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THE EFFECT OF MULTI-MEDIA APPLICATIONS ON THE 6TH GRADE STUDENTS' LISTENING SKILLS

ABSTRACT

In this study the effect of multimedia applications on secondary school sixth grade students' listening comprehension skills, listening skills, listening skill awareness and attitudes towards listening and academic retention was investigated. As an experiment 6/C class and as a control group 6/E class in Suphi Koyuncuoğlu secondary school which is located in Bornova district were determined randomly. Before application, experiment and control group were determined to be equivalent in terms of listening comprehension success, listening attitude, listening comprehension awareness pre-test scores, previous academic year Turkish course notes and personal information measures. In the study for data collection, analysis and interpretation mixed method, which quantitative and qualitative research methods were combined together, was used.

During the research process, teaching listening skills through multi-media applications was performed in the experimental group while in the control group listening studies were conducted according to current Turkish education program. Implementation process of the study was carried out for two class hours per week, 11 weeks in total. The students who are in experiment and control groups' listening comprehension skills, listening skills and listening attitudes towards awareness were measured at the beginning, at the end and at the end of five weeks after the application process. In addition, at the end of the process the students in the experimental group were interviewed about the implementation. For the analysis of quantitative data analysis of covariance (ANCOVA) was used by using SPSS package program.

At the end of the study, it can be said that multi-media applications increased students' listening comprehension, listening skills, awareness and attitudes towards listening and this increase is permanent. In the qualitative dimension of the study, improvement of experimental group students' views of listening skills for multimedia activity was determined to be positive.

KEYWORDS: Multi Media, Listening Skill, Listening Comprehension, Listening Comprehension Awareness, Attitude Towards Listening.