



## Erratum

The paper published in the January 2019 • Vol.12, No.1 (1585-1608) and entitled: <sup>1</sup>

### **Do the Learner-centered Approaches Increase Academic Performance? Effect of the Layered Curriculum on Students' Academic Achievement in English Lesson**

The following paragraph, which was mistakenly added to the article, has been removed from the article. PDF version of the related manuscript has been updated in our web site. The manuscript can be accessed through the following link:

[https://www.e-iji.net/dosyalar/iji\\_2019\\_1\\_101.pdf](https://www.e-iji.net/dosyalar/iji_2019_1_101.pdf)

## Removed paragraph

This study aims to find out the level of students achievement when using multimedia PowerPoint teaching mode with web-based virtual simulation for the topic of pilgrimage. An improved teaching method of web-based virtual simulation had been used in this study in order to help students to increase their understanding of the topic. The findings of this study found that the used of web-based simulation helped students to developed their understanding in the pilgrimage topic in Islamic Studies. This method can be considered as an effective method as it is almost similar to performing the real pilgrimage, which involves cognitive, affective and psycho-motor domains. Students are able to learn effectively through personal involvement and experience, the "hands-on" opportunities for selfdiscovery (Curriculum Development Centre, 2001). By using the web-based virtual simulation, the teaching and learning process is no longer teacher centered but is a student-centered. In this simulation process they are required to think, analyze situations and think critically on how to resolve the problem. In addition students can master skills such as question and answer, the acquisition and use of resource base learning (Suhaimi, 2007).

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<sup>1</sup> **Citation:** Üzüm, B., & Pesen, A. (2019). Do the Learner-centered Approaches Increase Academic Performance? Effect of the Layered Curriculum on Students' Academic Achievement in English Lesson. *International Journal of Instruction*, 12(1), 1585-1608. <https://doi.org/10.29333/iji.2019.121101a>