A Study on YouTube Channels of Foreign Languages Teaching Foundation

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This study was conducted to examine the YouTube channels of Yunus Emre Institute, British Council, Institut Français, Instituto Cervantes, Confucius Institute and Goethe Institut foundations having channels on YouTube, one of the largest video sharing platforms of the world. The channels in this study, were examined through the qualitative research method in terms of the upload date, the numbers of subscribers, the numbers of videos, the videos' grouping status, the number of video views, and the features of the most watched videos. As a result of the study, it appears that Yunus Emre Institute created its YouTube channel in 2014, British Council in 2010, Institut Français in 2017, Instituto Cervantes in 2017, Confucius Institute (U.S.) in 2017 and Goethe Institute in 2007. Yunus Emre Institute, one of the channels on YouTube, has more than 64400 subscribers, British Council has 542000, Institut Français has 3650, Instituto Cervantes has 69100, Confucius Institute has 801, and Goethe Institute has 301000. It is found that Yunus Emre Institute has 925, British Council has 134, Institut Français has 463, Instituto Cervantes has 1115, Confucius Institute has 82, and Goethe Institute has 1152 videos on YouTube. It has been determined that YouTube channels belonging to institutions established to teach the world's most spoken languages were created adopting similar paradigms and after the year 2007.

Introduction

Foreign language teaching is developing rapidly thanks to communication and interaction on a global scale; it affects the lives of very large masses in varying dimensions through the opportunities provided by technological advances. Particularly, associated with the widespread use of the Internet and the decrease in access costs, people have become able to communicate easily not only with their immediate environment, but also with different countries and nations. Undoubtedly, the communication process is to show differentness according to the qualifications of individuals such as age, occupation, field of interest and education. Associated with these communication activities are mostly continued according to individual preferences and needs, being able to speak a common language emerges as a necessity for communication to be established outside of the mother tongue. In particular,

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such communications for commercial, political or educational purposes require competent use of a foreign language, and in some cases, knowing more than one foreign language may not be an option.

Nowadays, foreign language teaching has developed, expanded and become a necessity in a way that cannot be compared with the past. Likewise, people go abroad for many different reasons from tourism to work, from commercial activities to education, and they have to communicate with foreigners. It is important to know a foreign language/s, not only to go abroad or to communicate with foreigners, but also to better read the world, evaluate developments, conduct scientific studies, and share all kinds of things. The attitudes of individuals towards foreign language also support this situation (Akalın & Zengin, 2007).

Today, individuals want to spend their time more productively or entertainingly, and particularly the result of the rearrangement of non-formal education environments and activities has emerged. It is clear that language teaching cannot be done with a completely traditional method and understanding without making use of the opportunities offered by technology. It is important to develop methods and tools suitable for the orientation and habits of individuals, to use these tools in the most efficient way and to reach wider masses (Çangal, 2020). It will not only help individuals learn language but will also guide the arrenge of all stages of the teaching process in which preparing and developing digital content suitable for the purpose and presenting it to the target audience. It is important that it is prepared by competent people in terms of efficiency and reaching the determined targets by taking the opinions of field experts, students, and language teachers of these resources. The fact that digital resources are seen by students as works that should be used as a support for teaching rather than as an entertainment tool depends on the studies to be done (Bozavli, 2017).

One of the important dimensions of foreign language teaching is to provide motivation (Acat & Demiral, 2002). The fact that each individual has different wishes and expectations, naturally it diversifies the sources of motivation. Undoubtedly, it is not possible to carry activities that will motivate each individual separately to a class or lesson. However, the preparation of many digital resources that will facilitate and support students' language learning outside the classroom and based on individual differences will carry foreign language teaching to a different dimension. These resources, which are not bound by time and place limits, make significant contributions to the success of foreign language learners, increase their motivation levels, and enable individual learning with their rich content and presentation of the subjects in different ways (Göker & İnce, 2019).

Foreign language teaching, as an important part of formal and non-formal education, expands its existence day by day and changes in accordance with changing conditions. Digital environments have been arranged in accordance with this expansion of foreign language teaching, and in this direction, many web pages have been created. Digital environments have a function that allows the student to follow the examples and sharings of daily life and show how and in what situations they can use what they have learned. Besides, information, visual and audio files can be shared through user groups established in these environments (Maden & Maden, 2019). YouTube is one of the internet resources where foreign language teaching is realised intensively. This platform, which has many channels for the teaching of Turkish and other languages as a foreign language, enables language learners to easily access the relevant content told by different instructors. Presenting the same subject in different ways by different people is an important element that increases the usefulness and use of the resource in question. It is important that reaching loads of content in tens of channels only for Turkish, in

terms of showing how important YouTube has reached in foreign language teaching (Aytan & Ayhan, 2018). However, it is not possible to say that all the contents are prepared by field experts and that they are educationally appropriate. This situation is not only valid for Turkish, but it is seen that young individuals prepare content in many languages in order to introduce their language and culture to foreigners. Having no expertise or knowledge in this field; it is not possible to expect these people, who are assumed to act with curiosity, interest or the thought of helping others, to prepare content with the desired qualities by being controlled. They are just as difficult to stop or prevent. The presentation of content prepared by field experts through channels with corporate identity will increase the quality of language teaching by reducing the impact of negative and inappropriate resources.

When the domestic and international literature on the use of digital media in language teaching is examined, it can be seen that various studies have been done. It is among of these, web pages (Özdemir, 2017), blogs (Türker & Genç, 2018), advertisements (Altundağ, 2018; Maden & Önal, 2019), social media (Bozavlı, 2017; Opuş & Karakuş Tayşi, 2022), web 2.0 tools (Yaşar Sağlık & Yıldız, 2021) there are studies on its use in language teaching. There are also studies that provide information about digital environments from a holistic perspective (Aytan & Ayhan, 2018). On the other hand, there are also studies examining platforms such as YouTube that allow direct video sharing (Alhamami, 2013; Dizon, 2022; Guihua & Guoxiang, 2022; Liu & Luo, 2022; Ogirima, Tolulope & Temitope, 2021; Srinivasacharlu, 2020; Wang & Chen., 2020). However, it has been observed that there is no research that evaluates the contents of YouTube channels, which are used in the teaching of different languages in integrity. In this study, it is aimed to deal with YouTube channels, which have corporate identity and offer content for teaching different languages, according to various variables. Accordingly, Yunus Emre Institute, British Council, Institut Français, Instituto Cervantes, Chine Institute and Goethe Institute YouTube pages were examined. The reason for choosing these institutes is that they are among the most used languages in the world, as well as being one of the most learned languages. Depending on the purpose of the research, answers were sought for the following questions:

(1) What are the creation dates of YouTube channels for language teaching?
(2) What is the number of followers of YouTube channels for language teaching?
(3) How much video content is available on YouTube channels for language teaching?
(4) How are the videos on YouTube channels for language teaching grouped?
(5) What is the rate of watching/viewing videos on YouTube channels for language teaching?
(6) What is the subject of the most watched videos on YouTube channels for language teaching?

Method

Research design

Qualitative research method was preferred in the study. This study was conducted according to document analysis, one of the qualitative research models. In this model, the data are read one by one, classified into codes and categories, so research results are presented (Merriam, 1998, p. 58). According to Yıldırım & Şimşek (2006, p. 187) document review "Covers informative analyses of materials about facts and events aimed to be researched. Documents are important information sources that should be used effectively in qualitative studies and it is closely related to the problem of which documents are important." Also,

document review is a research method that can be defined as collecting various documents as the primary source of the data, reviewing, questioning, and analyzing them (Sak et al., 2021). Accordingly, in the research, the YouTube channels that create contents for teaching the languages learnt and spoken most all around the world are determined, and they are analyzed as to various variables.

Data Source

The data source of the research includes YouTube channels that offer language teaching content around the world. While it is determining the data source, YouTube channels with corporate identity and content for teaching different languages are taken as the basis. It has been selected that YouTube channels for the most used and most learned languages in the world. In this direction, YouTube channels of Yunus Emre Institute (Turkish), British Council (English), Institut Français (French), Instituto Cervantes (Spanish), Confucius Institute (Chinese) and Goethe Institute (German) created the data source of the research. The introductory information about the YouTube channels for language teaching in the data source of the research is as follows:

Yunus Emre Institute

It started its activities under the name of Yunus Emre Institute in 2009 as an affiliated organization of Yunus Emre Foundation, which was established in 2007 to introduce Turkish language, culture, art and history. It is an official institution that teaches Turkish with 63 centers in 46 countries (https://www.yee.org.tr/).

British Council

It was established in 1934 and started its activities abroad in 1938. It is stated that the institution with more than 200 centers is institutionally located in more than 100 countries. (https://www.britishcouncil.org/).

Institut Français

The institution, which was founded in 1907 and started its activities abroad in 2010, has headquarters in 98 countries and teaches French in 138 centers. It also cooperates with Alliances françaises, which has 850 branches in 134 countries. (https://www.institutfrancais.com/fr)

Instituto Cervantes

It was established in 1991 to teach Spanish and to carry out studies in the field of language and culture and operates in 88 centers in 45 countries (https://www.cervantes.es/default.htm).

Conficius Institute

It was established in 2004 and conducted cultural and artistic activities to introduce Chinese culture and teach Chinese. It operates with more than 530 institutions in 153 countries. (https://ci.cn/#/Home).

Goethe Institute

It was established in 1951 to conduct studies in the field of language and culture and operates in 158 centers in 98 countries, it continues to teach German to hundreds of thousands of students, collaborating with many institutions (https://www.goethe.de/en/uun.html). The number of establishments, countries and centers of institutions that own YouTube channels for language teaching in the data source are shown in Table 1:

Table 1. The Establishment Date and Number of Centers of The Institutions Discussed in The Research

Institution	Date of establishment	Number of countries in which it is located	Number of centers
Yunus Emre Institute	2009	46	63
British Council	1934	100+	200+
Institut Français	1907	98	138
Instituto Cervantes	1991	45	88
Conficius Institute	2004	153	530+
Goethe Institut	1951	98	158

As can be seen in Table 1, Yunus Emre Institute was established in 2009 and has 63 centers in 46 countries; The British Council was established in 1934 and is located in more than 200 centers in more than 100 countries; Institut Français was established in 1907 and has 138 centers in 98 countries; Instituto Cervantes was established in 1991 and has 88 centers in 45 countries; Conficius Institute was established in 2004 and has more than 530 centers in 153 countries; The Goethe Institut was founded in 1951 and continues its activities in 158 centers in 98 countries.

When evaluated in terms of establishment dates, the oldest is the Institut Français, which has been teaching languages since 1907, while the newest is Yunus Emre Institute, which was established in 2009. Among the institutions, Conficius Institute is the most active in 153 countries, while the least one is Instituto Cervantes with 45 countries. In terms of the number of centers, Conficius Institute is the institution with the highest number of centers with more than 530, while it is Yunus Emre Institute with the least 63 centers. Chinese, which ranks first in the world in terms of the number of native speakers, is also in the first place in terms of the number of centers in teaching as a foreign language; While it can be seen that English, which ranks first in the world in terms of the number of speakers, follows Chinese in terms of the number of countries and centers in teaching as a foreign language, it is seen that German, which is far behind as a mother tongue or in terms of the number of speakers, is at an important point both in terms of the number of countries and centers.

The Limitations

This research is limited to examining from certain aspects the YouTube channels of the institutions named Yunus Emre Institute, British Council, Institut Français, Instituto Cervantes, Confucius Institute and Goethe Institut. Data collection was limited to the date of this research, considering that the contents of the YouTube channels in the data source may change after the date of the research.

Data Collection and Analysis

In the research, the process of data collection and analysis was carried out collectively. The data were collected by document analysis and analyzed by content analysis, one of the qualitative data analysis methods. In content analysis, it is essential to reveal the concepts and relationships related to the collected data. For this purpose, the data are classified under certain themes, organized in a way that the reader can understand, correlated, and interpreted (Yıldırım & Şimşek, 2006). In content analysis, data analysis takes place in three stages. First, the data is prepared, and then coding is done, and the coded data is divided into themes. Finally, the theme and the codes it contains are presented with tables and figures, giving the opportunity to re-examine. (Güler, Halıcıoğlu, & Taşgın, 2013). In line with these criteria, the YouTube channels included in the data source were scanned by researchers and categorized according to the following features:

- Date of creation
- Follower counts
- Number of video content
- Grouping status of videos
- Number of views of videos
- Characteristics of the most watched videos

It was taken the opinion of the expert in the field of teaching Turkish to foreigners and an evaluation was made accordingly, together with researchers about grouping from categories created for YouTube channels and the characteristics of the most watched videos. The data obtained after these processes and separated into themes were subjected to frequency analysis in tables. Besides, the numerical values of the channels were also used.

Results

The findings of the research, in which YouTube channels, which offer content for the most spoken and taught languages in the world, are examined according to various variables, are given in tables below.

Findings related to the question "What are the creation dates of YouTube channels?" of the research

Table 2. Participation Dates to Youtube of the Institutions Discussed in the Research

Institution	Date Created
Yunus Emre Institute	2014
British Council	2010
Institut Français	2017
Instituto Cervantes	2017
Conficius İnstitute (U.S.)	2017
Goethe Institut	2007

As it can be seen in Table 2, Yunus Emre Institute created channels on YouTube in 2014, British Council 2010, Institut français 2017, Instituto Cervantes 2017, Conficius Institute (U.S.) 2017 and Goethe Institute 2007. While the presence of institutions on YouTube is generally close to each other, it is seen that the oldest channel was created by the Goethe Institute.

Findings related to the question "How are the followers of YouTube channels?" of the research

Table 3. Followers of Youtube Channels

Institution	Number of followers
Yunus Emre Institute	64.400+
British Council	542.000+
Institut Français	3650+
Instituto Cervantes	69.100+
Conficius İnstitute (U.S.)	801
Goethe Institut	301.000+

As it can be seen in Table 3, among the channels on YouTube, Yunus Emre Institute has over 64.400, British Council has over 542.000, Institut Français has over 3650, Instituto Cervantes has over 69.100, Goethe Institute has over 301.000, Conficius Institute (U.S.) has 801 followers. However, the fact that the centers of the institutions in different countries also have YouTube pages, besides, the fact that Conficius Institute's Chinese headquarters is not located on YouTube causes the data on the number of followers of the channels to be unclear.

Findings related to the question "How much video content is on YouTube channels?" of the research

Table 4. Number of Videos on Youtube Channels of Institutions

Institution	Number of published videos
Yunus Emre Institute	925
British Council	134
Institut Français	463
Instituto Cervantes	1115
Conficius İnstitute (U.S.)	82
Goethe Institut	1152

As it can be seen in Table 4, there are 925 videos on Yunus Emre Insttitute's YouTube channel, 134 videos on British Council's, 463 videos on Institut Français, 1115 videos on Instituto Cervantes, 82 videos on Conficius Institute (U.S.) and 1152 videos on Goethe Institut's channel. The most video content is in the Goethe Institut with 1152, and the least in Conficius Institute (U.S.). It is remark that, numerically, the British Council has fewer videos than the others.

Findings related to the question "How are the videos in YouTube channels grouped?" of the research

Table 5. Grouping Status of Videos on Youtube Channels of Institutions

Institution	Video groups
Yunus Emre Institute	37
British Council	17
Institut Français	20
Instituto Cervantes	123
Conficius İnstitute (U.S.)	8
Goethe Institut	81

As it can be seen in Table 5, it is divided into different groups of the videos 37 by Yunus Emre Institute's, 17 by British Council, 20 by Institut Français, 123 by Instituto Cervantes, 8 by Conficius Institute (U.S.), and 81 by Goethe Institut on Youtube Channel. It is seen that

there is a significant relationship between the number of videos and group diversity. In other words, as the number of video content increases, new areas are formed in grouping.

When we look at the video groups on the YouTube channel of Yunus Emre Institute, it is seen that there are different groupings with the same name, even if a certain criterion is used. It shows that more attention should be paid to this issue, in which the presentation of Yunus Emre Institute's promotional films, cultural and artistic activities in more than one group, even though it is not necessary. It is given by grouping contents that introduce Turkish and Turkish culture on very different subjects such as idioms, vocabulary learning, promotional films, daily life and used Turkish, Yunus Emre poems, Turkish summer school, cities, food culture. It has been determined that some of these videos also address those who do not speak or learn Turkish with English subtitles and voiceovers.

It is seen that the videos on the British Council's YouTube channel are grouped under titles such as the use of English in daily life, business English, English stories and animations for children, tips for exams, excepts from movies. It is understood that a certain integrity is taken into account in the grouping of the contents on this channel, but the films, how to improve English and more than one grouping for business English are made careless.

The videos on the YouTube channel of Institut Français are grouped as the introduction of the institution, its art and cultural activities, African studies, and interviews with students from different countries. It has been observed that the contents of the channel, which mainly includes conferences and cultural events, are grouped according to year and type of activity, subject integrity is secondary, information on teaching French is not included, and French and English subtitles are included from time to time.

It has been observed that the videos on the YouTube channel of Instituto Cervantes are grouped as the activities of the institution, conferences, cultural and artistic events, the place of Spanish in the world, the promotion of the institution, and the type of activities and participants are taken into consideration rather than the integrity of the subject in the groupings. The activities of the institution were highlighted rather than the content for teaching Spanish, and it was determined that the videos were not arranged carefully enough.

The videos on the YouTube channel of the Conficius Institute (U.S.) are grouped in the form of interviews with individuals who are actively working on the promotion of Chinese and Chinese culture, practical lessons on teaching modern Chinese, travel to China, and interviews on various topics. In the groupings, the type of the activity was taken into consideration rather than the integrity of the subject. It has been observed that English is used, apart from the videos in which Chinese teaching is done. Since the institution is a channel belonging to the American headquarters, it can be said that the contents are not organized for the promotion of Chinese, Chinese culture, and China.

The videos on the YouTube channel of Goethe Institut are grouped as cultural, educational and artistic activities organized by the institution, promotion of different centers, features of various architectural works, reasons for learning German, scientific interviews, life in Germany, corporate award ceremonies, and course experiences of students. In groupings, the year and the type of events are in the foreground, not the integrity of the subject. English subtitles, explanations and speeches are frequently included, and content that prioritizes social, cultural and daily life is included rather than content for direct German teaching.

Findings related to the question ''How is the rate of watching/viewing videos on YouTube channels?'' of the research

Table 6. View Status of Videos on Youtube Channels of Institutions

Institution	View status
Yunus Emre Institute	8.581.151
British Council	5.768.868
Institut Français	149.704
Instituto Cervantes	6.565.882
Conficius İnstitute (U.S.)	47.229
Goethe Institut	25.271.108

As it can be seen in Table 6, it has been viewed the videos on YouTube channel in which Yunus Emre Institute's were 8,581,151 times, British Council's 5,768,868 times, Institut Français' 149,704 times, Instituto Cervantes' 6,565.882 times, Conficius Institute (U.S.)'s 47,229 times and the Goethe Institut's 25,271,108 times. It is seen that the most views belong to Goethe Institut's YouTube channel and the least views belong to Conficius Institute (U.S.).

Findings related to the question "What is the feature of the most viewed videos on YouTube channels?" of the research

Table 7. Characteristics of Most Viewed Videos on Youtube Channels

Institution	Most-Viewed Video	
	Views	Feature of the video
Yunus Emre Institute	299.038	Introduction and Turkish Alphabet
British Council	574.189	Developing of Vocabulary
Institut Français	12.691	Interview - A2 Level
Instituto Cervantes	667.945	The Future of Spanish
Conficius İnstitute (U.S.)	23.753	China, USA, Africa Relations

As it can be seen in Table 7, the subject of the video, which has reached 299,038 views on the YouTube channel of Yunus Emre Institute, is meeting, and teaching the Turkish alphabet. British Council's 574,189 views on vocabulary building, Institut Français's 12,691 views A2-level conversation, Instituto Cervantes' 667,945 views Spanish language future, Conficius Institute (U.S.) 23,753 views China, USA and African relations and Goethe Institut's video, which has reached 4,292,903 views, deals with the topic of transportation in daily life.

Discussion and Conclusion

Foreign language teaching is changing in direct proportion to the development of communication tools. And it is increasing its sphere of influence day by day. New possibilities and methods are to emerge for both learners and instructors, with the diversification of communication technologies. Today, the possibilities offered by computer and internet technology have opened up new fields in both mother tongue and foreign language teaching. It is used many tools from web pages to video sharing sites and various mobile applications in this direction. In particular, it seem to be extremely efficient such tools in solving the time problem brought about by the busy work and education environment to a certain extent. Naturally, many institutions are making their presence in social media more effective and widespread day by day for purposes such as foreign language teaching, culture, and country promotion. In this research, it was evaluated that the channels of institutions teaching foreign languages on YouTube, one of the most common video sharing sites in the world. The results of the research are as follows:

They created a channel on YouTube that Yunus Emre Enstitüsü 2014, British Council 2010, Institut Français 2017, Instituto Cervantes 2017, Conficius Institute (U.S.) 2017 and Goethe Institute 2007. These results show that institutions have created YouTube channels in the near future. Especially after 2000, the widespread use of the internet due to the decrease in the cost of foreign language education institutions has also enabled them to be active in the virtual environment.

It has followers from channels on YouTube that over 64,400 of Yunus Emre Institute, over 542,000 of British Council, 3650 of Institut Français, 69,100 of Instituto Cervantes, over 301,000 of Goethe Institute and 801 of Conficius Institute (U.S.).However, it has also YouTube pages of the centers of institutions in different countries, as well as it prevents clearly demonstrating the data on the number of followers of the channels that Confucius Institute's Chinese headquarters are not located on YouTube. Besides, it can be easily seen in the mentioned language teaching platforms, in which reflections of the demand for the languages of countries such as England and Germany, which are active in economy and politics. It also shows itself in the number of followers of the channel on YouTube in which the existence of many applications and web pages for teaching English, which has become the common language of the world. However, it should be noted that the number of followers of Institute Français fall behind, it lags behind many non-institutional YouTube channels that support teaching French. Although it is clearly seen for French, this also applies to other institutions. Particularly, it directs this generation to follow channels that do not have an institutional nature, but where the content is presented in a more entertaining and interesting way, in which the scarcity of content that will attract the attention of young people and the way it is presented. According to Al-Jarf (2022), foreigners learning English have problems in verbal expression and verbal fluency. In the aforementioned research, it is suggested that YouTube channels are an effective tool in solving these problems and their use is recommended. Similarly, it can be stated that YouTube used as a tool in which supports vocabulary teaching, cultural interaction, and foreign language teaching (Alwehabi, 2015; Heriyanto, 2015; Sahayu, 2019; Kim & Kim, 2021).

It is be found videos on YouTube Channel in which 925 of the Yunus Emre Institute ,134 of British Council, 463 of Institut Français ,1115 of Instituto Cervantes ,82 of Confocius Institute (U.S.) and 82 of the Goethe Institut. The most video content is at the Goethe Institut with 1152 and the least video content is in Conficius Institute (U.S.).It is remarked that the British Council has fewer videos than the others, apart from the Confucius Institute. It can be said that other institutions offer a significant number of contents. According to research of Liu and Lio (2022), it directly affects learner satisfaction, as well as ease of use and benefit of the richness of content on YouTube channels. In this respect, it can be said that the number of video content in YouTube channels for language teaching is needed according to student interests and needs.

It has been presented by separating in different groups on YouTube Channel in which 37 videos of Yunus Emre Institute, 17 videos of British Council, 20 videos of Institut Français, 123 videos of Instituto Cervantes ,8 videos of Conficius Institute (U.S.), and 81 videos of Goethe Institut. It is seen that the number of videos on language teaching in the channels of these institutions and the grouping of the videos are directly proportional. Therefore, new groupings are encountered, as the number of videos increases. Users' easy finding of what they are looking for among large video contents is hindered because of the lack of grouping of the contents in appropriate formats. It should have a similar order on YouTube Channels in question, just as the content in the books appearing in a certain order. It remarkable that the

videos are not generally organized based on the integrity of the subject, in which the channels examined, and the activities are grouped according to the place, date or participants. In the study of Cihangir & Çoklar (2022), it was emphasized that content quality and order were important, in which they evaluated YouTube channels as an educational environment. Likewise, Lee (2015) and Terantino (2011) state that content richness will provide student satisfaction with the principle of usefulness.

It has been viewed the videos on YouTube channel in which Yunus Emre Institute's were 8,581,151 times, British Council's 5,768,868 times, Institut Français' 149,704 times, Instituto Cervantes' 6,565.882 times, Conficius Institute (U.S.)'s 47,229 times and the Goethe Institut's 25,271,108 times. It is seen that the most views belong to Goethe Institut's YouTube channel and the least views belong to Conficius Institute (U.S.). It can be said that the British Council's channel is viewed less than the others, considering the number of followers of these channels. In this respect, it is among the remarkable findings that other channels are displayed at similar rates. It is to support the research findings of Alhamami (2013) and Wang, Zhou & Li (2022), as a result of video viewing rates.

It is the introduction and teaching Turkish alphabet that the subject of the most watched video with 299,038 views on Yunus Emre Institute's YouTube channel. It has been state subjects, in which British Council's video with 574,189 views is vocabulary development, Institut Français' video with 12,691 views is an A2-level conversation, Instituto Cervantes' video with 667,945 views is the future of Spanish, Conficius Institute's video with 23,753 views is Chinese, USA and Africa relations and the Goethe Institut's video with 4,292,903 views is transportation in daily life.

Determining whether there existed a relationship between the creation of a channel on YouTube and the date of establishment of the language teaching institutions included in the data source of the research was not possible. On the contrary, it has been seen that they have created channels on the video sharing site, generally close to each other. It has been determined that only the channels of the Confucius Institute's centers established in countries apart from China, as well as the official institution channels on YouTube of institutions apart from Confucius Institute have channels of their centers in other countries, while the channels of the centers in other countries are also included.

As a result, it seems that YouTube channels belonging to institutions established to teach the world's most spoken languages were created close to each other and after 2007. Among these channels, it is come to the forefront in terms of the number of followers and videos that the British Council, in which teaches English and Goethe Institute, in which teaches German. It has been determined that the video contents on the language teaching YouTube channels are grouped irregularly and differently from each other. It is also among the results that the most interesting and viewed video contents on the examined YouTube channels are related to topics such as meeting, alphabet, vocabulary, future of the target language, country relations and transportation.

Suggestions

According to the results of the research, the following recommendations can be made:
Institutions that teach foreign languages not only teach languages, but also aim to introduce the language, culture, history, and civilization of their countries. It is clear that it is necessary and appropriate for institutions to carry out studies for this purpose, considering that language teaching cannot be separated from culture teaching.

It is among of these studies that digital environments and social media tools. YouTube channels that offer content for language teaching is to carry out many tasks such as language teaching, cultural transfer, and promotion. However, YouTube channels created to promote education, country and culture should not be turned into a random pile of information. It should be organized in a functional way, taking into account the language interests and needs of the students. It requires a lot of time and effort that the preparation of quality language teaching videos. However, it causes a waste of effort and time that sharing these videos indiscriminately.

It can be suggested that language teaching institutions develop a new method and plan to successfully manage social media and sharing. According to the results obtained, postgraduate thesis studies can be made that include applications to increase the quality of teachers.

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