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Ortaöğretim İngilizce derslerinde işbirlikli öğrenme yaklaşımının kullanılmasına yönelik öğretmen görüşlerinin incelenmesi

Examination of teachers' opinions on the use of cooperative learning approach in secondary school English classes

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ÖZ

Bu araştırmanın amacı ortaöğretim İngilizce derslerinde işbirlikli öğrenme yaklaşımının kullanılmasına yönelik öğretmen görüşlerini incelemektir. Araştırma betimsel tarama modeline uygun olarak yapılmıştır. Nicel araştırma modeli çerçevesinde yürütülen araştırma, 2021-2022 eğitim-öğretim yılında ortaöğretim İngilizce derslerinde görev yapan 153 öğretmen ile gerçekleştirilmiştir. Veriler alanında uzman 7 akademisyen ve 9 öğretmenin görüşü alınarak hazırlanan ortaöğretim İngilizce derslerinde işbirlikli öğrenme yaklaşımlarının kullanılmasına yönelik öğretmen görüşlerinin incelenmesi anketi ile toplanmıştır. Araştırmanın açık uçlu sorularından toplanan veriler içerik analizi yöntemi ile analiz edilmiştir. Araştırmanın analizleri bağımsız ki-kare testi kullanılarak yapılmıştır. Öğretmenlerin işbirlikli öğrenme yaklaşımının kullanılmasına yönelik görüşleri cinsiyet, mezun olduğu program ve mesleki kıdem değişkenine göre incelendiğinde anlamlı bir fark bulunmaz iken okul türü, program türü, etkinlik katılım durumu, yaklaşımı kullanma durumu ve sıklığı arasında anlamlı bir farklılık olduğu tespit edilmiştir. Öğretmenler işbirlikli öğrenmenin avantajlarını pratik yapma, beraber öğrenme, duygudaşlık, isteklendirme, özgüven ve aktif öğrenme; dezavantajlarını da yetersiz ders saati, baskın öğrenciler ve sınıf yönetimi güçlüğü olarak belirtmiştir. Öğretmenler işbirlikli öğrenme yaklaşımının daha etkili kullanılması için sınıf mevcutlarının uygun olmasının gerektiğini, uygun materyallerin olması gerektiğini, öğrencilerin işbirlikli öğrenme yaklaşımını bilmesinin gerektiğini, ders saatlerinin artırılması gerektiğini, öğretmenlerin eğitilmesi gerektiğini, öğretim programına uygun olmasının gerektiğini, dersliklerin uygun olması gerektiğini ve gruplardaki öğrenci durumlarının uygun olması gerektiğini önerileri olarak sunmuştur.

Anahtar Sözcükler: işbirlikli öğrenme, İngilizce dersleri, ortaöğretim

ABSTRACT

The aim of this research is to examine teachers' views on the use of the cooperative learning approach in secondary school English classes. The research was conducted according to the descriptive survey model. The research, conducted within the framework of the quantitative research model, was carried out with 153 teachers working in secondary school English classes during the 2021-2022 academic year. The data was collected using a questionnaire prepared by consulting the opinions of 7 experts in the field and 9 teachers, aiming to examine teachers' views on the use of collaborative learning approaches in secondary school English lessons. The open-ended questions of the research were analyzed by content analysis method. The analysis of the study was done using the independent chi-square test. There was no significant difference according to the teachers' views on the use of cooperative learning approach according to gender, the program they graduated from and professional seniority. However, it was found that there was a significant difference between the type of school, program type, participation in the activity, the use of the approach and its frequency. Teachers consider the advantages of cooperative learning; practice, collaboration and peer learning, empathy, motivation, self-confidence and active learning; disadvantages are insufficient class hours, dominant students, and difficulties of classroom management. Teachers offered some suggestions like class sizes should be suitable, appropriate materials should be available, students should know the cooperative learning approach, course hours should be increased, teachers should be trained, curriculum should be appropriate, classrooms should be suitable and student situations in groups should be appropriate for more effective use of cooperative learning approach.

Keywords: cooperative learning, English lessons, high schools

INTRODUCTION

People generally need communication and collaboration to achieve a task, and one of the areas where this require is particularly perceived is education. Understanding what others think, how they think, and why they think the way they do allows individuals to think differently, question ideas, and base their learning on objective grounds by confronting their own thoughts. By criticizing both others' and their own thoughts and seeking evidence to determine the validity of these ideas, they develop their thinking skills. The practice of language as a instrument for communication is also only possible through collaboration, as language allows us to communicate with others. It is believed that cooperative learning has a significant impact on language learning. Therefore, cooperative learning is a prominent approach that leads to success in education and is frequently researched for its application in various fields (Sezer & Tokcan, 2003; Nan, 2014; Liang, 2002; Baş, 2009; Orunlu, 2012; Batdı, 2013a; Batdı, 2013b; Pan & Wu, 2013; Memduhoğlu, Çiftçi, & Özok, 2014; Batdı & Semerci, 2016; Kartal & Özbek, 2017).

One of the fundamental problems emerging in nowadays education is the insufficient understanding of education stemming from traditional learning approaches. Instead of teacher-centered approaches where students are not comfortable, do not express themselves, and are not active, teaching methods that are engaging, active, and student-centered, making the student a part of the process, should be used. More specifically, through these methods, a learning awareness where the student becomes the teacher themselves should be realized (Şenol, Bal, & Yıldırım, 2007). The traditional learning method is a process in which carefully arranged and ordered information is directly received by the student without much thought. This method is predominantly used in schools for the transmission of knowledge, the explanation of generalizations, concepts, and principles. In this method, students are generally passive listeners, and teachers are active narrators (Timur, Ergül, & Kınal, 2007). Individuals differ importantly from each other in terms of learning and thinking styles, academic motivation levels, abilities, and attitudes. Modern education confronts teachers with the awareness of determining and applying teaching methods that maximize their knowledge and learning. The academic success of students in lessons increases through methods that ensure their lively involvement in classes. One of the approaches that ensures student participation and elevates their success to higher levels in the 21st century is the cooperative learning approach (Sezer & Tokcan, 2003).

Cooperative learning is a learning method where small groups work together to figure out a problem or complete a duty to achieve a usual goal (Demirel, 2018). It is a teaching and learning system where students play an dynamic role in the learning duration rather than being passive receivers of transferred information. Through this approach, students achieve positive outcomes both individually and academically (Liang, 2002). Cooperative learning, one of the effective and creative teaching models, not only emphasizes group study or task-based interaction but also directs students to actively participate in a specific learning duty. Furthermore, it is a type of teaching tactic aimed at developing students' independent learning abilities to meet their learning needs in the form of group study. In the cooperative learning duration, students usually work together in face-to-face groups. They expended a lot of time participating in discussions and supporting each other. Thus, it is mentioned to as the "most successful teaching reform" (Nan, 2014). The achievements of a group are always bigger than the total of the achievements of each member (Ün Açıköz, 2006).

The positive impact of the cooperative learning approach, particularly in primary and secondary training levels, on students' academic success and affective outcomes (such as attitudes, friendship relationships, and self-esteem) have played a important role in the popularity of the cooperative learning approach (Gömlüksiz, 1997). When examining the literature on studies conducted to investigate teachers' views on the use of the cooperative learning approach in secondary English classes, no such study has been found. However, some studies on English language teaching, cooperative learning, and the impacts of cooperative learning on English

language teaching have been encountered both domestically and internationally (Spolsky, 1969; Slavin, 1983; Slavin, 1991; Johnson, Johnson, & Taylor, 1993; Pala, 1995; Bağçeci, 2002; Keskin, 2003; Gömleksiz & Onur, 2005; Wichadee, 2005; Aslandağ-Soylu, 2008; Uysal, 2009; Baş, 2009; Orunlu, 2012; Batdı, 2013a; Batdı, 2013b; Pan & Wu, 2013; Memduhoğlu, et al., 2014; Batdı & Semerci, 2016; Kartal & Özbek, 2017). Since there has been no study specifically addressing teachers' views on the use of the cooperative learning approach in high school English lessons, this research is waited for contribute significantly to the education area. It is believed that conducting this research in the secondary education level, which holds an important place in Turkey's education system, and investigating teachers' views on the use of the cooperative learning approach in English lessons in Diyarbakır province will complete a significant space in this area.

METHOD

Research Model

This research, which aims to investigate teachers' views on the use of the cooperative learning approach in high school English lessons, employs a descriptive survey model, one of the quantitative research designs. The descriptive survey model is a type of research conducted on large groups, where the opinions and attitudes of the people in the group regarding a phenomenon or event are collected and the phenomenon or event is attempted to be described (Karakaya, 2012).

Population and Sample

The population of the research consists of high school English teachers working in a province in the Southeastern Anatolia region during the 2021-2022 educational academic year. The sample of the research comprises English teachers working in high schools in the central districts of that province. There are 221 English teachers in the population of the study. Of these, 160 teachers volunteered to respond to the research questions. However, the responses of 7 teachers were not clear enough, resulting in a sample of 153 English teachers.

Distribution of participants regarding demographic variables

Table 1

Frequency Values of Demographic Variables (N=153)

Variable	Subgroups	f	%
Gender	Female	108	70.6
	Male	45	29.4
Graduation Program	Under Graduate	124	81
	Post Graduate	29	19
Term of Office	1-5 years	49	32.0
	6-10 years	51	33.3
	11-15 years	32	20.9
	16-20 years	12	7.8
	21 years and above	9	5.9
Participation in Activitiy	Yes	59	38.6
	No	94	61.4
School Type	Public	125	81.7
	Private	28	18.3

Variable	Subgroups	f	%
High School Type	Anatolian	90	58.8
	Science	15	9.8
	Vocational and Technical	33	21.6
	Multi-program	1	.7
	Anatolian Imam Hatip	12	7.8
	Social Sciences	2	1.3
How Often Use	Always	6	3.9
	Often	42	27.5
	Sometimes	69	45.1
	Rarely	24	15.7
	Never	12	7.8
Situation of Using The Approach	Yes	141	92.2
	No	12	7.8

In Table 1, information is provided about the various demographic variables of the teachers who joined in the research, such as gender, the program from which they most recently graduated, their use and frequency of using cooperative learning, the type of high school they work in, the type of school they work in, years of service, and whether they have participated in any activities related to cooperative learning.

Data Collection Tool

A survey form comprising of 3 sections was used as the data collection device. The first section contains 8 questions connected to demographic variables concerning the English teachers who participated in the study. The second section includes a 36-question survey aimed at determining the teachers' level of using the cooperative learning approach in high school English disadvantages and advantages of the cooperative learning approach and its more efficient use.

In the initial section of the questionnaire, questions anent the gender of the teachers included in the research, their highest graduation program, terms of office, participation in any activities related to cooperative learning, school type, high school type, whether they use the cooperative learning approach in their lessons, and the frequency of use were asked. The 36-item second section comprises a rating scale from "1 = strongly disagree" to "5 = strongly agree," reflecting the teachers' opinions on the "Use of Cooperative Learning Approach in High School English Lessons." The third section asked about the disadvantages and advantages of using the cooperative learning approach in their lessons and their suggestions for its more effective use in English lessons. The sections of the survey were finalized after receiving feedback and suggestions from 7 faculty members specializing in educational sciences and 9 teachers.

Data Collection and Analysis

After finalizing the survey, confirmation was got from the Dicle University Social and Human Sciences Ethics Committee. Essential permissions were got from the Diyarbakır Provincial Directorate of National Education, and the survey was conducted in high schools. The researcher conducted the survey by making appointments with the teachers.

The distributed surveys were based on voluntary participation. The forms of teachers who were found to have deficiencies were not included in the study. The open-ended questions posed to the participants were evaluated based on responses from 53 teachers. The data collected through open-ended survey questions were analyzed using the content analysis method. Content analysis is a technique that enables researchers to study human behavior indirectly through the analysis of their communications. Just as its name implies, the analysis of the

usually, but not necessarily, written contents of a communication (Fraenkel, Wallen, & Hyun, 2012).

The SPSS program was used to analyze the data collected via the survey. The study questions focused to examine whether there was a relationship between survey results and demographic variables. The analyses related to this relationship were conducted using the Chi-square test of independence. In this context, data analysis was made using the Chi-square test of independence when there is one categorical and one ordinal variable (Eymen, 2007). Pallant (2020) emphasized that some authors state that at least 80% of the cells should have a waited frequency of 5 or more, and if not, Fisher's exact test should be used. Field (2009) noted that Fisher's exact test is normally used in 2x2 tables but can be applied to larger tables when necessary, although it may take time due to the processing load in SPSS for larger tables. Open-ended questions were created and checked separately by two people. Participants signed the consent form. Expert opinions were obtained while preparing the survey questions. The reliability analysis result of the survey was analyzed with the Cronbach alpha test. As a consequence of the test, the reliability coefficient of the survey was determined as $\alpha = .85$. The survey results are quite reliable.

Research Ethics

In the entire process from planning to implementation, from data collection to data analysis, all rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions specified in the second section of the directive, "Actions Contrary to Scientific Research and Publication Ethics", were carried out.

During the writing process of this research, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent for evaluation to any other academic publication environment.

- For the research, a research permit with the number E-30769799-44-36853691 was obtained from the Diyarbakır Provincial Directorate of National Education on 12/11/2021.

Research ethics committee approval information

Name of the board that conducted the ethical evaluation: Dicle University Social and Human Sciences Ethics Board Presidency

Ethical evaluation decision date: 11/10/2021

Ethical evaluation document number: 154333

BULGULAR

The findings regarding the relationships between various variables of cooperative learning, the disadvantages and advantages of using cooperative learning in English lessons, and the suggestions of teachers are included.

Table 2*Relationship Between Gender and Views Towards Cooperative Learning (N=153)*

			Perspectives on Cooperative Learning				X ²	p
			3	4	5	Total		
Gender	Male	Observed Value	8	35	2	45	.242	.88
		Expected Value	8.8	33.8	2.4	45		
	Female	Observed Value	22	80	6	08		
		Expected Value	21.2	81.2	5.6	108		
	Total	Observed Value	30	115	8	153		
		Expected Value	0	115	8	53		

The expected value is less than 5 in 16.2% of the cells.

According to Table 2, since the expected value is less than 5 in fewer than 20% of the cells, the assumption for the independent chi-square test is met. Based on the obtained value, no important relationship was met between gender and attitudes towards cooperative learning, $\chi^2(1, N = \dots) = .24, p > .05$.

Table 3*Relationship Between Graduation Program and Views on Cooperative Learning (N=153)*

			Perspectives on Cooperative Learning				X ²	p
			3	4	5	Total		
Graduation Program	Under Graduate	Observed Value	24	92	8	124	1.97	.37
		Expected Value	24.3	93.2	6.5	124		
	Post Graduate	Observed Value	6	23	0	29		
		Expected Value	5.7	21.8	1.5	29		
	Total	Observed Value	30	115	8	153		
		Expected Value	30	115	8	153		

The expected value is less than 5 in 16.7% of the cells.

According to Table 3, since the expected value number in less than 20% of the cells is less than 5, the independent chi-square test assumption is met. According to the value obtained as a consequence of the analysis, no important relationship was met between the type of program graduated from and views on cooperative learning. $X^2 = 1.97, p > .05$.

Table 4*Relationship Between School Type and Views on Cooperative Learning (N=153)*

			Perspectives on Cooperative Learning				X ²	p	ϕ	Cramer's V	p
			3	4	5	Total					
Public	Observed Value	29	92	4	125	10.09	.01	.26	.26	.26	.01
		Expected Value	24.5	94	6.5	125					
Private	Observed Value	1	23	4	28						
		Expected Value	5.5	21.5	1.5	28					
Total	Observed Value	30	115	8	153						
		Expected Value	30	115	8	153					

The expected value is less than 5 in 16.7% of the cells.

According to Table 4, since the expected value number for less than 20% of the cells is less than 5, the assumption of independent chi-square test is met. According to the value obtained as a consequence of the analysis, a important relationship was determined between the type of school and the views on cooperative learning. $X^2 = 10.09, p = .01$. According to the consequence

of the phi and Cramer's v tests, the effect size of this relationship was determined as $\phi = .26$ and Cramer's $V = .26$, $p = .01$; medium level.

Table 5*Relationship Between Type of Program and Views on Cooperative Learning (N=153)*

		Perspectives on Cooperative Learning				FET	p	ϕ	Cramer's V	p
		3	4	5	Total					
Anatolian	Observed Value	1	62	7	90	16.91	.05	.33	.23	.08
	Expected Value	17.6	67.6	4.7	90					
Science	Observed Value		4	1	15					
	Expected Value	2.9	11.3	.8	15					
Voc. and Tec.	Observed Value	8	25		33					
	Expected Value	6.5	24.8	1.7	33					
Multi-program	Observed Value	1			1					
	Expected Value	.2	.8	1	1					
Anatolian Imam Hatip	Observed Value		12		12					
	Expected Value	2.4	9	.6	12					
Social Science	Observed Value		2		2					
	Expected Value	.4	1.5	1	2					
Total	Observed Value	30	15	8	153					
	Expected Value	30	15	8	153					

The expected value is less than 5 in 66.7% of the cells.

According to Table 5, since the expected value number in more than 20% of the cells is less than 5, the independent chi-square test assumption is not found. Therefore, the Fisher's exact test (FET) value will be used. According to the value obtained as a consequence of the FET analysis, a important relationship was determined between the type of program in which the task was performed and the views on cooperative learning. FET = 16.91, $p = .05$. According to the results of the phi and Cramer's v tests, no significant effect size was found in this relationship. $\phi = .33$ and Cramer's $V = .24$, $p > .05$.

Table 6*Relationship Between Term of Office and Views on Collaborative Learning (N=153)*

			Perspectives on Cooperative Learning				FET	p
			3	4	5	Total		
Term of Office	1-5 Years	Observed Value	8	38	3	49	6.83	.52
		Expected Value	9.6	36.8	2.6	49		
	6-10 Years	Observed Value	8	39	4	51		
		Expected Value	10	38.3	2.7	51		
	11-15 Years	Observed Value	7	25		32		
		Expected Value	6.3	24.1	1.7	32		
	16-20 Years	Observed Value	4	7	1	12		
		Expected Value	2.4	9	.6	12		
	21 Years and above	Observed Value	3	6		9		
		Expected Value	1.8	6.8	.5	9		
Total		Observed Value	30	115	8	153		
		Expected Value	30	115	8	153		

The expected value is less than 5 in 46.7% of the cells.

According to Table 6, since the expected value number in more than 20% of the cells is less than 5, the independent chi-square test assumption is not found. Therefore, the Fisher's exact test (FET) value will be used. According to the value obtained as a consequence of the FET analysis, no important relationship was determined between the term of office and opinions on collaborative learning. FET = 6.83, $p > .05$.

Table 7

Relationship Between Activity Participation Status and Views on Collaborative Learning (N = 153)

		Perspectives on Cooperative Learning				FET	p	ϕ	Cramer's V	p
		3	4	5	Total					
Yes	Observed Value	7	46	6	59	7.25	.02	.22	.22	.02
	Expected Value	11.6	44.3	3.1	59					
No	Observed Value	23	69	2	94					
	Expected Value	18.4	70.7	4.9	94					
Total	Observed Value	30	115	8	153					
	Expected Value	30	115	8	153					

The expected value is less than 5 in 33.3% of the cells.

According to Table 7, since the expected value number for more than 20% of the cells is less than 5, the assumption of independent chi-square test cannot be met. Therefore, Fisher's exact test (FET) value will be used. According to the value obtained as a consequence of the analysis, a important relationship was determined between the status of participation in the activity related to the cooperative learning approach and the opinions towards cooperative learning. FET = 7.25, $p = .02$. According to the consequences of the phi and Cramer's v tests, the effect size of this relationship was determined as $\phi = .22$ and Cramer's V = .22, $p = .02$; medium.

Table 8

Relationship Between the Use of Cooperative Learning Approach and Views on Cooperative Learning (N = 153)

		Perspectives on Cooperative Learning				FET	p	ϕ	Cramer's V	p
		3	4	5	Total					
Yes	Observed Value	24	109	8	141	6.15	.03	.23	.23	.02
	Expected Value	27.6	106	7.4	141					
No	Observed Value	6	6	0	12					
	Expected Value	.4	9	.6	12					
Total	Observed Value	30	115	8	153					
	Expected Value	30	115	8	153					

The expected value is less than 5 in 33.3% of the cells.

According to Table 8, since the expected value number for more than 20% of the cells is less than 5, the independent chi-square test assumption cannot be found, therefore, Fisher's exact test (FET) value will be used. According to the value obtained as a consequence of the analysis, a important relationship was found between the status of using the cooperative learning approach in the task and the views on cooperative learning. FET = 6.15, $p = .03$. According to the consequences of the phi and Cramer's v tests, the effect size of this relationship was determined as $\phi = .23$ and Cramer's V = .23, $p = .02$; medium.

Table 9

Relationship Between Frequency of Using Cooperative Learning Approach and Views on Cooperative Learning (N=153)

		Perspectives on Cooperative Learning				FET	p	ϕ	Cramer's V	p
		3	4	5	Total					
Always	Observed Value		5	1	6	15.60	.02	.34	.24	.02
	Expected Value	1.2	4.5	.3	6					
Often	Observed Value	4	34	4	42					
	Expected Value	8.2	31.6	2.2	42					
Sometimes	Observed Value	12	54	3	69					
	Expected Value	13.5	51.9	3.6	69					
Rarely	Observed Value	8	16		24					
	Expected Value	4.7	18	1.3	24					
Never	Observed Value	6	6		12					
	Expected Value	2.4	9	.6	12					
Total	Observed Value	30	115	8	153					
	Expected Value	30	115	8	153					

The expected value is less than 5 in 60% of the cells.

According to Table 9, since the expected value number for more than 20% of the cells is less than 5, the independent chi-square test assumption cannot be met, so Fisher's exact test (FET) value will be used. According to the value obtained as a consequence of the analysis, a important relationship was found between the frequency of using the cooperative learning approach in the task and the views on cooperative learning. FET = 15.60, $p = .02$. According to the consequences of the phi and Cramer's v tests, the effect size of this relationship was determined as $\phi = .34$ and Cramer's V = .24, $p = .02$; medium.

Table 10

Answers to the Advantage-Disadvantage Question and Theme Analysis

	Theme	Participants
Advantage	Practice	(P3, P13, P15, P18, P20, P22, P26, P28, P35, P39, P45, P49, P51)
	Learning Together	(P5, P10, P18, P24, P31, P40, P42, P43, P46, P48, P53)
	Empathy	(P10, P14, P16, P18, P19, P20, P25, P33, P40, P45, P53)
	Motivation	(P1, P8, P13, P16, P19, P27, P36, P44, P50)
	Self- confidence	(P13, P8, P31, P33, P16, P19, P44)
	Active Learning	(P23, P27, P34, P39, P43, P44, P52)
Disadvantage	Difficulty in Classroom Management	(P18, P24, P25, P33, P39, P46)
	Dominant Students	(P3, P7, P12, P23, P37, P48, P52)
	Insufficient Lesson Hours	(P18, P22, P27, P35, P36, P43, P51, P50)

Table 10 relates to the open-ended question asking participants what they think anent the disadvantages and advantages of cooperative learning. When the answers about the advantages were examined, the themes that emerged were; practice, learning together, empathy, motivation, self-confidence and active learning environment. When the answers about the disadvantages were examined, the themes that emerged were; difficulty in classroom management dominant students insufficient lesson hours.

Table 11*Answers to the Suggestions Question and Theme Analysis*

	Theme	Participants
Suggestions	Class sizes should be appropriate	(P11, P29, P31, P33, P43, P44, P45, P46, P48, P52)
	There should be appropriate materials	(P5, P16, P22, P27, P39, P45)
	Students should know the approach	(P1, P4, P3, P6, P10, P41, P46)
	Lesson hours should be increased	(P12, P15, P18, P22, P45, P50)
	Teachers should be trained	(P10, P12, P17, P20, P32, P33, P42)
	It should be appropriate for the curriculum	(P17, P25, P39, P21, P13, P45, P47, P51)
	Classrooms should be appropriate	(P5, P3, P14, P24, P32, P44, P45, P49)
	Student readiness in groups	(P18, P9, P12, P19, P23, P26, P43)

In Table 11, the responses to the open-ended question "What do you think about using cooperative learning more effectively in English classes?" were examined and themes were created.

CONCLUSIONS and DISCUSSION

It was found that there were no important differences in high school English teachers' views on the use of the cooperative learning method when examined according to the program they graduated from, the variables of gender, and term of office. However, important differences were observed in relation to the type of program, participation in activities, type of school, the use of the approach, and its frequency. Research that seeks to understand teachers' opinions on the use of the cooperative learning approach in high school English classes is quite limited. Moreover, no other studies on this specific issue have been encountered. The study concluded that the majority of participating teachers believed the cooperative learning approach was effective for students and that it would be useful to use it in high school English classes compared to traditional teaching. Similar findings have been observed in other studies. For instance, Yıldız (1999), in her study titled "Differences Between Traditional Learning Groups and Cooperative Learning" found that teachers need to undergo appropriate training to effectively use the cooperative learning approach, a conclusion that is consistent with the findings of this research. She noted that simply dividing students into groups, assigning group tasks, encouraging discussion, and providing mutual support are not sufficient for cooperative learning. To implement cooperative learning effectively, caution must be given to the structuring of group work, and tasks and rewards should be carefully planned and organized. Additionally, it was emphasized that teachers who will use the cooperative learning approach should undergo a training process to apply the approach more effectively and appropriately.

In his study, Bozavlı (2012) emphasized the role of the teacher and the implementation of cooperative learning in practice. He noted that cooperative learning provides opportunities for interaction and stressed the need to raise awareness among teachers, highlighting that it is more efficient compared to traditional education. Batdı & Özbek (2010), in their study on the effectiveness of English textbooks in developing speaking skills in primary foreign language education, presented findings related to textbook activities. They emphasized the necessity of incorporating activities and exercises that align with the cooperative learning approach and should be designed to enhance collaborative learning. It was particularly supported that organizing textbooks based on speaking skills would contribute to students' learning through cooperative learning. Baş (2009) conducted a study on the impacts of the cooperative learning method on students' achievement, attitudes toward the lesson, and retention of what they have learned in English classes, which showed similarities with the findings of this research. The study finalized that the achievement and attitude towards the English class in the group taught

using the cooperative learning approach were higher than those in the group taught using traditional methods. Ahmad & Mahmood (2010) found in their research that cooperative learning is both an effective and enjoyable teaching strategy, resulting in significantly higher learning gains and a more positive learning experience compared to traditional learning. In his study on the effects of self and peer assessment, as alternative assessment approaches, on academic achievement, attitudes, and retention in cooperative learning environments, Cihanoğlu (2008) stated that cooperative learning practices are more effective than traditional classroom practices. He found that traditional learning practices do not achieve the desired level of success among students and that cooperative learning is more effective. He noted that these practices particularly support students' reading, writing, and listening skills.

When asked for suggestions on how to use the cooperative learning approach more effectively in English classes, the responses included recommendations such as having appropriate class sizes, providing suitable materials, ensuring that students are familiar with the cooperative learning approach, increasing class hours, training teachers, aligning the curriculum, ensuring appropriate classroom settings, and considering the dynamics of students within groups. The study found that teachers identified the advantages of cooperative learning as providing opportunities for practice, fostering collaboration and peer learning, developing empathy, increasing motivation, boosting self-confidence, and promoting active learning. Moreover, the disadvantages were identified as insufficient class hours, the presence of dominant students, and classroom management challenges in overcrowded classes. Kartal & Özbek (2016) reached similar conclusions in their research on student opinions regarding English classes taught using the STAD (Student Teams-Achievement Divisions) technique, a cooperative learning method. They reported that students generally felt good about speaking English, found that topics were more memorable due to the technique, and expressed a desire to continue the class. Memduhoğlu et al., (2014) concluded that cooperative learning can direct students towards interaction and communication, contributing to their social development. They recommended the widespread use of cooperative learning as part of foreign language teaching, due to its significant impact on learning. Wichadee & Suwantarathip (2010), in their study aimed at investigating the effectiveness of cooperative learning in reducing foreign language anxiety, concluded that the cooperative learning approach was advantageous. They found that the students' anxiety levels related to language classes, including the top five sources of anxiety and general language anxiety, significantly decreased. The students also expressed a positive attitude towards cooperative learning as a whole. In her study, Aslan Berzener (2020) found that teachers believe cooperative learning has various advantages. Teachers concluded that cooperative learning helps improve students' achievements, fosters positive relationships among students, and provides experiences that develop both strong learning and social skills. Azizinezhad et al., (2013) examined the effects of cooperative learning on language learning, motivation towards learning English as a foreign language, and the academic achievements of low-performing and high students in a heterogeneous language proficiency group. They integrated cooperative learning with second language acquisition and foreign language teaching to create the most suitable school experience for students. The study found that cooperative learning significantly contributed to improving middle school students' oral communication competence and motivation to learn English. Based on the study's findings, it was advised that cooperative learning be incorporated into the school English curriculum as part of the instructional program. In conclusion, the study indicated that the effects of cooperative learning are effective in enhancing middle school students' language learning. Al-Tamimi and Attamimi (2014) examined the effectiveness of cooperative learning in improving Yemeni students' speaking skills and attitudes in English language classes. They concluded that teachers should benefit from implementing the cooperative learning approach in English classes.

In their study titled "Determining Primary School Teachers' Views on Cooperative Learning," Vilda et al., (2019) emphasized the positive effects of the cooperative learning approach and highlighted that it should be used more frequently across all grade levels and subjects. They also

mentioned that various activities and seminars should be included to enhance students' productivity in the classroom. The study finalized that the in-service training of teachers on this approach should be increased. Slavin (1980) conducted research on 28 main field projects, each lasting at least 2 weeks, where cooperative learning methods were used in elementary or middle school classrooms. His findings generally support that cooperative learning approaches are beneficial for improving student achievement, enhancing mutual interest among students, fostering positive racial relations in desegregated schools, boosting student self-confidence, and achieving other positive results. Oksal (2014) found that the cooperative learning approach has a direct impact on participants' speaking anxiety and motivation levels, and that there is a strong relationship between motivation and anxiety. Tanrıverdi & Öztürk (2019) stated in their study that the cooperative learning approach is a useful method for expanding learners' vocabulary. They emphasized that students, especially compared to traditional teaching methods, were better able to develop their vocabulary learning skills through the cooperative learning approach. The study concluded that students could further expand their vocabulary and advance to a higher level. İstıfıcı & Kaya (2011) noted that teachers who utilized technology in the cooperative learning approach provided effective interaction support, and that students learned better in social environments. The study found that the approach was effective in creating a social environment where students learned from one another by working together.

Limitations of the Study

This study is limited by the teachers who participated in the study and the data collection tools used in the study.

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Statement of Contribution Rate

The authors declare that they have made an equal contribution to the article.

Declaration of Conflict of Interest

There is no conflict of interest in this study and no financial support was received.

Statement of Publication Ethics

All rules outlined in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" have been followed throughout the entire process of this research, from planning and implementation to data collection and analysis. None of the actions specified under the section "Actions Contrary to Scientific Research and Publication Ethics" in the second part of the directive have been committed.

During the writing process of this study, scientific, ethical, and citation rules have been adhered to; no alterations were made to the collected data, and this study has not been submitted for consideration to any other academic publication.

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Ayşe KAYA KAPLAN, Bayram AŞILIOĞLU

Ortaöğretim İngilizce derslerinde işbirlikli öğrenme yaklaşımının kullanılmasına yönelik öğretmen görüşlerinin incelenmesi

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GENİŞLETİLMİŞ ÖZ

Giriş

Birçok alanda etkili olan işbirlikçi öğrenme yaklaşımı, öğrencilerin etkili ve verimli öğrenme elde etmeleri için oldukça önemlidir. İngilizce öğretiminde, öğrencilerin konuşma ve dinleme gibi becerilerde ustalaşmaları için işbirlikçi bir öğrenme ortamına ihtiyaçları vardır. Sosyal varlıklar olarak, insanlar iletişim kurmak için konuşmayı tercih ederler ve İngilizce dünya üzerinde iletişim için en çok tercih edilen dillerden biridir. Bu kadar yaygın olarak tercih edilen bir dili öğretirken, işbirlikçi öğrenme yaklaşımlarının yanı sıra etkileşime dayalı diğer yaklaşımları kullanmak önemlidir. Birçok uzman ve dilbilimci işbirlikçi öğrenme yaklaşımı hakkında farklı konularda araştırmalar yürütüp bilgi sağlasa da, İngilizce öğretiminde işbirlikçi öğrenme alanında etkinliği ve verimliliği artırmak için daha fazla ilerlemeye ihtiyaç vardır. Geleneksel öğrenme ortamlarından farklı olarak, daha uygun dil öğrenme ortamlarının geliştirilmesi gerekmektedir. Bu nedenle, öğretmenlerin İngilizce öğretiminde işbirlikçi öğrenme yaklaşımını kullanarak edindikleri olumlu veya olumsuz deneyimlerden faydalanmanın önemli olduğu düşünülmektedir.

Bu, günümüz eğitiminde ortaya çıkan temel sorunlardan biri olan yetersiz eğitim anlayışına kadar uzanan geleneksel öğrenme yaklaşımlarından kaynaklanmaktadır. Öğrencilerin rahat hissetmediği, kendilerini ifade edemediği, aktif olmadığı öğretim merkezli yaklaşımlar yerine, ilgi çekici, aktif, öğrenciyi merkeze alan ve sürecin bir parçası haline getiren öğretim yöntemleri kullanılmalıdır. Daha doğrusu, bu yöntemlerle öğrencinin öğretmen olduğu bir öğrenme farkındalığı gerçekleştirilmelidir (Şenol, Bal ve Yıldırım, 2007). İnsanlar bir görevi başarmak için sıklıkla iletişime ve işbirliğine ihtiyaç duyarlar. İhtiyaç duydukları alanlardan biri de eğitimidir (Sezer ve Tokcan, 2003). İşbirlikli öğrenme, bir görevi tamamlamak veya bir problemi çözmek için genel bir hedef için küçük gruplar halinde beraber çalışarak herhangi bir konuyu öğrenme yaklaşımıdır (Demirel, 2018). Okulda öğretilen İngilizceyi geliştirmek için, kalabalık sınıflardaki öğretmenler bazı uygun öğretim yaklaşımlarına yönelmiştir; bunlar arasında işbirlikli öğrenme yaklaşımı oldukça pratiktir. Küçük gruplarla, bir öğretmen kalabalık bir sınıftaki tüm öğrencilerin öğrenme aktivitelerine katılmasını hızla sağlayabilir. Utangaç öğrenciler küçük bir grupta soru sorma ve cevaplama olasılığı daha yüksektir. Aynı durum düşük öğrenme düzeyine sahip öğrenciler için de geçerlidir. İşbirlikli öğrenmenin faydası dil derslerinde açıktır. Johnson'ın araştırması ayrıca öğrencilerin küçük gruplar halinde bir şeyler yapmasının sağlanmasının öğrencilerin büyük sınıflarda öğretim ve öğrenme etkinliklerine katılmaları için tek mantıklı yol olduğunu da göstermektedir (Nan, 2014). Öğrencilerin küçük gruplar halinde çalışarak öğrencilere dil öğretmek için kullanılacak işbirlikli öğrenme yaklaşımıyla oluşturulan sosyal ortamlarda daha iyi motive olacakları düşünülmektedir.

Bu çalışmanın amacı, liselerde İngilizce derslerinde işbirlikli öğrenme yaklaşımının kullanımıyla ilgili İngilizce öğretmenlerinin görüşlerini incelemektir. Ortaöğretim İngilizce derslerinde işbirlikli öğrenme yaklaşımının kullanımıyla ilgili öğretmenlerin görüşlerini incelemek için yapılan çalışmalarla ilgili literatür incelendiğinde konuyla ilgili herhangi bir çalışmaya rastlanılmamıştır.

Yöntem

Araştırma betimsel tarama modeline göre yürütülmüştür. Araştırma nicel araştırma modellerinden biri olarak yürütülmüştür. 2021-2022 eğitim öğretim yılı içerisinde, Güneydoğu Anadolu bölgesinde bir lisede İngilizce sınıflarında görev yapan 153 öğretmenle gerçekleştirilmiştir. Veriler, alanında uzman 7 akademisyen ve 9 öğretmenin görüşleri doğrultusunda hazırlanmıştır. Veriler, Lise İngilizce Derslerinde İşbirlikli Öğrenme Yaklaşımlarının Kullanımına İlişkin Öğretmen Görüşleri Anketi ile toplanmıştır. Araştırmadaki açık uçlu sorular içerik analizi yöntemi ile analiz edilmiştir. Analizler bağımsız ki-kare testi kullanılarak yapılmıştır.

Sonuçlar

Öğretmenlerin işbirlikli öğrenme yaklaşımının kullanımına ilişkin görüşleri cinsiyete, mezun olunan programa ve mesleki kıdeme göre anlamlı bir farklılık göstermezken, okul türü, program türü, etkinliğe katılım, yaklaşımın kullanımı ve sıklığı arasında anlamlı bir farklılık olduğu bulunmuştur. Öğretmenler işbirlikli öğrenmenin avantajlarını; uygulama, işbirliği ve akran öğrenmesi, empati, motivasyon, özgüven ve aktif öğrenme; dezavantajlarını ise yetersiz ders saati, baskın öğrenci ve sınıf yönetiminin zorluğu olarak belirtmişlerdir. Öğretmenler işbirlikli öğrenme yaklaşımının daha etkili kullanılabilmesi için sınıf mevcutlarının uygun olması, uygun materyallerin bulunması, öğrencilerin kooperatif öğrenme yaklaşımını bilmesi, ders saatlerinin artırılması, öğretmenlere eğitim verilmesi, müfredatın uygun olması, sınıfların uygun olması ve öğrencilerin gruplar halinde bulunma durumlarının uygun olması gibi önerilerde bulunmuşlardır.

Tartışma ve Sonuç

Bulgular, İngilizce öğretmenlerinin İngilizce derslerinde işbirlikli öğrenme yaklaşımının kullanılmasının etkili olduğunu düşündüklerini göstermektedir. Literatürde de benzer bulgular bulunmaktadır. Yıldız (1999), "İşbirlikli öğrenme ve geleneksel öğrenme gruplarının aralarındaki farklar" başlıklı çalışmada, öğretmenlerin işbirlikli öğrenme yaklaşımını kullanabilmeleri için uygun eğitim koşullarından geçmeleri gerektiği sonucuna varmıştır ki bu da bu araştırmanın bulgularına benzerdir. İşbirlikli öğrenmede gruplara ayrılıp birlikte çalışmanın, bireylere grup ödevleri yaptırmanın, karşılıklı tartışmanın ve birbirlerine destek sağlamanın yeterli olmadığını belirtmiştir. İşbirlikli öğrenmeyi gerçek anlamda uygulayabilmek için çalışma ve ödül ürünleri dikkate alınmalı ve grup çalışması yapılandırılırken çalışmalar organize edilmelidir. Ek olarak işbirlikli öğrenme yaklaşımını kullanmak isteyen öğretmenlerin yaklaşımı amacına uygun bir şekilde ve daha etkili uygulayabilmeleri için bir eğitim sürecinden geçmeleri gerektiğini belirtmiştir. Aslan Berzener (2020) çalışmada öğretmenlerin görüşü işbirlikli öğrenmenin çeşitli avantajları olduğunu göstermektedir. Öğretmenler, işbirlikli öğrenmenin öğrencilerin başarılarını artırmalarına, öğrenciler arasında olumlu ilişkiler kurmalarına ve hem iyi öğrenme becerileri hem de sosyal beceriler geliştiren deneyimler sağlamasına yardımcı olduğuna inandığı sonucu çıkarılmaktadır. Bozavlı (2012) çalışmada öğretmenin rolüne ve işbirlikli öğrenmenin pratikte kullanımına dikkat çekmiştir. İşbirlikli öğrenmenin etkileşim imkânı sağladığını, geleneksel eğitime göre daha verimli olduğunu ve bu konuda öğretmenlerin farkındalığını artırdığını belirtmiştir.