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A Case Study: Upon an English Course Prepared by Understanding by Design (UbD) with 6th Grade Students

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ABSTRACT

This study aims to find out the effect of the English course designed with understanding by design on students' achievements, performances and opinions. The study was designed as a case study. The participants consisted of 13 sixth grade students in a private secondary school in Istanbul. Both qualitative and quantitative data collection tools were used. Quantitative data collection tool was performed in order to implement pretest and posttest. Since the number of the students in the classroom was not convenient to perform parametric tests, nonparametric test was implemented. There was no purpose of generalization in performing quantitative data since the tool used was nonparametric. The quantitative data were analyzed through Wilcoxon test. As for qualitative data; the performance products were evaluated according to the performance standards. Descriptive analysis was performed for the analysis of observation and content analysis was used for the analysis of the data obtained from the focus group interview. It was found that there was a significant difference in the achievement tests applied to the students at the beginning and at the end and the books and the traditional seating decrease students' motivation. It was observed differentiated teaching techniques, games, videos and songs change the students' attitude towards the course. It was found that carrying out English in sports field was one of the most effective implementations to enhance students' motivation. It was observed students' interest and motivation towards the course increased with the use of different materials and differentiation of the course environment; as a result, it was concluded that the success and motivation increased.

Key Words: Understanding by design; students' opinion; students' achievement; meaningful learning; instructional design

Introduction

Change and development are parts of our lives. With the developing and changing society, the competencies that determine the achievements of individuals also change and individuals are expected to have high level skills such as reasoning, critical thinking and problem solving (Yabaş & Altun, 2014). Hence, traditional instructional models are not sufficient for students to catch up with constantly changing world. Therefore, as the society changes, education should also experience this change relatively. The statement of problem in this article stems from these concerns. As mentioned by the Ministry of National Education, teachers are expected to plan the teaching process, ensuring that these plans are flexible considering the sociocultural characteristics and developing materials that are appropriate for the students (Ministry of National Education, 2017). With the requirements of 21st

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century, expectations from teaching and objectives of subject have been changing as well (Anderson & Krathwohl, 2001).

One of the instructional designs that has adopted this change is understanding by design. Understanding by design is an instructional design model, which brings the real life into the classroom environment instead of forcing students to deal with activities, examples and reading texts that are focused on course books and fail to relate to the real life (Som, Türkan & Altun, 2016). As mentioned by McTighe and Seif (2003), the main purpose of education is to ensure deep learning in students and this cannot take place unless the students transfer what they learn into the skills. Understanding by design promotes meaningful and permanent learning and goals are identified at the beginning of the design (Altun & Yurtseven, 2019).

Understanding by Design

Understanding by design introduces the student the big idea on the subject to be taught and presents real life aspects to the students within the classroom environment (McTighe & Wiggins, 2012). Understanding by design consists of 3 stages:

Table 1. *Understanding by Design*

1st Phase	2nd Phase	3rd Phase
Identify Desired Results	Determine Assessment Evidence	Plan Learning Experiences and Instruction
-Big idea -Essential questions -Knowledge -Skills -Understanding	- Summative assessment - Performance task - Formative assessment: - KWL, Learning diaries, follow-up exams etc.	- What/ Why/Where? - Hook students' interest - Equip students for expected performances - Revise (feedback) - Evaluate - Tailor - Organize

Adapted from McTighe & Wiggins, 2012.

Understanding by design focuses on understanding and adopting of the knowledge by the students instead of presenting them the knowledge, which they would have to remember in the next step (Brown, 2004).

There are 8 basic principles of understanding by design (UbD):

1. UbD is a way of thinking which guides the planning of the curriculum in the light of certain purposes.
2. Its basic purpose is to improve and deepen the understanding of the student.
3. In the first phase of UbD, the goals and attainments of the course are clarified. In the second phase, the desired results of the course are turned into appropriate assessment and evaluation tools.
4. Understanding occurs when the students adopt what they learn and transfer with the help of realistic performances. Explaining, interpreting, implementing, having a perspective, empathizing and knowing oneself are the six basic indicators of understanding.

5. Effective teaching program is designed in three phases, starting from the desired results backwards (desired results, proof, learning plan). This process helps to avoid perceiving course books as teaching program rather than a resource, which is very common, and to avoid the problem of teaching through activities with ambiguous purposes.
6. Teachers are not only the transmitters of content or implementers of activities; they are the guides to ensure understanding. They focus not only on teaching but also on ensuring learning and they aim to ensure that learners construct and transfer meanings successfully.
7. According to design criteria, reviewing the units and teaching regularly would improve the quality and effectiveness of teaching.
8. UbD highlights continuous improvement of student performance and teaching profession. The results of the designs or student performances provide information on the aspects of teaching and the curriculum that need improvement in such a way to ensure the highest level of learning in students (McTighe & Wiggins, 2012).

In this respect, understanding by design could play an effective role in teaching English in terms of teaching of different skills at equal levels and realizing the goal of communicating. The aim of this study is to reveal the positive effect of UbD on foreign language teaching which is always considered to be one of the most problematic educational areas in Turkey. Despite the importance given to education and the efforts spent, it is known that the desired performance level has not been achieved in foreign language teaching in Turkey. One of the reasons for this problem is stated to be the teaching English within an approach that is far from practices, which bring the real life usage into the classroom environment (British Council & TEPAV, 2014). The main purpose of language learning is to communicate. Despite the fact that communicating is usually associated with the "speaking" skill, in fact, language learning is quite complex and it is important to teach the basic language skills mentioned above. Therefore, it is possible to go beyond the final goals of language teaching and prioritize certain skills (Demirel, 2013). According to Chomsky (2018), the language capacity is unlimited. When a language is learnt, certain formulas and sentences which have never been used before could be constructed; however, this could be possible with the help of developing communication skills. Tomlinson (2008) emphasized the utilization of original materials, which could reflect the daily life usage of the language. In foreign language education, firstly, students are expected to understand the language and secondly it is foreseen that the students produce and the production leads to communication. However, language teaching is accompanied by the teaching of four basic skills along with different other such as grammar and vocabulary (Richards & Rodgers, 2014).

Literature Review

In this part, previous studies on UbD take place.

One of the examples for UbD is a quasi-experimental study implemented to students of a state university who took the course Introduction to the Educational Sciences by Som, Türkan and Altun (2016). In the study, there were both experimental and control group who consisted of 66 students in total. Only 13 of these students were in the experimental group. During the implementation process, multiple activities were performed such as discussion, brain storming, preparing poster and many group works. Also the lesson was enriched through the use of visuals and audios. After the implementation of UbD, the achievement of the students in the experimental group was increased despite the fact that there was not a significance difference between the experimental and control

group. It was observed that students developed positive attitude towards the lesson and as they stated the lesson prepared with UbD had a positive effect on their motivation and active participation.

Rubrica (2018) carried out a study on the effect of UbD supported by project based learning on 6th grade students' science lesson achievement. The study was designed as an action research. The science lesson was designed according to the principles of UbD supported by project based learning. There were two experimental groups. Participants consisted of 90 students in total. Achievement tests, Class Dojo, teacher journal, survey and interview were performed as data collection tool. As a result, it was concluded that most of students could reach the level of "developing" and "approaching to advanced". Students' attitude towards the lesson changed positively, Students liked doing group works.

Yurtseven and Altun (2017) carried out a study on the effect on UbD on EFL teaching in terms of both teachers and students. The study consisted of 10 preparatory school teachers and 436 preparatory school students in a state university. The study was designed as an action research. The data collection tools used in the study included unit designs, unit design evaluation rubric, one-to-one interviews, and English achievement scores. As a result, students' achievement seemed to enhance as parallel to the teachers' professional development. Presenting the big idea, which is one of the main principles of UbD, had a positive effect on students. Students felt that they had the control over their learning and It developed students' higher thinking skills.

Almasaeid (2017) carried out a study related to the effect of UbD on 6th grade students' achievement in science lesson. The study was design as an experimental study. The study consisted of 60 students, 30 in experimental group and 30 in control group. It was concluded that there was a significance difference between experimental and control group after the implementation of UbD.

Research Questions

In the light of the reason given above, the study aims to determine whether the English lessons prepared in understanding by design model, which aims to bring the real life into the classroom, have any effects on student achievement and performances; and to take the opinions of students about the lesson. In the light of this research purpose, answers to the following questions were sought:

1. What is the effect of the four-week English course prepared with understanding by design instructional model on 6th grade students in terms of their English achievement and performance?
2. What are the opinions of 6th Grade students about the four-week English course prepared with understanding by design instructional model?

Method

The study was designed according to the case study pattern. According to Creswell (2007), case study is a study where the researcher analyzes multiple variables through different data collection tools in a limited period. Each case is regarded different, thus; in case studies, generalization of the result could not be expected (Yıldırım & Şimşek, 2013). Implementing multiple data collection tools was determined to be necessary in order to provide a solid data in a case study. Despite the fact that the qualitative data collection tools were dominant, quantitative data collection tool was performed in order to implement pretest and posttest. Since the number of the students in the classroom was not convenient to perform parametric tests, nonparametric test was implemented.

Participants

Homogenous sampling was used in this study. Homogenous sampling is proper to use when similar traits are sought (Büyüköztürk et al., 2013). Participants in the study consisted of 13 students, 7 female and 6 male, who are 6th grade students between 11-13 ages with similar academic level in a private school in Istanbul. Before the study process began, the students had been divided into 2 different group according to their achievement in English learning by the school and in order to test their level, a diagnostic test was applied provided by Cambridge which is also used by the school as a coursebook. Students, who received 60 and higher in the test, were classified as A2 group (Course A); those who received 60 and lower were classified as A1 (Course B). Students in the study were from Course B. According to the observations made by the course instructor before the design, motivations of the students towards the course were low.

Instruments

Both quantitative and qualitative data collection tools were used in the study. According to Maxwell (1996), using the multiple data collection tools in the qualitative research studies would reduce the failure rate. Therefore, multiple data collection tools were used in this study. With the aim of assessing the student performances, quantitative data collection tools were used. The data collection tools used in this study are explained hereby below.

Achievement Test

The quantitative data collection tool of the study was only the achievement test. In order to collect data, achievement test was applied by the course instructor in the form of pretest and posttest at the beginning and end of the implementation. The achievement test, which was applied as pretest and posttest, is included in the resource books provided by the Cambridge University Press, has been implemented many times and tested for its reliability as well as validity. The test consisted of 25 questions and included various assessment methods such as fill in the blanks, multiple choice and true or false. The test contained questions that assessed the knowledge levels of students on the topic of past tense along with the vocabulary that was taught in the previous topics or would be involved in the topic to be taught.

Performance assessment

At the end of the design, students were divided into three groups according to their levels and were given performance tasks. Performance tasks were identified by expert opinions and in line with the goals of the design; they were evaluated according to the performance standards. Students were expected to create products at the end of the given performance tasks and present these products in the classroom. Students developed and presented their products in groups. The performance tasks given to students were as follows:

Case: Each group was asked to do their performance tasks from the perspective of a child at the same age with the students, who lived in Istanbul in the 16th Century and came to the present Istanbul after traveling in time

Group 1 was given the old and current photos of a district. Students were expected to use the photo and the target structures, make comparisons and create concept maps through the eyes of the child coming from the 16th Century in terms of three different aspects; transportation, human relations and the roles of people in the public.

Group 2 was expected to prepare a poster through the eyes of the child coming from the 16th Century in Istanbul in terms of the difficulties he might have faced at his time from three different aspects; transportation, human relations and the roles of people in the public.

Group 3 was given the name of a district. Students were expected to create a magazine with visuals through the eyes of the child coming from the 16th Century in terms of how transportation, human relations and the roles of people in the public were in the past and how it changed, how they should be or would be in the future.

The evaluation standards given below were evaluated over 100 points with equal scores for each standard. The performance evaluation standards are given below.

1. Has the student presented his/her product using the target language?
2. Has the student highlighted the roles in the society and the units that constructed the city?
3. Has the student expressed the connection that s/he established between the past, the present and the future?
4. Has the student produced creative ideas?
5. Has the student followed the given directions and steps?

Observation

One of the qualitative data collection tools used in this study was observation. Observation is the technique of collecting data by looking and listening with the aim of identifying, understanding and explaining certain events, phenomenon and behaviors (Karasar, 2016, p.200). In this study, "participant observation" was used. The course instructor made observations and took notes about the interests and needs of the students based on the semi-structured observation questions before, during and after the design. Following the design, the course instructor continued to take observation notes during two weeks. The points to be taken into consideration during observation were identified as motivations and attention of the students towards the lesson, classroom management situations, and interests of the students and participation of students to the lesson. Observation questions are given in the table below.

Table 2. *Observation Questions*

Phase	Question
Pre Design	*1. How are students' attitudes towards English lesson?* *2. What do students pay attention to during the lesson?* *3. Are there any classroom management problems?*
During Design	*1. How do students react to the newly applied activities?* *2. Was there any change in students' participation?* *3. Did students with different interest participate in newly applied activities?* *4. Did the teacher have any classroom management problem?*
Post Design	*1. Are there any behavioral changes in students who don't participate in the lesson?* *2. Is there any change in students' using the target language?* *3. Does the teacher have any classroom management problems?* *4. Which were the most effective methods and techniques?* *5. Were there any student demands similar to the activities in UbD after the process?*

Focus group interviews

Another qualitative data collection tool used in the study was the interview. Interview is the technique of "collecting data through verbal communication" (Karasar, 2016, p.210). In this study, focus group interview technique was used. Interview questions, which were prepared by expert opinions, were asked to the students during focus group interviews. According to their levels, students were divided into three groups ensuring that there would be students from all levels in each group. The data obtained as a result of the focus group interviews were analyzed through content analysis. Focus group interview questions are listed below:

1. Do you like the English course? Why?
2. Which one was your favorite among the activities we performed during the lessons?
3. Are there any activities that you wish to be continued in our lessons?

Data collection procedures

The study took place through the following steps:

1. First of all, required permission was taken by the school administration to implement the design.
2. Before starting the implementation of the design, demographic information was obtained about the study group and observations were made in the classroom. Since the course instructor had been teaching the class for a certain period of time, she was familiar with the interests and skills of the students.
3. The teaching plan that was prepared was analyzed by all three of the researchers and corrections were made where necessary.
4. Students were informed about the implementation. "Big idea", which is one of the important aspects of understanding by design, was discussed with the students over the topic and student opinions were displayed in the bulletin board.
5. Pretest was applied from Cambridge resources covering the target subject.
6. Implementation lasted for 4 weeks (12 course hours). Performance tasks were presented in the final week.
7. During the implementation, observations were made by the teacher who was the course instructor and one of the researchers, and the data obtained from the observations were evaluated with the second researcher.
8. At the end of each week, researchers gathered to talk about the process, they found solutions to the problems experienced and took measures for the potential failures.
9. At the end of the implementation, the group was evaluated via the same achievement test as the posttest, students presented their performance tasks and focus group interviews were carried out with 13 students.

Design process

Course instructor had been teaching the class for several months before the design was applied. Therefore, the course instructor had been aware of the interests and needs of students regarding the course. Before the design, the teacher frequently asked the opinions of the students on English lessons to contribute to the study, to get to know them better, and she observed the students even in break times in order to identify their interests and motives. Students' interests and needs of the students were taken into consideration during the preparation of the course design. Identifying desired results, determining assessment evidence, planning learning experiences and instruction steps which are main

principals of UbD were followed while designing the study. Following identifying desired results stage, the performance tasks and their standards were determined; then, the teaching activities, strategies, methods and techniques to be used during the lesson were determined and the materials to be used were prepared. The design lasted for 4 weeks (12 course hours). UbD is a flexible instructional design that covers many suggested methods and techniques (McTighe & Wiggins, 2012). In the design that was prepared for the past tense unit in the 6th grade, discovery teaching strategy was adopted. Accordingly, throughout the design, cooperative learning method, question-answer method, discussion method, differentiated teaching method, brainstorming technique, the six thinking hats technique, drama technique, educational game technique and station technique were applied. At the end of each lesson, the teacher took the opinions of the students individually; however, these opinions were not included in the data analysis, they were used for making the necessary changes in the design of the following week. During the group studies, the teacher worked with all groups and students worked together from time to time.

Week 1 (40+40+40=120 minutes): Students watched a scene from the movie called "Back to the Future"; then, they were asked questions that would guide them in establishing connections between past, present and future. Next, students played the "Guess Who?" game. During the game, all students were observed to participate in the lesson and they looked forward to their turns. In the final hour, students were given six hats of different colors; after the thinking processes represented by the hats were explained by the teacher, students were asked to comment on the effect of technology on transportation.

Week 2 (40+40+40=120 minutes): Students were divided into groups, they were given the posters of 4 different movies; the groups were formed in such a way to make sure the students had watched the movies before. Students were asked questions that they could comment on the movie by looking at the poster; they were asked to describe the roles of the heroes in the society by using the past tense structure. Students presented the posters, on which they had commented as a group. In the next lesson, students were introduced a game similar to "board race". Different from the board race game, students worked in groups on their desks. In final lesson, students were given the "A tourist asked directions and you gave the wrong direction; how would you correct your mistake?" case and they were asked to create a drama play on that.

Week 3 (40+40+40=120 minutes): In that week, student participated in majority of the lessons at the football pitch outdoors. Students were asked to sit around the teacher in a circle. The first game that was played outdoors was the “dice game”. The game was played with two dices, one with the keyword and the other with "affirmative statement”, “negative statement" and "question statement". Students rolled the dice and used the keyword with the type of the structure rolled. Students wanted to play the game over and over again. Then, Taboo game was played with the words that were prepared according to the unit. Finally, the station technique was implemented. Students were divided into three groups according to their interests. The first group was asked to design a city and a football stadium, the second group was asked to choose a city and design an entertainment park, and the third group was asked to select a city and a shopping mall. Students described the products they designed using the past tense structure.

Week 4 (Performance week): During the week following the design, students completed the performance tasks they were given on the second week; they presented in the classroom and received feedback from the teacher.

Data analysis

Quantitative and qualitative data collection tools were used in the study. Thus, both quantitative and qualitative data analysis took place as explained below.

Quantitative data analysis

The data obtained from the achievement test which was used as pretest and posttest were analyzed through the Wilcoxon test, one of the nonparametric tests, due to the insufficiency of number of the sampling for parametric tests.

Qualitative data analysis

Products of the students were evaluated according to the performance standards identified in line with the goals of the course design and prepared by expert opinions. The notes taken by the course instructor according to the semi-structured observation questions were analyzed in compliance with descriptive analysis. In the descriptive analysis, direct quotations are given to reflect the views of the individuals interviewed or observed (Yıldırım & Şimşek, 2013 p.256). In the study, the observation data were examined in 3 steps, which are before, during and after the design; the observation notes were directly quoted. The data were analyzed through content analysis. The coding was done manually as Saldaña (2009) suggested to be more reliable. Recoding and re-categorizing were performed on the data during the process. During the focus group interviews made with the students, the first researcher took some notes, these notes were read and examined together with the second researcher, the codes were extracted, categories were reached from the codes and themes were reached from the categories.

Validity and reliability of the study

The basic measure of scientific research is ensuring reliability and validity. In qualitative approaches, credibility needs to be ensured for internal validity, transferability needs to be ensured for external validity, consistency needs to be ensured for internal reliability and confirmability needs to be ensured for external reliability (Lincoln & Guba, 1985). The measures taken to meet the validity and reliability in the study were as follows:

Table 3. *Validity and Reliability*

Credibility	*Long-term interaction:* In addition to the application process that lasted for four weeks, the whole process lasted for 6 months including the preparation stage, post-design observation, examination, analysis and reporting of the data. *Diversification:* Multiple data collection tools such as performance tasks, observation and focus group interview were used in the study. *Expert analysis:* All data obtained in the study were analyzed by the third researcher, who was a curriculum and instruction expert and teacher trainer.
Transferability	*Detailed description:* Data obtained in the study were explained through direct quotations.
Consistency	*Consistency analysis:* Preparations of the study were carried out by considering the instructional design and data collection tools together. Reporting of the study was performed at each step by looking at the big picture from the very beginning to the end.
Confirmability	*Confirmation analysis:* Findings were compared to the data.

The role of the researchers

The study was conducted with three researchers. The first researcher of the study has a Bachelor's degree in English language teaching and continues on Master's degree on curriculum and instruction. The first researcher conducted and instructed the design process. The second researcher also has a Bachelor's degree in English language teaching and continues on Master's degree on curriculum and instruction. The second researcher took the role on planning the design, evaluating the feedback from the researcher that instructed the course, finding solutions to the problems experienced and reporting on the study together with the first researcher. The third researcher of the study had participated in various national and international projects and researches as an expert in teacher training, curriculum and instruction. The third researcher played an important role in planning, examination, improvement and evaluation of the designs as well as reporting on the study.

Results

Results Related to the First Sub-question

The data obtained from the study were given below in a sequence according to the research questions. The first question of the study is "What is the effect of the four-week English course prepared with understanding by design instructional model on 6th grade students in terms of their English achievement and performance?" In order to find a response to the question, qualitative and quantitative data analysis techniques were used. Although, the main source of data in order to reveal the effect of UbD on students' achievement was determined to be performance task results, quantitative data collection tool was performed in order to implement pretest and posttest. Since the number of the students in the classroom was not convenient to perform parametric tests, nonparametric test was implemented.

Achievement test

Results obtained from the achievement test, which was applied to the students as pretest and posttest at the beginning and end of the study were presented below.

Table 4. *Students' Pretest and Posttest Results*

St. N.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Pretest	46	58	34	64	70	22	70	62	48	56	70	62	36
Posttest	60	56	62	72	84	34	80	62	50	58	80	64	38

Note. This table demonstrates students' pre and post test results before and after UbD implementation process.

Table 5. *Students' Pretest and Posttest Descriptive Statistics*

	N	Average	Standard Deviation	Minimum Statistics	Maximum Statistics
Pretest	13	53,69	15,446	22	70
Posttest	13	61,54	15,257	34	84
					Pre Test –Post Test
Z					-2,848[b]
Asymp. Sig. (2-tailed)					,004

In pretest, learners scored about 54 (SD=15,44). In posttest, learners scored average 61,54 (SD=15,25). There was a significant difference between the pretest and posttest results of the students at the level of 0,0004; that is $p<0.05$. It was observed that there was a difference of 7.85 points between the pretest and posttest, scores of 11 students increased in the posttest, the score of 1 student remained the same and the scores of 1 student decreased in the posttest.

Performance Task

Performance tasks were evaluated over 100 according to the standards indicated below. Performance evaluation standards identified were given below.

1. Has the student presented his/her product using the target language?
2. Has the student highlighted the roles in the society and the units that constructed the city?
3. Has the student expressed the connection that s/he established between the past, the present and the future?
4. Has the student produced creative ideas?
5. Has the student followed the given directions and steps?

Table 6. *Students' Performance Assessment*

Groups	Score
Group 1	70/100
Group 2	70/100
Group 3	90/100

Note. It can be deduced that all groups achieved high scores. And it was observed that all the students without any exceptions were motivated and excited to be a part of their performance tasks.

Group 1 Group 2 Group 3

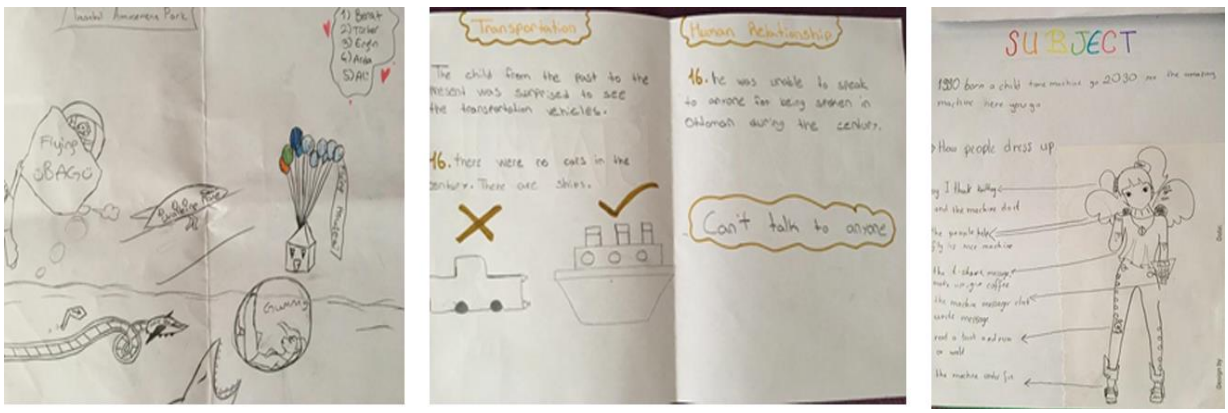


Figure 1. *Sample of Students' Products*

Results Related to the Second Sub-question

The second question is "*What are the opinions of 6th Grade students about the four-week English course prepared with understanding by design model?*". In order to find a response to the question, observation and focus group interview techniques were used. Findings obtained are given below in order.

Observation

The researcher teacher's observation notes were analyzed through descriptive analysis. Results of the analysis of the semi-structured observation questions were presented below.

Table 7. *Opinions of the Conductor Teacher about Pre Design, During Design and Post Design*

Observation Stages
Pre Design
Students are bored of course books
Students don't like grammar and grammar activities.
There are some talented but not interested students in the lesson.
Some students draw pictures during the lesson.
Some students keep talking to their friends.
Some students keep up with traditional lesson and pay attention no matter what.
There are no classroom management problems but some students don't participate and that affects the classroom atmosphere.
During Design
Students who don't participate in participated during games.
When the lesson was conducted outside, everybody participated in and they used the language correct.
Students who like talking succeeded in group works.
Students with a more of a shy character didn't participated orally as expected but they participated when the teacher tended to them one by one.
Talented students used their gifts during station activity.
No classroom management problems occurred because students waited for what came next in a curious way.
Post Design
Students participated in the lesson more.
After the design, students were persuaded that the lessons were changed in a good way and they came motivated.
They tried to use target language more.
No classroom management problems occurred.
After the design process, similar activities took place by the demands of students.
Games were the most effective.
Videos and games took place spontaneously.
Station technique was demanded by students and applied.

According to the findings in Table 7, changing the classroom environment and setting different activities led to positive changes in the motivations of the students. Particularly, the lesson that was taught in the yard was appreciated by the students without exception. It was indicated that the opinions of the students changed in the positive direction and their motivation levels increased after the design. Some introvert students could not become active participants all of a sudden, however they showed interest and started paying attention.

Focus Group Interview

Students' opinions on the course were analyzed through content analysis. Theme, category and codes were determined according to the quotes of students. Results of the semi-structured interview questions asked to students during the focus group interviews were presented below.

Table 8. *Students' Opinions about the Lesson after the Design*

Theme	Category	Code	Quote
Students' opinions after the design	Activities students liked	-Games -Conducting the lesson outside -Use of visual and audio materials	*(S7) The lesson is so much fun when we play games.* *(S3)The lesson is fun when we go out.* *(S4)Watching videos was the best.*
	Activities students' didn't want to perform in class	-Using only the course book	*(S4)I get bored when we use just book.* *(S12) We use the book all the time.*
	Activities students want to go on performing	-Games -Conducting the lesson outside -Use of visual and audial materials -Group works -Choosing the activities according to students' interests	*(S7) We should play taboo.* *(S9) I'd like to have the lesson outside.* *(S13) We should listen to music.* *(S7) We have so much fun with group work.* *(S4) I like drawing, we drew during some activities.*

According to the findings given in Table 8, it was observed that the students were bored with learning from the course book, and such changes as educational games, changing the classroom environment, performing group activities and applying differentiated teaching methods had positive effects on students. Even the opinions of the students, who did not pay attention to the lesson, changed with the activities that addressed their fields of interest in English lessons.

Conclusion and Discussion

Traditional instructional models are not sufficient for students to catch up with constantly changing world, especially in a problematic in area in Turkey, such as English language teaching. According to that problem statement, the aim of this study is to determine whether the English lessons prepared in understanding by design model, which aims to bring the real life into the classroom, have any effects on student achievement and performances; and to take the opinions of students about the lesson. The study is designed according to case study pattern, with participants consisted of 13 students, and main data collection tools were qualitative such as performance assessment, observation and focus group interviews; however quantitative data collection tool was used in the study which as an achievement test.

In the study, there are two main sub-purposes; one of them is the effect of UbD on students' achievement. As a result of the study, a significant difference was found between the achievement test that was applied to the students at the beginning and end of the study. Achievement test results of 11 students were observed to have increased. While the score of 1 student remained the same, the score of 1 student was lower than the pretest. All of the students, including those who did not usually do their homework or participate in the lesson, completed and presented their performance tasks. Students, who were divided into 3 groups and they got scores higher than 70 in their performance tasks. The positive effect of UbD on students' achievement has been found in other researches related to UbD implementation process (Som, Türkan, & Altun, 2016; Rubrica, 2018; Yurtseven & Altun, 2017;

Almasaed, 2017). UbD is a flexible instructional design with a few main principles, many educational practices embedded in the design are seen convenient (McTighe & Wiggins, 2012; Altun & Yurtseven, 2019). Since studies related to the implementation of UbD are not very common in terms of quantity, many elements of this current study which contain the design and implementation processes were discussed below in detail.

The other sub-purpose of the study is the effect of UbD on students' opinions towards the lesson. As a result of the observations and focus group interviews, it was found that students were bored with the course books and that the books and traditional teaching in classroom decreased the motivation. It was observed that the aspects that enriched the lesson such as differentiated teaching techniques, educational games, cooperative learning method, videos and songs, which were applied during the understanding by design process, affected the opinions of the students about the lesson positively. Teaching English in the sports field, which was one of the applications of the design process, was identified to be the most effective among the aspects that increased the interests of the students towards the lesson. It was concluded that the motivations of the students towards the lesson increased when different materials were used and the classroom environment was differentiated; accordingly, their course performances also increased. Traditional classroom setting may make students reluctant towards the lesson. Thus, teachers need to search for different settings. As Al Şensoy and Sağsöz (2015) stated teachers should be able to perform the lesson regardless of the atmosphere, it may be in the garden, even under a tree. As long as students are motivated, the teaching could take place. And also they suggested that changing the classroom environment with more interesting places has quite an effect on students' achievement and motivation. With the change of classroom setting, we also need to vary the methods and techniques we implement. In the current study, the effect of changing the teaching environment was observed positively.

It is impossible to say that there is a single method that fits all teaching environments and students (Prabhu, 1990). Each method has benefits according to the different teaching environments and individual differences of the students. Therefore, differentiating the teaching methods and technique would have positive effects on students. It was concluded in this study that using different methods and techniques had a positive effect on students. In the current study, students participate in the lesson more when the activities were games and that led to a meaningful and permanent learning. Using games in English lessons increases both students' and teachers' motivation; students feel comfortable because playing games is secure for them (Gömleksiz , 2005). Using educational games in the lessons also helps students improve intrinsic motivation (Şahin & Samur, 2017; Figueroa-Flores, 2015). One of the teaching techniques used in the study was drama. It was concluded that students enjoyed drama activities and participated in the process all together. The importance of drama technique is not just about developing language skills; it also helps students to improve their group work skills (Shraiber & Yaroslavowa, 2016). In the study, it was observed that working in groups cooperatively affected students in a positive way. According to Tombak and Altun (2016) cooperative learning method has a positive effect on students' intrinsic motivation. Also cooperative learning method helps regard learners' differences. Also Rubrica (2018) stated that UbD process supported by group works has a positive effect on students' participation in the lesson.

The use of multimedia elements such as videos and songs were observed to be attractive for students. As Altınışık and Orhan (2002) stated, multimedia tools increase students' attitude and motivation towards the lesson because of the fact that the change of the society and increased use of technology have altered students' perception of life dramatically. Som, Türkan and Altun (2016) also used visuals

and audios in order to enrich UbD implementation process since the purpose of UbD is to bring real life into classroom; in this case, visual, videos and audios could be said to bring information outside of the classroom. Acquiring knowledge is not sufficient for students; students should put their knowledge into practice and there are many ways to enable students to practice (Anwaruddin, 2013). For instance, sixth hat thinking technique was one of the activities used in the study. It was observed by the researcher teacher that students were willing to attend and express their ideas by having the role given each one of them. It is seen that sixth hat thinking technique motivates students to speak their minds (Toroman & Altun, 2013).

The main idea of understanding by design instructional model is to provide a meaningful learning environment for students with the opportunity for students to be autonomous. In the study, the positive effect of UbD is observed in students' performance and attitude towards the lesson. Many other education experts suggest the notion of "meaningful learning and autonomous learners. Presenting the "big idea" which is one of the principles of UbD encourage students to gain autonomy in their own learning process which promotes to meaningful learning (Yurtseven & Altun, 2017). Scrinever (2005) emphasized that teaching and learning are different from each other, it is impossible to control "how much students learn" while it is possible to control teaching, students should be promoted to learn by doing and experiencing in the way that they learn life outside the classroom. Also Krashen (1982) stated when the students learn the language within a meaningful context, their abilities to use the language would also improve. As students have differences, teachers have differences also. They have strengths and weaknesses. They can help each other on planning and differentiating the teaching-learning process. It's much more effective when teachers are all in collaboration (Yurtseven & Altun, 2018). The study revealed that teachers who work collaboratively could put forward a better work. The basis of understanding by design is the learning of the student within a meaningful context and taking the individual differences of students into account. After the UbD design implementation process, the researcher teacher went on observing students and as she reported, students' achievement and attitude towards the lesson went on enhancing as well. Therefore, this study revealed the positive effect of the understanding by design model on the teaching process. Students' achievements and opinions towards the lesson changed and this positive effect observed to be remained until the end of the term.

Recommendations

Within the scope of this study, recommendations could be made for educators, policy makers respectively. In order to implement new instructional models such as Ubd, educators should work collaboratively with each other. There may be teams in order to implement UbD at the beginning of the academic year; they may determine their lessons' goals and students' needs together. Teachers may exchange their experiences and give feedback to each other. If they have the opportunity, they may observe each other's lessons in order to contribute to the implementation process and students' achievements. Teachers should be encouraged and given opportunities to implement UbD in their classes.

Based on the limitations of the study, following recommendations could be made. The study is limited to three four weeks and twelve hours. It is recommended that the study be conducted in a longer period. Since the time was limited, the attitudes of the students towards the lesson were observed after the design; however, the permanence test was not

performed. In order to identify the effects of understanding by design on the performance levels of students in a more reliable way, it is recommended that a permanence test is performed in future researches. This is a qualitative study; the number of students is low and there are no control groups. Since the number of students in the classroom is not convenient to implement quantitative data collection tools in a broader extend, It is suggested that the study should be designed as an experimental study with the increased number of sample size.

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