

**REPUBLIC OF TURKEY**  
**ÇAĞ UNIVERSITY**  
**INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE USE OF MULTIMEDIA IN ENGLISH LANGUAGE TEACHING  
CLASSES**

**THESIS BY**

**Ceylan YILMAZ**

**SUPERVISOR**

**Assist. Prof. Dr. Kim Raymound HUMISTON**

**MASTER OF ARTS**

**MERSIN, JUNE 2014**

ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under title of ‘**THE USE OF MULTIMEDIA IN ENGLISH LANGUAGE TEACHING CLASSES**’ is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.



Supervisor – Head of Examining Committee: Assist. Prof. Dr. Kim Raymond HUMISTON

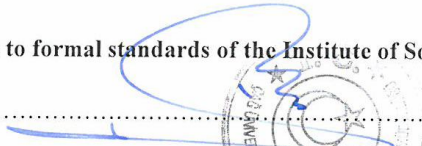


Member of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ



Member of Examining Committee: Assist. Prof. Dr. Hülya YUMRU

I certify that thesis conforms to formal standards of the Institute of Social Sciences.

  
12/ 06/ 2014

Assist. Prof. Dr. Murat KOÇ

Director of Institute of Social Sciences

**Note: the uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846**

## ACKNOWLEDGEMENT

In this study, it a pleasure for me to thank and express my sincere gratitude to my advisor Assistant Prof. Dr. Kim Raymond Humiston who always encouraged me to study, helped me kindly and guided me to complete my thesis.

I would like to thank Assoc. Prof. Dr Şehnaz Şahinkarakaş for encourage me to be in this academic life and for her constructive feedback and patience. I also would like to thank Assistant Prof. Dr. Hülya Yumru and Assistant Prof. Dr. Erol Kahraman for their encouragement and insightful comments. They suggested me very bright ideas in this thesis study.

Last but not the least; I would like to thank my family: my parents Nedim Yılmaz and Zekiye Yılmaz for supporting me in every step of my life. They never give up supporting me although they are quite away from me.

12.06.2014

Ceylan YILMAZ

## ÖZET

### İNGİLİZ DİLİ EĞİTİMİ SINIFLARINDA MULTİMEDYA KULLANIMI

Ceylan YILMAZ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Yard. Doç. Dr. Kim Raymound HUMISTON

Haziran 2014, 47 Sayfa

Birçok teknolojik alet hayatımıza dahil olmaktadır. Gün geçtikçe biz teknolojiye daha çok bağımlı yaşıyoruz. Şu açıktır ki, teknoloji hayatımızın her parçasında etkilidir; mesela öğrenme ve öğretim sürecinde. Bundan dolayı teknolojisiz bir dünya artık hayal edilemez. Teknoloji hem öğretim hem de öğrencilerin öğrenme yolları için birçok etkili metoda sahiptir. Çünkü artık geleneksel yöntemlerle öğretim daha az çekici ve verilmek istenen mesajın aktarılması daha zordur. Bundan dolayı multimedya ve çoklu öğretim tekniklerinin rolü çok değerlidir ve gün geçtikçe daha da büyüyor. Bu çalışmada; araştırmacı multimedya ve çoklu öğretim tekniklerinin etkisini vurgular. Öğrencilerin sosyo-ekonomik koşulları değişebilir. Her ders multimedya materyalleri içermektedir; örneğin, PowerPoint, çevrimiçi oyunlar ..... v.b. Öğrenciler multimedya materyalleri sayesinde öğrenime dahil olmaktadır. Araştırmacı, değişik alt yapıya sahip sekiz öğretmeni gözlemlemiştir. Öğrencilerin ve öğretmenlerin multimedya yaklaşımaları hakkında daha detaylı bilgi elde etmek için, araştırmacı gözlem, röportaj ve anket kullanmıştır.

**Anahtar Kelimeler:** Multimedya, Öğrenciler, Teknoloji Tabanlı Materyaller, Multimedya ile Öğretim, Multimedya Yoluyla Öğretim Yöntemleri, Yabancı Dil Öğretimi.

## **ABSTRACT**

### **THE USE OF MULTIMEDIA IN ENGLISH LANGUAGE TEACHING CLASSES**

**Ceylan YILMAZ**

**Master thesis, Department of English Language Teaching**

**Thesis Supervisor: Assist. Prof. Dr. Kim Raymond HUMISTON**

**JUNE 2014, 47 Pages**

A lot of versions of technological devices have been integrated into our daily lives. Day by day, we are living more dependent on technology. It is clear that technology is really effective on every part of our lives such as teaching and learning. Therefore, a world without technology cannot be imagined any longer. Technology has a lot of effective ways for both teaching and the way learners acquire the subject since teaching via traditional methods have become more unattractive and hard to transfer the message. Thus, the roles of multimedia and multimodal teaching are significantly invaluable and it is rapidly growing. In this study, the researcher emphasized the influence of multimedia and multimodal teaching structures. The socio-economic conditions of learners may change. Each lesson included multimedia materials, for instance, songs, PowerPoint, online games, animation etc. The learners were integrated into teaching via multimedia materials. The researcher observed eight teachers coming from different backgrounds. She used observation, interview and questionnaires to catch detailed information about students' and teachers' approaches towards multimedia. The researcher observed eight teachers coming from different backgrounds. She used observation, interview and questionnaires to catch detailed information about the students' and teachers' approaches to multimedia.

**Key Words:** Multimedia, Learners, Technology Based Materials, Teaching With Multimedia, Teachings Structures Through Multimedia, Teaching Foreign Language.

## **ABBREVIATIONS**

**DCT** : Dual Coding Theory

**ELT** : English Language Teaching

**Etc** : Et Cetera

**IQ** : Intelligence Qoutient

**PPT** : PowerPoint

## LIST OF TABLE

<b>Table 1:</b> Quantitative Analysis of Observation.....	23
---	----

## TABLE OF CONTENT

COVER .....	i
APPROVAL PAGE .....	ii
ACKNOWLEDGEMENT.....	iii
ÖZET.....	iv
ABSTRACT .....	v
ABBREVIATIONS .....	vi
LIST OF TABLE .....	vii
TABLE OF CONTENT.....	viii

## CHAPTER I

1. INTRODUCTION .....	1
1.1 Introduction .....	1
1.2 Background of The Study .....	2
1.3 Problem Statement.....	3
1.4 Purpose of The Study.....	4
1.5 Significance of The Study.....	4
1.6 Research Questions.....	5
1.7 Assumptions .....	5
1.8 Limitations .....	6
1.9 Operational definitions .....	6

## CHAPTER II

2. LITERATURE REVIEW .....	8
2.1 Literature Review .....	8
2.2 Cognitive Learning Theory .....	10
2.3 Dual Coding Theory .....	11
2.4 Multimodal Learning .....	12

## CHAPTER III

3. METHODOLOGY .....	15
3.1 Introduction .....	15
3.2 Procedure .....	15
3.3 Participants .....	16
3.3.1 Participants' Consent .....	16
3.4 Instruments .....	16
3.4.1 Checklists .....	17
3.4.2 Observation.....	17
3.4.2.1 Video-Recordings.....	17
3.4.2.2 Observation Table .....	18
3.5 Interview .....	18

3.5.1 Voice Recording .....	19
3.6 Data Analysis .....	19

## **CHAPTER IV**

4. FINDINGS .....	21
4.1 Introduction .....	21
4.2 Findings from Checklists .....	21
4.3 Findings from Observation .....	22
4.3.1 Qualitative Analysis of Observation .....	22
4.4. Content Analysis of All Qualitative Data .....	23
4.4.1 Role of Teacher in Technology Enhanced Classes.....	23
4.4.2 Advantages of Multimedia Content .....	24
4.4.3 Time Saving .....	25
4.5 Research Question I.....	25
4.6. Research Question II.....	27

## **CHAPTER V**

5. DISCUSSION AND CONCLUSION .....	28
5.1 Introduction .....	28

5.2 Conclusion .....	28
5.3 Discussion .....	29
5.4 Suggestions for Further Research .....	29
<b>6. REFERENCES .....</b>	<b>31</b>
<b>7. APPENDICES .....</b>	<b>34</b>
7.1. Appendix A: Checklist for Teachers .....	34
7.2. Appendix B: Checklist for Students .....	35
7.3. Appendix C: Observation Table .....	36

## CHAPTER I

### 1. INTRODUCTION

#### 1.1. Introduction

Multimedia and multimodal instructional ways of teaching are widely known to display great potential for attracting the way learners are integrated into a teaching environment. Learners are exposed to a variety of different materials such as visual, verbal and auditory. These kinds of presentation of teaching ways have been aimed to teach English through objects.

We have a variety of technological opportunities in today's world and these opportunities are getting higher day by day. What's more, in such an extended atmosphere teaching and learning a foreign language are finding their ways with each other and the relation of technology with the teaching and learning process is gaining attention and importance. In such a growing world, education cannot be separated from technology (Çakır, 2006). Therefore, the point that technology makes changes in different kinds of fields increases the curiosity and interest for how technology leads alterations for education.

Language is an improving communication tool and it improves rapidly. To be able to keep the balance between innovations and language, teachers follow the latest and popular language teaching ways and this countenance can come forward with the help of multimedia and multimodal devices such as pictures, videos, listening tracks etc. Multimodal environment creates a real life atmosphere for the learners and it can reflect the learners' own ways of living styles and conditions. The learners can also testify the real life environment of the people that speak English by being exposed to a multimodal environment of teaching English.

With the help of teacher, students can learn language in multiple ways such as auditory and visual. A multimedia based environment can meet the needs of students for using English in their daily lives. As teachers are facilitators in learning process, it is really significant to create awareness of interesting and attractive ways of learning among students.

In this modern world, the ways that have been used for years to teach English are not thought to be enough as students live in a world where they can use technology in

different parts of their lives. Technology has become a part of their lives and a teaching environment based on traditional ways and without technology cannot be imagined in this process, teachers should focus on attractive and intriguing ways of teaching methods and learning environments.

Teaching English at such an age group like university level requires a lot of methods. The students at these ages use innovations during their free and even learning hours. They are really into using online websites and applications to keep in touch with their friends. Traditional methods cannot be related to their ways of spending time and technology can be integrated into education environment effectively. A multimodal based learning environment can be an alternative way. Learning process can be supported by multimedia devices. Students can be exposed to a technological environment.

Multimodal ways of teaching a foreign language play a significant role in education. Using different materials and creating an environment with full of skills integrated with technology have a great potential to improve teaching foreign language methods. At the same time, integration of language, culture and custom can increase the attraction level and increase the curiosity and awareness of the students.

Multimedia and multimodal teaching are mainly seen as a form of entertainment by both teachers and learners. Some learners prefer visual presentations and others prefer verbal presentations. By this way, teaching can be more effective by using multimedia for both kinds of learners. Engaging learners into multimodal learning environment can be managed by teachers. A multimodal user can interface with more than a single mode of interaction. These teaching modes are differentiated by teachers in teaching progress.

## **1.2. Background of the Study**

The dimension and universality of the technology brings out the question and curiosity for how we can get more benefit from it in every aspect of our lives. The innovations that we have always called as new technology are actually not new to the students. They have already been into the technology since they were born. When we create a technology based multimodal classroom environment to the students, we should

not forget the fact that they are already into it. More or less, teachers have always used multimedia materials during their teaching period.

There has always been a generation gap between teachers and learners. While the students were born into the age of technology-assisted learning, traditional instructors tend to follow the teaching methods in which they were trained. However, with a teacher who has had a technology background, this generation gap can be more easily bridged. The delivery of their education program is facilitated by the introduction of new technology.

Learner autonomy has gained a different aspect in the last years that have been influenced by technologic and social developments. Remarkable improvements in technology have also changed the way that teachers and learners are named. Traditional role of teachers that still exist has turned into teachers as facilitators, guides or counsellors that help learners to gain some certain goods. What's more, not only the roles of the teachers, but also the roles of the students who used to depend on their teachers and some certain books as source of information have been replaced by inquisitive students that have had opportunities to reach course content without being present in the classroom. The rise of technology has brought learners to reach their course needs with the help of online and distance educational tools.

### **1.3. Problem Statement**

It is possible for some teachers not to be aware of the significance of multimedia and multimodal teaching as they are used to traditional ways of teaching methods. It is really essential to find convenient, effective and enjoyable materials for classroom teaching. Materials are one of the important parts of education that attract learners' interests. Therefore, teachers need to find variable materials to help the lesson be more attractive. Teaching via multimedia and multimodal learning is one the most commonly used ways in the education atmosphere.

The techniques, methods, learning devices and the ways that information is put forward can contribute to foreign language learners on a large scale. Focusing the starting point is mainly teachers' responsibility as facilitators. Teachers and learners must be aware of the skills such as listening and writing in English language learning process. The starting point based on these skills may differ from one group to another considering levels, ages, interest, back grounds and the needs of the learners.

Both the choice of content and methods are very important for teaching adults. Some certain techniques can be determined before starting to teach. With the help of technology, multimodal English teaching strategies can be a key to meet the students' needs. Multimodal way of teaching English can help students to use English in their daily lives and can help students acquire the language in the multimedia enhanced activities.

#### **1.4. Purpose of the Study**

There is a growing body of research which consistently points to the significance of multimedia technology in education. The intention of this study is to explore the existing body of knowledge on the use of multimedia technology in the classroom as a basis for further research into the advantages of multimedia technology in the context of foreign language teaching.

As multimedia has a lot of teaching structures, it has much more influence on learners. However, it is the teacher who is the main factor in teaching and there are also some factors such as interests, materials and needs. Therefore, this study was carried out to indicate the teacher's design of multimedia and multimodal teaching English as a foreign language. Furthermore, the use of multimedia and multimodal approaches towards learners was implemented. The students' outcomes and responses through the multimedia enhanced English language teaching process were revealed.

- 1) To define and analyze English language teachers' attitudes in technology-enhanced English language classes.
- 2) To be able to understand the students' attitudes towards multimedia based English language training classes.

#### **1.5. Significance of the Study**

There have been different researches on multimedia and multimodal teaching to evaluate how effective and equipped they are. As it had been already put forward, this study was supposed to come up with the ideas of multimedia materials, teaching methods and ways. In this study, the researcher observed teachers of English as second language.

The efficiency of the multimedia materials, the perceptions of the students to the technology enhanced classroom were put forward by observing the teachers and students in the classrooms with real conditions and also students' responses towards multimedia materials were taken into consideration. This study contributes to a growing body of evidence that supports the use of multimedia teaching methods in the classroom because it significantly facilitates the learning process and helps the students to retain information over a longer period of time. The significance of the research in this area and the significance of this study is that it bears the potential of revolutionizing our understanding of how human beings teach and learn.

### **1.6. Research Questions**

1. What are students' attitudes towards multimodal designed English language training classes?
2. What are the teachers' attitudes in multimodal designed English language teaching classes?

### **1.7. Assumptions**

There are a few assumptions made by the researcher. At the end of the research, several English teachers were observed and their attitudes and comments on multimedia teaching English classes were reported on observation reports. From those attitudes and comments, strategies of teachers were obtained. During the observation, not only the teachers but also the students were observed so the researcher assumed that the students were expected to enhance their learning process with the help of technology. Economic background of the students might affect their understandings of technological devices and their familiarity with the technology enhanced classrooms. Furthermore, the teachers' use of technological devices in a classroom environment might differ and their familiarity with the technical terminologies and facilities might demonstrate differences.

### **1.8. Limitations**

This study was carried out in different universities, on learners from different cultures, backgrounds and departments but learning English as a foreign language for

their academic purposes. Therefore, the study reflected different attitudes toward multimedia and multimodal teaching techniques. The way teachers use multimedia in the classroom was observed and the reactions of the students were taken into consideration. Different kinds of materials related to multimodal teaching were observed and by this way, both advantages and disadvantages of the structure were observed.

The study did not compare or carry out the students' different types of learning styles. It is really possible that the students had multiple intelligences. It was a limitation for the study to evaluate the students' responses to multimedia materials according to their different intelligence types. The study was also carried out in different classes. Therefore, different types of English course subjects were observed. The study did not evaluate the effects of different backgrounds to multimodal teaching structure in terms of the students' economic levels and cultural differences.

To conclude, this study did not compare or evaluate any differences of the students in terms of background, age or multiple intelligence types. Moreover, the cons and pros of traditional way of teaching were not addressed.

### **1.9. Operational definitions**

**Multimedia:** Multimedia is simply multiple forms of media integrated together. Media can be text, graphics, audio, animation, video, data, etc. An example of multimedia is a Mozart web page that has text regarding the composer, an audio file of some of his music, and even a video of his music being played in a hall. Multimedia can also stand for interactive types of media such as video games, CD ROMs that teach a foreign language. Other terms that are sometimes used for multimedia include hypermedia and rich media. Multimedia is used quite frequently for DVDs, CD ROMs, a magazine that includes text and pictures, etc. Practically any type of information can be categorized as multimedia, from television, to magazines, to web pages, movie and multimedia is a tremendous force in both informing and entertaining.

<http://www.tech-faq.com/multimedia.html>

**Multimodal Learning:** Multimodal learning refers to an embodied learning situation which engages multiple sensory systems and action systems of the learner. This type of learning is traditionally emphasized for children with learning challenges, and can

include a variety of visual inputs in addition to text. Some examples include pictures, art, film, video, and graphic organizers. Auditory inputs can include text-to-speech synthesizers, various forms of singing and musical instruments, rhyming, and spoken language games. One salient example is the use of the alphabet song to learn the alphabet. Tactile inputs are often manipulative such as the use of an abacus for math learning, sculpting materials such as clay, paint, and paper for representing objects and ideas, and puzzles for fact learning such as learning the states and their capitals. Finally, kinesthetic engagement includes all forms of motor behavior and gesture such as jumping rope to memorize songs and hop scotch to practice school lessons.

[http://mambo.ucsc.edu/wp-content/uploads/2012/01/10.1007978-1-4419-1428-6\\_273.pdf](http://mambo.ucsc.edu/wp-content/uploads/2012/01/10.1007978-1-4419-1428-6_273.pdf)

## CHAPTER II

### 2. LITERATURE REVIEW

#### 2.1. Introduction

Multimedia and multimodal English teaching cover a variety of instruments such as videos, movies, animations, audios that contribute to the education process in different ways. Technology can affect students' learning ability positively (Asselin & Mayori, 2011) and it offers a limitless information access (Tacchi, 2004, p.91). Technology specifies interactivity, flexibility, variety of authentic materials, capacity and collaboration among the students to enhance their learning ability (Allen, 2003; Loveless, 2002). It is the technology that helps students to focus on creative directions and present information that is convenient for multiple audiences (Parker, 1999). For instance, combination of technology with education has a specific effect on the students' learning English and on their personal creativity. Use of technology to promote student learning ability is an important support.

The multimedia-based learning classroom environment facilitates learning of foreign language as the students have a chance to acquire information in more than one way and the information is more permanent. In terms of cognitive theory of multimedia learning, dual-channel thought shows that human beings have different channels for visual and auditory representations (Baddeley, 1998). It is the reason why the combination of sounds, text and images increase vocabulary permanence (Chun / Payne, 2004) and the demonstration of visual and literal information is more efficient than teaching vocabulary.

Akbulut (2007) has mentioned that it is more permanent to integrate textual and visual information while teaching English vocabulary rather than presenting the definitions of words. Technology-enhanced multimedia English language teaching gives students an opportunity to receive information in either visual or verbal form. In this way, the learning styles of different individuals are taken into consideration and the information is accommodated.

It has been stated that multimedia based foreign language teaching helps the enhancement of writing and reading skills. Gonzales & Boeno (1998) discussed the use of email to enhance foreign language learning and they also mentioned that interactions promote effective use of language. Nagata (1998) has stated that the students have positive approaches toward computer programs to improve their reading and writing skill while using technological devices. Technology-enhanced multimedia instruction allows for equal and increased participation. It also creates a less teacher-centered training classroom.

Technology presents students to interact with each other and enhances learner autonomy. The learning process is associated with real life situations via videos, audios and movies (Chun & Brandl, 1992). With the help of technology, the students can get immediate feedback. Therefore, it can be said that technology can help students to improve and promote their grammatical knowledge in foreign language learning.

Liuzhi (2002) states that multimedia materials integrate pictures, sounds and teaching materials to make the learning process live. What's more, multimedia supplies more examples and models that gives the students a chance to experience more activities, games and exercises. Foster (2006) verifies the fact that technology enhanced lessons are more vivid and teachers need to keep up with new innovations to understand the positive roles of technology.

Galloway (2007) supports multimedia as students are able to feel more comfortable while trying to communicate in foreign language. Hashim & Rahman (2010) also address that multimedia can create a friendly atmosphere in the class that affects the level of anxiety in a positive way. In addition, Du (2011) indicates that multimedia can improve collaboration and interaction between learners and teachers. He also adds that multimedia is an application for comprehensive teaching.

Mekheimer (2011) also asserts that students have opportunities to observe and interpret a real communication model through multimedia. Moreover, he also states that the design of multimedia in the class is crucial, otherwise multimedia can make students passive; for instance while manipulating videos that could not take attention of the students. Ara (2009) strongly concurs that the positive sides of multimedia help learners

to learn English via multimedia methods without feeling the pressure of learning atmosphere.

## **2.2 Cognitive Learning Theory**

Cognitive process is the process of acquiring, thinking, remembering, understanding and learning (Sorden,2005). When a teacher does not know about cognitive theory, he can overload information which cannot be thoroughly processed.

According to cognitive theory, learning can occur when they achieve meaningful learning (Mayer & Moreno,1998). It means deep understanding. To achieve meaningful learning, learners need multimedia. Multimedia materials are necessary for cognitive processes in which one is selecting, organizing and integrating. The use of multimedia is guided by presenting words and pictures which foster active cognitive processing in the learner (Mayer& Moreno, 1998). Multimedia presentation should include both words and pictures in a suitable way to foster the process of integrating. It is also a crucial note that animations need to be accompanied by auditory information, rather than only text. Moreover, the teacher needs to be careful about the amount of information. It should be limited. The topics can be presented step by step.

There are five cognitive processes: selecting words, selecting images, organizing words, organizing images and integrating. They are all related to multimedia materials. Combining words, narration, audio and picture is noteworthy because they offer a learning environment full of activities.

According to dual-processing theory, when a learner is exposed to pictures, the information is processed in visual working memory and when a learner is exposed to audio materials, the information is processed in audio working memory (Mayer& Moreno, 1998).

Sorden (2005) states that how much information is processed at one time is limited, thus it is necessary for an instructor who uses multimedia to consider this limitation. There is a capacity of information processing. According to Sorden (2005), an instructor requires to adjust multimedia materials considering students' level, age and capacity which are cognitive loads. According to the modality principle, the learner

can learn better when he learns in both visual and verbal ways (Sorden, 2005). The more kinds of multimedia materials a learner perceives, the more multiple schemes he will develop (Sorden, 2005). This is called the variability effect. Multimedia contains more of this than traditional teaching methods.

While teaching a language, barely teaching language is not enough. Teaching culture should come after it as language and culture cannot be separately taught. Language includes culture while culture includes language and they interact with each other. So, authentic language input is necessary. Especially videos are a good source for authentic materials as they include environment, culture, life style and also native speakers. Multimedia materials include several types of materials and they also include authentic materials. Students witness real life, real conversation and real life styles.

Multimedia supplies culturally-rich learning environment. In multimedia learning, information is presented in both auditory and visual forms. In multimedia learning, learners can easily integrate words and pictures. Learners are exposed to the target language in two or more ways such as pictures and audios. According to multimedia learning theory, learners can learn better when exposed to information visually and auditory presented. It is clear that learners see materials combined with voice, narration, picture and animations.

## **2.2 Dual Coding Theory**

Cognition in terms of DCT addresses separate subsystems that are verbal and nonverbal. The Verbal system focuses on language and the nonverbal imagery system focuses on nonlinguistic terms and events. These two systems are focused to integrate internal units that are aroused when a learner thinks about a word or new things. These systems are combined to sensory input and answer to the output system. Therefore, they can operate together or independently to intervene nonverbal and verbal behavior.

Paivio (2006) mentions that the systems of DCT are activated in language learning phenomena. He also states that while playing language games in the classroom, the verbal system is an essential part. On the other hand, Hebb (1949) opposes the idea and he suggests that visual presentations of a learner in an early age promotes

perception of the learners in later terms and helps the information to be activated and more permanent.

Barbet & Hustedt (2005) have indicated the limitless advantages in school life and moderate improvements in learner's development. For instance, the early increases in IQ can disappear later on and the developments in learners' process might affect the program.

Paivio (2006) states that integration of visual materials during the students' reading process promotes the learners' reading perception and increases their vocabulary acquisition. He also adds that integration of pictures with verbal enhancement make it more effective to enhance students' understanding and learning during their education process from primary school to university level. Mayer (1994) made suggestions about multimedia-based learning methods by adding that teachers as facilitators and designers of the education program can integrate words and visual materials together. They can also present narrations and animations while teaching English. These suggestions are in accordance with the involvements of DCT. Paivio (2006) also reveals that students' writings are more memorable and comprehensible when the dual coding and images are integrated.

In A computer-based learning environment, dual coding theory can be used as a guide to design an effective English teaching atmosphere. As it has been stated before, there are two subsystems in DCT that are verbal and nonverbal. In a verbal system, the process of language is defined. On the other hand, in a nonverbal system, the process of visual information is put forward. These two systems can be defined as they both work independently and in parallel. For instance, when we look at the human face eyes, nose and mouth function in different aspects. However, they are all assumed to be parts of a face.

In terms of DCT, two systems are in process. One of them is associative structured design. For example, a fork makes you think of a whole dinner table design. The other one is referential systems that are based on the relations between systems. For instance, when you hear the word chair, you might imagine a chair in your mind. Dual coding theory represents both associative and referential processing (Sadoki, Paivio & Goetz, 1991).

### **2.3 Multimodal Learning**

Computer-enlarged, instructional English teaching offers a powerful and effective imagery-based information environment to learners. We, as teachers, are questioning the idea of how students can learn new knowledge with the help of visual and verbal input. In other words, how the students can be more familiar with the instructional methods for information based on visual and verbal information. Presenting an animation and narration successively is very significant. The ability to transfer materials to new learning events in class is crucial.

Multimedia learning occurs when learners infer the information that is put forward in two or more formats, such as visual or verbal presented knowledge. Multimodal teaching demonstrates that learners can use more than one form of material while trying to learn new information.

Visual and verbal terms refer to two different sense modalities. For instance songs and PowerPoint refer to two different media. As Mayer & Sims (1994) stated before, visual materials promote the development of verbal materials and verbal materials promote the development of verbal materials. They also indicated that learners construct an internal verbal presentation from the presented verbal information, an internal visual presentation from the presented visual information and an imitational connection between these verbal and visual representations. It can be stated that students are able to infer relations when verbal visual materials are represented together rather than separately represented. Mayer & Sims (1994) mentions that when visual and verbal information is presented separately, learners are encouraged to take roles in particularly one way.

Multimodal designed classroom effects have much more power on low-knowledge learners than for high-knowledge learners. These are the individual differences of learners in multimodal learning process. Paivio (1986) defines the idea that in the multimodal learning environments, there are two kinds of content knowledge: verbal and nonverbal. Students' understanding can be enhanced by the interaction of nonverbal knowledge representation and verbal explanations (Fletcher & Tobias 2005; Mayer 2001).

An interactive multimodal learning atmosphere is based on the actions of learners. The words and pictures shown on the board depend on the actions of the learners. Interactivity can be stated as two-way action between learner and instructor. For instance, in interactivity, by dialoguing, the learner can ask a question and receive an answer or receive feedback. In a multimodal learning environment, the learner can get help from an on-screen agent or they can click on a highlighted word to have further information.

With the help of technology, students are able to imitate native speakers. This is a big opportunity for the students that do not have chance to go abroad or communicate with people who speak English as their first language. They can observe native speakers online or on videos. Students could improve their English and their anxiety towards speaking English with a native speaker could decrease. They could voluntarily participate in online activities in the classroom. The atmosphere and conditions of the classroom need to be comfortable and meet the needs of the students. In the classroom, students need to be able to interact with their friends through multimedia materials to use English in their daily lives.

The learners can concentrate on the lesson through technology-based materials. It is possible to use multimedia materials effectively for multipurpose tasks. For instance, students can watch a scene from a movie carefully, repeat the words and role-play the movie scene. This activity could improve their listening and speaking skills. Furthermore, the teacher can show a picture to students. They can also start a conversation by asking questions related to pictures and they can increase the students' curiosity. On the one hand, technology-enhanced English learning activities can help shy students be part of the activities and interact with their classmates. Multimedia can create a friendly, vivid and effective learning atmosphere. It is possible to break the prejudices towards speaking English through multimedia-based learning atmosphere.

We need be aware of the fact that interactive multimodal learning environments do not spontaneously create knowledge. With vivid interactivity, in a multimodal learning atmosphere, it is possible to design diversified classrooms to offer deep learning (Mayer & Moreno 2003).

## CHAPTER III

### 3. METHODOLOGY

This chapter mentions the methodology of the study. It indicates the research design, participants and procedure.

#### 3.1. Introduction

This study was taken in different universities in Mersin and one university in Siirt. These two universities were chosen because the researcher has been living in these two cities and the cultural and socio-economic background of the universities is well known. The researcher observed the classes in terms of both teacher and the students who learn English as a foreign language. This study included eight classes on different English course subjects. The research took place in each class that had been enhanced with technological devices. At the end of each class, the researcher gave questionnaires to students and teachers. The students answered the questions in terms of their multimodal based English class. Also, the teacher answered another checklist in terms of teaching English with multimodal structures. After the researcher observed each class, an observation report was filled and the classes were evaluated. What's more, interview questions were asked to the teachers to have more detail information about their about multimodal ways of English teaching techniques. The researcher also got the teachers' feelings, ideas and perceptions concerning the technology-based teaching English environment. The researcher conducted a content analysis of all interviews, observations and checklists.

#### 3.2. Procedure

In this study, the researcher observed technology-enhanced English classes. These classes might have had different kinds of multimedia materials such as videos, movies, and PowerPoint, including speaking, listening and writing activities. During the observation, the lessons were recorded to allow the researcher a chance to evaluate the course later on. Learners had questionnaires about multimedia and multimodal teaching

techniques and after the checklists the researcher could learn the ideas and feelings of the students. While the study was in progress, careful attention was given to the procedure based on a variety of studies drawn from current research.

### **3.3. Participants**

The participants are English language instructors and their students that learn English as a main course and as a foreign language. The number of them is eight. They graduated from different universities in different cities. Their ages range from twenty-five to sixty-five. The participants were chosen from different universities, backgrounds and cities. The study included both private and state schools. The students' economical and educational circumstances differ from one to another.

The teachers used different methods while teaching English as a foreign language through technological devices. Their education backgrounds might not be the same. Careful attention was given to the students by looking at the participants' backgrounds. Inevitably, the background of the study influenced the outcome of the study. The means of selecting the students were important because the development of the study was informed by the choice of participants.

#### **3.3.1. Participants' Consent**

All the participants were aware of the fact that the data was collected during each lesson and the data was used for a thesis study. Both the teachers and their students approved the use of the checklists and that the checklists were evaluated for collecting data. This was a particularly important part of the study because the nature of the information gathered from student responses created the basis for the process of the study.

### **3.4. Instruments**

In this study, observation, checklists and follow-up interviews were used. While the teacher was in teaching process and the learners were in learning process, they were

observed and recorded by a camera. In the observation situation, the camera was placed in an inconspicuous location to avoid the introduction of a distracting influence on the students. The video information gathered throughout the study was analyzed after the completion of the study to give the researcher more information concerning the students and their reaction to the classroom environment.

#### **3.4.1. Checklists**

The checklists were given to the teachers and their students. Asking and directing questions such as “ Do you use multimedia devices during the teaching process?” clearly shows the attitudes of teachers’ design of teaching English methods through multimedia. On the other hand, the questions that are directed to the students such as “ Do you feel comfortable in multimedia based English classroom?,” clearly indicate the attitudes of the students in a multimedia designed English learning classroom environment.

The structure of the checklists was based on the procedures that were successfully used by prior researchers given in the review of literature. The researcher tried to find and design a checklist that was fair, informative, while at the same time taking into consideration the context of the study to insure the full inclusion of the participants. Every generation of the research was affected by the choices that the participants. The checklist influenced the construction of the later portions of the study and gave the questions more depth. Every aspect of teaching style was considered while the questions were answered and the checklists were evaluated.

#### **3.4.2. Observation**

In this study, the participants were observed in person and with a camera. After each observation, the researcher used an observation table to conduct the surveys. The observation table was designed to analyze the outcome of the students and their reactions. The observation table made the information more easily accessible, as it created “knowledge-at-a-glance presentation format.

#### **3.4.2.1. Video Recordings**

There were eight participants and their students in the study and it was difficult to watch them in-person and analyze their lessons. Therefore, with the help of video cameras, the sample teachers' lessons were recorded and it was watched by the researcher later on. The video camera was valuable while teaching was in progress, the attention was going to the local focus and it was not possible for the researcher to see all the behaviors of the participants. The researcher could see what they were doing during the classroom by watching the videos later on. It gave much more information about what can be picked up. The position of the camera was important too because people might think that they were doing something different from what they were doing. The video recordings provided an impartial "third eye" which gave the researcher the added advantage of being able to see the students' emotional reactions and behaviors, some of which might otherwise have been missed.

#### **3.4.2.2. Observation Table**

After each class was observed, the researcher evaluated the teaching process on the observation table. This process helped the researcher to be objective and focus on the aim of the study.

### **3.5. Interview**

This study was based on the teachers' design of multimodal English teaching and the reactions of their students. However, the interview questions were administered to the teachers. The teachers' opinions and their different types of teaching methods of English teaching via multimedia devices were reviewed. The opinions of the teachers were learned in detail. The combination interview, checklist and observation give the picture of effects of multimedia and multimodal on English language teaching. The significance of the interview is that it allows the instructor to gain in-depth knowledge of the subjects and the reasons for their reaction to the use of drama as an instructional medium in foreign language classes. The interview format allows the instructor to ask initial questions and related questions in which the researcher can probe the subject's response to the dramatic presentation; discover the ways in which the subject identifies

with the characters of the drama; and assess the how the conditions of the plot connect to the real-life experiences of the subject. The interview provides the researcher with a wide range of information which will be of use in discovering the use of multimedia in foreign language pedagogy.

### **3.5.1. Voice-Recording**

While the teachers' opinion and their ideas about the multimodal design of English teaching were asked at the interview, voice recording was used to evaluate and deeply observe the answers of the interview questions. Those answers were given in detail. The aim of the voice-recording was to preserve the detailed descriptions of instructional methods given by the instructors. Voice recording was valuable because of the challenges involved in trying to remember the detailed accounts of classroom activities from the instructors. The voice recordings gave the researcher an additional way of listening to the responses of the subjects. Review of the recordings after the drama presentation sessions allowed the researcher to discover aspects of the communication between researcher and subject that may have been overlooked in the initial interview sessions. It also gave the researcher more time to reflect on the comment from the students and the emotional content of the communication.

### **3.6. Data Analysis**

Data was analyzed from checklists, interview, camera and observation table was carried out on teachers and their students. After each type of observation, data was recorded and the notes were taken during the observation process. Therefore, all data was able to be evaluated. Presentations, reactions, perceptions and attitudes of the students' during the class; and also designs, methods and teaching styles of the teachers' during the teaching process, in a multimodal environment, were closely taken into consideration. While the observation tables were evaluated, it was taken into consideration that students learned English as a foreign language for their academic purposes.

While assessing the collected data, descriptive method, content analysis and observational study theories were considered. Descriptive study was used because the collected information was not manipulated and the data was presented without changing the environment. A descriptive study can deliver the information about a particular group's naturally occurring reactions and behaviors. In the descriptive study, the researcher can have a chance to communicate and interact with the participants. With that kind of study questions such as "what was?" or "how was?" could be answered. Content analysis was taken into consideration because the research was able to be more objective and the validity of the data was crucial. The results of a content analysis are percentages of a particular topic and content analysis can thoroughly provide the information. On the other hand, observational study theories supported the design of a study that did not allow any intervention. The observational study helped to provide correlation between all the collected data and no adjustment was added.

The combination of the descriptive and content based analysis in the study was a powerful combination of data collection and analysis procedures because they allow the researcher broad access to the data and a depth of analysis which would be a challenge to accomplish in any other way. As such, the study was strengthened by these approaches.

## CHAPTER IV

### 4. FINDINGS

#### 4.1. Introduction

The purpose of this section is to review the data collected during the study and to provide a basis a judgment concerning the answers to the research questions. This part included the teachers' design, opinions and their students' attitudes towards the multimodal teaching English classes. The research questions were answered according to the interviews and the questionnaires were answered by teachers and their students.

#### 4.2. Findings from Checklists

The questionnaire questions included multiple choices. They were carried out on eight students and their one hundred forty two students. The purpose of the questionnaire was to explain the teachers' and students' ideas about the technology-enhanced classes.

According to the data obtained from the questionnaires, seventy-five per cent of the students chose the multimedia enhanced technology based English learning environment. Ninety per cent of the teachers mentioned that they use technology enhanced materials during their English language teaching process. They also stated that their students preferred multimedia based materials over text based learning. It was clearly understood from the questionnaires that 80% of the teachers were aware of the fact that multimedia-based learning materials addressed a wider range of learning styles in the classroom. Furthermore, they mentioned 80% of the teachers indicated that they used multimedia materials more than books. On the other hand, according to the results of the questionnaires, 70% of the teachers stated that they also preferred books during English language training. Therefore, it is clear that books are unavoidable materials during English language teaching process.

The students also clearly mentioned their choices in the questionnaires. Seventy-five percent of the students stated that they enjoyed multimedia materials and they used multimedia outside of the classroom for entertainment and it helped them more to speak English outside of

the classroom. Only 25% of the students indicated that they preferred text-based English language learning over multimedia-based learning. In addition, 75% of the students chose 'never' for feeling anxious in multimedia based English classes.

Although the majority of the teachers and students preferred multimedia enhanced English learning styles in the classroom, they still preferred text-based English learning instructional methods.

### **4.3. Findings from Observation**

In this research, eight teachers and their students were taken into consideration. It took eight hours and the design of multimodality in English language classes was observed.

The researcher used two methods for observation. One of them was video-recording and the other one was observation table. The researcher also took notes during each observation. The researcher took all eight video records and took notes again in order to pay attention to the details about the lessons

#### **4.3.1 Qualitative Analysis of Observation**

In observation reports, there was a 'yes / no' question part. After the researcher observed the class, she watched the video-records and answered the question on the observation reports which was a 'yes or no'. There were eight lessons in the study.

**TABLE: 1 Quantitative Analysis of Observation**

---

	<b>YES</b>	<b>NO</b>
1. Students enjoy the lesson.	75%	25%
2. Students are interested in using Multimedia materials.	75%	25%
3. Students do not pay attention to the lesson.	25%	75%
4. Teacher warns the students to pay attention to the lesson.	25%	75%
5. Students talk to each other.	25%	75%
6. Students have a speaking anxiety during the lesson.	25%	75%
7. Students engage in verbal behaviour related to Multimedia content.	75%	25%
8. Students react to media content.	75%	25%
9. Students respond to each other concerning media content.	75%	25%
10. Students distract themselves in electronic devices such as cell phone, MP3 players, laptops, I-pads.	25%	75%

---

#### **4.4. Content Analysis of All Qualitative Data**

##### **4.4.1. Role of Teacher in Technology-Enhanced Classes**

The role of the teacher was significant in the direction of the students and manipulation of the class. The students mentioned that they could acquire the topic coherently with the help and design of both teacher and multimedia content.

Design of multimodality in English language classes depend on what the teacher said or how she directed the students. According to the comments from the teachers' interviews, they expressed that the students had at least one idea about the technology used in the classroom. However, it was really crucial how to integrate the students in the technology-based learning process and how to make the students aware of the learning activities by having enjoyment and responsibility.

As far as the researcher could observe from the lessons, in multimodal teaching structure, the students were more active during the learning hours as the students had already been familiar to the multimedia content. On the other hand, when students are taught through traditional methods, they are usually passive and they cannot express themselves as they would like to.

In a multimodal learning environment, the students are more willing to participate and take part in activities. The students emphasized the role of the teacher as a guide. The effectiveness and structure of the multimodal learning depend on how the methods are used, how efficient the teacher is and how the students are directed. In addition, with multimodality learning, verbal and nonverbal materials help the teachers to design an attractive and vivid learning environment. In technology-enhanced English classes teacher can be taught as a facilitator.

#### **4.4.2. Advantages of Multimedia Content**

Multimodal content teaching offers a student-centred learning environment that gives opportunities to students to be more active such as dialogue, coming to the board, or group discussions. As expressed in the interviews, when the activities were close to the students' interests, they more voluntarily took part in activities such as role-playing. As it was stated in the study before, in this technological century, multimedia materials are so avant-garde that integrating English learning and technology offers an innovative way of learning for the students.

As the teachers mentioned in the interviews, most of the students are not aware of the time that passes so quickly during the class. It can be understood that offering and designing an innovative class increases the students' engagement to the learning process. Even the teachers do not feel really tired while teaching and they are not always trying to warn the students to be silent. It is easier to keep them awake during the teaching hours through multimedia. Multimedia creates a classroom environment beyond the classroom walls.

With the help of colourful and visual pictures and videos, it was more permanent for the students to remember the words or the related topics. The learning environment

attracts the students' attention more and it helps the students to understand better. Therefore, it decreases the responsibility of the teachers.

Multimedia materials offer such a learning world to the students that it can be said that the students are unconsciously in the circle of the learning process and they think that they are doing the activities as a hobby or as a game. In a multimodal learning environment, the dimensional teaching of ELT can be expressed more and the students can have a chance to obtain four learning skills of English in one circle.

#### **4.4.3. Time Saving**

Multimedia has crucial role to save time during a lesson. Before a lesson starts, a teacher needs time to prepare lesson materials which are suitable for all students. This is a challenging job. A multimedia material can respond to all these needs. Even for preparation time, multimedia can save time. During the lesson, teacher has three different kinds of materials. These are warm-up, main course and practice. Multimedia can be used as these materials. For example, to warm up the class for a lesson, the teacher needs to use interesting materials. A related video can be warm up material. A PowerPoint can be used to mention all grammar rules and sentence examples. To practice the lesson, an interactive exercise serves this purpose.

Multimedia can save time as it attract students' attention easily so the teacher does not need extra time to make students concentrate on the lesson. An interactive exercise can easily correct students' answers without wasting time. While giving an example of how to use the target language, it is almost impossible for a teacher to create an authentic atmosphere and it takes a lot of time, however a movie or a video can more easily accomplish it.

#### **4.5. Research Question I**

##### **What are the teachers' attitudes in multimodal designed English language teaching classes?**

With the help of multimedia technology featuring visual, colorful, audio and animations effects in the teaching activities, English learning can be more natural in the acquisition of the knowledge. Multimodality in English classes offers a reality in the classroom and raises the students' interest and motivation in the learning process and activities.

Traditional teaching makes it difficult for students to comprehend the subject, personalize it in their real life and use it for communicating. With the help and direction of the teachers, a PPT instructional course in university English teaching can activate students' thinking through visual transforms. Designed by the creativity of the teachers and thinking of the familiarity of the students with the subjects and their needs for future, group discussions and debates in the class can improve English speaking among the students and cooperative learning. English classes in universities are usually very large and crowded and it is difficult for all the students participate in the speaking communication. In such circumstances, multimedia offers the students more a vivid, authentic and colorful classroom atmosphere designed by an instructor.

All in all, technology enhanced English teaching classroom environment is a part of teaching process to improve students' listening, speaking, reading and writing skills. Multimedia integrates visual, auditory and textual materials with the teachers' experiences and creates a programmed and never-ending teaching process.

Teachers' attitudes towards technology-enhanced classes define the attitudes of the students towards the classroom environment. It is not possible to indicate the effectiveness of the multimedia-based learning environment without determining the knowledge of the teachers and their ability to use the technological devices. Teachers' pointing out the advantages of the multimedia devices in the classroom to the students promote the students awareness for acquiring the target language and take the advantage of the current learning activities by having more enjoyment.

Multimedia is beyond the teacher-centered classroom environment and it creates classroom efficiency. Through cooperation of the students and integration of human and technological devices, it is clear that multimedia creates an interpersonal social learning environment.

#### **4.6. Research Question II**

##### **What are students' attitudes towards multimodal designed English language training classes?**

Most of the students clearly stated that integration of multimedia materials into English learning is enjoyable and beneficial for them. However, they also stated that the books are unavoidable material in the class.

The students answered all questions supporting the idea that multimedia materials increased the enjoyment of the class and decreased the stress and anxiety in the classroom. They also felt more comfortable in multimedia-based English classes. Their knowledge was increased and the information was more permanent for them via visual/auditory materials. Auditory materials such as musical recordings or voice recordings helped them learn English and it was an enjoyable activity for them.

The students take more responsibility unconsciously in multimedia enhanced language classes by role playing or supporting their sides in group discussions. The students are more active and the advantages of multimodality in offering more than one combination help the students increase their reasoning abilities. The variability of multimedia offers learning environments that integrate and replace textual materials with visual or other modalities and this opportunity increases the engagement of the students in the learning process. This process enhances the students' comprehension and interactivity.

Overall, their attitudes and reactions to multimedia materials were positive and the time flew away more quickly for them. Their motivation was higher and they were more comfortable and relaxed in the classroom. They did not feel the boredom and pressure of the classroom walls during the teaching hours.

## CHAPTER V

### 5. CONCLUSION

#### 5.1. Introduction

In this part, the researcher finalized the observation, checklists and interviews. There were two types of data in the research, quantitative and qualitative. The quantitative data was collected from checklists and qualitative data was obtained from observation and interviews.

#### 5.2. Conclusion

In this study, as far as I observed in the multimodality enhanced classes, with the help of more than one technological device, teaching English can be more effective for both teachers and students. It was easier for the teachers in the class to integrate English into the students' lives as the students could find the appropriate way of learning English and the teachers did not need to revise the topics several times. On the other hand, the students felt relaxed and they were not under the pressure of learning in a stressful classroom atmosphere. They felt like they were in an atmosphere in which they could act more easily and they seemed like they were more relaxed.

The results were obtained from two kinds of data, quantitative and qualitative. Most of the data was based on qualitative data, interview and observations. The results of checklists were quantitative data. Seventy-five percent of the students agreed with the multimedia enhanced classes and the anxiety level of speaking English was low. They were positive toward technology-based English learning, rather than text-based English language learning.

Eighty percent of teachers chose multimedia materials, but seventy percent of them also preferred text books, too. It is clear that even the teachers who use books during teaching English prefer multimedia materials and agree to the idea that technology can contribute to the learning process. They stated that the willingness and attendance of the students were very obvious in multimedia-based learning classed.

### **5.3 Discussion**

As the researcher stated in the assumptions, students were expected to enhance their English learning via multimedia materials and their reactions were positive. The students admitted that they felt comfortable and they felt like they were in a leisure activity during the learning process. As expected, the students used English outside of the classroom with the help of technological devices.

As opposed to the researchers' expectations and assumptions, most of the teachers and students still cannot think a teaching environment without text based materials and it is clear that the traditional way of teaching was imposed on education on a large scale.

The students welcomed the multimedia materials easily in the classroom as they had already been accustomed to in their daily lives. The teachers felt less tired and they did not always need to warn the students to pay attention to the learning activities. The students function well in the technology enhanced English learning environment and they were aware of the fact that technology could help them learn English.

### **5.4 Suggestion for Further Study**

In this study, the comparison of the traditional and multimodal enhanced teaching ways was not addressed as it was based on design of technology enhanced English classes. Furthermore, this study did not mention any information about the multiple intelligences of the students in a multimodal English learning environment. There are several areas in the brain that work independently as a basis for intelligences. There are some factors that affect these ability areas, such as culture, experience. Intelligence is described as an ability to solve problems. There are seven proposed intelligences: Linguistic, Spatial, Logical/Mathematical, Interpersonal, Intrapersonal, Bodily-Kinesthetic and Musical. On the basis of these seven multiple intelligences, in a more than one multimedia material activity, it can be said that the reactions of the students to the activities and devices may differ. The students might acquire the information differently and respond the learning process from a different aspect.

More studies can be conducted in terms of the technology-enhanced English teaching related subjects and the advantages and disadvantages of them can be compared.

## 6. REFERENCES

- Akbulut, Y. (2007). *Effects of multimedia annotations on incidental vocabulary learning and reading comprehension of advanced learners of English as a foreign language*. *Instructional Science*, 35 (6), 499-517.
- Allen (2003), J. & Periyasamy, K. (1997). Software engineering principles applied to computer assisted language learning. *CALICO Journal*, 14 (2-4), 34-49.
- Ara, S. 2009. Use of songs, rhymes and games in teaching English to young learners in Bangladesh. *The Dhake University journal of linguistics*, 167-178.
- Asselin, M. & Moayeri, M. (2011). The Participatory Classroom: Web 2.0 in the Classroom. *Literacy Learning: The Middle Years*, 19 (2), i – vii.
- Barnett, W. S., & Hustedt, J. T. (2005). Head Start's lasting benefits. *Infants & Young Children*, 18, 16-24.
- Chun, D. & Payne, S. (2004). What makes students click: Working memory and look-up behavior. *System*, 32 (4), 481-503.
- Crichton, S. & Kopp G. n.d. Multimedia technologies, multimedia intelligences, and teacher professional development in an international education project.
- Fose, L. E. n.d. Exploring technology: to address student multiple intelligences & learning styles.
- Fujimoto, J. n.d. Creating a multimedia database of authentic teaching materials to enhance students' language and culture learning.
- Galloway W. (2007) *Designing Multimedia to Improve the Speaking Skills of second Language Learners*.
- Gonzalez-Bueno, M. (1998). The effects of electronic mail on Spanish L2 discourse. *Language Learning and Technology*, 1 (2), 55-70.
- Hashim, A,B. Rahman, S, B. (2010). Using Songs to Reinforce The Learning Of intelligences' conenctions to the muzzy BBC language program. N.d.

- Jamieson-Proctor, R. & Burnett, P. (2002). Elementary students, creativity, and technology. *Computers in the Schools*, 19 (1-2), 33-48.
- Liuzhi, Y. ( 2012). On the Applications of Multimeidia in English Teaching in Vocational Colleges. *Lecture notes in Information Technology*, 16-17, 1-4
- Loveless, A. (2002). Literature review in creativity, new technologies and learning. *Future Lab Series*, 4, 1-40.
- Mathhhewman, S. 2004. What Does Multimodality Mean for English? *Creative Tensions in Teaching New Texts and New Literacies*. Graduate School of Education, University of Bristol, UK.
- Mayer, R. E. (1999). Research- based principles for the design of instructional messages: The case of multimedia explanations. *Document Design*, 1, 7-20.
- Mayer, R. E. & Moreno, R.1998. A split-attention effect in multimedia learning: Evidence for dual processing systems in working memory. *Journal of education psychology*, 312-320.
- Mayer, R. E., & Sims, V. K., (1994). For whom is a picture worth a thousand words? Extensions of a dual-coding theory of multimedia learning. *Journal of Educational Psychology*, 86,389-401.
- Mekheimer, M.A.A.G. (2011). The Impact of Using Videos on Whole Language Learning in EFL Context. *Arab World English Journal*, 2 ,5-39 retrieved from [http://www.awej.org/awejfiles/42\\_5\\_4.pdf](http://www.awej.org/awejfiles/42_5_4.pdf) .
- Nagata, N. (1998). Input vs. output practice in educational software for second language acquisition. *Language Learning and Technology*, 1 (2), 23-40.
- Parker, A. (1999). Interaction in distance education: The critical conversation. *Educational Technology Review* 1 (2), 1-10.
- Paivio, A. (1986). *Mental representations: A dual coding approach*. New York: Oxford University Press.
- Paivio, A. (2006). *Mind and its evolution; A dual coding theoretical interpretation*, Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

- Tacchi, J. (2004). Researching creative applications of new information and communication technologies. *International journal of cultural studies*, 7 (1), 91- 103.
- Teddlie, C. & Yu, F. (2007). Mixed methods
- Thuraira, J. S., Mangalam, C. & Marimuthu, M. 1991. Multiple intelligences and multimedia in the ESP classroom: The rural urban distinction, 763-770.
- Tricomi, E. T. 1986. Krashen's second language acquisition theory and the teaching of edited American English journal of basic writing, Vol. 5, No.2, 59-69
- Veenema, S & Gardner, H. 1996. Multimedia and multiple intelligences, 69-75.

## 7. APPENDICES

### 7.1. APPENDIX A: CHECKLIST FOR TEACHERS

1. Do you use Multimedia materials while teaching English?

Never            Rarely            Sometimes            Usually            Always

2. Do you use Multimedia more than books while teaching English?

Never            Rarely            Sometimes            Usually            Always

3. Does Multimedia based language teaching significantly affect the ability of your students to learn English language?

Never            Rarely            Sometimes            Usually            Always

4. Do you think that Multimedia sources are efficient in English language teaching?

Never            Rarely            Sometimes            Usually            Always

5. Do you think that books are efficient in English language teaching?

Never            Rarely            Sometimes            Usually            Always

6. Do the students prefer Multimedia during classes in English language training?

Never            Rarely            Sometimes            Usually            Always

7. Do the students prefer books during classes in English language training?

Never            Rarely            Sometimes            Usually            Always

8. Do your students prefer multimedia based visual learning over text based learning?

Never            Rarely            Sometimes            Usually            Always

9. Do your students prefer multimedia-based learning auditory/musical learning?

Never            Rarely            Sometimes            Usually            Always

10. Do you notice that multimedia-based learning addresses a wider range of learning styles in your classroom?

Never            Rarely            Sometimes            Usually            Always

11. Do you notice more student participation in multimedia-based classroom activities compared to task-based language learning?

Never            Rarely            Sometimes            Usually            Always

## 7.2. APPENDIX B: CHECKLIST FOR STUDENTS

1. Do you enjoy Multimedia based English language classes?

Never            Rarely            Sometimes            Usually            Always

2. Do Multimedia based classes help you speak English more outside the classroom than task-based language learning?

Never            Rarely            Sometimes            Usually            Always

3. Do you feel comfortable in Multimedia based English classes?

Never            Rarely            Sometimes            Usually            Always

4. Do you feel anxious in Multimedia based English classes?

Never            Rarely            Sometimes            Usually            Always

5. Does singing help you improve your English?

Never            Rarely            Sometimes            Usually            Always

6. Do you like visual/audial materials such as pictures or DVD help you to learn English?

Never            Rarely            Sometimes            Usually            Always

7. Do auditory materials such as musical recordings or voice recordings help you to learn English?

Never            Rarely            Sometimes            Usually            Always

8. Do you use multimedia for entertainment outside of the classroom?

Never            Rarely            Sometimes            Usually            Always

9. Do you use multimedia for entertainment outside of the classroom?

Never            Rarely            Sometimes            Usually            Always

10. Do you prefer text-based English language learning over multimedia-based learning?

Never            Rarely            Sometimes            Usually            Always

### 7.3. APPENDIX C: OBSERVATION TABLE

<b>OBSERVATION REPORT</b>		
<b>LESSON:</b>	<b>DATE:</b>	
<b>SUBJECT:</b>	<b>DURATION:</b>	
<b>MATERIALS:</b>	<b>METHODS:</b>	
<b>ACTIVITIES:</b>		
<b>CONDITIONS</b>	<b>YES</b>	<b>NO</b>
Students enjoy the lesson.		
Students are interested in using Multimedia materials.		
Students do not pay attention to the lesson		
Teacher warns the students to pay attention to the lesson.		
Students talk to each other		
Students have a speaking anxiety during the lesson.		
Students engage in verbal behavior related to Multimedia content.		
Students react to media content.		
Students respond to each other concerning media content.		
Students distract themselves in electronic devices such as cell phone, MP3 players, laptops, Ipads.		
<b>Observation:</b>		
<b>Comments after video watching:</b>		