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**AN INVESTIGATION OF OUT-OF-CLASS ENGLISH LEARNING
ACTIVITIES OF TURKISH 12th GRADERS**

**THESIS BY
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MASTER OF ARTS

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DEDICATION

To My Precious Mother, Esim GÜRBÜZ

ETHICS DECLARATION**Student's**

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I hereby declare that;

I prepared this Master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations, and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance (in case of any circumstance contradicting with my declaration).

26 /01/2020

Nazlıcan AK KARAKUŞ

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ABSTRACT**AN INVESTIGATION OF OUT-OF-CLASS ENGLISH LEARNING
ACTIVITIES OF TURKISH 12th GRADERS****Nazlıcan AK KARAKUŞ****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****January 2021, 86 Pages**

This mixed-method design study examines the out-of-class English activities which are done by the 12th-grade students in Fen Bilimleri Temel Lisesi in Adana. Furthermore, the study aims to reveal what kind of activities they do and the frequency of these activities. Additionally, the effect of these out-of-class activities on the four skills of English, the barriers they face, and the frequency of these barriers are examined. Finally, whether the participants motivate themselves or not while doing these activities, their views towards English and the role of English in out-of-class activities are examined.

Eighty-one 12th-grade students studying at Adana Fen Bilimleri Temel Lisesi participated in this study. Quantitative and qualitative research methods were used to gather data. The qualitative data gathered through the survey, given to the participants, was categorized and tabularized. According to the qualitative data, the most frequent activities participants do are playing games, listening to music and communicating with foreigners and friends. Additionally, when looked at the quantitative data the most frequent activities are, watching movies/series, listening to music and using social media. According to the gathered data, participants tend to do activities that require receptive abilities.

Keywords: Autonomous learner, learner motivation, out-of-class activities, receptive skills

ÖZET

12.SINIF TÜRK ÖĞRENCİLERİN SINIF DIŞI İNGİLİZCE ÖĞRENME FAALİYETLERİNİN İNCELENMESİ

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Bu karma yöntemli araştırmada Adana'daki Fen Bilimleri Temel Lisesi 12.Sınıf öğrencilerinin sıklıkla yaptıkları sınıf dışı İngilizce aktivitelerini ve bu aktivitelerde ne tür multimedya araçlarını kullandıklarını ve bu aktivitelerin ne sıklıkla yapıldıkları incelemiştir. Bunun yanı sıra bu ders dışı aktivitelerinin dört dil becerisi üzerindeki etkileri ve sınıf dışı aktiviteleri kullanırken öğrencilerin ne tür engellerle karşılaştıklarını ve bu engellerin sıklık düzeyleri incelenmiştir. Son olarak ise öğrencilerin ders dışı aktiviteler kullanırken kendilerini motive edip etmedikleri, İngilizce'ye karşı bakış açıları ve ders dışı aktivitelerde İngilizcenin yeri incelenmiştir.

Bu çalışmada Adana'da bulunan Fen Bilimleri Temel Lisesi'nin 81 on ikinci sınıf öğrencisi yer almıştır. Veriyi toplamak için nitel ve nicel araştırma yöntemleri kullanılmıştır. Öğrencilere verilen ankette nitel veriler kategorize edilip, tablolar haline getirilmiştir. Bu nitel verilerin bulgularına göre, katılımcıların en çok yaptıkları aktivitelerin oyun oynamak, müzik dinlemek ve arkadaşlarla ve yabancılarla iletişim kurmak olmuştur. Bunun yanı sıra nicel verilere bakıldığında en sık yaptıkları aktiviteler ise film, dizi izlemek, müzik dinlemek ve sosyal medyayı kullanmak olduğu saptanmıştır. Toplanan verilere göre öğrencilerin daha çok algılayıcı beceriler gerektiren aktiviteleri daha sık yaptıkları görülmüştür.

Anahtar Kelimeler: Özerk öğrenen, öğrenen motivasyonu, sınıf dışı aktiviteler, algılayıcı beceriler

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ABBREVIATIONS

CLT	: Communicative Language Teaching
EFL	: English as a Foreign Language
ESL	: English as a Second Language
IEP	: Individualized Education Program
MMO	: Massively Multiplayer Online
OOC	: Out-of-Class



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CHAPTER I

1. INTRODUCTION

This thesis aims to explore out-of-class activities which are used by high school students in Fen Bilimleri Temel Lisesi in Adana, Turkey. This chapter of the research presents the background of the study with some concise information about out-of-class activities. The statement of the problem, the significance of the study, the purpose of the study, the research questions and the limitation of the study are given in this chapter.

1.1. Background of the Study

In order to teach grammar, the audio-lingual approach originated and was influenced by behaviorism and relied heavily on drills and repetition during the 1950s (Brown, 2007). In 1980s Communicative Language Teaching (CLT), an approach that focuses on communicative competence rather than the grammatical accuracy, became popular (Brown, 2007). With this approach, the importance of communication in language learning with errors was accepted as a natural part of learning and teachers were starting to be seen as facilitators (Farrell & Jacobs, 2010). Learner-centered approach has emerged with these evolving opinions in the field of language teaching. Learners have started to take part in the learning process and collaborate to develop material in collaboration with the teacher. A new era in English Language Teaching field has started. Learner autonomy which was defined as “the capacity to take charge of one’s own learning” has gained considerable attention (Benson, 2001, p. 8). According to Dam (1995), autonomous learners conduct their learning processes themselves by arranging their own learning methods, and materials. Little (2004) indicated that the intrinsic motivation of learners is promoted by autonomy.

According to Richard (2015) learning is not restricted to a classroom setting considering the fact that the classroom has some limitations such as time, insufficient materials and large classroom size. With the advances in technology, many individuals began to be introduced to the language through the Internet, the media or in their workplaces in their everyday lives; and even used it for a variety of purposes (Cole & Vanderplank, 2016). This suggested that students not only learn English in the classroom, but they also learn English in multiple environments which they are exposed

to English. In addition, they began new English hobbies, such as reading English books, watching English TV shows, listening to English songs, and playing English games.

English has been part of our everyday lives. It is everywhere, on social media, in games, movies, and songs. At this point, it is almost necessary for an individual to know at least a decent amount of English to enjoy any of the activities he/she does. This situation is mostly linked to technology and its growth. Since the beginning of the Industrial Revolution (18th century) technology has been growing faster and faster each passing day. It is revealed that 59.36 million Turkish people spend seven hours a day on the internet (We are Social, 2019). This is a significant amount of time implying that a person spends almost a quarter of his/her day in world wide web. If a person spends this much time on the internet, there is a good chance for that individual to come across English related content. This situation is not only present for online content.

Nowadays, the most popular activities and contents are presented in English (comic books, novels, news, cinema etc.). Since the English language is used by even the non-native speakers to create content just for the sake of reaching a wider range of audiences and not every content is available in Turkish, our students need to learn English and use it to a certain degree. The students do not necessarily need to know English to have access to this type of content but they have to use English to avoid misinterpretations, translation errors, or merely to enjoy the content in its original form. For example, an individual wants to read a comic book and it is originally in English but there is no translation of it. The problem starts here as the students are being taught English since primary school. Do they skip this English related content and give up on them completely or do they try to understand and study it with what they had been taught in school?

1.2. Statement of the Problem

This thesis aims to reflect a clear view of out-of-class activities which the students benefit and make them aware of getting involved in those activities in a conscious way. As stated above, the main concern is the students' usage of English outside the classroom (do they use it or not). It is also realized that this situation leads us to another problem which is about how English, learned in the classroom environment, can affect the students' use of the *out-of-class activities*, namely, movies, books, comic books, video games, songs etc.

It is unavoidable for the students to encounter English outside of the classroom. A good example of this is video games. Assume that a student plays online games on Europe servers where almost everyone uses English, this is because English is seen as lingua franca. Cambridge dictionary defines lingua franca as a language used for communication between groups of people who speak different languages. According to Mauranen (2016), English is used as the lingua franca of today's world and helps people to communicate with each other as it functions in many countries as a mother tongue, second language and foreign language. In order to play the game better, the student needs to communicate with the other players. Other examples are; trying to learn a song's lyrics to understand it better and watching a movie without waiting for a translation or sub-title to reach it before everyone else. We know that students use English to a certain degree but the objective is to find out how and on what purpose they use English and the possible effects of English usage in the classroom as well as the effects of classroom English usage outside of the classroom.

1.3. Significance of the Study

English is everywhere in our lives and we are getting surrounded by English day by day. Basically, at this point in order to have a hobby, a person needs to understand and use English to be better in his/her interests. English is taught since primary school and it is expected from students to use English outside of the classroom (MEB,2007).

The main concerns of this study are to reveal how the participants use their English knowledge outside of the classroom and to see their thoughts about the effects of the use of outside of the classroom environment activities to their English levels. It is also possible for a student to spend half of his/her time by playing games, listening to songs or watching movies but does he/she improve his/her English by the help of the mentioned activities or does he/she ignore the English part and just focus on the other things without any communication? For example, a student playing a game does not necessarily need and use English to play the game but knowing English helps him/her to communicate with others or listening to a song to understand the story and feelings behind it better. In this respect, this study aimed to help teachers to give better recommendations to students on how to use English outside of the classroom instead of just saying 'watch movies, play games. The study also provides information about each

student's personal preference and how to channel it to outside of the classroom environment.

1.4. Purpose of the Study

This study aimed to reveal the students' preferences on how and to what extent they use English outside of the classroom. It serves as a guideline to help teachers on how to give assignments according to their preferences and interests and was intended and conducted to gain insight look to understand the students and their ways of using English outside the classroom. Another aim of this study was to find out the students' barriers while using English outside of the classroom. And lasty the researcher aimed to search for the participants' motivation towards the out-of-class activities and their autonomy.

1.5. Research Questions of the Study

This study aims to respond to the following research questions:

1. What types of activities do 12th grade EFL learners participate in using English outside of the classroom and how often do they participate in these activities?
2. To what degree does multimedia influence out of class English language learning?
3. How do 12th-grade students perceive out of class activities to develop their use of the four skills as English language learners?
4. What barriers do the EFL students face during the use of out of class activities?
5. How do students' perceived motivation and autonomy play role in using out of class EFL activities?

1.6. Limitations of the Study

The first limitation of this study is the gathered data, as it is collected from 81 participants in Fen Bilimleri Lisesi in Adana province the results cannot be generalized for all the students in Adana or in Turkey since every student has his/her preferences and interests. Another limitation is that this thesis will not change anything in students' motivations and motives but it will help the teachers on how to understand students' tastes in choosing outside class EFL activities and channel their understanding to their

students' preferences. More qualitative data such as interview could be used to gather data on their emotions towards using OOC activities. The participants could be divided according to their departments and analyzed accordingly.



CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this section, various concepts revolving around the usage of English outside the classroom is covered. This section is divided into four topics to make it clear to navigate and understand. These sections are; definition of out-of-class activities (OOC), learner autonomy, motivation and previous studies about OOC activities.

2.2. Definition of Out-of-Class Activities

Benson (2001) referred to out-of-class learning as any source of a learning process that takes place out of the classroom and divided out-of-class learning into three categories. One of them is self-instruction which refers to the students' ability to locate any kinds of resources to help them improve the target language. The second one is naturalistic language learning which expresses the students' interaction with the target language unintentionally. The third one is self-directed naturalistic language learning which is about students' own chances that they create to learn the target language. Pickard (1996) argued that most of the students' favorite OOC activities are listening to the radio, reading newspapers and novels but he pointed out that students put little effort into learning English by using OOC activities such as, reading a newspaper in English, watching T.V channels in English or reading English novels. Suh, Wasanasomsithi, Short, and Majid (1999) and Brooks (1992) noticed that students tend to interact with native speakers, go to the cinema and listen to their favorite songs in their leisure time. Ferdous (2013) pointed out that OOC learning gives both learners and teachers great chances and rewards. It enables learning to be more engaging. With OOC activities about learning the target language make students grasp the chance to practice the language in real-time situations. The key concepts that seem difficult at first to most of the students might get easier when the said concepts are put into context, in other words, real-time experiences. This way students may find the concepts easier to grasp because they are trying to comprehend them more engagingly. This also makes them relate to the subject better and may create a better environment in the classroom when that

subject is covered. Experimentation is the key concept to encourage the students to learn the subject and motivate them to use the subject OOC.

2.2.1. Multimedia

Fatima (2011) explained that multimedia can be described as the computer-delivered combination of a variety of communication elements which are texts, sounds, graphics, images, photos, animations and moving videos. Ferdous (2013) expressed that the emergence of technology added new depths into learning English. Multimedia based learning and teaching are being proved to be more efficient than the traditional teaching methods that do not use multimedia. She also expresses that in a teaching environment using multimedia can make the learning process better than ever and multimedia based lectures can open new worlds into the students' minds by engaging them to explore, discover, search, and question the things they learn and teaches them how to use the materials in a real world. In an environment where multimedia is used students get more interested in the subject better and gives them a chance to experience the subject with their own eyes.

2.2.2. Social Media

Dhanya (2016) states that language learning covers social aspects which affect how individuals learn a language. Learners have had a chance to improve their skills because of the new atmosphere that social media created. Social media enables readers to involve in real-life practices outside the classroom without any help from the teachers so that they can improve themselves on their own which make learning a permanent experience for them. In 2007, the British Council made market research that showed how the internet affected the learning styles of young learners that want to learn English. The results of the research also showed that if teachers want to be effective at language teaching, they have to make use of the 'learning technologies' to make the students communicate with the world outside the classroom. Most of the learners implied that they learned better when they communicate without any observations. The research made it obvious that students who socialize without the restraint of any observers, in other words, when they talk informally, they were more successful in language learning. According to Dhanya (2016), students have enough time to both socialize and study as much as they want during the OOC activities. It is important to

note that successful students combine studying and socializing, and by combining them they get better at both of them.

2.2.3. Music

According to Krashen (1989), there is great evidence that the learners can acquire from oral stories incidentally. Krashen (1989) explains the incidental acquisition of vocabulary in his 'Input Hypothesis'. According to his hypothesis, new vocabulary is obtained when its importance is made clear to the learner and meaning of the vocabulary is best conveyed when it is backed up by illustrations, actions, photos, and realia. This results in what Krashen calls 'comprehensible input' since the input is made clear to the learner in a comprehensible way. According to Krashen (1989), the vocabulary may be acquired through stories incidentally because first of all, familiar vocabulary gives meaning to less familiar vocabulary and secondly, the illustrations clarify the meaning of any unfamiliar words. Picture illustrations often convey the meaning of verbal information in the reading process. Apart from the oral stories, also songs bring incidental acquisition of the vocabulary. Songs share the same main elements of an oral story, only songs are conveyed in both musical and spoken way. The only difference between a song and an oral story is the addition of the music. Song's vocabulary can be acquired by simultaneously with extra support. Macleod and Larsson (2011) pointed out that music is in our everyday lives and should play a big part in learning English better. In her book, Livingstone (2001) expressed that music determines our mood. For example, when we listen to a happy song when we wake up, we feel more energetic and happier throughout the day. In his book, 'Music, Brain, and Ecstasy' writer and composer Robert Jourdain (1998) expressed that music and learning parts are located in two separate lobes of the brain and making relations between them is what makes the learning permanent. In other words, linking the subject with emotion makes the subject unforgettable.

2.2.4. Video Games

The newest multimedia object that affects English language learners is video games. In this type of multimedia object, students must rely on their knowledge on the target language to successfully move on to the stage to stage or level to level. Video games provide educators with much-needed audio and video potentials which make the

learning process inside the class more engaging. According to Ferdous (2013) the lessons which teachers make use of video games provide higher-level learning and analytical skills which is much needed in a classroom environment. Though, the research in the area is quite new at using video games in the classroom. Using video games during the lesson time opens up new doors to the educators to make use of it to gather students' interest and improve their learning environment. Playing video games prepares students to interact socially. Almost all of the students play video games in their free time. Computer games create an environment in which students may interact with a foreign speaker. They talk about video games or their culture and they do all that in the speakers' language, in this case, it is more likely English. In this situation, they will use a different set of vocabulary taught in the classroom. By bringing video games and video game conversation into the classroom may arouse the students' curiosity and attention because they will probably use it when they are with their online native-speaker friends (Tom A.F. Anderson, Barry Lee Reynolds, Xiao-Ping Yeh*, Guan-Zhen Huang*). DeHaan (2005) stated that in video games learners interact with menus and conversations with other players in English. Since most games are available and come out with English, students have to at least interact with the menu to start playing the game. This creates an environment for incidental learning. In order to start the game students, learn the unfamiliar words in the menus and the incidental learning occurs.

Peterson (2010) stated that cross-cultural knowledge plays an important role in learning English and in Massively Multiplayer Online games, in short MMO's, the learner has to communicate with other players to progress through the game or simply gain information. The players, thus the learners, might have to communicate with a native speaker, this might give the learner a chance to communicate with a native speaker. Also, these games have voice communication options which provide the learners to speak with native speakers or expert speakers of the target language. In these games, the learners need to communicate with other players so this situation can lead to incidental learning and since it is a voluntary communication the incidental progress made here may be permanent. Even if the game is not an MMO and the learner is playing an offline game, incidental learning can also occur when the learner tries to pay attention to the story. These games also have a subtitle option to make people learn the spelling of the words link with the spoken versions.

2.2.5. Movies and TV Series

Giampieri (2018) pointed out that incidental language learning mostly covers watching movies. Movies are a great source of input because of the fact that the learners are exposed to real instance situations and real language. Also, the visual aspect of the movies allows students to visualize the language. The students, in this case, may not even watch the movie to learn the language but if they watch a movie with subtitles on, they are bound to learn at least a couple of words unconsciously. The movies' role in the incidental learning process is great. If the learners watch movies to learn and practice English, this will enable them to capture key aspects of the language such as common pronunciation, colloquial language, commonly used idioms etc. Giampieri (2018) stated that the assigned task can only be considered authentic if it involves the usage of real-life skills or it has a relation with real-world needs. In other words, teacher materials can be considered authentic if it is not designed for teaching language. So, to present a grammar topic to the class, teachers can make students roleplay only then the materials can be considered authentic. For example, instead of teaching 'should' with grammar rules and structure, the teacher may present a classical doctor, patient roleplay in the classroom which is a real-life experience. In light of this information, the movie language is authentic.

Gilmore (2007) indicated that even though movies are not produced with the intent of teaching the authentic language but to convey the dialogues to the audience and make them feel connected with the characters of the movie. The language of the movie has to involve real-life language usage. At that point, the movies can be used to teach language learners the real-life situations and the appropriate language for the given situations. For example, in the movie 'The Terminal (2004)' a man spends a lot of time at the airport, the movie entirely takes place at an airport, so this movie may use to give students real-life situations about airports. Giampieri (2018) expressed that many movie producers prefer unscripted, spontaneous scenes so that the actor has to improvise the scene but this makes the scene even more lifelike. So, the movie language with improvised scenes is the best examples of everyday language as this makes it lifelike. This improvisation makes the scenes of the movies realistic so the idioms, the words or the way the actors' talk is close to how they talk in that situation. That is why students may use the idioms, words that the actors use in that given situation if they find themselves in a similar situation (Gilmore 2010). Furthermore, even if the movie scenes

are not improvised but scripted, the scenes can still be considered authentic because it represents real-life situations (Pavesi et al., 2015). So, even if the characters are not native, the language of the movies can still be accepted as authentic. McCarthy and Carter (2001) argued that to speak the language fluently, learners should take the expert users of the language as role models, whether they are native or not. For these reasons, movies are a solid choice in learning the target language in the classroom. Also, studies have shown that movie scripts are useful for linguistic and language research purposes. As indicated above, the main reason the movies provide useful information regarding the real-life situations of spoken language lies in the fact that the scenes consist of spontaneous or lifelike dialogues spoken by native speakers or expert users of English.

Muntane and Faraco (2016) expressed that English-spoken films with subtitles are getting increasingly popular throughout the world. The reason behind this is that it is easier to perceive the word if the audience can see it and link the word with the situation. This way the learner has a chance to study spelling and pronunciation without even realizing it. Almeida (2013) expressed that subtitled movies and TV shows have had various context for learning a foreign language. The language in subtitled TV shows is shown in three ways, visual images, spoken language, and in learner's own language. All these three aspects work in a harmonic way because they support each other. The auditory, visual and written aspects of the television and cinema help learners interact with the language and learn the meanings of the words. Movies and TV shows show learners various kinds of language acquisition. The learner does not simply learn the word but they learn the usage of the word in a colloquial environment in which the words are used. The more the students are exposed to the traditional media the more their proficiency increases. Stefanj (2014) stated that the students who are actively engaged in watching content in English can get a grasp of the plot easily. When the learners are listening to the activity, the subtitles make an emphasis on what they should pay attention to.

Weyers (1999) claimed that authentic videos provide rich samples of the target language. He also reported that the TV content catches on with the new trends emerging language learning faster than the printed material. Weyers (1999) also indicated that the ungraded and non-structured samples of the shows are more effective than the ones specifically made for educational purposes. Ferdous (2013) indicated that usage of films, music, and popular activities have a long history of learning English. English speaking movies offers learners idiomatic contexts, cultural situations and many other

skills. Especially television shows offer humorous context on stereotype cultural beliefs and this provides students with cultural learning. Popular media (films, music, YouTube) are key elements that make students interested and they keep them engaged. Students can experience the subject through these elements. Students can experience the target language's culture through their screen and they are affected by it if the media is different from their own culture (Why Use Media to Enhance Teaching and Learning, 2012).

According to Tantarangsee (2016), English is a necessary tool to communicate in the world because of the growing Information Communication Technology. The internet enables people to broadcast worldwide and as English is the common language, they communicate with their audience in English. This situation also requires people to learn English to have fun and understand what is going on.

2.3. Learner Autonomy

According to Dam (1995), autonomous learners decide on their goals, time, materials, methods, and tasks themselves and they implement these choices accordingly. Little (2007) expressed that the term autonomous learner comes from the learner-centered theories in constructivism, it also means 'independent learning'. He further added (2009) that autonomous learners take the lead of doing actions and as a result of their action they feel more confident in what they do. Also, this form of learning improves learner maturity as it greatly boosts certain skills like critical reflection, decision making and independent action. In the light of these definitions made above, autonomous learning is not only about conscious moves but it is also about meta-cognitive strategies such as organizing, planning and reflecting on learning. Little (2007) defined learner autonomy as a complicated process that involves affective and social factors like learners' approach toward the target language and its learning process. Besides from Little, Reinders (2000) also expresses that autonomous learning is not only about conscious actions but also individual planning, organizing, and evaluating the learning process. Autonomous learning also gives the learners freedom of choice since they are in control of their learning process. According to Benson (2001), learners can choose their own context in learning since learner autonomy is about learners' individual actions and freedom. Good language learners decide on their objectives and try to discover their weaknesses and strengths in the learning process

since they also evaluate themselves during this process. Benson (2007) also gives variety on these definitions for example ‘take charge of’ is replaced by ‘take responsibility for’. This means that the learners who take charge of their own learning also take complete responsibility for their learning process. According to Little (2006) when learners take responsibility for their learning and accept the responsibilities of the learning, it does not only involve metacognitive motives but also involves affective motives.

Thanasoulas (2000) claimed that in metacognitive motives, there are always setting aims and goals; choosing the material, methods, and tasks, carrying out the tasks. Thanasoulas (2000) expressed that learner autonomy involves social components as well as affective ones such as motivation, beliefs, attitude, and confidence in language learning. Pearson (2004) also recorded affective factors that might influence learner autonomy and learning outcomes. For example, learners who are more autonomous in learning obtain more positive beliefs and perceptions toward the target language. This also boosts their confidence and gives the learners motivation to learn even more, and therefore they have higher expectations in their learning. Both metacognitive and affective aspects are powerful factors that affect the development in learner autonomy. In the metacognitive aspect, learners make efforts such as, deciding on and exploring metacognitive strategies. In the affective aspect, learners may turn their weaknesses and overcome them; for example, lack of self-confidence could turn into a self-confidence (Hu, 2016).

Dickinson (1993) lists the characteristics of autonomous learners within five points. The first characteristic is that an autonomous learner is always aware of the content, aims, and goals of the lesson and why these techniques are employed. An autonomous learner can relate what he/she learned to what he/she will learn. The second characteristic is that an autonomous learner can identify his/her own goals and objectives in his/her learning process. Bayat (2008) indicated that English skills outside the classroom are tried to develop by these learners. The third characteristic is that an autonomous learner can choose his/her own strategies. He/she knows his/her lack, need and necessity. He/she can figure out these items and find the appropriate strategy that fits his/her needs. To give an example, while reading activity autonomous learners can select the best reading strategy (such as skimming and scanning) that is needed for the activity. According to Dickinson, the last characteristic is that autonomous learners are able to assess their own learning process. For example, an autonomous learner who has

made mistakes on an exam would go through his/her mistakes determines the places where he/she needs to change and recognizes what he/she has and has not learned. These five characteristics imply that an autonomous learner is fully aware of and can consciously manage what is going on in his/her learning process.

The profits of learner autonomy in out-of-class language learning activities are discussed in four aspects (Guo, 2011). First, OOC language learning gives students more opportunities to practice the target language and helps them become successful language learners. The language learning environment gives learners opportunities to practice language learning, which students may seize these opportunities and become more involved and thus become more successful learners. Second, acceptance of effective metacognitive strategies gives students a chance to become successful learners. There are language resources and practice opportunities in the language learning environment and this gives the students who adopted metacognitive strategies to organize and plan their learning process. Third, affective factors strengthen students' confidence level in learning. Learners become confident and motivated since learner autonomy involves affective factors such as attitude, motivation and self-confidence. Fourth, the students' interdependence in learning develops a supportive learning community. Through OOC activities a strong supportive community can be formed. Since 'interdependence' is an important element of learner autonomy, students may get involved in OOC activities among peers in communities. In this case, the relationships and experiences of the peers must be taken into consideration.

2.4. Motivation

In Self-Determination Theory (SDT) the different types of motivation based on the different reasons or objectives that give rise to action are distinguished (Deci & Ryan, 1985). Intrinsic motivation is doing something because it is fun or interesting, extrinsic motivation is doing something because it leads to a separable outcome (Deci & Ryan, 2000). According to their studies, the quality of experience and performance differs depending on the behavior toward intrinsic or extrinsic reasons. Intrinsic motivation may be defined as doing an activity for satisfaction rather than for separable results. When intrinsic motivation is in action, a person acts for the fun or challenge rather than because of the rewards or pressures (Lakhani & Wolf, 2003). In one sense, intrinsic motivation lies in individuals and, in another sense, intrinsic motivation lies

between individuals and activities. People get intrinsically motivated to certain activities, but not to others, not everyone is intrinsically motivated to a certain task. This is the case after early childhood because the freedom to be intrinsically motivated gets cut by the society's demands and people feel an obligation to assume responsibility for non-intrinsically interesting tasks. For example, in schools with each advancing grade, people get less intrinsically motivated (Ryan, 2000). Chisman and Crandall (2008) argued that ESL instructors should form a bridge to help students link their own learning process with the English use in the real world. According to the (Crabbe, 1993), in an ESL classroom, there is little to be accomplished. They say that to achieve success in language learning and teaching, the instructor must guide students' ability to foster autonomous learning by encouraging students to take English outside the classroom in meaningful ways. Buckingham (2009) points out that the classroom is a starting point for students to take their knowledge to out-of-class language experiences to practice the target language and build self-confidence.

According to Gaines (2014) simulations with teaching assistants create a native speaking environment that prepares students to carry out tasks inside the classroom, in this case teaching assistant acts like a native speaker and responds in a way that a native speaker would react in any given situation. For example, during the speaking process, tutors sometimes are helpful, sometimes they act like they are not sympathetic listeners or they ignore students altogether to simulate real-world experiences. In this activity, students attempt the task multiple times and get feedback from the tutors to get better or they get tips from the tutors how to act in these cases. Also, Gaines explains that negative experiences, rejection or communication breakdowns in the classroom help students not to feel discouraged outside the classroom when a similar situation occurs, we can understand that these experiences keep students ready in real-life situations.

As Gardner and Lambert (1972) pointed out that motivation ensures to have a goal and to have the energy to work towards that goal. Motivated students have the desire to achieve success in their studies. The most important factor is not whether the motivational factors are intrinsic or extrinsic in the process but whether they are internalized and self-determined. This means it comes from the learner or externally forced and regulated by others such as teachers, peers, parents. The message is that external motivation has short term benefits and the goal of the educators is to discover the learners' own motivations (Deci & Flaste, 1996).

2.5. Previous Studies on Out-of-Class Language Activities

Tantarangsee (2016) conducted his research with 78 English major 3rd year students, studying in English language program, in the Faculty of Humanities and Social Sciences in Suan Sunandha Rajabhat University in Bangkok. His study aimed to identify the most frequently used types of social media by 3rd-year English major students, and to study the students' engagements with English outside the classroom. The findings of the research pointed out that the social media tools, used the most, were Line and Facebook. YouTube and Twitter followed them. Furthermore, students were engaged with English outside the classroom 6-8 hours a day. There were three most frequent functions. First of them was watching cartoons in English. The second one was reading articles, magazines, journals in English. The third one was watching TV programs in English. The result emerged a need to rethink the students' changing learning behaviors and how to use those behaviors inside the classroom to make them more efficient in them outside the classroom activities. Sultana (2014) conducted a study with 100 students from the tertiary level in a Bangladeshi university. The study pointed out that electronic media, subtitles, song lyrics, movies, novels were all potentially a great medium for students to practice their skills in the target language. The study showed that these potential mediums should be considered to develop a further curriculum of language teaching to provide motivation, self-evaluation in the classroom.

Hu (2016) aimed to define learner autonomy and tried to identify the profit and the difficulties of learner autonomy in a second language as well as to point out the students' tendencies towards different types of autonomous out-of-class activities. A review of the literature revealed that in most autonomous learning activities outside the classroom students tended to choose receptive activities rather than productive learning activities. The reason emerges from the difficulties the students face in developing autonomy; therefore, the teacher plays a great part in giving students an autonomous learning environment. Tonoian (2014) conducted a study to investigate learning the English language in Portugal. The participants of the study were freshman students of the Faculty of Social Sciences and Humanities of the New University of Lisbon. Focus-groups and questionnaire were used as data collection tools. 115 students completed the questionnaire and 12 students selected for more detailed focus-group discussion. Results pointed out that most of the students' English knowledge comes from outside the

classroom activities such as, movies, songs, video games, chatting with online friends. Furthermore, the results showed that motivation is the key factor in the learning process because motivated students learn faster and easier.

Gaines (2015) conducted a study and there were 15 students involved throughout the academic term and nine of them attended the class regularly and participated in the study thoroughly. They took the course in addition to their 18 hours of weekly courses in the individualized education program (IEP). Five of the participants were Saudi Arabian and four were Japanese and five were male and four were female. The current study investigates the efficacy of an IEP elective course which was designed to firstly promote lower-level students' English use in OOC activities, secondly to improve self-confidence towards the task. The activities were mainly role-playing, simulations in class and practise with native speakers. The results showed an increase in students' confidence and increased use of English out-of-class. Sargstan and Kurghinyan (2016) conducted a study to discover how Armenian EFL students take their English language knowledge outside the classroom. The study included 38 EFL learners with different levels, ages and genders. Results showed that many Armenian students took their knowledge outside the classroom their activities were mainly, following social media, listening to a song, watching movies and searching on the Internet. Based on the findings, recommendations were offered to maximize classroom education potential.

In his study, Guo (2011) included 90 senior students who study at a five-year junior college in Northern Taiwan. In the study, students observed and took notes on written English. In the classroom, students discussed what they observed using the notes they took. A quantitative methodology used to determine students' language awareness before and after the activity. The results indicated that the study increased students' awareness in the language they experience outside the classroom and added a new dimension of autonomy in learning.

Pérez and Tenorio (2013) discussed the effects of out-of-class language learning in Communicative competence in English with a group of native-Spanish student from Colombia and they were divided into two groups. The experimental group was included in a program based on OOC learning while the other group attended the same EFL syllabus but inside the classroom. To measure the difference, a pre-test and a post-test were applied to both groups. The results revealed a significant difference between the groups in favour of the experimental group.

In his research Coşkun (2016) included 21 freshman university students in Turkey, who were asked to choose any of the out-of-class activities to carry out for six weeks to improve their speaking skills. At the end of six weeks, a survey was made to reveal what they chose and what benefits they received from the activities. The chosen activities were; Fantasy Role-Playing, Continuous Story, Debate, Radio Program, Broadcasting on Periscope. Almost all students admitted that they improved their language skills (vocabulary, pronunciation, as well as problem-solving skills). Also, it is believed that these activities improved students' self-confidence and critical thinking. Therefore, these kinds of OOC activities should be included in mainstream EFL programs.

Orhon (2018) conducted a study which included a total of 109 students who had different proficiency levels and were studying at the School of Foreign Languages at Pamukkale University. Data collection tool was a questionnaire. The result showed that students were mostly interested in listening and watching activities which were considered as the most helpful. Between students, gender was not a factor in out-of-class activity selection but their language level proven to be the key factor in choosing what kind of OOC activity they choose. As a result, it was recommended that out-of-class language learning activities would be helpful in class to make students more motivated and interested since it is a key factor in learning English.

Ferdous (2013) researched to find out and discuss the experience of 60 undergraduate students' out of class activities. The research focused on certain key elements; first of all, whether they had the motivation or not, how much autonomy they had and how they used it, what kind of skills were expected to be used inside and outside the classroom, what their level of primary skills of English was, what kind of obstacles they faced during OOC activities, how to overcome them, and which OOC activities were more common. Also, the study focused on how multimedia played a role in a language learning classroom. Information obtained from three private universities were used to make the study more authentic. A questionnaire with qualitative and quantitative questions was used to assess students. The study showed that English played a significant part in their lives. It was revealed that most of the participants used English in a private domain rather than a public domain. Multimedia played an important role in their lives like movies, Facebook, News, dictionary in mobile phones. Also, it was found out that some students thought that the teacher was the best source of information and there was no way to improve language learning skills outside the

classroom without a teacher guiding them but most of them interacted with out of class activities and saw them as an interesting experience.



CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter addresses the research procedure and the methodology used in the study. Thence, this chapter is formed of four sections: Research Design, Context and the Participants, Data Collection Instruments and Data Analysis.

3.2. Research Design

This study is a mixed-method designed study, aiming to find out the relationship between 12th-grade high school students and out-of-class English learning activities. According to Creswell (2012), a two-phase model that consists of quantitative data collection and qualitative data collection is better in clarifying or expanding on quantitative findings. The reason behind the choice of this design is to observe the participants' out-of-class activity choices through open-ended questions and to figure out their motivation and their autonomy during OOC activities. According to Yılmaz (2013), quantitative approaches enable the researcher to use a specific pre-constructed tool or pre-determined answer categories within which the various viewpoints and experiences of the participants are supposed to match. Nassaji (2015) claimed that a definition of a phenomenon and its characteristics is the objective of descriptive study which review focuses more on what rather than how or why something has happened.

Descriptive analysis refers to defining a situation or a problem by collecting and analyzing the relevant data. More precisely, it aims at explaining or saying only the current status of the variable in question described. The requisite information or data is systematically collected, statistically analyzed and correctly created a table (Glass & Hopkins, 1984 & Kumar, 2005).

3.3. Context and Participants

In the research, participants who studied in a private school during the 2018-2019 academic year were included. The study was conducted in Fen Bilimleri Temel Lisesi in Adana. Eighty-one 12th grade participants participated in this research. 20 of them were in the language department, 23 of them were in the equally-weighted

department, and the last 38 participants were in the math and science department. These participants' ages varied from 17 and 18. Twenty of the participants were 17, 59 of the participants were 18 years old. 34 of the participants were female and 47 of them were male. Their first contact with English varied from the age of four and 15. Most of the participants started to learn English at the age of 10.

3.4. Data Collection Instruments

In the research, to obtain the information such as, participants' demographic information, out-of-class English usage and the frequency of them, the barriers which they face outside the classroom, their self-control, out-of-class English usage's influence on the four primary skills, the effects of their multimedia habits on using English out-of-class, the researcher used a survey. The survey was constructed in Turkish and given to participants as an in-class activity. The given information by them is confidential and they are not going to be shared in public.

The survey has two parts (see Appendix 2). In the first part of the survey, participants were asked 10 questions. With these questions, the personal information of the participants, their opinions about the role and importance of English in their life, and the importance of the teacher in the usage of English in out-of-class activities were collected. Also, to collect data about out-of-class activities; they were asked about what type of activities they use.

The second part of the survey consists of 54 five-Likert-scale items. There are many reasons why a survey was chosen as a data collection tool in the study. According to McIntyre (2011), it is easier to collect data from a large pool of participants through surveys. Surveys enable the researcher to gather information on different data types which is normally difficult to observe.

The items 1-19 in the second part of the survey give data about what types of activities the participants use and how often they use. The items were influenced by the study of Ferdous (2010) that shows the frequencies of the OOC activities. They were used to collect data for Research Question 1. Some of the variables were omitted and some of them were added for suitability for participants' background. These variables are listed below.

Table 1.

Revised Items in the Survey

Omitted Variables	Added Variables
11.Read academic books and articles	7. Use Facebook, Twitter, Instagram
13.Independent study in a library	14.Play online games
16.Write feature, articles and blog	17.Research
21.Concentrating on the content of films, narrations, and books and discussing them with friends	18. To understand origin the of an authentic content
23. Listen to NEWS	19.YouTube
25. When I listen to English song, I listen to it carefully and try to understand all of the words	20. Websites like 9Gag and BuzzFeed
26. Speak with colleagues /fellow students	
28. Do project work with friends	

The items between 20-54 were used to gather data of participants' agreement of the items by applying 5-point Likert type scale which has 'I strongly disagree', 'I disagree', 'Neither agree nor disagree', 'I agree' and 'I strongly agree' choices that show the level of agreement of the participants and they were asked to tick the most appropriate answers for themselves. These items were based on the studies of Kurghinyan (2016) and Ferdous (2010). The items aimed to gather data on the difficulties which the participants face while using the out-of-class activities, the effects of their multimedia habits on using English out-of-class, and the OOC English usage influence on the four primary skills.

3.5. Data Analysis

Data collection tools were used face to face with the students regarding volunteer and privacy principles. In the analysis of the quantitative data, SPSS 20 package program was used and the frequency obtained from this program is presented and interpreted. The first part of the survey (their opinions about the role and

importance of English in their life, the role of the teacher, and what type of out-of-class activities they use) were categorized. After gathering the data, the data gathered for the study was analyzed through Burns' (2010, pp. 108-109) possible steps working out categories for coding. By following these steps, all the data were gathered together, read over several times, given a label to the main idea and grouped ideas. Then it was grouped more into sub-categories and made a note on category list where the sub-categories fit in.



CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter aims to show the results of the descriptive survey. Design and usage are influenced by the studies of Ferdous (2010) and Kurghinyan (2016). The purpose of the researcher in this part is to find out the answers to the research questions. The results were tabularized and described.

4.2. What types of activities do the 12th grade EFL learners participate in using English outside of the classroom and how often do they participate in these activities?

This research question aims to find out what type of activities the participants use English outside of the classroom and frequencies of the activities. To determine what type of activities participant use, first of all, their responses were tabularized as shown in Figure 1. The researcher firstly classified the responses into two; personal usage (games, music, movies and communication), and professional usage (reading, research). Then, six sub-categories occurred under these two classifications. The responses are explained with their examples under Figure 1.

The items (1-19) in the survey were used to collect data to answer this research question. In these survey items, participants were asked how often they use OOC activities. And they were asked to choose one of the suitable options for them. The options are 'Always', 'Often', 'Sometimes' and 'Never'. To identify the activities that participants do frequently and infrequently outside the classroom, percentages, frequencies, mean scores and standard deviations of each activity were calculated and tabularized as shown in Table 2.

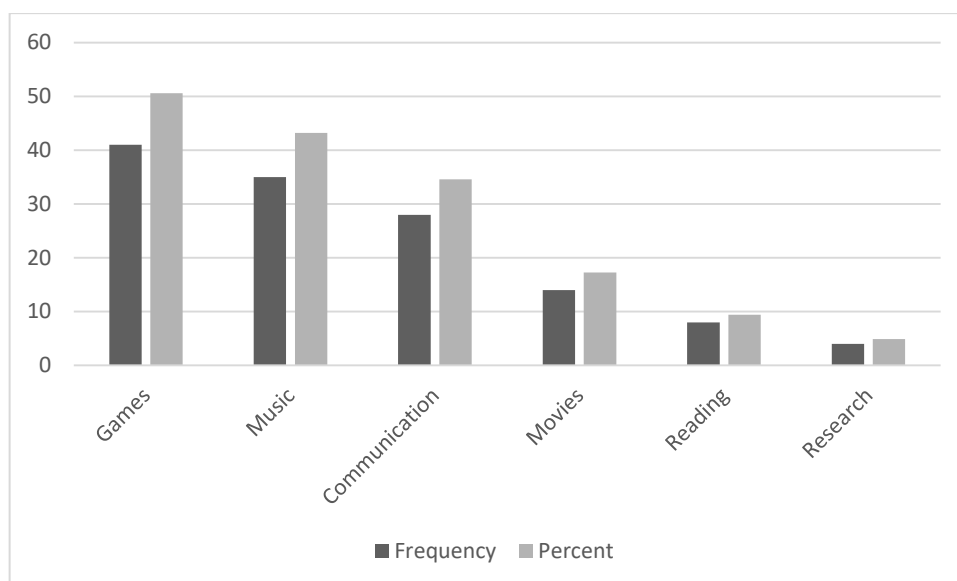


Figure 1. Out-of-Class Activities That Participants Use English

More than one response which was given by the participants was put into multiple sub-categories. Among the responses, 41 (50,6%) participants pointed out that they use *Games* as an OOC activity. As an example, P77 whose response was in favor of gaming declared that he/she uses English in games. He/she also pointed out that he/she needs English to understand the main screen and the goal of the game and the in-game dialogues. We can infer from this response that, P77 is using English to have a better understanding of the game and enjoy it more.

35 participants' responses (43,2%) were towards music. As an example of the participants who preferred music as an out-of-class activity, P76 pointed out that he/she wanted to learn English to understand the song lyrics better. So, the participant indicated that he/she values the literal and underlying meaning behind the songs more than the melodies. In order to understand the meaning behind the song, he/she needs to know English both to understand the lyrics and the singer's background since it has an impact on the songs.

Among the responses, 28 (34,6%) participants pointed out that they use English to communicate better with foreigners and friends. In this respect, P52 implied that he/she learns and practices English to communicate with his/her native friends. We can also understand from this motive that to communicate better with his/her friends the participant has to understand the culture of the native speakers and this way the participant uses English to learn the culture as well. P20 also indicated that he/she speaks English with his/her classmates out of the classroom to get better at English to

improve himself/herself. We can conclude that the participant and his/her classmates do not have any native speaker friends or they might simply be more comfortable practising English with each other out of the classroom.

Among the responses, 14 (17,3%) participants indicated that they use English to watch movies with subtitles or in the original language. To give an example, P42 pointed out that he/she wants to improve his/her English to watch movies without subtitles. Also, the participant indicated that he/she hates watching Turkish dubbed movies due to lack of quality in dubbed movies. In order to fully connect with the movie, people especially want to watch the movies without subtitles. The participant, P42, also implied that he/she watches movies with or without subtitles since watching a movie without subtitles needs a lot of practice and watching movies with Turkish subtitle is a good way to start doing so.

Among the responses, only 8 (9,4%) participants pointed out that they use English to read books in English. P16 is one of the participants who are in favor of reading as an OOC activity. He/she indicated that the participant read level-based story-books to practice English because he/she thinks that it is a good way to learn new vocabularies, analyze sentence structures and grammar. With level-based books, the participant also has a chance to choose the material he is working with according to his/her level. This way the participant is free to manage his/her language practice on his/her own. For example, reading a couple of books in level 1 and when he/she moves on to level 2 books, he/she may realize his/her knowledge is not enough to read level 2 books yet so, he/she may read more level 1 books before moving onto level 2.

Among the responses, only 4 (4,9%) participants indicated that they use English for research. As for research, P7 is an example of the participants who expressed he/she researches English materials. The participant pointed out that there are more resources available in the English language compared to the available resources in Turkish. The participant uses English to obtain more information on whatever subject he/she is searching. The participant has a great interest in space so, he/she wants to get information on space from NASA's website which is in English. Some materials may not even be available in Turkish. English opens the door to infinite knowledge because any piece of information out there about anything is presented in English.

Table 2.

Descriptive Statistics of Out-Of-Class Activities

	Never	Sometimes	Often	Always	M	SD
1. Reading newspaper and magazines	25,9%	58,0%	12,3%	3,7%	1,93	,73
2. Reading novels, comics, and short stories	18,5%	45,7%	18,5%	17,3%	2,3	,97
3. Writing e-mails	45,7%	43,2%	7,4%	3,7%	1,69	,76
4. Personal writing (diary)	34,6%	32,1%	18,5%	14,8%	2,13	1,05
5. Internet research	7,4%	28,4%	30,9%	33,3%	2,09	,95
6. Reading News online	51,9%	30,9%	6,2%	11,1%	1,76	,99
7. Using Facebook, Twitter, Instagram	7,4%	12,3%	21,0%	59,3%	3,32	,95
8. Watching TV programs, movies, series in English	2,5%	16,0%	17,3%	64,2%	3,43	,85
9. Going to the cinema	8,6%	32,1%	22,2%	37%	2,87	1,01
10. Listening to English songs	2,5%	11,1%	17,3%	69,1%	3,53	,79
11. Talking with native speakers	24,7%	42,0%	7,4%	25,9%	2,34	1,11
12. Talking with friends and family members	22,2%	28,4%	22,2%	27,2%	2,54	1,11
13. Playing video games	13,6%	23,5%	16,0%	46,9%	2,96	1,12
14. Playing online games	13,6%	25,9%	14,8%	45,7%	2,92	1,12
15. Using the phone in English	43,2%	28,4%	11,1%	17,3%	2,02	1,11
16. Doing Research	17,3%	39,5%	19,8%	23,5%	2,49	1,03
17. To understand the origin of an authentic content	30,9%	34,6%	13,6%	21,0%	2,24	1,11
18. Watching YouTube	3,7%	17,3%	11,1%	67,9%	3,43	,9
19. Using websites like 9Gag and BuzzFeed	35,8%	25,9%	14,8%	23,5%	2,25	1,18

The numbers in Table 2 show that the five most frequently used activities by the participants of this study are *listening to English songs* (Item 10; $M = 3,53$), *watching YouTube* (Item 18; $M = 3,43$), *watching TV programs, movies, series in English* (Item 8; $M = 3,43$), *using Facebook, Twitter, Instagram* (Item 7; $M = 3,32$) and *playing video games* (Item 13; $M = 2,96$). As presented in Table 2, the participants mostly select doing listening (oral and verbal) activities such as listening to English songs, watching YouTube in English and watching TV series and movies in English. It can also be understood that all five of the most frequent activities are receptive activities which are reading and listening. This implies that the participants generally address the activities in which they stay passive. They do not get involved in using English, they are merely and passively drawn into English without actually learning or paying attention to it.

The findings in Table 2 indicate that the least frequently used five activities are *writing e-mails* (Item 3; $M = 1,69$), *reading News online* (Item 6; $M = 1,76$), *internet research* (Item 5; $M = 2,09$), *using the phone in English* (Item 15; $M = 2,02$), and *personal writing (diary)* (Item 4; $M = 2,13$). These less frequent activities mostly involve reading and writing. The findings indicate that students do not get involved in activities that require reading and writing. The main reason for this may be the amount of language competence required for using these skills.

4.3. To what degree does multimedia influence out of class English language learning?

The purpose of this research question is to reveal data about out-of-class activities which requires multimedia. To gather data for the second research question, the items (20-28) in the survey were used as mentioned in Chapter 3 in detail. Descriptive statistics of the multimedia usage were calculated and presented in Table 3.

Table 3.

Descriptive Results of the Multimedia Usage of the Participants

	N	Minimum	Maximum	Mean	Std. Deviation
20. I speak in English with my friends with voice chat (discord etc.).	81	1,00	5,00	2,75	1,52
21. I use English for chatting or messaging (social media, discord etc.).	81	1,00	5,00	2,77	1,44
22. I write emails in English.	81	1,00	5,00	2,04	1,32
23. I use English in games.	81	1,00	5,00	3,53	1,46
24. I watch movies in English.	81	1,00	5,00	4,04	1,27
25. I watch TV and other programs in English.	81	1,00	5,00	3,61	1,44
26. I watch videos in English.	81	1,00	5,00	3,70	1,35
27. I use English while searching for something on the Internet.	81	1,00	5,00	3,35	1,25
28. I listen to English songs.	81	1,00	5,00	4,04	1,27

The mean values of the statements in the items (20-28) in the survey reveal that participants mostly *watch movies in English* and *listen to English songs* (Item 24,28; $M = 4,04$). *Watching videos in English* (Item 26; $M = 3,70$) and *watching TV or other programs* (Item 25; $M = 3,61$) are following them. According to the participants' responses, we can infer that they prefer mostly watching and listening activities on multimedia. Majority of the participants use English while *playing games* (Item 23; $M = 3,53$). In addition to these, *searching for something on the internet* (Item 27; $M = 3,35$) is highly chosen by the participants. *Chatting or messaging in English* (Item 21; $M = 2,77$) and *speaking English with their friends* (Item 20; $M = 2,75$) are considered less frequently used than other items. The least selected item is *writing e-mails in English* (Item 22; $M = 2,04$) which is the only item below the average. As can be understood from these descriptive results, participants mostly prefer using English on multimedia by watching and listening. On the other hand writing and spoken usage are the least preferred items. We can infer from these descriptive results that participants are using receptive skills more than productive skills, but still, the means of all the items except from *writing e-mails* (Item 22; $M = 2,04$) are close to the maximum score.

4.4. How do 12th-grade students perceive out of class activities to develop their use of the four skills as English language learners?

In order to collect data for the fourth research question, the items (29-39) in the survey were used. This section in the survey reveals how the out-of-class activities contributed to language skills development (see Table 4). Descriptive statistics of each item's analysis is given in detail. Table 4 presents the number of the participants, minimum and maximum scores, mean values and the standard deviations.

Table 4.

Perceived Influence of Out-Of-Class Activities English Usage on the 4 Primary Skills

	N	Minimum	Maximum	Mean	Std. Deviation
Listening $M = 4,29$					
29.Improve my pronunciation	81	2,00	5,00	4,38	,69
30.Can understand native speaker speech	81	2,00	5,00	4,20	,90
Speaking $M = 4,15$					
31.I can overcome my shyness	81	1,00	5,00	3,87	1,11
32.Speak fluently	81	1,00	5,00	4,28	,88
33.Can talk with native Speaker well	81	2,00	5,00	4,32	,87
Reading $M = 4,2$					
34.Improve my vocabulary and spelling	81	2,00	5,00	4,35	,84
35.Can read with correct pronunciation	81	1,00	5,00	4,32	,87
36.Increase reading speed	81	1,00	5,00	3,93	,97
Writing $M = 3,7$					
37.Improve freehand writing	81	1,00	5,00	3,66	,98
38.Can write in an organized way	81	1,00	5,00	3,69	1,04
39.Can write without grammatical error	81	1,00	5,00	3,77	1,10

The results indicate that the biggest contributing factor of out-of-class activities is *listening* ($M = 4,29$). After listening the biggest contributing factors are *reading* ($M = 4,2$), *speaking* ($M = 4,15$), *writing* ($M = 3,7$) respectively. Additionally, the findings indicate that the materials that invoke receptive language skills are considered to be more useful for the students compared to the productive ones. This can also be understood when looked at the students' reported activities such as online gaming, watching TV programs and series in English, listening to English songs, watching YouTube, and using social media in English namely, Twitter, Instagram etc. As can be seen from Table 4 the activities that provoke productive skills are found less improving by the students. Item 3 ($M = 3,87$) indicated that the participants have confidence issues in using English and they want to overcome it by using OOC activities. It can be assumed that shyness plays an important role to which OOC activities students tend to do, which is why speaking is the third contributing factor. As stated above, writing is the least contributing factor that students find improving. The reason behind this can be assumed as almost none of the OOC activities which students tend to do involve writing. This also indicates that students do not tend to do activities that they do not have any confidence to do creating an infinite loop of not practising the skill and not doing any activities that involve it because they do not have any knowledge about it.

4.5. What barriers do the students face during the use of out of class activities?

The purpose of this research question is to figure out the difficulties that participants face during out-of-class activities. The items (40-54) in the survey were used to gather data for this research question. Mean scores and standard deviation of the barriers which participants face outside the classroom were calculated and presented in Table 5.

Table 5.

The Barriers Which Participants Face Outside the Classroom

	Minimum	Maximum	Mean	Std. Deviation
40. Feel nervous while communicating in English	1,00	5,00	2,82	1,29
41. Struggle with English out-of-class	1,00	5,00	2,49	1,25
42. Find it difficult to enter in the discussion	1,00	5,00	2,79	1,25
43. Have trouble understanding the matter of talk	1,00	5,00	2,60	1,32
44. Lack of English-speaking friend	1,00	5,00	2,98	1,61
45. Teacher uses traditional methods that is why I do not get interested to use English out of class	1,00	5,00	2,55	1,54
46. There is lack of an adequate English environment	1,00	5,00	3,06	1,51
47. I feel shy while using English	1,00	5,00	2,71	1,59
48. I do not enjoy following social media in English	1,00	5,00	1,91	1,41
49. Have trouble understanding the discussion in English	1,00	5,00	2,93	1,37
50. Have difficulty understanding English News, movies, series, songs etc.	1,00	5,00	2,58	1,23
51. I avoid using English except when it is really necessary	1,00	5,00	2,88	1,55
52. Have trouble with knowledge of vocabulary	1,00	5,00	2,98	1,29
53. I have no one to speak to in English	1,00	5,00	3,16	1,49
54. Afraid of making mistakes while speaking English	1,00	5,00	3,17	1,58

According to Table 5, the five most frequently reported barriers are *afraid of making mistakes while speaking English* ($M = 3,17$), *I have no one to speak to in English* ($M = 3,16$), *there is lack of an adequate English environment* ($M = 3,06$), *have trouble with knowledge of vocabulary* ($M = 2,98$), and *lack of English-speaking friend* ($M = 2,98$). According to the results obtained from this study ‘making mistakes during

the learning process', in general, is the common barrier that the participants face. It can be assumed that they feel pressure and they lose confidence hence making them shy while using English as can also be seen in Table 4, Item 3. Another barrier they face is not having someone to talk in English. This also indicates that the English-speaking environment was not presented to the participant. The participants also expressed that they lack the vocabulary knowledge to use English, this might be linked to the other barriers they face such as not having a speaking partner and they do not possess the knowledge because they do not get enough real-time experience or too shy to do so.

Table 5 shows that the least reported five barriers are *I do not enjoy following social media in English* ($M = 1,91$), *struggle with English out-of-class* ($M = 2,49$), *the teacher uses traditional methods that is why I do not get interested to use English out of class* ($M = 2,55$), *have difficulty understanding English News, movies, series, songs etc.* ($M = 2,58$), and *have trouble understanding the matter of talk* ($M = 2,60$). The least reported barrier the participants face is not using social media and that can be expected because almost everyone in the range of participants' age uses social media. As also can be seen in Table 5 the most used out-of-class activity reported by the participants is *social media*. The other least reported barrier they face is to struggle with English OOC activities. Since most of the participants either play video games or use the internet and they are forced to use English OOC and with trial and error, they get the grasp of the knowledge required to engage in the OOC they prefer. The other less reported barrier they face is the teaching methods. Another less reported barrier they face is having a hard time understanding English News, movies, series, songs, etc. It can be assumed that the participants do not research to obtain information on these since the knowledge required for these activities can be learned outside the classroom. Participants also reported that they have trouble understanding when someone speaks in English and this barrier seems to be linked to most of the other barriers the students face such as not having a speaking partner, not having the vocabulary knowledge etc. In other words, this barrier is a general one and consists of other barriers as well.

4.6. How do students' perceived motivation and autonomy play role in using out of class activities?

The purpose of this research question is to understand the role of the motivation and the learner autonomy in using out of class activities. For this research question, the

data was collected through the three questions of part 1 in the Survey. The questions were;

- 4.How can you describe the role of English in your life?
- 5.How can you describe the importance of English in your life?
- 7.How can you describe the importance of the teacher in the usage of English in out-of-class activities?

Three open-ended questions were asked to the participants and they answered the questions. After gathering the data, the responses of the participants were categorized and tabularized (Figure 2, 3, 4). The items (29-34) in the survey were used to collect data to answer this research question too. Descriptive statistics and standard deviations of these items are shown in Table 6.

After collecting data for the role of English in participants' life, the responses were categorized in three; namely; personal development, personal interest and professional interest. These categories contain six sub-categories (Personal Development, Games, Education, Communication, Multimedia and Nothing). The frequencies and the percentages of each category are explained with their examples in Figure 2.

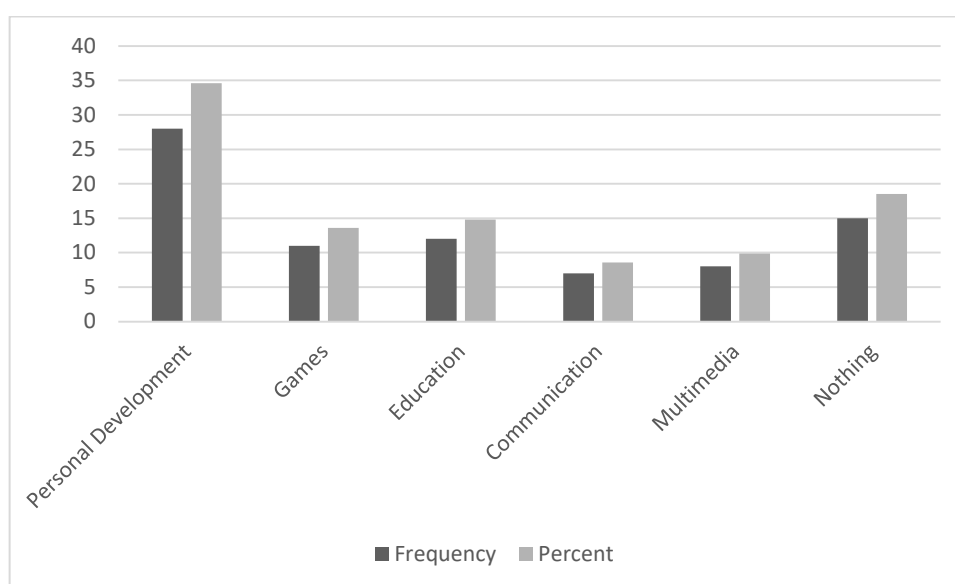


Figure 2. The Perceived Role of English In Participants' Life

According to Question 4 (How can you describe the role of English in your life?), the gathered answers were various. The responses that students given indicate their view on English in their lives. Most of the participants (34,6%) indicate that the role of the English in their life is for personal development. Participant 4, for example, expressed that the role of English in his/her life is personal development as shared below:

English in our lives is very important to learn a new culture, the way that native speakers live. Through learning a new culture, I as a person broaden my view of life. Also, I think this expands my universe because with English I can step in another world.

Since the participant learns English for his/her own interest, it can be claimed that the motivation level of the participant is high. He/she can learn what he/she needs so, this does not seem a lesson to him. Since the level of motivation is high, the participant can search and learn what he/she needs, making his/her learning process autonomous.

The other most frequent taken response is *nothing* (18,5%). Here participants expressed that English does not have any role in their lives. P40 is one of the participants who believe English has no role in his/her life as can be observed below:

There is not any role in my life. I have no use of English outside the school. I do not like English and I find it hard to learn.

Here the participant believes that he/she can live without learning English. The participant does not seem to have any motivation for learning English. He/she does not do any kind of OOC activities that involve English.

The third most frequent category is *Education* (18,5%). The participants who expressed that English is only for their education believe that English has no use to them outside the classroom and they only learn English to pass their classes. P9 indicated that the role of English in his/her life is only for academic purposes as can be realized below:

I use English for academic purposes. It is not my mother tongue that is why I just use English for academic purposes. Since I am not going to use English as effectively as a native speaker, I just need to learn English to pass my lessons in my education life.

This participant only has extrinsic motivation because he/she wants to pass only the lessons and does not use English outside the classroom. The participant does not care for personal growth, does not have any personal motivation to learn English, thus making his/her learning progress not autonomous.

The other frequent category is Gaming (13,6%). Participants think that the role of English in their lives are the English presented in the Games. They only use games to learn English and they only use their English to be able to play games. P76, for example, expressed that the role of the English in his/her life is for gaming as in below:

English is most useful in games in my life. I do not use English in any other activities I do, I only use English whenever I play videogames. That is why I try to learn English.

The participant does not learn English for personal growth or education, he/she only wants to learn English for games. This might be because of that he/she only sees English in games and not anywhere else in his/her life. In addition to this, the participant has intrinsic motivation because he/she learns English to satisfy his/her needs.

Multimedia (9,9%) is one of the least frequent categories on the list. The participants who favored multimedia believes that the role of English in their lives are for entertainment on social media or multimedia. P42 indicated that the role of English for him/her is for entertainment purposes as below:

I am having fun listening and speaking music. I use English for surfing on the Internet. I like watching movies in English. With English, I can watch movies that is not yet translated into Turkish. The role of English in my life is entertainment.

The participant expresses that English is a way to give her access to entertainment materials that are not present in his/her mother tongue. It can be assumed that the participant has intrinsic motivation because his/her motivation comes from his/her needs. When observed the age factor, the people at the same age as the participants see English as access to entertainment activities.

The least frequent category is Communication (8,6%). Only a small number of participants see English as a medium for communication. P36 expressed that English in his/her life is for communication purposes as shared below:

The role of English is always prior in my life. Because English is the most important language to communicate with native speakers and around the globe.

As it is clear in this comment, the participant is aware that English is a lingua-franca and has intrinsic motivation towards English. He/she aspires to learn English to communicate with the people around the world. Through this view, he/she can improve all of the skills presented in English and most importantly practices his/her speaking skill.

The most frequent response given by participants is towards personal development and it does not come as a surprise since it is a broad term and additionally, through this response, the participants with intrinsic motivation can be pointed out easily. The least frequent response appears to be communication surprisingly because the language is mainly for communication. Another factor to note that some of the participants indicated that they do not use English nor see it a necessary tool to learn. It can be assumed that they are yet to discover the necessity of learning English in today's society.

After collecting data for the importance level of English in participants' life, the responses were categorized in three (Not important, Important, Very important). The frequencies and the percentages of each category are explained with their examples in Figure 3.

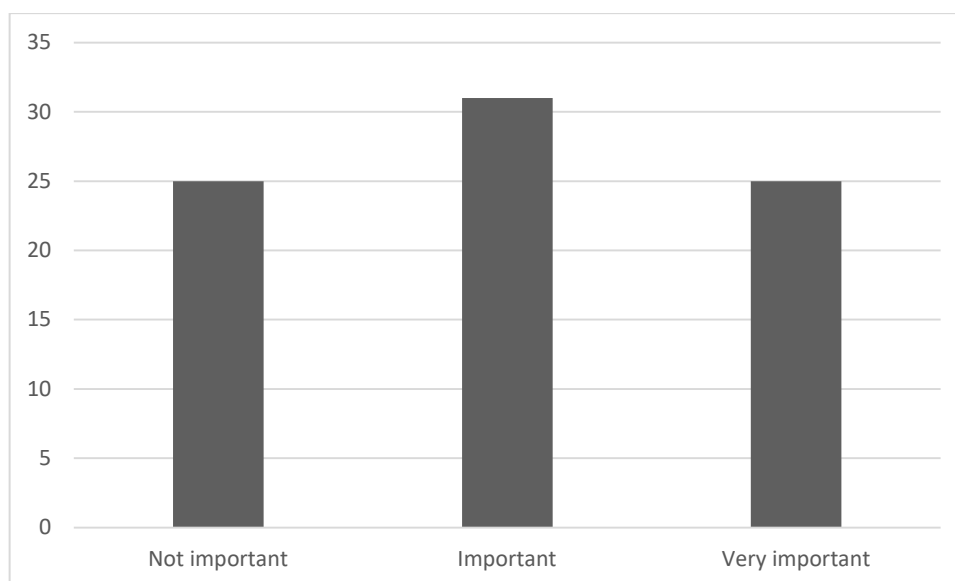


Figure 3. The Perceived Importance Level of English In Participants' Life

After collecting data for Question 5 (How can you describe the importance of English in your life?) the responses that participants give indicate the importance of English in their lives. 56 participants indicate that the importance of English in their life is important or very important. As an example, P56 expressed the importance of English in his/her life as below:

English helps me in many areas and I give importance because I think it will help me to choose my future job.

The participant is aware of the fact that in job interviews English plays an important role and English gives people head start. It can be assumed that the participant is motivated to have a good chance of getting a job or getting a job with better benefits using English. Also, P9 indicated that English has great importance in his/her life as can be seen below:

It has great importance both academically and daily. I use English for my personal development to improve myself and for my education to be a successful person in my life. That's why I always try to do my best.

The participant expressed that he/she uses English for academic reasons or personal growth. Through English, the participant improves himself/herself.

Furthermore, the participant uses English to get better at school. It can be assumed that this participant has an intrinsic motivation and is an autonomous learner.

Only 25 participants indicated that English has not any importance in their lives. P69 expressed the importance of English has no role in his/her life, as can be seen below:

It is the most important language in the world. But due to the bad education system in middle school, it is not important for me. Maybe I can learn English in the future.

The participant expressed that the education system in Turkey is not enough to teach students English. It is not uncommon to encounter participants like this one, because of the teachers' neglect, the students stray away from the language itself.

After collecting data for the role of the teacher in participants' life the responses were categorized in three (Not important, Important, Helping/Teaching). The frequencies and the percentages of each category are explained with their examples in Figure 4.

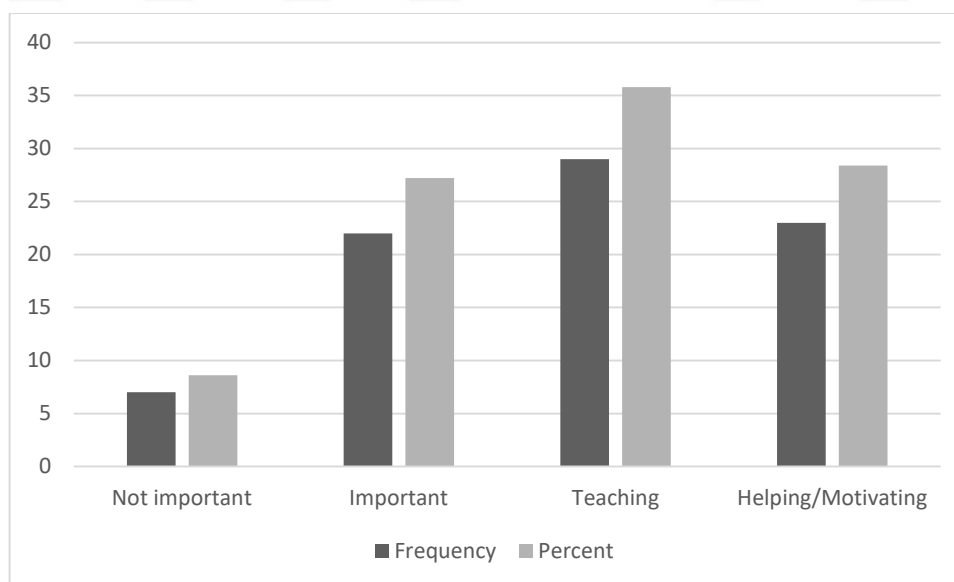


Figure 4. The Perceived Role of the Teacher in Participants' Life

In the data, gathered to answer Question 7 (How can you describe the importance of the teacher in the usage of English in out-of-class activities?), the participants' responses indicated the importance of English in their lives. Most of the

participants (35,8 %) mentioned the importance of the teacher in their life is just teaching. As an example, P2 expressed the importance of teacher in his/her life as below:

The teacher's role is to teach students and teach them languages.

The participant indicated that the teacher only teaches the students and does nothing more than that. According to the participant, the teacher does not get involved in any OOC activities and just goes into the class and teaches.

The second category in Figure 4 is *Helping/Motivating* (28,4%). According to participants, the role of the teacher in the learning process is to help or motivate them. Regarding this issue, P28 indicated that the role of the teacher in his/her life is a motivator, as shared below:

The role of the teacher is to encourage me not to be afraid of making mistakes and to motivate me during the learning process. A teacher guides the students and gives them useful tips. If my teacher motivates me, I can be more successful.

The participant expressed that the teacher is a guide and the teacher helps students to correct their mistakes and leads them. The participant expects the teacher to give the courage to make mistakes so that the student makes mistakes and learn from the mistakes.

As Figure 4 illustrated, 27,2% of the participants expressed that the role of the teacher in their life is just important. Most of the participants under this category declared that the role of the teacher is important, P36 for example, as below:

I think the role of the teacher is important. Teacher gives the basics.

The participant expressed that the teacher is an important figure who gives the basics of the subject to the students. Generally, most of the responses under this category only indicated that the teacher is important but never give a detailed and clear reason why.

The least frequent category is not important (8,6%). According to these participants, the teacher has no role in their lives. P67 to give an example declared that the role of the teacher is not important:

The teacher has no role in the education given at school. I have never learned English in my life. Because teachers cannot teach the language properly.

The participant expressed that the teachers at school are incompetent and he/she did not learn English because of it. It can be assumed that this participant also lacks motivation since some other participants indicated that they learn English from out-of-class activities without any guidance.

To gather data for Research Question 5 another instrument is the items (29-34) in the quantitative survey which were calculated to find out the means and the standard deviations and presented in Table 6. These questions in the survey aimed to reveal the participants' motivation and learner autonomy to use out-of-class English learning activities.

Table 6.

Descriptive Statistics of Participants' Perceived Motivation and Autonomy

	Never		Rarely		Sometimes		Often		Always		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
1. I take the chances to use and practice English outside the classroom.	14	17,3	18	22,2	14	17,3	12	14,8	23	28,4	3,14	1,48
2. I believe using English outside the classroom can help me get better at it.	8	9,9	16	19,8	10	12,3	16	19,8	31	38,3	3,56	1,42
3. I motivate myself in learning English.	16	19,8	15	18,5	17	21	11	13,6	22	27,2	3,09	1,48
4. I learn from friends, not just from the teachers.	16	19,8	15	18,5	17	21	15	18,5	18	22,2	3,04	1,43
5. My teachers motivate me to use and practice English outside the classroom.	14	17,3	14	17,3	13	16	15	18,5	25	30,9	3,28	1,49
6. I believe in independent learning.	18	22,2	9	11,1	19	23,5	12	14,8	23	28,4	3,16	1,51

Among the participants, 28,4% (23) of them reported that they *always* take the chances to use and practice English outside the classroom. 14,8% (12) of them reported *often* and 17,3% (14) reported *sometimes*. 22,2% (18) said *rarely* and only 17,3% (14) of the participants said *never*. As it can be concluded in Table 6, the majority of the participants practice English outside the classroom. This finding indicates that participants who take chances to use and practice English outside the classroom can be assumed as autonomous learners and they are motivated enough to take any chance presented to them to practice the language. The participants who reported rarely or

never can be assumed to be shy or they do not have the confidence to take chances to practice the language if a chance is presented to them.

Majority of the participants 38,3% (31) believe using English outside the classroom can help them get better at it. 32,1% (26) reported sometimes or often. 19,8% (16) said rarely. The number of participants who reported never 9,9% (8) is very low as we see in Table 6. The finding indicates that the participants who believe using English outside the classroom can help them get better. It is the majority and it can be assumed that they find out-of-class activities helpful for them. On the other hand, the participants who reported rarely and never are low. This indicates that OOC activities are found to be useful by most of the participants.

According to the frequencies of the participants who said they motivate themselves in learning English, most of the participants, 61,7% (50), reported that they motivate themselves. Among the participants, 18,5% (15) and 19,8% (16) of them said they rarely and never motivate themselves in learning English. Most of the participants expressed that they motivate themselves. This finding indicates that the majority of the participants' intrinsic motivation is high.

Majority of the participants 61,7% (50) reported that they learn from their friends besides the teachers. The other 18,5% (15) and 19,8% (16) said they rarely or never learn from their friends. This finding indicates that the participants who reported that they learn from their friends besides the teachers are autonomous learners.

The number of participants 65,4% (53) who reported that their teachers motivate them to use and practice English outside the classroom. Other 34,6% (28) said their teacher never or rarely motivates them. This finding suggests that the majority of the participants are motivated by the teacher.

Among the participants, 66,7% (54) of them reported that they believe in independent learning. Only 33,3% (27) of them said never or rarely. The finding here indicates that most of the participants learn and practise English outside the classroom and they can learn through OOC activities without any guidance, making them autonomous learners.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter offers a brief summary of the study. The discussions of the research questions, the pedagogical implications, limitations and suggestions for further studies and the conclusion of this study are also included.

5.2. Summary of the Study

In today's society while people are interbedded with the technology, using it everywhere is inevitable. The most important benefit of this popularity for us is that the optional language everywhere on the internet is English. Thus, we can see English everywhere in our lives; in social media, the games we play, the movies we watch and the songs we listen to. This study was conducted to find out the perceptions of the participants about improving their English as most of the activities they do are in English. The study aimed to arrange and rearrange the curriculum according to the participants' preferences.

This study was designed to investigate the out-of-class activities that high school students, mainly the 12th graders, prefer doing. It aimed to reveal what type of out-of-class activities (such as playing video games, watching Tv series or movies in English, listening English songs etc.) the participants choose and their perceived influence by the students on the development of the four primary skills. This study also aimed to explore the difficulties that participants face outside the classroom and investigate the perceived role of the activities on their motivation and autonomy towards the use of OOC activities.

In this study, both qualitative and quantitative data were collected by using a survey. The participants consisted of eighty-one 12th grade high school students in Fen Bilimleri Temel Lisesi, Adana. Other purposes of this study are to investigate participants' perceptions about the role and importance of English in their lives, and the role of the teacher in their lives (qualitative design), and to figure out the out-of-class activities which they use, the barriers they face while using OOC activities, to what extend OOC activities develop their four skills (quantitative design) by a survey.

5.3. Discussions

5.3.1. What types of activities do 12th-grade EFL learners participate in using English outside of the classroom and how often do they participate in these activities?

In order to find an answer to this research question, the participants were asked to express their preferences in the first part of the survey. After the participants' answers were tabularized, their answers were divided into six categories; games, music, movies, communication, reading, and research. According to the responses, the most frequent answer is using English in games. 41 of the participants expressed that they use English to understand the game, make progress in the game and they indicated that they use dictionaries to search and learn the words in the game. This indicates that the participants use English for their own benefit and they use it to progress in games. Therefore, their learning process is autonomous and they learn English indirectly separate from the classroom environment. The second most frequent answer was communication. The participants expressed that they use English to communicate with their native or English-speaking friends. This indicates that they use English outside the classroom for their benefit.

The results showed that the out-of-class activities the participants do frequently are listening activities such as listening to English songs, watching YouTube in English and watching TV series and movies in English. The activities that they reported doing infrequently were writing e-mails, reading News online and internet research. In today's world, there is a growing interest in the use of technology, and the internet can be found anywhere in our lives, that is why using the internet as an out-of-class activity is inevitable. Age is a determinant factor for which source of entertainment people use to learn English such as computer games or music. (İnözü, Şahinkarakaş, & Yumru, 2010). When relevant researches' findings are examined, it could be noticed that the most frequent activities are generally similar. As can be seen in other similar studies, given below, students generally get involved in receptive activities compared to productive activities. According to Sundqvist's (2011) study the most common activities that the students in Sweden do are, namely, listening to music, watching television, and surfing on the internet. In comparison to this, the students in Turkey generally do internet activities, listen to music, and watch TV out of the classroom. As stated by Ferdous (2013), students in India mainly get involved in activities such as watching movies in

English, listening to English songs, surfing on Facebook. When examined these studies, it can be concluded that students prefer activities in which they can remain passive, they do not get involved in activities that require being active, such as, speaking or writing. In conclusion, student behavior towards OOC activities varies little almost everywhere in the world.

5.3.2. To what degree does multimedia influence out of class English language learning?

The emergence of technology brought forth new dimensions to English. Most of the studies indicate that computer-based teaching can improve the learning process and the materials used in the class compared to the traditional ones. The students today focus more on the subject when the technology is involved. Technology brings many opportunities to the students that grant them a chance to have a real-world experience. With technology, the learner decides what to do, when to do, and how to do it on their own. Since many of the online activities are in English by default, this opens up new opportunities for indirect learning. The success of the language learner depends on how he/she spends his/her times on the Internet. According to Fatima (2011), the student is in the center of learning, and as an individual the student shapes his/her learning process, making the learning autonomous. According to Fisher and Baird (2005), mobile learning enables students to interact with other English-speaking people or make them exposed to the language through social-media. Computer-based teaching has been used frequently to turn the learning process into student-centered one (Nah 2008).

This research question aimed to observe the extent of the usage of multimedia tools which the participants use frequently. Here the participants most frequent answers were music, TV, and video, just like the answers to the question above. The most frequent answer here is the receptive activities. Productive activities such as writing an e-mail are less frequent compared to the receptive ones. Considering the results of this study, almost all of the out-of-class activities that involve multimedia are used frequently. It can be assumed that the participants mostly prefer, social media, listening to music, watching movies/series in English.

5.3.3. How do 12th-grade students perceive out of class activities to develop their use of the four skills of English language learners?

Out-of-class English learning activities can be described as the activities that involve grammar skills, reading skills, vocabulary knowledge, writing, reading, and speaking (Tseng, Kuo, Su & Chen, 2005). Hyland (2004) indicates that learning can take place anywhere with the usage of multimedia. The purpose of this research question is to see to what extent the OOC activities affect the four skills. There is a little difference between the means of the items.

The most frequently reported item is speaking while the least reported item is writing. Most of the participants found classroom instructions insufficient and they expressed that the learning process is enhanced by the out-of-class activities, proving that efficient learning OOC activities need to be integrated (Guo, 2011). Participants expressed that OOC activities helped them develop their English skills. 83,9% of the participants reported that their listening skill has improved by using OOC activities. Majority of the participants agreed that using OOC activities have improved their pronunciation and they can understand native speakers better. 78,6% of the participants expressed that their reading ability has improved. It was reported that the participants have improved their vocabulary skills. 76,3% of the participants reported that they can communicate with other people in English and they overcame their shyness. Among the participants, 61,7% of them agreed that their writing skills have improved. The participants here pointed out that they can write meaningful paragraphs and able to communicate with people with writing. We can infer from this result that writing is less frequent because it is a productive skill, unlike the others. According to the results of this study, it can be assumed that the participants prefer using receptive skills. In line with the findings of our study, Tantarangsee (2016) found out that the use of social media improved students' skills and through social media students improve their receptive skills such as reading, and listening. Zourou (2012) also found that social media supports receptive skills like listening, reading and writing as well as creative thinking skills.

5.3.4. What barriers do the EFL students face during the use of out of class activities?

This research question aimed to discover the barriers that students face through their learning process. According to Little (2009), there are mainly three barriers that students face, the first one is a *lack of English environment*, the second one is *lack of knowledge*, the third one is *the curriculum and the national tests the students have to take*. The most frequent barrier the participants face is that they are afraid of making mistakes while speaking English. This is a common barrier that almost all students face. The other barrier they face is the lack of someone to speak English to and a lack of proper English environment. As the findings of this study show, lack of vocabulary knowledge is also a barrier that the students face. It can be assumed that these barriers are all tied with each other. For example, the lack of an English environment leads to the lack of having no one to speak English. The root of the barriers seems the lack of English environment if provided it may get rid of most of the common barriers they face. Nunan (1989) expressed that the majority of students find classroom learning insufficient for learning English, on the other hand, out-of-class activities improve their language development and demonstrate the need to integrate OOC activities to improve learning efficiency.

The least frequent barriers students face involves, not enjoying following social media in English, struggling with English out-of-class, a teacher using traditional methods, having difficulty understanding English media and English in general. These barriers are not surprising since these barriers again are tied to each other and the root of the barrier seems the lack of motivation and the background of the students.

5.3.5. How do students' perceived motivation and autonomy play role in using out of class EFL activities?

In order to answer this research question, first of all, participants were asked the open-ended questions in Part 1 of the survey. The questions asked were; what are the teacher's role in their lives, the importance and role of English in their lives. Based on the responses given to these questions, participants' motivation sources were aimed to be revealed. The first question was about the role of English in their lives. The responses revealed that most of the participants see the language as a culture and want to learn it to expand their knowledge of the world, or to use it for their personal development since the materials on the internet are mostly in English. This shows that

the participants have intrinsic motivation. When the same question was asked them in another way, the importance of English in their lives, 69,1% of the participants pointed out that they realize English is important in their lives. Another question is the importance of teacher in out-of-class, most of the participants expressed that the teacher's job is only teaching. Most of the participants think that teacher is important. Generally, participants think that teachers are helpful and motivating towards OOC activities while the least of the participants expressed that the teacher is not important in OOC activities. Participants indicated that their teachers suggested them OOC activities such as, listening to a particular song or watching a particular movie etc.

The findings obtained from this study show that when participants have a chance to do out-of-class activities, they take it and they find them helpful. Most of the participants expressed that they motivate themselves to do OOC activities. Furthermore, they indicated that their teachers motivated and supported them to do OOC activities. Intrinsic motivation is to do something for pleasure, purpose, challenge, or ability and knowledge creation for its own self-sustaining pleasurable rewards (Gardner and Lambert, 1972). Finally, with OOC activities they expressed that their independent learning process has improved greatly.

5.4. Pedagogical implications

The term 'lifelong education' has been stressed as a mean of improving the learning process of English. Lifelong education implies that the language learning process is not limited to the classroom but continues afterwards. The process may take place at any time, in any form and anywhere. The use of out-of-class activities differs from individual to individual.

Students should be encouraged to do activities they prefer because as mentioned above, use of the out-of-class activities vary from individual to individual, thus the encouragement has to be made considering the students' preferences, and English level, thus, their individual differences. First of all, students should be observed to point out the preferences then, the students can be motivated towards an OOC activity that the student prefers. For example, the student is into watching TV/Netflix series, the teacher can recommend the type of series that student may like. In this situation, the teacher must persuade the student to discuss the series to increase efficiency. The teacher as explained in the example has a huge role in and out of the class.

It is observed that many students have prejudice towards English. They think they cannot learn English, or at least they made themselves believe that is the case. In this situation, the teacher can break the prejudice with out-of-class activities. However, this type of situation should be handled carefully and at first, it is advised that the teacher should get involved in the OOC activities. With the online education system, every teacher is more or less involved with online systems even though they are forced to use it. They have online teaching experiences and they have had an opportunity to experience the students' behavior towards multimedia. For example, the teacher may gather students outside the school on discord (an online communication application) to play games with them, to watch a movie, to do karaoke etc. These activities help eliminate the prejudice of the students greatly as well as strengthening the bond between the teacher and the students.

Before motivating students towards out-of-class activities, it is advised that the teacher should firstly introduce them to the class. The teacher may watch a movie with the class at school and discuss it to break the ice and give students the confidence to make them do the activities after school. This type of class activity not only gives the students' confidence but also makes them realize that it is not impossible to practice English outside the classroom.

5.5. Limitations of the Study

First of all, the participants in the study may have been increased to cover a wide range of student-types. The greater the number of the participants the more precise and wider the findings could be. Secondly, more out of class activities could have been added to the survey to take a look at every preference. For example, dividing the video game section into single-player games with a story, games without a story, online games, battle arena games such as the popular title Player Unknown's Battlegrounds (PUBG) is possible and may yield even more detailed results. Participants' age range may have been increased to get results according to their ages and point out the differences between certain age ranges. Middle-school students and university students may have been observed and compared with one another in terms of the out-of-class activities they use and how beneficial those activities are to them. Finally, gender diversity may have taken into account to point out the effect of gender on the OOC activities that the students choose or how efficient they are with the OOC activities.

5.6. Suggestions for further research

The gathered data indicated the importance of out-of-class activities, and further studies could be made to find out more about them. Involvement of more participants regarding our subject, more detailed the results could be reached out. For example, with more participants and an assignment could prove a significant amount of data. A vocabulary pre-test could be used before the study, and participants could be assigned with OOC activities to firstly gather data on their English levels. A vocabulary post-test could be made at the end of the assignments to observe their improvement. More qualitative data could be used to gather data on their emotions towards using OOC activities.



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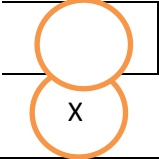


7. APPENDICES

Appendix 1: Ethics Committee Permit Document

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU	
VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Nazlıcan AK
ÖĞRENCİ NO	20178024
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2018 / 2019 - Güz Dönemi Kaydını Yeniledim.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öğrenciler İngilizce'yi ders dışında hangi yollarla kullanıyor ve bunun etkileri
TEZİN AMACI	Bu tez öğrencilerin ders dışında İngilizceyi nasıl ve ne için kullandıklarını ortaya çıkarmaya çalışmaktadır. Aynı zamanda öğretmenlere, öğrencilere ekstra çalışma vermeye yardımcı olmak için ana hatlar çıkartmaktır.
TEZİN TÜRKÇE ÖZETİ	Bu tez öğrencilerin İngilizceyi ders dışında nerede ve nasıl kullandıklarını ve bunun ders ve İngilizce seviyeleri üzerine etkisini araştırmaktadır. Hemen hemen bütün öğrenciler İngilizceyi bir şekilde dış dünyada kullanmak zorunda kalmaktadır, bu etkileşimlerin kendi İngilizce seviyeleri üzerine etkileri ve bu etkileşimden nasıl faydalandıklarını ortaya çıkartmak için öğrencilere uygulanacak olan bir röportaj, dört anket sonucunda karar verilecektir. Bu anketlerin sonucunda elde edilen verilerle hangi etkenlerin İngilizce gelişiminde en fazla rolü olduğunu ve kişiden kişiye bunun nasıl fark gösterdiğini bulmak hedeflenmektedir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Fen Bilimleri Temel Lisesi

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Fen Bilimleri Temel Lisesi Seyhan/ADANA
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Fen Bilimleri Temel Lisesi 12. sınıf öğrencileri
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Mane Sargsyan & Anna Kurghinyan tarafından geliştirilmiş olan anketler kullanılacaktır.
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (.....) SayfaÖlçeği. 2) (.....) SayfaAnketi. 3) (.....) SayfaFormları. 4) (.....) Sayfa

ÖĞRENCİNİN ADI - SOYADI: Nazlıcan AK		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 03/ 05/ 2019		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu Eğitim faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI	
Adı - Soyadı: Seden TUYAN	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKA	
Unvanı : Dr.Öğr.Üyesi	Unvanı:	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı ıslak imza ile alınmıştır	İmzası:	İmzası: Evrak onayı ıslak imza ile alınmıştır	İmzası: Evrak onayı ıslak imza ile alınmıştır	
03/ 05/ 2019	/ / 2020	06/ 04/ 2019	/ / 2020	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı ıslak imza ile alınmıştır	İmzası : Evrak onayı ıslak imza ile alınmıştır	İmzası : Evrak onayı ıslak imza ile alınmıştır	İmzası : Evrak onayı ıslak imza ile alınmıştır	İmzası : Evrak onayı e-posta ile alınmıştır
/ / 2020	/ / 2020	/ / 2020	/ / 2020	/ / 2020
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 03 / 05/ 2019 - 30 / 06/ 2019 tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE				
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.				

Appendix 2: Turkish Version of the Survey

Kısım 1

Bu çalışmanın amacı sınıf dışı İngilizce kullanımınızı ölçmektedir. Vereceğiniz bütün cevaplar gizli kalacaktır. İsminize gerek olmamakla beraber vereceğiniz bilgiler sadece çalışmamızda veri olarak kullanılacaktır. Bu yüzden, verdiğiniz cevaplarda dürüst olmanızı rica ediyoruz. Anketimiz iki kısımdan oluşmaktadır. Anket yaklaşık olarak 5 ila 10 dakika sürmektedir. Katılımınız için teşekkür ederiz.

Nazlıcan AK

1. Kaç yaşındasınız?
2. Cinsiyetiniz nedir?
3. İngilizce öğrenmeye kaç yaşında başladınız?
4. İngilizcenin hayatınızdaki rolünü nasıl tanımlarsınız?
5. İngilizcenin hayatınızdaki önemini nasıl tanımlarsınız?
6. Bu sonuca nasıl vardınız?
7. Ders dışı aktivite kullanımında öğretmenin hayatınızdaki nasıl tanımlarsınız?
8. Ne tür ders dışı İngilizce aktiviteler yaparsınız?
9. Okulda öğrendiğiniz İngilizce, ders dışı aktivite kullanımlarınızda size yardımcı oluyor mu?
10. Ders dışı İngilizce aktivite kullanmanın size bir yararı olduğunu düşünüyor musunuz?

Kısım 2

Aşağıda verilen ders dışı İngilizce aktiviteleri ne sıklıkla yaparsınız? Her bir madde için tek bir seçeneği işaretleyin.

	Asla	Bazen	Sıkça	Her zaman
1. Gazete ve dergi okumak				
2. Roman, çizgi roman ve kısa hikâye okumak				
3. E-mail yazmak				
4. Kişisel yazı yazmak (Günlük)				
5. İnternet araştırması				
6. İnternette gazete okumak				
7. Facebook, Twitter, Instagram kullanmak				
8. Televizyon programları, filmler ve diziler izlemek				
9. Sinemaya gitmek				
10. Müzik dinlemek				
11. Ana dili İngilizce olan biriyle konuşmak				
12. Arkadaşlarla, aile üyeleriyle konuşmak				
13. Bilgisayar oyunları oynamak				
14. Sinemaya gitmek				
15. Telefonu İngilizce kullanmak				
16. Araştırma yapmak				
17. Materyali orijinal dilinde anlamak				
18. YouTube				
19. 9Gag, Buzzfeed gibi siteler				

Rakamları işaretleyerek soruları cevaplayınız.

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
20. Sesli konuşmalarda İngilizce konuşurum (Discord, skype vb.)	5	4	3	2	1
21. Yazışmak için İngilizce kullanırım. (Skype, discord vb üzerinden)	5	4	3	2	1
22. İngilizce e-mail yazarım.	5	4	3	2	1
23. Oyunlarda İngilizce kullanırım.	5	4	3	2	1
24. İngilizce film izlerim.	5	4	3	2	1
25. Televizyon ve diğer programları İngilizce izlerim.	5	4	3	2	1
26. İngilizce video izlerim.	5	4	3	2	1
27. İnternette bir şeyi araştırırken İngilizce kullanırım.	5	4	3	2	1
28. İngilizce şarkı dinlerim.	5	4	3	2	1
29. Ders dışı İngilizce kullanma fırsatlarını kullanırım.	5	4	3	2	1
30. Ders dışında İngilizce kullanmak, İngilizce konusunda daha iyi olmama yardım ediyor.	5	4	3	2	1
31. Kendimi İngilizce öğrenme konusunda motive ediyorum.	5	4	3	2	1
32. Öğretmenlerim dışında arkadaşlarımdan da İngilizce öğreniyorum.	5	4	3	2	1
33. Öğretmenlerim ders dışı İngilizce kullanma konusunda beni motive ediyor.	5	4	3	2	1
34. Bağımsız İngilizce öğrenimine inanıyorum.	5	4	3	2	1

Ders dışı aktiviteler dört İngilizce becerisini (Dinleme, Okuma, Yazma, Konuşma) geliştirmektedir. Aşağıdakileri okuyup ne derecede onayladığınızı ya da onaylamadığınızı doğru sütuna tik atarak gösteriniz.

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
29. Telaffuzumuzu geliştirmek	5	4	3	2	1
30. Ana dili İngilizce olanları anlayabilmek	5	4	3	2	1
31. Ana dili İngilizce olan biriyle konuşmak	5	4	3	2	1
32. Utangaçlığımın üstesinden gelmek	5	4	3	2	1
33. Akıcı bir şekilde konuşmak	5	4	3	2	1
34. Okuma hızını artırma	5	4	3	2	1
35. Doğru telaffuzla okuma	5	4	3	2	1
36. Kelime dağarcığımı ve hecelememi geliştirmek	5	4	3	2	1
37. Gramer hatasız yazma	5	4	3	2	1
38. Yazmamı hızlandırma	5	4	3	2	1
39. Düzenli bir şekilde yazı yazma	5	4	3	2	1

Aşağıdaki durumlar ne sıklıkla başınıza gelmektedir? Tercihinize göre işaretleyiniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
40. İngilizce iletişimde bulunurken gergin hissediyorum	1	2	3	4	5
41. Ders dışı etkinliklerde zorlanıyorum	1	2	3	4	5
42. Tartışmaya dahil olmada zorlanıyorum	1	2	3	4	5
43. Konuşulanı anlamada zorlanıyorum	1	2	3	4	5
44. İngilizce tartışmaları anlamada zorluk çekiyorum	1	2	3	4	5
45. İngilizce olan şarkıları, filmleri, dizileri vs. anlamada zorlanıyorum.	1	2	3	4	5
46. Gerekli olmayan durumlarda İngilizceden kaçınıyorum.	1	2	3	4	5
47. Kelime dağarcığıyla ilgili sıkıntılar yaşıyorum	1	2	3	4	5
48. Konuşacak kimsenin olmaması	1	2	3	4	5
49. Hata yapmaktan korkuyorum	1	2	3	4	5
50. İngilizce konuşan arkadaş eksikliğinin olması	1	2	3	4	5
51. Öğretmenlerin geleneksel yollar kullanmasından dolayı ders dışı İngilizce kullanmaya heveslenmiyorum	1	2	3	4	5
52. Yeterli İngilizce kullanma çevresinin olmaması	1	2	3	4	5
53. İngilizce kullanırken utanıyorum	1	2	3	4	5
54. Sosyal medyadan hoşlanmıyorum	1	2	3	4	5

Appendix 3: English Version of the Survey

Part 1

The point of this study is to evaluate your English usage outside the classroom. All the answers given will be kept confidential. You do not need to give your name and the information you provide will be used as data in the study. Therefore, we politely request you to be honest in the answers. The survey takes 5 to 10 minutes. Thank you for your attendance.

Nazlıcan AK

Answer the questions.

1. How old are you?
2. What is your gender?
3. Since when have you been learning English?
4. How can you describe the role of English in your life?
5. How can you describe the importance of English in your life?
6. How did you come to that conclusion?
7. How can you describe the importance of the teacher in the usage of English in out-of-class activities?
8. In which activities do you use English outside of the class?
9. Does the English that you learn at school help you in out-of-class activities?
10. Do you think using English in out-of-class activities has any benefits for you?

Part 2

How often do you use out-of-class activities given below? Please select one of these frequency options for each item.

	Never	Sometimes	Often	Always
1. Reading newspaper and magazines				
2. Reading novels, comics, and short stories				
3. Writing e-mails				
4. Personal writing (diary)				
5. Internet research				
6. Reading News online				
7. Using Facebook, Twitter, Instagram				
8. Watching TV programs, movies, series in English				
9. Going to the cinema				
10. Listening to English songs				
11. Talking with native speakers				
12. Talking with friends and family members				
13. Playing video games				
14. Playing online games				
15. Using the phone in English				
16. Doing Research				
17. To understand the origin of an authentic content				
18. YouTube				
19. Using websites like 9Gag and BuzzFeed				

Answer the questions given below by circling the numbers.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20. I speak in English with my friends with voice chat (discord etc.).	5	4	3	2	1
21. I use English for chatting or messaging (social media, discord etc.).	5	4	3	2	1
22. I write emails in English.	5	4	3	2	1
23. I use English in games.	5	4	3	2	1
24. I watch movies in English.	5	4	3	2	1
25. I watch TV and other programs in English.	5	4	3	2	1
26. I watch videos in English.	5	4	3	2	1
27. I use English while searching for something on the Internet.	5	4	3	2	1
28. I listen to English songs.	5	4	3	2	1
29. I take the chances to use and practice English outside the classroom.	5	4	3	2	1
30. I believe using English outside the classroom can help me get better at it.	5	4	3	2	1
31. I motivate my own interests in learning English.	5	4	3	2	1
32. I learn from friends, not just from the teachers.	5	4	3	2	1
33. My teachers motivate me to use and practice English outside the classroom.	5	4	3	2	1
34. I believe in independent learning.	5	4	3	2	1

Out-of-class activities improve the four skills (reading, writing, speaking, listening). Read the statements given below and circle the number to indicate to what extent do you approve or disapprove.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29. Improve my pronunciation	5	4	3	2	1
30. Can understand native speaker speech	5	4	3	2	1
31. Can talk with native Speaker well	5	4	3	2	1
32. I can overcome my shyness	5	4	3	2	1
33. Speak fluently	5	4	3	2	1
34. Increase reading speed	5	4	3	2	1
35. Can read with correct pronunciation	5	4	3	2	1
36. Improve my vocabular and spelling	5	4	3	2	1
37. Can write without grammatical error	5	4	3	2	1
38. Improve freehand writing	5	4	3	2	1
39. Can write in an organized way	5	4	3	2	1

To what extent the situations given below occurred to you and circle.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
40. Feel nervous while communicating in English	1	2	3	4	5
41. Struggle with English out-of-class	1	2	3	4	5
42. Find it difficult to enter in the discussion	1	2	3	4	5
43. Have trouble understanding the matter of talk	1	2	3	4	5
44. Lack of English-speaking friend	1	2	3	4	5
45. Teacher uses traditional methods that is why I do not get interested to use English out of class	1	2	3	4	5
46. There is lack of an adequate English environment	1	2	3	4	5
47. I feel shy while using English	1	2	3	4	5
48. I do not enjoy following social media in English	1	2	3	4	5
49. Have trouble understanding the discussion in English	1	2	3	4	5
50. Have difficulty understanding English News, movies, series, songs etc.	1	2	3	4	5
51. I avoid using English except when it is really necessary	1	2	3	4	5
52. Have trouble with knowledge of vocabulary	1	2	3	4	5
53. I have no one to speak to in English	1	2	3	4	5
54. Afraid of making mistakes while speaking English	1	2	3	4	5

Appendix 4: Çağ University Thesis Survey Application And Permission Request Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ **585-358**
KONU: Tez Anket İzni Hakkında

15.05.2019

ADANA FEN BİLİMLERİ TEMEL LİSESİ MÜDÜRLÜĞÜNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178024 numaralı) **Nazlıcan AK “Öğrenciler İngilizceyi Ders Dışında Hangi Yollarla Kullanıyor ve Bunun Etkileri”** konulu tez çalışmasını Üniversitemiz öğretim elemanı Dr. Öğr. Üyesi Seden TUYAN danışmanlığında yürütmektedir. Adı geçen öğrenci bu tez çalışması kapsamında Adana İl Milli Eğitim Müdürlüğüne bağlı Fen Bilimleri Temel Lisesinde eğitim gören 12. Sınıf öğrencilerini kapsamak üzere, kopyası Ek’ler de sunulan bir anket uygulaması yapmak istemektedir. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Enstitüde kalan aslı imzalıdır

Prof. Dr. Ünal AY

Rektör

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**Appendix 5: Fen Bilimleri Temel Lisesi Thesis Survey Application and Permission
Approval Letter**

**T.C.
SEYHAN KAYMAKAMLIĞI
ÖZEL BARAJ YOLU FEN BİLİMLERİ TEMEL LİSESİ
MÜDÜRLÜĞÜ-59123**

27.05.2019

**Sayı : 60615291-410.99/16
Konu : Tez Anketi İzni hakkında**

**ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE
MERSİN**

23867972/585-358 Sayılı yazınıza istinaden belirtilen konuda İngiliz Dili Eğitimi Öğrencisi Nazlıcan AK 'ın okulumuzda tez anketi yapması için herhangi bir sakınca bulunmamaktadır.Gereğini bilgilerinize arz ederim.

Enstitüde kalan aslı imzalıdır

Şemsettin DOĞAN

Müdür