



JFLET

ISSN: 2536-4731

February 2019

Vol. 4, No. 1

Uludag University
Faculty of Education
ELT Department
Bursa/Turkey

Table of Contents

Research Articles

Effective Word-guessing Clues with Chinese EFL Learners

Yan Qin, Rong Zhang

Exploring ESP Learners' Motivation: the Case of MOOC Integration into the University Curriculum

Olga Nickolaevna Stognieva

A Comparison of Heritage Learners and L2 Learners of Spanish: A Study on Compliment Sequences in the Classroom

Jeremy W. Bachelor, María Jesús Barros García

Teachers' Challenges on Implementing EFL Curriculum in Indonesian Rural Area

Christi Agustin Malaikosa, Wening Sahayu

EFL Teachers' Cognition in the Use of Youtube Vlog in English Language Teaching

Jepri Ali Saiful

Communication strategies of Indonesian Bilingual School Students: An Analysis in one way communication context

Afitri Rahma Wati, Agus Widyantoro

Review Articles

Towards Various Aspects of Teaching Language for Specific Purposes (LSP) at Higher Education Institutions

Anna Tenieshvili

Technology-Enhanced L2 Writing: A Systematic Literature Review and Analysis/Synthesis

Patrick Mannion, Matthew Siegel, Zhengjie Li, Quang Nam Pham, Adel Alshaikhi

Student Papers

A Comparison of Teaching Vocabulary through Audio-Visual Materials versus Traditional Ways

Merve Nur Çalışkan

Educational Materials

Learning English With Songs

Beyzanur Ural

Astrology and Zodiac Signs

Büşra Varol

English Book for 5th Graders

Merve Aksu

Horizon

Kübra Birgül

On Our Way (Pre-Intermediate Students' Book)

Nuray Arslaner

Game Over

Seca Nur Aydı

Read & Develop

Nihal Arslaner

Where is Your Next Destination?

Merve Akar

Let's Learn English

Zeynep Arı

Editorial Team

Editor-in-Chief

Levent Uzun, Uludag University, Turkey

Advisory Board

1. Paul Meara, Swansea University, United Kingdom
2. Stephen Krashen, University of Southern California (emeritus), United States
3. Pedro J. Chamizo-Domínguez, University of Malaga, Spain
4. Asle Gire Dahl, University College of South-East Norway, Norway
5. Tariq Elyas, King Abdulaziz University, Saudi Arabia
6. Trivina Kang, National Institute of Education, Singapore
7. Sherie Williams, Grand Valley State University, United States
8. Kazuya Saito, Birkbeck, University of London Department of Applied Linguistics and Communication, United Kingdom

Reviewers on Duty

1. Mehmet Aydin, University of Dammam, Saudi Arabia
2. Nalan Bayraktar Balkır, Çanakkale Onsekiz Mart University, Turkey
3. Behice Ceyda Cengiz, Bulent Ecevit University, Turkey
4. Ugur Recep Cetinavci, Uludag University
5. Natalia Chekurova, Director of Educational Projects, RELOD, Russian Federation
6. Asle Gire Dahl, University College of South-East Norway, Norway

Language Editors on Duty

1. Mehdi Solhi Andarab, Istanbul Medipol University, Turkey
2. Fatih Mehmet Yiğit, Uludag University
3. Lydia Saxona Deakin, United States
4. Martin Grygar, University of Technology Sydney - Insearch, Australia

Editor's Notes

JFLET publishes research related to education, foreign language education, ICT, and educational material development. The journal welcomes submissions of research papers, review papers, book reviews, and educational materials. JFLET is intended primarily for emerging scholars and graduate students who seek for a place to publish their first work(s). JFLET would also accept submissions from undergraduate students.

EFL Teachers' Cognition in the Use of Youtube Vlog in English Language Teaching

Jepri Ali Saiful (jepriali1@gmail.com)

Muhammadiyah University of Surabaya, Indonesia

ORCID: 0000-0001-6921-5622

Abstract: Empirical grounds exist to show that limited attentions attempt to reveal the cognition of EFL teachers to use YouTube Vlog in English language teaching. Ergo there has been lack of knowledge on what kind of mental constructs affecting the decisions of EFL teachers to use YouTube Vlog in ELT. This study therefore was to investigate EFL teachers' cognition in the use of YouTube in teaching English. Qualitative inquiry was performed. The participants were two EFL teachers from Yogyakarta province in Indonesia teaching English using YouTube Vlog to elementary and secondary school students. Open-ended questionnaire, baseline data, and stimulated recall interview were used to get the data and the data were analyzed interpretively. This study revealed that EFL teachers used YouTube Vlog to teach English vocabularies and genre-based text. Importantly, this study shed light that the teachers' beliefs on the implications of YouTube Vlog in teaching, knowledge about how to teach the English language using YouTube Vlog and the compliance of YouTube Vlog on students' characteristics and learning style, and thinking about YouTube Vlog' nature of instruction were the driving force of the teachers to implement this YouTube Vlog in ELT. In addition, this study showed that the teachers' knowledge was the most dominant mental construct to affect the decision of the teacher to use YouTube Vlog in teaching English. However, further research was still needed to devise how this domination can take place. In short, the beliefs, knowledge, and thinking of EFL teachers were the influential factors to affect EFL teachers' decisions to use YouTube Vlong in ELT.

Keywords: teacher cognition, YouTube, video blog, EFL teachers, ELT.

Introduction

Teachers as active intellectuals play an organic role to the success of teaching and learning process. Understandings what teachers think, know, and believe are therefore vital to fathom teachers' multiple initiatives or actions in the classroom. Explorations on these "mental lives" (Walberg, 1977) are *sine qua non* for the development of language teacher professional lives and education. In other words, understanding teachers' mental construct is an avenue to improve the quality of language teachers (Birello, 2012). Besides, it is also to understand the needs and problems of the continuity of curriculum (see Won & Lee, 2013); and "to design and implement sustained and integrated teacher education programs" (Song, 2015, p. 263). Thus, shedding light the mental lives of language teachers is magnitude to enhance language teachers' quality and to ameliorate language teacher education and curriculum. Fortunately, a unified shelter of inquiry has emerged taking into account these significances of teachers' mental construct, that is, teacher cognition.

Teacher cognition refers to what language teachers think, know, and believe about their works and of how these impact on what language teachers do in the classroom (Borg, 2003). In that sense, teacher cognition is a study which is interested in investigating cognitive constructs of language teachers and the influence of these constructs on teachers' teaching practices. Recently, there have been substantial bodies of empirical ground taking shape this teacher cognition study (see Borg, 2003; Burri, 2015; Golombek, 2015; Hong, 2012; Moradan & Pourasadollah, 2014; Nishimuro & Borg, 2013; Öztürk & Yildirim, 2016; Won & Lee, 2013; Xiaohui & Li, 2011; and Yunus, Salehi, & Amini, 2015). Nevertheless, despite recent popularity, these studies failed to provide valuable information on the underlying mental constructs of English as a Foreign Language (EFL) teachers to use YouTube Video Blog (Vlog) in English Language Teaching (ELT). Meaning, there has been paucity of research protocol delving into the cognitions of EFL language teachers in the use of YouTube Vlog in teaching English. Ergo there are lacks of knowledge on how to integrate YouTube Vlog in ELT and why this integration matters.

To address these emerging gaps, the overarching goal of this study is to devise the cognition of EFL teachers in the use of YouTube Vlog in teaching English. Two research questions are formulated as follows: (1) how is YouTube Vlog used by EFL teachers in teaching English? and what cognitions do EFL teachers hold in the use of YouTube Vlog in teaching English?. Consequently, this study contributes to reveal valuable insights on the use of YouTube Vlog in ELT and its underlying assumptions so that present millennia of ELT teachers or instructors will have a creative avenue to boost language learners' success in target language using YouTube Vlog. So, to increase our understanding on the trajectory of this research and the basis theories, this study presents discussions on theoretical conjectures of teacher cognition and YouTube Vlog as follows.

Theoretical Review

Teacher Cognition

Teacher cognition works on an assumption that the decision makings of language teachers on what they do in the classroom are controlled, shaped, or affected by the mental lives of language teachers (Borg, 2015). In other words, teacher cognition works in a basis claim that there is "a symbiotic connection or relationship between the mental constructs of language teachers and teaching practices" (Foss & Kleinsasser, 1996, p. 441). This postulate assumption engenders a unified shelter of teacher cognition concept. It refers to what language teachers think, know, and believe about their works and of how these impact on what language teachers do in the classroom (Borg, 2003). This popular concept has received tremendous citations until current studies re-conceptualize the concept becomes more inclusive one. Present studies of Öztürk & Gürbüz, 2017 and Xiaohui & Li, 2011 expound teacher cognition as aptitude, attitudes, principles, judgments, assumptions, reflections, conceptions, and perspectives of language teachers about all related language education ecosystems – and of these impacts on instructional activities. Thus, in a nutshell, teacher cognition is all kinds of language teachers' cognitive constructs about language education enterprises and how these constructs influence on language teachers' teaching practices.

Although the study of teacher cognition has numerous domains like thinking, knowledge, belief, attitude, reflection, and others, the pertaining study focuses only three major constructs of teacher cognition, the beliefs, the knowledge, and the thinking of language teachers. Richards, Gallo, & Renandya (2001) revealed that the belief was more influential than the knowledge and other domains in determining the instructional decision making and behavior of teachers in the classroom. In this case, the belief relates to pedagogical beliefs or other belief relevant to an individual's teaching (Borg, 2001). The belief *per se* refers to "a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted true by the individual, and is therefore imbued with emotive commitment" (Borg, 2001, p.186). In addition, this belief of teachers about instructional activities is critical impetus for success or failure of students' attempts to succeed in target language (Rifkin, 2000).

Beside the belief domain, knowledge is also has relationship with teaching practice (Cochran-Smith & Lytle, 1999). In other words, knowledge is also able to drive teachers' teaching practices. In this case, the knowledge refers to teachers' content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge; how to teach, knowledge of learners and their characteristics, knowledge of educational contexts, and knowledge of educational ends, implications, virtues and their philosophical and historical grounds (Shulman, 1978 as cited in Reagan and Osborn, 2002). Besides, teacher thinking deals with personal language teacher's ideas or opinions about instructional activities and institutional cultures. This delimitation is derived from the view of Maureen Pope (1993) as cited by Carlgren, Handal, and Vaage (1994) which echo that there are two of hard-core assumptions in teacher thinking research: the real world situation, of which it can be in the form of institutional cultures and plan of teaching or instructional activities.

YouTube Vlog

YouTube Vlog has lately received great momentums in present millennia of social media technology use. YouTube Vlog has three categories which are Web blogs, video blogs, or video logs and of these are a part of YouTube media (Christian, 2009) and considered a social media platform (DeWitt et al., 2013). Under the video strand, there is a person who called YouTuber (Bugges and Green, 2009a, p.96 as cited in Jerslev, 2016) who operates YouTube Vlog. She/he can express himself and connect with other people through sharing and commenting his/her and other people's daily activities in the form of video (Kennedy, 2016). Hence, YouTube Vlog is avenues to form digital communities and sharing real life activities and thoughts from people all around the world. Likewise, YouTube Vlog is a catalyst for reflections of real people or personality (Christian, 2009). Importantly, it is a potential media of teaching and learning instructions (DeWitt et al, 2013).

Although there are significant benefits of YouTube Vlog both in social and education enterprises, there is still a very limited research protocol take into account these benefits. Numbers of study only shed light on the use of YouTube in general in ELT. For examples, Almurashi (2016) studied about a multimodal text found in the YouTube videos explored in terms of its use as supplementary materials of teaching English in the classroom in Taibah University in Alula, Saudir Arabia. The study revealed that YouTube is catalyst to help learners understand English lesson and improve learners' performances of English. Furthermore, Alwehaibi (2015) scrutinized YouTube technology in terms of its impact on developing EFL students' content learning. The study showed that YouTube could increase students' outcomes of content learning. In other words, the YouTube enhance students' process of learning. Likewise, the study revealed that students increased students' motivation. The last, Watkins & Wilkins (2011) explored the use of YouTube in EFL classroom. The study reported that YouTube had plethora benefits. First, YouTube could develop students' conversation, listening, and pronunciation skills. Second, it can be an avenue to teach culture, to expose students to World Englishes, and to develop students' vocabularies. Third, it could structure the reading and writing activities. In short, these

emerging studies only revealed the general knowledge and significant benefits of YouTube in language learning and teaching. Unfortunately, they have not discussed the role of YouTube Vlog integration in ELT and its underlying assumptions why English teachers should integrate that YouTube Vlog in teaching practices. Therefore, there has been limited scientific knowledge on the cognition of EFL teachers in the use of YouTube Vlog in English language teaching.

Research Questions

Based on the above theoretical discussions, this study is to conduct a fairly novel research by exploring EFL teachers' cognition in the use of YouTube Vlog in English language teaching. Two research questions are formulated as follows:

1. How is YouTube Vlog used by EFL teachers in teaching English?
2. What cognitions do EFL teachers hold in the use of YouTube Vlog in teaching English?

Methodology of Research

Participants

Two EFL teachers in Yogyakarta, Indonesia were the participants in this study. Each of them came from different schools' level: one was an experience female elementary English teacher and the other was male English teachers from senior high school levels. These EFL teachers were selected based on the following criteria: (1) they had at least two years experiences in teaching English, (2) they had already used YouTube Vlog to teach English in their classroom, and (3) they agreed contribute to this study. In the end, these teachers were subsequently named as T1 and T2 (T1 was a female elementary English teacher and T2 was male secondary school teacher).

Data Collection Technique and Instrument

An open-ended questionnaire was administrated to the participants to reveal information about participants' personal and teaching information as well as instructional English teaching practices of YouTube Vlog and its underlying cognition. The questionnaire had

three facets of questions. The first part asked participants' backgrounds encompassing age, sex, and highest academic qualification. The second one was about participants' teaching information in school: teaching experiences and levels of students the participants' teaching. The third one was the instructional teaching practices of YouTube application in ELT and of their underlying cognition. This last part consisted of two questions as follows:

(1) could you please explain your English language teaching activities using YouTube Vlog in your classroom? and (2) the reason(s) why do you teach using YouTube Vlog?.

Baseline data was also used to get clear visualization of teaching practice and reveals the beliefs of teachers as embodied from the sketch of drawing. This data collection technique was used based on Borg, Birello, Civera, & Zanatta's view (2014) which state that drawing is an innovative strategy to elicit beliefs of teachers and understand clear embodiment of inexplicable teaching practice. Hence, in this study, baseline data was administrated right after the participants fill the open-ended questionnaire form. The participants were instructed to draw their teaching learning activity which used YouTube Vlog as a learning media and they were given a time as many as 24 hours to doing so. The results of baseline data are in Appendix 1 and 2.

Stimulated recall interview was also administrated to participants based on the results of participants' drawings on the use of YouTube Vlog in teaching English. This interview was to elicit more information about the meanings and key procedures of teaching English using YouTube Vlog as reflected in participants' drawing. This interview was lasted in about 10 minutes to each of the participants using face to face mode. The researcher asked permission to the participants in this study to record all conversations during the interview. Besides, the researcher also took notes important points during the processes of stimulated recall interview. For the sample probes of stimulated recall interview questions were as follows:

1. *Could you tell me what is going on in the picture?*
2. *Why did you teach that learning materials or topics using YouTube Vlog?*
3. *Did you think your students would react differently if you did not use YouTube Vlog?*
4. *Did you think that kind of teaching using YouTube Vlog was more student-centered or teacher-centered?*
5. *What were the challenges you faced in implementing that YouTube Vlog in your teaching?*

Data Analysis

In this study, data were analyzed interpretively and thematically based on a number of categorization areas: EFL teachers' YouTube Vlog English teaching practices, EFL teachers' beliefs, EFL teachers' thinking, and EFL teachers' knowledge. Coding was also used to label those categorization areas: TP (teaching practices of YouTube Vlog), TB (teachers' belief), TT (teachers' thinking), and TK (teachers' knowledge).

Results of Research

How is YouTube Vlog used by English teachers in teaching English?

The results of open-ended questionnaire, baseline data, and stimulated recalled interview revealed that EFL teachers used YouTube Vlog to teach English vocabulary, expressions, and genre-based text.

Teaching English Vocabulary Using YouTube Vlog

T1 used YouTube Vlog to teach Basic English daily vocabularies to her elementary students. She started a class by exploring background knowledge of her students. She asked "What do you do in the morning before going to school?" (T1.TP1) and the students responded the question differently. Afterwards, she showed a YouTube Vlog video of a native English elementary student's routine before getting to school entitled "Emily goes to school". The students were asked to watch the video and she prepared a comprehension question about the video. The students were asked about "what does Emily do before going to school?" (T1.TP2) and the students responded: eating, brushing teeth, and so on.

Finally, T1 asked volunteers from the students to tell their morning daily routine before going to school.

Teaching Genre-based Text Using YouTube Vlog

T2 used YouTube Vlog to teach procedure text to his senior high school students. He explained about the guidelines of the task to the students. The students were asked to write a text in a group about “how to make or do something”, a procedure of doing something. Afterwards, T2 asked the students to submit the text to check the language use and content of the procedure texts. The next was that T2 asked the students to make a video and upload the video to the students’ YouTube personal account. Then, the students were asked to send an e-mail containing the link of the YouTube video to T2 so that T2 could watch the video and make final assessment about the procedure text assignment.

What cognitions do EFL teachers hold in the use of YouTube Vlog in teaching English?

The results of open-ended questionnaire, baseline data, and stimulated recalled interview showed that EFL teachers perceived the use of YouTube Vlog in ELT based on their beliefs about the implications of YouTube Vlog in their teaching, knowledge about how to teach the English language using YouTube Vlog and students’ characteristics and learning style, and thinking about YouTube Vlog’ nature of instruction.

Beliefs about YouTube Vlog Integration in ELT

The participants believed that the use of YouTube Vlog gave significant benefits or implications in their teaching activities. First, for beginner EFL learners, T1 believed that YouTube Vlog was a mean of learning basic English vocabularies from native English YouTubers. Second, T2 believed that YouTube Vlog was a good medium to teach procedure text because YouTube Vlog was sort of video that eased the visualization of procedure text. These teachers said:

"I am sure using YouTube video Vlog pupils can understand the vocabularies in a real life, especially for beginners" (T1. TB1)

"I am sure students can demonstrate and visualize their thoughts about how to do something or procedure if they make video and upload it in their own Vlog in YouTube " (T2. TB1)

Knowledge about How to Teach the Language Using YouTube Vlog and Students' Characteristics and Learning Styles

The participants exhibited similar knowledge aspects in the use of YouTube Vlog in teaching English. These aspects related to knowledge about how to teach the language using YouTube Vlog and students' characteristics and learning style. First, the participants knew the content of YouTube Vlog which had lots of real life videos of native English speakers. Therefore, the participants used the YouTube Vlog in order to be able to teach, explain, and demonstrate real examples of English language vocabularies and procedure text to the students. The participants said:

"YouTube is a video of daily life, so I can teach Daily English vocabularies for my elementary students and this the learning topic is also in the curriculum" (T1. TKc)

"The picture is my teaching illustration. I chose procedure text to integrate with YouTube Vlog because YouTube Vlog is mainstream audio visual media so I can teach procedure text using YouTube Vlog, I can ask them to make video on how to make something and upload it in the YouTube Vlog" (T2. TKc)

The participants also revealed that they used YouTube Vlog due to the considerations of their students' characteristics. T1 knew that her elementary students were so active and uncontrollable. Therefore, she used interactive YouTube Vlog to control the students so that the students could pay attention to the subject and her explanations. Furthermore, T3 integrated YouTube Vlog in his teaching due to his knowledge about his students' level of language proficiency. These participants said:

“elementary students like video, something colorful, so I taught daily English vocabularies using YouTube Vlog to get their attention” (T1.TKs)

“I use YouTube Vlog because it is suitable for my intermediate level students, they have already had good knowledge and skills in English so they can do my assignment” (T2.TKs)

The participants further showed that their use of YouTube Vlog in teaching English was driven by their knowledge on students’ learning style. The participants know that their students’ learning style was more on audio visual and therefore they use YouTube in their teaching.

“Yes, the students will react differently, because I know most of my students are audio visual learners, again they like something moving, colorful” (T1.TTs)

“Yes, they prefer teaching using interactive visual and audio, more on interactive video than traditional way, explaining only” (T2.TTs)

Thinking about YouTube Vlog Instruction

Teachers’ thinking about the nature of learning instruction was the driver of the participants to use YouTube Vlog in their teaching. The participants also thought the nature of learning using YouTube Vlog would make students more engage and active in the discussions because they thought that the learning using YouTube Vlog was more student-centered. At the same time, the participants thought that the nature of student-centered learning could optimize their role as facilitator. They said:

“I think YouTube Vlog was more student-centered so I can optimize my role as a facilitator, after I show YouTube Vlog video, my students watch and discussed in peers about the video, I just give feedback on their answers about the video” (T1.TTi)

“I think it is more student centered because students write their own script, edit the video, upload the video, and so on, I just facilitator. I just monitor and check the content and language use in the script” (T2.TTi)

Discussion

The overarching goal of this study is to devise the cognition of EFL teachers in the use of YouTube Vlog in teaching English. The finding demonstrates that EFL teachers use YouTube Vlog to teach English vocabularies and expressions as well as genre-based text in the classroom. Importantly, the finding shows that these decisions of EFL teachers to integrate YouTube Vlog in various English instructions are shaped or affected by the teachers' beliefs, thinking, and knowledge.

EFL teachers utilize YouTube Vlog in instructional activities because of their beliefs on the implications of YouTube Vlogs in language learning and teaching. They believe that YouTube Vlog provides prolific authentic and contextual examples of English language use. In their beliefs, this is essential for their students to learn English expressions and vocabularies and to make procedure text video. This belief finding on the potential uses of YouTube Vlog expound the claim of DeWitt et al (2013) which states that YouTube Vlog is potential media of teaching and learning activities.

Furthermore, the finding reveals that the decisions of EFL teachers to integrate YouTube Vlog are determined by the teachers' pedagogical content knowledge and knowledge of students' characteristics and learning style. First, EFL teachers use YouTube Vlog in teaching because of their pedagogical content knowledge. In that sense, the teachers know that the integration of YouTube Vlog in their teaching is an avenue for the teachers to help the students achieve the constructed learning objectives in the lesson plan and curriculum. Meaning, the teachers know that the best way of teaching for their students to acquire and learn basic authentic English vocabularies and expressions and genre-based text is using YouTube Vlog. This finding is on a par with Reagan and Osborn's view that pedagogical content knowledge of teachers refers to the teachers' knowledge on how to teach, that is, "how particular aspect features of the target language are most likely to be acquired by learners (2002, p.20).

Second, EFL teachers also use YouTube Vlog in their teaching due to their knowledge on the students' characteristics and learning styles. They know that their students' characteristics are too active and uncontrollable. Therefore, the use of YouTube Vlog in their teaching is to attract the students' attention so that the learning activities and discussions can be more alive and manageable. Furthermore, one of the teachers also states that he uses YouTube Vlog because he knows the language proficiency of the students. Meaning, he knows that the students have already had subsequent knowledge and skills in English so that the students can pass the assignment, they can make a good demonstration video about procedure text and uploaded it in the YouTube Vlog.

Furthermore, the finding also demonstrates that YouTube Vlog integration in teaching practices is affected by the teachers' knowledge on students' learning style. The teachers know that YouTube Vlog is an interactive audio visual media. They also know that the learning style of their students is more on audio visual and therefore they use YouTube Vlog in their teaching. In a nutshell, the above knowledge finding on students' characteristics and learning style confirms the claim of Reagan and Osborn that language teachers' knowledge on learners and their characteristics deals with "a detailed and in-depth knowledge of learners, learning and teaching styles, and barriers to learning" (2002, p. 20).

The last finding reveals that the decision of the teachers to use YouTube Vlog is shaped by teachers' personal opinions about instructional activities (Maureen Pope, 1993 as cited by Carlgren, Handal, and Vaage, 1994). In this case, the teachers think that the YouTube Vlog is more student-centered. Therefore, the teachers can make the student be more engage and active in classroom discussions. Importantly, the teachers think that they can emphasize more their role to be a facilitator than a conductor of learning in this nature of student-centered learning.

Thus, in a nutshell, the highlight of the finding is that this finding is consistent with emerging theoretical and empirical evidences showing that the mental constructs or cognitions of teachers shape the instructional choices of teachers in the classroom (Borg, 2015; Borg, 2003; Foss & Kleinsasser, 1996; Öztürk & Gürbüz, 2017; and Xiaohui & Li, 2011). This study reveals that the practices of EFL teachers to use YouTube in teaching English vocabularies and expressions and genre-based text are shaped or controlled by the mental constructs of the teachers, beliefs towards YouTube implication in teaching and learning activities, pedagogical content knowledge and knowledge of students' characteristics and learning style, thinking on the nature of YouTube instructional activities.

In addition, the findings suggest that teacher knowledge is the dominant factor than belief and thinking to engender the decisions of EFL teachers to use YouTube Vlog in teaching practices. Although the previous study of Richards, Gallo, & Renandya (2001) conflicts with the findings of this study, the results of open-ended questionnaire, baseline data, and stimulated recall interview provide compelling evidences that the knowledge of the teachers on how to teach language and on students' characteristics and learning styles predominates the teachers' belief on the learning implication of YouTube Vlog and thinking on the nature of learning using YouTube Vlog. In that sense, the data indicate that teacher knowledge is the most influential domain to affect the decisions of language teachers to use YouTube Vlog in teaching English.

In short, the data extend our knowledge that pedagogical perspective of learning media, how to integrate the learning media with the subject matter in teaching, and the compliance of learning media with students' characteristics and learning styles are the dominant factors propelling the instructional choices of teachers to use learning media in teaching practices. Likewise, the data provides valuable insights on the uses of YouTube Vlog and its underlying assumptions in ELT while other emerging studies have only been

taking shape language learning and teaching implications of YouTube in general (see Almurashi, 2016; Alwehaibi, 2015; and Watkins & Wilkins, 2011).

Conclusions

The major finding of this study contributes to the field of teacher cognition and social media integrated learning is that the decision makings of EFL teachers to use YouTube Vlog in teaching English vocabularies and expressions and genre-based text in the classroom are affected by the mental lives of the EFL teachers. These are the beliefs towards the implication of YouTube Vlog in language learning and teaching, the pedagogical content knowledge and the knowledge of students' characteristics and learning style, and the thinking towards the nature of learning using YouTube Vlog. In addition, this study sheds light new knowledge on present teacher cognition and social media integrated learning research that pedagogical perspective of social media use, how to integrate the social media with the subject matter of language learning, and the compliance of social media with students' characteristics and learning styles are two dominant factors propelling the instructional choices of language teachers to use social media in their teaching practices.

Acknowledgements

The researcher would like to express our sincere gratitude to the participants who are so proactive to involve in every phase of data collection techniques in this study. Likewise, the researcher expresses special thanks to *Lembaga Pengelola Dana Pendidikan (LPDP)*, Indonesia Endowment Fund for Education, which gives him a full master scholarship so that he can pursue master degree in Applied Linguistics Study Program of Yogyakarta State University, Indonesia and conduct this study.

References

Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula.

International Journal of English Language and Linguistics Research, 4(3), 32–47. Retrieved from <http://www.eajournals.org/wp-content/uploads/The-Effective-Use-of-Youtube-Videos-for-Teaching-English-Language-in-Classrooms-as-Supplementary-Material-at-Taibah-University-in-Alula.pdf>

- Alwehaibi, H. O. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching and Learning*, 12(2), 121–126.
- Birello, M. (2012). Teacher Cognition and Language Teacher Education: beliefs and practice. A conversation with Simon Borg. *Bellaterra Journal of Teaching & Learning*, 5(2), 88-94.
- Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186-188. <https://doi.org/10.1093/elt/55.2.186>
- Borg, S. (2001). Self-perception and practice in teaching grammar. *ELT Journal*, 55(1), 21-29. <http://dx.doi.org/10.1093/elt/55.1.21>
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109. <https://doi.org/10.1017/S0261444803001903>
- Borg, S. (2015). *Teacher cognition and language education: Research and Practice*. London & Now York: Bloomsbury Academic.
- Borg, S., Birello, M., Civera, I., & Zanatta, T. (2014). *The impact of teacher education on pre-service primary English language teachers* (British Council 2014/E142). *ELT Research Papers* 14.03. London.
- Burri, M. (2015). Student teachers' cognition about L2 pronunciation Instruction: A case study. *Australian Journal of Teacher Education*, 40(10), 66-87.
- Carlgren, I., Handal, G., & Vaage, S. (1994). Introduction. In I. Carlgren, G. Handal, & S. Vagee (Eds.), *Teachers' Minds and Actions: Research on Teachers' Thinking and Practice*, (pp. 1-6). London, UK and Bristol, USA: The Falmer Press.
- Christian, A. J. (2009). Real vlogs: The rules and meanings of online personal videos. *First Monday*, 14(11), 1–18. Retrieved from <http://journals.uic.edu/ojs/index.php/fm/rt/prtnerFriendly/2699/2353>

- Cochran-Smith, M., & Lytle, S. L. (1999). Relationship of knowledge and practice: teacher learning in communities. *Review of Research in Education, 24*, 249-305. Retrieved from <http://www.jstor.org/stable/1167272>
- DeWitt, D., Alias, N., Siraj, S., Yaakub, M. Y., Ayob, J., & Ishak, R. (2013). The potential of YouTube for teaching and learning in the performing arts. *Procedia - Social and Behavioral Sciences, 103*, 1118-1126. <https://doi.org/10.1016/j.sbspro.2013.10.439>
- Foss, D. H., & Kleinsasser, R. C. (1996). Preservice elementary teachers' views of pedagogical and mathematical content knowledge. *Teaching and Teacher Education, 12*(4), 429-442.
- Golombek, P. R. (2015). Redrawing the Boundaries of Language Teacher Cognition: Language Teacher Educators' Emotion, Cognition, and Activity. *Modern Language Journal, 99*(3), 470-484. <https://doi.org/10.1111/modl.12236>
- Hong, N. C. (2012). Teacher cognition and grammar teaching approaches. *Southeast Asia: A Multidisciplinary Journal, 12*, 17-31.
- Jerslev, A. (2016). In the time of the microcelebrity: Celebrification and the YouTuber Zoella. *International Journal of Communication, 10*, 5233-5251.
- Kennedy, U. (2016). Exploring YouTube as a transformative tool in the "The Power of MAKEUP!" movement. *M/C Journal, 19*(4). Retrieved from <http://journal.media-culture.org.au/index.php/mcjournal/article/view/1127>
- Moradan, A. & Pourasadollah, R. (2014). Teachers' thinking about their teaching: A critical study on Iranian TEFL teachers. *Procedia- Social and Behavioral Sciences, 98*, 1194-1203.
- Nishimuro, M. & Borg, S. (2013). Teacher cognition and grammar teaching in a Japanese high school. *The Japan Association of Language Teaching (JALT), 35*(1), 29-50.
- Öztürk, G., & Gürbüz, N. (2017). Re-defining language teacher cognition through a data-driven model: The case of three EFL teachers. *Cogent Education, 4*, 1-20. <https://doi.org/10.1080/2331186X.2017.1290333>
- Öztürk, M., & Yildirim, A. (2016). English as a foreign language instructors' cognitions on language learning processes and factors affecting those cognitions. *Education and Science, 40*(182), 171-192. <https://doi.org/10.15390/EB.2015.4776>

- Richards, J. C., Gallo, P. B., & Reynandya, W. A. (2001). Exploring teachers' beliefs and the processes of change. *PAC Journal*, 1(1), 41-58. Retrieved from <http://aaboori.mshdiau.ac.ir/FavouriteSubjects/exploring-teacher-change.pdf>
- Reagan, T. G., & Osborn, T. A. (2002). *The foreign language educator in Society: Toward a critical pedagogy*. Mahwah: Lawrence Erlbaum Associates, Inc.
- Rifkin, B. (2000). Revisiting beliefs about foreign language learning. *Foreign Language Annals*, 33(4), 394-408. <http://dx.doi.org/10.1111/j.1944-9720.2000.tb00621.x>
- Song, S. Y. (2015). Teachers' beliefs about language learning and teaching. In M. Bigelow & J. Ennser-kananen (Eds.), *The Routledge Handbook of Educational Linguistics* (pp. 263-275). New York and Oxon: Routledge.
- Walberg, H.J. (1977). Decision and perception: New constructs for research on teacher effects. *Cambridge Journal of Education*, 7(1), 33-39.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in EFL classroom. *Language Education in Asia*, 2(1), 113-119. http://dx.doi.org/10.5746/LEiA/11/V2/I1/A09/Watkins_Wilkins
- Won, E.-S., & Lee, J.-B. (2013). A survey on the cognition of the teacher for continuity of elementary and secondary English education in South Korea. *Procedia - Social and Behavioral Sciences*, 106, 259-263. <https://doi.org/10.1016/j.sbspro.2013.12.030>
- Xiaohui, H., & Li, S. (2011). Teacher Cognition of Intercultural Communicative Competence in the Chinese ELT Context. *Intercultural Communication Studies*, 20(1), 175-19
- Yunus, M. Md., Salehi, H., & Amini, M. (2016). EFL teachers' cognition of teaching English pronunciation techniques: A mix-method approach. *English Language Teaching*, 9(2), 20-42.

Appendices

1. Baseline Data of T1 in the Use of YouTube Vlog in ELT



2. Baseline Data of T2 in the Use of YouTube Vlog in ELT

