Dokuzuncu Sınıf İngilizce Dersinde Basamaklı Öğretim Programının Etkiliğine Dair Öğrenci Görüşlerinin İncelenmesi*

Burhan ÜZÜM**, Ata PESEN***

Makale Bilgisi	ÖZET
Geliş Tarihi: 08.11.2018	Öğrenme ortamındaki her bireyin farklı zekâ alanlarına sahip olduğu ve birbirinden farklı öğrenme yollarını tercih ettiği düşünüldüğünde, bireylerin yabancı dil öğrenmeye duyduğu gereksinimi karşılamak için yabancı dil öğretiminin yapılacağı ortamın etkili ve verimli bir şekilde düzenlenmesi gerekir. Öğrenme ortamında öğrencilerin aktif olmaları ve kendi öğrenmelerinin sorumluluğunu almaları öğrenmeyi daha kalıcı hale getirmektedir. Bütün bunların ışığında, bu çalışma ile öğrenme ortamını tekdüzelikten kurtarıp öğrenmeyi zevkli hale getiren basamaklı öğretim programının 9. sınıf İngilizce dersinde uygulanmasının öğrencilerin görüşlerine etkisinin incelenmesi amaçlanmıştır. Nitel araştırma yöntemine dayalı olan çalışmada, çalışma grubunu 2016-2017 akademik yılında Siirt il merkezinde bulunan bir Anadolu Lisesinin 9. Sınıfında okumakta olan toplam 34 öğrenci oluşturmaktadır. 9. Sınıf İngilizce dersi Seven Wonders (Dünyanın 7 Harikası) ünitesine yönelik hazırlanan Basamaklı öğretim programı etkinlikleri doğrultusunda planlanmıştır. Yapılan etkinliklere dair öğrencilerden sözlü savunma istenmiş ve yaptıkları etkinliklerin fotoğrafları çekilmiştir. Alınan sözlü savunmalar yoluyla öğrencilerin öğrenip öğrenmedikleri kontrol edilmiş ve uygulama hakkındaki fikirleri alınmıştır. Bu savunmalar ve öğrenci ürünleri daha sonra yarı yapılandırılmış görüşme formlarına paralel olarak doküman incelemesi yoluyla analiz edilmiştir. Yapılan analizler sonucunda tema, kategori ve kodlar oluşturulmuş ve güvenilirlik için uzman görüşüne sunulmuştur. Yapılan analizlere göre bilgiler frekans ve yüzde kullanılarak tablolar üzerinde gösterilmiştir. Çalışma sonucunda; öğrencilerin basamaklı öğretim programını öğrenci merkezli bulduğu; kendilerinin araştırma, sunum yapma, grup çalışması ve planlama gibi akademik becerilerinin; okuma, yazma, konuşma, dinleme ve dilbilgisi gibi dil becerilerinin gelişmesine katkı sağladığını ifade etmişlerdir. Aynı zamanda, öğrencilerin etkinlikleri seçerken kolay olma, becerilere uygunluk, öğretici olma gibi kriterlere dikkat ettikleri gözlenmiştir. Etkinlikleri hazırlarken araştırma yöntemlerini kullandıklarını ifade eden öğrenciler öğrenme stillerine uygun etkinlikleri tercih ettiklerini dile getirmişlerdir.
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Mapping Students' Opinions on the Effectiveness of the Layered Curriculum in the 9th Grade English Lesson

Article Information	ABSTRACT
Received: 08.11.2018	Considering that each individual has intelligence domain and prefers different learning styles, it is necessary to effectively and efficiently arrange the learning environment in which the language will be taught to meet the individual's need of language learning. Students' being active in the learning process and bearing the responsibility of their own learning promote permanent learning. Thus, the effectiveness of the layered curriculum in the 9th English lesson that removes monotony and makes learning enjoyable from the viewpoint of students was the aim to be explored in this paper. Based on the qualitative research method, the study group was 34 ninth-grade students in one of the Anatolian High Schools in Siirt in 2016-2017 academic year. The applications were conducted within the scope of the unit-Seven Wonders in the ninth grade English lesson and framework of the layered curriculum. Oral defenses for the activities were required from students and the activities they carried out were photographed. Through these oral defenses, students were monitored whether they really learnt or not, and their opinions about the applications were elicited. These oral defenses were then analyzed through document review in parallel with semi-structured interview forms. As a result of the analysis, themes, categories, and codes were created and then presented to experts for their reliability. The data obtained was shown in tables using frequency and percentage. At the end of the study, it was demonstrated that students regarded layered curriculum as student-centered, and that they revealed it
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contributed to development of the academic skills like research, presentation, team work, planning, and such language skills as reading, writing, speaking, listening and grammar. Also, it was observed that students chose activities taking into account such criteria as being easy, fitting to their skills and being didactic. They revealed that they used research methods while preparing the activities, and that they chose the activities appropriate to their learning styles.

Keywords: Layered curriculum, English lesson, student opinion, language teaching, student-centered learning

1. INTRODUCTION

Bearing in mind that each learner has a different learning map, readiness level, interests and needs, perspective on events, interpretation style and experience, it is crucial to find the most effective ways to address each of the learners in the learning environment (Tomlinson, 2014, pp.9-16). In other words, there may be visual, auditory, tactile learners in the class, as well as students who are reluctant to learn, lack attention or are hyperactive (Nunley, 2014). It is therefore important that the learning environment be differentiated and shaped in such a way as to fit every student rather than a specific pattern that is deemed appropriate for the whole of the students (Tomlinson, 2014, pp.11-24). Thus, it is important to adopt and implement approaches that would promote meaningful learning environments in which students can take the responsibility of their own learning to conduct research and integrate their existing knowledge with new knowledge (Oner, 2012, p.1). It can be said that one of these approaches is the "layered curriculum" which evaluates the individual from the beginning of the learning process to the end instead of just evaluating the product presented by the learner and aims to arrange the learning environment in such a way to address individual differences (Basbay, 2015, p.264).

In the light of her experiences while teaching high school biology, Kathie Nunley-an educator and author- developed the layered curriculum in 2000s to differentiate the instruction. Since each student has different abilities, intelligence, and learning style, she designed layered curriculum to address each individual student needs and abilities through a variety of different activities. Layered curriculum consists of three layers, C, B, and A. Each layer requires a different in-depth study by means of different assignments. The layered curriculum applications start with C layer and ends up with the activities in A layer. As this model follows an easy to difficult and simple to complex approach, each layer is prerequisite for the other. In other words, a student can't skip to the next layer unless he fulfills the previous layer, so this model is hierarchical as in a pyramid.

Based on Bloom's taxonomy, the basic concepts are introduced first. More difficult and complex activities are provided in the subsequent layers. In other words, a from easy to difficult and from simple to complex process is followed (Basbay, 2006, p.14; Yilmaz, 2010, p.38). In the layered curriculum, consisting of C, B and A layers, students are provided with various activities and these activities are based on selectivity principle. The layers within the scope of the layered curriculum is presented below on the Figure 1.
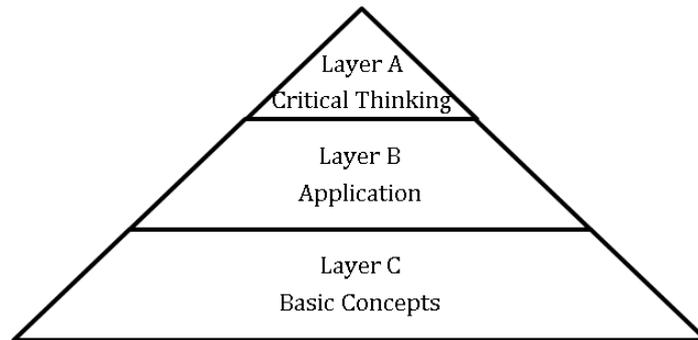

Figure 1. Layers in the Layered Curriculum (http://help4teachers.com/how.htm)

Basic knowledge and concepts are given at the first layer, the C layer. Various activity options are provided to meet the needs of all learners in the class. In other words, this layer includes hands-on activities for tactile learners, videos or art projects for visual learners, and lecture notes for auditory learners. For traditional learners, activities from course books can be provided. Activity options such as skills, poetry, and history that other disciplines (lessons) can use together could be presented. B layer requires more complex thinking skills. In this layer students are expected to manipulate and apply the knowledge they acquired in the C layer. Here, the learners process the knowledge, design, apply and use it to solve problems, brainstorm so on. This layer may include interdisciplinary studies, history exhibitions, use of new words, compare and contrast activities (Nunley, 2014). A layer is the one which requires use of the most complex and top-level thinking skills. Here students are expected to question,

analyze and synthesize. In this layer where the student needs to create an original product, build and come up with a new and unique idea (Demirel, Sahan, Ekinci, Ozbay and Begimgil, 2006, pp.75).

As the learner chooses among these activities with his own free will, he undertakes the responsibility of his own learning (Basbay, 2015, pp. 255-256). In other words, the learner makes his own choices and he undertakes the whole process, that is, activity selection, preparation, presentation so on, he is accountable for the consequences. From this aspect, it is undeniable that layered curriculum has a characteristic of motivating and encouraging the students to learn. Therefore, it can be said that the application of the layered curriculum in the English courses will provide the encouraging/ motivating and entertaining learning environment envisioned in the secondary English curriculum of the Ministry of the National Education.

Both students and teachers can benefit from the layered curriculum applications. As it differentiates the learning environment, it eliminates the monotony in the classroom. So, students are motivated and encouraged, thus, they try to exploit the layered curriculum activities. The teachers can evaluate each student in a different way, because even if the students choose the same assignments, teachers' expectations towards students will be different because each student has different abilities, learning styles and different intelligence. It individualizes the evaluation process. The oral defenses taken from students at each layer allow the teachers to clarify the points students don't understand. Because students take the responsibility of their own learning and always deal with activities, general behavioral problems are lessened to minimum (Nunley, 2017).

Reviewing the literature, it was discovered that the studies on the layered curriculum were carried out in such fields as science lesson (Koc Akran and Uzum, 2018; Koc Akran, 2018; Yildiz, 2018; Onel and Dasci, 2018; Koc, 2013; Durusoy, 2012; Bicer, 2011; Yilmaz, 2010; Aydogus, 2009; Noe, 2008; Demirel et al. 2006), social sciences (Gun, 2012; Oner, 2012; Maurer, 2009; Basbay, 2006), Turkish lesson (Karagul, 2018), mathematics (Yildirim Yakar and Albayrak, 2018; Duman and Ozcelik, 2017; Yildirim, 2016; Johnson, 2007), computer (Zeybek, 2016), sociology (Oner, Unsal and Mese, 2014), history (Ritter, 2008), environmental sciences (LaSovage, 2006) and pre-service teachers (Gencel and Saracaloglu, 2018), Caughie (2015) and Childs (2003 as cited in Basbay, 2006), on the other hand, applied the layered curriculum by integrating it into the school program. However, it was determined that the layered curriculum applications in English lesson by Fields, Himsl, Arsenault, Bedard and Singh (2010) and Colding (2008) were just implementations during the course of lesson rather than being within the scope of a scientific study. Scrutinizing the literature in Turkey, no studies of the layered curriculum use in English classes were found.

Considering all the points mentioned up to now and inadequacy of studies related to the layered curriculum in language teaching, it is thought that its effect in terms of student opinions as an alternative approach in language teaching should be examined and the study carried out would contribute the field because the layered curriculum gives the students the opportunity to take responsibility of their own learning and to choose from the activities offered. It can be stated that using the layered curriculum in English classes will support students' learning, enrich learning environment by removing monotony, and improve four basic skills (listening, speaking, writing and reading) as a whole which are generally overlooked through allowing students to be more active. Thus, the aim of the present study is to map students' opinions on the layered curriculum in the 9th grade English lesson. Sticking to this general purpose, the answers to following questions have been sought:

1. Is there any difference between the lesson within the scope of the layered curriculum and the previous one?
2. What skills did the activities carried out within the scope of the layered curriculum contribute to the improvement of?
3. What did the students pay attention to when choosing the tasks presented in the activity list?
4. Which steps did the students follow while preparing the tasks within the scope of the layered curriculum?
5. What did the students think about how they learnt best and how did they use this learning style in carrying out the activities within the scope of the layered curriculum?

2. METHODOLOGY

2.1. Research Design

In this study, case study pattern, one of the qualitative research designs, was used. Case study is identified by Christensen, Johnson and Turner (2005, p.416) as the intensive and detailed description and analysis of one or more cases. Merriam (1988 as cited in Vural and Cenkseven, 2015, p.127) refers to case study as one of the systematic patterns which involves data collection, arrangement and interpretation of the data and displaying the findings. The case study is a methodological approach that involves in-depth examination of how a limited system works and operates using multiple data collection to gather systematic information about that system (Chmiliar, 2010, as cited in Subasi and Okumus, 2017, p.420). According to Creswell (2016, p.97) it is a qualitative approach through which the researcher can analyze the cases in a detailed and in-depth way by using such diverse and multiple data sources as observation, interview, documents and records. The research procedure and process can spread over a period of time, so events and developments can be studied and observed the moment they happen (www.simplypsychology.org). In case studies data triangulation is important for validity. That's to say, gathering datasets through different methods and sources in case studies plays an important role (Makhema, 2006, p.38). Thus, within the scope of the present study, students were interviewed and they were asked to state their opinions about the process in writing. Also, during the applications, oral defenses of students towards activities were elicited and the documents and products of the students were collected for analysis.

2.2. Participants

The study group in the present study consisted of 34 students at the 9th grade in one of the Anatolian High Schools at the city center of Siirt during 2016-2017 academic year. In order to determine the students' opinions about the layered curriculum applications carried out in the ninth grade English lesson, "purposive sampling" was used to designate the study group. In the purposive sampling, there are a variety of information sources that allow for detailed research (Buyukozturk, Cakmak, Akgun, Karadeniz and Demirel, 2016, p. 90). It is a technique that is generally used in qualitative research to identify and select information-rich cases, and neither an underlying theory nor a specific number of participants is required in purposive sampling (Patton, 2002, as cited in Etikan, Musa and Alkassim, 2016, p.2). In addition, the purposive sampling promotes the recognition and explanation of different phenomena and events in many cases (Yildirim and Simsek, 2016, p.135). It was discovered that there were 4 classes as ninth grade in the school where the applications were conducted. The fall term English lesson grades of the students in these four classes and the branches of the instructors who were teaching English were taken into account. The grades of the classes were found to be close to each other. However, class 9/C was determined as the study group because the branch of the instructors teaching English in classes 9/A and 9/B was in German and the only instructor in English branch was teaching in classes 9/C and 9/D. The number of the female participants was 16 while the number of the males was 18.

2.3. Procedure (Layered Curriculum Application)

This study was conducted within a period of 13 weeks in the spring term of the 2016-2017 academic year. The information about the application process of the 9 / C class selected as the study group is given in the table below.

Table 1.
Layered Curriculum Application Plan

Weeks	Layered Curriculum Application Plan
Week 1	➢ Interview with the teacher to carry out the applications ➢ Determination of the study group ➢ Determination of the application unit with the teacher
Week 2, 3 and 4	➢ Preparation of the activities for the application unit ➢ Discussion with the teacher about the prepared activities ➢ Informing students about the study to be done
Week 5,6 and 7	➢ Application of the C layer activities ➢ Oral Defenses
Week 8 and 9	➢ Application of the B layer activities ➢ Oral Defenses
Week 10 and 11	➢ Application of the A layer activities ➢ Oral Defenses
Week 12 and 13	➢ Implementation of semi-structured interview forms

The lists of the activities (See Appendix-1) to be carried out in C, B and A layers within the scope of the layered curriculum were distributed to the students in advance before the application process and asked to select the ones they wanted to do. Right after the activity selection, implementation processes started. First of all, the students carried out 4-5 activities in the C layer, then they did 1 activity in B and A layer each. The application began with the C layer activities and ended up with the ones in the A layer. Each week, the students were required to orally defense the activities they carried out. At the end of the application, students' opinions about the process were elicited via semi-structured interview forms. The activities presented in the present study were prepared after scrutinizing the sample activities used in the researches and the ones in the web site (help4teachers.com) of the developer of the layered curriculum-Nunley. In her website, she provides a wide range of activity samples for nearly ever lesson.

According to Nunley (2003b, p.35), the one of the cornerstones of the layered curriculum is the emphasis it puts on the learning. The important aspect whether the learner has learned or not. One of the useful means in assessing student-centered works is rubrics. Rubrics are recommended to be hand out in advance so that the learner would have an idea about what to do and what is expected from him (http://help4teachers.com/grading.htm). In the present study, some rubrics were used as evaluation tools along with oral defenses.

2.4. Data Collection Tools

Interviews were conducted with the students and they were asked to express their thoughts about the implementation process in writing. The data was collected through oral defenses of the study group towards the activities in the C, B and A layers during the applications, interviews with them at the end of the study and document analysis. The data collection tools used in the study are presented below.

2.4.1. Students' Oral Defenses towards Activities

One of the important phases in the layered curriculum is to ask for oral defense from the students about the activities. Oral defenses both during activity selection and application provide face-to-face interviews with all students. Oral defenses services as an important tool to investigate whether or not the students have really learned. Thus, oral defenses can be used as an individual assessment tool. Students cannot score points only by fulfilling a task or activity; they can score points to the extent that they orally express what they have done and learned. For example, the task of making a word card can be worth 10 points. However, the student cannot take these 10 points just because they have the word card. Points will only be taken after oral evaluation (Nunley, 2003, pp.33-34). In the present study, oral defenses were elicited from students during their selection of the activities in C, B and A Layers through the question "Why did you choose this activity?" and during the activity application process through "What do you think about the activity you did?", "How did you feel while you were preparing it?" questions.

2.4.2. Interview Forms

In order to elicit students' opinions about the layered curriculum, they were interviewed. "Semi-structured Interview Forms" were used in the study. Two steps were followed in the production of the form. In the first step, information about the researcher and information about the purpose of the interview were included. In the second step, the questions used in the interviews conducted in the master and doctoral theses (Koc, 2013; Yilmaz, 2010; Aydogus, 2009; Basbay, 2006) were examined. At the end of the examination, the questions to be used in the interview form were settled on. The form prepared was used after the necessary corrections made in the light of three experts' recommends about the questions. The questions in the interview form are presented below:

1. Is there any difference between the lesson within the scope of the layered curriculum and the previous one?
2. What skills did the activities carried out within the scope of the layered curriculum contribute to the improvement of?
3. What did the students pay attention to when choosing the tasks presented in the activity list?
4. Which steps did the students follow while preparing the tasks within the scope of the layered curriculum?
5. What did the students think about how they learnt best and how did they use this learning style in carrying out the activities within the scope of the layered curriculum?

2.4.3. Document Review

Document review refers to an analysis of written and visual materials which contain the information obtained in the direction of the research. A document review can be used both as an independent research method and as a supplementary information source in conjunction with other data collection methods. Moreover, the validity of the research is increased by including the written (composition, letter, homework etc.) and visual (photo, picture, brochure etc.) materials within the scope of the research problem (Yildirim and Simsek, 2016, pp.217-219). In this study, the products presented by students during the activities for the C, B and A layers within the scope of the layered curriculum were examined.

2.5. Data Analysis

The data obtained in the study was put through descriptive and content analysis processes. Descriptive analysis involves summarizing and interpreting data within the framework of predefined themes, whereas in the content analysis method, the data is analyzed in a more detailed way and it allows for the identification of dimensions previously not recognized in descriptive analysis (Yildirim and Simsek, 2016, pp. 256-259).

During the data analysis phase of the present study, the data obtained from the students through semi-structured interview forms and oral defenses during activity selection were subjected to descriptive and content analysis. Themes were formed as a result of the analyzes and these themes were presented to the experts to determine whether or not they were reliable. According to the analysis, the data was shown in tables using frequency. In addition, the photos containing students' activities were also reviewed together with the data from the interview forms.

The data obtained in the descriptive analysis were examined in detail in the context of content analysis and detailed information and related dimensions were tried to be investigated. The opinions expressed by the participants about the layered curriculum were examined in detail based on the problem of research, and the themes and concepts in the data were coded according to the relationship between them. Moreover, direct quotations from student opinions were made and supported by the photos of the activities they did.

Semi-structured interview forms were distributed to all the students in the study group, and students' thoughts about the layered curriculum were taken. Therefore, each student was coded up to 1-34, taking into account the place in the class list, in order to make it easier for the reader to make connections between the comments and quotations made in the direct citations and to make it clear to which student the activity photos belonged. The cited student is shown as "Sx" and written in square brackets.

As a result of the analyzes, themes were formed and presented to the expert opinion in order to determine their reliability. To check the reliability of the study, the formula Percentage of Agreement =Agreements/ (Disagreements +Agreements) x100 by Miles and Huberman (1994) was used. The reliability for this study was found to be 90% and the study was decided to be reliable. A way to increase the reliability of the research as proposed by Denzin and Lincoln (2000), the reliability in the presented study was supported by equally treating the participants consulted for their opinions. Also, the oral defenses and materials of the students during the activities were analyzed along with data obtained from interview forms.

3. FINDINGS

3.1. Findings of whether there was any difference between the lesson within the scope of the layered curriculum and the previous ones

Examining the students' answer to the question "Is there any difference between the lesson within the scope of the layered curriculum and the previous one?", the following findings were obtained.

Table 2.
The difference between the English lesson within the scope of the layered curriculum and the previous English lessons

Theme: Difference between Lesson Processing		
Category	**Code**	**f**
New Application	Enjoyable	13
	Demanding	13
	Efficient	12
	Motivating	5
	Activity assortment	4
	Life related	2
	Easy	2
	Layered	1
Previous Application	Limited activities	5
	Inactiveness of students	4
	Lack of visuals	2
	Literal	2
Total		**65**

In Table 2, it is seen that the activities within the scope the layered curriculum under the category "new application" were consisted of 8 the following codes [Enjoyable (f=13), Demanding (f=13), Efficient (f=12), Motivating (f=5), Activity assortment (f=4), Life related (f=2), Easy (f=2), Layered (f=1)] while the category "previous application" had 4 following codes [Limited activities (f=5), Inactiveness of students (f=4), Lack of visuals (f=2), Literal (f=2)]. Bearing in mind these findings, it can be said that students considered the teaching carried out in the direction of the layered curriculum as motivating because of its being enjoyable, as meticulous and disciplined, and thus efficient because the students themselves had to perform the presented activities. In other words, the students' statements about being more meticulous, disciplined and elaborative reveals that they undertook the auto control of their own learning. This demonstrates that the individual's fulfilling of his/her own learning responsibility, one of the principles of the layered curriculum, was achieved. Direct citations of some students' opinions in the 'new application' category about the lesson within the scope of the layered curriculum are given below:

> *"It was more interesting and thus we learned something without even realizing it." [S19]*
> *"It was so enjoyable; I did not do visual activities for a long time." [S5]*
> *"I myself chose the activities I did. As I myself chose them, I chose the activities that would give something to me and I would have fun while doing. The activities I did were nice." [S13]*
> *"Thanks to presenting these activities to the class and my interest in them, I learned both practically and learned new thing." [S27]*
> *"They were the kind of activities that required more attention and were more efficient. Effective but demanding." [S10]*
> *"I engaged in more elaborative tasks. At the same time, I presented most of these activities. And this improved me a little more." [S27]*
> *"Thanks to these activities, I was able to attract the attention of my teacher." [S20] [S22] [S25] [S27]*
> *"I think the activities we did were nice. I had a little difficulty but I think they contributed to the improvement of my English." [S19]*

In the light of these direct citations, it can be said that layered curriculum fueled students' encouragement and they actively participated in the learning process. And that, hands-on activities broke the psychological barriers and allowed students to take great pleasure from the process.

Direct citations of some students' opinions about the previous English lesson are given below:

"More precisely, we did not do things like that in the last years, there were no such activities." [S2] [S16] [S20] [S21] [S23] [S26]

"In previous lessons, the structures and words were given in advance. However, with these activities, I both acquired knowledge while I myself searched for topics (e.g. country, artist, so on) that I had chosen and I learned new structures and words." [S17] [S22]

These statements of the students demonstrate that the language instructions before layered curriculum applications were done on traditional education basis. Furthermore, this data shows that before layered curriculum application process, the students were not presented with different activity choices, but rather they were just required to simply do the activities in their course books. Also, the structures, terms and information were given to them, so they did not have a chance to discover, to construct their own learning process.

3.2. The findings of the skills the layered curriculum developed

Scrutinizing the answers of the students to the question "What skills did the activities carried out within the scope of the layered curriculum contribute to the improvement of?", two categories were formed as "academic skills" and "language skills".

Table 3.
The skills the layered curriculum developed

Theme: The Skills the Layered Curriculum Developed		
Category	**Code**	**f**
Academic Skills	Research	9
	Planning	4
	Team work	3
	Presentation	3
Language Skills	Writing	11
	Speaking	8
	Reading	6
	Listening	4
	Grammar	3
Total		**51**

According to the Table 3, there are 4 different codes [Research (f=9), Planning (f=4), Team work (f=3) Presentation (f=3)] under the category "Academic Skills", and 5 different codes [Writing (f=11), Speaking (f=8), Listening and Speaking (f=6), (f=4), Grammar (f=3)] under the category "Language Skills". In the light of these findings, it can be said that layered curriculum gave the learners research techniques and methods [e.g.: [S18] [S20]] by enabling them to be active and take their own learning responsibility, and that it contributed to the development of their ability to transfer their knowledge to others- in other words their communication skills- [e.g. [S1] [S15] [S17] [S22]] through the tasks the learners were provided with and team work. Direct citations of some students' opinions in the category "academic skills":

"My knowledge of research and curiosity increased." [S18] [S20]
"Showing and presenting most of the activities in the class enabled me to make presentations. I improved in team working with my friends." [S1] [S15] [S17] [S22]

In addition to all these points, it can be said that the layered curriculum contributed to the learners' planning skills which included sequencing events, setting priorities and making necessary arrangements to achieve the goals [e.g. [S26] [S2]].

"I learnt how to make plans." [S26]
"I think that my research and organizing skills improved." [S2]

As a matter of fact, it was also discovered in the descriptive and content analyzes made in line with the opinions obtained from the students that layered curriculum contributes to the language skills of the students. Starting from this point, it is seen that layered curriculum contributes notably to four basic skills **i)** reading [e.g. [S10] [S24]], **ii)** writing [e.g. [S11] [S25] [S27] [S34]], **iii)** speaking [e.g. [S17] [S25]], **iv)** listening [e.g. [S10] [S28]], and to the development of other remaining language areas such as grammar [e.g. [S7] [S13]].

"It contributed to the development of my writing, reading and listening skills." [S10] [S24]
"My speaking, writing a sentence-making skill developed." [S11] [S25] [S27] [S34]
"I think that these activities are beneficial in terms of language and pronunciation." [S17] [S25]
"It contributed to the development of my writing, reading and listening skills." [S10] [S28]
"I learned the past forms of the verbs better. I improved my grammar use in English." [S7] [S13]

The students' expressions above clearly justify that students had the chance to practice foreign language either via making research or presenting the assignments they prepared. So, it can be assumed that layered curriculum application has a positive effect in improving language in all domains.

The tasks students conducted showed that their language skills developed. For instance, the student coded S_{24} read the outcome of the researches from different sources he had carried out for his tasks, prepared a booklet about the places to visit in Turkey and share it with his friends by reading it aloud in the classroom.
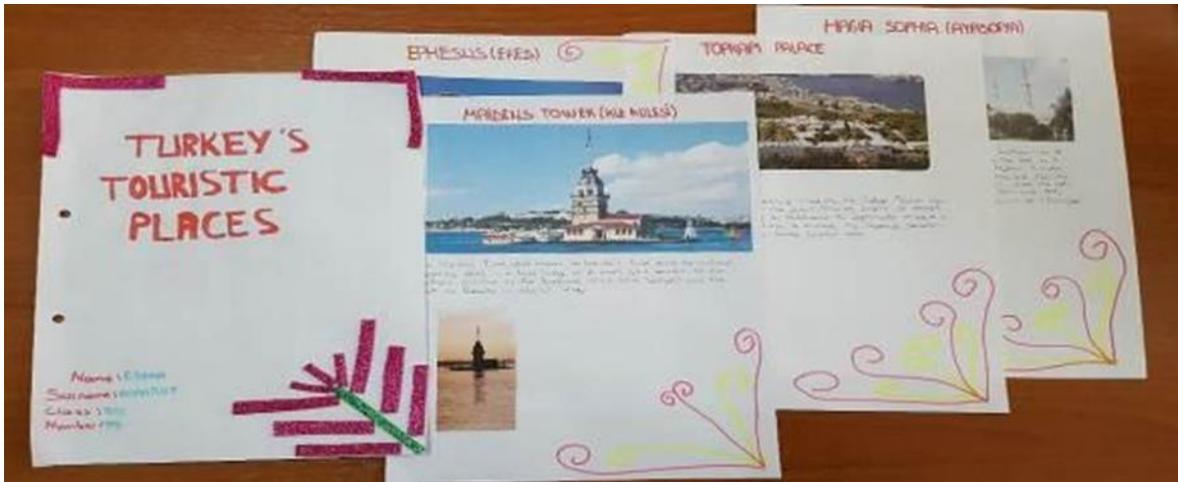

Figure 2. The booklet of the S_{24}-coded student about the tourist attractions in Turkey (Layer C, Act. 6)

Similarly, it appeared that S_{27}-coded student telling that he had difficulties in writing prior to the layered curriculum applications expressed his writing skill improved through the process of the layered curriculum. Below is the paragraph written by the S_{27} -coded student about the summer vacation.
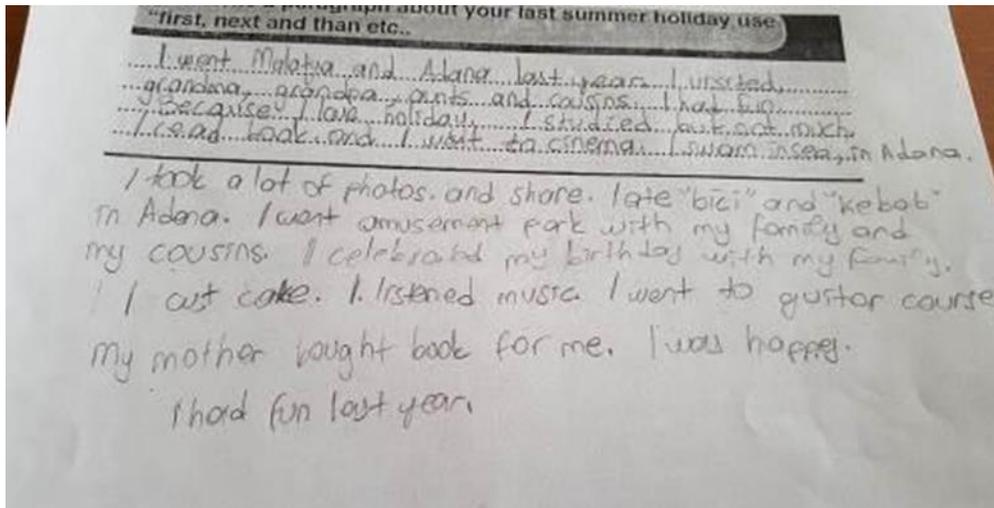

Figure 3. The writing of the S_{27}-student about the last year summer vacation (Layer B, Act. 5)

Presenting news bulletin prepared by S_{22}-coded student to classmates supports that the layered curriculum contributes to the communication skills of the students and thus to the development of speaking skills.
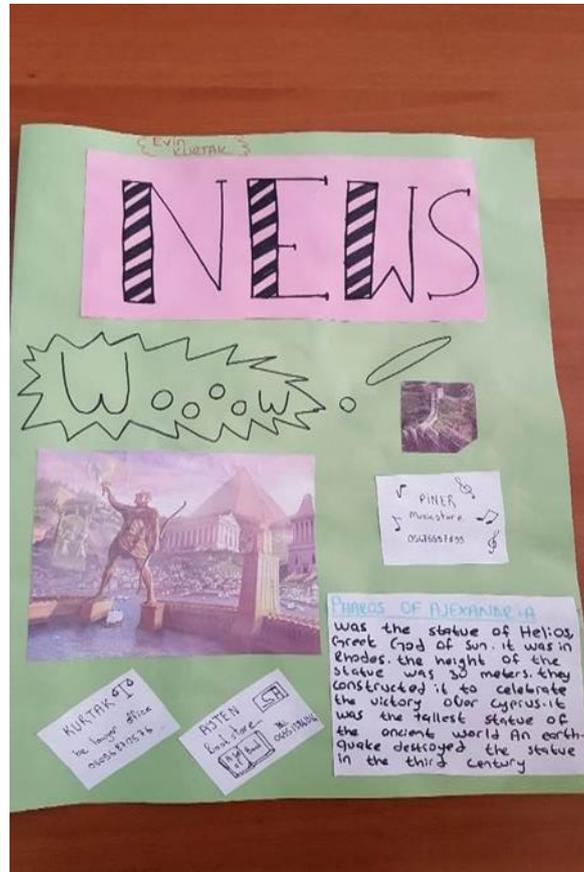
Figure 4. The news bulletin prepared by S_{22}-coded student (Layer A, Act. 5)

Also, it was discovered that the activities within the scope of the layered curriculum made great contributions to the students in grammar and vocabulary areas, too. Samples of students' activities in these areas are presented below. For example, it clear that S_9 and S_{28}-coded students who chose to keep a-week diary paid great attention to write meaningful and grammatically correct sentences while diarizing.
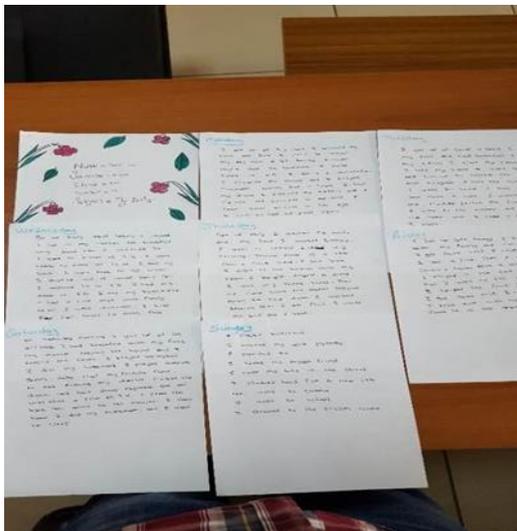

Figure 5. The diaries of the S_9 (on the left) and s_{28} (on the right) –coded students (Layer B, Act. 8)

Figure 6. Picture dictionaries prepared by students (Layer C, Act. 1)

3.3. Findings related to the activity choices made during the implementation of the layered curriculum

Going over the answers given by students to the question "What did the students pay attention to when choosing the tasks presented in the activity list?", it was determined that they paid attention to different features while selecting activities. The findings obtained are presented in the following table.

Table 4.
Reasons for students' selection of the activities

Theme: Activity Selection Criteria		
Category	**Code**	**f**
Applicable	Easy	12
	Fitting to the skills	8
Instructive	Beneficial	5
	Instructive	4
	Including grammar	2
	Compensating for learning deficiencies	2
Attractiveness	Entertaining	3
	Attractive	2
	Related to the technology	2
	Related to writing	4
Originality	Originality	2
Total		**46**

It was determined that the activities within the scope of the layered curriculum were chosen due to being "applicable", "instructive", attractive" and "original". According to the Table 4, the criteria the students considered while selecting activities consist of 4 categories ["applicable", "instructive", "attractive" and "originality"] and 11 codes [Originality (f=2), Compensating for learning deficiencies (f=2), Including grammar (f=2), Related to the technology (f=2), Attractive (f=2), Entertaining (f=3), Related to writing (f=4), Instructive (f=4), Beneficial (f=5), Fitting to the skills (f=8), Easy (f=12)]. It can be stated that while selecting the activities, students focused on aspects which would support their learning and compensate for their learning deficiencies [e.g. [S_{10}] [S_{13}] [S_{14}] [S_{117}] [S_{18}] [S_{19}] [S_{20}]], and were easy enough to conduct [e.g. [S_1][S_{20}][S_{22}][S_{25}][S_{26}][S_{33}]].

"The subjects I am incompetent in" [S_{14}], "To improve my speaking skill" [S_{20}], "More beneficial to me in terms of grammar" [S_{19}], "The one which is most useful for me" [S_{13}] [S_{17}] [S_{18}], "Easy and Comprehensible" [S_1] [S_{10}] [S_{20}] [S_{22}] [S_{25}] [S_{26}] [S_{33}].

On the other hand, during the preparation phase of the activities, students can be said to take such criteria into consideration as the possibility of technology usage [e.g. [S_3][S_7]], being able to take pleasure in [e.g. [S_{24}][S_{27}]], whether or not it is related to a specific area (e.g. grammar, writing) [e.g. [S_{21}] [S_{28}][S_{34}]], and being able to create new, original products while performing activities [e.g. [S_4][S_{11}]].

"I tried to choose the activities in which I could make use of technological tools while conducting." [S_3] [S_7]
"I took care to choose the subjects I wanted to learn and I could have fun doing." [S_{24}] [S_{27}]
"I took care to choose the tasks offered to me in terms of grammar. I was prone to choose writing and presentation activities." [S2_1] [S_{28}] [S_{34}]

"I chose the activities that were easy and in which I could produce creative things and get high scores." [S4] [S11]

The fact that S24-coded student used wedding invitation card in making postcard about his favorite World Wonder demonstrates that students used the materials around them in accordance with their creativity and tried to create new and original products.

Figure 7. The postcard prepared by S24-coded student (Layer A, Act. 6)

The data obtained is supported by the oral defenses elicited from students during and post activity selection phase. In other words, similarities between students' opinions in semi-structured interview forms about the criteria they considered in activity selection and their opinions on the activities in oral defenses were observed. For example, S12- coded student revealed his belief in the beneficiary aspect of the activity as the reason for his choice of activities in C layer while S19-coded student stated that he chose the activity to improve his grammar more. S15-coded student declared that he chose the activity in B layer because he found it enjoyable whereas S18-coded student went for easy, performable and useful activities.

Taking into account their reasons for activity selection, it can be said that giving freedom of choice led students to establish a sense of accountability. As they, themselves chose the activities with their free will, they felt responsible for their own learning. Also, it can be expressed that learning within the scope layered curriculum was more effective compared to the previous English lessons.

3.4. Findings related to the ways students followed while preparing the activities

Examining the answers of the students given to the question "Which steps did the students follow while preparing the tasks within the scope of the layered curriculum?", the findings were gathered under three categories as follows "expert opinion", "mass media" and "research". The data obtained is presented in following table.

Table 5.
The ways students followed while preparing the activities

Theme: Path to Activity Preparation		
Category	**Code**	**f**
Research	Planning	15
	Arranging	6
	Data collection	5
	Blending	3
Mass media	Internet	5
	Computer	2
Expert Opinion	Consulting teacher	1
Total		**47**

When Table 5 is examined, it is seen that 4 codes were formed and as follows under the category "research" [Planning (f=15), Arranging (f=6), Data collection (f=5), Blending (f=3)], 2 codes under category "mass media" [Internet (f=5), computer (f=2)] and 1 code under category "expert opinion" [Consulting teacher (f=1)]. In the light of the findings, it can be assumed that the students followed different ways while carrying out the activities. It was discovered that one of the students consulted the individuals around him/her like the teacher [e.g. [S21]], and some of the students used technology [e.g. [S3] [S8] [S24] [S25] [S26] [S29]].

"I made researches, consulted my teacher and made presentations." [S21]

"Preparing presentations on my computer is fun. First of all, I made researches on the internet and followed websites about English from social media. I tried to find new and interesting information." [S3] [S8] [S24] [S25] [S26] [S29].

These data are supported by the oral defenses taken from students during activity selection and post activity application. For example, S8-coded student expressed his enjoyment in searching on the internet and preparing his presentations on computer as the reason behind his selection of the one of the activities presented in Layer B. Also, S7-coded student stated his being good at computer as the reason for his activity selection in Layer C.

On the other hand, some of the students were discovered to have used research methods and techniques [e.g. [S10] [S11] [S14] [S17] [S18] [S22] [S27] [S28]].
"First of all, I determined my topic. I made a plan and followed a way suitable to that plan." [e.g. [S10] [S11] [S14] [S17] [S18] [S22] [S27] [S28]].*

Like a pilot who flies the plane, the students were sole authority in their learning. So, they could manipulate, arrange and regulate their own learning process, as they were truly active throughout the process.

3.5. Findings related to learning approach preferences of the students

Analyzing students' answers to the question "What did the students think about how they learnt best and how did they use this learning style in carrying out the activities within the scope of the layered curriculum?", the data was organized under one theme called "learning styles" and 6 codes.

Table 6.
Students' learning approach preferences

Theme: Learning Style	
Code	**f**
Doing	18
Seeing	5
Listening	5
Searching	3
Regular revision	2
Reading	1
Total	**34**

Examining Table 6, it is clear that under the theme "learning style", the code that has the highest frequency is by doing (f=18). Moreover, it is seen that by seeing and by listening have rank second with a frequency of 5, and that by searching follows them with a frequency of 3. The code that has the least frequency is by reading (f=1). Based on this data, it can be stated that students best learn by doing and when they are personally involved in the task [e.g. [S2] [S6] [S25] [S27]]. In other words, it shows that students take responsibility for their own learning and learn by taking an active role in the process.

"I learn best by applying what I learned and I want to be involved in what I am learning. I learned by practically making presentations in the class and with my interest in the activities." [S6] [S27]
"I best learn by doing, so I chose tasks which included writing activities to improve my writing." [S2] [S25]
On the other hand, the fact that the students with assimilating learning style used visual materials while learning shows that enough activities were provided for those in the present study who expressed learning by seeing [e.g. [S11] [S18]].
"As I best learn by seeing, I carefully examined the materials I prepared." [S11] [S18]

The activities carried out by the students can be said to support this data. Below are some examples of students' work.
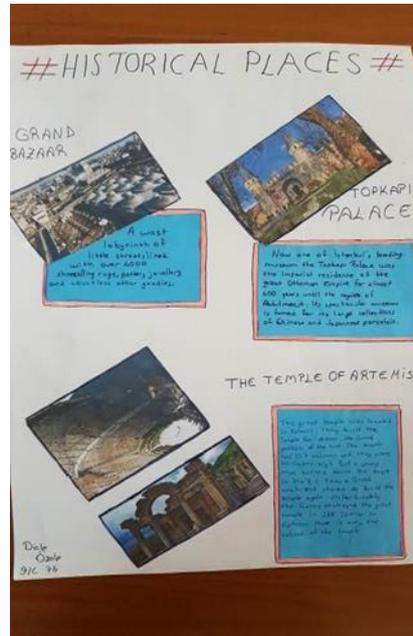
Figure 8. The poster prepared by the S_{18}-coded student about historical places (Layer C, Act. 6)
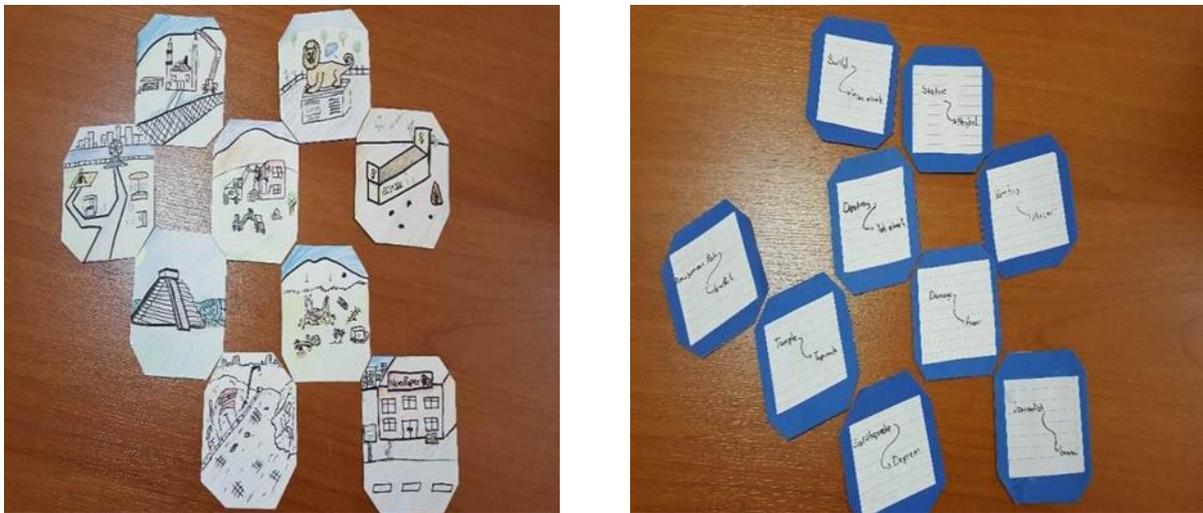
Figure 9. The word cards prepared by the S_{11}-coded student (illustrated front part of the card on the left, Turkish-English meaning of the word on the right) (Layer C, Act. 15)

In other words, the students who learn by listening in the present study [e.g. [S_{10}] [S_{21}]] sometimes did listening activities and sometimes listened to the other students' presentations. Some students stated that they learned better by regularly revising (convergers) the topics, the tasks [e.g. [S_{20}] [S_{23}]].

> *"I learnt best by listening and doing it myself. I found listening text about the activities and listened to them, and I tried to conduct the activities on my own." [S_{10}] [S_{21}]*
> *"I learn best by revising, solving questions without ever having questions in my mind." [S_{20}] [S_{23}]*
> *Besides all these, it is seen that students chose the activities through which they could learn by questioning and searching (accommodating learning style) and by carrying individual researches (assimilating learning style) [e.g. [S_{14}] [S_{22}] [S_{24}]].*
> *"I learn best by searching, so I chose the activities that would promote searching." [S_{14}] [S_{22}] [S_{24}]*
> *Besides, one student was found to express that he learned better by reading [e.g. [S_9]].*
> *"I best learn by listening and reading. I read the activities I prepared." [S_9]*

The fact that students chose the activities appropriate to their learning styles and used their learning styles during the process of activity preparations helped them better grasp and make connection with the content on a deeper level. Moreover, the applications maximized their engagement in the lesson.

For example, S_{11} and S_2-coded students wrote poems and read them loud in the class. S33-coded student wrote a short picture story and read to his friends.
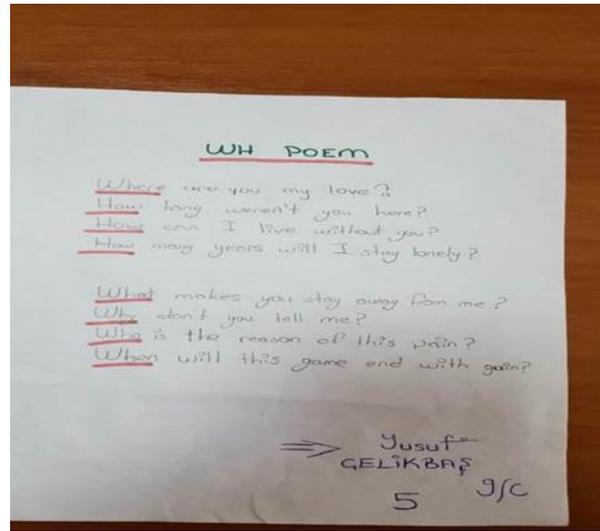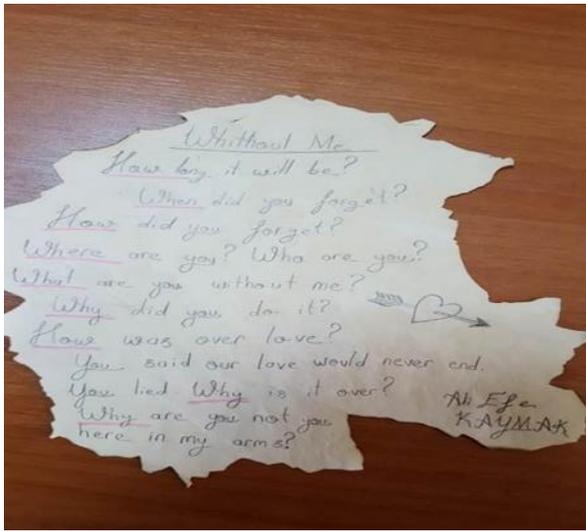
Figure 10. The poems prepared by the S_{11}-code (on the left) and S_2-coded (on the right) students on Wh- questions (Layer B, Act. 10)
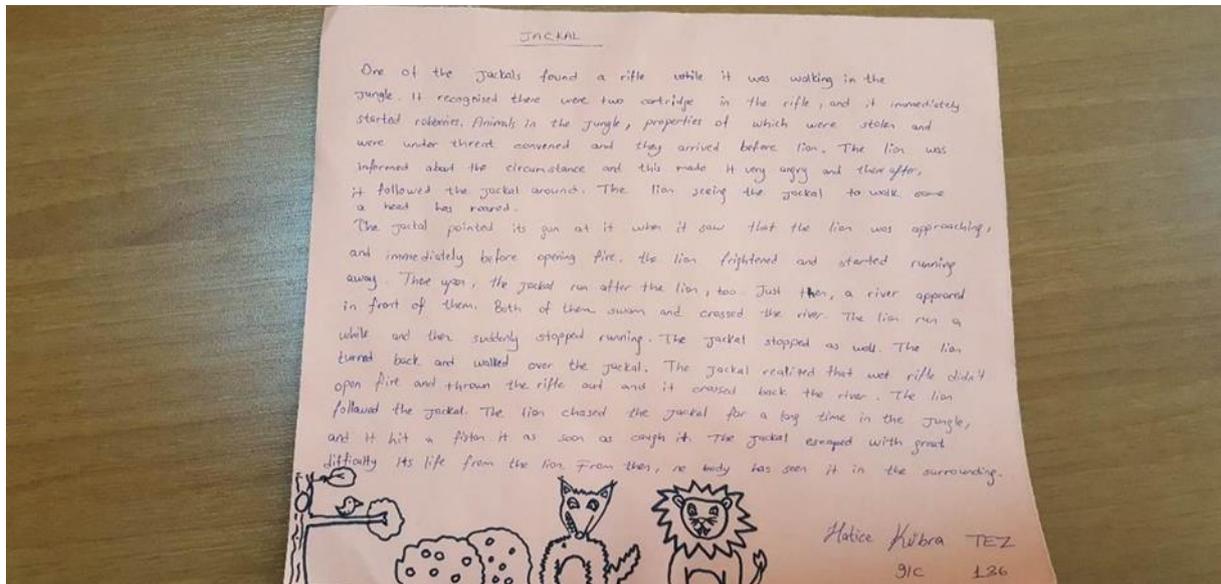

Figure 11. Picture of a story written by S_{33} –coded student (Layer A, Act. 3)

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

The students were asked to tell the different aspects of the English lessons they had within the framework of the layered curriculum and the English lessons prior to the layered curriculum applications. It can be stated that students found the lessons within the scope of the layered curriculum entertaining as they were motivating. Students also had to be meticulous and self-disciplined as they were to do the activities by themselves. Thus, they thought the lessons were fruitful. In other words, the fact that students were more diligent disciplined and in a more detailed study demonstrates that they undertook the responsibility of their own learning. As Colding (2008) said, this supports that the individual's accountability for his own learning, one of the foundations of the layered curriculum.

The findings of the study on the layered curriculum by Basbay (2006, pp.92-93) can be said to support the findings of the present study. The researcher found that the learners had a great enthusiasm and enjoyment of the individual tasks offered in the course of the layered curriculum, and thus their motivation towards the lesson was high. In the same study, the researcher also stated that the layered curriculum had an effect on the internal control of the learners. As Gencel and Saracaloglu (2018, p.9) said that with the layered curriculum students gain self-direction and auto control. Similarly, in her study, Koc (2013, p.189) investigated that students regarded the activities offered within the scope of the layered curriculum as motivating and so they took a lot more pleasure from the lesson. In Durusoy's (2012, p.101) study, it was found out that the students were happy having lesson with the layered curriculum, and they expressed that the lessons were more enjoyable and efficient. In their studies Demirel et al. (2006, p.82) and Gun (2012, p.64) observed that the activities presented within the scope of the layered curriculum motivated students, and their participation in the lesson increased. Accordingly, Caughie (2015) concluded in his study that providing students with activity choices positively affected students' engagement in the lesson. Thus, it is significant to reveal that doing hands-on activities, making choice among a range of activities, self-regulating the learning process increase comprehension as Maurer (2009) stated, because they are directly involved in the content.

It can be said that the findings in the study by Durusoy (2012, p.119) support those in the present study. The researcher asked students to compare the previous science and technology lessons and the science and technology lessons within the framework of the layered curriculum, and discovered that the students were very pleased with the process of the layered curriculum applications because they were given the opportunity to choose among the activities and they stated that they themselves made researches while preparing the activities. Similarly, Koc (2013, pp.190-192) conducted interviews with students in her study to uncover what they thought about the layered curriculum and the results of the analyses showed that the lessons prior to the layered curriculum applications were teacher centered. Based on the data obtained from interviews and students' diaries, the researcher explored that prior to the layered curriculum, the students had only summarized the topics, and the instructor just lectured and did not provide any activities.

It was deduced that the layered curriculum contributed to such academic skills as research, presentation, teamwork and planning; and to such language skills as reading, writing, speaking, listening and grammar. Koc (2013, p.209) also listed the skills that the layered curriculum intended to develop in students as being aware of the events happening around the individual, discovering the relationship through mental processes, using the information obtained by researching from various sources to solve the problems he/she encountered. The findings in the study by Durusoy (2012, p.122) support the findings of the present study. The researcher discovered that the students enjoyed themselves while performing the task they had been presented, and they carried out more researches and thought more during the layered curriculum applications. This way students can be said to have achieved meaningful learning, as presented in the study by Yildirim Yakar and Albayrak (2018, p.12). Accordingly, Bicer (2011, pp. 84-85) and Oner (2012, p.106) found out that the activities presented within the scope of the layered curriculum led students to do research.

Emphasizing that learning environments should be motivating and fun, in the 9th grade English language curriculum prepared by Board of Education and Discipline of MoNE (Ministry of National Education), it is highlighted that English language teaching does not merely include such elements as grammar and vocabulary, and that the four skills (listening, reading, writing, speaking) should be taught in an integrated manner. It draws attention to the need for students to be active in the learning environment and to be decision makers in their own learning. Focusing on the communicative aspect of the language, it is stressed that pronunciation, structures and vocabulary be integrated into four basic skills. At this point, it is clear that the layered curriculum makes the learning environment fun by providing learners' autonomy, presenting various activities, addressing different learning styles of the students and removing monotony. It can be said that there was improvement in language skills of those who felt comfortable in such an environment. That's to say, teaching English via differentiated instruction like layered curriculum applications serves a great benefit in language learning. Also, Alonge, Obadare and Obateru (2017) recommended effective use of differentiated instruction in English literacy skills.

In his study, Yilmaz (2010, p.167) determined that layered curriculum applications contributed to the development of the students' writing skills and that students paid strict attention to use the language effectively. Similarly, Durusoy (2012, p.118) concluded in her study that speaking skills of the students improved because students made presentations through the course of the layered curriculum applications.

Taking into account the findings and the characteristics of the layered curriculum, it can be pointed out that it is a method which can be used in language teaching in a holistic approach. As a matter fact, according to Orion (2007), holistic approach has such common aspects with the layered curriculum as from concrete to abstract (the sequence principle in the layered curriculum), attention to different learning styles (multiple intelligences, brain-based learning, learning styles in layered curriculum), arrangement of the learning environment with various activities (activities presented in C, B and A layers of the layered curriculum) (as cited in Akmence, Akpinar and Akmence, 2017, p.46). It was concluded that students chose activities which were easier and more appropriate to their skills. Also, it was observed that they paid attention to whether the activity was entertaining, whether it had such beneficial aspects as fulfilling their needs, or it was related to such language areas as writing and grammar. Karagul (2018) also proved that the layered curriculum had positive effects on students' reading and writing skills in Turkish language education. Aliakbari and Haghighi (2014) also revealed that the implementation of the differentiated instruction fostered students' reading comprehension. So, making learning environment student centered by providing activity choices make a sense. Student-centeredness works well in enhancing skills of students. Hanewicz, Platt and Arendt (2017) explored in study that creating a learner-centered teaching environment using student choice in assignments had positive effect on their mastery in a number of skills.

The findings Oner (2012, pp.109-111) obtained in her study can be said to be parallel to those in the present study. As a result of the students' opinions towards the layered curriculum supported by multiple intelligences theory, the researcher determined that students chose the activities which were less time-consuming, related to the subjects they already knew, and which would contribute to their learning. Yildirim (2016, pp.116-117) and Koc (2013, p.192) obtained similar results in their studies. In the light of the opinions elicited from students, the researchers investigated that the activities were chosen according to the students' interests and self-efficacy perceptions.

The findings Yilmaz (2010, p.168) and Aydogus (2009, p.61) obtained in their studies can be said to support those in the present study. The researchers determined that students expressed a series of criteria while selecting activities which included such

criteria as whether they could make use of the technological tools like computers and take pleasure doing. Yilmaz (2010, p.166) stated that students exhibited their own products in the activities conducted in the direction of the layered curriculum.

According to the layered curriculum, in the learning environment, each individual learns in a different way and their interests differ. That's to say, learners have different characteristics from each other in the learning environment. From this point of view, the necessity of presenting multi-learning environments to individuals has been revealed in studies (Basbay, 2015, pp.251-252). It can be said that these multi-learning environments in the layered curriculum are provided with various activities offered to the students in the C, B and A layers from easy-to-difficult like the sequence principle in Bloom's taxonomy. Here, each student makes use of various materials around him, makes researches from different sources, organizes the collected information and tries to use them. It can be stated that layered curriculum helps students become independent thinkers and learners.

In the light of the data obtained, it was concluded that one student consulted such experts as teacher, some of them used mass media like internet and computer, and some followed research method and techniques such as planning, data collection, arrangement and blending while preparing the activities.

These findings show that the basic principle of the layered curriculum that "each student learns in a different way" was taken into account, and that the diversity of the activities met the needs of the students. For example, that the students consulted the teacher and used the internet in the present study demonstrates that the students had assimilating learning style. Because, as Koc (2009, p.48) also stated that students with assimilative learning style prefer gathering information on mass media and consulting experts.

The findings Basbay (2006 p.12) obtained in his study can be said to support the findings of the present study. The researcher discovered that the learners asked for help from the individuals around them while preparing the activities within the scope of the layered curriculum. In the light of the students' opinions that the researcher obtained in his study, the researcher determined that some of the students made researches on the internet for their tasks with their fathers, some asked for their parents opinions about the activity, and one of the students consulted his father- a civil engineer. Similarly, in her study, Koc (2013, p.210) discovered that the students sometimes faced various problems in preparing the activities and apply various ways to solve these problems. The researcher stated that sometimes students consulted the researcher (the expert) about how to deal with these problems.

The fact that Yilmaz (2010, p.168) pointed out that the reason for the development of the computer skills in students through the activities presented with the layered curriculum was students' use of internet and computer applications while preparing the activities supports the data provided in the present study. With the layered curriculum, students find a chance to apply the information they gather from different resources using the information they already have (Demirel, 2013, pp.228-232). From this point, it is seen that the findings of Koc (2013, p. 200) are parallel to the findings of the present research. The researcher stated that students gathered information, identified the problems and found solutions to these problems they faced while carrying out the activities in the C, B and A layers.

It is known that when the individuals in the learning environment perform a task or activity offered to them, they use different ways depending on their experience, current knowledge and ways of thinking. In other words, all learners are different from each other and have different ways of learning. According to Nunley (2004) the uniqueness of each individual in terms of learning styles, readiness level, intelligence domain and thinking styles in the learning environment is one of the basics of the layered curriculum (as cited in Basbay, 2006, p.14). It is therefore necessary to provide learning environments that will address the interests and needs of learners by paying attention to their individual characteristics. Based on this information, it can be said that through providing a wide range of activity to the learners, this principle which is emphasized in the layered curriculum was fulfilled.

According to the data obtained, it was determined that the majority of the students learn best by doing, and thus, they actively carried out the activities in the learning environment by taking the responsibility of their own learning and making researches. Moreover, it was observed that some of the students learn by seeing, so they prepared their activities using visual materials. The fact that the students with accommodating learning style in the Kolb's Experiential Learning model learn by doing (Koc, 2009, p.47) shows that the activities provided in the present study served the purpose. Furthermore Koc's (2013, p.218) observation that students chose activities appropriate to their learning styles and presented them support the data obtained in the present study. Likewise, Oner (2012, p.105) has shown that layered curriculum supported by multiple intelligence was regarded beneficial by students because it allowed them to make regular revisions. Similarly, Durusoy (2012, p.114) found that students chose activities based on their abilities. According to Kolb's Experiential Learning model, one of the learning ways of the individuals with diverging learning style is to learn by reading stories (Koc, 2009, p.51). Bearing in mind all these data, it can be said that the activities provided in the present study were prepared regarding the individual characteristics of the learners, and that they were enabled to take their learning responsibility through giving them the opportunity to select between the activities according to their learning styles. In other words, it can be said that learners were faced with various learning activities, laying the ground for learners to find their own ways of learning. The results of the present study suggest using layered curriculum as a differentiated instructional strategy to address the need of the students with different learning ways in language teaching.

Based on the findings obtained at the end of the study, the following suggestions were developed:

1. As the layered curriculum provides students with a multi-learning environment, their use in English lessons can be effective in developing language skills such as reading, writing, speaking and listening, as well as language areas such as grammar and vocabulary.
2. In the present study, it was found that the layered curriculum developed language skills in English in general. In new researches, the layered curriculum applications can be prepared separately for each language domains, and its effects on these domains can be studied separately.
3. The present study was conducted in high school English lesson. Its implementation can be studied in primary and secondary school English lesson in the researches to be done in the future.

Research and Publication Ethics Statement

The authors hereby declare that they have not used any sources other than those listed in the references. The authors further declare that they have not submitted this article at any other journal for publication.

Contribution Rates of Authors to the Article

The authors equally contributed for the article.

Statement of Interest

The authors declare that there is no conflict of interest.

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6. GENİŞ ÖZET

Öğrenme ortamında bulunan her öğrenenin öğrenme haritası, hazırbulunuşluk düzeyi, ilgi ve ihtiyaçları, olaylara bakış açısı, yorumlama biçimleri ve deneyimlerinin birbirinden farklı olduğu göz önünde bulundurulduğunda onlara ulaşmayı sağlayacak en etkili yolların bulunması gerekir (Tomlinson, 2014: 9-16). Başka bir ifadeyle, sınıfta görsel, işitsel, dokunsal yoldan öğrenenler olabileceği gibi öğrenmeye isteksiz, dikkat eksikliği olan veya hiperkatif olan öğrenciler olabilir (Nunley, 2014). Bundan dolayı, öğrencilerin tümüne uygun olacağı düşünülen belirli bir kalıp yerine öğrenme ortamının her öğrenciye uyacak şekilde farklılaştırılması ve biçimlendirilmesi önemlidir (Tomlinson, 2014: 11-24). Bu doğrultuda, öğrencilerin kendi öğrenme sorumluluklarını alarak araştırma yapmalarına, mevcut bilgi ile yeni bilgilerini bütünleştirecek (Öner, 2012: 1) anlamlı öğrenme ortamlarının sunulmasına imkân veren yaklaşımların kullanılması önem teşkil etmektedir. Sadece öğrenenin ortaya koyduğu ürüne göre değerlendirmekten ziyade bireyi öğrenme sürecinin başından sonuna kadar bir süreç içinde değerlendiren ve öğrenme ortamını bireysel farklılıklara hitap edecek şekilde düzenlemeyi amaçlayan bu yaklaşımlardan birinin de "basamaklı öğretim programı" olduğu söylenebilir (Başbay, 2015: 264).

Basamaklı öğretim programının uygulama süreciyle ilgili katılımcılardan detaylı bilgiler elde etmek amacıyla nitel veri toplama araçlarından yararlanılmıştır. Bu amaçla, nitel araştırma desenlerinden olan durum çalışması deseninden faydalanılmıştır. Bu çalışmanın kapsamında öğrencilerle görüşmeler yapılmış ve uygulama süreci ile ilgili düşüncelerini yazılı olarak ifade etmeleri istenmiştir. Uygulama esnasında çalışma grubu öğrencilerinden C, B ve A basamaklarındaki etkinliklerle ilgili sözlü savunmaları; uygulama sonrasında öğrencilerle yapılan görüşmeler ve doküman analizlerinden veriler elde edilmiştir. Araştırmanın çalışma grubu, 2016-2017 akademik yılında Siirt il merkezinde Atatürk Anadolu Lisesinde 9. Sınıfta okumakta olan toplam 34 öğrenciden oluşmaktadır. 9. sınıf İngilizce dersinde uygulanan Basamaklı öğretim programı hakkında öğrencilerin görüşlerini tespit etmek için gerçekleştirilen bu çalışmada çalışma grubunun belirlenmesinde "amaçsal örnekleme" kullanılmıştır. Uygulamanın gerçekleştirildiği okulda dokuzuncu sınıf olarak 4 şubenin olduğu tespit edilmiştir. Bu dört şubede okuyan öğrencilerin güz dönemi yarıyıl sonu İngilizce dersi not ortalamaları ve öğretmenlerin branşları dikkate alınmıştır. Sınıfların not ortalamalarının birbirine yakın olduğu görülmüştür fakat 9/A ve 9/B şubelerinde İngilizce dersine giren öğretmenlerin branşları Almanca ve sadece 9/C ve 9/D şubelerinin dersine giren öğretmenin branşı İngilizce olduğu için çalışma grubu, 2016-2017 eğitim -öğretim yılında random yoluyla seçilen 9/C sınıfında gerçekleştirilmiştir. Bu çalışmada da öğrenciler C, B ve A basamaklarında yer alan etkinlikleri seçerken "Bu etkinliği niçin seçtin?" ve etkinlikler yapılırken de "Yaptığın etkinlik hakkında ne düşünüyorsun? Etkinliği yaparken ne hissettin?" gibi sorular sorularak öğrencilerden sözlü savunmalar alınmıştır. Alınan bu savunmalar daha sonra yarı yapılandırılmış görüşme formlarına paralel olarak doküman incelemesi yoluyla analiz edilmiştir. Basamaklı öğretim programı kapsamında yer alan C, B ve A basamaklarına yönelik öğrencilerin gerçekleştirdiği etkinlikler esnasında ortaya koydukları ürünler incelenmiş ve araştırmadan elde edilen diğer verilerle (sözlü savunmalar, görüşler vb.) birlikte analiz edilmiştir. Böylelikle öğrencilerin öğrenip öğrenmedikleri kontrol edilmiş ve uygulama hakkındaki fikirleri de alınmıştır. Görüşme için "Yarı Yapılandırılmış Görüşme Formları"ndan yararlanılmıştır. Formun oluşturulmasında iki aşama takip edilmiştir. Birinci aşamada araştırmacı ile ilgili bilgiler, görüşmenin amacına dair bilgilere yer verilmiştir. İkinci aşamada ise basamaklı öğretim programı alanında yapılan yüksek lisans ve doktora tezlerinde (Koç, 2013; Yılmaz, 2010; Aydoğuş, 2009; Başbay, 2006) öğrencilerle yapılan görüşmelerde kullanılan sorular incelenmiş ve görüşme formunda kullanılabilecek sorulara karar verilmiştir. Yazılan sorular konusunda 3 uzmanının görüşlerine göre gerekli düzeltmeler yapıldıktan sonra hazırlanan form kullanılmıştır. Araştırmanın veri analiz aşamasında öğrencilerden yarı-yapılandırılmış görüşme formları ve etkinlik seçimi esnasında alınan sözlü savunmalardan elde edilen veriler betimsel analiz ve içerik analizine tabi tutulmuştur. Daha sonra temalar oluşturulmuş ve bu temaların güvenilir olup olmadıklarını tespit etmek amacıyla temalar uzman görüşüne

sunulmuştur. Yapılan analizlere göre bilgiler frekans kullanılarak tablolar üzerinde gösterilmiştir. Bunun yanı sıra, öğrencilerin yaptıkları etkinlikleri içeren fotoğraflar da görüşme formlarından elde edilen verilerle birlikte incelenmiştir.

Elde edilen bilgiler doğrultusunda, öğrencilerin basamaklı öğretim programını öğrenci merkezli, basamaklı öğretim programına tabi tutulmadan önce işledikleri İngilizce dersini öğretmen merkezli buldukları sonucuna ulaşılmıştır. Öğrencilerin etkinlikleri seçerken daha çok kolay ve becerilerine uygun etkinlikler olmasına dikkat ettikleri sonucu elde edilmiştir. Ayrıca öğrencilerin etkinliğin eğlenceli, eksikliklerini giderme gibi faydalı yönlerinin olup olmadığına, yazma ve dilbilgisi gibi belirli bir alanla ilgili olup olmadığına da dikkat ettikleri gözlemlenmiştir. Öğrencilerin etkinlik hazırlarken uzman görüşüne başvurma, kitle iletişim araçlarından yararlanma, araştırma yönteminin basamaklarını kullanma gibi yollara başvurdukları elde edilmiştir. Elde edilen bilgilere göre, öğrencilerinin çoğunun yaparak yaşayarak öğrendiği dolayısıyla öğrenme sürecinde aktif olup kendi öğrenmesinin sorumluluğunu alarak, araştırmalar yaparak etkinlikleri yerine getirdikleri sonucuna ulaşılmıştır. Bunun yanı sıra, bazı öğrencilerin görerek öğrendiği ve bundan dolayı görsel materyallerden yararlanarak etkinliklerini hazırladıkları görülmüştür. Basamaklı öğretim programı öğrencilere çoklu öğrenme ortamı sağladığı için İngilizce dersinde kullanılması dilbilgisi, kelime gibi dil alanlarının yanı sıra okuma, yazma, konuşma ve dinleme gibi dil becerilerinin geliştirilmesinde de etkili olabilir. Bu araştırmada basamaklı öğretim programının genel olarak İngilizce"deki dil becerilerini geliştirdiği tespit edilmiştir. Yapılacak yeni araştırmalarda basamaklı öğretim programı uygulamaları her bir alan için ayrı ayrı hazırlanıp bu alanlar üzerindeki etkisi ayrı ayrı çalışılabilir. Bu araştırma ortaöğretim İngilizce dersinde uygulanmıştır. Yapılacak çalışmalarda ilkokul ve ortaokul İngilizce dersindeki kullanımı araştırılabilir.

APPENDIX-1

Lists of Activity Samples Presented Within the Scope of the Layered Curriculum

LAYER C ACTIVITIES

Dear Students,
Choose how many activities you wish, worth **70-75** point from the list below.

Activity	Point
1. Prepare a vocabulary card/Picture dictionary for the following words and ask your friends to figure out the meaning by showing them the picture in the classroom (word + meaning on the back side of the card) ● Earthquake ● Temple ● Statue ● Journalist ● Tomb ● Destroy ● Amusement park ● *Build* ● *Damage*	20 point
2. Prepare a puzzle about Irregular Verbs.	10 point
3. Prepare a card game to help you learn Irregular Verbs.	15 point
4. Make a banner describing Simple Past.	10 point
5. Which places do you think the wonders of the World can be? Prepare a small booklet about it. (Booklet with pictures and must be in English)	20 point
6. Prepare a brochure/booklet/poster on tourist destinations in our country. (Illustrated and English)	10 point
7. Write a paragraph about a historical place in our country.	10 point
8. Make a newsletter about world wonders (you can do group work or paired work.)	20 point
9. Summarize Simple past tense in a flow chart.	10 point
10. Show Simple Past sentence structures (positive, negative, question) in a flow chart.	10point
11. Have a 15-question test on this unit and ask your friends in the classroom. (Prepare the questions yourself, not directly from the book)	10 point
12. Write a letter to your friend about your holiday last year.	10 point
13. Write an e-mail about what you did last weekend (send e-mail to uzum_b@hotmail.com)	10 point
14. Prepare a test for Wh-questions (what, which, when, where where.) And ask your friends.	10 point
15. Find a matching game with irregular verbs	15 point
16. Take a short video of your conversations about your summer vacation last year and watch the video to your classmates (you can do group work or paired work)	20 point

LAYER B ACTIVITIES

Dear Students,
Choose just *one* activity from the list below.

1. Make an advertisement about the 7 wonders of the world.	15 point
2. Prepare a powerpoint presentation about the 7 wonders of the world.	15 point
3. Search from a variety of sources and edit the class board with the pictures / text and banners you found. (Group work can be done.)	15 point
4. Make your own world wonder list and present it in the classroom.	15 point
5. Write an article/composition/paragraph about what you and your family did last summer. (simple past to be used).	15 point
6. Write an article about your favorite football team's match last week and read it in class	15 point
7. Do your research on the internet about your favorite singer / tv actor / actor / actress. Write at least 10 sentences describing what he/she did last week.	15 point
8. Keep a diary. (Write what you did on that day using simple past - time)	15 point
9. Write a poem about Natural Beauties	15 point
10. Write a poem / song using the Simple Past or Wh- question patterns.	15 point
11. Do the workseet	15 point
12.Do the worksheet	15 point
13. Choose one of the 7 wonders of the world and create a concept map about it.	15 point

LAYER A ACTIVITIES

Dear Students,
Choose just *one* activity from the list below.

1. Write a 150-word composition about the 7 wonders of the world	15 point
2. Have an interview with your teacher about what you did last summer.	15 point
3. Write a short-illustrated story using Simple Past (the story will be original / use your imagination)	15 point
4. What is the Wonder of your Dream World? Make a model of it and present it in class.	15 point
5. Prepare short TV ad about places to visit in your city / country.	15 point
6. Make a postcard about your dream World of Wonders. The front side of the postcard must have a picture and some brief information about it.	15 point