

High School Students' Opinions about the Technique of Poster Design Based on the Cooperative Learning Approach in English Course

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Abstract

The foremost role of active learning techniques is to make the learners active investigator and rediscoverers of knowledge in the educational environment. Likewise, one of the active learning techniques used in the classroom is activity-based posters. Poster presentations are an important teaching technique and successful poster presentations make it easy for students to learn lesson subjects as classroom experiences. The main purpose of this study is to determine the students' general feelings and thoughts about their experiences in the technique of poster design based on the Cooperative Learning Approach. For this study, a case study of qualitative research approach has been adopted. So, they were asked for their views after the technique of Poster Design based on the Cooperative Learning Approach. Consequently, by taking consider the students views, the poster design technique, an active learning technique based on cooperative learning approach, enables the students to participate actively in the course. It allows the teacher better and joyful learning environment. In this context, it both increases the students' academic successes and allows the students to develop positive feelings and emotions such as cooperation, accomplishment, respect, responsibility.

Keywords: Active learning, The Technique of Poster Design, Cooperative Learning Approach, Learning environment

Lise Öğrencilerinin İngilizce Dersinde İşbirlikli Öğrenme Yaklaşımına Dayalı Poster Tasarım Tekniđi Hakkındaki Görüşleri

Öz

Aktif öğrenme tekniklerinin en önemli rolü, öğrencileri eğitim ortamında aktif katılımcılar ve bilgiyi yeniden keşfetmeyi sağlamaktır. Aynı şekilde, sınıfta kullanılan aktif öğrenme tekniklerinden biri de etkinlik temelli posterlerdir. Önemli bir öğretim tekniđi olan başarılı poster sunumları öğrencilerin ders konularını sınıf deneyimleri olarak öğrenmelerini kolaylařtırmaktadır. Bu çalışmanın temel amacı; işbirlikli öğrenme yaklaşımına dayalı etkinlik temelli posterlerin öğrencilerin deneyimleri hakkında genel duygu ve düşüncelerini incelemektir. Nitel araştırma yönteminin kullanıldığı bu çalışmada durum çalışması benimsenmiştir. Bu nedenle, İşbirlikli Öğrenme Yaklaşımına dayanan etkinlik temelli poster tekniđinin uygulanmasından sonra öğrencilerin görüşleri alınmıştır. Arařtırma sonunda, işbirlikli öğrenme yaklaşımına dayalı olan etkinlik temelli posterlerin, öğrencilerin derse aktif olarak katılmalarını sağladığı, öğretmene daha nitelikli ve eğlenceli bir öğrenme ortamı sağladığı sonucu bulunmuştur. Buna göre, sınıf ortamında kullanılan bu teknik öğrencilerin hem akademik başarılarını arttırmakta, hem de öğrencilerin işbirliđi, başarı, saygı, sorumluluk gibi olumlu duygular geliřtirmelerine imkan vermiştir.

Anahtar Kelimeler: Aktif Öğrenme, Poster Tasarım Tekniđi, İşbirlikli Öğrenme Yaklaşımı, Öğrenme Ortamı


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Introduction

Students come to the classroom with knowledge and experiences that they acquired earlier. These experiences are cognitive and social structures. They reorganize their cognitive structures by establishing a relationship with their predecessors. Accordingly, it makes inferences between the old information and new information, and creates a unique structure by analyzing it (Arslan et al., 2005, p. 1). The student must actively configure new information in order to be able to learn meaningfully. Therefore, this is done through active learning, which enables cognitive and social interaction by keeping the student active through activities such as reading, writing, speaking and listening (Glasgow, & Bush, 1995, p. 35).

The learning process is not a direct product of environmental factors. It is an internal and cognitive process. Teaching is not to convey information, but to make it easier for the learner to make sense. Teaching, in a modern sense, is to contribute to the inclusion of students in various activities by guiding the learners (Açıkğöz, 2014, p. 17). Therefore, active learning includes activities which the students perform, in other words, they are the activities that are consciously done by the students such as discussion, problem solving, preparing project (Wolfe, 2006, p. 77). According to Kyriacou (1992, p. 311), active learning is learning activity which the students gives importance to students' own perspective, control learning structures and they are learning activities in which students actively participate and shape their own learning experiences by themselves. And they also includes the learning experience they are open-ended activities rather than restricted ones. In contrast to passive learning activities which students are passive recipients of information, are only exposed to listening to the teacher, closed-ended questions are asked, and where limited practices are done, active learning is a teaching method which the students are provided with autonomous activities of direct learning activities and open-ended activities, such as problem solving, small group work, collaborative learning and learning by experience, are used in the classroom environment (Anthony, 1996, p. 349).

There are many benefits of using active learning in a learning environment. The most important objective of active learning is to involve students as active participants and to bring students into active participants rather than passive recipients of knowledge (Potter, 1995, p. 260). Active learning improves the students' motivation when applied well. The student makes the course more willing and improves the student's performance. On the other hand, active learning activities are effective in transferring students' knowledge and developing special discipline skills (Bonwell, 1999, p. 542). According to Wolfe (2006, p. 78), active learning enables the student to learn by doing and using all senses. The student will be more successful when the teacher chooses appropriate active learning techniques.

On the other hand, if effective active learning methods are used, students develop their decision making strategies. It makes it easier for students to set goals and reduces mistakes caused by incorrect decision making (Tsechansky & Provost, 2007, p. 8-9). According to Kane (2004, p. 277), active learning requires critical thinking, taking responsibility, and it requires the teacher to organize open-ended activities and learning activities. In addition, active learning requires collaborative learning, which enables students to engage in social interaction. This reveals the importance of active learning in contrast to traditional learning methods (Berry, 2008, p. 151).

A learning environment in which real and authentic activities will be used should be placed in a situation that will provide with the knowledge and skills that students should have in real life. Thus, students' lifelong learning and transfer ability should be increased (Roth, 1990, p. 1). In addition, these activities should include these that can use important skills such as high thinking skills, critical thinking, expressing ideas to analyze information, and make logical inferences (Choo, 2007, p. 187).

Apart from these, the most important factor in active learning is to use active learning strategies in the classroom. A teacher should prepare activities that he/she keeps the students active in the classroom. These should be the curriculum and strategies and activities that are at the student's level and enable students to interact with each other (McClanahan & McClanahan, 2002, p. 92). McClanahan and McClanahan (2002, p. 95) propose to use active learning techniques such as matrix, partial drafting, information gathering, brainstorming, study journal, mini problem based learning, reflecting reading, final course evaluation, think-match-sharing. Wolfe (2006, p. 78) suggests role making, article summary extraction, completion of work papers, think-match-share, discussion, project, case studies as a technique to activate the student in a classroom.

One of the active learning activities used in the classroom is activity-based posters. Activity-based posters are the posters created by adding verbal information about the subject that students are searching for and by finding pictures and photographs from different sources and pasting them into a carton (Hughes, 2005). Posters are visual tools which the students access to information, summarize it and allow the students to develop communication skills (Eker, 2016, s. 108). In addition, posters are the tools which are meaningful and message-making to the students by creating with their own drawings or by using visual elements (Arslan et al, 2005, p. 1).

Activity-based posters consist of the subject matter and pictures related to the subject. The most important feature of these posters is that the students create their own products. There is a continuous interaction between the teacher and the student and among the students. There is a constant desire to develop students' own work. Students are also excited to present their own posters (Chaveznava et al., 2006, p. 5). The use of activity-based posters is appropriate for all classes. It ensures cooperative learning and gives the opportunity to develop creativity and independent thought. It develops his research and communication skills and relieves teachers' burden on education (Baird, 1991, p. 27). The posters provide meaningful learning by facilitating the learning of the subjects (Eker, 2016, p. 119).

Preparing and presenting posters is a valuable learning experience. Because it takes place in a specific purpose (Kinikin, & Hensch, 2012, p. 95). Developing research skills, critical thinking and communication skills is an important goal for students to prepare and present their posters (Bracher et al. 1998, p. 552; Lane, 2001, p. 897). According to Jost (2005, p. 729), it emphasizes the important objectives of poster preparation and presentation. The first objective is to enable students to develop their communication skills in an authentic environment. The second one is that the students gain knowledge on different topics and gain dynamism in group work.

Poster presentations are an important teaching activity and successful poster presentations make it easy for students to learn lesson subjects as classroom experiences and provides the students to develop their research activities within and outside the classroom (Chaveznava et al., 2006, p. 5). The preparation stage of the posters has an academic feature. The student wonders about the subject in the course, researches the related literature and finds detailed information (Munich, & Penhela, 1997, s. 486). Thus; he creates a new product with his own drawings or ready-made visuals (Arslan et al, 2005, p. 1). The preparation of the posters takes place in the form of activities about the subjects that students learn in their lessons (Allan et al., 2008, p. 16). Thus, thanks to the posters, the students are curious about and interested in the subject as a part of experimental learning, and they gain courage for the discovery and comprehension of ideas and finds new ways of self-determination (Bracher et al., 1998, p. 552).

The posters involve a specific study which the students prepare on a subject with their friends in class. Thus, an authentic learning environment is created in the classroom (Crowley-long, 1997, p. 202-2003). In such an environment, students are in the activity and they are in an active process (Lane, 2001, p. 898). Therefore; the students learn the information in a permanent way by keeping their learning alive. Thus, the students use library resources effectively, develop critical thinking, group working and presentation skills (Bracher et al., 1998, p. 552).

Active learning is jointly applied with cooperative learning. If the students are not actively involved in the classroom environment, learning is inadequate or in a very low level (Johnson et al., 1994, p. 73). Because social interaction skills take place with cooperative learning strategies. The students perform their communication skills in the best way in group work. They develop culture from friends inside and outside the classroom and they gain positive expectations for future interactions (Johnson et al., 1998, p. 13- 14).

In this study, it is aimed to examine the strengths and weaknesses of the technique of poster design according to the Cooperative Learning Approach in the English course of high school students in a holistic way in the learning and teaching process. In this context, determining whether the technique of poster design according to the Cooperative Learning Approach will be useful for students in teaching, and what the causes of negativity are in learning activities are possible to know the students' perceptions and perspectives on this method. Thus, this study will help to know experiences related to the technique of poster design of the students based on Cooperative Learning Approach, to expose the meanings that students have put into this experience, to know if they are affected by the classroom environment that we regard as the environment, and to uncover the facts that underlie social reality. Also, by seeing that the technique of poster design based on the Cooperative Learning Approach as an active learning technique contributes to students' creativity and effective learning in English lessons, we are curious about the

students' opinions after their experiences. Therefore, in this study, we aim to determine students' views on an English course in which the technique of poster design based on the Cooperative Learning Approach is adopted as an active learning technique.

Within the scope of the general purpose of this research, the following questions will be sought:

1. What are the students' general feelings and thoughts about their experiences in the technique of poster design based on the Cooperative Learning Approach and how do students evaluate this model?
2. What are the positive aspects of the technique of poster design based on the Cooperative Learning Approach?
3. What are the negative aspects of the technique of poster design based on the Cooperative Learning Approach?
4. What are the values that the technique of poster design based on the Cooperative Learning Approach gains for the students in the social perspective?
5. How can the strategy of the technique of poster design based on the Cooperative Learning Approach be made more effective learning and teaching process?

Method

For this study, a case study of qualitative research approach has been adopted. Case study is a method in which a single situation or event is examined in depth and in detail, data is systematically collected and examined in real environment. With the results obtained, it is revealed why the event occurred in that way and what should be focused on in future studies (Davey, 1991; cited, Subaşı, & Okumuş, 2017, p. 420).

In the case studies, a current case is examined within the context of its life and the case is used when there are more than datum source in cases where the content is not precise. In the researches which case studies are conducted, as it is an in-depth review, the theory is formed by making analytical generalizations instead of statistical generalizations (Yıldırım, & Şimşek, 2011, p. 77). In this context, for this study it is intended to reveal the experience of the students in a class about the poster preparation activity method based on the Cooperative Learning Approach, to expose the meanings that they put into this experience, to understand whether or not they are affected by the classroom environment that we regard as the environmental environment and to explore the realities underlying this social reality.

Participants

The study group of this study consisted of 21 participants from 9th grade students who were learning English at a secondary school in the province of Eskişehir in the fall semester of 2018-2019 academic year. There are 12 males and 8 females in the study. The study was conducted on a voluntary basis. The study group of this research consisted of extreme or outlier sampling which is one of the purposive sampling methods included in the qualitative research approach. The purpose of this sampling method is to reveal more rich datum and to examine the research problem in depth and to obtain information in a multidimensional manner (Yıldırım, & Şimşek, 2011, p. 103).

This study was conducted in an English class with 9th grade students attending Anatolian high schools. The high school is a public school. The economic level of all students is moderate. The study included a six-hour course. There are 21 students in the classroom. But; twenty students participated in the interviews although there were 21 students in the applications. The datum were collected from twenty students participating in the interview. The academic level of the students is middle level. The students are in the first years in high school and they are newly known.

Data Collection Tools

In the study which was designed in accordance with the qualitative research processes, the interview technique used in the case study patterns was preferred. Interview is a technique which is designed to reveal a vivid picture of the participant's perspective on the subject of research. Interviews are an effective qualitative tool to get their opinions on their feelings, ideas and experiences. Interviews are an opportunity to gain perspective on how people interpret the world. We can accomplish this by learning carefully what

participants have learned and what they believe in and by studying effectively the connections and relationships they see between certain events, facts and beliefs (Mack, 2005, p. 29). Interview is a process of mutual interaction based on asking questions and answering them for a predetermined and serious purpose (Yıldırım, & Şimşek, 2011, p. 119).

In this context, interviews were made to learn the experiences and thoughts of the students in the implementation of the strategy of preparing a poster based on the Cooperative Learning Approach, to know their feelings and their emotions in their social interaction which they have in the implementation, and to find out the negative or negative attitudes of this method used in this study. Semi-structured interview form was used in this study. Semi-structured interviews consist of fully structured and completely unstructured interview questions. These kinds of interviews cover specific questions that have not been pre-determined, which are created during the implementation phase. The questions are asked in a systematic and determined manner in the interview, but the interviewers are allowed to go beyond the subject and the interviewers are allowed to go deeper than the questions prepared and answers (Berg, 2001, p. 70- 71).

This interview form was prepared by the researcher and four field experts were consulted for the validity of the form. In accordance with the recommendations of the experts, the interview form was finalized. Thus, it was made ready for the application. Later, a pilot study was conducted for the interview. After the pilot study, real study was practiced by doing necessary arrangements. The students filled semi-structured interview form. During filling form, the students were given the confidence that nothing would be shared with anyone. They were wanted to express their thoughts in a safe and relaxing way. Interview time was 30 minutes. The following coding system were used while receiving their views: S_i means the participating student. For instance, S₁ means the first student interviewed.

The Data Analysis

Data obtained during the study were analyzed by using content analysis technique. The main purpose of the content analysis is to reach the concepts and relations that can explain the collected datum. In the content analysis phase, the stages of the categorization of datum by coding, finding out of themes, arranging and defining datum according to codes and themes, interpretation of findings follow each other. The datum summarized and interpreted is subjected to a deeper process through content analysis (Yıldırım, & Şimşek, 2011, p. 227- 228). In this context, the data were analyzed in four stages. First, a framework was prepared for datum analysis based on the dimensions of the interview questions within the conceptual framework of the study. Second, according to this framework, a thematic framework was prepared and the datum were gathered in a meaningful and logical manner. In third stage, the data were easily and clearly identified. In the last stage, the data were described, related and understood, cause-effect relationships between the findings and the comparisons, similarities and opposite aspects of the cases were determined. In addition, the data has been read and organized. And some are excluded. The arranged data are determined and supplemented with direct quotations when necessary. The detected data are explained and all of them are given a meaning. And comments have been made.

In qualitative research, validity is the fact that the researcher observes the phenomenon he is researching as it is in real life and as objectively as possible. Citing direct citations in the research and explaining the results according to these citations is important for the validity of the research. Reliability, on the other hand, is that more than one researcher measures a phenomenon or event in the same way in the same time period (Yıldırım, & Şimşek, 2011, p. 259). In this study, direct quotations were used from students' views on poster design technique based on cooperative learning in order to establish reliability. In order to ensure the reliability of the research, the raw data were transformed into codes and categories by the academicians. The internal validity of the study was ensured by the fact that the results checked by experts in terms of data were compatible with real life.

The implementation of the study

I changed the layout of the class before starting the course. Because the smallest but most important element of the education system is the classroom environment. One way to achieve the goals of education can be said to be the classroom layout. Classroom layout has a very important role in planning, implementing and developing activities related to teaching and learning within the education and this school system. Therefore, in order to create an effective classroom environment and achieve the goals of education, teachers should organize the suitable classroom environment (Kaya et al, 2008, p. 237). The

order of active learning classes is not static. The classes are mobile. In cooperative learning, students can sit in small groups around the classroom. The situations where the class order is variable are also important for the motivation of the students (Çalıřkan, 2005, p. 98). For students in the classroom, team style seating layout was preferred. This increases the interaction within the class. And it creates a friendly atmosphere. It is one of the best arrangements for team work (Demirci, 2003, p. 59).

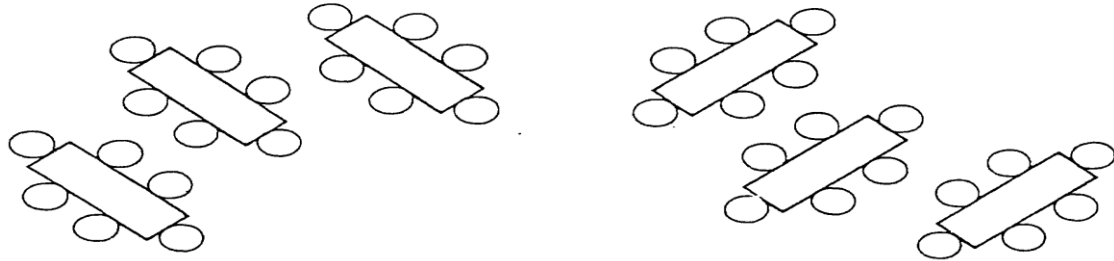


Figure 1. *The team style seating layout (Demirci, 2003)*

I started with warm-up activities. To motivate students, I showed poster examples on a smart board. Students examined the posters prepared with interest. I asked the students if they had prepared posters before. In this lesson, I told them that they would prepare posters in teams. Then I gave the students a short presentation about the Famous People theme. There were two subheadings: Physical appearance and Personality Type. On the subject of grammar, it covered the structures of "to be" and Simple Present Tense. Then, the students made example sentences. Later, according to cooperative learning model, poster preparation process was planned in class with the students. According to Açıkgöz (2007), the poster preparation activity was designed in the Collaboration Learning Approach as follows:

Table 1. *Operations of The Application*

	Operations that should be taken place in the application	Applications
1	Determination of instructional objectives	Students were asked to prepare a poster on Famous People. The poster was said to be supported with visual and text. Each group was asked to make an original poster and achieve it as a team. Students were motivated by saying they could create a more remarkable poster when they were in a team.
2	Deciding the group size	It was decided to divide the students into four groups. Four groups were created in the class.
3	Separation of students into groups	Groups were created in a heterogeneous manner.
4	Arranging the Classroom	In the classroom, students were placed according to team style seating layout.
5	Planning of teaching materials	It was said to bring appropriate materials such as ready-to-use pictures, photos, colored cartons, color pens, glue, paper. And each student was told to bring a different material.
6	Giving roles to group members	The students in the group are given tasks such as summative, supervisory, clarity auditor, bond-builder, document officer, researcher, printer, incentive and observer. Thus, each student was given responsibility. Face to face interaction was provided. The behaviors of the group members were monitored. So, the progress was made in group and team work.
7	Explanation of academic work	The students were asked to prepare a poster describing the physical and personality characteristics of the famous people as a team. Students are required to prepare their own visual drawings or to use theready made pictures and photos during the preparation of the poster. In addition to this, students were asked to use 'to be' and 'simple present tense' structures in English.
8	Creation of positive dependence	The members of the tge group were asked to prepare the most best poster by sharing their feelings and thoughts as a team. Students were said that they had basic goals to work as a team. The main objective was to create as a group product.
9	Individual evaluation	Individuals in the group were asked questions about their responsibilities and roles. Students were encouraged to make an equal effort to create original poster.
10	Ensuring cooperation between groups	The team that finished the work helped the teams who had not completed their work.
11	Explanation of necessary criteria for	The students were asked to prepare the most attractive poster with correct sentences. The main porpose was to develop the feeling of success.

success		
12	Determination of desired behaviors	While doing a poster, working as a team, working in harmony without disturbing anyone, respecting different opinions, defending their own thoughts were defined as the basic criteria. The sense of responsibility and the feelings of cooperation and solidarity were expressed as the main principle of the study.
13	Guiding student behaviors	The students were asked to act in solidarity and they were asked to share their thoughts and feelings in order to make the best poster. The students were supported for the emergence of creative features. All students were required to fulfill their responsibilities and to develop their duty and responsibility. The environment were provided for the emergence of the sense of achievement within the common goals and objectives.
14	Helping group work	As a teacher, ideas were exchanged for the students to correct the wrong sentences and to make the poster more attractive and the best design.
15	Intervening to teach collaboration skills	The students were contacted to fulfill their duties and responsibilities. In collaboration with the team, students were guided to take an original study.
16	Ending the course	The course ended after the students presented their projects to the other friends in the class. The posters prepared by the students were displayed on the school board.
17	Evaluation of student learning	The evaluation were made according to the presentation of the quality of the poster. The posters were evaluated according to the scores given by other groups. The accuracy of sentences on the poster was taken in to the consider. Moreover, the social and personal values such as friendship, helpfulness, sense of accomplishment were monitored during the work.
18	The evaluation on how well the group works	The group members were evaluated according to doing their duties in the team and fulfilling their responsibilities. It was determined whether the teams fulfilled their duties and responsibilities. The students were paid attention to make a unique poster and make the correct sentences in English.

Results

Findings of the First Sub-problem

Content analysis was conducted to determine the general feelings and thoughts of the technique of poster design based on the Cooperative Learning Approach, about the student experiences and the findings of the participants' opinions are presented in Table 2.

Table 2. *The Students' General Feelings and Thoughts about the Experiences of the Technique of Poster Design based on the Cooperative Learning Approach*

Theme	Categories	f	%
The students' experiences of the Technique of the Poster Design based on the Cooperative Learning Approach.	I learned by having fun	17	28,33
	I did an unusual work in this course.	11	18,33
	I did a more instructive study than the other courses.	6	10
	I learned it practically.	4	6,67
	The layout of the classroom was very good and I felt more comfortable.	10	16,67
	I spend a better time with my friends.	7	11,67
	I had a face-to-face interaction with my friends.	3	5
	Presentation poster was an unusual activity.	2	3,33
Total		60	100

When the table 2 is examined, the students' general feelings and thoughts about the experiences of the Technique of Poster Design based on Cooperative Learning Approach are collected in 8 categories.

1. I learned by having fun: The students who were affected positively by this technique stated that they liked to make the Technique of Poster Design based on the Cooperative Learning Approach. Thus, the students were not bored when they were doing the lessons and they had fun by actively participating to the course. For example, S17 said “*It was a fun and immersive work. I understood the topic better by doing group work. It was more memorable study than other methods.*”

2. I did an unusual work in this course: The students stated that the course was carried out in an unusual situation with the implementation of the poster preparation technique in accordance with the Cooperative Learning Approach and it was a different application than the activities had been done so far. They stated that such a study was performed so rarely in English class and that this study could be applied again. While S1 said “*I think this practice was more instructive than boring course methods.*” S18 said “*Preparing this poster with the group was very different from other methods. It was both memorable and fun. It was more beneficial than others.*”

3. I did a more instructive study than the other courses: The students explained that the technique of poster preparation in accordance with the Cooperative Learning Approach was more instructive and they easily understood the subject and it was a useful activity for them. S5 *“I thought teaching this way allowed us to learn a better subject and the lesson was more fun. We were able to move together”*

4. I learned it practically: The students expressed that they learned practically by preparing a poster with pictures and visuals, as well as sentences they made in the lesson for it. S2 said *“During the lesson, I cut the picture papers with my friends. Our other friends made the sentences. Then we put them on the carton. We had own product in practice. We had a lot of fun.”*

5. The layout of the classroom was very good and I felt more comfortable: Students stated that they had an environment where they could chat with each other by organizing the classroom environment according to cooperative learning approach. S18 expressed the following statements regarding the layout: *“ We became more comfortable. The group scheme provided our agreement.”* Moreover, S19 said *“This classroom layout was more fun for us. We fused with our friends. We made better sentences by chatting with us.”*

6. I spend a better time with my friends: The students stated that they had a pleasant time with their friends and had learned more by chatting with the group. S11 expressed *“Working in a team allowed us to spend valuable time. We had a pleasant time with our friends and prepared our poster.”*

7. I had a face-to-face interaction with my friends: The students emphasized that they had face to face interacting with their friends in the classroom order in this course in contrast to the classical sitting order. S10 said: *“I thought that the classroom layout was better. Seeing each other's face enabled us to communicate and to interact face to face.”*

8. Presentation poster was an unusual activity: Some of the students stated that it was different from other activities to present for their friends after preparing the poster in her classroom. S17 said *“ We prepared the poster and presented it with my friends. It gave me a lot of excitement. Showing and presenting our work to my friends was different from the work we had done so far.”*

Findings of the Second Sub-problem

Content analysis was conducted to determine the positive aspects of the technique of poster design based on the Cooperative Learning Approach, and the findings of the participants' opinions were presented in Table 3.

Table 3. *Student Views on the Positive Aspects of the Technique of Poster Design Based on the Cooperative Learning Approach*

Theme	Categories	f	%
The positive aspects of the technique of poster design according to the Cooperative Learning Approach	I learned how to be a group.	9	20,45
	I socialized with my friends.	6	13,63
	I learned better.	10	22,72
	I learned English easily	12	27,28
	I learned by chatting.	3	6,82
	We created our own product	4	9,10
Total		44	100

When examined Table 3, the participants' opinions about the positive aspects of the technique of poster design based on the Cooperative Learning Approach are presented in 6 categories.

1. I learned how to be a group. The students expressed that they had learned to work in collaboration as a team by working in teams with their friends and created their own product. S17's views on this subject are as follows: *“We sat together as a group. This has taught us to share.”* S5 said *“It was nice to do group activity. We saw what we could do as a group.”*

2. I socialized with my friends: The students stated that they were able to create a poster in a team and to have a chance to chat with friends. Ö6 said *“My friends gathered around the same table brought us to an environment where we would chat. We talked to them about the poster. We asked each other questions and discussed how we could make a better poster.”*

2. I learned better: The students explained that they learned better by preparing posters and exchanging ideas with friends. S5's views on this issue are as follows: *"In my opinion, teaching such a course is both enjoyable to learn and enable us to learn better. And also, we were able to move together to create the best poster."*

4. I learned English easily: The students explained that using their books, notebooks and dictionaries and knowing their friends' opinions allowed them to learn more easily. S4 said *"I looked English words up the dictionary. Sometimes I asked my friends for what we couldn't find. These new words made it easy for me to learn."*

5. I learned by chatting: The students expressed that they had learned something new when they exchanged ideas with their friends. S13 said *"The chatting environment with friends was fun. We always asked each other questions and made more original work."*

6. We created our own product: They explained that the groups created a product at the end of the course and they were very satisfied. S18 said *"We had a our product in team. We successfully completed our work"*

Findings of the Third Sub-problem

Content analysis was conducted to determine the negative aspects of the technique of poster design based on the Cooperative Learning Approach, and the findings of the participants' opinions were presented in Table 4.

Table 4. Student Views on the Negative Aspects of the Technique of Poster Design Based on the Cooperative Learning Approach

Theme	Categories	f	%
The positive aspects of The technique of poster design according to the cooperative learning Approach	There is no negative aspect for me	15	100
Total		15	100

When examined table 4, students stated that they didn't have negative opinions about the technique of poster design based on the Cooperative Learning Approach and they did not realize about negative situation during lesson. S19 said *"I didn't realize anything negative about this cooperative learning."*

Findings of the Fourth Sub-problem

Content analysis was conducted to determine to determine the student's views on the social values about technique of poster design based on the Cooperative Learning Approach, and the findings of the participants' opinions were presented in Table 5.

Table 5. The Student's Views on the Social Values about Technique of Poster Design Based on the Cooperative Learning Approach

Theme	Categories	f	%
The social values about technique of poster design according to the Cooperative Learning Approach	I developed a sense of responsibility.	4	11,43
	I learned to share something with my classmates.	7	20,00
	I learned to act as a team.	8	22,85
	I learned to respect the other friends' ideas.	5	14,28
	I developed a sense of solidarity and cooperation.	8	22,86
	I had a sense of success.	3	8,58
Total		35	100

When examined table 5, the participants' opinions about the the social values of the technique of poster design based on the Cooperative Learning Approach are presented in 6 categories

1. I developed a sense of responsibility: The students stated that the distribution of the task within the group to make the poster and completing the task for creating the best poster enable them to develop sense of responsibility. S4 said *"I became aware of the task distribution consciousness and fulfilled my duty"*

2. I learned to share something with my classmates: The students expressed that they learned the sense of sharing share the necessary materials for the poster and exchange ideas during the lesson. S17's comments on this subject are as follows. *"We sat together as a group, we did something together. This taught us to share."*

3. I learned to act as a team: The students said that they were able to act together as they had the same goals. Moreover, The students stated that they had to take the same decisions within the group and

implement them in order to complete the poster preparation task successfully. S5 said *“I was happy to be able to do something in teams.”* Likewise, S9 said *“We did a good work as a team.”*

4. I learned to respect the other friends’ ideas: The students suggested that everybody had an idea while doing their studies and they had to respect these ideas, whether they are true or not. S8 said *“We took common decisions by respecting each other’s ideas and implemented them while preparing poster”*

5. I developed a sense of solidarity and cooperation: The students explained that the completing the poster preparation activity as a group provide the students to reinforce their feelings of solidarity and cooperation. S14 's views on this issue are as follows: *“We came together with my friends and conducted a common study using materials. We all provided contribution and made our own product as a group.”*

6. I had a sense of success: The students expressed that completing a poster as a team at the end of the course developed the sense of achievement for them. S16 said *“We met with my friends and created our poster in the classroom and presented it the other friends in the classroom. Therefore, we were happy to be successful.”*

Findings of the Fifth Sub-problem

Content analysis was conducted to determine to o determine their views on how to make technique of poster design based on the Cooperative Learning Approach more effective in the learning and teaching process about, and the findings of the participants' opinions were presented in Table 6.

Table 6. *The Students’ Opinions on How to Make the Technique of Poster Design Based on the Cooperative Learning Approach More Effective in the Learning and Teaching Process*

Theme	Categories	f	%
The Student’s suggestions for the implementation of the technique of poster design according to the Cooperative Learning Approach	Let's do more of this kind of activities in the course.	12	30,77
	We can apply with different kind activities.	4	10,25
	We can research to get new information.	8	20,51
	We can make more comprehensive English sentences.	10	25,64
	It's better to do this at the end of the unit.	5	12,83
Total		39	100

When examined Table 6, The Student’s suggestions for the implementation of the technique of poster design based on the Cooperative Learning Approach are presented in 5 categories.

1. Let's do more of this kind of activities in the course: The students want to reuse the technique of poster design based on the Cooperative Learning Approach in next lessons in English class. S10 said *“It would be great for our teachers to give more places in next lessons.”*

2. We can apply with different kind activities: The students proposed to use the technique of poster design based on the Cooperative Learning Approach in different kind activities. S14's views on this subject are as follows: *“I think it's a good activity to evaluate our free time. We can continuously work in teams.”*

3. We can research to get new information. The student expressed that they could also use the technique of poster design according to the Cooperative Learning Approach in their research task. S5's views on this subject are as follows: *“We can do more research using these kind activities in research studies.”*

4. We can make more comprehensive English sentences. The students suggested that they could write more comprehensive English sentences on their poster. S2 said *“ We made short sentences on the posters. But we can make detailed and long sentences and stick them on the posters.”*

5. It's better to do this at the end of the unit. The students requested that the technique of poster design based on the Cooperative Learning Approach would be done at the end of each unit in English class. S11 said *“It is more useful to do this at the end of each unit in English class.”*

Conclusion and Suggestions

In this section, the results based on the findings obtained in the light of the student opinions about the technique of poster design based on the Cooperative Learning Approach were given.

The students had fun while preparing the poster during the course and actively participated in the lesson. They understood the subject more easily by using a different technique than the traditional learning techniques. The students explained that the technique of poster design according to the Cooperative Learning Approach was more instructive and was a useful activity for them, so they understood the

subject easily. With this technique, students prepared the pictures and images themselves while preparing a poster. Thus, had the opportunity to learn by doing. Edwards (2015, p. 32) confirms these results with his study. Students learn with active participation during lesson. When we involve students in learning activities that require them to be mentally, socially and physically engaged, they will contribute to their better recall and active learning will be more likely to reach meaningful learning that will empower students throughout their lives. Bonwell and Eison (1991, p. 18-19) defines active learning as how the students do things and think about what they do and they emphasize students should engage in activities involving reading, writing, discussion or problem solving. Active learning is the process of engaging in some activities that force students to think about a particular topic and about how they use these ideas. In addition, active learning is the acquisition of knowledge by participating or contributing. It is the process of being mentally and physically active in learning through activities involving, gathering knowledge about a topic, thinking and problem solving (Collins, & O'Brien, 2003, p. 5).

With the help of the created classroom layout, the students felt more comfortable in the class, had a conversation with their friends, found a face-to-face conversation and saw the class as their home. So, they had a better time with their friends. The presentation of the posters they prepare gave the students excitement. Thus, they were actively involved in class during class. Coskun (2017, p. 59) found similar results. It is important to prepare an authentic classroom environment where students can express themselves comfortably in order to gain a positive attitude towards the class and to gain important personality traits. Akister et al's (2000, p. 232) research supports the results obtained in this research. He concluded that the students explained their ideas in the process of preparing and presenting a poster, and because they searched for more resources, they improved their research and reading skills; therefore, interaction increased and this technique was advantageous in providing feedback. Because, it is important for each student to participate in activities in active learning, so the seating arrangement of the classroom is also important for a teacher who has adopted active learning strategies. In order to create an active and participatory environment in the classroom, students and teachers must be open to interaction. In order to ensure student participation, classroom arrangements are required to enable students to communicate with both each other and with the teacher (Demirci, 2017, p. 139).

According to the findings, the technique of poster preparation, which was conducted based on the Cooperative Learning Approach, had some benefits for students. First, the students managed to be a team and learned to work in collaboration as a team. Second, this learning technique provided students with the opportunity to chat and fuse together with their friends and allowed students to develop their communication skills. Third, it gave the students the opportunity to learn more by preparing posters and exchanging ideas with friends. Similarly, Hess and Brooks (1998, p. 156-157) applied a class-based poster presentation project as a teaching tool. He concluded that student assessments at the conference were an excellent learning experience in groups and that it was an opportunity to promote the development of communication skills. The students had the opportunity to work together in collaboration with their peers and develop their communication skills.

Fourth, the students had an opportunity to learn English in an easy and fun way. During the lecture, using their books, notebooks and dictionaries and making use of their friends' ideas allowed them to learn more easily. Finally, the students worked as a team and prepared a poster, which was unique product. Thus, his academic skills and creativity improved. Most cooperative learning creates the students to have high order skills such as creative writing, individual accountability (Slavin, 1990, p. 53- 54). In addition to this, they stated that they could make longer and more comprehensive sentences instead of simple sentences. That is, they developed English well. Berry and Houston (1995, p. 26) obtained results that support this research in his research. They reached the conclusion that preparing posters in teams increases the academic success of the students and their attitudes towards the course change positively. They observed that the students attended the class in a fun way. In addition, it was concluded that the experimental group students who developed lectures with the technique design of poster developed their communication skills and the academic success was increased by working as a team with their peers. Similarly, Jost (2005, p. 731) concluded that students developed their communication skills in an authentic classroom setting, and students developed their collaboration with group work by making a poster, and they motivated themselves. In addition, the students gained confidence in speaking the foreign language they have learned.

The technique of poster design based on the Cooperative Learning Approach caused the students to gain socially positive feelings and some values. Berry and Nayman (1998, p. 110) conducted a study to

determine the effect of poster technique on elementary and secondary school students' academic achievement. As a result of the research, students' attitudes towards poster preparation and presentation process were positive. Their interests and motivations also increased. Because the posters were made in groups, the sense of working in collaboration between students improved. It was seen that the students were pleased to be able to accomplish their own work from teamwork by doing themselves. In addition, Eker (2016, p. 118) found that learning and teaching activities carried out by using the technique of poster design based on the Cooperative Learning Approach provided the students with academic success and sense of achievement, self-confidence, and other positive feelings.

When examined the research findings, the technique of poster design based on the Cooperative Learning Approach enables the students to gain some feelings. First of all, the technique of poster design based on the Cooperative Learning Approach developed the sense of responsibility for the students. In order to make the poster, the task distribution has been done within the group and everyone fulfilled successfully the duty to make the best poster. Second, it enabled the students to share. The task distribution of the materials required for the poster within the group of students and exchanging ideas about how to do better allowed the feeling of sharing while making poster together. Mulnix and Penhale (1997, p. 486) had the result which supported this research. As a result of the research, it was found out that the students participated in the poster preparation process and expanded their field knowledge, found the opportunity to practice in the course and worked in cooperation with their friends in the team spirit. Most importantly, they had the conclusion that the students developed their communication skills and sense of responsibility in this process.

The third, that the students acted as a team developed the feeling of respect for each other. Students succeeded to act together because they have the same target and they took common decisions within the group and put them into practice in order to prepare the best poster. At this decision stage, they learned to respect each other's ideas. Finally, creating a poster at the end of the lesson enabled the students to develop their sense of achievement. Their own work made them happy. Köklü (2001, p. 37) found that students were satisfied with working with a poster session and their creativity skills improved. In addition, Altıntaş et al. (2014, p. 200) has similar results to these results. Altıntaş et al. (2014, p. 200) concluded that the students who practice the poster projects strengthened their communication skills rather than the students who made the traditional homework. The independent learning developed by critical thinking, increased and developed students' sense of cooperation and solidarity. Because cooperation is working together to achieve the same goals. When collaborative activities are performed, individuals gain beneficial results for themselves and for all other members of the group (Johnson et al., 2014, p. 13).

In this study, students' suggestions were demanded in order to determine how the technique of poster design according to the Cooperative Learning Approach would be made more effective in next courses and important feedback were given from students' views. Firstly, the students demanded that this learning approach should be done more frequently in the course. Secondly, the students wanted to use the cooperative learning approach in different activities in addition to the poster preparation technique. Similarly, Bonwell (1991, p. 5) expressed that well designed active learning activities can be very useful for developing the students specific disciplinary skills. They can develop their analytical skill of comparing and contrasting. Therefore, they can be motivated to the lesson when the students incorporate active learning in the course.

They also stated that it would be better to use the Cooperative Learning Approach for research and project assignments outside the classroom. In addition, in this research, it was determined that the technique of poster design based the Cooperative Learning Approach would be done in English class at the end of each unit. The study done by Edwards (2015, p. 32) supports these findings. Young adolescents learn through various teaching approaches and all young adolescents need to participate in cognitive engaging teaching and learning activities socially and physically. So, this kind of activities should be taken place into the educational environment. By incorporating carefully selected cognitive, social and physical activities into the school classes, the students into classes will not only offer a better learning environment and different learning opportunities for students, but it will also bring more excitement and enthusiasm to the classes. Similarly, Tanner ve Chapman (2012, p. 19) concluded that the students participated in the lesson effectively, and during the preparation and presentation of the poster design with their friends, the students gained important feedback. They completed their poster projects in a passionate way.

In an active learning technique, students actively participate in the learning process. Therefore, the evaluation of a course that includes active learning techniques should be different from those that include traditional learning techniques. In a lesson which an active learning technique is applied, the classroom should be transformed into an authentic environment. Also, in practice, activities in which students are included in the classroom and can express themselves comfortably in written and verbal form should be included. The basic elements of active learning are student activities and their participation in the learning process. Active learning is very different from the traditional lesson in which students passively learn from the teacher. Learning is enriched by action and experience. Learning is a process that emerges as a result of experience and leads to change that increases better performance and future learning potential (Ambrose, et al, 2010, p. 170). Therefore, an active learning technique, such as the technique of poster design according to the Cooperative Learning Approach, can be included to all classrooms.

As a result, the poster design technique, an active learning technique based on cooperative learning approach, enables the students to participate actively in the course. In this context, it both increases the students' academic success and allows students to develop positive feelings and emotions such as cooperation, responsibility, accomplishment, respect. For this reason, it is recommended that research should be carried out for the use of this technique in both the other class level in English and other courses. Because the technique of poster design based on the Cooperative Learning Approach can be used as an alternative technique for English teachers and for other course teachers.

Ethical Declaration

In the writing process of the study titled "*High School Students' Opinions about the Technique of Poster Design Based on the Cooperative Learning Approach in English Course*", there were followed the scientific, ethical and the citation rules; was not made any falsification on the collected data and this study was not sent to any other academic media for evaluation. Since the data of this research were collected before 01.01.2020 and the process of the article started in 2020, the decision of the ethics committee is not obligatory.

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TÜRKÇE GENİŐ ÖZET

Posterler, öğrencilere kendi çizimleriyle veya görsel unsurları kullanarak hazırladıkları anlamlı ve mesaj veren araçlardır (Arslan, 2010). Sınıfta kullanılan aktif öğrenme stratejilerinden biri de etkinlik tabanlı posterlerdir. Etkinlik tabanlı posterler, öğrencilerin arařtırdıkları bir konu hakkında farklı kaynaklardan

resim ve fotoğraf bularak, sözel bilgi eklemek suretiyle bir kartona yapıştırarak oluşturulan posterlerdir (Hughes, 2005).

Posterler, öğrencilerin sınıftaki arkadaşları ile bir konuda hazırladıkları özel bir çalışmayı içerir. Böylece sınıfta otantik bir öğrenme ortamı yaratılır (Crowley-long, 1997). Böyle bir ortamda öğrenciler bir uğraş içerisinde olarak derse aktif olarak katılırlar (Lane, 2001). Bu nedenle; öğrenciler öğrenmelerini canlı tutarak bilgiyi kalıcı bir şekilde öğrenirler. Böylece, öğrenciler kütüphane kaynaklarını etkin kullanır, eleştirel düşünme, grup çalışması ve sunum becerilerini geliştirirler (Bracher vd., 1998).

Bu çalışmada, lise öğrencilerinin İngilizce dersindeki İşbirlikli Öğrenme Modeline göre poster tasarım tekniğinin güçlü ve zayıf yönlerinin öğrenme ve öğretme sürecinde bütüncül bir şekilde incelenmesi amaçlanmıştır. Bu bağlamda, İşbirlikli Öğrenme Modeline göre poster tasarım stratejisinin öğrencilere öğretim için yararlı olup olmayacağını ve öğrenme faaliyetlerinde meydana gelen olumsuz etkenlerin nedenlerinin neler olduğunu belirlemek, öğrencilerin bu yönleme ilişkin algılarını ve bakış açılarını bilmekle mümkün olacaktır. Bu nedenle, bu çalışma, İşbirlikli Öğrenme Modeline dayalı öğrencilerin poster tasarım tekniği ile ilgili deneyimlerin bilinmesine, öğrencilerin bu deneyime koydukları anlamları ortaya çıkarmaya, öğrenme çevresi olarak gördüğümüz sınıf ortamından etkilenip etkilenmediklerini anlamaya ve sosyal gerçekliğin altında yatan gerçekleri ortaya çıkarmaya yardımcı olacaktır. Bu araştırmanın genel amacı kapsamında aşağıdaki sorulara yanıt aranacaktır.

1. İşbirlikli Öğrenme Yaklaşımına dayalı poster tasarımı tekniği hakkında öğrencilerin genel duygu ve düşünceleri nelerdir ve öğrenciler bu modeli nasıl değerlendirmektedir?
2. İşbirlikli Öğrenme Yaklaşımına dayalı poster tasarım tekniğinin olumlu yönleri nelerdir?
3. İşbirlikli Öğrenme Yaklaşımına dayalı poster tasarım tekniğinin olumsuz yönleri nelerdir?
4. İşbirliğine Dayalı Öğrenme Yaklaşımına dayalı poster tasarım tekniğinin öğrencilere sosyal açıdan kazandırdığı değerler nelerdir?
5. İşbirlikli Öğrenme Yaklaşımına dayalı poster tasarım tekniği öğrenme ve öğretme sürecinde nasıl daha etkili hale getirilebilir?

Nitel araştırma yaklaşımının kullanıldığı bu çalışmada durum çalışması benimsenmiştir. Bu araştırmanın çalışma grubunu, 2018-2019 eğitim-öğretim yılının güz döneminde Eskişehir ilindeki bir ortaokulda İngilizce öğrenen 9. sınıf öğrencilerinden 21 katılımcı oluşmaktadır. Çalışma gönüllü olarak yürütülmüştür. Bu çalışmada, nitel araştırma yaklaşımında yer alan amaçlı örnekleme yöntemlerinden biri olan aşırı veya aykırı örnekleme tercih edilmiştir. Veriler görüşmeye katılan yirmi öğrenciden toplanmıştır. Bu bağlamda, İşbirlikli Öğrenme Yaklaşımına dayalı bir poster hazırlama stratejisinin uygulanmasında öğrencilerin deneyimlerini ve düşüncelerini öğrenmek, sahip oldukları sosyal etkileşimlerde duygularını ve düşüncelerini öğrenmek ve çalışmada kullanılan bu yöntemin olumlu ya da olumsuz tutumlarını tespit etmek için yarı yapılandırılmış görüşmeler yapılmıştır. Bu çalışma sırasında elde edilen veriler içerik analizi tekniği kullanılarak analiz edilmiştir.

Öğrenci görüşleri ışığında elde edilen bulgulara göre, İşbirlikli Öğrenme Yaklaşımı'na dayalı olarak yapılan poster hazırlama tekniğinin öğrenciler için bazı faydaları olmuştur. İlk olarak, öğrenciler bir takım olmayı başararak bir ekip olarak işbirliği içinde çalışmayı öğrenmişlerdir. İkincisi, bu öğrenme tekniği öğrencilere arkadaşları ile sohbet etme fırsatı verdiğinden öğrencilerin birbirleri ile kaynaşmasını sağlamıştır. Böylece, öğrenciler iletişim becerilerini geliştirmişlerdir. Üçüncüsü, öğrenciler poster hazırlayarak ve arkadaşlarla fikir alışverişinde bulunarak aktif öğrenme fırsatı bulmuşlardır. Dördüncüsü, öğrenciler bu aktif öğrenme ortamında İngilizce'yi kolayca ve eğlenceli bir şekilde öğrenmişlerdir. Ders esnasında öğrencilerin kitaplarını, not defterlerini ve sözlüklerini kullanmaları ve arkadaşlarıyla fikir alışverişinde bulunmaları hedeflenen konunun öğrenilmesini kolaylaştırmıştır. Son olarak, öğrenciler ekip olarak çalışarak orjinal bir ürün olan poster hazırlamışlardır. Böylece öğrencilerin akademik becerileri ve yaratıcılıkları gelişmiştir. Buna ek olarak, öğrenciler basit cümleler yerine daha uzun ve daha kapsamlı cümleler kurabileceklerini ifade etmişlerdir. Böylece öğrencileri bu uygulamayla yabancı dil becerilerini geliştirme fırsatı bulmuştur.

Araştırma bulguları incelendiğinde, İşbirlikli Öğrenme Yaklaşımına dayalı poster tasarım tekniği öğrencilere bazı duyguları kazandırdığı görülmüştür. Her şeyden önce, İşbirlikli Öğrenme Yaklaşımına dayalı poster tasarım tekniği, öğrencilerin sorumluluk duygusunu geliştirmiştir. Poster yapmak için grup içinde görev dağılımı yapılmış ve herkes en iyi poster yapma görevini başarıyla yerine getirmiştir. İkincisi, öğrencilere akranlarıyla paylaşmayı öğretmiştir. Poster için gerekli olan materyallerin öğrenci grubu içindeki görev dağılımı ve nasıl daha iyi yapılacağı hakkında fikir alışverişi, poster hazırlarken paylaşma duygusunun

öne çıktıđı saptanmıřtır. Üçüncüsü, poster yaparken öğrencilerin bir takım olarak hareket etmeleri birbirlerine olan saygıları artmıřtır. Öğrenciler birlikte hareket etmeyi başarmıřlardır. Çünkü aynı hedefe olan öğrenciler grup içinde ortak kararlar almıřlar ve en iyi posteri hazırlamak için uygulamaya koyulmuřlardır. Bu karar aşamasında, birbirlerinin fikirlerine saygı duymayı öğrenmiřlerdir. Son olarak, dersin sonunda bir poster oluşturmak öğrencilerin başarı duygusunu geliřtirmelerini sađlamıř ve bizzat kendilerinin yapmaları onları mutlu etmiřtir.

Bu çalışmada, İşbirlikli Öğrenme Yaklaşımına göre poster tasarım tekniđinin sonraki derslerde nasıl daha etkili hale getirileceđini belirlemek için öğrencilerin önerileri talep edilmiř ve öğrencilerin görüşlerinden önemli geri bildirimler alınmıřtır. İlk olarak, öğrenciler bu öğrenme yaklaşımının derste daha sık kullanılmasını talep etmiřlerdir. İkincisi, öğrenciler poster hazırlama tekniđinin yanı sıra işbirlikli öğrenme yaklaşımının farklı etkinliklerde kullanılmasını istemiřlerdir. Ayrıca, işbirlikli öğrenme yaklaşımını sınıf dışındaki araştırma ve proje ödevleri için kullanmanın kendileri için daha faydalı ve avantajlı olacađını belirtmiřlerdir. Son olarak, bu çalışmada, işbirlikli öğrenme yaklaşımına dayalı poster tasarım tekniđinin her ünitenin sonunda İngilizce dersinde yapılması talep etmiřlerdir.

Sonuç olarak, işbirlikli öğrenme yaklaşımına dayalı bir aktif öğrenme stratejisi olan poster tasarım tekniđi, öğrencilerin derse aktif olarak katılmalarını sađlamıřtır. Bu bağlamda, öğrencilerin hem akademik başarılarını arttırmasını hem de öğrencilerin işbirliđi, sorumluluk, başarı, saygı gibi olumlu duyguların geliřtirmelerine fırsat vermiřtir. Bu nedenle, bu tekniđin hem İngilizce dersinde hem de diđer derslerde ve diđer sınıf düzeylerinde alternatif bir teknik olarak kullanılması önerilmektedir.