HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

THE RELATIONSHIP BETWEEN HIGH SCHOOL STUDENTS' L2 DIGITAL IDENTITIES AND THEIR SELF-EFFICACY

Nurşah ATAŞ

Master's Thesis

Ankara, 2023

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LİSE ÖĞRENCİLERİNİN İKİNCİ DİL DİJİTAL KİMLİKLERİ VE ÖZ-YETERLİLİKLERİ ARASINDAKİ İLİŞKİ

Nurşah ATAŞ

Master's Thesis

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis/dissertation, prepared by **NURŞAH ATAŞ** and entitled “The Relationship Between High School Students’ L2 Digital Identities and Their Self-Efficacy” has been approved as a thesis for the Degree of **Master Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

Language learner identity is the core of learners' choices, perceived roles, and ways to portray themselves to the world in their learning process. With the rise of informal digital learning of English, many learners learn English on various platforms with diverse goals and motivations. This situation makes language learners create a second language (L2) digital identity by leading them to assume new roles suitable for these digital learning platforms. Numerous studies have been conducted to investigate the impacts of these constructed identities on learners' language skills or willingness to communicate. However, there is a scarcity of research on how language learners construct their L2 digital identities, and whether these identities affect learners' beliefs about their capabilities in the classroom. Therefore, by focusing on learners' experiences and feelings in digital language activities and their beliefs about their abilities in classroom tasks, this study uncovered the relationship between learners' L2 digital identity constructions and their self-efficacy. Adopting an exploratory sequential mixed method, this study used semi-structured interviews and structured questionnaires as the data collection tool which were collected from 116 high school students. Interviews were analyzed with thematic analysis and questionnaires were analyzed with correlation and regression analysis. The findings showed that there is a positive relationship between learners' L2 digital identities, their classroom involvement and English self-efficacy. The study will raise teachers' and educators' awareness of learners' needs and wants and help them to keep up with this era's changing needs through new digital-based language materials and methods supporting autonomous learning.

Keywords: Language learning, second language (L2) digital identity, self-efficacy, informal digital learning of English, high school student

Öz

Dil öğrenen kimliği, öğrenenlerin dil öğrenme süreçlerindeki seçimlerinin, benimsedikleri rollerin ve dünyaya kendilerini tanıtma şekillerinin temelidir. Günümüzde, İngilizcenin dijital informel öğreniminin artmasıyla birlikte, birçok öğrenen yeni ortamlarda farklı amaç ve motivasyonlarla İngilizce öğrenmektedir. Bu durumsa onları dijital dil öğrenme ortamlarına uygun yeni roller edinmeye iterek ikinci dil dijital kimliği oluşturmaya yönlendirmektedir. Oluşturulan kimliklerin öğrenenlerin başarıları üstündeki etkisini incelemek amacıyla dijital ortamlardaki dil becerilerini ya da iletişim kurma isteklerini inceleyen birçok çalışma yapılmıştır. Fakat öğrenenlerin ikinci dil dijital kimliklerini nasıl oluşturdukları ya da bu kimliklerin onların yeterliliklerine olan inançlarını etkileyip etkilemediği üzerine çalışmalar yetersiz kalmaktadır. Bu sebeple bu çalışma, öğrenenlerin dijital ortamlardaki tecrübelerine ve duygularına ve de sınıf-içi aktivitelerde kendi yeterliliklerine olan inançlarına odaklanarak ikinci dil dijital kimlikleri ve öz-yeterlilikleri arasındaki ilişkiyi ortaya çıkarmıştır. Keşfedici sıralı karma yönteminin benimsendiği bu çalışmada, veri toplama aracı olarak yarı yapılandırılmış görüşme ve yapılandırılmış anketler 116 lise öğrencisiyle kullanılmıştır. Görüşmeler içerik analizi, anketlerse korelasyon ve regresyon analizi yöntemiyle analiz edilmiştir. Bulgular, öğrenenlerin ikinci dil dijital kimlikleri ve bunların sınıf içindeki katılım ve öz-yeterlilik inançlarıyla arasında pozitif bir ilişki olduğunu ortaya çıkartmıştır. Dolayısıyla bu çalışma, öğretmen ve eğitmenlerin, öğrenenlerin istek ve ihtiyaçlarına olan farkındalığını artırıp bu ihtiyaçlara uygun biçimde yeni materyal üretme ve otonom öğrenmeyi destekleyen metot benimsemelerine yardım edecektir.

Anahtar Kelimeler: Dil öğrenme, ikinci dil dijital kimliği, öz-yeterlilik, İngilizcenin dijital informel öğrenimi, lise öğrencisi

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Symbols and Abbreviations

SLA: Second language acquisition

ELT: English Language Teaching

L2: Second/Foreign language

IDLE: Informal Digital Learning of English

Chapter 1

Introduction

In recent years, paramount advancements in technology have influenced humankind more than ever and pushed it towards an end of a new beginning. Currently, the matter at hand consists of not only the internet or high-tech devices but also artificial intelligence with cognitive abilities. Since the new generation is getting to meet technology when they are two-year-old, their social needs, personal choices, and daily interests are swirling around and shaped by technological advancements as well. Regarding this massive change in society, it is inescapable to witness a shift in education towards technology in which there are no place or time constraints but instead, countless opportunities to learn.

In the context of current language education, learners are not restrained to coursebooks or courses in face-to-face classrooms to learn English anymore; instead, they freely socialize in digital international groups or follow content and people from various countries with similar interests in social media, practicing the language without the need for formal instruction. Therefore, it is salient that more and more people are using digital sources to learn and practice languages more than ever. For instance, Duolingo is an online language learning application with 49.4 million monthly active users and 7 billion completed language exercises each month (Securities and Exchange Commission, 2022). Considering these tremendous numbers, the availability and reachability of learning environments in digital sources are now open to anyone with an Internet connection.

This heavy reliance on online learning raises numerous questions on how learners choose and utilize digital language sources in the digital wilds (i.e., informal digital settings), what kind of roles and identities learners construct in digital wilds to engage in such language activities, and

whether these activities and roles enhance learners' beliefs about their capabilities in the language learning process. In order to seek answers to these questions, several studies have been carried out in the field of English Language Teaching (ELT) examining the digital activities learners join in out-of-the-school contexts. However, the notion of learner identity construction in digital wilds has scarcely addressed in the literature. Thus, regarding the gap, this study inquires whether there is a relationship between learners' "digital second language (thereafter L2) identity construction" and "English self-efficacy" within the context of high schools.

Statement of the Problem

Through the years of inquiry in the fields of second language acquisition (SLA) and ELT, two of the most principal questions are how learners learn languages and what affects their language learning process. From cultural to neurological cause-and-effect relationships, numerous answers have been presented to find answers to these questions. However, for a long time, language learners were mainly depicted as computer-like individuals who receive input and create output to learn a language since most scholars focused on learners' cognitive abilities without counting their personalities or motivations. It is not until the 1970s that learners' motivation, self-confidence, or anxiety were mentioned; however, Krashen's (2009) definition of the affective filter, which is:

> (…) the effect of affect is 'outside' the language acquisition device proper. It still maintains that input is the primary causative variable in second language acquisition, affective variables acting to impede or facilitate the delivery of input to the language acquisition device. (p. 32)

shows that heavy reliance on cognitive stance while explaining individualistic perspectives was still dominant. Followingly, after Firth and Wagner's call for a socially oriented SLA (1997, 2007), new theories and approaches were proposed in which learners started to be recognized

as unique individuals with distinct identities, which are their voices, roles, and choices. It was suggested that not only their cognitive abilities but also the social roles that they have in life affect their language learning process. For instance, proficient language speakers may have difficulty in speaking in peculiar contexts not because they do not have the input to create an output but because they feel threatened by more proficient speakers in that context. Further, their choice of vocabulary may also be distinct from the others as they stand in a feminist viewpoint where they reject certain types of vocabulary usage rather than having a limited vocabulary knowledge. In short, the roles they acquire for themselves and the identities they construct shape their use of language; therefore, this issue started to be recognized as something crucial in language learning. Since then, in SLA and ELT, language learner identity has been widely investigated as an inseparable part of learners in order to depict the dynamics of language learning.

Regarding the diversity in language learners and learning contexts, it is inevitable for learners to have more than one identity depending on different circumstances, as internal and external factors influence the roles they assume. Each context and each role that learners have affect their learner identities. By claiming such a definition, it must be also accepted that learning is a continuous and retrospective process where each block adds on top of another and sometimes replaces the already positioned blocks.

The learning process is not unidirectional; with everything that the learners experience, it goes back and forth to adapt new information into the existing system. The reason is that learners gain knowledge and confidence in language through time by being exposed, practicing, studying, or getting feedback. However, in some contexts, they get new experiences and reshape their belief systems by creating different identities, which may lead them to change their attributes to several aspects of a language. It could be their choice of vocabulary, confidence in using the language, motivation to communicate, or simply their basic knowledge of the language. Thus, in

every place that they are practicing the language, the endless reshaping of their identities continues simultaneously to adapt to the current environment.

Currently, one of the most commonly reached contexts for learners is undoubtedly digital platforms, including social media, websites, language learning or chatting apps. Being more than an input source, learners practice language consciously or subconsciously in digital platforms with billions of people without the need for formal instruction. Thus, this situation creates a necessity to adapt to the idea of informal digital language learning, which leads to the emergence of L2 digital identity as a new type of identity. While learners engage in digital platforms, from playing online games to listening to songs, they construct new approaches and roles for themselves according to the settings. To exemplify, while some learners may write stories about their favorite book characters or celebrities to express their feelings with other like-minded people to experience belonging to a community, and followingly, practice writing without realizing it, some may learn vocabulary while translating songs into their native languages and share them on digital platforms to get likes and recognition from the target audience. How they perceive themselves, their skills, and the language itself are unceasingly shaped online. With the feedback they are likely to receive from their online friends, followers, or websites, learners may continuously modify their identities and approaches to language learning. Hence, L2 digital identity can play a vital role even in learners' academic success and self-efficacy, which is their beliefs and attitudes toward their capabilities. Moreover, since self-efficacy is learners' perception of their strengths and abilities in a specific subject, it either helps or hinders their development in their language-learning journey. Combined with the notion of learner identity, self-efficacy becomes a crucial topic to address in determining how learners position themselves in the language learning process and how they portray and learn English.

Nonetheless, as most studies separately focus on how learners construct identities in general, how digital platforms influence their language skills, or what situations contribute to

learners' self-efficacy beliefs, there is a scarcity of research on how learners construct L2 digital identities online through digital activities and whether it affects their English self-efficacy beliefs. It is salient that there is a gap in the literature despite the necessity of studies to capture the external and internal dynamics of the language learning processes of learners. Therefore, in this study, the relationship between the L2 digital identity construction of learners and their self-efficacy will be analyzed as the main problem for the research.

Aim and Significance of the Study

Acknowledging the digital shift in language learning and in the generation, this study aims to find answers to how English language learners construct their L2 digital identities while engaging in digital language activities, and whether these identities influence their beliefs and self-efficacy in language classes. Furthermore, this study includes young teens and adolescents (14-16 years old) as participants because of their tendency to actively use digital platforms and modify their identities constantly more than other age groups. By doing so, it is aimed to present new perspectives to the field and propose pedagogical implications for the benefits of learners and teachers. As there are limited studies on this subject and nearly no research in Turkey's literature, the purpose is to provide information for the gap in our understanding of high-school students' digital activities and their identities' impacts on the language learning process.

This study is significant to comprehend the language learners' goals and perspectives after the gradual but enormous change in our society's lifestyle and to accommodate our teaching materials and approaches according to it. Without acknowledging the most significant part of our learners' lives, we could not assemble a bridge between the classroom and real life, causing a decline in knowledge transfer and even a negative attitude towards language. Therefore, it contributes to the literature by raising teachers' and educators' awareness of the necessity to keep up with learners' current tendencies in education. Validating that nearly all of the students want a reflection of their interests and digital activities in classroom activities and get motivated

by this connection, this study emphasizes the importance of being up to date in terms of the needs and interests of learners so that the connection between the classroom and the daily life can be tied to enhancing the teaching's effectiveness and accelerating the learning process. In addition, methodologically, it is one of the few digital L2 identity research in which qualitative and quantitative data are collected and where the participants are high-school students. Thus, the study is significant methodologically in presenting new perspectives to the literature.

Research Questions

This study has three main research questions with four sub-questions regarding high school students' L2 digital identity construction and their English self-efficacy.

Main Research Questions

The main research questions of the study are presented below:

1. How do high school students construct L2 digital identities in digital wilds?

2. Do high school students' L2 digital identities affect their English self-efficacy?

3. Is there a relationship between learners' L2 digital identities and their English self-efficacy?

Sub-Research Questions

To be able to answer the main questions thoroughly and in detail, sub-research questions are formulated and presented below:

1. What kind of activities do students perform in digital wilds?

2. Why do students carry out English activities in digital wilds?

3. What are the perceptions of students on their L2 digital identities?

4. What are the perceptions of students on their English self-efficacy?

Assumptions

This study has three assumptions. Firstly, since there is growing accessibility to digital sources and a tendency to be active online, it is assumed that most learners use digital platforms

and conduct activities in English, such as chatting in English while playing online games, watching a movie with or without subtitles, or becoming a member of an international community.

Secondly, this study adopts an exploratory sequential mixed method design in which qualitative and quantitative data are collected respectively. In the first phase of the study, it is assumed that the qualitative data were helpful to discover and define the problem, as there are few explanations in the literature. Followingly, the depicted problem becomes the source for the survey needed in the quantitative phase of the study. Thus, it is assumed that the problem was clearly portrayed in the gathered qualitative data to create an instrument for the following phase.

Lastly, it is believed that the participants provided honest answers to presented questions during the data collection process.

Limitations

Firstly, this study is limited in the aspect of sample variety as only one type of high school (social sciences high school) is chosen as the research field; therefore, it may be hard to capture and include diverse types of learners in the study. Hence, studies conducted with other types of high schools are also needed.

Secondly, due to the time limitation and methodology type, a longitudinal study cannot be conducted which may reduce the generalizability of the study. However, it should be noted that the data in qualitative-oriented studies has no purpose to be generalized for all cases.

Definitions

1. Exploratory Sequential Mixed Methods Design: Creswell & Creswell (2018) defined this design as:

> In the exploratory sequential approach, the researcher first begins with a qualitative research phase and explores the views of participants. The data are then analyzed, and the information is used to build into a second, quantitative

> phase. The qualitative phase may be used to build an instrument that best fits the sample under study... (p. 52)

2. Identity: According to Norton (2000), identity is "...how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (p. 5).

a. Language Learner Identity: It can be defined as the assumed roles and voices of learners depending on the context, distributions of power, or the relationships between individuals in their language learning journey. This identity type is believed to affect how learners take initiative or get motivated in different learning contexts.

b. Second Language (L2) Digital Identity: It is the learners' identities constructed for the diverse situations in digital platforms in their informal language learning process. It is formed by learners' goals, aims, and perspectives being constantly modified in these digital settings.

3. Self-Efficacy: Bandura (2002) defines self-efficacy as "people's judgments about their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 94). This study is used specifically for learners in language classrooms and their beliefs about language activities.

4. Informal Digital Language Learning (IDLE): Lee (2019) defines IDLE as "self-directed, informal English learning using a range of different digital devices (e.g., smartphones, desktop computers) and resources (e.g., web apps, social media) independent of formal contexts", and it includes learners' every digital language activity carried out only with their desire rather than formal instruction.

a. Receptive IDLE: Receptive IDLE consists of activities that require learners to be exposed to input passively without producing a language output. They can be exemplified by watching a movie with English subtitles or reading an English blog.

b. Productive IDLE: In productive IDLE activities, learners actively use language and produce outputs, such as by writing an English film review on a website or commenting on a YouTube video.

5. Digital Wilds: Sauro and Zourou (2017) define the term digital wilds as:

> (…) informal language learning that takes place in digital spaces, communities, and networks that are independent of formal instructional contexts. Digital technologies, such as mobile devices, and fast connectivity coupled with social networking facilities offer possibilities for unprecedented user-driven, self- and group-initiated practices that redraw models of production, distribution, and reuse of knowledge. (p.186)

6. **Verbatim Transcription:** It is a word-for-word transcription of qualitative data. It is the exact written copy of a recording or a video.

Chapter 2

Theoretical Basis of Research and Literature Review

In this section, the three main titles of the study will be explained respectively regarding the main points in the chosen context. As the study focuses on high school students' identity constructions in informal digital contexts, what Informal Digital Learning of English (IDLE) is and its place in the literature will be clearly defined. After setting the ground for the study context, the main term, L2 digital identity will be presented. Following the definition and literature review for the L2 digital identity, the second term, self-efficacy will be presented by explaining its significance in the field and its place in this study.

Informal Digital Learning of English

Digital platforms play a fundamental role in our society by influencing our relationships, preferences, or positions in life. This role not only enables people to meet their daily needs online but also removes the borders between societies. In the last decade, the integration of technology and the Internet into education has also risen prominently. Course materials to the courses' mode of delivery have been adjusted to this advancement and gradually evolved to create more digital-oriented teaching and learning approaches. Regarding society's disposition to learn languages for diverse purposes, from job applications to personal enrichment, one of the highly affected fields of education by this digital change is undoubtedly language teaching and learning.

Currently, countless language learning apps, chatting websites, or learning packs in global markets are available to individuals. Therefore, it is wise to claim that the digital shift has created an avalanche impact on language learning contexts. Now, learning is beyond the classroom boundaries as digital platforms allow learners to practice the language with where, when, how, and whom they want. This idea of self-directed learning in out-of-class contexts where learners autonomously determine when to learn what in digital wilds leads to the introduction of Informal Digital Learning of English (IDLE). In addition to IDLE, the term Online Informal Learning of English (OILE) has been considered an area encompassing language learning in online

platforms. However, it must be stated that as the focal concept of IDLE and OILE is parallel, IDLE has been commonly acknowledged as an umbrella term for all.

IDLE can be represented in two types of contexts: IDLE extracurricular and IDLE extramural. While extracurricular contexts are the use of digital learning outside the classroom with the integration of formal instruction by a teacher or an instructor, extramural contexts refer to a self-directed and "fully autonomous L2 activity in out-of-class digital environments that is not linked to a formal language instruction" (Lee, 2020, p. 49). To properly classify IDLE, Benson's (2011) four dimensions have been conceptualized by Lee, Xie, and Lee (2021) as shown in Table 1. In reference to this conceptualization, IDLE falls under the informal, out-of-class type of learning, which is pedagogically naturalistic and self-directed.

Table 1: *IDLE's Four Dimensions*

Formality	If the language learning experience is formally structured and a certificate is granted to learners	Formal Informal Non-formal
Location	The place the language learning occurs	Extracurricular Extramural In-class Out-of-class
Pedagogy	The degree of formal language learning processes taking place	Instructed Self-instructed Naturalistic
Locus of Control	The amount of control that language learners have over their own learning	Self-directed Other-directed

These out-of-class, naturalistic, and autonomous language learning can emerge in each unit of the digital wilds. Learners can engage with massively multiplayer online role-playing games (MMORPGs), fandoms and fanfiction writings, social media accounts, online communities, learning apps, movies, and series, or simply via songs and lyrics. By carrying out digital language activities, as well as being exposed to the authentic use of language, learners have countless opportunities to communicate with others in the global community. In fact, for many foreign

language learners, digital L2 activities are the only place to practice language without formal instruction or a guiding map and witness the real-life application of every knowledge they have learned in classrooms. IDLE activities are, in nature, not scripted language activities but spontaneous emergences of English, requiring learners to take risks and continuously forge knowledge with the feedback they receive. As Sockett (2014, as cited in Godwin-Jones, 2018) indicates, in IDLE:

> The learner is not building towards an ideal version of the language which exists in abstract. Rather, the learner is building on and out of his perception of the usage of the language heard in the mouths of other language users and this construction process in the life of every language user is the only meaningful definition of what the language is. (p. 29)

In light of the definitions and goals of IDLE, what is salient is that it grants what language learners need in their learning journey: authentic language use embedded in favorite activities, feedback from other speakers, communicating with like-minded language users, and practicing the language autonomously. Therefore, the various types of digital sources for IDLE to eventuate and enhance language processing have led to studies on autonomous digital out-of-class L2 activities, which have notably increased in the literature. While there are studies illustrate the overall characteristics of informal online and digital learning of English (Sockett, 2013; Lee & Lee, 2019; Godwin-Jones, 2019; Lee, 2019; Soyoof et al., 2021; Yurieva et al., 2021; Muharom et al., 2022), research into more specific subjects has been conducted widely to capture the details.

Numerous studies are concentrating on games and their linguistic effect on learners' language use and their willingness to communicate (Sylvén & Sundqvist, 2012; Peterson, 2012; Sundqvist & Wikström, 2015; Horowitz, 2019; Chen & Hsu, 2020; Lee & Sylvén, 2021; Ng et al., 2022; Li et al., 2022; Couture-Matte, 2022), on their autonomy and motivation (Chik, 2014; Lee & Lee, 2021), besides, fanfiction writings, fandom, and community activities (Black, 2009; Lammers & Marsh, 2018; Shafirova & Cassany, 2019; Vazquez-Calvo et al., 2019; Malik & Haidar, 2021;

Sockett & Toffoli, 2012; Yeh & Mitric, 2021), and language learning apps (Kim, 2014; Rosell-Aguilar, 2018; Guichon, 2019; Loewen et al., 2019; Dai & Wu, 2021).

In accordance with the forenamed studies' findings, they show that in most cases, learners are highly affected by informal digital learning tools. In the study of Yurieva et al. (2021), the researchers discovered that students demonstrate a positive attitude towards online tools while actively using English. Along with the presence of positive attitudes, learners have improved their linguistic and communicative abilities through the use of IDLE. For example, in the research of Ng et al. (2021) on MMORPGs and vocabulary use of learners, they uncovered that "MMORPG has the capability to impact the use of vocabulary learning strategies by players in learning new English terminologies during game-play sessions." Further, for willingness to communicate, Lee and Slyvén (2020) indicated in their study that Korean and Swedish students are more inclined to start a conversation in English when engaging in IDLE activities.

In addition, studies show that learners' involvement in communities and fan activities affects their learning process. In Malik and Haidar's study on KPOP Stan Twitter communities (2021), they observed that "they are learning online through search engines, encounters with a memetic discourse on Stan Twitter, interaction, and schematic internalization of patterns and sequences... work together towards the goal of supporting, promoting, and expressing their love for the artists they follow" (p. 375). Moreover, for fanfictions, Black (2009) stated that participants "creatively employed language and other representational resources to enact cosmopolitan identities, make trans-border social connections, collaborate with other youth, experiment with new genres and formats for composing..." (p. 423), which guide us to the conclusion that learners are continuously trying new linguistic and cultural motives autonomously in their language style in extramural activities.

As a result, numerous studies have been conducted in the literature regarding informal online and digital learning of English with positive relations between activities and learning. However, more studies should be carried out to depict the language learners' involvement in

extramural contexts thoroughly, from their achievements to their identity construction in digital activities. Thus, I, as the researcher, concentrate on IDLE extramural contexts in this study to examine the digital identity constructions of learners.

L2 Digital Identity

Identity, a borrowed term from social psychology, is how people define their stances in the world and arrange their objectives and preferences accordingly to accommodate different circumstances. As Ushioda (2011) defined, identities "… are ways of relating the self to the world and are in this sense personally valued constructions, they are socially forged and negotiated through our relations and interactions with other people". In the learning context, we can apply the exact definition to language learner identity since learners continuously shape their identities based on their surroundings, cultural norms, power exchanges, or conflicts. Therefore, it is inconceivable to claim that learner identities have little to no effect on their language learning process, where there are numerous contexts and dynamics to consider. However, in cognitively driven SLA, the diversity of identities is mostly neglected, resulting in learners bonding to dichotomies regarding identity, such as native speaker (NS) vs. non-native speaker (NNS). Because of these binary relations, learners are minimized to individuals with fixed identities located in experimental contexts, and Firth and Wagner (1997) stated this problem in their article:

> The fact that NS or NNS is only one identity from a multitude of social identities, many of which can be relevant simultaneously, and all of which are motile (father, man, friend, local, guest, opponent, husband, colleague, teacher, teammate, intimate acquaintance, stranger, brother, son, expert, novice, native speaker, uninitiated, joke teller, speaker, caller, overhearer ad infinitum) is, it seems fair to conclude, a nonissue in SLA. For the SLA researcher, only one identity really matters, and it matters constantly and in equal measure throughout the duration of the encounter being studied. (p. 292)

After stating the problem clearly, they call for a reconceptualization of SLA in which naturally occurring data is used to examine learners, contextual and interactional dimensions of language are valued, and dichotomies are diminished. Following the call, researchers endeavored to answer these new questions in SLA by presenting theories, methods, and definitions. For the problem of learners' identity involvement, the answer is provided by Identity Approach (Block, 2007; Norton & McKinney, 2011).

Followingly, researchers started to accept "identity" as not a stone-figured feature but flexible and adaptable to the new emerging contexts to allow learners to build a balance between their identities. As Block (2007) noted, constructing a new identity neither implies a completely new identity formation nor splitting the current identities in half. It retrospectively blends the identities and forms a third place for the new one. Although how individuals coordinate their identities to create a new one, make choices within them, or whether they are born with these identities has been questioned widely, the most certain thing in the literature is the significance of identity in utterly understanding language learning. This significance is because learners constantly encounter opportunities and obstacles in their learning process depending on internal and external causes. How they cope with the changes may affect their language visions; therefore, it is better to understand their choices to precisely capture the language learning process.

In light of this significance, numerous studies have been carried out in ELT and SLA. Norton and McKinney (2011), Norton and Toohey (2011), and Mitchell et al. (2013) are some of the scholars who draw the general portrayal of the identity approach in their studies, and thanks to the establishment of identity definition, inquiries into identity in practice are increased in the literature consequently. Several studies investigate the relationship between language learning motivation and identity (Ushioda, 2011; Lamb, 2011; Lazarro-Salazar, 2013; Yu & Geng, 2019), identities in transnational, multilingual, and study abroad contexts (Schreiber, 2015; Lam & Christiansen, 2022; Liu et al., 2022) and some studies examine the teacher identity (Reeves,

2009; Tao & Gao, 2017; Dikilitaş & Yaylı, 2018; Deng et al., 2018; Yuan & Mak, 2018; Bahari, 2022). Furthermore, with the aforementioned rise of informal digital and online learning of English, and the growing tendency of language learners to engage in digital platforms, studies started to include these motives as new research variables. For instance, they involve digital games' impact on learners' identity construction (Jeon, 2015; Blume, 2021) and the influences of reading and writing online as well as fanfiction writing on learners' identities (Jwa, 2012; Hughes & Morrison, 2014; Park, 2018; Grundlingh, 2020).

According to the findings of aforesaid studies, each context modifies the learners' identities correspondingly by affecting their language practices, communication skills, or opportunities to initiate conversation in English. For example, Hughes and Morrison (2014) stated that learners create new identities by writing online, which enables them to communicate meaningfully, boosts their self-confidence online, and encourages them to contact other people they do not know. In another study, Park (2018) stated that Korean learners' online activities, particularly reading, motivate them to construct and adapt their own cultural identities, which allows adjusting to norms and cultures in the United States. All in all, it is crystal clear that identity construction both affects learners' activities and gets affected by them.

Furthermore, among all the topics, L2 digital identity construction also plays a crucial role (Burke, 2013; Hampel, 2020; Han & Reinhardt, 2022). These studies illustrate that learners assign roles to themselves and behave accordingly by aiming to achieve various goals. This situation highly affects their language learning process as how they interact with others or what kind of activities, they will enroll in for practicing language depends on their choices. As mentioned before, the significance of language learner identity is unquestionable in defining how learning occurs. Learners get intact with digital sources by either conflicting or harmonizing with their current language learner identities. This, in turn, affects how they position themselves in language learning in and outside the classroom. Therefore, as teacher-researchers, we must comprehend the ongoing change in learners' identities so that we can adapt our materials, methods, and

mindsets according to their needs and wants. Therefore, further research into learners' L2 digital identity construction is needed as there is a lack of research in the literature to get a clearer picture of the topic.

Self-Efficacy

Self-efficacy is the beliefs people have about their abilities to conduct an activity regarding their skills and capabilities in a specific subject. It encompasses their social stances, pressures of their environments (parents, friends, society, ad infinitum), inner motives, and goals alongside fears and desires. According to Bandura (2006), self-efficacy can be explained under four factors as listed in Zadorozhnyy and Lee (2023):

1. Mastery Experiences: Relying on past achievements
2. Vicarious Experiences: Seeing other people's achievements
3. Social Persuasion: Getting feedback and compliments
4. Emotional and Psychological States: Creating judgments about their abilities

These four factors explain the fundamental idea of one's self-efficacy. In mastery experiences, people's self-efficacy is increasing as they think about how they achieved the task before, and gain confidence as a result. On the other hand, in vicarious experiences, self-efficacy increases as people compare themselves with others and conclude in "if they do it, I can do it too" mindset. Followingly, getting approval, compliment or positive feedback shape the self-efficacy beliefs of people as they mostly rely on others as the judge of their abilities. Finally, how they perceive themselves and their abilities, how they judge their skills affect their emotional and psychological states, resulting in higher or lower self-efficacy.

Similarly, in language classrooms, it emerges when learners are to choose and perform a task by remarkably influencing their willingness and motivation to do it by looking at their past experiences, practices, their friends' achievements or attempts to use the language as well as getting feedback from them and from the teacher. These activities dramatically affect their self-

perceptions and beliefs in their abilities, which results in the idea that the higher self-efficacy levels, the higher engagement in language tasks. In addition, learners are likely to be more autonomous learners when they develop a sense of high self-efficacy. Consequently, it has been considered a vital clue in comprehending language learners' academic success and task choices in and outside the classroom.

Currently, there is a wide range of self-efficacy research in the literature, from its influence on enhancing language skills and domains (Huerta et al., 2017; Sardegna et al., 2018; Zhang & Ardasheva, 2018; Ruegg, 2018; Teng et al., 2018; Rachels & Rockinson- Szapkiw, 2018; Sun & Wang, 2020; Mendoza et al., 2022), to academic success and language learning achievement (Ma et al., 2018; Bai et al., 2019; Bai & Wang, 2020; Özer, 2021; Soruç, 2022). In addition to self-efficacy and its impact on learners' success in English, there are also inquiries into its relationship with anxiety, autonomy, and motivation (Piniel & Csizér, 2013; Ardasheva et al., 2018; Chuang et al., 2018). Furthermore, nowadays, autonomous learning in extramural digital contexts has been encountered considerably, and researchers endeavor to detect learners' self-efficacy in digital platforms to examine the possible changes (Su et al., 2018; Pan, 2020; Lin & Wang, 2021; Han & Reinhardt, 2022). Han and Reinhardt (2022) stated the occurrence of self-efficacy in digital wilds as:

> Self-efficacy emerged as the digital wilds provided plentiful opportunities for our participants to complete personally meaningful tasks to mastery, to observe others (for example, through YouTube) as models, mentors, and teachers, to get feedback and encouragement from other users, and find emotional relatedness by means of new affiliations, affinities, and affirmations. (p. 24)

Additionally, one of the current studies in self-efficacy inquires the IDLE contexts and self-efficacy beliefs, tying it with learners' willingness to communicate (Zadorozhnyy & Lee, 2023). Their study shows that IDLE activities enormously shape learners' self-efficacy beliefs and self-efficacy beliefs act as a mediator between IDLE activities and learners' willingness to

communicate. The strong relationship between IDLE activities and self-efficacy is explained in the study in detail:

> IDLE learners usually set and achieve their own English learning goals one after the other, giving them a constant sense of accomplishment (mastery experiences). IDLE learners often learn through social modelling by watching other English speakers use English effectively in YouTube videos, vlogs, social media, and online communities and imitating their behaviour (vicarious experiences). Many IDLE students, particularly those involved in interest-based online communities (e.g., gaming or music fandom groups), freely share their feelings and thoughts about their favourite topics in English, and they often receive positive responses and comments with smiley emoji in return (social persuasion). IDLE learners, as stated in the IDLE sub- section, can receive and use English with a low affective filter, reducing L2 anxiety and fostering self-efficacy (emotional and physiological states). (p. 7)

However, besides these studies, inquiry into language learners' self-efficacy in autonomous, extramural digital contexts is still scarce and requires more profound investigation to captivate the general tendency in the field. Considering the recent findings of self-efficacy research, the questions of whether learners' self-efficacy is influenced in informal online learning settings, and if it does, whether learners reflect their self-efficacy in formal learning settings, are still in need of answers. Thus, the relationship between high school students' self-efficacy practices and their L2 digital identities will be investigated. Afterward, whether their self-efficacy in extramural contexts can be transferred into the classroom and academic achievement will be answered.

Chapter 3

Methodology

Seeking answers for the construction of L2 digital identity and its relationship with self-efficacy, this study adopts an exploratory sequential mixed method design as the research method, including both qualitative and quantitative data collection and analysis processes. Under the following titles, the methodological structure, research design, participants, data collection tools, and analysis will be presented with the reasons for selection.

Type of Research

Through the years of inquiry, two of the most common research designs have been qualitative and quantitative studies. The quantitative design adopts a post-positivist view, striving to capture a singular reality and be objective, unbiased, and deductive by working with close-ended questions, numbers, and statistics. On the other hand, the qualitative design embraces constructivism aiming to understand participants' unpretentious opinions by collecting subjective answers, comments, and narratives. Thereafter, with pragmatism, researchers began to seek a design encompassing subjective and objective data instead of choosing either numbers or commentaries. As a result, mixed methods design emerged as a combination of quantitative and qualitative designs. It paves the way for unbiased data by using more than one type of instrument. However, as Fraenkel, Wallen, and Hyun (2012) pointed out:

> It should be noted that the type of instrument used to collect data is not a major difference between quantitative and qualitative methodologies. Observation and interviewing, prominent instruments used in qualitative research, are also commonly found in quantitative studies. It is the manner, context, and sometimes intent that are different. (p. 557)

In addition to the need for unbiased data, the mixed method also facilitates the triangulation of data as a way to secure the reliability and validity of research by collecting data from various sources and demonstrating distinct viewpoints on the same topic. Moreover, it is one of the fruitful ways to examine a relationship between phenomena as it allows researchers to gather, as aforementioned, both subjective and objective data from different samples, which improves the transferability and generalizability of the study.

Since mixed-methods design incorporates quantitative and qualitative design, the questions of which one is dominant in the study and in which order they will be applied allow us to arrange them under three primary designs: convergent, explanatory, and exploratory design. The explanations of these three primary designs are given below (Table 2).

Table 2: *Mixed Methods Primary Designs*

Design	Order	Application
Convergent	QUAN + QUAL	Converging qualitative and quantitative data to capture the problem thoroughly
Exploratory	QUAL → quan	Defining the problem with qualitative data and building upon it with quantitative data
Explanatory	QUAN → qual	Collecting quantitative data first and diving into detail with qualitative data

In this study, an exploratory mixed-method design is adopted. Firstly, for the qualitative part of the study, the interview method is employed to gather descriptive and in-depth answers from the participants to explore their IDLE activities and L2 digital identity constructions. Benefitting from the participants' responses, a questionnaire was constructed for the second part of the study. In the quantitative part, two independent questionnaires for L2 Digital Identity and

English Self-Efficacy were distributed to participants to unearth a probable correlation between the variables. Hence, a correlational study method is used for the quantitative part of the study.

The reasons for the selection of this particular method are the ambiguity of the addressed problem, the scarcity of quantitative instruments in the topic, and the high validity of using multiple instruments for the same problem. Initially, even though the notion of self-efficacy has been commonly investigated, studies examining the idea of L2 digital identity construction have been scarce in the literature, and also, its relationship with self-efficacy has not been fully discovered. Hence, the topic needs to be clearly portrayed before delving into detail. Secondly, digital L2 identity research predominantly revolves around qualitative studies based on participants' experiences and narrations. Nevertheless, even though the quality and the necessity of the qualitative data is irrefutably significant, a quantitative instrument should be constructed to acquire more objective perspectives regarding the topic as it is not currently available in the literature. Lastly, apart from the necessities the literature brings, this study values applying the core concept of the mixed methods design. It investigates the research problems by gathering participants' subjective comments to detect the problem, using them to construct an instrument, and applying the formed instrument to a larger sample to arrive at an objective point.

Research Population and Sample

The target population of the study is high school students. They are considered the most suitable population for this identity research because teenagers are prone to use digital sources more frequently compared to other age groups, and at these ages, they are in search of new identities and constantly tuning their characteristic traits. However, because of the time constraints and the difficulty of getting approval from both the Ministry of National Education (MoNE) and students' parents, only the students of one high school in Ankara were selected as the sample.

In choosing the participants, the study utilizes purposive sampling as the participants were intentionally selected among the high school students between preparatory class, 9th, and 10th graders in a social sciences high school. Since participation is voluntary, only the students who wanted to participate were chosen as participants. Any personal information other than their ages was not requested as students are not of age, and their personal information was not required in the study. To join the study as a participant, they were required to fill out a consent form. For the qualitative research phase, 13 students with ages ranging from 14 to 15, and for the quantitative research phase, 116 students with ages ranging from 14 to 16 were chosen.

Table 3: *Participant Profile*

Phase	Number of Participants (N)	Age
Qualitative	13	14 to 15
Quantitative	116	14 to 16
	Total N= 129	

It is worth mentioning that the participants who took part in the qualitative data collection were not considered or included as participants in the quantitative phase of the study because as Creswell and Creswell (2018) stated:

> ... the qualitative sample is typically much smaller than a quantitative sample needed to generalize from a sample to a population. Sometimes mixed methods researchers will use entirely different samples for the qualitative (first phase) and quantitative components (third phase) of the study. However, a good procedure is to draw both samples from the same population but make sure that the individuals for both samples are not the same. To have individuals help develop an instrument and then survey them in the quantitative phase would introduce confounding factors into the study. (p. 307)

Therefore, different participants were included for the qualitative and quantitative parts of the study in order not to manipulate the data.

Data Collection

To collect data for the study, the first phase is to get permission from relative institutions and curators. For this study, firstly, approval from the Ethical Committee of Hacettepe University (Appendix A) was granted to legally document that the study is suitable to carry out and does not harm any individual's physical integrity or privacy. After getting ethical approval from the university, the required documents were prepared to apply to the MoNE. Since the sample is comprised of high school students under the age of 18, the MoNE obliges permission respectively from the ministry, students, and parents. After gathering all permissions, the data collection period started. Three diverse instruments were utilized in the study to ensure the triangulation of data: semi-structured interview questions, an L2 Digital Identity Questionnaire, and an English Self-Efficacy Scale.

In the beginning, it is planned to conduct a semi-structured interview; therefore, firstly, 17 leading questions for the interviews were written. It should be noted that the questions were only used as guidance since the interview is semi-structured. The questions concern participants' digital L2 activities, their perspectives on the benefits of digital L2 activities, and comparing digital platforms and classrooms in terms of language use. The questions are presented in Appendix E. The interviews were conducted online with 13 high school students separately via ZOOM, and each interview was audio-recorded with their permissions. At the end of the first data collection phase, each interview was transcribed, and their coding analysis was carried out.

With the help of the first data analysis, a digital L2 identity questionnaire was designed. The questions were generated from the frequent responses from the interviews. A pilot study was carried out with 10 students to assess reliability and validity and necessary changes were applied accordingly. Alongside the digital L2 identity scale, there is also an English self-efficacy scale, whose permission was granted from the owner researchers. Consequently, for the quantitative data collection, two instruments' hard copies were distributed to 90 and their soft copies to 26 high school students via Google Forms. After collecting the questionnaires, necessary statistical

procedures were applied. In addition to the main data collection process, there were additional commentaries from students after filling out the questionnaires. Their comments were noted and will be presented additionally.

Instruments

In the study, different kinds of instruments were used for the qualitative and quantitative parts. They will be addressed separately and presented in detail.

Semi-Structured Interview: In the qualitative phase of the study, participants were interviewed about their L2 activity choices in the digital wilds, their digital identities, and their self-efficacy beliefs. These interviews were recorded and transcribed to prevent external influences on the original data. For the type, a semi-structured interview was used, which is described by Lune and Berg (2017):

> This type of interview involves the implementation of a number of predetermined questions and special topics. These questions are typically asked of each interviewee in a systematic and consistent order, but the interviewers are allowed freedom to digress; that is, the interviewers are permitted (in fact, expected) to probe far beyond the answers to their prepared standardized questions. (p. 69)

Before the interviews, 18 leading questions were prepared and presented to three researchers, two of them with Ph.D., for expert opinions. After getting their comments, necessary edits were applied to the questions. During the interview, not all the questions were asked to each participant, rather, additional questions were integrated according to the flow of the topics to prevent a fully structured interview. The researcher provides further explanations for questions and terms during the interview, if necessary.

The leading questions, which are presented in Table 4, encompass students' IDLE activities, reasons for choice, self-esteem, self-efficacy beliefs, or the relation between their digital world and the classroom. The main goal is to discover how they approach

digital language activities and to what extent they let these activities shape their identities, their self-efficacy beliefs, and perspectives on language.

Table 4: *Semi-Structured Interview Leading Questions*

1.	How many years have you been learning English?
2.	Do you have devices that will enable you to access digital platforms? / Which ones?
3.	Do you think it is necessary to have these devices?
4.	How often do you voluntarily spend time on digital platforms?
5.	What kind of digital platforms do you usually prefer? (Social media, reading/writing, games, producing content, dictionaries, movies/series, music, etc.)
6.	What are your reasons for choosing/ not choosing these platforms?
7.	Are you interested in English content on these digital platforms? Can you give an example?
8.	Are there any sites or apps you use just to learn or practice English?
9.	Why do you follow/not follow English content on these platforms? / What is the reason for you to use/not use English on digital platforms?
10.	Do you think that your activities on digital platforms contribute to your language skills? Why?
11.	Do your activities on digital platforms affect your class participation? How?
12.	Do your activities on digital platforms affect your self-confidence when using English in the classroom? How?
13.	Do you use the information you learn on digital platforms while participating in classroom activities? How?
14.	Do you feel connected to the other people who share your interests on digital platforms?
15.	Do you feel comfortable/tense in the classroom at the same level you are in digital platforms? Why?
16.	Do your activities on digital platforms affect the way you express yourself? How?
17.	Would the integration of your digital activities into the English lesson affect your participation in the lesson?
18.	Would your teacher's knowledge of or interest in your activities on digital platforms affect your participation in that teacher's classes?

By using the semi-structured interview, it is aimed to draw a broad picture of the research problems as it is not thoroughly stated in the literature. Therefore, not only asking structured questions but also adding new questions according to their responses is the

most suitable way to collect data for this study. Additionally, to fully benefit from their experiences without missing significant points, the questions were asked in students' L1, which is Turkish.

Structured Questionnaire: After the qualitative data collection and analysis, a structured questionnaire was prepared, and permission for an already designed questionnaire was granted for the quantitative phase of the study.

A structured questionnaire permits researchers to easily compare, and contrast gathered responses as it contains close-ended and fixed questions. Besides, it is suitable to carry out and manage studies when the sample is large, as Cohen et al. (2000) clarified:

> ...the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be... Highly structured, closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis. (p. 247)

Hence, L2 Digital Identity Questionnaire was formed by using the item pool of qualitative data to examine the general tendency of the stated problem. It has a total of 22 items with a seven-point Likert-type scale (shown in Figure 1). The reason for using a seven-point Likert-type scale is to provide participants with a wide spectrum of responses where they have more options to reflect their genuine opinions whether these are extremes, neutrals, or moderate opinions. Additionally, it is also aimed to prevent middle response bias as much as possible by offering more options to consider while answering. Therefore, it is aimed to increase the usability and reliability of the data by using one of the most recommended types of Likert Scale.

Figure 1: *Seven Point Likert-Type Scale for L2 Digital Identity Questionnaire*

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

The initial version of the questionnaire consisted of 25 questions about learners' L2 digital identity constructions, and it was piloted online to 10 high school students. After running statistical analysis in Software Package for Social Sciences (SPSS), Cronbach alpha coefficient was found 0.77 with a few items to be reconsidered or deleted to establish high reliability, which will be explained further in Chapter 4. As a result, necessary adjustments were applied to the questionnaire, and 3 questions were eliminated. Afterward, this latest version was administered to 116 high school students and the Cronbach alpha coefficient rose to 0.81, which is accepted as a range that demonstrates high reliability.

The second questionnaire, the Questionnaire of English Self-Efficacy (QESE) was taken from an article by Wang et al (2013). Their permission was obtained to use the questionnaire in the study (shown in Appendix F). In the original version, which was implemented in Korea, there were 32 items with 7-point Likert-type scale (shown in Figure 2) measuring self-efficacy for each language skill. Its Cronbach alpha coefficient was reported as 0.96, proving it to be a reliable instrument to implement in different samples.

Figure 2: *Seven Point Likert-Type Scale for the QESE*

I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am totally able to do this
1	2	3	4	5	6	7

Nonetheless, in order to incorporate it into the study, some modifications were essential to apply to the questionnaire. These adaptions contain word changes and item eliminations. As some items mention Korean culture, they were changed and adapted to

Turkish culture regarding the culture and country of this study's participants. Because the sample of this study consists of high school students, the word "university" in the items was replaced by "school". Further, in one of the items, the word "newspapers" was altered to "blogs" as the target sample is high school students who are prone to use blogs and online feeds rather than newspapers (changes are shown in Table 5). On the other hand, some items were deleted without any adaptations. For example, one of the items in the QESE was "Can you understand English-language TV programs made in Korea?", and it was deleted since there is hardly ever an English TV program made in Turkey. To sum up, taking the age range and cultural background into consideration, items were edited and fitted to the sample of the study.

Table 5: *Original and Adapted Versions of the QESE Items*

Original Version	Adapted Version
Can you understand **American** TV programs (in English)?	Can you understand TV programs in English?
Can you describe your **university** to other people in English?	Can you describe your **school** to other people in English?
Can you describe the way to the **university** from the place where you live in English?	Can you describe the way to the **school** from the place where you live in English?
Can you read English-language **newspapers**?	Can you read English-language **blogs**?
Can you understand English articles on **Korean** culture?	Can you understand English articles on **Turkish** culture?

Initially, the adapted version of the scale has a 0.96 Cronbach alpha coefficient. Afterward, the adapted version was piloted to 10 students, and as a result, 2 items were deleted. After the questionnaire was administered to 116 students, the internal consistency increased to 0.97, which indicates strongly high reliability.

Data Analysis

In the study, two kinds of data analysis methods are used. For qualitative data analysis, the interviews are analyzed via thematic analysis; for quantitative data analysis, correlation, and simple linear regression analysis are applied to analyze the questionnaires. Each will be explained in detail below.

Thematic Analysis

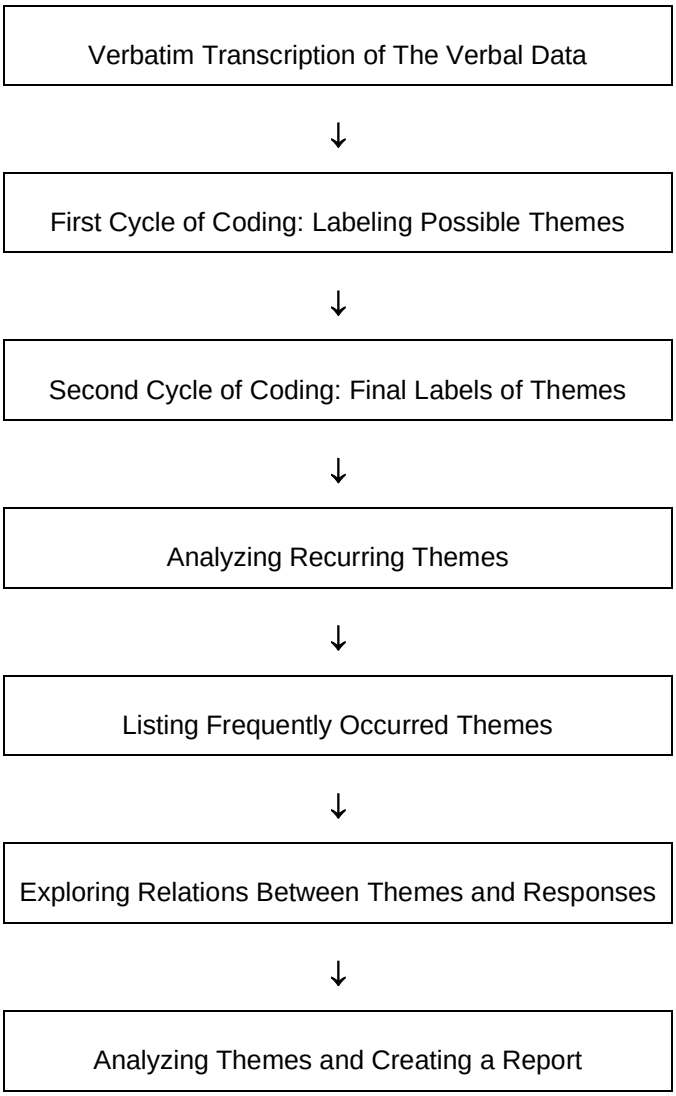
For the qualitative data, it is aimed to go beyond transcribing what is at hand and analyze each response individually. The goal is to unearth recurring and frequent themes, relations, and links that are formed between items and themes, and participants' perspectives on the data. To achieve this, a thorough content analysis is required. Therefore, in this study, the thematic analysis is adopted, which is a widely used but poorly known method (Braun & Clarke, 2006).

It is, as Braun and Clarke (2006) simply expressed, thematic analysis is a method to explore, identify, and code patterns (themes) within the gathered data. According to Boyatzis (1998), "thematic analysis is a translator for those speaking the languages of qualitative and quantitative analysis, enabling researchers who use different research methods to communicate with each other" as it encompasses both qualitative (narratives, themes) and quantitative methods (number of recurring themes) to demonstrate the disposition of the sample in the presented problems or topics.

The analysis procedure in this study began with verbatim transcriptions of the interviews. They were meticulously transcribed containing every detail of participants' responses from pauses to repetitions. Following the transcriptions, the responses were analyzed one by one, and possible themes were labeled and noted separately for each question and participant. Thereafter, the second coding phase started, and the theme labels were reviewed and corrected where required. Once the themes were defined, calculating the frequencies of recurring themes was begun. How many times the labeled

themes occurred in the interviews were counted and documented on a table. Benefitting from the themes and the table, connections, and relations were assembled between participants' responses and with both their and the other participants' responses. In addition to the themes, direct sentences from participants' responses were also utilized as supporting evidence for the themes and the relations. The focal point of these procedures is to propose reliable and valid findings for the research problems and a concrete basis for the formation of an instrument.

Figure 3: *Thematic Analysis Procedure*



Correlation and Simple Linear Regression Analysis

The study scrutinizes the concept of L2 digital identity construction and its influence on the self-efficacy beliefs of high school students. To be able to uncover the intricacy and the presence or absence of a connection between these human behaviors and inner psychological procedures, one of the most convenient methods is correlation analysis. As Cohen et al. (2000) noted:

> Human behavior at both the individual and social level is characterized by great complexity, a complexity about which we understand comparatively little, given the present state of social research. One approach to a fuller understanding of human behaviors to begin by teasing out simple relationships between those factors and elements deemed to have some bearing on the phenomena in question. The value of correlational research is that it is able to achieve this end. (p. 191)

Owing to the complexity of the identity issue and the self-efficacy beliefs, and their intricate scheme in each human's mind, for this study, correlation analysis is adopted. It is to be able to successfully associate research problems with each other, assemble links between the variables, and correlate the main perspectives of the study, negatively or positively. However, at this exact point, two perplexing problem arises in the literature:

1. Should we accept Likert-type scale data as ordinal or interval?
2. Should we apply parametric or non-parametric tests for Likert-type scale data?

The first classification emerges between data types as interval, nominal and ordinal. While ordinal data embraces ranking and rating without claiming to have equally districted ranks that can be measured, interval data only comprises data that can be measured and can be meaningfully split to equal parts. The Likert-type scale, which has been playing the lead data role in quantitative inquiry, is ordinal data. It provides participants with five to thirteen options to choose the best one that fits their situations.

However, it is acknowledged that the distance between “I agree” to “I definitely agree” is not the same for every participant. On the contrary, information based on ages, weights, or other interval data are in the same position regardless of context and can be measured. With regard to this distinction, some scholars argue that using parametric tests for ordinal data is “one of the seven deadly sins of statistics” (Kuzon, Urbanchek, and McCabe, 1996) whereas others explain that Likert-type scales can be turned to interval data and followingly analyzed with parametric tests. By not delving into too much detail about the discussion, it can be summarized that inquiries working to solve this issue has been widely published over the years. Recently, it has been found that parametric tests “(…) tend to give ‘‘the right answer’’ even when statistical assumptions— such as a normal distribution of data—are violated” (Sullivan & Artino, 2013), and it provides parallel results with non-parametric tests. Therefore, in this study, parametric and non-parametric tests are selected to analyze the correlation in the data. To achieve this, both non-parametric Spearman’s Rho and parametric Pearson Product-Moment correlation analysis have been adopted.

The first step was to transfer the data from hard copies to Excel tables. Each participant’s responses to each question were transferred, listed, and checked by more than one person to prevent errors caused by the researcher. In subsequent to listing, 3 answered questionnaires with missing values were eliminated not to manipulate the data. In addition to missing values, it is seen that one participant answered the questions without reading and contradicted within itself; thus, it was also eliminated and not included in the data list. After completing the listing and eliminations, the final version was transferred to SPSS (v23) to prepare it for the analysis.

As aforementioned, both Spearman’s Rho and Pearson Product-Moment correlation was used to analyze the data in SPSS, and the results will be presented in tables. Acknowledging that correlation analysis never demonstrates the causation of a

problem and falsifies any cause-and-effect relationships between variables constructed solely based on the correlation value, regression is used afterward to make further assumptions about the data. For regression, as there is only one dependent and one independent variable, the simple linear regression analysis was chosen and carried out. The results will be presented in tables in the following chapter.

Chapter 4

Findings, Comments, and Discussion

Adopting the exploratory mixed methods design, this study includes both qualitative and quantitative data to explore the research problems and present answers for each of them. For the qualitative phase, semi-structured interviews were conducted with 13 high school students. For the quantitative part, The Questionnaire of English Self-Efficacy, and the L2 Digital Identity Questionnaire were applied to 116 participants to investigate potential relations between these two subjects.

Collected data will be shown in the Findings with and necessary explanations in accordance with the research design. Beneath these categories, the data will be clarified with reference to each research problem. Afterward, the interpretation of the data will be discussed under the Discussion title.

Findings

In this section, answers will be presented to the research problems given below with the help of participants' responses. As the data collection phase start with the semi-structured interviews, firstly, the qualitative data will be presented.

Main Research Questions

1. How do high school students construct L2 digital identities in digital wilds?

2. Do high school students' L2 digital identities affect their English self-efficacy?

3. Is there a relationship between learners' L2 digital identities and their English self-efficacy?

Sub-Research Questions

1. What kind of activities do students perform in digital wilds?

2. Why do students carry out English activities in digital wilds?

3. What are the perceptions of students on their L2 digital identities?

4. What are the perceptions of students on their English self-efficacy?

Semi-Structured Interviews

In the study, 13 participants were interviewed and requested to present their opinions and experiences on the given questions. By coding their responses, most recurring themes were detected, and thanks to these themes, a questionnaire to examine the construction of L2 digital identity was formed. The questions and the responses will be presented in this section.

1. How long have you been learning English?

The question's purpose is to undercover if there is a significant year gap in learners' English language learning journey. In Turkey, obligatory English classes start in the 2nd grade with two class hours for all Turkish citizens. However, it is found that the starting year is not the same for each participant.

Table 6: *Years of Learning English*

Category	Frequency (Number of N)
Since the 2nd grade	6
Since the 1st grade	3
Since the 3rd grade	2
Since the 4th grade	1
Since the 5th grade	1

Even though some students started their language learning period later than others, nearly half of the participants stated that until high school preparatory class, the things that they learned in English classes were insufficient for them to learn the language.

In the interviews, Participant 4 said:

> I took English lessons until the preparatory class, but I had never seen the English I have seen until now. It is now I'm learning all the things that I should learn in the previous years. Before, they were only infrastructures.

Participant eight stated the same issue:

> I did not receive a very qualified English education until I came to the preparatory class. I improved my language a lot here. The teachers weren't very careful back then. We could not focus on some peculiar topics in English, I did not understand the courses.

Participant 11 emphasized the notion of autonomy:

> I have been taking lessons since 2nd grade. From the 7th grade of middle school, I started to learn more on my own, by myself. However, the school did not have much of an effect before.

2. Do you have devices that will enable you to access digital platforms?

The aim of the question is to validate the assumption “Teenagers have access to digital sources”. According to the data, all of the participants stated that they have devices for them to access digital platforms. What kind of devices that they utilize are presented below.

Table 7: *Digital Devices*

Category	Frequency (Number of N)
Phone	13
Laptop	11
Tablet	9
Game Console	2

3. Do you think it is necessary to have these devices? Why?

As a follow-up to the previous question, the necessity of these devices and their perceptions on the topic were asked. All of the participants stated that they found it extremely crucial to have access to digital sources. When asked the reason, participants explained their stances. The presented reasons are shown below.

Table 8: *Reasons for Access to Digital Devices*

Category	Frequency (Number of N)
Communication	12
Entertainment	10
Research and Homework	9
Access to the outer world	3
Feeling the absence	3
Free Time	2
Information Transfer	2

Participant 1 explained the reasons for necessity as:

> I think it is necessary to have these devices. I think technology is important in every aspect today. It could serve us a way to research, do homework, or entertain. For me, social media is also a requirement now as it is a platform that everyone uses. So, I think it is necessary.

Participant 6 stated:

> It is important because we use these tools for most events: communication, research, free time, and all other things. Mobile phone especially has become an important thing nowadays, it has become a necessity. That is why it matters to have digital devices.

Participant 13 emphasized the post-covid period and its impact on digital devices:

> It was not necessary until a few years ago, but I think it is necessary since everything went digital after the Coronavirus. It is important for both communication and entertainment purposes. The phone is already our most effective tool for communication, without it, we would not be able to communicate with most people. The computer, on the other hand has more of an information and entertainment aspect. It is easy to have fun on the computer.

4. How often do you voluntarily spend time on digital platforms?

The participants were asked about the amount of time they allocate to digital platforms. It is to analyze their exposure to these environments daily so that an interpretation of each participant's digital identity constructions can be concretely made. Only 6 of the participants gave a number for the amount of time, and the others expressed that they spent a big portion of their days on digital platforms.

Table 9: *Time Allocated for Digital Platforms*

Category	Frequency (Number of N)
5 hours	2
6 hours	2
4 hours	1
3 hours	1

For example, Participant 4 stated:

> I have my phone with me 24/7; I use it constantly.

Participant 5 also claimed:

> The computer is always on even though I do not always look at it. I start to use it usually after dinner until midnight. I go to bed right after that.

5. What kind of digital platforms do you usually prefer? (Social media, reading/writing, games, producing content, dictionaries, movies/series, music, etc.)

The kind of digital platforms has been known to affect individuals' activity choices, daily preferences, or even their use of language. Thus, it is essential to know the participants', especially high school students' preferences. It helps us understand not only the disposition our students have but also the elements for their L2 digital identity constructions.

Table 10: *Preferred Digital Platforms*

Category	Frequency (Number of N)
Music (Spotify, YouTube)	11
Movies and Series (Websites, Netflix)	11
Social Media (Instagram, Twitter, TikTok)	11
Games (MMORPG, RPG)	8
E-book	2

Participant 2 mentioned the availability of sources as one of the reasons to choose a platform:

> Since most books are free in digital platforms, I have easy access to them. I can read whatever I want, and I spend most of my time there.

Participant 8 pointed out that being used to one platform's idea of consumption makes it hard to adjust to the others:

> I use social media a lot, but watching TV series and movies makes me bored nowadays. You watch 30 seconds of reels on Instagram, and it just goes by quickly. That is why TV series and movies do not attract me anymore, they are too long to watch compared to reels. I also play games by the way, rarely. I prefer social media in general: Instagram, Twitter, and YouTube.

6. What are your reasons for choosing/ not choosing these platforms?

The paramount factor in forging an identity is the relations individuals construct between themselves and their environments. Therefore, as learning the participants' motives in choosing platforms will shed light on their identities, they are requested to explain why they prefer/do not prefer to spend time on these platforms.

Table 11: *Reasons for Choosing/ Not Choosing*

Category	Frequency (Number of N)
For choosing	12
Entertainment	8
Communication	8
Feeling left behind	4
Spending time	4
Availability of sources	4
Getting away from real-life	3
For not choosing	1
Toxicity of social media	1

Participant 8 emphasized the importance and prevalence of social media as a part of her life.

> I think Instagram is like a virtual version of the real life. Everyone shares everything that they do, go or eat on these platforms. I do not think there are many people who do not have an Instagram account nowadays; everyone at school has an Instagram. I can see where everybody is and what they are doing any time. It gets easier to follow when something happens on Twitter, too.

Participant 2 explained why she felt the need to constantly use specific social media accounts by the feeling of being left behind:

> My reasons are spending time and having fun. Other than that, even if I do not have free time, I want to sit and watch videos there. Normally, I have a lot of things to do, but I feel left behind when I do not watch videos of a person or a channel that I follow. It is there, it is like, I need to watch it immediately. Let me watch it because new videos will be uploaded

again, and there will be more things left to watch. I should not wait anymore; I have to watch them. Let me finish this video so I can watch the next one.

Participant 5 pointed out the reasons for being with friends and spending fun time together:

We can message each other on Instagram. Sometimes funny videos come out, we laugh at it together. We can create a joint playlist with friends on Spotify.

7. Are you interested in English content on these digital platforms? Can you give an example?

As the main focus of the study is high school students' IDLE activities and their L2 digital identity constructions, what kinds of activities they are engaging in and where they get exposed to English is crucial to address. In addition, this question especially aims to undercover the first sub-research problem, "What kind of activities do students perform in digital wilds?". 12 of the participants pointed out that they are definitely interested in English contents while 1 participant explained that he doesn't prefer even if he encounter with such contents.

It is found that most of the students prefer listening to music in English and watching movies and series in English while also spending time playing games, using apps, and following content creators' pages.

Table 12: *English Contents*

Category	Frequency (Number of N)
English Music	10
English Movies and Series	8
English Games	5
Following Influencers	5
Using Apps in English	5
Language Apps	5

Participant 1 explained her favorite contents by emphasizing their contributions to her language learning process:

> “I am trying to connect to foreign servers in games, and I think it helps me because I play the games in English. I already use TikTok in English, so I mostly come across English videos there.”

Participant 2 evaluated the contents’ soothing auras to explain her choice of contents:

> “It is a bit difficult to read the books in English, and sometimes it is even difficult to understand Turkish. That is why I do not read English e-books. But on YouTube or Instagram, there are influencers or foreigners’ videos I follow. They live an aesthetic life and record their days, houses or their free time in this place, I like watching them. I love edited videos. Let the person there arrange it and I will watch it, it is so comfortable. I also listen to English music; I listen to these songs in English as much as I do in Turkish. For example, I listen to Lana Del Rey a lot. Her voice is soothing, and her songs’ lyrics includes poetic English I guess.”

Participant 13 also pointed out the quality of content in choosing one of them:

> “I have been playing Sims in English since I was little. Whether it is basics or words of English, Sims has it all. I learned a lot there. I also play story games; there is no Turkish there either. Since I do not prefer dubbing, I watch TV series in English. The dubbing makes the film lose its substance.”

Participant 9, on the other hand, explained why he does not choose English content willingly:

> “I take a look when I come across an English content, but I don't open anything just for the sake of improving my English. I usually look at it if it comes up because I already see lots of English content in school. I do not want to get bored.”

8. Why do you follow/not follow English content on these platforms? / What is the reason for you to use/not use English on digital platforms?

To be able to create a bridge between the classroom context and real life, teachers need to clearly understand their students' choices, what they care and what they find interesting. They are not mere beings who only store the information given to them and use it when appropriate. Rather, they are all unique individuals with diverse tastes in each area of life.

This leads us to the only path: exploring what they are interested in, what they love, and what they need so that we can accelerate the learning of any subject in school. Regarding this necessity, and the sub-research problem "Why do students carry out English activities in digital wilds?", participants were asked about their reasons for using English content in order to comprehend what attracts our students more and how can we use it in our classes. Only 1 participant stated that he does not prefer English contents; therefore, this question only presented to the other 12 participants who affirmed the use of English contents on digital platforms.

Table 13: *Reasons for Use*

Category	Frequency (Number of N)
Disliking dubbing	8
Lack of Translation	7
Improving Language Skills	7
Quality and Abundance of Content	5
Following other people	2
Culture	2
Envying Others	2

It is apparent from this table that two of the most addressed reasons are concerning the quality of content: voicing, dubbing, and subtitles. Not only do they seek quality but also a mean to improve their language skills and cultural backgrounds. In addition to these, two participants

stated that as other people use these contents, they feel a need to do the same thing with the “if they do it, I can do it as well” mindset. It can be inferred that both internal and external issues affect students’ interests.

Participant 2 stated her comparison of herself with others in choosing English content:

> “I can access more resources when something is in English. I am not always stuck with the same thing. I can reach what I want more easily because everyone speaks or communicates in English all around the world. I am also improving my language skills. You see that everyone speaks English, and you say, why would not I speak like this, let me use English just like them.”

Participant 5 and Participant 13 agreed on the lack of dubbing and translation and the abundance and quality of sources as an impact on their preferences:

> “It sounds better than the Turkish dubbing. In terms of content, it seems to be of higher quality. The way of saying it in English can be different from the way it is said in Turkish. I can understand English better because it is clearer in meaning regarding the culture.”
>
> “We have a lot of choices in English. I do not like dubbing and translations; they are not accurate compared to the originals. Therefore, I prefer English content.”

Participant 12 touched upon two reasons in detail that are also stated by other participants:

> “Two reasons. First, the lack of translation. This is why most people use English. Both the inadequacy and inaccuracy of the translation and the few companies that do it correctly. Especially in games like this, most games do not have a Turkish option. Since PlayStation was withdrawn from Turkey, English becomes a necessity because the games are not translated into Turkish. Of course, I do not see this as just a necessity, I think that the improvement of my English carries me academically. It is my duty. I play or watch them because of the lack of English translation and resources, but it works for me and my knowledge of language, and I do not regret it. All in all, it is more so because of resource problems. The second reason is to improve myself academically.”

9. Do you feel connected to the other people who share your interests on digital platforms?

In forging new identities, individuals mostly adapt themselves to the environment they join, the people surrounding them, or the power they exchange. When adapted to a new community, individuals with their forged identities feel the urge to act according to the rules and accepted norms of the community by feeling belonging to it. Therefore, this study examines students' identity constructions on digital platforms, whether they feel drawn to like-minded people who share the same interest with them or there is no difference.

Table 14: *Feeling Belonged to a Community*

Category	Frequency (Number of N)
Feeling Close	8
Shared Interest	7
The feeling of Belonging to a Group	6
Easy to Communicate	6
Having Fun	3
Cultural Rapprochement	2

The data illuminates that all 13 participants feel closer to people who share the same interests as it is easier for them to connect, communicate and create a friendship with like-minded people. By doing so, the bond they created leads them to feel belonging to a group where only people with similar interests join. Some, on the other hand, evaluate the situation as a cultural rapprochement where the exchange of information with foreigners occurs.

Participant 2 draws a sharp line between people who enjoy the same activities as her and people who do not, addressing that she chooses not to communicate with the latter:

> "It affects me a lot. I want to talk more with like-minded people. Otherwise, communication does not progress. I do the same when I use the Hello Talk app (a language application where people from all around the world chat). If they do not write their hobbies or interests

> in their biographies, I will not send messages to them. When there is nothing in common in terms of interests, there is nothing to share or talk about. English is difficult to use in daily life, and in such a situation, where there is nothing shared to talk about, it is even more difficult. That is why I only talk in English with people who share my interests and my hobbies."

Participant 6 said that she loves making friends by connecting on digital platforms thanks to their shared interests:

> "Yes, sympathy arises involuntarily from the similarity of the views and the things we watch. I like to make friends like this."

Participant 10 expressed that this connection ties him with others whom with he can spare quality time:

> "Yes, I feel connected because we have similar tastes. He can be happy with what I am happy. That way we can have time to have fun together."

10. Do your activities on digital platforms affect the way you express yourself? How?

As aforementioned, individuals forge their identities in order to adapt to new environments and power balances, which leads them to constantly update their perspectives so as to fit in the environment. With a continuous force on their selves, it is possible for many to change their attributes to their surroundings. Therefore, the participants were asked to consider their ways of expressing themselves and decide if IDLE activities have any influence on them.

Table 15: *Digital Activities and Self-Expression*

Category	Frequency (Number of N)
Characteristic Features	7
Speaking Style/ Word Choice	6
Mood & Emotions	5
Clothing & Fashion Sense	4
Communication Choices	4
No Effect	2

It is salient from the findings that 11 of the participants are convinced that their ways of expressing themselves are influenced by their digital activities. Many stated that even their characteristic features and speaking style undergo a change thanks to the people they follow or the communities of which they are a member. The activities have an impact on their word choices, emotional states, fashion sense, and communication preferences (whom to talk to, how to talk). Only two participants claimed that there was no visible impact on them.

Participant 8 explained that the people they follow made a significant impact on her both daily preferences and characteristic features:

> "Of course, because when you follow a celebrity, you want to dress like them or do the activities they do. You try to sound like them, use the words that they generally use. If they are respectful people, you try to speak in a respectful way like them. For example, I follow volleyball players, Turkish and foreign ones. Of course, I do not always act like them, but I use the brands they use. When buying sports products etc. I prefer what they use and buy those."

Participant 10 agreed on the possibility of an influence:

> "I think it is very influential on our characteristic features. The people I see on social media have obviously had a huge impact on my style, how I dress. The people I love and the people I take as an example have also had some influence on my personality."

Participant 11 presented an example from her life to make the influence clearer:

> "I think it does influence; I will give an example that I experience. I started watching Twitch during quarantine. While watching channels in Twitch, I realized that I had become a more relaxed person than I was before. The gamers I watch on Twitch impress me because they spend time together and communicate easily in their friend circles. They are always calm, do not fear of making mistake or being embarrassed. I take them as an example and act accordingly in my friend circle."

Participant 13 gave an example from her experiences and claimed that she changed her perspectives and attitudes toward people:

> "I mean, I have a lot of thoughts that I have seen and changed; I changed my good or bad attitudes and perspectives toward people thanks to the TV series I watched. I overcame my prejudices towards people in many terms. I started studying after Gilmore Girls, for example, because the character there attaches great importance to studying. It is affecting me."

Participant 6, on the other hand, said that he tries not to rely on digital platforms for his personal development or change even though they have an impeccable impact:

> "I get help from books to empower my personality instead of completely connecting to digital media. It does have an effect, though. I am trying to find a way to combine all of these endless influences with my own character."

11. Do you think that your activities on digital platforms contribute to your language skills? Why?

As IDLE contains autonomous and naturalistic activities where there are no formal instructions, sometimes students may go unnoticed about what they learn while engaging in these activities. Being aware of it and noticing the change in their language knowledge may affect their self-efficacy beliefs by proving to them what they can risk and what not to risk. Therefore, to understand this fundamental issue in the relationship between identity and self-efficacy, this question is presented to students.

What stands out in the data as seen in Table 16 is that all 13 participants find their engagement with digital English content beneficial to their recognition skills. While all students agree on the improvement of pronunciation, accent, and vocabulary, only one participant points out the improvement of writing skills.

Table 16: *Digital Activities and Language Skills*

Category	Frequency (Number of N)
Pronunciation and Accent	13
Vocabulary	11
Listening	8
Daily Language	7
Communication	4
Writing	1

Participant 4 commented on why digital English activities help her improve her knowledge of English in terms of both academic and daily language:

> “Yes. It works well for spelling and pronunciation. I am learning new words. For example, I mostly did not know the words I heard in the TV series. I did not know they were using

> the word "Damn" like saying "Kahretsin" in Turkish, like, I learned it there. In this way, I learn how to use natural and instantaneous responses in English."

Participant 6 agreed on the positive influence of digital activities on their language skills:

> "It is happening too much. These activities are a huge help in my practice of English in my life. How players react to problems in games helps me to understand natural responses in English. And the use of accents and pronunciation in movies improves my knowledge, too. It carries me forward in English. In this way, I easily communicate and practice English in games."

Participant 8 indicated that without these digital activities, they could not learn English thoroughly:

> "I think it contributes to me a lot. Without the digital platforms, it is not possible to learn this much English only at school. We are constantly exposed to it. As I said at the beginning, it helps me learn a lot of words. I think it also contributes to my listening skills as I constantly listening English dialogues."

Participant 9 illuminated the before and after of her learning process and how digital activities shaped it by contributing to her language skills:

> "I think it contributes. In my early days in the preparatory class, I had trouble understanding and completing the listening tests. My grades were obviously lower. As I constantly hear different English accents from movies, TV shows, and music in digital environments, I start to understand them better. My listening exams are now easy for me. Sometimes there are also words that I do not know in songs, I look at their meanings, but I do not know how long they stay in my mind."

12. Do your activities on digital platforms affect your class participation? / Do you use the information you learn on digital platforms while participating in classroom activities? How?

In this study, the link between identity and self-efficacy is accepted as the core inquiry to grasp the pedagogical impact of IDLE in our students' language learning journey. In order to find answers if they transfer their L2 digital identities into the classroom, participants' opinions were sought. They were requested to express whether there is a link between their IDLE activities and classroom participation and whether they utilize what they learned on digital platforms. As 13 participants agreed on the effectiveness of digital activities in improving their language skills, it is essential to figure out if they apply these in the classroom context.

It is observed that all of the participants agree on the influence of digital language activities on their class participation. Not only does it improve class participation, but also influences participants' creativity by opening new doors for them to convey their messages. By doing so, participants claim that their self-confidence is raising in classroom activities, and they freely represent themselves.

Table 17: *Digital Activities and Class Participation*

Category	Frequency (Number of N)
Raising Participation	13
Creativity	7
Self-Confidence	7
Pronunciation	6
Grammar	5
Vocabulary	4
Reading	3

Participant 2 questioned why not to use what she learned on digital platforms and indicated that they help her to be creative while using the language:

> “The teacher says to write a dialogue speech. It is so boring to copy and write the same ones in the book. You need to layer something yourself; I use the things I learn on digital platforms there. I use everything I learned. Sometimes also very strange and weird types of conversations occur. Sometimes I use a half British half American accent. Why wouldn’t I use what I have learned? The teacher will warn me if it is wrong, anyway.”

Participant 5 said that especially the familiarity with the subject positively affects his participation as well as all the other thing he learns, from accents to vocabulary:

> “It affects my participation, ma'am. How was it? For example, there was an e-sports tournament reading activity in the book we used. I watched that tournament, all in English. I explained the tournament to the teacher in detail and gave information about online games. In addition, since I am learning different accents, I can understand these accents in listening activities even if the sound quality is poor or each speaker has a different accent. It also affects my other language skills, as well.”

Participant 11 stated that being exposed to the language on digital platforms affects her attributes to English and classroom participation:

> “From my point of view, I think it influences me. As I listen to English more in digital environments, I feel like I know the language better every time because I am constantly exposed to it. When that happens, I want to participate in the lesson with confidence.”

Participant 12 also expressed the influence the people from his digital activities on the way he speaks:

> “I am definitely using it. For example, I mirror the characters’ way of speaking that I see in games or TV series. I love Tom Ellis’ performance in the Lucifer series. I admired his British accent and tried to reflect that in my speech. I gave more importance to the English accent in classes just for that guy. It even changes the way I express myself.”

Participant 1, on the other hand, said that even if she wants to include this knowledge in classroom contexts, most of the time, the grammar teaching sets a barrier for her:

> "I do not think there is a big difference. Because we usually go through grammar in the lessons, the English in the games is not the same as the English we study in the lesson. But I use it in non-grammar activities. Sometimes they have us write compositions, for example, I use words and stuff."

13. Do your activities on digital platforms affect your self-confidence when using English in the classroom? How?

One of the most crucial parts of one's self-efficacy is built on the self-confidence they have. Without believing in oneself, one cannot be confident, and vice versa. Therefore, in order to unearth the problem "Do students' L2 digital identities affect their self-efficacy?", participants are required to answer if they feel confident due to or thanks to their IDLE activities.

Table 18: *Digital Activities and Self-Confidence*

Category	Frequency (Number of N)
Increasing Confidence	13
Becoming Knowledgeable	8
Believing in Myself	7
Practicing in Digital Wilds	4
Receiving Feedback	3

The data shows that all participants acknowledge digital activities as a "confidence booster". The feeling of knowing "something about English" gives them the freedom to use language as they wish and makes them believe in themselves. Moreover, according to some participants, dealing with English on digital platforms pave the way for practicing the language and getting feedback from others.

Participant 1 emphasized the importance of being aware of what she knows:

> “It affects my self-confidence. I feel like I have at least some knowledge of English. I feel confident when I talk about something I already know. Therefore, I think it does contribute to my confidence. If I am sure that I am using it correctly, if I have learned the correct use and seen others use it as well, I feel confident.”

Participant 4 indicated that comparing her knowledge with others increases her self-efficacy:

> “Yes. It makes a difference because when I see someone else using those words and grammar rules, I tell myself “Okay, I am using them correctly”. I get feedback from them and validate my knowledge’s level of accuracy.”

Participant 6 indicated that seeing herself achieving in language makes her feel confident:

> “Inevitably, it increases. The English I use in digital environments and the English I learn here makes me feel good and see what I can do. I feel more confident in classes.”

Participant 10 made a connection between her activities and their applications in school to explain her self-confidence:

> “It is definitely affecting. We are preparing presentations in English. We go to the blackboard and speak in front of the class. Maybe we'll talk in front of the school in the future. I think that as I hear the accent of the people we watch on digital platforms, it also affects my own accent. Therefore, seeing myself speaking with a proper pronunciation, I think it affects my self-confidence.”

Participant 12 claimed that with the activities he carries out on digital platforms, he gains familiarity with English, which helps him in classes:

> **“**I become more confident in English because I know something about it because I practice and experience it... (inaudible voice). I use and reinforce the words I see on digital platforms more confidently when I see them in the classroom.”

14. Do you feel comfortable/tense in the classroom at the same level you are in digital platforms? Why?

From each environment to each community, our identities are constantly shaped and acquire new features to fit into these specific environments. Therefore, our attributes and perceptions may alter accordingly. It could be anything concerning human behaviors, such as how we judge others, how we feel to be judged, how we portray our characters, or how we act to be liked. Because of that, to be able to label our participants' identity constructions, their levels of comfiness on digital platforms and in classrooms are compared.

According to the data, 9 participants stated that using English on digital platforms is more comfortable than using it in classrooms as there is no control mechanism causing them to worry about their lack of knowledge and mistakes in English. Furthermore, some participants mentioned that they value the privacy of digital platforms as they are anonymous or can easily delete their accounts whenever they want: no one can track them. Additionally, some participants pointed out mockery both in classrooms and on digital platforms. They expressed their worries about getting mocked by their friends or interlocutor during communication. 4 participants also explained that having time to prepare themselves for their responses makes them more comfortable than spontaneous communication.

Table 19: *Being Comfortable on Digital Platforms vs Classroom*

Category	Frequency (Number of N)
On Digital Platforms	11
Control Mechanism	8
Fear of Mistake	7
Privacy	6
Mocking	5
Time for Preparation	4
In Classroom	2
Control Mechanism	2
Mocking	1

Participant 1 expressed her worries over mockery in digital wilds:

> "I am more comfortable in classroom because I am more comfortable making mistakes here. Teachers do not mind when we mess things up. In games, but because they are more knowledgeable, they can make fun of English when we use it incorrectly, and we cannot get along with it easily. Or when I watch something on social media, I have thoughts about whether I misunderstood. But since there is a teacher, an authority, in the class, that feeling does not exist."

Participant 3 mentioned the control mechanism:

> "I am more comfortable in digital environments. Because there is no one in front of me when I speak, it does not stress me out. I feel nervous in classroom because there is control when there is someone more knowledgeable watching you."

Participant 11 agreed on the influence of a control mechanism:

> “I am more comfortable on digital platforms. I do not see the other person that I am chatting. It is me and the screen. I guess that is why I am more comfortable. I feel like I am going to make a mistake when there are other people in the class, I get a little stressed. Since there is no control, I am more comfortable in digital environments.”

Participant 7 emphasized privacy over other things:

> “I am more comfortable on digital platforms. These are virtual environments, not face-to-face. You will never see those people again. There's privacy.”

Participant 13 also mentioned the comfort that privacy brings, and being free of control:

> “I am more comfortable on digital platforms. I have a chance to never see the people I saw there again. That is why they do not do anything when I am wrong. They also speak incorrectly and incompletely. There is a teacher in the classroom, so there is control, I feel nervous.”

Participant 8 compared her two homework and concluded that the digital platforms have more preparation time which makes it comfortable for using English:

> “I am more comfortable on digital platforms. Because in those environments, we can immediately look at the internet and then write the same thing if there is something we do not know or when we want to check it. Let me compare it like this. We had a performance assignment. In one of our assignments, we were shooting a video and presented it. In the second period, we went on the board and presented it ourselves. We made a vlog in the first one. It was easier because we could retake the video if there was a word that we thought was wrong, but we had to memorize it or improvise it in our minds in class. It is easier to use English on the digital platforms because there is a preparation time.”

Participant 10 agreed on the vitality of preparation time:

> “I can say it does because I am more comfortable using English on digital platforms. In the classroom environment, I get the thought of what will happen if I do something wrong

or if my other friends know better than me, but this does not happen in digital platforms. If I am wrong, I can go and fix it. I have this chance. It is momentary on the other side."

15. Would the integration of your digital activities into the English lesson affect your participation in the lesson?

After the investigation of students' identity constructions and their self-efficacy, participants are asked to assess the possibility of an IDLE activity integration into the classroom context. As mentioned earlier several times, as teachers, we need to construct a bridge between classrooms and the daily lives of students, and without knowing our students' inner scheme, it is nearly impossible to create such a link. Therefore, this question mostly aims to find ways to achieve transferability.

Table 20: *Integration of Digital Activities into the Classroom*

Category	Frequency (Number of N)
Motivating	13
Raising Interest	11
Feeling Safe	8
Less Tense	4

It is salient from the data that all participants find the idea of integrating IDLE activities into the classroom context motivating. While 11 participants pointed out the raising interest in the lesson because of the display of shared interest, 8 of them expressed that they feel safer when they are familiar with the topic. 4 of the participants also claimed that when their favorite digital activities are integrated into lessons, they feel less nervous and less threatened.

Participant 6 talked about the integration of interests as a motivator:

"If it coincides with my area of interest, my interest in classes increases even more. If my participation in English increases, so does my ability to see what I can do. This naturally

has a lot to do with it. The more I see my activities in classes, the more I participate, resulting in raised confidence."

Participant 7 brought about the issue of feeling safe when being in knowledge of the topic:

"I attend these kinds of lectures more. I see an English sentence online, for example, and I learn it immediately. After that, I use it more in lessons; I feel self-confident. Knowledge makes me feel safe."

Participant 9 mentioned the motivating feature of such integrations:

"I think it would be a really big and nice difference for me. When the teachers say open your book, we start from page five, we proceed very monotonously. I think when there are such activities that are appealing to our most encountered contexts, it will connect us to the lesson much more."

Participants 10 and 12 explained the outcome of combining what is liked and disliked:

"It probably attracts me too much. I am already good at English. And if I do it by adding the things I love to it, I will concentrate more."

"Of course. It is certainly very motivating. Something I already like is combined with something I do not like. It causes me to love what I do not like."

16. Would your teacher's knowledge of or interest in your activities on digital platforms affect your participation in that teacher's classes?

The reason for asking this question is to analyze the interference of participants' identities in attributing people with some judgments. Their approaches to teachers are one of the judgments they can hold. Therefore, participants are requested to answer whether there will be an impact on teachers in their classroom participation if their teacher is interested in what they are.

Table 21: *Digital Activities and Teachers' Interests*

Category	Frequency (Number of N)
Creating a Bond	13
Raising Participation	11
Communicating with Teachers	8
Studying More	6
Raising Interest	6

The data reveals that all participants think that sharing similar IDLE activities and getting recognized by their teachers not only create a sincere bond between the students and the teacher but also increases participation in that teacher's lesson. Participants claimed that they try to communicate with the teacher more than before and just for the sake of them, they will study more for their classes as their interests rise.

Participant 6 said that generally the teachers are observed as something different from a human who has interests or life outside school, and this chain is broken by the shared interests:

> "Yes, it does. Because, among students, teachers are generally thought to be at a different level, as if they are not human. When you see such closeness and shared points, you inevitably feel an intimacy."

Participants 7 and 9 talked about the impact on their motivation and mindset of that teacher and the lesson:

> "I would definitely feel close to the teacher as well. After all, we are dealing with the same thing, the same interest. It would affect my participation in the class, I would participate and comment more."
>
> "If the teacher were close, I would be motivated. When I entered the music class, I conditioned myself not to get bored because we had the same mindset as the teacher,

and I really did not get bored afterward. Maybe it's because I set myself up like that. I think it will be the same for different courses and different teachers."

Participants 4, 10, and 11 mostly focused on the potential emotional bond between the teacher and herself in that situation:

"Yes. For example, the fact that the other person watched the same series motivates us. One of our teachers came, said that he was watching Friends, and then sang the song of the series. I was much more involved in that class."

"In such cases, I will feel sympathy towards the teacher. Therefore, just because I love them, I will show more interest in their lessons and participate with creative responses in classes so that I do not upset them."

"If the teacher had the same interest, I would be motivated and study more. I would be happy because we have something in common and he likes what I like. I have one teacher in middle school, and I was interested in football. We were always joking. He was my favorite teacher. A bond was formed between us."

Questionnaires

In this study, as aforementioned, high school students' L2 digital identity constructions are investigated, and these identities' impact on students' self-efficacy is also inquired with interviews and questionnaires. To be able to unearth the absence or presence of a relationship between L2 digital identity and self-efficacy of high school students, it is decided to use two different questionnaires for correlation analysis. To conduct this analysis, firstly L2 digital identity questionnaire was prepared thanks to the participants' most recurring responses in the qualitative phase of the study, and a self-efficacy questionnaire was adopted from a journal article after receiving permission from the authors.

The sample of both questionnaires is the same and consists of 116 high school students; however, only 112 of the participants' responses are included in the analysis as eligible data. 3 of the participants' responses were eliminated due to a missing value as they did not answer one of the items in the questionnaire, and to not manipulate data, the researcher did not fill in the missing values but eliminated them. For the other one, even though there is no missing value, it was observed that there is an inconsistency in the responses as the participant did not read the items. Therefore, even if it improved the correlation of the study, it was eliminated in order not to present false data.

Table 22: *Case Processing Summary*

Case Processing Summary

		N	%
Cases	Valid	112	100,0
	Excluded[a]	0	,0
	Total	112	100,0

The Questionnaire of English Self-Efficacy

This questionnaire was adapted from the article “Examining measurement properties of an English Self-Efficacy scale for English language learners in Korea” by Wang et al. (2013). Initially, the questionnaire was designed to measure Chinese students’ self-efficacy beliefs. However, in further studies, the questionnaire and the items were adjusted for Korean and German students. By adopting this questionnaire, now, it is adapted to measure Turkish students' self-efficacy beliefs.

Overall, the questionnaire included 32 items measuring self-efficacy for each skill: listening, reading, writing, and speaking. However, as it was adapted to the Turkish students and the context of this research, 2 items were eliminated by the researcher. This version of the questionnaire with 30 items was piloted to 11 high school students and the reliability statistics were noted down.

The original version of the study’s Cronbach’s alpha was found 0.97, which shows a high level of internal consistency reliability. As Cronbach’s Alpha value ranges from +1 to -1, and values higher than 0.70 are accepted as reliable, it is salient that the questionnaire is highly consistent with little measurement error. As a result, it can be easily stated that the questionnaire presents nearly the same results between different samples at different times. The table below shows the reliability statistics of the QESE after piloted and applied to 112 students in high school.

Table 23: *Reliability Statistics of the QESE*

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,977	,978	30

After reliability, descriptive statistics were run in SPSS to easily demonstrate the sample and its features regarding their responses to the questionnaire.

Table 24 shows that for each question, mean values are clustered around 5 to 6 similarly by showing consistency between the questions and participants' responses.

Table 24: *Descriptive Statistics of the QESE*

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Q1	112	2,00	7,00	631,00	5,6339	1,29445
Q2	112	1,00	7,00	642,00	5,7321	1,45182
Q3	112	1,00	7,00	590,00	5,2679	1,53037
Q4	112	1,00	7,00	573,00	5,1161	1,79963
Q5	112	2,00	7,00	697,00	6,2232	1,14459
Q6	112	1,00	7,00	569,00	5,0804	1,65022
Q7	112	1,00	7,00	637,00	5,6875	1,36910
Q8	112	1,00	7,00	576,00	5,1429	1,60437
Q9	112	1,00	7,00	568,00	5,0714	1,47480
Q10	112	1,00	7,00	693,00	6,1875	1,27718
Q11	112	2,00	7,00	612,00	5,4643	1,27292
Q12	112	1,00	7,00	616,00	5,5000	1,42690
Q13	112	1,00	7,00	609,00	5,4375	1,77967
Q14	112	1,00	7,00	610,00	5,4464	1,45093
Q15	112	2,00	7,00	632,00	5,6429	1,32105
Q16	112	1,00	7,00	637,00	5,6875	1,32224
Q17	112	1,00	7,00	507,00	4,5268	1,67095
Q18	112	1,00	7,00	631,00	5,6339	1,47652
Q19	112	1,00	7,00	602,00	5,3750	1,56035
Q20	112	3,00	7,00	702,00	6,2679	1,00433
Q21	112	1,00	7,00	534,00	4,7679	1,54793
Q22	112	2,00	7,00	649,00	5,7946	1,21654
Q23	112	1,00	7,00	618,00	5,5179	1,37534
Q24	112	2,00	7,00	638,00	5,6964	1,22172
Q25	112	1,00	7,00	685,00	6,1161	1,19115
Q26	112	1,00	7,00	658,00	5,8750	1,39578
Q27	112	1,00	7,00	610,00	5,4464	1,45093
Q28	112	3,00	7,00	726,00	6,4821	,85931
Q29	112	1,00	7,00	571,00	5,0982	1,58233
Q30	112	1,00	7,00	589,00	5,2589	1,51714
Valid N (listwise)	112					

Table 25: *Summary Item Statistics of the QESE*

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5,539	4,527	6,482	1,955	1,432	,198	30

It can be inferred from Table 24 and 25 that participants are prone to positively agree with the statements in the self-efficacy questionnaire and consistently shows the same attitude towards each item. Additionally, ranging between the values “0,8” to “1,7”, standard deviation shows stability and consistency in the data. These low standard deviation values simply portray a picture where all the participants answered the items in the same manner. Lastly, the variance being ,198 shows that there is no diversity in the questionnaire’s responses and clustered around the mean without spreading to each end of the spectrum.

Furthermore, what is surely known is that to apply parametric tests to a dataset, the data must show normality in the distribution. If the normality is distorted, non-parametric tests are recommended to ensure the correct conclusion of an analysis. In Table 26, skewness and kurtosis values have been shown to analyze the normality of the data. Even though there are other suitable tests as Shapiro-Wilk or Kolmogorov-Smirnov to analyze the normality of the data, these tests tend to diverge from the normal distribution in social sciences. Since in social sciences, especially in topics like identity, human behavior, or psychology, the responses, as well as the participants’ dispositions, are likely to change from time to time and absolute relations cannot be constructed; therefore, it is difficult to grant high values in the aforementioned tests. In order to prevent false values, skewness, and kurtosis are recommended to as the main values for the normality of data. While skewness shows the asymmetry of the data, kurtosis mainly shows the outliers by presenting the peak and the flat values.

Table 26: *Descriptives of the QESE*

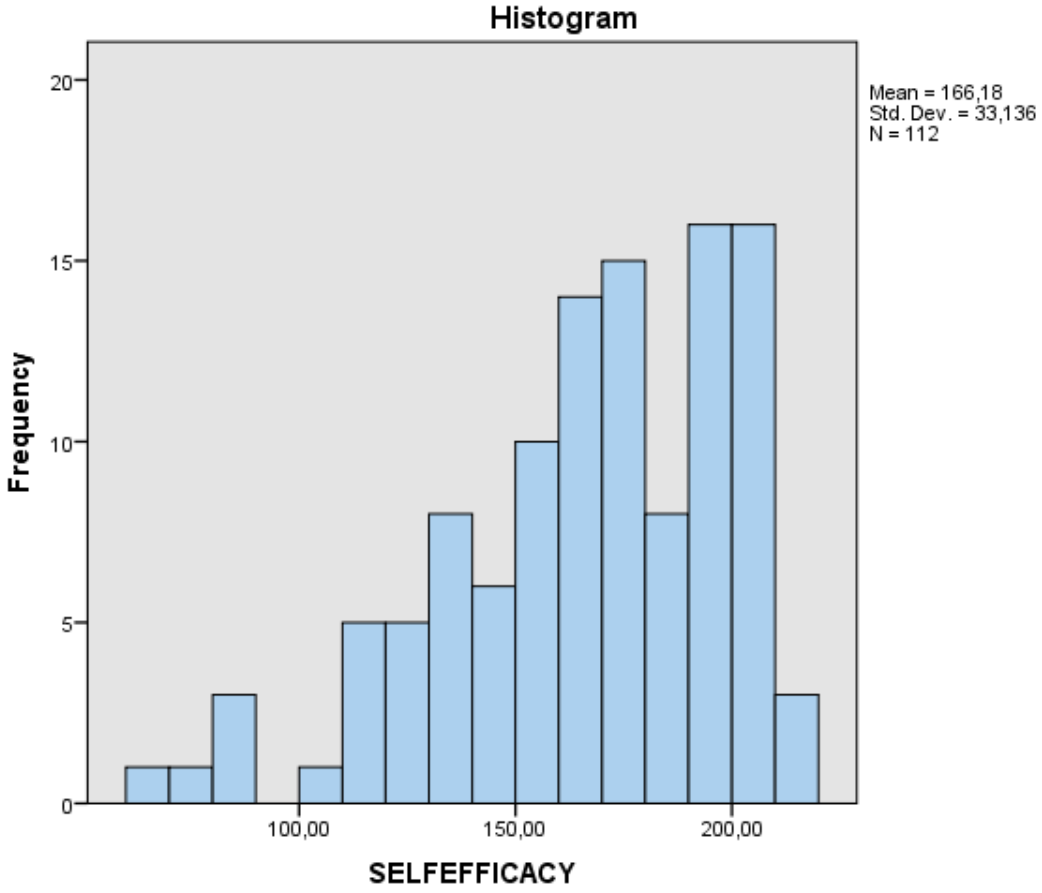
Descriptives

			Statistic	Std. Error
SELFEFFICACY	Mean		166,1786	3,13105
	95% Confidence Interval for Mean	Lower Bound	159,9742	
		Upper Bound	172,3829	
	5% Trimmed Mean		168,4702	
	Median		171,0000	
	Variance		1097,986	
	Std. Deviation		33,13587	
	Minimum		67,00	
	Maximum		210,00	
	Range		143,00	
	Interquartile Range		46,75	
	Skewness		-,847	,228
	Kurtosis		,343	,453

According to the literature, skewness and kurtosis should be between 1,5 and -1,5 values for data to be accepted as normally distributed and non-distorted. Judging by this knowledge, Table 26 shows that the sample of the study appears to be normally distributed with -,847 skewness and ,343 kurtosis.

To visually describe the given descriptives, the histogram for the QESE is presented in Figure 4. It aids to demonstrate the distribution, asymmetry, normality, and outliers of the data by presenting the frequency, mean, and standard deviation. The histogram of the QESE illustrates that the data is distributed evenly and normally around the mean. Even though the central tendency is clustered around the mean, there is an exception with three outliers located near the end of the line. However, as students with both high and low self-efficacy beliefs are accepted as the sample, these outliers the histogram presented are not excluded from the data. Overall picture visualizes a shape resembling a bell and shows the normality of the data falling near the mean.

Figure 4: *Histogram of the QESE*



The L2 Digital Identity Questionnaire

The L2 Digital Identity Questionnaire was designed by the researcher. The items were the representations of the themes found in qualitative data analysis. Initially, it had 24 items encompassing the subjects of IDLE activities, self-confidence, class participation, shared interests and attributes to teachers and classes. After it was piloted to 11 students, 2 items were removed as they were found too meticulous and not generalizable to the sample. The final version was applied to 116 students; nonetheless, as aforementioned, 4 of the responses were excluded not to manipulate the data.

Following the gathering of data, to find the Cronbach's alpha of the questionnaire, reliability statistics were run in SPSS. As a result, Cronbach's alpha was found 0.81 which demonstrates a high internal consistency, as shown in Table 27. The value indicates that the questionnaire can be relied on to analyze the L2 digital identities of high school students and is most likely to present consistent data to the researchers.

Table 27: *Reliability Statistics of L2 Digital Identity Questionnaire*

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,810	,834	22

Afterward, descriptive statistics were run to analyze the responses gathered in the data further. As given in Table 28, the mean ranges from 2,5 to 6,4, showing more wide distribution compared to the QESE. However, even though the distance is farther than the QESE, the L2 Digital Identity Questionnaire is still clustered around the near the mean only with two items exceptions, which are Q8 and Q9. However, owing to the nature of these questions, it is acceptable and predictable as the items include activities that are carried out only by the minority

of people (creating digital contents etc.). Therefore, it is not considered a flaw of the data but a natural response that is accepted and expected. In addition to the mean values, the standard deviation was valued between ,87 and 2,21 illustrating the moderate changes in items' distances from the mean. It can be stated that consistency is relatively set among the items and the responses of the participants.

Table 28: *Descriptive Statistics of L2 Digital Identity Questionnaire*

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Q1	112	3,00	7,00	690,00	6,1607	,93533
Q2	112	1,00	7,00	720,00	6,4286	,93688
Q3	112	4,00	7,00	724,00	6,4643	,89974
Q4	112	1,00	7,00	634,00	5,6607	1,91040
Q5	112	1,00	7,00	590,00	5,2679	1,88394
Q6	112	1,00	7,00	695,00	6,2054	1,26732
Q7	112	1,00	7,00	699,00	6,2411	1,24658
Q8	112	1,00	7,00	289,00	2,5804	1,96656
Q9	112	1,00	7,00	375,00	3,3482	2,21262
Q10	112	1,00	7,00	681,00	6,0804	1,20911
Q11	112	4,00	7,00	720,00	6,4286	,87728
Q12	112	1,00	7,00	597,00	5,3304	1,81777
Q13	112	1,00	7,00	584,00	5,2143	1,76772
Q14	112	1,00	7,00	548,00	4,8929	1,80768
Q15	112	1,00	7,00	611,00	5,4554	1,52391
Q16	112	1,00	7,00	668,00	5,9643	1,55342
Q17	112	1,00	7,00	521,00	4,6518	1,96689
Q18	112	1,00	7,00	558,00	4,9821	1,70839
Q19	112	1,00	7,00	524,00	4,6786	1,98741
Q20	112	1,00	7,00	618,00	5,5179	1,67645
Q21	112	1,00	7,00	662,00	5,9107	1,40497
Q22	112	2,00	7,00	691,00	6,1696	1,10599
Valid N (listwise)	112					

However, as shown in Table 29, the variance of 0.981 fairly illustrates a moderate distribution in the data. Not all answers resemble each other's stance; however, for such a personal subject, homogenous distribution cannot be expected from the data.

Table 29: *Summary Item Statistics of L2 Digital Identity Questionnaire*

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	5,438	2,580	6,464	3,884	2,505	,981	22

Furthermore, as stated before, skewness and kurtosis should be between 1,5 and -1,5 values for the data to be accepted as normally distributed. As this study is working with human behaviors which have a high likelihood to change over time, absolute relations and normality are hard to achieve. According to this knowledge, the sample of the study appears to be normally distributed. The values described in Table 30 point out the normality of the data as skewness is -,651 and kurtosis is ,708. Saliently, the data is distributed evenly, and parametric tests can be applied for analysis.

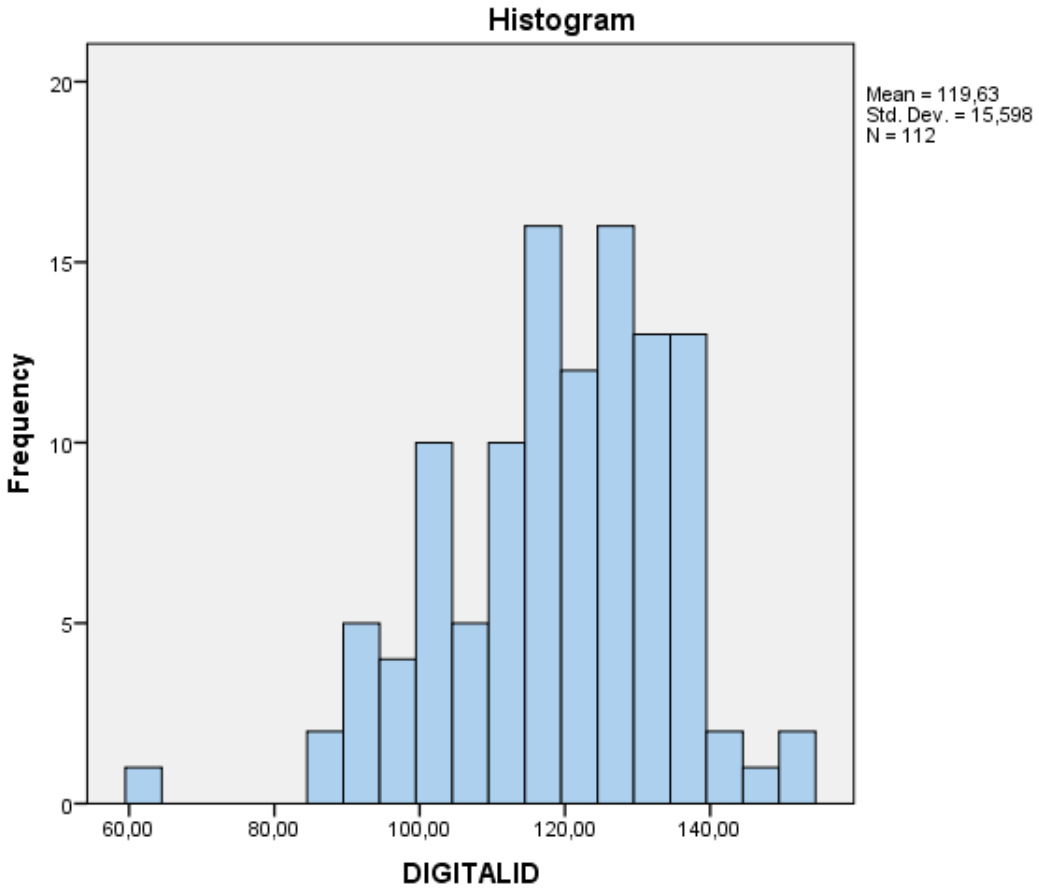
Table 30: *Descriptives of L2 Digital Identity Questionnaire*

Descriptives

			Statistic	Std. Error
DIGITALID	Mean		119,6339	1,47387
	95% Confidence Interval for Mean	Lower Bound	116,7134	
		Upper Bound	122,5545	
	5% Trimmed Mean		120,1389	
	Median		121,0000	
	Variance		243,297	
	Std. Deviation		15,59799	
	Minimum		62,00	
	Maximum		152,00	
	Range		90,00	
	Interquartile Range		20,75	
	Skewness		-,651	,228
	Kurtosis		,708	,453

To visualize the given descriptives, the histogram for the L2 Digital Identity Questionnaire is presented in Figure 5. The histogram encompasses the distribution, asymmetry, normality, and outliers of the data and demonstrates the frequency, mean, and standard deviation of it. Taking this into consideration, it can be inferred from the histogram that the distribution constitutes a relatively even bell-shaped, showing the normality of the data clustered around the mean. Only one outlier is detected in the histogram but as explained before, the aim is to capture all kinds of participant behaviors; thus, they are not excluded from the data.

Figure 5: *Histogram of L2 Digital Identity Questionnaire*



Correlation Analysis

Since the study seeks a possible relationship between L2 digital identity and self-efficacy, both non-parametric Spearman's Rho and parametric Pearson Product-Moment correlation analysis have been adopted to analyze the data. As shown in Table 31 below, the correlation between L2 digital identity and self-efficacy revealed a coefficient of ,493 ($p<0.01$), which shows a moderate positive relation. Keeping the sample size and the topic of the data in mind, it can be stated that when L2 digital identity level is high, self-efficacy is highly likely to rise although not on every occasion. The result is statistically significant with a p-value of ,000.

Table 31: *Pearson Correlation Analysis*

Correlations

		DIGITALID	SELFEFFICACY
DIGITALID	Pearson Correlation	1	,493**
	Sig. (2-tailed)		,000
	N	112	112
SELFEFFICACY	Pearson Correlation	,493**	1
	Sig. (2-tailed)	,000	
	N	112	112

**. Correlation is significant at the 0.01 level (2-tailed).

In the non-parametric correlation analysis, Spearman's Rho correlation coefficient was found ,491, which is also evidence of a moderate correlation between L2 digital identity and self-efficacy without being an extremely strong relationship. However, as told before, in inquiries including human behaviors and emotions, high correlation coefficient values above 0.80 is hard to capture and impossible according to some scholars. Herrnstein and Murray (1994) claimed that:

> A crucial point to keep in mind about correlation coefficients, now and throughout the rest of the book, is that correlations in the social sciences are seldom much higher than .5 (or lower than —.5) and often much weaker—because social events

are imprecisely measured and are usually affected by variables besides the ones that happened to be included in any particular body of data. A correlation of .2 can nevertheless be "big" for many social science topics. (p. 67)

Table 32: *Spearman's Rho Correlation Analysis*

Correlations

			DIGITALID	SELFEFFICACY
Spearman's rho	DIGITALID	Correlation Coefficient	1,000	,491**
		Sig. (2-tailed)	.	,000
		N	112	112
	SELFEFFICACY	Correlation Coefficient	,491**	1,000
		Sig. (2-tailed)	,000	.
		N	112	112

**. Correlation is significant at the 0.01 level (2-tailed).

Simple Linear Regression Analysis

Acknowledging that correlation analysis never demonstrates cause-and-effect relationships or in which way there is a correlation between two variables, regression was applied to make further assumptions. As there is only one dependent (self-efficacy) and one independent variable (L2 digital identity), the simple linear regression analysis was conducted.

Table 33: *Model Summary of Regression Analysis*

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,493[a]	,243	,236	28,96368

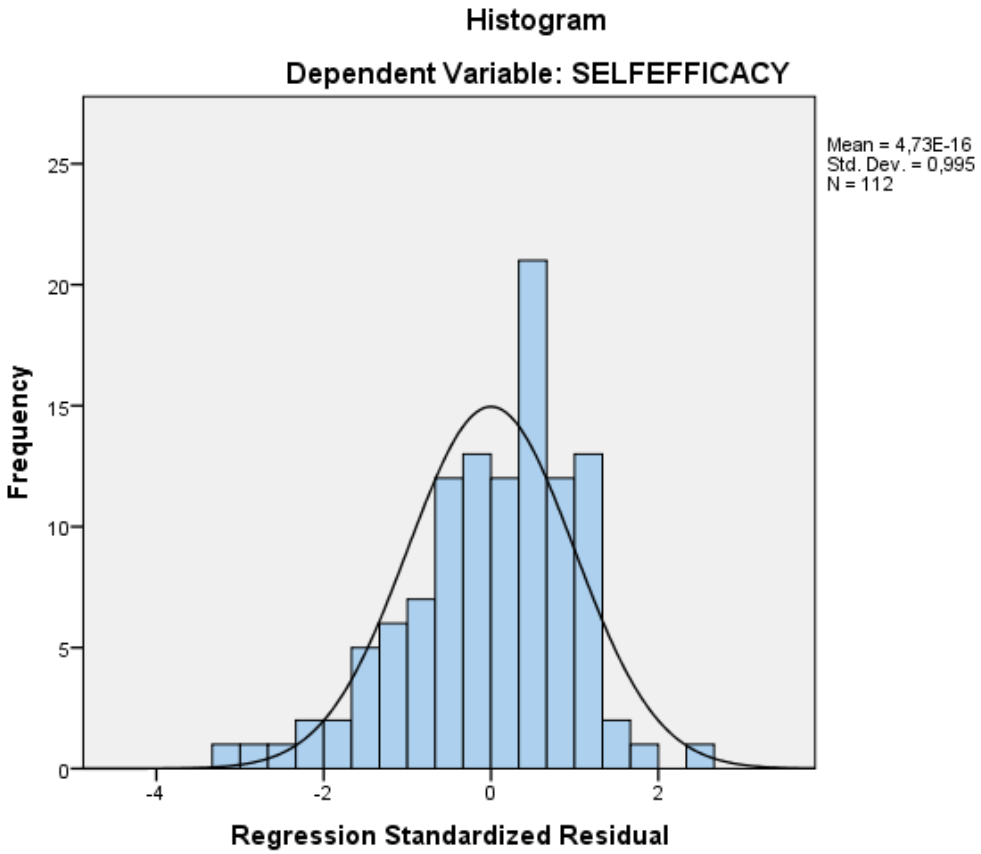
a. Predictors: (Constant), DIGITALID

b. Dependent Variable: SELFEFFICACY

Concerning the model summary in Table 33 and the histogram in Figure 6, the R-value of ,493 indicates that a moderate positive correlation between L2 digital identity and self-efficacy

occurred. Moreover, an R-square value of ,243 means almost 24.3% of the dependent variable's variability can be explained by the independent variable, which is not an extremely high relation. However, it can be said that a meaningful portion of the dependent variable can be explained by the independent variable.

Figure 6: *Regression Histogram*



Additionally, Table 36 shows that the beta value in standardized coefficients was found ,493 which indicates the effect of the independent variable on the dependent variable is positive. If the independent variable increases, so as the dependent variable. The t-value of 5,94 with a p-value of ,00 also illustrates that the impact of the independent variable on the dependent variable is statistically significant and has a stronger relationship between them.

Table 34: *Coefficients in Regression Analysis*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	40,935	21,262		1,925	,057
	DIGITALID	1,047	,176	,493	5,940	,000

a. Dependent Variable: SELFEFFICACY

Additional Findings

In addition to the formal data collection, one student willingly expressed her opinions after filling out the questionnaires. The students requested to involve her commentaries in the research.

The participant, after handing out her questionnaire, talked about her feelings toward the topic:

> "Firstly, I want to thank you for conducting such research; I feel noticed thanks to this. What I want to share with you is that we all, me and my friends, want to be acknowledged by our abilities, skills, hobbies and interests. Just because we enjoy watching movies, series and follow people on social media, we are not a lazy generation. We are connected by these platforms. We desire for our teachers, especially the education system to integrate our interests and hobbies into the lessons. Only memorizing words and grammar rules make us both bored and tired of the language. Even if we have the ability to learn English, we couldn't express ourselves in the classroom. We want to be represented. We want to see more technology-based classes including our interests and be as relax and happy as we are in digital platforms."

Discussion

Overall, this study encompasses high school students' L2 digital identity constructions in the digital wilds via IDLE activities that they carried out and these activities' impacts on their self-efficacy beliefs. In order to analyze this topic, both qualitative and quantitative data were collected to find answers to the research questions. In this section, each research question will be discussed in reference to the findings of this study. To be able to clearly portray the research problems, sub-research questions (S-RQs) will be presented first.

S-RQ1. What kind of activities do students perform in digital wilds?

What is found from the findings is that students engage in various language activities in digital wilds. These activities range from receptive to productive activities. For example, some students favor being passive and anonymous in digital wilds and only consume what is at hand while others want to be actively involved in these platforms by creating content or opportunities for communication with others.

Their choices are affected by the availability of sources and the environment that they want to be accepted. If you are to be known as a gamer, you must at least play one game continuously and spend a considerable time playing it, or if you are to be known as a member of a community, the posts and pages that you are supposed to follow and the words that you use in your way of speaking must be planned accordingly and include the community's motives. Thus, it may be implied that the type of identity that the students favor influences the diversity and the intensity of their activities. As the activities in English, they watch movies and series, listen to music, play online games, read, or write e-books, and follow pages and influencers can be counted.

S-RQ2. Why do students carry out English activities in digital wilds?

Understanding the students' reasons for choosing English activities on digital platforms without formal instruction or guidance helps us to understand what we should pay attention while designing lesson plans, or bigger, curriculum. As there is no formal evaluation or "profit" that they can get from these digital activities, the reasons for being involved in language activities can be considered genuine interests and motivation which we should inquire in more detail. In this way, it is possible for us, the teachers and educators, to truly comprehend our students' approach to the language and classrooms.

According to the findings, many place importance on the factor of enjoyment as well as the abundancy of sources. As it is said in teaching methodology, learning comes naturally when it is fun. Therefore, students mostly choose what is fun and relevant to their interests. If an activity has no shared interest with them, most students tend to ignore it no matter how "fun" or "educational" it is. Additionally, revolving around their likes, students find English activities and sources easier to access compared to Turkish ones. Owing to the status of being lingua franca, nearly all sources from diverse countries are published in English, making it possible for people to reach billions of sources in milliseconds.

Furthermore, some students are desired to be away from their environments and be alone in digital wilds as a way of relaxing and having a peace of mind. Digital English platforms offer them the solitude they seek as it is easy to go unrecognized and unnoticed among billions of digital accounts. Therefore, not only do English activities serve as a way of having fun while learning with abundant sources but also a place where the idea of optional anonymity hit the peak.

Lastly, some students carry out English activities just to practice the language in authentic environments with people whom they have to communicate in English. For instance, there are participants who especially play games on foreign servers just to be obliged to use English, making it the only common communication tool in the environment. Many of the participants, also, combine English with what they love to do so as to voluntarily practice the language without even

noticing. Consequently, from having fun to learn English, students carry out limitless digital activities in English with at least one purpose.

S-RQ3. What are the perceptions of students on their L2 digital identities?

In order to answer this question, the L2 Digital Identity Questionnaire was applied to 116 participants. It has been found that a big portion of the participants agree on the motivating effect of the integration of their IDLE activities into classrooms. The reason for that many feel belong to the community that they engage in, and a reflection of this community, they may feel noticed, voiced, and acknowledged, leading them to be more motivated to participate.

Additionally, while some students are not aware of the influences they undergo in digital wilds, many of them notice the change in their way of expressing themselves from their fashion sense to their characteristic features. Thus, considering the significant impact of these activities on their lives, seeing a connection between the classroom and their favorite activities can result in more motivated, engaged, and willing students in lessons.

Consequently, it can be stated that many of them shape their identities according to the activities and environments that they want to be a part of, and vice versa. While forging new identities or adapting the current ones, they change their attitudes towards people, communities, languages, and even themselves. Not only do they construct new identities for these digital platforms, but also, they mostly transfer these identities to classroom contexts. Nearly all students desire to see the flickers of their L2 digital identities in English lessons as a motivator, scaffolder or a safe zone where they are the knowledgeable ones or have at least one or two things to add to any conversation. Therefore, it can be said that they perceive their L2 digital identities as a representative of their lives' one part and a new window to their personalities.

S-RQ4. What are the perceptions of students on their English self-efficacy?

To find an answer to this question, the Questionnaire of English Self-Efficacy was distributed to students. It has been found that many students are confident about themselves in terms of language skills, especially recognition skills. However, when it comes to complex language activities where they need to integrate both recognition and production skills or understand authentic use of language, the students tend to grade themselves lower than the other items. For example, they are certain of themselves about writing a note to their friends but quite unsure about using idioms in their sentences. However, overall, the students' perceptions about their self-efficacy are consistent in themselves and mostly laid on solid ground.

When the four concept of Bandura is considered, it is seen that learners firstly rely on their past experiences and how they achieve to complete the task, using English in digital platforms. Secondly, they shape their beliefs mostly by getting feedback from others in digital platforms as they constantly carry a necessity to convey their message across. Thirdly, it is salient that when they observe other people, especially peers, achieve to use English correctly, they encourage themselves by saying "If they do it, I can do it as well." Lastly, it is found that their confidence and the portrait of themselves in their eyes dramatically influence their beliefs in their language abilities. All these factors conclude in higher self-efficacy beliefs. Therefore, as a consequence, it can be easily said that learners' perceptions on their self-efficacy reflect in the four categories of Bandura' self-efficacy and get highly affected by their L2 digital identities.

RQ-1. How do high school students construct L2 digital identities in digital wilds?

When combining both qualitative and quantitative data, several answers can be presented to the first main research question of the study. It has been observed that high school students construct their identities mainly with 4 reasons:

1. Having fun

    It has been seen that the students choose fun activities over others and place these digital L2 activities in the center of their daily lives so much to identify themselves with them, such as gamers, influencers, content creators, etc.

2. Being comfortable

    It is observed that the more the students feel safe and comfortable, the more they freely use English in digital wilds. Therefore, being comfortable is one of the schemes observed in most participants to which they adapt their identities.

3. Shared interests

    Their interests are shaped according to the platforms or communities they spend time; they mostly choose communities according to their interests alone. It became so inevitable for them that some participants do not even see a reason to communicate with people with whom they do not share an interest.

4. Improving language skills

    Some students choose to interact with English activities so as to improve their language skills autonomously without formally studying for it and being successful. Therefore, they try to join activities where they have opportunities to practice languages with others.

All in all, when all the answers are considered, it is found that students construct their identities by deciding on how they will **define themselves** (successful, intellectual, funny, cool, writer, gamer etc.), where they can **share** these definitions **with others** (communities, platforms, channels, blogs etc.), and via which **activities** they can achieve these definitions (playing games, listening to songs, practicing the language, writing stories etc.).

RQ-2. Do high school students' L2 digital identities affect their English self-efficacy?

According to the students' responses, nearly all of the participants stated that what they do on digital platforms and which IDLE activities they perform and engage in affect their language skills positively by improving their knowledge of English and the amount of practice they have. The participants explained that they can practice English freely in digital platforms without feeling mocked, or stressed as there are less control and more privacy. These states pave the way for them to practice English, get feedback from others and weight what they can do and cannot do. In this way, being aware of their strengths and weaknesses, they build up their self-efficacy beliefs.

Consequently, the students mostly believed in themselves to perform better in English classes thanks to their digital language activities. From learning vocabulary to improving their listening skills, they believe that digital platforms influence their beliefs in their abilities and raise their self-confidence. Therefore, it can be said that according to the students, their digital L2 identities affect their self-efficacy in English classes positively.

RQ-3. Is there a relationship between learners' L2 digital identities and their English self-efficacy?

With the help of quantitative data, correlation, and regression analysis were carried out to answer this research question. What stands out most in the findings is that there is a statistically significant and moderate correlation between L2 digital identities and the self-efficacy of high school students. Moreover, L2 digital identity shows that it has a strong influence on the self-efficacy of students, which can be moderately explained by regression analysis. Hence, in this study, a positive relationship between high school students' L2 digital identities and their self-efficacy has been observed. Even though not extremely high, it is visible that if L2 digital identity level rises positively, the self-efficacy moves in the same direction, validating the relationship between variables.

Chapter 5

Conclusion and Suggestions

Conclusion

In the literature, L2 digital identity topic has been one of the fields that are still in need of further research for a clearer vision of its impact on language learners' classroom activities and characteristics. Considering the participants' responses in interviews and questionnaires in the study, and my experiences as a language learner, it is found that many learners are actively engaged in digital activities where they can practice language without the time and place restrictions, and at some points, it is seen that these opportunities affect learners' visions and motivations for language learning by either offering them sensible goals or false fears. Influenced by their surroundings, inner mechanisms, and interests, learners feel motivated to use English for diverse purposes or discouraged to join communities and interactions.

Not only do they construct L2 digital identities on digital platforms but also allow these identities to influence their beliefs in themselves regarding the use of English in classrooms. It is investigated that the construction of L2 digital identity affects participants' involvement and academic success in English class as they are constantly practicing the language autonomously outside the classroom, which motivated them to participate in activities and improve their self-confidence regarding English. As a result, considering their experiences, it is discovered that the participants of the study construct identities with various forces and motivations in their environments or to construct new environments suitable to their choices.

Furthermore, even though it is an autonomous learning experience outside the classroom, their identities are transferred into classroom activities and their choice of tasks. Thus, it is found that the L2 digital identity of learners affects their self-efficacy beliefs in and outside the classroom. A moderate correlation and linear regression between L2 digital identity constructions and self-efficacy are supporting evidence of these claims. These analyses showed that the more positively shaped L2 digital identity students have, the higher self-efficacy levels they have.

Overall, this study discovered the following results:

1. High school students spend a considerably high amount of time on digital platforms.

2. They choose L2 digital activities voluntarily considering the entertainment, comfortableness, and abundancy of sources.

3. They carry out L2 activities autonomously to practice English in a “real” way.

4. They construct L2 digital identities according to their interests and the communities they are taking part. These identities affect their communication with others as well as their attributes to the world outside and inside of them.

5. Their L2 digital identities raise their self-confidence and language knowledge, paving the way for increased self-efficacy.

6. There is a positive relationship between high school students’ L2 digital identity constructions and their self-efficacy.

Pedagogical İmplications

It has been always significant to comprehend language learners’ goals and perspectives, especially after the gradual but enormous change in our society’s lifestyle. It is not a want but a need to accommodate our teaching materials and approaches according to these continuous changes. Without knowing the most significant part of our learners’ lives, we could not assemble a bridge between the classroom and real life, causing a decline in knowledge transfer and a negative attitude towards language learning, which result in making classroom contexts an artificial learning place. Therefore, this study contributes to the literature by raising teachers' and educators' awareness of the necessity to keep up with learners’ current tendencies in education.

Validating that nearly all of the participants want a reflection of their interests and digital activities in classroom activities, and get highly motivated by this connection, this study emphasizes the importance of being up to date in terms of the needs and interests of learners so that the connection between the classroom and the daily life can be tied to enhancing the

teaching's effectiveness and accelerating the learning process. Without this bridge, the transferability of knowledge and the meaningfulness of learning a language become impossible to reach in language classrooms. Therefore, it must be our ultimate goal to ensure that there is a meaningful connection between students and what we taught to them, English, and incorporating their L2 digital identities in classrooms is one of the ways that we must guarantee. After raising awareness and creating a link between real life and classrooms, teaching methods and approaches should be designed or adjusted to meet this digital need. The online and digital worlds should be placed into classroom contexts via educational approaches and methods, coursebooks, or other materials used to enhance the teaching of a language.

Finally, one of the most significant points of the L2 digital identity notion is to be able to manage one's own learning process autonomously according to their needs and interests. Teachers must support students' autonomous learning in digital wilds to maximize their chances of being exposed to authentic language uses. However, encouraging autonomous learning should not be the starting point in classrooms. Teachers should guide students to safer zones of digital wilds in terms of language and knowledge in general. The accuracy and reliability of digital sources should be questioned by students, preventing them from being exposed to the "wrong" use of English and leading students to fossilization. Consequently, starting the change from our own perspectives to students, we must pave the way for the integration of the L2 digital identity of students in our lesson plans, curriculums, and materials while also informing our students to raise their awareness in digital platforms.

Suggestions

For further research, researchers are advised to collect data from more than one type of high school. Because of this study's limited sample, it may become difficult to generalize or capture the whole population's behavior. Therefore, bigger, and more diverse samples will shed light on the topic.

Secondly, this study only takes the students' perspectives into consideration to analyze the L2 digital identity construction's influence on English self-efficacy. In further research, it is suggested that data from the teachers can be obtained to compare with students' perspectives to portray the other part of the classrooms as their identity constructions may also affect the dynamics in the classroom. Thus, it is recommended to include teachers in the samples for further research.

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APPENDIX-A: The Questionnaire of English Self-Efficacy

İNGİLİZCE ÖZ-YETERLİLİK ÖLÇEĞİ

	1. Hiç Yapamıyorum	2. Yapamıyorum	3. Sanırım Yapamam	4. Sanırım Yapabilirim	5. Genellikle Temel Düzeyde Yapabiliyorum	6. Yapabiliyorum	7. İyi Bir Şekilde Yapabiliyorum
İngilizce anlatılan hikayeleri anlayabilir misiniz?	1	2	3	4	5	6	7
İngilizce okuma metinleri içeren ödevlerinizi kendi başınıza yapabilir misiniz?	1	2	3	4	5	6	7
İngilizce TV programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
Kendi okulunuzu başkalarına İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
İnternette birine İngilizce mesaj ya da yorum yazabilir misiniz?	1	2	3	4	5	6	7
Evinizden okulunuza olan yolu İngilizce tarif edebilir misiniz?	1	2	3	4	5	6	7
İngilizce metin yazabilir misiniz?	1	2	3	4	5	6	7
İngilizce hikaye anlatabilir misiniz?	1	2	3	4	5	6	7
İngilizce konuşan ülkelerin TV programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
Sınıf arkadaşınıza İngilizce bir not bırakabilir misiniz?	1	2	3	4	5	6	7
İngilizce bir metin okurken bilmediğiniz kelimelerin anlamlarını tahmin edebilir misiniz?	1	2	3	4	5	6	7
Yeni öğrendiğiniz İngilizce kelimeleri kullanarak cümleler kurabilir misiniz?	1	2	3	4	5	6	7
İngilizce e-posta yazabilir misiniz?	1	2	3	4	5	6	7
Gündelik okul meseleleriyle ilgili İngilizce kaydedilmiş bir ses kaydındaki diyalogları anlayabilir misiniz?	1	2	3	4	5	6	7
İnternetteki İngilizce yazı ya da haberleri anlayabilir misiniz?	1	2	3	4	5	6	7

	1. Hiç Yapamıyorum	2. Yapamıyorum	3. Sanırım Yapamam	4. Sanırım Yapabilirim	5. Genellikle Temel Düzeyde Yapabiliyorum	6. Yapabiliyorum	7. İyi Bir Şekilde Yapabiliyorum
Öğretmeninize İngilizce sorular sorabilir misiniz?	1	2	3	4	5	6	7
İngilizce deyimler kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
Öğretmeninizi başka birine İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
Sınıf arkadaşlarınızla ortak ilgi alanları konusunda İngilizce tartışabilir misiniz?	1	2	3	4	5	6	7
İngilizce kısa öyküleri okuyabilir misiniz?	1	2	3	4	5	6	7
Altyazı olmadan İngilizce filmleri anlayabilir misiniz?	1	2	3	4	5	6	7
Öğretmeninizin sorusuna İngilizce cevap verebilir misiniz?	1	2	3	4	5	6	7
İngilizce şarkıları anlayabilir misiniz?	1	2	3	4	5	6	7
İngilizce blogları okuyup anlayabilir misiniz?	1	2	3	4	5	6	7
İngilizce söylenen telefon numaralarını anlayabilir misiniz?	1	2	3	4	5	6	7
İngilizce günlük yazabilir misiniz?	1	2	3	4	5	6	7
Türk kültürü üzerine yazılmış İngilizce yazıları anlayabilir misiniz?	1	2	3	4	5	6	7
Kendinizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
Öğretmeniniz hakkında İngilizce kompozisyon yazabilir misiniz?	1	2	3	4	5	6	7
Öğretmeniniz tarafından seçilmiş İngilizce okuma materyallerini (örneğin Times gazetesinden bir haber) anlayabilir misiniz?	1	2	3	4	5	6	7

APPENDIX-B: The L2 Digital Identity Questionnaire

İKİNCİ DİL DİJİTAL KİMLİK ANKETİ

	1. Hiç Katılmıyorum	2. Katılmıyorum	3. Biraz Katılmıyorum	4. Kararsızım	5. Biraz Katılıyorum	6. Katılıyorum	7. Kesinlikle Katılıyorum
Dijital ortamları eğlenceli vakit geçirmek için kullanıyorum.	1	2	3	4	5	6	7
Ödevlerimi yaparken dijital ortamlardan faydalanıyorum.	1	2	3	4	5	6	7
Bu ortamlarda İngilizce dizi veya film seyrediyorum.	1	2	3	4	5	6	7
Bu ortamlarda İngilizce oyun oynuyorum.	1	2	3	4	5	6	7
Bu ortamlarda başkalarıyla İngilizce iletişim kuruyorum.	1	2	3	4	5	6	7
Bu ortamlarda İngilizce sayfaları veya kanalları takip ediyorum.	1	2	3	4	5	6	7
Bu ortamlarda İngilizce konuşan insanları takip ediyorum.	1	2	3	4	5	6	7
Dijital ortamlarda İngilizce içerik (video, yazı, resim vb.) üretiyorum.	1	2	3	4	5	6	7
İngilizce öğrenmek için dil öğrenme uygulamaları kullanıyorum.	1	2	3	4	5	6	7
Bu ortamlardaki faaliyetlerimin İngilizce telaffuzumu geliştirdiğini düşünüyorum.	1	2	3	4	5	6	7
Bu ortamlardaki faaliyetlerimin İngilizce kelime bilgimi arttırdığını düşünüyorum.	1	2	3	4	5	6	7
Bu ortamlarda benimle aynı hobileri paylaşan insanlarla daha çok iletişim kuruyorum.	1	2	3	4	5	6	7
Bu ortamlarda aynı etkinlikleri yaptığımız kişilerle bir yakınlık kuruyorum.	1	2	3	4	5	6	7

	1. Hiç Katılmıyorum	2. Katılmıyorum	3. Biraz Katılmıyorum	4. Kararsızım	5. Biraz Katılıyorum	6. Katılıyorum	7. Kesinlikle Katılıyorum
Bu ortamlardaki aktivitelerim İngilizce dersine katılımımı arttırıyor.	1	2	3	4	5	6	7
Bu ortamlardaki etkinliklerim sayesinde İngilizce kullanırken özgüvenim artıyor.	1	2	3	4	5	6	7
Dijital ortamlarda İngilizce kullanırken sınıfta hissettiğimden daha rahat hissediyorum.	1	2	3	4	5	6	7
Dijital ortamlardaki aktivitelerim kendimi ifade etme şeklimi (giyim, konuşma, ilişkiler vb.) değiştiriyor.	1	2	3	4	5	6	7
İngilizce dersinde, dijital ortamlardaki etkinliklerimle alakalı aktivitelere daha çok katılıyorum.	1	2	3	4	5	6	7
Öğretmenim dijital ortamlarda benimle aynı etkinliklerde bulunuyorsa ona daha yakın hissediyorum.	1	2	3	4	5	6	7
İnternette ilgilendiğim konuların İngilizce dersinde görmek beni derse motive ediyor.	1	2	3	4	5	6	7
Bu ortamlarda benimle aynı etkinlikleri yapanlarla ortak bir topluluğa ait hissediyorum (gamer, influencer, youtuber, okur vb.).	1	2	3	4	5	6	7
Bu ortamlarda öğrendiğim İngilizce bilgileri (kelime, telaffuz, kural vb.) sınıfta da kullanıyorum.	1	2	3	4	5	6	7
Bu ortamlarda öğrendiğim İngilizce bilgiler, dil becerilerime (dinleme, konuşma, okuma veya yazma) katkı sağlıyor.	1	2	3	4	5	6	7

APPENDIX-C: The Questionnaire of English Self-Efficacy (Original Version)

1	2	3	4	5	6	7
I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well

1. Can you understand stories told in English?	1	2	3	4	5	6	7
2. Can you do homework/home assignments alone when they include reading English texts?	1	2	3	4	5	6	7
3. Can you understand American TV programs (in English)?	1	2	3	4	5	6	7
4. Can you describe your university to other people in English?	1	2	3	4	5	6	7
5. Can you compose messages in English on the internet (face book, twitter, blogs, etc.)?	1	2	3	4	5	6	7
6. Can you describe the way to the university from the place where you live in English?	1	2	3	4	5	6	7
7. Can you write a text in English?	1	2	3	4	5	6	7
8. Can you tell a story in English?	1	2	3	4	5	6	7
9. Can you understand radio programs in English-speaking countries?	1	2	3	4	5	6	7
10. Can you understand English-language TV programs made in Korea?	1	2	3	4	5	6	7
11. Can you leave a note for another student in English?	1	2	3	4	5	6	7
12. Can you guess the meaning of unknown words when you are reading an English text?	1	2	3	4	5	6	7
13. Can you form new sentences from words you have just learnt?	1	2	3	4	5	6	7
14. Can you write e-mails in English?	1	2	3	4	5	6	7
15. Can you understand English dialogs (audio recordings) about everyday school matters?	1	2	3	4	5	6	7
16. Can you understand messages or news items in English on the internet?	1	2	3	4	5	6	7
17. Can you ask your teacher questions in English?	1	2	3	4	5	6	7
18. Can you produce English sentences with idiomatic phrases?	1	2	3	4	5	6	7
19. Can you introduce your teacher (to someone else) in English?	1	2	3	4	5	6	7
20. Can you discuss subjects of general interest with your fellow students (in English)?	1	2	3	4	5	6	7
21. Can you read short English narratives?	1	2	3	4	5	6	7
22. Can you understand English films without subtitles?	1	2	3	4	5	6	7
23. Can you answer your teacher's questions in English?	1	2	3	4	5	6	7
24. Can you understand English songs?	1	2	3	4	5	6	7
25. Can you read English-language newspapers?	1	2	3	4	5	6	7
26. Can you find out the meanings of new words using a monolingual dictionary?	1	2	3	4	5	6	7
27. Can you understand telephone numbers spoken in English?	1	2	3	4	5	6	7
28. Can you write diary entries in English?	1	2	3	4	5	6	7
29. Can you understand English articles on Korean culture?	1	2	3	4	5	6	7
30. Can you introduce yourself in English?	1	2	3	4	5	6	7
31. Can you write an essay in about two pages about your lecturer in English?	1	2	3	4	5	6	7
32. Can you understand new reading materials (e.g., news from the Time magazine) selected by your instructor?	1	2	3	4	5	6	7

APPENDIX-D: Approval from Researchers for The QESE

A Permission Request for your Questionnaire of English Self-Efficacy

3 ileti

Nurşah Ataş 21 Eylül 2022 08:00
Alıcı:

Dear Prof. Dr. Wang,

I hope this email finds you well. I am Nurşah Ataş, an MA student from Hacettepe University, English Language Teaching Department, Ankara, Turkey. I am writing my MA thesis on "The Relation Between High School Students' L2 Digital Identities and Their Self-Efficacy", and my supervisor is Assist. Prof. Dr. İsmail Fırat Altay.

With an exploratory mixed method design, I will use a self-efficacy questionnaire in the quantitative part of my study. Since I read many of your articles and find them quite fruitful for both my academic knowledge and my thesis, I would like to kindly ask your permission to use the Questionnaire of English Self-Efficacy in my thesis, the adapted version presented in "Wang, C., Kim, D.-H., Bong, M., & Ahn, H. S. (2013). Examining measurement properties of an English Self-Efficacy scale for English language learners in Korea. *International Journal of Educational Research*, *59*, 24–34. https://doi.org/10.1016/j.ijer.2013.02.004".

If you allow me, I will use it in my thesis with minor changes (for example, Turkish culture instead of Korean culture) and only for research purposes by giving credit to you. Thank you for your time and consideration.

Most sincerely,

Chuang Wang 21 Eylül 2022 15:46
Alıcı: Nurşah Ataş

Thanks for asking! Please feel free to use it for your research.

Best wishes!

Dr. Chuang Wang, Professor
Educational Research, Measurement, and Evaluation
Department of Educational Leadership| Cato College of Education
University of North Carolina at Charlotte

Membership Director & Past President
Chinese American Educational Research and Development Association
www.caerda.org

APPENDIX-E: Ethics Committee Exemption Form / Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-399-00002580424 21.12.2022
Konu : Nurşah ATAŞ Hk. (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 01.12.2022 tarihli ve E-51944218-399-00002546090 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi **Nurşah ATAŞ**'ın, **Dr. Öğr. Üyesi İsmail Fırat ALTAY** danışmanlığında yürüttüğü *"***Lise Öğrencilerinin İkinci Dil Dijital Kimlikleri ve Öz-Yeterlilikleri Arasındaki İlişki***"* başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **13 Aralık 2022** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Adres: Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
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Bilgi için: Duygu Didem İLERİ
Bilgisayar İşletmeni
Telefon: .

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-69111978 24.01.2023
Konu : Araştırma İzni

HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: a) 16.01.2023 tarihli ve 2631203 sayılı yazınız.
b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 nolu Genelgesi.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yüksek Lisans Öğrencisi Nurşah ATAŞ'ın **"Lise Öğrencilerinin İkinci Dil Dijital Kimlikleri ve Öz-Yeterlilikleri Arasındaki İlişki"** konulu tezi kapsamında merkez ilçelere bağlı okul ve kurumlarda uygulanacak olan veri toplama araçları ilgi (b) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Harun FATSA
Vali a.
Milli Eğitim Müdürü

Ek:
Uygulama araçları (5 sayfa)
Dağıtım:
Gereği:
Hacettepe Üniversitesi
Bilgi:
9 Merkez İlçe MEM

Adres : Emniyet Mah. Alparslan Türkeş Cad. 4/A Yenimahalle
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: Emine Konuk
Unvan : Şef
Telefon No : 0 (312) 306 89 30
E-Posta: istatistik06@meb.gov.tr
İnternet Adresi: ankara.meb.gov.tr
Faks:_____
Kep Adresi : meb@hs01.kep.tr

APPENDIX-F: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(11) /(08)/(2023)

Nurşah Ataş

APPENDIX-G: Thesis/Dissertation Originality Report

……/……./……

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: The Relationship Between High School Students' L2 Digital Identities and Their Self-Efficacy

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
11/08 /2023	124	160360	11/07/2023	%10	2144345700

Filtering options applied:
1. Bibliography excluded
2. Quotes included
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Last name: Nurşah ATAŞ

Student No.: N21134952 Signature

Department: Foreign Language Education

Program: English Language Teaching

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED

(Asst. Prof. Dr. İsmail Fırat ALTAY)

APPENDIX-H: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- Tezimle ilgili gizlilik kararı verilmiştir. (3)

11/08/2023

Nurşah ATAŞ

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan iş birliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

**Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir*