

## The Impacts of Using Classroom Walls as Indirect Learning Materials on Second Language Learners' Learning

Begüm ÇAKICI<sup>1</sup>

### Abstract

This quantitative study explored the effects of using classroom walls as indirect material on the learning of L2 learners. 22 Turkish primary school students formed the participant group for the study. Participants were given a pre-test about the target topic, which they had never learned in the course before, and the results were reported. Materials related to the target topic were hung on the classroom wall. These materials were changed every 3 days. During this period, nothing related to this subject was covered in the course. At the end of 30 days, the same test was applied to the students as a post-test again and the results were given. The results of these two tests were compared. Students performed more correct answers on the post-test. It was concluded that using classroom walls as indirect teaching method has a positive effect on students' learning the target subject.

*Key Words:* Indirect learning, Indirect teaching, Classroom walls, English teaching

### Sınıf Duvarlarının Dolaylı Öğrenme Materyali Olarak Kullanılmasının İkinci Dil Öğrenenlerin Öğrenmesine Etkisi

### Özet

Bu nicel çalışmada, sınıf duvarlarını dolaylı materyal olarak kullanmanın ikinci dil öğrenenlerin öğrenmesi üzerindeki etkisi araştırıldı. Araştırmanın katılımcı grubunu araştırmacının öğretmeni olduğu 22 ilkokul öğrencisi oluşturmuştur. Katılımcılara daha önce derste öğrenmedikleri hedef konu hakkında ön test uygulanmış ve sonuçları raporlanmıştır. Hedef konuyla ilgili materyaller sınıfın duvarına asılmıştır. Bu malzemeler 3 günde bir değiştirilmiştir. Bu dönemde derste bu konuyla ilgili hiçbir şey işlenmemiştir. 30 günün sonunda aynı test öğrencilere son test olarak uygulanmış ve sonuçlar raporlanmıştır. Ön ve son test sonuçları karşılaştırılmıştır. Öğrencilerin son testteki başarı oranları daha yüksektir. Dolaylı öğretim yöntemi olarak sınıf duvarlarının kullanılmasının öğrencilerin hedef konuyu öğrenmelerine olumlu etkisi olduğu sonucuna varılmıştır.

*Anahtar Kelimeler:* Dolaylı öğrenme, Dolaylı öğretim, Sınıf duvarları, İngilizce öğretimi

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## Introduction

Humans are lifelong learners. Washburne (1936) defined learning “as an increase in the value of  $m/r$  in the formula where  $m$  represents the memories which aid in the imaginal extension of experience toward the goal and other internal help;  $r$  is the resistance to the attainment of the goal within the organism, including impeding memories, habits, inferences, conflicting goals and activities” (p.604). Human life becomes more meaningful thanks to learning and humanity have felt the need to learn something since its existence.

Acquiring and learning a new language is a part of human life. Infants start to learn from birth and acquire their native language and basic life skills naturally from their environment. So, they acquire their native language indirectly from their environment quickly. O’Grady & Chu, (2011) maintained that the majority of children acquire their native language easily and rapidly, creating the idea that it is a simple process overall. Infants must discover the rules that generate an infinite set, with only a finite sample. They listen to language input and discover the rules of the language, then they write their mental grammar book. Saffran et al. (2001) stated that infants are able to quickly structure linguistic input into units that are relevant and ultimately meaningful. Children acquire their native language explicitly.

English is the world language, so in today’s world, almost everyone wants to speak English. On the other hand, conventional approaches are employed in language instruction in schools. More interactive lessons and more student-centered approaches should be preferred. In spite of that, it becomes difficult to use interactive methods in crowded classrooms. According to Noddings (2003), when teachers work with twenty-five or more students, the situation becomes even more complex. In this case, teachers should use different strategies to teach such as indirect strategies.

Young children come to language classes with a preexisting set of instincts, abilities, and qualities that will aid in their language learning. In each of these instances, children are unknowingly learning essential linguistic abilities. So, language teachers can use indirect teaching to make the language learning process easier and more natural. Schowalter (2021) explained indirect teaching as an approach so as to teach and learn concepts, models and abstractions in the context of strategies that emphasize learning concepts, research and problem solving.

In today’s modern world, using indirect teaching in language classrooms can be a good choice. The reason for this is the need for a student-centered teaching model. Schowalter (2021) believed that indirect teaching is a student-centered approach. All teachers know that learners enjoy the lesson more when it is student-centered and learn better. Thus, thanks to indirect learning, language lessons can be more student centered and it fosters learners’ critical thinking. Scowalter (2021) also stated that indirect teaching seeks a high level of student participation in observation, investigation, data deduction or

hypothesis. In this way, students' analytical thinking abilities are also developed. Because students are expected to discover and perceive information, analyze and make sense of it by reasoning, and learn at the end of the process. Developing such skills from primary school will benefit learners.

Indirect learning can be used to foster students' learning and make their learning process more natural. In primary school direct grammar teaching cannot be done because student's abstract thinking ability is not developed. Also, adults might be easily bored during traditional grammar teaching lessons. For this reason, indirect teaching methods can be used in lessons for all age groups. Taghinezhad et al.'s study (2016) found that students tend to use more indirect learning strategies than direct learning strategies. Students are more motivated when they participate actively in the learning process. This situation creates a more enjoyable learning environment for learners. Garita & Sanchez (2021) stated that as teachers provide multiple opportunities for students to expand their repertoire of indirect learning strategies, learners may increase their willingness to take actions and control of their practices to maximize and accelerate effective language learning. Learners' self-confidence increases as they learn by exploring the target topic indirectly. They become autonomous learners. Thus, the learning adventure becomes more fun and permanent.

The teacher can use the walls to display words, sentences, and images related to the subject. When students notice these walls during break time, they pay attention and become more knowledgeable by finding the target patterns that are hanging there. They learn independently in this way. This conscience and feeling for self-regulation that teachers can awaken in students may lead to a sense of autonomy and agency. Teachers will notice that many pupils in the class respond when they pose a few questions on the material that is posted on the walls.

Learning is fostered through engagement, intrinsic motivation, and relatedness with the use of an indirect approach. For these reasons, teachers should have their students use indirect learning strategies. Using classroom walls as indirect learning material is a very effective method. As mentioned before, teachers should use different methods to make learners more active and indirect teaching is a good choice for the student to be active. Yoon & Jo's (2014) study found that teachers can regulate the classroom environment to enhance the learning experience of either direct or indirect corpus use. Indirect use requires certain requirements. Yoon & Jo's (2014) suggested that indirect deployment of corpus requires the teachers to consider intrinsic factors such as students' prior knowledge, language proficiency and learning styles. Teachers know their students, so they should prepare their materials according to their needs even if it is an indirect teaching material. Naeimi & Foo's (2015) study found that using an indirect technique requires a variety of resources, including thorough planning, setting up the ideal study space, and maintaining a language learning notebook.

Humans are programmed to learn and can manage the learning process. Ortiz (2006) believed that indirect strategies are related to the general management of learning. When indirect strategies are used, the learner feels more autonomous. According to Dickinson (1993) management of learning is a

characteristic of autonomous learners since they are able to take more responsibility for their own learning. Indirect learning contributes to learners to manage their learning processes. Indirect learning requires learners' attention. They should discover the patterns and vocabulary.

Moreover, using indirect strategies helps learners to develop language awareness. According to Carter (2003) language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language. As all languages, the English language consists of four skills. These skills are speaking, listening, reading and writing. Also, there are vocabulary and grammar in language. All of these skills and patterns must be learned by the learner while learning a foreign language. Teachers' role is to make students' learning easy and guide them. Indirect learning strategies help teacher to create that environment. Indirect learning can be used for each language skill. Nurwanda's study (2019) found indirect learning strategies can assist students' writing skills.

Using indirect strategies in vocabulary teaching takes longer time because students are expected to learn by discovery. However, this learning will be more permanent. Oxford & Scarcella (1994) stated that indirect instruction typically occupies much more time in vocabulary learning than direct instruction and provides learners with exposure to the forms, functions, and meanings of lexical items through meaningful communication. For these reasons, teachers can make the learning process more active and fun by allowing learners to learn by discovery with indirect learning.

The immersive atmosphere that classroom walls generate makes them important indirect teaching tools for English. Teachers can reinforce language learning through passive engagement by consistently exposing children to language aspects through the use of English language posters, charts, and other visual aids. By facilitating language usage in authentic circumstances and enhancing retention, this exposure aids language learning. In addition, classroom walls facilitate independent study and reinforcement of learning by providing students with an accessible resource. Engaging in active engagement and contact with the language is encouraged by the integration of these materials into a variety of learning activities. By using classroom walls as indirect teaching aids, teachers can create a stimulating setting that supports language acquisition and competency while also improving the English learning experience.

### **Significance of Study**

The significance of studying the effects of using classroom walls as indirect learning material on the learning of L2 learners resides in its capacity to improve language skills and acquisition in a realistic and immersive way. An immersive, visually exciting environment that promotes language learning and increases student engagement and retention can be created in the classroom by using the walls as indirect instructional tools for English. Without receiving direct instruction, classroom walls provide a place where students can be continuously exposed to English language resources. Curriculum-aligned English

language resources can be put on display in classrooms to reinforce vocabulary and important ideas taught in class. By facilitating links between classroom activities and the more general learning objectives, this integration aids students in seeing the significance of their learning.

### **Statement of Purpose**

The purpose of this research is to examine how visual stimuli in the learning environment affect language acquisition and performance in second language learners by employing classroom walls as indirect learning material. The purpose of this study is to evaluate how well visual aids like word walls, charts, and posters support L2 learners' language learning objectives. The goal of the research is to better understand the cognitive processes involved in language acquisition and memory retention by looking at how second language learners engage with visual aids in the classroom. In addition, the study seeks to determine the most effective ways to use classroom walls as a resource for language teaching, guiding pedagogical approaches that raise student interest and encourage independent study.

### **Research Questions**

This research is led by the following questions:

RQ1: What is the impact of using classroom walls as indirect learning material on L2 learners' language acquisition?

RQ2: How does the presence of English language visual aids on classroom walls impact the vocabulary retention and acquisition rates of L2 learners?

### **Method**

This quantitative research was conducted to test the impact and importance of using classroom walls as an indirect teaching material on language learning. According to Goertzen (2017), building precise and dependable measures that enable statistical analysis is one of the main objectives of quantitative research methods, which are focused with gathering and evaluating data that is structured and can be expressed numerically.

### **Participants**

The participants of this quantitative research were second graders in elementary school who ranged in age from 7 to 8 and came from various backgrounds. Thirteen boys and nine girls made up the participating count. The researcher was the English teacher of this classroom. This classroom was assigned to the researcher by the administration to teach English during that academic year.

### **Data Collection Tools**

The teacher initially gave a pre-test to twenty-two students that consisted of seven questions about the must-not topic, which they had never learned before. This pre-test was designed to find out how well the students knew about the subject matter prior to the study. After that, sentences with a

picture pertaining to the must-must-not topic were displayed on the classroom wall for thirty days. Every text and picture that was posted stood on the classroom wall for three days. When the students were not in the classroom, the teacher altered these texts and pictures every three days. For a duration of thirty days, there was no instruction on or discussion of the subject matter associated with the must-must not topic.

At the end of 30 days, the same test was administered again as a post-test by the teacher to see if the students learned the subject indirectly from the classroom walls. The time allotted for this research is a period of 4 weeks. All indirect teaching materials hung on the wall, pre-test and post-test were prepared by the teacher. After all data were collected, students' pre-test and post-test results were compared and analyzed. Some teaching materials hung on the classroom walls are given in Figure 1.



**Figure 1.** Some Indirect Teaching Materials Hung on the Classroom Walls

### **Data Analysis**

In this study, the pre-test and post-test findings were used as data. After the students were given a pre-test and post-test, the results were noted in Excel. Afterwards, the grade point average was taken for each column and the percentages were calculated. All resulting notes were written in the table and converted into graphs.

## Findings

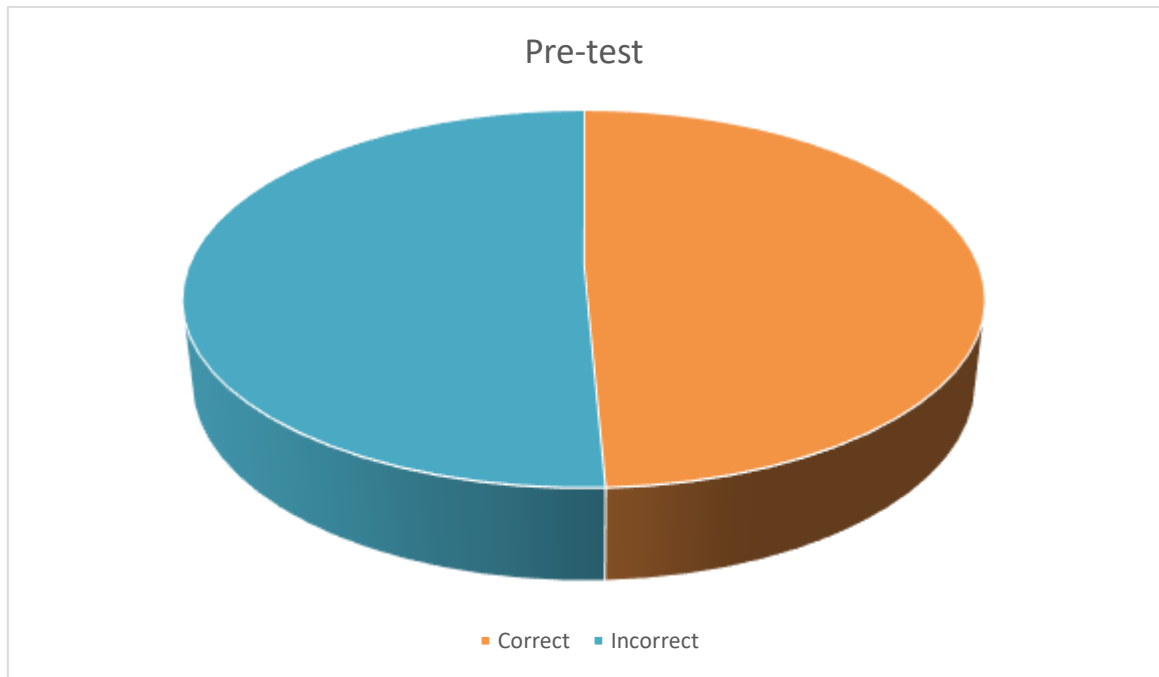
### Pre-test

It was applied as a pre-test consisting of 7 sentences related to the must-must not subject, which was aimed to be taught indirectly to the participants by hanging them on the walls. No relevant material was hung on the wall before the pre-test was applied. Students have never learned this topic in class before. While the average of incorrect answers out of 7 questions of the participants was 3,6; the average of correct answers was 3,5. The pre-test results are shown in Table 1 and Figure 2.

**Table 1.** Descriptive statistics of the Pre-test

Student	Correct	Incorrect	Success Rate
S1	0	7	0%
S2	1	6	14%
S3	1	6	14%
S4	1	6	14%
S5	2	5	28%
S6	3	4	42%
S7	3	4	42%
S8	3	4	42%
S9	4	3	57%
S10	4	3	57%
S11	4	3	57%
S12	4	3	57%
S13	4	3	57%
S14	4	3	57%
S15	4	3	57%
S16	4	3	57%
S17	5	2	71%
S18	5	2	71%
S19	5	2	71%
S20	5	2	71%
S21	6	1	85%
S22	6	1	85%
<b>Average</b>	3,5	3,6	50,2%





**Figure 2.** Average of Correct and Incorrect Answers of Pre-test Results

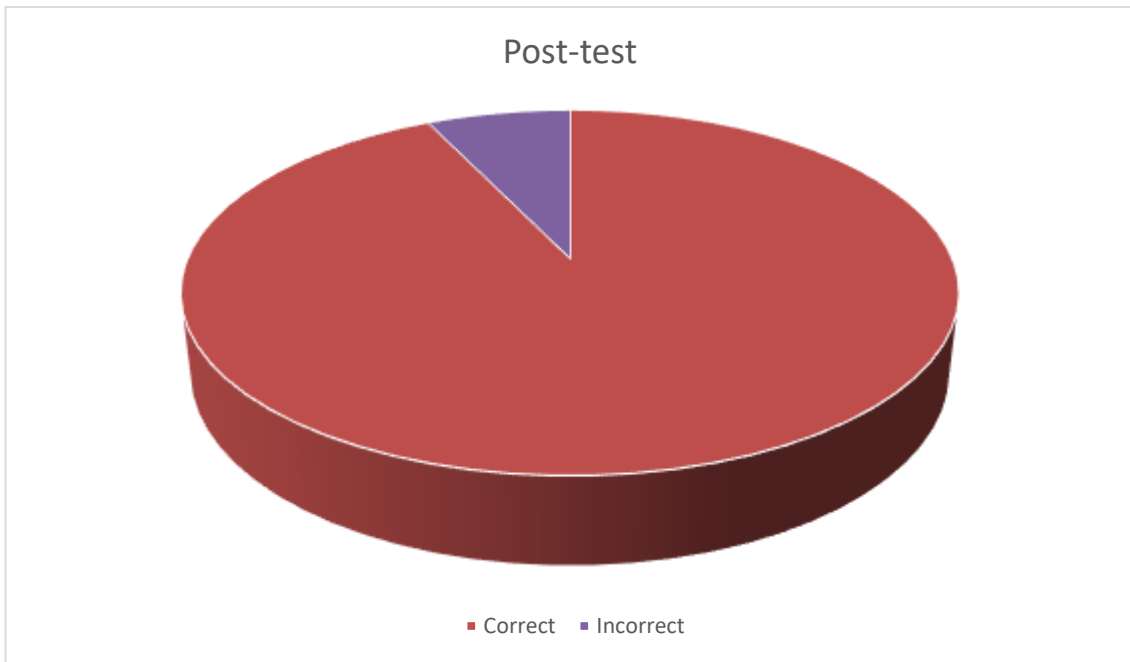
### Post-test

The same test was applied as a post-test consisting of 7 sentences related to the must-must not topic, which was aimed to be taught indirectly to the participants by hanging the related materials on the walls. Materials were hung on the classroom walls, but nothing was spoken or taught about the target topic in the classroom. While the average of incorrect answers out of 7 questions of the participants was 0,5; the average of correct answers was 6,5. The average of success percentage was %92,6. S. The post-test results are shown in Table 2 and Figure 3.



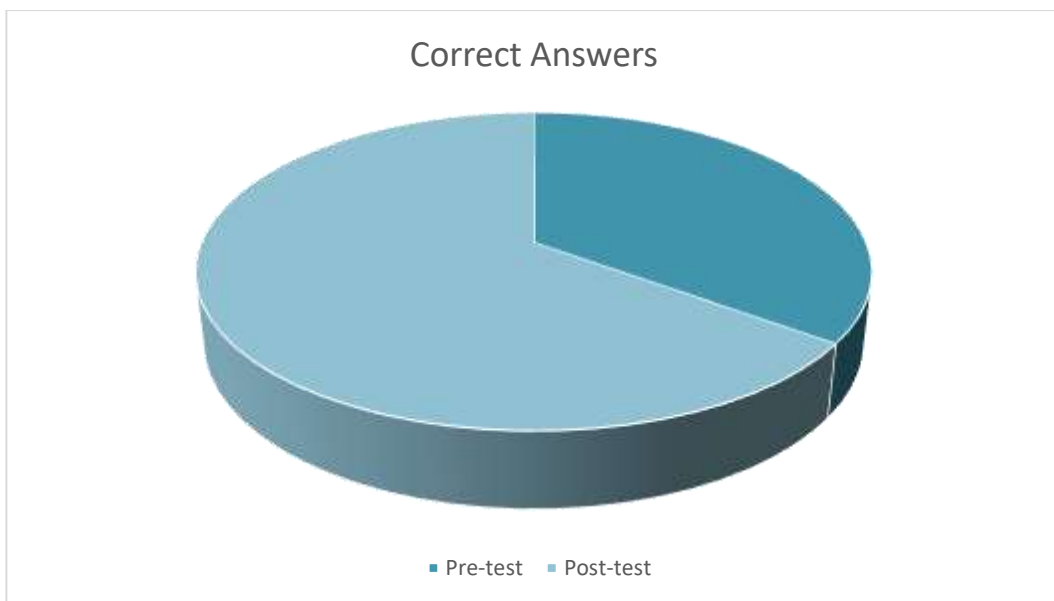
**Table 2.** Descriptive statistics of the Post-test

<b>Student</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Success Rate</b>
S1	5	2	71%
S3	5	2	71%
S5	5	2	71%
S2	6	1	85%
S4	6	1	85%
S6	6	1	85%
S7	6	1	85%
S15	6	1	85%
S8	7	0	100%
S9	7	0	100%
S10	7	0	100%
S11	7	0	100%
S12	7	0	100%
S13	7	0	100%
S14	7	0	100%
S16	7	0	100%
S17	7	0	100%
S18	7	0	100%
S19	7	0	100%
S20	7	0	100%
S21	7	0	100%
S22	7	0	100%
<b>Average</b>	6,5	0,5	92,6%



**Figure 3.** Average of Correct and Incorrect Answers of Post-test Results

While the students had an average of 3.5 correct answers on the pre-test, they reached an average of 6.5 correct answers on the post-test. As a result of using the walls as indirect teaching material for 30 days, the success rate, which was 50.2% in the pre-test, increased to 92.6% in the post-test. The students' success rate in the post-test increased by 42.4%. The correct answer rates in the pre-test and post-test are given in Figure 4.



**Figure 4.** Correct Answers of Pre-test and Post-test Results

## **Discussion**

This article argued that the use of indirect teaching materials in language lessons has a positive effect on student learning. The lack of empirical research on the consequences of using indirect teaching materials in another language in the classroom was the starting point of the study. In this study, the results of the participants' performance on the pre-test were reported. Next, after using the indirect teaching materials hung on the classroom walls for 30 days, the results of the participants' performance in the post-test were reported. Firstly, the number of correct and incorrect answers on the pre-test and post-test and the percentage of success of each student were reported individually. Class-wide averages of correct and incorrect answers and success percentages were reported. Finally, the average of correct and incorrect answers on the pre-test and post-test and success percentages were compared.

Students have not learned anything about the target topic in the classroom before. However, students come from different families and have different backgrounds. For these reasons, they may have been exposed to inputs related to the target topic before from the non-school environment. However, since it is not taught in a formal environment, the success rate is quite low. According to post-test results, the correct answer average was 6,5 while the incorrect answer average was 0,5. The grade success rate was 92,6%. During the lesson, nothing was taught about the target subject. Students did not do any other work on this subject. However, there is a noticeable increase in the number of individual correct answers and a noticeable decrease in the number of incorrect answers in the post-test. Likewise, the class achievement average has increased noticeably.

Although the students were not taught the target topic in class, they discovered the materials hanging on the walls themselves. So, this indirect teaching process was entirely student-focused. Likewise, Schowalter (2021) found that indirect teaching is a student-centered approach. Students looked at the materials on the wall with curiosity during breaks. They were able to guess what was written by virtue of the images. They started to comprehend the topic when more and more related sentences were placed on the wall. Briefly, student participation increased. In a similar vein, Schowalter (2021) contended that high levels of student participation are the goal of indirect teaching.

Without prompting from the teacher, students independently discovered the materials hanging on the walls. In a comparable manner, Taghinezhad et al.'s study (2016) found that learners are more likely to employ indirect learning procedures. The process was reinforced when the teacher supplied students with indirect teaching materials, which included various linguistic and visual elements. In this way, students' willingness to learn was heightened. Garita & Sanchez (2021) stated that as teachers provide multiple opportunities for students to expand their repertoire of indirect learning strategies, learners may increase their willingness to take actions and control of their practices to maximize and accelerate effective language learning.

Students carried out the entire learning process themselves. The teacher was not the person who transmitted information, but the facilitator who prepared indirect materials, hanged them on the walls and monitored the process remotely. In this case, students managed their learning processes and became autonomous. In an equivalent manner, Dickinson (1993) asserted that autonomous learners possess the ability to assume greater responsibility for their own learning, which is a hallmark of learning management.

As can be observed from the results, a significant increase in the success percentage of the participants has been reported. From here, it is deduced that the use of classroom walls as course material in language lessons has a positive effect on learners' learning indirectly. The findings of this study are consistent with the findings of Taghinezhad et al. (2016), who found that indirect strategies have a positive effect on learners and students who received vocabulary instruction using indirect strategies outperformed their counterparts in the other group.

### **Conclusion**

It can be concluded that the indirect teaching materials hung on the classroom walls have a positive effect on the learning of the target subject. The findings of this study revealed that indirect learning materials hung on the walls have a positive effect on learners' learning. It was observed that the teacher-learners looked at the materials hung on the walls during breaks and examined the visuals on them.

The use of classroom walls as indirect learning materials has proven to be a very successful and advantageous strategy to enhance L2 learners' learning experiences. Learners are given constant exposure to the target language in a dynamic and immersive setting by means of the thoughtful integration of interactive displays, linguistic prompts, and visual aids.

Indirect teaching strategies not only fosters a supportive atmosphere for language acquisition but also makes students feel involved and curious. By making the most of the physical space in the classroom, teachers may establish a rich linguistic environment that provides ongoing reinforcement for language acquisition.

Additionally, instructional materials that are easily accessible and prominently displayed on classroom walls foster spontaneous learning opportunities by encouraging independent study and discovery outside of scheduled class activities. This fosters a sense of autonomy and control over students' language learning process in addition to reinforcing classroom learning. In broad terms, the positive impact of utilizing classroom walls as indirect learning material cannot be overstated.

## **Recommendations**

While the study highlights the positive impact of utilizing classroom walls as indirect learning material for L2 learners, it is important to acknowledge certain limitations. Firstly, the results of the study could be impacted by variables including the particular teaching strategies used, the students' skill levels, and the length of time they spent looking at the classroom displays. Furthermore, the results' generalizability may be affected by the sample size and participant's background. Additionally, the long-term viability and possible differences in the efficacy of other classroom display styles may not have been adequately examined within the parameters of the study. Lastly, although the results of this study contribute to the research literature, generalizability is limited due to the small number of participants. More research is needed to examine the effects of classroom walls on second language learners' indirect learning over a long intervention period. Further research involving larger and more diverse participant samples, as well as longitudinal studies, may provide deeper insights into the effectiveness of using classroom walls as a complementary learning resource for second language learners.

## **Ethical Declaration**

During the writing process of the study titled "The Impact of Using Classroom Walls as Indirect Learning Material on the Learning of L2 Learners", scientific rules, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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## GENİŞ ÖZET

Bu nicel araştırma, sınıf duvarlarının dolaylı bir öğrenme materyali olarak kullanılmasının ikinci dil öğrenenlerin dil öğrenme sürecine etkisini araştırmayı amaçlamıştır. Çalışma, ikinci dil öğrenenlerin dil becerilerini geliştirmek için sınıf etkili bir şekilde kullanılmasının önemini vurgulamaktadır. Araştırma, deneysel bir desen kullanarak, bir grup ikinci dil öğrencisinin sınıf duvarlarındaki materyallerin kullanımının, dil öğrenme sürecindeki etkisini incelemiştir. İlk olarak araştırmacının İngilizce öğretmeni olduğu ilkökul ikinci sınıfta okumakta olan 22 öğrenciye, daha önce hiç öğrenmedikleri bir konu hakkında 7 sorudan oluşan bir ön test öğretmen tarafından uygulanmıştır. Bu ön testin amacı öğrencilerin bu çalışma öncesinde konuya ne kadar hakim olduklarını anlamaktır. Katılımcıların tamamı 7-8 yaşlarındaydı ve hepsi farklı geçmişlere sahipti. Katılımcıların 9'u kız, 13'ü erkekti.

Bu araştırma için ayrılan süre 4 haftalık bir süreydi. 30 gün boyunca sınıf duvarına, hedef konuya ilişkin görsel içeren cümleler asıldı. Asılan her resim ve cümle 3 gün boyunca sınıfın duvarında asılı kaldı. Bu cümleler ve görseller 3 gün boyunca öğrencilerin sınıfta olmadığı zamanlarda öğretmen tarafından değiştirildi. 30 gün boyunca derslerde hedef konuyla ilgili hiçbir şey öğretilmedi ve bu konu konuşulmadı. 30 günün sonunda aynı test öğretmen tarafından son test olarak tekrar uygulanarak öğrencilerin konuyu sınıf duvarlarından dolaylı olarak öğrenip öğrenmedikleri tespit edildi. Duvara asılan tüm dolaylı öğretim materyalleri, ön test ve son test öğretmen tarafından hazırlanmıştır. Tüm veriler toplandıktan sonra öğrencilerin ön test ve son test sınav sonuçları karşılaştırılarak analiz edilmiştir.

Öğrenciler derste hedef konu işlenirse de duvarlarda asılı olan materyalleri kendileri keşfettiler. Yürütülen dolaylı öğretim süreci tamamen öğrenci odaklıydı. Öğrenciler teneffüslerde duvardaki materyalleri merakla incelediler. Görsellerden ne yazıldığını tahmin edebildiler. Duvara giderek daha fazla ilgili cümle yerleştirilince konuyu kavramaya başladılar. Öğretmenin yönlendirmesine gerek kalmadan öğrenciler duvarlarda asılı olan materyalleri bağımsız olarak keşfettiler. Öğretmenin öğrencilere çeşitli dilsel ve görsel unsurları içeren dolaylı öğretim materyalleri sağlamasıyla süreç pekiştirildi. Bu sayede öğrencilerin öğrenme isteği artırıldı.

Öğrenciler tüm öğrenme sürecini kendileri gerçekleştirdiler. Öğretmen bilgiyi aktaran kişi değil, dolaylı materyalleri hazırlayan, bunları duvarlara asan ve süreci uzaktan izleyen yönlendiriciydi. Bu durumda öğrenciler öğrenme süreçlerini yönetmiş ve özerkleşmişlerdir. Sonuçlardan da görülebileceği gibi katılımcıların başarı yüzdesinde önemli bir artış olduğu rapor edilmiştir. Buradan dil derslerinde sınıf duvarlarının ders materyali olarak kullanılmasının öğrenenlerin öğrenmelerine dolaylı olarak olumlu etki yaptığı sonucuna varılmaktadır.

Sınıf duvarlarına asılan dolaylı öğretim materyallerinin hedef konunun öğrenilmesine olumlu etki yaptığı sonucuna varılabilir. Bu çalışmanın bulguları, duvarlara asılan dolaylı öğrenme materyallerinin öğrenenlerin öğrenmesi üzerinde olumlu etkisi olduğunu ortaya koymuştur. Öğretmen, öğrencilerin teneffüslerde duvarlara asılan materyallere baktıkları ve üzerlerindeki görselleri inceledikleri görülmüştür. Sınıf duvarlarının dolaylı öğrenme materyalleri olarak kullanılmasının ikinci dil öğrencilerinin öğrenme deneyimlerini geliştirmek için çok başarılı ve avantajlı bir strateji olduğu saptanmıştır. Dilsel yönlendirmelerin ve görsel yardımların düşünceli bir şekilde bütünleştirilmesi yoluyla öğrencilere dinamik ve sürükleyici bir ortamda hedef dile sürekli maruz kalma olanağı sunulur.

Dolaylı öğretim stratejileri yalnızca dil edinimi için destekleyici bir atmosfer sağlamakla kalmaz, aynı zamanda öğrencilerin kendilerini ilgili ve meraklı hissetmelerini sağlar. Öğretmenler, sınıftaki fiziksel alandan en iyi şekilde yararlanarak, dil edinimi için sürekli pekiştirme sağlayan zengin bir dilsel ortam oluşturabilirler. Ek olarak, kolayca erişilebilen ve sınıf duvarlarında belirgin bir şekilde sergilenen öğretim materyalleri, planlanmış sınıf etkinlikleri dışında bağımsız çalışmayı ve keşfetmeyi teşvik ederek spontane öğrenme fırsatlarını teşvik eder. Bu, sınıftaki öğrenmeyi güçlendirmenin yanı sıra, öğrencilerin dil öğrenme süreci üzerinde özerklik ve kontrol duygusunu teşvik eder.

Sonuçlar, sınıf duvarlarının dolaylı bir öğrenme materyali olarak etkili bir şekilde kullanılmasının ikinci dil öğrenme sürecini desteklediğini göstermektedir. Katılımcılar, sınıf duvarlarındaki materyaller aracılığıyla dil öğrenme sürecini desteklemek için çeşitli stratejiler geliştirmişlerdir. Araştırmanın bulguları, ikinci dil öğrenenlerin dil becerilerini geliştirmek için sınıf dışı kaynakların etkili bir şekilde kullanılmasının önemini vurgulamaktadır. Bu çalışma, dil öğrenme sürecini zenginleştirmek ve çeşitlendirmek için sınıf duvarlarının dolaylı öğrenme materyali olarak kullanılmasının potansiyelini ortaya koymaktadır. Bu nedenle, dil öğretiminde sınıf dışı kaynakların kullanımının teşvik edilmesi önemlidir.



İngilizce dil materyallerini sınıf ortamına entegre etmek, öğrencilerin dil kavramlarını gerçek yaşam bağlamlarında kavramalarına olanak tanır. Örneğin, günlük aktivitelerle veya sınıftaki nesnelere ilgili İngilizce cümle veya ifadelerin gösterilmesi, öğrencilerin dili anlamlı bağlamlarda öğrenmelerini sağlar. Ayrıca sınıf duvarları, öğrencilerin dille aktif olarak etkileşime girebileceği etkileşimli alanlar olarak da hizmet verebilir. Öğretmenler, görüntülenen materyallerle etkileşimi teşvik eder. Ayrıca, erişilebilir İngilizce dil materyalleri, öğrencilerin öğrenimlerinin sorumluluğunu üstlenmelerini sağlar. Öğrenciler öğretmen liderliğindeki öğretimin dışında dil becerilerini güçlendirerek materyallere bağımsız olarak başvurabilirler. Bu özerklik, kendi kendine öğrenme alışkanlıklarını teşvik eder ve dil ediniminde güven oluşturur.

Ayrıca, sınıf duvarlarının öğretim materyali olarak kullanılması, dil öğreniminde çoklu duyuşsal bir yaklaşımı mümkün kılar. Öğrenciler yalnızca dili görmekle kalmaz, aynı zamanda dokunsal materyallerle etkileşime girebilir veya görüntülenen içerikle ilgili işitsel etkinliklere katılarak farklı öğrenme tercihlerine hitap edebilir. Son olarak, sınıf duvarlarında sergilenen İngilizce materyalleri, öğrencilere İngilizce konuşulan kültürlerin edebiyat, gelenekler ve gelenekler gibi çeşitli yönlerini tanıtabilir. Bu deneyim, öğrencilerin kültürel farkındalıklarını genişletir ve kültürel bağlamda İngilizce dilini takdir etmelerini sağlar. Özetle, sınıf duvarlarını dolaylı öğretim materyalleri olarak birleştirmek, dil edinimini ve kalıcılığını destekleyen dinamik ve sürükleyici bir ortam sağlayarak İngilizce öğrenme deneyimini geliştirir.