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TEACHING ENGLISH TO HIGH SCHOOL STUDENTS THROUGH MULTIMEDIA

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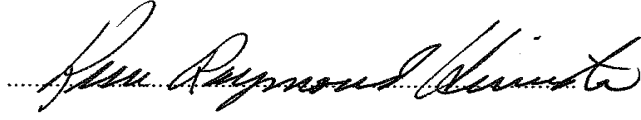
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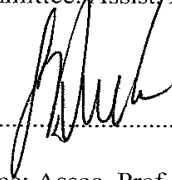**MERSIN, JUNE 2014**

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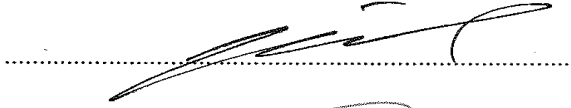DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

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ÖZET

LİSE ÖĞRENCİLERİNE MULTİMEDYA ARACILIĞIYLA İNGİLİZCE ÖĞRETMEK

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Daha fazla teknolojik alet bizim hayatımıza dahil oldukça, artan sayıda insan teknolojiye bağımlı halde yaşamaya başlamaktadır. Bundan dolayı teknoloji hayatımızın her birimini ve özellikle eğitimi etkilemektedir. Bugünün dünyasında, eğitim teknolojisiz düşünülemez. Thuraira, Mandom & Marimthu (2002)' ye göre, teknolojideki ilerlemeler öğretmenlere bilgiyi multimedya gibi ilginç yollarla aktarmaya yardımcı oluyor. Multimedyanın eğitimdeki rolü bu hızlı büyüyen bir dünyada çok kritiktir. Bu çalışmada, araştırmacı multimedyanın İngilizce öğrenirken lise öğrencilerini nasıl etkilediğini araştırdı. Multimedyanın eğitim üzerindeki etkisini vurgulamak için, araştırmacı bu çalışmayı yürüttü. Bu çalışma bir sınıfı inceler ve gözlem, anket, röportaj ve eğitim sonrası test içerdi. 30 öğrenci bu çalışmada yer aldı. Öğrenciler devlet lisesinde 9 sınıf öğrencisiydiler. Çalışma 4 hafta sürdü. Her hafta 5 ders olarak, toplam 20 ders oldu. Her ders multimedya materyalleri içerdi ki bu materyaller; şarkılar, çevrim içi oyunlar, Power Point ve videolar. Öğrenciler multimedya materyallerinin yardımıyla, geniş zaman ve sıklık zarflarını öğrendiler. Eğitim sonrası test, öğrenciler multimedya materyalleri kullanarak kendi günlük hayat faaliyetlerini sundular.

Anahtar Kelimeler:

Multimedya, Yabancı Dil Öğretimi, Bilgisayar Odaklı Materyaller, Multimedya Destekli Yabancı Dil Öğretimi

ABSTRACT

TEACHING ENGLISH TO HIGH SCHOOL STUDENTS THROUGH MULTIMEDIA

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As more and more technological devices are introduced into our lives, more and more people start living dependently on technology. Therefore, technology affects every parts of life, especially education. In today's world, education cannot be thought separately from technology. According to Thuraira, Mandom & Marimthu (2002), advance of technology enables teacher to convey information in interesting ways such as multimedia. Multimedia's role in education is crucial in such a rapidly growing world. To emphasize the influence of multimedia on education, the researcher carried out a study. In this study, the researcher explored effects of multimedia on teaching English to high school students. This study is one case study and it includes observation, check list, follow-up interviews, after- trainee interviews and post-tests. 30 students took place in this study. They are 9th grade students in a state high school. It took 4 weeks to implement the study. There were 5 lessons each week comprising 20 lessons. Every lesson included multimedia materials such as songs, online games, power points and videos. The students learnt Simple Present Tense, frequency adverbs and daily routine with the help of multimedia materials such as videos, songs, series, power points, dialogues, cartoons and movies. As a post test, students represented a presentation about their daily routine using multimedia materials by using simple present tense.

Key Words:

Multimedia, Teaching Foreign Language, Computer Based Materials, Multimedia-Assisted Foreign Language Teaching.

ABBREVIATION

ELT **:** English Language Teaching

FL **:** Foreign Language

MI **:** Multiple Intelligences

CTML : Cognitive Theory of Multimedia Learning

Etc **:** Et Cetera

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CHAPTER I

1. INTRODUCTION

Multimedia is a combination of both visual and audio materials in a context such as videos, animations, series, and PowerPoint. According to Mayer, multimedia means two or more formats of information presentations. As the world develops, keeping up with the technology becomes more obligatory for teachers in order not to fall behind the modern world of students. As more and more technology develops, more and more students' attentions are directed to multimedia. According to Thuraira, Mandom & Marimthu (2002), the future of education is based on multimedia.

In today's world, we have a wide range of technological options. Day by day, both technology and learning FL are gaining importance and attention. In such a growing world with technology, education cannot be separated from technology (Çakır, 2006). Technology leads to change every field but of all, the most important one is education.

Students have always experienced learning FL with course book so far and have practised listening with cassettes. This technique is not enough and it does not work to attract attention of students anymore. Teachers need more attractive methods for example; authentic videos. The crucial point in this technique is to expose the target language. It is interesting to experience different kinds of materials. In a class, students need to hear the target language as many as possible from different resources.

Language is changing day by day as it is a live communication tool so it improves itself rapidly. To keep up with the pace of change, students should follow popular usage of language supplied by multimedia devices such as videos, listening tracks taken from television and radio programs. For example, if a student watches a movie or a cartoon, he can witness the real life style of English people. Multimedia devices help students observe cultural background as it reflects real life situation.

In modern world, traditional methods are not enough to attract today's students as they are used to technology and since they were born , they have had to face to technology ,after this process, it is almost impossible to teach them something via only traditional method. Because of this reason, teachers have to create attractive and interesting methods rather than traditional methods.

Multimedia affects learning in multiple ways such as listening, watching, and singing. It makes lesson more creative and alive so it can help teachers to teach language as a communicative tool. To encourage students to communicate, videos and songs are two of the most effective materials. By keeping in mind the enhancing sides of multimedia, teachers may use multimedia to lead their students to have different perspectives.

Teaching English to high school students is a challenging art as it is difficult to make them concentrate on the lesson since they are biased about learning a new language and they have so many other deterrent options such as surfing on the web or chatting with friends during the lesson. This job requires a lot of patience and effort. In addition, it needs innovations and new techniques so teachers should be trained in a modern way. While high school students can learn faster than adult, traditional methods are not enough for them so teachers have to improve themselves in order to match their interests and needs. To overcome education obstacles, multimedia can be alternative way of learning. Education needs to be supported by multimedia devices and teachers need assistance which answers how to use multimedia materials efficiently or what works in teaching with multimedia in English classes. Moreover; they must be aware of their students' characteristics and types of multiple intelligences.

Using different materials has a great potential to improve teaching FL. Multimedia plays a crucial role in education. Without multimedia methods, teaching a second language would become dull. To teach language and culture, popular culture is significant to attract attention and to lead students to a more accurate target as students can witness world conditions outside the classroom walls with the help of media.

1.1. Background of the Study

Most people have studied on the pros and cons of multimedia so far. However, up to now, teachers' views have always been seen crucial, however, it is significant that ideas of students on multimedia are indicative. Before the pros and cons of multimedia are discussed, two bias need to be solved. One of them is students' prejudices against learning a foreign language and the other of them is teachers' bias against the use of multimedia.

Most of the students in Turkey do not know appropriate English; moreover they reject to learn because of their misunderstanding which sees English as a boring lesson rather than a necessary foreign language. However, learning a language is more than a plain lesson. Furthermore; students believe that learning English means grammar learning; which is a wrong belief. Learning language includes four basic skills; listening, speaking, reading and writing. Unfortunately, students cannot dare to practise speaking and mostly they do not any chance to practise these four skills.

More and more teachers are using multimedia materials but they do not know how to adopt the materials in the class. Other teachers who do not use multimedia materials do not believe in the fertile impact on both students and their learning. Traditionalist teachers believe that multimedia is a waste of time and it makes students sleep during the lesson. However, the use and selection of multimedia are very crucial. Some teachers use multimedia only when they want to kill time. There are a lot of studies on multimedia, however, most of the studies are based on the ideas and comments of teachers on researchers or they are based on pros and cons of multimedia use in language teaching rather than ideas and feelings of students which are more crucial.

1.2. Problem Statement

The ideas of students need to be revealed as what students state about multimedia can shape the lesson. The impact of multimedia on students needs to be specified. There are a lot of discussions on the impacts of multimedia; however, it is important to locate on what aspect it has impact on.

Multimedia devices are the most commonly used as alternative materials in the education world, however, the importance of multimedia still may not be realised by both students and teachers in Turkey. Multimedia has various benefits in ELT. Even If a teacher decides to use multimedia, there is a still problem as presenting multimedia materials in a class is not enough as the materials also need to be chosen carefully and to be manipulated considering levels, ages, interests and needs of students, moreover, which multimedia material is suitable needs to be determined. Some teachers who see multimedia a waste of time and do not know how to use them effectively believe that this method is not useful; nonetheless, the correct use of them can create miracles in

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education such as attracting indifferent students' attentions and getting them motivated them in to the class. At the right time and the right place, multimedia can help students to destroy the prejudice against language learning and stimulate students' desire to learn and use of a foreign language.

With students' point of view, students have prejudices against learning a foreign language. Students do not have any real aim or model to learn English. Even If a student learns grammar structure of English, he cannot speak English or he is afraid of speaking it. Most of the Turkish students cannot imagine that they can speak English fluently and they always escape when they see a tourist as there is always missing points in speaking class. The use of multimedia can be a key to solve this problem. Multimedia can help them to destroy the reasons behind this problem. Teachers who have negative thoughts against multimedia do not have any idea about feelings of students on multimedia.

1.3. Purpose of the Study

This study investigates the attitudes of students towards use of multimedia. However, the use of it and the approaches of students and teachers are very important as students have bias against learning English as they accept it as a challenging job. In this study, the researcher wants to show the effective sides of multimedia in English teaching. Moreover, before multimedia use, teacher needs to choose appropriate materials. Furthermore, while using multimedia, teacher can manipulate the material. Apart from use of multimedia, the researcher wants to overcome students' handicaps and bias against speaking English or presenting something in English. The aims are;

1) To reveal student response to multimedia materials used in the process of teaching English.
2) To understand the effects of multimedia on students' presentation skills.

1.4. Significance of the Study

There are several studies on multimedia to assess how successful multimedia is in ELT. This study is supposed to contribute to the literature by investigating how efficiently multimedia materials can be used by observing use of multimedia materials

in a real classroom setting with real conditions and reveal students respond toward multimedia materials in ELT. Both advantages and disadvantages take place in this study; moreover, different techniques are tried on and observed. This study reflects how students react to different types of materials and how multimedia materials can be manipulated or which different types of materials can be presented in an English class. The intention of the study is to emphasize the emergence of multimedia technology as a ground-breaking development in educational practice with regard to the acquisition and retention of knowledge in an English language teaching environment. The study focuses on the ideas of students which shape the framework of activities.

1.5. Research Questions

The research questions guiding the current study are as follows:

1) What are the opinions and attitudes of students towards multimedia?
2) Does multimedia teaching increase students' presentation skills?

1.6. Assumptions

Several assumptions were made by the researcher for this study. The first assumption was that multimedia usage would improve students' skills of presentations and speaking English. The second assumption was that multimedia usage in the classroom would lower the speaking anxiety of students. Students were expected to use Simple Present Tense efficiently. In the end of the study, students were believed to love English more and to be more willing to learn and use English. Students were expected to destroy their bias against learning English, learn Simple Present Tense and how to learn English. This study was believed to enhance students' perspectives of foreign language learning. At the end of the study, all of the students were expected to present their daily routine using Simple Present Tense. Their length of their presentation would be between 3-5 minutes.

1.7. Limitations

This study was conducted at a high school in a small town. This study could reflect limited sample population and their attitudes towards multimedia. This study included only 30 students and they came from similar background so the researcher could not observe dissimilar sample students or different school conditions so this study was limited to the conditions of a state high school. The study could not compare anyone from different backgrounds such as students coming from urban environment. The study was not comprehensible enough to answer how students' background, age or economic conditions affect their learning with multimedia. The study did not address the questions of how student backgrounds affected learning through multimedia with regard to age, economic conditions, or rural and urban differences.

The study also did not compare the effects of multimedia based language training to traditional methods of language training. The class was composed of students who had different multiple intelligences. There was no chance to teach students according to their intelligence. This study was based on simple present tense. The study did not evaluate any other results based on any other grammar subject.

To conclude, this study did not compare any age difference, any background differences of the students or multiple intelligences. The differences between traditional method and multimedia method could not be reflected, either.

1.8 . Operational definitions

Multimedia: Multimedia combined visual and audio materials such as text, graphic art, sound, animation, and video that is delivered by computer applications. It can be defined as the integration of text, graphics, animation, sound, and/or video and the use of several different types of media. Multimedia is more than one concurrent presentation medium , which is different from traditional motion pictures. Multimedia is more sophisticated than simple text-and-images.

(http://dictionary.reference.com/browse/multimedia)

(http://fcit.usf.edu/multimedia/overview/overviewa.html)

(http://searchsoa.techtarget.com/definition/multimedia)

Multimedia learning: Multimedia learning is the process of learning, usually in a classroom or similarly structured environment, through the use of multimedia presentations and teaching methods. This can typically be applied to any subject and generally any sort of learning process can either be achieved or enhanced through a careful application of multimedia materials. Multimedia learning is often closely connected to the use of technology in the classroom, as advances in technology have often made incorporation of multimedia easier and more complete.

(http://www.wisegeek.com/what-is-multimedia-learning.htm)

Theory of Multiple Intelligences: This theory was published in 1991 by Howard Gardner. The aim of this theory was that everyone could learn something with different intelligences. All students could know the world with different perspectives. He viewed intelligences as the capacity to solve problems so he created nine intelligences. These are: Verbal-linguistic intelligence, Logical-mathematical intelligence, Spatial-visual intelligence, Bodily-kinaesthetic intelligence, Musical intelligences, Interpersonal intelligence, Intrapersonal Intelligence, Naturalist Intelligence, Existential intelligence

(http://www.tecweb.org/styles/gardner.html)

(http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/)

(http://psychology.about.com/od/educationalpsychology/ss/multiple-intell.htm)

(http://www.niu.edu/facdev/resources/guide/learning/howard_gardner_theory_multiple_intelligences.pdf)

CHAPTER II

2. LITERATURE REVIEW

There are a lot of studies based on use of multimedia mentioning about advantages or disadvantages of multimedia and the role of a teacher. Literature review reflected the studies of different researchers based on the use of multimedia in ELT classrooms regarding negative or positive sides of it.

2.1. Introduction

Multimedia is a wide range of devices including videos, movies, audios, which provide us many advantages to widen our point of view with the help of visual and audio affects. According to Komur, Sarac & Seker (2005)'s ideas about education, students could face many obstacles while experiencing learning FL process so they need to use different materials such multimedia devices as especially songs. Liuzhi (2002) states that thanks to advance in technology, teachers have a chance to reach different kinds of multimedia materials.

The more multimedia materials are used, the longer the time of concentration can be obtained. Students welcome multimedia materials with joy while learning English. According to Thuraira, Mandom & Marimthu (2002), to further encourage arising joy of the lesson, multimedia can be preferred. Forster (2006) points out that traditional method is not preferred by students as they are not interesting anymore as PowerPoint and other multimedia materials activate students' critical thinking and make lessons more enjoyable and attractive. Du (2011) supports Forster emphasizing that to teach something to students, interest can be seen as a best teacher. Interest and curiosity can be created easily by multimedia materials.

If the students watch the video recorded by native speaker carefully, they will experience similar speaking to real life. Especially in speaking, teachers need the help of multimedia. Although it needs to be target, it takes places at the end of the lesson as a final exercise. Du (2011) agrees that using multimedia applications lead students to an international communication. To communicate, integrated skills, especially speaking, are very important.

Liuzhi (2002) emphasizes that multimedia materials combine pictures, sounds and teaching materials to make the learning process vivid. Moreover; multimedia can be used as a warm up activity, game and exercise, moreover, it can also supply more examples and models for students. Forster (2006) confirms that technology makes lessons more colourful and teachers need to keep pace with technology to understand the positive role of technology.

The first rule of using multimedia effectively in the class is to manipulate multimedia materials effectively, for example; choosing the most suitable materials as to student's age as level is very crucial. Mekheimer (2011) emphasises on usage of multimedia saying that materials need to be designed; otherwise they can be turned into a time-filler activity. For example, videos have both good and bad effects, for example; it can make students either active or fully passive. Manipulating videos is very significant to be able to use multimedia effectively.

Galloway (2007) supports multimedia since students are able to feel relaxed while speaking with the help of multimedia. Hashim & Rahman (2010) also indicate that multimedia can create a friendly atmosphere in the class which is suitable for students and affects the level of anxiety in a positive way. Moreover, Du (2011) emphasises that multimedia can improve interaction between students and teachers. In addition, he says that it is a tool for comprehensive teaching. Mekheimer (2011) who studies about videos thoroughly concludes that videos have great positive impact on students. Moreover; he has asserted that students are able to observe real communication model through multimedia. This helps to create a real world atmosphere in an English class.

In order for students to achieve learning English thoroughly, they need to feel that it is enjoyable for them to experience this process and it is a must for their future. Liuzhi (2012) and Hashim & Rahman (2010) support this idea. Furthermore, Hashim & Rahman (2010) mention about songs' positive effects on students, also teachers need fun elements such as multimedia devices to camouflage difficult sides of learning a foreign language. In addition, multimedia is interesting enough to attract students for lessons. Ara (2009) strongly agrees with positive sides of multimedia by stating that students can learn English via multimedia methods without feeling of the pressure of learning.

Dovedan, Seljan & Vuckovic (n.d.) contradict the advantages by saying multimedia has got unnecessary parts such as surfing on the net, playing online games so teachers need to consider handicaps of multimedia . Moreover; they think that teachers waste time, efforts and money teaching English via multimedia. Liu (2010) supports Dovedan et al. (n.d.) by saying that multimedia turns the lesson into teacher-based learning style by ordering students to do what teachers say, so this kind of method is not enough to meet expectation of the teachers. Students will memorize what they see on the screen and they get bored. Moreover; Liu (2010) talks about darkness saying the darkness of the class created by projection machine changes class into sleepy atmosphere preventing students from concentrating on the lesson. One of objections of Komur, Sarac & Seker (2005) who generally mention about advantages of multimedia is about characteristic of materials as students may not like materials or materials may not be appropriate for interests and needs of children so a lesson may turn out to be a monotonous one and students can get easily distracted or have difficulty in concentrating on a lesson as their attention span is too short to catch up everything during a lesson. Multimedia can either support or distract motivations of students since they need variety activities to make themselves attentive, however, multimedia material can sometimes make them bored. To overlap disadvantages told above, agreeing with Komur, Sarac & Seker(2005), Sikos, Klemes, Varbanov & Lam add that different characteristics need to be considered to select the types of multimedia presentations. These are levels, graduate, gender, interests and needs.

Liu (2010) challenges the earlier hypothesis as saying that multimedia does not have more advantages over traditional methods, however; it can be said that multimedia should be designed well-preparedly and Liuzhi (2012) partially supports him emphasizing the effects of teacher in the class since without teacher, it would be impossible to achieve any success; however, teacher should use multimedia effective. Syhamlee & Phil (2012) support both methods stating that teachers need to use both methods together. Dong (2011) has got a different idea which states that multimedia has such a lot of advantages that traditional methods cannot keep up with.

On the contrary to the ideas of Liu (2010), Hashim & Rahman (n.d.) conclude that the treatments given are very helpful in understanding the intended grammar points. Likewise; the researcher's observation reveals that the students not only find the lessons enjoyable, they are also learning something else apart from the syllabus. For example;

they are learning pronunciation of words, new vocabulary and comprehending the lyrics.

Teachers' role cannot be underestimated in using multimedia methods and this idea is supported by Shaymlee & Phil (2012) saying that teachers should be aware of brand new technology and they should be capable of using it. Without a teacher, multimedia would not be enough to be an effective method in the class. Du (2011) has the same idea about teachers' role in use of multimedia methods in English class with Shaymlee & Phil (2012). He mentions that to use multimedia efficiently, the role of teachers is important as they require to manipulate materials and to prepare the lesson sufficiently before the class. According to Çakır (2006), teachers have the control of multimedia materials so they can use them effectively as they can stop it and make students repeat and vocalise what they have heard. For example, watching a video needs performing effectively and carefully by both teachers and students. Teachers need to lead a lesson with clearly explaining instructions and what is going on. Zhu (2010) emphasizes on teachers' role in multimedia learning stating that innovative ideas and implementations are necessary. If a teacher is skilful enough to manipulate the ready materials, the use of multimedia will be beneficial.

According to Dong (2011), multimedia is thought to be comprised of just clicking a PowerPoint; however, multimedia is beyond just clicking a PowerPoint for example; PowerPoint can be manipulated according to classroom conditions in a creative way. It is such a flexible material that it can be used in all skills as a supporting and assistant method. According to Thuraira, Mandom & Marimthu (2002), multimedia learning is an alternative to conventional learning system.

The effects of multimedia are still being discussed as it has got wide ranges of materials which have different qualifications; moreover, its effects chances from class to class since multimedia materials awake different feelings in students. One of the most important points which is supported by Liuzhi (2012) and Mekheimer (2011) is to be able to choose appropriate materials as to interest, age, level and needs of students. This idea is accepted by Komur, Sarac & Seker (2005) as they emphasizes on interests and needs of students. With the ideas of Mekheimer (2011), it can be concluded that multimedia needs to be used as a beneficial and contributing materials not time-filler by teachers.

2.2. Theoretical Framework of Multimedia Methods

2.2.1. Introduction

Using multimedia in an English class requires using and considering several types of theories and principles such as multimedia learning, MI, cognitive theory of multimedia and communicative approach on the grounds that it includes a wide range of characteristics and qualifications. For instance, multimedia comprises of both visual and audio materials which are helpful for students having different intelligences. Multimedia materials stimulate memory, which is called "working memory". Cognitive and constructive theories have common decision about students' speed and selecting their own materials as multimedia supplies a wide range of materials. Multimedia has such a lot of theories inside that an instructor requires to be trained properly in order to use it correctly, efficiently and thoroughly. Multimedia cannot be considered separately from communicative approach. It is the best way to encourage students to communicate with others or each other.

2.2.2 Multiple Intelligences

Multimedia is directly related to Gardener's Multiple Intelligences theory. In MI theory, the principle is that everybody has different intelligence. According to Thuraira, Mandom & Marimthu (2002), the most effective method is multimedia and it opens doors to multimedia learning allowing students with different styles to benefit the lesson. As everybody learns in different ways and everybody has a right of to choose their favourite materials. This theory originally has seven intelligences which are: "Verbal intelligence, Visual intelligence, Mathematical intelligence, Musical intelligence, Kinaesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence". However, today eighth and possible ninth intelligence are added to this theory. These are "Naturalistic and Existential intelligence". This theory suggests that there are different path ways of learning. Multimedia is one of the main sources to help to teach something to students with considering intelligence as it has got both visual and audio materials inside. Everybody has intelligence but the type of it changes from person to another. Thuraira, Mandom & Marimthu (2002) opine that using multiple

intelligences in a lesson is useful; however, it needs time and money to create different tasks and materials for each type of intelligence so multimedia is ready to help all students. According to Veenema & Gardner (n.d.) , every student has right to learn in their own way so teachers need to give them opportunity with using different kinds of materials referred to different types of intelligences. According to MI theory, people differ from each other due to type of their intelligences so teachers need to choose their technology materials considering their students' multiple intelligences. (Veenema & Gardner ,n.d.). Considering of ideas of Thuraira, Mandom & Marimthu (2002), It should be noted that while using multimedia, it is important for an instructor to consider the multiple intelligences profile of the students. That is to say, the new technology materials are advised to be based on MI theory. Veenema & Gardner, (n.d) also say that new technology applications give people a chance to gain access knowledge with variety of ways. Thuraira, Mandom & Marimthu (2002) support MI theory by saying that MI is such a beneficial method that it can create self-esteem in the students. According to ideas of Veenema & Gardner (n.d.), technology cannot be a target; however, it can stimulate encouragement of deeper forms of understanding. If multimedia materials are the target of a lesson, the lesson can turn into a boring and an useless one, so they have to support the lesson in order for students to benefit from the lesson.

A book can supply just sentences and stereotype pictures. These are not enough materials to attract attentions of modern students as they are grown up with modern life conditions (Veenema & Gardner, n.d.). Thuraira, Mandom & Marimthu (2002) claim that multimedia challenges "one-size-fits all" learning module in that every person has different learning styles and every person benefits from the same material in different ways. Multimedia can inculcate deeper forms of understanding and it can change stereotypical habits of thought. *"New multimedia work may enable ordinary students to gain an understanding that may have been accessible only in the extraordinary classroom in years past."* (Veenema & Gardner, n.d.) Technology may help students to understand deeper and reach richer representation of real life. Real life cannot be reflected without multimedia. Books can only create single-dimensional perspectives. Multimedia supports multiple perspectives and encourages students to think more creatively and critically. Multimedia methods are intended to motivate students regardless of their types of students (Crichton & Kopp, n.d.). Multimedia materials are

supposed to get attention from all types of students. Fose (n.d) claims that technology itself is not enough to improve learning but addressing to true technology application is crucial. He also states that technology can allow every student to create their own learning style. Through use of multimedia, students have a chance to reach knowledge with their own style. In keeping with presenting multimedia according to MI theory, it is important to note that choosing the true types of multimedia materials is crucial (Crichton & Kopp, n.d.). At the same time, it should be noted that not every multimedia material is beneficial according to MI theory. They should be chosen considering level, age, interesting and needs of the students. Moreover, before a teacher prepares her lesson plan, she needs to learn her students' learning styles. She needs to prepare her lesson accordingly to accommodate the multiple types of intelligences and she needs to motivate her students. According to Thuraira, Mandom & Marimthu (2002), if students and the teacher are aware of students' types of intelligences, the lessons will be more productive and enjoyable.

2.2.3 Cognitive Learning Theory

Cognitive process is the process of perceiving, thinking, remembering, understanding and learning (Sorden, 2005). If an instructor does not know about cognitive theory, he can overload information which can be processed thoroughly.

According to cognitive theory, learning can happen when they achieve meaningful learning (Mayer & Moreno, 1998) which means deep understanding. To achieve meaningful learning, students 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 students (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 rather than only text. Moreover; teacher need to be careful about amount of information. It should be limited.

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. According to dual-

processing theory, when a student is exposed to pictures, the information is processed in visual working memory and when a student is exposed to audio material, the information is processed in audio working memory. (Mayer & Moreno, 1998)

Mayer suggests that the best use of multimedia can come about with both visual and verbal ways that support verbal and visual working memories equally. Sorden (2005) states that the amount of information that is processed at one time is limited, thus it is necessary for an instructor who uses multimedia to consider this limitation and the fact that 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 modality principle, student can learn better when he learns in both visual and verbal ways (Sorden, 2005). The more kinds of multimedia materials a student perceives, the more multiple schemes he will develop (Sorden, 2005). This is called "Variability Effect", which multimedia uses a lot.

While teaching a language, barely teaching only about a language is not enough. Teaching culture should come after it as language and culture cannot be thought separately. Language includes culture while culture includes language and they interact with each other. Authentic language input is necessary. Especially, videos are real 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 conversation and real life styles. Multimedia supplies culturally-rich learning environment. According to Fujimoto (n.d), students believe that authentic materials have benefits for their interests in language and culture learning. Authentic multimedia materials are very crucial for culture learning. Fujimoto (n.d) mentions about internet as a source of authentic materials such as newspaper, television news, weather reports, documentaries, movie reviews, images, etc... The most unusual example of authentic language input is advertisements.

In multimedia learning, information is presented both auditory and visually. In multimedia learning, students can easily integrate words and pictures. Students are exposed to the target language in two or more ways such as pictures and audios. According to multimedia learning theory, students can learn better when exposed to information presented visually and auditory.

It is notable that students see materials combined with voice, narration, picture and animations. It is definite that those materials are more attractive than bare teaching

including only voice and words. Combined materials are more interesting than materials of traditional methods.

2.2.4. Cognitive Theory of Multimedia Learning

Cognitive theory of multimedia learning is learning in which multimedia materials including voice, pictures and text to simulate learning of students. Students could understand more deeply with multimedia than words. Picture fosters students' learning. The aim of multimedia learning is to promote language learning by combining words and pictures. In multimedia learning, information is presented both auditory and visually. In multimedia learning, students can easily integrate words and pictures. Students are exposed to the target language in two or more ways such as pictures and audios. According to multimedia learning theory, students can learn better when exposed to information presented visually and auditory. Active learning can be achieved when a student uses his cognitive process to construct a coherent mental presentation. Multimedia helps students to build the structure. Active students need to select materials and integrate the selected materials with existing knowledge (Mayer, n.d.).

2.2.5. Communicative Approach

The aim of learning a foreign language is to communicate. To communicate people, students have to use four skills; listening, speaking, reading and writing. To obtain these four skills, students need to observe a real native model. Unfortunately, whenever students need a native model, it is almost impossible to find one. However, thanks to technology, students can observe real native speakers online or from a recorded material easily. This is a miracle in language learning. Students could easily imitate what they have heard or what they have observed. Students could willingly take participate in online competition or interactive games. Students could improve their English while destroying prejudices against learning and using a foreign language.

While learning a foreign language, every classroom needs certain conditions to make students feel relax and feel ready to communicate or interact with their peers during English lessons. I believe that multimedia prepares classroom environment for communicative purposes. Multimedia materials can be used as ice-breakers or warm up

activities as students can concentrate on a lesson easily and unconsciously. Multimedia materials can be used very effectively. For example; picture can be used as a beginning of brainstorming or conversation. Students can carry on a conversation which starts in a video or they can act out the characters that they watch. Even a shy student can act out via video. For example; a shy student can speak English via multimedia activities subconsciously or with a game. With multimedia methods, students are eager to use the target language. These materials can create a platform between teachers and students. Videos are good example of communication for students. Multimedia can create a friendly-atmosphere so students can express their ideas without feeling stress. Videos can be used as a real model for students could imitate what they have seen on the screen.

CHAPTER III

3. METHODOLOGY

This chapter describes the methodology of the study. It tells about the research design, participants and procedure. Moreover, details about types of multimedia and data collection could be found in this part.

3.1. Introduction

This study was one case study having only post-test. It took place in the 9th class in a state high school in İslahiye in Gaziantep. The study was qualitative and quantitative study. The researcher taught Simple Present Tense to the 9th grade students with multimedia devices during the 4 week teaching period. This teaching period was observed by the researcher and it was also recorded to observe it after the teaching period. During this period, check lists were carried out before the lesson. There were two kinds of interviews in the study. The first one was follow-up interview and second one was post- trainee interview. The aim of follow up interviews was to learn their feelings and ideas about multimedia materials. The aim of post-trainee was to observe any differences in ideas of students about use of multimedia. To evaluate these data, content analysis and descriptive methods were used. To reflect quantitative data in check list, Likert Scale was used.

At the end of the research, students had to give presentation using Simple Present Tense as a post test. These post tests were evaluated by two teachers using rubric prepared by the researcher. These post tests were graded out of 20 and the averages were calculated. The methods which were used in this research and the detailed information about methods were given in this part.

3.2. Procedure

This research was consisted of 20 hours lasting 4 weeks. The main of the research was to teach Simple Present Tense and daily routine to high school students who had not known it before by using multimedia materials. They included listening activities, games and videos, and PowerPoint. Before the research, lessons plans were written to maintain a programmed teaching. During the research period, lessons were recorded in order for the researcher to watch them later. She wrote daily journal for every lesson to catch detailed point of view. Besides observation, in order to obtain ideas and feelings of students, check lists, follow-up Interviews, post-trainee were put into practice. Interviews asked students about their ideas. After check lists, students had follow-interviews about their comments on the check lists. The researcher asked several questions to reveal reasons behind answers of the check lists. These ideas were very crucial to understand their attitudes towards multimedia materials. Before post-tests, the second interviews were post-trainee put into practice to find out whether their feelings changed or not after the teaching period. Qualitative data obtained from observation, check list and interviews was analyzed in content analysis form and descriptive method. The researcher had "Enhancing Language Skills, Multimedia use in class and role of a teacher, Real Life Similarity, Benefits of multimedia, Welcoming Multimedia Materials" themes. The quantitative data was obtained from observation, check list and post-test. The quantitative data of check list was presented in Likert scale with percentages. That of observation was written in observation report not only during the lesson but also while watching the recordings.

At the end of the research, students submitted their final presentation about daily routine using Simple Present Tense. These presentations were recorded to be evaluated objectively after the research. They were evaluated by two English teachers to have objective result and grades. The average of the class was worked out. To evaluate post-tests, a rubric including "Content, Presentation Design, Speaking skills, Creativity and Mechanics" parts recordings were used by two teachers, one of whom was the researcher. Rubric evaluated the presentation out of 20. The average of post-tests was calculated. Two averages were obtained and compared.

3.3. Participants

The participants are 14 or 15 years old. They are 9th grade students. They are from the same class. There are 30 students in the class. They all come from small towns or villages. Their socio-economic level is low. Their academic success is low, too. Their English level is beginner. They did not have any chance to learn English before 9th grade. They were willing to participate into the lessons. They have six-hour-English lesson in a week.

3.3.1. Participants' Consent

The whole participants knew that the data collected during the lesson would be used in a thesis study. They all approved that they would give presentation and their presentations would be evaluated by two English teachers. They were granted that the data about them would not be used for any other aims.

3.4. Types of Multimedia

Materials were prepared before the lessons according to the lesson plan carefully. The materials were suitable to the age of students. The materials included songs, videos, PowerPoint, listening tracks, games, pictures and animations. During the lesson, traditional materials were not used so only multimedia materials were used. Before start of the lessons, which materials would be used in which lesson was determined.

3.4.1. Text

To reflect the written information on the board, text multimedia materials are used. The most commonly used multimedia material is PowerPoint. Besides visual materials, text materials are important in the process of information.

3.4.1.1. PowerPoint

Microsoft PowerPoint are basic materials for multimedia learning as they include very kind of multimedia materials such as pictures, videos and songs inside. They can be used as a warm-up activity, main course or exercises. They need to be prepared by teachers before a lesson. Preparing PowerPoint needs time and basic computer knowledge so teachers can see them as a challenging job and waste of time. However, they stimulate students and they are very supportive. Even in writing parts of a lesson which could a very boring part for students, PowerPoint could help teachers to make them concentrate on the lesson. They are the skeletons of multimedia learning.

3.4.2. Audio

Audio materials are consisted of songs and listening tracks. Audio-materials present materials in a way that students do not need any pencils and papers. These materials are significant for ELT as students need to learn a foreign language first by listening.

3.4.2.1. Song

In music, a song is a musical piece adapted for singing. Songs are undisputable beneficial materials for students. Especially when they are combined with pictures or clip arts, they will be more interesting. Songs can be used warm up activities in classrooms and they are eagerly welcomed by students.

(http://dictionary.reference.com/browse/song)

3.4.2.2. Listening Track

Listening is to hear something with thoughtful attention. Listening exercises are very vital for English language students. They reflect real life. They should include native speaker's voice. Listening track including native speakers' voice are more helpful and beneficial as an example for real life.

(http://www.merriam-webster.com/dictionary/listen)

3.4.3. Still Images

Still images are visual materials. These materials are very attractive and useful. Students prefer these kinds of materials as they make knowledge permanent. Pictures, animations and videos are still images.

3.4.3.1. Picture

Picture is a visual representation or image. It can be created or copied and stored in electronic form. Picture has a powerful effect on students as it created a real image in students' mind and it helps students to create a real –life similar imagination.
(http://www.thefreedictionary.com/picture)

3.4.4. Animation

Animation is the process of displaying still images in a rapid sequence to create the illusion of movement. It suggests variety o active pictures which could be used to motivate students on grammar lesson.
(http://www.wisegeek.org/what-is-animation.htm)

3.4.5. Video

Video is manipulating, and displaying moving images, especially in a format that can be presented on a television. Videos need to last at most 5-minute long. They need to be appropriate for students' level, age, interest and needs. They need to be searched thoroughly and chosen carefully. Teachers need to watch them before the lesson and to manipulate them during the lesson. There are several videos activities so teachers need to prepare videos and their activities before a lesson. Videos have to have proper pictures and music as they can easily affect students' motivations.
(http://www.webopedia.com/TERM/V/video.html)

3.4.6. Interactivity

Interactive materials are most crucial part of multimedia materials. Students can communicate outside the class via these materials. For example, smart boards are tools to connect the class with networks beyond the classroom walls.

3.4.6.1. Smart board

The participants of the study are very lucky as they have a chance to have smart board in their classrooms. The researcher can use any multimedia materials without having any difficulty. Smart boards are so useful that any multimedia materials can be displayed on it such as PowerPoint or videos. It can be touchable so the researcher does not have any extra material to use it. A smart board is enough for the research to reflect the multimedia materials to the students.

3.5. Data Collection Tools

In this study, observation, follow – up interview, check list and post training interview and post-test were used. While students were learning "Simple present tense", their lessons were observed by the researchers. They were recorded by camera. To take note data from observation, the researcher used daily journal, observation report and camera. While observation, check list and follow-up interviews were carried out, after observation, post- trainee interviews were completed. To finish the study, post-test were complimented.

3.5.1. Observation

In this study, there were two kinds of observations. One of them was writing daily journal and via camera. The researcher used a common observation table.

3.5.1.1. Daily Journal

In this part, students' attitudes were observed and written as a daily journal design since their attitudes' changing could be observed and be ranged. The methods were implemented in the class. Their effects on the students were taken notes as well as their pros and cons were observed. How fast they could learn the subject and how they reacted to the lesson and materials or whether they loved or hated were observed and followed, moreover, whether they enjoyed or got bored was witnessed. The researcher wrote a daily observation report both in a positive or negative ways. The improvement and behaviours of the class were recorded and analysed.

3.5.1.2. Observation Report

While making observation, the researcher needed an observation report to be objective and to focus on the aim of the research. The observation report has two parts. In the first part of the report, there were yes / no statements and the second part included comments of the researcher about the lesson. The researcher needed to write the data and the subject of the lessons.

3.5.1.3. Camera Recording

While the teacher was using multimedia actively in the classroom, a camera was recording the whole lesson. The data was analysed later by watching the classroom in recording materials so that the observation could be more objective and lively. The researcher could observe the classroom in a more detailed way and she was able to catch different reactions of the classroom. The classroom conditions were watched several times to understand how students reacted towards the lesson.

3.5.2. Check list

The check list was carried out on students in 9th grades. It asked questions about their thoughts about multimedia devices and the use of multimedia. It was composed of 3 kinds of questions comprising 10 questions. 4 of them were open-ended. 1 of them

was multiple choices and 5 of them one were scaled questions. It asked about students' favourite materials and their comments about multimedia and traditional methods.

3.5.3. Follow-up Interviews

After the check lists were carried out, students were interviewed about their opinions and ideas about use of multimedia. The researcher tried to find out the reasons behind their answers to check list and to learn about more details and ideas about multimedia. These interviews were carried out during the teaching process.

3.5.4. Post-trainee Interviews

In this study, there was the second interview to understand whether there was a change in their ideas after twenty-hour lesson teaching process. These interviews were complemented after the trainee process finishes. The aim of the questions in the interviews revealed different ideas between two periods.

3.5.5. Post-test

Post-test was carried out at the end of the research which lasted 4 weeks. It was a speaking test in which everybody had to prepare a final daily routine presentation using PowerPoint, videos, pictures and games. These presentations were recorded to be evaluated objectively by two teachers, one of whom was the researcher. The post test was evaluated by a rubric. The duration of post-test was between 3 and 5 minutes.

3.5.5.1. Rubric of Post-test

The post-test was evaluated by a rubric which was prepared by the researcher. The rubric concluded five parts. They were "Content, Presentation Design, Speaking Skills, Creativity and Mechanic". Each part had 4 points and they totally made up 20 points. The researcher and another English teacher evaluated students' presentations according to rubric out of 20. Content investigated presentations of students whether they understood what daily routines were and how they could use simple present tense.

Presentation Design questioned whether the students could present something using PowerPoint or smart board. Speaking Skills investigated whether students make sentences in English or use Simple Present Tense in front of the class. Creativity means students different ideas about the presentations and use of English. Mechanic means grammar correction of students' presentations.

3.6. Data Collection Procedure

The researcher gathered the first data from check list which was created by the researcher herself including three kinds of questions which were open-ended check lists, multiple choices and scaled questions. This data was considered both qualitative and quantitative as it included open-ended questions which was consisted of students' comments, multiple choices and data analysis which supplied percentages of students. While evaluating this data, content analysis, descriptive method and Likert Scale were used.

There were two kinds of interviews in this study. The first one, the follow-up interview in this study was implemented just after the check lists to obtain detailed answers about their answers and the second one was carried out after four-week-teaching period to observe any differences between the answers in the first and second interviews. This data was qualitative and was assessed by descriptive methods and content analysis.

Observation data was collected with two ways. The first one was observation report which was written during the lessons and the other one was obtained from the recordings recorded by camera during the lessons. This data was qualitative and was evaluated by descriptive methods and content analyses.

Post-test included presentations of students about daily routine by using Simple Present Tense. Post-test data was evaluated with a rubric which was created by the researcher. The grade was given out of 20. Two teachers graded students' presentations to be objective. This quantitative data was analysed and the arithmetic mean of this grades were calculated.

3.7. Data Analysis

While collecting data, the researcher used check list, follow-up interviews, observations, post-trainee interviews and post-test as data collection tools. During the evaluation process, there were two kinds of data analyses in this study. These were qualitative and quantitative data analyses. Qualitative analyses included interviews, whereas, quantitative analysis include post-test. Observations and check list were evaluated by both quantitative and qualitative analysis as they included both kinds of data. For qualitative analysis, content and descriptive methods were used to reflect conclusion of the interviews, the check lists and the observations. As for the quantitative part of check list, the Likert Scale was used to show the percentages. As for post-test conclusion, the research analysed of test-score by calculating the average of test-score obtained by rubrics.

CHAPTER IV

4. FINDINGS

Findings part reflected what the researcher discovered after the study process. This part revealed the findings from check lists, interviews, observations, the results of post test. Finding also answered research questions.

4.1. Introduction

In this part, according to students' answers in the interviews and check lists and observations of the researcher, research questions would be answered. This part included students' opinions and attitudes of students and the effect of multimedia on students' presentations. Findings and content analysis of check lists, observation and interviews could be found in this part.

4.2. Findings from Check List

This check list consisted of three kinds of questions; which were open-ended questions, multiple choices and scaled questions. They were carried out on 30 students. The aim of the check list was to reveal students' ideas and feelings about multimedia materials.

According to the results of check list, 71 percent of students chose songs and videos as materials that they mostly preferred in an English class. However, they expressed that they did not enjoy the book. It could be concluded that lessons with only books were not attractive enough for students. Around the half of the students felt relax while speaking English with the help of multimedia materials. As a result, multimedia methods had good impacts on the students in the aspect of feeling excitement during the speech. More than half of the students always enjoyed multimedia materials during the English lessons. If the rate of answers was taken into consideration, we could say that the students response multimedia positively. As predicted, 77 percent of students enjoyed watching videos and cartoons. This proved that multimedia materials which

could be watched are attractive for students. Students usually found multimedia learning enjoyable, informative and beneficial, therefore, we could state that students appreciate watching multimedia materials.

Although students supported multimedia methods, they still preferred books and notebooks which were traditional methods. Unlike the expected results, one third of the students did not deny the importance of writing while learning a second language.

The quantitative results of the check lists were calculated with percentages and they were indicated into Likert Scale in the following Table 1.

Table 1. Likert Scale of Check list

Material	Book	Notebook	PPT	Song	Animation	Picture	Computer Games	Videos
Which one do you prefer in an English class?								
Number	5	13	9	14	0	8	23	24
Percentage	14	38	26	41	0	24	71	71

	Always	Usually	Sometimes	Rarely	Never
Do you enjoy multimedia materials during the English lesson?					
Number	20	5	10	0	0
Percentage	57	14	28	0	0
Do you enjoy book during the English lesson?					
Number	1	1	9	7	17
Percentage	2	2	25	20	48
Do you feel relax while speaking English with multimedia materials?					
Number	16	10	6	1	2
Percentage	45	28	17	2	5
Do you enjoy writing during the English lesson?					
Number	11	8	4	1	11
Percentage	31	22	11	2	31
Do you enjoy watching multimedia materials?					
Number	27	6	3	0	0
Percentage	77	17	8	0	0

4.3. Findings from Follow-up Interviews

Follow-up interviews were carried out after check lists to learn details and more information about the use of multimedia. The conclusions were obtained from interviews and observations. These interviews were carried during the process of research and teaching. Researcher asked 30 students about their feeling and attitudes towards multimedia materials. Interviews were done in Turkish and translated into English by the researcher as students' English level is beginner and their English is not enough to give more details about their comments on check lists. They admitted that besides their preferring multimedia methods to traditional methods, they still could not imagine a lesson without notebooks and books. They could not deny the useful parts of the notebooks and books. This was surprising. Besides their comments on the methods of the lesson, they emphasized the role of the teacher as stating that they liked teacher's smiling. The students could not think separately the lesson from the teacher. When students were asked how the perfect lesson was, they pointed out their own lesson, which was honourable for the teacher.

4.4. Findings from Post-trainee Interviews

Post-trainee interviews were carried after teaching period. The questions in the post-trainee interviews were quite similar to those in the following-up interviews; however, there were slight differences to reveal any different feelings after teaching period. They revealed that they trusted multimedia methods more than those of traditional. They liked the lessons with only multimedia materials. They understood these lessons more deeply thanks to multimedia materials. They expressed that a lesson with multimedia methods taught English in a meaningful way and the knowledge became permanent. They admitted that the lesson on the smart board were always more beautiful and meaningful.

4.5. Findings from Observation

Research taught Simple Present Tense for 4 weeks. In each week, there were 5 hours and totally, students learned simple present tense with 20 hours. The researcher used two methods for observation. One of them is daily journal and the other one is video-recording method. Researcher took notes during every lesson. Researcher had 20 comments about video recordings. She watched video-recording after lessons and she took notes again in order to catch details about the lessons. Students were observed to be more willingly to participate into the lessons. They always raised their hands. They spoke louder as to express their willingness. When the teacher asked a question, they did not want to answer; however, PowerPoint or a video asked a question, they felt excitement and they were eager to answer. Classroom management was easier with multimedia methods. Threatening the students with absence of multimedia was enough to make them concentrate on the lesson. The students felt that a lesson with multimedia materials was beyond a bare lesson ; moreover, it looked as if it was an enjoyable activity.

4.5.1. Quantitative Analysis of Observation

In observation reports, there was "yes\ no" question part. While the teacher was observing the class, she answered the questions as "yes or no". There were 18 lessons in the study. Teacher answered yes to 1st, 2nd, 3rd, 4th and 5th questions and no to 6th, 7th, 8th, 9th and 10th questions in 17 lessons but only one lesson, teacher answered no 1st, 2nd, 3rd, 4th and 5th questions and yes to 6th, 7th, 8th, 9th and 10th questions. This showed that students were observed to be bored as the level of the songs were too low for students to listen. These quantitative results of observation report were indicated in Table 2.

TABLE 2. Quantitative Analysis of Observation Report

CONDITIONS	YES	NO
1. Students follow lesson with enjoyment.	95%	5%
2. Students want to join the lesson.	95%	5%
3. Students enjoy the lesson.	95%	5%
4. Students want to play games.	95%	5%
5. Students want to answer the questions.	95%	5%
6. Students get boring.	5%	95%
7. Students want to do something different.	5%	95%
8. Students talk to each other.	5%	95%
9. Students are reluctant to join the lesson.	5%	95%
10. Students do not pay attention to the lesson.	5%	95%

4.6. Findings from Post-test

The findings of post-test were evaluated by two teachers to get objective results. The presentations of the students were recorded in order for the teachers to watch them after the presentations. The teachers evaluated the presentations out of twenty using rubric prepared by the researcher and they calculated the averages of the grades.

4.6.1. Findings from Post-test by the teacher

Twenty students submitted their presentations. Ten students rejected to give presentation as this was the first time they spoke English so they were afraid of presenting something in English in front of the class. The presentation included "Daily

routines" using simple present tense. They had to use multimedia materials so that they could give an effective presentation. Their presentations were evaluated by the teacher according to rubric prepared by the researcher, herself. The rubric had 5 categories; Content, Presentation Design, Speaking Skill, Creativity and Mechanics. The length of their presentations was about 1 minute. It could be seen that it was too short but for a student who had never experienced such a presentation before, the length was normal.

After evaluation by the researcher, the average of the students was 16, 85 of 20. This was a very high grade while considering their conditions. The teacher used a rubric and excel table to conclude their grade and the average. Students were graded for every unit out of 4. If someone completed every unit successfully, they would deserve 20 points. They all did well according to content. The lowest points were belonged to mechanic and speaking as their academic success in English was low. If they could prepare a presentation, they could take a higher point from Presentation Design and Creativity.

4.6.2. Findings from Post-test by an Objective Observer

A second English teacher evaluated the post-test recordings to catch an objective result. The result was 15. The results were close enough to catch an objective result.

4.7. Content Analysis of All Qualitative Data

The analysis of all qualitative data was evaluated with content analysis. There are 5 themes to reflect all data collected during the research. These are; "Enhancing Language Skills, Multimedia use in class and role of a teacher, Real Life Similarity, Benefits of Multimedia, Welcoming Multimedia Materials" .

4.7.1. Enhancing Language Skills

Multimedia creates a good atmosphere for students to overcome English learning anxiety. Multimedia provides a stress free environment for students. It helps interaction, conversation and oral skills. Smart board can facilitate classroom activities, classroom interaction.

A perfect lesson could be described as a lesson in which students have a right to speak with permission and communicate each other. Students preferred online exercises. With the help of smart board, every student spoke English in the class. It is doubtless that they are in a communication and technology age so they preferred smart board.

Students wanted to communicate and participate in the lesson thanks to multimedia. They liked answering the questions in a lesson with a smart board. They described a lesson with multimedia enjoyable and active. They liked being on the stage. Mistake correction is a hard job for teachers as students could insist on repeating the same mistakes, however, multimedia helps teacher. Students corrected their mistakes with what they watched in videos. While watching video, students answered the questions. Teacher determined mistakes of the students and she immediately gave mistake correction. If the students found wrong answers, they gave immediate feedback. Students were doing online exercise, they answered the questions without feeling shy, and so teacher could determine the mistakes and correct them immediately. If students discovered wrong answers, they gave immediate feedback.

Students learned how to pronounce the words directly from PowerPoint vocalized by native-speakers. They did not need teachers' help for this. Students learned question words with simple present tense in this research. Students learned directly from video how to pronounce the words correctly by imitating the voice perceived. While watching video, students asked more vocabulary than their usual asking. They tried to guess their meaning according to visual materials. While students were reading online text from interactive book, they were willing to guess the meaning of the words.

4.7.2. Multimedia Use in Class and Role of a Teacher

Students focuses on not only multimedia use but also the role of teacher so while creating a fertile learning environment, multimedia use is not enough without the role of a teacher. Students could not separate multimedia and the role of teachers. Students expressed that student could understand deeply with both multimedia and helps of their teachers.

A good teacher is a teacher who uses multimedia actively according to comments of students. The effectiveness and quality of multimedia materials depend on

the skills of teacher according to what students said into the interviews. Thanks to smart board, they can introduce themselves by speaking English.

Students expressed that before multimedia learning, teacher used to give information directly and students accepted the information without questioning and teacher did not question whether students learned or not. In traditional methods, students are always passive during the lesson while in multimedia methods, students are eager to participate into the lesson. Moreover, the students emphasized the role of teachers as a guide in the interviews.

Even If almost all students would rather multimedia methods, a few of them rejected effective sides of multimedia and they considered them as boring. The boredom of multimedia should not be overlapped as the effectiveness of multimedia methods depends on how multimedia methods are used and how efficient the teacher is. Moreover, multimedia gives freedom to the teacher to use any authentic materials to assist students.

4.7.3. Real Life Similarity

Smart board is able to give real examples. Thanks to smart board, we could have authentic materials. Students had emotional connections with the characters, in the video as if she was a real character, for example they asked why she did not go to school that day. While the students are connecting the emotional level, experiencing with the characters, going through the emotional process with whatever the characters do, connecting with the characters emotionally, they do some kind of language training such as by using simple present tense. Some examples can be given, for example, students answered what the characters asked.

Videos show how real English people speak and behave so students can take model of English people, moreover, they could imitate what they heard and they tried to speak and behave like them so videos makes learning clearer and deeper. Students tried to transform the real use of English into classroom activities. For instance, when students learnt the use of "Do / Does", students watched a video and they witnessed real life and they could relate the theoretical knowledge with a real life. Multimedia materials guided students to use target language like in real life. Learning English is not

limited to the classroom environment. Multimedia learning gets students involved in the language learning.

Multimedia provides students different kinds of materials such as audio- visual materials such as; videos, PowerPoint so they can transform real materials into useful English by stimulating their creative thinking while enlarging their knowledge and imagination. Multimedia learning is not as limited as traditional learning. Multimedia learning increases interaction between students and unreal native speakers on the board so it supplies real-life-likeness to the learning environment so students could witness real dialogues.

4.7.4. Benefits of multimedia

With multimedia, their knowledge becomes permanent however, with traditional method, they learnt but they forget easily. Multimedia has unique advantages. Multimedia changes the perspectives of the students.

A major feature of multimedia is to make students concentrate on the lesson. As they said, they could adopt more easily by multimedia materials. Multimedia was preferred more than traditional method as it was three-dimensional teaching so the effectiveness and quality of ELT can be improved. Multimedia helps students communicate with teachers and their peers, sometimes they forget where they are or what they are doing. Multimedia provides many opportunities for students for example, students can learn by watching and feeling so they say that they can understand more deeply. Multimedia helps students turn theoretical information into practical knowledge. Multimedia supplies openness and accessibility of the teaching materials.

Multimedia transforms the lesson into student-centred as students expressed into the interviews that they liked to participate in the lesson and come to the board, moreover, they volunteered that they would touch smart board. Multimedia ensures and fulfils effective results of teaching and learning. As students stated in the interviews, we are in a technological age so multimedia materials are innovative and powerful support for language acquisition bringing technology into English classes.

Students said that they could not realize how fast the time flies away so it can be concluded that use of technology raises the level students' engagement in a classroom. During individual students' interviews, students' remarks such as "We could

concentrate on the lesson more easily" could be considered as an evident that multimedia was raising enthusiasm and promoting motivation. Students expressed that different lesson was carried out on a smart board and it was enjoyable. They could understand everything and they had fun. Without smart board, lesson would be infertile.

Colourful pictures attract students' attention. Visuals are very enjoyable and nice. They could understand better. Multimedia is colourful. It helps students to concentrate on a lesson more easily. Multimedia accelerates the speed of learning. Watching video enriches students learning. A lesson with a smart board is more attractive. Multimedia supplies enjoyment and enhances speed and depth of learning. Online dictionaries help students a lot. They could communicate people from foreign countries thanks to technology. They could improve themselves thanks to technology. It saved time. It does not make students tired. Students could remember better. It increases their knowledge. The lessons are livelier with multimedia materials. Visual knowledge is more permanent.

4.7.5. Welcoming Multimedia Materials

According to the remarks from interviews and observation reports, students welcomed multimedia materials very positively. They found them enjoyable and efficient. According to students, multimedia means listening and watching activities. Attention should be paid to visibility and liveliness of multimedia materials as students focus on videos, PowerPoint and smart board. As they said in the interviews, the demands of children could differentiate, for example, while some students preferred images, others preferred audio materials. Conventional methods are not enough to supply these demands.

Observations proved that students were afraid of not watching multimedia materials any more as whenever the teacher said that if they did not pay attention to the lesson, I would shut down the smart board, they would be all silent. It seemed that it was difficult to understand what students felt against multimedia as this was the first time students used smart board in an English lesson or they had never experienced any multimedia materials related to English learning process before, however, they expressed in the interviews that from now on , they would not be able to understand English without audio visual materials.

Before Simple present tense teaching with multimedia methods, they all said that they welcomed both multimedia and traditional methods, however, after the lessons, they preferred multimedia more as they did not need any notebooks or books because we were in a technological age. Students always talked about the performance of knowledge learning with the help of multimedia, this is because when students learn by multimedia, they can digest and absorb information so they can develop their long-term memory and communicative competence. Students expressed that multimedia enhanced their desire to learn when the lesson finished; students left the class with positive feelings.

What students said in the interviews demonstrated that students liked being in front of the class and touching the materials so the fact that multimedia teaching allowed students to use their hands on multimedia materials promoted enthusiasm for learning. Moreover, students like displaying their ability in front of other students which can be encouraging. If a student does something, all students can witness and this is very reinforcing. A perfect class could be achieved with all students' willingness to come to the board and multimedia nurtures students' interest.

The demands of children could differentiate, for example, according to interviews, while some students preferred images, others preferred audio materials. Conventional methods are not enough to provide these demands. Multimedia motivated students. Students loved a touch sensitive screen. All students guaranteed that learning English with multimedia was easier. The lesson on the smart board was said to be more beautiful and meaningful. Students could focus on multimedia easily and the lesson supported by multimedia methods is more efficient. Multimedia taught English in a meaningful way. Multimedia lessons make students love lesson more.

4.8. Research Question I

What are the opinions and attitudes of students towards multimedia?

Opinions and attitudes of the students were obtained from check lists, observation report and interview. Their almost all answers were positive. They liked multimedia materials. They focused on advantages of multimedia such as motivation, joy and permanency. They responded to "why" question as multimedia was interesting

not boring. In the check list, they preferred multimedia materials. Moreover, in their interviews, they always stated that they preferred multimedia learning to traditional learning.

They chose multimedia materials and they described multimedia as an enjoyable and beneficial material. They saw multimedia enjoyable, however, traditional methods were considered as boring. They selected visual and touchable materials.

Students answered almost all questions supporting multimedia materials. They described a lesson without multimedia as a boring lesson. With multimedia, students could learn more easily and their knowledge would be permanent. They would not prefer a lesson without multimedia materials. They said that If they were English teachers, they would teach English with multimedia. With multimedia, the time flied away quickly and they could understand better.

Students liked multimedia. They reacted towards multimedia positively. They shouted and answered to the questions in the PowerPoint loudly. They all wanted to join the lesson. They wanted to participate into the activities and they wanted to touch smart board. They all watched videos attentively. If the materials included a competition or game, students would be more interested and willing. Students could have difficulty in speaking, pronunciation and writing but while practising even these skills, with the help of multimedia, they did their duties without objection.

Students could find some lessons boring when their level was below them. While watching video, they always clapped or shouted loudly, which meant that they enjoyed the lesson and they were willing to participate in it. Threatening them to shut down multimedia was enough for students to be quiet.

4.9. Research Question II

Does multimedia teaching increase students' presentation skills?

The general tendency of the students according to this question was positive considering researcher's observations and conclusions of post-test. Beyond quantitative information, according to observations, it was observed that students could increase their presentation skills. Before this study, students had never been exposed to English and students could not even dream that they could speak. However, during the lessons,

they started speaking English such as using subtitle or imitating the unreal characters. Sometimes by trusting in the PowerPoint, they tried to speak, but it was revealed that when students trusted in multimedia materials, they could speak English more easily. Because they felt that whenever they needed, they could look at smart board or PowerPoint and they could get inspiration from the materials. Some PowerPoint include some key words or some key sentences. When they had problems, they looked at them; they remembered what they would say or copied the sentences so they developed their self - confidence. While they were leaving the stage, they seemed that they achieved an impossible goal. After this process, students believed that they could speak English.

Students had never experienced presentation before. This was the first time they presented sometimes in English in front of other students. The answer was yes since after evaluation of the teacher, the average points of the presentations of the students is 16,85 out of 20. This was quiet successful. They could speak in front of people thanks to multimedia. There was a consistency between two results evaluated by two teachers so the researcher reached the objective results.

CHAPTER V

5. DISCUSSION AND CONCLUSION

In this part, the researcher discussed the findings of the study and concluded observations, interviews, post-test and check lists. The researcher compared the findings and the assumptions and she concluded them. Moreover, limitations in Turkey and suggestions were discussed in this part.

5.1. Introduction

In this part, the researcher concluded observation, interviews, post-test and check lists. There were two kinds of data in the research, quantitative and qualitative. The research was mainly focused on qualitative data. Quantitative data was obtained from post-test, observations and check lists. Qualitative data was obtained from observations, interview and check lists.

5.2. Conclusion

The results of this study were composed of two parts, qualitative and quantitative. Most of the results were qualitative based on interviews, check lists and observations. The results of post-test, check lists and observation were quantitative.

With the help of check list, the attitudes of students towards to multimedia materials were obtained. Check list was consisted of open-ended questions, scaled questions and multiple choices. The comments were analysed with content analysis. Multiple choices were analysed with Likert scale. Seventy-one percent of the students preferred computer games and videos in English lesson. Around half of the students feel relax while speaking English with the help of multimedia materials. Generally, students' answers were positive.

According to interviews, students related a perfect English lesson with multimedia. They liked video and smart board. They did not prefer a lesson without multimedia. If they were teachers, they would use multimedia.

Data obtained from observations showed that students liked and enjoyed multimedia. They felt relax and multimedia materials increased the willingness of students. According to the results of post-test, the average of students' grade was 16.85. It was high and success considering the beginning of level of students. The result was consistent considering the results of an objective English teacher as her average result was 15.

5.3. Discussion

Compared to the assumptions of the researcher, the results met most of them. According to the assumptions of researcher, students would improve their English and love English more. Moreover, they would feel less anxious when they speak English. These expectation were met by the conclusion of check lists and interviews. All of the students admitted that they loved English more. Regarding their presentations, students seemed to increase their English level and learn English better. However, 20 of 30 students gave presentations while the researcher expected that all of them would give presentations. This was disappointing. Moreover, the researcher expected that the length of presentations would be between 3 and 5 minutes. However, the lengths were about 1 minute. It could be said that compared with assumptions of the researcher, it was disappointing, nonetheless, regarding students' level of English and their conditions, it could be considered as an unexceptional situation.

According to the researcher's assumptions, students would accept multimedia material without hesitating, however, the students focused on the role of the researcher more than multimedia in the interviews and check lists. What's more, students did not forget the importance of traditional methods. They always added that they needed to write and use book. Some of the materials prepared by the teacher were not always welcomed by the students as they did not like and they got bored, which showed that carefully as teacher prepared the materials; it was still depended on tastes of the students.

5.4. The Overview of The Study

The study was carried out in a high school which is in a small town of Anatolia. The success of the school and the students was considerably low especially in English as students had never studied English before so they did not need to take pre-test. For the study, the teacher taught them Simple Present Tense via multimedia materials for 20 lessons in four weeks.

During the research period, the researcher used several methods such as check list, interviews, observations and post-test. Firstly, the check list and then follow-up interviews were carried out to take detailed comments about multimedia. Meanwhile, the lessons were recorded via camera to be watched after the lessons in order to catch the details about students' behaviours towards multimedia while daily journal was being noted down by the researcher during the lessons.

After the teaching period which includes multimedia teaching covering teaching English with songs, videos , PowerPoint and smart boards, post-trainee interviews whose aim was to see the differences between the ideas after the trainee as to former ones. At the end of the research, post-test whose conclusion seemed promising, was carried out and recorded in order to be able to evaluate them objectively with the perspective of two teachers, however, 10 students were missing due to lack of self-confidence. Although the length of the presentations seemed disappointing, the quantitative results seem better as it was 16, 85 out of 20. As regards of content analysis of all qualitative data, it could be said that students' opinions and attitudes towards multimedia were positive; moreover; multimedia learning increased students' presentation skills.

5.5. Limitation in Turkey

Besides limitations in the study, there are some limitations in using Multimedia in Turkey. Firstly, teachers have to be self-sacrificing to spend time, money and efforts using multimedia as well as skilful to be able to use computer and manipulate multimedia materials. However, teachers' skills and willingness are not enough as classroom conditions are not suitable for multimedia teaching owing to lack of

technological devices. Besides conditions of teachers and classrooms, students lack of computer and internet connections at home.

Even If the conditions are provided, the misunderstanding of teachers about use of multimedia such as waste of money needs to be demolished. It could be concluded that multimedia wants skilful teachers, appropriate conditions and adequate materials.

5.6. Suggestion for Further Study

This study was limited to 9th grade students as it was one-case study so there is no chance to compare two different classes with different background, different ages, different cities, different countries or different levels. Moreover, this study was based on multimedia methods so the effects of multimedia and traditional methods could not be compared.

More studies could be dedicated to these subjects as there are a lot of subjects related to use of multimedia such as multiple learning. In the future studies, the relationship between multiple intelligences and multimedia learning could be studied. Differences between traditional methods and multimedia methods could be investigated, for example, a class taught by multimedia methods and a class taught by traditional methods could be compared.

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7. APPENDICES

7.1. APPENDIX 1: CHECK LIST

1) Which one do you prefer in an English class? Could you explain the reason briefly?

BOOK – NOTEBOOK-
POWERPOINT – SONG-
ANIMATION – PICTURE-
COMPUTER GAMES- VIDEOS

2) Which one helps you a lot while speaking English?
- Book
- PowerPoint
- Listening track
- Songs
- Animations
- Videos

3) Do you enjoy multimedia materials during the English lesson?
- Always
- Usually
- Often
- Rarely
- Never

4) Do you enjoy book during the English lesson?
- Always
- Usually
- Often
- Rarely

5) Never Do you feel relax while speaking English with multimedia materials?
- Always
- Usually
- Often
- Rarely
- Never

6) Do you enjoy writing during the English lesson?
- Always
- Usually
- Often
- Rarely
- Never

7) Do you enjoy watching multimedia materials?
- Always
- Usually
- Often
- Rarely
- Never

8) What is the difference between traditional methods and multimedia learning?

9) Write 5 adjectives about Multimedia materials

10) Do you have any comment about English lesson?

7.2. APPENDIX 2: LESSON PLAN

NUMBER	DATE	SUBJECT
1	19.11.2013	Telling the time
2	19.11.2013	Daily routine vocabulary
3	21.11.2013	Daily routine with the first person
4	21.11.2013	Daily routine with the third person
5	25.11.2013	Examples of daily routine with the third person
6	26.11.2013	Writing activity for daily routine
7	26.11.2013	Exercises for simple present tense
8	02.12.2013	Positive and Negative forms of simple present tense
9	09.12.2013	Question forms of simple present tense " Do, Does"
10	09.12.2013	Question forms of simple present tense "Who"
11	10.12.2013	Question forms of simple present tense " Which, What"
12	10.12.2013	Question forms of simple present tense "When"
13	12.12.2013	Question forms of simple present tense "Where"
14	12.12.2013	Question forms of simple present tense "How"
15	16.12.2013	General revision of simple present tense
16	16.12.2013	Exercises of simple present tense
17	17.12.2013	Reading and vocabulary of Simple present tense
19	17.12.2013	Reading and vocabulary of Simple present tense
20	30.12.2013	Competition

7.3. APPENDIX 3: RUBRIC

CATEGORY	4	3	2	1	Outcome
CONTENT	Your presentation has 3 or more different items that cover the topic in detail.	Your presentation has 2 different items. at least 1 of them are excellent, essential information is covered.	Your presentation has 1 item. Essential information is covered.	Your presentation has not got any items and it doesn't contain adequate information or there are several detail errors.	
PRESENTATION DESIGN	The presentation design is appealing and well organised, the use of pictures, videos and all the related material. The general design is appropriate for the daily routine.	There is a good bit of visual appeal and organization but some elements are lacking. The general design is weak but is appropriate for a daily routine.	More creativity and organization must be given to visual appeal. The general design is weak and is not appropriate for the daily routine.	The design is lack of planning. The general design is extremely weak and is not appropriate for the daily routine.	
SPEAKING SKILLS	Excellent use of pronunciation, gestures and stressing in the language.	Some use of pronunciation, gestures and stressing in the language.	Minimum use of pronunciation, gestures and stressing in the language.	Lacking use of pronunciation, gestures and stressing in the language.	
CREATIVITY	Excellent use of creative materials.	Some use of creative materials.	Minimum use of creative materials.	Lacking of use of creative materials.	
MECHANICS	No misspellings or grammatical errors.	Three or fewer misspellings, mechanical, and\ or grammatical errors.	Four to six misspellings, mechanical, and\ or grammatical errors.	More than six misspellings, mechanical, and \or grammatical errors.	

7.4. APPENDIX 4: EVALUATION OF POST-TEST

STUDENT'S NAME	CONTENT	PRESENTATION DESIGN	SPEAKING	CREATIVITY	MECHANIC	GRADE
S1	4	4	2	4	3	17
S2	4	4	2	4	4	18
S3	4	4	3	4	3	18
S4	4	4	4	4	3	19
S5	4	4	4	4	4	20
S6	4	0	3	2	4	13
S7	4	4	3	4	4	19
S8	4	4	3	4	3	18
S9	4	4	2	4	2	16
S10	4	4	3	4	3	18
S11	4	4	3	4	3	18
S12	4	4	1	4	2	15
S13	4	4	1	4	1	14
S14	4	4	3	4	2	17
S15	4	3	2	4	1	14
S16	4	3	2	3	1	13
S17	4	4	2	4	2	16
S18	4	4	3	4	3	18
S19	4	4	4	4	4	20
S20	4	3	3	3	3	16
AVERAGE	4	3,65	2,65	3,8	2,75	16,85

7.5. APPENDIX 5: EVALUATION OF POST - TEST BY AN OBJECTIVE TEACHER

STUDENT'S NAME	CONTENT	PRESENTATION	SPEAKING	CREATIVITY	MECHANIC	GRADE
S1	2	4	4	2	2	14
S2	4	4	4	4	4	20
S3	4	4	4	2	4	18
S4	4	4	4	4	4	20
S5	4	2	2	2	0	10
S6	4	2	4	0	4	14
S7	4	4	4	4	4	20
S8	4	0	0	0	4	8
S9	4	2	4	0	2	12
S10	4	2	2	4	4	16
S11	2	2	4	4	4	16
S12	4	0	0	2	2	8
S13	4	2	2	4	4	16
S14	4	4	2	4	4	18
S15	2	2	2	2	4	12
S16	4	4	0	2	0	10
S17	4	4	0	4	4	16
S18	4	0	4	2	2	12
S19	4	4	4	4	4	20
S20	4	4	4	4	4	20
AVERAGE						15

7.6. APPENDIX 6: OBSERVATION REPORT

OBSERVATION REPORT			
LESSON:	**DATE:**		
SUBJECT:	**DURATION:**		
MATERIALS:	**METHODS:**		
ACTIVITIES:			
CONDITIONS		**YES**	**NO**
Students follow lesson with enjoyment.			
Students want to join the lesson.			
Students enjoy the lesson.			
Students want to play games.			
Students want to answer the questions.			
Students get boring.			
Students want to do something different.			
Students talk to each other.			
Students are reluctant to join the lesson.			
Students do not pay attention to the lesson.			
Observation (Daily Report) :			
Comments after video watching:			
Notes (anything interesting) :			

8. CURRICULUM VITAE
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08/ 2012- 06/2014   **Çağ University, Institute of Social Sciences**
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08/2006 – 10/2010   **Hacettepe University, Faculty of Art and Science**
                       Bachelor of Arts in Western Language and Literature

09/2008- 06/2010   **Anadolu University, Open Education Faculty**
                      Public Relations and Publicity

08/2008 – 06/2009   **Hacettepe University, Faculty of Art and Science**
                      English Language Teaching Pedagogical Formation

09/2002 – 06/2006   **Mersin Yusuf Kalkavan Anatolian High School**

PROFESSIONAL EXPERIENCE

     09/2013-   **İslahiye İbni Sina Anatolian High School**

Full time role as a teacher at a state high school.

09/2012 - 09/ 2013   **Bahçeşehir College, Mersin**

Full time role as a teacher at primary school.

07/2011 - 10/2011   **Boston Language Schools, Mersin**

Part time role as a teacher in teaching English to university students.

01/2012 - 07/2012   **Fen Bilimleri Course, Mersin**

Full time role as a teacher in teaching English to high school students.

10/2011 – 12/2011   **Grand Teton Lodge Company, Wyoming, USA**

Full time role as a busser in Mural Room Restaurant

NON-UNIVERSITY ENGAGEMENT

2007 –   **Active Member of Turkiye Uğur Böcekleri Project**

Be a lecturer who gives voluntarily personal development seminars.

2008 – 2009   **Voluntary Editor in Elma Publishing house**

Be editor of "Bir Zabit'in Anıları" and "40'ında Kulpu Kırık 40 Türk"

SKILLS

     General   Leadership, communication, body language, personal development, personalized learning model .

Languages   English (Advanced), Germany (Beginner)

Computing   Advanced in Microsoft Word/ PowerPoint/ Excel

Other   Driver License, non-smoker

EXAMS

YDS: 97.50

ALES : 89