

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH
THESIS**

**THE IMPACT OF MASS MEDIA TOOLS ON LISTENING AND
SPEAKING SKILLS OF PREPARATORY SCHOOL STUDENTS AT
BAŞKENT UNIVERSITY**

PREPARED BY

BAŞAK ŞAHİN

MASTER'S THESIS

ANKARA – 2025

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ADVISOR

Assoc. Prof. Senem Üstün Kaya

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BAŞKENT ÜNİVERSİTESİ
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Veri toplama sürecinde destek veren öğretmen ve öğrencilere katkılarından dolayı minnettarım. Her zaman yanımda olan, sabırları ve sevgileriyle beni destekleyen aileme gönülden teşekkür ederim.

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Ankara 2025

ÖZET

Başak Şahin

Başkent Üniversitesi Hazırlık Okulu Öğrencilerinin Kitle İletişim Araçlarının Dinleme ve Konuşma Becerileri Üzerindeki Etkisi

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı**

2025

Bu araştırma, kitle iletişim araçlarının (televizyon, haber medyası, internet ve sinema) Başkent Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Sınıfı öğrencilerinin konuşma ve dinleme becerileri üzerindeki etkisini ölçmeyi amaçlamaktadır. Bu alanda yürütülen çeşitli araştırmalar çalışmaya dâhil edilmiş ve kitle iletişim araçlarının, özellikle televizyon, haber medyası, internet ve filmlerin öğrencilerin dil öğrenimini, Yabancı Dil Olarak İngilizce eğitimini nasıl iyileştirebileceği gözlemlenmiştir. Çalışmanın temel amacı, kitle iletişim araçlarının öğrencilerin konuşma ve dinleme becerilerini nasıl geliştirdiğini ve öğrencilerin öğrenmeye yönelik motivasyon ve katılımını nasıl etkilediğini belirlemektir. Öğrencilerin kitle iletişim araçlarıyla etkileşiminin türü ve sıklığına göre nasıl olduğu incelenerek, dil yeterliliğini etkileyen önemli faktörler belirtilmiştir. Katılımcılar 103 hazırlık öğrencisi ve 5 öğretmenden oluşmaktadır. Çalışma, öğrencilerin medya tercihlerini ve davranışlarını incelemek için Muhsin Yanar'ın (2003) izniyle kullanılan "İletişimsel Yetenekleri Ölçme Kontrol Listesi" (Checklist for Measuring Communicative Abilities) kullanılarak öğrencilerin ifade becerileri hakkında nicel veriler toplamaktadır. Beş öğretmenle yapılan yapılandırılmış bir görüşmede, öğrencilerin katılımı ve motivasyonu ile kitle iletişim araçlarının İngilizce Yabancı Dil Eğitimi derslerine dâhil edilmesinin faydaları, dezavantajları ve gerçek dünyadaki uygulamaları hakkında nitel bilgiler elde edilmiştir. Verilerin istatistiksel analizi ve nitel verilere tematik analizin uygulanması, konuşma ve dinleme becerilerinde önemli değişikliklere yol açacaktır. Sonuçlar, kitle iletişim araçlarının Yabancı Dil Olarak İngilizce eğitime nasıl dâhil edilebileceğini ve bunun sınıf içi eğitim ile günlük dil kullanımı arasındaki boşluğu nasıl kapatabileceğini vurgulamalıdır. Bu çalışma, medya ve teknolojinin Yabancı Dil Olarak İngilizce öğrenen öğrencilerin dil gelişimini en üst düzeye çıkarmak için ilgi çekici ve dinamik öğrenme ortamları nasıl yaratabileceğine ilişkin büyüyen bilgi birikimine katkıda bulunmaktadır.

Anahtar Kelimeler: Kitle iletişim araçları, İngiliz dil eğitimi, dinleme becerileri, konuşma becerileri

ABSTRACT

Başak Şahin

The Impact of Mass Media Tools on Listening and Speaking Skills of Preparatory School Students at Başkent University

**Başkent University
Institute of Educational Sciences
Master Program of English Language Teaching with Thesis**

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This research examines how the speaking and listening skills of Başkent University preparatory school students are affected by mass media (television, news media, internet and cinema as learning aids). Various studies conducted in this field were included in the study and it was observed how mass media, especially television, news media, internet and movies, can improve students' language learning, especially EFL education. The main purpose of the study is to determine how mass media improves students' speaking and listening skills and how it affects students' motivation and engagement towards learning. By examining how students interact with mass media based on the type and frequency of media consumption, important factors affecting language proficiency are discussed. The participants include 100 preparatory students and five instructors. The study collects quantitative data on students' expression skills using a “Checklist for Measuring Communicative Abilities”, used with permission from Muhsin Yanar (2013), to examine students' media preferences and behaviours. In a structured interview with five teachers, qualitative information is obtained about students' participation and motivation, as well as the benefits, disadvantages and real-world applications of incorporating mass media into EFL lessons. Statistical analysis of the data and application of thematic analysis to qualitative data will lead to significant changes in speaking and listening skills. The results are expected to highlight how mass media can be incorporated into EFL education and how this can bridge the gap between classroom instruction and everyday language use. This study contributes to the growing body of knowledge on how media and technology can create engaging and dynamic learning environments to maximize EFL students' language development.

Key Words: Mass media tools, English language teaching, listening skills, speaking skills

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ÖZET	ii
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF FIGURES	vi
LIST OF TABLES	vii
LIST OF SCALES	viii

CHAPTER I: Introduction

1.1 Introduction to the study	1
1.2 Background of the Study	3
1.3 Statement of the Problem	4
1.4 Purpose of the Study	5
1.5 Significance of the study	6
1.6 Research Questions	7

CHAPTER II: Literature Review

2.1 Introduction	8
2.2 Theoretical Framework	9
2.2.1 Krashen's Input Hypothesis: Enhancing Listening Comprehension	9
2.2.2 Vygotsky's Social Interaction Theory: Improving Speaking Skills	11
2.2.3 Gardner's Multiple Intelligences Theory	12
2.3 Interaction of Listening, Speaking and Authentic Input in the Context of L2	13
2.3.1 Integration of Media Tools within Theoretical Framework	14
2.4 Practical Applications of Mass Media in EFL Education	16
2.5 The Role of Audiovisual News Media in EFL Contexts	17
2.5.1 Benefits of News Media on Listening and Speaking	18
2.6 Movies as a Tool for Language Skill Development and Motivation	19
2.6.1 The Role of Audiovisual Tools in Language Development	20
2.6.2 The Role of Subtitles in Video Learning	21
2.6.3 Motivational Impact of Films	23
2.6.4 Vocabulary and Interactional Competence	24

CHAPTER III: Methodology

3.1 Overview	25
3.2 Research Design	25
3.3 Setting and Participants	28
3.4 Data Collection Procedures	28
3.5 Data Collection Tools	28
3.5.1 Checklist for Measuring Communicative Abilities	29
3.5.2 Semi Structured Interviews	30
3.6 Data Analysis	31
3.6.1 Quantitative Analysis	31
3.6.2 Qualitative Analysis	32
3.7 Ethical Considerations	33

CHAPTER IV: Data Analysis and Results

4.1 Introduction	35
4.2 A Descriptive Analysis of the Aptitude Scale Toward Media Use in Language Learning	39
4.2.1 Mass media preference and frequency	40
4.2.2 Mass media usage purpose	41
4.2.3 Most frequently used media tools	41
4.2.4 Language consumed in media	42
4.2.5 Preferred media content	42
4.3 A descriptive Analysis of the Checklist for Measuring Communicative Abilities	43
4.3.1 Sample Responses from the checklist	45
4.4 Thematic Analysis Based on Teacher Responses to the Structured Interview	50
4.5 Descriptive Analysis of Teacher Responses to the Structured Interview	51
4.5.1 Areas of Mass Media used and Preferred Tools	51
4.5.2 The Effects of Mass Media on Student Motivation and Interaction	52
4.5.3 Challenges and Technical Barriers	53
4.5.4 The Future Role of Technology and New Media Tools	54
4.5.5 Analysis of Teacher Responses about Listening Skills	54
4.5.6 Analysis of Teacher Responses about Speaking Skills	55
4.6 Conclusion	55

CHAPTER V: Discussion	57
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CHAPTAR VI: Conclusion and Implications

6.1 Introduction	61
6.2 Overview of the Study	61
6.3 Limitations of the Study	62
6.4 Suggestions for further research	64
6.5 Conclusion	64

REFERENCES	67
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APPENDICES

A: Attitude Scale Toward Media Use in Language Learning	74
B: Checklist for Measuring Communicative Abilities	75
C: Structured Interview Questions for EFL Teachers	76
D: Detailed Analysis of Teachers' Responses to the Structured Interview Questions by Themes	77
E: Table 2: Descriptive Statistics of the Communicative Competence Scale	80
F: Permission for the Checklist for Measuring Communicative Abilities from Muhsin Yanar	81
G: Participant Information and Consent Form	82

LIST OF FIGURES

Figure 1: Diagram illustrating the Comprehensible Input Hypothesis	10
Figure 2: Visual Model for Mixed-Methods Sequential Explanatory Design Procedures ..	27

LIST OF TABLES

Table 1: The Impact of Mass Media on Fluency and Vocabulary	35
Table 2: Usage of Mass Media for Language Development	36
Table 3: Observations for Participation and Motivation	37
Table 4: Themes and Sub-themes Obtained from Teacher Responses	50
Table 5: Descriptive Statistics of the Communicative Competence Scale	80

LIST OF SCALES

Scale 1: The Results of the Attitude Scale Toward Media Use in Language Learning.....	39
Scale 2: Results of the Checklist for Measuring Communicative Abilities	43

CHAPTER I

INTRODUCTION

1.1 Introduction to the Study

"Language is the house of being; in its home, man dwells. Those who think and those who create with words are the guardians of this home. Without language, there is no thought; without thought, there is no being. To think, to speak, is to be." — Hans Aarsleff, *The History of Language*.

Language is essential to human existence and, in addition to being a means of communication, shapes people's identities, thoughts, and culture understandings. (Halliday, 1978, pp. 39, 112–113) The fact that learning a language, especially a foreign language, is a difficult and life-changing process that requires exposure to real-world linguistics and opportunities to interact in real-world situations is important. When considered today, it is possible to observe that the most important reason for the development and change of language is communication and interaction.

When considering interpersonal communication, mass communication is defined as “the process whereby media organizations produce and transmit messages to large publics and the process by which those messages are sought, used, understood, and influenced by audiences” (Littlejohn & Foss, 2017, p. 333). The focus of mass communication is not only why and how a message is conveyed, but also the medium through which it is conveyed. With technological advancements, virtually all aspects of life—including education—have been reshaped. A wide array of media, including the internet, mobile devices, and audiovisual platforms, are now used to disseminate information, facilitate communication, and support learning (Selwyn, 2012, p. 21). The definition and understanding of mass media are described by UNESCO (1980) as:

Mass media are those means of communication designed to reach a large audience and have the potential to influence public opinion, knowledge, and cultural development. These include newspapers, books, magazines, radio, film, television, and new communication technologies. They serve a dual role: as a mirror of society and a vehicle for education, entertainment, and information. In modern societies, mass media have become a dominant force in shaping ideologies and public discourse (p. 34).

Among the most important reasons for the close relationship between learning a new language and mass media is that mass media provide powerful context and tools. Through realistic language input, students are exposed to terminology, idioms, and cultural quirks, giving students a contextualized understanding of real-life English usage not found in textbooks (Pylypyshyna & Palamarchuk, 2024, pp. 112–113). Mass media foster speaking and listening skills by allowing learners to imitate native speaker pronunciation and intonation, and to practice comprehension through authentic auditory and audiovisual materials such as podcasts, films, and news broadcasts (Chapple & Curtis, 2000, pp. 419–422). The engaging nature of multimedia content captures learners' interests, while its multimodal design—integrating text, audio, and visuals—supports various learning preferences and enhances retention (Mayer, 2001, pp. 119–120). Additionally, media reflect cultural values and social nuances of the target language, fostering sociolinguistic awareness among learners (Kramsch, 1993, pp. 5-7). Furthermore, such platforms encourage autonomous learning through interactive features and self-paced formats (Reinders & White, 2011, pp. 5–6). Even if there are obstacles including sophisticated material and diversions, media can be used to improve language instruction if it is used wisely.

Traditional learning environments have changed significantly due to the inclusion of technology and media in education, especially in English as a Foreign Language (EFL) (Merzifonluoğlu & Tulgar, 2023, p. 530). As a result of this change, mass media such as social media, radio, and television have become dynamic resources for language acquisition. These resources provide students with real-world contexts and authentic language input (Yanar & Tütüniş, 2016, p. 5). These media types significantly impact speaking and listening skills by bridging classroom education and real-life language use. They expose learners to diverse dialects, speech registers, and interactive opportunities that are difficult to replicate in traditional classrooms (Gilmore, 2007, pp. 98–100).

This thesis examines the impact of mass media on the speaking and listening skills of Başkent University preparatory school students and highlights how exposure to various media platforms can improve EFL education. The study investigates how television, news media, the internet and movies can enhance traditional EFL education and produce dynamic, engaging and productive language learning environments. According to the study, mass media can help create a more immersive learning environment by giving students real-world language experience and the chance to practice speaking and listening outside the classroom. Through examining how students engage with these media, this research seeks to understand how various media can

assist students in overcoming language difficulties, enhancing their fluency, and boosting their desire to speak English in everyday situations. To maximize the development of speaking and listening abilities in EFL students, the thesis ultimately seeks to further acknowledge the integration of media in language teaching methods.

A group of students with high visual-spatial intelligence (especially those who engage with visual platforms such as social media) remember better than their peers. Visual intelligence refers to the ability to process, analyze, and interpret visual content quickly and accurately (Silverman, 2002, pp. 15–16). Information presented visually best affects the understanding and recall of visual learners. This method is combined with creativity and imagery, especially when it is compatible with long-term memory retention (Sulaiman & Zakaria, 2021, p.108). Spatial awareness, environmental perception, and the ability to recognize abstract patterns are important parts of visual intelligence (Silverman, 2002, p.16). Such students often interpret maps, diagrams, and use visual representations to express ideas. It is important to mention that instruction supported by visual aids is more effective, especially for visual-spatial learners (Sulaiman & Zakaria, 2021, p. 109). Dual coding (simultaneous processing of visual and verbal information) and the contiguity principle (bringing visual and verbal inputs together) improve cognitive recall (Mayer & Anderson, 1992, p. 64). Additionally, the learning process can be greatly enhanced by including audiovisual resources that combine both visual and auditory components, which align with students' cognitive preferences and reduce unnecessary mental strain (Paivio, 2007, pp. 52–54). Audiovisual aids help students engage more deeply with the material and improve their comprehension and recall skills by allowing them to absorb information through both sight and sound (Mansourzadeh, 2014, pp. 49–50; Stelzer et al., 2008, pp. 1–2).

1.2 Background of the Study

English has become a global lingua franca due to the globalization of communication and commerce, making it an essential ability for success in the workplace, in school, and in social environments. (Jenkins, 2015, pp.4–5) However, ways to improve English Language Teaching (ELT), especially for non-native English speakers navigating a variety of communicative contexts, are constantly being explored by educators (Kirkpatrick, 2007, p. 30).

Traditional classroom methods, being heavily reliant on textbooks and explicit grammar instruction, often lack the dynamic and contextual input necessary to develop listening and

speaking fluency (Gilmore, 2007, p.98). However, mass media such as television, news bulletins, internet videos, podcasts, and movies provide students with authentic language input, idiomatic expressions, and cultural references. These are features that are difficult to replicate in formal classroom instruction. For example, while movies and TV series offer organic conversation and real-time interaction patterns, news exposes students to formal or semi-formal registers. (Chapple & Curtis, 2000, p. 395–396). Furthermore, the engaging and interactive nature of mass media platforms such as YouTube, Instagram, and podcasts provides multimodal exposure tailored to students' preferences, which in turn increases student motivation (Almurashi, 2016, p. 72).

While previous research (e.g., Yanar, 2013) has emphasized how mass media can support vocabulary acquisition, pronunciation development, and speech fluency, such tools are underutilized in formal ELT settings, particularly in relation to speaking and listening. Most existing research on media use in language learning predominantly emphasizes reading and writing skills or general learner attitudes toward media, while the systematic incorporation of media to enhance speaking and listening skills remains underexplored (Gilmore, 2007, pp. 97–99).

Additionally, preparatory school students (those transitioning from basic to more advanced language use) rarely focus on multimedia-supported instruction. The purpose of this study was to examine how mass media can be used to improve both speaking and listening skills among this population. It also highlights their dual value as classroom assistants and autonomous learning resources (Reinders & White, 2011, p. 5–6).

1.3 Statement of the Problem

Speaking and listening are two of the challenging abilities for EFL learners to acquire yet being crucial to language competency. They remain among the most demanding skills for EFL learners to acquire, despite being central to communicative competence (Gilakjani & Ahmadi, 2011, p. 977). Due to a lack of exposure to real-world language contexts and a dependence on pre-written, artificial listening exercises, many students in preparatory schools have difficulty understanding spoken English. Similarly, the lack of meaningful communicative practice hinders students' speaking fluency, often leaving them unable to confidently express themselves in real-life interactions (Goh & Burns, 2012, p. 56). These issues are frequently not addressed by traditional educational approaches, which place more emphasis on reading comprehension and grammatical correctness than on interactive or real-world language use.

However, mass media tools such as films, news broadcasts, and online videos provide authentic linguistic environments that can bridge the gap between classroom learning and real-world usage (Gilmore, 2007, pp. 106–107). Despite their potential, the integration of mass media into ELT is often inconsistent and underutilized (Sulaimani, 2017, p. 137). Teachers might not have the materials, expertise, or knowledge necessary to successfully integrate these tools into their classes. Furthermore, less is known about the effects of mass media on students' motivation, engagement, and skill development-especially when it comes to Turkish preparatory school pupils. This underexplored area highlights the need for focused investigation into how mass media tools can be systematically used to improve speaking fluency and listening comprehension, and to identify effective strategies for their integration into ELT programs (Reinders & White, 2011, pp. 4–5).

1.4 Purpose of the Study

Mass media has been increasingly recognized as a valuable source of authentic language input and communicative exposure that can enhance oral language proficiency in EFL contexts (Çelik & Erbay, 2013, p. 59). Investigating the effects of mass media, such as television, news outlets, the internet, and movies, on the growth of speaking and listening abilities among Başkent University preparatory school students is the main purpose of this study. Using a mixed-methods approach, this research seeks to examine both the qualitative transformations in students' motivation, engagement, and perceptions of language learning, and the quantitative improvement in their fluency and comprehension (Creswell & Plano Clark, 2018, p. 178–181). Specifically, the study aims to identify which media tools are most effective, how different formats (e.g., videos, podcasts, digital news) contribute to language acquisition, and how these tools can be integrated pedagogically into ELT classrooms (Soyoo et al., 2022, p. 4).

This study also attempts to provide evidence-based guidance to educators on how to integrate media into teaching. This takes into account variables such as media accessibility, student preferences, and curriculum compatibility. Furthermore, the study contributes to the field of ELT by advocating for the development of more interactive, student-centred, and technology-enriched learning environments (Motteram, 2013, p. 7–9). Therefore, it is expected that the findings will provide a basis for further studies and innovations in the integration of media and language education.

1.5 Significance of the Study

In a world where technology is increasingly digitizing life and connecting everyone, mass media has also become an integral part of education (Motteram, 2013, pp. 4–6). Mass media improves speaking and listening skills by providing opportunities to imitate native English speaker pronunciation and intonation and to practice comprehension through podcasts, movies or news (Soyoof et al., 2022, pp. 3–4). The multimodal nature of mass media—combining text, audio, and images—supports diverse learning preferences, increases retention, and enhances learner engagement. Exposure to authentic English via mass media provides learners with input embedded in meaningful, real-life contexts, which facilitates naturalistic language acquisition processes (Herrera & Gonzalez, 2013, p. 422). The importance of this study lies in its alignment with global educational trends emphasizing the integration of media and technology to foster 21st-century skills such as digital literacy, creativity, and autonomy (OECD, 2021, pp. 15–16). It also addresses the increasing need for creative and adaptable language teaching strategies.

The main purpose of this study is to investigate the effects of mass media such as television, news organizations, the internet and movies on the development of speaking and listening skills among Baškent University preparatory school students. It explores how these tools can improve comprehension and fluency—skills often underdeveloped in traditional, text-based classrooms (Gilmore, 2007, pp. 106–107). Using a mixed-methods approach, this research also sets out to contribute to the growing body of knowledge on the integration of digital tools into language education by bridging the gap between technology-supported learning and traditional teaching. The study emphasizes the value of learner-centred content that aligns with students' interests, social realities, and visual learning styles—dimensions frequently overlooked in traditional curricula (Gardner, 2011, pp. 123–125). It also aims to investigate qualitative changes in students' desire to learn, engagement and perception of language acquisition, and quantitative gains in speaking fluency and listening comprehension. (Reinders & White, 2011, pp. 4–6). In addition, teachers' views on both their own fields and the impacts experienced by students are also examined in the planned teacher interviews, considering the assessment framework.

Along with providing useful advice to educators on how to incorporate mass media into their lesson plans by considering student preferences, accessibility and curriculum fit, the study aims to bridge the gap between media use and language education. While it is a useful tool for educators aiming to improve English proficiency through media, it also allows for localized results that can inform similar educational situations worldwide by focusing on the preparatory students at Baškent University. It examines how different types of mass media can improve

students' speaking fluency and listening skills while encouraging students' independence in learning through conventional methods and their participation in innovative thinking.

1.6 Research Questions

The inclusion of mass media in language education is becoming increasingly important. As students are regularly exposed to various multimodal media, researchers and educators have begun exploring how these tools can enhance foundational language skills like listening and speaking (Yufrizal & Maghfiroh, 2021, pp. 28–30). Mass media—including radio programs, YouTube videos, and podcasts—offer learners authentic language input and interactive communicative experiences, significantly enhancing speaking and listening proficiency in EFL contexts (Chaves-Yuste & de-la-Peña, 2023, p. 5). This study aims to examine the contribution of mass media to the oral communication skills of individuals learning English as a foreign language.

In this context, the following research questions were examined:

1. To what extent mass media contributes to the listening and speaking skills of students?
2. What is the frequency of mass media use in the development of listening and speaking skills of English language learners?
3. What is the perception of teachers and students on the engagement of various media use in practising listening and speaking skills of learners of English?

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

Mass media have become a fundamental tool in contemporary English as a Foreign Language (EFL) education because they expose students to real-world situations, a variety of dialects, and authentic language use (Gilmore, 2007, pp. 106–107). This literature review investigates major previous studies that have examined how mass media such as television, news media, cinema, the Internet, including social media and online videos, help EFL learners improve their speaking and listening skills. This section examines how the incorporation of mass media into language learning contexts is supported by three major theories: Krashen's Input Hypothesis, Vygotsky's Social Interaction Theory and Gardner's Theory of Multiple Intelligences (Lantolf & Thorne, 2006, pp. 197–198; Krashen, 1982, pp. 21–22; Gardner, 2011, p. 124).

The significance of considerable and efficient material for listening comprehension is emphasized by Krashen's Input Hypothesis (Krashen, 1982, pp. 21–24). Research backs up the hypothesis, demonstrating that media sources like podcasts, radio shows, and TV news offer rich linguistic input that can progressively improve learners' proficiency (Vanderplank, 2010, pp. 130–132). Vygotsky's Social Interaction Theory, on the other hand, highlights the importance of social interaction in language learning and contends that interactive media-like discussion-focused movies and language-learning applications-effectively improve speaking abilities. Lastly, Gardner's Theory of Multiple Intelligences highlights how important it is to accommodate different learning styles by utilizing multimodal media, such as simulations and audiovisual resources, to accommodate a range of cognitive preferences (Gardner, 2011, pp. 124–126).

Additionally, this review looks at actual results from research on the educational value of mass media in EFL settings. These studies show that media can overcome the drawbacks of conventional, textbook-based learning, inspire students, and promote active engagement in addition to improving speaking fluency and listening comprehension (Almurashi, 2016, pp. 34–36). Moreover, the research emphasizes useful perspectives on how mass media might tackle

issues including inadequate resources, limited exposure to native speakers, and antiquated teaching techniques.

These theoretical and empirical viewpoints are combined in this literature review, which emphasizes how the media might improve language instruction. The aim is to give researchers and teachers a thorough grasp of how mass media can be included into EFL instruction in a strategic way to improve speaking and listening abilities, inspire students, and accommodate a range of cognitive needs (Soyoof et al., 2022, pp. 5–6).

2.2 Theoretical Framework

To investigate how mass media tools can enhance EFL learners' speaking and listening abilities, this literature review employs a theoretical framework based on three fundamental theories: Krashen's Input Hypothesis, Vygotsky's Social Interaction Theory, and Gardner's Theory of Multiple Intelligences. With the use of focused, media-based interventions, several facets of language learning can be supported and improved according to each theory. The cognitive, social, and motivational dynamics of language acquisition as they relate to the use of digital resources such as podcasts, videos, and other multimedia are clarified by this framework.

2.2.1 Krashen's Input Hypothesis: enhancing listening comprehension

Stephen Krashen's Input Hypothesis (1982) proposes that language acquisition occurs most effectively through comprehensible listening and reading input ($i+1$), rather than through explicit grammar study (Krashen, 1982, pp. 21–22). He contends that learners benefit more from exposure to slightly challenging, understandable language input than from structured grammar lessons (Krashen, 1982, pp. 22–23). Empirical studies demonstrate that media sources like TV and radio news consistently provide $i+1$ level input that enhances learners' listening comprehension (Bahrani & Sim, 2012, p. 32).

Krashen's model aligns seamlessly with mass media use, as it exposes learners to gradient linguistic models that can support listening development (Krashen, 1982, p. 22). However, Input Hypothesis has been criticized for downplaying the role of language production, with scholars arguing that output (speaking/writing) is essential for development (Swain, 1985, pp. 248–249). Media such as podcasts, radio broadcasts, and social media videos support comprehensible input in real listening contexts, reinforcing Krashen's hypothesis

(Chaves-Yuste & de-la-Peña, 2023, p. 5). Krashen (1985) emphasizes that input must also be interesting and engaging to lower the affective filter and facilitate acquisition (Krashen, 1985, p. 4). This supports Rama's (2013) idea that radio introduces authentic real-world input into classrooms, increasing engagement and aligning with Krashen's principles. In these words, the radio can be reconciled with Krashen's hypothesis, which argues that the input is effectively met by media that includes real-life language use and a variety of accents.

In India, Rama (2013) contends that listening is the foundational language skill, serving as a catalyst for the other core skills (p. 93). The author contends that mastering the four fundamental abilities of speaking, listening, reading, and writing is necessary for effective language learning, with listening serving as the foundation for the development of the other skills. Rama (2013) also highlights challenges in Indian EFL contexts: insufficient teacher training, limited access to native speakers, and outdated pedagogies hampering listening skill development (p. 94).

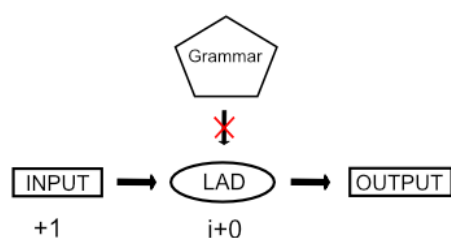


Figure 1. Diagram illustrating the Comprehensible Input Hypothesis.

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A model based on Noam Chomsky's Universal Grammar theory introduces the concept of the Language Acquisition Device (LAD). The LAD is an innate mental mechanism that processes linguistic input. This approach states that linguistic input from the environment must be compatible with the learner's internal grammatical structures (Chomsky, 1965, p. 10; Chomsky, 1980, p. 24). In this model, the LAD is shown as a device that only processes input at the learner's current level (i+0). On the other hand, input slightly above the learner's current ability (i+1) cannot be fully internalized, causing the learner to experience limited progress in language development. This assumption, which contradicts Stephen Krashen's Input Hypothesis, suggests that acquisition occurs when learners are exposed to comprehensible input just above their current level (i+1), facilitating gradual language development (Krashen, 1982, pp. 21–22). Krashen has been criticized for ignoring the importance of output (language production through

writing or speaking). Comprehensible output promotes syntactic accuracy and development (Swain, 1985, pp.248–249). Media-based tools such as radio programs, podcasts, and language learning videos provide students with listening experience in real environments and provide an opportunity to test Krashen’s theory (Chaves-Yuste and de-la-Peña, 2023, p. 5). Krashen (1985) argues that input should not only be understandable but also engaging to motivate students and lower their emotional filters (Krashen, 1985, p. 4). Rama (2013) says that radio brings the real world into the classroom and engages students and teachers with a variety of real-life language inputs. (Rama, 2013, p.93). Rama (2013) emphasizes the vital importance of listening in second language acquisition in India, where English is a foreign language. However, problems such as outdated pedagogy, lack of real experience, and inadequate teacher training often lead to neglecting listening education (Rama, 2013, p. 94).

2.2.2 Vygotsky’s Social Interaction Theory: improving speaking skills

According to Vygotsky’s Theory of Social Interaction (1978, p. 86), language development is fundamentally rooted in social interaction. Specifically, the Zone of Proximal Development (ZPD) is a gap between what students can do independently and what they can do with support. Today, technology-based platforms such as language learning apps, conversation-centred YouTube channels, and online discussion forums are continuously aiding in ZPD-based language development. These tools replicate the collaborative contexts emphasized by Vygotsky and simulate interactive environments that support students to negotiate meaning and co-create language.

According to a 2019 study by Pazilah, Hashim, and Yunus, the addition of digital media (including WhatsApp discussion groups and voice-recording apps) to ESL classrooms increases student engagement and speaking fluency. They note that “it creates a more relaxed and interactive environment where students feel less anxious and more confident in speaking” (p. 3209). According to Vygotsky, language acquisition occurs most effectively through socially meaningful interactions.

Woo and Reeves (2007) emphasized the importance of “meaningful interaction” in web-based learning, defining it as student-content and student-student interactions. Their social constructivist interpretation suggests that technology encourages students to seek feedback and discuss ideas in interactive platforms. Additionally, a comprehensive study by Golonka et al. (2014) found that computer-mediated communication, such as synchronous chats or

collaborative writing tools, enhances peer scaffolding, linguistic self-regulation, and metalinguistic awareness. These factors are key components of the ZPD framework.

In summary, contemporary digital devices not only provide platforms for language learning, but also provide structured yet flexible support in line with Vygotsky's theory. Technology encourages interaction, reflection, and collaboration, allowing students to develop their linguistic skills in real-world communication situations.

2.2.3 Gardner's Multiple Intelligences Theory: catering to diverse learning styles

According to Howard Gardner's Theory of Multiple Intelligences (1983), human cognitive abilities are not a single cognitive ability; instead, they include a variety of intelligences, such as linguistic, auditory, visual-spatial, and interpersonal intelligences (Gardner, 1983, pp. 16–17). This theoretical framework proposes that people learn and process information in a variety of ways that reflect their dominant intelligences. Therefore, teaching approaches that cater to this diversity are necessary. This theory emphasizes the pedagogical importance of using multimodal media, such as audio recordings, videos, and interactive simulations, in English as a foreign language (EFL) education to provide students with a variety of sensory inputs in accordance with students' cognitive preferences. This allows teachers to increase student engagement, comprehension, and motivation. The effectiveness of integrating multimedia tools that correspond to Gardner's intelligences is confirmed by empirical studies. For example, Balasubramanian and Selvaraj (2012) emphasize the important role played by using multimedia in ESL classrooms by creating immersive and contextually rich environments that appeal to visual, auditory, and interpersonal learning preferences. The use of such technologies not only facilitates comprehension but also enhances realistic communication skills by simulating real-life conversations. Similarly, Ghani and Subramaniam (2020) emphasize that audiovisual materials increase accessibility and autonomy, helping students choose content that aligns with their cognitive styles. They state that these resources increase motivation and reduce language anxiety.

Khan (2021) claims that multimedia integration based on the theory of multiple intelligences makes EFL education more comprehensive and customized. Khan's research shows that students exposed to various types of media develop better listening and speaking skills. These are important components of communication skills. This method ensures that students with different intelligence profiles receive specialized inputs to maximize their

learning potential. This facilitates differentiated instruction. Additionally, it reduces the limitations associated with traditional, one-size-fits-all methods that may ignore the diversity of learners' needs. These perspectives reinforce a trend toward a student-centered pedagogy, moving beyond Gardner's monolithic teaching models toward a more student-centered pedagogy that embraces cognitive diversity.

An educational environment in which learners are supported cognitively, emotionally, and socially is provided through the inclusion of rich multimedia content that addresses multiple intelligences. This comprehensive approach to language acquisition is particularly important in EFL, where learners often face limited authentic input and varying levels of motivation. Consequently, aligning instructional design with Gardner's Theory of Multiple Intelligences through the strategic use of multimedia contributes significantly to effective, inclusive, and motivating language learning experiences (Gardner, 1983, pp. 16–18; Balasubramanian & Selvaraj, 2012; Ghani & Subramaniam, 2020; Khan, 2021).

2.3. Interaction of Listening, Speaking and Authentic Input in the Context of L2 Language Learning

Howard Gardner's revolutionary Theory of Multiple Intelligences (1983) completely dismantled the idea that intelligence was a single cognitive ability. Gardner argued instead that individuals possess a broad range of cognitive strengths, ranging from visual-spatial and auditory intelligence to linguistic and interpersonal intelligence (Gardner, 1983, pp. 16–17). He argued that these strengths significantly influence how people perceive, process, and acquire new information. This comprehensive framework for English as a Foreign Language (EFL) education is crucial for understanding and accommodating the diversity of students' cognitive profiles. This is crucial for maximizing instructional performance and student engagement. In this pedagogical context, the strategic use of multimodal media, including audio recordings, video content, interactive simulations, and other dynamic digital tools, aligns closely with Gardner's model because it provides multiple sensory avenues for engagement. Such media-rich environments not only lead to deeper understanding but also encourage active participation by simultaneously addressing multiple intelligences (Armstrong, 2009; Mayer, 2001).

For example, students with visual-spatial intelligence benefit from richly illustrated video materials, while students with auditory intelligence benefit from extensive exposure to spoken language through podcasts or dialogues. Similarly, students with strong interpersonal

intelligence thrive in simulation-based learning activities that mimic real-world social interactions (Chen & Gardner, 2005). Empirical research suggests that multimedia strategies aligned with the theory of multiple intelligences are beneficial in education. According to Moreno and Mayer (2007), interactive multimodal learning environments significantly enhance cognitive processing by offering a variety of methods for encoding and retrieving information. This reduces cognitive overload and improves retention. Price and Oliver (2016) emphasized that educational materials designed with multiple intelligences in mind provide more personalized and inclusive learning experiences, increasing student satisfaction and achievement.

Although some scholars have raised methodological issues regarding the empirical validity of multiple intelligences and learning styles (Pashler et al., 2008), a broader consensus in educational research emphasizes the benefits of using a variety of teaching methods to address learner diversity. This is particularly important in EFL settings, where students are often expected to face challenges such as limited exposure to authentic language input and a variety of cognitive preferences. Consequently, Gardner's theoretical framework advocates moving beyond traditional "one size fits all" teaching models and supporting student-centred, differentiated pedagogies. Using rich, multimodal media content that appeals to multiple intelligences can effectively address both the cognitive and emotional aspects of language learning, which in turn can enhance the development of EFL learners' speaking and listening skills (Gardner, 1983, pp. 17–18; Armstrong, 2009).

The incorporation of multiple intelligences theory into multimedia-supported language education offers promising avenues for creating more dynamic, personalized, and inclusive EFL classrooms to better prepare students with the skills to communicate in a variety of real-world contexts as technology permeates educational spaces.

2.3.1. Integration of media tools within theoretical framework

The use of mass media in English as a Foreign Language (EFL) classroom is viewed as a transformative force supported by both mainstream learning theories and empirical research. Krashen's Input Hypothesis (1985) emphasizes the importance of comprehensible input for learning a second language. According to this theory, language learners improve when exposed to a language that is slightly above their current ability. Real-world mass media, such as radio programs, television news, and podcasts, serve as rich sources of natural language input.

Vygotsky's Social Interaction Theory (1978) emphasizes the importance of meaningful interaction in language development. According to the theory, directed participation and social negotiation facilitate learning. Media platforms, such as TikTok's live discussions and YouTube's collaborative learning applications, digitally combine theory and practice with these opportunities. Gardner's Multiple Intelligences Theory (1983) expands on this framework by emphasizing the importance of engaging learners in a variety of cognitive pathways, including visual-spatial, linguistic, musical, and interpersonal intelligences. This method is ideal in multimedia-based learning environments.

These theoretical foundations are supported by evidence from Ahmad (2012). He claims that media technology has "revolutionized teaching and learning methodologies, making them more enjoyable and productive" (p. 36) and notes that 21st-century students show higher motivation and deeper engagement when interacting with digital content. Media-enhanced instruction has been shown to not only improve students' language skills but also increase their attention and emotional engagement. Ahmad also emphasizes that the role of the teacher is important as a guide and facilitator in guiding students toward effective and meaningful media use: "It is the teacher who gives the right instructions on how to best utilize media technology to acquire language skills" (p. 38). This perspective complements Vygotsky's concept of the More Knowledgeable Other (MKO) and emphasizes that teachers pedagogically support students' engagement with media. These findings are supported by additional research. Chapelle (2003) states that technology-enhanced learning environments allow students to experience authentic communication. This helps students improve their communication skills. Ghani and Subramaniam (2020) found that audiovisual materials significantly enhance students' speaking and listening abilities, especially by matching their cognitive styles. Similarly, Stockwell (2010) discovered that mobile media tools provide personalized experiences that are crucial for today's students and increase vocabulary retention and engagement. Kern (2014) describes technology as a "pharmacon", a tool that is both beneficial and harmful, and emphasizes that digital media can overwhelm students rather than help them. Consequently, media should be used strategically by strong pedagogical theory and teacher intervention.

In conclusion, theoretical frameworks and empirical results suggest that mass media are an effective tool for improving speaking and listening skills in EFL. They appeal to diverse intelligences, encourage interaction, and empower students with customized, engaging content. When media technologies are guided by an effective teacher, the EFL classroom transforms

from a traditional setting into a dynamic, student-centred learning environment that meets modern student needs.

2.4 Practical Applications of Mass Media in EFL Education

The pedagogical benefits of mass media such as YouTube, podcasts, news programs, and television programs for English as a Foreign Language (EFL) have increased recently. The rich, diverse, and multimodal content offered by these media can promote the development of students' listening and speaking skills, increase students' motivation, and support students' autonomy compared to traditional methods.

Kaçauni and Pylli (2024) investigated how digital and traditional media affected the language learning of 56 university students. The study showed that approximately 90% of the students thought that mass media, especially audiovisual content, improved their English proficiency by exposing them to real-life expressions, pronunciation, tone, and cultural references. In particular, the authors note that “audiovisual materials related to foreign language acquisition can be a highly effective way to motivate students” (p. 8). This facilitates the transition from passive learning to active engaged language use.

This conclusion highlights that, as Ahmad (2012) emphasizes, “media technology has revolutionized learning and teaching methodologies, thus making them more enjoyable and productive.” Ahmad's study further emphasizes the role of the teacher in guiding students toward the effective use of these tools, ensuring that students are not merely passive consumers but also active participants in language learning (p. 38).

Similarly, Bahrani and Sim (2012) emphasize that media, especially news broadcasts and television programs, are useful in developing comprehension and production skills. They argue that “audio/visual media can provide EFL students with exposure to real language used in real contexts.” This is an important component missing from traditional textbooks and scripted dialogues. This immersive input is crucial for developing fluency, phonological awareness, and socio-pragmatic competence.

Lailiyah and Cahyono (2017) found that EFL students in Indonesia found YouTube to be a particularly effective platform for developing listening and speaking skills. Their surveys showed that students had better pronunciation and oral fluency when they interacted with real media, and felt more confident and autonomous. Similarly, Ghani and Subramaniam (2020)

found that students exposed to audiovisual media had better auditory memory, vocabulary learning, and motivation. These tools helped to adapt the teaching content to the students' individual learning styles.

Kuppens (2010) studied the process of incidental language learning through subtitled television and online videos. Without formal guidance, students learned vocabulary, pronunciation, and pragmatic usage, especially when there was regular and contextually rich exposure to the media. This form of subliminal learning complements structured instruction and adds depth to language retention and real-life usability.

These results suggest that mass media are not merely supplements, but rather an important part of a contemporary EFL curriculum. When implemented strategically, they encourage students' engagement, enhance their communication skills and motivation, and accommodate diverse learning preferences. Instructors who effectively integrate media into their lesson plans can create a language learning environment that is more dynamic, student-centered, and globally relevant.

2.5 The Role of Audiovisual News Media in EFL Contexts

The use of audiovisual news media in English as a Foreign Language (EFL) classes is increasingly being accepted as providing students with real-world language input that is essential for developing listening comprehension and speaking skills. Bahrani and Sim (2011) emphasize that television news not only serves as an educational resource but also provides students with immediate access to natural, context-rich spoken language. They emphasize that “the two important issues regarding the selection and preparation of TV news for language learning are the content of the news and the linguistic difficulty” (p. 260). It requires less in-depth knowledge and uses predictable language patterns, so news stories on universal topics such as world affairs are easier to understand. The diverse nature of audiovisual news media makes spoken language more comprehensible by combining it with visuals, subtitles, and other iconic cues. Bahrani and Sim (2011) state that “audiovisual texts with more iconic combinations are more likely to be comprehensible for language learning” (p. 260). This is consistent with Mendelsohn's (1994) argument that multimodal input improves students' listening comprehension and makes the learning experience more meaningful and accessible. Additionally, Field (2008) emphasizes that exposure to real speech, especially when

accompanied by a visual context, improves students' ability to better understand contextual cues and natural speaking styles.

2.5.1 Benefits of news media on listening and speaking

Bahrani and Sim's (2011) one-year experimental study, comparing groups exposed to news media with those not, found that the group exposed to news media made significant improvements in speaking fluency and listening comprehension. They attribute these improvements to "the recycling nature of the vocabulary used in TV news and the absence of inappropriate pauses" (p. 264), which fosters a more natural flow in spoken language. This is consistent with Goh's (2002) findings that frequent exposure to real, fast-paced speech helps students develop coping strategies and understand rapid, spontaneous spoken English.

Similarly, a study conducted by Rost and Wilson (2013) found that students who frequently engage with audiovisual news media improve their ability to understand intonation patterns, various accents, and complex syntax. Additionally, their findings suggest that frequent exposure to such authentic material helps students become more comfortable with the natural flow of language, which in turn increases students' speaking confidence and fluency. Also, Vandergrift et al. (2016) concluded that listeners' background knowledge and interest in topics greatly facilitate the processing of spoken language (p. 214). Familiarity with media content helps listeners understand how they are familiar with media content. Wilson's (2010) findings suggest that universal topics prevalent in news media, such as technology, global events, and culture, are better understood and have less processing load when using cognitive scaffolds. The use of multimedia in EFL classrooms positively affects motivation, which is an important component of language acquisition. Lee and Lee (2019) found that digital media platforms, including news videos and podcasts, significantly increase students' intrinsic motivation. These platforms provide students with engaging, original, and meaningful content. Research highlights how motivation increases when students can control their exposure to various media. It also highlights that it encourages students' active participation and makes them feel more autonomous. Krashen's Input Hypothesis supports the theoretical basis for these findings and suggests that language development requires input that is slightly more comprehensible than learners' current abilities (Krashen, 1985). News media facilitate language acquisition by reducing the cognitive load required to understand new language because it is rich in contextual clues and familiar topics such as world events.

Cauldwell (1996) emphasizes the importance of exposure to rapid speech, stating that complex features such as hesitations, false starts, overlapping speech, and abbreviations are found in real speech. In traditional classrooms, students exposed to such speech patterns develop enhanced perceptual and predictive skills. Vandergrift and Goh (2012) argue that these real-world experiences support metacognitive listening techniques. These strategies allow students to better manage their comprehension and make better use of their background knowledge. Bahrani and Sim (2011) highlighted that “universal exogenous and endogenous contexts are more accessible and understandable to language learners than specialized exogenous contexts” (, 263). This means that content on globally relevant themes will help to lighten the cognitive load on students and make them more confident.

Kaçauni and Pylli (2024) support these findings by stating that audiovisual media motivate students and improve their language skills. According to the results of surveys, “audiovisual materials pertaining to the acquisition of a foreign language can serve as a highly effective means of fostering motivation among learners” (p. 8). Platforms such as podcasts, YouTube, and television news are important tools that offer diverse and engaging content beyond traditional classrooms.

Finally, Ahmad (2012) emphasizes that while media technology makes teaching methods more dynamic and engaging, the role of the teacher remains important. Teachers should teach students how to use media to maximize language acquisition.

In general, audiovisual news media serve two purposes in EFL education: it develops listening and speaking skills by providing students with a real, immediate, and contextualized language experience; and it motivates students by connecting language learning to meaningful, real-world content. A rich learning environment where students can develop both comprehension and fluency in a natural and engaging way is created by the combination of these factors.

2.6 Movies as a Tool for Language Skill Development and Motivation

The use of films as an audiovisual medium in English as a Foreign Language (EFL) education has been gaining increasing attention due to its potential to increase students’ motivation and provide an authentic language experience. Erarslan and Asmalı (2020) emphasize that technological advances, especially in multimedia and audiovisual media, have

changed how language learners interact with content. These changes have enabled language learners to access authentic language use embedded in real-life contexts. Media tools such as multimedia applications and internet resources are widely used both inside and outside the classroom. They state that they benefit students, especially in non-native environments where target language experience is limited (Erarslan and Asmalı, 2020, p. 602). Students are able to immerse themselves in a variety of linguistic inputs thanks to this multimedia access, which facilitates spontaneous learning and creative communication.

Guichon and McLornan (2008) state that feature-length films provide students with rich cultural and linguistic contexts. These contexts help students to be exposed to a variety of accents, idiomatic expressions, and pragmatic features of the language. The narrative structure of movies allows students to process language in meaningful contexts, which improves their comprehension and recall abilities (Guichon & McLornan, 2008). Similarly, Herron, Hanley, and Tomasello (1995) found that authentic video materials, including movies, positively affect students' vocabulary acquisition and comprehension skills by providing multimodal cues that enhance comprehension.

Additionally, Mayer's (2009) Cognitive Theory of Multimedia Learning explains how the integration of new language input and the combination of auditory and visual information facilitate more comprehensive processing. This theory supports the use of movies for educational purposes. Presenting information in both audio and visual formats promotes meaningful learning and reduces cognitive overload (Mayer, 2009). These results show that movies are not only engaging tools that increase students' motivation, but also effective environments for developing listening comprehension, vocabulary, and cultural competence in EFL.

2.6.1 The role of audiovisual tools in language development

Audiovisual aids such as movies, television programs, and online videos are crucial in developing various language skills, especially listening comprehension and vocabulary learning. Erarslan and Asmalı (2020) emphasize the positive relationship between exposure to authentic video content and incidental vocabulary learning. This shows that students are better able to remember the form and meaning of new words they encounter through movies and videos (Erarslan and Asmalı, 2020, p. 612). This suggests that movies provide contextualized and meaningful language input and support students' lexical development.

Similarly, Vanderplank (2010) states that audiovisual materials provide an interactive environment where students are exposed to natural speech patterns, intonation, and cultural nuances. These are features that are often absent in traditional textbook materials. A meta-analysis of research on the use of videos in language learning revealed that audiovisual input contributes significantly to oral proficiency and listening ability (Vanderplank, 2010).

In his fundamental work on listening strategies, Mendelsohn (1994) emphasizes that authentic audiovisual input enables students to develop higher-level listening skills such as inference, prediction, and understanding of discourse markers. Using video and film materials to simulate real-life communication situations encourages active participation and improves speaking skills.

Goh (2002) argues that exposure to fast and natural speech is crucial to developing listening comprehension. He states that the fast, spontaneous speech in audiovisual media helps students become accustomed to the complex nature of real-world conversations (Goh, 2002). This is consistent with Field's (2008) argument that authentic video-based listening tasks develop critical perceptual skills, which are necessary to cope with the reduced and omitted forms of speech often encountered in natural discourse.

These educational benefits are supported by research showing that audiovisual media simultaneously activate visual-spatial and auditory intelligences, thus aligning with Gardner's Theory of Multiple Intelligences (Gardner, 1983). Audiovisual aids have also been shown to accommodate a variety of learning styles. Therefore, the multimodal nature of audiovisual materials appeals to a variety of student preferences and increases achievement and motivation.

2.6.2 The role of subtitles in video learning

The emergence of internet-based video streaming sites such as Netflix has completely changed access to English movies and TV shows, and language learners can now watch content with or without subtitles (Erarslan and Asmalı, 2020, p. 602). Subtitles are crucial in video-based language learning. However, Erarslan and Asmalı (2020) state that the effectiveness of various types of subtitles (e.g., native language subtitles, same language subtitles, and no subtitles) is still under debate. Therefore, it is difficult for educators to determine which type of subtitles is best. As they say, asking students for their preferences and consistently using one type of subtitle until students get used to it can accelerate foreign language acquisition. It

encourages better interaction and a positive attitude towards watching videos (Erarslan and Asmalı, 2020, p. 615).

The benefits of subtitles in encouraging incidental vocabulary acquisition, which is often difficult in traditional classrooms, are well documented. Erarslan and Asmalı (2020) suggest that videos can be used as independent learning tools beyond formal lessons, stating that “incidental vocabulary learning... can be achieved by watching videos on a variety of platforms” (p. 615). Vanderplank’s (2010) findings emphasize that subtitles, especially subtitles in the same language, benefit students by providing visual reinforcement of spoken language, facilitating vocabulary retention, and improving listening comprehension. Similarly, experimental research conducted by Kruger and Steyn (2014) shows that subtitles enable students to better process and internalize language and reduce cognitive load.

Gass and Varonis (1994) suggest that subtitles act as a type of scaffolding, providing students with contextual cues that enhance comprehension and encourage active processing of input. This scaffolding effect is particularly beneficial for low-proficiency students because it helps them bridge the gap between their existing knowledge and new linguistic input. The dual coding theory proposed by Paivio (1986) improves learning outcomes by presenting written and auditory input simultaneously through subtitles, facilitating the encoding and retrieval of language information.

Subtitled movies and videos can help students retain their attention for longer periods of time by engaging multiple sensory channels at once. Moreno and Mayer’s (2007) Cognitive Theory of Multimedia Learning suggests that students benefit cognitively when visual and verbal content are presented together, resulting in improved retention and transfer of information. This multisensory stimulation, which appeals to a variety of learning styles, makes subtitled videos particularly effective in heterogeneous classrooms.

Including subtitled videos in English classes not only improves students’ vocabulary and listening skills but also encourages multi-faceted participation. Encouraging students to watch videos independently outside of class further supports the autonomous learning and continuous exposure to real language use necessary for language acquisition.

2.6.3 Motivational impact of films

When considering the use of cinema, and therefore films, in the field of language learning, it has been widely studied for its potential to develop language skills in an engaging and authentic way. The study by Kaboocha (2016) expands on a few studies that show how watching movies can improve speaking, listening, vocabulary acquisition, and interactional competence, among other language learning skills.

In a study conducted in Turkey, Seferoğlu (2008) discovered that watching English-language films helped students learn important intercultural vocabulary, slang, and accents in addition to improving their speaking and listening abilities. Participants in Kaboocha's study agreed that viewing English-language films improved their comprehension of slang, informal English, and the accents of native English speakers, hence enhancing their language skills overall. Kaboocha (2016) states that “the majority of the students agreed that the integration of movies in their English language classes could help them improve their language skills.” (p. 253) Also, it is mentioned that in addition to enhancing speaking and listening skills, “watching movies in English provided them a wealth of knowledge on slang, accents and cross-cultural information.” (p. 253) In EFL instruction, the cross-cultural component is especially crucial since it gives students a better understanding of how cultural settings affect language. Students are encouraged to study the language more because of this exposure, which makes learning more interesting and relatable. Kaboocha (2016) highlights this issue in the study, saying that participants “welcomed the exposure to the real English used by native speakers in the movie, which as they mentioned helped them become more confident to speak in English” (p. 253). This supports the idea that movies are useful tools for bridging the gap between classroom instruction and interpersonal communication.

Florence (2009) also discovered that by offering real-world linguistic contexts, movies can greatly inspire students. This motivating factor was especially noticeable in Kaboocha's study, where students stated that watching movies during class increased their enthusiasm for studying English. “The participants in the current study found that the integration of movies in their classes has significantly increased their motivation to learn the English language” (Kaboocha, 2016, p. 253). This demonstrates how movies can increase students' interest and involvement in language study.

2.6.4 Vocabulary and interactional competence

According to earlier research on vocabulary acquisition, movies help students expand their vocabulary (Yuksel & Tanriverdi, 2009; Zarei, 2009; Hsu et al., 2013). A noteworthy 80% of pupils in Kaboooha's survey said that watching movies helped them expand their vocabulary. According to Kaboooha (2016), "The majority of students (80%) believed that movies were highly effective in improving vocabulary acquisition" (p. 254) highlighting the significance of contextualized learning in language development.

According to Katchen (2003), interactional competencies like speaking and small chat are frequently not taught in textbooks. This gap was validated by Kaboooha's study, which found that pupils valued the conversational exchanges they saw in movies. As stated by Kaboooha (2016), "Through movies, they were able to learn how native speakers initiate and sustain a conversational exchange, negotiate meaning and nonverbal communication" (p. 254). Katchen's assertion that movies help bridge the gap in teaching the language used in authentic, everyday interactions is supported by this.

Additionally, the significance of preview activities is widely established. Preview exercises or "advance organizers," according to Li (2012), assist students in concentrating on important aspects of the film, enhancing their comprehension and involvement. The statement "Participating teachers also agreed that having film-related activities to fulfil its pedagogical use is important" (p. 253) agrees with Kaboooha (2016). This supports the idea that proper guidance is necessary to fully harness the instructional potential of films.

Notwithstanding its advantages, Kaboooha's study draws attention to many drawbacks, including the limited sample size and lack of variation by gender and skill level. Kaboooha (2016) asserts that additional research with more varied groups is necessary to validate the results, claiming that the study's 50 students were insufficient to provide population diversity (p. 254).

CHAPTER III

METHODOLOGY

3.1 Overview

This study employs a mixed-method approach to examine the impact of mass media tools on the development of listening and speaking skills among preparatory school students at Başkent University. By integrating both quantitative and qualitative methods, the research provides a comprehensive understanding of how various media platforms enhance English as a Foreign Language (EFL) learning. This chapter outlines the research design, setting, participants, data collection tools, and data analysis procedures.

3.2 Research Design

The study adopts an explanatory mixed-method design, beginning with quantitative data collection to assess measurable changes in students' listening and speaking skills. This is followed by qualitative data collection to explore teachers' perceptions, experiences, and motivations related to their interaction with mass media tools. According to Lincoln and Guba (1985), a research design is a dynamic structure that connects theoretical viewpoints with investigative tactics and methods for obtaining empirical data (p. 33).

Researchers can examine and decipher the intricacies of human experiences through the dynamic process of qualitative research. "Qualitative research is a situated activity that locates the observer in the world," as stated by Denzin and Lincoln (2005). The world is made visible through a series of tangible, interpretative practices (p. 3). This method, which is based on presumptions and worldviews, frequently looks at research problems via a theoretical lens. The objective of qualitative research, according to Creswell (2007), is "exploring the meaning individuals or groups ascribe to a social or human problem" (p. 37). Conversely, quantitative research offers a methodical approach to using numerical data to analyse events. According to Aliaga and Gunderson (2002), it is the process of using statistical techniques and data collection to explain events. According to Creswell (2009), quantitative research is systematic and "employs strategies of inquiry such as experiments and surveys and collects data on predetermined instruments that yield statistical data" (p. 12). When combined, qualitative and quantitative methods provide complementary advantages that help researchers better comprehend difficult problems on both a broad and in-depth level.

Tashakkori & Teddlie (2003) state that when neither qualitative nor quantitative approaches by themselves are adequate to capture the patterns and specifics of a situation, mixed methods are employed (p. 15). This indication is clearly explained through a basic situational example by Creswell (2014):

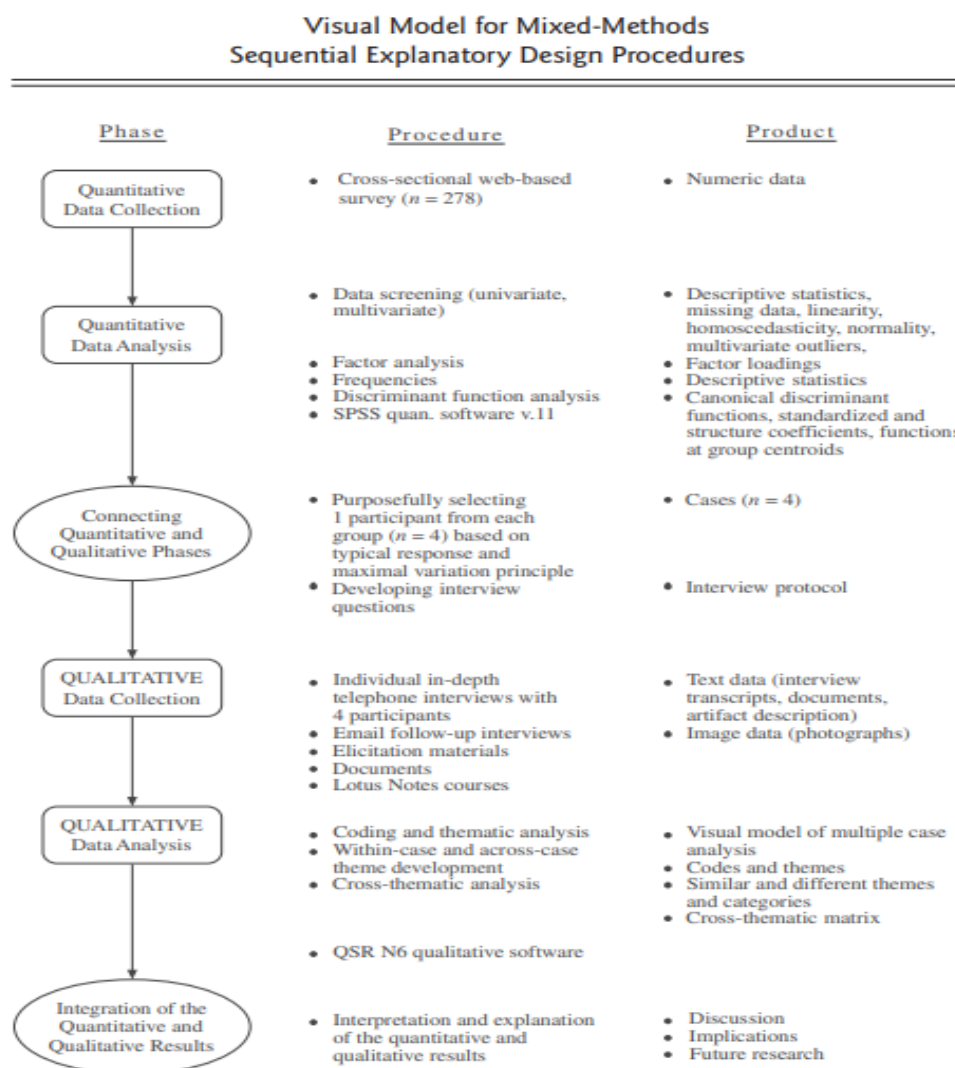
For example, a researcher may want to both generalize the findings to a population as well as develop a detailed view of the meaning of a phenomenon or concept for individuals. In this research, the inquirer first explores generally to learn what variables to study and then studies those variables with a large sample of individuals. Alternatively, researchers may first survey a large number of individuals and then follow up with a few participants to obtain their specific language and voices about the topic. In these situations, collecting both closed-ended quantitative data and open-ended qualitative data proves advantageous (p. 15).

In this respect, the importance and significance of using a mixed-method research design is evident.

In **Figure 2**, a cross-sectional survey is used in the first phase to gather quantitative data, which provides numerical data for preliminary analysis. SPSS software is used for statistical operations including discriminant function analysis, factor analysis, and data screening in order to detect trends and important findings. The outcomes of the quantitative analysis are used to inform the selection of participants for the qualitative data collecting phase, which involves conducting in-depth interviews to delve deeper into the findings. Qualitative software (such as QSR NVivo), thematic coding and cross-case analysis are used to examine textual and picture data. Ultimately, the outcomes of both stages are combined to offer a thorough comprehension of the research issue, allowing the study to take advantage of both the breadth of qualitative insights and the generalizability of quantitative data. This method guarantees a comprehensive analysis of the results, bolstering debate, ramifications, and suggestions for additional study.

Figure 2. Visual Model for Mixed-Methods Sequential Explanatory Design Procedures

by Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006)



The present study uses an explanatory mixed-methods design with two separate phases: a qualitative phase and a quantitative phase. The explanatory design is a two-phase mixed-methods strategy in which the researcher collects and analyses quantitative data first, then uses the results to further investigate them through the collection and analysis of qualitative data. (Creswell & Plano Clark, 2011, p 82) In the quantitative phase, students as participants will be provided “The Checklist for Measuring Communicative Abilities” adopted from Muhsin Yanar (2013), while the qualitative component consists of semi-structured interviews with teachers to gain insights into their experiences and perceptions.

3.3 Setting and Participants

The research takes place at the English Preparatory School of Başkent University, which offers an intensive English language instruction to students aiming to meet the university's English proficiency requirements. The participants include 100 preparatory school students, selected through purposive sampling to ensure diversity in their media usage habits. The sample includes both male and female students, aged between 18 and 21, with varying levels of English proficiency.

The other group of participants are 5 female instructors who teach at the preparatory classes of Başkent University. These instructors are selected by using purposive sampling. Their experiences range from 2 to 20 years of work.

3.4 Data Collection Procedures

The administration of a checklist and teacher interviews will be the two primary approaches used in the data collection process for this project. During regular class periods, students will be provided with the checklist and asked to complete it anonymously. Students are to complete the checklist in 30 minutes, and their answers will be safely gathered and saved for further examination. To create an atmosphere that supports concentrated conversation, teacher interviews will also be planned at times that work for both parties and held in a calm location. With the participants' permission, each interview will be audio recorded, with an estimated duration of 30 to 45 minutes. To learn more about the teachers' viewpoints, the recordings will thereafter be transcribed and examined. Both approaches seek to offer useful information for investigating how the media affects language acquisition in an EFL setting.

3.5 Data Collection Tools

Participants' information was gathered for this study using two primary data collection instruments. In order to assess the participants' mass media consumption patterns and their perceived influence on their English speaking and listening abilities, these instruments were chosen and modified.

3.5.1 Checklist for Measuring Communicative Abilities

Quantitative data is gathered through two main scales titled as “Attitude Scale Toward Media Use in Language Learning” and a “Checklist for Measuring Communicative Abilities”. The purpose of the former is to gather information about students' habits, preferences, and perceptions of how mass media affects their language learning. Basically, it examines how frequently students use mass media, what their main motivations are, and what kind of mass media they prefer to use. Students' opinions on how mass media has improved their speaking and listening abilities are evaluated using a Likert scale in the latter section, the “Checklist for Measuring Communicative Abilities”. A fully detailed grasp of students' media consumption patterns and opinions regarding the function of mass media in language learning is made possible by this framework.

Muhsin Yanar's Appendix 1 and Appendix 2 scales from his master's thesis titled “The Role of Mass Media Tools on EFL Speaking Skills” (2020) are a source for the data collection tools used in this study. However, no direct quotations were made; instead, the scale materials were adapted to the purpose of this study, the media usage habits of the sample, and the context of the research. Yanar's first appendix measures general views on the impact of media tools on English speaking. However, the more detailed and categorical statements of this study under the title “Attitude Scale Toward Media Use in Language Learning” were rearranged to include qualitative information such as the frequency of media use, purpose, and preferred media types of the participants.

For example, Yanar's statement “Chatting with native speakers will improve my speaking” could be changed to “Chatting with native English speakers online makes me feel more confident about speaking” in Appendix B, item 5 of this research. Yanar stated that “Watching series, videos and movies will improve my speaking”, whereas in this study's scale, the equivalent of this statement is given as Appendix B, item 3: “Watching TV series, movies, and videos improve my speaking skills”. Moreover, the item “Computer games will improve my vocabulary knowledge” in Yanar's study is not included in this study. Because this item is reserved for computer games. This element was ignored in this study, which focused on more common media types (TV, social media, and podcasts) instead of games. In addition, the inclusion of current media tools such as podcasts, language learning applications, and social media (such as Instagram, TikTok) in the scale has been made compatible with the participants' real-life experiences.

Yanar's "Checklist for Measuring Communicative Abilities" scale, which is in the Appendix 2, (in his work) evaluates students' speaking skills based on their performances in various components (fluency, comprehension, communication, vocabulary, structure, and accent). In this study, the same competency areas were reformulated based on the participants' own assessments. For example, Yanar's expression "I speak fluently" can be restructured as "I speak fluently most of the time" in this study. Yanar's expressions "I understand academic discourse without difficulty" and "I understand simple sentences and words." were found in Appendix B, item 18 in this study as "I have difficulty understanding spoken English because of unfamiliar accents." and in Appendix B, item 22 as "I understand most spoken English, but complex concepts require repetition." Here again, more everyday conditions and the accent variable questioned the ability to understand. Apart from this, additional expressions such as "I hesitate at times when searching for words" were included to deepen the self-assessment. Thus, the scale materials were redesigned to reflect not only the performance levels but also the thoughts and feelings of the individual. In this case, while both scales were inspired by the source scales, they were reorganized according to academic criteria in order to create an original, context-appropriate and valid measurement tool in terms of content, structure and scope.

3.5.2 Semi-structured interviews

Semi-structured interviews were used to acquire detailed information on teachers' opinions regarding the use of mass media in EFL training. Three primary sections comprise the open-ended questions in the guide. The first section, Integration of Mass Media Tools, examines how educators use specific tools and techniques to integrate mass media into their lesson plans. Teachers' perceptions of how students use mass media tools and how these technologies support their language learning progress and motivation are the focus of the second section, Observations of Student Engagement. Lastly, the section on Challenges and Recommendations discusses the challenges teachers encounter when integrating mass media into the classroom and requests ideas for better ways to improve EFL instruction.

3.6 Data Analysis

The methods and processes used to analyze the quantitative and qualitative data collected in the study are summarized in this section. The quantitative data obtained through the "Checklist for Measuring Communicative Abilities" and the "Attitude Scale towards Media Use in Language Learning" were subjected to descriptive and inferential statistical analyses to identify patterns and relationships between students' media usage habits and perceived communicative abilities in listening and speaking skills. Descriptive statistics such as frequencies, means and standard deviations indicate students' media usage and self-assessed language proficiency levels. Correlation analyses were conducted to determine the strength and direction of the relationships between these variables.

Thematic analysis was used to systematically examine semi-structured interviews with five EFL teachers for the qualitative data. The transcribed interview data were coded and categorized according to themes related to the use of mass media in language teaching, its impact on students' speaking and listening skills, motivation and technological challenges. The quantitative results of this qualitative analysis provided further insight into the contextual and experiential aspects of media integration in EFL classrooms.

A comprehensive understanding of the impact of mass media on EFL students' listening and speaking skills was achieved by combining statistical trends and teacher perspectives with these complementary analytical methods.

3.6.1 Quantitative analysis

The "Checklist for Measuring Communicative Abilities", developed by Muhsin Yanar (2020), was used in this study to quantitatively measure students' habits of using mass media and the perceived impact of these tools on listening and speaking skills (see Appendix B). Before administering the scale, the original author was contacted and the necessary permission was obtained. Yanar's scale consists of six main measures: "fluency, comprehension, communication, vocabulary, structure (grammar), and accent." Each subscale contains words on which students rate their proficiency from 1 to 5. These statements allowed for a multidimensional assessment of English proficiency levels based on students' own assessments. However, the specific aim of the study was to analyse only items directly related to language development through mass media, and therefore some off-topic items were not analysed.

The "Attitude Scale Towards Media Use in Language Learning" was also included in this measurement tool (Appendix A). The researcher is a measurement tool that aims to determine the participants' attitudes towards media use. This scale includes questions to determine how often and for what purposes students use mass media, their most preferred media tools, which languages they use and which content they prefer. This scale consists of a total of five items and allows for both quantitative and categorical data to be collected using a multiple choice and short answer format.

The data used by both measurement tools allowed for a more in-depth assessment of the relationship between students' communication skills and media use. Descriptive statistics such as standard deviation, frequency and arithmetic mean were used in the analyses conducted on quantitative data. In addition, inferential statistics such as correlation analysis were used to investigate the relationship between students' media consumption habits and their perception of self-efficacy towards speaking skills. The main purpose of these analyses was to determine the direction and strength of the significant relationship between the relevant variables.

The behaviours and attitudes of the students were summarized by these statistics. Furthermore, the associations between the ways in which students consume mass media and their self-reported gains in speaking abilities were investigated using inferential statistics like correlation analysis. The purpose of this study is to investigate the direction and strength of any relationships that might exist between these variables. In order to determine trends in students' mass media usage habits and their perceived influence on language acquisition, descriptive statistics such as frequency, mean, and standard deviation were computed for the quantitative data collected by the checklist "Descriptive Statistics of the Communicative Competence Scale" (See Appendix E).

3.6.2 Qualitative analysis

The qualitative part of the study was based on semi-structured interviews conducted with English as a Foreign Language (EFL) teachers (see Appendix C). The aim of these interviews was to better understand how mass media influences teachers' English speaking and listening skills. Thematic analysis was used to examine the qualitative information gathered from the teacher interviews (see Appendix D).

A semi-structured interview form prepared by the researcher was used as a data collection tool. The aim of the study included questions on the frequency of teachers' use of media tools, the way they are used, their effects on students, their motivation and interaction levels, and the difficulties they face. In addition, a survey was conducted to include teachers' opinions on AI-supported media tools. For instance, the following questions were asked of teachers:

- For what duration have you been an English as a Foreign language teacher?
- What types of mass media do you find most functioning when it comes to speaking and listening skills? Why?
- What obstacles (student participation, technical, or content-related) have you encountered when integrating media into your lessons?
- Do you think mass media has the potential to fill the gap between classroom instruction and real-world language use? If not, why?

Semi-structured interviews were conducted with five separate EFL teachers. Each interview lasted approximately 15 to 20 minutes. After the audio recordings were recorded, the verbal statements were transcribed using thematic analysis method. During the coding process, the data were repeatedly reviewed to identify prominent themes and the teachers' opinions were grouped according to these themes. Listening skills, speaking fluency, media influence, student motivation and access to technology were divided into headings that were directly related to the problem statements of the study.

This qualitative analysis supported a more comprehensive interpretation of the numerical data and provided a comparative assessment of students' media use with teachers' observations.

3.7 Ethical Considerations

The research was conducted in accordance with the protection of the rights of the participants and research ethics. All participants were clearly informed of the purpose of the research, the process, and that the data would be used for academic purposes only.

Before the scales designed to collect data were applied, each participant was given a Participant Information and Consent Form and given written consent that they participated

voluntarily. Participants were also told that they could leave the study at any time and that they would not encounter any problems.

Before the individual interviews, each teacher was informed of the purpose of the interview and was informed that audio recordings would be made. In this case, the teachers' verbal consent was obtained, and it was guaranteed that the recordings would be used only for research. The names of the teachers were not used during the interview and their identities were anonymized.

The principle of confidentiality was used in evaluating all data obtained. No personal information was shared with third parties. Başkent University Ethics Committee determined the basic rules on how the research was conducted.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1 Introduction

In this section, the results obtained using the data collected from the Attitude Scale Toward Media Use in Language Learning and the Checklist for Measuring Communicative Abilities scales given to 100 EFL students in preparatory are analysed and explained in detail. Based on the results, it is possible to determine that there is a significant diversity in the effects of the use of mass media in language learning and the consequences. In order to obtain a better understanding of the data, this diversity is explained thoroughly and their possible effects on the language acquisition are discussed in detail.

Research Question 1: To what extent do mass media contribute to the listening and speaking skills of students?

The purpose of this research question is to reveal how much students feel they have improved their English listening and speaking skills by using various media. In this context, the responses of the students to the questionnaire items were analysed.

Table 1. The Impact of Mass Media on Fluency and Vocabulary

Item	Statement	Agree (%) (Strongly + Agree)
1	Listening to podcasts and radio shows expands my vocabulary and fluency.	64%
3	Watching TV series, movies, and videos improves my speaking skills.	64%
7	Media is a good tool to learn English fluently and effectively.	57%
8	Songs and lyrics improve my word stress and pronunciation.	65%

Table 1 shows that most of the students say that mass media such as podcasts, radio, television series, movies and songs greatly help them learn English. These media tools are especially effective in the areas of vocabulary development, speaking fluency, correct stress and pronunciation. This finding shows that mass media are supportive and complementary in the language acquisition process of students. These tools help students listen to and imitate the language in the real world and especially develop their speaking skills.

Research Question 2: What is the frequency of mass media use in the development of listening and speaking skills of English language learners?

To find an answer to this question, how often and how students use media tools in their English learning process were examined. The students' survey examined the frequency of use.

Table 2. Usage of Mass Media for Language Development

Item	Statement	Agree (%) (Strongly Agree + Agree)
4	Using social media like TikTok and Instagram helps improve my English.	41%
5	Chatting with native speakers online increases my speaking confidence.	51%
20	I need to listen carefully to adopt native speaking.	73%

According to Table 2, the frequency of students' use of media tools varies depending on the platform. 73% of students agree that attentive listening is very important in language acquisition. 51% of students who engage in online chats with foreigners is remarkable; this shows that at least half of the students actively practice speaking. Social media sites such as Instagram and TikTok seem less effective. This may be due to the fast and superficial nature of their content. As a result, it is understood that students frequently use media tools, especially to improve their listening skills, but less to improve their speaking skills. Enriching social media platforms with educational content can increase the frequency and impact of these platforms.

Research Question 3: What is the perception of teachers and students on the motivation and engagement of various media use in learning English?

The aim of this study is to determine the views of teachers and students on motivation and participation levels in media use. Data were obtained from both survey results and interviews with teachers.

Table 3. Observations of Participation and Motivation

Item	Statement	Agree (%) (Strongly Agree + Agree)
15	I can meet my personal and survival needs in English.	57%
16	I am confident in initiating and sustaining conversations.	27%
21	I can easily follow English conversations or media.	39%
22	I understand most spoken English, but complex topics require repetition.	55%

Table 3 shows that only 27% of the participants stated that they were confident in initiating and sustaining conversations, while 57% stated that they were able to use English in daily life. This shows that there is still a great deal of hesitation in active speaking. Most

students said that although they had no problem understanding English, they needed to listen again for complex content.

When it comes to teachers' views and explanations supported by qualitative data, interviews conducted with teachers show that mass media significantly affects students' motivation and active participation in the lesson. The information collected from the responses of five teachers reflects thought-provoking results such as:

- Teacher 3 stated that mass media definitely increases students' interest in learning. She used the following expressions:

“Actually it affects them or the impact of it so much because they are motivated by the videos and the other things in the lesson and they don't get bored easily.”

“They really like it. Because they see the real situation, they watch real people, they see real gestures and mimics.”

This view shows that mass media plays an important role in triggering intrinsic motivation. In addition, he stated that students enjoy it because they can connect with real life.

- Teacher 5 emphasized that media tools appeal to various learning styles and thus students adapt to learning more easily:

“Sometimes, the same topic can be learned through different media, which helps students who couldn't understand before.”

This situation stands out as an advantage that supports learning diversity.

- Teacher 5 stated that using interactive platforms and social media improves students' speaking skills:

“They see it as a game and don't understand that they are learning. That is what makes it useful.”

These comments show that students' participation takes place in a natural environment and supports the development of self-confidence.

- Teacher 4 and Teacher 2 stated that media tools are an important source of motivation, especially for low-level students:
- Teacher 4:

“When students learn from videos, especially outside the classroom, they don't feel the pressure of being judged. They are more relaxed.”

- Teacher 2:

“When they watch videos before class, they come more prepared and less anxious.”

“They can pause, rewind and watch again, which helps them feel more in control and reduces anxiety.”

These statements mean that media use reduces learning anxiety.

In general, teachers say that media tools increase motivation in language education inside and outside the classroom, create a learning environment that is attention-grabbing, encourages participation and focuses on the student. Students use media not only for fun but also for language development, and teachers support this process. These results support students to be active, independent and motivated while learning a language.

In interviews with teachers, it was emphasized that media tools work particularly well to motivate students. An increase in students' attention span was observed with the use of short film clips, podcasts and YouTube videos in and out of class. In addition, there are teachers who report an increase in students' vocabulary and desire to communicate with media use. In this case, media tools not only improve grammar, but also increase students' interest, desire and participation in learning English.

4.2 A Descriptive Analysis of the Attitude Scale Toward Media Use in Language Learning

In the “Attitude Scale Toward Media Use in Language Learning”, the media usage habits of the participants were examined by 5 questions. As the participants had some difficulty in understanding the questions that were given in English, they were translated into Turkish, and the instructors were given permission to help students to fully comprehend the questions.

Scale 1: *The results of the Attitude Scale Toward Media Use in Language Learning*

Attitude Scale Toward Media Use in Language Learning		Count (n)	Column (%)
1. I use mass media approximately...			
Hours per day	1-4 hours	37	37%
	5-9 hours	55	56%
	10-14 hours	7	7%

Days per week	2-3 week	16	16%
	4-5 week	14	14%
	6-7 week	69	70%
2. I use mass media primarily for	a) Entertainment (e.g., movies, series, music)	69	35%
	b) Education (e.g., tutorials, academic videos, podcasts)	34	17%
	c) Social interaction (e.g., chatting, forums, social media)	57	29%
	d) Professional development (e.g., webinars, news)	13	7%
	e) Language learning (e.g., language-focused apps, English content)	22	11%
	f) Other (Please specify)	2	1%
3. Mass media tools I use the most are	a) Television	15	7%
	b) Radio	3	1%
	c) Podcasts	16	8%
	d) YouTube or other video platforms	67	33%
	e) Social media (e.g., Instagram, TikTok)	79	38%
	f) Language learning apps (e.g., Duolingo, Babbel)	23	11%
	g) Other (Please specify)	3	1%
4. The language I primarily engage with in mass media is	a) English	62	56%
	b) Native language	47	42%
	c) Other	2	2%
5. The content I prefer in mass media is	a) News	29	16%
	b) Music	65	35%
	c) Movies and TV shows	71	38%
	d) Educational content	19	10%
	e) Other	1	1%

As can be observed from Scale 1, a significant quantity of the participant, (%56), stated that they use mass media tools 5 to 9 hours in a day, the other group which represents the %37 of the participants indicated that they use these tools for only 1 to 4 hours in a day. Only a small percentage (%7) stated that they have 10-14 hours media usage in a day. Considering the weekly mass media usage frequency, it could be observed that 70% of the participants use mass media tools 6 to 7 days in a week. In this situation, it could be suggested that these mass media tools are the inevitable parts of the daily routines of the preparatory students in Başkent University.

4.2.1. Mass Media Preference and Frequency

As seen in Scale 1, the high level of media use among the participants illustrates its important role in the context of the research, especially when considering Stephen Krashen's Comprehensible Input Hypothesis (1982), as this theory is concerned with "natural language acquisition" rather than "conscious language learning" in language acquisition (Krashen, 21). Moreover, as mentioned in 2.2.1, Krashen argues that in this theory it is not possible to learn a

language meaningfully by trying to learn grammatical structures or by forcing oneself in conversation classes. It could be understood that frequent media usage shows that the students participated in the second language learning process actively and besides the academic English usage, they acquire the language outside the classroom, in their daily routines. This positively inclines with the Input Hypothesis because when students actively use mass media, they occasionally are exposed to the English language through English videos, songs, maybe even written images called memes, and they are exposed to English at a level above their own (as Krashen stated), a significant language acquisition occurs, if they understand the content.

4. 2. 2. Mass Media Usage Purpose

As perceived in Scale 1, when asked for the actual aim of their media usage, 35% of the participants stated entertainment as their response. This is followed by 29% of the participants using it for social interaction with an audience and 17% for educational purposes. Interestingly, only a small portion of the participants, 11%, stated that they prefer to use media for language learning purposes, such as language-focused applications or media with English content. This position clearly shows that indirect language learning is a more common form of interaction than using media for intentional language learning purposes. Based on this finding, it is possible to say that the participants were able to develop their language skills in a less intentional way and that the general situation clearly and positively supports the view that they were able to acquire and develop linguistic skills despite the lack of an educational purpose in the media content (Bahrani & Tam, 2012).

The interactions that participants establish on social media, the movies they watch, the music they listen to, and similar media activities could enable them to acquire and develop grammatical structures, ways of pronouncing the language, and their vocabulary directly, even though they do not intentionally try to learn them.

4.2.3. Most Frequently Used Media Tools

Participants were asked about the media they use most frequently, and based on the various answers they gave, it was clear that there was a great interest and attention to digital platforms. The most frequently preferred media tools were:

- **Social media (e.g., Instagram, TikTok): 38%**
- **YouTube and video sharing platforms: 33%**

- **Language learning apps (e.g., Duolingo, Babbel): 11%**
- **Podcasts: 8%**
- **Television: 7%**
- **Radio: 1%**

When these data are examined closely in Scale 1, they indicate a shift from traditional media (TV, radio) to interactive and more frequently used digital media content in the context of the 2025 period. As of 2025, the number of internet users worldwide has reached 5.56 billion, supporting the shift to digital media tools (Kepios, 2025). Social media and video platforms play a very important role, as they are not only used for entertainment purposes, but also provide real-time, spoken, and culturally rich language input. These tools are particularly powerful for EFL learners because they often include multisensory input (audio, visual, text), which supports language comprehension and retention.

4.2.4 Language Consumed in Media

As seen in Scale 1, the language environment created by media interaction has a great impact. For example, it could be considered that a large portion of the participants, 56%, more than half, consume media content in English. In addition, 42% stated that they prefer media content in their mother tongue. Only a small group (2%) is interested in content in other languages. This situation clearly shows that students are in constant regular interaction with English largely and that they are exposed to the second language outside the classroom.

Interaction with English media could help students develop their pragmatic competence, listening fluency and cultural nuances. Exposure to common idiomatic expressions, informal colloquialisms and a variety of accents allows students to develop natural and confident speaking skills.

4.2.5. Preferred Media Content

Regarding media content preferences (Scale 1), the most preferred content by students is movies and TV shows (38%) and music (35%), followed by news (16%) and educational content (10%). In Ahmad's (2012) study, "A large number of students reported that media

technology provides students with exciting experience in learning process and tremendously increases their motivation level” (Ahmad , 927) This provides an example of how students' media use greatly improves their motivation in the context of language learning. Although these preferences show that students consume media mainly for interest and entertainment motivation, these contents provide important language inputs in terms of language learning. Watching movies and listening to music help students internalize daily vocabulary, improve their pronunciation day by day and develop listening strategies.

4.3 A Descriptive Analysis of the Checklist for Measuring Communicative Abilities

In this section, a five-point Likert scale was used to assess the participants' perceptions of how mass media such as podcasts, radio, series and movies affect their speaking and listening skills. Data collected from 100 students who know English as a Foreign Language shows the students' opinions and self-evaluations regarding these tools.

Scale 2: *Results of the Checklist for Measuring Communicative Abilities*

Checklist for Measuring Communicative Abilities	Count	Column	
	(n)	(%)	
1. Listening to podcasts and radio shows expands my vocabulary and fluency.	Strongly Agree	16	16,00
	Agree	48	48,00
	Neutral	24	24,00
	Disagree	8	8,00
	Strongly Disagree	4	4,00
2. I speak fluently most of the time.	Strongly Agree	4	4,00
	Agree	10	10,00
	Neutral	32	32,00
	Disagree	41	41,00
	Strongly Disagree	13	13,00
3. Watching TV series, movies, and videos improves my speaking skills.	Strongly Agree	21	21,00
	Agree	43	43,00
	Neutral	30	30,00
	Disagree	4	4,00
	Strongly Disagree	2	2,00
4. Using social media sites like TikTok and Instagram helps me improve my English formally.	Strongly Agree	6	6,00
	Agree	35	35,00
	Neutral	32	32,00
	Disagree	18	18,00
	Strongly Disagree	9	9,00
5. Chatting with native English speakers online makes me feel more confident about speaking.	Strongly Agree	10	10,00
	Agree	41	41,00
	Neutral	35	35,00
	Disagree	8	8,00
	Strongly Disagree	6	6,00
6. My pauses and hesitations are not understood by the listeners.	Strongly Agree	3	3,00

	Agree	24	24,00
	Neutral	33	33,00
	Disagree	26	26,00
	Strongly Disagree	14	14,00
7. Media is a good tool to learn English fluently and effectively.	Strongly Agree	10	10,00
	Agree	47	47,00
	Neutral	28	28,0
	Disagree	15	15,00
	Strongly Disagree	0	0,00
8. Songs and lyrics improve my word stress and pronunciation.	Strongly Agree	19	19,00
	Agree	46	46,00
	Neutral	21	21,00
	Disagree	9	9,00
	Strongly Disagree	5	5,00
9. I hesitate at times when searching for words.	Strongly Agree	13	13,00
	Agree	41	41,00
	Neutral	29	29,00
	Disagree	10	10,00
	Strongly Disagree	7	7,00
10. I have difficulty speaking fluently and usually speaking single words or short phrases.	Strongly Agree	18	18,00
	Agree	34	34,00
	Neutral	18	18,00
	Disagree	26	26,00
	Strongly Disagree	4	4,00
11. I have the ability to communicate effectively in social situations.	Strongly Agree	5	5,00
	Agree	33	33,00
	Neutral	31	31,00
	Disagree	23	23,00
	Strongly Disagree	8	8,00
12. I cannot form coherent sentences when I speak.	Strongly Agree	4	4,00
	Agree	30	30,00
	Neutral	41	41,00
	Disagree	22	22,00
	Strongly Disagree	3	3,00
13. I can conduct academic conversations without errors.	Strongly Agree	2	2,00
	Agree	8	8,00
	Neutral	19	19,00
	Disagree	41	41,00
	Strongly Disagree	30	30,00
14. There are only minor traces of foreign accents and my pronunciation is completely clear.	Strongly Agree	2	2,00
	Agree	17	17,00
	Neutral	29	29,00
	Disagree	33	33,00
	Strongly Disagree	19	19,00
15. I can meet my personal and survival needs in English.	Strongly Agree	13	13,00
	Agree	44	44,00
	Neutral	32	32,00
	Disagree	9	9,00
	Strongly Disagree	2	2,00
16. I am confident in initiating and sustaining conversations.	Strongly Agree	6	6,00
	Agree	21	21,00
	Neutral	37	37,00
	Disagree	27	27,00
	Strongly Disagree	9	9,00
17. My pronunciation is always understandable, but I sometimes make phonemic errors.	Strongly Agree	3	3,00
	Agree	33	33,00
	Neutral	32	32,00
	Disagree	24	24,00
	Strongly Disagree	8	8,00
18. I have difficulty understanding spoken English because of unfamiliar accents.	Strongly Agree	22	22,00

	Agree	41	41,00
	Neutral	23	23,00
	Disagree	10	10,00
	Strongly Disagree	4	4,00
19. Accent sometimes makes understanding difficult.	Strongly Agree	30	30,00
	Agree	49	49,00
	Neutral	14	14,00
	Disagree	6	6,00
	Strongly Disagree	1	1,00
20. I need to listen carefully to adopt native-speaking.	Strongly Agree	26	26,00
	Agree	47	47,00
	Neutral	21	21,00
	Disagree	6	6,00
	Strongly Disagree	0	0,00
21. Additionally, I can easily follow English conversations or media.	Strongly Agree	5	5,00
	Agree	34	34,00
	Neutral	39	39,00
	Disagree	20	20,00
	Strongly Disagree	2	2,00
22. I understand most spoken English, but complex concepts require repetition.	Strongly Agree	9	9,00
	Agree	46	46,00
	Neutral	29	29,00
	Disagree	15	15,00
	Strongly Disagree	1	1,00
23. I can respond correctly to prompts and questions in English.	Strongly Agree	7	7,00
	Agree	27	27,00
	Neutral	56	56,00
	Disagree	8	8,00
	Strongly Disagree	2	2,00

4.3.1. Sample responses from the checklist

“Listening to podcasts and radio shows expands my vocabulary and fluency.”

The responses that participants give to this statement, shows that they evaluate the effect of podcasts and radio programs on language development positively. Participants:

- **16%** responded as "**Strongly Agree**",
- **48%** responded as "**Agree**."

As can be seen from Scale 2, the fact that a total of 64% responded positively clearly shows that these media types are effective in improving speaking fluency and vocabulary. These results suggest that listening-based media, increase productivity of language skills in addition to passive listening skills. Radio and podcasts provide exposure to natural speech patterns such as stress, rhythm, pronunciation, and cadence, thereby improving students' comprehension and speech production abilities. This finding supports **Field's (2008)** assertion that listening strategies contribute directly to speaking development by enhancing learners' ability to process input more effectively.

“I speak fluently most of the time.”

Here, it could be clearly seen that many of the participants have serious confidence issues about their English-speaking skills. Participants:

- **Only 4%** responded as **“Strongly Agree”**,
- **10%** responded as **“Agree”**.

However:

- **32%** responded as **“Undecided”**,
- **41%** responded as **“Disagree”**,
- **13%** responded as **“Strongly Disagree”**.

It is interesting to find that a large percentage of the participants, 54%, thought that they did not have the ability to speak fluently or were not yet aware of it. As could be seen from these data, it shows that although the participants were frequently exposed to language input, they felt that their opportunities to practice speaking were limited or that they were not making enough progress in this skill. This situation reveals that in the EFL context, learners generally focus more on receptive language skills (listening/reading) but are reluctant to engage in productive skills (speaking/writing).

This result also shows that, as Swain (1985, 1995) emphasizes, exposure to input is not enough to develop speaking skills; active language use and meaningful interaction are also necessary. In other words, it is obvious that it is necessary to question how often communication-based teaching methods are applied and how much productive language practice students have or do not have outside the classroom. Speaking skills, in particular, develop not only through exposure to input, but also through active production and interaction.

“Watching TV series, movies, and videos improves my speaking skills.”

It was observed that the responses of the participants to this statement were quite positive:

- **21%** of the participants responded as: **“Strongly Agree”**,
- **43%** of the participants responded as: **“Agree”**.

The fact that a total of 64% of the participants responded positively to these statements indicates that audiovisual media content contributed to their speaking skills. These types of media content allow students to witness speech patterns, idiomatic expressions, pronunciations, and different accents used in natural settings. TV series and movies also help students learn more about the cultural context and give them speaking skills.

In addition to this, in Scale 2, a large majority of the participants (65%) responded as Agree/Strongly Agree to the statement, “Songs and lyrics improve my word stress and pronunciation.” In the context of listening to English as a second language, the contribution of songs to developing rhythm and intonation was found to be quite high. Students unconsciously place everything they listen to in their minds, even if they do not understand it at the time, and therefore they are openly focused on learning English while listening to songs.

These results support the studies of researchers such as Bahrani & Sim (2012), Gilmore (2011), and Tran et al. (2020) who emphasized the positive effects of authentic media content on speaking proficiency and pragmatic awareness. These findings suggest that students’ exposure to language input through media has strategic benefits that contribute not only to their comprehension but also to their speech production.

“Chatting with native English speakers online makes me feel more confident about speaking.”

• **51%** of the participants responded as: **“Agree/Strongly Agree”**

As could be seen in Scale 2, the positive responses in this statement indicate that interactive media tools, namely online chats that trigger social communication, increase students' speaking confidence. It is possible to interpret that communication environments established in the real-world context provide production practice, which in turn improves learner self-confidence. Dialogues established with native English speakers in the context of the internet not only increase students' self-confidence but also enable them to practice continuously.

“Media is a good tool to learn English fluently and effectively.”

• **57%** of the participants responded as: **“Agree/Strongly Agree”**

Media tools are seen as a strong supporter that facilitates English learning by 57% of the participants. This approach shows that media tools are used not only as entertainment or leisure activities, but also as language learning tools.

Gilmore's (2011) study directly supports these findings. Gilmore stated that real video content increases students' listening skills and supports them to speak more naturally. Students who are exposed to real-life language examples through media make significant progress in contextual vocabulary learning and recognition of formulaic expressions. The Output Hypothesis developed by Swain (1985, 1995) is linked to this process. According to Swain, real inputs such as media improve language skills and produce meaningful outputs. Students could develop more effective and fluent speaking skills by internalizing these inputs and reusing them in their language production processes.

In addition, Tran, Nguyen, and Meihami's (2020) study on real conversations in video conferencing environments drew attention to the positive effects of media tools, especially on speaking and listening skills. Real-time and interactive media environments enable learners to better perceive language input and develop their ability to respond quickly and naturally. In this case, most of the participants found that they learned English fluently through media tools. This is consistent with both theoretical and practical approaches to language teaching. Through media tools, learners have the opportunity to make language learning a multidimensional, continuous, and classroom-unlimited process. Therefore, this finding provides an important clue to understanding the reasons why media-supported language teaching is becoming increasingly popular in modern EFL classrooms.

“Accent sometimes makes understanding difficult.”

- 79% of the participants responded as **“Agree/Strongly Agree”**

Accent differences are perceived as a significant difficulty in the listening process, indicating that 79% of the participants agree with this statement. Especially for foreign language learners, different accents in the target language could negatively affect the comprehension process. When faced with different accents, students might have problems in areas such as word recognition, inference, and correct response, as they are usually accustomed to a standard or teacher-centred accent.

This highlights the importance of listening exercises, especially those supported by media content. Learners who learn through media tools might be exposed to different social, regional, and cultural differences. This helps students develop their auditory flexibility and tolerance for various accents over time. English is no longer used only by native English speakers, but by people all over the world, especially as a result of globalization. Therefore, it

is very important for students to be informed about both the "native accent" and different English variants in order to be successful in real life.

Consequently, this result indicates that the media selection in language teaching should be enriched to include accent diversity. When listening activities are supported with content that includes speakers from different geographies, they could help students develop better comprehension and communication skills.

“I need to listen carefully to adopt native-speaking.”

- 73% of the participants responded as **“Agree/Strongly Agree”**

The fact that 73% of the participants used this expression shows how important careful and attentive listening is at the student level in learning speech elements such as pronunciation, stress, rhythm and intonation. This strong rate shows that students have a high level of awareness and that they tend to internalize linguistic features through purposeful, conscious listening rather than passive listening. Especially for individuals who aim to speak fluently and naturally, imitating sounds by listening to native speakers and creating automatic pronunciation patterns is an effective method.

This finding supports learner autonomy because students, being aware of their own learning processes and consciously investing in their listening skills, will have long-term positive results in their language development. In this case, the media stands out as an important source as it offers different speaking styles and unique pronunciation examples.

“I understand most spoken English, but complex concepts require repetition.”

- 55% of the participants responded as: **“Agree/Strongly Agree”**

The agreement of many of the participants for this statement shows that students generally have good listening skills. However, the comprehension process is difficult, especially in conceptually complex content. This shows that language learners should be supported not only with words but also with more abstract and deep-thinking content.

In this case, it is extremely important that there is a match between the student's language skills and the quality of the media content. Otherwise, students might lose their motivation or fail to achieve the intended linguistic development because they cannot comprehend sufficiently. This shows that teachers should pay pedagogical attention when

choosing media. Gradually increasing difficulty content will help students develop their skills and get used to complex structures over time.

This result also shows the importance of repetition. Students could better understand materials, especially those containing academic content, abstract concepts or cultural references, by listening to them repetitively. This also reveals the benefit of presenting media content digitally because students could stop and replay the content whenever they want.

4.4. Thematic Analysis Based on Teacher Responses to the Structured Interviews

This section presents thematic analysis of part-time interviews with five English teachers. The purpose of the interviews includes how mass media English speaking and speaking skills are developed. The themes and subthemes obtained from the data are a unity in which the analysis is organized. It is seen that the themes are located under the direct statements. This method provides a way of summarizing the parts and experiences. In addition, the results of the teachers' interviews, together with the results of the students' answers, added great depth to the research. (See Appendix D).

Table 4: Themes and Sub-themes obtained from teacher responses to the structured interviews

Themes	Sub-Themes
1. Mass Media Used	YouTube, Podcasts, Social Media, Memes, and Television Series
2. Effects on Student Engagement	Increased motivation, connection to the real world, dynamic learning
3. Development of Language Skills	Improvement in listening comprehension, speaking fluency, and pronunciation
4. Pedagogical Applications	Classroom use, flipped training, and interactive activities
5. Challenges and Limitations	Technical issues, passive participation, and content selection issues
6. Artificial Intelligence and Technology Integration	Subtitles, support, pronunciation tools

4.5 Descriptive Analysis of Teacher Responses to the Structured Interviews

This section provides a concise overview of the participating teachers' responses, highlighting common patterns and notable insights regarding their use of mass media tools in developing students' listening and speaking skills.

4.5.1 Areas of mass media use and preferred tools

According to the statements of 5 teachers who participated in the research, mass media tools are indispensable in EFL (English as a Foreign Language) learning, especially in the development of listening and speaking skills. Teacher 1'in ifadesiyle, *"YouTube videos are one of the most effective tools for students to improve both their listening and speaking skills."* This statement shows that the YouTube platform, which is accessible online today, is vital in students' language acquisition process. YouTube provides students with access to both visual and auditory content simultaneously, which supports multisensory learning. In addition, the variety of topics, speaking rates, and accents found in YouTube videos provide students with the opportunity to be exposed to a variety of language uses. This is particularly beneficial in developing students' listening skills, as students could hear natural and fluent speech in different situations.

The response of Teacher 3: *"The use of YouTube videos helps students get used to authentic language input and improves their fluency,"* clearly expresses the same idea and it focuses on the authentic language input. In language learning, real materials, that is, the language patterns and expressions that native speakers use in natural communication, allow students to use their language skills in the real world. A much better learning environment than artificial and fictional course materials consists of natural conversations presented on websites such as YouTube. Automaticity in language is directly related to the acquisition of fluency. As students internalize the expressions and speech patterns they are frequently exposed to, their speaking skills develop naturally.

Teacher 2 states, *"TV and radio news expose students to formal and semi-formal language that is valuable for comprehension and speaking practice,"* Here, it could be observed that different types of mass media are vital for the variety of in-class learning. News programs typically use standard, formal English. This type of content is especially useful for students'

academic and professional language use. Knowing formal language structures helps students develop a solid foundation in both written and spoken formal communication. Additionally, because news language is often linked to current events, students learn more about global developments, providing them with a rich source of conversational topics.

Considering the opinions of Teacher 4 and Teacher 5, it could be stated that their comments regarding podcasts seem to outline the impacts of technological innovations in language learning. For instance, Teacher 4 states, “*Podcasts provide great opportunities for students to practice daily English conversations and improve their listening skills,*”. This clearly shows that podcasts are an important tool for students to be exposed to everyday language. Podcasts typically contain content that is conversational and close to everyday language. Students could learn natural, friendly, and fluent language patterns. Teacher 5 points to the fact that “*Students find podcasts very useful because they can listen repeatedly and understand natural speech patterns,*” This idea emphasizes that podcasts are important for education because they could repetitively be listened to. Repeated listening improves comprehension and retention while learning a language. Understanding natural speech patterns makes language learning more practical for students.

In light of these statements, it is clear that the diversity of media tools are additional resources that support various skills in language education. Each of the tools such as podcasts, radio, television and YouTube facilitate students' learning by supporting different language skills in different contexts.

4.5.2 The effects of mass media on student motivation and interaction

Teachers' statements support the conclusion that media motivates students and encourages them to actively participate in learning. Teacher 2 states, “*Social media content engages students actively and encourages them to speak and express themselves more confidently,*”. Here, it could be observed that the interaction that social media creates, especially on the younger generation, improves language learning. Social media users are transformed from content consumers to content producers. Due to this situation, students need to produce and use language actively, not just as passive listeners. Developing productivity skills in language learning helps students feel more confident and accelerate the process of gaining fluency in the language. Teacher 5's statement, “*Being exposed to real-life related content boosts students'*

speaking courage and confidence,” shows how real-life context affects motivation. When meaningful and engaging content is used while learning a language, students' attitudes towards language learning are improved. In particular, students' encounters with content that appeals to their interests and is related to daily life allow them to participate more deeply in the learning process. This helps overcome psychological barriers.

Teacher 3's view, "Students are more motivated when they use digital media because it feels more relevant to their lives", emphasizes the importance of digital tools providing individualized and close materials to students' lives. Compared to traditional teaching methods, digital media gives students the opportunity to choose materials according to their interests, which motivates them. Students' active role in the learning process is an important component that positively affects academic success. In this context, teachers' observations provide evidence that using media not only provides skills, but also encourages students to learn more.

4.5.3. Challenges and technical barriers

Regardless of the advantages of mass media use, teachers have also mentioned various technical and pedagogical drawbacks. Despite the benefits of mainstream media, teachers mentioned several technical and pedagogical issues. As Teacher 3 stated, “Sometimes technical problems and lack of appropriate materials could reduce students’ motivation,” there are practical issues with using technology effectively in the classroom. Students might be less motivated to learn due to lack of appropriate materials, internet connection problems, and technical difficulties. Therefore, it is important to develop digital literacy and technical infrastructure.

Teacher 4 emphasized the importance of the adaptation process for integrating new technologies into education, as he stated, “AI technologies are great but students need time to get used to these tools.” Although artificial intelligence and other advanced technologies offer great advantages in language teaching, students need time and support to use these tools effectively. Students who are not familiar with technology might not be able to fully benefit from the benefits of these tools. The negative effects of infrastructure problems on education are indicated by teacher 1, as she said, "Poor internet connection and technical problems sometimes prevent easy use of media tools in the classroom." The spread of mass media-based education methods is due to internet access and technological infrastructure problems,

especially in developing countries. These findings show that resources alone are not sufficient for the success of media and technology-based education models. In addition, appropriate infrastructure, material selection, and appropriate mechanisms for student-teacher support are also necessary.

4.5.4. The future role of technology and new media tools

All of the teachers have focused on the importance of the increased use of technology in language learning. For instance, Teacher 1 stated, "*Video conferencing and AI-supported applications will have a much bigger place in language teaching in the future,*". This opinion supports the permanence of online education models that became widespread during the pandemic period and the increasing role of technology in language teaching. Teachers and students could interact via video conferencing applications from different countries. This way, students could practice and communicate in real time.

The pedagogical benefits of technology-supported teaching approaches could be summarized as Teacher 5 said, "Teaching integrated with technology will help students develop their skills more effectively." Thanks to technology, there are rich resources that appeal to a wide variety of learning styles, which makes personalized learning possible. This helps students develop their skills more quickly and permanently.

Teacher 2's view, "Technological tools will make language learning more interactive and accessible for students," emphasizes the role of technology in an equitable and inclusive education approach. Technological tools support learning processes by expanding learning opportunities, especially for disadvantaged student groups.

4.5.5 Analysis of teacher responses about listening skills

Teachers indicated that media plays an important role in developing speaking skills. Tools such as YouTube, radio, podcasts and television provide a variety of language inputs with a variety of accents, speeds and speaking styles. In this case, they enable them to learn English used in real life, which in turn helps them develop their listening comprehension skills (Teacher 1, 3, 4, 5). In addition, the cultural context provided by visual media content such as television

and movies adds meaning to listening. This allows children to understand what is meant in the same context, but only within limited boundaries (Teacher 2, 4). Regular exposure to such media content increases their motivation as well as their listening lists and vocabulary (Teacher 3, 5).

4.5.6. Analysis of teacher responses about speaking skills

The effects of mass media on speaking skills, issues related to practicing more, developing voice and feeling more confident. Teachers state that they improve their correct pronunciation and fluency by repeating and imitating what they frequently listen to on platforms such as podcasts and YouTube (Teacher 1, 4). Social media and live broadcasts allow them to practice speaking in real time and interactively. This helps them develop their spontaneous speaking skills and abilities (Teacher 2, 3, 5). They could also receive instant feedback through interactive platforms and video conferencing programs, which allows them to notice and correct their mistakes (Teacher 5). Students could develop their speaking skills quickly and effectively thanks to such feedback and social interaction environments.

4.6 Conclusion

These findings from teachers' views show a wide range of benefits of using media tools in EFL classrooms. At the same time, they evaluate the challenges from an academic perspective. Digital and media tools are very important in developing students' listening and speaking skills, motivating them and enabling them to learn the language in real life. However, in order to fully realize the potential of these tools, obstacles such as technical adaptation processes and lack of infrastructure need to be overcome.

Research from five different perspectives of teachers shows that media has a wide impact on improving EFL students' listening and speaking skills. Beyond traditional language teaching methods, these tools teach students how to use the language in real life. In particular, the opportunity to encounter real-world materials allows students to recognize the natural flow of the language, different accents, speeds and intonations. This allows listening skills to develop more effectively and permanently. Various media types such as radio, television, podcasts and YouTube provide students with exposure to English in various environments.

Mass media tools transform students from passive listeners to active users to improve their speaking skills. Students imitating, repeating and even interacting with their preferred materials on social media platforms or live broadcasts provide significant benefits in terms of pronunciation and fluency. This process helps students gain more confidence in using the language and encourages them to learn more languages. It also accelerates the learning process by facilitating correction of errors through instant feedback, interactive media platforms and video conferences.

This multifaceted effect of mass media tools not only improves students' language learning processes but also offers students more flexible and individual learning options. Students could direct their learning processes by accessing different media content according to their interests. This makes learning processes more meaningful and sustainable. This encourages students to participate more actively in the language learning process and supports permanent and in-depth learning. As a result, when media tools are considered in EFL teaching, there will be significant improvements in students' listening and speaking skills. Teachers' experiences clearly show that the real language input, cultural context and interactive learning opportunities provided by these tools strengthen students' language skills and communication skills. As a result, it is very important for educators to create pedagogical strategies to maximize media use and to encourage students to use these resources in both in-class and out-of-class learning environments. Therefore, innovative methods suitable for students' needs and today's technological developments will be used in language learning.

CHAPTER V

DISCUSSION

The descriptive and interpretative results of this study significantly demonstrate the extensive effects of mass media on EFL students' language development. The data show that students use media frequently and frequently as an important part of their daily lives. While 56% of the participants consumed media for 5 to 9 hours per day, 70% of them interacted with media content for 6 to 7 days per week. This shows that media has become a permanent and effective source of language input for EFL students.

However, it is noteworthy that media use is not directly aimed at language learning. Only 11% of the participants stated that they consciously use media for "language learning", but the majority stated that they use media for indirect purposes such as entertainment (35%), social interaction (29%) and education (17%). This result is consistent with Krashen's (1982) Input Hypothesis. Media provides students with access to real and natural language input without them realizing it. This improves students' linguistic awareness and communication skills.

The digital media tools that students interact with the most are especially social media (38%) and video sharing platforms (33%). It has been emphasized that audiovisual content such as movies, series, YouTube videos, podcasts and radio content have positive effects on vocabulary, pronunciation awareness, pragmatic competence and natural language use. In fact, 64% of the students stated that such media tools improve their speaking skills and especially approve the effect of podcasts and radio programs on vocabulary and fluency. Despite their extensive exposure to media tools, students' evaluations of their communication skills are not consistent with this intensity. Only 14% of the participants responded positively to the statement "I speak fluently most of the time", while 54% disagreed. This shows that passive language knowledge acquired from media does not only turn into effective skills; more interactive environments, speaking practice and feedback methods are needed. In order for media tools to be effective in education, they should not be limited to reception only and should be combined with productive practices. Swain's (1985) Output Hypothesis states that language learning could be sustained not only through input but also through active production. This relationship is further strengthened by the important survey questions that the participants answered. For example, 57% of the participants responded positively to the statement "Media is a good tool to learn English fluently and effectively." This indicates that media tools are

especially valuable in modelling speech patterns and developing vocabulary. Similarly, 73% of the participants who agreed with the item “I need to listen carefully to adopt native speaking” indicated that they understood the importance of careful listening for students’ pronunciation development. 55% of the participants who responded to the statement “I understand most spoken English, but complex concepts require repetition” indicated that media content should be selected at an appropriate level and that repetition is important for learning. Apart from these, the 79% agree/strongly agree response to the statement “Accent sometimes makes understanding difficult” indicates that different accents could make understanding difficult and therefore the variety of media that will expose them to different accents plays a big role.

As a result, it is understood that media tools are frequently used by students and that they significantly help especially listening and comprehension skills. However, interactive learning environments are necessary for this benefit to turn into communication skills. Learning without awareness through media shows a very open profile of students. This shows that media tools could be a good tool for teaching language when enriched with educational tasks, not used only for entertainment or social interaction.

Q1: To what extent mass media contribute to the listening and speaking skills of students?

From the results found, both students and teachers play important yet complementary roles in developing English listening and speaking skills through mass media. Students actively use various media platforms such as television, online news, films and YouTube, but passive exposure to these platforms does not automatically improve their communication skills. This supports the idea that students frequently use media when starting their learning process; however, they need guidance and support to achieve the results they achieve.

As stated in Research Question 1, teacher feedback and structured speaking activities are vital to developing productive speaking skills where students passively participate. Some of the interviewed teachers emphasized that despite the wide range of languages available to the media, students lack a strategy or confidence to internalize and reproduce this content.

Q2: What is the frequency of mass media use in the development of listening and speaking skills of English language learners?

According to the quantitative data of the study, students use media frequently and willingly. This is consistent with research findings that media use is positively associated with listening comprehension and vocabulary acquisition, in particular. The Likert-scale survey results indicated that most students agreed that watching movies, listening to podcasts, and interacting with online English content improved their receptive skills.

However, most students reported that they were not confident in their speaking skills. This suggests that there is a gap between media exposure and perceived productive skills. This directly answers Research Question 2 and suggests that media does not improve speaking skills. Media requires not only frequent use but also active use, thinking, and practice. Preferences tended toward audiovisual tools such as YouTube and streaming platforms. This suggests that students prefer realistic and entertaining formats, but oral fluency should be reinforced in class.

Q3: What is the perception of teachers and students on the engagement of various media use in practising listening and speaking skills of learners of English?

Mass media were seen as motivating and engaging for both teachers and students, particularly because of their accessibility, authenticity, and relevance to students' lives. Teachers and students reported that media content related to their interests, such as movies, social media clips, and news reports, directly affected students' motivation. This participation increased their willingness to listen and imitate, even if it did not immediately lead to confidence in speaking.

In response to Research Question 3, it was clear that both groups believed that media fostered greater interest and participation in language learning. However, for measurable language development, motivation should be channelled into guided discussions or structured tasks. Teachers emphasized that without interactive tasks or follow-up activities, students' motivation could remain superficial and be used more as entertainment than instruction.

RQ1 addresses the need for teachers to actively support students in transforming media exposure into speaking skills. RQ2 found that high frequency and preference for media use contributed to listening development, but did not contribute to speaking without additional practice. RQ3 shows that both teachers and students viewed media as engaging. However, they

emphasized the importance of students' active participation and classroom integration. This information highlights the transformative potential of mass media in EFL when combined with interactive, communicative, and teacher-supported learning environments.

CHAPTER VI

CONCLUSION AND IMPLICATIONS

6.1. Introduction

This chapter examines the study's aims, results, and how they affect English as a Foreign Language (EFL) learners' speaking and listening skills. In addition, it identifies the study's own limitations and suggests avenues for future research. Finally, this chapter evaluates how effectively the study addresses its research questions and discusses its significance in the field of foreign language pedagogy (Creswell & Creswell, 2018, pp. 4–5; Brown, 2007, p. 301).

The introduction highlights the main conclusions of the study by bringing together both quantitative and qualitative results. In particular, the important role of mass media in developing language skills is in line with best practices in educational research synthesis (Dörnyei, 2007, pp. 92–93; Mackey & Gass, 2016, pp. 205–206). It also bridges the gap between research results and their pedagogical implications by emphasizing how media integration can be used strategically to enrich EFL curricula (Richards & Rodgers, 2014, pp. 9–10; Nation & Newton, 2009, pp. 12–13). Chapter 6 acknowledges contextual and methodological limitations and reflects the academic imperative that readers critically evaluate the scope and validity of the results (Creswell, 2014, pp. 173–175; Mackey & Gass, 2016, pp. 217–218). Ethical research standards endorsed by leading scholars clearly support addressing these limitations (Taylor et al., 2016, pp. 283–285; Cohen et al., 2018, p. 125).

Finally, this section provides appropriate recommendations based on the results of the study, including longitudinal research design, performance-based assessments, diverse student samples, and teacher professional development. These recommendations draw on significant literature in the field (Dörnyei, 2007, pp. 110–113; Nation & Newton, 2009, pp. 203–205) and reflect deep engagement with current pedagogical debates.

6.2. Overview of the Study

The main purpose of this mixed-method study was to determine how exposure to various English mass media, including podcasts, movies, YouTube videos, television programs, and social media content, affects the development of listening and speaking skills of EFL students

at Baškent University Preparatory School. This purpose is based on documented findings that digital and broadcast media can be used as useful sources of comprehensible input and real language exposure (Ahmad, 2012, p.925; Kaçauni & Pylli, 2024, pp.2–3). A structured questionnaire was used to measure the media usage frequency and language skills of one hundred preparatory-level students. The results indicated a moderate to high level of engagement with digital media, especially YouTube and Instagram/TikTok. This was in line with trends observed in similar studies on EFL students (Kaçauni & Pylli, 2024, pp.5–6; Guo & Zhang, 2021, p.152). However, students' self-assessed speaking abilities were average, with 60% finding pronunciation and fluency below average (Kaçauni & Pylli, 2024, p.7).

Interestingly, the correlation analysis revealed that students who consumed English media daily rated their speaking and listening competitiveness higher than those who were not exposed. This result reflects the reinforcing role of repetitive, multimodal input in supporting language acquisition.

Interviews with five experienced EFL instructors who complemented the quantitative data emphasized the importance of the motivational aspects of mass media as well as its cultural affordances. Teachers agreed that media content encourages student participation and increases intercultural awareness (Ahmad, 2012, pp.927–928). However, they emphasized that exposure to media without structured tasks provides little benefit for improving speaking fluency: “Undirected consumption is passive and rarely leads to output performance in speaking” (Ahmad, 2012, p.927).

Strategies such as reflective journals and media-induced speaking tasks were instead seen as useful supplements. These interventions improved students' listening comprehension and increased vocabulary retention and confidence (Creswell & Creswell, 2018, pp.220–221). Taken as a whole, the findings suggest that the mass media are a useful source of input in EFL education. However, this can only be used in conjunction with communicative and task-based instruction based on pedagogical frameworks (Brown, 2007, pp.193–195; Richards & Rodgers, 2014, pp.211–212). Balanced development of receptive and productive language skills is supported by the deliberate use of this integrative approach of exposure to authentic materials.

6.3. Limitations of the Study

This study provided important insights into the growing literature on EFL education and media integration, but there are some limitations that should contextualize the results and guide

future research. These limitations include the lack of performance-based assessment, reliance on self-reported data, sample representativeness, and the short duration of the study.

First, the study was limited to traditional digital media such as YouTube videos, podcasts, and social media platforms. However, the scope of AI-powered chatbots, immersive virtual reality (VR) environments, advanced machine translation systems, and language learning technologies has rapidly expanded (Godwin-Jones, 2019, pp. 3–7). These new technologies have a positive impact on improving receptive and productive language skills. However, this research limits its relevance to these new technological trends.

Second, this study did not conduct objective performance-based assessments. Instead, it largely considered the students' impressions of their speaking and listening skills. Subjective data can provide insight into students' feelings and beliefs, but it cannot replace direct measurement of language proficiency. Formative assessments such as pre/post-tests and speaking recordings highlight that listening and speaking proficiency can be assessed more accurately (Vandergrift and Goh (2012, pp. 121–123). Without these tools, the study cannot definitively determine whether exposure to mass media leads to actual skill development.

Third, the sample consisted of a single private university, Başkent University, and consisted of 100 preparatory students and 5 EFL teachers. Therefore, the generalizability of the findings was limited. Creswell (2014, pp. 145–146) argues that sample representativeness is crucial for the findings to be directly drawn from the research context. Different institutional settings, cultural backgrounds, and student profiles may produce different results, so the findings should be applied with caution to other EFL groups.

Fourth, relying on self-reported data may introduce biases such as social desirability and inaccurate self-assessment. Dornyei and Taguchi (2010, pp. 6–8) suggest that students' insecurity, discusses how students may overestimate or underestimate their abilities due to unawareness or a desire to meet perceived expectations. As a result, the results reflect the participants' opinions rather than objective progress.

Finally, the relatively short time frame of the study is an important limitation. Long-term observations are needed to determine the long-term effects of media exposure on language development. Field (2008, pp. 201–202) notes that a year or more of actual input is needed to see significant changes in listening and speaking skills. Short-term studies may have a motivating effect, but they do not produce lasting gains in fluency or comprehension. In conclusion, while this study offers meaningful insights into the pedagogical potential of mass

media in EFL contexts, addressing these five limitations in future research will enhance the validity, reliability, and applicability of the findings.

6.4. Suggestions for Further Research

Longitudinal studies are needed to better assess the effects of media exposure on language learners. Conducting surveys on a regular or annual basis will provide a more in-depth understanding of how media exposure changes over time (Kern, 2000). College students, high school students, and adolescents who frequently use technological devices such as tablets may interact with media-based language learning tools in different ways, so future studies should be relevant to these demographic groups (Burston, 2014; Stockwell, 2010).

Research designs should include self-assessments and objective performance criteria. Incorporating performance assessments such as oral presentations, speaking exams, or oral expression tasks directly into performance assessments of students' speaking skills will provide more accurate and reliable assessments of students' speaking skills (Brown, 2007). Additionally, conducting research on how students actively engage with media by creating their own media content (e.g., podcasts, video blogs, or digital storytelling) may provide a better understanding of how students develop speaking skills.

Future research should also examine teacher education and teaching methods. Because teachers play such a crucial role in the effective integration of mass media and communication tools into the classroom, it is crucial to investigate issues such as teacher preparation programs, pedagogical approaches, and instructional design to maximize media use in language education (Hubbard, 2008). In addition, examining the effects of media content, especially those focused on gender representation or culture-specific themes, can provide useful information about how such content affects students' motivation and language acquisition processes.

6.5. Conclusion

The changing nature of foreign language education in the digital age is the subject of this study. Today, significant research is being conducted on how mass media, especially digital media tools, affect the speaking and listening skills of preparatory class students learning English as a foreign language (Chapelle & Sauro, 2017, pp. 1-15). This study meets the expectations of investigating the negative or negative effects of mass media on the listening and speaking skills of Başkent University preparatory class students. The experiences of Başkent

University preparatory class students have shown that media tools should be included in the learning process not only as an auxiliary tool, but also as an effective and guiding element (Godwin-Jones, 2017, pp. 9-14). This situation shows how important a role technology plays in language education (Grgurovic, 2011, pp. 25-27).

Media tools are particularly effective in the development of listening skills. Students who regularly encounter real content such as English podcasts, videos, news bulletins, TV series and movies are exposed to the foreign language more and understand the target language better over time. (Gilmore, 2007, s. 101-105). With such tools, students can access a more realistic and effective learning environment by accessing various accents, natural speaking speeds, daily language expressions and cultural elements. However, it has been revealed that media tools alone are not sufficient to develop speaking skills. Media content alone is not enough for students to develop effective speaking skills, because research shows that this is not enough (Thorne & Reinhardt, 2008, pp. 55-58). Instead, students need to support media content with productive and interactive activities (Fotos & Ellis, 1991, pp. 605-620). Media tools help students actively use what they have learned, feel more confident, and become more productive individuals. Active participation encourages permanent learning by allowing students to process linguistic input instead of being passive spectators (Swain, 2000, pp. 97-111).

Another important result of the study is that media tools play a role in creating student-centred and personalized learning environments. Environments that support various visual, auditory, textual and interactive learning styles motivate students and make the learning process more inclusive (Dörnyei & Ushioda, 2011, pp. 67-75). Students of the digital age, namely the "digital native" generations, are particularly attracted by media content. Media content attracts their attention and increases their desire to learn. As a result, it is very important to choose appropriate media tools in line with the needs of students (Levy & Hubbard, 2005, pp. 28-30).

According to research, how teachers conduct this process significantly affects learning outcomes. How teachers incorporate media tools into course materials, how they support different activities, and how they encourage students to actively participate is directly related to learning outcomes (Kern & Warschauer, 2000, pp. 1-20). Therefore, the success of media-based language teaching is significantly affected by teachers' pedagogical knowledge, digital literacy, and creative approaches (Chun, 2011, pp. 15-20).

Media is no longer just a source of information; it also facilitates cultural transmission, linguistic production, and social interaction (Risager, 2007, pp. 13-17). Therefore, media form

the basis of foreign language education. When supported by communicative approaches, students develop both language skills and critical thinking, intercultural communication skills, and self-directed learning skills (Littlewood, 2007, pp. 5-10). This helps individuals to be successful in exams and enables them to communicate well in real life.

In conclusion, this study has shown that mass media is important and helpful in language teaching. Media has the potential to develop foreign language communication skills when supported by appropriate educational programs. Teachers can choose the structured teaching strategies and media content suggested by the study in accordance with the students' interests. This makes language teaching more effective and permanent. In addition, these findings are not limited to Başkent University; educational institutions with similar socio-cultural structures can also comply with these results. In this context, the study will serve as a resource that will contribute to foreign language education at national and international levels.

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APPENDIX A

Attitude Scale Toward Media Use in Language Learning

1. I use mass media approximately...

- a) Hours per day: _____
- b) Days per week: _____

2. I use mass media primarily for:

- a) Entertainment (e.g., movies, series, music)
- b) Education (e.g., tutorials, academic videos, podcasts)
- c) Social interaction (e.g., chatting, forums, social media)
- d) Professional development (e.g., webinars, news)
- e) Language learning (e.g., language-focused apps, English content)
- f) Other (Please specify): _____

3. Mass media tools I use the most are:

- a) Television
- b) Radio
- c) Podcasts
- d) YouTube or other video platforms
- e) Social media (e.g., Instagram, TikTok)
- f) Language learning apps (e.g., Duolingo, Babbel)
- g) Other (Please specify): _____

4. The language I primarily engage with in mass media is:

- a) English
- b) Native language: _____
- c) Other: _____

5. The content I prefer in mass media is:

- a) News
- b) Music
- c) Movies and TV shows
- d) Educational content
- e) Other: _____

APPENDIX B

Checklist for Measuring Communicative Abilities

Scale:

- 1- Strongly Agree
- 2- Agree
- 3- Neutral
- 4- Disagree
- 5- Strongly Disagree

1. Listening to podcasts and radio shows expands my vocabulary and fluency.
2. I speak fluently most of the time.
3. Watching TV series, movies, and videos improves my speaking skills.
4. Using social media sites like TikTok and Instagram helps me improve my English formally.
5. Chatting with native English speakers online makes me feel more confident about speaking.
6. My pauses and hesitations are not understood by the listeners.
7. Media is a good tool to learn English fluently and effectively.
8. Songs and lyrics improve my word stress and pronunciation.
9. I hesitate at times when searching for words.
10. I have difficulty speaking fluently and usually speak in single words or short phrases.
11. I have the ability to communicate effectively in social situations.
12. I cannot form coherent sentences when I speak.
13. I can conduct academic conversations without errors.
14. There are only minor traces of foreign accents and my pronunciation is completely clear.
15. I can meet my personal and survival needs in English.
16. I am confident in initiating and sustaining conversations.
17. My pronunciation is always understandable, but I sometimes make phonemic errors.
18. I have difficulty understanding spoken English because of unfamiliar accents.
19. Accent sometimes makes understanding difficult.
20. I need to listen carefully to adopt native-speaking.
21. Additionally, I can easily follow English conversations or media.
22. I understand most spoken English, but complex concepts require repetition.
23. I can respond correctly to prompts and questions in English.

APPENDIX C

Structured Interview Questions for EFL Teachers

Section 1: Contextual Data

1. For what duration have you been an English as a Foreign Language teacher?
2. What level do you teach at (e.g., prep school, college, high school)?
3. Have you used any media in your course content before? If yes, which ones?

Section 2: Use of Mass Media in Teaching

4. What types of mass media do you find most functioning when it comes to speaking and listening skills? Why?
5. How do you handle selecting media content for students (e.g. difficulty level, interaction, relevance)?
6. How frequently do you use media in your classroom, such as TV series, YouTube, and podcasts?

Section 3: Benefits Seen

7. As a result of using mass media, have you noticed any progress in students' speaking fluency?
8. How do you think the use of mass media affects students' listening comprehension?
9. What do you think about the impact or contribution of mass media on students' motivation and engagement in learning English?

Section 4: Obstacles and Recommendations

10. What obstacles (student participation, technical, or content-related) have you encountered when integrating media into your lessons?
11. How do you deal with these obstacles?
12. What advice would you give to other teachers who want to integrate mass media into their EFL teaching methods?

Section 5: Overall Assessment

13. Do you think mass media has the potential to fill the gap between classroom instruction and real-world language use? If not, why?
14. What role do you think mass media will play in EFL education in the future?

APPENDIX D

Detailed Analysis of Teachers' Responses to the Structured Interview Questions by Themes

Theme 1: Mass Media Used

Sub-Theme: YouTube and Video-Based Platforms

- All the teachers found YouTube to be the most useful tool.

Sub-Theme: Podcasts and Audio Content

- Some options improved the development ability of podcasts.
- Teacher 1: "YouTube and Spotify... there is a mass amount of content."
- Teacher 3: "Mostly YouTube videos... I open short videos and stop them to ask questions."
- Teacher 5: "YouTube videos, podcasts, I use them a lot."

Sub-Theme: Social Media, Memes, and Informal Content

- Teachers indicated that they especially enjoyed the content on social media.
- Teacher 1: "Spotify is useful for background listening and audio books."
- Teacher 4: "I sometimes recommend English podcasts for listening homework. Students enjoy real voices."

Sub-Theme: Social Media, Memes, and Informal Content

- Teachers indicated that content on social media in particular captures students' attention.
- Teacher 2: "They love memes—Turkish and English ones."
- Teacher 4: "Instagram reels and TikTok are great for accents and slang."
- Teacher 5: "I show them trending reels and then ask for reactions."

Sub-Theme: Traditional Media (TV Series and Movies)

- Some teachers indicated that they use TV series for cultural transmission and listening practice.
- Teacher 1: "TV series are a bit long but useful for out-of-class listening."
- Teacher 4: "Netflix series like Friends are culturally rich."

Theme 2: Impact on Student Engagement

- All teachers indicated that mass media increased students' interest and motivation in class.
- Teacher 2: "They are more interested in real-life topics than textbook dialogues."
- Teacher 3: "They laugh, react, and speak more when content is visual or emotional."
- Teacher 5: "Reels and memes increase student willingness to speak, especially shy students."

Theme 3: Development of Language Skills

Sub-Theme: Listening Skills

- Teachers emphasized that students' adaptation to different accents and speaking speeds contributes to their listening skills.
- Teacher 1: "When they listen to native speakers repeatedly, they gain confidence."
- Teacher 4: "Podcasts help with accent variation and real pace."
- Teacher 5: "Listening to videos with subtitles and then without builds comprehension."

Sub-Theme: Speaking Skills

- Teachers emphasized that speaking activities based on media content increase student participation and fluency.
- Teacher 3: "I stop the video and ask questions like 'What would you do?' or 'What do you think?'"
- Teacher 4: "I use them for warm-up speaking activities. They talk more when they see something fun."

Theme 4: Pedagogical Practices

Sub-Theme: Integration in the Classroom

- It was stated that mass media were used in the classroom to initiate discussions, do warm-up activities, or for listening practice.
- Teacher 1: "I use mass media every week, especially when students are tired."
- Teacher 3: "I combine it with peer discussion and role play."

Sub-Theme: Use of Homework and Flipped Learning

- Some teachers assigned content as homework outside of class and focused on speaking practice in class.
- Teacher 4: “I assign short podcast or video content before class.”
- Teacher 5: “Students record answers to YouTube video questions at home.”

Theme 5: Challenges and Restrictions

Sub-Theme: Technical Issues

- Some teachers stated that they had difficulties with internet connection or content access.
- Teacher 1: “Internet in class is sometimes slow.”
- Teacher 4: “Accessing some platforms is restricted on school Wi-Fi.”

Sub-Theme: Passive Participation

- Some teachers stated that some students only watch media content as consumers and do not actively participate.
- Teacher 2: “Some students just watch and don’t interact unless prompted.”
- Teacher 5: “If not guided properly, they just consume passively.”

Sub-Theme: Content Appropriateness

- Some teachers emphasized that it can be difficult to select content in terms of language level and age-appropriateness.
- Teacher 3: “Finding age-appropriate and level-specific content is hard.”

Theme 6: Artificial Intelligence and Technology Integration

- Some teachers stated that students use artificial intelligence tools for subtitling, meaning extraction, and pronunciation development.
- Teacher 1: “AI-generated subtitles or ChatGPT helps them understand better.”
- Teacher 4: “Some students use AI for pronunciation correction.”
- Teacher 5: “They ask ChatGPT to explain idioms after watching videos.”

APPENDIX E:

Checklist for Measuring Communicative Abilities	Mean Score
Mean	2.74
Median	2.70
Standard Deviation (SD)	0.34
Minimum	2.00
Maximum	4.09
Range	2.09
Skewness	0.89
Kurtosis	1.94
Sample Size (n)	100

Table 5: *Descriptive Statistics of the Communicative Competence Scale*

Based on data from 100 participants, the communicative skill levels assessment checklist produced a mean score of 2.74 (SD = 0.34). Scores ranged from a minimum of 2.00 to a maximum of 4.09, with the median being 2.70. A distribution that is right-skewed, as shown by a skewness score of 0.89, suggests that more participants gave their communication skills lower ratings than average. The distribution appears to be moderately peaked based on the kurtosis value of 1.94.

APPENDIX F

Permission for The Checklist for Measuring Communicative Abilities from Muhsin Yanar



Başak Şahin

Alıcı: myanar ▼

9 Eki 2024 Çar 15:51



Merhaba hocam,

Ben Başak Şahin, Başkent Üniversitesi'nde yüksek lisansımda 2. senemdeyim. Yüksek lisansım için tez yazıyorum. Tezimde sizin 2013 yılında yazdığınız "THE ROLE OF MASS MEDIA TOOLS ON EFL SPEAKING SKILLS" başlıklı tezinizde Questionnaire appendix 1 ve 2de kullandığınız checklisti kendi tezimde eklemeler yaparak kullanabilmem mümkün müdür? Şimdiden teşekkür ederim.

Saygılarımla,

Başak Şahin



Öğr. Gör. Muhsin Yanar

Alıcı: ben ▼

10 Eki 2024 Per 17:54



Merhaba Başak Şahin,

Tabii kullanabilirsiniz.

Kolaylıklar dilerim.

Muhsin.

APPENDIX G: Participant Information and Consent Form

Sayın Katılımcımız

Katılacağınız bu çalışma, “**The Impact of Mass Media Tools on Listening and Speaking Skills of Preparatory School Students at Başkent University: Television, News Media, Internet and Cinema as Learning Aids**” adıyla, **Başak Şahin** tarafından 2024-2025 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: **Çalışmanın temel amacı, kitle iletişim araçlarının öğrencilerin konuşma ve dinleme becerilerini nasıl geliştirdiğini ve öğrencilerin öğrenmeye yönelik motivasyon ve katılımını nasıl etkilediğini belirlemektir.**

Araştırmanın Nedeni: O Bilimsel araştırma ☒ Tez çalışması

Araştırmanın Yapılacağı Yer(ler): Başkent Üniversitesi, Ankara

Araştırma Uygulaması: ☒ Anket

☒ Görüşme

O Gözlem

O.....

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Başak Şahin

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

....../...../.....

İsim-Soyisim İmza:

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