

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

**STUDENTS' RESPONSE TO THE USE OF MULTIMEDIA AND DRAMA IN  
LITERATURE CLASSES**

**THESIS BY**

**Yekta MEŞE**

**SUPERVISOR**

**Assist. Prof. Dr. Kim Raymond HUMISTON**

**MASTER OF ARTS**

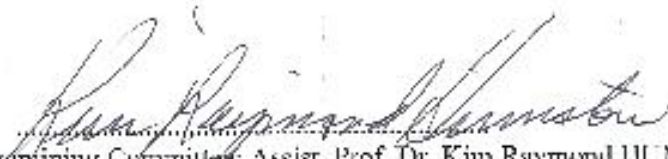
**MERSİN, SEPTEMBER 2015**

REPUCLIC OF TURKEY

ÇAG UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

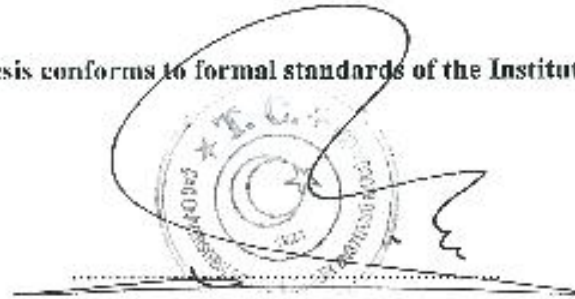
We certify that thesis under the title of "STUDENTS' RESPONSE TO THE USE OF MULTIMEDIA AND DRAMA IN LITERATURE CLASSES" which was prepared by our student Yekta Meşe with number 20138062 is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

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

  
Member of Examining Committee: Assoc. Prof. Dr. Şenaz ŞAHINKARAKAŞ

  
Member of Examining Committee: Assoc. Prof. Dr. Jülide İNÖZÜ  
(Çukurova Üniversitesi)

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



....04. / ...09... / 2015....

Assist. Prof. Dr. Murat KOÇ  
Director of Institute of Social Sciences

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

## **ACKNOWLEDGEMENT**

I would like to thank and express my sincere gratitude to my advisor Assistant Prof. Dr. Kim Raymond Humiston who always encouraged me to study, helped me politely and guided me to complete my thesis.

I would also like to thank and express my gratitude to Assoc. Prof. Dr. Şehnaz Şahinkarakaş for encourage me in my academic life and for her patience. I would like to thank and express my gratitude to Assoc. Prof. Dr. Jülide İnözü for her encouragement and patience.

I would like to thank and express my gratitude to my family: my parents Abdolvahap Meşe and Müzeyyen Meşe, my sisters Berivan Meşe and Gülizar Meşe for supporting me in every step of my life. They never give up supporting me.

04.09.2015

Yekta MEŞE

## **ÖZET**

### **EDEBİYAT DERSLERİNDE MULTIMEDYA VE DRAMA KULLANIMINA KARŞI ÖĞRENCİLERİN TEPKİSİ**

**Yekta MEŞE**

**Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı**

**Tez Danışmanı: Yrd. Doç. Dr. Kim Raymond HUMISTON**

**Eylül 2015, 55 sayfa**

Bu çalışmanın amacı, edebiyat derslerinde multimedya ve dramanın kullanımını araştırmaktır. Bu çalışmanın diğer bir amacı ise öğrencilerin edebiyat derslerinde multimedya ve dramaya yönelik tepkilerini incelemektir. Bu çalışma, Mersin Üniversitesinde 35 İngilizce dil öğretimi öğrencisi üzerinde yürütülmüştür. Öğrencilerin yaşları 19 ve 32 arasında değişmektedir. Katılımcılar, altı haftalık bir süre boyunca haftada üç saat gözlenmiştir. İki roman, altı haftalık bir süre boyunca gözlemlemek için kullanılmıştır. Veri toplamada gözlem, anket, video-kayıt ve mülakat kullanılmıştır. Veri analizi sonuçları, öğrencilerin multimedya ve drama yoluyla edebiyatı öğrenmenin eğlenceli bulunduğunu ve birçok faydaları olduğunu göstermiştir. Ayrıca, sonuçlar öğrencilerin multimedya ve drama yoluyla edebiyatı öğrenmeye yönelik tepkilerinin olumlu olduğunu göstermiştir.

**Anahtar Kelimeler:** Edebiyat, Çoklu Zekam Kuramı, Drama, Multimedya.

## **ABSTRACT**

### **STUDENTS RESPONSE TOWARDS MULTIMEDIA AND DRAMA USE IN LITERATURE CLASSES**

**Yekta MEŞE**

**M.A. Thesis, Department of English Language Teaching**

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

**September 2015, 55 pages**

The aim of this study is to explore the use of multimedia and drama in literature classes. Another aim of this study is to investigate the students' response towards multimedia and drama in literature classes. This study was conducted on 35 students at Mersin University who were ELT students. Their ages varied between 19 and 32. The participants were observed for three hours per week over a period of six weeks. Two novels were used to observe over a period of six weeks. In data collection, observation, questionnaire, video-recording, and interview were used. The results of the data analysis showed that learning literature through multimedia and drama is entertaining and has many benefits. Furthermore, the results indicated that the response of the students were positive towards the use of multimedia and drama in literature classes.

**Key Words:** Literature, Multiple Intelligence Theory, Drama, Multimedia.

## **ABBREVIATIONS**

**EFL:** English as a Foreign Language

**MI:** Multiple Intelligences

**ELT:** English Language Teaching

## LIST OF TABLE

|                             |    |
|-----------------------------|----|
| Table 1: Questionnaire..... | 29 |
| Table 2: Questionnaire..... | 43 |

## **TABLE OF CONTENTS**

|                               |             |
|-------------------------------|-------------|
| <b>COVER.....</b>             | <b>I</b>    |
| <b>APPROVAL PAGE.....</b>     | <b>II</b>   |
| <b>ACKNOWLEDGEMENTS.....</b>  | <b>III</b>  |
| <b>ÖZET.....</b>              | <b>IV</b>   |
| <b>ABSTRACT.....</b>          | <b>V</b>    |
| <b>ABBREVIATIONS.....</b>     | <b>VI</b>   |
| <b>LIST OF TABLE.....</b>     | <b>VII</b>  |
| <b>TABLE OF CONTENTS.....</b> | <b>VIII</b> |

## **CHAPTER 1**

|                                    |          |
|------------------------------------|----------|
| <b>1. INTRODUCTION.....</b>        | <b>1</b> |
| 1.1. Background of the study.....  | 1        |
| 1.2.Statement of the problem.....  | 2        |
| 1.3.Purpose of the study.....      | 3        |
| 1.4.Significance of the study..... | 3        |
| 1.5.Research questions.....        | 4        |
| 1.6.Limitations .....              | 4        |
| 1.7.Operational definitions.....   | 5        |

## **CHAPTER 2**

|                                  |          |
|----------------------------------|----------|
| <b>2. LITERATURE REVIEW.....</b> | <b>7</b> |
| 2.1.Multimedia .....             | 7        |

|                                               |    |
|-----------------------------------------------|----|
| 2.2.Types of multimedia.....                  | 9  |
| 2.2.1. Text in Power-point presentation.....  | 9  |
| 2.2.2. Songs.....                             | 10 |
| 2.2.3. Pictures.....                          | 10 |
| 2.2.4. Videos.....                            | 10 |
| 2.3.Usage of multimedia.....                  | 11 |
| 2.4.Advantages of multimedia.....             | 11 |
| 2.5.Literature .....                          | 13 |
| 2.6.Drama .....                               | 15 |
| 2.7.The Multiple Intelligences Theory.....    | 15 |
| 2.7.1. Linguistic Intelligence.....           | 17 |
| 2.7.2. Logical-Mathematical Intelligence..... | 18 |
| 2.7.3. Spatial Intelligence.....              | 18 |
| 2.7.4. Musical Intelligence.....              | 18 |
| 2.7.5. Naturalistic Intelligence.....         | 19 |
| 2.7.6. Bodily-kinaesthetic Intelligence.....  | 19 |
| 2.7.7. Interpersonal Intelligence.....        | 20 |
| 2.7.8. Intrapersonal Intelligence.....        | 20 |

## **CHAPTER 3**

|                            |           |
|----------------------------|-----------|
| <b>3. METHODOLOGY.....</b> | <b>21</b> |
| 3.1.Introduction.....      | 21        |
| 3.2.The participants.....  | 21        |
| 3.3.Instruments .....      | 21        |

|                           |    |
|---------------------------|----|
| 3.3.1. Observation.....   | 22 |
| 3.3.2. Questionnaire..... | 22 |
| 3.3.3. Interview.....     | 22 |
| 3.4.The procedure.....    | 23 |
| 3.5.Data Analysis.....    | 25 |

## **CHAPTER 4**

|                                   |           |
|-----------------------------------|-----------|
| <b>4. FINDINGS.....</b>           | <b>26</b> |
| 4.1.Introduction.....             | 26        |
| 4.2.Results of Observation.....   | 26        |
| 4.2.1. Motivation.....            | 26        |
| 4.2.2. Interest.....              | 27        |
| 4.2.3. Enjoyment.....             | 27        |
| 4.2.4. Encouragement.....         | 27        |
| 4.2.5. Self-confidence.....       | 28        |
| 4.3.Results of Questionnaire..... | 28        |
| 4.4.Results of Interview.....     | 30        |

## **CHAPTER 5**

|                                           |           |
|-------------------------------------------|-----------|
| <b>5. CONCLUSION.....</b>                 | <b>32</b> |
| 5.1.Introduction.....                     | 32        |
| 5.2.Summary.....                          | 32        |
| 5.3.Research Question 1.....              | 34        |
| 5.4.Research Question 2.....              | 35        |
| 5.5.Suggestions for Further Research..... | 37        |
| <b>6. REFERENCES.....</b>                 | <b>38</b> |

|                                    |           |
|------------------------------------|-----------|
| <b>7. APPENDICES.....</b>          | <b>43</b> |
| 7.1.Appendix A: Questionnaire..... | 43        |
| 7.2.Appendix B: Interview.....     | 44        |

## **CHAPTER 1**

### **1. INTRODUCTION**

This chapter presents the background of the study, the statement of the problem, the purpose of the study and the significance of the study. Then, the research questions, limitations and operational definitions are presented.

#### **1.1 Background of the Study**

Learning literature in English language classes is a hard work so the teachers should use new methods for teaching. These methods should be interesting and attractive so that the students are encouraged to learn literature in English language classes. This method is teaching literature through multimedia in English language classes. The students learn better through multimedia instead of the traditional way of teaching. Through multimedia, the students gain a different perspective in learning literature in English language classes.

As we know, for some students learning literature is boring but through multimedia it will be more enjoyable, entertaining and colourful to learn literature. The learners will be encouraged and eager to learn literature in English language classes.

In teaching literature, a combination of different methods will appeal to all type of learners. Multimedia plays a great role as it appeals to all type of learners. Learners have more success when they are in a classroom in which the knowledge is presented in a way that is similar to the way they learn (Sankey, 2006). Multimedia covers a wide range of methods which appeals to all types of learning styles.

Multimedia is a combination of different methods that can be used in teaching literature in English language classes. As a result of this combination, the learners will be more willing to learn literature in English language classes.

This study aims to search the students' response to using multimedia and drama in literature classes.

## **1.2 Statement of the Problem**

In Turkey, some teachers use the traditional ways of teaching methods in teaching literature in English language classes. It is significant that teachers use different teaching methods instead of the traditional way of teaching as some students are bored and not eager to learn. They don't like to learn literature since some teachers use the traditional way of teaching. So, teachers need to use multimedia to make learning literature enjoyable and entertaining.

Furthermore, the traditional way of teaching method doesn't appeal to all types of learning styles. Therefore, some students can't take part in the learning process. Through multimedia, all type of learners will be in the learning process and they will feel self-confident in learning literature.

A combination of different teaching methods can be done through the usage of multimedia in English language classes. All the students can learn literature better and eagerly through multimedia in English language classes.

### **1.3 Purpose of the Study**

The aim of this study is to explore the use of multimedia and drama in literature classes. It also aims to investigate the students' response towards multimedia and drama in literature classes.

### **1.4 Significance of the Study**

This study is significant because of the potential advantages of multimedia and drama in literature classes. It is also important for EFL teachers with the idea of teaching literature through multimedia rather than using the traditional way of teaching. EFL teachers gain a different perspective in teaching literature. They see that through multimedia different teaching methods and techniques can be used in teaching literature. Also, EFL teachers see that the learners learn better literature through multimedia and multimedia creates a good classroom atmosphere.

Additionally, this study is significant because it indicates the learners' response towards learning literature through multimedia and drama. It is also important because EFL teachers know how to use multimedia and drama in literature classes. According to the attitudes of the learners, EFL teachers can organize a literature class which includes multimedia and drama activities.

This study encourages EFL teachers to use multimedia and drama in their literature classes. It also declines the bias towards teaching literature through multimedia and drama.

## **1.5 Research Questions**

The research questions of this study:

1. How can multimedia and drama be used in literature classes?
2. What are the students' responses towards multimedia and drama in literature classes?

## **1.6 Limitations**

This study was carried out in one university in Mersin, on learners from different cultures and backgrounds but they were ELT students. It shows the use of multimedia and drama in literature classes and the students' response to using multimedia and drama in literature classes.

Moreover, the study indicates the positive sides of using multimedia and drama in literature classes not the disadvantage of multimedia and drama usage.

This study can be applied on different universities from other cities. Also, it can be carried out in departments which learn English as a foreign language.

## 1.7 Operational definitions

**Multimedia:** Multimedia is a method of presentation that involves a variety of different formats. The difference between multimedia and media is that media usage in the classroom will involve one format such as projector and computer whereas multimedia might involve several projectors and computers plus a sound system and the mixture of those things in the classroom (Encyclopedia Britannica, 2010).

**English Literature:** That the term English literature refers to literature written in English, but it also refers to literature that is written by people who don't come from originally English speaking countries. Examples of English literature from English speaking countries would be William Shakespeare, Geoffrey Chaucer, and John Milton but they are a variety of other writers who are American writers such as Edgar Allan Poe, Mark Twain (Encyclopedia Britannica, 2010).

**Literature:** Literature is a creative work which consists of words of a particular language. Literature may either be oral literature or written literature. Literature usually refers to works that are written by professional writers in the sense that is different than writing letters for traditional communication. The literary history of a society is organized into historical periods and they are also organized by genre and in the English language literature would consist of short stories, poetry, novels, stage plays, film scripts. The literary traditions of other societies might include the Indian Ramayana and Mahabharata as well as Odyssey and Iliad from the Greek author Homer (Encyclopedia Britannica, 2010).

**Multiple Intelligences Theory:** Multiple intelligences theory is introduced by Howard Gardner. It is a theory that says that humans possess a variety of wide range of different types of intelligences and that the intelligences which he refers to as modalities should be integrated into the education programme so that learners who learn better from one particular type of

modality than another could be accommodated into a presentation format (Encyclopedia Britannica, 2010).

**ELT:** English Language Teaching

## **CHAPTER 2**

### **2. LITERATURE REVIEW**

#### **2.1 Multimedia**

Teaching literature through multimedia is significant because multimedia contains videos, images, pictures, and power point presentations. In multimedia, a combination of videos, pictures, images and power point presentations is used. The learners like learning through this combination and they are encouraged.

Mayer (2003) discusses what he calls the multimedia effect in which he discovers that the students are able to learn more easily from a combination of modalities such as words and pictures than from either one alone (as cited in Sankey, M., Birch, D., Gardiner, M., 2010, p.853). The learners learn through multimedia better than the conventional way of teaching because what they learn through multimedia is more permanent. The permanent learning in the brain is known as the multimedia effect. Permanent learning is a concept that has been under discussion in education literature since its beginning. However, traditional learning methods have consistently failed to produce permanent learning because traditional methods focus primarily on one style of learning.

Sweller (2005) agrees with Mayer (2005) that the use of pictures and words makes it easier for the students to learn the knowledge (as cited in Gilakjani, A. P., Ismail, H. N., Ahmadi, S. M., 2011, p.1322). The combination of pictures and words has a powerful effect on learning.

Zhang (2006) points out, “through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface vivid pictures and pleasant sounds, which to a large extent overcomes the

lack of authentic language environment and arouses students' interest in learning English communication skill" (as cited in Chirag, P., 2013, p.119).

Thornburg (1989) claims, "technology can be used to allow each student to learn virtually any subject through his or her dominant intelligence while increasing the facility of the other intelligences as well" (as cited in Hollenbeck, J., Hollenbeck, D., 2009, p.5). Technology has positive effects not only on the learners' dominant intelligence but also on the learners other intelligences. Furthermore, through multimedia technology the learners improve the other intelligences.

Apperson et al (2006) believe that, "the use of technology in classrooms causes students to have a more favorable attitude toward their education, and benefits accrue to instructors who utilize it in their classes" (as cited in Lavin, A. M., Korte, L., Davies, T. L., n.d., p.3). Using technology influences the atmosphere of the classroom positively because the learners' attitudes and behaviours are affirmative towards the lesson.

Singh and Means (2000) state, "technology presents a very different set of challenges and different ways in which students can demonstrate their comprehension compared to conventional classroom settings with verbal knowledge or multiple-choice test performance" (as cited in Motamedi, V., n.d., p.4-5). Technology gives the learners more opportunity for revealing and improving their other competences, and intelligences. But the traditional way of teaching doesn't give this opportunity.

## **2.2 Types of multimedia**

Multimedia has a variety of sources of information such as text, audio, images, animation, video, and interactivity (Education Center Online, 2004-2015). Furthermore, power-point is another type of multimedia. Power-point includes text, song, video and pictures in it. Power-point presentations consist of a combination of text, song, clip, images and animations. Power-point is used in education. It is an effective and a powerful teaching tool as it includes all the elements which the learner needs in learning. Through power-point presentations, the learners learn more in the learning process and enjoy themselves.

### **2.2.1 Text in Power-Point presentation**

Text is presented on the screen of a power-point presentation. The difference from a text which is not shown on the screen is that the text can have a colourful and interesting background which draws the attention of the students.

According to Jones (2003), using power-point presentation is beneficial for the students as it encourages all types of learning styles. The students may not be bored when they have the text on the screen rather than having it in front of them in a paper format. They might be more motivated to learn the new knowledge through seeing the text on the screen of a power-point presentation.

### **2.2.2 Songs**

A song is a good and effective teaching tool in a classroom. Maley (1987) states that songs involve many cyphers that causes to permanent learning (as cited in Keskin, F., 2011, p.379). Shen (2009) adds another opinion and suggests that songs are comprehensive because they involve many subjects. Through songs, the students hear the pronunciation of the words and they can gain permanent learning, which can be seen from, when they hear the same song they remember the words and the pronunciation of it.

### **2.2.3 Pictures**

Pictures are an efficient teaching material in the class as the students can both see and learn from it. According to Mayer (2005), it is better to use words and pictures together in teaching (as cited in Ilicheva, S., n.d., p.3). The students like learning through pictures as it is interesting. When the instructor wants to teach new words, it might be fruitful to teach it through pictures. The students learn better when they see the shape and the colour of the object which is taught. If the students see it, the learning process may be more permanent. Pictures can be shown on the screen of a power-point presentation or in other different formats.

### **2.2.4 Videos**

Video is another efficient teaching tool which can be used. Stith (2000) says that the video is significant and beneficial (as cited in Umetsu, J., 2011, p.2) whereas Berk (2009) points out that videos have an emotional effect on the students which is important in teaching. Videos can bring life to the class because when the video begins, the students are concentrated and interested in watching it.

### **2.3 Usage of multimedia**

Multimedia can be used in variety of different contexts. The revolution of multimedia has included its usage in advertisements, education, entertainment and business context as well scientific research (Education Center Online, 2004-2015). Moreover, multimedia is used in education. The usage of multimedia in education is significant because it appeals to all learning types with different combination of materials. Multimedia plays a big role in education. Multimedia includes different ways of teaching which can be used such as power-point presentations with songs, pictures, animations, videos and clips.

Also multimedia is used for entertainment purposes such as in hotels and advertisements (Education Center Online, 2004-2015). In the advertisements, a combination of a colourful text with songs, pictures and videos is used to attract and to entertain the people who are watching it. In business, multimedia is also used in companies. In companies, power-point presentations which include pictures, tables, graphics and videos are used. Multimedia includes a wide range of materials which makes it usable in different contexts. Multimedia is very advantageous as it can be adapted and used in different contexts.

### **2.4 Advantages of multimedia**

Multimedia has many advantages in teaching. According to Mayer (2005), when the content is presented in time visually, multimedia learning takes place better. It might be better to present the content together, so that the learners' attention isn't distracted and multimedia learning might be better achieved.

Mayer (2001) describes the use of multimedia in an environment that involves multi-sensory experiences and a presentation of information through variety of different modes whereas Sankey (2006) says that the learners are most able to learn in an environment that is similar to the way they naturally learn and he claims that if a learner has a particularly

predominant modality such as audio format or visual format or special format or social format, the learning is most effective if it involves one of those predominant learning forms. The learners learn better when they see images, watch videos and hear audios. Multimedia, power-point presentations, literature and drama can be beneficial for the learners. A combination from all these methods might be organized according to the learners' predominant learning style.

Gilakjani and Ahmadi (2011) believe that, multimedia allows the learner to develop a new way to understand the aspect of knowledge presented in the classroom. The learners gain a new view through multimedia and they begin to think differently with the time. Multimedia has a positive effect on the learners view. The learners gain a new perspective of knowledge and learning. Their learning process improves as they learn more quickly and understand better with the time.

Multimedia can be applied according to the learners' predominant learning style. The wide application of multimedia and experimentation with different combinations of sources has resulted in improvement of the education offering in the classroom (Birch & Gardiner, 2005). This different combination can be a power point presentation in which the text, song, pictures and videos is used together for the students.

Morrison, Sweeney, & Heffernan (2003) state that when knowledge is presented from a variety of sources, it develops the students ability to learn in a wider of variety ways, whereas Dubois & Vial (2000) argue that the students can learn from multimedia presentation format not only by nature of the diversity of the presentation sources, but the way the sources are integrated to show connections between different aspects of knowledge. The students learn different aspects of knowledge through multimedia and they are built on the knowledge which is learnt before. The students make connections between the old knowledge and the new

knowledge which is learned. As a result of this, the students gain new intelligences and improve the intelligences which they already possess.

## **2.5 Literature**

In literature, teaching through novels is an effective way as it gives much information about the learned language. Through famous novels in the language tradition, the students gain an insight to the culture. As Koritz (2005) indicates that through literature, the culture of that language can be learned and literature is a vehicle for knowing the culture (as cited in Torres, R., A., 2012, p.11). To know the culture of a language is significant for the students.

According to Collie and Slater (2007), through literary texts, the students learn new words and understand how the people of that culture communicate (as cited in Torres, R., A., 2012, p.11). The communication style of cultures differs from each other. The communication style of the people of that culture can be learned through novels.

Van (2009) adds to the earlier discussion of authors who propose literature as a significant source in the classroom. For the use of literature, the instructor can provide a deep sense of cultural context and through that encourage the creativity of the students in the ways that they are able to use this knowledge to depth it to original tasks.

Collie and Slater (1990) state that there are four main reasons why the instructor should use literature in the classroom. One is that they can choose authentic material that is specific to the learners' interests and backgrounds. They can more directly involve the students in the learning process which enables them to personalise the knowledge.

Maley (1989) suggests that literature is a significant medium for language and instruction as Collie and Slater (1990) stated earlier that students can personalise the knowledge. When the students personalize the knowledge, they retain it for a long time and they don't forget it as they make connections between their experiences and the knowledge which is learned. If the students connect their experiences and knowledge, then the knowledge which is retained is more permanent.

Hişmanoğlu (2005) adds to the comments of previous authors by saying that literary texts should be carefully selected to identify the cultural background and the educational background of the people who are studying it. If the literary texts are selected according to those criteria, the students can learn better through literary texts as they learn the culture of it. The students may gain a new perspective through literary texts.

A power-point presentation which shows the major points of the novel can be prepared. The learners might enjoy that because it can be boring for them to only read a book. In a power-point presentation, the historical background, theme, topic, event, character and the end of the novel can be presented. By presenting in this way, the learners may understand it better. If that novel has a film version, the beginning, the middle and the end of the film version can be shown. By showing the video-clips of the film, the learners can gain a deeper understanding of it. When the learners watch video-clips about that novel, their listening and speaking can improve more. Even pictures from that novel and a song which is suitable for it can be used.

## **2.6 Drama**

Drama has many benefits for the learners in learning. Desiatova (2009) says that the use of drama activities develop creativity and enhance self-confidence. In the drama based learning classroom, the learners want to engage themselves in it because they learn from it. The use of drama is an effective method for the repetition of the knowledge. Through this repetition of knowledge, permanent learning is retained.

Whereas Fleming (2006) claims that “drama is a learner-centred approach”, Wessels (1987) states that the use of drama is a way to bring life to the study of literature in the classroom because it engages the students on an emotional level. Drama activities make the learning more enjoyable and entertaining for the students since it is learner centred and the students feel more confident and encouraged when they join the lessons. In a learner-centred approach, the learner is the centre of learning. The instructor constructs the lessons according to the learners’ needs, emotions, feelings and interests. In drama, the learners’ needs, emotions, feelings and interests is taken into consideration. As a result of this, the learners feel self-confident and they might learn the language better and more easily.

According to Rastelli (2006), the use of drama activities develop the students speaking skills and raise the motivation level of the students. Drama activities have many advantages.

## **2.7 The Multiple Intelligences Theory**

The multiple intelligences theory was developed by Howard Gardner (1983). Gardner (1983) points out that there is a profile of intelligences, each with its own strengths and weaknesses, unique to each individual, which can be nurtured and developed if the right conditions are prevalent. Cultural context and the use of an enriched audio-visual environment should be taken into consideration in constructing the right conditions. According to all types

of intelligences, the right conditions should be prepared so that all the learners with different types of intelligences have the opportunity to learn.

Kezar (2001) says that Gardner's theory revealed the pluralistic view of the mind inviting people to recognize and nurture the varied human intelligences, whereas Arnold and Fonseca (2004) claims that Gardner's theory is an important contribution that constitutes a learner-based philosophy. In learner based philosophy, the learner is the centre of the lesson. According to this philosophy, the lessons are constructed suitable for the learners. In the pluralistic view of mind, all different learning styles are the same. All the human intelligences have the opportunity to reach knowledge and learn new things.

According to Gardner (1983), culture is significant in the development of intelligences. Every culture has a different type of intelligences. Whereas in one culture one type of intelligence is developed, in another culture that type of intelligence isn't developed (as cited in Brualdi, C., A., 1996, p.3).

The best learning method for all type of intelligences is multimedia. Through the use of multimedia, all types of learners have the chance to learn. Multimedia is rich with materials and these materials can be combined according to the learners. According to the learners' type of intelligence, the instructor can prepare the multimedia materials. Also, the instructor can make different combinations of methods for the learners. Multimedia has a variety of materials which can be used together in teaching. Every learner has the advantage of learning the language through multimedia. If the instructor prepares the lesson according to the learners' types of intelligences, all the learners can learn the language.

According to Howard Gardner (1983), there are eight multiple intelligences. These multiple intelligences are:

- 1) Linguistic intelligence
- 2) Logical-mathematical intelligence
- 3) Spatial intelligence
- 4) Musical intelligence
- 5) Naturalist intelligence
- 6) Bodily- kinaesthetic intelligence
- 7) Interpersonal intelligence
- 8) Intrapersonal intelligence

The type of intelligences which the learners possess should be taken into consideration in preparing the lesson programme in language training classes. It is significant for the instructor to organize the teaching materials according to the learners learning style. As a result of this, every type of learner can benefit more from the language classes even if their learning style is different from each other.

### **2.7.1 Linguistic Intelligence**

Gardner (1993) points out that linguistic intelligence is a high level of proficiency in speaking and writing (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.489). According to Gardner (1993), good speakers and writers have linguistic intelligence (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.489). The students who possess linguistic intelligence might appreciate literature and drama activities. As in drama activities, the learners have the chance to speak and act. Also, literature may interest the learners who have linguistic intelligence as their writing ability is at a high level.

### **2.7.2 Logical- Mathematical Intelligence**

Gardner (1993) says that logical- mathematical intelligence is a high talent in mathematics, numbers and logical knowledge (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.490). This type of a learner may like activities which include numbers and logic. For example, teaching the numbers in the English language can be made interesting through a power-point presentation which includes a video and a song of numbers.

### **2.7.3 Spatial Intelligence**

Gardner (1993) says that spatial intelligence is a high talent in noticing visual designs (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.489). Multimedia may be a good teaching method for this type of a learner who has a high talent in visual things. Through multimedia, the learner who has spatial intelligence can learn the language visually in a better way. For a learner who has this type of intelligence, a language programme which includes a power-point presentation with a combination of videos and clips can be prepared for them.

### **2.7.4 Musical Intelligence**

Gardner (1999) describes that musical intelligence means a high talent in musical patterns. According to Gardner (1999), rhythm and pitch are the most significant components in music (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.491). A learner who has musical intelligence might be eager to learn literature with a context in which dance and music is presented. Songs can be beneficial for individuals who have musical intelligence. Furthermore, a combination of multimedia materials such as a power-point presentation which includes texts, songs and videos can be very helpful and useful for them.

### **2.7.5 Naturalistic Intelligence**

Gardner (1999) suggests that naturalistic intelligence is an ability to notice and categorize items. Categorization is significant in naturalistic intelligence (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.491). According to Gardner (1999), beside hunters, gardeners, and farmers, also poets, artists, and social scientists have a capability of naturalistic intelligence (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.491).

### **2.7.6 Bodily- kinaesthetic Intelligence**

Gardner (1999) suggests that bodily-kinaesthetic intelligence is having an ability in moving the body (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.491). According to Gardner (1999), dancers, actors, and athletes possess bodily-kinesthetic intelligence in addition to that craftspeople, surgeons, and mechanics have this intelligence (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.491). For a learner of this type, the drama activities might be beneficial as drama activities contain body movements. Through the drama, the bodily-kinaesthetic learner can both act and move through the activity. Beside to this, the learner of this type can learn through dance activities as they have a capability of learning through physical activities. For a learner of this type, the instructor might prepare a language programme which contains drama and dance activities.

### **2.7.7 Interpersonal Intelligence**

Gardner (1983) describes that people who have a high level of interpersonal intelligence understand other people better and have an ability to work with other people (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.490). Individuals who possess interpersonal intelligence are eager to learn through drama and speaking activities as they enjoy communicating and speaking with other people. It can be beneficial to prepare a teaching programme which contains a drama and speaking activity such as playing a scene and a discussion on a topic.

### **2.7.8 Intrapersonal Intelligence**

According to Gardner (1999), individuals who have this intelligence have a high level of being aware of their emotions, potentials, and purposes (as cited in Visser, A., B., Ashton, C., M., Vernon, A., P., 2006, p.490). Individuals who possess intrapersonal intelligence knows themselves better. For such individuals, it can be useful to prepare a teaching programme according to their interests, needs, and potentials. As a result of this, these individuals can have the opportunity to express themselves.

## **CHAPTER 3**

### **3. METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the information about methodology of the study. In the following sections, the participants, the instruments, the procedures of collecting data and the methods used for data analysis are presented.

#### **3.2 The participants**

The participants of this study were thirty-five students from the University of Mersin which were second-grade students in English language teaching department. There were 20 female and 15 male students. These students were from different cultures and backgrounds. One of the students was from Greece an exchange student and the rest of the students were born and grew up in Turkey. Out of thirty-five students seven of them were beginner level of English. Ten of the students were advanced level and eighteen of the students were intermediate level. Their ages were between 19 and 30. Simple random sampling was used. Thirty-five students were selected randomly.

#### **3.3 Instruments**

In this study, observation, questionnaire, video-recording, and interview were the data collection instruments. The learners were observed during the learning process and then they were interviewed.

### **3.3.1 Observation**

In this study, the participants were observed for three hours per week over a period of six weeks. The observer did not interact directly with the class. She was positioned at a work area behind the students where she could observe as inconspicuously as possible. Throughout the observation, a video-camera was placed at the side of the class. The video camera was particularly helpful because it enabled the observer to collect information from the entire class, continuously throughout the entire observation period to supplement the observation record based on the observer comments. The combination of these media resulted in a more comprehensive data collection practice which provided a more wide-ranging basis for analysis.

### **3.3.2 Questionnaire**

A questionnaire was used in this study. The questionnaire had ten questions which asked about the students experience with literature, multimedia and drama.

### **3.3.3 Interview**

In this study, an interview was applied on the students. The interview was particularly useful because they allowed the observer to verify the data collected during the observation through the comments of the students. The interviews were conducted with five interview questions before and after the study of the literary examples. The interview data will be presented in the Findings and Analysis section.

Interview questions:

The first five interview questions were about the students experience with multimedia and drama.

- 1) Have you learned literature in English classes before? Why?

- 2) Have you learned literature through multimedia materials before? Why?
- 3) Have you learned literature through novels in English classes before? Why?
- 4) Have you had speaking activities in English classes before? Why?
- 5) Have you learned literature through drama before? Why?

These five interview questions below were about the students response towards multimedia and drama use.

- 1) Did you enjoy learning literature through multimedia? Why?
- 2) Did you like drama activities? Why?
- 3) Did you feel self-confident in speaking activities? Why?
- 4) Did you like learning literature through novels? Why?
- 5) Did you enjoy participating in discussion activities? Why?

### **3.4 The procedure**

This study was applied over a period of six weeks. Two novels were chosen. One of the novels was from the American literature the Great Gatsby and the other one was from the British literature the Great Expectations.

Week 1: The Film trailer of the Great Gatsby was shown. A summary of chapter one, two and three of the Great Gatsby was shown on the power-point presentation. Pictures of the characters were shown in the power-point presentation. During the power-point presentation, background music was used.

Week 2: A summary of chapter four, five and six of the Great Gatsby was shown on the power-point presentation. A power-point presentation which includes the cultural background, the themes, and the characters was shown. Moreover, video-clips of the Great Gatsby were shown.

Week 3: A summary of chapter seven, eight and nine of the Great Gatsby was shown on the power-point presentation. The cultural background of the Great Gatsby was discussed. The novel was written against the background of post-World War I America and the economic boom of the 1920s which established the country as a world economic centre. The story of the novel is the story of the people who lived at the centre of the economic expansion, the rewards of their involvement, and the challenges that it created in their lives. Furthermore, in the drama activity, a scene of the Great Gatsby was performed by the students and during the scene, background music was used.

Week 4: The Film trailer of the Great Expectations was shown in the class. A summary of chapter 1 to 10 was shown on the power-point presentation. During the power-point presentation, background music was used. Moreover, pictures of the characters and the film were shown.

Week 5: A summary of chapter 11 to 20 was shown on the power-point presentation. A power-point presentation which includes the cultural background, the themes, and the characters was shown. Moreover, video-clips of the Great Expectations were shown.

Week 6: A summary of chapter 21 to 32 was shown on the power-point presentation. The cultural background of the Great Expectations was discussed. The students learned that the novel was a product of the social and economic realities of 19th century Britain where social class and social position were strong influences on how the people chose to live, marry, and work. Furthermore, in the drama activity, a scene of the Great Expectations was performed by the students and during the scene, background music was played.

### **3.5 Data Analysis**

Data was analysed from observation, questionnaire, video-recording and interview which were carried out on the students. Content analysis was used in analysing the data. In analysing the observation data, I defined the categories and certain themes emerged. These themes helped to answer the research question. In analysing the data of questionnaire, I identified the important sentences and interpreted their meanings. In analysing the data of interview, I categorised the data and identified the important sentences. The categories drawn from the response of the students to the drama/multimedia approach became the basis for my analysis of the data. The categories included motivation, interest, enjoyment, encouragement, and self-confidence. I organized the data from the observation, questionnaire, video-recording and interview around these category terms to provide the basis for conclusion

Each students response toward the data collection techniques changed and they had different responses to each category from day to day. For example it was seen from the observation that one of the students on the seventh day was encouraged to do the activity.

## **CHAPTER 4**

### **4. FINDINGS**

#### **4.1 Introduction**

In this chapter, the findings from observation, questionnaire, video-recording, and interview were presented.

#### **4.2 Results of Observation**

In this study, 35 students were observed for three hours per week over a period of six weeks. During the observation one method was used. This method was video-recording. According to the results of observation, significant themes come out. These themes were motivation, interest, enjoyment, encouragement, and self-confidence.

##### **4.2.1 Motivation**

Most of the students were more motivated through the use of multimedia and drama. In the first week, the film trailer motivated most of the students. Also, the students liked the pictures which were shown. The background music was so impressive that the students listened eagerly. In the second week, the motivation of most of the students got higher during watching the video-clips. In the fourth week, most of the students had the highest motivation level which was astonishing. One of the students wanted always to take part in all the activities. Moreover, in the fifth and sixth week, their motivation level hadn't changed and they were accustomed to the multimedia and drama activities.

#### **4.2.2 Interest**

Most of the students' interest level was high during that study. In the first week, the film trailer drew the students' attention and they were more concentrated. Also, the power-point presentation, pictures, and background music drew their attention. In the second week, the level of interest got higher with the video-clips which were shown. In the third week, the students were interested in the drama activity. They were excited what will go to happen in the performance. The highest interest level of the students was in the fourth week as they were wondering about which activities will be done. One of the students asked with excitement what will be done next. In the fifth and sixth week, the students interest level was stable.

#### **4.2.3 Enjoyment**

Most of the students found the multimedia and drama activities enjoyable. Even, in the first week, most of the students enjoyed watching the film trailer. After the film trailer one of the students said that the film trailer was great. In the second week, the students liked the power-point presentation and the video-clips. In the third week, the drama activity was enjoyable for the students. All in all, most of the students enjoyed themselves every week of that study.

#### **4.2.4 Encouragement**

In the first week, most of the students were encouraged with film trailer as they began to wonder about the next activity. After that, when the students saw the power-point presentation and the pictures, they felt more encouraged. The background music had a good effect on the students. In the third week, most of the students were encouraged to do the discussion activity as they have seen to many things and they got an idea of it. One of the students before taking part in the discussion activity prepared herself excitedly for the activity. Also, the drama

activity encouraged the students. Most of the students were most encouraged in the sixth week.

#### **4.2.5 Self-confidence**

During the study, every week the self-confidence of the students rose gradually. The activities changed the students self-confidence in a better way. In the first week, self-confidence was not so high. But after the second week, the students began to feel more confident in the class. The students had the highest level of self-confidence in the third week. In the third week, most of the students felt comfortable and safe in the class as they were aware of the novel. In the discussion activity, most of the students felt confident and wanted to participate in the activity. Furthermore, the students had the highest level of self-confidence in the drama activity.

### **4.3 Results of Questionnaire**

The questionnaire had ten questions. The questions were about the students' enjoyment and experience with literature, multimedia and drama. The results of the questionnaire were interesting because in half of the questions, I got 95% positive responses to it. The most significant outcome of this particular ten questions was the fact that 95% of the students enjoyed multimedia and drama use in literature classes.

But when the students were asked questions about if they didn't like it or if they felt embarrassed, the results were reversed. Ninety-five percent of the students said that they experienced none of these negative qualities.

**Table 1: Questionnaire**

| <b>CONDITIONS</b>                                | <b>YES</b> | <b>NO</b> |
|--------------------------------------------------|------------|-----------|
| 1) Students like Multimedia in the lesson.       | 95%        | 5%        |
| 2) Students enjoy drama in the lesson.           | 95%        | 5%        |
| 3) Students are willing to join the activities.  | 95%        | 5%        |
| 4) Students enjoy learning literature.           | 95%        | 5%        |
| 5) Students feel self-confident.                 | 95%        | 5%        |
| 6) Students don't participate in the lesson.     | 5%         | 95%       |
| 7) Students aren't eager to learn.               | 5%         | 95%       |
| 8) Students feel embarrassed in speaking.        | 5%         | 95%       |
| 9) Students don't enjoy speaking in discussions. | 5%         | 95%       |
| 10) Students are bored in the lesson.            | 5%         | 95%       |

#### **4.4 Results of Interview**

Before the observation, an interview was carried out for showing the experience of the students. After the observation, an interview was applied to show the students response towards multimedia and drama in literature classes. These interviews were conducted with five questions before and after the study of the literary examples.

Most of the students said that they enjoyed learning literature through multimedia materials. Moreover, the students said that they felt more self-confident in drama activities.

One of the students said that the knowledge learned through multimedia was more permanent than the traditional way of teaching and the use of more multimedia materials, made it more effective for learning.

One of the students stated in question one that he only learned grammar and vocabulary. He said that he never had literature and multimedia in the lessons. He enjoyed learning literature as a result of learning it through multimedia.

Moreover, one of the students said in question five that he never had drama in the lessons. He said that he found that the experience of having drama in the lessons beneficial and entertaining. Also, he said that through drama his speaking improved very much and he gained self-confidence through it.

One of the students was so embarrassed that she didn't want to speak in the lessons. But after the drama activity, she was more willing to speak as her self-confidence raised and she was comfortable in speaking.

One of the students never had literature and novels in the lessons. After learning literature through novels, he stated that he liked literature and the novels so much that he would enjoy learning literature through novels again.

## **CHAPTER 5**

### **5. CONCLUSION**

#### **5.1 Introduction**

In this chapter, conclusion and suggestion for further study was presented. According to the results, the research questions were answered.

#### **5.2 Summary**

In this study, the researcher used a variety of methods to collect data on the use of multimedia and drama in literature classes. The researcher wanted to discover the usage of multimedia and drama in literature classes. Secondly, the researcher wanted to investigate the students' response towards multimedia and drama in literature classes. In the process of developing the method of observation, the researcher used the questionnaire, video-recording, and interview. The results of the questionnaire show that 95% of the students liked literature. Ninety-five percent of the students said that learning literature through drama and multimedia was easier for them and they would do it again.

The results of the observation, questionnaire and interview suggest that learning literature through drama and multimedia has many benefits for the students and the students have a positive attitude toward it. Even students who were between beginning and intermediate speaking levels benefited from the multimedia/drama approach. This tells us that this method is an effective technique throughout the full range of English speaking ability. The students learn better through drama and multimedia. The students consistently involved themselves in dramatic events. They enjoyed the process. They learned the information presented to them and many of them, even the ones who had limited interest in literature to begin with, said that they were interested in participating in drama activities.

The students develop their intelligences thanks to multimedia usage in literature classes. Owing to the wide range of multimedia materials, different combinations can be used in literature classes such as power-point presentation, pictures, songs, animations and video-clips that are appealing to all learning styles which the students have. A drama activity such as role-playing is efficient for the students.

If multimedia and drama is used together in teaching, it is obvious that this is very fruitful and advantageous for the students. It is obvious from the outcome of this research that the multimedia and drama approach to the teaching of literature is significant.

### **5.3 Research Question 1**

#### **How can be multimedia and drama used in literature classes?**

A combination of multimedia materials can be used in the class. The teacher can organize a literature class which includes different methods. Also, the type of learners which the class has is important in the use of multimedia and drama activities.

In a literature class, multimedia can be used in different variations. If there is a literary text like a novel in class, then a film of that novel can be shown in the class. Also, a power-point presentation about the novel can be prepared. That power-point presentation can include pictures, which are about the characters that the novel has. Moreover, background music and video-clips can be added to that power-point presentation. Furthermore, a song can be used in that presentation. Multimedia has many options such as power-point presentation, songs, videos, pictures, music, and film. Even only one of these multimedia materials can be used in the class. For example, only a power-point presentation with music can be used.

Drama and multimedia can be used together in a literature class. If there is a novel used in the class, a scene of that novel can be performed by the students. To that drama activity, multimedia can be added. During the scene, background music can be used as a multimedia material. Moreover, in the role-play, dance and music can be used together which makes a literature class which includes both drama and multimedia.

A power-point presentation and a role-play usage is another method for using multimedia and drama together in the class. Being creative is significant in the usage of multimedia and drama in the class.

## **5.4 Research Question 2**

### **What are the students' response towards multimedia and drama in literature classes?**

The results of the observation, questionnaire and interview show that most of the students' response towards learning literature through multimedia was positive. The results of the questionnaire indicate that the students' attitude was positive. They enjoyed learning through multimedia materials.

The students claimed that learning through multimedia is better than learning only from textbooks. They also stated that textbooks aren't enjoyable and colourful. According to the students, textbooks are boring. They liked the visual materials which multimedia has. Multimedia makes the classroom environment more alive. The learners learn better in a classroom environment in which they feel safe and confident. Through the usage of multimedia such a classroom environment can be created. In such a classroom environment, the learners are eager to learn and to participate in the activities.

The students of all types of intelligences have the chance to learn through multimedia. Teaching literature through multimedia is fruitful for the students as multimedia is rich with teaching materials which can be used for all the learning styles of the students. The instructor might apply multimedia materials according to the learning styles of the students.

The students' response towards learning literature changed after the usage of multimedia. The students gained a positive attitude toward multimedia. Moreover, through multimedia, the students developed positive and creative thinking. Multimedia made the students more creative in learning.

Furthermore, the behaviours and reactions of the students towards learning literature through multimedia positively changed. Multimedia helps to improve these skills by

developing the students' positive thinking. Through positive thinking, the students are more successful.

Moreover, the students claimed that they would prefer multimedia learning to the traditional way of learning. The students also stated that the traditional way of learning is boring and not entertaining. The traditional way of teaching is not efficient and beneficial for the students as it doesn't include different teaching materials and methods which can be used to teach literature. Multimedia includes different teaching materials and methods.

### **5.5 Suggestions for Further Research**

This study was implemented in Mersin University. It would have been interesting to apply this in different universities from other cities. It might be implemented on other departments which learn English as a foreign language.

This research was done with a small group of students. It would have been interesting to do this with a larger group of students. Moreover, it would have been interesting to look more deeply at gender or age based issues.

It would also be interesting to expand this study to consider variables such as the age range, gender, socioeconomic background, cultural background, and the training of skills in a variety of disciplines.

Also, it would have been interesting to do this study only with children. Furthermore, it would have been interesting to look at gender deeply for discovering if multimedia and drama based approach teaching of literature is more beneficial for the males or females.

## 6. REFERENCES

- Ainsworth, S. (1999). The functions of multiple representations. *Computers and Education*, 33, 131-152.
- Berk, R. A. (2009). Multimedia teaching with video-clips: TV, movies, YouTube and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1-21.
- Birch, D., & Gardiner, M. (2005). Students' perceptions of technology-based marketing courses. *Proceedings of Australia and New Zealand Marketing Educators Conference*, December, 5-7, Fremantle, Australia.
- Brualdi, A. C. (1996). Multiple intelligences: Gardner's theory. *ERIC/AE Digest Series*. 1-6.
- Chirag, P. (2013). Use of multimedia technology in teaching and learning communication skill": An analysis. *International Journal of Advancements in Research & Technology*. Retrieved from <http://www.ijoart.org/docs/Use-of-Multimedia-Technology-in-Teaching-and-Learning-communication-skill.pdf>
- Collie, J. and S. Slater. 1990. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: CUP.
- Daniels, H. (2001). *Vygotsky and Pedagogy*. London: Routledge.
- Desiatova, L. (2009) Using different forms of drama in EFL classroom. *Humanizing language teaching Magazine*, issue 4 Retrieved from <http://www.hltmag.co.uk/aug09/sart07.htm>
- Dubois, M., & Vial, I. (2000). Multimedia design: The effects of relating multimodal information. *Journal of Computer Assisted Learning* 16, 157-165.
- EducationCenterOnline. (2004-2015). QuinStreet Incorporated. Retrieved from <http://www.educationcenteronline.org/articles/Film-TV-Multimedia/Types-of-Multimedia-Today.html>

- Education Center Online. (2004-2015). QuinStreet Incorporated. Retrieved from <http://www.educationcenteronline.org/articles/Film-TV-Multimedia/History-of-Multimedia-Development.html>
- Encyclopedia Britannica. (2010). Encyclopedia Britannica Incorporated. Retrieved from <http://www.britannica.com/technology/interactive-multimedia>
- Encyclopedia Britannica. (2010). Encyclopedia Britannica Incorporated. Retrieved from <http://www.britannica.com/art/English-literature>
- Encyclopedia Britannica. (2010). Encyclopedia Britannica Incorporated. Retrieved from <http://www.britannica.com/art/literature>
- Encyclopedia Britannica. (2010). Encyclopedia Britannica Incorporated. Retrieved from <http://www.britannica.com/topic/multiple-intelligences>
- Fleming, Mike. (2006). Drama and language teaching: The relevance of Wittgenstein's concept of language games. *Humanizing language teaching Magazine*, issue 4 Retrieved from <http://www.hltmag.co.uk/jul06/mart01.htm>
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books
- Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books
- Gilakjani, A. P., İsmail, H. N., & Ahmedi, S. M. (2011). The Effect of Multimodal Learning Models on Language Teaching and Learning. *Theory and Practice in Language Studies*, 1(10).
- Güngören, Ö. C. (n.d.). Authentic Learning in Multimedia. *The Online Journal of Distance Education and e-Learning*. Retrieved from <http://www.tojdel.net/pdf/v01i03/v01i0302.pdf>
- Hismanoğlu, M. (2005). Teaching English through literature. *Journal of Language and Linguistic Studies*, 1(1), 53-66. Retrieved from

- <http://www.jlls.org/Issues/Volume1/No.1/murathismanoglu.pdf>
- Hollenbeck, J., Hollenbeck, D. (2009). *Using technology to bridge the cultures together in the multicultural classroom*. Retrieved from <http://files.eric.ed.gov/fulltext/ED519991.pdf>
- Ilicheva, S. (n.d). *Cognitive function of multimedia learning*. 1-5.
- Jonassen, D. H. (1996). *Computers in the classroom*. Englewood cliffs, NJ: Merrill.
- Jones, A. M. (2003). *The use and abuse of Powerpoint in teaching and learning in the life sciences: A personal overview*. Vol.2, 1-13.
- Kalyuga, S. (2005). Prior knowledge principle in multimedia learning. In R. E. Mayer (Ed.). *The Cambridge Handbook of Multimedia Learning*. New York: Cambridge University Press.
- Kalyuga, S., Chandler, P. & Sweller, J. (1999). Managing split attention and redundancy in multimedia instruction. *Applied Cognitive Psychology*, 13, 351-371.
- Keskin, F. (2011). Using songs as audio materials in teaching Turkish as a foreign language. *The Turkish Online Journal of Educational Technology*. Vol.10, 378-383.
- Kezar, A. (2001). Theory of Multiple Intelligences: Implications for Higher Education. *Innovative Higher Education*, Vol. 26, No. 2, Winter, 2001
- Lavin, A. M., Korte, L., Davies, T. L. (n.d.). The impact of classroom technology on student behavior. *Journal of Technology Research*. Retrieved from <http://www.aabri.com/manuscripts/10472.pdf>
- Maley, A. 1989. “*Down from the Pedestal: Literature as Resource*” in *Literature and the Learner: Methodological Approaches*. Cambridge: Modern English Publications.
- Mayer, R. E. (2003). *Learning and Instruction*. Upper Saddle River, NJ: Prentice Hall.
- Mayer, R. E. (2005). Principles of multimedia learning based on social cues: personalization, voice, and image principles. In R. E. Mayer, (Ed.) *The Cambridge Handbook of Multimedia Learning*. New York: Cambridge University Press.

- Mayer, R. E., & Chandler, P. (2001). When learning is just a click away: Does simple interaction foster deeper understanding of multimedia messages? *Journal of Educational Psychology*, 93, 390-397.
- Mayer, R. E., Sobko, K., & Mautone, P. D. (2003). Social cues in multimedia learning: role of speakers voice. *Journal of Educational Psychology*, 95, 419-425.
- Mayer, R. E., & Sims, V. K. (1994). For whom is a picture worth a thousand words? Extensions of a dual-coding theory of multimedia learning. *Journal of Educational Psychology*, 86, 389-401.
- Morgan, J. A. & Fonseca, M. C. (2004). Multiple Intelligence Theory and Foreign Language Learning: A Brain- based Perspective. *International Journal of English Studies*, Vol. 4 (1), 119-136.
- Morrison, M., Sweeney, A., & Hefferman, T. (2003). Learning styles of on-campus and off campus marketing students: The challenge for marketing educators, *Journal of Marketing Education*, 25(3), 208-217.
- Motamedi, V. (n.d.). *Integration of technology in our classrooms: A divisive issue*. Retrieved from <http://www.nyu.edu/classes/keefe/waoe/motamedi.pdf>
- Oshinaike, A.B., & Adekunmisi, S.R. (2011). Use of multimedia for teaching in Nigerian University system: A case study of University of Ibadan. *Library Philosophy and Practice*. 1-13.
- Rastelli, L.R. (2006). Drama in language learning. *Journal of Research and Innovation in the Language Classroom*. 82-94.
- Sankey, Birch, & Gardiner (2010). *Engaging students through multimodal learning environments: The journey continues*. Retrieved from <http://ascilite.org.au/cenferences/sydney.2010>

- Shen, C. (2009). Using English songs: An enjoyable and effective approach to ELT. *English Language Teaching*. Vol.2, 88-94.
- Torres, A. R. (2012). *Literature in the foreign language syllabus: Engaging the student through active learning*. 9-16.
- Umetsu, J. (2011). *Using video as a teaching strategy*. 1-7.
- Van, T.T.M. (2009). The relevance of literary analysis to teaching literature in the EFL classroom. *English Teaching Forum*, 3: 2-9.
- Visser, B. A., Ashton, M.C., & Vernon, P.A. (2006). Beyond g: putting multiple intelligences theory to the test. *Science Direct*. 487-502.
- Wessels, C. (1987). *Drama*. Oxford: Oxford University press.

## 7. APPENDICES

### 7.1 APPENDIX A: Questionnaire

|                                              |                  |           |
|----------------------------------------------|------------------|-----------|
| <b>LESSON:</b>                               | <b>DATE:</b>     |           |
| <b>SUBJECT:</b>                              | <b>DURATION:</b> |           |
| <b>MATERIALS:</b>                            | <b>METHODS:</b>  |           |
| <b>ACTIVITIES:</b>                           |                  |           |
| <b>CONDITIONS</b>                            | <b>YES</b>       | <b>NO</b> |
| Students like Multimedia in the lesson.      |                  |           |
| Students enjoy drama in the lesson.          |                  |           |
| Students are willing to join the activities. |                  |           |
| Students enjoy learning literature.          |                  |           |
| Students feel self-confident.                |                  |           |
| Students don't participate in the lesson.    |                  |           |
| Students are eager to learn.                 |                  |           |
| Students feel embarrassed in speaking.       |                  |           |
| Students enjoy speaking in discussions.      |                  |           |
| Students are bored in the lesson.            |                  |           |
| <b>Observation (Daily Report):</b>           |                  |           |
| <b>Comments after video-watching :</b>       |                  |           |

**Table 2: Questionnaire**

## **7.2 APPENDIX B: Interview**

Interview questions:

The first five interview questions were about the students experience with multimedia and drama.

- 1) Have you learned literature in English classes before? Why?
- 2) Have you learned literature through multimedia materials before? Why?
- 3) Have you learned literature through novels in English classes before? Why?
- 4) Have you had speaking activities in English classes before? Why?
- 5) Have you learned literature through drama before? Why?

These five interview questions below were about the students response towards multimedia and drama use.

- 1) Did you enjoy learning literature through multimedia? Why?
- 2) Did you like drama activities? Why?
- 3) Did you feel self-confident in speaking activities? Why?
- 4) Did you like learning literature through novels? Why?
- 5) Did you enjoy participating in discussion activities? Why?