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AN ACTION RESEARCH STUDY ON DESIGNING
MULTIMEDIA FOCUSED READING CLASSES

THESIS BY

Ayça TALAN ŞİRİNKAYA

SUPERVISOR

Assist. Prof. Dr. Hülya YUMRU

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ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We **certify** that thesis under the title of “ **AN ACTION RESEARCH STUDY ON DESIGNING MULTIMEDIA FOCUSED READING CLASSES**” is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

.....
Supervisor- Head of Examining Committee: Assist. Prof. Dr. Hülya YUMRU

.....
Member of Examining Committee: Assist. Prof. Dr. Erol KAHRAMAN

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

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Ayça TALAN ŞİRİNKAYA

ÖZET

MULTİMEDYA ODAKLI OKUMA DERSLERİ PLANLAMASI ÜZERİNE BİR EYLEM ARAŞTIRMASI

Ayça TALAN ŞİRİNKAYA

Yüksek Lisans Tezi, İngiliz Dili Eğitimi AnaBilim Dalı

Tez Danışmanı: Yrd. Doç. Dr. Hülya YUMRU

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Teknoloji gelişen dünyada hayatın her alanında kaçınılmaz bir şekilde yer almaktadır. Bunun etkileri eğitim hayatında da açıkça görülebilmektedir. Dil öğrenimi alanında da teknolojiden yararlanmak için, sınıf ortamlarına etkili bir şekilde dahil edilmesi gerekmektedir. Bu bağlamda, bu çalışma öğrencilerin okuma ve anlama becerilerini geliştirmek için okuma derslerinin nasıl teknoloji odaklı planlanması gerektiğini amaçlar. Bunu elde etmek için, okuma derslerinde multimedya araçları sağlamak amaçlı 5 haftalık bir ders planı hazırlanmıştır. Bu çalışma Hasan KALYONCU üniversitesi hazırlık okulunda bir orta seviyeli sınıf ile eylem araştırması olarak yürütülmüştür. Ana amaç, (1) nasıl multimedya odaklı okuma dersleri planlayabilirim ve (2) öğrencilerin okuma derslerinde multimedya araçları kullanımına ilişkin düşünceleri nelerdir? sorularına cevap bulmaktır. Bu sorular bağlamında üç farklı veri toplama aracı kullanılmıştır. Böylelikle, öğretmen ve 20 öğrenci 5 hafta boyunca okuma dersleri arkasından haftalık olarak günlük tutmuşlardır. Bunlara ek olarak, daha fazla veri toplamak için, dönem sonunda 10 öğrenci ile görüşme yapılmıştır. Bu bir nitel çalışma olduğundan, bulgular içerik analizi yöntemi kullanılarak analiz edilmiştir. Bulgular okuma derslerinde multimedya araçları kullanımının oldukça etkili olduğunu göstermektedir. Ayrıca, öğrenciler bu araçların kullanımına ilişkin okuma ve anlama ve motivasyonlarının artması, kelime bilgisi ve genel kültürlerini geliştirme bağlamında oldukça pozitif düşünceler yansıtmışlardır. Öğretmen günlükleri ise multimedya araçlarının kullanımıyla ilgili bazı değişiklikler yapılabileceğini yansıtmıştır.

Anahtar Kelimeler: Multimedya Araçları, Okuma Becerileri, Okuma ve Anlama.

ABSTRACT

AN ACTION RESEARCH STUDY ON DESIGNING MULTIMEDIA FOCUSED READING CLASSES

Ayça TALAN ŞİRİNKAYA

Master of Arts, Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Hülya YUMRU

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In the developing world the technology is integrated inevitably to every field of life. Its effects can clearly be seen in educational life. To make use of it in language learning, it is needed to be integrated to the classrooms very effectively. In this respect this study aims to present how to design multimedia focused reading classes to improve students' reading comprehension. To achieve this, a 5-week lesson plan was designed to provide multimedia tools in reading classes. The study was hold with an intermediate level class as an action research at the preparatory school of Hasan KALYONCU university. The key aim is to find the answers for research questions which are (1) how can I design multimedia focused reading classes and (2) what are the students' reflections on using multimedia tools in reading classes? Regarding these questions, three different data tools were used, so the teacher and 20 students kept weekly diaries right after the reading classes for 5 weeks. In addition, at the end of the term, an interview was conducted with 10 students to obtain more data. As it was a qualitative study, the findings from the data tools were analyzed by content analysis. The findings indicated that using multimedia tools in reading classes was quite effective. Also students reflected in a very positive way about the multimedia tools in terms of increasing their reading comprehension, motivation, and improving their vocabulary and general knowledge. Teacher diaries reflected that there may be a need to make some changes in using the multimedia tools.

Key Words: Multimedia Tools, Reading Skills, Reading Comprehension.

ABBREVIATIONS

The abbreviations used in this study are as follows:

EFL: English as a Foreign Language

ESL: English as a Second Language

CALL: Computer Assisted Language Learning

ICT: Information and Communication Technologies

L1: Mother tongue

L2: Second Language

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CHAPTER I

1. INTRODUCTION

This chapter presents the theoretical basis of the study. Firstly, it states the developments in the world of technology and emphasizes the importance of it in the world of education particularly in second language learning. In other words, in the current age, researchers say that transforming the classes from traditional to modern is inevitable. Secondly, integrating technology, such as using Internet based materials, into the classes is considered to facilitate reading comprehension. It is asserted that when the multimedia tools are combined in the class environment, it provides a great opportunity for interaction.

1.1. Background of the Study

In today's world, as the technology has been improving in every field, it has been inevitable to see its effects on the world of education. There are many ways of using technology in teaching reading comprehension particularly in second or foreign language learning. In order to facilitate the reading comprehension in English as a Second Language and English as a Foreign Language, technology has been widely needed.

It is stated that one of the most fundamental skills for the ESL and EFL university students is the ability to read academic texts. In the technology age, students are exposed not only to traditional texts but also to e-texts (Levine *et al.*, 2000).

It is clear that "the Internet has entered L2 classrooms faster than books, television, or any other forms of communication technologies" (Coiro, 2005 and Leu, 2002, as cited in Huang *et al.*, 2009, p.13). It is not easy to cope with the demands of this type of interaction, for this reason Huang *et al.*, (2009) argues that understanding the e-reading strategies of EFL learners will facilitate the work of reading teachers so that students will be able to deal with new forms of reading in this online based century.

Information and Communication Technologies (ICT) such as television, radio, video, and multimedia computer software are indispensable tools that teachers of English language can use to teach language skills and other aspects of English

Language. Multimedia computer software for instance provides real life situations in learning and teaching of English Language. They combine sounds, pictures/images and texts that draw the learners' attention or compel them to watch, listen and become engaged in the lesson. Similarly, multimedia use in classroom will provide the learners with opportunity for interacting with diverse texts that give students a solid background in the tasks and content English language courses designed improve their proficiency in English and interaction with learning texts (Sharndama, 2013, p.35).

1.2.Statement of the Problem

The student's reading comprehension is a big issue at the preparatory school of Hasan Kalyoncu University. More specifically, the students are not good at getting the overall meaning of reading texts. Reflection on related literature, it became clear that using multimedia tools rather than traditional teaching tools might help our students especially with regards to creating background knowledge related to the content of the EFL texts in concern. The question at this point, then, is how to design such a learning environment in our institution.

1.3.Purpose of the Study

The main purpose of this study is to learn how to design and conduct multimedia focused reading lessons. Secondly, this study is an attempt to find out students' reflections on the use of multimedia tools in reading classes.

1.4.Research Questions

To reach the aims of this study, the following research questions are going to be answered:

- 1- How can I design multimedia focused reading classes?
- 2- What are the students' reflections on using multimedia tools in reading classes?

1.5. Definitions of the Terms

The definitions of the terms used in this study are as follows:

Computer Assisted Language Learning: “It encompasses a broad spectrum of current practice in the teaching and learning of language at the computer. An awareness of this spectrum allows learners, teachers and researchers to recognize appropriate materials and methodologies and adapt others to various teaching learning styles” (Beatty, 2010, p.7).

Information and Communication Technologies: “Information and Communication Technology stands for new multimedia technologies, including computer software, CD-ROM, the internet, mobile phone, television, film as well as internet-based Project work, e-mail, chat, blogs, wikis, podcasts, and so forth” (Andrews, 2000b, as cited by Hismanoğlu, 2011, p.38). Similarly, Wiki media project (2013, as cited in Hismanoğlu, 2011) considers ICTs as “diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information”(p. 38).

Multimedia: “The term “multimedia” is a relatively new word that is used to describe a combination of different media, all being used to best describe or explain something including movies, videos, slides, audio tapes, overhead transparencies, along with various sorts of equipment such as cameras, recorders and television monitors” (Cutting, 2011, p.4).

CHAPTER II

2. REVIEW OF LITERATURE

2.1.Introduction

This chapter presents five sections and reviews the literature firstly regarding the multimodal learning environments. It focuses on the importance of the change from the traditional reading styles to the modern reading styles with the help of the current technological developments and shows that the materials used affect the reading comprehension in different ways depending on the learning styles. It also describes the similarities and differences between print-based and multimodal texts in different learning environments. Secondly, the relationship between multimodal texts and reading comprehension is presented by analyzing the texts using the five modes, which are linguistic, spatial, gestural, and aural. Thirdly, although there is a common idea to keep up with the new literacies, there is a big gap between the standards and the practices. Both the students and the teachers need to experience the technology appropriately, so this section expresses the importance of practicing the technology and understanding the demands of the new forms of the technology. For this reason, Vark theory is described which divides the students into visual, aural, read/write, and kinesthetic depending on their learning styles. The more the senses are used, the best the students learn. Lastly, some significant principles of multimedia are discussed.

2.2.Multimodal Learning Environments

In recent years the use of multimedia has been successfully integrated to many online educational environments to make these environments more varied to students with different learning styles (Sankey & Birch & Gardiner, 2010).

Following the same line of argument researchers suggest that ICT is very effective on teaching and learning languages with a clear reason to use it from a wide research base about ICT, pedagogy, and professional development (Marzban, 2011). As Chambers & Davies (2001) state, however, “CALL includes highly interactive and communicative support for listening, speaking, reading, and writing, including extensive use of the Internet” (Chambers & Davies, 2001, cited in Marzban, 2011, p.5). For these reasons, “traditional print-based materials are being converted into more multimodal, interactive, technology-mediated e-learning formats. Multimedia

enhancements in these environments include, for example, video and audio elements, recorded lecture presentations, interactive audio-enhanced diagrams and simulations, interactive quizzes and graphics”(Birch & Sankey, 2008; Moreno & Mayer, 2007 as cited in Sankey & Birch & Gardiner, 2010, p.852).

Multimedia “can be used to represent the content knowledge in ways that mesh with different learning styles that may appeal to different modal preferences” (Birch & Sankey, 2008; Moreno & Mayer, 2007 as cited in Sankey & Birch & Gardiner, 2010, p. 852).

As Harmer (2001) says although there are some considerations about the video that he thinks it as only a built up version of audiotape, there are some reasons of using video, which can specialize and give extra dimension to the learning experience. The reasons can be summarized as follows: it gives a chance of seeing the language-in-use, improves the cross-cultural awareness, provides the power of creation, and increases the motivation.

There are a number of benefits of using visualizations in learning environments, including: “promoting learning by providing an external representation of the information: deeper processing of information; and maintaining learner attention by making the information more attractive and motivating, so it makes the complex information easier to comprehend” (Shah & Freedman, 2003 as cited in Sankey & Birch & Gardiner, 2010, pp.853-854). Fadel (2008) found that students who are exposed to multimodal designs in their learning experiences, outperform students who use traditional approaches with single based designs.

Turk & Brine (n. d.) states that when there are large numbers of students having different language ability, different individual and cultural learning styles, different purposes for learning and with differing levels of motivation to learn, it can be a great challenge for teachers to scaffold the learning process (ACCE, 20.04.2014, <http://acce.edu.au/>).

2.2.1. Reading and Viewing Digital and Multimodal Texts

When reading or viewing a text, students need to have the skills and understandings of how to read or view. There are conventions involved in viewing and reading multimodal and digital texts and these often involve viewer or reader choice. Table 1 (NSW Department of Education and Communities, 2012) shows how effective the type of the text provided to students in terms of the included items.

Table 1. Reading and Viewing Digital and Multimodal Texts (TALE, 20.04.2014, p. 8 <http://www.tale.edu.au/>)

Written Texts	Visual text, poster, Picture book	Web site or app book	Film
<ul style="list-style-type: none"> • Reading is linear in nature. • Reader has control over how much is read. • Reader has to follow the linear structure to get meaning. • Choice to keep reading or put down. 	<ul style="list-style-type: none"> • Meaning is made by interpretation of visuals and written text. • Not necessarily linear in nature. Different reading paths. • Reader/viewer has choice as to where they focus their attention on image or written text 	<ul style="list-style-type: none"> • Reader/viewer needs to be competent in skimming and scanning • Not necessarily linear in nature. Autonomous navigation. • Reader/viewer has choice and responsibility to navigate to the correct page. • Sound can be an option or standard. • Reader/viewer may have to process information from three modes. 	<ul style="list-style-type: none"> • Video clip linear in nature, although it may be cut into shorter clips and jump between scenes. • Viewer needs to understand conventions and techniques that show progression of time and place. • Viewer has choice to stop and start and replay when appropriate

As it is seen in Table 1, when the students have the written text, it is linear and they have to follow the linear structure to get the meaning. However, reading with visual texts, posters or picture books is not linear and the meaning is provided by both

written text and visuals. On the other hand, using websites or app books requires the reader to be competent in various reading skills and be autonomous. The students also have the choice to use sound or not. Finally, when the films are used, although it is linear in nature, it can be cut into shorter clips, so the viewer has the choice to stop and start and replay.

2.2.2. The Similarities and Differences between Print Based and Multimodal Reading

In a study that was conducted by Walsh (2006) three types of reading materials were used as a novel (print based), electronic text (online), and picture book (visual). The purpose of each of these texts was to engage the reader in a literary narrative and the affordances of the modes. These modes were therefore designed to maximize this engagement.

Table 2. Similarities in the Reading of Print-based Texts and Multimodal Texts: Meaning-Making (Walsh, 2006, p. 33)

<ul style="list-style-type: none">• Understanding of wider socio-cultural context.• Any text is part of a particular 'genre' (e.g. literary, information, media, internet, 'game'/digital).• Reader adjusts expectations according to text type or purpose.• Various schemata are activated – background knowledge, knowledge of topic, knowledge of genre• There is an interaction between reader and text for meaning to be made. Meaning can be made with ideational, interpersonal or textual meta-functions. The reader is 'engaged'.• Understanding and interpreting at cognitive & affective levels. [e.g. literal, inferential, critical responses, empathizing, analogizing.]• Understanding, analyzing and critiquing ideologies, point of view, 'positioning'.• Imagination can be activated.• Information can be obtained.• There is a specific context, discourse and coherence.• Skills specific to each type of text need to be activated by the 'reader'/viewer [e.g. aesthetic/efferent; predicting or scanning/skimming]
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It is clearly seen in Table 2 that print-based texts and multimodal texts are similar in terms of meaning making. In both, students are able to adjust their expectations according to the type or purpose and activate different schemata. They also

use their cognitive skills such as literal, inferential, critical responses or empathizing. As there is a specific context in each type of text, the reading skills are activated by the students.

Table 3. Differences between Reading of Print-Based and Multimodal Texts (Walsh, 2006, p. 35)

Reading Print-Based Texts	Reading Multimodal Texts
<p>Principal mode: The words that ‘tell’, including the discourse, register, vocabulary, linguistic patterns, grammar. Arrangement and layout of chapters, paragraph and sentence structure, typography.</p> <p>Use of senses: visual some tactile.</p> <p>Interpersonal meaning: developed through verbal ‘voice’- through use of dialogue, 1st, 2nd, 3rd person narrator.</p> <p>Verbal style: including tone, intonation, humor, irony, sarcasm, word play, developed in the use of ‘words’.</p> <p>Typographical arrangement, formatting, layout, font, punctuation.</p> <p>Verbal imagery: including description, images, symbolism, metaphor, simile, alliteration, poetic devices with words, sound patterns.</p> <p>Reading pathway: mostly linear and sequential. Reader mostly follows.</p>	<p>Principal modes: Visual images that ‘show’ including layout, size, shape, colour, line, angle, position, perspective., screen, frames, icons, links, hyperlinks. Movement, sound, animation with graphics, video clips, voice-over, write-over.</p> <p>Use of senses: visual, tactile, hearing, kinaesthetic.</p> <p>Interpersonal meaning: developed through visual ‘voice’: positioning, angle, perspective – ‘offers’ and ‘demands’ and sound.</p> <p>Visual style: choice and arrangement of medium, angles, colour, graphics, animation, windows, frames, menu board, hyperlinks.</p> <p>Visual imagery and sound effects: use of colour, motifs, icons, repetition, with specific voice, music, sound f/x.</p> <p>Reading pathway: use of vectors – non-sequential, non-linear. Reader has more choice and opportunity to interact.</p>

Table 3 reveals the differences in the reading of print-based texts and multimodal texts in terms of words or visual images, use of senses, interpersonal meaning, verbal or visual style, verbal or visual imagery, reading pathway. The former

mainly provides verbal, literal, and some visual features, so it is mostly linear whereas the latter provides more images, graphics, and animations. Thus, it is non-linear.

2.3.Multimodal Texts and Reading Comprehension

According to Harmer (1998) there are some principles behind teaching of reading. As reading is an active skill, first, students need to be involved in the text they are reading. Second, students should be pushed to respond to the content of a reading text, not only to the language. Third, prediction is a major factor in reading, so matching the task to the topic is an important issue, and last, good teachers benefit from the reading texts maximum". For Anstey & Bull (2004, p.152), "meta-cognition—awareness and control of thinking processes— is critical for successful reading comprehension. Research has shown that metacognitive skills are teachable and can be enhanced through training, rather than being solely developmental" (as cited in Mills, 2008, p.1). "It is important that students know how and when to apply the strategies in different reading contexts and need to use comprehension strategies that can be recombined in different ways for different situations, rather than reducing them to "school activities" or "timefillers" (Anstey & Bull, 2004, p.160). As described by Mills (2008), there are seven habits of effective readers as "(1) activating prior knowledge, (2) using narrative and expository text structures, (3) visualizing, (4) using graphics and semantic organizers, (5) retelling, summarizing, synthesizing, (6) making connections, (7) generating and answering questions" (pp. 1-2).

Chun and Plass (1996) suggest that visual advance organizers, and especially the videos which are even more effective than pictures, efficiently makes the reading comprehension easier in second language learning.

Dreyer and Nell (2003, p.362) suggest "students benefit from strategic reading instruction offered in a technology-enhanced learning environment. The students who accessed the information technology resources available Varsite (Learning Content Management System) have immediate access to a far wider variety of texts than is available in the university library".

The interpretation of linguistics, visual, auditory, spatial, and gestural semiotic systems which are increasingly combined in new forms of text are crucial to be able to

read multimodal texts. Students' understanding of these systems is certainly needed, but it is not satisfying in an age of technologically developing world (Anstey & Bull, 2007).

It is suggested that teachers should find out multimodal activities providing opportunities in order to develop students in terms of multiliteracies such as screen-based reading in online learning environments. Multimodal comprehension includes processes of integration of different modes, which forms a network of between resources (Mills, 2008).

Multimodal comprehension is not similar to processing information, which uses independent modes because it has interconnection between modes that form dynamic relationships among them. Since it includes all the modes in the process of learning, multimodal comprehension is significant (Mills, 2008).

Dreyer and Nell (2003) conducted a study on reading comprehension suggesting that "students' comprehension of content knowledge and concepts was facilitated through graphic illustrations on the web pages which helped to consolidate and concretize abstract content based concepts by encouraging multi-modal processing of both visual and verbal cues as presented on the Internet page" (p.361).

Some other studies indicate that videos are very functional in terms of using them as effective advance organizers in L1 reading comprehension (Sherwood et al., 1987). According to other studies, dynamic visual advance organizers are more effective to help students skim a text and get the main idea of a text rather than only a text or even images with narration (Chun and Plass, 1996).

Abanomey (2013) conducted a study in which the results indicate that the Internet has a positive impact on the overall reading comprehension ability. This finding comes in accordance with the results of some of the few studies carried out in this area within EFL contexts. The assumption that the Internet raises the level of motivation among EFL learners can justify this conclusion.

Table 4. Analysis of Texts Using the Five Modes (as cited in Mills, 2008, p. 3)

	Linguistic Examples	Visual Examples	Spatial Examples	Gestural Examples	Audio Examples
Representational What do the meanings refer to?	The word “she” is understood only in relation to a person previously named in a paragraph	A photo displayed of the Queen of England has political, cultural, and historical meaning.	Hard seating at McDonalds is designed to keep cash flow, food, and customers moving	Facial expressions indicate certain emotions	An ambulance siren tells other drivers to give way to the emergency vehicle.
Social How do the meanings connect the persons involved?	A first-aid manual is written by a medical expert for the novice	A picture taken from a low angle makes a social figure look powerful in relation to the viewer	The design of a lecture hall concentrates social interactions on the main speaker	Eye contact connects speakers and listeners	Restaurant music provides a background to other social interactions while a concert orchestra is the focus of the social interaction.
Organisational How do the meanings hang together?	A novel has a different generic structure and linguistic features than a science report	Images in the centre of a picture are given priority over images in the margins.	Web sites are hyperlinked to other web pages and sites to create a non-linear network of information	The postures of a group of actors on a stage (e.g. standing/sitting)convey certain meanings.	Intonation, Rhythm ,pitch, volume, and prosody of speech work together to convey meaning
Contextual How do the meanings fit into the larger world of meaning?	SMS1 messages blur the conventions of speaking	An image located in an art gallery has a different	Modern architecture refers to other cultural contexts (eg, Western	The meaning of hand gestures of police at an intersection	In the context of a thriller movie, music works with fast

	&writing to convey informality and to limit the duration of interactions	meaning to the same image depicted in a sales brochure	to design includes Japanese motifs).	differs from other social contexts	images to convey suspense and excitement
Ideological	The omission of price in an sales flyer is deliberate.	Journalists selectively present images to shock or persuade the viewer	The absence of windows and clocks in casinos manipulate gamblers to forget time	Magic tricks deliberately use larger gestures and motions to hide or blur smaller motions	Music in department stores is deliberately designed to make buyers linger

Table 4 shows how different meanings are communicated through the five modes (Cope, 2000) in a range of everyday texts. It gives the analysis of the texts explaining their linguistic, visual, spatial, gestural, and aural examples in representational, social, organizational, contextual, and ideological concepts.

2.4.The Teachers’ and Students’ Literacy of Technology

The increasing access to digital technology has rapidly changed the way we communicate, so it is needed to make the relationship between literacy and technology clear (Walsh, 2010).

“It has long been accepted that literacy is not a simple act of decoding, comprehending or reproducing printed word on the page. Rather literacy has been shown to be founded in social practices (Street, 1984; Barton, 1994) so that becoming literate is a complex interaction between the learner’s background and language and the context, purpose and discourse of the text”(as cited in Walsh, 2010, p.215).

Affirming the importance of ICT in this century, Smolin and Lawless (2003) describe four kinds of ICT literacy; technological literacy, visual literacy, information literacy, and intertextuality. Technological literacy is defined by the U.S. Department of Education (1997) as “the ability to use computers and other technology to improve

learning, productivity and performance” (as cited in Smolin & Lawless, 2003, p.571). As for visual literacy, International Visual Literacy Association (1998) defines it as “the ability to understand and produce visual messages” (as cited in Smolin & Lawless, 2003, p.571). They then identify information literacy as “the ability to find, evaluate, analyze, and synthesize information” (as cited in Smolin & Lawless, 2003, p.571). These literacies substantiate the role of ICT in the development of new literacies.

“Students of today quickly learn the range of technology that allows them to multi-task with a variety of digital media and mobile technology to surf the Internet, send a text message or photo to a friend, play a digital game while listening to music, or create their own multimedia texts through hybrid texts such as weblogs” (Walsh, 2009, pp. 32-33).

Although there is a common consideration that the teachers should necessarily use digital literacies, there is a great gap between the standards and the teachers’ actual practices (Lankshear & Knobel, 2007).

Using technology in service of disciplinary learning, or instruction that involves teachers’ technology, pedagogy, and content knowledge is the most challenging area for teachers (Mishra & Koehler, 2006). “There is a clear need to understand how technology integration works as an interactive system of technology, pedagogy, and content. However, educative digital tools that are designed both for teacher learning and student learning are relatively new” (Dalton & Smith, 2012, p.13).

We need to understand the effect and demands of new forms of literacy including the Internet, interactive activities, digital imaging, film or video and also how these affect the students’ motivation to learn. Regarding these, we need to develop new types of classroom experiences for new forms of literacies (Walsh, 2009).

2.5.VARK Theory

Fleming and Baume (2006) stated, “VARK stands for Visual, Aural, Read/write and Kinesthetic” (p. 5). It was developed as a framework that reflects the learners’ preferred physical sense during the learning process. This model divides learners into four main categories in terms of their learning styles.

According to Fleming (2006), visual learners prefer charts, graphs, and other symbolic devices while they are learning. They rely on sight when taking information in and when organizing information or ideas. They commonly use different colors and highlighters when processing information and are encouraged to use diagrams, drawing or recall pictures to reinforce information (Saadi, 2012). Aural learners prefer to learn through speaking, listening and discussing. They tend to understand better when they hear explanations. Read and write learners learn more when they are provided printed or textual materials. They are characterized by their use of lists, headings, dictionaries, glossaries, definitions, handouts, textbooks and lecture notes when processing information (Fleming, 2006). Kinesthetic learners, according to Fleming (2006), and Ramayah, Sivanandan, Nasrijal, Letchumanan and Leong (2009) prefer to learn through direct practice, and are thus referred to as “hands on learners” (as cited in Saadi, 2012, p.36). They learn best with using all their senses by sighting, touching, tasting, smelling, or hearing.

A study was conducted by Alkhasawneh et al. (2008) to describe learning styles of third year nursing students:

It was an interventional study in a public university in Jordan including a purposive sample of 92 nursing students. The study aimed to measure the difference in learning styles of nursing students after introducing an intervention of Problem Based Learning as a teaching methodology and assess students' learning preferences using VARK. The results of the study showed that the dominant learning preference of the students was the read/write preference followed by the kinesthetic still most of the students represented a multimodal learning preference. No significant difference was found between males and females. A significant difference in the learning preferences of the students in the pre-post test was found. In the pretest the mean of the total VARK score 13.9 (SD = 2) where as in the post test the mean of the total VARK score = 16.5 (SD = 3.5). In the pretest 54% of students had a multimodal preference whereas 68% of students had a multimodal preference in the posttest. It was concluded that most students are able to learn effectively as long as the instructor provides different learning activities in the areas assessed in VARK. Active learning might be enhanced in large classrooms by presenting models and

demonstrations, discussions, debates, answering questions, and role-playing (NCBI.NLM.NIH, 24.04.2014, <http://www.ncbi.nlm.nih.gov>).

2.6.Principles of Multimedia

Gilakjani, Ismail & Ahmadi (2011) identified that there are some important principles of multimedia and what the research says how multimedia contributes to student learning, including:

(1) words and pictures are better than words alone. (2) Multimedia learning is more effective when learner attention is focused, not split. (3) The presentation of multimedia content should exclude extraneous and redundant information. Learning is most effective when interesting and irrelevant information is eliminated because of the brain's limited information processing resources (4) Multimedia learning is more effective when it is interactive and under the control of the learner. Research tells us that when learners are able to control the pace of the presentation they learn more. (5) Multimedia learning is more effective when learner knowledge structures are activated prior to exposure to multimedia content. Activating students' prior knowledge about the topic helps to connect it to the newly learned information in the working memory (6) Multimedia instruction that includes animation can improve learning. (7) Multimedia learning is most effective when the learner is engaged with the presentation. (8) Multimedia learning is most effective when the learner can apply their newly acquired knowledge and receive feedback. Feedback helps keeping students informed about their progress and helps them stay engaged (pp.1322-1323).

The use of both words and pictures makes the brain process more information (Sweller, 2005); Words and pictures presented simultaneously are more effective than when presented sequentially (Mayer & Sims, 1994); This pacing can also be achieved by breaking the presentation into segments; shorter segments that allow users to select segments at their own pace work better than longer segments that offer less control (Mayer, 2003); Animation is more effective if it is accompanied by narration, which makes use of both the auditory and visual channels (Mayer & Chandler, 2001); Multimedia that is more personalized engages learners more than multimedia that is less personalized and presentations that use the more familiar -

you and I- are more engaging than those that present in the third person (Mayer, 2005); Multimedia is most likely to be effective when students are provided with opportunities to apply what they have learned following exposure (Mayer, 2005). Providing feedback can reinforce what has been learned and can also correct any misconceptions (Gee, 2005, as cited in Gilakjani & Ismail & Ahmadi, 2011, pp. 1322-1323).

CHAPTER III

3. METHODOLOGY

3.1.Introduction

This chapter aims to describe the design of the study including the data collection tools to be used during the classes and the questions in the teacher diaries, the student journals, and the student interviews, the background of the participants, and the procedure, which describes the steps of the research by explaining it from the beginning to the end.

3.2.Research Design

The main aim of this study was to learn how to design and conduct multimedia focused reading lessons. Secondly, this study attempted to find out students reflections on the use of multimedia tools in reading classes.

Reflecting on related literature, we realized that the most appropriate research design would be action research (AR). Action research is defined as "being concerned with the improvement of educational practices, understandings and situations, is necessarily based on a view of truth and action as socially-constructed and historically-embedded" (Carr & Kemmis, 1986, p. 182).

Carr & Kemmis (1986) refers to the Lewinian notion of a self-reflective spiral of cycles of planning, acting, observing, reflecting then replanning, further action, further observation and further reflection. This self-reflective spiral demonstrates a further dialectical quality of action research: the dialectic of retrospective analysis and prospective action (p.184). They also say that in action research, a single loop of planning, acting, observing and reflecting is only a beginning; if the process stops there it should not be regarded as action research at all (p. 185).

McTaggart (1994) argue that "action research is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality, justice, coherence and satisfactoriness of (a) their own social practices, (b) their understanding of these practices, and (c) the institutions, programmes *and ultimately the society* In which these practices are carried out. Action research has

an individual aspect - action researchers change themselves, and a collective aspect - action researchers work with others to achieve change and to understand what it means to change. Action research involves participants In planning action (on the basis of reflection); in implementing these plans in their own action; in observing systematically this process; and In evaluating their actions In the light of evidence as a basis for further planning and action, and so on through a self-reflective spiral (p. 317).

The aim of the action research is “to identify a ‘problematic ‘ situation or issue that the participants – who may include the teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically” (Burns, 2010, p. 2).

The concern of the study was to design and conduct multimedia focused reading lessons. Regarding this concern, a 5-week action plan was prepared in line with the intermediate level reading course syllabus of the preparatory school at Hasan Kalyoncu University. When carrying out the action plan, the researcher closely observed the process to make necessary changes to improve any problematic issues.

3.3.Participants

Participants of this study were a group of 20 intermediate level students studying at the preparatory school of Hasan Kalyoncu University. The group took 5 hours of reading classes each week. Convenience sampling strategy was used when selecting the participants. Convenience sampling strategy is defined as “a non-probability sampling technique when subjects are selected because of their convenient accessibility and proximity to the researcher” (Balcioğlu & Kocaman, 2013, p. 360). “This sampling method is also used when the researcher is unable to gain access to a wider population, for example, due to time or cost constraints. Thus, convenience generally assumes a homogeneous population that one person is pretty much like another” (Castillo, 2009, as cited in Balcioğlu & Kocaman, 2013, p. 360).

3.4.Multimedia Focused Reading Course Procedures

The multimedia focused reading course was conducted in 2013-2014 academic year. This course lasted 5 weeks. The students took 5 hours of multimedia focused

reading classes each week during those 5 weeks. The following sub-sections explain the purpose, the materials used and the procedures employed in each week in detail.

3.4.1. Week 1

Aim: Identifying main idea(s) of a text, guessing meaning from the context.

Materials

- 1- A short article from a website called BBC (<http://www.bbc.com/news/magazine-23097143>) was used to help the students predict the author's ideas on the given topic.
- 2- A video from a website (<http://www.bbc.com/news/magazine-23097143>) was used to help the students predict the theme of the unit from the context of the video.

Procedures

- The multimedia tools were used at the pre-reading stage to prepare the students for the reading the text to be used.
- First, the students watched the video to get the meaning from context.
- Next, the students read a short article about the related topic and tried to identify the main idea stated by the author.
- Finally, the students worked on the vocabulary practice tasks and read the text in the course book.

3.4.2. Week 2

Aim: Understanding the elements and organization of a classification text, guessing meaning from context.

Materials

- 1- A video from the book (Pathways) was used in the class. The focus of the video was on describing the number of the elderly people in different parts of the world.
- 2- A comprehension game was used to revise the newly presented vocabulary items, the main idea, the supporting examples and details in the text.

Procedures

- The multimedia tools were used at the post-reading stage to help the students reflect on what they have learned out of the multimedia tools.
- First, the students looked at the picture and pointed out their opinions together with their reasons. Then they worked in pairs to discuss of the meanings of the new words and then tried to write the definitions of the vocabulary items that they worked on.
- Second, the students read the questions and watched the video.
- Finally, the students discussed and compared their answers and watched the video again to check their answers to the questions.
- After completing the activities in the book, the students were divided into two groups to play a comprehension game which aimed to help the students revise the newly presented vocabulary items, the main idea, the supporting examples and details in the text.

3.4.3. Week 3

Aim: Identifying the elements and the organization of a biographical text. Recognizing its main ideas and supporting ideas.

Materials

- 1- Handouts (strips showing some inventions and short explanations) were used to establish background knowledge in the students before they read the text and to familiarize them with the topic of the unit.
- 2- Visual materials from a website (www.visual.ly/worlds-ten-best-inventions-all-times) were used to revise the inventions so far.
- 3- A power-point presentation on inventions of inventors was used.
- 4- A video was used from the website (http://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind) to watch and learn about one of the characters mentioned in the text.

Procedures:

- First, the strips were delivered to the students and they had a look at the pictures and the short explanations to predict the topic of the unit at the pre-reading stage.
- Second, the power-point presentation was shown to give more details about the topic and prepare the students for the text.
- Last, a web-site was visited to revise the supporting ideas of the unit.
- After all these warm-up activities the students read the text.
- At the end of the lesson, the students watched the video to revise the biographical text.

3.4.4. Week 4

Aim: Interpreting maps and charts, making inferences.

Materials

- 1- A graphic and a pie chart showing some facts about the Internet use.
- 2- A video from Youtube (<http://youtube.be/1TWHsiMYSx>).
- 3- An additional reading text and a Venn diagram.

Procedures

- At the beginning of the lesson a power point presentation combined with the visuals and the graphics in the book was used as a pre-reading activity to help the students to be able to make inferences.
- The students read the online text along with the Venn diagram and tried to fill it in a cooperative group activity.
- After reading the text and doing all the related activities, the video was used at the end of the lesson to discuss and make a general evaluation of the lesson.

3.4.5. Week 5

Aim: Scanning, classifying information using a T-chart.

Materials

- 1- A video from the book (Pathways) was used in the class. The video was about a type of training that London taxi drivers have to take before they can qualify as drivers.
- 2- A video about improving memory was used from YouTube website (<http://www.youtube.com/watch?v=TFP9rLPRI3g>). The video was about effective types of strategies people may use when they try to remember things easily.
- 3- A T-chart was prepared to be completed by the students while watching the video about memory.

Procedures

- First, the students watched the video as a pre-reading activity.
- Second, they completed the T-chart while watching the video.
- After doing all the related activities, they watched another video about the taxi drivers to reflect on and discuss what they learned from the lesson.

3.5.Data Collection Tools

Data collection tools were chosen according to the purpose and the nature of the study and the research context. Qualitative research instruments were used to record the researcher's experiential understanding of the issues involved in designing multimedia focused reading course and her own observations of those ideas in practice in addition to learning students' reflections of their experience. Three different qualitative research instruments were used to collect data. These were a teacher diary, student journals and student interviews. The following sub-sections present detailed information about the data collection instruments of the study.

3.5.1. Teacher Diary

One part of the data was gathered through a researcher diary, which was kept by the teacher. According to Nunan (1992), diaries logs, and journals are "important introspective tools in language research" (p.118). The diaries can also be used to reflect and develop accordingly (Farrel, 2007).According to Krishnan & Hoon (2002), "by

‘listening’ to individual ‘voices’ through the diaries, it is possible for the teacher in the classroom to make certain adjustments to accommodate individual learning needs” (p. 237). The following questions framed the researcher’s reflection on action:

- 1- What kinds of materials can be used as parallel to the objectives of the lesson?
- 2- What kinds of activities work?
- 3- Which activities are problematic?
- 4- How was the participation of the students?

3.5.2. Student Diary

Student diaries gathered second part of the data. As Krishnan & Hoon (2002) say “diary keeping constitutes first-person observations of learning experiences which are recorded over a period of time” (p.227). Alaszewski (2006) also points out that “diaries have two major advantages over other methods; they facilitate access to hard-to-teach or hard-to observe phenomena, and they help overcome memory problems” (p. 113).Accordingly, the following questions guided the students to evaluate and reflect on their own experience of multimedia focused reading course and the activities:

- 1- What do you think about the video / online text / website / diagram / graphics / PPT / game? Are they useful/interesting/boring?

3.5.3. Follow-up Semi-structured Student Interviews

According to Karasar (2011) “interview is conducted verbally at least between two people to collect data from the related people in terms of the questions used in the research. It provides a great amount of information about a research or a question”(p. 165).Following this line of thought, the third part of the data came from semi-structured follow-up student interviews, which was conducted at the end of the fifth week to understand the students’ attitudes and reflections more clearly. The interviews were held with ten students.

The following questions framed the semi-structured follow-up student interviews:

- 1- How much did you like the reading classes?
- 2- Did you like the activities?
- 3- How do you think that the multimedia tools contributed to the lessons?

- 4- Would you like the reading classes if there were not any multimedia tools?
- 5- What did you like most in reading classes?

3.6.Data Analysis

The data gathered through the teacher diary, student journals and student interviews were subjected to content analysis. Qualitative content analysis has been defined as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p.1278).

According to Zhang and Wildemuth (2005, p.11) "the goal is to identify important themes or categories within a body of content, and to provide a rich description of the social reality created by those themes/categories as they are lived out in a particular setting. Through careful data preparation, coding, and interpretation, the results of qualitative content analysis can support the development of new theories and models, as well as validating existing theories and providing thick descriptions of particular settings or phenomena" (ISCHOOL.UTEXAS, 15.04.2014, <https://www.ischool.utexas.edu/>).

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter aims to present the findings obtained from the data collection tools in the study. First, the students' journal and the student interviews were analyzed to see how they reacted to the multimedia tools and provide more clear data about students' reflections. Finally, the analysis of the teacher's diary is provided to explain what the teacher's diary reflects regarding the multimedia focused lessons.

4.2. Analysis of the Multimedia Based Reading Classes

4.2.1. Findings from the Student Diaries Related to the First Week of Multimedia Based Reading Classes

The first objective of the first week was to help the students to identify the main idea of a reading text and the second objective was to help them learn guessing meaning from the context. To achieve the objectives of the week, a short article related to the topic was used from a website called BBC (<http://www.bbc.com/news/magazine-23097143>). In addition, a video from the same website was used to help the students to make predictions about the topic of the unit from the context of the video. These two multimedia tools were used at the pre-reading stage.

On analyzing the students reflections recorded in their diaries, we came up with two main findings for the first week. The first findings are related to the students' attitudes towards multimedia based reading classes. The second finding is concerned with their preferences towards the type of multimedia based reading materials with specific reference to video and online reading texts.

Regarding the students' attitudes towards multimedia based reading classes, we found out that most of the students perceived learning English through video and online texts interesting and motivating. They stated they were bored of trying to learn a language through traditional and typical type of language learning materials as reflected in the following quotations:

Student 1: *I liked the activities, I mean the video and the online text were really interesting. I was motivated to learn because it was not a typical lesson.*

Student 2: *I loved the lesson because I was not bored during the lesson because this is the most important thing for me, not being bored!*

Some other students stated that multimedia tools helped them keep the newly presented information in their minds easily:

Student 5: *As all the materials were visual, I could easily keep the information in mind. Although it was very early in the morning, the lesson was not boring. When I learn something new, time flies during the lesson.*

Students also stated that multimedia tools helped them learn new vocabulary items and the cultural elements of the target society easily:

Student 7: *I liked the materials especially the video because I learned about foreign people from the video. I enjoyed the lesson because I improved my vocabulary.*

One other quotation from the interview clearly supported this effect:

Student 18: *Since the videos were interesting, I learned lots of things from them. I still remember the one about foreign countries. It was very informative.*

Furthermore, the students mentioned that these tools helped their concentration:

Student 8: *The materials made me concentrate more on the lesson, so I did not forget the things, which I learned.*

Student 9: *I liked all the materials, they were not so interesting, but useful because I learned many things without getting bored. I felt very energetic during the lesson because we used as many activities as we could.*

Student 12: *The materials helped me focus on the lesson easily. Everybody paid attention to the lesson thanks to these materials. Especially using the videos in the reading lesson was an important factor to catch our attention.*

Finally, the students also stated that such materials helped them to improve their listening without an explicit effort:

Student 12: *I think the video and the online text was very interesting because I learned a lot from them. Also we did not use only the book, so I did not get bored since the materials are more visual than the book. I also think that watching video is good to improve my listening.*

As it is clearly seen most of the students liked the tools used at the beginning of the lesson. Drawing on the findings from the students' diaries, we assume both of the multimedia tools worked well to achieve the objectives of the week.

The second important finding from the student diaries was that the some of the students found video material interesting and motivating while online reading texts boring and difficult to handle. The following quotations taken from student diaries reflect these two issues:

Student14: I think using video in the lesson was so interesting because having visual materials is very effective to remember the details, but the online text was a bit boring. I liked the visual materials such as pictures and the video because they attracted my attention and they also motivated me a lot.

Student15: I love learning new words, and it was very useful for me. Learning new things about different cultures was useful, too. I think the video was very interesting and enjoyable. However, the online text was difficult to understand.

Student17: The reading lesson was more motivating than the other lessons because we used not only the book but also some extra materials. I did not like the online text because it was a bit difficult to understand.

4.2.2. Findings from the Student Diaries Related to the Second Week of Multimedia Based Reading Classes

The first objective of the second week was to help students read and understand a classification text and second was to work on guessing meaning from the context. To achieve the first objective of the week, a comprehension game, which was presented through PowerPoint Presentation (PPT), was used at the post reading stage to revise the vocabulary, the main idea, and the details by classifying the parts of the texts. For the second objective, a video from the course book -Pathways- was used at the pre-reading stage to practice guessing meaning from the context.

Drawing on the student reflections cited in their diaries for the second week, we arrived at two findings. The first finding was related to the use of video. Almost all of the students liked the video because they found the video very informative and useful. The second finding was related to the use of game. The students found the game a very

motivating tool to comprehend the objectives identified for the week. They also stated that they learned the topic in an enjoyable way. In short, the students' preference was both for the video and the game as stated in the quotations below:

Student 9: *The video was so enjoyable and interesting. In addition, the game was very exciting. Besides learning new things, I enjoyed a lot, so it was very useful.*

Student 2: *It was very enjoyable to watch the video. It had quite a lot of information. The game encouraged me to think and remember the text. I both learned and enjoyed.*

Student 3: *The video was quite informative and explanatory, so it was very useful. I also think that the game was really useful because we revised the text while playing the game. It was enjoyable.*

Besides the students also stated that the game was very effective to remember and revise the newly learned vocabulary:

Student 1: *I think the video was very informative. It made the all class listen and watch because it motivated us. The game was very useful. For example, remembered one of the words that we learned before while playing the game.*

Student 4: *The video was very useful because it was very informative and interesting. The game was enjoyable and motivating me to remember the new vocabulary.*

One more student stated during the interview that with these materials, she learned more:

Student 13: *They contributed a lot. Without them, we wouldn't have understood the lesson and wouldn't have learned a lot of words.*

Some other students reflected that while the video was not very enjoyable but boring, they found the game very motivating, so they stated that they wanted to play games more often:

Student 7: *The video was not so interesting, but the game was really enjoyable, I think we should always play games in the lesson.*

Student 8: *The video was a bit boring I did not like it. However, I enjoyed the game very much. If we always play games, it will be very motivating.*

Moreover, the students stated that having visual materials helped them to remember the information and keep it in mind more easily:

Student 11: *I liked having more visuals by watching video because I remember more from what I learn if more visuals are provided. The game made me do a brainstorming and revise the newly learned things.*

Lastly, one student stated during the interview that she improved her point of view with the visual materials:

Student 12: *I think videos improve our visual intelligence and we wouldn't have understood the lesson completely without videos. Also, I liked the games.*

Based on the findings gathered from the student diaries and the interviews, I can say that we achieved our aims. The students liked both of the materials, which were a video, and a game played through PPT. The student reflections that were mostly on the effectiveness of the materials showed that they found them both informative and enjoyable. However, there were some students who found the video a bit boring, those students liked the game. In addition, the materials worked well when presenting and practicing the vocabulary items. Finally, we might consider it as a successful lesson.

4.2.3. Findings from the Student Diaries Related to the Third Week of Multimedia Based Reading Classes

At the beginning of the lesson, a PPT and a stripe of paper showing some inventions and short explanations were delivered to activate students' background knowledge of the unit topic before reading the text. The first objective of the third week was to learn how to identify the supporting ideas. For this reason, the resources presented on a website (www.visual.ly/worlds-ten-best-inventions-all-times) were used at the pre-reading stage. The second objective was to identify a biographical text, so the students watched a video (http://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind) about the character, which they learned from the text, and this was a post-reading activity.

When the student diaries were analyzed regarding these objectives and the materials, I could infer that there were two main findings. The first one was that the students found the PPT and the website very useful and effective in terms of establishing background knowledge for the topic. In this way, they stated that they

could improve themselves. The second important point was that the students found the video very useful as it contributed to their comprehension by involving in the text about the main character that they had read about before. Also there was a common belief that the lesson was enjoyable. All these findings are reflected in the quotations below:

Student 1: I think the PPT was very effective since it gave information about the topic before we started the lesson. The website was also very interesting because it helped me understand the topic better. The video was very useful as it included the main character of the text, so that I could revise the information. I really liked using different materials.

Student 8: PPT informed us about the areas that we did not know much, so it was very attractive as I easily get bored if do not have any idea about the topic. That the website had informative explanations made me concentrate on the lesson. The video made the lesson very effective since the main character was telling the story. The lesson was plentiful.

In addition, some students stated that the website contributed to their general knowledge of the world. With the help of these materials, they learned new things:

Student 2: I liked the PPT. Visiting the website improved my general knowledge. I also liked the video. The lesson was very enjoyable with these materials.

Student 4: I think the PPT was very informative and explanatory. The website included a lot of useful information, so it helped me improve my cultural knowledge. The video was very enjoyable and caught my attention. These things made the lesson more visual and it is very nice.

Student 5: The PPT helped me refresh my old knowledge and I learned many things about the inventions with the help of the website. I was inspired by the video that it contributed to my point of view.

Student 9: I think that PPT and the website improved my general knowledge. The video helped me understand the text better as it was visual. With these materials the lesson was very enjoyable.

One student reflected that PPT and using visual materials helped him/her enlarge his/her vocabulary since they made it easy to keep in mind:

Student 7: The PPT was very informative. It helped me keep the new vocabulary in my mind easily. I learned a lot about the inventions, so it improved my general knowledge. I liked the video, however, the most important thing for me to enlarge my vocabulary.

Another student quotation taken from the interview showed that it contributed to their vocabulary a lot:

Student 11: Reading classes were interesting for me with all those videos and other activities and I learned most of the vocabulary from those videos. I could keep them in mind and didn't get bored in the lessons.

Furthermore, some students also stated that with the help of those materials, the lesson was not boring, but enjoyable and motivating:

Student 3: I liked all the materials because they made the lesson more enjoyable when compared to the other lessons.

Student 6: The PPT was very effective and not boring. The website was very interesting and thanks to the short but interesting explanations in it. It was very catchy. I liked the video, too. If these materials had not been, it would have been very boring because they make the lessons flowing.

Some other students' statements during the interview revealed the effectiveness of the videos in terms of motivation as follows:

Student 12: Since you used various materials, which were beneficial for us, the lessons were very interesting and our motivation was very high.

Student 13: The videos motivated us and prepared us for the lesson and they helped us better understand the text. The extra activities tested how much we understood the text.

Lastly, one student stated that using different materials apart from the book made him/her focus without specific effort:

Student 10: *The PPT and the website provided visual things, so they were very useful rather than a text only in a reading lesson. The video was very effective to make me focus on the topic.*

4.2.4. Findings from the Student Diaries Related to the Fourth Week of Multimedia Based Reading Classes

The first objective of the fourth week was to interpret maps and charts. In order to achieve this, a graphic and a pie chart, which included some statistical information about the Internet use, was shown. The second objective of the week was to be able to make inferences from a text. For this reason an extra text was used with a Venn diagram. Additionally a video from YouTube (<http://youtube.be/1TWHsiMYSx>) was shown both to make inferences and to interpret charts about the topic of the text.

When the diary entries related to the fourth week were analyzed, it became clear that integrating a video into the reading lesson not only motivated the students but also helped them to make inferences about the topic easily. In addition, using a Venn diagram helped the students improve their concept of reading. These findings can clearly be understood from the diaries below:

Student 7: *Using the Venn diagram helped me analyze the text better and using visuals made me learn better. These materials gave me a chance to think more.*

Student 9: *I think that the video was enjoyable and when I watched the video, hearing the words that we learned before was really motivating. I think that the Venn diagram really effective in terms of grouping the ideas, so these materials are necessary to make lessons more enjoyable.*

Student 12: *Because the video included real and interesting facts, it was really effective. It was the first time that I read a text by using a Venn diagram. I realized that reading in this way was much more effective rather than reading the text directly.*

Also one quotation from the interview reflected this idea clearly:

Student 13: *I think they helped us understand the text more easily.*

Some students also stated that using the video helped them be more motivated and made the lesson more enjoyable:

Student 3: *The video was very useful and being able to understand the speakers in the video made me motivated. Using the Venn diagram with the text helped me to improve my reading. Also, using extra materials rather than only the book was effective.*

Student 2: *The video was very effective in terms of adapting me to the lesson. These materials made the lesson more fast-moving.*

Another point that some students emphasized was that these materials helped them learn better and easily:

Student 5: *I think that the video would have been more interesting. The text was useful. I also think that using various materials and having the lesson through different ways ease the learning.*

Student 6: *The video was mostly useful. The text and the Venn diagram made the lesson enjoyable. Using these kinds of materials is very important for me since they made me learn more easily.*

Other students stated that the video and the text contributed a lot to their vocabulary:

Student 4: *The video made the lesson more colorful and it was really effective to learn new information. The text was very useful because I learned some new words. These materials provide us new types of learning.*

Student 11: *The video and the text were very useful as I learned new words. They made the lesson more enjoyable.*

Some other students stated that having visuals was very important for their learning:

Student 10: *I believe that using visuals can affect the people easily as they are more permanent, so the video was very effective for us and contributed a lot to us since they were not like the typical materials that we used to have.*

Student 8: *The video was useful. Using the Venn diagram and the text together made the reading lesson more enjoyable. I also think that visual and aural materials made the lesson more effective.*

Furthermore, two students emphasized during the interview that using visuals was very necessary in reading lessons:

Student 12: *I liked them because I think visual materials are a must for reading classes for they make everything more memorable.*

Student 13: *It affected the lessons and us in a positive way and I believe they should be used in all lessons especially in reading lessons.*

Lastly, one student stated that the video was helpful in terms of improving listening skills:

Student 1: *I love watching video, but if we had watched it with subtitles on, it would have been more useful for reading. It is very useful for listening and speaking. I also think that the text was really informative.*

4.2.5. Findings from the Student Diaries Related to the Fifth Week of Multimedia Based Reading Classes

The first objective of the fifth week was to learn how to scan. For this purpose a video from the course book -Pathways- was integrated into the pre-reading stage. As for the second objective, it was classifying information using a T-chart. To achieve this, a T-chart was integrated to the lesson at the post-reading stage to be used with another video from YouTube (<http://www.youtube.com/watch?v=TFP9rLPRI3g>) about the ways to improve memory.

On analyzing the student diaries of the fifth week, it can be inferred that most of the students found videos both useful and enjoyable and so motivating. The student reflections stated in diaries clearly support this finding:

Student 5: *I think that both videos were very useful and enjoyable. I wish we had had more time to watch more videos. I also think that while learning something, using visuals is very important.*

Student 10: *I liked the first video because it was related to the topic, so it increased our motivation. Also I am always interested in memory games, I liked the second video.*

Student 8: *With the help of videos, the reading lessons were less dull and were not monotonous, so I understood more and learned more eagerly.*

Some students stated that they found the first video enjoyable, but they did not like the memory video:

Student 4: *The first video aroused the interest in the class. However, I do not think that the memory video was useful. Still these videos eased the learning process.*

Student 6: *I think the first video was helped the lesson not to be ordinary, But I am not sure that the second one was as effective as the first one. I believe that having visual and colorful materials were very helpful to make the most of the lesson.*

Student 3: *I liked the video because while watching the video, not only we learned English, but we also improved our general knowledge. I did not like the memory video. We could have watched something else.*

Moreover, some stated that using additional materials apart from the book motivated them a lot:

Student 1: *I think both the video and the game were very useful. Using not only the book but some additional materials were very motivating.*

Student 2: *This video was less interesting compared to the previous ones. I enjoyed while watching the memory video since I realized how forgetful I am. I liked the videos because having something different from the book was enjoyable.*

One of the student quotations from the interview also supported this idea as follows:

Student 12: *I liked them a lot. I liked the book itself but with all the additional materials we used it was even better.*

Some other students also stated that these materials would help them improve themselves in time:

Student 11: *I think that the videos were enjoyable and educational and I believe that they would improve us in time.*

Student 9: *I think the all the videos we watched changed my perception of reading lessons since they helped it to be less boring and more enjoyable. It was a good idea to use the memory video as it was related to the topic of the unit. I believe that these materials would help me in the long run.*

Another student quotation from the interview showed that these materials changed the students' perception on reading courses:

Student 13: *I think it has changed my idea of reading classes because they made the lesson enjoyable and also removed the prejudice we have against reading classes.*

Finally, one other student stated that using videos in the reading lesson was a good and easy way to improve vocabulary:

Student 7: *Using visuals such videos provided us various learning ways and they are also effective and practical in learning vocabulary.*

4.2.6. Findings from the Teacher Diaries Regarding the Multimedia Based Reading Classes

Regarding the objectives of the first week I used an online reading text to help my students to learn how to identify the main idea of a text. I also used a video to teach them how to guess meaning from the context. Almost all of the students liked watching the video. They watched the video and tried to understand the main idea of the unit and read the text accordingly. I observed that they were quiet motivated during this part of the lesson. Using visuals encouraged them to speak more during the warm-up stage. The students specifically found the tools interesting, not boring. Most of the students were eager to read the online text, but there were a few students who did not want to read it

since they thought that it was hard to understand the text in terms of vocabulary and some found it boring. In general, there were not any big problems in any part of the lesson, but I realized that as it was the first week, the new vocabulary was challenging for them.

Drawing on the findings stated above regarding the first week's multimedia based reading classes I might conclude that the video and the pictures worked a lot. Most of the students in the class participated in the lesson, but there were some who were not interested in reading. However, some students found the online text a bit hard to understand. Reflecting on my experience, I realized that I needed to be more careful both with the theme and the language level of the texts. Most importantly, I should consider my students' learning styles more carefully while choosing the texts.

As the objectives of week two were to understand a classification text and to learn how to guess the meaning from the text I used a comprehension game, which was presented through PowerPoint Presentation (PPT) to revise the text in terms of vocabulary, main idea, and details by classifying the parts of the texts. For the second objective a video from the course book (Pathways) was used to practice guessing meaning from the context. The video was really informative and included a lot of facts, so the students felt that they learned much. Inferring from this, I think that they liked the video. At the end of the lesson, I divided the class into two and we played the game. While playing, they revised the vocabulary and the details of the text. I can say that integrating these reading comprehension activities into a game event made them more motivated towards the lesson. According to my observation, I did not point out any problematic area. However, I can say that I could have divided them into more groups rather than two since the crowded groups caused a more chaotic atmosphere.

When interpreting the diary of the second week, I can conclude that the effectiveness of using video in a reading class especially at the pre-reading stage can be clearly seen above. When the students are provided with visual materials, it is not difficult to make them pay attention to the lesson. Another important point is that students love playing games in the lessons. In this case, it can be inferred that the game worked a lot in terms of increasing student motivation, cooperation, and most importantly their comprehension. There is only one point that I need to be more careful with in my future practice. And that is related to how to group students for a

competitive environment. I realized that I should be more considerate in order not to cause a messy atmosphere in the classroom.

In week three I used a PPT and a stripe of paper at the beginning of the lesson to create a background about the topic. Except from these, regarding the first objective of the week, I used a website just before reading the text to help my students to identify the supporting ideas. As the second objective was to identify the elements of a biographical text, I used a video, which was about the main character in the text. When I consider the activities, I can say that the students found the PPT which was full of various visuals and the website very interesting as they helped the students improve their general knowledge. As for the video, since it was based on a real character, which they read about before, it aroused the interest in the class. There was only one point that I did not consider that the character in the video was an African boy, at first it was a bit hard for them to understand his accent, to solve this problem, I provided the subtitles and they watched it again. Finally, I can infer that for this week all of the materials worked. As parallel to this, there was no problem about the participation except from only a few.

Drawing on the reflections stated above, it can be concluded that when the materials are related to real life and they are authentic enough, their effect is the highest. However, since they were exposed to a non-native speaker in the video, they struggled a lot to understand his speaking. On the other hand, it is seen that the PPT and the website provided them with a lot of useful information, as a result of this, they both learned and enjoyed.

The first objective of week four was to help students to learn how to interpret maps and charts and the second objective was to help students to learn how to make inferences. To achieve the objectives of the week, at the beginning of the lesson I used a chart, which included some statistical information about the Internet usage. Then before reading the text in the book, I gave an extra text to read with the help of a Venn diagram. At first the students were not eager to read the text since they thought that the text was difficult to understand because of the vocabulary items and the language structures used in the text. However, by using the Venn diagram they realized that they could handle the text and make inferences. I was very happy when I heard their comments afterwards. At the end of the lesson the students watched a video related to the topic and they tried to interpret some of the charts and make inferences. Besides

this, they watched the video with an interest, but sometimes they found it a bit fast to keep up with. Finally I can say that all the materials worked well because the students did the activities willingly whereas there were some students who did not cooperate in their groups while reading the extra text with the Venn diagram.

On analyzing the findings of the fourth week, it can be concluded that all the materials used in this week worked a lot regarding the objectives. Despite some rejections from the students to read the extra text, it is seen that the Venn diagram helped the students' comprehension of the text. There were only slight problems, which were related to the grouping students and the pace of the video. However, when considering the functions of these materials, I can say that the problems did not hinder to achieve the objectives. Except from these, there were not any problematic points. The students mostly participated in the activities.

The objectives of the fifth week were scanning and classifying information using a T-chart. For this reason, at the beginning of the lesson a video from the course book (Pathways) was integrated to the lesson to scan and find some specific information. Additionally, a video from a website which gave information about the ways of improving memory was used and while watching this video the students used a T-chart to fill in. This week some students really liked the videos and they showed great interest, but some liked only the first video. These ones reflected that the memory video was boring and not effective.

It can be concluded from this situation that it is impossible to please each student in terms of their background, learning style, level of motivation, and type of intelligence. Reflecting on my experience, I can say that when I use these materials for the second time, I could integrate some alternatives to them so as to help them participate in the lessons eagerly.

CHAPTER V

5. CONCLUSIONS

5.1.Introduction

This chapter consists of the conclusions of the findings obtained from student diary, teacher diary, and student interview. It also expresses limitations of the study and gives suggestions for further research.

5.2.Summary of the Study

The aim of this study was to design multimedia focused reading classes at the preparatory school of Hasan KALYONCU university as an AR. In order to achieve this, a 5-week lesson plan was designed to integrate the technology into the reading classes. Thus, the following research questions were asked:

- 1- How can I design multimedia focused reading classes?
- 2- What are the students' reflections on using multimedia tools in reading classes?

The participants of the study were 20 intermediate level students who are at the preparatory school. In order to find the answers to the research questions, student diary, teacher diary, and student interview were used to collect data. At the end of each week students were asked to keep their diaries, which were collected by the teacher afterwards. At the same time, the teacher kept the teacher diary. At the end of the term the teacher conducted an interview with 10 students. The data gathered from these tools was subjected to content analysis.

5.3.Conclusions

The findings showed that since the materials were different for each week, the reflections were different too, due to the materials.

For the first week, while most of the students liked the materials in terms of motivation and improving vocabulary, some found them a bit high in terms of language level. As parallel to this reflection, the teacher concluded that an online text should be chosen more carefully though it is directly from the real life.

For the second week, while the students found the lesson quite useful and enjoyable, the teacher reflected that the students could have been grouped in smaller numbers so as to avoid a chaotic atmosphere in the class, however, it was considered to be successful week after all.

For the third week, the students thought that the materials were informative and attracting their attention as they were based on real events and characters. Arising from being authentic, these materials caused a slight understanding problem which meant that students found the speaking accent quite different. To handle this problem, it was stated in the teacher diary that the subtitles were provided for the following view.

For the fourth week, the materials were considered to be very effective and very helpful in terms of making it easy to cope with a text. In the same line with this reflection, it was stated in the teacher diary that the students made most of the materials. The only point is that the students could have been paired instead of grouped to avoid the distraction among some of the students.

For the last week, most of the students found the materials enjoyable and useful regarding the objectives. However, there were some students who did not like one of the videos due to their different back ground and learning style. For this reason it was reflected in the teacher diary that sometimes we should have additional or alternative materials in case of such situations. Therefore, it can be concluded that using multimedia tools in reading classes was useful and helpful for increasing students' level of classroom participation in reading lessons.

Additionally, this study suggests that using multimedia tools in reading classes can be very effective when the right tools are integrated to the lesson plan parallel to the objectives. More specifically, grouping the students for the different purposes of the activities is an important issue to achieve the expected result. Choosing the materials considering the language proficiency level of the students is another crucial point since some of the students could handle some of the materials, but some could not. In addition, inferring form the student diaries, it can be said that more graphic organizers could be used at the time of reading the texts and more game like activities could be included to motivate the students to read and comprehend reading materials. Lastly, when some materials are authentic, they can be a bit challenging for the students to deal

with. In this case, these materials can be modified or supported with other tools instead of using them directly without any modifications. Consequently, the materials to be used should be chosen very attentively considering the differences in students' levels, needs, preferences, learning styles, and backgrounds.

5.4.Limitations of the Study

The first limitation of this study was the number of the participants who participated in the study. With larger number of students and with the cooperation of more teachers in this process, the result of the study could be more reliable and valid.

The second limitation of the study was the time limit as the intermediate level is only seven weeks and the multimedia tool could be used only for five weeks. In that sense, this study can be conducted for longer periods of time in order to get more reliable and valid results.

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7. APPENDICES

7.1. APPENDIX 1: STUDENT DIARY

Week 1

Unit 1/ Topic:

- 1- What do you think about the video / online text / website / diagram / graphics / PPT / game? Are they useful / interesting / boring?

7.2. APPENDIX 2: TEACHER DIARY

Week 1

Unit 1/ Topic

- 1- What kinds of materials can be used as parallel to the objectives of the lesson?
- 2- What kinds of activities work?
- 3- Which activities are problematic?
- 4- How was the participation of the students?