BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES

AN EFFICIENCY ANALYSIS ON ENGLISH PROFICIENCY GROUPING OF SAME GRADERS IN PRIMARY EDUCATION

Ceyda ERTUĞ

MASTER OF ARTS
ENGLISH LANGUAGE TEACHING
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ÖZ

İLKÖĞRETİMDE AYNI SINIF ÖĞRENCİLERİNE İNGİLİZCE KUR SİSTEMİ UYGULAMASININ YETERLİLİK ANALİZİ: NİTELİKSEL DURUM ÇALIŞMASI

CEYDA ERTUĞ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

YÜKSEK LİSANS TEZİ
EYLÜL 2012

Öğrencileri seviyelerine, yeterliliklerine ya da yeteneklerine göre gruplandırmak yıllardır pek çok ülkede uygulanmakta olan bir sistemdir. Öğrencileri gruplandırmanın pek çok sebebi bulunmaktadır. Kalabalık sınıflar, farklı yetenekteki öğrenciler ya da farklı seviyelerde olan öğrenciler bu sistemin oluşmasının nedenleri arasındadır. Bu araştırma dil yeterliliklerine göre kurlara ayrılmış olan öğrencilerin ve özel bir okulda kur sistemini uygulamakta olan öğretmenlerin ve idarecilerin görüşlerini hedeflemiştir. Aynı zamanda bu araştırma kur sisteminin güçlü ve zayıf yönlerini, ileride oluşabilecek fırsatları ve tehditleri de araştırmıştır. Araştırmada, özel bir okulda çalışan ve birden fazla yıldır kur sistemini uygulayan 10 öğretmen, 3 idareci ve 4 yıldır kur sistemine maruz kalan 6 öğrenci ile mülakat yapılmıştır. Mülakatta sistemin güçlü yönleri, zayıf yönleri, fırsat ve tehditleri üzerinde durulmuştur. Sonuç olarak öğretmenler sistemin güçlü yanlarından bahsederken, zayıf yönlerinin de göz ardı edilemeyecek boyutta olduğunu belirtmişlerdir. İdareciler sistemin iyileştirilmesi gereken zayıf yönleri olsa dahi, sistemin güçlü yönlerinin olduğunu belirtmişlerdir. Öğrenciler ise genel olarak sistemden gayet memnun olduklarını ve de öğretmenlerinin bahsettiği olumsuz yönlerden hiç bahsetmemişlerdir.

Anahtar Kelimeler: Kur Sistemi, İngilizce Yeterlilik Seviyesi, İlköğretimde İngilizce Eğitimi

ABSTRACT

AN EFFICIENCY ANALYSIS ON ENGLISH PROFICIENCY GROUPING OF SAME GRADERS IN PRIMARY EDUCATION

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Grouping same-class students in terms of their levels, proficiency levels or abilities has been applied over the years. Students have been grouped for many reasons. Overcrowded classes, students with differing abilities and students whose proficiency levels are different are some of the reasons for implementing this system. This study addressed students who have been grouped in terms of their proficiency levels, as well as their teachers' and administrators' evaluations on applying this system in a private primary school. This study also investigated whether there were any strong and weak points, opportunities and threats of the system. In this study, ten teachers who have been working in a private school and applying this system for more than one year, three administrators, and six students who have been studying according to this system for four years were interviewed. In the interviews, the strengths and weak points, opportunities and threats of the system were elaborated. As a result; while teachers mentioned the strengths of the system, they also stated that the weaknesses of the system should not be ignored. The administrators stated that there were strong points of the system, despite the weaknesses that should be resolved. The students stated that they were pleased with the system in general, and they did not mention the negative points of the system brought up by their teachers.

Key Words: Grouping, Proficiency Levels of English, English Teaching in Primary Education

ABBREVIATIONS

CBT   Computer-Based Test

SWOT   Strengths, Weaknesses, Opportunities, Threats

ELs   English learners

ELT   English language teaching

TOEFL   Test of English as a Foreign Language

IELTS   International English Language Testing System

ETS   Educational Testing Services

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CHAPTER I

INTRODUCTION

This chapter gives a brief summary on the background of the study titled "An Efficiency Analysis on English Proficiency Grouping of Same Graders in Primary Education". It also presents the problem and the purpose of the study. The research questions and the limitations of the study are also explained and discussed at the end of this chapter.

Grouping same-class students in terms of proficiency levels has been applied over the years. Students are grouped for many reasons. First of all, it is necessary to overcome problems related to overcrowded classes, diverse levels of student abilities, and different achievement levels. The need for grouping and students' emotional reactions to this process has led teachers to develop guidelines concerning grouping. In addition, teachers agree that it is important for students to maintain a balance between self-confidence and awareness of their weaknesses in language acquisition (Burroughs & Tezer, 1968).

This study aims to investigate the grouping of students in the same class in terms of proficiency levels, as well as practitioners', students' and administrators' evaluations on its application in a private primary school. In this study, ten teachers who have been working as English instructors, three administrators and six students at a private school in Ankara were interviewed about the strong points, weak points, opportunities and threats related to grouping students in English classes in terms of their language proficiency levels.

Data collection was completed in the 2011-2012 academic year. The participants shared their personal opinions concerning multi-level grades. All the participants (f=19) were interviewed using the SWOT analysis procedure. They answered four questions related to SWOT analysis; namely, the strengths, weaknesses, opportunities and threats with respect to the aforementioned application.

In this study, the researcher aims to design a qualitative case study on the perceptions of the efficiency of grouping same-grade language learners into different levels in primary education. This study includes six chapters. Detailed information about the chapters is given as follows:

The background of the study is presented, followed by the research problem, the purpose of the study, the research questions, and the limitations of the study. In the second chapter, a review of the literature on English language teaching in Turkey, as well as worldwide, with respect to multi-level grouping is explored. In the third chapter, the research method is explained in detail. In the fourth chapter, the findings of the study, along with the evaluations of the teachers, administrators and students, concerning multi-levels are presented. In the fifth chapter, a summary of the study and an overall evaluation on the results are discussed.

1.1. Background of the Study

Based on the principle of "No Child Left Behind" (Sexton, 2010), English language researchers have come up with new ideas in order to develop students' abilities and attitudes towards learning English. The multi-level system is one of the methods that

have been applied in many schools around the world. Students are grouped according to their abilities and proficiency levels in the English language.

Because of the difference in students' levels of proficiency, teachers and administrators are obliged to divide students into different sections. In multi-levels, teachers and administrators believe that students may develop their vocabulary, grammar, and skills in reading, writing and listening more effectively. It is believed that it is difficult for low-level students to improve their skills in the English language in homogeneous classes.

Multi-levels aim to create an effective classroom atmosphere for the benefit of both levels. This study is based on the evaluations expressed by practitioners, administrators and students in terms of the strong points, weak points, opportunities and threats of multi-levels. This study also reflects practitioners' and administrators' thoughts, feelings and notions about how teachers determine levels, as well as the number of students in classrooms.

1.2. Research Problem

Grouping same-grade students around multi-levels of language proficiency is an application preferred by some private schools in Turkey. Nevertheless, there is no existing empirical data on the efficiency of this application.

In recent years, research has shown that grouping students in terms of their abilities or attitudes in the classroom and their proficiency levels in English are important topics in English Language Teaching (Burroughs & Tezer, 1968; Macintyre & Ireson, 2002; Macqueen, 2010; Parpart, 1995). Research has produced many ideas about the

drawbacks of multi-levels, such as lack of motivation of both students and teachers in low levels and the labeling of students. Eliminating crowded classes and related classroom management issues are some of the advantages of applying multi-levels.

While the challenging aspects of multi-levels have been observed by teachers, the fact that this approach is still applied of multi-levels system has created the need for further research. The aim of this study is to investigate whether the multi-level system is regarded as a beneficial application for students, teachers and schools.

1.3. Purpose of the Study

In light of the problems stated above, the main aim of this study is to investigate the strengths, weaknesses, opportunities and threats of multi-level grades from the perspective of practitioners, administrators and students. This study also aims at examining the main principles of multi-levels in detail, as well as discussing the extent to which the main principles of multi-levels and practitioners' beliefs correspond. With the help of interviews done with teachers, administrators and students, it is the researcher's aim to find out their opinions about the effective and ineffective aspects of multi-level teaching in primary education. Consistent with this general aim, the following questions are identified as research questions, to be derived from a SWOT analysis through interviews with teachers, administrators and students.

1.4. Research Questions

The following questions are expected to be answered in this study:

1. What are the strengths of multi-level grades?

2. What are the weaknesses of multi-level grades?

3. What are the opportunities of multi-level grades?

4. What are the threats of multi-level grades?

1.5. Limitations of the Study

This study has some limitations. The study is limited to a particular case, which is a private primary school located in Ankara, Turkey. Due to the narrow scope, the study is limited to the evaluation of grouping same graders into different levels according to their English proficiency at the primary level of education. The selected grade for the study was 8th graders; therefore, the group of students and teachers who stated their evaluations of the related applications is limited to the aforementioned grade only.

1.6. Definitions of Terms

Grouping	a wide rubric including different range[s] of organizational plans, selection criteria, instructional methodology, and educational philosophies
Ability Grouping	based on the belief that students can be placed into various groups or configurations for teaching purposes is a given in schooling and education.
Tracking	the practice of evaluating and categorizing students in order to provide different types of instruction in classrooms.
Cluster Grouping	an educational process in which four to six gifted and talented and/or high achieving students are assigned to an otherwise heterogeneous classroom within their grade to be

	instructed by a teacher that has had specialized training in differentiating for gifted learners.
SWOT Analysis	a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats involved in a project or in a business venture.
Achievement Grouping	based on students' levels of achievement named "the organization of classes" as achievement grouping.
Within-class Grouping	being grouped according to their interests, skills, jobs.
Between-class Grouping	being grouped in consideration of their abilities and achievement.

CHAPTER II

REVIEW OF LITERATURE

In Chapter II, it is the researcher's aim to present a review of the literature on grouping. First, the definition of grouping students, as well as the types of grouping, is explored. Second, a historical background is given. Then, the characteristics of grouping are presented. The reasons for grouping are also discussed in the review of the literature. The negative and positive effects of grouping, and finally, how groups are formed, will be presented.

2.1. Definition and Types of Grouping

In public education, the term 'grouping' refers to "a wide rubric including different range[s] of organizational plans, selection criteria, instructional methodology, and educational philosophies" (Findley & Bryan, 1971). As cited in Worthy (2010: 2), Goodland (1985), LeTendre et al. (2003), and Lucos (1999) contend that the terms "ability grouping" and "tracking" refer to the practice of evaluating and categorizing students in order to provide different types of instruction in classrooms.

There are different types of grouping systems mentioned in the literature, including ability grouping, tracking, cluster grouping, achievement-based grouping, within-class grouping and between-class grouping. According to Findley and Bryan (1975), as cited in Abadzi (1985), despite the differences in the terms "ability" and "grouping", in general, these can be explained as teaching students whose learning achievement is similar.

As Gentry (1999: 14) notes, in ability grouping, students who have similar abilities are placed in a common classroom "for the purpose of modification of pace, instruction, and curriculum," in order to fulfill the needs of students who have different abilities in different areas. To Findley and Bryan (1971), ability grouping is the practice of organizing classrooms in a school to bring students together at a definite age and grade whose learning achievement or capability, depending on achievement tests, is the same.

Ability grouping, or homogeneous grouping, is the state of separating same-grade school children who differ distinctly in school aptitude on the basis of test scores and school records (Kulik, 1992). Gamoran (1990) defines ability grouping (as cited in Schindelmar & Szoo, 1991: 5) "as any school or classroom organization plan which is intended to reduce the heterogeneity on instructional grouping."

Tracking is a system that offers little opportunity to change tracks and places students into ability grouping classes for instruction (Gentry, 1999). Tracking is generally used with between-class grouping, although "tracks refer to instructional tracks of college, general and vocational preparation" (Schindelmar & Szoo, 1991: 5).

As cited in Gentry (1999: 14), Gentry (1996) states that cluster grouping means to place "high achieving, high ability, or gifted students in a regular classroom with other students and a teacher who has received training or has a desire to differentiate curriculum and instruction for the target students." According to Brulles and Winebrenner (2012), cluster grouping targets not only gifted students, but also all of the other students, to make significant progress.

Parpart (1995) explains that cluster grouping aims to provide the most suitable education to gifted students following the basic tenets of standard education. To Brulles, Saunders, and Cohn (2010), in the gifted cluster model, all of the students in a given grade level are placed into classrooms, thus stabilizing both ability and achievement levels throughout the grade level.

Another system, achievement grouping, is based on students' levels of achievement (Gentry, 1999); Macqueen (2010) named "the organization of classes" as achievement grouping. When students are grouped in consideration of their abilities and achievement, between-class grouping takes place. However, in within-class grouping, students may be grouped according to their interests, skills, jobs and abilities (Gentry, 1999). According to Macintyre and Ireson (2002), class ability grouping "is seen as a means of raising attainment that avoids the social and emotional disadvantages of streaming" (Macintyre & Ireson, 2002: 249).

To Schindelmar and Szoo (1991), between-class grouping is applied in order to address the differences or the heterogeneity of classes for each subject. For instance, in mathematics, students in a single grade may study basic geometry, geometry or honors geometry. When grouping is carried out within a class or section, within-class grouping occurs. In this type of class, there are small groups of high, medium, and low ability students.

2.2. History of Grouping

The grouping system has been a significant issue in the United States for more than a hundred years. The first grouping system goes back to the nineteenth century (Findley

& Bryan, 1971). According to reviews of the history of ability grouping (Barr & Dreeben, 1991; Lucas 1999; Oakes 1985), by the 1920s, nearly all of the population in northeastern cities consisted of poor, uneducated, and unskilled immigrants from Europe. In order to educate students from diverse backgrounds, most cities built schools for the purpose of separating students into college preparation and occupational tracks, taking their distinct needs and abilities into account. The children of immigrants and the poor generally followed the curriculum of occupational tracks, while the others followed college preparation programs. In the early 1970s, the first negative effects of tracking began to appear, and schools replaced this system with the leveled-course system (Worthy, 2010).

Sabharwal (2009) stated that grouping has been used in the American educational system since the early part of the mid-1800s. Children of all ages were educated in one room at school. In the middle of the 19th century, Horace Mann came up with the idea of grouping students, taking their ages and ability levels into consideration.

As cited in Sabharwal (2009), Watson (2008) notes that from the beginning of the last century, educators adopted the ideal of democracy for developing the talents and aptitudes of students. In 1974, when the U.S. Supreme Court ruled that identical education does not constitute equal education, school districts were directed to take affirmative steps to overcome the educational barriers faced by English learners (ELs). Therefore, the emphasis was on using research-based programs for effective instruction for ELs (Sabharwal, 2009).

In the UK, grouping has also a long history. In the UK, students were divided into groups based on their abilities after the publication of the 1931 Primary School Report (Hallam et al., 2000). After research (as cited in Hallam et al.) proved that this did not have any positive effects on students' academic achievement (Blandford, 1958; Barker-Lunn, 1970; Daniels, 1961; Ferri, 1971; Gregory, 1984), personal or social development, mixed-ability and within-class grouping was put into practice (Barker-Lunn, 1970; Willig, 1963) .

2.3. Characteristics of Grouping

Drebeen and Gamoran (1986) , Esposito (1973), Gamoran (1986) and Oakes (1985) have all stated that grouping was designed to separate the high, middle and low track classes in order to prepare the high- and middle-achieving students for college and training the low-level students for vocations (as cited in Worthy, 2010). Students are separated into levels according to their abilities as high achievers, middle achievers or low achievers. Generally, ability grouping is applied at the secondary level (Schindelmar & Szoo, 1991).

As cited in Macintyre and Ireson (2002), Budge (1998a, 1998b) and Evans (1998) express that grouping has become an important issue in achieving high standards in education and the ability to teach students effectively. In British primary schools, mixing children according to their different abilities has become a common issue in recent years (Macintyre & Ireson, 2002).

Abadzi (1985) outlines the characteristics of ability grouping as follows:

- Ability grouping is the practice of organizing groups in order to place students who have similar learning achievement and abilities into a single class.

- In ability grouping, students are separated according to a single test or teacher judgment.

- Ability grouping is generally used in American school systems.

- Ability grouping is a method used in larger school systems.

- Ability grouping is generally applied in higher grades and accepted by school administrators and teachers.

2.4. The Reasons for Grouping

The need for grouping students, in relation to the principle of "No Child Left Behind" (Sexton, 2010), has led the educators to place students into various sections for different purposes. This method has been applied in thousands of classrooms around the word. One of the grouping strategies, that is, grouping according to the ability of students, has been extensively carried out, both in the United States of America (USA) and in Europe (Abadzi, 1985). Moreover, large numbers of primary schools in Australia and overseas organize their students into achievement-based classes (Macqueen, 2010).

Burroughs and Tezer (1968) points out that teachers often complain of overcrowded classes, as well as differences in students' academic achievement and the obvious ability diversities in a given class. These issues have led to the concept of grouping systems. Parpart (1995) explains that the need for differentiated education for gifted students is related to issues with students who have academic or physical disabilities. As a solution to the need for fulfilling the needs of gifted students in the framework of the regular classroom, "clustering" or "grouping" gifted students may be applied.

Often, the percentage of students who have different proficiency levels in English in a particular school can be so high that the school is left with no option but to group them all together (Sabharwal, 2009). Bikle (as cited in Sabharwal, 2009) states that when learners of English with higher and lower levels of proficiency in the English language are divided into different groups, they are inclined to develop better vocabulary. Otherwise, factors like exclusionary talk, difficult academic material, and struggling to keep pace with the group make it extremely difficult for students with lower levels of English proficiency to participate in group conversations.

2.5. Negative Effects of Grouping

Tracking programs, which have been on the decline since the 1900s, have been replaced by subject-by-subject leveled classes and within-class ability grouping. According to some researchers (Eder 1981; Lucas 1999; Oakes 1985), tracking programs have been replaced by leveled classes and within-class ability grouping because of the negative effects of grouping on students in lower levels (Worthy, 2010).

As cited in Macintyre and Ireson (2002); Oakes (1994) and Marsh(1997) state that ability grouping can have negative effects on the self-concepts of children in low ability groups. To Macintyre and Ireson, self-concepts of children may have a negative effect on lower-achievers. Dweck and Leggett (1988) believe that ability grouping has some negative effects, not only on lower levels, but also on high-ability students whose awareness of their abilities may lead them to avoid difficulties in effective learning (as cited in Macintyre & Ireson, 2002). Schindelmar and Szoo (1991) believe that ability

grouping and tracking have a crucial role on students' self-concepts because the level or group in which students are placed may affect their abilities and performances. They also note that in heterogeneous classes of English and social studies, secondary students have higher self-concepts and self-esteem.

To Hallam et al. (2000), mixed-ability groups enable students to work collaboratively with peers who have different abilities and to develop social skills and support for each other. As cited in Macqueen (2010), in light of the research that has been conducted so far, achievement grouping does not provide any academic benefits (Barker Lunn, 1970; Jackson, 1964; Slavin 1987, 1990). In a study in the UK carried out by Jackson (1984) involving 660 primary schools, it was concluded that achievement-based classes had many negative effect on students, such as injustice, incorrectly generated groups, and low levels of self-efficacy of students (Macqueen, 2010).

After Burroughs and Tezer (1968) had done research about grouping in a college in Iran, the results of their study were reported as follows:

- Students in the lower-level groups began to complain of excessive work and use of poor teaching methods, and techniques.
- A negative spirit of competition developed in many of the lower-level groups. Students began to do as little as possible and became quite apathetic about their lack of accomplishment.
- An attitude of complete disassociation and disorientation became apparent in some students.
- Teachers became disenchanted with the unsuccessful classes and tended to take their duties less seriously.
- The teaching program as it related to the slower groups tended to disintegrate.

Abadzi (1985) states that while ability grouping reduces self-concept, motivation for achievement and academic performance in low-ability groups, test scores of students in

high-ability groups may also be lower because of the lack of competition between students.

As cited in Schindelmar and Szoo (1991) Sorenzon and Hallinan (1986) found that grouping decreased the equality of achievement. In their study results, it was concluded that high-ability students gained more in terms of achievement than low-ability students.

Slavin (as cited in Mills, 1998) summarized the achievement effects of grouping. Slavin stated that "if the effects of ability grouping on student achievement are zero, then there is little reason to maintain the practice" (Mills, 1998: 3). One disadvantage of this type of grouping was reported in a study carried out by Urdan, Midgley, and Wood (1995, as cited in Mills, 1998) in light of their observation that ability grouping damages the flexibility of the school schedule. They also concluded that providing in-service training for teachers in middle level schools to help them teach in new and challenging ways was particularly important.

According to Aydin and Tugal (2005), when working with homogeneous groups, teachers might have low expectations from low achieving students. Therefore, students may not perform to their best ability. After Roe and Radebaugh (1993) examined one middle school that had cancelled tracking in mathematics, English, and reading classes, they determined that the teachers felt that heterogeneous grouping improved classroom culture. After the elimination of tracking, teachers observed social benefits, and behavioral implications increased while parental competition nearly disappeared. The

teachers also expressed that de-tracking had academic benefits in consequences of the social nature of learning and the strong influence of the students on peer groups (as cited in Mills, 1998).

Hoffer (1992) examined the long-term consequences of whether ability grouping acts as a "sorting" event. In terms of mathematics classes, Hoffer concluded that there are no favorable long-term effects for low-ability students placed in low-grouped mathematics classes. Moreover, when low-ability students are compared to non-grouped students, low-grouped students were observed to regress. Furthermore, According to a study by Yu-Ting concerning grouping based on proficiency levels in English, it is concluded that there was no significant difference in the progress of either group (as cited in Sabharwal, 2009).

A study by Lou et al. (as cited in Petrello, 2000) concluded that higher ability students gained the greatest advantage from grouping. The same study concluded that middle-group students were least affected by grouping. For low-track students, Petrello (2000: 7) cited Burnett (1996) as stating that:

> Critics suggest, however, that ability grouping all too often limits the instructional experience of lower-track students to little more than rote drills on basic skills. Further, because mobility between tracks is rare, students placed in low tracks at a young age may never be transferred to the upper tracks where higher order skills are taught.

Findley and Bryan (1971) note that a considerable number of approaches have been developed and carried out so far in order to make grouping educationally effective. However, teachers are constrained by the problems of ability grouping among students who fail subject-matter oriented courses of study.

As cited in Sabharwal (2009), Oakes (1985) points out that practitioners teaching low levels spend their time mainly on managing students' behaviors instead of instruction. However, high-level teachers have little time to spend on the behaviors of students. This causes an increase in the gap between the low- and high-level students.

Mills (1998) revealed that in a studies conducted by Mason et al. (1992), researchers placed 34 average-achieving eighth-graders into high-track pre-algebra classes with their high-achieving peers. According to the results, some of the average-achieving students performed better than their high-achieving peers, whereas the high-achieving students could not give a good account of themselves in computation or problem-solving achievement.

Brulles, Saunders, and Cohn (2010) state that in the gifted cluster model, all of the students at the same grade level have the same syllabus, which balances ability and achievement levels throughout the grade level. Hence, teachers placed students in classrooms without both extremes of the learning continuum. Cluster grouping nearly narrows the variation of the abilities in each classroom. This promotes grade-level planning and flexible grouping and facilitates more effective instruction. Furthermore, despite the fact that some researchers advocate cluster grouping of gifted students in gifted education, there is not enough experimental evidence to prove its effectiveness. According to a study applied on mathematics classes, it was demonstrated that gifted students in gifted cluster classes with trained teachers were able to develop mathematics

considerably more effectively than those who were in regular heterogeneous classes with relatively untrained teachers.

As cited in Berends and Donaldson (2011), according to Gamoran (2010) and Lucas (1994), tracking measures which divide students into groups according to their interests and academic achievement has remained widespread in the USA, as well as in many other countries. Proponents of tracking find it to be an effective way to meet students' academic needs, allowing teachers to adapt their instructional approaches accordingly. However, some commentators consider that tracking has some damaging consequences. As cited in Oakes (2005), Oakes et al. (1992) found that grouping students in terms of their social and economic characteristics disaffirms many social goals of schools. It may also cause students who are not in academic tracks to receive indifferent educational resources and instruction of poor quality.

In a study done by Puzio and Colby (2010), the reasons for the ongoing belief of grouping students for reading instruction may be a lack of research synthesis perspective, despite the fact that some researchers consider this to be a proven issue in educational practice. However, Sexton (2010) indicates that today, students are not placed into ability groups in the same manner as the old tracking system, which placed students into "low-achievement groups" with "low expectations". Today, ability grouping allows classroom instructors to use the results of high-stakes testing, thus driving instruction to provide quality education for all students. Sexton explains the reason for rejection of ability grouping by nearly all of the research in terms of its connection with tracking students. He also adds that if ability grouping is well-designed,

then there may be an increase in the quality of instruction, and the reading abilities of students may be improved.

To Kulik (1992), the effect of grouping depends on its characteristics. While some grouping programs have little or no effect on students, some of them have moderate to significant effects. In his study, Kulik (1992: 7) categorizes the programs as follows: (a) programs in which all ability groups follow the same curriculum; (b) programs in which all groups follow curricula adjusted to their ability; and (c) programs that make curricular and other adjustments for the special needs of highly talented learners.

2.6. Positive Effects of Grouping

Although there are many negative effects of grouping, some researchers (Abadzi, 1985; Hallam et al. 2000; Schindelmar & Szoo, 1991) state that there may be some positive effects of grouping.

In a study by Schindelmar and Szoo (1991) which focused on gifted students' self-concepts, the effects of grouping showed no significant differences between students placed in different groups. Grouping had a positive effect on gifted students' achievement. To Lake, (1988) and Oakes (1985), as cited in Schindelmar and Szoo (1991), teaching is also seen as easier when students are grouped based on their levels of achievement, as there are no slower learners who impede the progress of learning.

Schindelmar and Szoo (1991) state that when students are grouped with their peers whose academic achievement is similar, they tend to learn more effectively. They also state that when slower students are not placed in the same classes with academically advanced students, more positive attitudes may be developed.

In a study done by Hallam et al. (2000) at a school, grouping was thought to support the aims of providing a broad education, regarding each pupil as a whole person and as an individual, and providing an education with a balanced variety of attributes and a sense of discipline. Flexibility is also very important, as it allows students the opportunity to change their classes or groups.

Slavin (1991) (as cited in Grossen, 1996) notes the beneficial aspects of grouping. For instance, Slavin pointed out that within-class grouping had positive effects, while between-class grouping did not have positive effects. He rejected between-class grouping, as students are grouped based on their abilities or performance levels. However, grouping students within classes or across classes into achievement groups is acceptable.

Mamary and Rowe (1985), as cited in Aydin and Tugal (2005: 3) stated that:

- Ability grouping allows teachers to be more efficient in their planning.
- High ability students learn more than low ability ones.
- Low ability students do not get frustrated by the progress of high ability students.
- It is easier to teach; hence, fewer disciplinary problems occur in homogenous classes.

2.7. Forming Ability Groups

Forming ability groups on the basis of test results was initially carried out by measure learning ability through group intelligence tests. After a few years, standardized achievement tests were used, rather than group intelligence tests (Findley & Bryan, 1971).

As cited in Balzer (1991), Goldring (1990) states that the majority of standardized achievement tests used as a measure are questionable, and current studies are not enough to document information about teaching methods, teacher-student interactions, and class size. He also adds that determining the differences in students' achievement in terms of classroom organization or procedures that occur in each type of classroom is substantially difficult. However, homogenously grouped students were more successful than those in a heterogeneous group.

As cited in Sabharwal (2009), Allan (1991) proposed the importance of teachers' attitudes and approaches to grouping students while making a decision about results. Allan also stated that differences in students' test scores may be related to teachers' personal opinions, instead of the approach to grouping. Thus, he supported the belief that in grouping students, there should be no subjectivity involved in the process; everything should be decided based on concrete and objective criteria. According to Harlen and Malcolm (1999), for instance, comparing the test scores of students in terms of student achievement is not enough for grouping students. Other factors, such as classroom observations or interviews, should also be taken into consideration.

To Hallam et al. (2000), decisions about grouping students should be left to their teachers. In making decisions, teachers should take students' behavior, their relationships, friendships and gender into consideration.

The tests which classify learners' proficiency levels of English, such as the Test of English as a Foreign Language (TOEFL), are often the only exams used to measure students' academic success. However, despite the relationship between TOEFL scores and academic performance, it is believed that TOEFL scores should not be used to assess students' English proficiency (Wait & Gressel, 2009).

The differences in academic scores and ranking systems which enable and the comparison and evaluation of the preparation of applicants make reconciliation difficult. Both TOEFL and the International English Language Testing System (IELTS) have been frequently used by many English language colleges and universities as a standardized English language assessment examination to evaluate the English language proficiency of non-native English speaking applicants (Wait & Gressel, 2009).

Wait and Gressel (2009: 2) state that "the TOEFL was introduced in 1964 and has been taken by more than 700,000 people each year at approximately 1500 worldwide testing centers, and has approximately 6000 score end-users (ETS, 2007).

When it comes to test takers' attitudes toward the TOEFL Internet-based test, or TOEFL iBT, it is believed that test takers' perceptions might affect their motivation and

performance, as well as the validity of the tests. Test takers' perceptions of themselves and of the test users may also be affected by these reactions. Nevo (1993) described the importance of test takers' attitudes toward school and admissions tests. It is believed that acceptance by test takers, test users, and the public is important for the continued viability of the TOEFL (Stricker & Attali, 2010).

As cited in Stricker and Attali (2010: 1), Jamieson et al. (1999) discovered that "a computer-administered tutorial on taking the TOEFL computer-based test (CBT) increased test takers' acceptance of the test". Stricker, Wilder, and Rock (2004), in a 1999 survey of TOEFL CBT test takers at major testing centers in three cities (Buenos Aires, Cairo, and Frankfurt), agreed that positive attitudes about the test, as well as relationships between these positive attitudes and other variables, revealed "slight or moderate relationships with test performance; moderate relationships with general attitudes about admissions tests; slight relationships with test anxiety and computer anxiety; and minimal relationships with computer familiarity, preparation for the test, and experience with admissions tests".

According to Wait and Gressel (2009: 4), some English proficiency test scores may not be used to evaluate the "ability of non-native speakers of English to use and understand English". For instance, TOEFL scores may be abused because of the lack of "uniform ranking tools". However, TOEFL scores might be an indicator of how many students would be able to succeed in university entrance examinations.

Despite the fact that the TOEFL is not of help in academic success, the TOEFL exam results are often used as a condition for acceptance. TOEFL scores are believed not to vary in different fields of academic majors or study, although some English-language communication abilities indicated by TOEFL exam results are thought to be more important in some fields of academic success than in others (Wait & Gressel, 2009).

CHAPTER III

RESEARCH METHODOLOGY

3.1. Case Studies

One of the main research methods used by the researches is the case study. Brown and Rodgers (2002: 21) explain that the case study "comprises an intensive study of the background, current status, and environmental interactions of a given social unit: an individual, a group, an institution, or a community". Researchers apply case studies "in order to describe, explain, or evaluate particular social phenomena" (Gall, Gall & Borg, 2007: 306).

To Neala, Thape and Boyce (2006), case studies can be applied in order to tell a unique or interesting story. To conduct a case study, researchers should follow procedures such as planning, collecting data, analyzing the data, and disseminating the findings.

3.2. Triangulation

While collecting data, researchers may use different methods that are suitable for their investigation. The researchers may alter or add more methods as needed after studying the case with one method. To increase the soundness of their findings, they might use multiple methods in collecting data about the same phenomenon; this is called triangulation.

Triangulation is "the process of using multiple data-collection methods, data sources, analysts, or theories to check case study findings." (p.320). Triangulation may be applied in order to reduce the disadvantages of using a single method. Denzin (1994: 6461) explains that the triangulation

> ... is the application and combination of several research methodologies in the study of the same phenomenon. The diverse methods and measures that are combined should relate in some specified way to the theoretical constructs under examination.

3.3. SWOT Analysis

To analyze case studies, Learned et al. (1965) developed the SWOT framework as a specific strategy tool. SWOT analysis has been used in strategic planning since the 1950s. The term SWOT is an abbreviation for Strengths, Weaknesses, Opportunities and Threats. The original acronym was SOFT, denoting that "1) What is good in the present is Satisfactory; 2) What is good in the future is an Opportunity; 3) What is bad in the present is a Fault; and 4) What is bad in the future is a Threat". The term "TOWS analysis" has also been used as an alternative to the term "SWOT" (Chermack & Kasshanna, 2007: 387).

SWOT analysis may help researchers to discover new possibilities and initiate new programs. SWOT analysis is also a rigorous process in making decisions and brainstorming. SWOT is thought to be a good strategy that takes advantages and disadvantages into account. Furthermore, SWOT gives researchers the chance to evaluate opportunities and threats (Chermack & Kasshanna, 2007).

SWOT can be categorized as 'external' and 'internal factors'. Opportunities and Threats are external factors, while Strengths and Weaknesses are internal factors (Foong, 2007). Despite the fact that many researchers support SWOT analysis, one of the experts defined SWOT as a "Significant Waste of Time" (Armstrong, 2004).

3.4. Interview

In order to answer our research questions, the most appropriate data collection method is believed to be interviews. Interviewing teachers, administrators, and students is held to be a beneficial approach to obtaining trustworthy and valuable information. Patton (1990: 278) states that:

> We interviewed people to find out from them those things we cannot directly observe. We cannot observe feelings, thoughts, and intentions; we cannot observe behaviour that took place at some previous point in time. We cannot observe situations that preclude that the presence of an observer. We cannot observe how people organized the world and the meanings they attach to what goes on in the world- we have to ask questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person' perspective.

3.4.1. Semi-Structured Interview

Semi-structured interviews are used to collect qualitative data. As this type of interviews is suitable for small samples and specific situations (Laforest, 2009), and the perceptions and opinions of the teachers, administrators and students regarding the grouping system are the focus in this case, semi-structured interviews will be carried out.

David and Sutton (2004, as cited in Kajornboon, 2005) suggest that semi-structured interviews are "non-standardized" and, frequently preferred in qualitative analysis. In the interview process, the researcher does not aim to test a specific hypothesis. The order of the questions can be changed depending on the process of the interview, and questions can be added or omitted during the interview at the discretion of the researcher (Kajornboon, 2005). However, Kajornboon also points to certain disadvantages concerning this type of data collection method. If the interviewer is inexperienced, for instance, he or she may not ask the most pertinent questions and cannot be involved in the situation. Moreover, the interviewer may not be able to clarify questions which are not clear to the interviewees.

For ethical reasons, interviewees must be assured that their names will not be revealed, and they also need to feel comfortable. When the interviewees feel indisposed or physically uncomfortable, the interview should be suspended (Kajornboon, 2005).

(Kajornboon, 2005: 8) lists of some of the ethical issues and suggested solutions:

i.   *Explain purpose.* Explain the purpose of the inquiry to the respondent.
ii. *Promises and reciprocity.* State what the respondent will gain.
iii. *Risk assessment.* Consider in what ways the interview might put the respondent at risk in terms of stress, legal liabilities, ostracism or political repercussion.
iv. *Confidentiality.* Reflect on the extent to which promises of confidentiality can be met. (Confidentiality means you know but will not tell. Anonymity means you do not know, as in a survey returned anonymously.)
v.   *Informed consent.* What kind of consent is necessary, if any.
vi. *Data access and ownership.* Evaluate who has the right to access data and for what purpose.
vii. *Mental health.* Consider how the mental health of the interviewer and interviewee may be affected by conducting the interview.

viii. *Advice.* Consult an adviser on ethical matters during the course of the study.

ix. *Data collection boundaries.* How hard will you push for data? What lengths will you go to in trying to gain access to data you want? What won't you do?

3.5. Sample

In this study, the data was collected from three different groups of participants: (1) Ten teachers (n=10) who have been working as English teachers at a private school following the procedure of multi-levels for four years; (2) 8th grade students; and (3) three administrators. The respondents were interviewed on the strong points, weak points, opportunities and threats of grouping students in terms of proficiency levels. The school first applied the grouping system with 4th and 5th graders; however, they have not been grouped for three years. Prior to grouping, the students took exams which were prepared by the teachers. This year, they took the Cambridge University Exam; the students were grouped according to the results of this exam.

3.6. The Process of Interviewing

At the beginning of the interviews, the teachers (n=10), the students (n=6) and the administrators (n=6) were informed verbally that they would be interviewed about the strong points, weak points, pros and cons of grouping students in terms of proficiency levels. A structured interview was used to gather in-depth data to find out the sources of teachers', students' and administrators' beliefs about grouping learners in terms of their proficiency levels.

The questions asked in the interview were prepared prior to the data collection process. The respondents were asked to give certain information and to express their ideas on the questions they were asked. They were also asked for clarification on some of their explanations as required during the interviews. The questions were planned using the SWOT (strengths, weaknesses, opportunities, threats) analysis technique. There were four basic questions: (1) what are the strengths of grouping the students according to their proficiency level in English? (2) What are the weak points? , (3) What are the opportunities? , (4) What are the threats?

During the data collection process, the researcher took notes of the interviewees' answers, as well as tape-recording them, so that the researcher could focus on the topic and review the data when needed. However; tape recording is not sufficient on its own, as it does not reveal the visual aspects of the setting or the body language of the participants. Thus, video recording or note taking should be combined with tape recording. As data derived from the interviews might be lost, notes should also be taken.

The researcher informed the respondents about the safety of the interview and gave information about the necessity of investigating the topic. The researcher encouraged them to feel comfortable about the recording and assured them that all of the information would be used for academic purposes. None of the interviewees declined to be recorded.

3.7. Subjects of the Study

The population of this study was identified as private primary school teachers and administrators who work at a private primary school in Ankara, the capital city of Turkey, as well as students studying at the same school. The sample was selected from this population. The particular school was chosen because the researcher has been working there for four years, and multi-level grouping is applied in this setting.

To choose a set of participants, the most appropriate individuals were chosen to provide the data needed for this study. While selecting the participants (n=19), the researcher used a purposive sampling technique, as data gathering and identifying people are the most important aspects of the study. Participants with experience in multi-levels were considered to be more appropriate than inexperienced members, as they have not worked in multi-levels before.

To reach the sample group, the researcher obtained permission from the principal. The researcher explained the aim and procedure of the study to the manager. After receiving permission, the researcher asked some of the teachers in the ELT department who have experiences in multi-levels to be interviewed on a voluntary basis. The researcher interviewed ten (n=10) English teachers from the ELT department. The teachers (n=10) have experience in teaching English, and they also have experience in multi-levels. Two teachers have experience in multi-levels from other schools where they have worked; the other teachers (n=8) all experienced the system for the first time at that school. The teachers (n=10) are all non- native speakers of English.

After interviewing ten teachers, the researcher interviewed the administrators (n=3). Before the interviews, the researcher asked for the administrators' permission. One of the administrators has been working at that school for two years. Another administrator has been there for 5 years. The third administrator has been working there for ten years. Two of the administrators were English teachers. One of the administrators was a science teacher. One of the administrators is the founder representative of the school. The other administrators are both assistant principals. One of them is responsible for the 4th and 5th grades, while the other is responsible for the 6th, 7th and 8th grades.

After interviewing the administrators, the researcher randomly chose 6 students from the 8th grade. The researcher preferred 8th graders, because they are the most experienced students in multi-levels at the school. These students are also mature enough to be interviewed, as they are 14 years old. Three of the students are in low levels; three of the students are in the high level. Information about the sample for the interviews is summarized in Table 1, Table 2 and Table 3.

3.1. Participants' Background: Teachers

Teaching Levels	Experiences in Teaching	Experiences in Multi-Levels	Grades	Teaching Experiences in current position	Gender
-	9	4	4th	7	Female
High and Low Levels	20	4	7th	18	Female
High and Low Levels	3	2	6th, 8th	2	Female
-	10	4	Kindergarten	8	Female
High and Low Levels	18	4	10th,11th, 12th	1	Female
High and Low Levels	10	3	10th, 11th, 12th	3	Female
-	13	4	4th, 5th	13	Female
High and Low Levels	7	4	8th	6	Female
-	2	3	5th	3	Female
High and Low Levels	7	3	7th	1	Female

Table 1 Participants' Background: Teachers

The researcher interviewed teachers (n=10) working as English instructors at a private school in Ankara. Six teachers have had four years of experience with multi-levels; one of the teachers has five years of experience, while the remaining three each have three years of experience. All of the participants were female. The participants teach at different levels; some of them teach high and low levels, while others do not have levels this year. The teachers also have different teaching experiences, including in

their current positions. The teachers work with students ranging from kindergarten to the high school level.

3.2 Participants' Background: Administrators

Position	Experiences	Experiences at current position	Grades	Gender
Founder Representative	35	2	-	Female
Assistant Principal	21	5	$4^{th},5^{th}$	Female
Assistant Principal	30	15	$6^{th},7^{th},8^{th}$	Female

Table 2 Participants' Background: Administrators

Three administrators were interviewed for this study. All of the administrators were female. They all have more than twenty years of teaching experience. One of the administrators has been at the same school for fifteen years, while another administrator has been there for five years. It is the third administrator's second year in the current position. The founder representative of the school is responsible for the entire school, while the assistant principals oversee different grades.

3.3. Participants' Background: Students

Multi-Levels	Age	Grade	Year	Gender
High	14	8th	9	Female
High	14	8th	9	Male
High	14	8th	9	Male
Low	14	8th	9	Female
Low	14	8th	9	Female
Low	14	8th	9	Male

Table 3 Participants' background: Students

The students (n=6) interviewed are in high and low levels. All of the students are fourteen years old and in the 8th grade. It is their 9th year at the school. Three of the students were female, and three of them were male.

3.8. Data Collection and Analysis

Data collection was completed in 2011-2012 academic year. The participants shared their opinions on multi-level grades. All of the participants (n=19) were interviewed through the SWOT procedure. They were asked four questions.

To collect the data, individual interviews were chosen as a method to answer most of the questions. The questions were closed-ended, corresponding to the SWOT analysis procedure. The interviews with the participants lasted for 40 minutes. Disruptions might occur during the interviews, as the participants might have more important things to do. While interviewing, the reactions might also be of concern. The participant should not show her feelings and opinions during the interview in order not to affect the participants' true feelings. At the end of the interviews, the researcher thanked the participants for answering the questions.

After completing the interviews, the interviews with each participant were transcribed. Then the researcher coded each theme in the interview for the frequency analysis.

CHAPTER IV

RESULTS

In this study, the data was collected via SWOT analysis and interview techniques. The participants were teachers (n=10) working as English instructors in the department of English language teaching (ELT) of a private school of primary education; students (n=6) who have studied at the school for 8 years and experienced multi-level grades for 4 years at the same private school; and the administrators (n=3) who work at the same private primary school.

4.1. Teachers' Evaluations

In this study, the evaluations of primary education teachers' (n=10) working in the department of English language teaching were identified by interviewing them through the SWOT analysis procedure. Not every teacher working for the ELT department (n=19) was interviewed in this study. The English teachers who had experience in multi-level grades (n=10) were interviewed for about 40 minutes each. The data collection procedure was completed in the summer term of 2011-2012 academic year. The participants shared their opinions on multi-level grades. Within the SWOT analysis framework, teachers (n=10) expressed the strengths, weakness, opportunities and threats of multi-level grades.

4.1.1. Strengths

The teachers (n=10) enumerated the strengths of multi-level grades in this part of the study. Equality in students' levels of proficiency of English, motivation of students and teachers, the number of students, classroom management, students' participation in lessons, examinations, and issues with students coming from other private or public schools are the strengths identified by the teachers (n=10).

4.1.1.1. Equality for Students' Levels of Proficiency of English

As a strength, teachers (f=8) expressed that equality in groups allows activities to proceed more quickly, especially for high-level groups. Thus, students have the chance to practice more and speak English more frequently. For lower-level students, teachers are able to arrange the curriculum according to the learners' needs. As mistakes made by students are often similar, the teachers can correct them more easily. One of the teachers noted that when students were not divided into groups, those students whose proficiency levels were low posed an obstacle for the ones whose levels were higher. Thus, the high-level students were held back. Another teacher stated that equality in students' levels enables teachers to prepare materials more efficiently. To another teacher, gathering the same level students together provides a comfortable environment for them. One of the teachers stated:

> "As a student, to be in the classroom with students of the same level provides
> them with confidence. They have the chance to express themselves better. While
> talking, participating in class or making an incorrect statement, they are never
> ashamed of their friends. As a teacher, to teach a single-level course becomes

much easier, as the levels are similar to one another. To apply different methods for different levels, I don't need to apply different research."

Another teacher stated that:

"To have students belonging to similar levels is one of the strongest aspects of the system. Thus, monitoring students and covering what they might lack becomes much easier. When students with similar levels are together, they are able to express themselves better. They participate in lessons more. High-level students can thus become better. Teaching in small groups is designed accordingly. The lesson is planned as they might wish."

4.1.1.2. Students' and Teachers' Motivation

Some of the teachers (f=4) stated that the number of students in multi-level classes also increases the motivation of both the students and the teachers. As noted, the number of students and ease of classroom management raise the teacher's motivation. The students who are in low groups get good grades on their exams and make similar mistakes. Thus, no one in the classroom makes fun of their mistakes. They feel more comfortable in the classroom. These factors increase their motivation. One of the teachers stated that:

"Low-level students who experience the joy of receiving a good mark make an effort to increase their level. Motivations become higher."

Another teacher stated that:

"Thanks to the multi-level system, the number of students makes classroom management easier and increases motivation. "

4.1.1.3. Low Number in Classroom Population

One of the strengths of multi-levels identified by teachers (f=3) was the low number of students in each class. As students are divided into two different groups depending on their grades, the number of the students in each section is reduced. The smaller number of students has a positive effect in areas such as classroom management, motivation of both students and teachers, and participation of students in lessons. One of the teachers expressed that:

> "When students are separated into two groups, the number of students is low, and this makes class management easier. The courses, as well as the participation of students in their lessons increases, and the students have the opportunity to take care of one another."

4.1.1.4. Students' Participation in Lessons

The smaller numbers of students also allows for increased student participation. Students feel more relaxed and can participate in lessons. Teachers (f=2) stated that as students' numbers are small, they have the chance to participate in lessons more often.

4.1.1.5. Classroom Management

Thanks to the number of students, some of the teachers (f=2) stated that they are able to run their lessons more smoothly, even if some students exhibit disruptive behaviors. The teachers do not tend to lose the control of the classroom. One of the teachers noted that managing the classroom increased their motivation and discipline.

4.1.1.6. Examinations

Students take the Cambridge University Examination before being divided into groups. Online exams provide privacy for students. They allow students to create secure online exams to the exact requirements, using multiple choice, short answers, essays and other types of question. Two of the teachers (f=2) interviewed stated that the online examination provided favorable results. One of the teachers said that:

> "As to the course system, before separating the students into groups, a European Standard Language Portfolio exam is given online, and each student is asked separate questions."

Another teacher stated that "It is one of the strengths of this system that students take the exams in a manner which is appropriate to their level."

4.1.1.7. Students Coming from Other Private or Public Schools

Each year, many students from other schools, either private or state-run, enroll in the school under investigation. Because of differences in their proficiency levels in English, some of the teachers (f=2) believed that multi-levels enable new students to catch up with their classmates. One of the teachers stated that students coming from public schools feel more secure, as they share the same environment with the other students who are at their level. They also have the chance to supplement their lack of knowledge in English. One of the teachers expressed that "the Course system also plays a supplementary role for the students who are transferred from other private or public schools." Another teacher agreed, saying that "the students who come from other

schools (either private or state) may have the chance to catch up to the high levels, although they start from the beginner level."

4.1.2. Weaknesses

The teachers (f=10) identified the weaknesses of multi-level grades, stating that the weaknesses of multi-level grades are generally focused on the low levels. Labeling of students, lack of skills-based activities, lack of modeling and motivation, different group levels, examination results, and physical environment were among the weakness identified by teachers.

4.1.2.1. Labeling Students

One of the weaknesses identified by teachers (f=5) is that students may be labeled as "good" or "bad," as they have been grouped in this manner for four years. Students may accept and internalize this, believing they are "good" or "bad". This can cause problems such as inability of progressing in English or feeling that one is not talented or clever. One of the teachers believes that high level students may develop excessive confidence about the future, as they are aware of their advanced level. Another teacher believes that the multi-level system causes lack of self-confidence for low-level students. One of the teachers explained that:

> "Students who have low levels feel as if they are a 'rotten apple'. This creates psychological pressure on students. They are then reluctant to [engage in] the course. [But] when one comes out in the front, those at a low level may be affected in a positive way."

Another teacher stated that:

> "Especially during the low level course, students are affected psychologically by the course system. However, the students who have a higher level have the feeling of thinking they are better."

4.1.2.2. Lack of Motivation of Students and Teachers (for Low Levels)

Lack of motivation is one of the weaknesses faced by teachers and students in grouping, as noted by the teachers (f=5). Behavioral problems and lack of academic achievement in classes triggers lack of motivation. As there are few students who are eager to acquire a language in these groups, teachers may lose motivation. One of the teachers stated that it is hard to keep the warm-up activities going with the low-level students. This causes teachers to lose their motivation. Another teacher stated that "the pleasure that I have taken in homogenous classes is less than I have taken in heterogeneous classes".

4.1.2.3. No Modeling (for Low Levels)

The teacher provides an excellent speaking model and guides students in every part of the lesson, but students do not have the opportunity to use another person as a model. Some of the teachers (f=2) stated that the other students are not an inspiration to classmates. Thus, the students cannot detect their own mistakes or correct them while speaking.

4.1.2.4. Lack of Skills-Based Activities in Lessons (for Low Levels)

Another weakness identified by teachers (f=2) is the lack of skills-based activities in lessons for low levels. In low-level lessons, teachers spend their time teaching grammar or vocabulary because of students' past mistakes. They cannot spend much time speaking or writing. As the students are not efficient enough to use grammar and vocabulary accurately, it is hard for teachers to spend time in skills-based activities.

4.1.2.5. Different Group Levels for Teachers

Another weakness brought up by one of the teachers is the need for different approaches because of different group levels. This entails increased workloads, different teaching method strategies, and different types of activities and examinations. One of the teachers expressed that:

> "Hours and types of courses taught increase, and so preparation for the courses becomes more difficult for teachers. It is one of the weaknesses of this system that teachers are divided into parts such as exams, annual plans, etc."

4.1.2.6. Examination Results

Examination results are used to divide students into sections. Teachers' judgments of students test scores are not taken into consideration. The students are measured according to the results of Cambridge University Examinations. Some students get low grades even if they are successful, and some get high grades despite their inefficiency in classroom achievement. One of the teachers believes that dividing students into sections according to the results of the exams is a weakness in multi-levels.

4.1.2.7. Providing a Physical Environment

As the   final weakness, grouping students requires extra classroom space, as the students are divided into two groups. Physical conditions may be insufficient and the teachers are forced to find different classes in the other blocks of the school where young learners are educated. One of the teachers stated that the students find carrying their belongings to be difficult, and they are generally late for lessons. One of the teachers explained that:

> "Because this system led to more time for more lessons, this leads to the need for more teachers. It also requires extra space, and creating a physical environment raises bilateral issues."

4.1.3. Opportunities

The teachers (f=10) also emphasized the opportunities, highlighting the themes of make-up, tracking students, and the efforts of students. The teachers were informed about the meaning of the question in this part of the interview, because they initially misunderstood it. They then shared their notions stating what the advantages may be in the future.

4.1.3.1. Make-up (for Low Levels)

One of the opportunities identified by teachers (f=3) concerning multi-levels is the fact that students can make up for the topics learnt so far [that they have failed]. Thanks to the opportunity for make-up, students have the chance to catch up other students, either in low levels or high levels.

4.1.3.2. Students' Efforts

As another opportunity, teachers (f=2) believe that low-level students strive to pass to the high level, and the high-level students study harder so as not to be moved to the low level. Thanks to multi-levels, students can set goals and advance toward achieving them. One of the teachers stated students would not have any goals if it weren't for multi-levels. She also added that they cannot advance if they do not have a goal.

4.1.3.3. Tracking Students

Thanks to the low number of students in each level, some of the teachers (f=2) believe that they can easily track students and correct their mistakes. Tracking students is an opportunity because their mistakes can be corrected immediately, and the weak subjects can be easily identified by the teachers for each student.

4.1.4. Threats

The teachers (f=10) highlighted the important themes concerning the possible threats of multi-level grades. The participants emphasized the importance of some themes which are thought to pose a threat. Discrepancies between levels, reliability of exams, competition between students, and incomplete curriculum for low levels are thought to be threatening themes.

4.1.4.1. Discrepancy between Levels

One of the threats identified by some of the teachers (f=3) concerns the differences between levels. Teachers believe that this causes problems because is difficult for low-level students to catch up with their higher-level classmates. As time passes, the gap between the levels increases.

4.1.4.2. Competition between Students

As another threat, multi-levels create a competitiveness among students, as some of the teachers (f=2) explained. Some students may feel that they are under pressure, and this may have a negative influence on their achievement levels. One of the teachers believes that students in the low levels may worry, and the students who are in high level may be too confident and relaxed.

4.1.4.3. School Success

Some of the teachers (f=2) believed that the success rate of the school is decreasing day by day and that the students cannot progress in multi-levels. One of the teachers stated that "When there are numerous students at low levels, this affects the level of success. This would result in low school achievement."

4.1.4.4. Reliability of Exams

As another threat, some teachers (f=2) expressed that students may deliberately make mistakes on their exams in order to be placed in low levels because of their close friends or the ease of passing the exams in the low levels. Students also may pass their answers off as the truth and pass to the high levels. Thus, the reliability of the exams is vitally important. One of the teachers pointed out that creating multi-levels without consulting the teachers who have known students for years reduces the students' success on the exam, as well as decreasing their motivation during the year. One of the teachers also stated that:

> "In order to belong to a better group, successful students may deliberately want to shift to a lower group and make deliberate mistakes during exams so as to get more comfortable (with homework, projects, class participation)."

Another teacher explained that:

> "To get high marks or to stay in friends' groups, students are in a position to willingly make mistakes, and during the exam, the levels of the students cannot be ascertained [correctly]; this is a threat for the course system."

According to one of the teachers:

> "In terms of students at lower levels, because the tests for that level are easy, students may get higher marks than should be expected in reality. This is counted as a threat for students at higher levels. In this way, the school loses it prime objective."

4.1 Table 1: Teachers' Evaluations

Strengths	Weakness	Opportunities	Threats
Equality for students' levels of proficiency of English (f=8)	Labeling students (f=5)	Make-up low levels(for low levels) (f=3)	Discrepancy between levels (f=3)
Motivation of students and teachers (f=4)	Lack of motivation of students and teachers low levels(for low levels) (f=5)	Students efforts (f=2)	School Success (f=2)
Low number of students (f=3)	No Modeling low levels(for low levels)(f=2)	Tracking students	Reliability of Exams (f=2)
Students' participation in lessons (f=2)	Lack of skills-based activities (f=2)		Competition between students
Classroom management(f=2)	Different group levels for teachers		
Examinations (f=2)	Examination results		
Students coming from other private or state school(f=2)	Physical environment		

4.2. Administrators' Evaluations

In this study, three administrators (f=3) who work at a private primary school were interviewed using the SWOT analysis procedure. The administrators (f=3) were interviewed for about 40 minutes concerning multi-level grades. Data collection was completed in the summer term of the 2011-2012 academic year. The participants shared their opinions on multi-level grades. Within the SWOT analysis, administrators (f=3) expressed the strengths, weakness, opportunities and threats of multi-level grades.

4.2.1. Strengths

The administrators (f=3) shared their notions on the strengths of multi-level grades in this part of the study. Equality in students' levels of proficiency of English, lack of peer bullying, and positive classroom dynamics are the strengths that the administrators (f=3) shared during the interview.

4.2.1.1. Equality for Students' Levels of Proficiency of English

One of the strengths identified by administrators (f=2) is equality in students' levels of English proficiency. The administrators stated that as the students' levels of English are equivalent within a group, it is not necessary to take into consideration the different levels of students during exams or while or before lessons. One of the administrators stated that students feel good in multi-levels, as their levels are the same as their classmates, noting that:

"One of the strengths of the course level system is the preparation and teaching time and exams, as the teacher does not have to conduct one class for students at various levels. And students also feel better; the class is more dynamic and active, for all of the students are at the same level."

4.2.1.2. No Peer Bullying

One of the major issues in the classroom is peer bullying. An administrator expressed that in multi- level classes, students affect one another positively. Multi-levels help students to build self-confidence, and there is no peer bullying. One of the administrators stated that:

"Courses are conducted more effectively with less-limited groups. It is easier for the teacher to deal with the students in a small group. The teacher may notice and make up for the students' deficiencies in this system. It is one of the strengths of the system that it is possible to make up the deficiencies of the lower group without delaying the higher ones' needs. The higher group feels more self-confident, and they have more opportunities to talk. There is no peer bullying in this system."

4.2.1.3. Classroom Dynamics

As the final strength, classroom dynamics was identified by administrators. One of the administrators stated that an energetic and vigorous environment may be found in multi-level classes. As the number of the students is small, they believe that lessons may run more efficiently. The students have the chance to speak more often and to recognize their mistakes. The administrators also noted that the mistakes made by low-level students do not take the high-level students' time.

4.2.2. Weaknesses

The administrators (n=3) shared their ideas on the weaknesses of multi-level grades. They also stated that the weaknesses of multi-level grades generally focus on low levels. Insufficient modeling at low levels, lack of motivation for teachers in low levels, examinations, physical environment, and psychological condition of students in the low levels are the weaknesses in multi-level grades identified by administrators (f=3).

One of the administrators outlined the weaknesses of multi-levels as follows:

> "Psychologically, students at lower levels are affected negatively; motivation of the teachers at lower level courses sometimes decreases; the learning time for the students at lower levels is greater; students of lower levels affect each other negatively, whereas better students might affect them positively; students of lower levels feel self-sufficient; students of higher levels are affected negatively because of the difficulty of the exams."

4.2.2.1. No Modeling low levels (for Low Levels)

As with some of the teachers (f=2), one of the administrators expressed that students do not have the opportunity to take another student as a model. While low-level students can take some higher level students as a model, they are affected negatively by students of their own level; this may be due to the fact that they find their level of English proficiency to be sufficient.

4.2.2.2. Lack of Motivation of Teachers (for Low Levels)

One of the weaknesses identified by one of the administrators is the lack of motivation of the teachers, as stated before. S/he stated that in some cases, teachers who work with low-level students may lose their motivation.

4.2.2.3. Examinations

As the students are divided into two different sections, their examinations are also different. An administrator pointed out that the differences in the exams may affect high-level students negatively, as their exams are more difficult.

4.2.2.4. Physical Environment

Another weakness identified by one of the administrators is the physical environment. Changing classrooms is thought to waste students' and teachers' time. Students also may forget their things, such as books, notebooks or pencils, and ask their teachers for permission to go back to their classrooms to get them.

4.2.2.5. Psychological Condition of the Students

As the final weakness, one of the administrators stated that the students in low levels may be affected negatively. Other students sometimes make fun of the students in low

levels, as they did poorly in the exam. High-level students may also make low-level students feel depressed due to their inadequate English proficiency level.

4.2.3. Opportunities

The administrators (n=3) interviewed by the researcher described the opportunities of multi-levels, emphasizing the following themes: the opportunity to catch up to high levels, the chance to make up missing subjects, and the feeling of success. Beyond the common opportunities identified by administrators, one of the administrators stated that there are opportunities with multi-levels relating to teachers, students and parents. Multi-levels enable trust for parents; clear criteria for students; and acceptability, prestige and the sense of doing well in one's field for teachers.

4.2.3.1. The Chance to Make Up Missing Subjects

Students often miss subjects because of irregular attendance at school or because they cannot concentrate on their lessons. The administrators (f=2) stated that in multi-levels, students are able to identify the missing subjects and make up for them. The teacher can concentrate on students' missing subjects easily, thanks to multi-levels.

4.2.3.2. The Chance to Catch Up to High Levels

One of the administrators stated that students have the opportunity to improve themselves in their levels and catch up to the high levels; this constitutes a significant goal for low-level students.

4.2.3.3. The Feeling of Success

According to studies, students believe that they must develop feelings of success at school. Some of the administrators (f=2) stated that students feel that they are successful in English in both the low and high levels. The low-level students feel more successful, all of their classmates' levels are the same. The high-level students also feel more successful, as their levels are high.

4.2.4. Threats

Administrators (n=3) detailed the threats in this part of the study. They emphasized the important themes concerning the possible threats of multi-level grades as parents' expectations, gaps between high-level and low-level grades, and examinations.

4.2.4.1. Parents' Expectations

The school which was the site of this study is a private school. In private schools, parents' expectations are generally higher, especially for English instruction. According

to one administrator, parents may complain that their children have been at this school since kindergarten, and they are still in low level classes and cannot advance in English. If students who are in 8th grade are still in low levels and cannot pass to the higher level, parents may be worried that they will graduate with missing subjects. One of the administrators stated that:

> "Parents' expectations are too high. They think all of the students will be able to succeed. We tell them that we are working on their deficiencies, but it isn't possible for every student to be successful. Students in higher levels do better, and those in lower levels move up. Thus, the differences due to levels aren't resolved. Students in lower levels need more courses. In order to make up the differences between levels, there should be more courses for lower ones."

4.2.4.3. Gaps between High-level and Low-level Grades

As with parents' anxiety, differences between levels have been increasing over the years. One of the administrators stated that despite the fact that low-level students' levels improve, high-level students' levels also improve. Thus, the gap between levels has increased. To prevent this, one of the administrators stated that ten English teaching periods a week should be required for low levels.

4.2.4.4. Examinations

Students are divided into sections according to the results of the Cambridge University Examination. To one administrator, dividing students' into sections in consideration of only one exam is a significant threat. Another threat in multi-levels is that some students make a big effort to be placed in low levels, thinking that they will

get higher grades. As one of the administrators noted, "Students may choose to attend lower levels in order to achieve better exam results. And in deciding the level of students, there is only one exam. These are the threats to the system."

4.2 Table 2 Administrators' Evaluations

Strengths	Weaknesses	Opportunities	Threats
Equality for students' levels of proficiency of English	No Modeling low levels(for low levels)	The chance to catch up high level (f=2)	Parents' expectations
Peer Bullying Decreases	Lack of motivation of teachers low levels(for low levels)	The chance to make-up missing subjects	Gaps between high-level and low-level grades
Classroom dynamics	Examinations	The feeling of success	Examinations
	Physical environment		
	Psychological condition of students		

4.3. Students' Evaluations

In this part of the study, the evaluations of private primary school students (n=6) were identified through the SWOT analysis procedure. Within the SWOT analysis, the students (n=6) expressed the strengths, weakness, opportunities and threats of multi-

level grades. The participants shared their opinions on multi-level grades. The participants were chosen from the 8th grade at random. The researcher chose students from the 8th grade because they are the most experienced students in multi-levels at the school. The students are also mature enough to be interviewed, as they are 14 years old. Three of the students are in low levels; three of the students are in high levels.

4.3.1. Strengths

The students (n=6) described the strengths of multi-level grades in this part of the study. Equality in students' proficiency levels in English, examinations, students transferring from other private or public schools and number of students were the repeated themes identified by the students.

4.3.1.1. Equality in Proficiency Levels of Students in English

As one of the strengths, the students whose levels are the same stated that they do not have difficulties in lessons. Another student stated:

"We can also reinforce the subjects we have learnt so far. Our learning process is much easier with them. They do not make fun of us because of our mistakes."

One of the students shared an idea concerning multi-levels, saying that:

"If I were in a high-level class, I could not learn the subjects very well, and I could not get high marks. My marks are higher as I am in the low level. Taking lessons according to students' levels is great. Multi-levels allow us

to proceed faster. The number of students is small. Thus, the teacher can track us easily and correct our mistakes immediately."

4.3.1.2. Examinations

The students take different examinations, as they are in different levels. Low- level students (f=3) state that their examinations are much easier than high level examinations. One of the students pointed out that "the averages of my marks are higher because I am in the low-level class". She also added that if she were in a high-level or mixed class, she could not achieve such high marks. The high-level students did not comment on the ease or difficulty of the examinations.

4.3.1.3. Number of Students

Some of the students (f=2) also pointed to the number of students in a class as another strength. One of the students noted that as the numbers are small in multi-levels, the teacher is able to deal with them more. Another student felt that the lessons are like private lessons, and thus more enjoyable, in multi-levels.

4.3.1.4. Students Coming from Other Schools

Many students from other schools, either private or state-run, have enrolled in this school. One of the students interviewed stated that there are so many subjects that they have learnt, but the news students have not. During pair-work or group work in projects

or activities, grouping with these students may create a problem. As one student expressed:

> "The differences in English proficiency levels make us regress in mixed classes. When the teacher is speaking, students coming from other schools may not understand the teacher's English, and s/he has to repeat or speak slowly. However, in multi-levels, we do not have such problems. The teacher starts and finishes the lesson over an average [time], as the students' levels are clear. Being together with students in the same level reduces our level."

4.3.2. Weaknesses

Four of the students (f= 4) state that there are no weaknesses in multi-levels. They are very satisfied with multi-levels. Two of the students (f=2) pointed out a few of the weaknesses of multi-levels. One of the students in low levels, for instance, stated that high-level students learn more enhanced subjects, while low-level students learn less. Another student stated that not taking teachers' views into account in multi-levels is a big weakness.

4.3.3. Opportunities

The students also mentioned the opportunities of multi-levels, emphasizing the following themes: the chance to catch up to high levels low levels, a higher learning process, and having the experience with multi-levels.

4.3.3.1. The Chance to Use the Target Language

Students (f=4) state that in multi-levels, they have the chance to use the target language more. They speak English, hold debates and carry out skills-based activities in classes, thereby improving their speaking skills.

4.3.3.2. Experience of Multi-Levels

Students (f=6) state that there are multi-level systems in other schools. Thus, thanks to the multi-level system they experienced in this school, they believe it will be helpful if they go to another school where a multi-level system is applied.

4.3.4. Threats

Four of the students (f=4) believed that there are no threats in multi-levels. They state that there will be no disadvantages from multi-levels in the future that they will have to face. Two of the students (f=2) believe that there might be some disadvantages for them in the future. One of the students stated that:

> "We study in a skills-based group, and we have been studying in multi-levels for four years. When we graduate and go to other schools or universities, we will have problems if we are not in a multi-level system. At high school or university, being together with the students whose proficiency levels are lower than us may be a drawback, and we will not benefit from multi-levels."

Another student stated that if they do not work hard enough, they may always be in low levels; this constituted a significant threatening point for the students.

Strengths	Weaknesses	Opportunities	Threats
Equality proficiency levels of students in English I (f=6)	No weaknesses (f=4)	The chance to use the target language (f=4)	There are no threats (f=4)
Examinations (f=3)		Experience of multi-levels (f=3)	
Number of students (f=2)			

3.3 Table 3 Students' Evaluations

CHAPTER V

DISCUSSION AND CONCLUSION

In this study, the researcher presented different grouping types and systems, as well as a system which is applied at a private school in Ankara, Turkey. Additionally, the researcher investigated the advantages and disadvantages of grouping systems which are also called multi-levels in this study. The researcher interviewed several teachers and administrators who have applied this system for four years, as well as students who have experienced this system since then. The researcher presented the findings, along with explanations related to the literature on grouping, adding the participants' views of multi-levels. This chapter presents a brief summary of the study, a discussion of the findings and implications for further studies.

5.1. Summary of the Study

This study was titled as "An Efficiency Analysis on English Proficiency Grouping of Same Graders in Primary Education." In this study; the literature on grouping, ability grouping, cluster grouping, tracking, within and between class grouping has made effective contributions to the study of multi-levels in primary education. The review of the literature was focused on the following points:

It provided the exact definition and types of grouping:

- In general, grouping is implemented to teach students whose learning achievement is similar Abadzi (1985).

- It refers to the evaluation and categorizing of students in order to provide different types of instruction in classrooms (Worthy, 2010).

- According to Gentry (1999), in ability grouping, students who have similar abilities are placed in a common classroom in order to fulfill the needs of students who have different abilities in different areas.

- Tracking is a system in which students have little opportunity to change tracks; students are placed into ability grouping classes for instruction (Gentry, 1999).

- Gentry (1996) states that cluster grouping means to place "high achieving, high ability, or gifted students" in a regular classroom.

- Another grouping system, achievement grouping, is based on students' levels of achievement (Gentry, 1999).

- In between-class grouping, the students are grouped in consideration of their abilities and achievement; while in within-class grouping, students are grouped according to their interests, skills, jobs and abilities (Gentry, 1999).

The history of grouping was presented through the help of the current literature. In the 1920s, grouping systems first appeared. Since then, this system has been applied under different names and functions, both in Europe and in the United States.

The literature review enabled the researcher to see a number of characteristics associated with different types of grouping.

The ideas concerning the reasons of grouping were also presented in the review of the literature. Separating the high, middle and lower socioeconomic classes in the 1920s; overcrowded classes; differences in academic achievement between students;

diverse abilities; and differentiated education systems for gifted students are some of the reasons for grouping.

The negative effects of grouping on both low-level and high-level students, such as injustice; being in incorrectly generated groups; low levels of self-efficacy (Macqueen, 2010); diminished self-concept, motivation for achievement and academic performance in low-level students; lower test scores, and lack of competition between students in high-level groups Abadzi (1985) are presented in the review of related literature.

Finally, how ability groups are formed, which tests are used, and how test results are used in forming ability groups are explained at the end of the literature review. The researcher presented different methods for exploring grouping systems in primary education and identified characteristics in the chapter on methodology.

In the methodology section, the researcher gave some information about case studies, triangulation, SWOT analysis and interviews. In this study, the data were collected from three different groups of participants: (1) Ten teachers (f=10) who have been working as English teachers at a private school following the procedure of multi-levels for four years; (2) 8th grade students; and (3) three administrators. The participants were interviewed on their views concerning the strong points, weak points, pros and cons of grouping students in terms of proficiency levels.

After interviewing the participants, the results of the interviews were summarized, highlighting the evaluations of teachers, administrators and students on grouping.

5.2. Discussion of the Findings

The participants who were interviewed were teachers, the administrators and students at a private primary school. Ten teachers, six students and three administrators were asked four questions about multi-levels; they all shared their opinions, not only on the strong and weak points of multi-levels, but also on the opportunities and threats.

The literature revealed that some of the researchers (Grossen, 1996; Schindelmar & Szoo, 1991; Slavin, 1991) believe that grouping has some positive effects on students. As Schindelmar and Szoo (1991) stated; eighty percent of teachers believe that when students are grouped with other students whose academic achievement is similar, the students learn more effectively. Teachers believe that equality in students' levels enables activities to proceed more quickly, especially for high groups. For lower levels, teachers have the ability to arrange the curriculum according to the students' needs.

Thirty percent of the teachers believed that multi-levels makes classroom management easier, particularly because of the smaller number of students. They also responded that the number of students and ease of classroom management in multi-levels increase the motivation of both students and teachers. Sixty percent of the teachers believed that multi-levels increase both students and teachers' motivation. The small numbers of students in each class also promotes students' participation.

Twenty percent of the teachers believed that for the students who come from other private or state-run schools, grouping is important. They believe that grouping enables them to catch up to the English proficiency level of the school. Two of the teachers also

believe that before being grouped, it is beneficial for students to experience the international exams that are administered before grouping takes place.

Some researchers (Eder, 1981; Lucas, 1999; Macintyre & Ireson, 2002; Oakes, 1985; Worthy, 2010) have pointed out that there are negative effects of grouping on students. The findings of the present study also support the literature. Labeling students is one of the concerns identified by fifty percent of the teachers. Labeling affects low-level students psychologically. As cited in Worthy, Dweck and Leggett (1988) believe that ability grouping has some negative effects, not only on lower-level students whose self-concept affects their achievement, but also on high-ability students whose awareness of their abilities can lead them to avoid difficulties in effective learning. As one of the teachers stated, high-ability students may have excessive confidence about the future, as they are aware of their levels.

As Abadzi (1985) stated, half of the teachers believed that grouping reduces motivation in low-ability groups, as well as diminishing competition in high-level groups. Lack of skills-based activities, no opportunities for modeling, and an intensive curriculum are the other weaknesses with respect to low levels identified by the teachers. Thirty percent of the teachers believe that the gap between levels is getting higher because of the different levels of students. On the other hand, according to Oakes (1985), teachers in low levels spend their time mainly on managing students' behaviours, rather than on instruction. However, high-level teachers have little time to spend on the behaviours of students. This causes an increase in the gap between the low and high levels of students.

Though the teachers who have applied the multi-level system have responded with some concerns, especially with respect to the students, the students did not have the same ideas, according to the result of the study. Four of the students stated that there were no weaknesses in multi-level programs. Low-level students did not state that they felt bad about the level in which they were placed. One of the low-level students did mention that the high-ability students learned more than them, and another student complained that in grouping, the teachers' views were not taken into consideration. One of the teachers saw this as a threat, as with Harlen and Malcolm (1999), who contend that classroom observations or interviews should also be taken into consideration. Hallam et al. (2000) also argued that while grouping, decisions about students should be left to the teachers. However, most of the teachers did not share these ideas about forming groups.

The students related similar ideas about the strengths of the multi-level system, such as equality levels of students, number of students and students coming from other schools. Like the teachers, the administrators' concerns are similar. They also expressed that there is no opportunity for modeling for low-level students. Motivation, inadequacies in the physical environment and psychological conditions of students are also cited as weak points of multi-levels. Equality in students' levels, peer bullying and classroom dynamics were the main strengths identified by administrators.

Although negative effects of grouping on students were identified by both teachers and administrators, multi-leveling is still applied. Students coming from other schools are one of the crucial reasons for implementing multi-levels. Another reason for

applying this system is related to the lack of parents' complaints; rather, because the parents of high-level students are pleased, as their children were not placed in the low levels.

5.3. Implications for Further Study

The findings of this study described the students', teachers' and administrators' evaluations. This project was conducted as a case study; however, further studies may seek the answers to questions such as "How should students be grouped? According to test results or teachers' opinions? Should the practitioners take KET/ PET exams into consideration in grouping or not?" Furthermore, parents have a significant role in education; thus, parents' views might have been taken into consideration. Further studies may investigate parents' views.

According to the findings, the negative effects of grouping on low levels are much greater than on high levels. The question "Do students in high levels experience increased achievement?" might be addressed. If so, "is it because of the attention given in multi-levels?" or "is it because of students' own abilities in achievement?" may be explored.

In the findings, the teachers expressed more concerns about multi-levels than the administrators and students, but the system is still applied. Thus, in further studies, the questions "while applying a multi-level system, are administrators' and students' views are more important than teachers'?" and "Before applying a system, should the administrators ask for teachers' opinions or not?" might be answered. This study did not

include gifted students and students with physical disabilities. Therefore, further research may be carried out to determine the effects of cluster grouping.

Finally, training teachers on multi-levels or grouping is very important in terms of students' achievement in grouping. In further studies, the researcher may investigate whether teachers have attended any teacher training courses on multi-levels or grouping.

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ÖĞRETMEN KATILIMCI 1	TEACHER PARTICIPANT 1
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Öğrenci olarak sınıfta aynı düzeydeki kişilerle bir arada bulunmak onlara güven vermektedir. Kendilerini daha iyi ifade edebilme şansı bulurlar. Konuşurken, derse katılırken ya da yanlış yaptıklarında diğer arkadaşlarından utanmazlar. Öğretmen olarak ise tek düzeyde ders işlemek; seviyeler benzer olduğu için daha kolay bir hale gelmektedir. Farklı seviyeler için farklı yöntem uygulamak ya da farklı alıştırmalar yapmak zorunda kalmamaktayım.	For students, being in the classroom with students of the same level provides them with confidence. They have the chance to express themselves better. While talking, participating in class or making an incorrect statement, they are never ashamed by their friends. As a teacher, to teach a single-level course is much easier, as the levels are similar to one another. To apply different methods for different levels, I don't need to apply different research.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Özellikle düşük grupta olan öğrenciler için zayıf yönleri olduğunu düşünmekteyim. Çünkü düşük grupta olan öğrenciler etiketleneceklerini düşünüyorlar ve bu nedenle de kendilerini kötü hissediyorlar. Sınıf sayılarının az olması sınıf dinamiğini etkileyeceği gibi düşük kur sayısının fazla olması davranışsal problemleri doğurabilir. Öğrenciler zaten kötüyüz diyerek dersten iyice kopabilirler. Bu da hem öğretmenin hem de öğrencilerin motivasyonunu kırabilir.	I think there are weaknesses for students, particularly those who belong to low groups. Because the low group thinks that they will be affected, they start to feel badly about themselves. As the number of students in the classes is low and as this would likewise affect the dynamics of the class, this may cause more behavioral problems. Students can easily break from the lesson by believing the fact that they are already bad. This causes both students and teachers to lose their motivation.

Soru 3: Kur sisteminin fırsatları nelerdir?	Question 3: What are the opportunities of multi-level grades?
Öğrenciler düşük kurdan yüksek kura geçebilmek için çaba içerisine girebilirler. Aynı zamanda yüksek kurdaki öğrencilerde düşük kura düşmemek için çabaya içerisine girebilirler.	For students to be able to shift from one level to the other, they have to persevere. Likewise, for students who have a higher level, they will have to work hard so as not to get into a lower level.
Soru 4: Kur sisteminin tehditleri nelerdir?	Question 4: What are the threats of multi-level grades?
İyi grupta olabilecek başarılı öğrenciler sınavlardan daha yüksek not alabilmek için ve daha rahat olabilmek için (ödev, proje, derse katılım) daha düşük gruba gitmek isteyebilirler ve bilerek sınavda yanlış yapabilirler.	In order to belong to a better group, successful students may deliberately want to shift to a lower group and make deliberate mistakes during exams so as to get more comfortable (with homework, projects, class participation).

ÖĞRETMEN KATILIMCI 2	TEACHER PARTICIPANT 2
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Öğrenciler kurlara ayrıldığı zaman sınıf sayıları da oldukça az olmaktadır. Sınıf sayıları az olunca sınıf yönetimi de oldukça rahat olmaktadır. Benzer seviyedeki öğrencilerin bir arada olması kur sisteminin güçlü yanlarından birisidir. Böylece çocukların izlenmesi ve eksikliklerinin giderilmesi daha kolay olduğunu düşünüyorum. Öğrenciler benzer seviyelerdeki öğrencilerle bir arada oldukları için kendilerini daha iyi ifade edebiliyorlar. Derse daha fazla katılıyorlar. Yüksek kurda olan öğrenciler daha iyi duruma gelebiliyorlar. Küçük gruplar şeklinde ders işlendiği için ders onlara göre şekillenebiliyor. Ders onların istedikleri gibi yönlenebiliyor.	When the levels are separated, the number of students in each class will become smaller. When the number of students in each class is smaller, classroom management becomes quite easy. To have students belonging to similar levels is one of the strongest aspects of the system. Thus, monitoring students and covering what they might lack becomes much easier. When students with similar levels are together, they are able to express themselves better. They participate in lessons more. High-level students can thus become better. Teaching in small groups is designed accordingly. The lesson is planned as they might wish.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Kur sistemine bağlı olarak oluşturulan sınıflarda seviyesi yüksek olmayıp yüksek grupta olan, seviyesi yüksek olup düşük grupta olan öğrenciler var. Başarısız öğrenciler düşük kurda olduğu için kendilerini kötü hissedebiliyorlar. İkinci dönem tekrar sınav yapılmayıp kurların değişmemesi kur sisteminin zayıf	As related to the course system, there are students belonging to higher levels although their levels are low, or students belonging to lower levels, yet their levels are high. Students belonging to lower levels can feel bad about themselves. During the second term, when the level exam is not an aspect of re-examination,

yönleridir. Öğretmenin motivasyon düşüklüğü, sınıf dinamiğinin az olması da zayıf yönleri arasındadır. Homojen sınıfta alınan haz, kur sistemindeki sınıflardan alınan hazdan daha az.	this makes the course system weaker. Low motivation of the teacher and the low rate of the class dynamics are some of the weaknesses. The performance in a homogeneous class is lower than the performance in a course system.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Düşük kur bütünün içinde kaybolmak yerine kurdaki eksiğini fark ediyor ve buna göre geleceğe yönelik önlemler alabiliyor. Not ortalaması ve karne başarısı daha yüksek oluyor.	Instead of losing the whole low-level course and accordingly being aware of the shortcomings can pave the way to the taken measures for the future. Higher grade point average, and school report's success becomes higher.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
İngilizce seviyeleri homojen sınıflara oranla daha iyi değil. Düşük kurun seneler bazında daha iyiye gitmemesini ileride oluşacak bir tehdit olarak görüyorum.	Homogeneous levels of English classes are not better than anything. The fact that low-level students do not improve throughout the years is seen as a threat.

ÖĞRETMEN KATILIMCI 3	TEACHER PARTICIPANT 3
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Öğrenciler, kendi düzeylerindeki öğrencilerle eşit düzeyde olduğundan dolayı ortak eksikliklerini giderebilmektedir. Sene başında yapılan kur sınavının bilgisayarda olması daha objektif bir sonuç elde etmemizi sağladı. Kur sistemi sayesinde öğrenci sayısının azlığı da hem sınıf yönetimini kolaylaştırıyor hem de motivasyonumuzu artırıyor.	Students, because they have the same level as other students, cannot do without shared shortcomings. The Computer level-examination at the beginning of the year has enabled us to obtain more objective results. Thanks to the multi-level system; the number of students makes classroom management easier and increases motivation.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Kur sınavının sonucunda bazı öğrencilerin geçen seneye oranla daha düşük seviyede olması onların derse karşı olan motivasyonlarını düşürdü.	According to the level exam results, some of the students are at a lower level than last year, and this has lowered their motivation towards the course.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Tüm şubelerin bir araya toplanarak değil de tek tek sınıfların kurlara ayrılması, öğrencilerin dikkatini daha çok toplamasını sağladı.	To have fewer students in the classroom allows the opportunity of dealing with everyone separately. Those who belong to a higher level can improve themselves, and those who belong to a lower level can learn from the teacher.
Soru 4: Kur sisteminin tehditleri	**Question 4: What are the threats of**

nelerdir?	multi-level grades?
Kur sınavlarının neticesinde oluşturulacak kur sınıflarıyla ilgili geçen senenin öğretmenine danışılmadan hareket edilmesi ve öğretmen inisiyatifinin kullanılmaması, bazı öğrencilerin sınav başarısını düşürmekte ve derse olan motivasyonunu azaltmaktadır.	Low-level students feel they might belong to the lowest level ever. Those students who belong to a higher level always feel they will be the best.

ÖĞRETMEN KATILIMCI 4	TEACHER PARTICIPANT 4
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
İyi seviyedeki öğrencilerin bir arada olması, öğretmen ve öğrenci ilişkilerini kuvvetlendirir; öğretmenin sınıf içerisinde konularını renklendirmesini ve aktiviteler katmasını sağlar. Öğrencilere hırs verir ve daha iyi olmak isterler. Öğretmen aynı seviyedeki öğrencileri eğitirken kendinden bir şeyler rahatça katabilir ve ders daha etkili, verimli, akıcı olur.	Placing higher-level students together strengthens the teacher and student relationships; the teacher's highlighting the subjects and activities makes it more effective. He gives students more ambition and wants them to be better. When the teacher teaches students of the same level, they can freely provide themselves with extra information and the course becomes more effective, efficient, and fluent.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Çocuklar kendi seviyelerinin farkında oldukları için ileride kendilerine fazla güven duyabilirler. Düşük kurda ise hepsinin bir arada olması öğretmeni çok zorlayacaktır çünkü amacı onları bir noktaya getirmektir ve bu uzun bir süreçtir. Aktiviteler skill ağırlık değil. Daha çok gramer ağırlıklı olmaktadır.	Because children are aware of their levels, they seem to be more confident in the future. For all of the students to be in the low level might seem hard for the teacher, because the aim is to get them to be together, and this is a long process. The activities are not skills-based. They are mostly based on grammar.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Az öğrenci olması sınıfta herkesle birebir ilgilenme fırsatı verir. Iyi kurdakiler	To have fewer students in the classroom allows the opportunity of dealing with

kendilerini daha çok geliştirebilirler ve kötü kurdakiler öğretmenlerinden daha çok yararlanabilirler.	everyone separately. Those who belong to a higher level can improve themselves, and those who belong to a lower level can learn from the teacher.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Düşük kurda olan öğrenciler hep düşük kurda olabilecekleri hissine kapılırlar. Yüksek kurda olan öğrenciler ise hep iyi olacakları hissine kapılırlar.	Low-level students feel they might belong to the lowest level ever. Those students who belong to a higher level always feel they will be the best.

ÖĞRETMEN KATILIMCI 5	TEACHER PARTICIPANT 5
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Kur sistemi olan bir sistem olmayan bir sisteme göre daha etkili oluyor. Öğretmen açısından materyal hazırlamak daha kolay oluyor ve öğrenci seviyeleri bir birine yakın olduğu için ekstra materyal hazırlamaya gerek kalmıyor. Seviye belirleme aşamasının çok önemli olduğunu düşünüyorum. Eğer seviyeler doğru bir biçimde belirlenebilirse kur sistemi çok faydalı oluyor.	A course system with a setup system is more effective than a system without one. From a teacher's standpoint, it's easy to prepare materials, and the levels of the students are close to each other, so there is no need to prepare extra materials. I think it is a very important stage for the placement test. If the course system is very beneficial, levels can be determined accurately.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Kur sistemi özellikle düşük seviyede olan öğrenciler için özgüven eksikliliği yaratabiliyor. Ders düşük seviyedeki öğrencilerde aktif olmuyor. Derse katılım az oluyor. Derse giriş kısmı (warm up) düşük seviyeler için çok zor oluyor ve ilerlemiyor. Derse giriş bölümü ve dersin işleyişi arasında etkileşim olmuyor. Bu da öğretmeni daha fazla yoruyor ve zaman harcatıyor. Dersin yavaş gitmesine neden oluyor.	The course system, especially for students at low levels, can create lack of self-esteem. The course of students at the low level is not active. Class participation is lower. The iintroduction to the course (warm up) is very difficult for low levels, and there is a lack of advancement. There is a lack of interaction between the course input section and the course introduction. This tires the teacher very much, and is too time-consuming. Also, it slows the pace of the lesson. The activities are not skills-based. They are mostly based on grammar.
Soru 3: Kur sisteminin fırsatları	**Question 3: What are the opportunities**

nelerdir?	of multi-level grades?
Ticari açısından düşünüldüğünden her seviyeden öğrenci alınabilir. Bu öğrenci okulumuzdaki İngilizce seviyesini altında diye düşünmemize gerek kalmaz. Seviye yelpazesi gelişir. Zümre Starter seviyesinden B2 seviyesine kadar hazırlık yapma fırsatı yakalar.	If we think in terms of trade, we can hire students of all levels. So, we do not need to think that students at our school are below level in English. The level range grows. The department can have the opportunity to catch up the starter level through the level of preparation for class B2.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Düşük seviyedeki öğrenciler mezun olduklarında yüksek seviyeye yetişemiyor. Bu da velinin tepkisine neden olabiliyor. Veli çocuğunun hep alt seviyede olacağından endişe duyuyor.	When low-level students graduate, they cannot keep up with high-level students. This can be caused by the reactions of the parents. The parents will always be worried about the fact that the child is at a lower level.

ÖĞRETMEN KATILIMCI 6	TEACHER PARTICIPANT 6
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Bilen ile bilmeyen ayrılınca bilmeyenlerin eksik yönleri tamamlıyor. Bilmeyenler bilenleri engelliyor. Yüksek seviyede olan öğrenciler düşük seviyede olan öğrenciler yüzünden geri kalıyor. Öğretmen açısından 2 seviye farklı olarak değerlendirmek kur sisteminin güçlü yönleridir.	When the one who knows and the one who does not are separated; [otherwise], those who know prevent those who do not. Students who have a high level lag behind because of the students who have a low-level. As for the teacher, to assess two different level aspects intensifies the course system.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Düşük seviyede olan öğrenciler kendini "çürük elma" olarak hissediyor. Bu öğrencilerin üzerinde psikolojik baskı oluyor. Derse karşı isteksiz olabiliyorlar. Sınıfı önden çeken biri olunca düşük seviyede olanlar iyilerden olumlu anlamda etkilenebilir. Güdüleme olmuyor. Model olarak alabilecekleri öğrenci olmuyor. Öğrenciden öğrenciye bilgi akımı sağlanamıyor. Hep düşük seviyede olanların olduğu bir sınıfta öğrencilerin ve öğretmenlerin motivasyonu düşebiliyor.	Students who have low levels feel as if they are a 'rotten apple'. This creates psychological pressure on students. They are then reluctant to [engage in] the course. [But] when one comes out in the front, those at a low level may be affected in a positive way. There is no motivation. Students cannot take anyone else as a model. There is a lack of information flow from one student to another. In a classroom where students have a low level, the motivation of students and teachers may decrease.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Farklı seviyelerde olan öğrencilerin seviyelerini bilince hangi bilgi donanımla	When students who have different levels of academic achievement advance to the

gidince okul başarısı açısından hep ileriye gider. Uluslararası sınav ya da projelerde daha başarılı olurlar. Hazırlık atma sınavlarında başarıları artar.	level of information in terms of awareness, the school's academic achievement always goes forward. International exams or projects are more successful. Preparation for exams increases their success.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Düşük seviyede olan öğrencilerin çok olması başarıyı etkiler. Okul başarısı düşük olmasına neden olur.	When there are numerous students at low levels, this affects the level of success. This would result in low school achievement.

ÖĞRETMEN KATILIMCI 7	TEACHER PARTICIPANT 7
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Kur sistemi ile zaten yabancı dile yatkın olanların önünü daha da açıyorsun. Bu öğrencilerin daha çok pratik yapma şansı oluyor. Daha detaylı çalışabildikleri için bildikleri konunun daha da üstüne koyuyorlar. Daha çok İngilizce konuşuluyor. Zayıf öğrencilere göre önde oldukları için birbirlerini engelleyici durumlar olmuyor. Rekabet ortamı daha fazla oluyor. Düşük kurdakiler için ise öğretmen hızını onlara göre ayarlıyor. Hatalar aynı olduğu için birebir düzeltebiliyorsun. Kendilerini daha rahat hissediyorlar. Hata yapma korkusu çok daha az yaşanıyor. Bu da öğrencinin motivasyonunu artıyor.	The course system and those who are already inclined toward foreign language opens the way for you much further. These students have more chances to practice the language. Because they can work more in detail, they can put more into the subject they know. They can speak more English. Because they are far ahead of the weak students, they are not blocking one another. There is more competition. In fact, the teacher's pace is regulated according to the low level of the course. One can correct errors, as they are the same. So they feel better. The fear of making mistakes is much less. This enables students to increase their motivation.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Düşük kurlar için konuşma becerileri çok fazla gelişmiyor. Öğretmen dışında model olan kimse yok. Öğrenciler etiketleniyor ve bu onları psikolojik olarak etkiliyor. Yüksek kur için ise "ben zaten iyiyim" hissine kapılabiliyor ve hatalarının üstüne gitmiyor.	Conversation skills at low levels aren't developed enough. There is no model beyond that of the teacher. Students are labeled, and this affects them psychologically. For high levels the feeling of "I'm already fine" persists, and errors are not overcome.
Soru 3: Kur sisteminin fırsatları	**Question 3: What are the opportunities**

nelerdir?	of multi-level grades?
Yüksek kurdaki öğrenciler daha fazla pratik yaparak hatalarını düzeltip üstüne koyabilir. Kur sistemi mükemmellik seviyelerine ulaşabilme fırsatları sağlar. Becerileri geliştirme konusunda daha iyi fırsatlar sağlar. Düşük kurdaki öğrencilerin hızına göre gidilmesi onların hedeflerine ulaşabilme fırsatı doğurur.	When students in the higher-level course practice more, they have the chance to correct their mistakes by building on them. The course system provides opportunities to reach levels of excellence. It also provides better opportunities to develop skills. Acting according to the speed of the students with a lower level will help them achieve their goals.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Özellikle yüksek kurda rekabet ortamı yaşanabiliyor. Eğer öğrenci rekabete yatkın değilse sıkıntı yaşayabiliyor. Düşük seviyedeki öğrencilerin hızına göre giderken müfredattan geri kalabiliyorsun. Öğrenciler bazı konuları görmeden mezun olabiliyorlar. Aynı konuyu çok fazla tekrar etmek zorunda kalabiliyorsun.	There is competition, mainly in higher levels. If a student is not inclined to compete, he can live in distress. If you happen to go at the speed related to low-level students, the school curriculum remains far behind. Students graduate without the possibility of having a look at all of the subjects. You find yourself obliged to repeat the same subject over and over.

ÖĞRETMEN KATILIMCI 8	TEACHER PARTICIPANT 8
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Öğrenciler iki gruba ayrıldıkları için öğrenci sayısı oldukça az olmaktadır bu da sınıf yönetimini kolaylaştırmaktadır. Kur ile öğrencilerin derse katılımı daha fazla oluyor ve öğrencilerle birebir ilgilenme fırsatı doğuyor. Böylece öğretmenin ve öğrencinin motivasyonu daha yüksek oluyor. Öğrencilerin seviyeleri birbirine yakın olduğun için aktivitelere ayrılan zaman iyi kurda daha iyi gitmektedir. Ortalama bir seviye oluyor. Kur sisteminde çocuklar gruplandırılmadan önce Avrupa Dil Birliği kriterlerine uygun olarak online bir sınav uygulanmaktadır ve her öğrenciye ayrı soru sorulmaktadır.	When students are separated into two groups, the number of students is low, and this makes the class management easier. The course, as well as the participation of students in their classes increases, and the students have the opportunity to take care of one another. Thus, students' and teachers' motivation may be higher. Because the levels of the students are close to each other, the time allocated to activities in better courses has more benefits and goes on far more effectively. There is approximately one average level. As to the course system, before separating the students into groups, a European Standard Language Portfolio exam is given online, and each student is asked separate questions.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Öğrencileri etiketlemek kur sisteminin zayıf yönlerindendir. Sınıf dinamiğinin olmaması bazen aktivitelerde olumsuz etkileniyor. Özellikle düşük kur öğretmenlerinin motivasyonları oldukça düşük olmaktadır. Öğrencilerin gruplandırılırken tek bir sınavın göz	Student labeling is a weak aspect of the course system. The lack of class dynamics is sometimes affected by the activities. Especially in low level courses, the motivation of teachers can be rather low. Students are grouped in consideration of a single exam; not taking the teacher's

önünde bulundurulması ve öğretmen görüşünün alınmaması sistemin zayıf yönlerindendir. Bu sistem fazla ders saatini de beraberinde getirdiği için fazla öğretmen ihtiyacını da doğurur. Bu ihtiyaç aynı zamanda fazladan mekan ayarlama, fiziksel ortam yaratma gibi sorunları da beraberinde getirmektedir.	opinion into account is a weak aspect of the system. Because this system led to more time for more lessons, this leads to the need for more teachers. It also requires extra space, and creating a physical environment raises bilateral issues.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
İyi olan kurlar daha çok aktivite yapabilirken düşük olan kurlarında eksik kazanımları tamamlama fırsatı doğar. Kur sınavları ve deneme sınavları sayesinde uluslararası sınavlara deneyim kazama fırsatı doğmaktadır	Being born with an opportunity to make more good groups, whereas those with low levels will have the opportunity to complete the missing subjects. Due to the course exams and trial exams, the opportunity to gain experience on the international tests increases.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
İki seviye arasındaki fark büyümektedir. Arkadaş grubunda kalmak ya da yüksek not alabilmek için öğrencilerin bilerek sınavda yanlış yapması ve de sınav esnasında öğrenci seviyelerinin tespit edilememesi kur sisteminin tehditleri arasındadır.	The differences between the two levels are increasing. To get high marks or to stay in friends' groups, students are in a position to willingly make mistakes, and during the exam, the levels of the students cannot be ascertained [correctly]; this is a threat for the course system.

ÖĞRETMEN KATILIMCI 9	TEACHER PARTICIPANT 9
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Düşük seviyedeki öğrenciler iyi not almanın sevincini yaşayıp yükselme gayretinde olabiliyorlar. Motivasyonları daha yüksek oluyor. Onların seviyelerine göre yavaş olarak ilerleniyor ve bu da daha sağlam öğrenilmeyi sağlıyor. Yüksek seviyeler için rekabet ortamı fazlalaşıyor bu da başarıyı yükseltiyor. Düşük seviyelerde ise hataları yüzünden dalga geçilmediği için daha rahat oluyorlar. Dışarıdan nakil olarak gelen öğrenciler (devlet ya da özel) okulun İngilizce seviyesini sıfırdan başlayarak bile olsa yakalayabiliyor.	Low-level students living the joy of achieving a good mark make an effort to increase their level. Motivations become higher. According to their levels, there is slow progress and this make the system of education much better. Competition increases for higher levels, and this enhances the concept of success. In low levels, students can easily make fun of others when they make mistakes. The students who come from other schools (either private or state) may have the chance to catch up to high levels, although they start from the beginner level.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Özellikle düşük kurdaki öğrenciler kur sistemi ile etiketlenmektedir ve psikolojik olarak da etkilenmektedirler. Yüksek kurdaki öğrenciler ise ben iyiyim hissine kapılabiliyorlar. Müfredatların yoğunluğu da kur sistemi için dezavantaj. Özellikle iyi kurlar için debate ağırlıklı proje tabanlı dersler işlenebilir.	Especially during the low level course, students are affected psychologically by the course system. However, the students who have a higher level have the feeling of thinking they are better. The intensity of the syllabus is another advantage. In particular, predominantly project-based lessons, such as debate, can be handled in the better courses.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**

Öğrenciler ikiye bölündükleri için sınıf sayıları az olmaktadır. Bu da sınıf yönetimini, sınav öncesi ve sonrası takibi kolaylaştırmak gibi fırsatlar doğurur.	The number of the students decreases when the classroom is divided in halves. This creates opportunities, as well as easing classroom management and control of the pre and post test period.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Ölçme konusu çok fazla objektif olmuyor. Kötü seviyede olan öğrenci, o seviyenin sınavı kolay olduğu için alması gerektiği nottan daha yüksek alıyor. Bu da yüksek seviyedeki öğrenci için bir tehdit oluyor. Okul objektif olmayı yitiriyor.	The concept of measurement is not as objective as it should be. In terms of students at lower levels, because the tests for that level are easy, students may get higher marks than should be expected in reality. This is counted as a threat for students at higher levels. In this way, the school loses it prime objective.

ÖĞRETMEN KATILIMCI 10	TEACHER PARTICIPANT 2
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Avrupa Dil Birliği kriterleri sonucunda öğrenciler kurlara ayrılmaktadırlar. Öğrencinin uyum sürecini tekrar yaşamaması ve zaman kaybı olmaması açısından kur içerisinde değişim olmamaktadır. Nakil ve devletten gelen öğrenciler için de kur sistemi tamamlayıcı bir rol oynamaktadır. Öğrencilerin kendi seviyelerin uygun sınavlara girerek not alması bu sistemin güçlü taraflarındandır.	As a result of the criteria of the European Language Association, students are divided into course levels. In order to prevent the students from experiencing the orientation process again and losing time, no changes in course time are allowed. The course system also plays a supplementary role for the students who are transferred from other schools or public schools. It is one of the strengths of this system that students take the exams in a manner which is appropriate to their level.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Öğrencilerin eksiklikleri giderilmediği takdirde bazı konuları görmeden mezun olabiliyor. Öğretmenin kur sistemi ile birlikte ders saati ve çeşidi artıyor ve öğretmenin derse hazırlık kısmı zorlaşıyor ve uzuyor. Sınav, yıllık plan vs. gibi nedenlerle öğretmenin 2 farklı alana ve kitaba bölünmesi sistemin zayıf yönlerindendir.	Some of the students may graduate without learning some of the course subjects, unless they compensate for material they have missed. Hours and types of courses taught increase, and so preparation for the courses becomes more difficult for teachers. It is one of the weaknesses of this system that teachers are divided into parts such as exams, annual plans, etc.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**

İleride öğrenciler kur sistemine alışık olarak mezun olurlar. İyi seviyedeki öğrenci normal şartlarda görmeyeceği konuları görebilir ve öğrendiklerinin üstüne çok fazla katar ve çok daha fazla pratik yapma şansı olur.	Students graduate according to the course system. Students at better levels have the opportunity to learn more than usual and to practice more.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Düşük seviyedeki öğrenciler bazı konuları görmeden mezun olabilirler. Bu da hem onların olmaları gereken seviyeye ulaşamamakları demektir hem de velinin kaygıları artmaktadır.	Students at lower levels may graduate without learning some of the course subjects. This means that they might not reach the level they want, and their parents might be more concerned.

İDARECİ KATILIMCI 1	ADMINISTRATOR PARTICIPANT 1
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Öğrenci seviyeleri aynı olduğu için ders hazırlığı, ders anlatımı ve sınavlarda; farklı seviyelerdeki öğrencilerin dikkate alınmasının gerekmemesi kur sisteminin güçlü yönlerinden biridir. Öğrencilerin aynı seviyede oldukları için kendilerini daha iyi hissetmeleri, sınıf dinamik ve aksiyonunun daha yüksek olması ve de birbirlerini olumlu etkilemeleri de kur sisteminin olumlu yönlerindendir.	One of the strengths of the course level system is the preparation and teaching time and exams, as the teacher does not have to conduct one class for students at various levels. And students also feel better; the class is more dynamic and active, for all of the students are at the same level.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Düşük kurdaki öğrencilerin psikolojik olarak olumsuz etkilenmeleri, düşük kura giren öğretmenlerin motivasyonlarının zaman zaman düşmesi, öğrenme süreçlerinin yavaş olması, öğrencilerin daha iyi öğrencileri rol model alabilecekken kendi seviyelerinde gördüğü arkadaşlarından olumsuz etkilenmesi, kendini yeterli görmesi, yüksek kurdaki öğrencilerin soruları daha zor olduğu için sınav sonuçlarının onları olumsuz etkilemesi kur sisteminin zayıf yönlerindendir.	Psychologically, students at lower levels are affected negatively; motivation of the teachers at lower level courses sometimes decreases; the learning time for the students at lower levels is greater; students of lower levels affect each other negatively, whereas better students might affect them positively; students of lower levels feel self-sufficient; students of higher levels are affected negatively because of the difficulty of the exams.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**

Öğrencilerin kendilerini yetiştirip daha yüksek kurlara girme şansı, eksikliklerini daha rahat gözlemleme ve kapatmaları kur sisteminin fırsatlarındandır.	There is an opportunity for the students to move to higher levels if they succeed, and thus they have a chance to see their own deficiencies and correct them.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Daha yüksek not almak için düşük gruba girme çabası, tek bir sınava bağlı olarak öğrencilerin kurlara ayrılmış olması, kur sisteminin tehdit oluşturabilecek öğeleridir.	Students may choose to attend lower levels in order to achieve better exam results. And deciding the level of students there is only one exam. These are the threats to the system.

İDARECİ KATILIMCI 2	ADMINISTRATOR PARTICIPANT 2
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Öğrencilerimizin güçlü ve geliştirilebilir yanlarını fark ederek desteklenmesi gereken taraflarının tespit edilerek desteklenmesine imkân verilmesi kur sisteminin güçlü yönlerindendir.	It is a strength of the system that it provides an opportunity to support the more powerful and improvable aspects of the students.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Çok fazla zayıf yönü olduğunu düşünmüyorum. Sadece çocuklar arasında rekabet ortamı yaratıyor ve çocuklar bundan olumsuz etkilenebiliyor.	I don't think the system has any weakness. It somehow makes up a competitive relationship between students, and they are affected negatively because of that.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Kur sistemi eksikliklerinin tespit edilebilme ve buna göre önlem alınabilme imkanı sağlar.	It provides an opportunity to determine deficiencies and to take precautions.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Velilerin beklentisi kur sisteminden çok fazla. Hedeflenen başarıya her öğrenci için ulaşılacağını düşünüyorlar. Veliye çocukların eksiklikleri üzerine çalışıyoruz diyoruz. Fakat her öğrenci için bu başarıya sene sonunda ulaşılamıyor. İyi kurda olan öğrenciler daha iyi oluyor ve düşük kurda olan öğrenci yukarı çıkıyor. Böylece aradaki seviye farkı kapanmıyor. Düşük	Parents' expectations are too high. They think all of the students will be able to succeed. We tell them that we are working on their deficiencies, but it isn't possible for every student to be successful. Students in higher levels do better, and those in lower levels move up. Thus, the differences due to levels aren't resolved. Students in lower levels need more

kurda olan öğrencilerin daha fazla ders ihtiyacı var. Bu farkın kapanması için düşük kurun yüksek kura göre daha fazla ders alması gerekmektedir.	courses. In order to make up the differences between levels, there should be more courses for lower ones.

İDARECİ KATILIMCI 3	ADMINISTRATOR PARTICIPANT 3
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Daha az sınırlandırılmış gruplarla ders daha etkin işleniyor. Öğrenci sayısının az olması öğretmenin öğrenciye ulaşmasını daha kolaylaştırıyor. Öğretmenin öğrencilerin eksikliklerini fark etmesi ve tamamlaması kur sistemiyle daha kolay olabiliyor. Düşük grupta olan eksiklikler tamamlanırken yüksek grubunun zamanını almaması kur sisteminin olumlu yönlerindendir. Yüksek grubun kur sistemiyle özgüveni artıyor, daha fazla konuşma becerilerine fırsat veriliyor. Akran zorbalığı kur sistemiyle yaşanmamış oluyor.	Courses are conducted more effectively with less-limited groups. It is easier for the teacher to deal with the students in a small group. The teacher may notice and make up for the students' deficiencies in this system. It is one of the strengths of the system that it is possible to make up the deficiencies of the lower group without delaying the higher ones' needs. The higher group feels more self-confident, and they have more opportunities to talk. There is no peer bullying in this system.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Kur sistemi rekabet ortamını azaltabilir. Fiziksel koşullar anlamda öğrenciler yer değiştirdikleri için zaman kaybı oluyor sürekli sirkülasyon oluyor. Sınıfların değişmemesi dönem içinde bu sistemin zayıf yönlerindendir. Aynı kurda aynı öğretmenle olmak eğer o seviye o öğrenci için doğru değilse olumsuz bir faktör doğuyor.	This system may decrease competitiveness. Because the students always change classrooms, there is time loss. To be with the same teacher in the same level is a negative factor if the level is determined true.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**

Öğrencinin ben İngilizceyi başarabiliyorum hissini yaşaması kur sisteminin getirdiği fırsatlar arasındadır. Kur sistemi veli, öğretmen ve öğrenci için fırsatlar yaratabilir. Veli için güven, öğrenci için kriter, öğretmen için ise kabul edilebilirlik, saygınlık ve alanında iyi olmak gibi.	Feeling "I can be successful in English" is one of the opportunities of this system. This system may provide opportunities for the parents, teachers and students, such as confidence for the parents, criteria for the students, and acceptability for the teacher.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Öğrenciler hedefleri doğrultusunda bilerek yanlış yaparak düşük seviyeye gidebilirler. Veli anasınıfından beri kurda hiç bir ilerleme yok diyebilirler. Öğrenci ise kabul ediyor ve kötüyüm ben diyor.	Students may choose to be in lower levels in order to be considered more successful. Parents may think that there has been no progress in levels since the nursery class. Students may think that they are no good at school.

ÖĞRENCİ KATILIMCI 1	STUDENT PARTICIPANT 1
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Seviyelerimize göre ayrılma kur sisteminin güçlü yönlerinden birisidir. Seviyelerimize göre ayrılınca daha hızlı ilerleyebiliyoruz. Sınıf sayılarımızın az olması konuları daha iyi anlamamıza ve derse daha çok katılmamıza yardımcı oluyor. Öğretmenimiz bizimle daha çok ve daha yakından ilgilenebiliyor.	Separating students into levels is one of the strengths of the system. We are able to improve more when separated. We can understand better and participate more because there are lower numbers of students in the class. Our teacher may deal with us more closely.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Kur sisteminin bana göre hiç bir zayıf yönü yok.	There is no weakness of the system for me.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Seviyelerimize göre ayrıldığımız için ve sınıf sayılarımız az olduğu için İngilizcemiz daha çok ilerliyor. Bu da bizim ileride daha iyi İngilizce konuşmamızı sağlayacak. İleride başka bir yabancı dilin kursuna gittiğimizde kur sistemini bilmemiz bize olumlu olanaklar sağlayacaktır.	We can progress in English more, as we are separated into levels, and there are fewer students in the class. Thus, we will be able to speak English better in the future. If we take another language course in the future, knowing more about the course level system will provide us with opportunities.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Kur sisteminin bana göre hiç bir tehdit olabilecek bir yönü yok.	There is no threat in the system.

ÖĞRENCİ KATILIMCI 2	STUDENT PARTICIPANT 2
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Düşük seviyede olan ile yüksek seviyede olan birbirinde ayrılıyor. Dersler sınıf sayısı az olduğu için özel ders gibi geçiyor. Bu da daha eğlenceli oluyor. Özel ders gibi birebir çalışabildiğimiz için notlarım daha yüksek oluyor. Sınavla kurlara ayrılmak çok iyi. Aksi takdirde daha yavaş olurduk. Dersi kaynatmak isteyenler olurdu. Kur sistemi bunları engelliyor.	Higher and lower levels are distinguished. Since there are fewer students in the class, courses are conducted as if they are private courses. Thus, my exam results are higher. It is good to be separated into levels with exams. Otherwise we would be progressing slowly. There would be students to disrupt the lessons. This system doesn't give them a chance.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Kur sisteminin bana göre hiç bir zayıf yönü yok	There is no weakness of the system for me.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Seviyelerimize göre ayrılınca İngilizcemiz daha fazla gelişiyor. Daha iyi İngilizce konuşma fırsatımız oluyor. Kur sistemine alışık olmak bu sistemin diğer bir fırsatı. Bu sayede kur sistemini uygulayan başka bir kurum gittiğimde çok rahat uyum sağlayabilirim.	I can progress in English more because we are in different levels. We are able to speak more English. To be used to this system is another opportunity for us. If I go to another school with the course level system, it will be familiar to me.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Kur sisteminin bana göre hiç bir tehdit olabilecek bir yönü yok.	For me, there is no threat from the system.

ÖĞRENCİ KATILIMCI 3	STUDENT PARTICIPANT 3
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Kendi seviyelerimize göre ayrılmak kur sisteminin olumlu yönlerinden biridir. Yüksek kurda olsam konuları bu kadar iyi anlayamazdım. İyi not alamazdım. Ortalamam düşük kurda olduğum için daha yüksek. Müfredat SBS müfredatına daha yakın olduğu için SBS deki İngilizce başarımı olumlu derecede etkilemektedir.	To be separated into levels is one of the positive aspects of this system. If I were in a higher level, I wouldn't be able to understand the subjects as well as I do now. I wouldn't be able to achieve such high exam results as now. My average is higher because I am in a lower level. I am successful in the Placement Test because the curriculum is parallel to the Placement Test content.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Yüksek kur daha üst seviye görürken düşük kur daha alt seviyede görüyor. Buda iki kurun arasında seviye farklılığının artmasına neden oluyor.	Higher levels get higher content. This causes an increase in the level differentiations between groups.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Kur sistemine tanıdık olmamız başka bir okula gittiğimizde zorlanmamamızı sağlar. Bizim okulumuzda lisede de kur oluyor. Bu sistem liseye burada devam edersek kur sistemine alışık olmamızı sağlıyor.	To be familiar with this system prevents difficulties when we go to another school with the same system. Our school has the same system in the high school.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Kur sisteminin bana göre hiç bir tehdit olabilecek bir yönü yok.	For me, there is no threat from the system.

ÖĞRENCİ KATILIMCI 4	STUDENT PARTICIPANT 4
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Herkes kendi seviyesine göre ders işliyor. Seviyeme göre kurlar olmasaydı konuları bu kadar iyi anlayamazdım. Yüksek grubun sınavları düşük gruba göre daha zor. Yüksek kurda olsaydım ya da kur sistemi olmasaydı notlarım bu kadar yüksek olmazdı.	Everyone learns in their own way. If I weren't in the level appropriate for me, I wouldn't be able to succeed. Exams at the higher levels are more difficult than the lower ones. If I were in the higher level, I wouldn't achieve results as well as I do now.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Arkadaşlarımdan ayrılmak, onlarla aynı sınıfta olmamak bana göre bu sistemin zayıf yönlerindendir. Kurlara ayrılırken öğretmen görüşünün olmaması da bu sistemin zayıf yönlerindendir.	Separating from friends and to be in different classes from them is a weakness of this system. Not to take teachers' opinions when separating the students into levels is another weakness.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Kur sistemi İngilizceyi daha iyi konuşmamı sağlamaktadır.	The system helps me speak English better.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Kur sisteminin bana göre hiç bir tehdit olabilecek bir yönü yok.	For me, there is no threat from the system.

ÖĞRENCİ KATILIMCI 5	STUDENT PARTICIPANT 5
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Kendi seviyemizdekilerle ders işlememiz kur sisteminin güçlü yönlerindendir. Bu sayede bilgilerimiz daha iyi pekişiyor ve derste zorluk çekmiyoruz. Sınavlarımız daha kolay. Böylece notlarımız daha yüksek oluyor. Daha kolay öğrenme ortamı gerçekleşiyor.	To be with the same level students in the class is one of the strengths of this system. By this means, we learn better, and we don't suffer in the courses. Our exams are easier. Thus, we get better results. We learn easier.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Bana göre kur sisteminin zayıf bir yönü yok.	There is no weakness from the system for me.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Kur sistemi notların daha yüksek olabilme fırsatını sağlar. Öğrenme bu sistemle daha hızlı gerçekleşir.	It provides opportunities for us to get higher exam results. Learning is faster in this system.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Yeterli çalışmazsa hep düşük kurda olma tehlikesi vardır.	You may stay in the same level if you don't study enough.

ÖĞRENCİ KATILIMCI 6	STUDENT PARTICIPANT 6
Soru 1: Kur sistemin güçlü yönleri nelerdir?	**Question 1: What are the strengths of multi-level grades?**
Nakil gelen öğrenciler ile 1. sınıftan beri bu okulda olan öğrenciler arasında dil farklılığı oluyor. Bu sistem bu farklılığı ayırıyor ve aynı seviyede olan öğrenciler bir arada oluyor. Böylece herkes konuşulanı anlıyor ve sıkıntı yaşanmıyor. Öğrencilerin seviyesi ortalama olunca belli düzeyde başlanıp belli düzeyde bitiriliyor. Nakil gelenlerle veya düşük seviyede olanlarla aynı sınıfta olmak seviyeyi düşürüyor.	The level of the transferred students and the ones that were here from the beginning is not the same. This system distinguishes the differences and gathers the students of the same level. Thus, everyone understands better, and there are no problems. When the levels of the students are determined, it is easier to know where to start and stop. To be in the same class with transferred or lower level students decreases the level of the higher ones.
Soru 2: Kur sisteminin zayıf yönleri nelerdir?	**Question 2: What are the weaknesses of multi-level grades?**
Kur sisteminin zayıf bir yönü olduğunu düşünmüyorum.	There is no weakness in the system for me.
Soru 3: Kur sisteminin fırsatları nelerdir?	**Question 3: What are the opportunities of multi-level grades?**
Öğrenilenin üstüne sürekli bir şey koyulabilme fırsatı verir kur sistemi. Sıkça yapılan debateler ve beceri bazlı aktiviteler sayesinde İngilizceyi daha etkin kullanabilme fırsatı doğar.	It gives the opportunity to progress. With the help of the skills-based activities such as debates, it is possible to learn English better.
Soru 4: Kur sisteminin tehditleri nelerdir?	**Question 4: What are the threats of multi-level grades?**
Dört yıldır bu sisteme alıştığımız için bu sistemde olmazsak sorun yaşayabiliriz.	Here, we are under this system for 4 years. If it changes, we will have difficulties.

ÖZGEÇMİŞ

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Ahmet Erdoğan İ.Ö.O.	Zonguldak	1992	2000	Pekiyi
Kozlu Lisesi	Zonguldak	2000	2004	Pekiyi

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B.Ü. Kolej Ayşeabla Okulları	Ankara	2008	2012	Öğretmen
Özel Ekinfen Okulları	Adana	2012	Halen	Öğretmen