

The Effect of Layered Curriculum on Grammatical Competence of Students in Learning English as a Foreign Language

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Abstract: This study adopts a mixed-methods approach to explore the effectiveness of the Layered Curriculum (LC) on students' English grammar achievement. Quantitative data were gathered using the Solomon Four-Group Research Model, a robust experimental design, to assess the impact of the LC on grammar achievement scores. In both experimental groups, English grammar lessons were conducted with LC activities, while in the control groups, the methods and techniques in the textbook of the school's current curriculum were applied. In addition to quantitative findings, qualitative data revealed positive responses from students towards the various learning activities facilitated by the application, including visual materials, practical activities, and interactive grammar activities. The results indicate significantly higher grammar achievement scores among students exposed to the LC activities compared to control groups. Students highlighted the LC's encouraging features, emphasizing the right to control their own learning process, the freedom to choose activities, and the opportunity to present completed tasks orally. They identified the provision of adequate teaching materials, a student-centered learning environment, and opportunities for active participation as key factors contributing to their positive learning experiences. In addition, this study revealed that the responsibility for learning is assumed by the student and learning is accountable.

Keywords: Layered curriculum, English grammar achievement, oral evaluation, student-centered learning, higher education.

Yabancı Dil Olarak İngilizce Öğreniminde Basamaklı Öğretim Programının Öğrencilerin Dilbilgisel Yeterliliklerine Etkisi

Öz: Bu çalışma, basamaklı öğretim programının (BÖP) öğrencilerin İngilizce dilbilgisi başarıları üzerindeki etkinliğini araştırmak için karma yöntem yaklaşımını benimsemektedir. Dilbilgisi başarı puanları üzerindeki etkisini değerlendirmek için deneysel tasarım olan Solomon Dört Gruplu Araştırma Modeli kullanılarak nicel veriler toplanmıştır. Her iki deney grubunda da İngilizce dilbilgisi dersleri BÖP etkinlikleri ile yürütülürken, kontrol gruplarında okulun mevcut öğretim programının ders kitabında yer alan yöntem ve teknikler uygulanmıştır. Nicel bulgulara ek olarak, nitel veriler, öğrencilerin görsel materyaller, pratik etkinlikler ve etkileşimli dilbilgisi etkinlikleri de dahil olmak üzere uygulama tarafından kolaylaştırılan çeşitli öğrenme etkinliklerine yönelik olumlu tepkilerini ortaya koymuştur. Sonuçlar, BÖP etkinliklerine maruz kalan öğrenciler arasında kontrol gruplarına kıyasla önemli ölçüde daha yüksek dilbilgisi başarı puanları olduğunu göstermektedir. Öğrenciler, kendi öğrenme süreçlerini kontrol etme hakkını, etkinlikleri seçme özgürlüğünü ve tamamlanan görevleri sözlü olarak sunma fırsatını sunduğunu belirterek BÖP'ün öğrenmeyi teşvik edici özelliklerini vurgulamışlardır. Yeterli öğretim materyallerinin sağlanmasını, öğrenci merkezli bir öğrenme ortamını ve aktif katılım fırsatlarını olumlu öğrenme deneyimlerine katkıda bulunan kilit faktörler olarak tanımlamışlardır. Bu çalışma, öğrenme sorumluluğunun öğrenci tarafından üstlenildiğini ve öğrenmenin hesap verilebilir olduğunu ortaya koymaktadır.

Anahtar Kelimeler: Basamaklı öğretim programı, İngilizce dilbilgisi başarıları, sözlü değerlendirme, öğrenci merkezli öğrenme, yükseköğretim.

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Introduction

The significance of grammar instruction in language education cannot be overstated. Grammar serves as the foundation upon which effective communication is built, making it a focal point of language learning research and practice (Chomsky, 1957; Larsen-Freeman, 2001; Ellis, 2006). In the field of language education, the impact of teaching methods on learners' grammatical competences has emerged as an important source of research. Multiple studies highlight the significance of grammar in the English language learning and acquisition process (Ilgūnaitienė, 2021; Jean & Simard, 2011; Liu et al., 2018; Loewen et al., 2009; Mirazna & Hikmah, 2019; Patria, 2022; Schulz, 2001). With ever-evolving educational and training environments, educators and researchers are constantly seeking innovative approaches to optimize language acquisition and proficiency, recognizing that proficiency in grammar serves as the cornerstone of effective communication (Imron, 2023; Suhirman, 2023; Ye, 2024). According to research, many students respect grammar teaching, underscoring its importance in the language learning process (Bhatt, 2020). Having a sound grammar not only enables them to give correct expression, but also enables language learners to convey their ideas with clarity and precision, thus improving their ability to interact meaningfully in a variety of social and professional contexts (Pal & Jain, 2023). Furthermore, grammatical competence develops critical thinking skills by encouraging learners to analyze language structures and patterns, enabling them to understand language more competently and to produce more effective products by developing productive skills such as writing and speaking. By acknowledging the importance of grammar instruction, educators can tailor their teaching methodologies to provide learners with the necessary tools to become proficient language users (Celce-Murcia, 1991). Because the process of learning grammar can sometimes be a difficult and boring process by its very nature. Jean & Simard (2011) reveal that while grammar instruction is necessary and effective, it may not always be enjoyable. The benefits of innovative teaching methods are emphasized, such as student response systems, in enhancing students' learning achievement and motivation in grammar (Liu et al., 2018). Understanding the important role of grammar in language education is essential for developing comprehensive pedagogical strategies that develop language learners into competent and confident communicators. This emphasis on grammar forms the basis for shaping pedagogical strategies that aim to transform language learners into competent and confident communicators (Andriani et al., 2021; Bhatt, 2020; Celce-Murcia, 1991). At the center of this search, the role of teaching methodologies in shaping learners' linguistic development has received increased attention and the need for evidence-based and innovative practices that promote meaningful language learning experiences has become increasingly important. Therefore, our study investigates the effectiveness of the layered curriculum model, one of the learner-centered pedagogical approaches (Nunley, 2002), in increasing learners' grammatical proficiency in the context of English as a foreign language learning. By examining in detail the impact of the layered curriculum on English grammar achievement, we aim to shed light on effective strategies developed and implemented to help learners navigate the complexity of the language with confidence, fluency and a positive outlook. This study focuses specifically on the impact of the layered curriculum model on learners' achievement in English grammar as a foreign language. The importance of this study lies in the fact that it presents an example of the application of the layered curriculum in English grammar lessons, which is thought to be effective and enabling the learners to take responsibility for learning by offering the learner freedom of choice (Nunley, 2006). This study is structured to provide a comprehensive analysis of the effects of a layered curriculum on students' English grammar proficiency and to elicit students' views and opinions on the implementation. In the following sections, the theoretical foundations of the layered curriculum model, the methodology used in the study, the findings from the data analysis and the pedagogical implications of these findings will be presented in detail.

Theoretical Background

In theoretical background section, the theoretical framework on which the research is based is explained in detail. Concepts such as the layered curriculum model, the assessment methods used in this model and daily method, traditional format and triangle / diamond models are discussed both theoretically and practically. The subheadings aim to provide an in-depth understanding of the basic principles on which the research is based.

Layered Curriculum Model

The layered curriculum model, characterized by its layered structure that addresses different learner needs and abilities, emerges as the focus of this research. Rooted in educational theory, this approach provides a framework that facilitates differentiated instruction, enabling educators to tailor learning experiences to the individual and diverse needs of learners. With the layered curriculum developed by Dr. Kathie F. Nunley, the learning process is carried out by designing activities and tasks appropriate to the individual differences and abilities of each student. In this model, students have the opportunity to use and reveal their strengths and thus differentiated teaching is realized (Nunley & Gencel, 2019). Layered curriculum is so named because the tasks related to the learning topics are presented to the students as options in a three-layered structure called C, B and A based on Bloom's taxonomy (Nunley, 2004). Each layer represents a different way of thinking about a particular topic or unit of learning, or a type of work that also addresses different types of

intelligences in different depth structures. Learners deepen their learning by gathering information about the topic, applying and manipulating that information, and thinking critically about other issues related to the topic (Nunley, 2004, p.13). Layered curriculum is a way of organizing teaching in such a way that each individual learns in different ways, takes individual responsibility for his/her own learning and develops higher order thinking skills (Nunley, 2004). This type of student-centered classroom increases learning because students perceive they have made their own decision to do an assignment and they take ownership in the work (Nunley, 2003a, p.32). The layered curriculum provides a liberal and student-centered learning environment in the classroom in terms of offering a variety of elective tasks according to students' different types of intelligence and learning levels. Since they choose the activities they want with their own will, they also take responsibility for their own learning. According to Nunley (2003b, p.26) students are making their own choices, they are also responsible for those choices and the consequences of their choices. Layered curriculum model has its origins in differentiated instruction. Differentiated instruction is considered as applying different teaching techniques and using worksheets for a certain period of time (Nunley & Gencel, 2019, p. 349). The differentiation proposed in the layered curriculum is the creation of different options for the same and single learning objective (Nunley & Gencel, 2019, p. 350). According to Nunley (1996), by dividing the curriculum into layers assignments can be planned for all types of learners. The final product involves four simple steps for differentiating a curriculum; "Step 1: I give students a copy of the lesson plan and assignment options at the beginning of each two-week period. This "unit sheet" includes various assignment options that have been designed to meet specific core objectives.

Step 2: I divide the unit sheet into three layers with each layer representing a level of understanding. The bottom layer is called the "C level". Achievement of this level represents a basic understanding of the topic. At the B level students have the understanding necessary to design and conduct a relevant lab. To reach A level, students must represent a critical analysis of a current issue on the topic.

Step 3: The third step is an oral evaluation in which students can defend their work.

Step 4: The fourth step for differentiating the curriculum involves arranging various learning stations throughout the classroom to allow time for evaluation and facilitation. (Nunley, 1996, p. 53-54)"Rooted in the concept of differentiated instruction, layered curriculum offers a structured approach that allows students freedom of choice to address various types of learning. Nunley's four-step process for implementing a layered curriculum not only fosters in-depth understanding, but also significantly promotes learner autonomy and critical thinking. Through oral assessments and interactive learning stations, educators can effectively evaluate students' learning and progress and provide necessary support. This approach not only enhances students' learning, but also promotes inclusiveness, equity and comfortable learning environment in the classroom.

Assessment in Layered Curriculum

The layered curriculum has an assessment and evaluation system that emphasizes learning and accountability principles (Özdemir, 2020). One of the most important stages in the implementation of layered curriculum is the assessment of what has been learnt, usually through "oral defense". The most important stage of layered curriculum is the assessment of learner achievement and accountability for learning (Nunley, 2003b, p. 32). In the layered curriculum, each activity has a point value. In order to move to the next step, the minimum score required in the relevant step must be completed. Students are free to choose any activity according to its type and point value. After completing the activities, they make an oral defense and are evaluated by using graded rubrics prepared for the relevant activity, usually orally, and they collect points from the activities (Nunley, 2002). This is because a short informal interview by the teacher with the student is a very effective method to find out what the student has learnt or not learnt (Nunley, 2004, p. 23). Verbal assessments have the effect of strengthening teacher-student and student-student bonds. The slightest encouragement and guidance from the teacher to the student can cause a great spark in the student's mind and increase the student's motivation (Nunley, 2011).

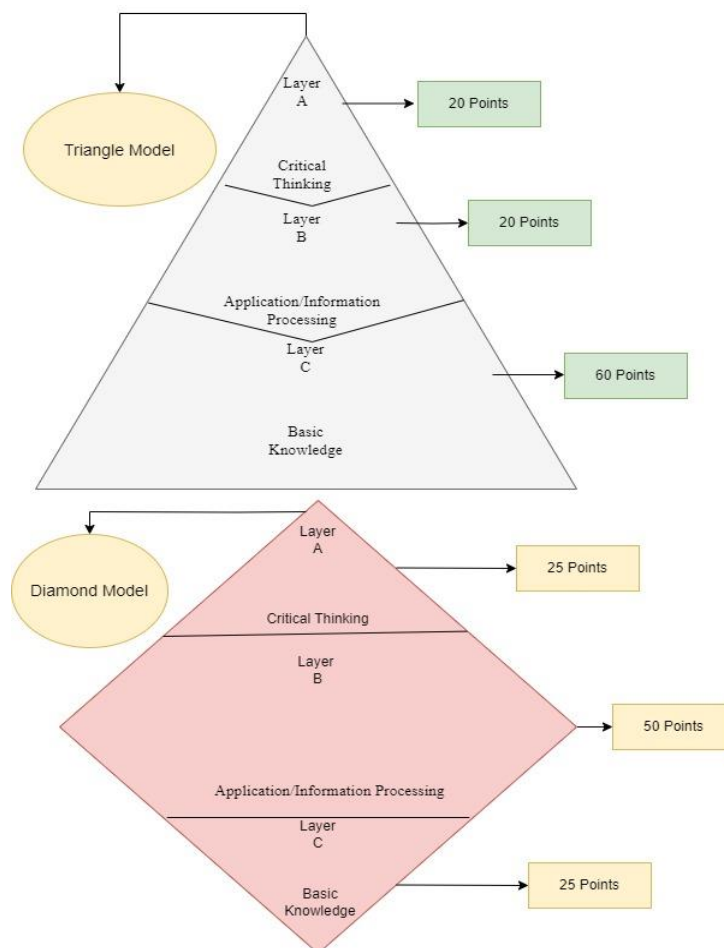
Daily Method / Traditional Format and Triangle / Diamond Models

In the layered curriculum model, there are two different designs: daily method and traditional format. In the daily method of the layered curriculum, students are given limited choices each day and teachers begin by introducing the basics with a lecture or video. Students move through the steps by completing the objectives on specific days. Each day, a quick evaluation is made about the previous day's achievements and if there are deficiencies, repetition tasks are given. In this method, students can work individually, in groups or as a whole class. The biggest advantage is that it allows the whole class to go through the steps at the same time, which prevents students from progressing at different speeds. In this method, it is ensured that students' progress in accordance with their different learning speeds and needs (Nunley, 2004 & 2011). Nunley (2002) suggests six stages for the design of units according to the daily method in a layered curriculum. The first stage is to determine the unit topics. Basic topics are determined at this stage. The second stage is to determine the completion time of the unit. The third stage is to distribute the determined topics to the lesson days.

For a unit that needs to be completed in four days, the topics are grouped in four days. The fourth stage is the determination of Step C tasks, the fifth stage is the determination of Step B tasks and the sixth stage is the determination of Step A tasks. Following these steps, the unit is designed according to the daily method.

In layered curriculum, the traditional format is considered to be more flexible than the daily method. In the traditional format, there is no day or lesson limitation; only the completion time of the step is indicated. This gives students the opportunity to complete the tasks according to their own preferences. The responsibility for completing the tasks and the relevant step within the specified time is delegated to the students (Nunley, 2004). For this reason, the traditional format may be more suitable for levels beyond primary school. This flexibility allows students to better manage their learning process and progress in accordance with their own learning style (Nunley, 2002). In the traditional format, the tasks presented to the students are organized in steps C, B and A as a whole without specifying a day. Students are left free to choose from the multiple tasks in the steps. Unlike the "daily method" where limited tasks can be selected on certain days and the whole class does similar tasks, in the traditional format, students are given the right to choose from more tasks without any day limitation. Thus, the possibility of the whole class choosing similar tasks during the day is reduced (Nunley, 2002, p. 12). In addition, the layered curriculum model can be designed as diamond-shaped or triangular. Triangular design can be used in cases where basic knowledge at step C is important, and triangular design can be used in cases where tasks at the level of application and analysis at step B are important (Nunley, 2004). Figure 1 illustrates triangle and diamond models of the curriculum. **Figure 1.**

Triangle Model and Diamond Models (Nunley, 2004, p. 54)



The application of the triangular or diamond design allows for flexibility in addressing different levels of student proficiency and learning objectives. Whether emphasizing basic comprehension at level C or encouraging application and analysis at level B, educators can tailor the curriculum to the specific needs of their students and the nature of the course. Figure 1 provides visual representations of both the triangle and diamond models, giving educators a clear framework for implementation. The scoring systems in the figures can also be varied and differentiated according to the lesson and activity. Ultimately, the decision about which approach to adopt depends on factors such as classroom dynamics, lesson content and school context, and enables teachers to make informed choices that best serve their students. The choice and application of all methods and formats are left to the teacher's preference according to the characteristics of the

class, lesson and school. In the literature, the majority of studies on the implementation and effectiveness of layered curriculum have generally focused on the quantitative domain. These studies examine and evaluate strategies to improve student achievement in mathematics, science and other quantitative subjects (Akran & Gürbüz Türk, 2019; Blackwood, Brosnan, & May, 2007; Demirel et al, 2006; Duman & Özçelik, 2017; Kılınçaslan & Şimşek, 2015; Koc Akran & Üzüm, 2018; LaSavage, 2006; Maurer, 2009; Noe, 2008; Yakar & Albayrak, 2019; Yıldırım & Albayrak, 2017). These studies in the literature examine and evaluate the effects of the layered curriculum in mathematics and science in depth. On the other hand, studies in the verbal domain generally focus on Social Studies courses (Başbay, 2005; Başbay, 2008; Gömleksiz & Öner, 2013; Koç & Şahin, 2014). Research on the effectiveness and applicability of the layered curriculum in this area has generally focused on assessing student performance in Social Studies courses. In the literature, there are also studies focusing on the effects of the layered curriculum on Spanish and English language learning. For example, a study conducted by Caughie (2015) examined the perceptions of the effect of a layered curriculum on teaching and learning in Spanish. Similarly, researchers such as Üzüm and Pesen (2019), Melendy (2008), Kahraman and Gündoğdu (2021) Orakçı (2019) and Özdemir (2020) have also investigated the effects of the layered curriculum on English language learning. These studies evaluate the effectiveness of strategies to increase success in language learning and focus on developing language skills. Although layered curriculum model has been extensively studied in a variety of subjects and educational contexts, its application and effectiveness in the field of EFL has been relatively under-researched. This study contributes to filling this gap by examining the specific impact of layered curriculum implementation on learners' grammatical proficiency in the field of English language education. Given the centrality of grammar in language acquisition and communication, understanding the effectiveness of instructional approaches in enhancing grammatical competence holds immense significance. By elucidating the potential benefits of the layered curriculum model in this regard, this research offers valuable insights for educators, curriculum developers, and policymakers striving to optimize language learning outcomes. The basis of this study is to investigate whether the implementation of layered curriculum model affects learners' grammatical achievement when learning English as a foreign language. The main objectives include assessing the impact of layered curriculum implementation on students' English grammar proficiency and comprehensively investigating students' views on the implementation. In this regard, the main problem statement and sub-problems of the study were determined as in the following. Main problem statement: "What is the effect of the layered curriculum model used in English grammar lessons on students' academic achievement, and what are their views on the layered curriculum model?"

Sub-Problems:

1. Is there a statistically significant difference between the pre-test academic achievement scores of the CG1 and EG1 groups?
2. Is there a statistically significant difference between the post-test academic achievement scores of the CG1 and EG1 groups?
3. Is there a statistically significant difference between the post-test academic achievement test scores of the CG2 and EG2 groups?
4. What are the views of experimental group students on the layered curriculum model?

Specifically focusing on learners' grammatical proficiency, this research seeks to shed light on the potential benefits of implementing the layered curriculum model in EFL contexts. By examining the research questions outlined, including the assessment of academic achievement scores and exploration of students' perspectives, this study aims to contribute to a deeper understanding of the effectiveness of the layered curriculum model in enhancing English language learning experiences.

Method

The method section of the study explains in detail how the study was conducted and the methodological details of the research. The research model, study group, data collection tools and techniques, data collection procedure, data analysis and ethical issues are discussed under subheadings.

Model of the Research

In this study, both quantitative and qualitative methods were used together. In the quantitative part of the study Solomon Four-Group Research Model was conducted. The Solomon Four-Group Research Model is a research design used in studies to assess the impact of an intervention while considering potential biases from pre-test sensitization (Sawilowsky, Kelley, Blair & Markman, 1994). Solomon Four-Group Research Model is accepted as the strongest experimental model that preserves internal and external validity together (Braver & Braver, 1988; Karasar, 2015). In this model, measurements are made on four different randomly selected groups: Two control groups and two experimental groups. Each of them is formed randomly and in a balanced manner. While post-test measurements are made in each group, pre-tests are applied only in one control and one experimental group. The experimental and control groups are paired with each other and the pre-test is administered to one of the pairs, but not to the other pair. In both groups, the

effect variable is applied to the experimental group. In the last stage of the research, a post-test is applied to all four groups. This model is designed to reduce the effect of taking the pre-test on the post-test results, so that comparisons between the experimental and control groups become more reliable. The symbolic view of the whole implementation process is comprehensively shown in Table 1.

Table 1.

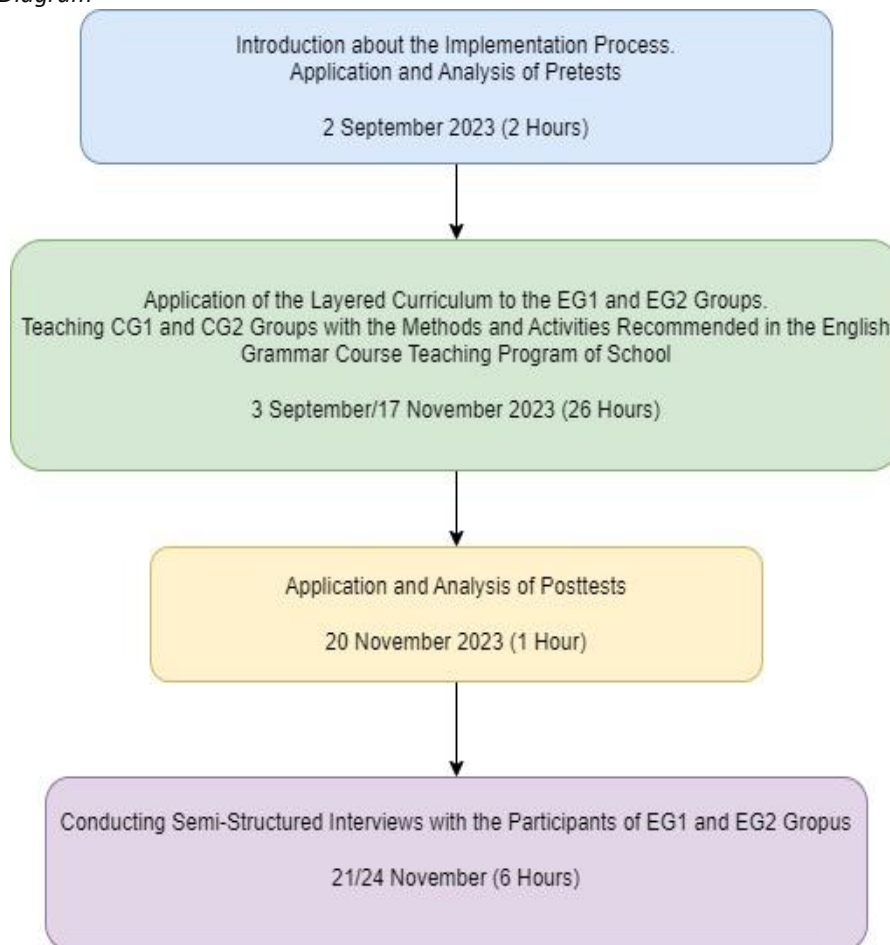
Symbolic View of the Research Model

EG1	Pre Test	Implementation of the Layered Curriculum	Post Test	Semi Structured Interview
CG1	Pre Test		Post Test	
EG2		Implementation of the Layered Curriculum	Post Test	Semi Structured Interview
CG2			Post Test	

In the qualitative part of the study, data were collected using an assessment tool containing open-ended questions. The data obtained were analyzed by content analysis method and the frequency distribution of the most frequently encountered terms was analyzed over the answers given to each question (Tavşancıl & Aslan, 2001, p. 89). Content analysis is a qualitative research method that involves coding text into categories and then counting the frequencies of occurrences within each category (Hsieh & Shannon, 2005). The frequency distribution of terms is a fundamental aspect of content analysis, and it is essential for understanding the characteristics of language as communication (Hsieh & Shannon, 2005). All stages and durations followed during the realization of the research are explained in detail in research process diagram. Figure 2 outlines the process followed in the realization of the research.

Figure 2.

Research Process Diagram



Study Group

The study group consisted of students studying in English preparatory classes at a state university in Türkiye. These students were assigned to the D courses (Language Courses) according to the results of the placement exam administered by the school, where their English proficiency levels were accepted as equal. The reason why these courses are named as D courses by the school is that these students will study English Translation and Interpreting and English Language and Literature in their undergraduate programs. The study group consists of preparatory year students enrolled in English Translation and Interpreting and English Language and Literature departments. Purposive sampling method was adopted within the scope of the research. Purposive sampling is a non-probability-based sampling method in which the researcher selects participants based on specific characteristics or objectives related to the nature of the study (Christensen, Johnson, & Turner 2015; Patton, 2014). This sampling technique is crucial when studying a particular phenomenon in depth, to ensure that the sample is closely aligned with the research objectives, thus increasing the rigour and reliability of the study (Campbell, Greenwood, Prior, Shearer, Walkem, Young, & Walker, 2020). Purposive sampling allows researchers to focus on specific characteristics within the population, which is of great importance when investigating a particular phenomenon in depth (Creswell & Plano Clark, 2017). In this case, the students were selected because they were part of the English language preparation program, which is directly related to the study's focus on language acquisition. Students in each group have a common purpose for being in English D groups and their assignment to these groups is not random but based on their enrolment in specific courses and sections. According to this method, four separate groups were identified using purposive sampling (Patton, 2014). A total of 99 students, 24 in EG1 (experimental group1), 23 in EG1 (control group1), 27 in EG2 and 25 in EG1, were included in this study through purposive sampling.

Data Collection Tools and Techniques

In this study, in the process that started with the determination of the learning outcomes for the theme, lesson plans based on layered curriculum were designed to support these learning outcomes. These lesson plans were applied to the experimental group by the researcher within a predetermined schedule. The control group was taught using the program determined by the school and the National Geographic Learning (2021) Grammar in Context 3 coursebook. The data collection process of the study was carried out to measure the achievement levels of the students before and after the course interventions. Within the scope of the relevant grammar topics, a specification table containing learning outcomes and outcomes was prepared and questions measuring the outcomes were prepared in this context. For this purpose, the literature and textbooks were analyzed in detail and an original 40-question multiple-choice English Grammar Achievement Test was developed based on the opinions of field experts. In addition, an interview form consisting of four open-ended questions was prepared to determine the opinions of the experimental group students about the application. Both validity and reliability analyses of the achievement test were carried out with the contributions of measurement and evaluation experts, English language experts and curriculum development experts. After the test was administered, achievement test and item analyses were performed on the data obtained. These analyses were conducted on two basic criteria for each item: item difficulty index (Pj) and discrimination index (rjx). In the study, items with a discrimination index of 0.31 and above were included in the test, and items below this value were excluded from the analysis. The difficulty indices of the items in the test ranged between 0.32 and 0.87, while the discrimination indices ranged between 0.31 and 0.72. These analyses ensured that the test was evaluated with scientific rigor in terms of both content and application and increased the reliability of the results.

When the statistical results related to the 40 items in the achievement test are analyzed; the arithmetic mean of the test is 27.65, the standard deviation is 4.89, the median value is 28, the highest score in the test is 36 and the lowest score is 17. The mode value of the test is 33 and the range is 19. The average difficulty index of the items is 0.59 and the average discrimination index is 0.68. The calculated KR-20 value of the test is 0.93. According to this reliability value obtained with KR-20, it can be said that the test is reliable. After the validity and reliability studies, the test was applied as pre-test and post-test to two different groups as experimental and control groups and as post-test to the other two groups to reveal the learning levels of the study groups according to the layered curriculum and the existing curriculum of the school. After the application of the achievement test, an interview form consisting of four open-ended questions was applied to the study groups to reveal their perspectives on the method. Interviews were conducted with the participants of the study to explore their perspectives on the impact of the Layered Curriculum on learning grammar in detail. To achieve this objective, the literature was reviewed in the process of formulating the interview questions. During the formulation of questions for the interview form, considerations were given to criteria such as clarity and comprehensibility of questions, avoiding leading prompts, and facilitating participants' ability to articulate their viewpoints (Patton, 2002). The questions were checked by two experts in Curriculum Development and Teaching, two experts in English Language Teaching and two experts in Translation and Interpreting departments. The researcher carried out the interviews, with each participant being individually interviewed for approximately 20 minutes. All interviews took place in a serene and comfortable setting. Every interview was fully transcribed.

Data Collection Procedure

In the data collection process, the framework emphasized in the Solomon Four-Group Research Model, a sound methodological approach in educational research, was rigorously adhered to. Implementation plans and activities were prepared for the experimental groups using the layered curriculum as a method. In the same way, application and lesson plans were prepared for the control groups based on the textbook used by the school. English grammar instruction in both experimental groups was meticulously designed and conducted using layered curriculum activities. At the beginning of the study, a 2-hour time slot was allocated for a thorough introduction of the implementation process and administration of the pre-tests. During the following 26-hour period, both EG1 and EG2 groups systematically implemented Grammar lessons with structured layered curriculum activities. These activities were carefully prepared and selected to engage learners in multifaceted learning experiences covering various cognitive domains and language skills. Within the structure of the layered curriculum, units are arranged according to two formats: the "daily method" and the "traditional method" (Nunley, 2002, pp. 9, 11). Traditional method was used in the application phase of this study. It is believed that in the layered curriculum "traditional method" offers greater flexibility compared to the "daily method", as it isn't restricted by specific days or lesson times, and allows for more freedom in terms of scheduling, course scope, and task selection. In order to provide a comprehensive overview of teaching activities implemented in EG1 and EG2 groups, a detailed description of the activities in C, B and A layers used in the layered curriculum used throughout the study is presented in Table 2, Table 4 and Table 6 below. The sample evaluation rubrics for one activity from each of the C, B, and A layers are detailed in Table 3, Table 5, and Table 7, respectively.

Table 2 below shows the elective activities of Layer C.

Table 2.

Layer C Activities

C Layer Activities (40 pts)	
20 pts	20 pts
<p>C1) Create five sentences using the present form of "be" (am/is/are) to describe people in your family. Include at least one negative sentence. (2 pts)</p> <p>C2) Write five sentences about your daily routine using the simple present tense. Focus on using verbs correctly according to the subject. (2pts)</p> <p>C3) Observe a public place or a picture of a busy scene and describe what people are doing using the present continuous tense. (2 pts)</p> <p>C4) "Routine vs. Now" Chart - Create a two-column chart. In one column, list your daily routines using the simple present tense. In the other, describe actions happening right now using the present continuous tense. (3 pts)</p> <p>C5) List five actions you do every day (simple present) and five actions you are doing right now (present continuous). Explain the difference in usage. (3 pts)</p> <p>C6) Write a short story about a memorable event in your life using the simple past tense. Focus on using both regular and irregular verbs correctly. (3 pts)</p>	<p>C14) Write sentences predicting what you will do next weekend, using "will," "be going to," and the present continuous tense. (2pts)</p> <p>C15) Given a set of scenarios, decide whether to use "will," "be going to," or the present continuous to express future plans or predictions and justify your choice. (2pts)</p> <p>C16) Share a memorable event from your past using the simple past tense. Include both regular and irregular verbs. (2pts)</p> <p>C17) Write a short paragraph about your experiences using the present perfect tense. Incorporate expressions like "ever," "never," "yet," "already," "lately," and "just." (3 pts)</p> <p>C18) Describe an activity that you have been doing for a while now using the present perfect continuous tense. (2 pts)</p> <p>C19) Convert five sentences from active to passive voice and explain the context in which you would prefer to use the passive voice. (2 pts)</p>

<p>C7) "Mime the Future" - Act out an activity you plan to do in the future without speaking. Classmates guess the activity and describe it using the present continuous tense. (2 pts)</p> <p>C8) Create a timeline of your life's significant events. Use the present perfect tense for experiences up to now and the simple past for specific events. Explain why you choose one tense over the other for each event. (3 pts)</p> <p>C9) "Reflective Journal" - Write a journal entry about a past event that was significant to you, using the simple past tense. Focus on expressing your thoughts and feelings about the event. (4pts)</p> <p>C10) Draw a series of comic strips showing people doing various activities. Use speech bubbles to describe each action using the present continuous tense. (4 pts)</p> <p>C11) Act out different verbs with classmates. Some actions should represent the simple present tense (habits or routines), while others should use the present continuous (actions happening now). Observers guess the tense and verb. (4 pts)</p> <p>C12) Write a song or a chant that incorporates various adverbs and their correct placement in sentences. Perform it with your class or for your class. (3 pts)</p>	<p>C20) In groups, discuss and plan a future class project or event using different forms of expressing future plans. Share your group's plans using the appropriate tense for each part of the plan. (3 pts)</p> <p>C21) Reflect on a personal skill or hobby you have been improving over time. Write a reflective journal entry using the present perfect continuous tense to describe your progress and feelings about this journey. (3 pts)</p> <p>C22) Write two descriptions of a natural scene or environmental issue: one using active voice and the other using passive voice. Compare how the change in voice affects the tone and perspective of your writing. (2 pts)</p> <p>C23) "Voice Transformation" - Find pictures from magazines or online and write captions for them first in the active voice, then in the passive voice. (4 pts)</p> <p>C24) "Adverb Song" - Create a song or a rhyme that includes sentences with adverbs. Focus on correct placement of adverbs in these sentences. (4 pts)</p> <p>C25) "Interview Your Classmate" - Pair up with a classmate and ask each other questions using "ever" and "never" in the present perfect tense. Share interesting findings with the class. (2 pts)</p>
<p>C13) "Family Descriptions" - Write sentences describing your family members using "am," "is," "are." Include at least one negative sentence. (2 ps)</p>	<p>C26) "Nature Observation Log" - Keep a log for a week of any changes you observe in nature around you, using the present perfect continuous tense to describe what has been happening. (4 pts)</p>

In Layer C, students were required to complete at least 40 points of activities, 20 points from each of the two sections in Table 2. These activities were designed to make grammar learning more accessible and enjoyable by engaging students with different learning preferences and types of intelligence. A structured teaching program tailored specifically for Layer C, combining various grammar topics with activities designed to appeal to multiple intelligences, is shown in Table 2. Each activity is aligned with the "remember" and "understand" levels of Bloom's Taxonomy (Krathwohl, 2002), and each activity has a specific point value. Students need to accumulate a total of 40 points to complete layer C. The activities were designed to appeal to different types of intelligence. After the completion of each activity, an oral presentation was made by the student and the teacher evaluated the related activity with the evaluation rubric. After each activity was completed by the student, it was evaluated and scored with the relevant rubric of the related activity, sometimes

individually, sometimes with a group, and sometimes with an oral presentation in front of the class. An example evaluation rubric for activity coded C9 is shown in Table 3.

Table 3.

Activity C9 Evaluation Rubric

Activity C9 Evaluation Criteria (4 pts)	Point
Language and Grammar Usage	
• Correct use of tense (simple past tense) (1 pts)	
• Coherence and consistency of meaning (0.5 pts)	
Content and Depth	
• Narrative of the event and its details (0.5 pts)	
• Adequacy of emotional expression and depth of thought (0.5 pts)	
Presentation	
• Fluent and understandable speech (1 pts)	
• Timely completion of presentation (0.5 pts)	
Total pts	

This rubric was used to evaluate the activity coded C9 in layer C. In this evaluation rubric, the student's performance was evaluated according to the scoring criteria determined for each criterion. In the criterion of language and grammar usage, the use of the correct tense (simple past tense) and the consistency of meaning were evaluated. In the content and depth criterion, the narration and details of the event, the adequacy of emotional expression and the depth of thought were taken into consideration. In the presentation criterion, fluent and intelligible speech and timely completion of the presentation were evaluated. The total score was calculated according to the scoring scale determined for each criterion and the student's performance for the activity was determined. B layer elective activities are outlined in Table 4 below.

Table 4.

Layer B Activities

B Layer Activities (30 pts)
B1) "Past Event Reporter" - Write a newspaper article about a historical event using the simple past tense or present perfect tense. Include quotes from imaginary witnesses. (7 Points)
B2) "Time Detective" - Create a quiz for classmates with sentences where they have to decide if the present perfect or the simple past should be used based on the time clues provided. (6 Points)
B3) "Comic Strip Creation" - Design a comic strip that uses both active and passive voice sentences. Highlight how the voice changes the focus of the action in the story. (8 Points)
B4) "Future Plans Charades" - Act out your future plans or ambitions while classmates guess using sentences in the future tense ("will," "be going to," or the present continuous). (7 Points)
B5) "Adverb Placement Poetry" - Write a poem that emphasizes the use of adverbs, paying special attention to their placement in the sentence for effect. (7 Points)
B6) "Project Progress Discussion" - In groups, discuss a long-term project or goal using the present perfect continuous to talk about what has been happening and progress made. (7 Points)
B7) "Personal Growth Plan" - Reflect on your own daily habits (simple present) versus new activities you are currently incorporating into your routine (present continuous). Write a plan outlining these reflections. (6 Points)
B8) "Nature Journal" - Keep a journal for a week documenting any new observations in nature, using "yet," "already," and "just" to describe your findings. (7 Points)
B9) "Memory Lane Interviews" - Interview a partner about their life achievements using the present perfect tense. Write a short biography based on their answers, highlighting their experiences without specifying exact times. (6 Points)
B10) "Progress Analyzer" - Create a table comparing activities or projects you've started in the past and are still continuing (present perfect continuous) versus those you've completed (present perfect). Analyse and explain the differences in usage between the two tenses. (7 Points)
B11) "Visual Verb Gallery" - Draw or find images representing a variety of actions. Label each image with the verb's past participle form. Create a gallery display for classmates to view and discuss. (6 Points)
B12) "Verb Movement Workshop" - In groups, create a short skit that includes both action and nonaction verbs. Use the simple present tense for habitual actions and the present continuous for actions happening in the skit. Perform for the class. (8 Points)

B13) "Lyric Rearrangement" -Take a popular song and rewrite a verse, changing the placement of adverbs for emphasis or clarity. Perform the original and your version, and discuss the impact of the changes. (7 Points)
B14) "Future Plan Debate" -In groups, debate plans for a hypothetical event, using different future tense forms. Each group member should advocate for a different plan using a specific future tense form to argue their point. (6 Points)
B15) "Self-Reflection Log" -Keep a log for a week, noting personal achievements or changes using "lately," "recently," and "just" with the present perfect tense. Reflect on your growth and challenges. (7 Points)
B16) "Environmental Changes Report" -Write a report on local environmental changes, alternating between active and passive voice to highlight different aspects of the changes and their impacts. (4 Points)

In Layer B, students were required to complete at least 30 points of activities. Each activity is aligned with the "apply" and "analyze" levels of Bloom's Taxonomy (Krathwohl, 2002), and each activity has a specific point value. Students needed to accumulate a total of 30 points to complete layer B. The activities were designed to appeal to different types of intelligence. After the completion of each activity, an oral presentation was made by the student and the teacher evaluated the related activity with the evaluation rubric. An example evaluation rubric for activity coded B1 is shown in Table 5.

Table 5.

Activity B1 Evaluation Rubric

Activity B1 Evaluation Criteria (15 pts)	Point
Language and Grammar Usage	
<ul style="list-style-type: none"> • Correct use of simple past tense throughout the article (3 pts) • Coherence and clarity of language (2 pts) 	
Content and Depth	
<ul style="list-style-type: none"> • Accurate portrayal of the historical event (3 pts) • Inclusion of quotes from imaginary witnesses that enhance the narrative (2 pts) 	
Organization and Creativity	
<ul style="list-style-type: none"> • Logical structure and flow of the article (2 pts) • Creative and engaging presentation of the event (3 pts) 	
Total pts	

This rubric was used to evaluate the task B1 coded "Past Event Reporter" in layer B. By evaluating the use of language and grammar, content and accuracy, organization and creativity, it helped to determine the student's success in the activity and whether he/she learned the related topic effectively.

Layer A elective activities are presented in Table 6 below.

Table 6.

Layer A Activities

A Layer Activities (30 pts)
A1) "Interview a Classmate" - Pair up with a classmate and conduct an interview where you explore their past experiences, present activities, and future hopes. Use the appropriate tenses learned (present of "be," simple present, and simple past). Then, write an article or create a presentation based on this interview, incorporating direct and reported speech. (15 Points)
A2) "Timeline of Technological Innovations" - Research and create a timeline illustrating key technological innovations over the past century. Use the simple past tense to describe inventions introduced at specific times in the past and the present perfect for innovations that continue to influence the present. Accompany your timeline with explanations for each chosen technology. (15 Points)
A3) "Environmental Awareness Campaign" - Design and execute a campaign to raise awareness about a local environmental issue. This could involve creating posters, digital content, or a short video. Use both the active and passive voice to describe the issue, its causes, and suggested actions. For example, "People throw away too much plastic (active)" vs. "Too much plastic is thrown away by people (passive)." (15 Points)
A4) "My Future Vision" - Create a song or poem about your hopes and plans for the future, carefully placing adverbs to enhance your message. Use future tense forms ("will," "going to," and the present continuous for planned actions). Perform your piece or share it in written form with the class or a small group, explaining your adverb choices and tense usage. (15 Points)

<p>A5) Create a time capsule that includes items representing your journey learning English. Include a letter to your future self-using the present of "be," simple present, and present continuous to describe your current English abilities, daily study routines, and activities you are doing to improve your English. Use the simple past to describe how you started learning English, the present perfect for what you have accomplished so far, and future tense forms to express your goals. Add photos, diary entries, and future predictions, employing active and passive voice to describe your achievements and plans. (15 Points)</p>
<p>A6) Produce a documentary video exploring a local historical event or figure. Use the simple past to narrate the event or life story of the figure, the present perfect to discuss its impact on the present day, and the future tense to speculate on its continuing influence. Interview community members using the present of "be," simple present, and present continuous to capture their daily lives and connections to the history. Use both active and passive voice to vary the narrative style and engage the audience. (15 Points)</p>
<p>A7) Design a plan for a dream community project, such as a garden, a recycling program, or a youth club. Use the present of "be" to describe the current state of your community, the simple present for existing community activities, and the present continuous for actions you are taking to initiate the project. Employ the simple past to discuss any previous attempts or inspirations, the present perfect to talk about progress made so far, and future tense forms to outline the project's goals. Present your plan in a detailed report or presentation, using active and passive voice to highlight community involvement and potential impacts. (15 Points)</p>
<p>A8) Curate a photo exhibition that captures moments from your life or surroundings. Accompany each photo with a caption: use the present of "be" to describe current situations, the simple present for regular activities captured in the photos, and the present continuous for ongoing actions. Use the simple past to give background information on the moments captured, the present perfect for changes or continuities since the photo was taken, and future tense forms to express hopes or expectations related to the photo's subject. Combine active and passive voice in your descriptions to vary perspective. (15 Points)</p>
<p>A9) Create a podcast series that discusses global issues, such as climate change, education, or health. For each episode, use the simple past to discuss the history of the issue, the present perfect to describe its current state and progress made, and future tense forms for potential solutions. Conduct interviews or create scripted dialogues using the present of "be," simple present, and present continuous to explore different perspectives and ongoing actions related to the issue. Utilize both active and passive voice to discuss actions taken by individuals, communities, and governments. (15 Pts)</p>

In Layer A, students were required to complete at least 30 points of activities. Each activity is aligned with the "synthesis" and "evaluation" levels of Bloom's Taxonomy (Krathwohl, 2002), and each activity has a specific point value. In order to successfully complete the last step A, they need to complete 30 points worth of activities. These activities require students to engage in complex, higher-order thinking processes. The focus is on encouraging students to not only combine various elements into a coherent whole but also to make informed judgments based on criteria and standards. This layer is crucial for fostering creativity, critical thinking, and problem-solving skills. After the completion of each activity, oral and visual presentations were made by the student to the whole class and the teacher evaluated the related activity with the evaluation rubric. A sample evaluation rubric for the activity coded A2 is shown in Table 7.

Table 7.

Activity A2 Evaluation Rubric

Activity A2 Evaluation Criteria (15 pts)	Point
Language and Grammar Usage	
<ul style="list-style-type: none"> • Correct usage of tenses (present, present continuous, simple past, present perfect, future tense (3 pts) 	
<ul style="list-style-type: none"> • Adherence to grammar rules (3 pts) 	
Content and Depth	
<ul style="list-style-type: none"> • Use of diverse materials (photos, diary entries, future predictions) (2 pts) 	
<ul style="list-style-type: none"> • Clear expression of goals (2 pts) 	
Presentation and Visuals	
<ul style="list-style-type: none"> • Organization and fluency of presentation (3 pts) 	
<ul style="list-style-type: none"> • Effective use of visual materials (2 pts) 	
Total pts	

This rubric was designed to evaluate the activity coded A2. In this rubric, each criterion is accompanied by a scoring criterion. Firstly, in assessing the use of language and grammar, the correct use of different tenses and compliance with grammatical rules were taken into account. Secondly, when assessing the richness of content, the use of a variety of materials and the clear expression of objectives are important. Finally, in the evaluation of presentation and visuals, the

organization and fluency of the presentation and the effective use of visual materials were taken into account. The total score was calculated according to the scoring scale indicated under each criterion. In contrast, CG1 and CG2 groups received grammar instruction based on traditional methodologies in accordance with the guidelines set out in the school's existing English grammar textbook. The units titled "Unit 1 Language; Unit 2 Risk; Unit 3 The Movies" in the National Geographic Learning (2021) Grammar in Context 3 coursebook and the grammar topics they contain were covered. The teacher first explained the topics in detail and then asked the students to do the relevant exercises and activities in the book. These took the form of direct activities supported by traditional exercises such as gap-filling activities, reading and listening related texts, answering questions about the texts, sentence construction exercises related to the grammar topics covered and other skill practice activities. This training period lasted the equivalent of 26 hours. After the implementation phase, a period of 1 hour was allocated for the administration of the post-tests and thus data were obtained to evaluate the effectiveness of the relevant teaching approaches in improving grammatical proficiency among the participants.

Furthermore, to obtain information about the qualitative aspects of the instructional interventions, semi-structured interviews were conducted with 51 students from both EG1 and EG2 groups. These interviews, conducted over a period of six hours, provided valuable qualitative data, shedding light on students' perceptions, experiences and learning outcomes in the context of the study.

Data Analysis

After the application, the data obtained from the tests were analyzed using SPSS 20 software. The pre-test and post-test results were compared and the differences between the experimental and control groups were determined using "t-test". In the qualitative part of the study, content analysis was used to analyze the interview transcripts. The researcher and an external expert in Curriculum Development and Instruction individually reviewed the transcripts to identify participants' perceptions of the layered curriculum, identify codes and formulate categories. Meetings were organized between the researchers to discuss and compare these codes, resolve discrepancies and reach consensus. After regular discussions and consultations, consensus was reached (Patton, 2002). Following consensus between the researchers, 9 different categories and 31 codes were created and these were then collectively categorized under 'Impacts of the Layered Curriculum' (see Table 6).

Ethical Considerations

Informed consent was obtained from all participants prior to the implementations and interviews, ensuring that they were aware of the study's purpose and their rights. This study was carried out with the approval of Selcuk University School of Foreign Languages Scientific Ethics Evaluation Committee dated 21/11/2022 and numbered 2022/06.

Additionally, it is important to note that participation in the study was entirely voluntary, and all individuals who participated were required to read and sign a consent form prior to taking part.

Results

Qualitative and quantitative data obtained in accordance with the purpose of the study were analyzed. The data obtained as a result of the quantitative research method were presented in tables separately for the experimental and control groups. In addition, the data obtained as a result of the qualitative research method were evaluated by analyzing the content of the open-ended questions used for student opinions. The data obtained from the pre-test and post-tests applied to the study groups during the application period were presented in the form of tables.

The results of the descriptive statistical analysis are presented in Table 8. Additionally, the normal distribution of achievement pre- and posttest scores for EG1 and CG1 within the groups and posttest scores for EG2 and CG2 groups are examined.

Table 8.
Normality Test Results for Achievement Test Data

Groups	Statistics	Pretest	Posttest
EG1	Mean	22.54	30.29
	Median	23	31
	S. Deviation	4.50	3.83
	Skewness	-.389	-.731
	Kurtosis	-.216	.308
CG1	Mean	21.78	27.39
	Median	21	28
	S. Deviation	5.08	5.24
	Skewness	.225	-.412

	Kurtosis	.012	-.460
EG2	Mean		29.77
	Median		31
	S. Deviation		4.66
	Skewness		-.109
	Kurtosis		.323
CG2	Mean		25.88
	Median		27
	S. Deviation		6.90
	Skewness		-.869
	Kurtosis		-.536

The skewness and kurtosis values of the groups' pre-test and post-test scores fall within the range of +2 to -2, according to Pallant (2020). Lei and Lomax (2005) classified nonnormality into three categories: slight nonnormality for absolute skewness and kurtosis values less than 1.0, moderate nonnormality for values between 1.0 and approximately 2.3, and severe nonnormality for values beyond 2.3. Therefore, it is concluded that the pre- and post-achievement test scores are normally distributed for EG1 (Experimental Group1) and CG1 (Control Group1) groups, post-achievement test scores are normally distributed for EG2 (Experimental Group2) and CG2 (Control Group2) groups as the skewness and kurtosis values do not exceed the critical range, according to Pallant (2020) and Lei and Lomax (2005). Consequently, it is determined to conduct inferential statistical analyses using parametric tests.

Findings Related to the First Sub Problem

To determine the differentiation of the grammar achievement pre-test scores of the participants in the EG1 and CG1 groups, t-test for independent samples was performed and the results are shown in Table 9.

Table 9.

Independent Sample T-Test Results for The Pre-Test Scores of EG1 and CG1

Group	N	\bar{X}	Sd	Se	df	t	p
EG1	24	22.54	4.50	.91	45	.542	.590
CG1	23	21.78	5.08	1.06			

$p > 0.05$

It appears that there is no statistically significant difference between the grammar achievement pre-test scores of students in EG1 and CG1 [$t(45) = .542$; $p > .05$]. Accordingly, it is seen that the mean pre-test scores of the EG1 ($N=24$) ($\bar{X}=22,54$) and the mean pre-test scores of the students in CG1 ($N=23$) ($\bar{X}=21,78$) are close to each other. In this case, it can be said that the experimental and control groups are equivalent in terms of grammar success.

Findings Related to the Second Sub Problem

To determine the differentiation of the grammar achievement post-test scores of the participants in the EG1 and CG1 groups, t-test for independent samples was performed and the results are shown in Table 10.

Table 10.

Independent Sample T-Test Results for the Post-Test Scores of EG1 and CG1

Group	N	\bar{X}	Sd	Se	df	t	p
EG1	24	30.29	3.83	.78	45	2.170	.035
CG1	23	27.39	5.24	1.09			

$p < 0.05$

It is seen that there is statistically significant difference between the grammar achievement post-test scores of students in EG1 and CG1 [$t(45)=2.170$; $p < .05$]. According to the result, the grammar achievement scores of the students in EG1 who participated in the layered curriculum activities ($\bar{X}=30.29$) were higher than the students in CG1 who did not participate in the layered curriculum activities ($\bar{X}=27.39$). The η^2 value calculated to determine the effect size of the difference between the groups is .095. According to this, it can be stated that 95% of the observed variance of the post-

test scores depends on the group and it can be said that the effect is at a large level. The calculated Cohen's d value is .63. This result shows that the difference between the post-test scores of the group is .63 standard deviation and it can be said that the effect is at a large level.

Findings Related to the Third Sub Problem

To determine the differentiation of the grammar achievement post-test scores of the participants in the EG2 and CG2 groups, t-test for independent samples was performed and the results are shown in Table 11.

Table 11.

Independent Sample T-Test Results for the Post-Test Scores of EG2 and CG2

Group	N	\bar{X}	Sd	Se	df	t	p
EG2	27	29.77	4.66	.89	50	2.402	.020
CG2	25	25.88	6.90	1.38			

$p < 0.05$

It is seen that there is statistically significant difference between the grammar achievement post-test scores of students in EG2 and CG2 [$t(50)=2.402$; $p < .05$]. According to the result, the grammar achievement scores of the students in EG2 who participated in the layered curriculum activities ($\bar{X}=29.77$) were higher than the students in CG2 who did not participate in the layered curriculum activities ($\bar{X}=25.88$). The η^2 value calculated to determine the effect size of the difference between the groups is .1. The calculated Cohen's d value is .66. This result shows that the difference between the post-test scores of the group is .63 standard deviation and it can be said that the effect is at a large level.

When the post-test scores were examined, it was found that the English grammar achievement of the EG1 and EG2 groups in which the layered curriculum was applied differed significantly compared to the CG1 and CG2 groups in which the current school curriculum was applied. In this case, it can be said that the layered curriculum is more effective in increasing students' English grammar achievement than the current curriculum.

Findings Related to the Forth Sub Problem

Qualitative findings related to the opinions of the students in EG1 and EG2 groups about the application of the layered curriculum in the grammar course are presented. These views, obtained from a total sample of 51 students, were categorized into different themes and codes, each revealing different aspects of the students' experiences and perspectives. The views of students, after undergoing content analysis, were classified into learning method, learning experience, learning responsibility, student activities, disadvantages, effectiveness, satisfaction and recommendations categories. The resulting findings are presented in Table 12 below.

Table 12.

Findings Related to Student Views on Layered Curriculum (N=51)

Theme	Student Views on Layered Curriculum		
Category	Codes	f	%
Learning Method	Provides the use of visual materials	18	35.29
	Allows practical activities to be carried out	14	27.45
	Provides activities according to different types of intelligence	22	43.13
	Offers interactive grammar activities	17	33.33
Learning Experience	Provides adequate teaching material	11	21.56
	Provides an environment for classroom interaction and discussion	25	49.01
	Provides a student-centered learning environment	36	70.58
	Encouraging active participation of the student	41	80.39
	Providing learning by completing projects	28	54.90
	Provides permanent effect on learning	12	23.52

Learning Responsibility	Ensures that the responsibility for learning belongs to the student	32	62.74
	Allowing students to control their own learning process	35	68.62
	Giving students the chance and responsibility for setting and controlling their learning objectives	27	52.94
Student Activities	Offers the student the right to choose the activities they want	39	76.47
	Allows the student to present the completed activities orally	36	70.58
Assessment	Provides a fair assessment	31	60.78
	Allows the student to know how to be assessed	29	56.86
	Enables active use of knowledge with oral assessment	18	35.29
	Enables learning new information while listening to the evaluation of others	14	27.45
Disadvantages	Some activities require the use of more materials	19	37.25
	Practical applications of some grammar concepts are difficult	13	25.49
	Ineffective use of time management in completing some activities	15	29.41
	Continuous need for additional resources and supporting materials	18	35.29
Effectiveness	Ensures that student progress is monitored and feedback is given	22	43.13
	Providing adequate environment for application and practice opportunities	30	58.82
	Provide tools for learners to monitor their own progress	27	52.94
Satisfaction	Attracting students' interest and providing motivation	39	76.47
	Providing a fun and liberal learning environment	35	68.62
Recommendations	Making additional resources available to students more effectively	11	21.56
	Encouraging its application in other English language skills courses	33	64.70
	Ensuring the integration of layered curriculum into English grammar teaching programs	17	33.33

The findings presented in Table 12 provide valuable and important data about students' views on the implementation of layered curriculum in English grammar classes. Students highly appreciate the variety of learning methods and activities provided by the layered curriculum. In particular, 43.13% of students find it particularly useful to offer activities according to different types of intelligence. This is in line with the principles of differentiated instruction that cater for a variety of learning styles and preferences. As S43 coded student stated,

"I like the fact that the layered curriculum caters to different learning styles and intelligences; it offers different types of activities and this makes the lessons more engaging and accessible." (S43) The majority of the students expressed that they perceived the learning experience provided by the layered curriculum as positive. An overwhelming majority of students, 70.58%, emphasized that the curriculum provides a student-centered learning environment. In addition, students stated that it strengthened active participation and encouraged project-based learning. A student coded S22 said,

"The curriculum encourages us to take ownership of our own learning, which leads us to be more responsible and makes learning more meaningful and purposeful". (S22) It is noteworthy that the students emphasize that the responsibility for learning within the scope of the layered curriculum is transferred and belongs to the student. 68.62% of the students stated that they had the opportunity to control their learning process, indicating a strong sense of autonomy and ownership towards learning. Student S11 said,

"I like the fact that the curriculum allows us to set our learning goals and manage the process ourselves. It gives me a sense of control over our own learning process and responsibility". (S11) The autonomy offered in selecting activities and presenting completed tasks orally is highly valued by students. 76.47% of students express satisfaction with the curriculum's provision for the activity choice, indicating a high level of engagement and motivation. As student S29 expressed,

"Having the chance to select and being able to choose activities that interest me makes learning more enjoyable and meaningful." (S29)

A significant majority of students, 60.78%, perceive the assessment provided by the layered curriculum as fair and transparent. This indicates that the assessment methods used are perceived as equitable and objective and allow for a balanced representation of students' knowledge and skills. As student S3 stated,

"The assessment methods used in the curriculum are fair and objective, ensuring that students have an equal opportunity to demonstrate whether they have learnt the information in depth." (S3) In addition, 56.86 per cent of the students indicate that the curriculum is transparent in informing students about how they will be assessed. This promotes clarity and understanding of assessment expectations among students, enabling them to prepare effectively and perform to the best of their ability. Student S40 said,

"Knowing how we will be assessed through rubrics and teacher explanations helps us to focus on the important areas when doing the activities and this leads to better results." (S40) A significant proportion of students, 35.29%, emphasise the effectiveness of oral assessment in enabling the active use of learned knowledge. Oral assessments not only test students' understanding but also encourage communication skills and critical thinking. Students value the opportunity to demonstrate their knowledge through oral expression, increasing their confidence and competence in expressing concepts. Student S3 expressed,

"Oral assessments encourage us to actively engage in the optional activities and apply our knowledge in real time, which deepens our understanding and ability to express ourselves." (S3)

In addition, 27.45% of the students stated that they learnt new information from the evaluations of others. This provides a deeper understanding of the topic and encourages students to reflect on their own learning journey by testing their knowledge. As student S27 stated,

"Listening to others' evaluations provides new insights, learnings and perspectives, enriches my learning experience and makes me think for myself. It also allows me to further develop my own assessment process." (S27) Despite its merits, students identify several disadvantages associated with the layered curriculum. Notably, 37.25% of students find that some activities require the use of more materials, indicating potential resource constraints. Additionally, 35.29% of students highlight the continuous need for additional resources and supporting materials, suggesting challenges in resource management. As student S8 mentioned,

"Sometimes, the activities require materials that are not readily available in the classroom or at home, making it sometimes difficult to fully engage in the learning process. In such cases, I decided to choose a different activity." (S8) Students acknowledge the effectiveness of the layered curriculum in monitoring student progress and providing feedback. 43.13% of students emphasize the importance of ensuring that student progress is monitored and feedback is given. This indicates a recognition of the curriculum's role in supporting student learning and growth. As student S33 stated,

"The feedback I get from the teacher and sometimes from my friends while doing and after completing the activities helps me to understand my strengths and the areas I need to improve, which helps me to make progress in my learning." (S33) In addition, 58.82% of the students stated that the layered curriculum provides sufficient environment for practice and practical opportunities. This indicates that the curriculum effectively promotes active learning and skill development through practical application. Student S20 expressed,

"The layered curriculum provides ample opportunities for me to understand and consolidate the concepts and rules of English grammar through the different and varied activities it offers." (20) Additionally, 52.94% of students indicate that the curriculum provides opportunities for students to monitor their own progress. This highlights the importance of promoting metacognitive skills and self-regulated learning among students. As student coded S50 stated,

"Having the environment and tools to monitor my progress allows me to take ownership of the learning process and helps me be more willing and motivated to learn." (S50) The majority of students express high levels of satisfaction with the layered curriculum. 76.47% of students find that the curriculum attracts their interest and provides motivation. This indicates a positive affective experience associated with learning, which is essential for fostering engagement and enthusiasm. Student S3 commented,

"The curriculum makes learning fun, enjoyable and exciting, which motivates me to actively participate and focus on learning in class and at home." (S3)

Furthermore, 68.62% of the students stated that the layered curriculum provides a fun, free and comfortable learning environment. This suggests that the curriculum not only encourages academic development but also creates a positive and supportive classroom atmosphere conducive to learning. The student coded S14 said,

"The comfortable, liberal and interactive environment created by the curriculum makes learning more fun and enjoyable". (S14) Students make valuable suggestions for further enhancing the effectiveness and integration of the layered curriculum. In particular, 64.70 per cent of students suggest that the syllabus should also be applied in other English language skills courses. This underlines the potential benefits of extending the use of the syllabus to other areas of language learning, promoting a coherent and integrated learning experience. As student S46 suggested,

"Implementing these activities in other language skills lessons can help to reinforce learning and promote coherence across the curriculum by making lessons less boring." (S46) Furthermore, 33.33% of students emphasize the importance of ensuring the integration of the layered curriculum into English grammar teaching programs. This highlights the need for alignment and coherence between the curriculum and broader educational goals and objectives. As student S15 expressed, *"Integrating the curriculum into grammar teaching programs can ensure continuity and effectiveness in language instruction." (S15)*

The results highlight how important a layered curriculum is for encouraging a variety of learning opportunities as well as increased student happiness and engagement. Through the implementation of student-driven recommendations and the resolution of identified difficulties, educators can enhance English language instruction by further optimizing the effectiveness and impact of the curriculum.

Discussion

This study examines data on the impact of layered curriculum on the English grammar achievement of university preparatory class students, as well as students' perceptions and opinions about the intervention. The robustness of the study was strengthened by the adoption of the Solomon four-group design, a sophisticated research methodology aimed at reducing potential threats to internal validity. This design allowed for the examination of both pre-existing differences between groups and the effect of the experimental treatment on post-test results. By utilizing this comprehensive design, the study ensures that any observed changes in student performance can be more confidently attributed to the intervention itself, rather than extraneous variables. In the study, independent samples t-test analyses were used to reveal significant differences in pre-test (EG1 and CG1) and post-test (EG1-2 and CG1-2) scores between the groups. Initial analysis of the pre-test scores revealed that there was no statistically significant difference between the grammatical proficiency of the students in the experimental (EG1) and control (CG1) groups. This suggests that both groups had a similar level of understanding of English grammar before the implementation of the layered curriculum. The absence of significant pre-test differences reinforces the baseline equivalence, which is critical for attributing post-test differences to the intervention. However, the post-test assessments revealed interesting and significant results. Students in the experimental groups (EG1 and EG2) exposed to layered curriculum activities exhibited significantly higher and statistically significant grammar achievement scores compared to students in the control groups (CG1 and CG2). This significant difference suggests that the integration of layered curriculum has a positive effect on students' English grammar achievement. This finding aligns with the theoretical underpinnings of the layered curriculum, which posits that differentiated instructional strategies can cater to diverse learning needs and promote higher academic achievement. Similarly, studies such as Kahraman and Gündoğdu (2021), Orakçı (2019), and Üzümlü and Pesen (2019) also obtained similar findings by applying layered curriculum in English lessons. These studies reported that the students who participated in the experimental groups had higher and statistically significant overall English achievement scores compared to the control groups. In an experimental study conducted by Özdemir (2020), the effect of a layered curriculum on English reading, writing, listening and speaking skills was examined separately. According to the findings obtained in the study, it was reported that the layered curriculum did not make a statistical difference in the reading, writing and listening skills of 7th grade secondary school students compared to the control group, but it revealed more significant statistical differences in students' speaking skills compared to the control group. This differential impact highlights the importance of considering the specific skill areas when evaluating the effectiveness of educational interventions. The enhanced speaking skills observed in Özdemir's (2020) study suggest that the layered curriculum may be particularly effective in promoting active language use and oral proficiency. These findings align with the theoretical framework that emphasizes active and personalized learning as key factors in improving academic outcomes. Future research should further explore these dimensions to solidify the empirical base supporting layered curriculum methodologies.

The fact that EG1 and EG2 experimental groups were more successful in English grammar than CG1 and CG2 groups can be explained by the fact that the layered curriculum divides the learning objectives and processes into layers (C, B, A) and provides students with a variety of elective interactive activities and that each of these activities can be evaluated and held accountable through oral presentations upon completion. Layered curriculum facilitates differentiated instruction, allowing students to progress through tasks that match their individual learning paces and preferences

(Nunley, 2004), thereby enhancing engagement and retention. It can be thought that students' access to the majority of the information required in the process of doing activities and conducting research further internalized and assimilated the learning process. Such an approach promotes deeper cognitive processing and active learning, as students are not merely passive recipients of information but active participants in constructing their knowledge. The findings of this study are supported by previous research, particularly by Koç and Şahin (2014), who emphasized the importance of learner involvement and personalized activities in enhancing academic achievement. Their work underscores the significance of tailoring educational experiences to individual student needs, thereby maximizing learning outcomes. By providing students with a variety of interactive activities tailored to their preferences and allowing for self-recognition, self-assessment, and self-control, the layered curriculum fosters a conducive learning environment where students are actively engaged in their own learning process. This autonomy and personal investment in learning activities are critical factors in motivating students and improving their academic performance. In addition, it can be said that with the layered curriculum, each student feels special, actively performs the given activities and performs their learning in a fun and enthusiastic way with instant feedback (Kahraman & Gündoğdu, 2021). This individualized approach can increase student motivation and satisfaction, leading to more effective and enjoyable learning experiences. The most important stage in the layered curriculum that controls the learning process is the fair and transparent assessment of learning (Nunley, 2004; Nunley, 2011). Because rather than traditional assessment and evaluation based on the percentage of the information that can be retrieved in the mind, the layered curriculum has an understanding of assessment and evaluation that tries to reveal the depth of the student's study and real learning (Nunley, 2004, p. 13). This shift from rote memorization to meaningful learning assessments encourages students to engage deeply with the material and develop a thorough understanding. Students who know that the layered curriculum has such an evaluation system make an effort to learn the related subjects in depth because they realize that real learning is important rather than formalism while doing the activities. This recognition fosters a growth mindset, where students value the learning process over merely achieving grades. The most important point here is not "doing" the activity but "learning" the information (Nunley, 2004, p. 22). It is thought that deeper and more permanent learning emerges as a result of instilling such a consciousness in students due to the nature of layered curriculum model. It was emphasized that this important finding may be due to the structure of the layered curriculum, which subjects student activities to oral evaluation. Oral evaluations can provide immediate feedback and encourage students to articulate their understanding, further reinforcing their learning. However, this discovery contrasts with the results reported in studies conducted by Demirel et al. (2006), Maurer (2009), and Yılmaz (2010), wherein the implementation of the layered curriculum model did not yield statistically significant differences. This divergence suggests that additional factors, such as implementation fidelity and contextual variations, might influence the outcomes.

Students respond positively to the variety of learning methods facilitated by the layered curriculum, including the use of visual materials, practical activities, activities adapted to different types of intelligences and interactive grammar activities. These diversified instructional strategies cater to multiple learning styles, thereby enhancing students' engagement and comprehension. These findings emphasize the importance of a variety of teaching strategies in meeting students' different needs and preferences in English grammar lessons. The majority of students mention positive learning experiences provided by the layered curriculum. They emphasize that the layered curriculum provides for the provision of adequate teaching materials, a student-centered learning environment, opportunities for active participation, project-based learning and lasting impact on learning. Such comprehensive support aligns with educational best practices, which advocate for a holistic approach to teaching that addresses cognitive, emotional, and social dimensions of learning. In the study conducted by Gömleksiz and Öner (2013), students identified the contributions of the layered curriculum as ensuring the retention of knowledge, repetition, research and facilitating learning. These attributes are critical in fostering deeper understanding and long-term retention, essential components of effective education. Layered curriculum contributes to a rich and engaging educational experience leading to meaningful learning outcomes. According to the findings, students feel that the layered curriculum gives them the majority of the responsibility for learning. This sense of ownership is crucial for developing independent learning skills and fostering intrinsic motivation. With the implementation of the layered curriculum, they state that they have opportunities and possibilities to control their learning process, to set and monitor learning goals and to take ownership of their educational situation. They also state that by encouraging autonomy and accountability among students, self-directed learning and academic achievement are supported. This empowerment is consistent with constructivist theories of education, which emphasize active student engagement and self-regulation as key to effective learning. The layered curriculum offers students autonomy in selecting activities and opportunities to present completed tasks orally. In the layered curriculum, students can prioritize their own characteristics and needs when choosing activities. This personalization ensures that learning is relevant and meaningful to each student, further enhancing engagement and outcomes. When choosing activities, students stated that they chose activities that they could easily do, that were suitable for their interests, that were related to drawing, and that would enable them to learn the subjects (Gömleksiz & Öner, 2013). In another study, while choosing activities, students paid attention to their learning styles, their own skills and tastes, the ease of the assignments and the

accessibility of the materials to be used in the implementation phase (Kılınçaslan & Şimşek, 2015). Such flexibility in activity choice not only accommodates diverse learner profiles but also fosters a sense of ownership and intrinsic motivation. Leaving the choice of activity to the student gives the student flexibility in managing the learning process. This flexibility and freedom of choice empower students to engage actively in their learning process, enhancing motivation and participation. Nunley (2004) asserts that when teachers allow their students to select the activities they want to do, the students will be happy with the situation, take pleasure in it, and choose the activities that best fit their learning preferences. This approach aligns with self-determination theory, which posits that autonomy, competence, and relatedness are key to intrinsic motivation and effective learning (Sinclair, Bromley, Shogren, Murray, Unruh, & Harn, 2016). Students recognize the effectiveness of the layered curriculum in monitoring student progress, providing feedback, creating an environment for application and practice, and offering tools for self-assessment. Regular feedback and opportunities for self-assessment help students develop critical thinking and reflective skills, which are vital for academic growth. By incorporating self- and peer-assessment along with feedback mechanisms, educators can promote deep learning in project-based coursework, enabling students to engage more meaningfully with the material (Lynch, McNamara & Seery, 2012). In another study, it was found that the layered curriculum was effective in meeting the different individual needs of students in the learning process, that it enabled students to participate actively in the process and evaluation, and that it created a learner-centered classroom environment by making students responsible for their learning (Demirel et al., 2006). These findings underscore the curriculum's ability to support students' learning journey and promote academic achievement. In addition, assessment practices as an important stage of a layered curriculum are perceived positively by students and promote fairness, transparency, active participation and collaborative learning. Fair and transparent assessment practices build trust and encourage a more open and inclusive learning environment (Rasooli, Rasegh, Zandi, & Firoozi, 2022). The majority of students express significant satisfaction with the layered curriculum, referring to its ability to engage, motivate and create a fun and free learning environment. This positive feedback reflects the success and effectiveness of the curriculum in engaging students and making them enjoy the learning process. Similar findings were also found in the study conducted by Iliman and Gencel (2018). In the related study, it was observed that all of the participants enjoyed the implementation process. They stated that their self-confidence increased and their communication with each other strengthened during the process. The reported increase in self-confidence and improved peer communication highlights the layered curriculum's role in supporting not only academic but also social and emotional development. It was stated in the statements of the students that the program was very intriguing, gave students the freedom to choose the tasks, provided permanent learning, and thus increased students' motivation to learn (Iliman & Gencel, 2018). In a similar study, the results obtained from the interviews with the students at the end of the implementation of the layered curriculum emphasized that the layered curriculum made the English lesson more enjoyable and that the students' interest and confidence increased because they felt comfortable (Kahraman & Gündoğdu, 2021). This suggests that the layered curriculum can transform the classroom atmosphere, making it more inviting and conducive to learning. In Orakci's (2019) study, it was determined that the layered curriculum model facilitated student learning, enhanced motivation levels, bolstered self-confidence, fostered a sense of responsibility, and improved decision-making skills and abilities. These comprehensive benefits underscore the multifaceted impact of the layered curriculum on students' academic and personal development. Overall, the layered curriculum's approach to education not only enhances academic performance but also supports the development of essential life skills, contributing to the formation of well-rounded individuals prepared for future challenges.

While students acknowledge the benefits of the layered curriculum, they also identify certain disadvantages, including the requirement for additional materials, challenges in practical applications of grammar concepts, issues with time management, and the continuous need for supplementary resources. Addressing these challenges is essential to optimize the effectiveness and accessibility of the layered curriculum. It can be thought that such situations may reduce student motivation and interest in the application. The literature supports this possibility, indicating that sustained motivation is a critical factor for the ongoing success of educational interventions. In the study conducted by Özdemir (2020), although there were findings that the layered curriculum positively affected student motivation, the researcher observed that students' motivation decreased and their attention started to be distracted in the later stages of the application. This observation suggests that initial enthusiasm may wane without continuous engagement strategies. In the study conducted by LaSovage (2006), the researcher found that student interest and motivation were high in the first stages of the implementation of the layered curriculum, but that this interest and motivation started to decrease over time. These findings highlight the importance of sustaining student engagement through ongoing innovation and support. In conclusion, the qualitative findings shed light on the multifaceted nature of student perceptions regarding the layered curriculum in grammar courses. While the curriculum demonstrates various strengths in promoting student engagement, autonomy, and learning outcomes, addressing identified challenges and implementing student-driven recommendations are crucial for its continued success and effectiveness in enhancing English grammar education. Students offer valuable suggestions for further enhancing the effectiveness and integration of the layered curriculum. These include improving the availability of additional resources, extending its application to other English language skills courses, and ensuring

seamless integration into existing grammar teaching programs. Implementing these suggestions can contribute to the continuous improvement and refinement of the curriculum.

Conclusion

The findings underline the importance of the effectiveness of layered curriculum in increasing English grammar proficiency among university preparatory students. The observed differentiation in post-test scores among EG1-2 and CG1-2 participants reveals the effectiveness of layered curriculum activities in promoting a deeper understanding of English grammar. Moreover, the statistically significant differences in post-test scores between the EG and CG groups suggest that it may be important to incorporate layered curriculum into language teaching methodologies. Layered curriculum not only contributes to academic progress, but also serves as a testament to the pedagogical value of learning experiences. The layered curriculum model is emerging as a promising approach to teaching English grammar, as evidenced by the positive feedback from students. By addressing different types of intelligences by providing a variety of learning methods, including visual materials, interactive activities and project-based learning opportunities, the layered curriculum effectively addresses students' different learning needs and preferences. Students express satisfaction with the curriculum's emphasis on autonomy, accountability and active participation, which not only increases their motivation but also promotes lasting learning outcomes. Furthermore, the flexibility of the curriculum, which allows learners to choose activities according to their interests, learning styles and abilities, significantly empowers learners to take ownership of their learning journey. Overall, the findings underline the effectiveness of the layered curriculum model in promoting student engagement, motivation and academic achievement in English grammar instruction. In addition, it is seen that it stands out by offering an effective method in terms of evaluating and measuring learning. By recognizing the importance of assessment as an integral part of the learning process, educators can further enhance the effectiveness of the curriculum in promoting comprehensive learning outcomes and student achievement.

Limitations and Suggestions

While the study provides valuable insights into the impact of layered curriculum on grammar achievement, some limitations need to be acknowledged. While the sample size is sufficient for statistical analysis, it may not fully reflect the diversity inherent in university preparatory classes. Furthermore, the scope of this study focused only on English grammar proficiency and did not include the investigation of other language skills such as English reading and writing, speaking and listening skills and vocabulary learning. Future research efforts could extend these findings by investigating the longitudinal effects of layered curriculum on general language proficiency in English and other languages. The findings underscore the importance of layered curriculum in increasing English grammar proficiency among university preparatory students. Future research efforts can further enrich our understanding of the role of specific learner-centered learning experiences such as layered curriculum in language education by addressing the identified limitations and exploring additional avenues of inquiry and consideration of recommendations. Future research and curriculum development should focus on creating strategies to maintain student motivation over extended periods, possibly through varied and dynamic activities, regular feedback, and the integration of technology to support learning. Additionally, professional development for educators on effectively managing time and resources within the layered curriculum framework can further enhance its implementation. By addressing these challenges and incorporating student feedback, educators can ensure that the layered curriculum remains a robust and effective tool for teaching English grammar. This approach not only improves academic outcomes but also supports the holistic development of students as self-directed, motivated learners.

Ethics Committee Approval Information

This study was conducted following the approval of Selcuk University School of Foreign Languages Scientific Ethics Evaluation Committee, under the decision dated November 21, 2022, with reference number 2022/06.

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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Genişletilmiş Özet

Giriş

Dil bilgisi öğretiminin dil eğitimindeki önemi yadsınamaz. Dilbilgisi, etkili iletişimin üzerine inşa edildiği temel olarak hizmet eder ve bu da onu dil öğrenimi araştırma ve uygulamalarının odak noktası haline getirir (Chomsky, 1957; Larsen-Freeman, 2001; Ellis, 2006). Dil eğitimi alanında, öğretim yöntemlerinin öğrencilerin dilbilgisi yeterlilikleri üzerindeki etkisi önemli bir araştırma kaynağı olarak ortaya çıkmıştır. Birçok çalışma, dilbilgisinin İngilizce öğrenme ve edinme sürecindeki önemini vurgulamaktadır (Ilgünaitienè, 2021; Jean & Simard, 2011; Liu vd., 2018; Loewen vd., 2009; Mirazna & Hikmah, 2019; Patria, 2022; Schulz, 2001). Sürekli gelişen eğitim ve öğretim ortamlarında, eğitimciler ve araştırmacılar, dil bilgisi yeterliliğinin etkili iletişimin temel taşı olduğunu kabul ederek, dil edinimini ve yeterliliğini optimize etmek için sürekli olarak yenilikçi yaklaşımlar aramaktadır (Imron, 2023; Suhirman, 2023; Ye, 2024). Araştırmalara göre, birçok öğrenci dil bilgisi öğretimine saygı duymakta ve dil öğrenme sürecindeki önemini altını çizmektedir (Bhatt, 2020). Sağlam bir dilbilgisine sahip olmak, yalnızca doğru ifade vermelerini sağlamakla kalmaz, aynı zamanda dil öğrenenlerin fikirlerini açıklık ve kesinlik ile aktarmalarını sağlar, böylece çeşitli sosyal ve profesyonel bağlamlarda anlamlı bir şekilde etkileşim kurma becerilerini geliştirir (Pal & Jain, 2023). Ayrıca, dilbilgisi yeterliliği, öğrencileri dil yapılarını ve kalıplarını analiz etmeye teşvik ederek eleştirel düşünme becerilerini geliştirir, dili daha yetkin bir şekilde anlamalarını ve yazma ve konuşma gibi üretken becerileri geliştirerek daha etkili ürünler ortaya koymalarını sağlar. Eğitimciler, dil bilgisi öğretiminin önemini kabul ederek, öğretim metodolojilerini öğrencilere yetkin dil kullanıcıları olmaları için gerekli araçları sağlayacak şekilde uyarlayabilirler (Celce-Murcia, 1991). Dilbilgisinin dil eğitimindeki önemli rolünü anlamak, dil öğrenenleri yetkin ve kendine güvenen iletişimcilere dönüştüren kapsamlı pedagojik stratejiler geliştirmek için gereklidir. Dil bilgisine yapılan bu vurgu, dil öğrenenleri yetkin ve kendine güvenen iletişimcilere dönüştürmeyi amaçlayan pedagojik stratejilerin şekillendirilmesi için temel oluşturur (Andriani vd., 2021; Bhatt, 2020; Celce-Murcia, 1991). Bu arayışın merkezinde, öğretim metodolojilerinin öğrenenlerin dilsel gelişimini şekillendirmedeki rolü daha fazla dikkat çekmiş ve anlamlı dil öğrenme deneyimlerini teşvik eden kanıta dayalı ve yenilikçi uygulamalara duyulan ihtiyaç giderek önem kazanmıştır. Bu nedenle, bu çalışma, öğrenen merkezli pedagojik yaklaşımlardan biri olan basamaklı öğretim programının (Nunley, 2002), yabancı dil olarak İngilizce öğrenimi bağlamında öğrenenlerin dilbilgisi yeterliliklerini artırmadaki etkililiğini araştırmaktadır. Ayrıca, basamaklı öğretim programının İngilizce dilbilgisi başarısı üzerindeki etkisini detaylı bir şekilde inceleyerek, öğrencilerin dilin karmaşıklığını güven, akıcılık ve olumlu bir bakış açısıyla aşmalarına yardımcı olmak için geliştirilen ve uygulanan etkili stratejilere ışık tutmayı amaçlamaktadır. Bu çalışma, özellikle basamaklı öğretim programının öğrencilerin yabancı dil olarak İngilizce dilbilgisi başarısı üzerindeki etkisine odaklanmaktadır. Bu çalışmanın önemi, İngilizce dilbilgisi derslerinde etkili olduğu düşünülen ve öğrenenlere seçim özgürlüğü sunarak öğrenmede sorumluluk almalarını sağlayan (Nunley, 2006) basamaklı öğretim programının uygulanmasına bir örnek sunmasında yatmaktadır. Bu çalışma, basamaklı öğretim programının öğrencilerin İngilizce dilbilgisi yeterlilikleri üzerindeki etkilerinin kapsamlı bir analizini sunmak ve öğrencilerin uygulamaya ilişkin görüş ve düşüncelerini ortaya çıkarmak üzere yapılandırılmıştır.

Yöntem

Bu çalışmada hem nicel hem de nitel yöntemler bir arada kullanılmıştır. Çalışmanın nicel kısmında Solomon Dört Gruplu Araştırma Modeli uygulanmıştır. Solomon Dört Gruplu Araştırma Modeli, bir müdahalenin etkisini değerlendirirken ön test duyarlılığından kaynaklanan potansiyel yanlılıkları dikkate alan çalışmalarda kullanılan bir araştırma desendir (Sawilowsky, Kelley, Blair & Markman, 1994). Solomon Dört Gruplu Araştırma Modeli, iç ve dış geçerliliği birlikte koruyan en güçlü deneysel model olarak kabul edilmektedir (Braver & Braver, 1988; Karasar, 2015). Bu modelde rastgele seçilen dört farklı grup üzerinde ölçümler yapılır: İki kontrol grubu ve iki deney grubu. Her biri rastgele ve dengeli bir şekilde oluşturulur. Her grupta son test ölçümleri yapılırken, sadece bir kontrol ve bir deney grubunda ön testler uygulanır. Deney ve kontrol grupları birbirleriyle eşleştirilir ve ön test çiftlerden birine uygulanır, diğer çifte uygulanmaz. Her iki grupta da etki değişkeni deney grubuna uygulanır. Araştırmanın son aşamasında ise dört gruba da son test uygulanır. Bu model, ön testin son test sonuçları üzerindeki etkisini azaltmak ve böylece deney ve kontrol grupları arasındaki karşılaştırmaları daha güvenilir hale getirmek için tasarlanmıştır. Çalışmanın nitel kısmında veriler açık uçlu sorular içeren bir ölçme aracı kullanılarak toplanmıştır. Elde edilen veriler içerik analizi yöntemiyle analiz edilmiş ve her bir soruya verilen cevaplar üzerinden en sık karşılaşılan terimlerin frekans dağılımı incelenmiştir (Tavşancıl & Aslan, 2001, s. 89). İçerik analizi, metnin kategoriler halinde kodlanmasını ve ardından her bir kategori içindeki oluşumların frekanslarının sayılmasını içeren nitel bir araştırma yöntemidir (Hsieh & Shannon, 2005). Terimlerin sıklık dağılımı içerik analizinin temel bir yönüdür ve iletişim olarak dilin özelliklerini anlamak için gereklidir (Hsieh & Shannon, 2005).

Çalışma grubu, Türkiye'nin Konya ilinde bulunan Selçuk Üniversitesi Yabancı Diller Yüksekokulu'nun İngilizce hazırlık sınıflarında öğrenim gören öğrencilerden oluşmaktadır. Bu öğrenciler, okul tarafından yapılan seviye belirleme sınavı sonuçlarına göre İngilizce yeterlilik düzeylerinin eşit kabul edildiği D kurlarına (Dil Kursları) atanmışlardır. Bu kursların okul tarafından D kursları olarak adlandırılmasının nedeni, bu öğrencilerin lisans programlarında İngilizce Mütercim Tercümanlık ve İngiliz Dili ve Edebiyatı okuyacak olmalarıdır. Çalışma grubu, İngilizce Mütercim Tercümanlık ve İngiliz Dili ve Edebiyatı bölümlerine kayıtlı hazırlık sınıfı öğrencilerinden oluşmaktadır. Araştırma kapsamında amaçlı örnekleme yöntemi benimsenmiştir. Amaçlı örnekleme, araştırmacının katılımcıları çalışmayla ilgili belirli özelliklere veya amaçlara göre seçtiği, olasılığa dayalı olmayan bir örnekleme yöntemidir (Christensen, Johnson, & Turner 2015; Patton, 2014). Bu örnekleme tekniği, belirli bir olguyu derinlemesine incelerken, örneklemin araştırma hedefleriyle yakından uyumlu olmasını sağlamak ve böylece çalışmanın titizliğini ve güvenilirliğini artırmak için çok önemlidir (Campbell, Greenwood, Prior, Shearer, Walkem, Young & Walker, 2020). Amaçlı örnekleme, araştırmacıların evren içindeki belirli özelliklere odaklanmasını sağlar ve bu da belirli bir olguyu derinlemesine araştırırken büyük önem arz etmektedir (Creswell & Plano Clark, 2017). Bu durumda, öğrenciler, çalışmanın dil edinimine odaklanmasıyla doğrudan ilgili olan İngilizce hazırlık programının bir parçası oldukları için seçilmiştir. Her gruptaki öğrencilerin İngilizce D gruplarında bulunmalarının ortak bir amacı vardır ve bu gruplara atanmaları rastgele değil, belirli derslere ve bölümlere kayıt olmalarına dayanmaktadır. Bu yöntemle göre, amaçlı atama yaklaşımı kullanılarak dört ayrı grup belirlenmiştir (Patton, 2014). Amaçlı örnekleme ile DG1'de (deney grubu1) 24, KG1'de (kontrol grubu1) 23, DG2'de 27 ve KG1'de 25 olmak üzere toplam 99 öğrenci bu çalışmaya dahil edilmiştir.

Bu çalışmada, temaya yönelik kazanımların belirlenmesiyle başlayan süreçte, bu kazanımları desteklemek üzere basamaklı öğretim programına dayalı ders planları tasarlanmıştır. Bu ders planları önceden belirlenen bir program dahilinde araştırmacı tarafından deney grubuna uygulanmıştır. Kontrol grubunda ise okul tarafından belirlenen program ve National Geographic Learning (2021) Grammar in Context 3 ders kitabı kullanılarak ders işlenmiştir. Araştırmanın veri toplama süreci, öğrencilerin ders müdahaleleri öncesi ve sonrası başarı düzeylerini ölçmek amacıyla gerçekleştirilmiştir. Deney grupları için basamaklı öğretim programı kullanılarak uygulama planları ve etkinlikler hazırlanmıştır. Aynı şekilde kontrol grupları için de okulun kullandığı ders kitabı temel alınarak uygulama ve ders planları hazırlanmıştır. Her iki deney grubunda da İngilizce dilbilgisi öğretimi, basamaklı öğretim programı etkinlikleri kullanılarak titizlikle tasarlanmış ve yürütülmüştür. Çalışmanın başında, uygulama sürecinin kapsamlı bir şekilde tanıtılması ve ön testlerin uygulanması için 2 saatlik bir zaman dilimi ayrılmıştır. Takip eden 26 saatlik süre boyunca hem DG1 hem de DG2 grupları yapılandırılmış basamaklı öğretim programı etkinlikleriyle dilbilgisi derslerini sistematik olarak uygulamıştır. Bu etkinlikler, öğrencileri çeşitli bilişsel alanları ve dil becerilerini kapsayan çok yönlü öğrenme deneyimlerine dahil etmek için özenle hazırlanmış ve seçilmiştir. Basamaklı öğretim programının yapısı içinde üniteler iki formata göre düzenlenmiştir: "günlük yöntem" ve "geleneksel yöntem" (Nunley, 2002, s. 9, 11). Bu çalışmanın uygulama aşamasında C, B ve A basamaklarında seçmeli etkinlikler yer alan geleneksel yöntem kullanılmıştır. Basamaklı öğretim programında "geleneksel yöntemin" "günlük yöntem" kıyasla daha fazla esneklik sunduğu düşünülmektedir; çünkü belirli günlerle ya da ders saatleriyle kısıtlı değildir ve programlama, ders kapsamı ve görev seçimi açısından daha fazla özgürlük sağlamaktadır.

Bulgular ve Tartışma

Bu çalışma, basamaklı öğretim programının üniversite hazırlık sınıfı öğrencilerinin İngilizce dilbilgisi başarıları üzerindeki etkisinin yanı sıra öğrencilerin müdahaleye ilişkin algı ve görüşlerine dair verileri incelemektedir. Çalışma, iç geçerliliğe yönelik potansiyel tehditleri azaltmayı amaçlayan sofistike bir araştırma metodolojisi olan Solomon dört gruplu tasarımının benimsenmesiyle güçlendirilmiştir. Bu tasarım, hem gruplar arasında önceden var olan farklılıkların hem de deneysel uygulamanın son test sonuçları üzerindeki etkisinin incelenmesine olanak sağlamıştır. Çalışmada, gruplar arasındaki ön test (DG1 ve KG1) ve son test (DG1-2 ve KG1-2) puanlarındaki anlamlı farklılıkları ortaya çıkarmak için bağımsız örneklem t-testi analizleri kullanılmıştır. Ön test puanlarının ilk analizi, deney (DG1) ve kontrol (KG1) gruplarındaki öğrencilerin dilbilgisi yeterlilikleri arasında istatistiksel olarak anlamlı bir fark olmadığını ortaya koymuştur. Bu durum, her iki grubun da basamaklı öğretim programı uygulanmasından önce benzer düzeyde İngilizce dilbilgisi anlayışına sahip olduğunu göstermektedir. Ancak, son test değerlendirmeleri ilginç ve önemli sonuçlar ortaya koymuştur. Basamaklı öğretim programı etkinliklerine maruz kalan deney gruplarındaki (DG1 ve DG2) öğrenciler, kontrol gruplarındaki (KG1 ve KG2) öğrencilere kıyasla önemli ölçüde daha yüksek ve istatistiksel olarak anlamlı dilbilgisi başarı puanları sergilemiştir. Bu anlamlı fark, basamaklı öğretim programının entegrasyonunun öğrencilerin İngilizce dilbilgisi başarıları üzerinde olumlu bir etkisi olduğunu göstermektedir.

Öğrenciler, görsel materyallerin kullanımı, pratik etkinlikler, farklı zekâ türlerine uyarlanmış etkinlikler ve etkileşimli dilbilgisi etkinlikleri de dahil olmak üzere basamaklı öğretim programının kolaylaştırdığı çeşitli öğrenme yöntemlerine olumlu yanıt vermektedir. Bu bulgular, İngilizce dilbilgisi derslerinde öğrencilerin farklı ihtiyaç ve tercihlerini karşılamada çeşitli öğretim stratejilerinin önemini vurgulamaktadır. Öğrencilerin çoğunluğu basamaklı öğretim programının sağladığı olumlu öğrenme deneyimlerinden bahsetmektedir. Öğrenciler, basamaklı öğretim programının yeterli öğretim

materyalleri, öğrenci merkezli bir öğrenme ortamı, aktif katılım için fırsatlar, proje tabanlı öğrenme ve öğrenme üzerinde kalıcı etki sağladığını vurgulamaktadır. Yine bulgulara göre, öğrenciler basamaklı öğretim programının öğrenme sorumluluğunun büyük bir kısmını kendilerine verdiğini düşünmektedir. Basamaklı öğretim programının uygulanmasıyla, öğrenme süreçlerini kontrol etme, öğrenme hedefleri belirleme ve izleme ve eğitim durumlarını sahiplenme fırsat ve olanaklarına sahip olduklarını belirtmektedirler. Ayrıca, öğrenciler arasında özerklik ve hesap verebilirliğin teşvik edilmesiyle, öz-yönelimli öğrenmenin ve akademik başarının desteklendiğini belirtmektedirler. Basamaklı öğretim programı, öğrencilere etkinlik seçiminde özerklik ve tamamlanan görevleri sözlü olarak sunma fırsatları sunar. Basamaklı öğretim programında öğrenciler etkinlik seçerken kendi özelliklerine ve ihtiyaçlarına öncelik verebilirler.

Sonuç olarak, bulgular, dilbilgisi derslerindeki basamaklı öğretim programına ilişkin öğrenci algılarının çok yönlü doğasına ışık tutmaktadır. Program, öğrenci katılımını, özerkliğini ve öğrenme çıktılarını teşvik etmede çeşitli güçlü yönler sergilerken, belirlenen zorlukların ele alınması ve öğrenci odaklı önerilerin uygulanması, İngilizce dilbilgisi eğitiminin geliştirilmesindeki başarısının ve etkinliğinin devamı için çok önemlidir. Öğrenciler, basamaklı öğretim programının etkinliğini ve entegrasyonunu daha da artırmak için değerli önerilerde bulunmaktadır. Bunlar arasında ek kaynakların kullanılabilirliğinin artırılması, uygulamanın diğer İngilizce dil becerileri derslerine genişletilmesi ve mevcut dilbilgisi öğretim programlarına sorunsuz entegrasyonun sağlanması yer almaktadır. Bu önerilerin hayata geçirilmesi, öğretim programlarının sürekli iyileştirilmesine ve geliştirilmesine katkıda bulunabilir.