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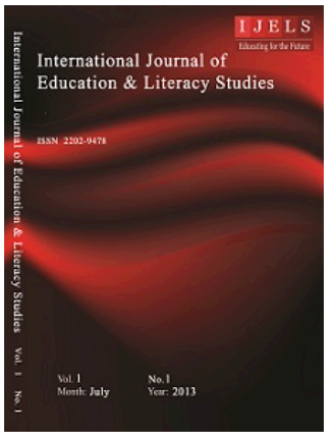

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Examining the Effect of Using Short Films on Visual Reading Skills

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ABSTRACT

The aim of this study is to investigate the effect of using short films in Turkish lesson on visual reading skills of 7th graders. Mixed methods design was utilized. The quantitative part of the study was formed by an experimental pattern with pretest-post-test control group, and the qualitative part was a case study consisting of observation and interview processes. The participants of the study were 46 7th graders from a public secondary school in Erzurum, Turkey. In the quantitative part of the study, the achievement test was used as a data collection instrument. In the qualitative part, observation and interview forms were used for data collection. Descriptive analysis studies were conducted for pre and post test scores in data analysis. As a result of the analysis of the data obtained from the quantitative and qualitative data collection tools, the use of short films in Turkish lessons increased the students' interest, participation, success, and sensitivity towards their environment; it was found that it improved the visual reading skills significantly, at a high impact level and permanently. At the end of the research, it was concluded that the use of short films in Turkish lesson was effective in the formation of a fun classroom environment, active participation of students in the lesson, gaining awareness and sensitivity towards their environment, and improving their visual reading skills significantly and permanently.

Key words: Visual Reading Skills, Short Film, Turkish Lesson, Language Skills, Mixed Method Research

INTRODUCTION

Today, education at all levels is inevitably restructured with the opportunities provided by technological developments. The opportunities offered by technology have started to be used intensively in today's educational activities where the expectations from education have changed and the student is taken to the center (Greer & Mott, 2009; Johnston & Barker, 2002; Ralph & Ralph, 2013).

In restructuring of learning-teaching environments with technological tools, the constructivist education approach, that puts the student in the center, has as much effect as the effect of developing technology (Jonassen et al., 1999; Nanjappa & Grant, 2003). In the constructivist education approach, student learns by associating the knowledge he/she has recently encountered with the knowledge he/she has previously acquired (Appleton, 1997; Brooks & Brooks, 1999; Hand & Treagust, 1991). According to this understanding, students use affective skills such as, reacting, valuing, and organizing as well as cognitive skills; such as, analysis, synthesis, and evaluation while establishing a relationship between the knowledge they have acquired and the information they will acquire (Aydın & Yılmaz, 2010; von Glasersfeld, 1995; 2008; Murphy, 1997; Trigwell & Prosser, 1996).

While students reconstruct the knowledge they have acquired in their minds, they actively participate in the teaching-learning process (Keogh & Naylor, 1999). The fact that students are an active element of the learning-teaching process shows that they have an effective role in their own learning. Students, who actively participate in the process, try to acquire information through visual, auditory and audio-visual stimuli and to structure and transform the information they have acquired (Carney & Levin, 2002).

In this process, the role of teacher is to organize the learning-teaching environment with tools that appeal to more than one sense in order to contribute to students' efforts to acquire, construct, and transform information (Bagulia, 2005; Mazgon & Stefanc, 2012). An important feature of the education supported by tools that appeal to more than one sense is that it makes teaching interesting, immersive, enriching, efficient, and economical (Anastasiadis et al., 2008; Ponticorvo et al., 2021).

Short films can make the learning-teaching process interesting, engaging, enriching and economical as they appeal to more than one sense. When the literature is examined, it is seen that few studies have been conducted on the use of tools that appeal to different senses in the learning-teaching process. The first thing that draws attention in these studies is the aim to make the learning-teaching process interesting, immersive and productive through activities supported

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by visual art products (Andrzejczak et al., 2005; Batič & Dragica, 2015; Gravilin & Maki, 2013), movie (Kabooha, 2016), movie trailers, videos, (Shurtleff, 2006), games (Marganić, 2010) and animated films (Candra, 2011; Putra, 2015). The second point that draws attention is that these studies were generally carried out in the field of teaching English as a foreign language.

When the studies on the use of short films in the learning-teaching process are examined, it is seen that the aim of these studies is to develop students' language skills (Kartika et al., 2017; Şahin, 2015; Yeşilyurt, 2016). In short films, a slice of life can be presented to students in a short period of time in a specific event and situation pattern with the help of moving images. This convenience improves students' ability to construct their mental schemas and interpret visuals. It is thought that this study, which examines the effects of activities supported by short films in the learning-teaching process on the development of students' visual reading skills, will contribute to the literature.

LITERATURE REVIEW

Visual Reading Skills

After the first conference on visual reading skill in Rochester, USA, Debes (1969) defined this skill as the visual field that can be developed by intertwining with many affective areas (Pettersson, 1994). If visual skills are developed, students can see and evaluate the similar and different features of events, objects and symbols. According to Solso (1994), it is necessary to analyze the moving or still forms, colors, lines and contrasts in order to reach the information that constitutes the visual content.

Today, it is seen that there is a rapid increase in the production of information. Parallel to this rapid increase, scientists use various visual and audio-visual tools to facilitate information transfer. Educators should use tools that appeal to more than one sense in the lessons in order to permanent learning take place. The use of tools and materials that appeal to more than one sense in the teaching-learning processes contributes to the success of the program by enabling the students to reach the foreseen goals more easily (Çelik, 2007).

Audio-visual materials, which stand out as a supporting element in the learning processes in Turkish lessons, enable students to awaken different associations (Fidan, 2008). Thanks to these materials, students construct the knowledge they acquire in their minds (Erdem, 2005). As students construct information in their minds permanent behavioral changes occur (Seferoğlu, 2006). This situation increases students' interest in the lesson. In addition, since sections from daily life are presented through movies, movie trailers and short films, students who develop their visual reading skills can easily find solutions to potential problems they will encounter in their daily lives (Aladağ & Karaman, 2018).

Short Films

Through short films, subjects that can attract the attention of people are presented to the audience in a short period of time (Mantei & Kervin, 2017). When the education process is evaluated in terms of the principles that ensure permanent learning, the first point drawing attention is that examples of real life situations can be presented to students in the classroom environment through short films (Kabadayı, 2012). The use of short films in classroom environment enables students to produce various solutions to potential problems they may encounter in daily life (Şahin, 2015). The learning-teaching environment should not be disconnected from daily life and should be organized in a way preparing students for possible situations they will encounter in their lives.

When the teaching process is evaluated in terms of principles that enable it to be carried out effectively and systematically, the second point drawing attention is the selection of short films suitable for the interests, needs and wishes of students. Developmental characteristics, interests and needs of students should be taken into consideration in the arrangement of educational environments, determination of course materials, and in the implementation process of activities (Ornstein & Lasley, 2000). In addition, the principle of economy should be taken into consideration in the preparation, implementation, and evaluation stages of the activities (Dallacqua et al., 2015; Febliza & Oktariani, 2020; Kartika et al., 2017).

The last point that draws attention when the process is evaluated in terms of teaching principles, which reveals the success of the teacher to a great extent, is the selection of short films according to the principles of from known to unknown, concrete to abstract and simple to complex (Istanto, 2009; Kabadayı, 2012). Short films used for different purposes in the learning-teaching process can also be used as text in the Turkish lesson because the short films carry textual criteria such as coherence, consistency, and purposefulness.

When the 2019 Turkish Education Program is examined, it is seen that there is no direct definition for the concept of text, but text types are grouped under three main headings. These types, consisting of informative, narrative and poetry texts, consist of written and visual products. Considering that the Turkish course teaching process is shaped according to the current program, this situation arises as a problem. Because it is aimed to develop basic language skills in Turkish lessons. In Turkish lessons, it is aimed to develop students' high-level skills such as analysis, synthesis and evaluation, as well as to improve students' reading, listening, speaking, writing, visual reading and visual presentation skills according to the program (Guneş, 2009).

Objective and Research Questions

When the curriculum is evaluated in terms of the general purposes of Turkish course, it becomes a problem that short films that meet the textual criteria and can be used in learning-teaching environments are not accepted as text. This study was designed to draw attention to this problem and to improve the visual reading skills of 7th graders. The aim of this research is to examine the effect of short film-supported activities on the visual reading skills of 7th graders in Turkish lesson. The research questions of the study in accordance with this aim are:

1. Is there a significant difference between the visual reading skill scores of the experimental and control group students after the activity studies?
2. What are the observers' impressions on the activity process?
3. What are the students' thoughts on using short films in Turkish lessons?

METHOD

Research Design

This study follows mixed methods design. Greene (2007) defined mixed methods research as more than one way of seeing and hearing in accordance with socialization and other development efforts. The researcher, who can see the reality from a certain angle and distance, collects and analyzes quantitative and qualitative data in accordance with the aims and sub-objectives of the study and reaches certain results. Because the common denominator provided by quantitative and qualitative approaches is more than each can provide alone (Creswell, 2017).

Participants

In the process, first, the practice school was determined through typical case sampling. After the implementation school was determined, two classes from 7th graders with normal gender distribution, close average success in Turkish lesson and equal numbers of students were determined, and one of the classes was assigned as the experiment (23) group and the other as the control group (23) through random sampling.

Data Collection Tools

Visual reading skills test

In this study, quantitative data were obtained with the Visual Reading Skills Test (VRST, Appendix A) developed by the researchers. With this test, which consists of two parts, 7th graders' visual reading skills were measured according to their knowledge, comprehension, analysis and evaluation level. While developing the Visual Reading Skills Test (VRST), the following procedures were carried out:

- Determining the short film used in the test,

In this process, various criteria have been developed by examining the current version of the Draft Textbook and Educational Tools and the Criteria and Explanations to be Used as a Basis for Evaluation in the Analysis of the E-Content of the Ministry of National Education, prepared in accordance with the provisions of Article 19 of the Regulation on Textbooks and Educational Tools (2018). Later, ten award-winning short films were determined in line with the developed criteria. After the short films were selected, one of the short films was selected for the achievement test by interviewing a faculty member from Radio, Cinema and Television Department and two faculty members from Turkish Education Department.

- Creating the table of specifications,

In this process, firstly, the achievements of 7th grade listening and reading skills in the 2019 Turkish Curriculum were examined. Then, the learning outcomes of both skills and the cognitive domain categories covering these learning outcomes are listed.

- Creating an item pool,

In this process, firstly, item types and numbers suitable for the characteristics measured in the achievement test were determined. Then, the item pool was created by paying attention to the purpose of the test, each item being able to measure the behavior to be measured without being affected by other items, and language and expression.

- Preparation of pilot test form,

In this process, three items measuring each behavior in the specification table were selected from the item pool by interviewing a faculty member from the Department of Turkish Education. "For the writing of the pilot items, it is recommended to write three items to measure each behavior in the specification table." (Atilgan, 2018, p.284). After the items were selected they were distributed in the test form and the test instruction was prepared.

- Implementation of the pilot test,

In this process, first the total time was determined and then the pilot test was applied to a small group. According to Şeker & Gençdoğan (2006), before the pilot test is applied to a large group, it should be administered to a group of 30-40 people and various arrangements should be made on the test. After the pilot test was applied to a small group, it was applied to a larger group (281), taking into account the number of items in the test, the level and size of the group to which the final test would be applied.

- Making the test ready for application,

In this process, various analysis studies were carried out on the items in the pilot test, and the difficulty and distinctiveness indexes of the items were calculated and the achievement test was finalized. Then, content, structure, face, and convergent validity studies were carried out on the test. Finally, the interrater reliability and Kuder-Richardson 20 (KR20) reliability studies were carried out and the achievement test was made ready for application.

Observation and interview forms

Qualitative data in the study were obtained from observation and interview forms developed by the researchers. The semi-structured observation forms are intended for the observations on environment, process, and evaluation. The semi-structured interview form was developed to determine the students' views on the interest, desire, participation, academic achievement and the vitality of the short film supported activities at the end of the implementation. While developing interview and observation forms, first, a school similar to the school where the final test will be conducted was determined in terms of the High School Entrance Exam (LGS) ranking, the educational status of the parents and socioeconomic variables. Than, a 7th grade class similar to the class considered as the experimental group in the study was selected in this school in terms of the number of students, the

average success of the 6th grade and gender variables. After the class selection process was completed, a short film-supported activity was carried out with the students within one lesson hour with the approval of the school administration and Turkish teacher. During the activity process, one of the researchers observed the activity and tried to obtain various data. After this application, semi-structured interview and observation forms were created in line with the obtained data and expert opinions.

Implementation

The implementation process started with the application of the VRST to the experimental and control groups as pretest. During the ten-week implementation process, for improving the visual reading skills of the students, short films were used in the experimental group and activities based on the textbook and workbook were carried out in the control group. It was paid attention that the short films selected to be used in the experimental group were compatible with the themes in the textbook. The short film related to the theme of time and space is "*All the seasons were the same to my fathe*r". The short films related to the theme of virtues are "*The black hole", "My shoes",* and *"Lila*". The short films related to the theme of communication are "*The present*", "*Room 8*", and "*El empleo*". These short films were determined by taking the opinions of experts before the implementation.

In the process of determining the short films, the experts were asked to evaluate the short films according to the following criteria:

1. The content of the short film must be constructed with an approach that respects human rights and rejects all forms of discrimination.
2. The content of the short film should not contain any element that would disrupt social peace.
3. The content of the short film should be suitable for the learning outcomes of the course.
4. The content of the short film should arouse curiosity.
5. The content of the short film should be appropriate for the age and grade level.
6. The content of the short film should not contain written elements and should have a limited number of dialogues.

Experts examined 14 short films according to these criteria and determined 8 of them to be used in the study.

The same teaching and learning methods and techniques were used during the lessons in both groups. The observers observed the activities in the experimental group at the 3rd, 5th, 7th and 9th weeks by using semi-structured observation forms. These observers, who were informed about the research, consist of two teachers and two faculty members.

At the end of the implementation, the VRST was applied to the experimental and control groups as post-test. Then, interviews were conducted with six students selected from the experimental group using a semi-structured interview form. VRST results were taken into account in the selection of these students. According to the order of success, two of the most successful students, two of the moderately successful students and two of the students with low success were selected. Four weeks after the implementation the VRST was applied to the experimental group students as follow-up test.

Data Analysis

Quantitative data in the research were analyzed with the SPSS 20 program. In this process, the homogeneity of the data collected with VRST was tested with hypothesis tests, Levene Statistics, and histogram graph. Then, the descriptive findings for the pre- and post-test scores were analyzed with the independent sample t-test, dependent sample t-test, Wilcoxon test, and Cohen's test.

Qualitative data obtained from semi-structured observation and interview forms in the research were analyzed with descriptive analysis technique.

FINDINGS AND DISCUSSION

This section includes the findings obtained as a result of the analysis of the data obtained from the study group with qualitative and quantitative data collection tools during the implementation process and the comments on the findings.

Findings Regarding the Quantitative Dimension of the Research

The quantitative dimension of the research consists of the analysis process of the pre and post-test scores of the students in the study group that they got from VRST.

Descriptive Findings for Pretest Scores

Some assumptions must be met in order to perform statistical operations on the scores of the students from VRST. According to Field (as cited in 2009, Kilmen, 2015), in order to meet the assumptions, the data should show normal distribution and the variances should be homogeneous.

The normality of the frequency distributions of the pre-test measurements applied to the students in the experimental and control groups in the study was tested with hypothesis tests. As a result of the hypothesis tests, it was observed that the pre-test scores of the students in the experimental and control groups displayed a normal distribution (Sig.> 0.05). After the relevant process, the homogeneity of the variances was tried to be tested. When the distribution of scores of different groups is desired to be compared, the homogeneity of variances is tested (Alpar, 2012).

In the study, the homogeneity of the variances regarding the pre-test scores of the students in the experimental and control groups was tried to be tested with Levene Statistics. Levene statistic serves to test whether the variances of the population, from which k samples were taken, are equal or not (Kuş & Keskin, 2008). As a result of the test, it was observed that the variances of the pre-test scores of the experimental and control group students were homogeneous (Sig> 0.05).

After the parametric test conditions were met, it was tried to determine whether there was a significant difference between the pre-test scores of the experimental and control

group students with the t-test for independent samples. "This analysis is a parametric test used in the study to determine whether there is a significant difference between the averages of the data of two groups that are not related to each other." (Kilmen, 2015, p.123). Test results are presented in Table 1.

When the Table 1 was examined, it was seen that the t value was 752, and the averages were not significant at the p> 0.05 significance level. This finding shows that there is no significant difference between the experimental and control groups in terms of pre-test scores. This situation shows that the experimental and control group students are very close in terms of their visual reading skills before the implementation.

Descriptive findings for pre and post test scores

In this part of the study, it was tried to determine whether there was a significant difference between the pre and post test results of the experimental group students and then the pre and post test results of the control group students with the dependent sample t-test. With this test, researchers want to investigate whether there is a significant difference between the averages of two measurements obtained from a group (Taşpınar, 2017).

According to Kilmen (2015), in order to make dependent sample t-test;

- Data must be obtained from the same group.
- Only two measurements of the same group need to be compared.
- There must be a dependent variable.
- The dependent variable must be measured on at least equal spacing scale.
- The difference between the two measurements should show a normal distribution.

When the data are examined, it is seen that four of these five conditions are met. In this process, which consists of three stages, the normality of the frequency distributions of the pre and post test measurements applied to the students of the experimental group was first tested by hypothesis tests. According to the significance level at the end of the relevant test, it can be said that the data are distributed normally because the Sig value (, 201> 0.05) is higher than 5%. After the fifth and final condition was met, the dependent sample t-test was conducted for the Visual Reading Skills Pre and Post-test scores of the experimental group students. Test results are presented in Table 2.

When the Table 2 was examined, it was seen that the t value was -15.157 and the averages were significant at the p <0.05 significance level. This finding shows that there is a significant difference between the pre and post test scores of the experimental group students. Although there is a significant difference between the two measurements as a result of the dependent sample t-test, it is not possible to predict the size of the difference. However, with the Cohen's test, the effect size can be determined by proportioning the difference between the measurement averages to the standard deviation of the difference scores. As a result of this test, Cohen effect size (d) measure was found as -3.160. According to Kilmen (2015), when the effect size exceeds 0.138, it means that the difference between pre and post test scores of the experimental group is large. According to this result, it can be said that there is a high level significant difference between pre and post test scores of the experimental group students.

Table 1. Independent sample t-test results of visual reading skills pretest scores of experimental and control group students

Groups	N	*M*	*SD*	*df*	*t*	*p*
Experimental	23	50.83	15.971	44	0.752	0.456
Control	23	46.87	19.950			

Table 2. Dependent sample t-test results of visual reading skills pre and post test scores of experimental group students

Experimental group	N	*M*	*SD*	*df*	*t*	*p*
Pretest	23	50.83	15.971	22	-15.157	0.000
Post-test	23	74.26	11.845			

Table 3. Dependent sample t-test results of visual reading skills pre and post test scores of control group students

Control Group	N	*M*	*SD*	*df*	*t*	*p*
Pre test	23	46.87	19.950	22	10.527	0.000
Post test	23	53.43	21.538			

While analising the control group pre and post test scores, first the normality of the frequency distributions of pre-test and post-test measurements was tested with the hypothesis test. As a result of this test, it can be said that the distribution of the data is normal because the Sig value (,595> 0.05) is higher than 5% according to the significance level. After seeing that the frequency distribution of the data was normal, it was tried to determine whether there was a significant difference between pre and post test scores of the control group students with the t-test for dependent samples.

When the Table 3 is examined, it is seen that the significance level Sig value is, 000. Since this value is less than alpha at.05, it can be said that there is a significant difference between the pre and post test scores of the control group students. This result can be explained by the fact that the control group students were exposed to many visuals in their daily lives, contributing to the development of their visual reading skills.

When Cohen's test is performed on the relevant measurements, it is seen that the effect size (d) measure of the difference is -1.03. The fact that the effect size is between 0.06 and 0.138 indicates that the significant difference determined between the pre and post test scores of the control group is at a moderate level (Kilmen, 2015). After reaching descriptive findings for control group pre and post-test scores, descriptive findings for experimental and control group posttest scores were obtained. In this process, firstly, the normality of the frequency distribution of the posttest scores of the experimental and control groups was tested with hypothesis tests.

As a result of this test, it can be said that the distribution of the data is normal because the p-values (.791> 0.05;.462> 0.05) of the post-test scores of the students in the experimental and control groups are higher than the significance level. After seeing that the frequency distribution of the data was normal, it was tried to determine whether there was a significant difference between the pre and post test scores of the control group students with the t-test for dependent samples. Test results are presented in Table 4.

The first thing that draws attention in the Table 4 is that the standard deviation (Sd.) value of the experimental group students' posttest scores is 11,766 and the standard deviation value of the control group students' posttest scores is 21,538. "Standard deviation is an indicator of how much a set of data differs from the mean value of that array, that is, how much the values are dispersed relative to the mean (or how much deviates from the mean value). (Can, 2017, p.35). Therefore, as the standard deviation increases, the spread of the distribution increases (Alpar, 2012).The second point that draws attention in Table 4 is that the t value is 4.129 and the averages are at p <0.05 significance level. The findings show that there is a significant difference between the posttest scores of the experimental and control group students in favor of the experimental group students and that the posttest scores of the experimental group students are closer to each other. Based on this result, it can be said that activities supported by short films in the 7th grade Turkish lesson improve the visual reading skills of the students.

When the quasi-experimental studies with pretest-posttest control groups and similar studies designed with mixed research method are analyzed, it is seen that activities supported by short films in Turkish lessons contribute to;

- Improve 5th graders' listening comprehension and remembering skills (Şahin, 2015),
- Development of fictional skills of 8th graders (Putra, 2015),
- Development of basic language skills of students who learn Turkish as a foreign language (Yeşilyurt, 2016),
- Improve the fictional skills of 10th graders (Candra, 2011).

Descriptive findings for post-test and follow-up test

In this process, first, the normality of the frequency distributions of the posttest and follow-up test scores of the experimental group students was tested with hypothesis tests. For these processes, the difference scores of the experimental group students' post-test and follow-up test were used as data. As a result of the hypothesis tests, it can be said that the distribution of the data is not normal since the Sig value (.000<0.05) is less than 5% according to the significance level. This result shows that the experimental group's posttest and follow-up test difference scores cannot be compared with parametric test tools.

Table 4. Independent sample t-test results of visual reading skills posttest scores of experimental and control group students

Groups	N	*M*	*SD*	*df*	*t*	*p*
Experimental	23	74.57	11.766	44	4.129	0.000
Control	23	53.43	21.538			

Operations performed on data that provide the necessary conditions for meeting the assumptions about parameters for the universe are called parametric tests, and operations performed on data that do not require normal distribution are called non-parametric tests (Can, 2017). According to Alpar (2010), it would be appropriate to use nonparametric tests in cases where the number of observations is below 30 and the universe distribution is normal. For this reason, the difference scores of the experimental group in the posttest and follow-up test were compared with the Wilcoxon Signed Ranks Test, which is one of the non-parametric tests. This analysis technique, which is used to investigate whether there is a significant difference between two measurements belonging to the same group, is used when the conditions of the t-test for dependent samples are not met (Kilmen, 2015). Test Results are presented in Table 5.

When Table 5 is examined, the first point that draws attention is that nearly half of the students received lower scores in the follow-up test compared to the post-test. This finding can be interpreted as the students' post-test mean scores are higher. When the "z" value, which shows the difference between the experimental group's posttest and follow up test mean scores, is considered, it is seen that the posttest mean score is 1.130 higher than the follow up test mean score. This result shows that the visual reading skills of the experimental group students developed over a period of ten weeks are permanent.

When similar studies are examined in terms of the method and independent variables, it is seen that;

- Activities based on visual reading and visual presentation in Turkish lesson increase the permanence of learning (Balun, 2008),
- Learning based on written, visual and auditory texts that appeal to more than one sense is more permanent than learning based solely on written texts (Butler et al., 2009),
- Visual arts activities carried out with 3rd graders contributed to the development of students' reading comprehension skills and their permanent learning (Gravalin & Maki, 2013),
- As a result of structuring and testing the effectiveness of visual reading education programs for 1st graders, students' visual reading skills improved and they achieved more permanent learning (Özsarı, 2015),
- At the end of a teaching process that centered visual materials and visual reading in the 5th grade Social Studies lesson, it was concluded that students understand the lesson better, learn faster and learn more permanently (Sağlamgoncu, 2016).

Findings Regarding the Qualitative Dimension of the Research

Findings obtained through observations

The purpose of this analysis type, in which the data is classified and interpreted according to the themes determined

Table 5. Test results for comparing the post-test and follow-up test scores of the experimental group students

Score	Groups	N	Xrank	∑ rank	*z*	*p*
Comparison of experimental group posttest and follow up test	Decreasing	12	11.63	139.50		
	Increasing	8	8.81	70.50	1.310	0.190
	Equal	3				
	Total	23				

before the analysis, is to present the findings to the reader in an organized and interpreted form (Yıldırım & Şimşek, 2013). The themes created according to the dimensions in the observation forms are presented in Figure 1.

The Theme of Information about the Environment

The observation form begins with the theme of information about the environment. Information on this theme was evaluated within the categories of physical and social environment of the classroom. When the codes related to the category of information regarding the physical environment were examined, it was found that physical elements such as the number of students, temperature, light, smart board, and curtain provide a suitable environment for implementation. When the literature is examined in order to determine the effect of the physical environment of the classroom on the teaching-learning process, it is seen that;

- high quality and amount of lighting,
- ergonomic and flexible equipment in the classroom such as desks, tables and chairs,
- being suitable in terms of properties such as humidity, noise, heat, air pressure, ventilation, air quality, acoustics, dust, vibration, light, air flow, etc.
- sufficient space per student,
- appropriate classroom size,
- having sufficient technological infrastructure,

and the suitability of the classroom environment in terms of form and ground relationship positively affects students' school attendance, motivation, performance and academic achievement (Barrett et al., 2013; Sanoff & Walden, 2012; Zuriani et al., 2013).

When the codes in the category of information regarding the social environment were examined, it was determined that the social environment in the classroom enabled an effective communication between the teacher and the students, the students were able to communicate with each other in a healthy way, and they could express themselves freely.

The views of the observers on this issue are as follows:

O1- It was observed that students and teacher did not have any problems while communicating with each other.

O2- It was observed that students were able to communicate with each other in a healthy way and they could express themselves freely.

O3- It was observed that the classroom environment was suitable for each of the students to communicate with the teacher.

O4- The students actively participated in the lesson as soon as the lesson started. They moved away from distracting behaviors such as talking to each other, making noise, etc.

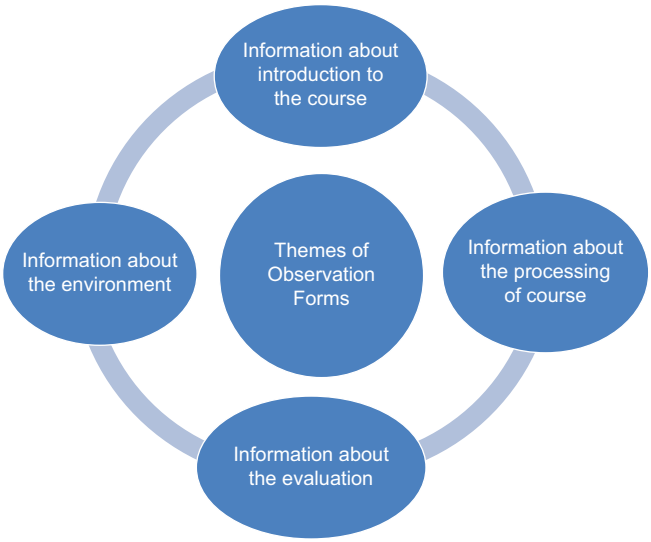

Figure 1. Themes for observation forms

When the literature is examined in order to determine the effect of the social environment in the classroom on the teaching-learning process, it is seen that;

- Social environments where students can recognize and manage their emotions (Zins & Elias, 2007),
- Social environments where students can communicate positively with their classmates (O'Brien et al., 2005),
- Social environments where students are encouraged to learn and can try out what they have learned (Johnson & McClure, 2004), ensure students' active participation in the course and increase their school attendance and academic success.

When studies focusing on the use of short films in particular, generally on visual reading skills, are examined, the following results are obtained;

- Using visuals in activities enables students to develop a positive attitude towards Turkish lesson, and their interest and participation in the lesson increases (Tarakçı, 2013).
- The visuals used in the activities encourage students to use their experiences in the learning process (Güldaş, 2012).
- Activities related to visual reading and visual presentation skills in Turkish lesson contribute to the formation of a fun, dynamic and democratic classroom environment, the development of students' communication skills, their ability to express themselves better, and their ability to respect different ideas (Kuru, 2008).

The Theme of Information about Introduction to the Course

When the categories, analysis units and codes in this theme were examined, the following findings were obtained:

- Teacher usually starts the lesson by asking questions or using visuals.
- The visuals presented in the introductory part of the course aroused the students' curiosity about the content of the course.
- The visuals presented in the introductory part of the lesson increased the motivation of the students.

The views of the observers on this issue are as follows:

O1- Thanks to the visuals presented at the beginning of the lesson, students were able to discuss the subject from different angles.

O2- Students' sense of curiosity was aroused by the questions asked at the beginning of the lesson.

O3- At the beginning of the lesson, teacher activated students' prior knowledge by explaining how the learning outcomes they will gain in this lesson would affect their daily lives.

O4- As the teacher used an unusual method at the beginnig of the lesson, students focused on the lesson.

- The visuals presented at the beginning of the lesson are effective in stimulating students' sense of woder (Arnone & Grabowski, 1992),
- The visuals presented at the beginning of the lesson not only provide an understanding of the subjects that the students do not have knowledge and cannot activate their prior knowledge, but also enable students to create new diagrams in their minds (Sarıkaya, 2017).

The Theme of Information about the Processing of Course

Based on dimensions in the observation form, this theme consists of two categories: attendance to lesson and characteristics of activities. As a result of analysis of the data obtained through the observation forms for the attendance to lesson category, following results were obtained:

- Activities supported by short films increase students' attendance to lesson.
- Appropriate feedback was given to students in the process of analyzing the content of short films.
- Activities supported by short films decreased unwanted student behaviors during the lesson.

The following observer views on this category support these results:

O1- It was observed that in the learning-teaching process, teacher made an effort to ensure the active participation of different students.

O2- It is observed that the participation rate of students in the lesson increased because teacher, who occasionally stopped the short film, asked questions about the content of the film and talked about current events.

O3- It was observed that students were generally willing to participate in the lesson and they listen to their friends who took the floor without exhibiting undesirable behaviors.

O4- It was observed that teacher tried to ensure the participation of students in the course through questions.

There are nineteen codes for the category of characteristics of activities in the observation form. When the frequency values of these codes are examined, it is seen that activities supported by short films contribute to the development of cognitive skills of students such as associating, comparing, making inferences.

When the literature is examined, it is seen that;

- Thanks to the activities based on visual reading and visual presentation in Turkish lesson, the active participation of students in the lesson increased (Balun, 2008).
- Rich visual art experiences increase students' focus time in lesson and encourage them to think and write (Andrzejczak et al., 2005),
- Students interact more with the written texts thanks to the film sections and videos that enable the visualization of written texts (Shurtleff, 2006),
- The semiotic function of the language has been embodied thanks to animated films and creative games used in the activities aimed to improve visual reading (Marganič, 2010),
- In the process of analyzing literary texts, the used visuals enable students to make inferences appropriate to the text (Batič & Dragicia, 2015).

The theme of Information about the Evaluation

The last theme in the observation form is the theme of information about the evaluation. This theme consists of two categories: observations for evaluating teacher and observations for evaluating students. Within the scope of the category of observations for evaluating the teacher, the observers observed the teacher within the following points:

1. Did the teacher use concluding statements to summarize the lesson at the end of the activity?
2. Did the teacher encounter any difficulties during the activity?
3. Was the teacher able to ensure that the students acquire the targeted achievements with the activity she conducted?

The data obtained from the observation forms for this category showed that the teacher did not encounter any difficulties in activities supported by short films, she enabled the students to acquire targeted achievements with the activity, and she used concluding statements to summarize the lesson at the end of the activity. Data on the category of observations for evaluating students are presented in Table 6.

OBSERVATION RESULTS

When Table 6 is examined, the first point that draws attention is that all of the observers stated that students made accurate predictions about the development and result of the events in the short film they watched. The fact that students were able to make accurate predictions about the development and result of the short film they watched shows that their visual reading skills have improved. The second point that draws attention is that three of the four observers state that; students could suggest a title for the short movie they watched and they could summarize it. The data on the question of whether the students were able to understand the message in the short film they watched show that the students can

Table 6. Observation results

Analysis Units	Yes	No	Partly
Were the students able to suggest a title for the short movie they watched?	3		1
Were the students able to make predictions about the development and result of the events in the short film they watched?	4		
Were the students able to summarize the short film they watched?	3		1
Were the students able to establish a relationship between the people and the places featured in the short film they watched?	1		3
Were the students able to understand the message in the short film they watched?	2		2

understand the message of the short film to a large extent. The last point that draws attention is that the students could not establish a relationship between the people and the places featured in the short film they watched.

Descriptive Analysis of Data Obtained from Interview Forms

The interview form prepared to take the students' opinions about the application consists of three themes.

The first theme in the analysis process is *students' ideas on the use of shortn films in the Turkish lesson.*

The views of the students on this issue are as follows:

S3- *I was interested in having the lesson with short films, because my success has improved. I can now solve graphical interpretation questions in exams.*

S4- *It caught my interest because we learned how to learn from short films. I shared these activities we did in the class with my friends and family.*

S5- *It drew my attention because the lesson is more fun like this.*

S1- *As our teacher used movies in lessons I started to like the Turkish lesson. Now I attend classes willingly, not forcefully.*

S2- *I started to attend lessons more. I wanted to answer the questions now. Short films, especially the beggar film, caught my attention.*

S6- *In the past, I was very afraid that my teacher would take me to the lesson, but now I join the lesson voluntarily. Since I can keep the content of short films in my mind, I can easily answer the questions my teacher asks.*

After this theme, description studies were carried out for the theme of *information about the reflection of the use of short films in the daily life of the students.* The views of the students on this issue are as follows:

S2- *After watching the short films used in the lessons, especially The Life Mechanic, my attitude towards stray animals changed. I saw my brother torturing a kitten and I warned him immediately.*

S3- *A boy was helping the dog in a short movie I watched. What I saw in this movie affected my life. I've changed a lot since that day.*

Finally, descriptive studies were conducted for the theme of *information about the effect of the use of short films on the academic achievement of students.* The views of the students on this issue are as follows:

S3- *The visuals that our teacher used in the Turkish lesson to better understand the lesson increased my lesson success. Normally I was getting 80 from exams. I got 92 from the exam after taking these courses. In the verbal lessons, as you see, my success has improved. I can now easily interpret tables and graphs in science classes.*

S4- *After the teacher started teaching the lessons like this, I participated lesson more. I learned to find the subject and main idea.*

S5- *After the teacher taught the lesson in this way, the lessons started to attract my attention more and now I can understand the lessons more easily.*

The data obtained from the interviews with the students showed that the use of short films in the lessons increased the students' interest and participation in the lesson, provided them to acquire functional knowledge, and contributed to the academic development of the students**.**

CONCLUSION

As a result of the research, it was concluded that activities supported by short films in Turkish lessons improved the visual reading skills of 7th graders significantly, at a high level of importance and permanently. It was determined that, the physical (interactive board, light, curtain, number of students, etc.) and social (democratic and participatory) environment of the class, activities in the introduction part of the lesson (attracting attention, arousing interest, motivation, etc.), and the activities in the lesson (associations, making inferences, and making interpretation about the content of the short film), and evaluation studies at the end of the lesson were effective in achieving this result.

In addition, as a result of observations and interviews with students, it was concluded that, short film-supported activities contributed to formation of a funny classroom environment and help students

- to develop their interpretation skills of figures, tables and graphics,
- to be able to read the visuals presented to them in different lessons,
- to gain awareness and sensitivity towards disadvantaged people and living and non-living things around them,
- to develop their perspectives,
- to experience different emotions.

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APPENDIX A

Visual Reading Skills Achievement Test

Dear Students,

This test consists of two parts. In the first part, it is aimed to measure your ability to read and interpret moving images by watching a short film, and in the second part, your ability to read and interpret still images by showing pictures, photographs, cartoons and movie posters. This research has been prepared for purely scientific purposes. Thank you for your time.

I.

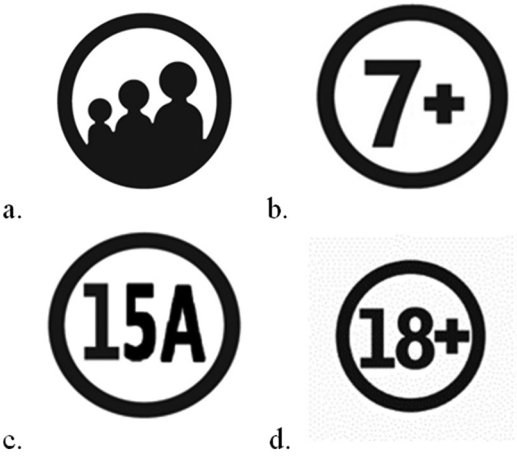
1. If you were to divide the short film you watched into two parts, with which event would you start the second part?
2. Summarize the events in the short film you watched
3. Which of the following is the most appropriate title for the short film you watched?
   a) Bread Sign
   b) Beggar and woman
   c) The power of words
   d) Hero woman
4. Find the semantic equivalents of the people and objects given in column "A" in the short film you watched from column "B" and write the numbers in parentheses.

A	B
(….)Shoes	1. Emotional response
(….)Hero woman	2. Communication channel
(….)Cardboard	3. Style
(….)Money box	4. Distinguishing

5. Which of the following conclusions can be drawn from the short film you watched?
   a) Some beggars may be physically disabled.

b) Women help beggars more.
c) How we tell is as important as what we say.
d) What we say is as important as how we say it.

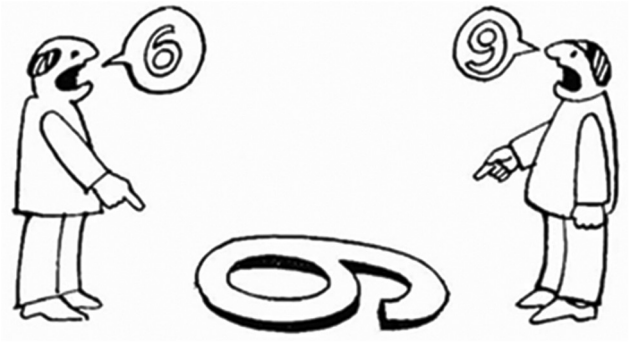
6. Which type of audience is the short film you watch suitable for?



a. b. c. d.

Link of the short film used in application: https://www.youtube.com/watch?v=GgUSbxReppA

II.



1. What is meant by the cartoon above? Please explain.
2. What is the common emotion experienced by the animals in the images? Please explain.

Answer:



3. If you think the information given about the image in the sentences below is correct, write the letter (T) in parentheses if you think it is incorrect the letter (F) in parentheses.

A. The people in the picture are all looking in the same direction. (….)
B. The people in the picture have come together for a special day or meeting. (….)
C. The balloons in the picture consist of at most three different colors. (….)

D. Dark colors are preferred in the picture. (….)

4. In one study, it was found that bats perceive flat and horizontal surfaces as spaces. Finding their direction by the echo of the sound they send, bats do not hear the echoes of the sounds they make while moving towards a vertical and flat surface, such as a window, and perceive the window as a space. If there is a bulge or an object in steep and flat areas, bats can detect them, and the other steep and flat areas pose a great danger. Although there are reports of dead or injured bats near buildings or large windows, there is no certainty about how many bats died in this way.

According to this text, in which of the following figures is it possible for the bat to move up and down without crashing?

