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**TEACHING VOCABULARY IN CULTURAL CONTEXT TO EFL
STUDENTS THROUGH MULTIMEDIA**

THESIS BY

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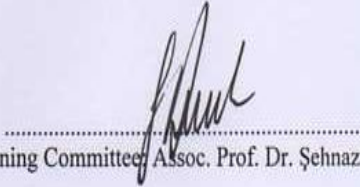
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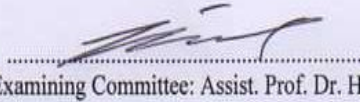
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ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERE KÜLTÜREL BAĞLAMDA MULTİMEDYA KULLANILARAK

KELİME ÖĞRETİMİ

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Bu çalışma, öğrencilere kültürel bağlamda multimedya kullanarak kelime öğretmek amacıyla gerçekleştirilmiştir. Araştırma Osmaniye Korkutata Üniversitesinde yapılmıştır. Çalışmanın katılımcılarını 2012-2013 akademik eğitim yılında, temel İngilizce seviyesinde eğitim gören 8 kişilik bir öğrenci grubu oluşturmaktadır. Eylem araştırması projesi tasarlanmış ve geliştirilmiştir.(Kemmis and Mc Taggart, 1988). Bu model planlama, eylem, gözleme ve yansıtma olmak üzere dört bölümden oluşmuştur. Veri toplama aracı olarak çalışma başında ve sonunda uygulanan kelime bilgisi testleri kullanılmıştır. Çalışma sonunda öğrencilerle mülakat yapılmış ve cevaplar değerlendirilmiştir. Öğrencilerin anlama seviyesini öğrenmek içinde anlama sınavı yapılmıştır.

Anahtar Kelimeler: Kelime öğretimi, Kültürel bağlam, Multimedya, İkili kod,

Çoklu Zeka

ABSTRACT

TEACHING VOCABULARY IN CULTURAL CONTEXT TO EFL STUDENTS THROUGH MULTIMEDIA

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In this study, it is aimed to develop a vocabulary teaching programme through multimedia. This study was carried out in Osmaniye Korkutata University in 2012-2013 academic year. The participants of this study included 8 beginner EFL students. It was designed and developed as an action research project (Kemmis and Mc Taggart, 1988). In this model, a self-reflective spiral consists of four phrases; planning, acting, observing and reflecting. Data was collected by the actions of the students, interview questions and vocabulary pre test and post test. And also I practised a comprehension exam to the students in order to test their level of understanding.

Key Words: Vocabulary Teaching, Cultural Context, Multimedia, Dual Code, Multiple Intelligence

ABBREVIATIONS

ELT: English Language Teaching

T.V. : Television

I.Q.: Intelligence Quotient

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CHAPTER 1

1. INTRODUCTION

Language and culture are undividable. Excluding cultural setting in language teaching is nonsensical. Cultural knowledge is as important as proficiency in language use. Cultural teaching in foreign language classrooms should be as important as linguistic knowledge teaching. Culture teaching should be integrated with language teaching

As foreign language teachers we are continuously interested in our students' use of language, we want them to be able to express their feelings and thoughts correctly from the grammatical point of view. We must not forget is that there is also a culture material which is waiting to be discovered and taught. Teaching grammar, vocabulary, reading, writing, is important although these take a lot of time, students must be competent in order to understand the language. Language competency will lack of completeness without learning the cultural elements. Students must be aware of cultural elements. Teaching language, integrating the cultural elements will motivate the learner to study, understand and use the language. This will consolidate the students learning the language. Learning English through multimedia represents a new method for some students who learn English based on their past experiences. These experiences mostly based on textbook-oriented and test-driven, with the focus on forming grammatical sentences rather than communication. Such classical teaching materials lack a realistic and meaningful context and fail to deal with present day matters that are relevant to their lives. For these students, "English has few moorings in the social nature of communication. Language study is more than anchored in a berth of alienating frustration" (Shea, 1995, p:30). Students train with

substantial grammar exercises and test to develop their English but they still have problems in comprehending the main ideas in listening and reading. According to listening strategies learners try to guess the meaning and endure ambiguity and ingest the language input but some learners desire to understand exactly what is said or written which is a contradictory situation. Using Films through learning English compensates all the shortcomings in the EFL learning by delivering language to life. As text book-oriented teaching has endless English vocabulary and drill practices, it is an invigorating experience for students who are in need of motivation.

1.1. Background of the Study

Vocabulary has always been the fundamental part of Language learning. Successful comprehension depends on the student's vocabulary level. In language learning poor vocabulary is a serious obstacle. Students should learn a great deal of vocabulary in order to use the language effectively. "The relation between reading comprehension and vocabulary knowledge is strong and unequivocal. Although the causal direction of the relation is not understood clearly, there is evidence that the relationship is largely reciprocal." Baker, Simmons, and Kame'enui(1987,p:34) There are a number of teaching practices related to vocabulary. Success level of the vocabulary practice is related to getting students more actively engaged and verbal while learning. Constructivists argue that passive learning decline to preoccupy the students' learning. March (2002) states that, when the teacher is sole source of information, sometimes-critical steps of learning are lost along the way. Multimedia actively involves the students in their learning and allows them to use the intelligence for improved learning. Multimedia can maximize the Multiple Intelligences the learner possesses. According to constructivist approach to learning, integrating multimedia and multiple intelligences can improve the active participation of the

learner and improve the quality of learning. Aim of integrating cultural context to multimedia is to help the learner. “The aims of language teaching are to develop both linguistic and cultural competence, which can be called an intercultural communicative competence.” (Byram 1999, p.95)

In language learning the fifth skill is called as acquiring cultural knowledge of target language. Besides teaching the language, multimedia presents the cultural context of the target language. It is not possible to exclude culture from language learning, as language and culture are interconnected. As the students are taught the language, they become familiar with the target language’s culture. This familiarity motivates the students to learn more and also promotes their understanding. This study aims at determining the effectiveness of teaching vocabulary in cultural context to EFL students through multimedia.

1.2. Statement of the Problem

The students in Korkutata University have difficulties in learning vocabulary and demotivated to study English. Traditional language teaching methods demotivated the students. Multimedia-based teaching methods offer a wider range of information sources for learning language and motivates and stimulates the learners. As we live in a technological era the use of technology and its integration into language teaching has gained a great importance. Because of the increasing emphasis on communicative techniques the use of culture integrated video as an audio-visual material in foreign language classroom has grown rapidly. Using video while teaching English is a great stimulator and facilitator for language learners. Hemei (1997) states that being a rich and valuable resource, video is well-liked by both students and teachers. Language teachers prefer using video because it

motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment.

The purpose of the study is to teach vocabulary through multimedia. It aims to explore the use of multimedia in English language vocabulary teaching in cultural context and improve the understanding.

1.3. Research Questions

1. How do the students' perceive learning vocabulary through multimedia?
2. Does a six-week vocabulary development program based on multimedia result in an increase in students' level of vocabulary comprehension?

1.4. Significance of the Study

Today the multimedia technology has become an integral part of not only everyday life, but also the educational process in the world. Students of all ages perceived multimedia technology with much more interest and positive Technological innovations help enhance motivation of students, their creative thinking, independence and commitment to a comprehensive and assimilation of information, stimulate curiosity and interest in science. The use of multimedia data makes it possible to present not only in text form, but also to accompany with the audio or video clip. Different forms of media allow students interact with information. Online multimedia is increasingly becoming object-oriented, allowing the students to work on information without having specific knowledge.

Multimedia learning vocabulary in EFL classroom can not replace the teacher, but it can improve and diversify the activities of the teacher, thereby

increasing the performance of students. Using multimedia when teaching vocabulary, students not only remembers the video information, but also the audio information. If we combine what we see, hear and do at the same time, the memory performance is reinforced. Using video presentation is a highly effective opportunity to supply information because its main advantage is the visibility of information that is more accessible to perception, it is easier and quicker to digest.

The lesson in a foreign language, with video support material offered, students have the opportunity to see the socio-cultural realities of the country, which we studied, watch the facial expressions, gestures, surroundings speakers being studied. Also teaching the language with cultural context helps the learners to understand the target language and remember the vocabulary better. Teaching a foreign language in EFL classroom with the use of multimedia technology enables the shift from passive to active presentation method of educational activities in which the student is not only the central point of the process, but also actively contributing.

1.5. Operational Definitions

Multimedia: Multimedia is media and content that uses a combination of different content forms. This contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms.

Vocabulary Acquisition: Language acquisition is one of the central topics in cognitive science. Every theory of cognition has tried to explain it; probably no other topic has aroused such controversy. Possessing a language is the quintessentially human trait: all normal humans speak, no nonhuman animal does. Language is the

main vehicle by which we know about other people's thoughts, and the two must be intimately related. Every time we speak we are revealing something about language, so the facts of language structure are easy to come by; these data hint at a system of extraordinary complexity. Nonetheless, learning a first language is something every child does successfully, in a matter of a few years and without the need for formal lessons.

Cultural Context: Cultural context is the psychological and physical aspect of culture which accumulates through the creativity of the individual. Ideas manifest through the creativity of the individual and the objects based on them become part of the material side of culture. People who are born into a cultural tradition absorb the values associated with the psychological and physical sides of culture. As they mature in the cultural tradition, they contribute to the future of the society by contributing their own ideas and objects to the tradition. Language is the medium through which ideas become tangible. Vocabulary is important for the evolution of culture because it contains the essence of ideas which feed the physical and psychological aspects of culture. Multimedia training against the background of cultural tradition taps into the psychological and physical sides of culture which are already deeply embedded in the subject. When the dual-coding function of the brain is added to cultural context, the union of these two influences becomes a powerful way introduce new knowledge in the form of vocabulary words.

Dual Coding Theory: Dual-code theory asserts the existence of two interacting systems memory and verbal imagery. When memorizing and processing work both systems, the advantage is to memorize the material that is presented in both

figurative and verbal form, in connection with which specific words are remembered better than abstract.

Multiple Intelligences Theory: Gardner developed his theory of multiple intelligence as a radical alternative to what he calls the "classic" view of intelligence as the ability to logical thinking. Gardner was amazed at the variety of roles adults from different cultures - roles that are based on a wide variety of abilities and skills, it is equally necessary for survival in their respective cultures. Based on his observations, he came to the conclusion that instead of a single base of intellectual ability, there are many different intellectual abilities that occur in various combinations. Gardner (1993) defines intelligence as "the ability to solve problems or create products, due to the specific cultural characteristics and social environment" (p.32).

CHAPTER 2

2. REVIEW OF THE LITERATURE

Words build the language as blocks. By learning vocabulary we develop our target language. If vocabulary is ignored language becomes too difficult because of the lack of knowledge. The importance of vocabulary learning in language cannot be neglected. Swan and Walter (1984) states that “Vocabulary acquisition is the largest and most important task facing the language learner”(p.70) If a learner studies the grammar language improvement will not be complete. Vocabulary learning will improve the language learning. A learner can say very little with grammar but can say almost everything with vocabulary. As Sedita (2005) expresses “Vocabulary knowledge is critical because it surrounds all the words we must know to express our ideas, learn about new concepts and communicate effectively”(p.33). Students’ education successes depend strongly to vocabulary knowledge because students who have large vocabulary can understand new concepts and ideas more quickly than the students with limited vocabulary.

Limited vocabulary is an important problem in language teaching. Teachers must try various methods to overcome this problem. In vocabulary instruction analysis of the National Reading Panel (2000) found that there is various methods for vocabulary teaching and both direct and indirect methods should be used. Direct teaching means teaching specific words before the reading practises, giving directly the meaning of words. Indirect teaching is to develop experience of enjoyment, develop an appreciation and satisfaction in their use of the words. Direct and indirect teaching methods are commonly used. Although used conventionally, if compared

with multimedia vocabulary teaching method has some missing elements. Multimedia vocabulary teaching has great deal of advantages in vocabulary teaching besides its motivating effect. The multimedia language learning theory was founded by Pavio. Paivio (1986) hypothesizes that cognition and memory are executed by two different systems: one system deals with verbal data such as symbols and words and the other system with nonverbal data such as objects and pictures. Notwithstanding these two systems looks as if working separately, they are interconnected, representations in one system activates the other. This effect was examined by some German scientist and evident support was found. Studying the scanned images of language learners, who were learning vocabulary items, Fliessbach, Weis, Klaver, Elger, and Weber (2006), determined that a region in the brain responsible for visual content processing was more vigorously activated through intentional encoding of tangible words than intangible words.

Dual media consists of verbal and pictorial media, improves the capacity to learn vocabulary. Stone and Glock (1981) declares that college students who studied on pictorial text made less organization mistakes on an assembly exercise than college students who studied only on text. In vocabulary teaching a teacher must address to students intelligence. As Gardner (1993) states that there are seven kinds of intelligence. According to Gardner's theory, human are able to know the world through language, spatial presentation, mathematical-logical analysis, musical thinking, the use of body to make or solve things, understanding of other individuals and ourselves.

The effects of Multiple Intelligence Theory in teaching language are studied by many researchers (Bulut 2003; Erdir, 2005; Anderson, 1998; Karadeniz, 2006; Temel, 2008; Servi, 2004; Hamurlu, 2007). All the studies have a common result that

Multiple Intelligence Theory is helpful in language teaching. Multiple intelligence theory provides structural basis to teach English vocabulary and diminishes the monotony of traditional English teaching integrating activities. As suitable activities are chosen according to learners' intelligences. For example, if the students have kinaesthetic intelligence, group or class work activities can be applied. These activities facilitate the vocabulary learning of students. Culture should be integrated in language teaching. Words can have different meanings in cultural context. Learners can better understand the real meanings with the help of culture. Fu (2001), states that "language is part of a culture; language is deeply embedded in a culture; language and culture are not separable; and that we cannot avoid teaching culture in teaching a language. According to Sarigül and Ashton (2005) "culture should be addressed in lessons from the very beginning of instruction and continue throughout the entire teaching period. Providing the students with cultural elements promote the understanding of the students."(p.40) Turkan and Çelik (1992) claims that "comparisons between students' native culture and the target culture will reinforce the students' language learning."(p.90) Cultural awareness is important in language teaching and motivates the students. Language teachers are expected to integrate their teaching with cultural elements. It is not possible to overlook the grammar part of the language but without the cultural elements something will be missing in understanding the language. Foreign language teachers should be foreign culture teachers, having the ability to experience and analyse both the home and target cultures. Thanasoulas(2001) states that "foreign language learning is comprised of several components, including grammatical competence, communicative competence, language proficiency, as well as a change in attitudes towards one's own or another culture." (p.21)

2.1. The theory of multiple intelligences

Howard Gardner in his book "The structure of the mind» argues that there is no single intelligence, the so-called general intelligence or, known measured IQ-test. On the contrary, there are multiple intelligences that are independent of each other and can not be measured by standard tests. In the book, he identifies seven types of intelligence, consequently adds two more: linguistic, visual-spatial, logical-mathematical, bodily - kinesthetic, musical , naturalistic, interpersonal, intrapersonal and existential intelligences. All kinds of intelligences are the same, each is a special way of interaction with the surrounding reality, and evaluation of some intellects higher than others - it is only a cultural tradition. Our society appreciates linguistic, logical-mathematical, and intrapersonal intelligences. A child who speaks and writes, or well versed in mathematics is a leader in the classroom and probably will not have problems with study and will be considered a success. But in other cultures, there are other prized intelligence. For example, in Nigeria the tribes Anangu ability to sing well (musical intelligence) and dance (bodily-kinesthetic) will lead you to the top of the social ladder faster than the ability to think logically or speak well. In the northern peoples (Chukchi, Eskimos, Inuits) visual-spatial type of intelligence has always been valued very highly. People with this intelligence had the ability to notice small changes in the color and structure of the snow that did not prove to be helped on a breakaway ice or prepare ahead of time for a blizzard.

Multiple intelligences crucial basic principle is that education should be sensitive to individual cognitive differences. Belief that all children should think the same should be refused and, education must endeavour to create a variety of cognitive abilities, the most responsible individual intellectual potential. As Gardner

(1993) said: "Try to know about the children as much as possible instead of making them all go through the same eye of a needle." (p.22)

2.2. How Multimedia Addresses the Multiple Intelligences

Multimedia can maximize the Multiple Intelligences the learner possesses. According to constructivist approach to learning, integrating multiple intelligences and multimedia can improve the active participation of the learner and improve the quality of learning. One challenge educators face is how to deliver materials and subject matter to learners whose acquisition of knowledge depends on their intelligence. Gardner (1993) argues that "students...would be better served if disciplines could be presented in number of ways" (p.50). We can promote students' learning via their intelligence. Multimedia offers another instrument that addresses these intelligences. For example, creating images and role playing videos help those with visual/spatial strengths. Singing songs addresses the musical intelligence and can improve students learning.

2.3. Paivio's Dual Coding Theory

Dual coding theory by Paivio (1971, 1991, Clark & Paivio, 1991), is information processed by one of the two generally independent channels. A channel processes verbal information such as audio or text. The processed information of representations are known as logogens. The nonverbal images processed in other channels are illustrations and sounds in the environment. The representations of information processed by this system are known as imagens. Both kinds of representational units are concrete, modality-specific, analogs rather than abstract, amodal structures. Imagen and Logogen representational units are linked by three processes so that activation can spread between units. The interconnections have

different activation strengths, this way activation flows from a stimulus through the links. In this manner, a picture can evoke a word and a word can evoke a picture. Representational processing is the direct activation of imagens (imaginal representations) by nonverbal stimuli and the direct activation of logogens (verbal representations) by linguistic stimuli. For instance, the word "cat" can trigger an association with the "cat" logogen. All cognitive tasks are associated with representational processing according to Paivio. Referential processing is activation that goes across the two representational systems. For instance the word "cat" can activate an image of the person's pet cat Spot. Associative processing is activation within one representational system. For instance, the logogen "cat" can trigger an association with the logogen "dog." Dual coding theory reinforces that there are two modes of representation in memory—verbal and pictorial. Information is stored in the representation mode that most closely matches its presentation. The idea that people learn by connecting new knowledge to prior knowledge is supported by Paivio's dual coding theory. When the learning materials involve, related verbal and pictorial information people learn better compared to verbal material alone or pictorial material alone. Information presented through the pictorial channel is easily remembered and more striking than information presented through the verbal channel.

2.4. Vocabulary Teaching Methods

2.4.1. Direct method

Direct vocabulary teaching is performed before reading or assessed or reviewed after the reading. Teaching vocabulary is experienced by writing sentences and definitions. To learn a word effectively, it should be repeated

approximately 8 to 10 times. Furthermore, learning a word more fruitful if it is done in meaningful contexts as students are motivated to use the words in meaningful conversation and writing. Students must be encouraged in order to consolidate the learning. Students should connect new information to known information, attaching the new jargon as well as antonyms and synonyms.

2.4.2. Concept Map Method

The contextual information about the vocabulary can be provided to students through a variety of methods: constructing a scenario, the creation of stupid questions, using a pair of target words provide opportunities for students to write sentences using the target words were reviewing the meaning of the same word in different sentences. concept map can provide several ways to address both definitions and contextual information during the vocabulary instruction. Visual organization of information is provided by concept maps about the word, including the description, classification and examples. Determination of the critical characteristics of speech, supplying the category to which it belongs, and the discussion of examples leads to understanding increase. Providing a context for new words allow teachers to teach vocabulary directly by constructing concept maps. Concept maps can be used as a "word cards " for the students own collections word or done more to display in class.

2.4.3. Word Cards Method

When students begin to work with the dictionary, it may keep a record of the words covered. Students may have studied a collection of words that can be reviewed routinely word cards. Stahl (1999) suggest word cards include the word , its definition, and any relevant contextual information key to help remember the word

As students compiled the word cards, they can participate in various activities to practice. The word cards can be sorted by semantic or parts of speech categories. Students could not only classify words to the categories and but also explain the basis for their categories. Word pairs can be used to make suggestions. Certain connotations can also be found words by students, for example desirable and undesirable, good and bad. Keeping vocabulary notebooks is another way to save a set of words. Vocabulary notebooks are not only lists of words with definitions, but also the context in which the words appeared, pictures and words synonyms, antonyms , and for the words.

2.4.4. Four Square Vocabulary Method

Four Square vocabulary is a type of concept map that uses the definitions, explanations and examples. Students fold a sheet of paper in the sectors and in the upper left corner of the window to create a " 4 - squares" , dictates the words that are taught , for example passive. Students describe the example and provide a contextual example. For example a student might say, "Yesterday I was active, when I was jogging, because I was running in the park, not being passive." After the words and examples were discussed, the students would write the definition in the lower left window. These definitions will be written in their own words and could be shared with the class.

2.4.5. Concept Sorting Method

This method uses categorization to strengthen their knowledge of word meanings through comparison. The words constantly classified in order to find the similarities between the new information. Before starting unit, concept words are selected. Students, review the word lists and come to an agreement by categorizing

the list. By this process, students will compare, contrast, expand their knowledge of unknown concepts and analyze already known concept. This exercise helps us to assess and build background knowledge. As the students are reading, they come across a sorted word, move it to another column, if it's not right. If this is right, then they can underline the word. For further discussion the sort is then repeated after the reading.

2.4.6. List-Group-Label Method

List -Group -Label activity through the process of categorization introduces new vocabulary on a particular topic. This activity without requiring a graphic organizer is a form of semantic webbing. In order to be successful with this activity student should have a working knowledge of concepts. The aim of the activities is to strengthen the meaning of the words and concepts of knowledge. For starters, one or two words have to be chosen to both the impetus and write the words on a chart paper or on the board. Students start in brainstorming a list of related words. In the next step, the list of brainstorming words will verbally be announced, pointing to each word. Using only a list of the board, partners, groups of related words with the name of each list to specify the overall relationship between words. Students need to share their strategies with the class group, verbally stating why the words were classified in a certain way.

2.4.7. Multimedia Teaching Method

Language teachers often use all the media types that go to make up multimedia in their teaching nowadays. The media types include pictures, sounds, written texts and videos and each of these delivers messages in its own particular way. The particular character of multimedia to language learning is its delivers'

ability to exist within the same space. Most people seem to remember more efficiently what they have experienced rather than what they have just read. Memory is also connected with images and multimedia provides opportunities to experience language in a variety of media, each of which can serve to reinforce the other. The hypothesis, multimedia enhancements can encourage vocabulary learning is supported by Paivio's dual coding theory, which asserts the existence of separate systems for the process of verbal and non-verbal information. According to this theory, when the information is transmitted verbally and non-verbally, the two systems support each other and allow greater information recall. Multimedia enhancements can provide students with a safe non-verbal information than is represented in the static pictures in the book and allow students to make better use of their non-verbal processing system to support their verbal processing out of a storybook content.

2.5. Teachers'and their roles in Multimedia Environment

There is an increasing recognition among the educationalists that the introduction of the multimedia into educational institutions bring out a change in learning and teaching forms.. For example, 73% of the experts polled for the Delphi Study conducted for the German Federal Ministry of Education and Research over a period of two years and culminating in a symposium in February 2002, believe that the multimedia will lead to a major change in the culture of learning and teaching. They believe that teachers have some important roles in multimedia. Teachers must both be facilitators and guides. Teachers must be aware of a variety of materials available for improving students'. Teachers must both understand and know the functions of different media available in a media-rich environment. Teachers need to learn how to put materials together to guide the learners to successful learning and

conclusion of their projects In order to organize successful learning environment. Teamwork with colleagues will lessen the burden and make the efforts more productive and rewarding.

2.6. Learners and their roles in Multimedia Environment

One of the advantages of multimedia English teaching is that multimedia can give learners more information and resources. Morrison and Anglin (2005) asserts that more information and resources do not mean more effective learning . For example, visual and audio information are presented to the students when the video films are being played in the class. In this situation, students have become the determinant elements to learn the detailed information. They can choose what they think useful and important for them. On the other hand, some students in this kind of video English class may watch the film for fun and neglect the material. Students may be waiting for teachers instructions without paying attention to the lesson. Morrison and Anglin (2005) states that this passive attitude of learning destroys the effect of multimedia language learning.

2.7. Integrating Culture with the help of Multimedia

Involvement of students' in the classroom is a problem for language teachers. In order to teach more efficiently the teacher must take the interest and attention of the student with the help of active participation. Traditional methods of teaching culture in the foreign language classroom have been focused on formal culture and passive learning. In order to learn the the target language more effectively, foreign language students should be motivated to understand the essence of the target culture. In order to achieve the goal, cultural activities and objectives should be carefully organized and incorporated into lesson plans to enrich and inform the teaching

content. Using authentic sources from the native speech community, like films, news broadcasts and television shows; Web sites; and photographs, magazines, newspapers, travel brochures, restaurant menus, and other printed materials, helps to appeal students in authentic cultural knowledge. Teachers can use their authentic materials considering age and language proficiency level of the students. For instance, beginner level students can watch and listen to video clips taken from the T.V. shows in the target language. The teacher should provide students with a translated outline or give detailed information to motivate the students while they listen to a dialogue or watch a video. Translating the common proverbs could focus on how the proverbs are different from or similar to proverbs in the students' native language and differences might reinforce historical and cultural background. Using proverbs as a way to explore culture also provides a way to analyze the stereotypes about and misperceptions of the culture, as well as a way for students to explore the values that are often represented in the proverbs of their native culture.

In role play activity, students reproduce a miscommunication that is based on cultural differences. For instance, after learning about ways of addressing, students could role play a situation in which an inappropriate greeting is used. Other students observe the role play and try to recognize the reason for the miscommunication. Then they role play the same situation culturally corrected form of address. In order to develop a better understanding of other cultures students can be provided with literary works. This way students can understand better insights of the culture without visiting the place in which the language used. In order to understand Russian culture one must read Tolstoy or Chekov. Students witness behaviours that are not presented in texts. Film connects the language and the culture simultaneously and presents to the students in a entertaining way. Herron et al.'s (1999) study showed

that students achieved significant gains in overall cultural knowledge after watching videos from the target culture in the classroom.

CHAPTER 3

3.METHODOLOGY

3.1.Research Design

This study was designed and developed as an Action Research Project. Parsons and Brown (2002) explains action research as a form of analysis designed for the use of the teacher. Teachers solve their problems and advance their teachings practises in their classrooms. Action research pursues action and research results simultaneously composed of a family of research methods. Action research resembles consultancy or change agency, and also field research. Action research develops a different set of principles. It has also different characteristic from other qualitative methods. Action research has a cyclic nature, similar steps recur in similar sequence. It has participative nature in the research process the informants and the clients are involved as partners. It has a qualitative nature that deals more with language than numbers. Action research is responsive and has to answer to the needs of the situation that may emerge. Apart from other research methods it is flexible in nature. To achieve action, action research is responsive. As most of research methods cannot be it must be flexible in a way. As the process takes place gradually, action research is emergent. Former cycles are used to decide how to conduct the later cycles. In the later cycles, the analysis in the former cycles can be analysed and refined. Language usage makes the research process more accessible to participants. Students develop enough understanding in many cases act like co-researchers. Most significant step in each cycle is reflection process. The researcher and students recollect and criticize what has emerged. The increased

understanding which emerges from the reflection is then used in designing later steps. The best known action research cycle is designed by Stephen Kemmis and his colleagues at Deakin University. The steps are:

plan ---> act ---> observe ---> reflect (and then ---> plan etc.)

Reflection is not an ending of the research cycle. In fact it is the beginning of planning cycle. "Planning" is not a separate and preliminary step; it is embedded in action and reflection. Short, repeated cycles reinforce the success. As change is intended as a result, successful action research relies on the commitment and agreement of the researcher and the students. Successful researches committed by directly involving in the research. In many researches students are involved as equal partners. Wallace (1991) exerts that action research is "an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes" (p.56).

In order to strengthen the validity of the study, both qualitative and quantitative approaches are used. Qualitative research mainly concerns with the process and progress instead of outcomes. In this research type it is concentrated upon students' perception and experiences rather than the results. Lincoln (1995) states that qualitative research is a form of investigation that analyzes information communicated through behavior and language in natural settings. This research is also called as field research, it is associated with the researcher's observation and recording of the behaviour and events of their natural setting. The researcher goes to the setting, site or people to observe the subject naturally behaves or occurs. In fact we continually do qualitative research as we live in a social life. When we inform our observation to others in fact we are informing our field research efforts. Interview is a method of qualitative research. Interview is a communication between two or more

people. Kvale (1996) regarded interviews as “ ... an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data”(p.14). Savin-Baden, M. & Major, C. (2013) state that interview is the most common qualitative research but it can be accompanied by observation, reflection notes, group discussions and other materials. Interviewer asks questions in order to derive data or statements. Mc Namara (1999) states that interviews are very important for getting the story behind the participant’s experiences. Researchers use three forms of interviews. These are structured interview, semi-structured interview and unstructured interview. Structured interviews are commonly used by quantitative researchers. This style conveys very specific information in a concise manner. Semi-structured interviews are commonly used by qualitative researchers. Although this type of interview is more informal than structured interview, researcher has to cover all questions in the protocol. Unstructured interview has no order or script. It looks like a conversation than an interview. It is commonly used by qualitative researchers in order to find as much information as possible. Structured interview yields concise and un biased data. Semi-structured interview earns the trust of the participant and develops a deeper understanding. Unstructured interview provides more information than the other type of interviews. The basic function of interview is to collect information. Kvale (1996) asserts that the main function of the interview is to understand the meaning of what interviewees say.

3.2. Participants

The participants of this study included 8 Intermediate level EFL students who study in Osmaniye Korkutata University. They finished preparatory school of English

this year. Students' age ranged from 18-20. They were selected at the same level of language proficiency.

3.3. Data Collection Instruments

In this study, the data was collected by interview questions systematically to document my teaching in my class. And also I did a vocabulary test and a comprehension test to evaluate the students vocabulary and comprehension level if there is a significant change.

3.4. Data Collection Procedure

The study was carried out in six weeks with the aim of developing a vocabulary teaching programme through culture integrated multimedia method. During the planning process I chose the video teaching strategies in order to meet the learning needs of the students. Before the teaching process I implemented a test to estimate the vocabulary level of the students. After the six weeks teaching session students are given the same test as a posttest. I compared the results in order to understand whether the students progressed or not. I also interviewed with the students to evaluate the effect of Multimedia teaching. During the action process, I presented American Corporate Culture videos in order to grasp the Michael Clayton film and easily learn the vocabulary. At the end of each lesson I asked my students to write their reflections in their notebooks under these two main questions:

1. Which vocabulary have I learned this week?
2. How can I use the vocabulary I learned in a meaningful sentence?

This way, students could be aware of what they are learning and also had the chance to reflect their ideas on their teaching process. At the same time I was able to

measure the students performance by using their reflections. In this study I also used interview questions and comprehension questions to evaluate my teaching. I also tried to identify whether six week vocabulary teaching through culture integrated multimedia method resulted in an increase of vocabulary.

3.5. A Six-Week Vocabulary Teaching Culture Integrated Multimedia Strategy Instruction

The major focus of my study was on the development of vocabulary and motivation by the use of teaching English through culture integrated multimedia. For that reason my first aim is to teach vocabulary showing culture integrated film and afterwards give thoroughly information with short videos in order to consolidate the vocabulary and comprehension. My second aim is to motivate the learners to study and learn easily. In this part, all the applications of this study for each week are going to be explained.

3.5.1. Week 1

Aim: During the first week, my aim was to increase the students' motivation and to focus their attention to the culture integrated vocabulary teaching through video presentation programme.

Strategies: Guided viewing to look for specific information as students watch a video.

Materials Used: "1920s Roaring" video presentation was used to identify the cultural concepts of the age and to see their reflections carried to our age. It was also used to create cultural context which increased the ability of the students to connect with the material regardless of their level of speaking and reading ability.

Procedures Followed: Before I started the presentation I wrote some key questions and culture integrated vocabulary on the board about the presentation so that students could get an overview of the content of it. I conducted a brainstorming between the students in order to gain their attention to the subjects. Eight students commented on the key questions while the two of them remained silent. I gave all the students an assignment to write the outline of the brainstorming and hand in me after the lesson. In order to strengthen the comprehension students were provided with a cue sheet and viewing guides before the presentation. Students studied these materials in advance. When students came to class they were familiar with the subject that would be presented. This way students easily comprehended the subject and became motivated. It is necessary for students to take an active part in video presentations. After viewing the video students answered the comprehension questions orally. Participation to the lesson is graded in order to motivate the students. While some students answered the questions with great joy some remained silent. I did repetition to solidify their understanding about the topics. I did extra vocabulary drilling and practice. I had the students individually make list of all the words they can remember from the presentation. They did not translate the words in Turkish, only wrote explanations in English. Next, students elicited the words from their partners. They provided the definitions and explanations, so long as they only speak English. Students wrote all the vocabulary learned this week. Students used the new vocabulary in meaningful sentences as a homework. At the beginning of the lesson students were intimidated and had prejudice about learning. They did not want to participate the lesson. But with the help of multimedia presentation students' attention were attracted. Students did not only watch the presentations but also took part in the activities. Giving the key questions students were made familiar with the

subject. Students covered the subjects before the lesson. And after the presentation students consolidated the new vocabulary. As the teaching was student centered, they took an active part in their own learning. Students shared cultural context and sometimes taught each other. In some complicated subjects students demanded the help of the teacher. Students made some minor mistakes when they were forming sentences. I did not correct all of the mistakes as I did not want to abstain from expressing themselves. If they understood the essence of the lesson it was enough for me. As the students knew and used the new vocabulary, they developed self conscience. At the end of the week five of the students expressed that, although they knew the vocabulary, they were unable to grasp the video completely. Something was missing as the characters used emotions and body language in the video. Three of the students claimed that they could not catch up with the video and missed the important parts. As I see that students were unable to grasp the implications presented in the video I decided to add explanations of body language, emotions and responses to my teaching. And also attached freeze framing strategy to explain the scenes in detail.

3.5.2. Week 2

Aim: During the second week, my was to give additional dimensions of information about characters' body language, facial expressions, emotions and responses.

Strategies: Freeze framing, stopping the picture by pressing pause botton, to give futher information about the subject.

Materials Used: "American Dream" and "Michael Clayton" video clips were presented to the students.

Procedures Followed: Before I begin the “American Dream” presentation students were given clue sheet. After the students read the clue sheet I explained the “background knowledge” of American Dream to the students. I wrote some cultural vocabulary on the board and I asked the students to explain them. As I saw some students are reluctant to study, I split the class into two. After the group discussion I made the reluctant students write the summary of the presentation and present the class next lesson. I started the American Dream video. I froze the video in some important parts and two groups told a short story by using three images to create the beginning, middle and the end. I asked the students to illustrate a word or phrase in video using a still image to help to improve students vocabulary skills.

I played short videoclip from Michael Clayton film. I froze some parts and I asked the students what is going to happen next. Two groups speculate on what will happen in the next act. I saw that it was an effective method for students who are less inclined to improvise dialogue. Students display characters from Michael Clayton film, sense of excitement, anticipation, suspense and other emotions with exaggerated facial expressions, gesture and body position. Students answered the following questions (the 5Ws): Who are the characters? Where are the characters? Why did they come together? When did the characters come together? What is happening to these characters and will happen to these characters next? Students wrote all the vocabulary learned this week. Students used the new vocabulary in meaningful sentences as a homework. Students improved their vocabulary by illustrating a word or phrase producing a story. At the beginning it is hard to depict a scene. It is very useful to form group work, students did group work, and motivated each other to study. Students had fun working, giving and taking emotions to each other. In Language teaching motivation is the key element. This method elevated the

barrier on language learning. Students were facilitated to learn the language during the lesson. There was enthusiasm and fun at the end of the lesson. Both the groups wrote a short report about the vocabulary and cultural elements learned during the lesson. And shared the reports. Students made facial expressions to their friends and tried to make predictions. Freezing video and explaining in detail, students learned the subject throughly. Students grasped the meaning of the video more successfully. Students wrote all the vocabulary learned this week. Students used the new vocabulary in meaningful sentences as a homework.

3.5.3. Week 3

Aim : During the third week my aim was to see the language in use, cross-cultural awareness and motivation in students.

Strategies: I used silent viewing technique. This activity can also be a prediction technique when students are watching the video for the first time.

Materials Used: “American Business Ethics” culture integrated video presented.

Procedures Followed: Before I started the presentation I wrote some key questions on the board about the presentation. As some students evaded to answer the questions, I formed two groups. Group work stimulated the students to participate the lesson. I played the video without sound. Students tried to guess the later events of the video. This way the attention of the group of students to observe the happenings and use their power of deductions. I pressed the pause button at intervals to stop the Picture on the screen and get the students to guess what is happening. All the students told their predictions. I forced them compose long and meaningful sentences. I asked the students to write their predictions on a piece of paper. Finally, I played the video segment with the sound on so the students compared their

impressions with what actually happened in the video. I decided to concentrate on the language in use, raise the awareness of cultural context of the students and motivate in order to make them study hard. Some students got frustrated as the video's conversations were long, they confused to guess the words or sentences by that situation. Motivation diminished. This technique was hard for the students who were poor in vocabulary. I gave additional vocabulary materials to these students to memorise as homework. Students made drills and I controlled them and gave feedback. I chose some students for role play. I gave the scripts and chose the characters. Students studied their roles and practised in front of the classroom. Students were free to change some scripts while playing. It was motivating and fruitful study for the students. At the end of the lesson I asked the students to write short summary of presentations and the new vocabulary learned during the lesson. Students wrote all the vocabulary learned this week. Students used the new vocabulary in meaningful sentences as a homework.

3.5.4. Week 4

Aim: During the fourth week my aim was to help the students in difficult points in the video unit, with closely repetition, roleplay and communicative production exercises.

Strategies: Repetition and role-play of some important scenes on video presentations.

Materials Used: American Capitalism video and I selected some clips contains capitalism from the Micheal Clayton film.

Procedures Followed: Before I started the presentation I wrote some key questions about Capitalism on the board. After this I wrote some important vocabulary words

on the board in order to make the presentation easily understood. I played the American Capitalism video and replayed some difficult scenes with certain pauses for repetition either individually or in chorus. Students followed the scenes and tried to have a better understanding . I asked them some questions about capitalism in order to test their level of understanding. After being sure that everybody understood, I presented the Michael Clayton video clips. I asked the students to act out the scenes using as much of the original version as they can remember. At first students had some difficult time remembering the original version. As they practised they became confident. After the lesson students wrote the new concepts and vocabulary learned from the lesson. Before the beginning of the fifth week's lesson students will ask each other these new vocabulary to each other. Repetition is the key element for learning vocabulary. As the videos became lengthy, students had some difficulties understanding and learning the vocabulary. Five of the students complained the videos length. Students expressed to have difficulty understanding the videos and predicting the meaning of the new vocabulary from the context. I decided to make repetition exercises on the difficult points, making role play and communication production exercises. As the students became more confident with role playing, rich of vocabulary and language structures, they became more creative in their role-playing and fit their views of the situations. Role-play involves students as active participants. As each student plays the assigned role, they become more and more involved. This activity also helped students to have a better understanding of their own behaviour and to be more able to respond in a positive way to various human relations. Role playing was a good communicative activity and true preparation for real-life situations. Students had the chance to apply the structure and vocabulary which they learned during the presentation. Few students had some problems with

vocabulary learning. I gave them additional drill practice to help them to reach the vocabulary level of other students. Two students expressed to have problems with comprehension. They complained from insufficient vocabulary knowledge. I gave them additional exercises. I decided to use follow up activity to present the language using the authentic sources. Video presentation provided an authentic language input. Students concentrated on language in detail and interpreted what has been taught. Students concentrated in detail on visual clues to meaning such as facial expression, dress, gesture, posture and details of the environment. Without hearing the language spoken clues to meaning could be picked up from the vision alone. Video gave the students practice in concluding attitudes. Students had a general idea of the culture of target language. Students found learning English through multimedii different and motivating apart from the coursebooks and cassettes for listening. Students wrote all the vocabulary learned this week. Students used the new vocabulary in meaningful sentences as a homework.

3.5.5. Week 5

Aim: During the fifth week my aim is to present the language without having any teaching purpose using the authentic sources, like films and videoclips.

Strategies: I used follow up activity

Materials Used: Competition, Industrial Revolution and Corporate Social Responsibility videos.

Procedures Followed : Before the presentation I wrote some culture integrated questions on the board about the video clip. Students made their comments. After this brain storming I presented the videos. At the end of presentation I asked some comprehension questions. As I see that some students are reluctant to participate. I

divide the class into two group. Every group tried to answer these questions. With the help of group work, reluctant students are motivated to participate. At the end of presentation I asked the two groups to write the new vocabulary learned. Each group wrote the vocabulary and explained each other in target language. I designed a multiple choice and fill in the blank exercises for the students. All the students answered the questions. I graded them and gave feedback if necessary. After this feedback students made list of all the words. Next I divided the students into two groups and had each group write a script in English that used in a theme in target language from the lesson that we have just completed. Once the students have completed their work, I let them perform to the rest of the class. At the end of the lesson I asked the students to make a list of the new words that we have learned for 5 weeks. Every student made their own list and after that that they checked their lists whether there are any missing words. Students wrote all the vocabulary learned this week. Students used the new vocabulary in meaningful sentences as a homework.

3.5.6. Week 6:

Aim: During the sixth week my aim is to represent Michael Clayton film in the light of these earlier taught cultural materials:

1. 1920's Roaring
2. American Dream
3. Business Ethics
4. Capitalism
5. Competition
6. Industrial Revolution
7. Corporate Social Responsibility

Strategies: Film was divided into parts and Active viewing, repetition, role-play and reproduction activities used.

Materials taught: Michael Clayton film American corporate culture integrated.

Procedures Followed: Students studied all the cultural materials that is needed to grasp the essence of the film and learn the vocabulary easily. This week students watched the whole film and tried to understand the essence of corporate culture and its main constituents. I played the film, students watched the film attentively. After the presentation students role-played important scenes. I assigned the students roles, students became more involved in the film. Students experimented English, even though it was challenging and mistakes were made. I helped and gave guidance when needed. After this activity I asked students reproduce what was acted in the film. It was both a challenging activity but also beneficial for vocabulary practice. I decided to represent culture integrated Michael Clayton film. Students repeated the cultural material which was taught for five weeks. As the students had problems with understanding the film as whole, I divided into two parts. According to my observation students are eager to study. They were willing to participate all the exercises. Students made a lot of group work and they were full of joy doing these exercises. Students were unaware of the time. In fact they did not ask to have a break even the time is up. I decided to combine several strategies as active viewing, repetition, role-play and reproduction activities to promote the learning. As I watched and talked to my students during the study, it was apparent that they really enjoyed using video presentations. Students rushed to class, eager to get started on their presentations. Students normally would ask to pack their things three to five minutes

before the end of the lesson. During the study period I had to insist that they stop work and often they ignored me. During the six weeks of school I reviewed the American Corporate culture materials. Students studied both individually and in groups. To determine each student's level of vocabulary learning and comprehension test was devised. Students wrote all the vocabulary learned this week. Students used the new vocabulary in meaningful sentences as a homework.

CHAPTER 4

4. ANALYSIS AND FINDINGS

4.1. Data Analysis

This chapter presents the findings of the study based on the analysis of the data elicited through structured interviews conducted with the participants of the study, a vocabulary pre-test and a post-test in addition to a comprehension test given at the end of the study. The results are categorized using the three data collection tools as a basis (see Appendix 1, 2 and 3)

4.2. Findings from the Interview Data

All of the students think that it is easier to learn vocabulary from the film. Three students expressed that teaching vocabulary in multimedia diminished their anxiety of vocabulary learning. Four students asserted that multimedia presentation motivated them and they learned incidentally. One student did not express his feelings. Four of the students expressed that learning through multimedia diminished their anxiety of learning vocabulary. They felt more relaxed and facilitated to learn. Three of the students claimed that by seeing and hearing their level of learning boosted. One of the students remained silent. Three of the boys said that knowing the background they felt connected with the film. They claimed that with the help of this connection they could learn the vocabulary with great efficiency. Two of the girls said cultural background helped them to develop a better understanding and helped their vocabulary development. One of the girl said that culture should be integrated in order to understand the target language's vocabulary. One of the boys claimed that

he did not need cultural background to learn the vocabulary words. All of the students expressed that they were emotionally connected with Michael Clayton. Three of the students claimed that even Michael Clayton did evil they would do the same thing. Two of the students said they felt a great joy when they acted Michael Clayton in the role play activity. Three of the students expressed that after learning the cultural background of the film they felt a great sympathy to Michael Clayton. They judged Michael Clayton according to cultural background of the film. All of the students expressed that they remember all the words they learned in the film. They stated that cultural context exercise consolidated their learning. Three of the students expressed that vocabulary learned in the film is authentic and usable in daily conversation. And also asserted that cultural context exercise deepened their understanding. High notes in comprehension questions justified this assertion. Two of the students asserted that during the teaching process with the help of role play activity they both practised the vocabulary and exercised the cultural context. Answers in comprehension questions revealed that students developed an understanding of the film with the help of cultural context exercise. Two of students said that using the vocabulary they enriched their cultural context. One student claimed that vocabulary and cultural context has a vital interaction. All the students said that they had joyful learning and felt motivated during the teaching period. Four of the students asserted that with the use of multimedia sources their learning strengthened. Three of the students said that multimedia method facilitated the learning and authentic vocabulary enriched their understanding. All of the students asserted that they would prefer to be taught through multimedia in the future. Cultural contexts helped the students to develop a better understanding of the film and learn the vocabulary.

4.3. Findings from the Vocabulary Pre-test and Post-test

This section presents the findings of the study resulted from analysis of the data gathered through the Pre- and Post Vocabulary Test. As it is seen in Table 1, we observe an increase in students' vocabulary knowledge after six weeks of vocabulary training through multimedia.

Table 1. Students' vocabulary scores in Pre-test and Post-test

N	Pre-test	Post-test
S1	5	28
S2	2	33
S3	3	32
S4	2	30
S5	2	29
S6	0	24
S7	3	23
S8	4	30

This section describes the findings of the study resulted from analysis of the qualitative data, I gathered during and after the teaching sessions with my students.

After six weeks study, students earned a lot of experiment and vocabulary. Students were both given education and motivation. Six weeks teaching targeted 36 culture integrated words and their effective usage. Before the teaching pre-test was implemented and students did not know many of the words. After six weeks students had a significant increase in vocabulary. This showed a great increase in vocabulary. All the students experienced positive progress on vocabulary learning. Levie and Lentz (1982) found that vocabulary teaching accompanied by visual material was

learned better by students. Multimedia improved the learning owing to the dual code effect. By verbal and non-verbal processing students consolidated the vocabulary learning. Since learning was better in the combined multimedia conditions these results support Paivio's (1991) dual coding theory. Multimedia addressed several kinds of intelligence. As students had different kind of intelligence multimedia stimulated every students intelligence. Gardner (1993) suggests that everybody has a different mind, and no two profiles of intelligence are the same. Therefore, the traditional concept of measuring intelligence by I.Q. testing is far too restricted.

“It is of the utmost importance that we recognise and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognise this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world” – Howard Gardner (Armstrong, 2009, p.5).

Multimedia teaching method both facilitated the teaching and motivated the students. Students who knew more vocabulary answered the questions more elaborately. Vocabulary helped the students both comprehending the target language and expressing themselves in target language. Teaching student centered shifted the activity from the teacher to the learners. With the help of this method students actively participated, formulated questions of their own, discussed, explained, debated, brainstormed during class and as a result learned the vocabulary. Multimedia created an environment students want to learn. Students anxiety was abolished. As the students felt comfortable in learning environment, they took the chance to learn the language. Incorporating the multimedia with the lesson motivated the students to learn. Integration of multimedia elements such as audio, video, animation, graphic, text and audio made the lesson more interactive and appealing to the students. This aids their comprehension of the lesson attracting students' attention. Furthermore, students were able to remember the vocabulary presented

because the integration of multimedia activated and stimulated the memory process. Students actively participated in the classroom as multimedia reduced the anxiety. This proves that the integration of multimedia in classroom teaching aids vocabulary learning and understanding of a lesson.

4.4. Findings from the Comprehension Test

Table 2. Students' Comprehension Grades

Students	Comprehension Grades
S1	90
S2	85
S3	80
S4	85
S5	100
S6	80
S7	90
S8	85

Students' comprehension grades are presented in Table 2. Grades point out that all the students improved an understanding of the film with the help of cultural context. Integrating culture into multimedia language teaching promoted the understanding. Students answered the comprehension questions. Questions evaluated the comprehension level of the students. Questions got high grades as they gave detailed answers to the questions. Students answered these questions very comprehensively. With the help of cultural background students easily answered the questions. Authentic sources helped the learners to understand both the language and the target culture.

CHAPTER 5

5. DISCUSSION AND CONCLUSION

5.1. Discussion

In order to develop a better vocabulary teaching programme both the cultural elements and the multimedia methods should be used. Culture provides the overall framework wherein humans learn to organize their thoughts, emotions, and behaviors in relation to their environment. Although people are born into a culture, it is not innate. Culture is learned. Culture teaches one how to think, conditions one how to feel, and instructs one how to act, especially how to interact with others—in other words, how to communicate. Students should be aware of the target language's culture. Without knowing the culture one can not learn the language. Using multimedia method facilitates the learning. Bruning, Schraw, Norby and Ronning (2004) asserts that using multimedia in language facilitates the memory of students and assists deeper learning skills such as problem solving skills and comprehending new concepts. Multimedia teaching method stimulates the learning process and connects the Students into learning process in order to be successful.

As Stahl (1999) states that teaching word meanings should be a way for students to define their world, to move from light to dark, to a more fine-grained description of the colors that surround us. Students improved their vocabulary level and also capability of describing the incidents they experienced through the lesson. Students could answer the comprehension questions with great efficiency and acquired self confidence. A six-week vocabulary teaching programme resulted in an

increase in students' vocabulary learning. Although six weeks is rather a limited time for language teaching, benefits are substantially high.

5.2. Conclusion

As we look at the results we can state that presentation of vocabulary words in a multimedia format helped to learn the words. As Mayer (2005) states that students learn better from words and pictures than from words alone. The result of the study justifies Paivio's (Clark & Pavio, 1991) dual coding theory as an explanation for the effects of multimedia on vocabulary learning. Dual coding theory is a reasonable explanation for the vocabulary gain of this study. As every human have different intelligences Multimedia adressed these intelligences and promoted the learning. Mayer (2005) assert that students learn better when corresponding words and pictures are presented simultaneously rather than successively. During the programme multimedia elements used simultaneously in order to facilitate the learning. Familiarization of the students with the target culture promoted the learning. Today teachers, and students benefit from video resources in many ways. Video is highly engaging, and introducing video-based teaching and learning resources is much easier. Video also opens the world to students, as they watch other videos they easily grab the culture. Giving the cultural elements used in the Michael Clayton film students are both connected and familiarized with the film. Film will not be easily grasped without knowing the corporate culture in America. Learning the ingredients of the film students are stimulated the comment on and compare with their own culture. This motivated the students that, language teachers need this element. Connectivity of multimedia facilitated the level of learning vocabulary. Students are connected to the lesson with the help of the multimedia teaching. They are motivated and facilitated to study the language. Multimedia teaching familiarizes the students

with the every day language usage. Students are prepared to use the language efficiently. As the students given the cultural concepts of the lessons, they are familiarised and easily grasp the main points of the course.

Interview questions show that majority of the students benefited from multimedia method, learning vocabulary efficiently. Also they claimed that multimedia diminished the vocabulary learning anxiety. Students were motivated to study more and learn more. Film presenting its cultural context, connected the student to the learning process. Students claimed that they learned the vocabulary incidentally. Multimedia method stimulates different senses. This way the memory of the students strengthened. Students grasped the cultural background of the film. This way they developed a deeper understanding. Excluding culture from language teaching is impossible. Vocabulary also carries the cultural context of the language. As the students felt connected to the film, they started to view the world like the characters. This feeling motivated the learner to absorb the vocabulary of the film. Giving cultural context removed the barrier on the language learning. The more the students understood the language the more they were motivated. Interview answers clearly show that students are contented to learn vocabulary through multimedia. Results of the post-test and comprehension test, clearly show that teaching vocabulary through multimedia improved the learning. All of the students asserted that they would prefer to be taught through multimedia in the future

5.3. Suggestions For Further Studies

This study has a limited scope of students and time. As I have very limited number of students I could not devise a detailed survey. Language studying matures as the time passes. Students will be more confident as they learn more vocabulary.

As the study time extends the benefit of the students will augment. More detailed test methods can be used with great number of students. It will be beneficial to use a control group to minimize the unintended influence of other variables on the system. And students can be classified to elementary, intermediate and advanced. These groups can be compared if there is a significant difference in vocabulary learning. And also gender factor can be compared. Men and women have different level of learning language. Women are more capable if we compare with men. It will be interesting to learn the result of the study whether there is a remarkable difference between the to gender.

The acquisition of vocabulary is considered as the most critical component of successful language learning. By reason of there are so many things to teach about it is important that we as teachers only introduce a little at a time, starting with the most frequent, useful, and learnable vocabulary, and returning later to more difficult vocabulary and less frequent uses of previously learned items. Vocabulary need to be repeated often, because students must work with a word or phrase many times before acquisition takes place, and we must offer variety to keep the exercises fresh and to cater to culture integrated multimedia learning styles. Finally, we need to encourage the students to seek further information on their own, personalizing the learning experience and modifying it to their own specific needs and help students understand that learning is a gradual process that takes place in small, manageable increments over time. The use of video technology in education is only in the beginning stages, and it holds much promise for improving efficiency, teaching and learning effectiveness, and students' educational outcomes.

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7.APPENDICES

7.1. APPENDIX 1: Vocabulary Test

1.CORPORATE SOCIAL RESPONSIBILITY
2.CAPITALISM
3.PROFIT
4.AMERICAN DREAM
5.ASSOCIATE
6.PLAINTIFF
7. JURISDICTION
8.LITIGATION
9.DEFENDANT
10.WHISTLEBLOWER
11.CONFIDENTIALLY AGREEMENT
12.CONTRACT
13.JUDGEMENT
14. ISSUE
15.COUNTERCLAIM
16. EVIDENCE
17. ATTORNEY-CLIENT PRIVILEGE
18. PARTNERS:
19. ASSOCIATES:
20. CONTRACT LAWYERS:
21. "OF COUNSEL" LAWYERS:
22. LAW FIRM

23. ADVOCATE:
24. CONVICTION:
25. GOOD FAITH:
26. LIABILITY:
27. CORPORATE LAW
28. SENIOR LITIGATING PARTNER
29. LAW SUIT
30. CORPORATE MERGER
31. SPECIAL COUNSEL
32. ETHICS
33. COMPETITION
34. INDUSTRIAL REVOLUTION
35. BUSINESS ETHICS
36. RAGS TO RICHES

7.2. APPENDIX 2: Comprehension Questions

1. Early in the film, Michael Clayton calls himself “a janitor.” What does he mean by this? How does he feel about what he does? Is he proud?
2. Have you ever needed “a janitor” like Michael to clean up after you made a big mistake? Was it a parent, a teacher or a coworker? How did you feel?
3. What drives Edens to decide to advocate for U-North’s victims? Was it conscience or mental illness?
4. How does your conscience speak to you? How can God "speak" through the voice of your conscience?
5. Do you think God cares about justice and accountability?
6. How are we all accountable for our actions?
7. What does the film have to say about personal accountability? Did Michael Clayton redeem himself in the end? Did Karen Crowder?
8. What does the film have to say about accountability of organizations, like corporations or law firms?
9. Do you feel the issue with the poisonous weed killers was “a wash” as Crowder said?
10. The tagline for this film is “The truth can be adjusted.” Do you believe that? If enough people are paid off, as in the film, can the truth be changed? Is truth absolute?

7.3. APPENDIX 3: Interview Questions

1. Did you find it easier to learn the vocabulary words using the film as a source for the words?
2. Why do you think it was easier?
3. Did the cultural background information help you to learn the vocabulary words?
4. Did you connect emotionally with the character of Michael Clayton?
5. Do you remember the vocabulary words you learned in the film and cultural context exercise?
6. Do you use the vocabulary you learned in the film and cultural context exercise in daily life?
7. Is there anything you want to add to the discussion of your experience in the film and cultural context study ?