

Attitudes of Turkish EFL Teachers and Native English Tutors towards Posters: The UK and Turkey Contexts

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Since espousing posters as essential teaching materials to leverage learning is one of the mainstreams in the research paradigm, the great majority of studies on their effectiveness in language education are directly conducted on learners. However, approaching them through the lens of teachers in terms of their consideration as language teaching tools is under-represented in research. Thus, this qualitative research was conducted in Turkey and the UK using semi-structured interviews, a survey and non-participant classroom observations to explore the attitudes of English as a Foreign Language (EFL) teachers towards using posters as a strategy for reading comprehension of learners. Besides demographic features, syllogistic inference through inductive high-level data coding was employed to ascertain teachers' attitudes. In addition, some classroom practices were observed to test whether they overlap with teacher attitudes. Particular reading strategies the teachers employed throughout their instructions were also investigated to identify the role of visuals in their teaching. The findings indicate that although teachers in both countries exhibit positive attitudes towards using posters as a strategy, they do not in fact employ them properly in classes. Accordingly, some suggestions for further research considerations are also provided.

Keywords: EFL; poster; reading strategy; teacher attitudes; visuals

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Las actitudes del profesorado de inglés nativo y turco hacia los carteles. Los contextos de Reino Unido y Turquía

La adopción de carteles como material didáctico básico para acelerar el aprendizaje es una de las corrientes principales en el paradigma de investigación; por tanto, la mayoría de los estudios en torno a su efectividad en la enseñanza de lenguas se lleva a cabo entre el alumnado. Sin embargo, no existen suficientes estudios en la literatura para evaluar la efectividad de los carteles como útiles de aprendizaje desde la perspectiva del profesorado. Esta investigación cualitativa se llevó a cabo en Turquía y el Reino Unido mediante entrevistas semiestructuradas, cuestionarios y observaciones de no participantes para explorar las actitudes del profesorado que enseña inglés como lengua extranjera con respecto al uso de carteles como estrategia de comprensión lectora. Para determinar estas actitudes, además de tener en cuenta las características demográficas, se realizaron inferencias comparativas por inducción y codificación de datos de alto nivel. Además, mediante la observación de la práctica docente se analizó si las actitudes del profesorado coinciden con dicha práctica. Asimismo, se examinaron las estrategias utilizadas por el profesorado durante las clases dedicadas a la comprensión lectora para identificar qué papel juegan los elementos visuales en su docencia. Aunque el profesorado exhibió una actitud positiva hacia el uso de carteles como estrategia de comprensión lectora en ambos contextos, los resultados mostraron que los carteles no se utilizan de manera eficiente. Por último, se proporcionan algunas sugerencias para estudios futuros.

Palabras clave: enseñanza del ILE; cartel; estrategia de lectura; actitudes del profesorado; elementos visuales

1. INTRODUCTION

In language teaching philosophy, visuals have always been regarded as a springboard to reinforcing learning, comprehension and the conceptualization of the content being taught. Moreover, they create an opportunity to discover multiple layers of meaning, boost textual literacy as well as improve study skills, and hence contribute to learner autonomy. Different types of illustrations, such as pictures, cartoons, maps and graphic organizers, are used, principally to augment achievement rates among learners. In addition, posters help learners recycle information using advanced skills, such as critical thinking or competency-based learning with the schematic structure of presentations in mind. Furthermore, these resources cultivate self-assurance through personalized techniques in meaning presentations. Posters can also promote the integration of skills that are required to carry out functional tasks that meet the demands of the twenty-first century classroom and learner-centred education. Nonetheless, the on-going trend of using posters in language teaching has centred on determining best practices in terms of boosting learner success rates (Al-Murtadha 2020). However, looking solely at studies that examine learner practices with respect to posters and their impact on attainment is to discount the other side of the coin, namely the teachers.

The attitudes of teachers regarding whether visuals can be used as a strategy for reading comprehension have not been overtly elaborated on in the literature. In the broad sense, there is little empirical research that investigates teacher views towards posters in language teaching. Hence, this international research has been conducted in Turkey and the UK to reveal English as a Foreign Language (EFL) teachers' attitudes regarding using posters as a strategy for reading comprehension of learners.

1.1. Posters as Visual Aids in EFL

Posters are display panels used to present graphical information in a brief and uncluttered manner in order to build on and deepen knowledge in the content domain. The idea of incorporating posters in language teaching originates from the potential effects of facilitating elicitation, activating a stream of mental associations with prior knowledge, contextualization, reasoning and creating an interactive milieu (McDonough and Sato 2019) for learners to communicate and explore the new information. In other words, these visual systems representing knowledge are linked to schema theory (Rumelhart 1980) because they serve as mediators in recalling prior knowledge, speculating and meaning-making. Furthermore, encouraging students to review their previous learning through top-down processing or decoding skills would display the significance of the interactive cognitive model in the adoption of posters in English Language Teaching (ELT).

Poster as a conceptually-driven activity also promotes passive-vocabulary growth due to continuous visual thinking, as compared to the conventional approach of memorizing controlled word sets. Moreover, as Litsyani (2019) declares, the spatially well-designed outline format of posters fosters exposure and paves the way for the

enhancement of the four basic language skills. Eye-catching pictures in posters also increase learners' willingness to communicate and engage them in thought-provoking processes or trigger ideas in a logical order. Consequently, posters provide active involvement in learning through generating different ideas, brainstorming, organizing and restructuring in the learner's attempts to grasp key content elements, which finally leads learners to gain autonomy. In a similar vein, Aziz and Jusoff (2009) implemented posters on two groups of Master degree students adopting an ad-hoc interview approach to create a distinct mood in language classes. They also aimed to present instructive posters as a new approach of creative and interactive teaching, and an alternative strategy in language learning in line with Ridley's *Concept Analysis* (see Ridley 2007) and Anderson's *Cognitive Psychology Theory* (see Anderson 1990). The result of this research indicates that the posters were a means of explicating the macro-level of understanding students' combatting risks while learning. Ahmad (2019) also studied the impact of digital posters on EFL college learners' reading engagement and comprehension. After utilizing posters in orientation, preparation, production, presentation, evaluation, and reflection steps, he arrived at the conclusion that they had significantly and efficiently developed the reading skills of the participants.

Similarly, Cook and Fenn (2013) and Angelini (2014) investigated the perceptions of teachers towards using digital posters in language teaching. Teachers reflected their satisfying experience with these posters and the need to incorporate them in modern curriculums. They also referred to their benefits in promoting peer collaboration, classroom communication and nurturing learners' creativity. Bautista-Cañero and Morauda-Gutiérrez (2020) investigated the visual literacy of English teachers by treating posters with a broader scope and provided a theoretical model to act as the basis for professional development. Finally, Kang (2004) proposed some practices to promote the adoption of these visual organizers as a teacher-fronted activity and to educate teachers about their application at appropriate phases of the lesson. As such, as is highlighted in constructivism, teachers would formulate a holistic lesson plan at the macro-level and double-check the layout in line with the objectives. Accordingly, they could introduce the basic information and expound elusive points for learners to internalize the processes and appraise their knowledge.

In light of what has been referred to above, learners and teachers can be seen as a pendulum swinging back and forth between each other, and as stakeholders in concept-based curricula. However, overriding concern about exploring the poster's efficacy has been attached to learners via intervention studies and prospective applications in order to enhance language proficiency attainment. It marginalizes teachers, even though no-one can keep track of learners' progress more closely. Aiming at filling that lacuna in the literature, the current exploratory study was designed to address these questions:

RQ1. What are the educational profiles of English language practitioners teaching EFL in Turkey and English native speakers teaching EFL in the UK?

RQ2. What are the favoured strategies of Turkish and native English EFL teachers for teaching reading skills?

RQ3. What are the attitudinal similarities and differences of native speaker and non-native speaker EFL teachers in terms of adopting posters as a strategy for reading comprehension of learners?

RQ4. Do the practices of teachers in the two countries overlap with their attitudes regarding posters?

2. METHODOLOGY

The first phase of this international study was carried out in an English language school in Surrey, England, when the researcher was a final-year PhD student in ELT, funded through an apprenticeship mobility program from the Erasmus+ network. This school of English is a multicultural learning centre hosting learners from a variety of countries (Europe, the Middle East and the Far East) with a variety of educational backgrounds. After the researcher obtained the approval of a professor in ELT in terms of the content validity of all the instruments in the study, ten randomly assigned voluntary native teachers were included in this study. The first step in the experimental design was conducting a survey to display the demographics of the teachers. This was followed by the posing of open-ended questions to the teachers related to their strategies in reading lessons. The questions and statements the teachers answered were:

1. What strategies do you apply to EFL learners' reading comprehension?
2. What are your general criteria for selecting materials for reading classes?
3. Using posters in language classes would be advantageous/disadvantageous in terms of...

In what follows, teachers underwent semi-structured, one-to-one interviews following Conway et al. (1995):

1. What are your opinions about using posters as a strategy in the ELT setting?
2. Do you think that teachers can increase reading comprehension through posters? If so, how?
3. What would you like to suggest to EFL teachers regarding the implementation of posters as visual aids in language classes?

The interviews aimed to elicit teachers' opinions regarding whether and how posters might function as high-quality teaching materials that facilitate comprehension and language literacy for learners of all ages. The interviews, taken from Schmitt (2009), were audio-recorded and later listened to by an impartial

researcher to ensure validity. The individual interviews took around ten minutes. Data was collected over seven weeks due to the school's tight schedule. The last step of the design, non-participant classroom observation, was included to triangulate the data methodologically (Denzin 2006). The data collection for this stage was, however, limited to four teachers since the researcher was not able to obtain the consent of other teachers once the procedure was explained at the outset of the study. The four teachers who gave permission were observed once to establish whether their responses to other data collection instruments correlated to their classroom practice. The lessons observed ranged from 40 to 55 minutes. It took a total of approximately ten weeks to gather all the data from the native English-speaking tutors.

As for the Turkish context, another ten randomly selected teachers in a foreign language centre signed up for this voluntary research, signing consent forms as did the native teachers. Unlike in the UK, this school is in the capital city of Turkey, Ankara, and services mostly local learners but, at certain times, learners may be from various countries, such as Central Asia and Russia, and socio-cultural backgrounds. The same instruments were again adopted to gain knowledge about the teachers' use of posters in EFL classes. A problem occurred in that one participant withdrew from the study before any data was collected, while another withdrew before the observation. Consequently, two other teachers were invited to partake in the interviews and surveys, and this entailed the study being prolonged to eight weeks. Apart from that, the only difference between this and the UK context was the language in the qualitative interviews. Turkish, the mother tongue of these teachers, was intentionally used in these verbal dialogues based on the assumption that using English would either make the expression of their thoughts more difficult or make them feel less secure. Similarly, English was used for the interviews for the teachers in the UK. The surveys were conducted in English in both country contexts. As for the analysis of the data, first of all, descriptive analysis was used to collate teacher demographics. Then, the responses of each teacher to the open-ended questions and interviews were transcribed. Thus, all data was compiled to form themes using bottom-up inductive coding as an iterative approach. A high level of coding based on grounded theory was used by the researcher for thematically scrutinizing these codes (Lincoln and Guba 1985). Next, peer debriefing was used as an investigator triangulation technique to improve the credibility of the study (Denzin 2006). The peer sorted through the codes as a second coder, and themes were cross-checked to mitigate against researcher bias. This ensured that any inconsistencies were ironed out and interpretations were refined.

The data from the questions and interviews were categorized as positive or negative views (open-coding) with twenty-six sub-themes in each category (axial-coding) in order to answer the third research question. Seven distinct themes related to teacher attitudes towards adopting posters as a strategy for reading comprehension were listed

in total. Having two coders discuss the coding analyses and reach a compromise, an additional two themes were added, increasing the total to nine, which signifies a high inter-rater reliability level with 92% agreement.

3. FINDINGS AND DISCUSSION

Despite sharing some essential principles, the demographics and regional contexts of the teachers varied between the two countries (see the table on teachers' demographics in the appendix). The cluster point of Turkish EFL teachers' age was 31-40 years, whereas a normal distribution with respect to age was found for the English context. As such, a more energetic, dynamic teaching environment might be expected in the Turkish context given the number of teachers under the age of forty (N= 7), all of whom reported having entered this line of work immediately after receiving their first degrees. However, unlike in the Turkish context, where only one teacher had more than twenty years' experience, the fact that six of the UK teachers were over forty reveals how seasoned they were in the teaching profession. Though some of them worked in different fields before their teaching career, the teachers in the UK were more experienced considering that five participants had at least ten years of seniority in teaching.

Regarding the major that the teachers had studied, the Turkish teachers had degrees in either ELT or other English-related subjects (particularly English Language and Literature), while native English teachers held first degrees in a diverse range of subjects, such as Journalism, Law and Business, and some had then undertaken a qualification as a teacher of EFL or other languages, such as the Certificate in English Language Teaching to Adults (CELTA). Some native tutors had taken the Postgraduate Certificate in Education (PGCE) at primary and secondary education levels and the Postgraduate Diploma in Education (PGDE). One UK teacher (besides being a qualified solicitor) had received a Master's in Law; another had a Master of Science (MSc) through the Open University. Only the head teacher in the UK held a Master of Arts in Modern Languages (Italian and French). This means that they may not have enriched themselves with pedagogical content knowledge as much as the Turkish teachers. Two Turkish EFL teachers obtained a master's degree in ELT and Linguistics, though the other two earned their Masters in quite different fields, International Marketing and Turkish History.

As for the second research question to illuminate the favoured strategies of teachers for reading lessons, as the table below displays, visual prompts were not detected as the best strategy for reading comprehension of learners. Yet, considering how they selected texts for reading practices, teachers in England had a more flexible approach to adopting resources or tools compared to Turkish teachers since they were not obliged to follow a specific course-book. Instead, they developed their lesson plans using compatible materials from the teachers' library.

TABLE 1. Reading strategies teachers applied

	UK	Turkey
	n	n
Contextualization	4	-
Expanding word knowledge	6	7
Visualizing	6	8
Questions and answers (Q-A)	6	7
Deductions	4	5
Inferences	5	6
Speculation/prediction	4	6
Personalization	6	8
Activating background knowledge	5	8
Making intentional associations	10	10

In furtherance of the foregoing discussion, the teachers from both countries seemed to regard the significance of prior learning experiences a lot. As described by Rumelhart (1980) in the schema theory, the teachers must have considered conceptual schemata in the role of affecting the retrieval and construction of target structures as a top-down skill in the manner of constructivist focus. As an example, T3 stated:¹ “I always take account of offering them an opportunity to discover similarities with preliminary knowledge and raise awareness of associations before reading and asking concept checking questions about the text.”

Furthermore, employing questions and answers, predictions and personalization indicates that teachers encouraged learners of all ages to partake in the practices and tried to create awareness of reading strategies (Kiss and Weninger 2016; Núñez-Vázquez and Crismán-Pérez 2021). In addition, it would help students to elicit information through self-discovery (Al-Murtadha 2020), and deep-thinking skills (Cappello and Walker 2016). T4 commented further on this issue: “In the pre-reading stage, I usually incorporate the techniques of reading between lines, or word associations rather than directly rehashing the past experiences to pull learners into the text. I also opt for utilizing jigsaw reading and discussions to impart knowledge with instructional strategies.”

The most highly rated principle, making connections while reading through communicative activities, appeared with the integration of other skills and some creative techniques for the development of the whole language. As a case in point, B1 emphasized speaking and writing, B4 and B8 drew attention to listening activities right after starting the conversation. EFL teachers in Turkey also echoed how core skills underpin key competencies, despite their clear interest in grammar as well.

¹ Turkish teachers are labelled: T1-T10. UK teachers are labelled: B1-B10.

To illustrate, T1 highlighted using songs as a listening exercise before or after the reading materials, T4 and T9 mentioned the coordination between reading and spoken language. Similarly, T3 pointed to the need for knowledge of cohesion and coherence issues in writing and T2 laid weight on incorporating technology into lessons by way of videos and podcasts to reform the conventional models of teaching reading and grammar. T6 also explained that they generally preferred teaching with videos related to grammar points or vocabulary and flashcards, particularly with young learners. Likewise, T8 exploited videos or clips to help learners narrate using target words and grammatical structures.

To add more about reading strategies, T4 stressed how to gain mileage in teaching reading by sparking motivation as they put this into practice during observations. Similarly, B3, B4, B5, B6 and B7 highlighted that engaging learners with enjoyable experience sensation but avoiding intimidation or making mistakes would increase teaching efficacy. At that point, B6 put forward the importance of the authenticity of the materials, especially for exam practice for young learners—e.g., the A2 Key English Test (KET), the Preliminary English Test (PET), the First Certificate in English exam (FCE) and the Cambridge Advanced Certificate in English exam (CAE). In the same vein, B3 highlighted that having perceptual and sensorial experience would accelerate teaching efficacy: “As to the advantage of implementing visuals as authentic materials for opening plenary sessions, they reinforce learning via imbuing cultural meanings and forms, introducing new vocabulary in a personal way and in an appropriate context besides increasing processing and retention of words in mind.” In parallel, T10 commented on the cognitive aspects of visuals: “The brain processes the input much faster using colours, shapes and pictures; therefore it would be neuro-linguistically plausible to assume that words alone may not be enough for a learner to build their background knowledge efficiently.”

T2 also mentioned the critical roles of visuals in reading skills. In addition, Turkish teachers highly emphasized the importance of reading activities at every stage of the lesson plan. In this respect, T5 commented:

First in the pre-reading stage, we talk about the issue related to the text or the title (namely, referring to their experiences to make the subject more familiar or deal with the potential unknown words beforehand). Scanning and skimming activities are done during the while-reading stage. Then, finding the keywords in the text and answering comprehension questions, matching the sentence halves, role-play, doing word puzzles, writing stories, paraphrasing the main issues in the text, discussing the idea are some of the activities I usually conduct in the post-stage.

As can be seen, teachers in the two contexts attempted to pay attention to affective domains in reading instructions. However, although B3 focused on the importance of visuals, English teachers did not seem to dwell on visualizing techniques as much as

Turkish teachers. On the other hand, native teachers emphasized contextualization to teach reading, whereas the non-native teachers did not specify the significance of context clues in reading activities. For instance, in tune with B3 and B5, B6 commented: “I introduce the words in specific contexts. Likewise, situational anecdotes and vocabulary activities can be incorporated into the task.” B9 also substantiated the function of context in reading skills in as much as they favoured adopting context as a technique while working on vocabulary focused reading exercises. That is, bottom-up processing was embodied considering the role they attributed to syntactic knowledge to grasp the meaning. Taken together, taking into account the strategies representing both top-down and bottom-up processing in Table 1 as a whole, it can be deduced that the teachers in the study reported opting for using the interactive approach.

Table 2 indicates that most English teachers respected the use of posters as learner-centred functional tasks or in-class support for on-going learning, whereas some of the Turkish teachers seemed to have negative attitudes towards their use particularly due to the increased workload. These negative perceptions may be correlated with their majors in English language studies excepting ELT.

TABLE 2. Themes identified with respect to negative attitudes of teachers

	UK	Turkey
Difficulties in preparation phase		
Its demanding and time-consuming nature		T2, T3, T8
Difficulties in practice		
1-not addressing all learner styles	B10	
2-not beneficial for B1 and above levels		T2, T7
Problems in structure		
1-lack of emotions	B5	
2-its rigid structure	B7	

As to positive standpoints, posters were highly regarded in terms of stimulating cognitive functions even though they were not detected to be the most favoured strategies. This foreshadows the potential gaps between attitudes and classroom practices to be addressed in the following step. In a general sense, more positive attitudes towards various aspects can be observed in the Turkish context. It must derive from their majors or the dynamism of novice teachers with ten-year or less experience. However, in contrast to their negative viewpoints, non-native EFL teachers seemed to focus on student-centred learning, which is particularly outstanding in the last two themes in Table 3. This might also be associated with “meaningful exposure” in that Turkish teachers must have regarded the poster as “authentic,” and hence featured its pedagogical side unlike in the English context, where

the target audience was always exposed to the second language (L2). Moreover, native tutors again stressed some parameters directly related to enhancing productivity in language teaching, which must stem from their length of service in teaching and having a broader horizon for teaching English.

TABLE 3. Themes identified relating to positive attitudes of teachers

	UK	Turkey
Enhancing effectiveness of teaching process		
1-allowing to utilize differentiated instruction	B3	
2-being a practical teaching material	B5, B6, B8	
3-avoiding confusion	B8	
4-being a common language to get the meaning across	B9	
5-being an assessment tool	B2, B6	
Presenting target language in all skills	B1, B4, B6, B8	T1, T2, T3, T4, T5, T6, T7, T8, T9
Stimulating cognitive functions		
1-applying to mental associations	B3	T1, T2, T5, T6, T8, T9
2-simplifying overall learning process	B1, B6	T2, T3, T5, T8
3-making learning more concrete		T1, T5
4-identifying key points through reasoning	B5	T1, T5, T8
5-using practice questioning skills		T5, T6
6-contextualizing knowledge		T9
7-using conceptualization	B9	T8
8-facilitating word retrieval	B1, B4, B9, B10	T2, T3, T4, T5, T7, T9, T10
9-applying to personalization		T5, T9
Boosting motivation in learning		
1- encouraging more involvement in lesson	B3, B4, B8	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10
2- creating positive perceptions towards learning a foreign language as a future investment	B7	T4
3-regarding it as a game-like activity	B1	
Appealing to different learner types		
1-ideal for visual learners	B7	T1, T2, T5
2-engaging introverted learners		T2, T4
Emotional reinforcements		
1-developing sense of safety	B3	T6, T8
2-increasing sense of wonder		T5, T6

Finally, the last research question was intended to check the consistency of a teacher's responses with their practice. The fieldwork reports were interpreted to elucidate whether teaching performances would match with the teacher's attitudes. This phase of the research was conducted on B3, B5, B6 and B10 in the English context, and T1, T2, T3, T4 in Turkey. To begin with, B3 was the head teacher of the school and has a CELTA qualification, an MA, and PGDE in Modern Languages. S/he vehemently asserted that posters would contribute to Socratic questioning, elicitation and analytic thinking through word association and context, a top-down reading process along with imposing cultural knowledge and experiential learning. As such, s/he portrayed a positive outlook by emphasizing that the poster was of utmost importance in making learners recall their childhood experiences of learning, thus creating a familiar, safe and enjoyable experience. B3 exhibited this in the class using a well-designed culture quiz about British and Scottish language differences in the course induction. S/he not only used a poster showing common phrases and expressions that was to be hung on the wall at the end of the lesson, but also the news from that day's paper informing readers about a girl's struggle for survival on an island, and B3 showed background pictures as well to pull learners into the text. It was pointed out that s/he was the only teacher directly using posters in class. The source of B3's wisdom can be attributed to the major qualifications, and over twenty years of language teaching experience. There was a clear connection between his/her views about posters and real-life application.

As for B5, s/he had said in the interview that choosing a course-book would rarely depend on the background pictures, and this native teacher exploited them only in the lead-in to get learners to tap into cognitive processes. Likewise, B5 conducted the reading task without tackling any additional visuals or posters, but only integrating listening skills into the text. As such, reports overlap with the field notes regarding his/her lack of emotions and guarded, negative manner of welcoming posters. Being at odds with B5, B6 encouraged learners to create posters of an inspiring project within groups upon reading a text concerning the noteworthiness of Do It Yourself (DIY) crafts in the UK. Firstly, B6 used Google Maps to pinpoint the closest shops to Woking and assigned learners to visit one of them and to present their creative designs via posters the following week. The idea of presenting posters as a group gained interest from other teachers and hence creative posters were used in an international activity. This idea even prompted the head teacher to offer a party where all learners would introduce their traditional food and prepare it to be served at school after working on this activity. In parallel, B6 had given corresponding answers in that posters were to be adopted as authentic materials at any stage of the lesson to evoke interactive models, enhance awareness and infuse cooperative learning into the EFL environment. B10 also underscored posters as an effective medium of communication to transmit knowledge with fun using the phrase "interest boosting." Yet, no visuals were included in the course, nor did s/he allow peripheral learning so that learners could be exposed to the L2. Another contradiction was the adoption of posters as supplementary or back-

up activities since it also remained unfulfilled. Furthermore, B10 instructed merely using the copies of an exam preparation book to complete the exercises conforming to vocabulary in the passage despite being a graduate of German from the Modern Language Department and a seasoned teacher.

Regarding the Turkish EFL teachers, T1 firstly referred to matching vocabulary and pictures, brainstorming through spider grams in class and mostly made statements through loanwords from the L1 to the L2 and vice versa. Skipping warm-up with reading, listening, a short discussion and language focus, s/he continued giving information about the topic (traveling). Then, T1 turned the listening track on without introducing the characters in the following exercise or incorporating the pictures. Besides the absence of clear instructions and of techniques to allow learners to understand what they were engaging within the text, T1 deployed reading aloud, direct presentation of grammar without touching upon the exercises in the book and posed some *wh-* questions. After adapting a grammar worksheet from a website covering the copula verb *be* in present and past forms with no pictures, s/he only explained the adjectives with a direct Turkish translation. Consequently, the students were not motivated and immersed in the lesson in real terms since even in the listening task, the majority just looked outside. Even though T1 actively used the board and involved reading, listening, vocabulary and grammar in the lesson, the missing points were that s/he was neither using any visuals nor asking learners to summarize or reword what they read in order to lead them smoothly to the language focus. In other words, T1's dependency on the book-based exercises, grammar and vocabulary practices related to reading skills was clear. This non-native teacher's explanations during the interview had revealed that thematic posters with restricted but specific words would assist to develop creativity, associations and form completeness with overall aims due to their attractiveness. Nonetheless, s/he seemed to avoid the actual use of visuals during the lessons. Despite being an ELT graduate and describing his/her awareness towards posters quite well, T1 did not account for them in improving interactions as much as *i-Tools*, or flashcards.

Similar to T1, T2 did not allocate time during the lead-in to introduce the reading context from the former lesson in spite of his/her adverse claims in the interview. Throughout the reading, T2 used L1 translation rather than giving examples to associate the words with others or recalling how and in which context s/he referred to these words in the past. Warm-up, elicitations and concept checking questions were conducted in the following text, and a smooth transition from reading to writing was managed while describing how to create a well-designed composition. Yet, T2 never used the board to display how to make long sentences by using the linkers they had just learned, but only highlighted the text to teach conjunctions and grammatical structures, which ought to be done at the end of practice. As a result, learners did not seem to comprehend the value of the exercises in furthering their learning. To put it differently, his/her classroom practices did not thoroughly meld with the opinions from either the interview or open-ended questions. This may be because T2 failed to deploy English learning resources,

such as media or videos, or to activate background knowledge, which would make the input more meaningful and applicable to frequent revisits of vocabulary.

As for T3, s/he presented the reading task (a detective story) via pictures with the integration of a listening activity. As T3 commented that visuals would be “a white knight” to spark interest when learners were demotivated, field notes corroborated his/her statements to some extent. Nevertheless, no posters were employed in the lesson, most probably because the publisher did not supply any easily adoptable ones with the course-book. In fact, this was what T3 underlined during the interview in that s/he would not be inclined to prepare posters before the class owing to the costly and time-consuming procedure. Additionally, T3 did not provide any opportunity for learners to acquire knowledge subconsciously in a collaborative setting since s/he could not arrange teacher talk and classroom interaction well. A discussion was included only at the end, to let learners exchange ideas about the moral of the text. Furthermore, T3 usually applied word by word translation rather than using visuals or posters herein. Yet, differing from all the other participants in the study, T3 did not regard reading skills as effortless from the teacher’s perspective in the response to the third open-ended question, thanks to the challenge of gathering knowledge at the correct phase of the lesson. Therefore, his/her manner of exploiting posters in language classes mostly overlapped with the teaching practice.

Finally, T4 carried out a poster presentation to advance reading, speaking and listening competency among course takers. This Turkish EFL teacher was only a facilitator, as s/he stated in the survey, since T4 created small groups with five learners and assigned them different topics to present their views before the others. To this end, they were to search for the topic in detail, ranging from disabled people to wild nature, analyse research and provide cogent and consistent evidence with figures. Moreover, these learners were to design the poster, share roles with peers and speak in turn to give information to the other group members who would also change speakers according to the distribution of the tasks. It would thus help learners gain autonomy and discover their strategies in this language learning adventure. T4’s reply to the last open-ended question unearths to what extent his/her attitude towards using posters was well-expressed: “I endeavour to deliver the lesson as a coordinator to be more fruitful by providing retrieval of the target words, engaging learners with tangible data, creating a positive attitude towards learning a foreign language as a future investment, availing opportunities to gain competence at skills and sub-skills, and engaging shy students.”

Overall, native and non-native EFL teachers did not seem to be self-consistent in the general sense because they appeared to plan reading strategies and activities only according to the objectives of the course. All the same, they mostly regarded the posters as instructive, engaging, creative and interactive teaching and learning tools, as well as exhibiting positive views towards their adoption in class. In this respect, the results corroborated the findings of Aziz and Jusoff (2009), Cook and Fenn (2013), Angelini (2014), Ahmad (2019), Litsyani (2019) and McDonough and Sato (2019). Nonetheless, the teachers could not prove the application of posters as a strategy for

reading comprehension in their lessons considering the research dataset. To put it simply, the foregone conclusion would be that the teaching practices of B3, B6, T3, and T4 matched their attitudes, whereas those of B5, B10, T1 and T2 could not go beyond their claims. Finally, no reflections of majors to teaching performances could be noted regarding B10, T1 and T4 as the graduates of foreign language teaching and B6, T2, T3 from Law, Language and Literature and Translation and Interpretation Departments, respectively. In other words, nativeness and majors would not provide a firm basis for being full-fledged teachers in giving reading lessons.

4. CONCLUSIONS AND IMPLICATIONS

The research has supported the notion that teachers in both contexts mostly pay lip-service to the adoption of posters when their favoured reading strategies were considered. In fact, they expressed their positive manners concerning the value of posters and about espousing them as a strategy for reading comprehension of students in that they would boost motivation in learning and stimulate cognitive functions. Nevertheless, the further merit of posters appealing to different learner types, enhancing the effectiveness of the teaching process as well as emotional affiliations, and providing the practice of language skills was not substantiated in practice within the classroom setting.

Although the research was well executed, some modifications would both make up for its limitations and make it possible to extend its scope. To exemplify, the fieldwork report of another observer could be provided by video recording of the course. Moreover, field notes based on the teaching practices of the participants may not be limited to one-hour performance but class hours might be increased to three or more per observed language practitioner. By the same token, including more participants from specific language schools in the same or different countries, learners from distinct streams or institutional types with different proficiency levels would all strengthen the study. As for the suggestions for EFL teachers and researchers, they can select participants, particularly from Generation Z and Alpha, and design novel research on using or creating posters conforming to their language learning needs and revealing to what extent posters would help learners advance their reading comprehension. However, instead of ordinary posters, they can resort to visual technological tools, such as digital posters, posters integrated into i-Tools, multidimensional pictures or figures, as the participants in this study also proposed. In this way, it will pave the way for supporting the material development unit at schools for the designation of (digital) posters which would draw considerable interest due to the demands of teachers in the variety and practicality of materials. Future studies should also illuminate the potential reasons for the gap between practice and attitudes of teachers via longitudinal research designs.²

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APPENDIX: TEACHER DEMOGRAPHICS

	Turkey	UK	Total
	n	n	
Age			
21 to 30 years	1	3	4
31 to 40 years	6	1	7
41 to 50 years	3	2	5
51 to 60 years	-	1	1
More than 60 years	-	3	3
Years of teaching experience			
1 to 5 years	-	2	2
6 to 10 years	7	3	10
11 to 20 years	2	2	5
21 to 30 years	1	2	3
more than 31 years	-	1	1
Major			
English Language Teaching	3	-	3
American Culture and Literature	1	-	1
Linguistics	2*	-	2
English Language and Literature	4*	-	4
English Translation and Interpretation	1	-	1
Other: Journalism	-	1	1
Tourism	-	1	1
Economics	-	1	1
Media Management	-	1	1
Law	-	1	1
Environmental Sciences	-	1	1
Business	-	1	1
Sociology	-	1	1
Modern Languages	-	2	2
Educational Background			
First Degree	6	7	13
Master's Degree	4	3	7
Doctor of Philosophy	-	-	-

*One of the teachers held the first degree both in Linguistics and English Language and Literature departments.