FILMS AS A "MULTIMODAL WAY" TO IMPROVE LEARNERS' READING SKILLS AND ENHANCE CULTURAL AWARENESS IN ENGLISH LANGUAGE AND LITERATURE DEPARTMENTS

İNGİLİZ DİLİ EDEBİYATI BÖLÜMLERİNDE ÖĞRENCİLERİN OKUMA BECERİLERİNİ GELİŞTİRMEK VE KÜLTÜREL FARKINDALIĞI ARTIRMAK İÇİN "ÇOKMODLU YÖNTEM" OLARAK FİLMLER

Nurcihan YÜRÜK

Submitted to the Graduate School of Educational Sciences of Hacettepe University in Partial Fulfillment of the Requirement for the Doctoral Degree in English Language Teaching
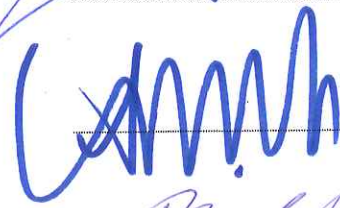
2016

To the Graduate School of Educational Sciences

This work named "Films as a "Multimodal Way" to Improve Learners' Reading Skills and Enhance Cultural Awareness in English Language and Literature Departments" by Nurcihan Yürük has been approved as a dissertation for the **Ph.D. Degree** in the division of **English Language Teaching** by the below mentioned Examining Committee Members.

Head	Prof. Dr. İsmail Hakkı MİRİCİ	
Member (Supervisor)	Assoc. Prof. Dr. Arif SARIÇOBAN	
Member	Assoc. Prof. Dr. Paşa Tevfik CEPHE	
Member	Asst. Prof. Dr. Didem KOBAN KOÇ	
Member	Asst. Prof. Dr. Özkan KIRMIZI	

APPROVAL

This dissertation was approved by the aforementioned Examining Committee Members on 23 November 2016 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate Education, and accepted as a dissertation for the Degree of Doctor of Philosophy in the Program of English Language Teaching by the Board of Directors of the Graduate School of Educational Sciences on ..../........./2016.

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

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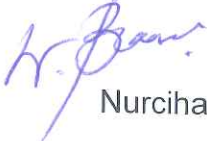
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İNGİLİZ DİLİ EDEBİYATI BÖLÜMLERİNDE ÖĞRENCİLERİN OKUMA BECERİLERİNİ GELİŞTİRMEK VE KÜLTÜREL FARKINDALIĞI ARTIRMAK İÇİN "ÇOKMODLU YÖNTEM" OLARAK FİLMLER

Nurcihan YÜRÜK

ÖZ

Yabancı dil olarak İngilizcenin öğretilmesi bakımından bir İngilizce öğretmeninin karşılaştığı en büyük zorluklardan biri, öğrencilerin yaşadığı çevrede İngilizcenin özgün bir dil olarak kullanılmıyor olmasıdır. Bu yüzden öğrencilerin dile maruz kalma açısından ya da özgün bir etkileşimde bulunmak için çok fazla tabii fırsatları olmamaktadır. Dil öğretiminin eğitimsel potansiyelini ortaya çıkarmak için, öğrencilerin yabancı dil ve bu dile ait bilgi edinimi, yabancı dil öğretimi ve öğreniminde sosyo-semiyotik bir yaklaşım olarak kabul edilen çokmodluluk gibi öğretim metotlarının uygulanmasıyla geliştirilebilir. Film, nitelikleri dikkate alındığında, yabancı dil sınıflarında hedef dilin sosyal ve semiyotik özelliklerini sağlaması bakımından en önemli çokmodlu yöntemlerden biri olup öğretim materyali olarak yaygın bir şekilde kullanılabilir.

Bu çalışma Selçuk Üniversitesi İngiliz Dili ve Edebiyatı Bölümü öğrencilerinin okuduklarını anlama becerilerini geliştirmek ve kültürel farkındalıklarını artırmak için filmin "çokmodlu bir yöntem" olarak kullanımının etkilerini incelemektedir. Bu çalışma iki örnek grup ile gerçekleştirilmiştir: bir deney ve bir geleneksel yöntemle eğitim alan kontrol grubu. Çalışma, Selçuk Üniversitesi İngiliz Dili ve Edebiyatı bölümünde yürütülmüştür. Bu çalışmadaki katılımcılar 19-21 yaş aralığında ve B1+ seviyesindeki ikinci sınıf öğrencileridir. Çalışmanın sonuçları, filmin öğretim materyallerine dahil edilerek kullanılmasıyla birlikte deney ve kontrol grubu öğrencileri arasında önemli farklılıkların olduğunu göstermiştir. Çalışma sonunda, bir görsel içerik olarak filmin öğrencilere okuduklarını anlama becerilerini artırmada ve ilerletmede yardımcı olduğu sonucuna ulaşılmıştır. Filmin kültürel farkındalıkları artırması açısından faydalarıyla ilgili farklı metotlar uygulanan grupların sonuçları arasında önemli bir farklılık gözlemlenmiştir.

Anahtar Kelimeler: Çokmodluluk, filmler, dil öğretimi, okuma becerisi, anlama becerisi, kültür, kültürel farkındalık

Danışman: Doç. Dr. Arif SARIÇOBAN, Hacettepe Üniversitesi, Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

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ABSTRACT

One of the greatest challenges of an English teacher in English as a foreign language context faces is that English is not used authentically in the settings in which students live. Thus, learners do not have many natural opportunities to be exposed to the language or use it in authentic interaction. To fulfill the educational potential of language teaching, learners' language acquisition and knowledge of the target language through foreign language classes can be enhanced by implementing teaching methods such as multimodality as a socio-semiotic approach in language teaching and learning. Film is widely used as a teaching material in foreign language classes as one of the most important ways of multimodality in terms of supplying both social and semiotic features of a target language thanks to its qualities.

This study analyzes the effects of using film as a multimodal way on developing students' comprehension skills in reading and enhancing cultural awareness in English Language and Literature Department at Selçuk University. The study was conducted on a sample of two groups: an experimental and a control group taught conventionally. The study was carried out at Selçuk University in Language and Literature Department. The participants in this study were sophomore students at B1$^+$ level aged 19-21. The results of the study have shown that there were significant differences between experimental and control group of students on using film incorporated in the teaching material. The study concluded that a visual context helps students enhance and improve their comprehension skills in reading. The scores of the groups who received the course through different methods related to the perception scale and the benefits of cultural awareness displayed a significant difference and their common effect on perception scale scores.

Keywords: Multimodality, films, language teaching, reading skill, comprehension skill, culture, cultural awareness

Advisor: Assoc. Prof. Arif SARIÇOBAN, Hacettepe University, Department of Foreign Language Education, Division of English Language Teaching

DECLARATION OF ETHICAL CONDUCT

I declare that I have prepared this dissertation in accordance with the dissertation writing rules, regulations, and conventions of the Graduate School of Educational Sciences of Hacettepe University, and thereby I would like to announce that:

- All of information and documents have been obtained on the basis of academic rules,

- All visual and written information and results have been presented according to the rules of scientific standards,

- In the case of using other works, related studies have been cited in accordance with the scientific standards,

- All cited studies have been fully referenced,

- No distortion has been done regarding the data set, and

- Any part of the dissertation has not been presented as any other thesis study at this or any other university.

Sincerely

Nurcihan YÜRÜK
Signature: ....

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to my advisor, Assoc. Prof. Dr. Arif Sarıçoban for his help, guidance and encouragement throughout this process. Without his continuous support, I would have never ensured my dream of completing a PhD degree.

I would also like to thank Prof. Dr. Mehmet Demirezen for his invaluable help, support and feedback. His friendly and understanding attitude helped me to survive in this demanding program.

I would also like to express my heartfelt thanks to the members of the Examining Committee, Prof. Dr. İsmail Hakkı Mirici, Assoc. Prof. Dr. Paşa Tevfik Cephe, Assoc. Prof. Dr. Özkan Kırmızı, and Asst. Prof. Dr. Didem Koban Koç for their professional friendship and academic expertise.

Special thanks to Asst. Prof. Dr. Sait Ali Uymaz and Asst. Prof. Dr. Yakup Yılmaz for his invaluable guidance and support in statistical procedures.

My heartfelt thanks also go to my dear friends, Sevda Balaman Uçar, Yeşim Dilek, Derya Deniz Gezer for their genuine friendship and support in this stressful situation.

I also owe much to my family who supported me throughout this process.

Last but not least, I would like to thank my husband and my mother for their patience and understanding.

'And thanks God for giving me the strength to complete this dissertation'.

To the memory of my beloved father,

Hamdi Başıbek

To my greatest source of motivation,

Merih Başıbek

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LIST OF ABBREVIATIONS

CALL : Computer Assisted Language Learning

CBI : Content-Based Instruction

CLT : Communicative Language Teaching

EAP : English for Academic Purposes

EFL : English as a Foreign Language

ESL : English as a Second Language

FL : Foreign Language

ICTs : Information and Communication Technologies

KMO : Kaiser-Meyer-Olkin Measure of Sampling Adequacy

KR-20: Kuder-Richardson-20

L2 : Second Language

MFI : Massachusetts Foundation of Innovation

MLA : Modern Language Association

MOOs: Multiple-user-domains Object Oriented

NLG : The New London Group

SPSS : Statistics Package for Social Sciences

TBLT : Task-Based Language Teaching

1. INTRODUCTION

1.1. Introduction

This chapter presents the background to the study in order to identify the use of film as a multimodal way in language education briefly and its specific features that contribute to cultural understanding of learners and followed by the purpose and significance of the study explaining the need for that study. Next, the research questions are stated and the limitations to the study are presented.

1.2. Background to the Study

In the 21st century, there is a major requirement for intricate and numerous skill levels. The expansion of innovations in technology and the ability to effortlessly record, store and send, moving pictures, sounds and text will keep on changing the way we impart and challenge the ways we make meaning from various types of communication.

There is presently an acknowledgment of the literary movement that has happened throughout today's students whose environment is loaded with visual, electronic and advanced texts. The expressions "multiliteracies" (Cope and Kalantzis, 2000; Unsworth, 2001) "new literacies" (Lankshear, C. & Knobel, M. 2003), "multimodal texts", "multimodal discourse" and "multimodality" (Kress & van Leeuwen, 1996, 2001, 2006) show endeavours to depict the printed shift that has happened and conceptualize the changed learning concept that is major for proficiency and learning during a time of expanded computerized communication.

We are in a period of change with new theories and new instructional methods developing while in the meantime more up to date types of computerized communication are rising. We do need to look at how new methods of communication can be coordinated in classroom. Educational programs report and evaluation prerequisites for reading and writing depend on established theories around the reading and writing of print-based texts. These theories have decided particular methodologies and techniques for instruction of reading and writing to aid learners at all phases of learning.

We require progressing examination to guess the associations that happen as reader's process different visual, aural, spatial and printed modes, independently

or all the while, in advanced texts. Kusumarasdyati (2006) claimed the sheer advancement of interactive media for pedagogical purposes has energized increasingly instructors to make utilization of them in their language classrooms. Among a wide range of media and advanced texts, films stay one of the well-known educational instruments because of a few reasons.

One of the greatest challenges of an English teacher in English as a foreign language (EFL) context encounters is that English is not utilized authentically as a part of the settings in which students live. In this manner, learners do not have numerous chances to be presented to the language or use it in real communication. It might be less demanding for learners to have admittance to authentic materials in printed structure, yet the circumstance is more awful with regards to creating oral comprehension and production skills. There might be a few recommendations to battle this disadvantage EFL learner's experience. One recommendation might be to have learners use to authentic materials, for example, films (Stempleski 1992, 2002). Films, alongside other authentic materials, are relevantly rich wellsprings of real material which can be exploited in the language classroom. Through films learners perceive how individuals impart in various conversational settings since films "bring the outside world into the classroom" (Tomalin 1986, p. 9).

Films are a significantly more dynamic medium than a textbook or a sound recording in the EFL setting. Additionally, films are such significant and rich assets for education since they display informal English, connections as opposed to artificial circumstances; a chance of being presented to various native speaker voices, slang, reduced speech, stress, accents, and dialects (King, 2002). Albeit a few educators may see films as a medium of entertainment, which appears to have no spot in the pedagogical setting, numerous instructors may relegate a film presentation task for their students in which films are seen comprehensively and fundamentally (Casanave & Freedman, 1995). In any case, instructors may choose which elements of the films they will present in the EFL educational modules, and to what degree they need to exploit integrated skills in pursuing EFL learning.

In addition, films provide exposure to real language uttered in authentic settings and the culture in which the foreign language is spoken (Telatnik & Kruse, 1982;

Stempleski, 1992). Since language and culture are inseparable, education in language and literature departments cannot be without including knowledge of culture or vice versa. Educational research has revealed that the most successful language learners are able to take on the "mindset" of the foreign language speakers assuming the culture along with the language. It is believed that to fulfil the educational potential of language and culture teaching, learners' language acquisition and knowledge of the target culture through foreign language classes can be enhanced by implementing teaching methods such as multimodality as a socio-semiotic approach in language teaching and learning. Films are widely used as a teaching material in foreign language classes as they are a medium which can convey informational content of interest and relevance to learners' world experiences and also they are one of the most important ways of multimodality in terms of supplying both social and semiotic features of a target language and culture thanks to the qualities including both visual and verbal resources like language, pictures, sound, and music. In addition, films can provide insightful learning experiences on the language and cultures of the native speakers which students might unlikely have in a classroom. Therefore, films promote better understanding of cultural diversities as a teaching tool. It is claimed that the language spoken in films, but also presented in the appropriate cultural context (Chapple & Curtis, 2000; Herron et al., 2002) can be an invaluable means of enhancing more appropriate use of language and preventing cross-cultural understanding.

While there is a conventional separation (Melin, 2010; MLA, 2007) between language instruction and literature/culture instruction, it is a "false dichotomy" (Melin, 2010). Students need language ability to draw in with texts, which are an entryway to the target language. The objective of language instruction stretches out communication to the capacity to appreciate other cultures, an undeniably essential capacity in the 21st century. Senator Daniel Akaka (referred to in MLA, 2007, p. 235) expressed in May 2005 that "Americans should be open to world; we should have the capacity to see the world through the eyes of others in the event that we are going to see how to determine the mind boggling issues we confront." Film in the target language is a proficient and successful connection to the target culture(s) in that it is profoundly visual; it is valid in that it is made for the target

culture society; it is promptly accessible; and it is appealing to students familiarized to a multimedia environment.

1.3. Purpose of the Study

The innovations in technology will keep on changing the way we convey messages and challenge the ways we make meaning from various types of communication. In this way, learners in such a digitally associated, media-rich world are hindered if their literacy improvement is for the most part judged through the thin strand of reading and writing in print media. The New London Group (2000) reminded that we impart semantically, aurally, spatially, visually, through gesture and in multiple modes. The multiliteracies point of view joins these various methods of communication and meaning-making with the assorted practice (situated, social and cultural) of people, families, groups, working environments and the more extensive worldwide society. Moreover, every circumstance an individual experiences includes values, convictions, dispositions and assessments that may influence their reading or sense making (Barwind & Piecowye, 2002) and in this manner requires adaptability and openness to more types of language.

From this perspective, films are significant educational assets as multimodal language structures in language classes, particularly when there are a few chances for exposing to English as utilized as a part of real-life settings. As King (2002, p. 510) calls attention to learning English through films adjusts for a large portion of the inadequacies in the EFL learning experience by breathing life into language. It is an invigorating learning experience for students who need to enjoy a reprieve from repetition learning of considerable lists of English vocabulary and drill rehearses. Their experiences with realistic circumstances and contact to the living language offer a dimension that is lost in text-book oriented teaching. It has been recommended that films can be utilized to expand students' critical thinking skills (Eken, 2003), their familiarity with pragmatic usage (King, 2002) and their inspiration (Ryan, 1998), and to advance comprehension-based learning.

1.4. Significance of the Study

Educational frameworks are at present working through the challenge of distinguishing the new learning and literacies that are required to effectively take place in and contribute to 21st century society. This requires thought of how best

to get ready learners for the technological, social, cultural and political changes they confront with in a world that is progressively portrayed by local diversity and worldwide connectedness. In this manner, notwithstanding building up the abilities to comprehend different communication modes and communicate with various audiences, we should engage learners in observing and evaluating the communication frameworks to which they have contact. For both instructors and educational frameworks, this requires a movement and widening as far as what we esteem as literacy practice. This thusly will influence how learners consider themselves to be literate learners.

At this point, films are valued as an efficient way to create multiliterate learners in today's digital world. Hence, films should be used as an alternative teaching aid in education systems especially in language education. Furthermore, using audio-visual elements like films aids learning and they are great fun to watch (Lynch, 2008). King (2002) suggested that "using films in teaching is a refreshing learning experience for students who need to take a break from rote learning of endless English vocabulary and drill practices, and replace it with something realistic, a dimension that is missing in textbook-oriented teaching" (p. 512).

Learning English through film represents to a novel methodology for a few students whose assumption of learning English depends on their past learning encounters. Generally, such encounters are fundamentally textbook-oriented and test-driven, with the emphasis on structure as opposed to meaning and accuracy instead of communication and standard instruction materials do not have a reasonable and meaningful setting and neglect to manage contemporary issues that are applicable to their lives. If chosen with proper length and fascinating topics, films, which are purposeful and engineered to students' learning requirements and proficiency level (King, ibid), can give pleasant language learning chances to EFL students in a non-native teaching environment.

1.5. Research Questions

This research attempted to answer the following questions:

 1. What are the learners' attitudes towards using film as a multimodal way on the development of the students' comprehension skills in reading?

2. To what extent does using film as a multimodal way have effects on the development of the students' comprehension skills in reading in terms of:

a) gender?

b) high school graduations?

3. What are the learners' perceptions on using film as a multimodal way to enhance their cultural awareness:

a) in experimental group?

b) in control group?

c) in both groups?

4. Is there any difference between experimental group and control group in terms of learners' perceptions on using film as a multimodal way to enhance their cultural awareness according to:

a) gender?

b) high school graduations?

5. Is there any difference between experimental and control groups in terms of academic achievement scores after implementation process?

6. Is there any difference between males and females in terms of academic achievement scores after implementation process:

a) in experimental group?

b) in control group?

7. Is there any difference between experimental and control groups in terms of academic achievement scores after implementation process according to:

a) high school graduations?

b) retention test results?

2. REVIEW OF LITERATURE

2.1. Presentation

In the review of literature part, first theoretical trends supporting the use of films in teaching were reviewed with its advantages that enable to create more efficient teaching environment. Then, the concept of multimodality, additionally its modes and types were examined with some examples and features of multimodal texts. In this chapter, the focal point is films as a multimodal instrument in class and its importance in foreign language learning and teaching was covered with the past studies. In the following parts of that chapter, the use of films as an aid to enhance cultural understanding of learners was examined.

2.2. Theoretical Trends Supporting the Use of Films in Class

With the effect of communicative approach on language teaching meaning and authentic interaction are emphasized that students are encouraged to express original messages as early as possible, and activities are designed to that end. The goal is communicative competence (Omaggio Hadley, 2001, p. 117). Within this approach, there is room for several methodologies. According to Omaggio Hadley (2001), contextualization is a basic principle of communicative language teaching (CLT).

Films and videos in a communicative classroom model valid language, present culture, and give students something to convey about, in a practical setting. Moreover, as Al-Arishi (1994) noted, CLT is learner-focused; technology (counting multisensory film and video) is user-focused. Watching movies is an individual incident that is frequently shared (in a cinema, one's home, or a classroom) and gives learners much to discuss-their responses, feelings, and a horde of different subjects. Omaggio Hadley (2001) recommended that students must have chances to communicate among themselves, to practice language in a scope of real-life settings, utilizing authentic language at whatever point conceivable. Films and videos give this authentic language and boundless stimuli, while empowering imaginative language practice.

Omaggio Hadley (2001) likewise expressed that cultural understanding must be advanced in different ways. Films and videos, once more, are equivalent to the

undertaking of cultural advancement, as film can demonstrate many cultural points of interest more productively than an educator can clarify. More important, acquainting students with the stories exhibited in films and making comparisons with students' own culture(s) can encourage the kind of understanding that Omaggio Hadley (2001) demonstrated. Films and videos in the foreign language classroom likewise fit into content-based instruction (CBI) and task-based language teaching (TBLT).

Charlebois (2008, p. 124) depicted a strategy for creating critical consciousness through film in a CBI classroom where, he expressed, "the objective… is to expand language proficiency through the medium of a content area, for example, film. Markee (1997, p. 81) characterized TBLT as an "expository way to deal with syllabus design and philosophy in which chains of information- gathering, critical thinking and evaluative assignments are utilized to arrange language education." Films let the teacher a stimulus for information-gathering, critical thinking, and evaluation.

The Standards for Foreign Language Learning (cited in Omaggio Hadley, 2001, p. 37) outline integrated goals for foreign language learning and include the five C's: Communication, Cultures, Connections, Comparisons, and Communities. Films and videos in the L2 classroom can supply to each of these fields. Students can interact with each other or native speakers about the substance of the film or video they have seen. Cultures are brought into the classroom using multimedia presentations, including films and videos. Students can make associations with different disciplines (cinema studies, literature, sociology, political science, history, any discipline represented on film). Films and videos permit open doors for students to make comparisons between their own way of life and that of the L2, between different L2 societies, or between their native language films and L2 films.

At long last, shared information of L2 films can help students make and join groups both at home and abroad. The MLA report (MLA, 2007, p. 238) proposed that language, culture, and literature be taught as a constant entire, and that "literature, film, and other media [be] used to test students' creative impulses and to help them consider elective methods for seeing, feeling, and comprehending things." These "things" allude to aspects of the target culture that may some way or another be difficult to reach to learners. The MLA report (MLA, 2007, p. 238)

additionally "expects that more students will proceed [their language studies] if courses join cultural request at all levels… "(p. 238). As it is each language educator's objective to empower continued L2 study, it is to our greatest advantage to exploit film in our classrooms.

2.3. Advantages of Using Film to Teach Languages

Films may be used in the foreign language education in two ways: first, films can serve as a model of language use, in particular as a vehicle to improve listening comprehension, enrich vocabulary, and develop translingual competence; second, as a model and reflection of the target cultural artefacts, values, and behaviours, and therefore a vehicle to develop students' transcultural competence.

The use of film in the classroom or as an outside school activity can uphold the motivation of the learners, because of its playful component. Using films through specific task activities provides an ideal vehicle for active learning, as well as encouraging interaction and participation. The communicative potential of its use has been commended; it

– facilitates comprehension activities that are perceived as 'real';
– creates a curiosity gap that facilitates the exchange of opinions and ideas about the film;
– helps to explore non-verbal elements;
– improves oral and aural skills (Altman, 1989);
– provides meaningful contexts and vocabulary, exposing viewers to natural expressions and natural flow of speech.

There are many ways of using films in the classroom and it will depend on the film itself:

– Fiction films tell a fictional story or narrative
– Documentary films are a visual expression attempting to 'document' reality
– Short films are generally longer than one minute and shorter than 15 minutes

The versatility of its use allows incorporating film in different types of learning sessions in the classroom (Sherman, 2003). For example:

– It is possible to screen complete films or short extracts of films (clips).

– Films can be used just for enjoyment, creating a positive atmosphere in the classroom, which can enhance motivation.

– Films can provide a stimulus for other activities, such as listening comprehension, debates on social issues, raising intercultural awareness, being used as a moving picture book or as a model of the spoken language.

2.4. Integrating Films into School Curriculum and EFL Classrooms

Instructors who shield the benefits of films as an effective tool for language acquisition need to take advantage of learning opportunities by method for films to legitimize the utilization of films in the classroom. To begin with, they may put forth a few inquiries: What are the pedagogical purposes behind utilizing a specific film sequence (Stempleski, 2000, p. 10)? What sort of methodology in managing films ought to be taken, seeing a motion picture completely or in sections? Will non-captioned or subtitled movies be more fitting for a specific class? What are the film selection criteria? Lastly, what sort of exercises will coordinate the four abilities into the course, evoke student involvement and maintain a strategic distance from inactive viewing?

2.4.1. Short Sequence Approach

While exhibiting films, some structurally-driven methodologies have been broadly adjusted by classroom instructors: a sequential approach of using scene-by-scene or one segment at once; a single-scene approach in which only one scene or fragment from the whole film is used; a particular methodology highlighting just a couple of scenes from various parts of the film; an entire film approach that demonstrates the film completely in a single viewing. At the point when selecting approaches, they all are doable relying upon the teaching goals and target groups.

Numerous supporters of short sequences propose that two-hour feature film has the issue of over-burden and length for less advanced learners, so the instructor needs to give bite-sized chunks to them to process. Basically, the educator needs to choose which function each sequence is to perform (Stempleski, 2000, p. 10). For mature and advanced learners, films ought to be picked not just for their entertainment value; they ought to be opportune and convey a reasonable message to improve classroom discussion. Short sequence approach can be utilized for theme-based discussion, managing intriguing films in various fields, for

example, medicine, education, science, history, marriage and equity. The instructor can first take part in a general discussion concerning any of the subjects that the film will be investigating. Later on, the educator proceeds onward to concentrate on more particular issues concerning the theme of the film, delineated by chose key scenes to actuate stimulating discussion.

A theme-based discussion permits students to investigate applicable issues raised from an assortment of points of view, create critical thinking skills, evoke reactions, converse freely on all parts of the film they watch and discharge them from repressing linguistic rule-binding and detailed-oriented learning habits. Generally, these theme-based films are improper for complete review because of length and overall language difficulty. At the point when demonstrating the film, the instructor may simply choose cuts on DVD, take after the primary plot line and disregard all the subplots inside 60 minutes. Here are some examples of classroom activities and exercises which are based on short sequence approach:

Describe a Character: For this activity, students watch in class two or three times with and without subtitles. But first, students are formed into teams and assigned a character whose appearance they describe, and action they narrate as a story. This activity challenges students to produce vocabulary when describing, and to use appropriate grammar to express a given time reference when narrating. Time permitting, teams can put their thoughts into writing and share them on a poster board. Teacher combines the four writings into a single document which everyone can discuss at the next class meeting. In addition, teacher can assess the students for retention of the vocabulary contained in the lesson.

Present, Past, and Future (speaking/writing): Teacher selects a 3-5 minute short sequence that is visual with more action and less dialogue. Its ending should suggest what might be coming in the story. After watching the sequence, students are asked to describe the scene (present tense), summarize the action (past tense), and predict the outcome (future tense). To turn this oral activity into a game, points could be given.

Movie Karaoke: Students are instructed to watch a short sequence with dialogue and subtitles. They watch the sequence again with volume down, read the subtitles, and mimic the speaking style of one of the actors.

Paraphrasing Karaoke: This is variation of movie karaoke but with less use of captions and closer attention paid to just a single short sequence (instead of several theme-based sequences in the above example). The teacher selects a short sequence that she or he knows will be more challenging than usual for the students because they will be asked to speak and act the story in their own words.

Rewrite the Script: Another exercise similar to karaoke is to give students a copy of the dialogue for a short sequence. Students are divided into small teams and watch the scene while reading the dialogue. Then, they rewrite the dialogue in their own words.

Guess the Dialogue: Teachers chooses a 5-minute sequence with lots of dialogue, and shows it to the class with no subtitles and no sound. In teams of 3-4, students guess what the characters are saying based on visual clues, and reconstruct the dialogue based on previous knowledge of the movie. Team members practice their version of the dialogue.

Guess the Vocabulary: The teacher thinks of a vocabulary word from a short-sequence (or whole-movie) lesson that students are currently watching. The teacher then tries to get the students to guess this word by providing clues of meaning. The first student to guess the word gets to come to the front of the class and do as the teacher did.

Movie Vocabulary List: This material provides opportunities to demonstrate and teaches meaning in context but the teacher needs copies of the movies to do this. Students can locate the words that are used in the given films and observe how these words can have the same or a different meaning.

Action Cards: To prepare, teacher selects an action sequence containing 5 to 8 scenes from a movie. Teacher needs index cards, at most eight times 1/4 of the number of students in your class. For example, if teacher has 16 students, it will be needed 8 x 4= 32 cards, at most. Teacher divides the class into teams of four and distributes to each team the same number of blank action cards as there are scenes in the action sequence.

Cloze Encounters: This is a variation of the classic dictation exercise which tests students' ability to hear and identify vocabulary, grammar, and context. The

instructor selects a short sequence that consists of a dialogue between two characters and ideally contains target vocabulary and/or grammar.

Word-for-Word Dictation: Teacher selects a very short movie sequence (or even a single scene) containing a dialogue of about ten thought groups. Students can come to the board for a competition or work from their seats. The dictation is the actual dialogue; which students hear as the scene is watched without subtitles.

Blind Summary: To begin, students are paired up. Member A of each pair leaves the classroom while the Members B watches one of the short sequences (subtitles recommended). The A's then return to their seats. Now the B's must summarize the sequence to their "blind" partners (the A's).

Hear-the-Word Bingo: The teacher selects a movie scene containing a very short passage of dialogue having no more than roughly 200 words, and transcribes the dialogue onto a reference text, and from it chooses 25 key words that may be pre-taught. Teacher wants students to be able to recognize by ear, and underlines these words on the transcript. Next, teacher makes a master bingo template with 25 empty spaces. Under the Bingo card, teachers add a word bank of the same 25 words in alphabetically order, and makes copies for all students.

Change the Ending: Students can demonstrate their creativity by rewriting the ending a short sequence. Teachers would be wise to select a short sequence that has a cut-and-dry ending in which alternative possibilities can be imagined.

Grammar Focus: Grammar can easily be made the focus of the short sequence exercises, in cloze exercises, movie karaoke, paraphrasing, or summary writing.

2.4.2. Whole Film Approach

The whole film approach is an approach with which a film is appeared completely and studied all in all. It generally takes maybe a couple hours as opposed to the regular video-showing systems, for example, sound off/vision on, sound on/vision off, pause/freeze-frame control, cluttering sequence and split viewing, among others (Stempleski, 2000). This methodology stays away from turning on and off a film video, rewinding it, replaying it and dissecting it in piecemeal design. Shea (1995) contends powerfully that utilizing motion pictures as a part of their whole is a hypothetically and observationally stable method for teaching English: "In the event that I cut up the film in five moment portions, concentrating on the linguistic

structure and the form of the language, the students may never have perceived the passionate power and account element of the video as a tale about imperative things in the human experience, tasteful and moral things like dreams, imagination, and commitment; things that drive language and eventually fortify learners to learn it in any case" (p. 5). A short-fragment methodology might be helpful with most sorts of recordings, e.g., TV ads, or news to supplement content materials.

Be that as it may, "if communication is to be stressed, the complete open procedure of a film is all together as the vehicle for study. Fanatical word-by word study methodologies can be dodged via preparing students to create gist understanding by means of key discussions and lines of dialog and in this way producing numerous chances for language advancement in each possible skill direction" (Wood, 1995, p. 110). Utilizing such a thorough approach would be less time-consuming and more legitimate, cognizant, and propelling for students (Chung, 1995). Demonstrating complete film improves student motivation to such a degree, to the point that students are noticeably impressed with the amount English they can make sense of. Their certainty takes off when they understand that understanding a motion picture is not as troublesome as they had initially envisioned. In order to make movies more comprehensible and to use them more effectively in class some activities and exercises may be followed:

Movie Poster: It is high-def, full colour, photocopies well, looks crisp on overhead projection, or e-media.

Preview Questions: To activate students' knowledge of the movie topic, to get them somewhat immersed in the world they were about to enter. Students are divided into small groups to discuss both the setup and the preview questions

Vocabulary Preview: The selected vocabulary is given to students with their meanings/definitions that are specific to the context of the word as it is used in the movie. These vocabulary items may include words for example jargon, slang, and vulgar words in the sequence they are experienced in the movie. Thus, students gain valuable awareness of appropriate language expression.

Preview Prompts: Teacher initiates a discussion and help students activate vocabulary and syntax for a productive viewing and learning experience.

Movie Quotes: Movie quotes help students mimic pronunciation, attitude, and style.

Pause and Discuss: They are good places to stop the movie and react, with opportunities to discuss a recent aspect of the movie including vocabulary, description of a scene, detail comprehension, inference, or opinion. Before starting the movie, it's a good idea to advise the students that the movie will be paused from time to time so that it can be discussed, usually in pairs or small groups with comprehension questions.

Small-Group Review: Students in groups of three or four take turns sharing their opinions about the movie. The teacher circulates and monitors in order to make sure everyone is participating. The advantage of the Small-Group Review is that everyone gets a chance to talk about movie and the situation is less stressful to those who are shy about doing oral presentations in front of the class.

Who Says What: Students may be divided into teams to compete against each other. Students take turns speaking a quotation of their choosing in character and ask who says this line of dialogue. The other group(s) must guess correctly for points. Teacher is a sort of referee, tally the points, and provide the correct answer as needed.

Take-Away Questions: It can be for all or small-group discussion. Students are prompted to summarize the movie (or an important aspect), describe a favourite character, or express an opinion.

Essay Question: It is based on content and structured around rhetorical style (e.g. summary, compare/contrast). Teachers may instruct students to support their thesis with specific examples or teachers might prefer to use a different essay question.

Furthermore, the constrained measure of listening input has been a weakness for EFL learners to learn sensible and current utilization of English. Fragment sound recordings going with course readings intended for EFL learners barely prepare learners for full-length listening in advanced studies. Furthermore, "the language in the greater part of current prominent EFL authentic materials… typically contains approximately 20% culture-specific expressions or ideas and can subsequently serve as smooth raid into the real English-speaking world" (Kress, 2003, p. 34).

Whole film approach with rich contact to authentic listening encourages learners' listening strategy training, as well as accomplishes attention to pragmatics which as a fundamental component of communicative competence.

In order to make use of the film, teachers should take into consideration the interest and versatility of the film from a linguistic, cultural and thematic point of view when selecting it.

2.4.3. Selection Criteria

The benefits of continuous film survey are various the length of instructors take after acknowledged benchmarks of picking movies: picking the right film for a specific level of students. In this way, finding a suitable film is one of the most important things that an instructor can do. Arcario (1992) recommends that intelligibility is a noteworthy criterion in selecting film for a particular language learning purpose. It is significant to pick scenes that adjust dialog with a high level of visual backing, fitting discourse conveyance, clear picture and sound, and standard accent. Sometimes, the storyline may be interesting for students, yet the articulation, speed and accent make it exceptionally hard to get it. Utilizing the wrong film as a part of the wrong way can prompt utter dissatisfaction. Students may wind up confounded, discouraged and persuaded they will never see "real" English (Doye, 1998). Watching films could without much of a stretch transform into a disappointing background for learners who may surrender this stimulating tool for English learning.

The propriety of content and the comfort level of students should be considered in selecting the right film. Films with overt sex, needless brutality and exorbitant obscenity ought to presumably be precluded. However, films with minor scenes of sex, viciousness and foulness ought to be skipped and quick sent past whatever might be regarded offensive. To the extent students' motivation and premiums are concerned, amusing movies are now and again charming and applicable to learners' energy about pop culture. Sensational strain and great acting most likely will make students disregard language and concentrate all the more nearly on the plot. As of late discharged movies are more attractive for students than exemplary ones, despite the fact that old movies are all things considered harmless. Picking movies that are age and culture-proper and appropriate for both sexes is

additionally critical. Romances, romantic comedies, and less-vicious action films with generally basic plots and subplots are likewise great decisions for students.

The length of watching time in the whole film approach is very unique in relation to existing language-based video-instructing approaches. For more capable students, it is ideal to demonstrate a two-hour film in two class periods. It serves as great concentrated listening preparing. At the point when students are pulled in and profoundly immersed in the story, they do value the continuity their instructor permits. For low-level learners, normally one class period is suggested following the issue of over-burden and concentrated attention is required while viewing a film.

2.4.4. Captioned Films

DVD significantly helps classroom instructors who plan and complete film-based lessons for teaching. There is an assortment of exceptional components offered on DVD movies make the utilization of movies in the classroom so helpfully, including in the background analysis, language decision, and erased scenes toward the end of every film. One of the most valuable parts of all is scene access, so you may get to the particular scenes by squeezing the menu key on the DVD remote control and press the menu key again to come back to the motion picture. There is no rewinding or fast forwarding.

Another included element is the closed captions, without the guide of a subtitle decoder. Educators are once in a while full of vulnerability on the off chance that they ought to demonstrate a film with or without captions. Which way will advantage their students most? The answer is that everyone fills distinctive needs relying upon the teaching goals. As this enthusiasm for subtitled materials is generally expanding, research in the field shows that captioned motion pictures are more powerful than non-subtitled recordings as far as enhancing general listening comprehension and helping EFL learners' perception capacity (Kikuchi, 1997).

The value and benefits of using captioned films for language learners can be summarized as follows:

• motivate students to learn English, especially to listen to the dialogs in movies
• bridge the gap between reading skills and listening skills

- reinforce students' understanding of English context-bound expressions
- follow a plot easily
- learn new vocabulary and idioms
- develop students' concentration in following lines
- learn how to pronounce certain words
- develop word recognition
- process a text rapidly and improve rapid reading
- enable students to keep up with the captions that accompany the spoken dialogs
- comprehend jokes and have a few hearty laughs
- learn different strategies and styles for processing information
- easily get a clear image of related dynamic verbs and sound effects words in brackets appear on the screen, synchronized with corresponding actions and sounds such as slam the door and giggle.

The issue with utilizing English-subtitled film recordings is essentially that students concentrate on reading inscriptions and once in a while listen to dialogs. The task gets to be reading abilities improvement as opposed to listening comprehension training. Since they read word by word on the screen, they most likely see better what the characters say. It might likewise help learner practice pronunciation by repeating after the characters. In the interim, thusly, it penances listening strategy training, for example, speculating and deducing implications from visual pieces of information. Moreover, reading subtitles is a tendency that is difficult to break. It serves as a brace that gives security and without which the habituated student gets to be hesitant to step all alone. Figuring out to watch non-captioned films is a major step that they need to take eventually, in the event that they are ever to encounter a leap forward in English learning.

2.4.5. Non-Captioned Films

EFL learners, who are enthusiastic to understand spoken materials planned for native speakers of English, be that as it may, in the meantime, have worries about their own particular capability levels, experience blended thoughts about non-captioned movies. They are concerned that they may wind up getting to be befuddled and disappointed when quick paced dialogs in English-only movies star by them. A few evident challenges of watching non-captioned films emerge for the

most part from language trouble: the quick pace of discourse; hazy discourse and accents; specialized or concentrated phrasing; over-burden of old slang and figures of speech; newness of cultural background/ knowledge; culturally particular humour, and so forth. Presenting learners to valid materials, however, is an essential stage in the learning procedure to help those master listening strategies.

Some compelling reasons for using non-captioned movies for listening comprehension and fluency practice should not be ignored:

- help students develop a high tolerance for ambiguities.
- enhance students' listening strategies such as guessing meaning from context and inferring strategies by visual clues, facial expressions, voice, and sound track
- promote active viewing and listening for key words and main ideas
- motivate students to make use of authentic English material on their own
- provide students with the opportunity to experience a great sense of accomplishment and self-assurance.

Especially, films make meaning through a powerful combination of different modes of communication such as written text on the screen, spoken language, moving images, music and sound effects. When these features of the film are taken into consideration, films are excellent examples of multimodal texts. However, before examining films as a multimodal instrument in class, in the following section what multimodality is explained, additionally its modes and types are examined with other examples and features of multimodal texts.

2.5. Developing Reading Skills and Sub-Skills

Reading is an important part of language learning and teaching at every level because it supports learning in multiple ways.

Reading to learn the language: Reading text is language input. By presenting learners a variety of materials to read, teachers provide multiple opportunities for students to learn vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Therefore, learners gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

Reading for content information: Learners' purpose for reading in their native language is often to get information about a topic they are studying, and this objective can be beneficial in the language learning classroom as well. Reading for content information in the language classroom provides learners both authentic reading material and an authentic purpose for reading.

Reading for cultural knowledge and awareness: Reading everyday text that is designed for native speakers can supply learners' insight into the lifestyles and worldviews of the people whose language they are studying. When learners have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety.

Reading involves a number of sub-skills:

Global Comprehension: In reading a text for meaning, it is advantageous to go from the 'whole' to the 'parts', and not vice versa, as inexperienced readers tend to do. A poor reader will pick up information from the text in small bits and pieces, as he/she reads from one word or one sentence to the next, and try to bring the bits together. An efficient reader, on the other hand, will first try to form an overall 'picture' of the whole text. 'Global Comprehension', or the ability to get 'over-all' meaning from a text, necessitates the sub-skill of skimming i.e. reading through the text at high speed in order to recognize and pick up the main idea or ideas in the text while 'filtering out' the needless details.

Understanding the Plan of the Text: Efficient readers are able to form a 'plan' of the text that is being read, which aids them to progress meaning from it. Most texts – unless they are badly written –have unity of thought. There is generally one central idea or 'theme' in the text, which is most important. There may be other ideas as well, but they are usually introduced in order to offer support for the main idea. The reader's cognitive plan helps him/her to 'navigate' through the text assertively instead of examining blindly.

Making Predictions and Informed Guesses: An inexperienced reader plods through a text with difficulty, trying to get the meaning of every word. The experienced reader, after reading a few sentences, paragraphs or pages, can form a quite accurate picture of what the writer is trying to say, and can 'hop' and 'skip' through the text, excluding quite substantial parts of it without missing essential

information. Most authors have an affinity to repeat themselves in order to certify that their readers do not miss the importance of what they are saying; good readers are aware of this and know that parts of the text can be safely excluded. Making reliable predictions about what is likely to be established in the text is a significant sub-skill of reading.

Local Comprehension: After reading through the text quickly to form an overall sense, one must concentrate on the details of the information presented by the author, which will generally be positioned in different parts of the text. A reader begins by assembling the 'facts' presented by the writer in the text. The term 'factual comprehension' refers to the ability to get and regain factual information contained in the text – i.e., information which has been explicitly stated by the author and is directly accessible in the text. Inferential comprehension refers to the reader's ability to 'read between the lines'. The reader has to comprehend not just what the author has said but also what he/she may have said but has chosen to leave unsaid. This is done on the basis of clues supplied in the text as well as the reader's own background knowledge.

Guessing the Meanings of Unfamiliar Words: Good readers deal with unknown words in a text by making an effort to guess their meanings from the context. It is not likely to look up the meanings of all unknown words in the dictionary. If the reader endeavours to do that the flow of reading is broken up. However, this is probable only when the text does not have too many complicated words.

Skimming and Scanning: 'Skimming' a text means going through it quickly to get an overall idea of the content. We are not concerned about details or any specific information while skimming. 'Scanning' on the other hand, includes seeking the text for specific piece of information in which the reader is interested.

Understanding Discourse Markers: Discourse markers are 'signposts' provided by the author. These are utilized in a text to show sequence of ideas and signal the author's point of view. Understanding the author's use of discourse markers is a significant sub-skill of reading. These signposts are beneficial because they show to the reader the connection between two parts of the text.

Understanding the Organization of a Text: Every text includes a number of diverse ideas, which are given in different parts of the text. The manner in which

different ideas are connected to each other in a text is referred to as the structure or organization of a text. This is controlled by the subject, the author's purpose and the audience that he/she has in mind. A good reader must be able to follow the organizational pattern in the text. Once readers comprehend how a text is organized, they are better able to obtain meaning from a complicated text.

Note-Making: Note-making is a sub-skill of reading that is highly beneficial for study purposes. It includes comprehending the organization of the text and being able to recognize the main points and the supporting details, in skeleton or outline form.

2.6. Multimodality

Multimodality (Kress et al., 2001; Kress & van Leeuwen, 2001), like multiliteracies, has developed because of the changing social and semiotic scene. Key to multimodal points of view on literacy is the essential supposition that implications are made (and in addition dispersed, interpreted, and remade) through numerous representational and communicational assets, of which language is but one (Kress & van Leeuwen, 2001). This and different parts of multimodal theories are sketched out by Kress and van Leeuwen's (2001) Multimodal Discourse.

Multimodality takes care of significance as it is made through the situated configurations across over image, gesture, gaze, body posture, sound, written work, music, discourse, et cetera. From a multimodal point of view, picture, activity, et cetera are alluded to as modes, as sorted out arrangements of semiotic assets for significance making. To some degree, multimodality can be portrayed as a mixed methodology, despite the fact that it is fundamentally educated by linguistic theories, specifically, the work of Halliday's (1978) Social Semiotic Hypothesis of Communication and advancements of that theory (Hodge & Kress, 1988). Multimodality has created in various routes in the decade since its origin around 1996. Despite the fact that a linguistic model was seen as completely sufficient for some to examine all modes, others set out to extend and re-examine this domain of reference, drawing on different methodologies (e.g., film hypothesis, musicology, game theory).

Multimodality along these lines reaches out past the conventional mental and linguistic foundations of print literacy to draw from anthropological, sociological,

and discourse theory (Barthes, 1993; Bateson, 1977; Foucault, 1991; Goffman, 1976; Malinowski, 2006). Moreover, the impact of intellectual and sociocultural exploration on multimodality is additionally present, especially, Arnheim's (1969) models of visual communication and discernment. From many years of classroom language research, much is thought about the semiotic assets of language; in any case, significantly less is comprehended about the semiotic potentials of motion, sound, picture, development, and different types of representation.

2.6.1. Multimodality and Its Modes

The essence of the idea of multimodality has two entwined dimensions. From one perspective, at the level of materiality and of the signs, it assigns the distinctive semiotic frameworks that are being utilized inside a specific content. Then again, it assigns unimportant impacts, dimensions showing themselves at the level of gathering and recognition, at the level of the content's sensorial consequences for the learners. Thus, from one perspective, multimodality contains the methods of the content "a sich", then again, it involves the modes in which that content is being seen by its users. A multimodal text along these lines gives a multimodal encounter and even picks up its multimodal status from it, while the multimodal involvement in its turn is controlled by the materiality of the content.

2.6.2. Types of Multimodality

Multimodality rises up out of the connection between the semiotic and the sensorial domain. Since multimodality can show itself at two diverse levels (semiotic and sensorial), this may, as indicated by the principles of combinatory logic, result in an assortment of structures. A huge number of sign frameworks, joined in one text can produce a huge number of sensations in the perceiver, yet these sign frameworks should, maybe secondary to a first perception, be grasped as one unity. In the first case, dissonant multimodality could be indicated as it happens in web-pages, where pictures, texts, pop-ups and the irritating noises of free smileys are fighting for the surfer's attention. This multimodality is dissonant in the sense that the different modes do not add up to one unified experience. In the second case, however, the different sign systems function harmoniously, adding up to one textual gestalt, a cognitive unity or reality, integrating the different modal parts. This mode of modality could be coined integrative multimodality. The perfect example would be a filmic text, where edited images, dialogued voices, sounds,

music and subtitles are attuned to such a degree that the viewer does not notice them as separate entities anymore, but rather sees them as part of the reality of the text. It should be noted that the difference between dissonant multimodality and integrative multimodality is only absolute on a theoretical level and that the contingencies of reception can make texts potentially flip back and forth between both poles (Peeters, 2010, p. 120).

Nevertheless, the conceivable methods of multimodality are not depleted yet. It is possible that a solitary sign framework could trigger a huge number of sensorial modes in the receiver. There are, once more, numerous ways in which this impact could be accomplished. Comprehensively, it can be recognized three classes: cognitive multimodality, transpositive multimodality and intermodality. As a matter of first importance, a sign framework could trigger cognitive multimodality, which implies that the multimodality would be exclusively developed inside the perceiver's mind. A printed, literary text, for instance, could be protected to address all senses. This type of multimodality would, from one perspective, be intrinsic to the text, however then again, it would likewise be exceptionally subject to the reader's imagination and inclination to envision or rather sensorialize. Hence, despite the fact that every single literary texts are conceivably multimodal on an intellectual level, the vacillations in the real acknowledgment of this structure may be too huge for it to be acknowledged among the other, steadier and materially-based structures. To some degree, a steadier mode of multimodality would be transpositive multimodality, in which the printed mode would be a real change of another mode and henceforth intellectually bring out the prior sign frameworks alongside the present one. A cubist painting, for instance, however physically static, ought to involve an inspiration of development. A last type of multimodality emerges on account of Millais Ophelia, which depends on Shakespeare's play, so that the Shakespearean text radiates through the brush strokes.

A film similarly may bring out a novel from which it is adjusted, alongside the sign frameworks and tactile encounters utilized inside and created by the novel. On account of the cubist painting, multimodality is basically engraved inside the materiality of the apparent text, in the other two cases, multimodality just rises up out of the association between various texts and henceforth requires auxiliary

information from the perceiver (despite the fact that one may contend that optional learning is likewise expected to some degree in the passerby of the cubist painting). Millais' artistic creation and the film adjustment subsequently have a place with a last mode of multimodality, authored flexibility, where an apparent text is associated with a bunch of various interlaced texts, which it along these lines may bring out.

A further and more intricate sample would be the "text" of the birth of Christ, an "incident" that is not attached to one single material transporter or cultural practice, however to a large number of depictions, woodcarvings, scriptural texts, recoloured glasses, ballads, stories, plays, kids' drawings, nativity sets, illustrated books and Feast of Epiphany cakes. One of these texts will bring out an arrangement of others, in light of the material system present inside culture, additionally on the sensorial, passionate and intellectual impacts theories writings have on the general population.

The method of intellectual multimodality, as well as the other two modes also relies on upon the impulses of the viewers, viewers who may conceivably not "see" the development in a cubist painting, much the same as they won't not read Shakespeare through Millais. This could be so; however, that does not render the texts themselves non-multimodal. The receivers in these cases are culturally ignorant concerning the multimodality, much the same as somebody who has never seen a film won't have the capacity to see the integrative multimodality in it at first. The last three modes all things considered do depend firmly on the knowledge and capacity of the viewer.

2.6.3. Types and Features of Multimodal Texts

A text may be defined as multimodal when it combines two or more semiotic systems. There are five semiotic systems in total:

- Linguistic: comprising aspects such as vocabulary, generic structure and the grammar of oral and written language
- Visual: comprising aspects such as colour, vectors and viewpoint in still and moving images
- Audio: comprising aspects such as volume, pitch and rhythm of music and sound effects

- Gestural: comprising aspects such as movement, speed and stillness in facial expression and body language
- Spatial: comprising aspects such as proximity, direction, position of layout and organisation of objects in space.

Examples of multimodal texts are:

- a picture book, in which the textual and visual elements are arranged on individual pages that contribute to an overall set of bound pages
- a webpage, in which elements such as sound effects, oral language, written language, music and still or moving images are combined
- a live ballet performance, in which gesture, music, and space are the main elements.
- a film/video, in which moving images are combined with sound effects, oral language, gesture, music and space.

2.7. Multimodality and Multimedia

Multimedia has been effectively connected to numerous courses with a specific end goal to give a wide assortment of learning styles or modalities (Birch & Gardiner, 2005). Learning styles are characterized as cognitive, affective, and physiological behaviours that serve as generally stable pointers of how learners perceive, collaborate with, and react to the learning environment. Learners are more relaxed with learning in a situation which mirrors their dominating learning style (Sankey, 2006). Learners have a favoured learning modality, in particular, visual, aural and kinaesthetic; while numerous learners are multimodal (utilize a blend of these modalities).

Multimedia can be utilized to build up more comprehensive educational modules that appeals to visual, aural and kinaesthetic learners and overcome contrasts in student performance that may come about because of various learning styles. Displaying material in an assortment of modes has been utilized to promote students to build up a more adaptable way to deal with learning (Morrison, et al., 2003).

Innovations in technology give more approaches to stand for ideas through various media positions. Such advances in technology request pedagogical enquiries to affirm the helpfulness of such new exercises in encouraging learning. Learners

who have entry to numerous representations upgrade their understanding, learning, memory, communication and deduction (Scaife & Rogers, 1996). Kozma (1991) contends that learners will advantage progressively if the instructional strategies give, perform or model cognitive operations that are critical to the task and the circumstance.

Learners will advantage progressively in the event that they can perform or accommodate themselves the operations gave by these representational media (Kozma, 1991). Furnishing the learner with a sound structure and substance is more vital than giving them intelligence and movement managed by new media. Comprehension and learning require a sound substance and structure of instructional material, and not new media or sorts of representation. The mix of content and picture is compelling when the information provided is balancing and adjusted to every presentation. Making associations from numerous representations depend not just on the presentation mode and the development of the interrelations between the multimodal things additionally on the features of the assignment (Dubois & Vial, 2000).

The multiplication of technology and the ability to effectively record, store and send moving pictures, sounds and content will keep on changing the way we impart and challenge the ways we make meaning from various types of communication. Globalization in its wide sense (i.e. the financial as well as the social, political, cultural and geographical) and our expanded ability to rise above fringes in a wired-up world with expanding individuals' streams have likewise made a requirement for more complicated readings and processing of information (Sugden & Wilson, 2001). This thus requires both a wide learning base and a strong capacity for critique and analysis, with thought of the elements that may influence the idea of education with widening its extension to multiliteracy and intercultural literacy.

2.8. Multimodality: Literacy, Multiliteracy and Intercultural Literacy

In the past the overwhelming perspective of literacy was that it was basically a cognitive act, including the mental procedures of reading and composing. Literacy was viewed as a "to a great extent altered, individualistic and mental capacity" (Atkins, 2001, p. 11). Writing was seen frequently to be both motivated by and

joined by symbolism; yet writing remained the centre (Emig, 1983). Thus, reading was comprehended to be joined by visual symbolism; however, reading remained the core interest. Being literate basically included having the skills to interpret and encode, and both skills were comprehended as mental operations.

In any case, now literacy is being comprehended to be a social practice (Slater, 1997). Rather than being found exclusively in the head, it is comprehended to be situated in social settings, and, similar to pictures, rather than being situated in writings themselves, it is comprehended to be situated in connections. A prior semiotic methodology that concentrated on texts alone has been supplanted by an extended social semiotic literacy that is grounded in social, including historical, settings (Buckingham, 1993). Literacy is seen as active. It is seen to change after some time because of changing utilizations of technology and social distractions, and, as visual symbolism, to be significantly political as in it is utilized at each level with the goal to characterize and control the direction of events.

Much late work in the field of literacy, especially the New Literacy Studies, has seen a move far from the thought that Literacy is 'a solitary thing with a major L and a solitary Y' (Sugden & Wilson, 2001) and towards an appreciation about its multifaceted nature and social situatedness. Literacy, then, changes from setting to setting, offering ascend to the thought of literacies. Barton and Hamilton (2000, pp. 10-11) distinguish three courses in which the term must be seen as plural: firstly, literacy practices may include distinctive media and semiotic frameworks, (for example, movies or PCs); secondly, practices in various cultures and languages can be viewed as various literacies; and thirdly, literacy practices might be connected with specific areas of life, (for example, scholastic or work environment literacy).

While quite a bit of Barton and Hamilton's work concentrates on the third of these, the initial two fields have been highlighted by the New London Group (NLG) and others (Cope & Kalantzis, 2000; Kist, 2004; Unsworth, 2001) who reject conventional print-based literacy instructional method with its emphasis on 'formalized, monolingual, monocultural, and rule-governed types of language' (NLG, 2000, p. 9). Rather, it is contended that there is a requirement for a teaching method of multiliteracies which considers both 'our culturally and linguistically different and progressively globalized societies' and also 'the expanding

assortment of content structures connected with information and multimedia technologies' (NLG, 2000, p. 9).

Barton and Hamilton's first point with respect to media assorted qualities is subsequently like the NLG's second, while their second, linguistic and cultural differing qualities is like the NLG's first. It is assorted qualities of media which has been stressed in long-running exchanges of visual literacy (Sinatra, 1986) and, all the more as of late, discussions of PC, electronic or hypertext literacies (Dudfield, 1999; Kern, 2006; Selber, 2004; Warschauer, 1999, 2003; Wray, 2004). So, from a focus on culturally bound national print literacy, we have moved to what Tsui (2005, p. 42), alluding to IT and language, calls 'worldwide literacy skills'. On the off chance that, as Freire and Macedo (1987) have recommended, literacy is about 'reading the word' as well as 'reading the world', the capacity to "read" only one country or one group must be seen as extremely restricting.

In the event that single-mode, single-language, single-culture literacy has ever been completely adequate - a far from being obviously true point-unmistakably it is presently deficient for expanding quantities of individuals in our interconnected world. In its place, we require what Canagarajah (2003, p. 11), talking about the developing universe of multilingual and mixed textuality, calls 'fluid literacies'. The estimation of this analogy is in adding to the pluralisation already intrinsic in "literacies" the thought of fluidity, which recommends not just leakage across over perpetually porous limits between countries, groups, languages and societies, however the likelihood of blending and hybridisation.

In language teaching, late years have seen a noteworthy move far from the model of communicative competence, with its focus on mimicking native speaker models throughout a long apprenticeship whose verging on unachievable objective was a consistent mix into a settled and solid 'target culture'. In its place, we discover a valorisation of the thought of intercultural (communicative) ability, now a noteworthy objective of foreign instruction, prominently in the European context (Kohonen, 2007, pp. 3-4 & Starkey, 2007, p. 57) additionally, for instance, in Australia and the USA.

Intercultural competence de-accentuates the gaining of a native-like identity and empowers the learner to cut out a 'third place' (Kramsch, 1993) from which he or

she will have the capacity to arrange and intervene between the native and target cultures. These cultures, a long way from being lessened to the four Fs regular of numerous communicative courses - foods, fairs, folklore and statistical facts- (Kramsch, 1991, p. 218) composes of small "c" culture in US outside language reading material)- are seen as developing groups of discourse and practice, dependably in flux, which welcome broad and concentrated investigation.

Besides, in the process the learner will come to investigate his or her own way of life as much as any foreign culture. Consequently, intercultural communicative competence includes an arrangement of abilities and practices which are especially arranged in the muddled real life of cultural streams and blends. Encouraging intercultural competence among students is a reaction to our expanding need to identify with, comprehend, sympathize interact with otherness, both inner and outer (Byram, 1997; Corbett, 2003; Kramsch, 1998; Phipps & Gonzalez, 2004).

Intercultural competence, proposed by Crozet and Liddicoat (1999), requires no less than three phases of preparing. Firstly, they contend, culture 'is not obtained through osmosis' but rather 'should be taught unequivocally' (p. 120), implying that students' consideration must be attracted to cultural diagrams and paradigms through examination and investigation. This stage must be trailed by exercises requiring cultural comparison, with the point of helping learners to welcome that every culture, including their own, is 'a substantial but at last a self-assertive build, one of many' (p. 117). These two stages, say Crozet and Liddicoat, are basically readiness for the third phase of intercultural investigation, where the student starts to assemble his or her own 'third place' between his/her first linguaculture and the target linguaculture (p. 118).

There is much shared ground between the goals of intercultural competence, which prepares learners to negotiate between cultures, and multiliteracies, which prepare learners to 'read' and 'understand' texts from a variety of media, linguistic and cultural sources. The connection is implicit in the comments of Henry Giroux who, referring to his concept of border crossing, notes that:

> *. . . citizens need to be multiliterate in ways that not only allow them access to new information and media-based technologies, but also enable them to be border crossers capable of engaging, learning from, understanding, and being tolerant of and responsible to matters of difference and otherness. (Giroux, 2006, p. 165)*

An initial attempt to represent these changes in language pedagogy and literacy in diagrammatic form might produce the kind of model shown in Figure 2.1.
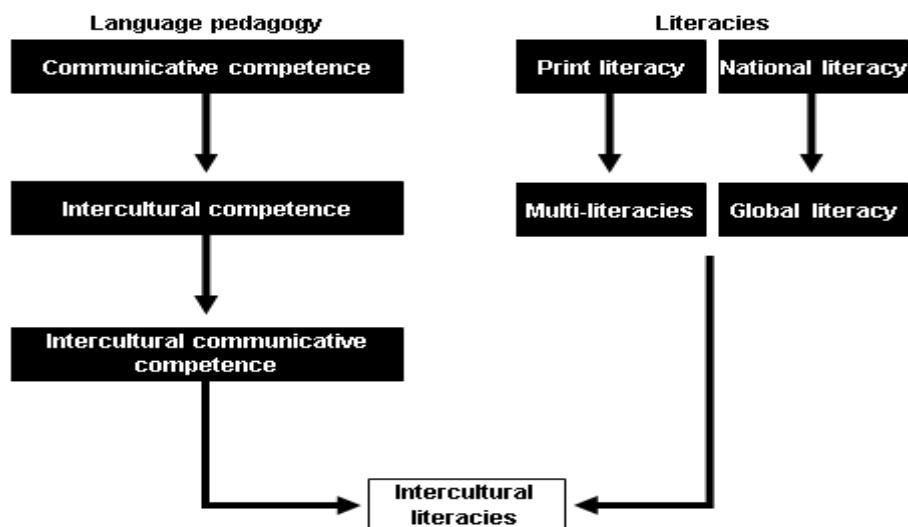
Figure 2.1. A Model of Intercultural Literacies

Here, parallel moves in both areas are seen as leading to the notion of intercultural literacies which, situated on the common ground between them, opens up a much more (multi)modally and (multi)culturally fluid concept of literacies.

2.9. Multimodality in Relation to Various Media of Communication

There are also a large number of issues pertaining to the use of more than one modality in relation to media of communication other than those used in face-to-face communication.

(i) Multimodality in writing (books, magazines, newspapers, advertising). A lot more work can be done here, but see some interesting studies by Kress and Leeuwen (2001) and Halliday (1978).

(ii) Multimodality in songs and music. Performance and experience of music are multimodal. What we see and what we hear influence each other. This can clearly be seen in opera and rock videos but to some extent in all music.

(iii) Multimodality in visual art and sculpture. Disciplines like art history are already developing corpora and data bases of paintings. Probably some of the analytical tools developed here could also be used in studies of face-to-face communication.

(iv) Multimodality in films: in principle, many of the topics suggested above for face-to face communication can also be studied in films with attention to the extra

(aesthetic) dimensions added to capture an audience. Multimodal texts can be delivered via different media or technologies. They may be live, paper, or digital electronic.

2.10. Digital Media as Multimodality

Digital recordings (or movies) are a particular kind of multimodal content. Lemke (2007) portrays video and film as, "sharing considerably the same audio-visual semiotic; the same interpretative traditions for their remarkable tactile components" (p. 41). Manovich (2002), then again, recognizes these two media, contending that the PC-intervened nature of video shows another semiotic truant in the creation of movies. Taking after Lemke's elucidation of the mutual semiotics, we utilize these terms reciprocally. Jay Lemke (2010) depicts multimodal media, for example, digital recordings as representations that create meaning by, "meeting the semiotic assets of language, visual presentation, sound and music, cinematic movement, material artefacts, and theoretical movement" (p. 42).

2.11. Film as a Multimodal Way

The world and the type of communication relied upon most within multimodality has shifted away from language based communication to more visually-based communication, but many language courses ignore or downplay the visual and continue to give the language-based texts primacy. It makes sense that there would be resistance to decreasing focus on the word in favour of the visual when it seems that keeping most or all of the focus upon word-based texts is still not producing skilled learners. We definitely cannot afford to stop teaching word-based literacy but need to include within our instruction at least some attention to visual communication to broaden student literacy.

Using the film medium in language instruction, specifically narrative film is a viable way of increasing our students' multimodal literacy without detracting from their instruction in word-based literacy. Although visual communication and persuasion have been utilized throughout history in different ways, current technology has allowed the visual to become the prominent means of communication to which we are exposed.

Indeed, many definitions of literacy have now been intentionally broadened to include multiple types of skills and communication. J.L. Lemke defines literacy as

"a set of cultural competences for making socially recognizable meanings by the use of particular material technologies" (p. 71). This definition is not mode-specific at all, but instead rather broad, and Diana George and Diane Shoos (1999) shed light on why such a broad definition is appropriate:

> *If literacy is henceforth linked to technology, it is by definition changing and changeable as technologies evolve… If literacy is intimately connected to intertextuality as awareness and understanding of the relationships among texts and between texts and readers, then literacy is never fixed or finished. Instead, it entails an ongoing re-evaluation and reformulation of the cultural and textual terrain as that terrain itself, including the positions of readers, shifts. (p. 124)*

It is consequently appropriate that language instruction, if its purpose is indeed increasing student literacy, re-evaluate the definition of that literacy that it seeks to instil on a regular basis to account for this changing of technology. Lemke (2007) explains,

> *All literacy is multimedia literacy: You can never make meaning with language alone; there must always be a visual or vocal realization of linguistic signs that also carries nonlinguistic meaning… Signs must have some material reality in order to function as signs, but every material form potentially carries meanings according to more than one code. (pp. 41-50).*

As Hill (2004) also describes, because of this shift to visual communication, "many students arrive at the university with apparently little experience with the written word" (p. 107). As Hill continues, "A major goal of the educational system is to help students develop the abilities necessary to comprehend, interpret, and critically respond to the textual forms that they will encounter as members of the culture... Our educational institutions should be spending at least as much time and energy on developing students' visual literacies as these institutions spend on developing students' textual literacy" (p. 108)

What is needed is a way to increase both types of literacy at the same time, and even better, through an approach that utilizes students' increased experience in visual communication to help them better understand the language-based communication with which they are less familiar. In essence, what is needed is to broaden existing analytical frameworks that are taught to language learners so that they represent the full spectrum of modes of communication. From this perspective, using films and other multimedia instruments are essential and efficient ways to fulfil the needs of learners in terms of creating competent learners in communication.

2.11.1. The Kineikonic Mode

Burn and Parker proposed a multimodal theory of the moving image, named 'the kineikonic mode', a portmanteau of the Greek words for 'to move' (kinein) and 'image' (eikon) (Burn & Parker, 2003). The theory of the kineikonic takes a different approach. The emphasis here was on the interplay of all the modes which contribute to the moving image: what Metz saw as the implications of the word 'film' (as opposed to 'cinema'), which 'designates the message in its plurality and codical heterogeneity' (1974, p. 58).

A key component of multimodal generation and film specifically is that makers endeavour to convey meaning, and audiences make meaning with individual modes as well as in the ways that modes communicate with each other and what is made as a consequence of their cooperation (Burn & Durran, 2007; Burn & Parker, 2003; Kress, 2003; Kress & van Leeuwen, 2006; Mitchell, 1994; Nelson et al., 2008). This is caught in Lemke's (2002) questions encompassing the field of multimodal semiotics: "How do the implications of multimodal complexes vary from the default implications of their monomodal parts in disconnection? How would we understand the implications of segments in multimodal complexes and of entire complexes in that capacity?" (p. 303).

Burn and Parker (2003) make this association solid, calling it the kineikonic mode, "truly, the method of the moving picture" (p. 13). In their media training work with youth, Burn and Durran (2007) utilize the kineikonic mode to portray how youth come to comprehend the capacity of the distinctive modalities of film in expressing thoughts as they re-alter previously existing movies. They portray the kineikonic mode as, "combining a scope of various connoting frameworks, the vital ones here being music, visual emotional sequences, and the affordances of editing, shot structure, moves, duration, pace, and mood" (p. 279). The kineikonic mode portrays another mode that is made in the cooperation among two or more modes and is a significant idea in the investigation of multimedia (Lemke, 1998) or hyper modular (Lemke, 2002) writings (Burn & Durran, 2007; Burn & Parker, 2003; Curwood & Gibbons, 2009).

Each mode contains information as a resource for meaning construction and each mode covers a different aspect of phenomena which could challenge prior conceptions of the world and provide resources to imagine and think with (Kress et

al., 2001). These different presentation of modes with the development of technology enhances courses may result in a more current and relevant curriculum, innovation and new ideas, also enhances course quality, and diversification of academic programs (Maguire, 2005).

2.11.2. Multimodal Pedagogies: Learning and Teaching Languages through Film

In the 'new media age" (Kress, 2003), portrayed by quickly changing types of multimodal communication in the broad communications, multimedia and web, the significance of multiliteracies has been highlighted by pedagogical analysts and instructive bodies. The expression "multiliteracies" was begat by the New London Group (NLG, 2000), a gathering of scholastics who were worried by how literacy teaching methodology may address the fast change in literacy because of globalization, innovation and expanding cultural and social assorted qualities. To be multiliterate is the capacity to read literary messages, and in addition having the capacity to translate images and symbols.

A together composed paper, 'Pedagogy of Multiliteracies' (The New London Group, 2000) was a result of their negotiations that has created new arguments on improvement of the educational modules. They contend that literacy teaching methodology ought to be connected with the changing social environment calling 'for a much more extensive perspective of literacy than depicted by customary language-based methodologies'. In the meantime, they perceive the expanding cultural and linguistic assorted qualities, proposing using multiliteracies a more pleasant cultural and social interest. In this manner, they underline the significance of searching for new ways to deal with instructional methods that will help students in seeing how to arrange the different cultural and linguistic contrasts that exist in our world (The New London Group, 2000, p. 60). They recommended that teaching and learning needs to consider the various channels of communication and media, and 'must record for the thriving assortment of content structures connected with information and multimedia technologies' (2000, p. 61). Their system elevates a way to teach that arranges rehearse on students' actual texts, practices, and abilities; that unequivocally interfaces capacities that students have inside and outside of school.

The New London Group was considering the expanding part of the visual by perceiving the different modes associated with interactive media technology in learners' meaning-making process. Gunther Kress and Theo van Leeuwen (2001) tested the customary perspective on language's focal or predominant part in teaching and learning. They contended that different modes of communication, for example, picture, gesture, music, spatial and bodily codes, could likewise contribute to the multimodal methods for meaning-making and learning development.

The New London Group identifies six design elements in the meaning-making process:

- Linguistic Design
- Visual Design
- Audio Design
- Gestural Design
- Spatial Design
- Multimodal Design (a combination of the above semiotic codes)

Texts may employ one or more semiotic (sign, symbol, code) systems. Therefore, multimodality is the combination of different kinds of modes -visual, written, oral, spatial etc. - in a text's content and design, as the linguistics resources are only one of the modes involved in the making of the overall meaning-making process.

Multimodality can be found in all sorts of texts, including film, which is multimodal by nature. In any case, multimodality, as Gunter Kress, calls attention to, can let us know about 'what modes are utilized', however not about the distinction in style and what the distinction could mean. Kress proposed the Social Semiotics, a theory that supplements multimodality as 'it manages meaning in every one of its appearances, in all social events and in all cultural sites' (Kress, 2010, pp. 1-2). The New London Group (2000, p. 62) multiliteracies framework (below) includes six modes (designs) of meaning-making:

MULTIMODAL DESIGN

(Diagram labels:)

MODE OF MEANING

AUDIO DESIGN — MODE OF MEANING

LINGUISTIC DESIGN

The integrated meaning making systems of electronic multimedia texts, regarded by the NLG as the most significant, involves reading of all designs in interactive, dynamic, dynamic ways.

MODE OF MEANING

SPATIAL DESIGN — MODE OF MEANING

VISUAL DESIGN — MODE OF MEANING

GESTURAL DESIGN — MODE OF MEANING

SOME DESIGN ELEMENTS

Elements of language/ linguistic meaning including:
• Delivery
• Vocabulary and metaphor
• Modality
• Transitivity
• Nominalisation of processes
• Information structure
• Local coherence relations
• Global coherence relations

Elements that constitute:
• Music
• Sound effects
• etc.

Elements of visual meaning, such as:
• Colours
• Perspective
• Vectors
• Foregrounding and backgrounding
• Etc

Elements that constitute:
• Ecosystem and geographical meanings
• Architectonic meanings
• Etc

Elements that constitute:
• Behaviour
• Bodily physicality
• Gesture
• Sensuality
• Feelings and affect
• Kinesics
• Proxemics
• Etc

Figure 2.2. A Multimodal Design

The semiotics of multimodality (Kress & Jewitt, 2003; Kress, 2003; Kress, 2010; Kress & van Leeuwen, 2001) is one of the measurements of New Literacy Studies that spotlights on how the Web and other Information and Communication Technologies (ICTs) are reclassifying learning and literacy in the 21st century. The unpredictable and rich media scene of Web 2.0 is forming literacy training. Youngsters appear to connect with increasingly and in more noteworthy numbers with technological popular media (e.g. computer games, PC- based exercises and PC programming), in this way building up the abilities and trust in exploring digital spaces and new innovative tools.

As students are getting to be active media buyers and makers by utilizing the Web, Henry Jenkins has noticed how participatory culture has moved the centre of literacy from one of individual expression to group association. In the White Paper Confronting the Challenges of Participatory Culture: Media Instruction for the 21st Century (2006), Jenkins and his associates from Massachusetts Foundation of Innovation (MFI) have verbalized another skill set, which is contextualized inside

the computerized media environment that includes social abilities created through coordinated effort and networking.

Building on the foundation of traditional literacy, research skills, technical skills and critical analysis skills taught in the classroom, here is a list of the new media literacy skills needed for students in the 21st century to fully engage in today's participatory culture:
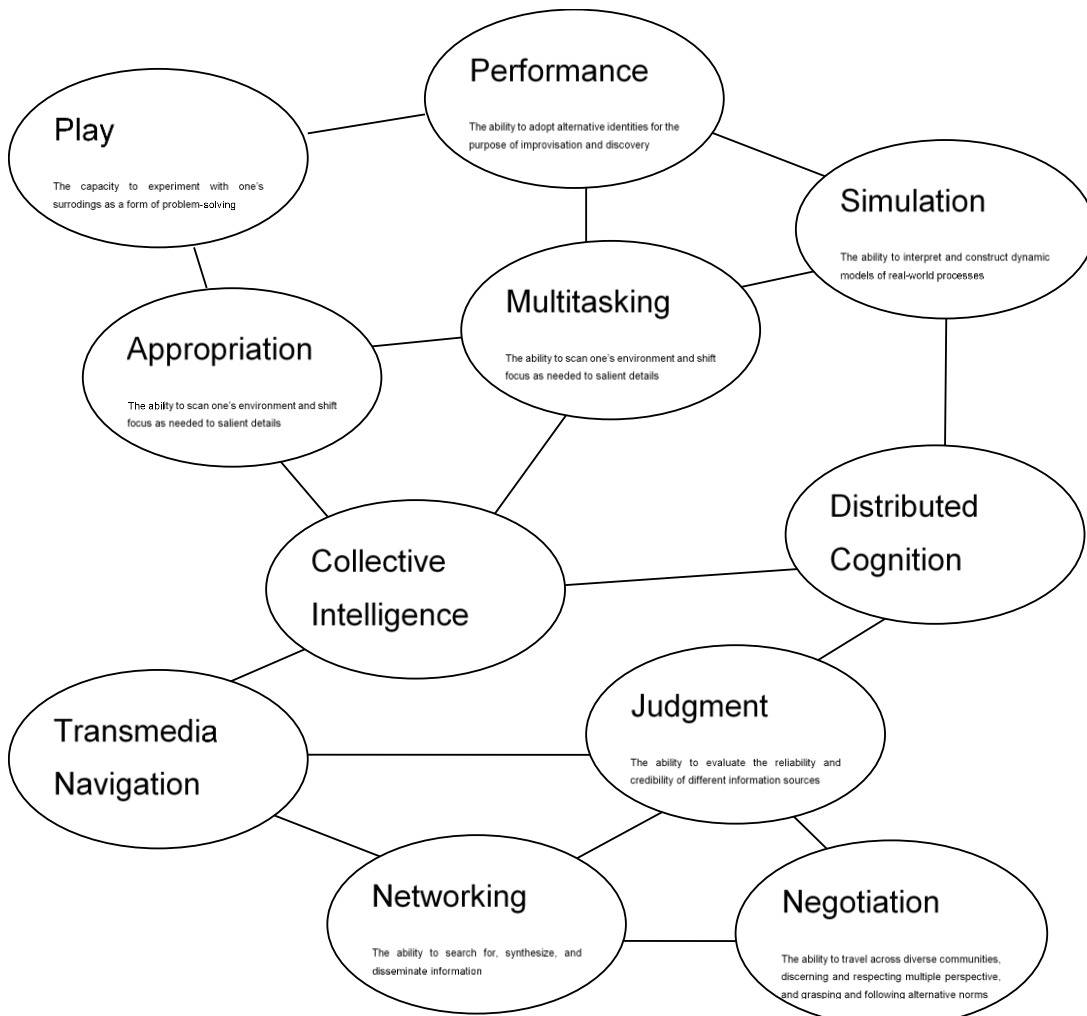
Figure 2.3. Media Literacy Skills

To get ready students for the difficulties displayed by our globalized, arranged, socially differing world; instructors ought to put into practice techniques and exercises that support the new media literacies included in getting to, examining, translating, understanding and making visual messages in an interactive media environment. Hence these encounters with technology should be perceived by language instructors as important and intense learning tools that ought to be consolidated into school-based practices. Because of the expanding significance

of visual and media pictures, films have an awesome potential in the language classroom, as they bring 'together an extensive assortment of modes' (Kress, 2010, p. 30).

Films are rich multimodal texts including linguistic meaning, yet they likewise contain different modes that are at times harder to represent or give in the standard language lesson, for example, the gestural part. Films can be the beginning stage for activities where the teaching and learning of languages are a piece of a more extensive methodology that supports an interdisciplinary and cross-curricula emphasis, taking into account the improvement of the new literacy abilities. Additionally, films are immaculate vehicles for acquainting students with various sorts of pop culture and connecting with them with basic inquiries regarding the relationship between information and power, through the basic investigation of socio-political issues and intercultural connections.

2.12. Using Films to Enhance Cultural Understanding

The National Centre for Cultural Competence defines culture as an integrated pattern of human behaviour that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviours of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations. According to this definition language is an integral part of the culture. In the 2nd UNESCO World Report, the diversity of human cultures is described as including "the wealth of languages, ideas, beliefs, kinship systems, customs, tools, artistic works, rituals and other expressions they collectively embody" (UNESCO 2009, p. 25). In both explanations above, culture seems as a broad concept that is deeply linked to language concepts.

It is indicated in Baker (2003) that Halliday's socio-semiotic view of language emphasizes the social meanings that language both represents and shapes, "The social structure is not just an ornamental background to linguistic interaction…It is an essential element in the evolution of semantic systems and semantic processes." (1978, p.114) According to this view every language will reflect the values, beliefs and assumptions of the culture it represents. Thus learning a language will also involve learning the culture that the language expresses.

Kramsch (2006, pp. 6-10) on the other hand, defines culture as "membership in a discourse community that shares a common social space and history, and common imaginings". Members of that community may retain a common system of standards for perceiving, believing, evaluating and acting, which is their „culture". Common attitudes, beliefs, and values are reflected in the way members of the group use language. This is a view of culture that focuses on the ways of thinking, behaving, valuing currently shared by members of the same discourse community. Thus culture is implied to have influence over the use and development of language.

There is significant interdependency between language and culture. Language being the main medium of expression of the culture, as we use language we often represent a particular identity and give clues of our roles and memberships in social environment. Culture does not exist apart from language or from us, as language users. Therefore, no use of language and no individual language user can be considered to be culture-free; rather we are always carriers and agents of culture. Researches have demonstrated that language and culture are firmly related (Brown, 2007; Kramsch, 1998; Kuang, 2007; Savignon & Sysoyev, 2005; Schulz, 2007; Tang, 1999) and are best procured together (Schulz, 2007). Brown (2007) portrays the interrelatedness of language and culture expressing "that one can't isolate the two without losing the noteworthiness of either language or culture. In view of these discoveries, plainly language and culture learning are inseparably connected.

Therefore, in the following section what role culture plays in language teaching and the effect of technology on culture teaching are explained. Then, films especially the literary ones as a source for teaching culture are examined with some instructional activities that may be used in language classes and concluded with some limitations of using films for teaching culture.

2.12.1. Culture in a Foreign Language Classroom

Lafayette (1996) clarified that instructors invested the best measure of time and energy on educating linguistic and lexical segments of the language, leaving the culture as the weakest part in the educational programs. Strasheim (1981) closed prior that educators invested roughly 10% of teaching time on culture, though a

study directed 25 years after the fact by Moore (1996) found that no less than 80% of the instructors surveyed demonstrated they were teaching culture more than half of their instructional time. Despite the fact that educators have started to fuse more culture in the lesson, the main worry that remaining parts is finding successful routes for coordinating culture and language that get ready the learners to impart and work together adequately in the 21st century.

Tang (2006) alerts educators not to forget that "in sorting culture for useful purposes, they ought to be wary not to dismiss the naturally all-encompassing nature of this idea" (p. 86). Albeit foreign language might be no more taught as an abridgment of rules through drills and thought up dialogs, culture is still frequently taught independently and not coordinated during the time spent foreign language learning. As indicated by the Standards for Foreign Language Learning (National Standards in Foreign Language Education Project, 1999), "the genuine substance of the foreign language course is not the linguistic use and the vocabulary of the language, yet the cultures communicated through that language" (p. 43).

According to research, classroom exercises that are not contextualized and appended to real-life issues, exercises, and concerns, don't help the students figure out how to utilize L2 (Firth & Wagner, 2003; Hall & Eggington, 1997; van Lier, 2000). Second language learning has been reconceptualised throughout the most recent decade as a participatory procedure, in which a learner is not just a learner of better approaches for communicating thoughts yet rather the learner turns into a learner of better approaches for considering, carrying on, and living in a L2 group (Pavlenko & Lantolf, 2000; Young & Mill, 2004). Beneath, the creators will survey the exploration relating to the three parts: 3Ps (Products, Practices, and Perspectives), inquiry-based teaching, and technology, that backing the significance of consolidating them in the instructing of culture.

2.12.2. Technology and Teaching Culture

With the quick changes in technology, the teaching profession can now welcome the likelihood of improving procedure arranged methods for educating and assessment more with regards to the multifaceted way of culture (Bacon, 1995). For instance, with the perpetually extending utilization of networked PCs that give access to the World Wide Web (www), instructors have opportunities (and

difficulties) for making better instructional material to teach language and culture and making more useful utilization of those materials than was beforehand feasible. One of the charming parts of technological assets is the straightforwardness with which recent and significant information can be brought to students.

As said by Finnemann (1996, p. 6), "… obviously the Web guarantees to be a critical asset for language instructors." Students can be essentially encompassed by sights and sounds of native speakers in the target settings using videodisks, PC enlivened substances and figures, and voice activators that generate native-like expressions (Gale, 1989; Saint-Léon, 1988). Writing on the efficient utilization of PCs in the foreign language classroom, Tomalin (1986) focused on that with a specific end goal to accomplish most extreme viability and proficiency of student learning, it is insufficient basically to have the technological assets accessible for use; educators should likewise know how to bridle the instructive capacities of the technology.

One efficient method for outfitting these abilities, as said by Warschauer (1996), is to create integrative ways to deal with Computer Assisted Language Learning (CALL). A significant number of the late advances in CALL depend on two essential mechanical improvements - multimedia PCs and the www. Multimedia technology, as exemplified by CD-ROMs and videodisks, permits an assortment of media (text, illustrations, sound, movement, and video) to be gotten to on a PC. Most educators and students are likely already acquainted with email and the WWW, the most well-known system assets utilized as a part of first and second language instruction (Cononelos & Oliva, 1993). However, Warschauer (1996) attests that it is Multiple-user-domains, Object Oriented (MOOs) that best take into consideration ongoing communication, reproduction, and role-playing.

The exceedingly communicative nature of CALL utilities, similar to MOOs, can encourage the educating of culture by giving prompt, continuous contact with native speakers in the second language. What's more, the consolidated utilization of CD-ROMs and videodisks can accommodate more authentic interaction in simulated cultural contexts, similar to the role-playing of Macario created at Brigham Youthful College (Sommer, 2001). Such simulated cultural contexts empower students to learn suitable cultural conduct. Brown, Lewis, and Harceload

(1983) expressed that one of the benefits of the utilization of intuitive media in foreign language learning is that students can move far from a reliance on the printed word (e.g., the course book) to a mix of sight, sound, and development. Videodisk innovation offers amazing pictures of real-life settings. Students can encounter language use in cultural settings and, in light of the fact that they are in control of utilizing the material, can choose how and what they wish to realize (Brandvold et al., 1986).

Some language instructors have contended for the utilization of interactive media for a long time, while others have explored different avenues regarding video material as a hotspot for listening practice and in addition for extending cultural comprehension. Nostrand (1989, p. 192) noticed that technology offers access to databases which can "conceivably make quickly accessible the data on foreign cultures." In any case, despite everything some mourn the way that American schools and instructional strategies have not stayed aware of accessible mechanical advances (Schmidt, 1994). Cononelos and Oliva (1993) forewarned that the commitment PC systems make the foreign language training will eventually rely on upon educators' utilization of them. The routes in which instructors coordinate network services with other language learning exercises in the instructional procedure will be instrumental in choosing the long haul estimation of networks in foreign language education.

The more traditional methods and approaches to teaching culture, for example, films and video, can be improved through the reconciliation of digital media. Films have turned out promptly accessible and have been incorporated into various reading materials and intended to effectively include the learner (Aparisi, et al., 2007; Blanco & Tocaimaza-Hatch, 2007). Foreign language educators are starting to consolidate more motion pictures in the FL classroom as "an available window" (Bueno, 2009, p. 319) to the target culture through "joined impacts of pictures, sounds, camera, plots and dialog" (Bueno, 2009, p. 320). As said by Bueno (2009), media literacy advances cross-cultural competence and understanding concentrated on meaning as opposed to on structure, and repeated exposure to L2 cultural items, practices, and points of view, and the target language itself.

Using films is a secure method that should be sought to introduce a new culture to the learners of a language without leaving them in discouraging confrontational

situations. One of these methods can be the use of movie films in language classrooms for the purpose of getting acquainted the learners of that language with the cultural elements of the speakers of that language.

2.12.3. Films as Rich Sources of Culture

Films chosen for the purpose of learning or teaching a foreign or second language may enable us to observe varying patterns of human behaviours, including thoughts, beliefs, values, customs, courtesies, rituals, manners of interacting, etc. Thus using films with rich content describing different aspects of culture of different people seems to be a very appropriate tool to enhance the understanding of cultural diversity and to get the sense of cultural awareness and the sense of the humanity of other people. There are many reasons for why films and video documents are believed to be good means to enhance the understanding of cultural diversity.

First, films are windows into culture. They highlight particular sectors from the general cultural life of a society. While watching a film with a topic describing presidential elections in the United States, we also come up with information about for example, American political system, the ways of motivating American voters, the social and political circles that are influential in the presidential elections, etc. Similarly, while watching a film with a topic on the school life of the hero, many things may be learned and observed about the educational environment, the interracial relations, and the traditions and details about the routines of the daily life in that society in addition to knowledge and information about particular places and times, about how people live, think and behave, about body language, styles of dress, table manners, gender roles, ways of treating children and talking to bosses, elders and peers, etc.

Second, all kinds of discourse showing the use of language in most contexts, can be found in films. This is something which cannot be provided in textbooks and classroom with much effect. The context in which the discourse takes place displays very clearly to the viewer the contextual variables of the language such as status, age, and sex of participants, the speaker's feelings and communicative intentions, the relationship the speaker has with the hearer, the content of the utterance, and the situation where the utterance occurs, etc. Therefore, the viewer

can easily set up a relationship between the above contextual variables and the stylistic differences such the languages being tentative vs. direct, polite vs. impolite, formal vs. informal, strong and blunt, etc (Arnold & Harmer; 1984).

Third, as a moving picture book, video gives access to things, places, people, events, and behaviour, (regardless of the language used) and is worth thousands of picture dictionaries and magazines. It is difficult to fulfil this range of functions except by living in an English-speaking country. It brings the English-language world to the learner. Therefore, films must be selected appropriately in terms of types and content of the material to be used.

Researchers generally agree that using feature films in language class is favourable. But, they have different opinions on the purpose and the approach in the classroom. As the literature showed, most of them found it useful as a medium to enhance language skills -listening, speaking, and reading. Lin (2002) asserted that it is feasible to teach listening and speaking to Taiwan College students with a course based on DVD films. Lin (2002) found that a DVD Chinese film can effectively boost learner-centred language learning. Lin (2002) also supported the idea of using films to motivate students to improve both their listening and communication skills. According to Luo (2003), DVD films can help enhance college freshmen's English listening comprehension and motivation. Evans (2007) contended that films are useful tools to teach metacognitive reading strategy, motivating students to read difficult text, encouraging textual engagement, and improving comprehension.

Given that feature films provide authentic materials and raise student's learning motivation, it is a valuable resource for teaching language skills. But, some researchers think that feature films can serve more functions than that. They call for the use of the content of the film for other instruction purposes. Their proposals embodied the two models identified by Brinton, Snow and Wesche (2003); the theme-based course and the sheltered content instruction. Some researchers use film to provide specific themes for students to learn academic as well as language skills. For example, Furmanovsky (1996) suggested using movie as well as other authentic video materials to prepare Japanese students for EAP classes. Pally (1998) also provided a rationale for using sustained content study of films to develop ESL students' literacy, including reading and writing skills. As King (2002)

pointed out, a theme-based discussion allows students to explore relevant issues raised from a variety of perspectives, develop critical thinking skills, and solicit responses, converse freely on many of the aspects of films they have viewed. Compared with the approach to merely improve language skills, the theme-based approach utilizes the feature of film more thoroughly by integrating content with EFL/ESL instruction.

The other model, the shared content instruction, aims at teaching the knowledge of other academic fields, for example, cinematography or literature. The researchers believe that, drawing students' attention to these fields will bring students closer not only to the second/foreign language but also to its culture and society. Carr and Duncan (1987) suggested that teachers make students heed not only the linguistic features such as vocabulary and dialogue but also cinematographic topics such as directing style or the film genre's conventions. Sommer (2001) also pointed out that by using discussion and group activities in language classroom, students can analyze the film to achieve contextual understandings that are literary, historical, social, and cultural. The study of Chapple and Curtis (2000) contended that feature films help develop students' language skills, critical thinking skills and content/technical film knowledge.

Other than cinematography, some researchers' regard films an ideal tool for teaching literature (Jolly, 1998; Gareis, 1997; 2001; Bo, 2008). Thus lays the part of literature in the foreign language classroom. As opposed to being a fifth extra to the four abilities (reading, writing, speaking, and listening) culture can best discover its appearance through the medium of literature. As Valdes (1986, p. 137) notes, literature is a practical segment of second language programs at the suitable level and… one of [its] real capacities… is to serve as a medium to transmit the way of life of the general population who speak the language in which it is composed.

Most importantly, literary texts are an undiscovered asset of authentic language that learners can profit themselves of. Exposure to literary works can help them to extend their language mindfulness and build up their language competence. In addition, attempting to decipher and represent the qualities, suspicions, and convictions mixing the literary messages of the target culture is instrumental in characterizing and reclassifying those acquiring in the home culture (personal

communication), literature can reach out to cover the utilization of film and TV in the FL classroom, for they 'have the potential… to present language and situation all the while, that is, language in completely contextualized structure' (Corder, 1968, referred to in Jalling, 1968, p. 65).

A noteworthy inadequacy, however, is that the viewer must be an observer, not a participant. There is just response however no communication on her part. Besides, there are a few troubles in regards to the procedure of teaching literature. Carter (Carter & McRae, 1996), for instance, alerts that a restricted learning of linguistics could blindfold educators and students to the way that literary texts are 'comprehensive artefacts which are arranged inside cultural customs, are truly moulded and become out of the lived encounters of the writer' (Carter & McRae, 1996, p. 22).

The literature on culture teaching methodology is immense and a large number of methods have been utilized, trying to strip away the layers of confusion the term culture has been shrouded in, and demonstrate that 'an essential capability in the English language appropriate, with at least cultural references' (Giroux, 2006), is of little esteem as well as lead to misconception, culture shock, even animosity among nations. What ought to be made express is that the "cultural references" Giroux implies can just go about as encouraging devices, in a manner of speaking, during the time spent socialization into the target society. Knowing a second or foreign language ought to open windows on the target society and also on the world at large. By the same token, communicating in English or Chinese ought to give the learner the chance to see the world through "English or Chinese eyes," without making him give up his own particular hold of reality, his own character, which can venture back and assess both home and target societies.

As it were, cultural information and experience ought to make us mindful that, a long way from getting to be individuals from the same 'monocultural global town' (Kramsch, 1987c), we can really get to be eyewitnesses and members in the meantime, enlisting what is coming to pass in each culture and attempting to discover 'third places' (Kramsch, 1993), a third specialty, from which to divine poisonous dichotomies and scaffold cultural gaps. All things considered, as respects language teachers, 'we can't instruct a comprehension of the foreign

providing the recognizable has not get to be foreign to us in numerous regards' (Hunfeld, 1990, p. 16; Kramsch, 1993, p. 234).

2.12.4. Limitations of Using Films in Teaching Culture

There are a few restrictions of utilizing films as a part of the classroom. If there should be an occurrence of utilizing non-native films as a part of different languages, as students need to give careful consideration to discover the intelligibility between the visual subtle elements and the subtitle, time-administration makes a trouble for educators. Once more, viewing a whole film takes a more drawn out time to finish compared to other language exercises (Ismaili, 2013). Thusly, the utilization of films can turn out to be counter-gainful as students may lose all sense of direction in the storyline, and if the instructor is not cognizant, the objective of utilizing these films may get to be worthless (Muller, 2006).

Essentially, planning materials from films is likewise time-consuming for the educator as they need to work a considerable measure for picking legitimate films for their classroom, breaking down the texture of the films and their cultural substances, and outlining proper materials to make the new cultural substances intelligible for their students. Once more, the relevant and linguistic assortment can be overpowering for instructors in the event that they have less exposure to the culture concerned. As indicated by Anderson (1992) there are dangers in utilizing films in light of the fact that the sociocultural and political thoughts given in the films can be incomplete or misshaped. Thus, if the educator doesn't know about the culturally particular visual semiotics of the film and their unobtrusive ideological representations, students may shape one-sided conclusions around a specific culture. In addition, there are some authoritative limitations with respect to utilizing films for classroom. Because of deficient logistic bolster, time limitation and strict adherence to the traditional testing techniques, it is unrealistic to utilize films to outline reasonable or basic exercises for assessing cross-cultural competence during the examination.

Thus, the organization frequently debilitates the utilization of films sustaining the prejudice that insertion of films in language teaching educational programs is consumption of time. Harrison (2009) states, "the wide cluster of methodologies,

thoughts, and materials for teaching culture lamentably is not coordinated by viable methods for testing" (p. 92). He encourages proposes that an absence of impetus during the examination can likewise demotivate learners in teaching films in the language classroom.

3. METHODOLOGY

3.1. Presentation

This chapter first focuses on the overall design of the study. Then it presents some information about the participants. After that data collection instruments along with data collection procedures are explained.

3.2. Research Design

The purpose of this study is primarily concerned in contributing to the quality of the process of teaching and learning through the use of media, particularly using films in English language and literature classrooms. It aims at finding out whether the film as a multimodal way improves learners' comprehension skills in reading and enhances cultural awareness. The design of the study is a quasi-experimental one that aims to gather quantitative data about the participants.

Before the main study, a pilot study was conducted in order to:

•design the research protocol
•assess whether the research protocol is realistic and workable
•identify logistical problems which might occur using proposed methods
•determine what resources (finance, staff) are needed for a planned study
•develop and test the adequacy of research instruments
•assess the proposed data analysis techniques to uncover potential problems
•create background knowledge (schemata) for the main study

Pilot Study

At the beginning of the pilot study a survey was conducted for the purpose of making descriptive assertions. For the purpose of pilot study, a group was formed from 38 evening class students at the department that the study conducted. In the pilot study, the film "Elizabeth: The Golden Age" was used as an extensive reading material as well. This film and its reader were chosen because it was estimated that learners found the reader very difficult to analyze and understand. Another reason was that both the film and the reader have features that make the learners interested in terms of theme, historical period and cultural items.

Before starting the pilot study, students who watched the film or read the book were determined but not included in the study. The proficiency level of the

participants was B1+ according to the proficiency test results so, the groups were homogeneous. In this study, the students first read the book then watched the film of the book. This is based on the fact that films provide exposures to the real language through authentic settings and the culture in which the foreign language is spoken (Kusumarasdyati, 2004; Luo, 2003). So, the film in this study offered a supplementary visual context aiding students to understand and improve their comprehension skills in reading and making students aware of target cultural items.

The class began with a cover picture of the book and its title for discussion, then to get ready to read; at this stage, students were given pre-reading questions as a brainstorming activity. Next, students were given a short list of vocabulary words and phrases used in the book in order to prepare them for better understanding of the story. Then, students were given one-month period to read the book.

After reading the book at the end of one-month period, film-viewing section was started. At the beginning of film-viewing class students were introduced to the movie trailer and the core theme in class. All through film class, students viewed segments of ten-to-fifteen-minute video material. As the students watched the tape, the teacher stopped occasionally to check comprehension. During this time, students had "while-watching" questions, which purpose to check comprehension but also force students to better concentrate on the film. After watching the film, students were given the post-reading questions as the post-test of the study including vocabulary, ordering the events in the story, True /False questions and multiple-choice questions in order to check comprehension.

For the quantitative part of the pilot study, data were collected through two questionnaires. At the end of the implementation, students received the first questionnaire which aimed to get students' attitudes towards using films in their language class. Then, the second questionnaire was administered to students. It was a two-part questionnaire. The first part aimed to uncover students' perceptions towards the benefits of the course in terms of cultural awareness. The second part of the questionnaire was to grasp students' opinions that they gained by the end of the course from the perspective of cultural awareness.

Main Study

Relying on the results obtained from the pilot study, the main study of the research was designed. The results of the pilot study were assessed by the researcher and some items were changed and excluded after making validity and reliability calculations during the pilot study. After that the pilot study was accepted successful in terms of design, instrumental materials and data collection instruments.

For the main study, a new group of participants was formed from regular classes at the same department and a survey was conducted for the purpose of making descriptive assertions. Two groups were formed as experimental (n=27) and control groups (n=25). According to the proficiency test results, the level of the participants was B1$^+$ so, the groups were accepted homogeneous.

For the experimental part of the main study, the film "Elizabeth: The Golden Age" and the book version of the book were used as an extensive reading material as well were chosen for both groups (control and experimental). At the beginning of the experimental study, students who watched the film or read the book were determined and but not included in the study before forming the control and experimental groups. Traditional teaching procedures and classroom activities were used for the control group. The students in control group only read the book. However, the students in experimental group first read the same book with control group then watched the film of the book.

3.3. Subjects

This study involved 90 sophomore students of English Language and Literature Department at Selçuk University. The students ranged between 19 – 21 years of age. This study was carried out in two groups. First group was chosen as Control Group that only read the book included in the study, whereas second group was constituted Experimental Group that both read the book and watch the film of the book. There were 90 regular and evening classes students participated in the study. For the pilot study 38 students from evening classes (M: 18 and F: 20) and for the main study 52 students from regular classes (M: 16 and F: 36) were chosen by convenient sampling. 55 of the students in these groups attended preparatory classes at their high schools. 35 of them graduated from state high schools and 55

of them graduated from state Anatolian high schools. The proficiency level of the students attended in the research was assumed B1$^+$ level.

3.4. Data Collection

In this study, the film Elizabeth: The Golden Age was used and as an extensive reading material, the book version was given to the participants. In this research, according to participants' interests, educational departments and their levels obtained from the results relying on the proficiency test (see Appendix 5), the work (the book and the movie version) named as Elizabeth: The Golden Age was chosen as the material for that study. It was a 2007 sequel to the 1998 film Elizabeth, directed by Shekhar Kapur and produced by Universal Pictures and Working Title Films. It starred Cate Blanchett in the title role and was a fairly fictionalised portrayal of events during the latter part of the reign of Queen Elizabeth I of England. The screenplay was written by William Nicholson and Michael Hirst and the running time of the film 114 minutes. In addition, the book Elizabeth: The Golden Age was written by Tasha Alexander basing on the film in the same year. It was 296-page novel that narrated the events during the latter part of the reign of Queen Elizabeth I of England with a fictional point of view. The main theme of the story both in the book and in the film was the difficulty of having to choose between personal love and public duty. Both had their problems. Through her love for Raleigh, Elizabeth experienced jealousy, anger and loss. Through the need to protect her country, she had to face the responsibility of ordering her cousin's execution. In the end, the two themes of love and duty were combined when Elizabeth recognised her need to inspire the love of her subjects above all else.

In the experimental part of the study, the control group and the experimental group read the book within the prescribed time (one-month period) and the experimental group watched the film in pursuit of reading the same book. Then both groups were given post-reading questions as the post-test of the study (see Appendix 2) including vocabulary (7 items), ordering the events in the story (9 items), True /False questions (9 items) and multiple-choice questions (14 items) in order to see whether there was a significant difference between experimental and control groups. The post- reading questions used in the study were examined by some experts except from the researcher in order to measure and provide validity.

In the quantitative part of the study, data were collected through two questionnaires. At the end of the film viewing implementation, the experimental group only received the first questionnaire which aimed to get students' attitudes towards using films in their language class. The data for this study were collected through a 15-item questionnaire. The format for the questionnaire was inspired from the study of Tuncay, H. (2014) including items related to authentic language usage (Items 1,3,8,12,13,14), grammar and structure (Item 7), perceptive and receptive skills (Items 4,5,6,15), appreciation of target language and filming arts (Items 10,11), vocabulary and authentic expressions (Item 9) and critical thinking skills (Item 2). The reliability coefficient, Cronbach alpha of the questionnaire was 0.86. The second questionnaire used in the study was administered to both experimental and control groups. It was a 5-point Likert scale questionnaire consisting of two parts. The first part including 11 items aimed to uncover students' perceptions towards the benefits of the course in terms of cultural awareness. The second part of the questionnaire including 7 items was to grasp students' opinions that they gained by the end of the course from the perspective of cultural awareness. The format for the questionnaire was inspired from Al-Sayyed and Dweick's (2015) study. The reliability coefficient, Cronbach alpha of this questionnaire was 0.83.

3.5. Procedures

This study is primarily concerned in contributing to the quality of the process of teaching and learning through the use of media, particularly using films in English language and literature classrooms. This is a quasi-experimental study that aims at finding out whether the film as a multimodal way improves learners' comprehension skills in reading and enhances cultural awareness.

Before the main study, a pilot study was conducted in order to determine any problems about research design, procedures and data collection instruments. After conducting the pilot study, the results obtained from the pilot study was assessed by the researcher and then the main study of this research was designed. Relying on the results obtained from the pilot study some items were changed and excluded after making validity and reliability calculations. After this procedure, the pilot study was accepted successful in terms of design, instrumental materials and data collection instruments and the main study was started by the researcher.

In the experimental part of the study, the film Elizabeth: The Golden Age which was used as an extensive reading material as well was chosen for both groups (control and experimental). In this research, according to participants' interests, educational departments and their proficiency levels, the work (the book and the movie version) named as Elizabeth: The Golden Age was chosen as the material for that part of the study. For the experimental part of the study two groups were formed as experimental and control groups. First of all, a survey research was conducted for the purpose of making descriptive assertions about some population. The proficiency level of the participants included in the study was B1+ so, the groups were accepted homogeneous. While creating control and experimental groups, students who watched the film or read the book were determined and not included in the study.

At the beginning of the study, both control and experimental groups were introduced to the book. Both groups were given a short list of vocabulary words and phrases used in the book (see Appendix 7) and the reading class went on with a cover picture of the book and its title for discussion, then to make the students ready to read; they were given pre-reading questions for a brainstorming activity.

Pre- reading Questions
Who was Elizabeth I?
Why do you think the reign of Queen Elizabeth I of England was called The Golden Age?
What kind of clothes is she wearing?
Why do you think the writer preferred to call her as a *warrior queen*?

Figure 3.1. Pre-reading Questions

Then, both groups were given one-month period to read the book. At the end of the reading process, the control group was given post-reading questions as the post-test of the study. One lesson hour (50 minutes) was given the students in control group in order to answer post-reading questions.

After reading the book at the end of one-month period, the experimental group students were introduced the movie trailer and the core theme in class. All through film class, students viewed segments (7 segments) of ten-to-fifteen-minute video

material. So, four lesson hours (200 minutes) were arranged for the implementation of film viewing section. As the students watched the tape, the teacher stopped occasionally to check comprehension. During this time, students had "while-watching" questions, which purpose to check comprehension but also force students to better concentrate on the film.

While-Watching Questions
Segment 1
What was Mary Stuart planning to do?
Was Mary Stuart a Protestant or a Catholic?
Did Elizabeth have a child? What about Mary Stuart?
Were there any doubts about Elizabeth's fertility?
Who was Walter Raleigh?
Why did Raleigh give the name *Virginia* to lands that he discovered?
For what did he want permission?
What did Raleigh give to Elizabeth as a gift?
Segment 2
What was Pope's call about?
What did Bess advise Raleigh to do to attract her attention/favour?
What did Bess think about Raleigh?
Elizabeth said when she liked someone she gave a reward to him. For what did Raleigh want a reward?
Segment 3
Why did Elizabeth envy Bess?
Who was the man that Bess met?
Why did Bess think it was impossible for them to get the favour with the Court?
What was the plan of Spanish Empire- *Enterprise of England*-about?
What did Dr. Dee tell Elizabeth about her private life?
Segment 4
Why did Elizabeth want to see Raleigh?
Why didn't Raleigh want to accept Elizabeth's offer?
Segment 5
What was the message that Mary Stuart sent about?
Why was Mary tried with treason?
Why wasn't Elizabeth unharmed?
Why didn't Elizabeth want Mary's execution?
Segment 6
Did Mary Stuart really commit the crime *treason*?
Why did Bess think to get Elizabeth's permission?
Segment 7
What was Raleigh and Drake's plan for spanning the enemy?
Because of what did the Spanish Armada have to withdraw?

Figure 3.2. While-watching Questions

After watching the film, students in experimental group were given the same post-reading questions with the control group.

In the quantitative part of the study, data was collected through two questionnaires. The first questionnaire which aimed to get students' attitudes towards using films in their language class after film viewing section was administered to experimental group only (see Appendix 3). The questionnaire was administered by the researcher. Subjects received oral instructions about how to complete the questionnaire, and were encouraged to seek clarification of any items they did not understand. This questionnaire took about 50 minutes (a class hour) to complete, including about 5 or 10 minutes' initial explanation. The questions were carefully gauged with this amount of time in mind to ensure that they could be completed.

The second questionnaire used in the study was administered to both experimental and control groups. This questionnaire consisted of two parts. The first part aimed to uncover students' perceptions towards the benefits of the course in terms of cultural awareness. The second part of the questionnaire was to grasp students' opinions that they gained by the end of the course from the perspective of cultural awareness (see Appendix 4). For the second questionnaire, one lesson hour (50 minutes) was arranged to administer for both groups. The questionnaire was administered by researcher (in the experimental group) and by their class teacher (in control group). Subjects received oral instructions from their teacher and the researcher about how to complete the questionnaire, and were encouraged to seek clarification of any items they did not understand. It took about 50 minutes (a class hour) to complete the questionnaire, including about 5 or 10 minutes' initial explanation. The questions were carefully gauged with this amount of time in mind to ensure that they could be completed. After one-month period, the post-test of the study was conducted as a retention test to both experimental and control groups in order to assess the durability and gained knowledge of the students from the implementation of the study.

3.6. Data Collection Instruments

The general characteristics of data collecting instruments employed within the context of the research were explained below. In order to classify the study group as experimental group and control group, the Proficiency Test (see Appendix 5) was employed. The researcher employed "The Attitude Scale for Using Films in the Language Classrooms" to the students in the experimental group after the

implementation while "The Perception Scale for the Benefits of Cultural Awareness" was employed to the students of both experimental group and control group after the implementation. In order to measure the academic achievement of the students during the learning process, the academic achievement scale was prepared and used.

3.6.1. Proficiency Test

In order to determine the English level of the students in both experimental group and control group to be included in the study, a "Proficiency Test" consisting of 80 questions and prepared and actively employed by the School of Foreign Languages at Selçuk University was administered.

3.6.2. The Attitude Scale for Using Films in Language Classes

During the process of developing an attitude scale for using films in language classrooms, the literature review was conducted and a pool of items consisting of 19 items was primarily developed by the researcher. The form established with 19 items was presented to 3 experts from the Department of Educational Sciences and 4 experts from English Education in order to get their opinion related to the topic. In accordance with the responses of those experts, 2 items were excluded. The responses to the items were classified in the 5-point Likert scale such as "Definitely Agree", "Agree", "Neutral", "Disagree", and "Definitely Disagree". The maximum score to be obtained from this scale is 95, while the minimum score is 19. The high levels of the scores indicate that the attitude of the students for using films in language classes is high while the lower ones show that the attitude of them for using films in language classes is low.

The perception level of the students was interpreted as follows according to their scores:

95-80 Very Well
79-64 Well
63-49 Medium
48-34 Bad
33-19 Very Bad

3.6.2.1. The Reliability and Validity Values of the Scale for the Attitude of Using Films in Language Classes

In the table, the findings related to the distribution of the studies in the study group which were conducted on reliability and validity of the scale for the attitude towards using films in the classrooms were presented.

Table 3.1. The Distribution of the Number of Study Groups in the Studies of Reliability and Validity

	Department of English Language and Literature	Total
Reliability Study (test-retest application)	38	38
Reliability Study (internal consistency application)	38	38
Validity Study (factor analysis application)	38	38

When Table 3.1. is analyzed, it may be seen that data obtained from 38 students was employed in the test-re-test application of the attitude scale toward using films in the language classrooms, and data obtained from 38 students was employed in the applications of internal consistency, item analysis and factor analysis. In Table 3.2., the values of arithmetic means and standard deviations of the items in the Attitude Scales for Using Films in the Language Classrooms were presented.

Table 3.2. The Values of Arithmetic Means and Standard Deviations of the items in the Attitude Scales for Using of Films in the Language Classes

Items	N	X	Ss
Item 1	38	3.97	.76
Item 2	38	4.11	.68
Item 3	38	4.02	.97
Item 4	38	2.95	1.08
Item 5	38	4.02	.89
Item 6	38	4.08	.95
Item 7	38	3.71	.91
Item 8	38	2.83	.93
Item 9	38	3.90	.92
Item 10	38	3.99	1.17
Item 11	38	4.09	.91
Item 12	38	2.69	.90
Item 13	38	2.90	.92
Item 14	38	3.62	.79
Item 15	38	3.74	.95
Item 16	38	3.98	.88
Item 17	38	3.38	1.19

When the values of arithmetic means for the Attitude Scale of Using Films in the Language Classrooms in Table 3.2. were analyzed, it may be seen that Item 2 had the highest averages, while Item 12 had the lowest averages. When the standard deviations of the items were analyzed, it was seen that the biggest deviation was in Item 17 with the value of 1.19. Item 2 had the lowest value of standard deviation with 0.68 and it was also determined that these question had a homogeneous structure.

In order to determine the internal consistency of the whole Scale of Attitude towards Using Films in Language Classes, the techniques of Cronbach Alpha, Spearman-Brown and Guttman were employed.

Table 3.3. The Internal Coefficients of the Attitude towards Using Films in Language Classes

Internal Consistency Coefficients	N	r	p
Cronbach Alpha	38	0.86	p < .01
Spearman-Brown	38	0.76	p < .01
Guttman	38	0.84	p < .01

When Table 3.3. is analyzed, it may be seen that the highest reliability level was obtained from Cronbach Alpha (0.86) among the internal consistency coefficients employed to test the general total reliability of the scale while the techniques of Spearman-Brown (0.76) and Guttman (0.84) had the lowest values of reliability. The level of those values over 0.70 indicated that the Scale of Attitude towards Using Films in the Language Classes had internal reliability in the first stage.

After the internal consistency analysis of the Scale of Attitude towards Using Films in the Language Classes, the Item analysis was conducted. During the processes of item analysis, the analysis of item total, item remaining and item distinctiveness were conducted. The values were separately obtained for item total, item remaining and item distinctiveness and statistical significance of the results was tested. During the processes of item total analysis, the scores obtained from the scale items and the Total Score obtained from the scale were tested for significance.

Table 3.4. The Results of Item Total Analysis of the Attitude Scale for Using Films in Language Classes

Items- Total Score	N	r	p
Item 1-Total Score	38	.42	p < .01
Item 2-Total Score	38	.72	p < .01
Item 3-Total Score	38	.61	p < .01
Item 4-Total Score	38	.59	p < .01
Item 5-Total Score	38	.54	p < .01
Item 6-Total Score	38	.66	p < .01
Item 7-Total Score	38	.45	p < .01
Item 8-Total Score	38	.73	p < .01
Item 9-Total Score	38	.48	p < .01
Item 10-Total Score	38	.45	p < .01
Item 11-Total Score	38	.78	p < .01
Item 12-Total Score	38	.59	p < .01
Item 13-Total Score	38	.62	p < .01
Item 14-Total Score	38	.76	p < .01
Item 15-Total Score	38	.68	p < .01
Item 16-Total Score	38	.73	p < .01
Item 17-Total Score	38	.66	p < .01

All the items in the Scale of Attitude towards Using Films in the Language Classes may be seen to be statistically significant at the level of 0.01 (p< .01). The Cronbach Alpha model was employed for item remaining analysis. The adaptive values depending on the correlation between Cronbach Alpha and items were analyzed.

Table 3.5. The Results of Item Remaining Analysis of the Attitude Scale for Using Films in Language Classes

Items	N	r	Alpha (0.954)
Item 1	38	.40	p < .01
Item 2	38	.71	p < .01
Item 3	38	.59	p < .01
Item 4	38	.58	p < .01
Item 5	38	.53	p < .01
Item 6	38	.65	p < .01
Item 7	38	.44	p < .01
Item 8	38	.72	p < .01
Item 9	38	.47	p < .01
Item 10	38	.44	p < .01
Item 11	38	.77	p < .01
Item 12	38	.58	p < .01
Item 13	38	.61	p < .01
Item 14	38	.75	p < .01
Item 15	38	.67	p < .01
Item 16	38	.72	p < .01
Item 17	38	.65	p < .01

All the items in the Scale of Attitude towards Using Films in the Language Classes may be seen to be statistically significant at the level of 0.01 (p< .01). Based on the total scores of the scale for the item distinctiveness analysis, total scores of the group was ranked from the highest to the lowest. Then, the unrelated group "t" test was employed for each item average between the group of 27% with the highest score and the group of 27% with the lowest score.

Table 3.6. The Results of Item Distinctiveness for the Attitude Scale for Using Films in Language Classes

Items	Group	N	X	ss	T	Sd	P
Item 1	Lower	10	2.11	0.92	-15.74	37	p <.01
	Upper	10	3.59	1.55			
Item 2	Lower	10	2.93	1.35	-23.70	37	p <.01
	Upper	10	4.78	0.63			
Item 3	Lower	10	3.87	1.13	-2.91	37	p <.01
	Upper	10	4.42	0.93			
Item 4	Lower	10	3.33	1.58	-17.54	37	p <.01
	Upper	10	4.84	0.47			
Item 5	Lower	10	3.21	1.42	-17.29	37	p <.01
	Upper	10	4.62	0.66			
Item 6	Lower	10	2.11	0.91	-26.87	37	p <.01
	Upper	10	4.15	1.13			
Item 7	Lower	10	2.29	1.24	-28.31	37	p <.01
	Upper	10	4.53	0.87			
Item 8	Lower	10	4.08	1.40	-10.60	37	p <.01
	Upper	10	4.89	0.45			
Item 9	Lower	10	3.00	1.46	-4.53	37	p <.01
	Upper	10	3.49	1.45			
Item 10	Lower	10	3.59	1.43	-15.13	37	p <.01
	Upper	10	4.81	0.58			
Item 11	Lower	10	4.59	0.68	-7.84	37	p <.01
	Upper	10	4.91	0.39			
Item 12	Lower	10	2.89	1.07	-37.69	37	p <.01
	Upper	10	4.56	0.83			
Item 13	Lower	10	3.70	1.46	-11.19	37	p <.01
	Upper	10	4.69	0.85			
Item 14	Lower	10	4.42	0.93	-8.31	37	p <.01
	Upper	10	4.88	0.49			
Item 15	Lower	10	3.16	0.75	-23.41	37	p <.01
	Upper	10	4.01	1.31			
Item 16	Lower	10	3.21	1.58	-12.08	37	p <.01
	Upper	10	4.38	0.99			
Item 17	Lower	10	3.63	1.64	-8.78	37	p <.01
	Upper	10	4.50	0.97			

All the items in the Scale of Attitude towards Using Films in the Language Classes may be seen to be statistically significant at the level of 0.01 (p< .01). After the processes of item analysis, the results of item total, item remaining and item distinctiveness were compared. In order to keep an item reliable in a scale, those three systems are expected to give statistically significant results at the level of 0.01.

In testing the structural validity of the Scale of Attitudes towards Using Films in Language Classes, factor analysis processes were employed. In the first stage of the factor analysis, Kaiser-Meyer-Olkin (KMO) Sampling Proficiency Test and Bartlett Sphericity Tests were conducted and the data obtained from the sampling group were tested for conformity to the analysis.

Table 3.7. The Results of Kaiser-Meyer Olkin and Bartlett Tests Conducted for the Scale of Attitude towards Using Films in Language Classes

Kaiser-Meyer-Olkin	0.889
Barlett's Test	2274.311
Sd	190
P	0.00

When Table 3.7. was analyzed, the value of Kaiser-Meyer-Olkin (KMO) was found as KMO = 0.889, while the value of Bartlett Sphericity Test was determined as χ^2=2274.311; sd=190 (p=0.000). The value of KMO is higher than 0.60 and the significant value of Bartlett Sphericity Test at the level of 0.05 is considered enough to conduct factor analysis (Çokluk et al., 2010).

Exploratory Factor Analysis is "an analysis designed to reveal the connection between the unknown secret variants and the observed variants" (Çokluk et al., 2010). Exploratory factor analysis was applied to the data related to the 17 items in the experimental implementation and it was aimed to measure the basic factors related to the measured aspects. Within this period, the analysis of basic components was conducted and their factor load was examined. In this direction, 2 items with lower item load than 0.32 were excluded from the scale and the analysis was repeated on the remaining items.

Table 3.8. The Cronbach Alpha Values of Factor Load and Factors in the Scale of Attitude towards Using Films in Language Classes

New No	Old No	Expression	FactorLoad
1	1		0.70
2	3		0.66
3	4		0.52
4	6		0.81
5	7		0.80
6	8		0.65
7	9		0.71
8	10		0.66
9	12		0.43
10	13		0.86
11	14		0.55
12	15		0.70
13	16		0.68
14	17		0.73
15	18		0.81

As a result of those processes, it was found that the remaining 15 items were collected under a single factor. It was determined that total remaining 15 items in the scale had KMO value of 0,898; Bartlett Sphericity Test had the value of $\chi^2=$ 2355.291; sd=196; p=0.000. It was also found that the factor loads of remaining 15 items were between 0.43 and 0.86. The items included in the scale explained the 34.76% of the total variance. According to Büyüköztürk (2007) and Tavşancıl (2005), the variance which is explained in the designs with single factor is enough when it is 30% and over (Çokluk et al., 2010).

3.6.3. The Perception Scale Related to the Benefits of Cultural Awareness

Within the process of developing the Perception Scale related to the Benefits of Cultural Awareness, the literature review was conducted and an item pool consisting of 30 items was set up by the researcher. The form established with 30 items was presented to 3 experts from the Department of Educational Sciences and 4 experts from English Education in order to get their opinion related to the topic. In accordance with the responses of those experts, 7 items were excluded. The responses to the items were classified in the 5-point Likert form such as "Definitely Agree", "Agree", "Neutral", "Disagree", and "Definitely Disagree". The maximum score to be obtained from this scale is 115 while the minimum score is 23. The high levels of the scores indicate that the perception of the students related to the benefits of cultural awareness is high while the lower ones show that the perception of them related to the benefits of cultural awareness is low.

The perception levels of the students were interpreted as follows in accordance with their scores;

115-96 Very Well

95-78 Well

77-59 Medium

58-41 Bad

40-23 Very Bad

3.6.3.1. The Reliability and Validity Values of Perception and Opinion related to the Benefits of Cultural Awareness

The findings related to the distribution of the study group where the reliability and validity activities of the perception scale of benefits of cultural awareness are conducted.

Table 3.9. The Distribution of the Numbers of Study Group of Reliability and Validity Activities

	Department of English Language and Literature	Total
Reliability Study (test-retest application)	38	38
Reliability Study (internal consistency application)	38	38
Validity Study (factor analysis application)	38	38

When the Table 3.9. is analyzed, it may be seen that the data obtained from 38 students in the applications of internal consistency, item analysis and factor analysis related to test-retest application of perception scale related to cultural awareness was employed.

In Table 3.10., the values of arithmetical averages and standard deviations of the items of the Scale of the Perception for Cultural Awareness were given.

Table 3.10. The Values of Arithmetical Average and Standard Deviation of the Scale of the Perception for Cultural Awareness

Items	N	X	Ss
Item 1	38	3.47	.86
Item 2	38	4.21	.69
Item 3	38	3.23	.99
Item 4	38	2.87	1.05
Item 5	38	3.62	.89
Item 6	38	4.18	.97
Item 7	38	3.49	1.24
Item 8	38	2.73	.89
Item 9	38	3.42	.82
Item 10	38	2.48	.93
Item 11	38	4.09	.92
Item 12	38	3.34	.80
Item 13	38	2.90	.92
Item 14	38	2.82	.83
Item 15	38	3.74	.95
Item 16	38	3.99	1.15
Item 17	38	3.38	1.19
Item 18	38	3.65	.77
Item 19	38	3.34	1.16
Item 20	38	2.86	1.08
Item 21	38	4.33	.58
Item 22	38	3.80	.91
Item 23	38	3.69	1.12

When arithmetical averages of the Items of the Perception Scale of Cultural Awareness in Table 3.10. are analyzed, it may be seen that Item 21 has the highest average while Item 8 has the lowest average. When the standard deviations of the items are analyzed, it may be seen that Item 7 has the biggest standard deviations with 1.24. Since Item 21 has the lowest standard deviation value with 0.58, it was determined that this question has a more homogenous structure.

In order to determine the internal consistency of the entire Scale of Perception for the Benefits of Cultural Awareness, Cronbach Alpha, Spearman-Brown and Guttman techniques were employed.

Table 3.11. The Internal Consistency Coefficients of the Entire Scale of Perception for the Benefits of Cultural Awareness

Internal Consistency Coefficients	N	r	p
Cronbach Alpha	38	0.83	p < .01
Spearman-Brown	38	0.78	p < .01
Guttman	38	0.81	p < .01

When Table 3.11. is analyzed, it may be seen that the highest reliability in the internal consistency coefficients which has been estimated in order to test the reliability of the total reliability of the scale was found in the technique of Cronbach Alpha (0.83) while the techniques of Spearman-Brown (0.78) and Guttman (0.81) had the lowest reliability levels. The levels of those values at 0.70 and over indicate that the Scale of Perception for the Benefits of Cultural Awareness has the internal reliability. After analysis of the internal consistency of the Scale of Perception for the Benefits of Cultural Awareness, the processes of Item analysis started.

During the Item analysis process, the analysis of Item total, Item remaining and Item distinctiveness were conducted, respectively. The values of Item total, Item remaining and Item distinctiveness were separately obtained for every item in the scale and the results were tested for statistical significance. During the process of Item total analysis, the significance of the correlation between the scores obtained from the items in the scale and the Total Score was analyzed.

Table 3.12. The Results of Item Total Analysis of the Perception Scale of the Benefits of Cultural Awareness

Items- Total Score	N	r	p
Item 1-Total Score	38	.63	p < .01
Item 2-Total Score	38	.71	p < .01
Item 3-Total Score	38	.61	p < .01
Item 4-Total Score	38	.55	p < .01
Item 5-Total Score	38	.52	p < .01
Item 6-Total Score	38	.69	p < .01
Item 7-Total Score	38	.46	p < .01
Item 8-Total Score	38	.76	p < .01
Item 9-Total Score	38	.47	p < .01
Item 10-Total Score	38	.55	p < .01
Item 11-Total Score	38	.74	p < .01
Item 12-Total Score	38	.57	p < .01
Item 13-Total Score	38	.60	p < .01
Item 14-Total Score	38	.79	p < .01
Item 15-Total Score	38	.66	p < .01
Item 16-Total Score	38	.72	p < .01
Item 17-Total Score	38	.68	p < .01
Item 18-Total Score	38	.54	p < .01
Item 19-Total Score	38	.69	p < .01
Item 20-Total Score	38	.63	p < .01
Item 21-Total Score	38	.71	p < .01
Item 22-Total Score	38	.79	p < .01
Item 23-Total Score	38	.54	p < .01

It may be seen that all the items in the Scale of Perception for the Benefits of Cultural Awareness are statistically significant at the level of 0.01 (p< .01). For Item remaining analysis, the Cronbach Alpha model was employed. The adaptive values of the correlation between Cronbach Alpha and Items were analyzed.

Table 3.13. The Results of Item Remaining in the Scale of Perception for the Benefits of Cultural Awareness

Items	N	r	Alpha (0.954)
Item 1	38	.61	p < .01
Item 2	38	.70	p < .01
Item 3	38	.60	p < .01
Item 4	38	.53	p < .01
Item 5	38	.49	p < .01
Item 6	38	.68	p < .01
Item 7	38	.45	p < .01
Item 8	38	.74	p < .01
Item 9	38	.45	p < .01
Item 10	38	.53	p < .01
Item 11	38	.76	p < .01
Item 12	38	.56	p < .01
Item 13	38	.59	p < .01
Item 14	38	.77	p < .01
Item 15	38	.64	p < .01
Item 16	38	.70	p < .01
Item 17	38	.66	p < .01
Item 18	38	.52	p < .01
Item 19	38	.68	p < .01
Item 20	38	.62	p < .01
Item 21	38	.69	p < .01
Item 22	38	.78	p < .01
Item 23	38	.53	p < .01

All the items in the Scale of Perception for the Benefits of Cultural Awareness are statistically significant at the level of 0.01(p< .01). For the analysis of Item remaining, total scores of the scale were used as base and the total scores of the group was ranked from the highest to the lowest. Afterwards, the unrelated group "t" test was employed for the average of each item between the group with the highest score of 27% and the lowest score of 27%.

Table 3.14. The Results of the General Perception Scale for the Benefits of Cultural Awareness

Items	Group	N	X	ss	T	Sd	P
Item 1	Lower	10	4.94	.24	10.46	37	p <.01
	Upper	10	3.21	1.48			
Item 2	Lower	10	4.93	.26	10.18	37	p <.01
	Upper	10	3.24	1.49			
Item 3	Lower	10	4.83	.44	9.83	37	p <.01
	Upper	10	3.38	1.26			
Item 4	Lower	10	4.73	.57	13.07	37	p <.01
	Upper	10	2.63	1.34			
Item 5	Lower	10	4.46	.82	10.28	37	p <.01
	Upper	10	2.73	1.29			
Item 6	Lower	10	4.93	.26	10.82	37	p <.01
	Upper	10	3.15	1.47			
Item 7	Lower	10	4.40	.91	9.40	37	p <.01
	Upper	10	2.78	1.27			
Item 8	Lower	10	4.89	.35	9.85	37	p <.01
	Upper	10	3.15	1.56			
Item 9	Lower	10	4.74	.77	8.43	37	p <.01
	Upper	10	3.11	1.58			
Item 10	Lower	10	4.61	.70	11.06	37	p <.01
	Upper	10	3.07	1.58			
Item 11	Lower	10	4.84	.43	10.23	37	p <.01
	Upper	10	3.07	1.39			
Item 12	Lower	10	4.67	.72	9.69	37	p <.01
	Upper	10	2.89	1.50			
Item 13	Lower	10	4.68	.61	10.04	37	p <.01
	Upper	10	2.90	1.49			
Item 14	Lower	10	4.81	.47	10.32	37	p <.01
	Upper	10	3.18	1.35			
Item 15	Lower	10	4.61	.87	8.38	37	p <.01
	Upper	10	3.09	1.40			
Item 16	Lower	10	4.60	.72	8.98	37	p <.01
	Upper	10	3.02	1.41			
Item 17	Lower	10	4.85	.48	11.51	37	p <.01
	Upper	10	3.00	1.39			
Item 18	Lower	10	4.74	.54	12.42	37	p <.01
	Upper	10	2.94	1.20			
Item 19	Lower	10	4.70	.66	9.33	37	p <.01
	Upper	10	3.16	1.34			
Item 20	Lower	10	4.67	.55	8.78	37	p <.01
	Upper	10	3.13	1.41			
Item 21	Lower	10	4.67	.55	9.20	37	p <.01
	Upper	10	3.20	1.35			
Item 22	Lower	10	4.57	.67	9.36	37	p <.01

		10	3.04	1.33			
	Upper	10	3.04	1.33			
Item 23	Lower	10	4.56	.65	8.53	37	p <.01
	Upper	10	3.08	1.37			

All the items in the Scale of Perception for the Benefits of Cultural Awareness are statistically significant at the level of 0.01 (p< .01). After the process of item analysis, the results of item total, item remaining and distinctiveness were compared. In order to keep an item reliable in the scale, it should provide statistically significant results at the level of 0.01 in all three systems. Factor analysis procedures were employed for testing the structural validity of the Scale of Perception for the Benefits of Cultural Awareness. In the first stage of the factor analysis, the conformity of the data obtained from the sampling group through Kaiser-Meyer-Olkin (KMO) Sampling Proficiency Test and Bartlett Sphericity Test was tested.

Table 3.15. The Results of Kaiser-Meyer Olkin and Bartlett Tests Conducted for the Scale of Perception for the Benefits of Cultural Awareness

Kaiser-Meyer-Olkin	0.908
Barlett's Test	3038.134
Sd	276
P	0.00

When Table 3.15. is analyzed, it was determined that Kaiser-Meyer-Olkin (KMO) value was KMO = 0.908 while Bartlett Sphericity Test value was χ^2=3038.134; sd=276 (p=0.000). KMO value which is above 0.60 and the significance of the value of Bartlett Sphericity Test about 0.05 are regarded enough to carry out factor analysis (Çokluk et al., 2010). The exploratory factor analysis is "an analysis designed to reveal the relations between unknown secret variants and the observed variants" (Çokluk et al., 2010). The exploratory factor analysis was applied to the data related to 23 items in the experimental applications and it was aimed to determine the basic factors related to the measured characteristics. During this process, an analysis was conducted for the basic components and factor loads were also analyzed. In this direction, 5 items with item load lower than 0.32 were excluded and the analyses were repeated on the remaining items.

Table 3.16. The Factor Loads of the Scale of Perception for the Benefits of Cultural Awareness and Cronbach Alpha Value of the Factors

New No	Old No	Expression	FactorLoad
1	1		.79
2	3		.53
3	4		.51
4	6		.71
5	7		.49
6	8		.83
7	9		.77
8	10		.57
9	12		.50
10	13		.84
11	14		.74
12	15		.54
13	16		.63
14	17		.71
15	18		.54
16	20		.82
17	21		.64
18	23		.53

At the end of those processes, it was found that total 18 items remaining in the scale centralized in a single factor. It was also determined that KMO value of the scale with 18 items was 0.918 while the value of Bartlett Sphericity Test was χ^2= 3478.912; sd=486; p=0.000. The factor loads of the remaining 18 items in the scale were between 0.49 and 0.84. It was determined that the Items included in the scale explained the 35.835% of the total variance. According to Büyüköztürk (2007) and Tavşancıl (2005), the level of the explained variance about 30% and over is considered enough in the single-factor designs (Çokluk et al., 2010).

3.6.4. Academic Achievement Test (Post-test)

In accordance with the titles prepared to determine the academic achievements of the students, an achievement test was formed. The academic achievement test consists of four chapters. In the first chapter, gap-filling was conducted through the determined vocabulary; putting events into correct order in the second, true-false questions were formed in the third chapters and final chapter consisted of a multiple-choice test. The established measurement instrument was presented to three separate people who are experts on the topic and in the field related to content validity, conformity to the levels of the students, and its dominance in

determining the scoring and the score of academic achievement. In accordance with responses from the experts, required arrangements were conducted on the instrument. Related to the conformity of the gap-filling, putting events into correct order, true-false questions, moreover, it was concluded that those questions could be employed as upon the confirmation of the experts on the topic and the field.

As for the final assessment, the students were applied an academic achievement test in order to provide permanence and durability at the end of the application process and four weeks later. The academic achievement test was prepared by the researcher and included into a test with 14 items. While establishing the academic achievement test, the titles were determined and a preliminary test with 20 items was conducted to test those titles. The preliminary test which was prepared upon the approval of the experts was applied in the group of 38 people who had been introduced to the topic and gained achievement previously.

The reliability of the academic achievement test was determined through the Kuder-Richardson-20 (KR-20) technique. Through KR-20 formula, the complete conformity level of each item in the test is determined. Since the questions are evaluated as absolutely true or absolutely false, this method is employed in determining the reliability of the multiple-choice tests. The approximation of the determined reliability coefficient to (+1.00) indicated that there is high reliability. The formula of KR-20 was given in the following:

$$KR\text{-}20: R_x = \frac{n}{n-1} \left(1 - \frac{\sum p.q}{S_x^2} \right)$$

KR-20: Reliability Coefficient

n: The amount of the Items in the test

p: Those who answer the items correctly / Those who answer the items

q: Those who answer the items incorrectly / Those who answer the items

p.q: the variance of an item

S_x^2: the square of the standard deviation of the test scores

As a result of the application of the preliminary test, the KR-20 Reliability Coefficient of the multiple-choice achievement test with 20 items was found 0.73. The items with distinctiveness coefficient under 0.20 in the preliminary test (totally 6 items) were excluded so that there is at least one item which tests the gaining of

the conducted education and the multiple-choice achievement test with 14 items reached to its final form. The evaluation was conducted on those 14 questions. As a result of the items excluded from the preliminary test, the KR-20 Reliability Coefficient of the test was estimated at 0.84.

This test was employed for the post-test and the retention test of the study. The average difficulty of the items in the test is 0.49. There are 5 easy questions, 5 moderate questions and 4 difficult questions in the test. The difficulty coefficients of the items in the test range between 0.22 and 0.85. The data related to the difficulty levels of the items in the test was given in the Table 3.17.

Table 3.17. The Difficulty Levels of the Questions in the Achievement Test

	Difficulty Level		
	Difficult Questions (0.00 – 0.39)	Moderate Questions (0.40 – 0.69)	Easy Questions (0.70 – 1.00)
Item Numbers	4, 8, 10, 13	1, 9, 11, 12, 14	2, 3, 5, 6, 7

The distinctiveness coefficients of the items in the test range between 0.20 and 0.61. The data related to the distinctiveness coefficients of the items in the test were given in Table 3.18. As seen in Table 3.18, there are 5 very distinctive questions, 5 rather distinctive questions and 4 lower distinctive questions in the test.

Table 3.18. The Distinctiveness Levels of the Questions in the Achievement Test

	Distinction Coefficient		
	Very Distinctive (>0.40)	Rather Distinctive (0.30 – 0.39)	Lower Distinctive (0.20 -0.29)
Item Numbers	5, 9, 10, 12, 14	2, 6, 8, 11, 13	1, 3, 4, 7

4. DATA ANALYSIS AND RESULTS

In this chapter, there are findings of the research and interpretations of those findings. Findings and the interpretations were evaluated according to the data obtained in accordance with the sub-problems of the research.

4.1. The Comparison of Perceptions and Attitudes of the Groups

In this chapter, there are findings and interpretations related to the results of the perception and attitude scale among the students in experimental and control groups.

4.1.1. The Distribution of the Answers Given to the Attitude Scale for Using Films in Language Classrooms

R.Q.1. What are the learners' attitudes towards using film as a multimodal way on the development of the students' comprehension skills in reading?

Table 4.1. The Opinions of the Students for "the Attitude Scale for Using Films in the Language Classrooms" in the Experimental Group (N=27)

ITEM	I Strongly Disagree		I Disagree		Neutral		I Agree		I Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%		
Item 1	6	22.2	5	18.5	7	25.9	6	22.2	3	11.1	2.62	1.36
Item 2	7	25.9	4	14.8	1	3.7	11	40.7	4	14.8	3.03	1.50
Item 3	5	18.5	3	11.1	3	11.1	10	37.0	6	22.2	3.33	1.44
Item 4	5	18.5	2	7.4	8	29.6	7	25.9	5	18.5	3.18	1.35
Item 5	4	14.8	3	11.1	3	11.1	8	29.6	9	33.3	3.55	1.45
Item 6	4	14.8	5	18.5	4	14.8	11	40.7	3	11.1	3.14	1.29
Item7	3	11.1	1	3.7	3	11.1	15	55.6	5	18.5	3.66	1.17
Item 8	3	11.1	1	3.7	4	14.8	13	48.1	6	22.2	3.66	1.20
Item 9	3	11.1	1	3.7	3	11.1	11	40.7	9	33.3	3.81	1.27
Item 10	3	11.1	1	3.7	5	18.5	10	37.0	8	29.6	3.70	1.26
Item 11	2	7.4	1	3.7	3	11.1	10	37.0	11	40.7	4.00	1.17
Item 12	3	11.1	1	3.7	8	29.6	6	22.2	9	33.3	3.62	1.30
Item 13	4	14.8	2	7.4	6	22.2	10	37.0	5	18.5	3.37	1.30
Item 14	6	22.2	4	14.8	6	22.2	6	22.2	5	18.5	3.00	1.44
Item 15	6	22.2	6	22.2	4	14.8	7	25.9	4	14.8	2.88	1.42

The Answer Options

Among the students in the experimental group, 11.1% of the subjects strongly agreed the opinion in Item 1, 22.2% of them stated they agreed, 18.5% disagreed, 25.9% of them were neutral and 22.2% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 2.62$).

Among the students in the experimental group, 14.8% of the subjects strongly agreed the opinion in Item 2, 40.7% of them stated they agreed, 14.8% disagreed, 3.7% of them were neutral and 25.9% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.03$).

Among the students in the experimental group, 22.2% of the subjects strongly agreed the opinion in Item 3, 37.0% of them stated they agreed, 11.1% disagreed, 11.1% of them were neutral and 18.5% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.33$).

Among the students in the experimental group, 18.5% of the subjects strongly agreed the opinion in Item 4, 25.9% of them stated they agreed, 7.4% disagreed, 29.6% of them were neutral and 18.5% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.18$).

Among the students in the experimental group, 33.3% of the subjects strongly agreed the opinion in Item 5, 29.6% of them stated they agreed, 11.1% disagreed, 11.1% of them were neutral and 14.8% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.55$).

Among the students in the experimental group, 11.1% of the subjects strongly agreed the opinion in Item 6, 40.7% of them stated they agreed, 18.5% disagreed, 14.8% of them were neutral and 14.8% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.14$).

Among the students in the experimental group, 18.5% of the subjects strongly agreed the opinion in Item 7, 55.6% of them stated they agreed, 3.7% disagreed, 11.1% of them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.66$).

Among the students in the experimental group, 22.2% of the subjects strongly agreed the opinion in Item 8, 48.1% of them stated they agreed, 3.7% disagreed, 14.8% of them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.66$).

Among the students in the experimental group, 33.3% of the subjects strongly agreed the opinion in Item 9, 40.7% of them stated they agreed, 3.7% disagreed, 11.1% of them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.81$).

Among the students in the experimental group, 29.6% of the subjects strongly agreed the opinion in Item 10, 37.0% of them stated they agreed, 3.7% disagreed,

18.5% of them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.70$).

Among the students in the experimental group, 40.7% of the subjects strongly agreed the opinion in Item 11, 37.0% of them stated they agreed, 3.7% disagreed, 11.1% of them were neutral and 7.4% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 4.00$).

Among the students in the experimental group, 33.3% of the subjects strongly agreed the opinion in Item 12, 22.2% of them stated they agreed, 3.7% disagreed, 29.6% of them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.62$).

Among the students in the experimental group, 18.5% of the subjects strongly agreed the opinion in Item 13, 37.0% of them stated they agreed, 7.4% disagreed, 22.2% of them were neutral and 14.8% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.37$).

Among the students in the experimental group, 18.5% of the subjects strongly agreed the opinion in Item 14, 25.9% of them stated they agreed, 14.8% disagreed, 22.2% of them were neutral and 22.2% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 3.00$).

Among the students in the experimental group, 14.8% of the subjects strongly agreed the opinion in Item 15, 25.9% of them stated they agreed, 22.2% disagreed, 14.8% of them were neutral and 22.2% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x} = 2.88$).

Table 4.2. The Perception Levels of the Students for "the Attitude Scale for Using Films in the Language Classrooms" in the Experimental Group

Attitude		Very Bad	Bad	Medium	Well	Very Well	$\overline{X}$	S
	Range	19-33	34-48	49-63	64-79	80-95		
	f	1	6	12	5	3	54.62	5.63
	%	3.7	22.3	45.0	18.5	11.5		

When the table 4.2. is analyzed according to the findings obtained from the attitude scale towards the use of films in language classrooms, it can be deduced that total scores of experimental group was determined as medium ($\bar{x} = 54.62$).

4.1.2. The Effects of Using Films in the Language Classrooms on the Attitudes of Experimental Group

The results of dependent t-Test for the difference in the perception scores of the students in experimental group related to the use of films in the language classrooms according to their gender were given in Table 4.3.

R.Q.2. To what extent does using film as a multimodal way have effects on the development of the students' comprehension skills in reading in terms of:

a) gender?

Table 4.3. The Results of Dependent t-Test for the Difference in the Perception Scores of the Students in Experimental Group Related to Using Films in the Language Classrooms According to Gender

Gender	N	$\bar{x}$	S	sd	t	p
Female	18	53.20	4.87	26	.073	.943
Male	9	51.42	8.05			

According to Table 4.3., it was understood that the scores of perception related to using films in the language classrooms among the male and female students in the experimental group displayed no significant difference between the genders after the implementation of the test ($t_{(26)}$=.073, p>.05). According to the obtained findings, the average perception scores of the male students in the experimental group related to the use of films in the language classrooms is ($\bar{x}$=51.42) while the average perception scores of the female students related to the use of films in the language classrooms is ($\bar{x}$=53.20). Those results indicate that the perception levels of the both male and female students in the experimental group displayed similarity in terms of their attitudes.

The results of dependent t-Test for the attitude scale towards the use of films in the language classrooms among the students in experimental group according to the school they graduated were given in Table 4.4.

b) high school graduations?

Table 4.4. The Results of Independent t-Test for the Attitude Scale towards the Use of Films in the Language classrooms among the Students in Experimental Group According to high school graduations

Type of High School	N	$\bar{x}$	S	sd	t	p
Anatolian High School	20	56.80	4.51	26	3.16	.027
State School	7	46.14	7.28			

According to Table 4.4., it was understood that the scores of attitudes displayed significant difference between the students of Anatolian High School and the students of normal high schools in the experimental group related to the use of films in the language classrooms on behalf of the students graduated from Anatolian High Schools after the implementation ($t_{(26)}$=3.16, p>.05). According to the obtained findings, the average perception scores of the students graduated from Anatolian High Schools in the experimental group related to the use of films in language classrooms is ($\bar{x}$=56.80) while the average perception scores of the students graduated from state schools related to the use of films in language classrooms is ($\bar{x}$=46.14). Those results indicate that the perception levels of the students in the experimental group who graduated from Anatolian High Schools related to use of films in the language classrooms differed from the students who graduated from state schools after the implementation.

4.2. The Distribution of the Answers Given to the Perception Scale for the Benefits of Cultural Awareness

R.Q.3. What are the learners' perceptions on using film as a multimodal way to enhance their cultural awareness:

a) in experimental group?

Table 4.5. The Opinions of the Students for "the Perception Scale for the Benefits of Cultural Awareness" in the Experimental Group (N=27)

	The Answer Options											
ITEM	I Strobgly Disagree		I Disagree		Neutral		I Agree		I Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%		
Item 1	5	18.5	7	25.9	7	25.9	7	25.9	1	3.7	2.70	1.17
Item 2	3	11.1	4	14.8	4	14.8	9	33.3	7	25.9	3.48	1.34
Item 3	3	11.1	4	14.8	6	22.2	10	37.0	4	14.8	3.29	1.23
Item 4	4	14.8	8	29.6	6	22.2	7	25.9	2	7.4	2.77	1.28
Item 5	-	-	3	11.1	6	22.2	10	37.0	8	29.6	3.85	.98
Item 6	3	11.1	6	22.2	11	40.7	5	18.5	2	7.4	2.88	1.08
Item7	-	-	2	7.4	3	11.1	16	59.3	6	22.2	3.96	.80
Item 8	-	-	1	3.7	3	11.1	15	55.6	8	29.6	4.11	.75
Item 9	-	-	3	11.1	3	11.1	12	44.4	9	33.3	4.00	.96
Item 10	1	3.7	1	3.7	6	22.2	12	44.4	7	25.9	3.85	.98
Item 11	-	-	-	-	1	3.7	13	48.1	13	48.1	4.44	.57
Item 12	-	-	2	7.4	3	11.1	14	51.9	8	29.6	4.03	.85
Item 13	1	3.7	2	7.4	10	37.0	12	44.4	2	7.4	3.44	.89
Item 14	6	22.2	8	29.6	9	33.3	4	14.8	-	-	2.40	1.00
Item 15	5	18.5	12	44.4	8	29.6	2	7.4	-	-	2.25	.85
Item 16	8	29.6	3	11.1	10	37.0	4	14.8	2	7.4	2.59	1.27
Item 17	7	25.9	7	25.9	6	22.2	7	25.9	-	-	2.48	1.15
Item 18	2	7.4	10	37.0	7	25.9	8	29.6	-	-	2.77	.97

Among the students in the experimental group, 3.7% of them strongly agreed the opinion in Item 1, 25.9% of them stated they agreed, 25.9% disagreed, 25.9% of them were neutral and 18.5% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.70).

Among the students in the experimental group, 25.9% of them strongly agreed the opinion in Item 2, 33.3% of them stated they agreed, 14.8% disagreed, 14.8% of

them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.48).

Among the students in the experimental group, 14.8% of them strongly agreed the opinion in Item 3, 37.0% of them stated they agreed, 14.8% disagreed, 22.2% of them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.29).

Among the students in the experimental group, 7.4% of them strongly agreed the opinion in Item 4, 25.9% of them stated they agreed, 29.6% disagreed, 22.2% of them were neutral and 14.8% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.77).

Among the students in the experimental group, 29.6% of them strongly agreed the opinion in Item 5, 37.0% of them stated they agreed, 11.1% disagreed, 22.2% of them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.85).

Among the students in the experimental group, 7.4% of them strongly agreed the opinion in Item 6, 25.9% of them stated they agreed, 22.2% disagreed, 40.7% of them were neutral and 11.1% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.88).

Among the students in the experimental group, 22.2% of them strongly agreed the opinion in Item 7, 59.3% of them stated they agreed, 7.4% disagreed, and 11.1% of them were neutral. The average of the scores for the opinions of the students is ($\bar{x}$=3.96).

Among the students in the experimental group, 29.6% of them strongly agreed the opinion in Item 8, 55.6% of them stated they agreed, 3.7% disagreed, and 11.1% of them were neutral. The average of the scores for the opinions of the students is ($\bar{x}$=4.11).

Among the students in the experimental group, 33.3% of them strongly agreed the opinion in Item 9, 44.4% of them stated they agreed, 11.1% disagreed, and 11.1% of them were neutral. The average of the scores for the opinions of the students is ($\bar{x}$=4.00).

Among the students in the experimental group, 25.9% of them strongly agreed the opinion in Item 10, 44.4% of them stated they agreed, 3.7% disagreed, 22.2% of them were neutral and 3.7% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.85).

Among the students in the experimental group, 48.1% of them strongly agreed the opinion in Item 11, 48.1% of them stated they agreed, and 3.7% of them were neutral. The average of the scores for the opinions of the students is ($\bar{x}$=4.44).

Among the students in the experimental group, 29.2% of them strongly agreed the opinion in Item 12, 51.9% of them stated they agreed, 7.4% of them disagreed and 11.1 % of them were neutral. The average of the scores for the opinions of the students is ($\bar{x}$=4.03).

Among the students in the experimental group, 7.4% of them strongly agreed the opinion in Item 13, 44.4% of them stated they agreed, 7.4% of them disagreed, 37.0 % of them were neutral and 3.7% of them stated that they strongly disagreed. The average of the scores for the opinions of the students is ($\bar{x}$=3.44).

Among the students in the experimental group, 14.8% of them agreed the opinion in Item 14, 29.6% of them stated they disagreed, 33.3% of them were neutral and 22.2% of them stated that they strongly disagreed. The average of the scores for the opinions of the students is ($\bar{x}$=2.40).

Among the students in the experimental group, 7.4% of them agreed the opinion in Item 15, 44.4% of them stated they disagreed, 29.6% of them were neutral and 18.5% of them stated that they strongly disagreed. The average of the scores for the opinions of the students is ($\bar{x}$=2.25).

Among the students in the experimental group, 7.4% of them strongly agreed the opinion in Item 16, 14.8% of them agreed, 11.1% of them stated they disagreed, 37.0% of them were neutral and 29.6% of them stated that they strongly disagreed. The average of the scores for the opinions of the students is ($\bar{x}$=2.59).

Among the students in the experimental group, 25.9% of them agreed the opinion in Item 17, 25.9% of them disagreed, 22.2% of them were neutral and 25.9% of them stated that they strongly disagreed. The average of the scores for the opinions of the students is ($\bar{x}$=2.48).

Among the students in the experimental group, 29.6% of them agreed the opinion in Item 18, 37.0% of them disagreed, 25.9% of them were neutral and 7.4% of them stated that they strongly disagreed. The average of the scores for the opinions of the students is ($\bar{x}$=2.77).

Table 4.6. The Perception Level of the Students for "the Perception Scale for the Benefits of Cultural Awareness" in the Experimental Group

Attitude		Very Bad	Bad	Medium	Well	Very Well	$\overline{X}$	S
	Range	23-40	41-58	59-77	78-95	96-115		
	f	2	4	14	4	3	59.61	6.80
	%	7.4	14.8	51.8	14.8	11.2		

When the table 4.6. is analyzed according to the findings obtained from the attitude scale towards the use of films in language classrooms, it can be deduced that total scores of experimental group was determined as medium ($\bar{x}$=59.61).

b) in control group?

Table 4.7. The Opinions of the Students for "the Perception Scale for the Benefits of Cultural Awareness" in the Control Group (N=25)

| | The Answer Options | | | | | | | | | | | |
ITEM	I Strongly Disagree		I Disagree		Neutral		I Agree		I Strongly Agree		$\bar{x}$	S
	f	%	f	%	f	%	f	%	f	%		
Item 1	5	20.0	8	32.0	7	28.0	2	4.0	3	12.0	2.60	1.25
Item 2	3	12.0	6	24.0	5	20.0	9	36.0	2	8.0	3.04	1.20
Item 3	4	16.0	5	20.0	3	12.0	7	28.0	6	24.0	3.24	1.45
Item 4	4	16.0	6	24.0	7	28.0	6	24.0	2	8.0	2.84	1.21
Item 5	3	12.0	4	16.0	6	24.0	8	32.0	4	16.0	3.24	1.26
Item 6	7	28.0	10	40.0	4	16.0	3	12.0	1	4.0	2.24	1.12
Item7	3	12.0	3	12.0	5	20.0	12	48.0	2	8.0	3.28	1.17
Item 8	2	8.0	2	8.0	3	12.0	15	60.0	3	12.0	3.60	1.08
Item 9	2	8.0	2	8.0	1	4.0	13	52.0	7	28.0	3.84	1.17
Item 10	3	12.0	5	20.0	3	12.0	10	40.0	4	16.0	3.28	1.30
Item 11	2	8.0	2	8.0	3	12.0	13	52.0	5	20.0	3.75	1.11
Item 12	2	8.0	5	20.0	5	20.0	10	40.0	3	12.0	3.04	1.48
Item 13	2	8.0	9	36.0	3	12.0	7	28.0	4	16.0	3.08	1.28
Item 14	6	24.0	9	36.0	7	28.0	1	4.0	2	8.0	2.36	1.15
Item 15	8	32.0	8	32.0	6	24.0	2	8.0	1	4.0	2.20	1.11
Item 16	4	16.0	6	24.0	10	40.0	4	16.0	1	4.0	2.68	1.06
Item 17	5	20.0	11	44.0	3	12.0	4	16.0	2	8.0	2.48	1.22
Item 18	6	24.0	7	28.0	4	16.0	6	24.0	2	8.0	2.64	1.31

Among the students in the control group, 12.0% of the subjects strongly agreed the opinion in Item 1, 4.0% of them stated they agreed, 32.0% disagreed, 28.0% of them were neutral and 20.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$ = 2.60).

Among the students in the control group, 8.0% of the subjects strongly agreed the opinion in Item 2, 36.0% of them stated they agreed, 24.0% disagreed, 12.0% of

them were neutral and 20.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.04).

Among the students in the control group, 24.0% of the subjects strongly agreed the opinion in Item 3, 28.0% of them stated they agreed, 24.0% disagreed, 12.0% of them were neutral and 16.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.24).

Among the students in the control group, 8.0% of the subjects strongly agreed the opinion in Item 4, 24.0% of them stated they agreed, 24.0% disagreed, 28.0% of them were neutral and 16.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.84).

Among the students in the control group, 16.0% of the subjects strongly agreed the opinion in Item 5, 32.0% of them stated they agreed, 16.0% disagreed, 24.0% of them were neutral and 12.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.24).

Among the students in the control group, 4.0% of the subjects strongly agreed the opinion in Item 6, 12.0% of them stated they agreed, 40.0% disagreed, 16.0% of them were neutral and 28.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.24).

Among the students in the control group, 8.0% of the subjects strongly agreed the opinion in Item 7, 48.0% of them stated they agreed, 12.0% disagreed, 20.0% of them were neutral and 8.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.28).

Among the students in the control group, 12.0% of the subjects strongly agreed the opinion in Item 8, 60.0% of them stated they agreed, 8.0% disagreed, 12.0% of them were neutral and 8.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.60).

Among the students in the control group, 28.0% of the subjects strongly agreed the opinion in Item 9, 52.0% of them stated they agreed, 8.0% disagreed, 4.0% of them were neutral and 8.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.84).

Among the students in the control group, 16.0% of the subjects strongly agreed the opinion in Item 10, 40.0% of them stated they agreed, 20.0% disagreed, 12.0% of them were neutral and 12.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.28).

Among the students in the control group, 20.0% of the subjects strongly agreed the opinion in Item 11, 52.0% of them stated they agreed, 8.0% disagreed, 12.0% of them were neutral and 8.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.75).

Among the students in the control group, 12.0% of the subjects strongly agreed the opinion in Item 12, 40.0% of them stated they agreed, 20.0% disagreed, 20.0% of them were neutral and 8.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.04).

Among the students in the control group, 16.0% of the subjects strongly agreed the opinion in Item 13, 28.0% of them stated they agreed, 36.0% disagreed, 12.0% of them were neutral and 8.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=3.08).

Among the students in the control group, 8.0% of the subjects strongly agreed the opinion in Item 14, 4.0% of them stated they agreed, 36.0% disagreed, 28.0% of them were neutral and 24.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.36).

Among the students in the control group, 4.0% of the subjects strongly agreed the opinion in Item 15, 8.0% of them stated they agreed, 32.0% disagreed, 24.0% of them were neutral and 32.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.20).

Among the students in the control group, 4.0% of the subjects strongly agreed the opinion in Item 16, 16.0% of them stated they agreed, 24.0% disagreed, 40.0% of them were neutral and 16.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.68).

Among the students in the control group, 8.0% of the subjects strongly agreed the opinion in Item 17, 16.0% of them stated they agreed, 44.0% disagreed, 12.0% of

them were neutral and 20.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.48).

Among the students in the control group, 8.0% of the subjects strongly agreed the opinion in Item 18, 24.0% of them stated they agreed, 28.0% disagreed, 16.0% of them were neutral and 24.0% of them strongly disagreed the opinion. The average of the scores for the opinions of the students is ($\bar{x}$=2.64).

Table 4.8. The Perception Level of the Students for "the Perception Scale for the Benefits of Cultural Awareness" in the Control Group

Attitude		Very Bad	Bad	Medium	Well	Very Well	$\overline{X}$	S
	Range	23-40	41-58	59-77	78-95	96-115		
	f	5	9	6	3	2	43.88	4.26
	%	20.0	36.0	24.0	12.0	8.0		

When the table 4.8. is analyzed according to the findings obtained from the attitude scale towards the use of films in language classrooms, it can be deduced that total scores of experimental group was determined as low ($\bar{x}$=43.88).

4.2.1. The Effects of Groups on the Perceptions Related to the Benefits of Cultural Awareness

The results of independent t-test related to whether the changes in the perception of the students in experimental and control groups to display significant difference or not were given in Table 4.9.

c) in both groups?

Table 4.9. The Results of Independent t-Test for the Repeated Measurements related to the Perception Scores of the Students in Experimental and Control Groups for the Benefits of Cultural Awareness

Group	N	$\bar{x}$	S	sd	t	p
Experimental	27	59.61	6.80	51	2.533	.015
Control	25	43.88	4.26			

According to Table 4.9., it was found that the scores of the groups who received the course through different methods related to the perception scale and the benefits of cultural awareness displayed a significant difference and their common effect on perception scale scores was significant on condition that they are conducted in the groups where different methods are employed ($t_{(51)}$=2.533, p>.05). The decrease in the scores of perception of the course related to the

benefits of cultural awareness when compared to the pre-implementation period indicates that the implementation of scientific field excursion in the experimental group is effective in developing the attitudes of the questions towards the lesson.

The results of dependent t-Test for the scores of the perception among the students in the experimental group according to their gender related to the benefits of the cultural awareness were given in Table 4.10.

R.Q.4. Is there any difference between experimental group and control group in terms of learners' perceptions on using film as a multimodal way to enhance their cultural awareness according to:

a) gender?

Table 4.10. The Results of Independent t-test for the Scores of the Perception among the Students in the Experimental Group According to their Gender Related to the Benefits of the Cultural Awareness

Experimental	N	$\bar{x}$	S	sd	t	p
Female	18	62.76	4.96	26	.867	.391
Male	9	57.29	6.14			

According to Table 4.10., it was found that the scores of perception scale related to the benefits of cultural awareness among the male and female students in the experimental group did not display a significant difference between the male and female students after the implementation and the implementation did not have any effects on the scores of perception related to the benefits of cultural awareness ($t_{(26)=}8.67$, p>.05). This finding also indicates that the implementation of the course through the method of using films had no effect in increasing perception scores according to gender.

Table 4.11. The Results of Independent t-test for the Scores of the Perception among the Students in the Control Group According to Gender Related to the Benefits of the Cultural Awareness

Control	N	$\bar{x}$	S	sd	t	p
Female	18	43.29	6.14	24	.571	.576
Male	7	44.47	5.87			

According to Table 4.11., it was observed that there was no significant difference in the scores of perception scale related to the benefits of cultural awareness among the male and female students in the control group and traditional method did not have significant effects on the perception scores related to the benefits of

cultural awareness ($t_{(24)}$=8.67, p>.05). This finding indicates that teaching the course through traditional methods had no effect of increasing the perception scores of the students in the control group where traditional education is conducted.

4.2.2. Comparison of the Groups related to Perception Scores for the Benefits of Cultural Awareness according to high school graduations

This chapter includes the findings of the distribution of the perception scores of the students in both experimental and control groups related to the benefits of cultural awareness according to the high school they graduated.

The results of independent t-test for the difference in the perception scores related to the benefits of cultural awareness among the students in the experimental group were given in Table 4.12.

b) high school graduations?

Table 4.12. The Results of Independent t-test for the Difference in the Perception Scores Related to the Benefits of Cultural Awareness among the Students in the Experimental Group According to High School Graduations

Type of High School	N	$\bar{x}$	S	sd	t	p
Anatolian High School	20	64.12	4.63	26	3.83	.014
State School	7	55.80	5.55			

According to Table 4.12., it was found that the scores of perception related to the benefits of cultural awareness between the students of Anatolian High School and the students of state schools in the experimental group where film is used as a teaching method are employed displayed significant difference on behalf of the students graduated from Anatolian High Schools after the implementation ($t_{(26)}$=3.83, p>.05). According to the obtained findings, the average perception scores of the students graduated from Anatolian High Schools in the experimental group related to the benefits of cultural awareness is ($\bar{x}$=64.12) while the average perception scores of the students graduated from normal high schools related to the benefits of the cultural awareness is ($\bar{x}$=55.80). Those results indicate that the perception levels of the students in the experimental group who graduated from

Anatolian High Schools related to the benefits of the cultural awareness differed from the students who graduated from state schools.

The results of independent t-test for the difference in the perception scores of the students in control group related to the benefits of cultural awareness towards the course according to the type of high school were given in Table 4.13.

Table 4.13. The Results of Independent t-Test for the Difference in the Perception Scores of the Students in Control Group Related to the Benefits of Cultural Awareness According to High School Graduations

Type of High School	N	$\bar{x}$	S	sd	t	p
Anatolian High School	20	51.40	4.70	24	4.63	.027
State School	5	43.72	5.55			

According to Table 4.13., it was understood that the scores of perception related to the benefits of cultural awareness between the students of Anatolian High School and the students of state schools in the control group are employed displayed significant difference on behalf of the students graduated from Anatolian High Schools after the implementation ($t_{(24)}$=4.63, p>.05). According to the obtained findings, the average perception scores of the students graduated from Anatolian High Schools in the control group related to the benefits of cultural awareness is ($\bar{x}$=51.40) while the average perception scores of the students graduated from state schools related to the benefits of the cultural awareness is ($\bar{x}$=43.72). Those results indicate that the perception levels of the students in the control group who graduated from Anatolian High Schools related to the benefits of the cultural awareness differed from the students who graduated from state schools.

4.3. Comparison of the Groups for Their Academic Achievements

In this chapter, there are findings and interpretations related to the results of academic achievement among the students in the experimental and control groups at the end of the experimental implementation.

4.3.1. The Academic Achievement Levels of the Groups Prior to Implementation

The results of independent t-test conducted to determine the academic achievement levels among the students in experimental and control groups were given in Table 4.14.

Table 4.14. The Results of Independent t-Test for the Repeated Measurements Related to the Academic Achievement Levels among the Students in Experimental and Control Groups

Group	N	$\bar{x}$	S	sd	t	p
Experimental	27	69.23	10.57	51	.822	.419
Control	25	66.46	9.07			

According to Table 4.14., no significant difference was observed between the groups as a result of the Proficiency Test applied to determine the academic achievement levels of the students ($t_{(51)}$=.822, p>.05). This finding indicates that the academic achievement levels of the students in the experimental and control groups are nearly the same prior to the applications.

4.3.2. The Academic Achievement Levels of the Groups after the Implementation

The results of independent t-test conducted to determine the differences between the academic achievement of the students in both experimental and control groups were given in Table 4.15.

R.Q.5. Is there any difference between experimental and control groups in terms of academic achievement scores after implementation process?

Table 4.15. The Results of Independent t-Test for the Repeated Measurements Related to the Academic Achievement Scores of the Students in the Experimental and Control Groups

Group	N	$\bar{x}$	S	sd	t	p
Experimental	27	79.61	7.45	51	3.96	.000
Control	25	71.94	8.38			

According to Table 4.15., it was found that the groups where two separate systems are employed differed from each other between pre-implementation and post implementation and different teaching methods had significant common effects on the academic achievement scores in the repeated measurements ($t_{(51)}$=3.96, p>.05). This finding indicates that the implementation through the method of using films as a multimodal way has various effects on increasing the academic achievement scores of the students. It is understood that the implementation of using films as a multimodal way in the experimental group which gained profit in their academic achievement scores prior to experiment was more effective on increasing the academic achievement scores of the students.

4.3.3. The Comparison of the Academic Achievement Test Scores after the Implementation According to Gender

The results of the independent t-test for the difference in the academic achievements scores among the students in the experimental group according to their gender were given in Table 4.16.

R.Q.6. Is there any difference between males and females in terms of academic achievement scores after implementation process?

a) in experimental group?

Table 4.16. The Results of Independent t-test after the Implementation for the Differences between the Academic Achievement Scores of the Students in the Experimental Group According to Gender

Gender	N	$\bar{x}$	S	Sd	t	p
Female	18	81.25	7.33	26	3.96	.001
Male	9	71.80	1.93			

According to Table 4.16., it was found that the academic achievement scores of male and female students in the experimental group after the implementation differed from each other on behalf of female students and their common effects on the academic achievement scores were significant in the repeated measurements in the experimental group depending on gender ($t_{(26)}$=3.96, p>.05). This finding indicates that females in the experimental group who receive education through film are more successful in increasing their academic achievement scores when compared to the male students. It is also understood that the implementation was more effective on female students in the experimental group who gained more profits after the implementation when compared to the pre-implementation period in increasing their academic achievement scores.

The results of independent t-test for the difference in the academic achievement scores of the students in the control group after the implementation were given in Table 4.17.

b) in control group?

Table 4.17. The Results of Independent t-Test after the Implementation for the Differences between the Academic Achievement Scores of the Students in the Control Group According to Gender

Gender	N	$\bar{x}$	S	sd	t	p
Female	18	73.20	10.57	24	.822	.419
Male	7	67.00	9.07			

According to Table 4.17., no significant difference was obtained between the genders as a result of the test conducted to determine the academic achievement levels after the implementation among the male and female students in the control group ($t_{(24)}$=.822, p>.05). According to this data, the average academic achievement scores of the male students in the control group is ($\bar{x}$=67.00) while that of female students is ($\bar{x}$=73.20). Those results indicate that the academic achievement levels of the male and female students in the control group after the implementation are similar.

4.3.4. The Comparison of Academic Achievement Test Scores after the Implementation among the Groups According to the High School Graduations

The results of independent t-test for the difference in the academic achievement scores of the students in the control group after the application according to the high school they graduated were given in Table 4.18.

R.Q.7. Is there any difference between experimental and control groups in terms of academic achievement scores after implementation process according to:

a) high school graduations?

Table 4.18. The Results of Independent t-test after the Implementations for the Differences between the Academic Achievement Scores of the Students in the Experimental Group According to High School Graduations

Group	N	$\bar{x}$	S	sd	t	p
Anatolian High School	20	82.94	8.38	26	2.15	.047
State School	7	75.41	6.30			

According to Table 4.18., a significant difference was found between the academic achievement scores of the students who graduated from Anatolian High Schools in the experimental group and those who graduated from state schools on behalf of the students graduated from the Anatolian High Schools ($t_{(26)}$=2.15, p>.05). According to this finding, the average academic achievement scores of the

students in the experimental group graduated from Anatolian High Schools was ($\bar{x}$ =82.94) while the average academic achievement scores of the students graduated from state schools is ($\bar{x}$=75.41). Those results indicate that the academic achievement levels of the students in the experimental group graduated from Anatolian High Schools differ from the students graduated from state schools.

The results of independent t-test for the difference of academic achievement scores among the students in the control group according to the high school they graduated were given in Table 4.19.

Table 4.19. The Results of Independent t-test for the difference in the Academic Achievement Scores of the Students in the Control Group According to the High School Graduations

Group	N	$\bar{x}$	S	sd	t	p
Anatolian High School	20	74.64	9.59	24	5.62	.001
State School	5	67.14	7.45			

According to Table 4.19, there is a significant difference between the academic achievement scores of the students on the control group who graduated from Anatolian High Schools after the implementation and the students graduated from state schools ($t_{(24)}$=5.62, p>.05). According to the obtained data, the average academic achievement score of the students in the control group graduated from Anatolian High Schools was ($\bar{x}$=74.64) while the average academic achievement score of the students from state schools was ($\bar{x}$=67.14). Those results indicate that the academic achievement levels of the students who graduated from Anatolian High Schools differ from the students graduated from state schools.

b) retention test results?

Table 4.20. The Results of Independent t-Test for the difference in the Academic Achievement Scores and Retention Test Scores of the Students in the Experimental and Control Groups

Group	Test	N	X	S	sd	t	p
Experimental	Post Test	27	79.61	7.45	26	1.571	.127
	Retention Test	27	76.60	7.11			
Control	Post Test	25	71.94	8.38	24	2.087	0.42
	Retention Test	25	64.80	8.73			

According to Table 4.20., there is no significant difference between the academic achievement scores of the students in the experimental group and their retention test scores ($t_{(26)}$= 1.571; p>.05). The average academic achievement score of the

students in the experimental group is more ($\bar{x}$=79.61) than the average of their retention test score ($\bar{x}$=76.60). There is a significant difference between the academic achievement score of the students in the control group and their retention test scores ($t_{(24)}$= 2.087; p=.05). The average academic achievement score of the control group ($\bar{x}$=71.94) is higher than the average retention test scores ($\bar{x}$=64.80). According to those findings, the durability of the information which the students in the experimental group obtain is higher while the durability of the information which the students in the control group is lower.

5. DISCUSSION AND CONCLUSION

5.1. Introduction

The present study is primarily concerned in contributing to the quality of the process of teaching and learning through the use of media, particularly using films in English language and literature classrooms. It aims at finding out whether the film as a multimodal way improves learners' comprehension skills in reading and enhances cultural awareness. The design of the study is a quasi-experimental one that aims to gather quantitative data about the participants.

For the experimental part of the study two groups were formed as experimental and control groups. In the experimental part of the study, the film Elizabeth: The Golden Age which was used as an extensive reading material as well was chosen for both groups (control and experimental). Both groups were introduced the book with some pre-reading questions and both groups were given one-month period to read the book. At the end of one-month period, the experimental group students were introduced the film and then watched the film with some while viewing questions in order to enhance comprehensibility. Students in experimental and control groups were given the same post-reading questions in order to see whether there was significant difference between two groups in terms of their academic achievement. In the quantitative part of the study, data was collected through two questionnaires. The first questionnaire which aimed to get students' attitudes towards using films in their language class after film viewing section was administered to experimental group only. The second questionnaire used in the study was administered to both experimental and control groups. This questionnaire consisted of two parts. The first part aimed to uncover students' perceptions towards the benefits of the course in terms of cultural awareness. The second part of the questionnaire was to grasp students' opinions that they gained by the end of the course from the perspective of cultural awareness.

5.2. Discussion of the Findings

5.2.1. Discussion on the Findings Related to Research Question 1
R.Q.1. What are the learners' attitudes towards using films on development of the students' comprehension skills in reading?

According to the results of the study, students think that using film in a language classroom may be beneficial for them in general. The responses of the students to item 3 in the questionnaire related to learners' attitudes towards using film in language classroom showed that using film helped them gain knowledge of how the authentic language is used in various contexts and settings (59.2%). Also 62.9% of the students think that (item 5) using film improved their receptive skill (listening). In addition to improving their receptive skills, to learn more about grammar and structure, film is very beneficial for them (item 7) because most of the students (74.1%) responded positively to that item. When the pragmatic features of a film are taken into consideration, 70.3% of the students found using film in a language classroom helpful in terms of improving how TL is used for different functions and purposes within a context. The responses of students gave to item 9 showed that using film helped them not only to learn more about grammar and structure but also vocabulary and authentic expressions (74.0%). The results of item 10 (66.6%) and item 11 (77.7%) showed that students appreciated filming as a branch of art. They think that filming as an art showed them the way to understand and appreciate the life in target language country. More than half of the students (55.5%) could understand the difference between the artificial use of TL in a non-native environment (classroom) and natural use in a native environment because they think that using language in a native environment is more beneficial to learn a language.

5.2.2. Discussion on the Findings Related to Research Question 2

R.Q.2. To what extent does using film as a multimodal way have effects on the development of the students' comprehension skills in reading in terms of:

a) gender?

It was understood that the scores of perception related to using films in the language classrooms among the male and female students in the experimental group displayed no significant difference between the genders after the implementation of the test ($t_{(26)}$=.073, p>.05). According to the obtained findings, the average perception scores of the male students in the experimental group related to the use of films in the language classrooms is ($\bar{x}$=51.42) while the average perception scores of the female students related to the use of films in the

language classrooms is ($\bar{x}$=53.20). Those results indicate that the perception levels of the both male and female students in the experimental group displayed similarity in terms of their attitudes.

b) high school graduations?

The scores of attitudes displayed significant difference between the students of Anatolian High School and the students of normal high schools in the experimental group related to the use of films in the language classrooms on behalf of the students graduated from Anatolian High Schools after the implementation ($t_{(26)}$=3.16, p>.05). According to the obtained findings, the average perception scores of the students graduated from Anatolian High Schools in the experimental group related to the use of films in language classrooms is ($\bar{x}$=56.80) while the average perception scores of the students graduated from state schools related to the use of films in language classrooms is ($\bar{x}$=46.14). Those results indicate that the perception levels of the students in the experimental group who graduated from Anatolian High Schools related to use of films in the language classrooms differed from the students who graduated from state schools after the implementation.

5.2.3. Discussion on the Findings Related to Research Question 3

R.Q.3. What are the learners' perceptions on using film as a multimodal way to enhance their cultural awareness:

a) in experimental group?

The results of item 13 showed that experimental group students think that this course changed their perceptions towards the target culture at end of this course (81.4%). It can be said that their perceptions towards target culture changed positively because they thought that (81.5%) this course was beneficial for them to learn some cultural facts about the target language and its people (item 12) and as a consequence they think that this course helped them in communicating with people of the target language (item 13; 81.4%).

b) in control group?

Control group students who just read the book think that this course did not contribute much from the perspective of raising their awareness about history and

its relationship to culture (item 1; 16%). Therefore, control group students did not want to take any further classes about the target culture (item 14; 12%) or did not want to see target cultural components included in any future language classes (item 15; 12%). As a consequence, it can be understood that just using book is not enough to raise cultural awareness for control group students.

c) in both groups?

It was found that the scores of the groups who received the course through different methods related to the perception scale and the benefits of cultural awareness displayed a significant difference and their common effect on perception scale scores was significant on condition that they are conducted in the groups where different methods are employed ($t_{(51)}$=2.533, p>.05). The decrease in the scores of perception of the course related to the benefits of cultural awareness when compared to the pre-implementation period indicates that the implementation of scientific field excursion in the experimental group is effective in developing the attitudes of the questions towards the lesson.

When the responses of experimental and control groups were analyzed, both groups had nearly had the same opinion related to item 8. 85.2% of experimental group students and 72% of control group students think that the course was beneficial for them in terms of understanding of the influence of philosophical phenomenon in relation to culture. It can be said that using film slightly creates a difference for experimental group students. Just using the book version may be thought enough to understand of the influence of philosophical phenomenon in relation to culture for control group students. The results of item 11 related to developing critical attitudes towards both the target and the native culture showed that both experimental (96.2%) and control group (72%) students found the course beneficial. However, it can be deducted that for experimental group students using film in addition to book contributed more in terms of developing critical attitudes towards both the target and the native culture. Item 9 related to improving learners' language skills because of the combination of culture and language showed that both experimental (77.7%) and control group (80%) students had nearly the same opinion.

5.2.4. Discussion on the Findings Related to Research Question 4

R.Q.4. Is there any difference between experimental group and control group in terms of learners' perceptions on using film as a multimodal way to enhance their cultural awareness according to:

a) gender?

It was found that the scores of perception scale related to the benefits of cultural awareness among the male and female students in the experimental group did not display a significant difference between the male and female students after the implementation and the implementation did not have any effects on the scores of perception related to the benefits of cultural awareness ($t_{(26)}$=8.67, p>.05). This finding also indicates that the implementation of the course through the method of using films had no effect in increasing perception scores according to gender.

There was no significant difference in the scores of perception scale related to the benefits of cultural awareness among the male and female students in the control group and traditional method did not have significant effects on the perception scores related to the benefits of cultural awareness ($t_{(24)}$=8.67, p>.05). This finding indicates that teaching the course through traditional methods had no effect of increasing the perception scores of the students in the control group where traditional education is conducted.

b) high school graduations?

It was found that the scores of perception related to the benefits of cultural awareness between the students of Anatolian High School and the students of state schools in the experimental group where film is used as a teaching method are employed displayed significant difference on behalf of the students graduated from Anatolian High Schools after the implementation ($t_{(26)}$=3.83, p>.05). According to the obtained findings, the average perception scores of the students graduated from Anatolian High Schools in the experimental group related to the benefits of cultural awareness is ($\bar{x}$=64.12) while the average perception scores of the students graduated from normal high schools related to the benefits of the cultural awareness is ($\bar{x}$=55.80). Those results indicate that the perception levels of the students in the experimental group who graduated from Anatolian High

Schools related to the benefits of the cultural awareness differed from the students who graduated from state schools.

The scores of perception related to the benefits of cultural awareness between the students of Anatolian High School and the students of state schools in the experimental group are employed displayed significant difference on behalf of the students graduated from Anatolian High Schools after the implementation ($t_{(24)}$=4.63, p>.05). According to the obtained findings, the average perception scores of the students graduated from Anatolian High Schools in the experimental group related to the benefits of cultural awareness is ($\bar{x}$=51.40) while the average perception scores of the students graduated from state schools related to the benefits of the cultural awareness is ($\bar{x}$=43.72). Those results indicate that the perception levels of the students in the experimental group who graduated from Anatolian High Schools related to the benefits of the cultural awareness differed from the students who graduated from state schools.

5.2.5. Discussion on the Findings Related to Research Question 5

R.Q.5. Is there any difference between experimental and control groups in terms of academic achievement scores after implementation process?

It was found that the groups where two separate systems are employed differed from each other between pre-implementation and post implementation and different teaching methods had significant common effects on the academic achievement scores in the repeated measurements ($t_{(51)}$=3.96, p>.05). This finding indicates that the implementation through the method of using films as a multimodal way has various effects on increasing the academic achievement scores of the students. It is understood that the implementation of using films as a multimodal way in the experimental group ($\bar{x}$=79.61) which gained profit in their academic achievement scores prior to experiment was more effective on increasing the academic achievement scores than the students in control group ($\bar{x}$=71.94).

5.2.6. Discussion on the Findings Related to Research Question 6

R.Q.6. Is there any difference between males and females in terms of academic achievement scores after implementation process:

a) in experimental group?

The academic achievement scores of male and female students in the experimental group after the implementation differed from each other on behalf of male students and their common effects on the academic achievement scores were significant in the repeated measurements in the experimental group depending on gender ($t_{(26)}$=3.96, p>.05). This finding indicates that males in the experimental group who receive education through film are more successful in increasing their academic achievement scores when compared to the female students. It is also understood that the implementation was more effective on male students in the experimental group who gained more profits after the implementation when compared to the pre-implementation period in increasing their academic achievement scores.

b) in control group?

No significant difference was obtained between the genders as a result of the test conducted to determine the academic achievement levels after the implementation among the male and female students in the control group ($t_{(24)}$=.822, p>.05). According to this data, the average academic achievement scores of the female students in the control group is ($\bar{x}$=67.00) while that of male students is ($\bar{x}$=73.20). Those results indicate that the academic achievement levels of the male and female students in the control group after the implementation are similar.

5.2.7. Discussion on the Findings Related to Research Question 7

R.Q.7. Is there any difference between experimental and control groups in terms of academic achievement scores after implementation process according to:

a) high school graduations?

A significant difference was found between the academic achievement scores of the students who graduated from Anatolian High Schools in the experimental group and those who graduated from state schools on behalf of the students graduated from the Anatolian High Schools ($t_{(26)}$=2.15, p>.05). According to this finding, the average academic achievement scores of the students in the experimental group graduated from Anatolian High Schools was ($\bar{x}$=82.94) while the average academic achievement scores of the students graduated from state schools is ($\bar{x}$=75.41). Those results indicate that the academic achievement levels

of the students in the experimental group graduated from Anatolian High Schools differ from the students graduated from state schools.

There was a significant difference between the academic achievement scores of the students on the control group who graduated from Anatolian High Schools after the implementation and the students graduated from state schools ($t_{(24)}$=5.62, p>.05). According to the obtained data, the average academic achievement score of the students in the control group graduated from Anatolian High Schools was ($\bar{x}$ =74.64) while the average academic achievement score of the students from state schools was ($\bar{x}$=67.14). Those results indicate that the academic achievement levels of the students who graduated from Anatolian High Schools differ from the students graduated from state schools.

b) retention test results?

The post-test of the study was conducted as a retention test to both experimental and control groups in order to assess gained knowledge of the students from the implementation of the study. The results showed that there is no significant difference between the academic achievement scores of the students in the experimental group and their retention test scores ($t_{(26)}$=1.571; p>.05). The average academic achievement score of the students in the experimental group is more ($\bar{x}$=79.61) than the average of their retention test score ($\bar{x}$=76.60). There is a significant difference between the academic achievement score of the students in the control group and their retention test scores ($t_{(24)}$=2.087; p=.05). The average academic achievement score of the control group ($\bar{x}$=71.94) is higher than the average retention test scores ($\bar{x}$=64.80). According to those findings, the durability of the information which the students in the experimental group obtain is higher while the durability of the information which the students in the control group is lower.

5.3. Pedagogical Implications

Using films in language teaching can be considered as an entertaining and motivating vehicle because films present authenticity and real-life language to students and enhance language skills development. Teachers can extend the range of classroom teaching techniques and resources and also diversify the curriculum. It makes easier to teach abstract themes and concepts for teachers

because of visuality. Inexperienced students can benefit from films because of their greater feeling of reality. Audial and visual features of films provide a comprehensive tool for language teaching. Therefore, films help learners by supporting the verbal message and provide a focus of attention while they listen. In addition, they let learners go beyond what they can experience in a class with traditional techniques. They can be successfully applied to many courses in order to provide a wide variety of learning styles or modalities.

5.4. Limitations of the Study

There are some limitations of using films in the classroom. In this study, sometimes students lost their attention to find out the coherence between the visual details and the subtitle, and sometimes time-management created some problems for the researcher. Again, watching an entire movie took a longer time to complete compared to other language activities. Similarly, designing the materials used in that study was time-consuming for the researcher because choosing the proper film and the book for the classroom, analyzing the texture of the film and the book with cultural contents were a little troublesome. Again, the contextual and linguistic variety may sometimes be overwhelming for the students. Also, this study was carried out with the second year (sophomore) students at Selçuk University, English Language and Literature Department who were at $B1^{+}$ level. The study was applied to only one level of learners.

5.5. Suggestions for Further Study

The most significant finding of this study was students in the study do not completely believe the effect of using film as a multimodal way contributes their learning process. However, when the academic achievement scores of the students after the implementation of film viewing section were examined, they were more successful when compared to other group of students.

For a further study, students learning styles and strategies may be determined, and strategy training may be provided for the students to make better use the strategy or the styles they have. The results of this study may be shared with the students who attended to that study. Then, another book and a film version of it from their curriculum may be researched by using the same strategies.

5.6. Conclusion

Teaching in a foreign language can be challenging in terms of planning. A foreign language teaching environment ought to be flexible, changing and propelling. Learners may have diverse proficiency levels so it might be hard to arrange a lesson as indicated by these distinctive proficiency levels. Right now, utilizing films as a part of language can be considered as an amusing and attractive vehicle. Learners in a non-English speaking environment may profit by utilizing films as a teaching instrument on account of authenticity and real-life language.

In any case, some language instructors believe that utilizing films as a part of foreign language teaching might be insignificant and time-consuming (Berwald, 1987). As indicated by these instructors, film is not an appropriate teaching asset; it can simply be considered as an exciting guide to teach language not to satisfy an educational objective. Likewise, they do not want to utilize films in language teaching due to some technical challenges. On the other hand, they concurred on films upgrade cultural awareness notwithstanding language skills development (Berwald, 1987).

The utilization of films as teaching material has expanded quickly since the 1970s. Ismaili (2013) calls attention that films expand the scope of classroom teaching strategies and assets furthermore broaden the educational programs. Champoux (1999) underlines that film scenes can make it less demanding to teach abstract themes and ideas on account of their visuality. Likewise, inexperienced students can profit by films due to their greater feeling of reality. Allan (1985, pp. 48-65) likewise highlights the realistic samples that the films empower. Joining both auditory and visuality makes film a thorough tool for language instruction. The visuality likewise supports the students: it helps learners by supporting the verbal message and gives a centre of consideration while they tune in. Additionally, classroom exercises and methods connected with utilizing films as a teaching instrument let learners go beyond what they can experience in a class with traditional techniques. As far as language learning and teaching, films are fluctuated and adaptable tools since they give learners an assortment of language and cultural experiences. Also, in a confined classroom environment, learners do not have the opportunity of exposing to authentic target language and speech forms.

In addition, film-related activities motivate learners to participate learning process actively because of real-life language usage. To some degree, films give learners legitimate target language that they cannot experience outside the classroom and films incorporate a few components that a course book cannot teach. Learners have the opportunity to investigate the issues of appropriateness and pragmatics while watching likewise phonetic, paralinguistic and nonverbal conduct. At the point when these characteristics of films are contemplated, films might be thought as a superior language teaching aid than a course-book only teaching environment both for instructors and learners.

In spite of the fact that film is a valuable instrument to motivate learners and make the lesson enthralling, there are a few elements that ought to be kept in mind when utilizing films as a part of a foreign language learning and teaching process. These components are deciding on the suitable film, classroom exercises and making full utilization of the film. While selecting the suitable film, the proficiency level of the learners and the intelligibility of the film are essential. The film ought not to be beyond the current level of learners and ought to be adequately comprehensible. Depending on student proficiency levels, instructional and curricular goals and an assortment of various classroom exercises ought to be arranged and sorted out. By doing this, film is helpful for the course or class and it can dispose of the situation, where the film is thought pretty much as a time-filling component with no specific pedagogical goals.

Films have been effectively connected to numerous courses in order to offer a wide assortment of learning styles or modalities (Birch & Gardiner, 2005). Learning styles are characterized as cognitive, affective, and psychological behaviours that serve as moderately stable pointers of how learners perceive, cooperate with, and react to the learning environment. Learners feel more relaxed in an environment which mirrors their predominant learning style (Sankey, 2006).

Learners have a preferred learning modality, namely, visual, aural, read/write or kinaesthetic, while numerous learners are multimodal (utilize a blend of these modalities). Individuals likely utilize distinctive cognitive strategies to process verbal and visual media. Some proof proposes that individuals learn abstract and new concepts all the more effortlessly when displayed in both verbal and visual structure (Champoux, 1999, pp. 2-3). Other empirical research demonstrates that

visual media make concepts more accessible to an individual than text media and assist particularly with later recall (Champoux, 1999, pp. 2-3).

As indicated by Allan (1985, p. 66) it is essential to attempt to adventure all the positive sides that a film can offer on language teaching. Case in point, multimodality is clearly an awesome piece of films, and it can help additionally the weaker students follow the film and comprehend what is happening. There are non-verbal signs and multimodes in a film, for example gestures, facial expressions, eye contact, posture, proximity, appearance and setting. All these components have essential impact on the film and may help or, on the other hand, also possibly hinder viewing the film.

Likewise, in foreign language learning it is valuable to comprehend some focuses about different cultures. EFL instructors can teach culturally-diverse communication, which incorporates adapting behaviour, critical thinking, getting to know individuals to comprehend a culture and understanding one's own culture so as to comprehend different cultures. Nevertheless, as indicated by Hinkel (1999, p. 6) a second language learner's comprehension of conceptualizations and constructs in second culture is on a very basic level influenced by his or her culturally characterized world views, convictions, assumptions and presuppositions. As said by Hinkel (1999, p. 201) "language and culture are as one". All in all, concentrating on various cultures can make an individual more tolerant and liberal and decline one's prejudices. Thus, films are an incredible tool to present target language culture.

A film can fill in as springboard for cultural exchanges, as a prologue to new culture, or as a useful material. Both composed and oral assignments about cultural themes are possible, and they can be done both individually and in groups. Be that as it may, films are a decent approach to raise awareness and negotiations in the class, and different students' distinctive views and experiences can be to a great degree fascinating and spur the students to speak. In this way, films can be utilized as an optional teaching aid in instructional frameworks particularly in language teaching. Besides, utilizing varying media components like films helps learning and they are awesome amusing to watch (Lynch, 2008).

King (2002) proposed that "utilizing films as a part of education is a reviving learning experience for students who need to enjoy a reprieve from rote learning of unending English vocabulary and drill practices, and replace it with something realistic, a dimension that is absent in text-book oriented instruction" (p. 512). In the event that chosen with proper length and intriguing points, films, which are intentional and tailored to students' learning needs and proficiency level can give pleasant language learning chances to EFL students in a non-native teaching environment.

In this study, taking advantage of a film with its multimodal characteristics in the classroom was observed to be exceedingly contributive to the expansion in the performance level of the learners, their cultural awareness, and their learning durability. The findings of the present study recommend that watching films has a high connection with students' performance on comprehension skills in reading on the post-test of the study. The results of the t-test show that the experimental group outperformed the control group which again underpins the meaningful and goal-oriented utilization of multimedia and films accompanied by books in the EFL classroom.

Films, literature, and multimedia technology are accepted to be successful in cultural transmission. The transmission of culture can fill pedagogical needs. This method of instruction and language teaching has picked up an overall prominence and can be incorporated into lessons, since thoughts specified all through films bear instructive and cultural messages in them. Culture is an imperative part of any language course because of the way that language learning involves social instruction. Keeping in mind the end goal to instruct foreign culture, instructors can utilize various strategies and materials, among them, films which are considered as exhaustive content and varying media intends to meet this goal.

The outcomes are in accordance with Berwald's (1987) research, which proposed that the utilization of mass media in classroom environment is valuable as it advances cultural awareness and fruitful association on different subjects. The study likewise affirms Tanriverdi and Apak's (2008) contention, which expresses that media sources importantly affect students as they empower a positive attitude towards different cultures. Likewise, the findings confirm Grant S. Wolf's study (2006) which proposed that utilizing video materials prompts creative and fluent

writing. Unmistakably, without cultural awareness and knowledge of the culture of the target language, it is not really conceivable to convey precisely and successfully in a foreign context. Integrating literature and films to the educational programs is a viable tool which gives the students some cultural knowledge to the language they are learning. Well-organized strategies and appropriate techniques also pave the way for a teaching that results in a long-lasting and durable learning.

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Tez Çalışması Etik Komisyon İzin Muafiyeti Formu

18 / 01 / 2017

Hacettepe Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı Başkanlığı'na

| *Tez Başlığı / Konusu:* | FILMS AS A "MULTIMODAL WAY" TO IMPROVE LEARNERS' READING SKILLS AND ENHANCE CULTURAL AWARENESS IN ENGLISH LANGUAGE AND LITERATURE DEPARTMENTS |

Yukarıda başlığı/konusu gösterilen tez çalışmam:

1. İnsan ve hayvan üzerinde deney niteliği taşımamaktadır,
2. Biyolojik materyal (kan, idrar vb. biyolojik sıvılar ve numuneler) kullanılmasını gerektirmemektedir.
3. Beden bütünlüğüne müdahale içermemektedir.
4. Gözlemsel ve betimsel araştırma (anket, ölçek/skala çalışmaları, dosya taramaları, veri kaynakları taraması, sistem-model geliştirme çalışmaları) niteliğinde değildir.

Hacettepe Üniversitesi Etik Kurullar ve Komisyonlarının Yönergelerini inceledim ve bunlara göre tez çalışmamın yürütülebilmesi için herhangi bir Etik Komisyondan/Kuruldan izin alınmasına gerek olmadığını; aksi durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.
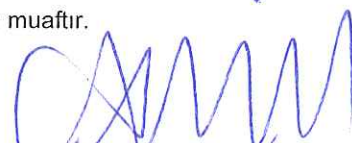
Nurcihan YÜRÜK
(Öğrencinin Adı Soyadı, İmzası)

Öğrenci Bilgileri

Adı Soyadı	**Nurcihan YÜRÜK**
Öğrenci No	N10146267
Anabilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı
Programı	İngiliz Dili Eğitimi
Statüsü	☐ Yüksek Lisans ☒ Doktora ☐ Bütünleşik Dr.

Danışman Görüşü ve Onayı

Öğrenci tez çalışmasına 2013 yılında başladığından Etik Komisyon İzninden muaftır.

Doç. Dr. Arif SARIÇOBAN
(İmza)
(Danışmanın ünvanı, Adı ve Soyadı)

APPENDIX 2. POST-TEST
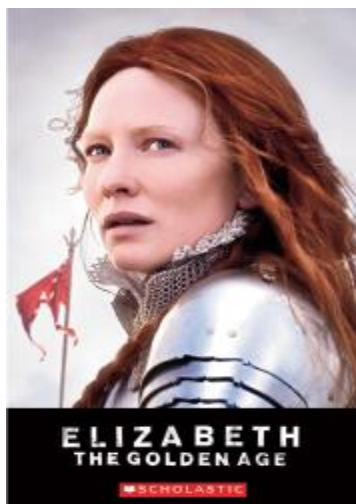
Elizabeth: The Golden Age

I.Complete the gaps with words from the box.

prisons	anchor	secret	victory	crime	army
fireships					

a) Bess and Raleigh loved in ……………………….

b) It was a ……………………… to marry one of the Queen's ladies without her agreement.

c) Philip's …………………… were full of dying men.

d) The Queen sat on a horse and spoke to her ………………………

e) The English used ……………………… to break the Spanish lines.

f) The Spanish dropped ……………………… to stop their ships from moving in the storm.

g) The Spanish Armada was destroyed. It was a great ……………………… for England.

II. Put these events in the correct order.

.... a) Raleigh rescues Calley.

.... b) Elizabeth hits Bess.

.... c) The Queen gave thanks to God in St Paul's Cathedral.

.... d) Philip cries.

.... e) Elizabeth says goodbye to Walsingham.

.... f) Raleigh marries Bess.

.... g) Walsingham tells the Queen that Bess and Raleigh are married.

.... h) Margaret tells Bess of England's success.

.... i) Raleigh is ordered back to his ship, the Tyger.

III. Are these sentences true (T) or false (F)?

a) Philip of Spain's wife is called Isabella.	T	F
b) There is no proof that Mary wants to kill Elizabeth.	T	F
c) Babington is scared of being caught.	T	F
d) Elizabeth does not believe that the people at court tell her the truth.	T	F

e) Bess was Mary's favourite lady.	T	F
f) Elizabeth's guards arrested Raleigh.	T	F
g) Walsingham was worried about the news from France.	T	F
h) The Spanish Ambassador called Raleigh a 'thief'.	T	F
i) Philip sends Robert Reston back to France.	T	F

IV. Choose the correct alternative from the choices.

1. Which of these important characters from "Elizabeth" does not reappear in the sequel?

a) Elizabeth Tudor

b) Francis Walsingham

c) Robert Dudley

d) Philip II

2. While imprisoned in England, Mary Queen of Scots tells her jailer that she prays for who?

a) Elizabeth I

b) Isabella

c) Mary I

d) Herself

3. What does Sir Walter Raleigh NOT bring as a gift to Elizabeth from the New World?

a) Natives

b) Tobacco

c) Potatoes

d) Corn

4. What does Raleigh tell Elizabeth is very rare for a queen?

a) "Having someone like you for yourself."

b) "Knowing how to fend for yourself."

c) "Being able to appreciate being poor."

d) "Being able to know when someone is lying."

5. Which member of Sir Francis Walsingham's family betrays him?

a) His wife

b) His sister

c) His brother

d) His son

6. Who is the daughter of Philip II?

a) Isabella

b) Catalina

c) Maria

d) Eleanor

7. Sir Walter Raleigh starts a relationship with which of Elizabeth's maids of honor?

a) Bess Throckmorton

b) Kat Ashley

c) Mary Sidney

d) Lettice Knollys

8. The English set fire to some of their ships and push them into the Spanish formation, wrecking most of the Armada's ships and helping the English win. What are these weapons called?

a) Fire Ships

b) Flaming Boats

c) Flaming Horses

d) Fire Horses

9. Why doesn't Elizabeth die when the Catholic conspirator shoots at her in church?

a) A lady in waiting jumps in front of her.

b) He misses.

c) There is no bullet.

d) She is able to recover.

10. Despite Elizabeth's advanced age in this movie, she still has suitors. A young boy from a foreign country comes to England to try and woo her. Who is he?

a) Erik of Sweden

b) Charles of Austria

c) Philip of Spain

d) Francis of France

11. Why is Elizabeth reluctant to sign Mary Stuart's death warrant?

a) She is friends with Mary.

b) She isn't reluctant at all.

c) She believes Mary is innocent.

d) She will be murdering a Queen.

12. When Bess and Walter dance the volta, Elizabeth sees what image from her past?

a) Her mother dancing with her father

b) Herself dancing with Robert Dudley

c) Herself dancing with Walter Raleigh

d) Her sister Mary dancing with Philip II of Spain

13. Elizabeth Throckmorton becomes very guilty about not having helped someone who had asked her for aid. Who is it that had asked for her help?

a) Her cousin

b) Her father

c) Her brother

d) Her grandfather

14. At the end of the movie, Bess finally delivers her baby. Which of these best describes it?

a) A healthy girl

b) A stillborn boy

c) A stillborn girl

d) A healthy boy

APPENDIX 3. QUESTIONNAIRE I

Name/ Surname:
Number:
Department:

The survey intends to collect data on using movies as teaching material in language classroom. Choose what best suited option / options, and/or justify your answer on request as accurately as possible. Scores from this test will not affect your grades. Thank you for your help.

Inst. Nurcihan YÜRÜK

Watching this film helped me improve my:

1.Understanding of the authentic language used in the film.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

2.Critical thinking about the Target Language (TL) culture.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

3.Knowledge of how the authentic language is used in various contexts and settings.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

4.Performative skill (speaking).

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

5.Receptive skill (listening).

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

6.Fluency.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

7.Grammar and structure.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

8.Knowledge of how TL is used for different functions and purposes within a context.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

9.Vocabulary and authentic expressions.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

10.Understanding and appreciation of life in the TL country.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

11.Understanding and appreciation of the filming arts.

☐Strongly Agree ☐Agree ☐Neutral ☐Disagree ☐Strongly Disagree

12.Understanding of the difference between the artificial use of TL in a non-native environment (classroom) and natural use in a native environment.

☐Strongly Agree   ☐Agree ☐Neutral   ☐Disagree   ☐Strongly Disagree

13.Understanding that such films are very beneficial in acquiring the authentic aspect of the TL.

☐Strongly Agree   ☐Agree ☐Neutral   ☐Disagree   ☐Strongly Disagree

14.Understanding of how well the varieties of the English language can be demonstrated in the films.

☐Strongly Agree   ☐Agree ☐Neutral   ☐Disagree   ☐Strongly Disagree

15.Language skills with the fun and joy I experienced while watching films.

☐Strongly Agree   ☐Agree ☐Neutral   ☐Disagree   ☐Strongly Disagree

Name/ Surname:
Number:
Department:

The survey intends to collect data on your perceptions and opinions towards the benefits of cultural awareness through films. Choose what best suited option / options, and/or justify your answer on request as accurately as possible. Scores from this test will not affect your grades. Thank you for your help.

Inst. Nurcihan YÜRÜK

I. What benefits did you get from this course?					
(1: strongly disagree 2: disagree 3: neutral 4: agree 5: strongly disagree					
1 raised my awareness about history and its relationship to culture	1	2	3	4	5
2 motivated me to learn more about the language	1	2	3	4	5
3 raised my awareness about history and its relationship to language	1	2	3	4	5
4 helped me to know the aspects of other cultures	1	2	3	4	5
5 helped me in understanding my own culture and cultural identity	1	2	3	4	5
6 made me more tolerant with the differences	1	2	3	4	5
7 helped me in communicating with people of the target language	1	2	3	4	5
8 provided me with better understanding of the influence of philosophical phenomenon in relation to culture	1	2	3	4	5
10 raised my awareness about history and its relationship to communication	1	2	3	4	5
11 developed critical attitudes towards both the target and the native culture	1	2	3	4	5
II. At the end of this course................					
12 It was interesting to know some cultural facts about target language and its people	1	2	3	4	5
13 My perceptions changed towards the target culture at end of this course	1	2	3	4	5
14 This course encouraged me to take further classes about the target culture	1	2	3	4	5
15 I'd like to see target cultural components included in any future language classes	1	2	3	4	5
16 I'd like to learn about target culture during other classes too	1	2	3	4	5
17 My perceptions changed towards my own culture	1	2	3	4	5
18 This class contributed to the loss of my cultural identity	1	2	3	4	5

APPENDIX 5. PROFICIENCY TEST

1.-40. sorularda, cümlede boş bırakılan yerlere uygun düşen kelime ya da ifadeyi bulunuz.

1. Everybody said that ---.
a) they were happy the danger was over
b) they are happy the danger is over
c) he is happy the danger was over
d) he is happy the danger is over

2. His mother made him --- all his books in the study
yesterday morning.
a) tidied   b) tidying
c) to tidy   d) tidy

3. The pressman asked him when --- the World Trade
Centre.
 a) were they going to rebuild
b) they are going to rebuild
c) are they going to rebuild
d) they were going to rebuild

4. William Shakespeare, one of --- English playwrights,
was born in Stratford-Upon-Avon.
a) greater   b) the greatest
c) as great as   d) great

5. My mother --- get the responsibility of looking after
my son when I was at work.
a) used to   b) must
c)doesn't have to   d) should

6. If they --- what we wanted to do, they --- us.
a) have realized / could question
b) realized / will question
c) had realized / wouldn't have questioned
d) realize / couldn't question

7. Henry expressed that he --- them and added he had
to be released.
a) doesn't insult   b) won't insult
c) hadn't insulted   d) hasn't insulted

8. If he weren't selfish, he --- a little more
consideration to his family.
a) give   b) would give
c) was giving   d) will give

9. You --- him at the auction last Sunday. He has been in coma for ten days.
a) can't have seen   b) must have seen
c) shouldn't have seen d) might have seen

10. We have a meeting today. The staff is supposed --- in the conference hall at 11 a.m.
a) be   b) being
c) to be   d) to being

11. --- they take a taxi, they will still miss their flight.
a) When   b) Even if

c) Unless   d) If

12. While the waiter --- up the broken plates, his finger ---.
a) is picking / will be cut
b) picks / has been cut
c) was picking / was cut
d) picked / had been cut

13. Let's not go anywhere on Sunday. The weather reports say it is going to be snowy. ---, we have a project to finish then.
a) However   b) Consequently
c) Yet   d) Moreover

14. My brother fails to concentrate on anything --- he sleeps at least for eight hours.
a) so that   b) still
c) so   d) unless

15. Recently, Mrs. Clare --- to give misinformation to tax agents prior to her appointment.
a) was sued   b) has been sued
c)will be sued   d) is sued

16. He lives --- an island --- the west of Turkey.
a) on / in   b) in / in
c) on / on   d) in / on

17. They --- enough money. They --- a new car next week.
a) have saved up / were going to buy
b) have saved up / are going to buy
c) had saved up / will buy
d) had saved up / bought

18. The students --- were present at the conference were given a certificate.
a) whose   b) whom
c) which   d) who

19. He --- because he --- a big mistake while writing the report.
a) apologized / had made
b) apologizes / has made
c) has apologized / makes
d) had apologized / made

20. We really --- whether the mall is open on national holidays. We've wasted the whole day walking here.
a) might have learnt   b) can't have learnt
c) must have learnt   d) should have learnt

21. There is a new shopping centre --- the outskirts, --- the Ankara Highway.
a) on / at   b) in / from
c) at / on   d) from / to

22. Jane's voice sounds ---. She sang the song --- at the concert.
a) beautifully / perfect
b) beautiful / perfectly
c) beautifully / perfectly
d) beautiful / perfect

23. --- questions were asked in the interview and those who were able to answer 70 % of the questions were hired.
a) A lot   b) Much

c) Plenty of   d) Any

24. Could you please call me --- time as I am busy compiling sales reports at the moment?
a) another   b) other
c) others   d) one another

25. She had to go out to work and leave her children in the house on --- own.
a) my   b) their
c) our   d) his

26. Alexander Graham Bell, the --- of the telephone, never telephoned his wife or mother because they were both deaf.
a) innovator   b) inspector
c) instructor   d) inventor

27. --- continues to be a problem as millions of people have no work.
a) Abundance   b) Wealth
c) Poverty   d) Luxury

28. The University of Nalanda, built in the 4th century BC, was one of the greatest --- of ancient India in the field of education.
a) acquirements   b) arguments
c) achievements   d) attachments

29. You should --- from your job if your salary is not high enough.
a) resign   b) respect
c) require   d) return

30. Before going camping, you should learn about the available resources such as --- plants.
a) mixable   b) readable
c) flexible   d) edible

31. Water helps --- blood pressure from dropping to critical levels.
a) prevent   b) rescue
c) recover   d) suffer

32. This path --- directly to the house.
a) follows   b) leads
c) passes   d) splits

33. The meeting was called --- because of the director's illness.
a) back   b) on
c) upon   d) off

34. It's time to forget the past and look ---.
a) ahead   b) for
c) after   d) up

35. This summer, I am planning to take --- yoga.
a) in   b) off
c) up   d) out

36. What exactly are you trying to get ---?
a) at   b) in
c) up   d) away

37. When I was at the party, I ran --- my colleague.
a) against   b) away
c) off   d) into

38. I --- well with my sister. We have never had any problems so far.
a) get on   b) catch up
c) fall out   d) put up

39. They got the hotel keys when they ---.
a) broke into
b) checked in
c) passed away
d) cut down

40. The coffee shop is giving --- free coffee this morning! Let's go!
a) back   b) up
c) away   d) out

41.-45. sorularda, aşağıdaki parçada numaralanmış yerlere uygun düşen kelime ya da ifadeyi bulunuz.

A young teen in Florida has been shot --- (41) the head with a spear, --- (42) miraculously, he survived. Yasser Lopez is 16 years old and couldn't be luckier, considering a spear was --- (43) fired into his forehead as --- (44) was being loaded. Multiple people stated that the impact from the spear was so powerful that it lifted him to the ground and --- (45) the lake.

41.
a) of   b) at
c) up   d) in

42.
a) as   b) but
c) so   d) because

43.
a) totally   b) bravely
c) normally   d) accidentally

44.
a) we   b) she
c) it   d) they

45.
a) into   b) from
c) off   d) on

46.-50. sorularda, aşağıdaki parçada numaralanmış yerlere uygun düşen kelime ya da ifadeyi bulunuz.

The average blue whale --- (46) around 100 feet in length and can weigh up to 150 tons! It is --- (47) animal anywhere in the world, and is so big that it --- (48) fit an entire football team in its mouth, and its heart is almost the size of a car! --- (49) an elephant is the largest land animal, weighing in at an average of 7000 pounds, they don't --- (50) come near the size of a blue whale's tongue!

46.
a) estimates   b) calculates
c) measures   d) counts

47.
a) large   b) larger than
c) the largest   d) as large as

48.
a) can   b) must
c) should   d) has to

49.
a) However   b) Whereas
c) Nevertheless d) Although

50.
a) truly   b) even
c) indeed   d) certainly

51.-54. sorularda, verilen İngilizce cümleye anlamca en yakın Türkçe cümleyi bulunuz.

51. The murderer didn't go out of the place he hid throughout the day for fear that he might be caught.
a) Katil, yakalanırım korkusuyla bütün gününü saklandığı yerde geçirdi.
b) Katil, yakalanabilirim korkusuyla gün boyunca saklandığı yerden dışarı çıkmadı.
c) Katil, yakalanacağını anlayınca gün boyunca saklandığı yerden çıkmadı.
d) Yakalanacağını anlayan katil, bütün gün saklandığı yerde kalmayı tercih etti.

52. This research was undertaken with a view to seeing how much truth there was in the current assumptions about adolescence.
a) Bu araştırma, ergenlikle ilgili güncel varsayımların ne kadar doğru olduğunu görmek amacıyla yapıldı.
b) Bu araştırma, ergenlikle ilgili güncel fikirlerin doğruluğunun tespiti için yapıldı.
c) Bu araştırma, ergenlikle ilgili güncel varsayımların doğru olup olmadığını tespit edebilir düşüncesiyle yapıldı.
d) Bu araştırma, ergenlik hakkındaki güncel varsayımların boyutlarını görmek için yapıldı.

53. A great number of vital questions over exactly how
and where the downed jet was hit still have not been answered.
a) Düşürülen uçağın nasıl ve nerede düşürüldüğüne dair cevaplanması beklenen birçok soru vardır.
b) Düşürülen uçağın tam olarak nasıl ve nerede vurulduğuna ilişkin sorular cevaplanmayı beklemektedir.
c) Cevaplanması beklenen sorular, düşürülen uçağın tam olarak nasıl ve nerede vurulduğuna ilişkindir.
d) Düşürülen uçağın tam olarak nasıl ve nerede vurulduğuna ilişkin pek çok önemli soru hala cevaplanmamıştır.

54. According to recent researches, giving younger kids ADHD stimulant medications can improve their grades and test scores.
a) Son yapılan araştırmalara göre, küçük çocuklara DEHB uyarıcı ilaçları vermek, onların notlarını ve sınav sonuçlarını yükseltebilmektedir.
b) Son araştırmalar, uyarıcı DEHB ilaçlarının küçük çocukların notlarını ve sınav başarılarını geliştirdiğini ispatlamıştır.
c) Küçük çocuklara uyarıcı DEHB ilaçları vermek onların başarılarını ve sınav notlarını doğrudan etkilemektedir.
d) Günümüz araştırmalarına göre, küçük çocukların notları ve sınav dereceleri onlara verilen uyarıcı DEHB ilaçları sayesinde artmaktadır.

55.-58. sorularda, verilen Türkçe cümleye anlamca en yakın İngilizce cümleyi bulunuz.

55. Günümüz araştırmacıları, ana dilde olduğu gibi, yabancı dil ediniminin de çocuklukta başlaması gerektiğini vurgulamaktadır.

a) According to some researchers, as in mother tongue acquisition, second language acquisition has to start in childhood as well.
b) Recent researchers have claimed that second language and mother tongue acquisitionshould be in childhood.
c) Recent researchers have pointed out that second language acquisition has to start in childhood as in the mother tongue, too.
d) Many recent researchers have explained that second language acquisition should start during the childhood apart from mother tongue learning.

56. Asya borsalarında geçen hafta yaşanan satışların ardından küçük oranlı artışlar açıkça görülmektedir.
a) Small proportional increases are clearly seen after the previous week sales in Asian stock markets.
b) It has exactly been seen that there are small proportional increases after the sales in Asian stock markets this week.
c) After the sales in Asian stock markets this week, small proportional increases have been clearly seen.
d) Last week, there were sales in Asian stock markets and now small proportional increases are easily seen.

57. Çin'in güney bölgelerinde timsah etiyle yapılan yemekler oldukça rağbet görüyor.
a) Meals are cooked with crocodile meat in the southern China and they are mostly preferred.
b) In the southern parts of China, the meals are generally cooked with crocodile meat because they are much in demand.
c) The meals with crocodile meat are cooked in the southern China and everybody likes them.
d) In the southern parts of China, the meals, which are cooked with crocodile meat, are much frequented.

58. Gelişmiş teknoloji sayesinde insanlar daha fazla üretken olmalarına rağmen, daha az sosyal oldular.
a) Though people have become less productive thanks to improved technology, they have become more social.
b) Even though people have become more productive by means of improved technology, they have become less social.
c) As people have become more productive due to improving technology, they have become more social.
d) If people improve technology, they will become more productive but less social.

59.-63. sorularda verilen cümleye anlamca en yakın cümleyi bulunuz.

59. The money, which I was going to use to register for the exam, should have been sent me two days ago.
a) They sent me the money two days ago and I registered for the exam.
b) If they had sent me the money two days ago, I could have registered for the exam.
c) Although they had sent me the money on time, I didn't have time to register for the exam two days ago.
d) Even if they had sent me the money two days ago, I couldn't have registered for the exam.

60. They must have seen the accident on TV; otherwise, they wouldn't call me at this time of the night.
a) As soon as they heard the accident, they had to call me at this time of the night.
b) Even though they heard the news on TV, they didn't call me since it was too late to call.
c) I'm pretty sure that they had seen the accident on TV and called me at this time of the night.
d) If I were them, I wouldn't call anybody to ask what had happened since it is too late to call.

61. The faster you drive; the more petrol the car uses.
a) When you drive slowly, the car uses more petrol.
b) When you drive fast, the car uses less petrol.
c) When you use less petrol, the car goes fast.
d) When you drive fast, the car uses more petrol.

62. It seemed strange to see my old colleague beg in front of a mosque.
a) I took it normally to see my old colleague beg in front of a mosque.
b) It was strange for my friend to see me beg in front of a mosque.
c) I found it odd to see my old colleague beg in front of a mosque.
d) It was usual for my colleague to be in front of a mosque.

63. Excavations have shown that the region was inhabited during the Late Copper Age, around 3000 BC.
a) As a result of archaeological diggings, it can be clearly said that there were people living in the region during the Late Copper Age, around 3000 BC.
b) Since the excavations couldn't give sufficient information about the Late Copper Age, archaeologists have decided to inhabit the region to do further researches.
c) After the excavations, the ill-informed archaeologists haven't been satisfied with the regional settlement during the Late Copper Age, around 3000 BC.
d) Despite the sufficient information on the Late Copper Age, the archaeologists have insisted on studying the regional settlement.

64.-68. sorularda karşılıklı konuşmanın boş bırakılan kısmını tamamlayabilecek ifadeyi bulunuz.

64.Operator: This is operator. May I help you?
Paul: ---
Operator: Just dial 0, wait for the dial tone, and then dial the phone number you want to call. Or we can place a call for you, if you want.
Paul: No, thanks a lot. I´ll try it myself.

a) Of course not. Nobody in the world may help me.
b) Yes, I want to take my wife out to dinner.
c) No, it is none of your business.
d) Yes. How do I get an outside line, please?

65.Mary: Excuse me. Could you please take a picture of us with this camera?
    Man: ---
    Mary: This one.
    Man: Do I have to focus it?
    Mary: No, this is a focus-free camera. All you have to do is point and press the button.
    Man: All right. Say "cheese".

a) Do you remember the song named "Shooting Stars"?
b) Sure. Which button do I press to shoot?
c) Focus on your work, please.
d) Hands up or I will shoot you.

66.Doctor: Good morning. Please have a seat here. What is the problem?
    John: I have a terrible stomachache.
    Doctor: How long do you have it?
    John: ---

a) It is a private question, isn't it?
b) Tell me doctor, am I going to die?
c) For three days.
d) I don't like it.

67.Bill: Excuse me. May I see that laptop for a moment?
Sales clerk: Sure. You mean this one?
Bill: No, the one on the left. Yes, that´s it. Thank you.
Sales clerk: It´s a state-of-the-art piece of equipment, sir. 16.1" screen, 2.8 Ghz mobile processor, 512 MB RAM and removable 80 GB hard drive.
Bill: ---

a) That´s impressive! What is the sale price?
b) No, I don't want to come tomorrow.
c) I have to think about it before I let you go.
d) Well then, I want to buy the pink blouse, please.

68.Cashier: Hi. May I help you?
Jane: Yes. What is the buying rate for euro?
Cashier: 1.15 U.S. dollars to the euro.
Jane: ---
Cashier: Sure. How much would you like to
change?

a) I would like to make a change in my life.
b) Where is our economy going?
c) Okay. I´d like to change some euro into US
dollars, please.
d) Don't change your pen during the exam.

69.-71. soruları aşağıdaki parçaya göre cevaplayınız.

Parenting can be quite challenging and requires wide-ranging skills and expertise. Many women idealize parenthood as one of the most fulfilling experiences in life. However, some research suggests that parenting may be harmful to mental health. For example, women have reported that taking care of their children is more stressful than being at work. There have also been suggestions that intensive parenting can result in increased stress and guilt, particularly for women. This situation is known as the parenthood paradox. If intensive mothering is related to so many negative mental health outcomes, why do women do it? They may think that it makes them better mothers, so they are willing to sacrifice their own mental health to increase their children's cognitive, social and emotional outcomes. In reality, intensive parenting may have the opposite effect on children from what parents intend.

69. It is stated in the passage that parenthood paradox ---.
a) has a lot of harmful effects on women's mental health
b) is called as intensive mothering by women
c) is the contradiction among women related to parenting
d) only arises when parenting has opposite effects on children

70. It is clear from the passage that ---.
a) a number of women prefers intensive parenting for their mental health
b) intensive parenting doesn't always have positive effects on children
c) since intensive parenting has negative sides, mothers are more stressful at work
d) for a few women, parenthood is the most satisfactory experience in life

71. According to the passage, with intensive parenting, ---.
a) mothers don't think of themselves in order to improve their children's personalities
b) women will be better mothers
c) so many women can't solve their mental health problems
d) parents intend to increase the opposite effects on children

72.-74. soruları aşağıdaki parçaya göre cevaplayınız.

An endangered species is a population of an organism, which because it is either few in number or threatened by changing environmental or predation parameters, leaving it at risk of becoming extinct. Many countries have laws offering special protection to these species or their habitats: for example, forbidding hunting, restricting land development or creating preserves. Only a few of the many endangered species actually make it to the official lists and get legal protection. Many more species become extinct, or potentially will become extinct, without gaining public notice. The greatest factor of concern is the rate at which species are becoming extinct within the last 150

years. If this rate of extinction continues, the number of species becoming extinct in the next decade could number in the millions.

72. We understand from the passage that ---.
a) banning hunting is one of the legal preservations that many countries take for endangered species
b) so many endangered species get special protections both from the governments and public
c) environmental changes don't cause the extinction of some species
d) creating new habitats for these species isn't a legal protection

73. In the passage, it refers to ---.
a) changing environment
b) special protection
c) habitat
d) population of an organism

74. According to the passage, against the extinction of species, ---.
a) nothing can be offered by many countries
b) many countries have taken some legal precautions
c) public notice in some countries will be helpless
d) the public is optimistic about the future of the species

75.-77. soruları aşağıdaki parçaya göre cevaplayınız.

Of all the categories of child abuse, neglect, or a failure to provide for some basic need of a child, has probably received the least amount of attention from researchers. However, this does not mean that neglect is less important than the other categories of child abuse. The studies have shown that all children are potential victims of neglect; however, certain children have been identified as being at a higher risk. In considering gender, boys are at a higher risk for physical neglect than girls. In considering the family characteristics of neglected children, those of single parents are at a greater risk of physical neglect than children of two-parent families; and children from the lowest-income families are more likely victims of educational neglect. One must be aware of the fact that there are many types of neglect, with each type addressing a specific area in the child's life, and that often some of these types of neglect continue to be unrecognized or ignored.

75. It is understood from the passage that ---.
a) researchers have never given any attention to neglect
b) neglect is always less important than the other categories of child abuse
c) all children are the victims of neglect according to some studies
d) researchers are likely to deal with other categories of child abuse more than neglect

76. It is mentioned in the passage that ---.
a) gender isn't a very important factor in physical neglect
b) the children of a single-parent families are seldom at the risk of physical neglect
c) it is more possible to see educational neglect in the worst-paid families
d) physical neglect is easily seen among the children of two-parent families

77. According to the passage, we should realize that ---.
a) every kind of neglect directly affects a particular part of the child's life
b) many types of neglect will be recognized by some families one day
c) some kinds of neglect are often known and valued by many families
d) there are some types of neglect which won't be ignored anymore

78.-80. soruları aşağıdaki parçaya göre cevaplayınız.

For people with heart conditions and other deseases that require monitoring, life can be complicated by constant hospital visits and time-consuming tests. But what if much of the testing done at hospitals could be conducted in the patient's home, office, or car? Scientists predict a time

when medical monitoring devices are integrated seamlessly into the human body, able to track a patient's vital signs and transmit them to his doctors. But one major problem continues to hinder technologies like these: electronics are too rigid. However, with current technology, electronics are able to bend and stretch to more than 200 percent their original size, four times greater than is possible with today's technology but many potential applications require a device to stretch like a rubber band. The key is a combination of a porous polymer and liquid metal.

78. It is stated in the passage that it is probably difficult ---.
a) for people to have electronics inside their body
b) for scientists to bend the electronics with current technology
c) for doctors to monitor the patients' health
d) for sick people to go to hospitals for lengthy tests

79. It is clear in the passage that with the help of medical monitoring devices, ---.
a) electronics are too hard to monitor a patient's important signs
b) patients still go to hospitals for time-consuming tests
c) scientists and doctors can observe a patient's situations at the same time
d) electronics will be able to bend and stretch

80. According to the passage, combination of porous polymer and liquid metal ---.
a) is the solution for electronics to bend and stretch
b) affects technologies negatively
c) forms the rubber band that monitors a patient's signs
d) needs a rubber band for some potential devices

TEST BİTTİ.
CEVAPLARINIZI KONTROL EDİNİZ.

APPENDIX 6. ANSWER KEY

1. D	31. C	61. A
2. B	32. D	62. A
3. C	33. D	63. B
4. B	34. A	64. D
5. B	35. B	65. C
6. A	36. B	66. C
7. D	37. C	67. B
8. C	38. B	68. D
9. A	39. D	69. D
10. C	40. C	70. D
11. C	41. B	71. A
12. B	42. D	72. B
13. C	43. D	73. C
14. A	44. B	74. B
15. D	45. B	75. C
16. D	46. D	76. C
17. A	47. D	77. A
18. A	48. C	78. A
19. C	49. B	79. D
20. C	50. A	80. A
21. A	51. A	
22. C	52. B	
23. A	53. A	
24. B	54. A	
25. A	55. D	
26. B	56. D	
27. D	57. B	
28. B	58. D	
29. A	59. D	
30. C	60. B	

APPENDIX 7. KEYWORD LIST

ambassador (n): diplomatic official sent to a state as a representative of another state

anguish (n.): agony, torment; anxiety, fear

assignment (n.): a duty that you are assigned to perform (especially in the armed forces); "hazardous duty"

awaken (v.): cause to become awake or conscious

briskly (adv.): quickly, energetically

clench (v.): clasp together; hold tightly

complacent (adj.): content, serene; self-satisfied, smug

conspirator (n.): person who plots to do evil, person involved in a conspiracy

consume (v.): destroy; use up

custard (n.): sweetened mixture of milk and eggs baked or boiled or frozen

despair (v.): lose hope, be without hope

desperately (adv.): hopelessly; very much, extremely

devastating (adj.): crushing; destroying; saddening

discontent (n): displeasure, dissatisfaction, uneasiness

disobey (v.): refuse to go along with; refuse to follow; be disobedient

doubt (v.): be uncertain, have misgivings

embroider (v.): decorate with ornamental needlework

execution (n.): government sanctioned punishment by death

exuberant (adj.): lively, animated; abundant, plentiful

faction (n.): a group of people with a common political purpose

futilely (adv.): hopelessly; ineffectually, uselessly

greedily (adv.): desirously, covetously, avariciously, selfishly, graspingly

interruption (n.): disturbance, disruption; discontinuance, stoppage; cutting-off

intimacy (n.): profound closeness; close association; warm friendship

mercy (n.): compassion, pity; charity; forgiveness; act of kindness

nobility (n.): a social class, normally ranked immediately under royalty

oddly (adv.): strangely, queerly; in an odd manner

ornamentation (n.): something used for decoration, something used to beautify

pant (v.): breathe heavily

regality (n.): kingdom, sovereignty, royalty; rights and jurisdiction of a king

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ

EĞİTİM BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM / BİLİM DALI BAŞKANLIĞI'NA

Tarih: 17/01/2017

Tez Başlığı: İNGİLİZ DİLİ EDEBİYATI BÖLÜMLERİNDE ÖĞRENCİLERİN OKUMA BECERİLERİNİ GELİŞTİRMEK VE KÜLTÜREL FARKINDALIĞI ARTIRMAK İÇİN "ÇOKMODLU YÖNTEM" OLARAK FİLMLER

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Tarih ve İmza

Adı Soyadı:	Nurcihan YÜRÜK
Öğrenci No:	N10146267
Anabilim Dalı:	YABANCI DİLLER EĞİTİMİ
Programı:	İNGİLİZ DİLİ EĞİTİMİ
Statüsü:	☐ Y.Lisans ☒ Doktora ☐ Bütünleşik Dr.

DANIŞMAN ONAYI

UYGUNDUR.

Doç.Dr. Arif SARIÇOBAN

CURRICULUM VITAE

Personal Information

Name/Surname	Nurcihan YÜRÜK
Place of Birth	Konya
Date of Birth	24/06/1981

Education

High School	İdeal College	1999
Bachelor of Arts (BA)	Marmara University/ELT Department	1999-2004
Master of Arts (MA)	Hacettepe University/ MA TEFL (with scholarship)	2007-2010
PhD	Hacettepe University/ELT Department	2010-2016
Foreign Languages	English (advanced) German (intermediate)	

Work Experience

Instructor	Selçuk University/School of Foreign Languages	2004-present

Academic Studies

Publications

Başıbek, N., Dolmacı, M., Cengiz, B., Bür, B., Dilek, Y. Ve Kara, B. (2014). "Lecturers' Perceptions of English Medium Instruction at Engineering Deparments of Higher Education: A Study on Partial English Medium Instruction at Some State Universities". World Conference on Educational Sciences, Sapienza University, Roma, Italy.
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"10th International INGED ELT Conference", 3-5 November, 2006, Selçuk University, Konya, Turkey.

Certificates

"İletişim ve Beden Dili", Zirveler için Yetişin: 4. Dönem Eğitim Programı, 11 Mayıs, 2010, Selçuk Üniversitesi, Konya, Türkiye.

Contact Information

Email address	nurcihanbasibek@yahoo.com
Date of Defense	23/11/2016