). Istanbul: Istanbul Gelisim University Press.

Friginal, E. (2018). *Corpus linguistics for English teachers*. New York, NY: Routledge.

Gallardo-Echenique, E. E., Marqués-Molíás, L., Bullen, M., Strijbos, J.-W. (2015).

Let's talk about digital learners in the digital era. *International Review of Research in Open and Distributed Learning*, 16 (3), 156-187.

Gass, S. and Mackey, A. (2006). Input, interaction and output. An overview. *AILA Review*, 19, 3–17.

Gathercole, S. E. (1990). Working memory and language development: How close is the link? *The Psychologist*, 2, 57–60.

Gilster, P. (1997). *Digital literacy*. New York: Wiley and Computer Publishing.

Girgin Öztürk, G. (2020). *Applying self-regulated learning strategies with an ICT tool for out of class language learning and its effect on students' academic success*. Unpublished Master's Thesis. Yeditepe University.

Godwin-Jones, R. (2018). Chasing the butterfly effect: Informal language learning online as a complex system. *Language Learning & Technology*, 22 (2), 8-27.

Godwin-Jones, R. (2019). Riding the digital wilds: Learner autonomy and informal language learning. *Language Learning & Technology*, 23 (1), 8-25.

Godwin-Jones, R. (2020). Future directions in informal language learning. In M. Dressman & R. W. Sadler (Eds.), *The handbook of informal language learning*, 457-470. Wiley-Blackwell.

Görgün, A. (2015). *A case study on the effects of teacher-structured out-of-class ICT activities on listening skills, motivation and self-efficacy*. Unpublished Doctoral Dissertation, Çukurova University.

- Hafner, C. A. (2019). Digital literacies for English language learners. In X. Gao (Ed.) *Second handbook of English language teaching* (pp. 1–20). Cham: Springer.
- Hafner, C. A., Chik, A. and Jones, R. H. (2015). Digital literacies and language learning. *Language Learning & Technology*, 19 (3), 1–7.
- Haleem, A., Javaid, M., Qadri, M. A., Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275-285.
- Han, Z. H. (Ed.) (2019). *Profiling learner language as a dynamic system*. Multilingual Matters.
- Hannibal Jensen, S. (2019). Language learning in the wild: A young user perspective. *Language Learning & Technology*, 23 (1), 72-86.
- He, T., Huang, Q., Yu, X. and Li, S. (2020). Exploring students' digital informal learning: the roles of digital competence and DTPB factors. *Behaviour & Information Technology*.
- Hilbert, M. (2016). The bad news is that the digital access divide is here to stay: domestically installed bandwidths among 172 countries for 1986–2014. *Telecommunications Policy*, 40 (6), 567-581.
- Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.
- Hubbard, P. (2020). Leveraging technology to integrate informal language learning within classroom settings. In M. Dressman & R. W. Sadler (Eds.), *The handbook of informal language learning*, (pp. 405-419). Wiley-Blackwell.
- Irumva, M. (2023). *The effect of social media and digital devices on academic performance in middle and high school students*. Unpublished Master's Thesis. Andrews University.
- Işık, T. and Balçıkanlı, C. (2020). EFL teachers' autonomy supportive practices for out-

- of-class language learning. *IAFOR Journal of Education: Studies in Education*, 8 (4).
- İşler, C. and Elmas, B. (2022). The impact of the COVID-19 pandemic on teaching speaking skills. *The Journal of Language Teaching and Learning*, 12 (2), 36-54.
- Jensen, S. H. (2017). Gaming as an English language learning resource among young children in Denmark. *CALICO Journal*, 34 (1), 1-19.
- Jiang, R. (2022). How does artificial intelligence empower EFL teaching and learning nowadays? A review on artificial intelligence in the EFL context. *Frontiers in Psychology*, 13:1049401.
- Jurkovič, V. (2019). Online informal learning of English through smartphones in Slovenia. *System*, 80, 27-37.
- Khodary, M. M. (2017). Edmodo use to develop Saudi EFL students' self-directed learning. *English Language Teaching*, 10 (2), 123-135.
- Kırkgöz, Y. (2017). English education policy in Turkey. In R. Kirkpatrick (Ed.), *English language education policy in the Middle East and North Africa* (pp. 235–256). Cham: Springer.
- Kızılay, Y. and Durmuşoğlu Köse, G. (2020). Willingness to communicate and EFL speaking achievement: The case of Turkish Learners. In D. Uygun Gökmen, A. Yılmaz Ercan & I. Ruacan Silahtaroğlu (Eds.). *English language teaching in the 21st century: Changing identities, agencies and mindsets* (pp. 42-62). Marmara University Press.
- Kocaman-Karoğlu, A., Bal-Çetinkaya, K. and Çimşir, E. (2020). Toplum 5.0 sürecinde Türkiye’de eğitimde dijital dönüşüm. *Journal of University Research*, 3 (3), 147-158.
- Koçak, A. (2017). *Developing speaking skills via creating and using learner podcasts in*

- English language classes*. Unpublished Doctoral Dissertation, Hacettepe University.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford: Pergamon Press.
- Kukulska-Hulme, A. (2016). *Personalization of language learning through mobile technologies: Part of the Cambridge Papers in ELT series*. Cambridge: Cambridge University Press.
- Kuru Gönen, S. İ. (2019). A qualitative study on a situated experience of technology integration: Reflections from pre-service teachers and students. *Computer Assisted Language Learning*, 32 (3), 163-189.
- Kusyk, M. and Sockett, G. (2012). From informal resource usage to incidental language acquisition: Language uptake from online television viewing in English. *La Revue Du Groupe d'Étude et de Recherche En Anglais de Spécialité*, 62, 45-65.
- Lai, C., Zhu, W. and Gong, G. (2015). Understanding the quality of out-of-class English learning. *TESOL Quarterly*, 49 (2), 278-308.
- Lai, C., Hu, X. and Lyu, B. (2018) Understanding the nature of learners' out-of-class language learning experience with technology. *Computer Assisted Language Learning*, 31 (1-2), 114-143.
- Lai, C., Li, X. and Wang, Q. (2017). Students' perceptions of teacher impact on their self-directed language learning with technology beyond the classroom: Cases of Hong Kong and US. *Educational Technology Research and Development*, 65 (4), 1105-1133.
- Lai, C. and Lyu, B. (2020). Hong Kong and informal language learning. In M. Dressman & R. W. Sadler (Eds.), *The handbook of informal language learning*, (pp. 273-287). Wiley-Blackwell.
- Lai, C. and Tai, C. P. (2021). Types of social media activities and Hong Kong South and

- Southeast Youth's Chinese language learning motivation. *System*, 97, 102432.
- Lam, W. S. E. (2004) Second language socialization in a bilingual chat room: Global and local considerations. *Language Learning and Technology*, 8 (3), 44-65.
- Lantada, A. D. (2020). Engineering education 5.0: Continuously evolving engineering education. *International Journal of Engineering Education*, 36 (6), 1814-1832.
- Lantolf, J. P. and Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.
- Larsen-Freeman, D. (1997). Chaos/complexity science and second language acquisition. *Applied linguistics*, 18 (2), 141–165.
- Larsen-Freeman, D. (2015). Complexity theory. In B. VanPatten, & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 227-244). New York, NY: Routledge.
- Larsen-Freeman, D. (2017). Complexity theory: The lessons continue. In L. Ortega & Z. H. Han (Eds.), *Complexity theory and language development: In celebration of Diane Larsen-Freeman* (pp. 11–50). Amsterdam: John Benjamins.
- Larsen-Freeman, D. (2018). Looking ahead: Future directions in, and future research into, second language acquisition. *Foreign Language Annals*, 51, 55-72.
- Larsen-Freeman, D. (2019). On language learner agency: A complex dynamic systems theory perspective. *Modern Language Journal*, 103, 61-79.
- Larsen-Freeman, D. (2022). Complex dynamic systems theory: A webinar with Diane Larsen-Freeman. *Language Teaching*, 1-18.
- Larsen-Freeman, D. and Cameron, L. (2008). *Complex systems and applied linguistics*. Cambridge: Cambridge University Press.
- Leacock, T. L. and Nesbit, J. C. (2007). A framework for evaluating the quality of multimedia learning resources. *Educational Technology & Society*, 10 (2), 44-59.

- Lee, J. S. (2018). *Informal digital learning of English: the case of Korean university students*. Unpublished Doctoral Dissertation. University of Illinois at Urbana-Champaign, IL, USA.
- Lee, J. S. (2019a). Informal digital learning of English and second language vocabulary outcomes: can quantity conquer quality? *British Journal of Educational Technology*.
- Lee, J. S. (2019b). Quantity and diversity of informal digital learning of English. *Language Learning & Technology*, 23 (1), 114-126.
- Lee, J. S. (2020). Informal digital learning of English and strategic competence for cross-cultural communication: Perception of varieties of English as a mediator. *ReCALL*, 32 (1), 47-62.
- Lee, J. S. (2021). *Informal digital learning of English: Research to practice*. Routledge.
- Lee, J. S. (2022). Teacher as change agent: Integrating informal learning into formal education. In N. A. Drajiati and K. A. Putra (Eds), *Teacher education and teacher professional development in the COVID-19 turn* (pp. 11-17). London: Routledge.
- Lee, J. S. and Dressman, M. (2018). When IDLE hands make an English workshop: Informal digital learning of English and language proficiency. *TESOL Quarterly*, 52 (2), 435-445.
- Lee, J. S. and Lee, K. (2019a). Perceptions of English as an international language by Korean English-major and non-English-major students. *Journal of Multilingual & Multicultural Development*, 40 (1), 76-89.
- Lee, J. S. and Lee, K. (2019b). Informal digital learning of English and English as an international language: The path less traveled. *British Journal of Educational Technology*, 50 (3), 1447-1461.
- Lee, J. S. and Lee, K. (2021). The role of informal digital learning of English and L2 motivational self system in foreign language enjoyment. *British Journal of Educational Technology*, 52 (1), 358-373.
- Lee, J. S., Xie, Q. and Lee, K. (2021). Informal digital learning of English and L2

- willingness to communicate: Roles of emotions, gender, and educational stage. *Journal of Multilingual and Multicultural Development*, 1–17.
- Lee, J. S. and Xie, Q. (2022). Profiling the affective characteristics of EFL learners' digital informal learning: A person-centered approach. *Innovation in Language Learning and Teaching*.
- Lin, P. M. S. and Siyanova-Chanturia, A. (2014). Internet television for L2 vocabulary learning. In D. Nunan & J. C. Richards (Eds.) *Language learning beyond the classroom* (pp. 149-158). Routledge.
- Liu, D. and Lei, L. (2017). *Using corpora for language learning and teaching*. Annapolis Junction, MD: TESOL Press.
- Liu, G. L., Darvin, R. and Ma, C. (2024). Exploring AI-mediated informal digital learning of English (AI-IDLE): A mixed-method investigation of Chinese EFL learners' AI adoption and experiences, *Computer Assisted Language Learning*.
- Liu, G. L. and Wang, Y. (2024). Modeling EFL teachers' intention to integrate informal digital learning of English (IDLE) into the classroom using the theory of planned behaviour, *System*, 120.
- Liu, G. L., Zhang, Y. and Zhang, R. (2024). Examining the relationships among motivation, informal digital learning of English, and foreign language enjoyment: An explanatory mixed method study, *ReCALL*, 36 (1), 72-88.
- Lyriqkou, C. (2019) Not to be overlooked: agency in informal language contact. *Innovation in Language Learning and Teaching*, 13 (3), 237-252.
- Mackey, A. and Gass, S. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Malamud, O., Cueto, S., Cristia, J., Beuermann, D. W. (2018). *Do Children Benefit from Internet Access? Experimental Evidence from Peru*, National Bureau of Economic Research, Cambridge, MA.
- Manca, S. (2020). Snapping, pinning, liking or texting: Investigating social media in higher education beyond Facebook. *The Internet and Higher Education*, 44, 100707.
- Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources. *Journal of Information Science*, 39 (4), 470-478.
- McCarthy, M. and O'Keeffe, A. (2010). Historical perspective: what are corpora and how

- have they evolved? In A. O’Keeffe and M. McCarthy (eds), *The routledge handbook of corpus linguistics* (pp. 3- 13). London: Routledge.
- McSpadden, K. (May, 2015). You now have a shorter attention span than a goldfish. *Time*. <https://time.com/3858309/attention-spans-goldfish/>
- Melchers, G., Shaw, P. and Sundkvist, P. (2019). *World Englishes* (3rd ed.). Routledge.
- Meyers, E. M., Erickson, I. and Small, R. V. (2013). Digital literacy and informal learning environments: An introduction. *Learning, Media and Technology*, 38 (4), 355–367.
- Mikroyannidis, A. (2013). A personalised approach in informal and inquiry-based learning. In: *Proceedings of the 5th International Conference on Computer Supported Education*, pp. 183-187.
- Miles, M. B. and Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Murphey, T., Chen, J. and Chen, L. (2005). Learners’ constructions of identities and imagined communities. In P. Benson & D. Nunan, (Eds.), *Learners’ stories: Difference and diversity in language learning* (pp. 83–100). Cambridge, UK: Cambridge University Press.
- Nieminen, J. H., Tai, J., Boud, D., Henderson, M. (2022). Student agency in feedback: Beyond the individual. *Assessment & Evaluation in Higher Education*, 47 (1), 95-108.
- Nunan, D. and Richards, J. C. (2015). *Language learning beyond the classroom*. London: Routledge.
- Nurmukhamedov, U. (2017). Lexical coverage of TED Talks: Implications for vocabulary instruction. *TESOL Journal*, 8 (4), 768–790.
- Odo, D. M. (2020). Connecting informal and formal language learning. In M. Dressman,

- & R. W. Sadler (Eds.), *The handbook of informal language learning* (pp. 421–438). John Wiley & Sons.
- OECD (2019). *OECD Future of Education and Skills 2030 Concept Note*.
https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/Student_Agency_for_2030_concept_note.pdf
- OECD (2021). *21st-Century Readers: Developing Literacy Skills in a Digital World*, PISA, OECD Publishing, Paris.
- OECD (2022). *Building the Future of Education: The OECD's Education Strategy*.
<https://www.oecd.org/education/>.
- OECD (2023). *Shaping Digital Education: Enabling Factors for Quality, Equity and Efficiency*, OECD Publishing, Paris, <https://doi.org/10.1787/bac4dc9f-en>.
- Ohashi, L. (2019). *Using digital technology for autonomous, out-of-class English language learning: The influence of teacher support at a Japanese university*. Unpublished Doctoral Dissertation. Charles Sturt University.
- Olsson, E. (2011). “Everything I read on the Internet is in English” – On the impact of extramural English on Swedish 16-year-old pupils’ writing proficiency. Unpublished Doctoral Dissertation. University of Gothenburg.
- Orhan Göksün, D. and Kurt, A. A. (2017). The relationship between pre-service teachers’ use of 21st century learner skills and 21st century teacher skills. *Education and Science*, 42 (190), 107-130.
- Özmat, D. and Senemoğlu, N. (2021). Difficulties in learning English by EFL students in Turkey. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 54 (1), 141-173.
- Pardede, P. (2015). Pre-service EFL teachers’ perception of Edmodo use as a complementary learning tool. *Proceeding of EED Collegiate Forum 2015-2018*, 29-41.

- Partnership for 21st Century Skills. 2008. *21st Century Skills Education and Competitiveness: A Resource and Policy Guide*. Tuscon: Partnership for 21st Century Skills.
- Pegrum, M. (2014). *Mobile learning: Languages, literacies and cultures*. Basingstoke: Palgrave Macmillan.
- Prain, V., Cox, P., Deed, C., Dorman, J., Edwards, D., Farrelly, C., Keeffe, M., Lovejoy, V., Mow, L., Sellings, P., Waldrup, B. (2013). Personalised learning: lessons to be learnt. *British Educational Research Journal*, 39 (4), 654-676.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the horizon*, 9 (5).
- Prensky, M. (2007). *Digital game-based learning*. Minnesota: Paragon House.
- Puncreobutr, R. (2016). Education 4.0: New challenge of learning. *St. Theresa Journal of Humanities and Social Sciences*, 2 (2), 92-101.
- Reddy, P., Sharma, B. and Chaudhary, K. (2020). Digital literacy: A review of literature. *International Journal of Technoethics*, 11 (2), 65-94.
- Reinders, H. and Benson, P. (2017). Research agenda: Language learning beyond the classroom. *Language Teaching*, 50 (4), 561-578.
- Reinders, H., Lai, C. and Sundqvist, P. (Eds.). (2022). *The routledge handbook of language learning and teaching beyond the classroom*. New York, NY: Routledge.
- Richards, J. C. (2015). The changing face of language learning: Learning beyond the classroom. *RELC Journal* 46 (1), 5-22.
- Rocha Estrada, F.J., George-Reyes, C.E. and Glasserman-Morales, L.D. (2022). Security as an emerging dimension of Digital Literacy for education: a systematic literature review. *Journal of e-Learning and Knowledge Society*, 18 (2), 22-33.
- Römer, U. (2011). Corpus research applications in second language teaching. *Annual Review of Applied Linguistics*, 37, 205–225.

- Sandu, R. (2015). Expectation and reality: Inside an Edmodo EFL classroom.
Proceedings of INTED2015 Conference 2nd-4th March 2015, 0219-0225, Madrid, Spain.
- Shafirova, L. and Cassany, D. (2019). Bronies learning English in the digital wild.
Language Learning & Technology, 23 (1), 127–144.
- Siemens, G. (2014). elearnspace › Digital Learning Research Network (dLRN).
Retrieved from <http://www.elearnspace.org/blog/2014/11/18/digitallearning-research-network-dlrn/>
- Smith, K. and Craig, H. (2013). Enhancing the autonomous use of CALL: A new curriculum model in EFL. *CALICO Journal*, 30, 252-278.
- Sockett, G. (2013). Understanding the online informal learning of English as a complex dynamic system: An emic approach. *ReCALL* 25 (1), 48-62.
- Sockett, G. (2014). *The online informal learning of English*. London: Palgrave MacMillan.
- Sockett, G. and Toffoli, D. (2012). Beyond learner autonomy: A dynamic systems view of the informal learning of English in virtual online communities. *ReCALL*, 24 (2), 138-151.
- Sockett, G. and Toffoli, D. (2020). Last words: Naming, framing and challenging the field. In M. Dressman & R. W. Sadler (Eds.), *The handbook of informal language learning*, (pp. 471-487). Wiley-Blackwell.
- Soltovets, E., Chigisheva, O. and Dubover, D. (2019). Foreign language e-course as informal learning tool for digital literacy development. *Dilemas Contemporáneos: Educación, Política y Valores*, 6 (3), 1–15.
- Soyooof, A., Reynolds, B. L., Vazquez-Calvo, B., McLay, K. (2023). Informal digital learning of English (IDLE). A scoping review of what has been done and a look towards what is to come. *Computer Assisted Language Learning*, 36 (4), 608-640.

- Sönmez, G. and Köksal, O. (2022). A critical overview of English language education policy in Turkey. *Shanlax International Journal of Education*, 11 (1), 1–9.
- Spires, H. A., Paul, C.M., and Kerkhoff, S. N. (2019). Digital literacy for the 21st century. In *Advanced methodologies and technologies in library science, information management, and scholarly inquiry* (pp. 12-21). IGI Global.
- Steiss, J., Tate, T. P., Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., Warschauer, M. (2023). Comparing the quality of human and ChatGPT feedback on students' writing. *Learning and Instruction*, 91, 1-15.
- Sundqvist, P. (2009). *Extramural English matters: Out-of-school English and its impact on Swedish ninth graders' oral proficiency and vocabulary*. Unpublished Doctoral Dissertation. Karlstad University.
- Sundqvist, P. (2011). A possible path to progress: Out-of-school English language learners in Sweden. In P. Benson & H. Reinders (Eds.). *Beyond the language classroom: The theory and practice of informal language learning and teaching* (pp. 106-118). New York: Palgrave Macmillan.
- Sundqvist, P. (2020). Sweden and informal language learning. M. Dressman, and R. Sadler (Eds.), In *The handbook of informal language learning* (pp. 319–332). Hoboken, USA: Wiley-Blackwell.
- Sundqvist, P. and Sylén, L. K. (2014). Language-related computer use: Focus on young L2 English learners in Sweden. *ReCall*, 26 (1), 3–20.
- Sundqvist, P. and Sylén, L. K. (2016). *Extramural English in teaching and learning: From theory and research to practice*. Basingstoke, London: Palgrave Macmillan.
- Sundqvist, P. and Wikström, P. (2015). Out-of-school digital gameplay and in-school L2 English vocabulary outcomes. *System*, 51, 65–76.
- Şahin Kızıl, A. (2017). EFL learners in the digital age: An investigation into personal and educational digital engagement. *RELC Journal*, 48 (3), 373-388.

- Şahin-Kızıl, A. and Savran, Z. (2016). Self-regulated learning in the digital age: An EFL perspective. *Novitas-ROYAL (Research on Youth and Language)*, 10 (2), 147-158.
- Tegge, F. (2017). The lexical coverage of popular songs in English language teaching. *System*, 67, 87–98.
- Teng, (2019). *Autonomy, agency, and identity in teaching and learning English as a foreign language*. Singapore: Springer.
- Toffoli, D. and Sockett, G. (2010). How non-specialist students of English practice informal learning using web 2.0 tools. *La Revue Du Groupe d'Étude et de Recherche En Anglais de Spécialité*, 58, 125–154.
- Toffoli, D. and Sockett, G. (2015) University teachers' perceptions of Online Informal Learning of English (OILE). *Computer Assisted Language Learning*, 28 (1), 7-21.
- Toffoli, D., Sockett, G. and Kusyk, M. (2023). *Language learning and leisure: Informal language learning in the digital age*. Berlin, Boston: De Gruyter Mouton.
- Toffoli, D. and Perrot, L. (2017). Autonomy, the Online Informal Learning of English (OILE) and Learning Resource Centers (LRCs): The relationships between learner autonomy, L2 proficiency, L2 autonomy and digital literacy. In Marco Cappellini, Tim Lewis, Annick Rivens Mompean (Eds.), *Learner autonomy and web 2.0* (pp.198-228). Equinox.
- Topaç, E. (2019). *The effect of metacognitive listening strategy instruction on EFL learners' listening comprehension and awareness levels and the role of TED Talks as a listening resource on students' perceptions*. Unpublished Master's Thesis. Yeditepe University.
- Tragant, E., Pinyana, À., Mackay, J., Andria, M. (2021). Extending language learning beyond the EFL classroom through WhatsApp. *Computer Assisted Language Learning*, 1-30.

- Trilling, B. and Fadel, C. (2009). *21st century skills*. San Francisco: Wiley.
- van Deursen, A.J. and van Dijk, J.A. (2019). The first-level digital divide shifts from inequalities in physical access to inequalities in material access. *New Media and Society*, 21 (2), 354-375.
- Van Dijk, J. (2006). Digital divide research, achievements and shortcomings. *Poetics*, 34, 221–235.
- Van Dijk, J. A. (2020). *The digital divide*. Polity Press, Cambridge.
- van Lier, L. (2008). Agency in the classroom. In J. P. Lantolf & M. E. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 163-186). London: Equinox.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological process*. Cambridge, MA: Harvard University Press.
- Waer, H. (2023). The effect of integrating automated writing evaluation on EFL writing apprehension and grammatical knowledge. *Innovation in Language Learning and Teaching*, 17 (1), 47–71.
- Wang, H. and Chen, C. W. (2020). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 14 (4), 333-346.
- Wilson, E. J. (2006). *The information revolution and developing countries*. MIT Press.
- Wilson, J. (2017). Associated effects of automated essay evaluation software on growth in writing quality for students with and without disabilities. *Reading and Writing*, 30 (4), 691–718.
- Winstone, N. and Boud, D. (2019). Exploring cultures of feedback practice: The adoption of learning-focused feedback practices in the UK and Australia. *Higher Education Research & Development*, 38 (2), 411–425.
- Yigit, G. and Yıldırım, Ö. (2018). Perceptions of ELT students related to learner

autonomy in language learning. *International Journal of Higher Education*, 7 (4), 76-89.

Zeybek, G. (2020). *Multimodal mobile-assisted language learning classroom*

applications: A study in pre-service teacher education. Unpublished Doctoral Dissertation. Anadolu University, Institute of Educational Sciences.

http-1: <https://www.futurelearn.com/info/press-releases/afghanistan-free-education>
(Access Date: 30.12.2022)

http-2: <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2022:212:FIN>
(Access Date: 30.12.2022)

APPENDICES

- Appendix-1** : The Sample of Consent Form
- Appendix-2** : Sample IDLE GP Tasks
- Appendix-3** : List of Digital Sources
- Appendix-4** : The Research Ethics Approval
- Appendix-5** : IDLE Questionnaire (Turkish Version)
- Appendix-6** : IDLE Questionnaire
- Appendix-7** : IDLE Guidance Program Evaluation Questionnaire (Turkish Version)
- Appendix-8** : IDLE Guidance Program Evaluation Questionnaire
- Appendix-9** : Questions for Reflective Journals
- Appendix-10** : Sample Reflective Journals of Participants in the IDLE GP
- Appendix-11** : Semi-Structured Interview Questions
- Appendix-12** : Sample Transcript of the Semi-Structured Interview
- Appendix-13** : IDLE Questionnaire Analysis of IDLE GP Participants
- Appendix-14** : MAXQDA Hierarchical Code-Subcodes Model for the Influence of IDLE GP on IDLE Practice (RQ2)
- Appendix-15** : MAXQDA Hierarchical Code-Subcodes Model for Perceptions and Reflections on the IDLE GP (RQ3)
- Appendix-16** : The Original Turkish Versions of Sample Quotes

Appendix-1: The Sample of Consent Form

FORM 1

Bu çalışma, “İngilizcenin Dijital Ortamda İnfomal Öğrenimi: Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrenciler Üzerine Bir Çalışma” başlıklı bir araştırma çalışması olup İngilizce öğrenen Türk öğrencilerin dijital ortamda infomal bir şekilde dili öğrenmelerine yönelik deneyimlerini araştırmak ve bu doğrultuda dil öğrenenlere yönelik bir rehberlik programı sunmak amacını taşımaktadır. Çalışma, Yeliz KIZILAY tarafından yürütülmekte ve sonuçları ile İngilizcenin Dijital Ortamda İnfomal Öğrenimi alanının gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, bir anket yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz. Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Öğr. Gör. Yeliz KIZILAY’a yönltebilirsiniz.

Araştırmacı adı: Yeliz KIZILAY

Adres:

İş Tel:

Cep Tel:

E-posta adresi:

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

FORM 2

Bu çalışma, **İngilizcenin Dijital Ortamda İnfomal Öğrenimi: Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrenciler Üzerine Bir Çalışma** başlıklı bir araştırma çalışması olup **İngilizce öğrenen Türk öğrencilerin dijital ortamda infomal bir şekilde dili öğrenmelerine yönelik deneyimlerini araştırmak ve bu doğrultuda dil öğrenenlere yönelik bir rehberlik programı sunmak** amacını taşımaktadır. Çalışma, **Yeliz KIZILAY** tarafından yürütülmekte ve sonuçları ile **İngilizcenin Dijital Ortamda İnfomal Öğrenimi alanının** gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, katıldığınız İngilizcenin Dijital Ortamda İnfomal Öğrenimi Üzerine Rehberlik Programı kapsamında haftalık “Yansıtma Raporu” toplanacak, bir “Rehberlik Programı Değerlendirme” anketi uygulanacak ve görüşme yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz. Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Öğr. Gör. Yeliz KIZILAY’a yöneltebilirsiniz.

Araştırmacı adı: Yeliz KIZILAY

Adres:

İş Tel:

Cep Tel:

E-posta adresi:

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabilceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

Appendix-2: Sample IDLE GP Tasks

WEEK 2 - LISTENING TASK

★STEP 1

Choose a digital tool / platform to practice listening skills on your own. Write the sources you selected in the box below.

PART 1 Find digital sources for your English practice like below. Use **IDLE checklist** and evaluate the source. (Öncelikle dinleme alıştırmaları yapmak için aşağıdaki gibi bir dijital kaynak seç. Sonra bu kaynağı kontrol listesini kullanarak değerlendir.)

Listening practice websites

- BBC 6 minutes English (<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english>)
- Ted Talks (<https://www.ted.com/>)

Podcasts

- Nationalgeographic
- Leonardo English
- The English we speak
- Luke's English Podcast
- Comedy Bang Bang

Digital sources you found

-
-



★STEP 2

Go to IDLE checklist and evaluate the digital source you choose. (Seçtiğin kaynağı Dijital Araç Kontrol Listesine göre değerlendir: <https://forms.gle/VKeaAKSoRFNfWysg9> – *Türkçesi için tıklayınız.)

The Digital Source I select;	☒
is relevant to my English learning practice	
is user-friendly	
is motivating	
is up-to-date	
is popular among users (e.g. comments, rating, download)	
is the product of a professional person/team	
shows who is responsible for the contents	
allows me to practice on my own	
allows continuous practice opportunity	
provides information free of errors (no spelling or grammar errors)	

After you complete the checklist, ask these questions to yourself:

- *How many items did I tick off on the list?*

If they are more than 5, you may consider going to study the source you selected. There is no exact number of the items that is needed to be ticked off on the list. However, this will give you an idea about the benefits of the source.

- *Should I use this digital tool?*
- *Is it beneficial for me?*
- *Are the items I ticked off sufficient?*

★STEP 3

Follow the tasks specifically designed to focus on a language skill/area each week.

1) Look at the title/photo/picture in the source.
What is it about? _____

2) Listen to the source once. What is the topic? _____
What are the keywords to understand this listening? _____

3) *(Listen with the transcript / captions)*
2nd Listening: Which things can you understand this time?
_____ (E.g., examples, numbers, names)
Write down new words or phrases you heard _____

4) 3rd Listening: What percentage of it can you understand?
100% - 90% - 80% - 70% - 60% - 50% - 40% - 30% - 20% - 10%
*If it is less than 50% turn back to question 1.

5) What do you remember about the track? Write in a sentence.

★STEP 4

Reflect your experience by writing a journal.

- 1) What did you do/study by using digital tools/platforms you selected this week?
- 2) What do you think about the using digital tools/platforms for your English learning practice? Please explain.
- 3) Did you have any challenges during your English study by using digital tools/platforms you selected? If yes, please explain.



WEEK 6 – VOCABULARY TASK

★STEP 1

Choose a digital tool / platform to practice vocabulary on your own.

PART 1 Find digital sources for your English practice like below. Use **IDLE checklist** and evaluate the source. (Öncelikle kelime alıştırmayı yapmak için aşağıdaki gibi bir dijital kaynak seç. Sonra bu kaynağı kontrol listesini kullanarak değerlendir.)

Digital Sources

- Content creators (YouTube:linguamarina, Instagram: lingogrammers)
- Song lyrics (<https://lyricstraining.com/>)
- <https://visuwords.com/>
- <https://ludwig.guru/>
- <https://idioms.thefreedictionary.com/> (<https://www.youtube.com/c/freedictionary/videos>)
- <http://www.englishvocabularyexercises.com/>
- VoScreen
- Quizlet
- Corpus (COCA, BNC); Apps (Memrise, Duolingo); Music platforms (Spotify)

Digital sources you found

-
-

★STEP 2

Go to IDLE checklist and evaluate the digital source you choose. (Seçtiğin kaynağı Dijital Araç Kontrol Listesine göre değerlendir: <https://forms.gle/VKeaAKSoRFNfWysg9> –

*Türkçesi için tıklayınız.)

The Digital Source I select;	☒
is relevant to my English learning practice	
is user-friendly	
is motivating	
is up-to-date	
is popular among users (e.g. comments, rating, download)	
is the product of a professional person/team	
shows who is responsible for the contents	
allows me to practice on my own	
allows continuous practice opportunity	
provides information free of errors (no spelling or grammar errors)	

After you complete the checklist, ask these questions to yourself:

- *How many items did I tick off on the list?*

If they are more than 5, you may consider going to study the source you selected. There is no exact number of the items that is needed to be ticked off on the list. However, this will give you an idea about the benefits of the source.

- *Should I use this digital tool?*
- *Is it beneficial for me?*
- *Are the items I ticked off sufficient?*

★STEP 3

Follow the tasks specifically designed to focus on a language skill/area each week.

1) Look at the new word/phrase/idiom in the source. Focus on the meaning and how it is used.

2) Can you explain this word to someone clearly?
What do you need to remember it? A picture, symbol, memory? Find a connection to remember it.

4) What percentage of new words can you remember after studying the source?

100% - 90% - 80% - 70% - 60% - 50% - 40% - 30% - 20% - 10%

What can you do to memorize more words?

5) Use at least one new word every day.

★STEP 4

Reflect your experience by writing a journal.

- 1) What did you do/study by using digital tools/platforms you selected this week?
- 2) What do you think about the using digital tools/platforms for your English learning practice? Please explain.
- 3) Did you have any challenges during your English study by using digital tools/platforms you selected? If yes, please explain.



Appendix-3: List of Digital Sources

DIGITAL TOOLS & PLATFORMS FOR PRACTICING ENGLISH OUTSIDE CLASS

YouTube Channels

<https://www.youtube.com/c/LearnEnglishWithTVSeries>

<https://www.youtube.com/c/EnglishSpeakingSuccess>

<https://www.youtube.com/c/linguamarina>

https://www.youtube.com/c/mmmEnglish_Emma

<https://www.youtube.com/c/papateachme>

<https://www.youtube.com/c/EnglishwithLucy/featured>

<https://www.youtube.com/c/ETJEnglish/videos>

<https://www.youtube.com/c/TeacherVanessa>

<https://www.youtube.com/c/LearnEnglishwithCambridge>

<https://www.youtube.com/c/EnglishwithAdriana>

<https://www.youtube.com/c/PronunciationwithEmma/videos>

<https://www.youtube.com/c/%C3%87ilemAkar/videos>

<https://www.youtube.com/c/DemetTuncer>

Websites

<https://www.bbc.co.uk/learningenglish/english/>

https://www.bbc.co.uk/learningenglish/english/features/6-minute-english_2022

<https://learnenglish.britishcouncil.org/>

<https://dictionary.cambridge.org/grammar/british-grammar/>

<https://www.englishclub.com/>

<https://www.ted.com/>

<https://www.ted.com/watch/ted-ed>

<https://lyricstraining.com/>

www.freecollocation.com

<https://www.phonetizer.com/ui>

<https://youglish.com/>

<https://rachelsenglish.com/video-categories/>

<https://elllo.org/video/>

<https://www.rong-chang.com/speak/>

<https://www.eslfast.com/>

<https://ttsreader.com/>

<https://www.evaeaston.com/audio-quizzes/>

<https://www.esl-lounge.com/student/pronunciation.php>

<https://www.cambridgeenglish.org/learning-english/activities-for-learners?skill=pronunciation&rows=12>

<https://sentence.yourdictionary.com/>

<https://www.english-guide.org/>

Audiobooks and Reading Websites

https://www.youtube.com/channel/UCoIdrULeenCQ_d1_-ayFuTA/featured

<https://www.youtube.com/c/BostonEnglishCentre/videos>

<https://www.youtube.com/c/LovelyEnglishStories/videos>

<https://www.youtube.com/c/QUICKENGLISHA1B2/videos>

English for Students (<http://www.english-for-students.com/Short-Stories.html>)

The Fable Cottage (<https://www.thefablecottage.com/>)

www.onlinereadfreebooks.com

www.onlinereadfreenovel.com

www.mentalfloss.com

BBC News (<https://www.bbc.com/news>)

Webtoon (<https://www.webtoons.com/en/>)

Websites for Writing

Grammarly (<http://www.grammarly.com>)

Virtual Writing Tutor (<https://virtualwritingtutor.com>)

www.plot-generator.org.uk

www.writeabout.com

www.writeandimprove.com

<https://learnenglish.britishcouncil.org/skills/writing>

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/>

<https://www.rong-chang.com/writing/>

<https://quillbot.com/>

Thesaurus

<https://www.thesaurus.com/>

<https://www.merriam-webster.com/thesaurus>

<https://dictionary.cambridge.org/tr/thesaurus/>

<https://www.collinsdictionary.com/dictionary/english-thesaurus>

<https://skell.sketchengine.eu/#home?lang=en>

Podcasts

Nationalgeographic

Leonardo English

The English we speak

Luke's English Podcast

Comedy Bang Bang

English Speaking Success

Vocabulary

- Content creators (E.g. YouTube:linguamarina, Instagram: lingogrammers)

- Song lyrics (<https://lyricstraining.com/>)
- <https://visuwords.com/>
- <https://ludwig.guru/>
- <https://idioms.thefreedictionary.com/>
(<https://www.youtube.com/c/freedictionary/videos>)
- <http://www.englishvocabularyexercises.com/>
- VoScreen
- Quizlet
- Corpus (COCA, BNC)
- Apps (Memrise, Duolingo)
- Music platforms (Spotify)

Grammar

- Oxford University Press
(https://elt.oup.com/learning_resources/?cc=tr&sellLanguage=en&mode=hub)
- Cambridge (<https://www.cambridgeenglish.org/learning-english/activities-for-learners/?skill=grammar&rows=12>)
- British Council (<https://learnenglish.britishcouncil.org/grammar>)
- <http://www.tubequizard.com/>
- <http://www.grammargamble.com/>
- <https://www.prologo.net/english/>
- <http://l.georges.online.fr/tools/cloze.html>
- <https://www.grammar-monster.com/>
(https://www.grammar-monster.com/tests/verb_tenses_test.htm)
- <https://www.usingenglish.com/quizzes/>
- <https://www.perfect-english-grammar.com/grammar-exercises.html>
- <https://www.eslgamesworld.com/members/games/levels/index.html>
- <https://www.eslgamesworld.com/GrammarGames.html>
- <http://www.roadtogrammar.com/>

- <https://www.englishclub.com/esl-quizzes/grammar/>

Phonetic Alphabet

- <https://www.ipachart.com/>

- <https://www.englishclub.com/pronunciation/phonemic-chart-ia.htm>

- <https://www.youtube.com/watch?v=G4Z5qngn-48>

- <https://www.youtube.com/watch?v=WU7p-RptAfl>



Appendix-4: The Research Ethics Approval

Evrak Kayıt Tarihi: 15.10.2021	Protokol No: 196233	Tarih: 26.10.2021
--------------------------------	---------------------	-------------------



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Doktora Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	İngilizcenin Dijital Ortamda İnfomal Öğrenimi: Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrenciler Üzerine Bir Çalışma
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. S. İpek KURU GÖNEN
TEZ YAZARI:	Yeliz KIZILAY
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu



Prof. Dr. Saim ÖNCE
(Başkan-İkt. ve İdari Bil. Fak.)

 Prof. Dr. M. Erkan ÜYÜMEZ (Başkan Yardımcısı -İkt. ve İdari Bil. Fak.)	 Prof. Dr. Fatime GÜNEŞ (Edebiyat Fak.)
 Prof. Dr. Yıldız UZUNER (Eğitim Fak.)	 Prof. Dr. İbrahim Cemil ULUKAN (Açıköğretim Fak.)
 Prof. Dr. Hacıdan DEVECİ (Eğitim Fak.)	 Prof. Dr. Erkan YÜKSEL (İletişim Bil. Fak.)

Appendix-5: IDLE Questionnaire (Turkish Version)

İngilizcenin Dijital Ortamda İnfomal Öğrenimi Anketi (Turkish Version)

Değerli Katılımcılar,

Aşağıdaki sorular, Anadolu Üniversitesi İngilizce Eğitimi Programında yürütülmekte olan ve amacı İngilizce öğrenen Türk öğrencilerin sınıf dışındaki dijital ortamlarda İngilizce öğrenimine yönelik deneyimlerini araştıran bir doktora tezi çalışması kapsamında hazırlanmıştır. Anket üç bölümden oluşmaktadır ve sınıf dışı İngilizce öğreniminde dijital araç/ortam (web sayfaları, platformlar, uygulamalar vs.) kullanımlarınıza yönelik deneyimlerinizi düşünerek cevaplayacağınız soruları içermektedir. Vereceğiniz yanıtların içtenliği ve doğruluğu çalışmanın gerçekleşmesi ve İngilizce öğretiminde dijital ortamların etkin bir şekilde geliştirilebilmesi için son derece önemlidir. Gönüllü katılımın esas olduğu bu çalışmadan elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacak, üçüncü şahıslarla kesinlikle paylaşılmayacak ve tüm kişisel bilgileriniz gizli tutulacaktır. Bu ankete vereceğiniz yanıtlar ders notlarınızı ya da akademik başarılarınızı etkilemeyecektir. Herhangi sorunuz olursa aşağıdaki iletişim adreslerinden ulaşabilirsiniz. Katılımınız ve değerli katkınız için şimdiden teşekkür ederiz.

Öğr. Gör. Yeliz Kızılay

Danışman: Doç. Dr. S. İpek Kuru Gönen

BÖLÜM 1: Kişisel bilgiler

- A. Aşağıdaki soruları yanıtlayınız. Çalışmanın amaçları doğrultusunda gelişiminizin takip edilmesi için öğrenci numaranızı ya da belirleyeceğiniz rumuzunuzu kullanabilirsiniz. Öğrenci numaranız / Rumuz _____

Fakülteniz / Bölümünüz _____

Cinsiyetiniz _____

Yaşınız _____

Kaç yıldır İngilizce öğrenmektesiniz?

☐0-4 yıl ☐5-9 yıl ☐10-14 yıl ☐15 yıl ve üzeri

Sınıf dışında dijital araçları/ortamları kullanarak günde (tahmini) kaç saat İngilizce çalışmaktasınız?

☐Hiç çalışmıyorum ☐0-2 saat ☐3-5 saat ☐6 saat ve üzeri

B. Aşağıda yer alan soruları yanıtlayınız.

	Evet	Hayır
Bilgisayarınız var mı?		
Akıllı telefonunuz var mı?		
Tabletiniz var mı (ör; iPad)?		
Sınıf dışında İngilizce çalışmak için internet erişiminiz var mı?		
İnternet erişiminiz varsa, bu erişim sınıf dışında İngilizce çalışmanız için yeterli mi?		



BÖLÜM 2: Dijital araçların kullanım çeşitliği ve sıklığı

A. Sınıf dışında İngilizce bilginizi geliştirmek için aşağıdaki dijital araçlardan/ortamlardan hangilerini, ne sıklıkta kullanmaktasınız?

Dijital araçlar/ortamlar	Her gün / neredeys her gün	Haftada en az bir kez	Ayda en az bir kez	Nadiren	Hiçbir zaman
Sosyal ağ platformları (ör; Twitter, Instagram, Facebook, TikTok)					
Bloglar (ör; Espresso English Blog)					
Video paylaşım siteleri (ör; YouTube, Vimeo)					
Çevrimiçi haber siteleri (ör; BBC News, Reuters)					
Çevrimiçi oyunlar (bilgisayarda/akıllı telefonda/sosyal ağlarda)					
Web tabanlı sözlükler (ör; Tureng, Cambridge Dictionary)					
Podcast (ör; BBC, Nationalgeographic)					
Çeviri siteleri (ör; Google translate)					
İngilizce ders çalışma siteleri (ör; British Council Learn English)					
Kelime uygulamaları (ör; Memrise, Duolingo; VoScreen)					
Platformlarda diziler ve filmler (ör; Netflix)					
Dil öğretimine özel eğitimsel video bloglar/vloglar (ör; ETJ English)					
Dil öğretimine özel çevrimiçi canlı yayım dersler (ör; YouTube-English Speaking Success)					
Sesli kitaplar (ör; Audible, Scribd)					
Müzik ve şarkı platformları (ör; Spotify)					
Şarkı sözleri (ör; Lyricstraining)					
Sözlü/yazılı dil veri tabanı (Derlem/Corpus) (ör; COCA, BNC)					
Sunum platformları (ör; TED Talks)					
Yazma uygulamaları (ör; Grammarly)					
Çizgi romanlar ve karikatür platformları (ör; Webtoon)					

Yukarıda belirtilmeyen ve eklemek istediğiniz diğer dijital araçlar/ortamlar var ise lütfen aşağıya ilgili aracı ve ne kadar sıklıkta kullandığınızı yazınız.

- B.** Sınıf dışında İngilizcenizi geliştirmek için dijital araçları/ortamları seçerken belli kriterleri göz önünde bulunduruyor musunuz? Bu kriterler nelerdir? (Ör; öğretmen yönlendirmesi, arkadaş tavsiyesi, kişisel tercihler vb.)

BÖLÜM 3: Motive eden ve engelleyen faktörler

- A.** Sınıf dışında İngilizce öğrenmek için dijital araçları/ortamları (web sayfaları, platformlar, uygulamalar vs.) kullanmada sizi motive eden nedenleri işaretleyiniz?

	☒
Daha iyi kompozisyon (essay) yazmak için İngilizce becerilerimi geliştirmek istiyorum.	
İngilizce konuşma becerilerimi geliştirmek istiyorum.	
Okuma becerilerimi geliştirmek istiyorum.	
Dinleme becerilerimi geliştirmek istiyorum.	
Grammer bilgimi geliştirmek istiyorum.	
Kelime öğrenmek istiyorum.	
Telaaffuzumu geliştirmek istiyorum.	
Tandığım yabancı insanlarla iletişimde olmak istiyorum.	
Öğretmenim ve sınıf arkadaşlarım ile İngilizce iletişim kurmak istiyorum.	
Yeni arkadaşlar edinmek istiyorum.	
Yeni bilgiler öğrenmek istiyorum.	
Hobilerimi gerçekleştirmek istiyorum. (ör; İngilizce müzik dinlemek)	
İngilizce derslerimde iyi notlar almak istiyorum.	
Arkadaşlarımın yararlı gördüğü sınıf dışı dijital araçları/ortamları kullanmak istiyorum.	
Öğretmenimin yararlı gördüğü sınıf dışı dijital araçları/ortamları kullanmak istiyorum.	

➤ Diğer:

- B.** Sınıf dışında İngilizce öğrenmek için dijital araçları/ortamları (web sayfaları, platformlar, uygulamalar vs.) kullanmada nedenleriniz nelerdir?

	☒
Sınıf dışında internet erişimi olan bir dijital aracım (bilgisayar, tablet, akıllı telefon vb.) yok.	
Sınıf dışında internet erişimim sınırlı / kotalı.	
Sınıf dışında dijital araçları/ortamları kullanarak yaptığım ödevler başarı notuna katılmadığı için gerek duymam.	
Çok fazla ödevim oluyor bu nedenle bireysel çalışmaya zamanım kalmıyor.	
Dijital araçları/ortamları nasıl kullanacağımı bilmiyorum.	
Sınıf dışı dijital araçları/ortamları kullanırken kendime güvenmiyorum.	
Kişisel gizlilik açısından endişe duyuyorum ve kişisel bilgilerimi çevrimiçi olarak paylaşmak istemiyorum. (ör; gerçek adım, fotoğrafım)	
Dijital araçların/ortamların kullanımı için gereken masrafların pahalı olduğunu düşünüyorum. (ör; üyelik ücreti, internet vb.)	

➤ Diğer:

Bu anketin ardından, bazı gönüllü öğrencilere dijital araçların/ortamların sınıf dışı İngilizce öğreniminde kullanımına yönelik kısa süreli bir rehberlik programı yapılacaktır. Eğer bu ücretsiz çalışma ile ilgileniyor iseniz lütfen aşağıya adınızı ve e-posta adresinizi yazınız.

Appendix-6: IDLE Questionnaire

PART 1: Demographic information

A. Please complete the sections below.

Student number / Nickname _____

Faculty / Department _____

Gender _____

Age _____

How long have you been learning English?

☐ 0-4 years ☐ 5-9 years ☐ 10-14 years ☐ 15 years and more

How many hours a day do you study English using digital tools/platforms outside the classroom?

☐ None ☐ 0-2 hours ☐ 3-5 hours ☐ 6 hours and more

B. Please answer the questions below.

	Yes	No
Do you own a computer?		
Do you own a smartphone?		
Do you own a tablet (e.g. iPad)?		
Do you have Internet access to study English outside the classroom?		
If you have access to the Internet, is it enough for you to study English outside the classroom?		

PART 2: Diversity and frequency of digital tool use for IDLE

A. Which digital tools do you use to improve your English out of class? How often do you use these digital tools below to improve your English out of class?

Digital tools/platforms	Daily / Almost daily	At least once a week	At least once a month	Rarely	Never
Social networking sites (e.g. Twitter, Instagram, Facebook, TikTok)					
Blogs (e.g. Espresso English Blog)					
Video sharing sites (e.g. YouTube, Vimeo)					
Online news sites (e.g. BBC News, Reuters)					
Online games (on computer/smartphone/social networks)					
Web-based dictionaries (e.g. Tureng, Cambridge Dictionary)					
Podcasts (e.g. BBC, Nationalgeographic)					
Translation sites (e.g. Google translate)					
English self-study sites (e.g. British Council Learn English)					
Vocabulary Apps (e.g. Memrise, Duolingo, VoScreen)					
Series and films on video streaming platforms (e.g. Netflix)					
Educational Vlogs for Language Learning (e.g. ETJ English)					
Live classes of Edutubers (e.g. YouTube-English Speaking Success)					
Audiobooks (e.g. Audible, Scribd)					
Platforms for music, songs (e.g. Spotify)					
Song lyrics (e.g. Lyricstraining)					
Corpus (e.g. COCA, BNC)					
Presentation platforms (e.g. TED Talks)					
Writing Apps or assistants (e.g. Grammarly)					
Comics or Cartoon platforms (e.g. Webtoon)					

If there are other digital tools/platforms not mentioned above that you would like to add, please write below the relevant digital source and how often you use it.

- C. Do you follow some criteria while choosing a digital tool to improve your English out of class? What are they? (E.g. teacher guidance, peer advice, personal interests, etc.)

PART 3: Motivating and deterring factors for IDLE

- A. What motivates you to use digital tools in learning English out of the classroom?

	☒
I want to improve my English skills to write better essays.	
I want to improve my English speaking skills.	
I want to improve my reading skills.	
I want to improve my listening skills.	
I want to improve my grammar.	
I want to learn vocabulary.	
I want to improve my pronunciation.	
I want to contact with foreign people that I know.	
I want to communicate with my classmates and teacher in English.	
I want to make new friends.	
I want to get new information.	
I want to enjoy my hobbies (e.g. listening to English music).	
I want to get better grades in my English class(es).	
I want to use digital tools/platforms that my friends say are useful.	
I want to use digital tools/platforms that my teacher says are useful.	

➤ Other:

- B. What discourages you from using digital tools in learning English out of the classroom?

	☒
I don't have a digital tool (computer, tablet, smartphone, etc.) with internet access outside the classroom.	
I have limited/quota internet access outside the classroom.	
I don't need to do homework outside the classroom using digital sources since it isn't graded.	
I have too much homework so do not have time to do self-study.	
I don't know how to use digital tools/platforms.	
I don't feel confident using digital tools/platforms	
I am worried about privacy and I don't want to share my personal information online (e.g. real name, photo)	
It is too expensive (e.g. membership fees, internet, etc.)	

➤ Other:

Following this questionnaire, some volunteer students will be given a guidance program on the use of digital tools/platforms in English language learning outside the classroom. If you want to take part in this free program, please write your name and e-mail address below.

Appendix-7: IDLE Guidance Program Evaluation Questionnaire (Turkish Version)

İngilizcenin Dijital Ortamda İnfomal Öğrenimi Üzerine Rehberlik Eğitimi Programı (IDLE Guidance Program) Değerlendirme Anketi (Turkish Version)

Değerli Katılımcılar,

Aşağıdaki sorular, Anadolu Üniversitesi İngilizce Eğitimi Programında yürütülmekte olan ve amacı İngilizce öğrenen Türk öğrencilerin sınıf dışındaki dijital ortamlarda İngilizce öğrenimine yönelik deneyimlerini araştıran bir doktora tezi çalışması kapsamında hazırlanmıştır. Anket beş bölümden oluşmaktadır ve rehberlik eğitiminin ardından sınıf dışı İngilizce öğreniminde dijital araç/ortam (web sayfaları, platformlar, uygulamalar vs.) kullanımına yönelik deneyimlerinizi düşünerek cevaplayacağınız soruları içermektedir. Vereceğiniz yanıtların içtenliği ve doğruluğu çalışmanın gerçekleşmesi ve İngilizce öğretiminde dijital ortamların etkin bir şekilde geliştirilebilmesi için son derece önemlidir. Gönüllü katılımın esas olduğu bu çalışmadan elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacak, üçüncü şahıslarla kesinlikle paylaşılmayacak ve tüm kişisel bilgileriniz gizli tutulacaktır. Bu ankete vereceğiniz yanıtlar ders notlarınızı ya da akademik başarınızı etkilemeyecektir. Herhangi sorunuz olursa aşağıdaki iletişim adreslerinden ulaşabilirsiniz. Katılımınız ve değerli katkınız için şimdiden teşekkür ederiz.

Öğr. Gör. Yeliz Kızılay

Danışman: Doç. Dr. S. İpek Kuru Gönen

BÖLÜM 1: Kişisel bilgiler

- A. Aşağıdaki soruları yanıtlayınız. Çalışmanın amaçları doğrultusunda gelişiminizin takip edilmesi için öğrenci numaranızı ya da belirleyeceğiniz rumuzunuzu kullanabilirsiniz.

Öğrenci numaranız / Rumuz _____

Fakülteniz / Bölümünüz _____

Cinsiyetiniz _____

Yaşınız _____

Kaç yıldır İngilizce öğrenmektesiniz?

☐0-4 yıl ☐5-9 yıl ☐10-14 yıl ☐15 yıl ve üzeri

Sınıf dışında dijital araçları/ortamları kullanarak günde (tahmini) kaç saat İngilizce çalışmaktasınız?

☐Hiç çalışmıyorum ☐0-2 saat ☐3-5 saat ☐6 saat ve üzeri

BÖLÜM 2: Dijital araçların kullanım çeşitliği ve sıklığı

A. Sınıf dışında İngilizcenizi geliştirmek için hangi dijital araçları/ortamları en az bir kere kullandınız ve hangi sıklıkta kullandınız?

Dijital araçlar/ortamlar	Her gün / neredeyse her gün	Haftada en az bir kez	Ayda en az bir kez	Nadiren	Hiçbir zaman
Sosyal ağ platformları (ör; Twitter, Instagram, Facebook, TikTok)					
Bloglar (ör; Espresso English Blog)					
Video paylaşım siteleri (ör; YouTube, Vimeo)					
Çevrimiçi haber siteleri (ör; BBC News, Reuters)					
Çevrimiçi oyunlar (bilgisayarda/akıllı telefonda/sosyal ağlarda)					
Web tabanlı sözlükler (ör; Tureng, Cambridge Dictionary)					
Podcast (ör; BBC, Nationalgeographic)					
Çeviri siteleri (ör; Google translate)					
İngilizce ders çalışma siteleri (ör; British Council Learn English)					
Kelime uygulamaları (ör; Memrise, Duolingo; VoScreen)					
Platformlarda diziler ve filmler (ör; Netflix)					
Dil öğretimine özel eğitimsel video bloglar/vloglar (ör; ETJ English)					
Dil öğretimine özel çevrimiçi canlı yayın dersler (ör; YouTube-English Speaking Success)					
Sesli kitaplar (ör; Audible, Scribd)					
Müzik ve şarkı platformları (ör; Spotify)					
Şarkı sözleri (ör; Lyricstraining)					
Sözlü/yazılı dil veri tabanı (Derlem/Corpus) (ör; COCA, BNC)					
Sunum platformları (ör; TED Talks)					
Yazma uygulamaları (ör; Grammarly)					
Çizgi romanlar ve karikatür platformları (ör; Webtoon)					

Yukarıda belirtilmeyen ve eklemek istediğiniz diğer dijital araçlar/ortamlar var ise lütfen aşağıya ilgili aracı ve ne kadar sıklıkta kullandığınızı yazınız.

BÖLÜM 3: Araçların etkililiği

A. Dijital ortamda İngilizce öğrenimine yönelik rehberlik programı başladığından bu yana kullanmış olduğunuz dijital araçları/ortamları (web sayfaları, platformlar, uygulamalar vs.) düşününüz. Aşağıdaki soruları en az üç aracın/ortamın adını yazarak lütfen cevaplayınız.

Kullanımını en kolay bulduğunuz üç dijital aracı/ortamı yazınız.

1. 2. 3.

Kullanımını en zor bulduğunuz üç dijital aracı/ortamı yazınız.

1. 2. 3.

İngilizce öğrenmek için en çok yararlı bulduğunuz üç dijital aracı/ortamı yazınız.

1. 2. 3.

İngilizce öğrenmek için en az yararlı bulduğunuz üç dijital aracı/ortamı yazınız.

1. 2. 3.

Gelecekte İngilizce öğrenmek için kullanmayı düşündüğünüz üç aracı/ortamı yazınız.

1. 2. 3.

BÖLÜM 4: Motive eden ve engelleyen faktörler

A. Rehberlik programı sırasında dijital araçları/ortamları (web sayfaları, platformlar, uygulamalar vs.) kullanmanın İngilizce öğrenmeniz üzerindeki etkileri nelerdi?

	☒
Daha iyi kompozisyon (essay) yazmak için İngilizce becerilerimi geliştirebildim.	
İngilizce konuşma becerilerimi geliştirebildim.	
Okuma becerilerimi geliştirebildim.	
Dinleme becerilerimi geliştirebildim.	
Grammer bilgimi geliştirebildim.	
İngilizce kelime dağarcığımı genişletebildim.	
İngilizce telaffuzumu geliştirebildim.	
Tandığım yabancı insanlarla iletişim kurabildim.	
Öğretmenim ve sınıf arkadaşlarım ile İngilizce iletişim kurabildim.	
Yeni arkadaşlar edinebildim.	
Yeni bilgiler öğrenebildim.	
Hobilerimi gerçekleştirebildim. (ör; İngilizce müzik dinlemek)	
İngilizce derslerimde iyi notlar alabildim.	
Arkadaşlarımın yararlı gördüğü sınıf dışı dijital araçları/ortamları kullanabildim.	
Öğretmenimin yararlı gördüğü sınıf dışı dijital araçları/ortamları kullanabildim.	

➤ Diğer:

B. Rehberlik programı sırasında İngilizce dijital araçları/ortamları (web sayfaları, platformlar, uygulamalar vs.) kullanmada sizi engelleyen nedenler nelerdi?

	☒
Sınıf dışında internet erişimi olan bir dijital aracım (bilgisayar, tablet, akıllı telefon vb.) yoktu.	
Sınıf dışında internet erişimim sınırlıydı / kotalıydı.	
Sınıf dışında dijital araçları/ortamları kullanarak yaptığım ödevler başarı notuna katılmadığı için gerek duymadım.	
Çok fazla ödevim oldu bu nedenle bireysel çalışmaya zamanım kalmadı.	
Sınıf dışı dijital araçları/ortamları kullanarak diğer kişilerle İngilizce konuşmamı geliştirebileceğimi düşünmedim.	
Dijital araçları/ortamları nasıl kullanacağımı bilmiyordum.	
Sınıf dışı dijital araçları/ortamları kullanırken kendime güvenmiyordum.	
Bu dijital araçlar/ortamlar İngilizcemi geliştirmek için yararlı değildi.	
Kişisel gizlilik açısından endişe duydum ve kişisel bilgilerimi çevrimiçi olarak paylaşmak istemedim. (ör; gerçek adım, fotoğrafım)	
Dijital araçların/ortamların kullanımı için gereken masraflar pahalıydı. (ör; üyelik ücreti, internet vb.)	

➤ Diğer:

C. Rehberlik programına başlamanızdan itibaren İngilizce çalışma şeklinizde herhangi bir değişiklik oldu mu? Lütfen program öncesindeki süreç ile şu andaki çalışma şeklinizi karşılaştırınız ve aşağıdaki cümleleri bu doğrultuda yanıtlayınız.

	☒
Şu an çok daha çeşitli dijital araçlar/ortamlar kullanıyorum.	
İngilizce öğrenmek için dijital araçları/ortamları şu an daha sık kullanıyorum.	
İngilizce öğrenmek için dijital araçlarda/ortamlarda harcadığım süre uzadı.	
İngilizce öğrenmek için dijital araçları/ortamları nasıl kullanacağım konusunda şu an daha iyiyim.	
İngilizce öğrenmek için dijital araçları/ortamları kullanma konusunda şu an daha güven duyuyorum.	
İngilizce öğrenme amaçlarıma uygun dijital araç/ortam seçiminde daha iyiyim.	

➤ Eğer öğrenme deneyimlerinizde başka değişiklikler olduysa, lütfen aşağıya yazınız.

BÖLÜM 5: Araçlara karar verme

A. Sınıf dışında İngilizcenizi geliştirmek için dijital araç/ortam seçerken ne tür kriterleri göz önünde bulundurdunuz?

B. Dijital araç kontrol listesini (IDLE checklist) kullandınız mı?

Bu kontrol listesini kullandıysanız, size yardımcı oldu mu? Nasıl?

➤ Bu anketin ardından, bazı gönüllü öğrencilere dijital araçları/ortamları sınıf dışı İngilizce öğreniminde kullanma deneyimine yönelik bir görüşme yapılacaktır. Eğer bu görüşmeye katılmak isterseniz lütfen aşağıya adınızı ve e-posta adresinizi yazınız.

Appendix-8: IDLE Guidance Program Evaluation Questionnaire

PART 1: Demographic information

A. Please complete the sections below.

Student number / Nickname _____

Faculty / Department _____

Gender _____

Age _____

How long have you been learning English?

☐ 0-4 years ☐ 5-9 years ☐ 10-14 years ☐ 15 years and more

How many hours a day do you study English using digital tools/platforms outside the classroom?

☐ None ☐ 0-2 hours ☐ 3-5 hours ☐ 6 hours and more

PART 2: Diversity and frequency of digital tool use for IDLE

A. Which digital tools did you use at least once to improve your English out of class? How often did you use these to improve your English out of class?

Digital tools/platforms	Daily / Almost daily	At least once a week	At least once a month	Rarely	Never
Social networking sites (e.g. Twitter, Instagram, Facebook, TikTok)					
Blogs (e.g. Espresso English Blog)					
Video sharing sites (e.g. YouTube, Vimeo)					
Online news sites (e.g. BBC News, Reuters)					
Online games (on computer/smartphone/social networks)					
Web-based dictionaries (e.g. Tureng, Cambridge Dictionary)					
Podcasts (e.g. BBC, Nationalgeographic)					
Translation sites (e.g. Google translate)					
English self-study sites (e.g. British Council Learn English)					
Vocabulary Apps (e.g. Memrise, Duolingo, VoScreen)					
Series and films on video streaming platforms (e.g. Netflix)					
Educational Vlogs for Language Learning (e.g. ETJ English)					
Live classes of Edutubers (e.g. YouTube-English Speaking Success)					
Audiobooks (e.g. Audible, Scribd)					
Platforms for music, songs (e.g. Spotify)					
Song lyrics (e.g. Lyricstraining)					
Corpus (e.g. COCA, BNC)					
Presentation platforms (e.g. TED Talks)					
Writing Apps or assistants (e.g. Grammarly)					
Comics or Cartoon platforms (e.g. Webtoon)					

If there are other digital tools/platforms not mentioned above that you would like to add, please write below the relevant digital source and how often you used it.

PART 3: Efficiency of IDLE tools

B. Think about the digital tools/platforms (web pages, platforms, apps, etc.) you have used since the start of the IDLE Guidance Program. Please answer the following questions by naming at least three tools/platforms.

Write the names of digital tools/platforms you find easiest to use.

1. 2. 3.

Write the names of digital tools/platforms you find most difficult to use.

1. 2. 3.

Write the names of digital tools/platforms you find most useful for learning English.

1. 2. 3.

Write the names of digital tools/platforms you find least useful for learning English.

1. 2. 3.

Write the names of digital tools/platforms you want to use in the future to learn English.

1. 2. 3.

PART 3: Motivating and deterring factors for IDLE

A. What motivates you to use digital tools in learning English out of the classroom?

	☒
I could improve my English skills to write better essays.	
I could improve my English speaking skills.	
I could improve my reading skills.	
I could improve my listening skills.	
I could improve my grammar.	
I could learn vocabulary.	
I could improve my pronunciation.	
I could contact with foreign people that I know.	
I could communicate with my classmates and teacher in English.	
I could make new friends.	
I could get new information.	
I could enjoy my hobbies (e.g. listening to English music).	
I could get better grades in my English class(es).	
I could use digital tools/platforms that my friends say are useful.	
I could use digital tools/platforms that my teacher says are useful.	

➤ Other:

B. What discourages you from using digital tools in learning English out of the classroom?

	☒
I didn't have a digital tool (computer, tablet, smartphone, etc.) with internet access outside the classroom.	
I had limited/quota internet access outside the classroom.	
I didn't need to do homework outside the classroom using digital sources since it isn't graded.	
I had too much homework so do not have time to do self-study.	
I didn't think I could improve my English speaking with others by using digital sources outside the classroom.	
I didn't know how to use digital tools/platforms.	
I didn't feel confident using digital tools/platforms	
These digital tools/platforms were not useful to improve my English.	
I was worried about privacy and I didn't want to share my personal information online (e.g. real name, photo)	
It was too expensive (e.g. membership fees, internet, etc.)	

➤ Other:

D. Has there been any change in the way you study English since you started the guidance program? Please compare the before and after the program in terms of the way you study and answer the following sentences accordingly.

	☒
I use a much more various digital tools/platforms now.	
I use digital tools/platforms more often to learn English.	
The time I spend on digital tools/platforms to learn English has increased.	
I am better at how to use digital tools/platforms to learn English now.	
I have more confidence using digital tools/platforms in English now.	
I am better at selecting digital tools/platforms that are suitable for my English goals.	

➤ If there have been other changes in your learning experience, please write below.

PART 5: Deciding on IDLE sources

A. What criteria did you consider when choosing digital tools/platforms to improve your English outside the classroom?

B. Did you use the IDLE checklist?

If yes, did it help you? How?

➤ Following this questionnaire, some volunteer students will be interviewed about the use of digital tools/platforms in English language learning outside the classroom. If you want to take part in the interview, please write your name and e-mail address below.

Appendix-9: Questions for Reflective Journals

Turkish:

Öğrencinin Adı Soyadı:

Tarih:

Rapor no:

Seçtiğiniz dijital araç(lar) nelerdir? :

1. Bu hafta seçtiğiniz dijital araçları/ortamları kullanarak İngilizce öğrenme üzerine neler çalıştınız?
2. İngilizce çalışmalarınız için bu hafta seçtiğiniz dijital araçların/ortamların kullanımı hakkında ne düşünüyorsunuz? Açıklayınız.
3. Sınıf dışı İngilizce çalışmanız sırasında seçtiğiniz dijital araçlar/ortamlar ile ilgili karşılaştığınız bir sorun oldu mu? Evet, ise, belirtiniz.

English:

Student Name Surname:

Date:

Report no:

What are the digital tools you have chosen? :

1. What did you study for learning English by using digital tools/platforms you chose?
2. What do you think about the use of digital tools/platforms you chose this week for your English practice? Please explain.
3. Have you encountered any problems with the digital tools/platforms you chose during your out-of-class English studies? If yes, please explain.

Appendix-10: Sample Reflective Journals of Participants in the IDLE GP

Öğrencinin Adı Soyadı: S5

Tarih: 22.03.2022

Rapor no: 30

Seçtiğiniz dijital araç(lar) nelerdir? :

Quillbot, plot generator, write and improve

1. Bu hafta seçtiğiniz dijital araçları/ortamları kullanarak İngilizce öğrenme üzerine neler çalıştınız?

Plot generator'da seçtiğim konularla bir masal oluşturdum, kısa olmasını beklerken site cidden uzun bir masal oluşturdu ve inceleyerek reading de yaptım. Write and improve'da verdikleri konudan paragraf yazmayı denedim, Quillbot'u ise çoğunlukla cümleleri kafamda olduğu haliyle yazıp nerelerde hata yaptığıma bakmak için kullandım.

2. İngilizce çalışmalarınız için bu hafta seçtiğiniz dijital araçların/ortamların kullanımı hakkında ne düşünüyorsunuz? Açıklayınız.

Plot generator beklediğimden de iyiydi, farklı söz öbekleri kullanarak (mesela "To make matter worse,... " gibi daha sonra kullanabileceğimi düşündüklerimi de not aldım) güzel bir masal oluşturmuşlardı. Eğlenceli bir etkinlikti. Write and improve'u ise bu aralar daha da sık kullanmaya karar verdim. Writing yazımımı sınavlardan önce biraz da geliştireceğini düşünüyorum.

3. Sınıf dışı İngilizce çalışmanız sırasında seçtiğiniz dijital araçlar/ortamlar ile ilgili karşılaştığınız bir sorun oldu mu? Evet, ise, belirtiniz.

Daha önceden karşılaştığım bir sorun Grammarly'nin bazı basit hatalar için bile premium üyelik istemesiydi. Bu yüzden artık daha çok Quillbot'un grammar checker kısmını kullanıyorum.

Appendix-11: Semi-Structured Interview Questions

Turkish:

1. Sınıf dışında kullandığınız dijital araçları/ortamları İngilizce öğrenmek için kullanma konusunda ne düşünüyorsunuz?
2. Sınıf dışı İngilizce çalışmalarında dijital araçları/ortamları kullanmanın üstünlük ve sınırlılıkları nelerdir?
3. Sınıf dışı İngilizce çalışmalarında dijital araçları/ortamları kullanırken herhangi bir desteğe ihtiyaç duyuyor musunuz? Varsa açıklayınız.
4. Dijital araçları/ortamları kullanarak sınıf dışı İngilizce öğrenimi konusunda önerileriniz nelerdir?
5. Sınıf dışı İngilizce çalışmalarında dijital araçları/ortamları ileride kullanmak ister misiniz ya da kullanmaya devam etmeyi düşünüyor musunuz? Neden?
6. Sınıf dışı İngilizce çalışmalarında dijital araçları/ortamları kullanma konusunda katıldığınız Rehberlik Programı hakkında neler düşünüyorsunuz?
 - 6a. Programın etkililiği hakkında neler düşünüyorsunuz?
 - 6b. Dijital araç kontrol listesinin (IDLE checklist) rolü hakkında neler düşünüyorsunuz?
 - 6c. Haftalık yönlendirmeler hakkında neler düşünüyorsunuz?

English:

1. What do you think about using the digital tools/platforms you use outside the classroom for learning English?
2. What are the advantages and disadvantages of using digital tools/platforms in out-of-class English studies?
3. Do you need any support when using digital tools/platforms for your English studies outside the classroom? If so, please explain.
4. What are your suggestions for learning English outside the classroom using digital tools/platforms?
5. Do you want to use digital tools/platforms in the future or do you plan to continue using them for studying English outside the classroom? Why?
6. What do you think about the guidance program you attended which was about using digital tools/platforms for out-of-class English studies?

- 6a. What do you think about the effectiveness of the program?
- 6b. What do you think about the role of the IDLE Checklist?
- 6c. What do you think about weekly guidelines?



Appendix-12: Sample Transcripts of the Semi-Structured Interview

Sample Transcript from the Interview with S3

Researcher: Sınıf dışında kullandığınız dijital araçları/ortamları İngilizce öğrenmek için kullanma konusunda ne düşünüyorsunuz?

S3: Hocam öncelikle mesela ben çok fazla kaynak bilmiyordum. Hem hazırlıkta okuyorum evet şu an ama yani tabii kendi hocalarımız da söylüyor yani ama o yeterli olmuyor yani, sizin söyledikleriniz kadar hem yeterli olmuyor hem kendi derste işlememiz gereken bir müfredat var, onlar da anlatıyor kendilerince haklılar. Ama sizin kadar ayrıntılı anlatamıyorlar maalesef. O uygulamaları işte siz tek tek açtınız, anlattınız bize. Sorduğumuz bir soru olduğunda yine cevapladınız, danışmak istediğimizde falan. O konuda yardımcı oldunuz. O güzeldi mesela. Biz okulda böyle birçok imkanımız yoktu yani hazırlık da okusak yine bu kadar imkanımız yok uygulamalar çünkü bayağı şey oldu bizim için önemli. Bir de hani bizi geliştirmesi açısından da önemli. Benim için yararlı oldu.

Researcher: Peki program sonunda bu konuda bir değişiklik olduğunu düşünüyor musun?

S3: Mesela hocam sizin gösterdiğiniz uygulamalardan çok fazla bilmiyordum dediğim gibi. Bildiğim iki tane falandı. Şimdi mesela hepsini tabii ki kullanamıyorum şöyle bir durum var, çok fazla seviyem de iyi olmadığı için ama hani mesela oturup bir ders çalışmaya başladığım zaman aa diyorum hani şu uygulamayı kullanacağım artık, şunu hoca göstermişti, biraz da şuna bakayım, bunu deneyeyim. Hem kendimi çalışırken beni biraz motive ediyor böyle heyecanlandırıyor. Hem de bir şeyler öğrenmiş oluyorum. Böyle şey gibi oluyor, sanki bir hobi yaparsın da mutlu olursun ya, ondan keyif alırsın, bana öyle geliyor.

Researcher: Sınıf dışı İngilizce çalışmalarında dijital araçları/ortamları kullanmanın üstünlük ve sınırlılıkları -yani avantajları ve dezavantajlar- nelerdir sence?

S3: Avantajları bir kere şey yani ders çalışırken daha fazla uygulamayı kullanıyoruz. Bu da bizim yararımıza oluyor. Bir kelimenin işte diğer anlamlarını da öğreniyorsun, orada uygulamada. Mesela ben şarkı dinlerken, o gösterdiğiniz Lyricstraining mesela, ben onu

dinliyorum. Şarkı dinlerken bir yandan da onu kullanıyorum. Şöyle oluyor hem keyif alıyorum hem de yararlı oluyor. Bilmediğim kelimeleri orada görüyorum. Şarkının içinde dinlemek daha da güzel, keyifli oluyor benim için. Günlük hayatımda da aslında böyle. Beni keyiflendiriyor. Ders çalışırken de mesela bilmediğimiz işte kelimeler olduğu zaman onları şey yapıyorum farklı anlamlarını öğreniyorum. Farklı böyle görsellerle. Hani o uygulamada gösterdiği şekillerde görünce, daha böyle akılda kalıcı oluyor o türden, bu avantajlarıydı yani.

Researcher: Dezavantajı var mı sence?

S3: Dezavantajı, yani belki şöyle denebilir, dezavantaj gibi de demeyeyim, şöyle diyebilirim. Birden çok uygulama gösterdiğiniz için insan böyle hangisinden başlayacağını şaşıyor, şöyle oluyor yani çok fazla seçenek olduğu için şöyle diyorsun şunu mu yapsam bunu mu yapsam Aman diyorsun sonra, hiçbirine mi acaba bakmasam gibi bir şey oluyor. Dezavantajı öyle oluyor. Mesela içine girip kullandığımda bana kalırsa hiçbir dezavantajı yok. Hepsinin bir yararı var yani. Ama çok seçenek olduğu için insan biraz kararsız kalıyor.

Researcher: Sınıf dışı İngilizce çalışmalarında dijital araçları/ortamları kullanırken herhangi bir desteğe ihtiyaç duyuyor musun peki?

S3: Belki biraz yeterli olmayabilir Hocam. Çünkü bizler okulda da speaking sınavlarından mesela daha düşük alıyoruz ama yazılı sınavlarda hep daha yüksek alıyoruz. Speaking belki sizin gösterdikleriniz arasında evet biraz daha eksik kalıyor. Ben mesela kelime öğrenme açısından bu uygulamaların bana çok yararlı olacağını düşündüm, zaten oldu da yani. Ben ders çalışırken sınavlara çalışırken, günlük hayatımda yine kullanıyorum. Devam ediyorum kullanmaya. Ama speaking birazcık tabi şey, eksik kalıyor diyebilirim.

Researcher: Peki dijital araçları/ortamları kullanarak sınıf dışı İngilizce öğrenimi konusunda önerilerin nelerdir?

S3: Önerilerim şöyle olabilir, mesela bir uygulamayı kullanmadan önce yani, mesela dedim ya insan nasıl kullanacağını bilemiyor, siz mesela gösterdiniz ayrıntılı bir şekilde, öyle bir şey olmalı öneri derken. Ya da site çok açıklayıcı olmalı. Yani kullandığımı uygulama ya da site. İnsan ne yapacağını, nasıl başlayacağını bilerek başlamalı, önerim

bu. Zaten İngilizce çalışan bir insan onu nasıl kullanacağını biliyordur ama sürekli çalışan bir insan biliyordur. Ama işte hazırlığa yeni başlayan bir insan ya da çok da seviyesi iyi olmayan bir insan çok iyi şey yapamaz.

Researcher: O zaman bu tarz yönlendirici bir eğitim önerilebilir mi?

S3: Evet önerilebilir çünkü ayrıntılı bir şekilde anlatmalı bize, göstermeli. Hatta anlamadığımızda, nasıl kullanacağız dediğimizde anlatmak için.

Researcher: Etrafındaki arkadaşlarına öneriyor musun bu dijital kaynakları?

S3: Öneriyorum tabii ki de. Şöyle kullanmalarını öneririm. Mesela oyun oynar gibi değil de biraz ciddiye alarak, bir masanın başına oturduğunda ders çalışmak için nasıl önemseyerek yapıyorsa bence bunları da önemseyerek yapmalı. Bu zaten böyle yardımcı bir şey olarak, ek bir şey olarak ama temel de bir şey olarak. Çünkü dediğim gibi bir şey öğreniyoruz ama çok çabuk unutuyoruz. Sizin gösterdiğiniz uygulamalarda da bu şekilde, sitelerde de hani hem görsellik var hem de bilindik şeylerden farklı olduğu için, biz bilmediğimiz için bize farklı geliyor, farklı olduğu için, biraz da ilgi çekici dikkat çekici.

Researcher: Sınıf dışı İngilizce çalışmalarında dijital araçları/ortamları ileride kullanmak ister misin ya da kullanmaya devam etmeyi düşünüyor musun?

S3: Kullanmayı düşünüyorum. Çünkü yardımcı oluyor bana. Baya oluyor, dediğim gibi, kelime öğrenme açısından en çok yararlanıyorum.

Researcher: Hangi kaynakları tercih edersin o zaman?

S3: Bir kere Lyricstraining. Çok sevdim ben onu. Birkaç tane daha vardı telefonuma kaydetmiştim.

Researcher: Hangi beceriye yönelik olanları kullanmak istersin? Adını hatırlamak zorunda değilsin.

S3: Çoğunu hatırlamıyorum ama birkaç kullandığım vardı işte. Ben kelime öğrenme olanları diyebilirim.

Sample Transcript from the Interview with S6

Researcher: Sınıf dışı İngilizce çalışmalarında dijital araçları/ortamları kullanma konusunda katıldığın Rehberlik Programı hakkında neler düşünüyorsun? Programın etkililiği hakkında neler düşünüyorsun?

S6: Yani şöyle sizin paylaştığımız sunumlarla ilk başta hangi kanalı ya da site kullanmam gerekiyor gerekmiyor onu anladım. Buna normalde dikkat etmiyordum açıkçası pek. Ve dediğim gibi writing kontrol etme açısından bir sürü site öğrendim. YouTube'da sizin önerdiğiniz English Speaking Success var, onu kullanıyorum işte speaking yapmama da yardımcı oluyor hem. Bir de demiştim hatta bunu size, Webtoon diye bir siteyi gördüm, oradan okuma yapıyorum bazen, bana birçok faydalı site kattığını düşünüyorum.

Researcher: Peki genel olarak kendine dönüp baktığında bu programa katılmadan önceki halinle sonraki halini kıyaslarsan ne söyleyebilirsin?

S6: Bir kere şunu kattığını kesinlikle düşünüyorum. Bu dijital siteleri çok fazla kullanmam gerektiğini anladım. Çünkü gerçekten çoklar ve girince hani çok öğrenmem gereken şey olduğunu gördüm. Bu açıdan kesinlikle her gün en azından kullanmaya çalıştım.

Researcher: Dijital araç kontrol listesinin (IDLE checklist) rolü hakkında neler düşünüyorsun?

S6: Ben bu listede en çok şeyi takip ettim, çoğu kişi tarafından kullanılıyor mu? Çünkü bazı YouTube hesapları oluyor, giriyorum bakıyorum ama çok az kişi izlemiş, çok az yorum var. Bilemiyorum doğru mu, kim tarafından yapılıyor. O yüzden o siteyi çok kullanmamaya çalışıyorum ve siz demiştiniz belli kaynağa dayanıyor mu, belli bir sistemi var mı, ona da bakıyorum açıkçası.

Researcher: Peki bu noktalara bundan sonra da dikkat edecek misin?

S6: Evet çünkü alışkanlık oldu artık, direkt bakıyorum girer girmez siteye.

Researcher: Bunun bir farkındalık oluşturduğunu söyleyebilir misin peki?

S6: Evet, kesinlikle evet.

Researcher: Haftalık yönlendirmeler hakkında neler düşünüyorsun?

S6: Belli bir düzende olması iyi oldu çünkü aslında birini geliştirirken diğeri de gelişmiş oluyordu. Ama mesela gramere odaklandığımız hafta ben daha çok gramer sitesini bir anda görmüş oldum. Ayırt etmiş oldum. Hepsini bir anda verseydiniz belki girmeyecektim, hepsine bakmayacaktım. Ama o açıdan tek bir haftaya bir şey odaklanınca bir beceriye odaklanınca daha çok şey öğrenmiş olduğumu düşünüyorum.

Researcher: Her hafta bu becerilere yönelik belli tasklar vardı. Her beceri için belli stratejiler vardı. Sen bu stratejileri uyguladın mı?

S6: Listening'de uyguladım. Bir kere dinliyorum alt yazısız. Sonra tekrar açıyorum, alt yazılı bakıyorum. Sonra bir de en son işte soruları varsa onu yapıyorum. Sonra tekrar anlamaya çalışıyorum, onu uygulamaya çalışıyorum.

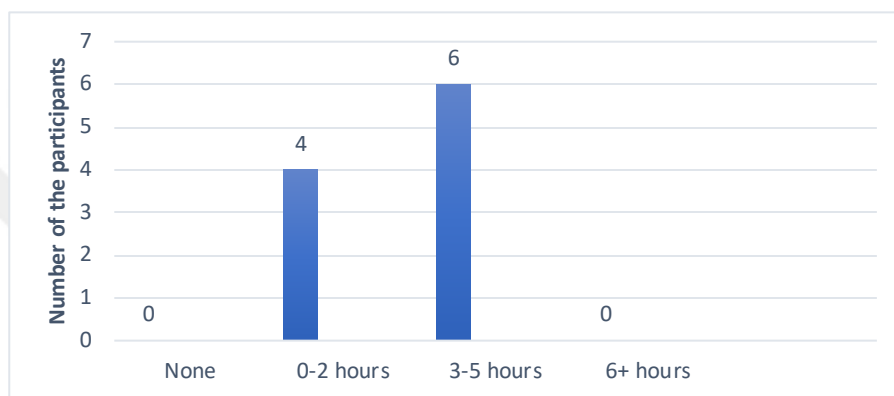
Researcher: Bu senin için faydalı oluyor mu peki?

S6: Evet oluyor çünkü farkı görüyorum. Listeningim gerçekten kötüydü ama şu an soruları falan anlama becerimin geliştiğini düşünüyorum. Çünkü normalde direkt alt yazılı dinleyince listeninge odaklanmıyordum, daha çok kelime gramer odaklanıyordum ama şu an o konuda daha da geliştiğimi düşünüyorum.

Appendix-13: IDLE Questionnaire Analysis of IDLE GP Participants

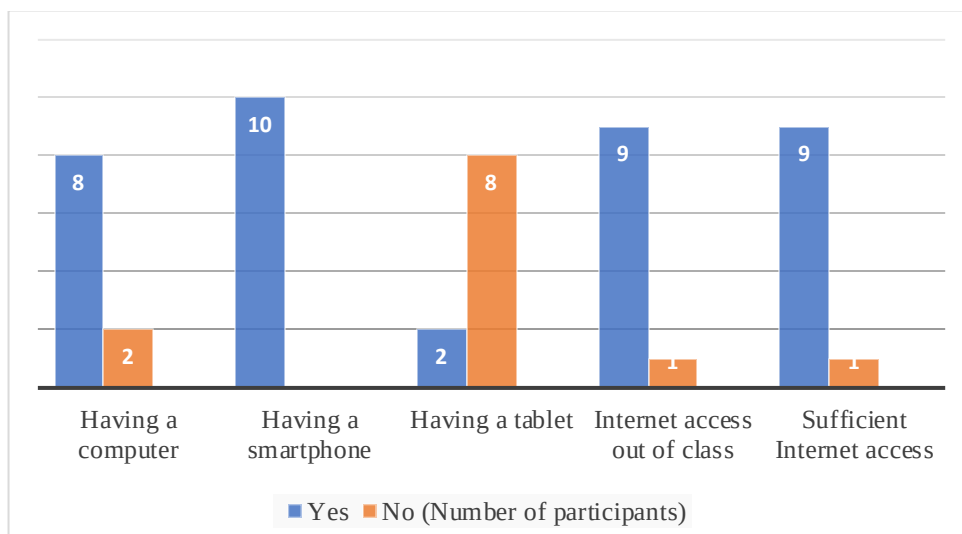
The section below summarizes IDLE Questionnaire analyses of IDLE GP participants (n=10) before the IDLE GP. The current study does not aim to compare these participants' answers of pre-study and post-study. However, these findings are believed to offer an insight for the effect of IDLE GP in terms of IDLE practices of the participants.

Figure below displays time spent on studying English using digital tools out of class before the IDLE GP of the 10 participants.



Time spent on studying English using digital tools out of class before GP (n=10)

In the same part, participants (n=10) were asked about their access to technological tools such as computers, smartphones, tablets, and the Internet for out-of-class studies. The results were presented below.



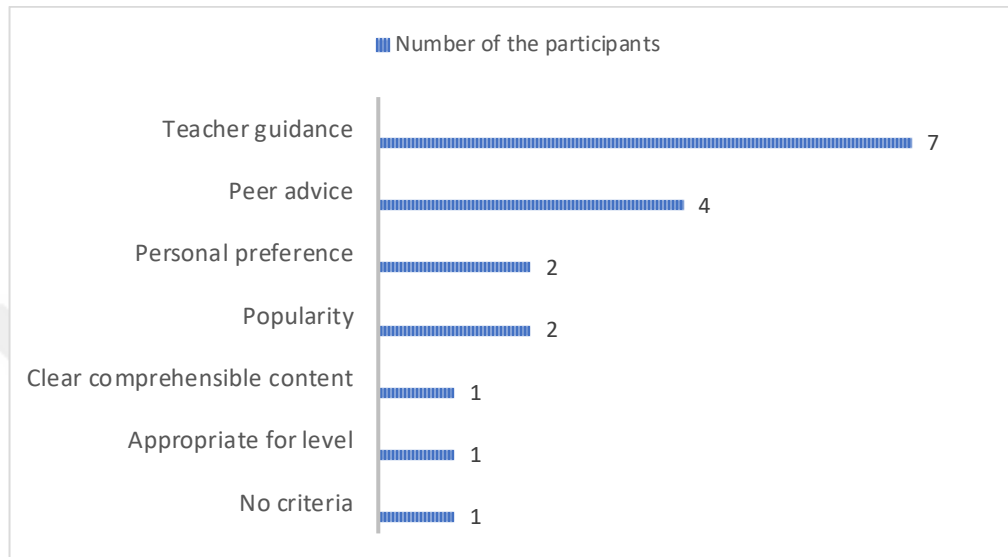
Participants' access to technological tools (n=10)

In the second part of the IDLE questionnaire, the participants (n=10) were asked to choose how often and how various they use digital tools/platforms. They were asked to choose among the following; 5 (Daily / Almost daily), 4 (At least once a week), 3 (At least once a month), 2 (Rarely), 1 (Never). Table below summarizes the participants' digital tools/platforms uses.

Summary of results for digital tools/platforms used by the participants (n=10)

Digital tools / platforms	$\bar{X}$	Std. Dev.
Social networking sites (e.g. Twitter, Instagram, Facebook, TikTok)	4,80	,422
Platforms for music, songs (e.g. Spotify)	4,80	,422
Web-based dictionaries (e.g. Tureng, Cambridge Dictionary)	4,70	,483
Translation sites (e.g. Google translate)	4,60	,966
Video sharing sites (e.g. YouTube, Vimeo)	4,60	,699
Song lyrics (e.g. Lyricstraining)	4,00	1,155
Series and films on video streaming platforms (e.g. Netflix)	3,90	1,101
English self-study sites (e.g. British Council Learn English)	3,89	,972
Educational Vlogs for Language Learning (e.g. ETJ English)	3,50	1,398
Online news sites (e.g. BBC News, Reuters)	3,10	1,370
Blogs (e.g. Espresso English Blog)	2,80	1,476
Podcasts (e.g. BBC, Nationalgeographic)	2,80	,789
Writing Apps or assistant (e.g. Grammarly)	2,70	1,337
Live classes of Edutubers (e.g. YouTube-English Speaking Success)	2,60	1,578
Vocabulary Apps (e.g. Memrise, Duolingo, VoScreen)	2,60	1,174
Online games (on computer/smartphone/social networks)	2,50	1,581
Presentation platforms (e.g. TED Talks)	2,40	1,430
Corpus (e.g. COCA, BNC)	1,90	1,197
Audiobooks (e.g. Audible, Scribd)	1,80	1,033
Comics or Cartoon platforms (e.g. Webtoon)	1,50	1,269

In addition to the participants' IDLE practices, this study investigated the criteria the participants followed while choosing digital tools/platforms to improve their English out of class. Figure below demonstrates how the participants (n=10) decided on IDLE sources while learning English.



Deciding on IDLE source (n=10)

In the third part of the questionnaire, participants (n=10) stated their motivations for using digital tools/platforms in English. To answer this question, they were able to choose more than one option. The results regarding the participants' rationale for using any IDLE source can be seen in the table below.

Motivating factors for IDLE before the Guidance Program (n=10)

Motivating Factors	n*
Improve speaking	10
Improve listening	10
Write better essays	10
Get new information	10
Improve grammar	9
Improve reading	9
Better grades	9
Improve pronunciation	9
Communicate in English	9
Learn vocabulary	8
Enjoy hobbies	8
Contact with foreigners	7
Use tools advised by peer	7
Use tools guided by teacher	6
Make new friends	4
Read documents easily	1
n*: Number of participants	

The participants (n=10) were also asked to state the deterring factors for using digital tools/platforms in English. Table below demonstrates deterring factors for IDLE.

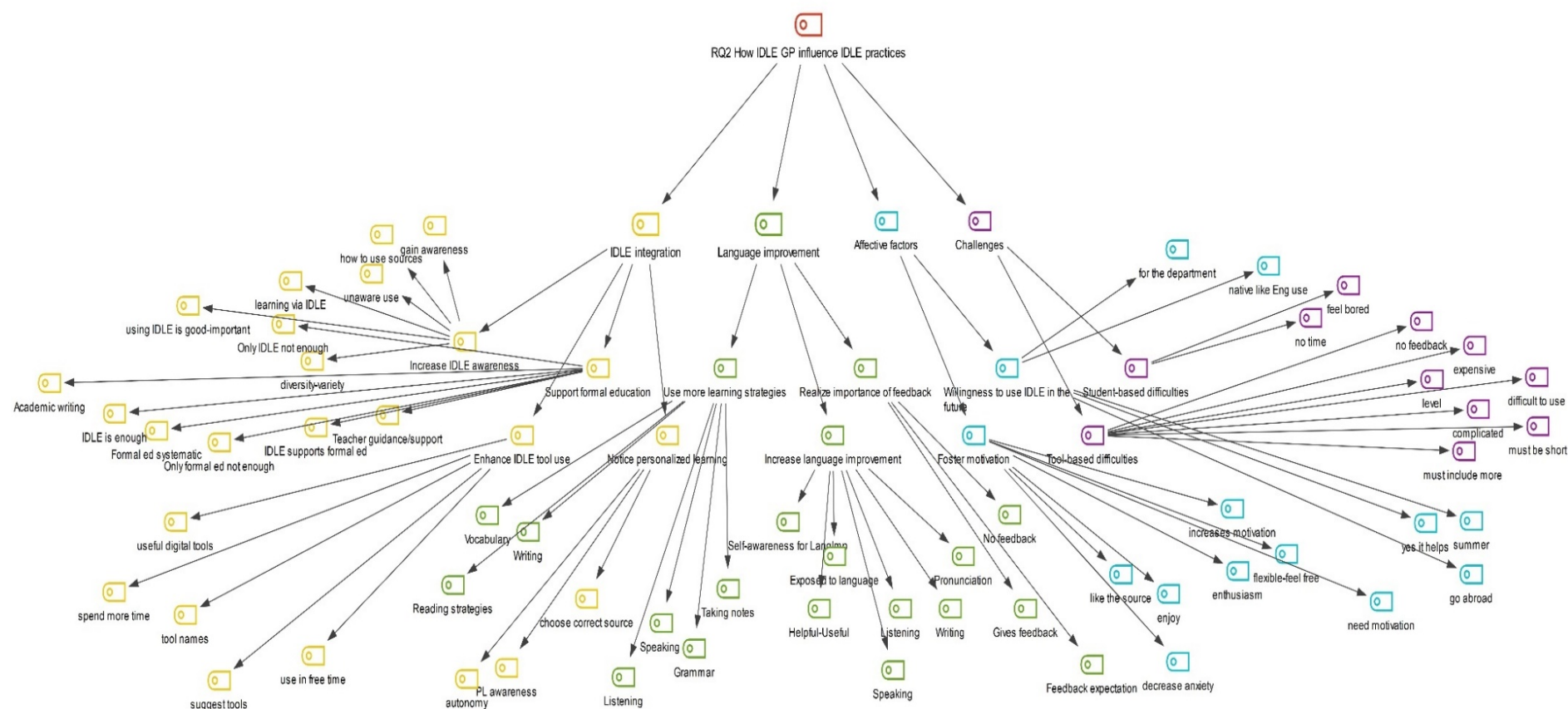
Deterring factors for IDLE before the Guidance Program (n=10)

Factors	n*
Too expensive	4
Protection of personal data	2
Don't know how to use	2
No time for self-study	1
Not feeling confident	1
Limited internet access	1
Not graded	1
Not having device with Internet	1
Lost time in traffic	1

n*: Number of participants

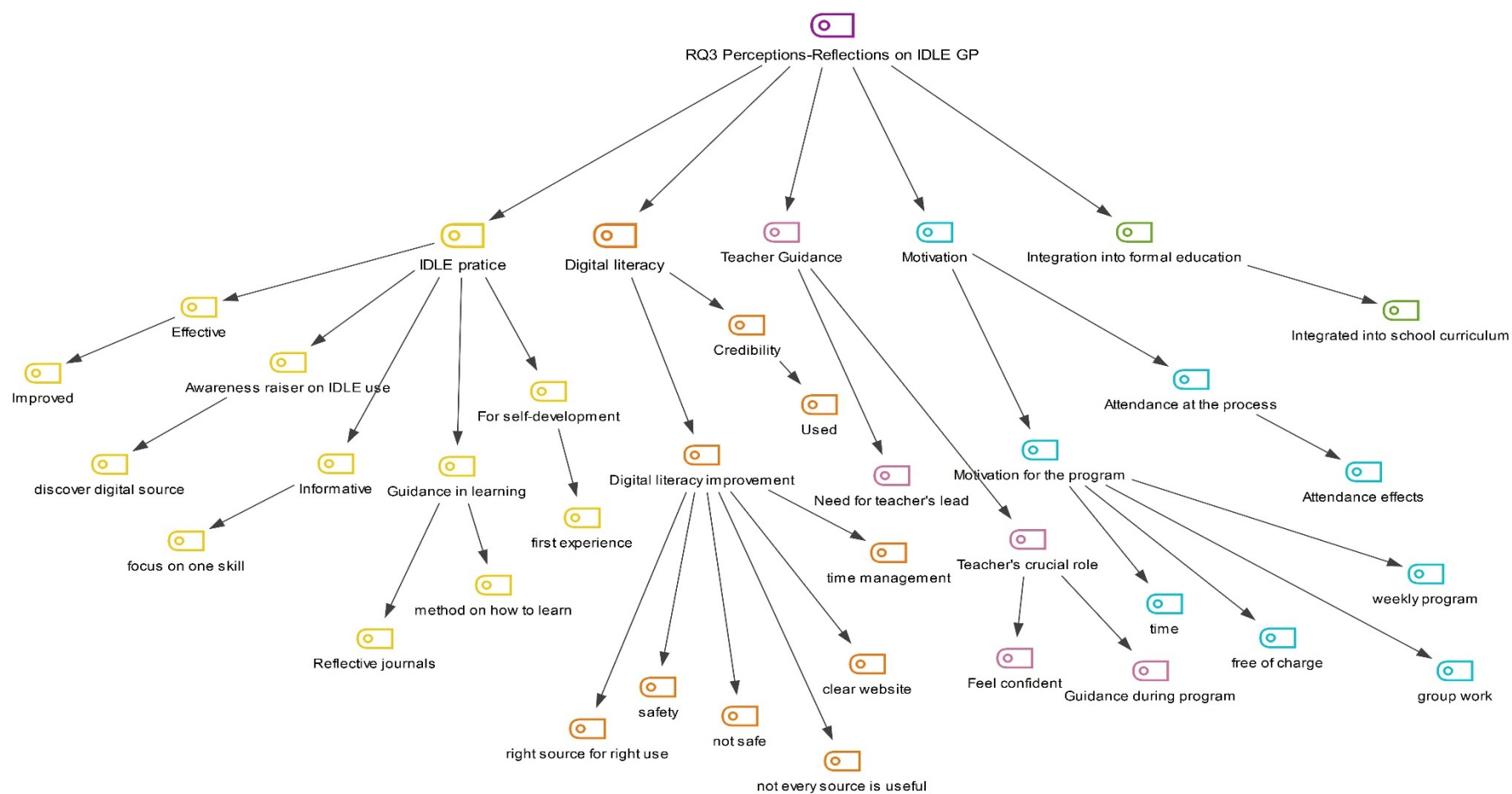
Appendix-14: MAXQDA Hierarchical Code-Subcodes Model for the Influence of IDLE GP on IDLE Practice (RQ2)

Hierarchical Code-Subcodes Model



Appendix-15: MAXQDA Hierarchical Code-Subcodes Model for Perceptions and Reflections on the IDLE GP (RQ3)

Hierarchical Code-Subcodes Model



Appendix-16: The Original Turkish Versions of Sample Quotes

Perceptions Towards Influence of IDLE Guidance Program on participants' IDLE practices

Main Theme: IDLE Integration

Sub-theme: increase IDLE awareness

S1: “İngilizce dijital kaynakları ben önceden de kullanıyordum ama bilinçsizce kullanıyordum. Yani bir şeye göz ucuyla bakıyordum, deneme yanılma yöntemiyle kullanıyordum. Çok bilinçli değil ya da yeni kaynakların ne olduğunu bilmeden, sadece önüme çıkanlarla değerlendirmeye çalışıyordum.”

“I was using digital sources in English before, but I was using them unconsciously. That is, I was looking at them superficially, I was using them by trial and error. I was trying to use them when I came across without being very conscious and knowing what the new sources were” (S1-Interviews)

Sub-theme: enhance IDLE tool use

S7: “Avantajları kullanım kolaylığı bir kere. İstedğin zaman istediğin yerde kendine göre açıyorsun ve çalışıyorsun, kimseye birine uymak zorunda değilsin.”

“The advantages are ease of use. You start and work according to yourself, wherever you want, whenever you want. You don’t have to obey anyone.” (S7-Interviews)

Sub-theme: support formal education

S5: “Okulda mesela bir gördüğüm o gün öğrendikten sonra karşıma başka bir yerde çıkıyor ben çok mutlu oluyorum. Ya da okulda derste gördüğümüz bir fiil. Sonrasında onu araştırıp oradan böyle şeyler öğrendiğim zaman veya öğrendiğim şey tekrardan karşıma çıktığında çok mutlu oluyorum. Onlarla ilgili hatırlatıyor devamlı böyle şeyleri, özellikle bazen şeye çok şaşıryordum. Mesela derste bir konu işliyoruz. Bu tabii ki

Oxford'un sıralamasında bir konu. BBC'de açıyorum işte günlük bildirim gönderiyor, aynı konu çıkıyor böyle ya da aynı kelime falan çok şaşırdım yani denk geliyor. O yüzden çok tamamlayıcı, tekrar için çok iyi bence. Hatırlamak için."

"At school, for example, after learning a task that day, it comes up in another place and I become happy. Or a verb we learnt in class. Then I search for it and learn some other things. I become very happy when I come across the things I learnt. Digital sources remind me of them constantly. Especially I feel surprised sometimes. For example, we cover a topic in the class. It is of course listed by Oxford. I view it on BBC's page, it sends daily notifications and the same topic comes up or the same word, etc. I mean, it coincides but you know. So, it is very complementary, very good for repetition. And to remember." (S5-Interviews)

Sub-theme: notice personalized learning

S13: "New York Times'da ilgimi çeken haberleri okumaya çalıştım. Anime veya seviyeme uygun hikaye kitaplarını okumayı tercih etmiyorum, içerisinde geçen kelimeler daha çok günlük hayatla ilişkili. Benim bölümüm Tarih, bu yüzden dünyanın gündemini okumayı çok seviyorum. Hem önemli bir gazetenin o konuya nasıl yaklaştığını, aynı zamanda hangi kelimeleri kullandığını, hem de bölümümde geçebilecek birçok kelimenin anlamını öğrenebiliyorum."

"I tried to read the news that interested me in the New York Times. I do not prefer to read anime or story books that are appropriate for my level, the words in them are more related to daily life. My major is History, so I like reading the World's agenda very much. I can learn how an important newspaper approaches that topic, as well as what words it uses and the meaning of many words that may be used in the course contents of my department." (S13-Reflective journals)

Perceptions Towards the IDLE Guidance Program

Main Theme: Teacher Guidance

Sub-theme: need for teacher's lead

S9: “Dijital kaynakları bize gösterdiniz. Sadece yazı olarak değil de açıp tek tek göstermeniz. Orada gördüklerim, aklıma yazdıklarım oluyordu. O yüzden onları dışarıda kullanmaya başladım. Etkili olduğunu gördüm. Başta böyle düşünmüyordum.”

“You showed the digital sources to us. Not in a written way, you did show them one by one. I remembered the things I saw there. That’s why, I started to use them outside the classroom. I saw that it was effective. I didn’t think like this at first.”
(S9-Interviews)

Sub-theme: teacher’s crucial role

S3: “Hocam öncelikle mesela ben çok fazla kaynak bilmiyordum. Hazırlıkta okuyorum evet şu an. Ama yani tabii kendi hocalarımız da söylüyor ama o yeterli olmuyor yani. Kendi derste işlememiz gereken bir müfredat var, onlar da anlatıyor kendilerince haklılar. Ama sizin kadar ayrıntılı anlatamıyorlar maalesef. O uygulamaları işte siz tek tek açtınız, anlattınız bize. Sorduğumuz bir soru olduğunda yine cevapladınız, danışmak istediğimizde falan. O konuda yardımcı oldunuz. O güzeldi mesela. Okulda böyle birçok imkanımız yoktu yani hazırlık da okusak yine bu kadar imkanımız yok. Uygulamalar çünkü bayağı şey oldu bizim için önemli. Bir de hani bizi geliştirmesi açısından da önemli. Benim için yararlı oldu.”

“First of all, I didn’t know too many digital sources. I am studying in the preparatory programme right now, yes. But our teachers also say that it is not enough. There is a curriculum we need to cover in the classroom and they teach. They are right in their own way. But unfortunately, they cannot explain things in as much detail as you do. You demonstrated those digital sources to us one by one. When we had a question or when we wanted to consult you, you replied. You helped us in that regard. That was so nice. We didn’t have such opportunities at school. I mean, even if we study at preparatory school, we still don’t have so many opportunities, because the sources are very important to us. It is also crucial in terms of improving us. It was useful for me.” (S3-Interviews)

CURRICULUM VITAE

Name and Surname : Yeliz KIZILAY

Foreign Language : English

Education:

- 2018 – 2024 PhD Degree Anadolu University, Graduate School, English Language Teaching
- 2012 – 2014 MA Degree Sakarya University, Graduate School of Educational Sciences, English Language Teaching
- 2004 – 2008 BA Degree Yıldız Technical University, Faculty of Education, English Language Teaching

Professional Experience:

- 2015 – present English Language Instructor, Istanbul Medeniyet University
- 2011 – 2015 Instructor, Sakarya University
- 2008 – 2011 English Language Instructor, Beykoz University

Selected Academic Studies

- Kızılay, Y. (2024). Impoliteness in English and Turkish online comments on a chain restaurant. F. H. Özcan Önder, T. Karalık, B. Çibik, İ. Civan Biçer, S. Deniz (Eds.), In *Turcologica Selected Essays on Turkish Linguistics: The Anadolu Meeting* (p. 259-272). Harrossowitz Verlag, Wiesbaden.
- Kuru Gönen, S. İ., & Kızılay, Y. (2023). Taking the picture of informal digital learning of English (IDLE) in a higher education Turkish EFL context. *Turkish Online Journal of Distance Education-TOJDE*, 24(3), 178-191.
- Kuru Gönen, S. İ., & Kızılay, Y. (2022). Reading beyond the lines: Teaching critical reading in higher education. *Reading Matrix: An International Online Journal*, 22(1), 73-92.
- Kızılay, Y., & Durmuşoğlu Köse, G. (2020). Willingness to communicate and EFL speaking achievement: The case of Turkish learners. D. Uygun Gökmen, A. Yılmaz Ercan, I. Ruacan Silahtaroglu (Editors), In *English language teaching in*

the 21st century: Changing identities, agencies, and mindsets (p.42-63). Istanbul: Marmara University Press.

Kızılay, Y. (2019). Semi-modal verb “Need to” and the modality of obligation “Must Have to” in authentic corpus-based English. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 240-257.

