

INVESTIGATION OF TEACHER OPINIONS ABOUT TEACHING MATERIALS
DESIGNED TO SUPPORT FOREIGN LANGUAGE LEARNING OF
KINDERGARTEN STUDENTS

A MASTERS THESIS

by

HACER YÜKSEL

CURRICULUM AND INSTRUCTION

İHSAN DOĞRAMACI BILKENT UNIVERSITY

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To the memory of my family...

INVESTIGATION OF TEACHER OPINIONS ABOUT TEACHING MATERIALS
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The Graduate School of Education

of

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Hacer Yüksel

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GRATUATE SCHOOL OF CURRICULUM AND INSTRUCTION

Investigation of Teacher Opinion about Teaching Materials Designed to Support Foreign
Language Learning of Kindergarten Students

Hacer Yüksel

December 2020

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

Asst. Prof. Dr. Jennie Farber Lane (Supervisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

Asst. Prof. Dr. İlker Kalender (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

Prof. Dr. Paşa Tevfik Cephe, Gazi University (Examining Committee Member)

Approval of the Graduate School of Education

Prof. Dr. Alipaşa Ayas, (Director)

ABSTRACT

INVESTIGATION OF TEACHER OPINIONS ABOUT TEACHING MATERIALS DESIGNED TO SUPPORT FOREIGN LANGUAGE LEARNING OF KINDERGARTEN STUDENTS

HACER YÜKSEL

M.A. in Curriculum and Instruction

Supervisor: Asst. Prof. Dr. Jennie Farber Lane

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The aim of this study was to investigate the views of English language teachers regarding the use of the *Early Language Development System* (ELDS) with young learners. This study was primarily designed and conducted as a quantitative study through the administration of a questionnaire developed by the researcher. The instrument included a couple of open-ended items; therefore, some qualitative data analysis was employed as well. The participants included 53 English Language teachers of different grades in Turkey. Data analysis was used to assess the reliability of the instrument through a factor analysis and descriptive and inferential statistics were used to assess and compare responses. The questionnaire was found to be valid and reliable and could be adapted by future researchers. The findings of this study revealed that English Language teachers have positive view of ELDS and indicated that it will benefit young learners.

Keywords: ELDS instrument, acquisition, engagement, pre-kindergarten

ÖZET

ANAOKULU ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENİMİNİ DESTEKLEMeye YÖNELİK TASARLANAN ÖĞRETİM MATERYALLERİNE İLİŞKİN ÖĞRETMEN GÖRÜŞLERİNİN İNCELENMESİ

HACER YÜKSEL

Yüksek Lisans, Eğitim Programları ve Öğretim

Tez Yöneticisi: Dr. Öğr. Üyesi Jennie Farber Lane

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Bu çalışmanın amacı, okul öncesi çocuklarda Erken Dil Geliştirme Sistemi materyalinin (ELDS) etkinliğine ilişkin İngilizce öğretmenlerinin görüşlerini incelemektir. Bu çalışma araştırmacı tarafından geliştirilen anket uygulaması ile niceliksel bir çalışma olarak tasarlanmış ve yürütülmüştür. Materyal içeriğine iki açık uçlu soru eklenerek niteliksel veri analizi de yapılmıştır. Araştırma sorularını incelemek için, Türkiye’deki farklı sınıflardaki 53 İngilizce öğretmenine ELDS hakkında sorular sorulmuştur. Elde edilen verilerin analizi ile materyalin güvenilirliği için faktör analizleri yapılmasını takiben tanımlayıcı ve açıklayıcı istatistikî yöntemlerle cevaplar karşılaştırılmıştır. Anket istatistiksel olarak geçerli ve güvenilir bulunmuş ve gelecekteki araştırmacıların araştırmalarına adapte edilebilir olduğu görülmüştür. Bu çalışmada elde edilen sonuçlara göre, İngilizce öğretmenleri, ELDS materyaliyle ilgili olumlu geri bildirim vermişlerdir ve yöntemin faydalı olacağını belirtmişlerdir.

Anahtar Kelimeler: ELDS materyali, Edinim, Katılım, Okulöncesi.

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CHAPTER 1: INTRODUCTION

Introduction

The learned long for more learning not only because it delights them
but also because they can delight the world with their learning.

(Thirukural, verse 399, circa 100 A.D.)

Language is at the center of human existence. Through language we express expectations, dreams, or our states of being (Vygotsky, 1986). The study of a foreign language (FL) prepares the present youth for tomorrow's challenges and opportunities by providing them with critical thinking skills and by creating culturally diverse understandings.

Language separates humans from the rest of the nature in that it enables humans to communicate through written and spoken language (Piaget, 1968). Language, which is the way how we express feelings, desires, and understand the world around us, has an important impact on the daily lives of all humans. Not just words, even gestures and intonations are utilized to show a wide spectrum of emotion.

All human beings are born ready to learn languages. The first years of life are the most important time of a child to learn one or more languages (Uylings, 2006). In the first years of life, children's brain is more capable of language acquisition.

Language learning is a natural process and easier than other skills such as cutting a paper, drawing a straight line, holding a spoon, etc. Language acquisition is a product of active, repetitive, and complex learning. With this in mind, if children are at a proper age, they can learn a second language in a comparable manner in which they learned their native language (L1) (Uylings, 2006).

Nowadays, the number of young foreign language learners is increasing. One in four children are learning FL. According to the National Education Association (US Department of Education, 2014-15), the number of English language learners is estimated to increase 25% by 2025. Most of the countries in the world emphasize the significance of FL teaching, thus they provide young children with learning environments where more than one language is used. During these years, many approaches, methods, and materials have been used in order to find an effective way to support students better when teaching FL (Williams, 1983).

There have been ongoing studies investigating ways to support student's FL learning when teaching FL. However, these studies have mostly focused on older learners' and there are only few studies measuring pre-K level students' FL acquisition through age-specific methods (Lenneberg, 1967). Therefore, the current study aims to investigate how children perceive learning English as FL through the *Early Language Development System* (ELDS) as one of the age-specific methods.

Background of the study

Every human being is born with the ability to learn how to speak and keep in touch

through communication, which explains the fact that language is vital for survival.

The first language is the L1 which starts upon the birth. Some children also learn additional languages which are called FL. Nevertheless, this learning needs guidance and practice. Through that process, children babble and make random noises, and their parents' guide them to develop words and to construct sentences.

What is learning?

Learning is the gaining of skills or information through experience, teaching and study, and the human brain's primary function is to learn and understand different conceptions in different combinations (Dewey, 1938; Piaget, 1968; Vygotsky, 1986). There are many different explanations about what learning means. Gagne (1985) explains learning in the way of a change in human disposition or capability which persist over a period of time and that is not a simple process of growth. According to Mayer (2003), learning is the relatively effective change in a human's knowledge or acting because of experience. This can be defined as the process of the change is long-term rather than short-term. Secondly and more importantly, though, the main part of the change is the content and structure of knowledge in memory or the behavior of the learner. The cause of the change is the learners' experience in the environment.

Bingham and Conner (2010) underlines that we characterize learning as the extraordinary cycle of engrossing data; when disguised and blended in with what we have encountered it changes what we know and expands on what we do. It depends on information, interaction, and reflection, and that is the thing that transforms us.

Engagement

In this century engagement has become an increasing interest. This is because it leads to low standard in learning results and lack of willing in learn process.

Teachers look to discover new routes in inspiration and commitment of understudies in learning exercises (Hidi, 2000; Siklander, Kangas, Ruhalahti and Korva, 2017).

On the off chance that the understudies are not locked in, this shows the disappointment of instructive involvement with getting their advantage. Improving revenue can build understudies' learning interaction and prompts a charming picking up, filling them with inspiration and commitment (Hidi and Renninger, 2006; Renninger and Bachrach, 2015; Roberts and Ousey, 2004; Siklander, Kangas, Ruhalahti and Korva, 2017). As indicated by a new report, there is one path how to draw in understudies' disposition is to help them by utilizing multi-social materials, for example, innovation, cheat sheets, pretend, and so forth in their examinations (Salmela-Aro, Muotka, Alho, Hakkarainen & Lonka, 2016).

According to Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt and Wenderoth (2014), they claim that active learning methods support students positive learning experiences and achievements, when it is compared with traditional methods. Also, the feeling of successful interaction and being promoted trigger students positively (Siklander, Kangas, Ruhalahti & Korva, 2017). On the other hand, a reason for not being engaged include boredom, alienation and disconnection from real life and learning activities (Shernoff et al., 2003).

As Vygotsky (1978) as well as Lantolf and Thorne (2006) mentioned in their studies, sociocultural theory approaches foreign language learning (FL) as an interaction in

that the learners intervene and absorb physical and cultural tools and practices. In the natural language learning process, students' social activities, their interaction with their peers and the environment and the way of their perception and use of FL are central (Hyvönen, 2008; Lantolf & Thorne, 2006).

In the study *Designing an Interactive Learning Environment to Support Children's Understanding in Complex Domains* (Milrad, 1999) was gamification used in FL learning, especially, its engaging characteristics to investigate the effect of interactive learning. The aim was to show the potential of technology, role-play, interaction and other methods in the course design in FL from older students' perception. Especially, they explored how students experience engagement, enjoyability and FL learning. They used gamification to be a trigger for engagement, enjoyment and FL learning as a framework. Twenty-three students joined to this study who were following a blended-learning study program. Their background was heterogeneous (Milrad, 1999). They were put in working pairs, were given a topic to work on it and prepare a presentation. Then, in the second lesson they had to solve a quiz based on the vocabulary that the students wrote about before. Later, they were asked to show their work in a role-play method. Lastly, by using an App, they practiced the vocabulary that was shown in the previous sections. The results are shown in three categories: engagement, enjoyment and FL learning skills. The students indicated their responses on a five-point Likert scale. The data shows that the students were engaged in the FL learning course and that the used Apps and FL learning methods enhanced students' communication. Moreover, they explained that the methods were funny. Also, the stimulated interest and encouraging the commitment included individual, shared and adaptable work techniques. The

understudies had the option to focus more when they locate a quiet spot to examine and finish the tasks while collaborating with their friends. Consequently, technology, interaction and communication enhanced promotion on educational and pedagogical possibilities to support FL learning and to experiment on the use of different tools that suit FL learning in education.

Methods of teaching a foreign language to young learners

According to Lenneberg (1967), a linguist and neurologist, and pioneered ideas on language acquisition and cognitive psychology, language teaching should start at an early age. In his studies, he compared younger and older starters in the area of FL acquisition. The results of his studies have shown positive evidence for the Critical Period Hypothesis (CPH), which highlights that the first years of life are the most important time during which language develops faster. Up from that period, language acquisition is much more difficult and less successful.

Many studies that investigated early language learning indicate that there are many advantages of learning FL at an early age. According to Dulay (1982), students between 1-6 age acquire FL more efficiently than older students. Also, students who attend a kindergarten at an early age that involves language learning will experience success in fundamental skills, such as speaking, listening, grammar and pronunciation. Besides, they show more noteworthy psychological improvement in numerous territories, for example, mental adaptability, innovativeness, and higher request thinking abilities (Foster, 1989).

Much as children's brain may be receptive to learn languages, they may still need guidance to ensure proper acquisition (Uylings, 2006). Instructing FL can be more viable if the educator applies sound, visual, and engine helps, development games, rehearsing games, and pretend to present the unknown dialect. According to Wright (1976) there are many materials that have positive contributions to language learning, especially if they are used properly, on the right place and right time.

There are many materials that are promoting developmental benefits, including Intellectual Baby, BrillKids and Your Baby Can Learn (Titzer, 2010). In the current study, the resource *Early Language Development System* has been investigated. This package of materials claims to improve pre-K students' cognitive development and enrich their vocabulary through showing word cards and supporting their learning with related videos and books. Those materials which were designed by Dr. Titzer included words in a series of levels with phonetical combinations, supported words and visual symbols. For example; cat, bat, mat, sat, rat, and many similar sounded words. In addition to the hardcopy materials, videos empower students understanding. The participants on the videos are close to the learners' age which enables them to build relationship between them. Dr. Titzer (2020) claims that these learning materials will ensure children's reading, speaking, listening and pronunciation skills better. According to Dr. Titzer (2010), if the ELDS program will be exposed as early as possible regularly, children will show the effectiveness earlier than expected, and before their first grade, they will be able to sight word recognition and will ensure reading it in an appropriate way.

In the literature, there are researchers that support the strategies that Titzer incorporates into his materials. For example, sight word recognition methods are positively related to pre-K students' engagement (Guthrie & Klauda, 2007). In conclusion, psychologists and linguistics such as Baker, Dreher and Guthrie (2000) state that the earlier they will come in contact with these kinds of material, the better is for them to gain helpful skills and they will be supported in recognition and engaged in their FL.

Reading is a complex and regularly a challenging undertaking for children and adults alike. As the learning process comprises reading to unravel words and words by sight, it follows that word recognition strategies can be employed in FL. Decoding is the way toward knowing and understanding that composed or written letters have connections to the sounds. Decoding is scholarly through phonics guidance, where understudies are shown letters and their association with letter sounds. Adults and kids at that point can decode, break the words separated by sound and afterward mix the sounds together to read the word quick and easily (Rubin & Opitz, 2007).

Learning to read by sight word recognition is figuring out how to perceive words and read them rapidly without decoding. Recovering and reading words rapidly with significance empowers an individual to read easily. The National Institute of Child Health and Human Development (2000) states that familiarity is the ability to peruse quickly, exactly, and with enunciation. Johnston (2000) avows that understudies, who can recuperate words effectively by sight, will have the choice to peruse text viably, with even more importance and are good for learning some more new words.

This is essential due to the way that a huge section of words including an extensive a great deal of the ELDS sight words.

Overview of the *Early Language Development System*

The *Early Language Development System* (ELDS) was created by Dr. Robert Titzer (2010) to help educators develop children's early learning abilities in learning a foreign language (FL) through engagement and sight word recognition which means how to learn to read at an early age. ELDS involves the sight word recognition method, which is designed to teach receptive, written, and spoken language to preschoolers. It is a five-volume series, which includes DVDs, Lift-the-Flap Books, Sight Word Cards, Memory Games and Match Cards. The volumes start with easy words and moves to complex sentence structure. Seeing and recognizing words is an important stage in becoming literate and involves learners' analytical skills. DVDs start with simple words which illustrate their meaning with pictures or short dialogs. After that, words are combined and structured to sentences. Lift- the- Flap Books are books where words are hidden under flaps. This material enhances student's interest in learning new words. Over the flaps are the written words, when the flapped page is opened, the child can see the related illustration which shows the meaning of the word. Sight Word Cards, Memory Games and Match Cards are simple games which can be played to strengthen the support of child's memory. They contain written word cards and the pictures of their meaning. Teachers start by showing to the children the DVD's, then they can move on by role plays and lastly, to make it more fun, they have the opportunity to examine the books and play the games. Children start by learning single words, recognizing them in different style and context, the steps will move up to whole sentence. At the end of the fifth volume series, the child

will be able to read all texts with the right pronunciation and meaning, this improvement will be acquired without letter teaching.

The backbone of the ELDS material and method is the sight word recognition, which started to be used in literacy education in many countries, especially in European countries in the 18th and 19th centuries. According to its advocates, sight word recognition is the most effective method in FL teaching (Çelenk, 2006). Huey (1908) argued that the real language unit is neither word syllable, nor letter sound, but only sentence, because the sentence represents complete ideas. If the sentence is a natural language unit, the unit of reading and speaking is the sentence. The general meaning of the sentence is only normally read, understood and pronounced when it takes place in the mind of the reader (Grey, 1966).

According to Grey (1966), sight word recognition mimics the way children learn their mother tongue. Rather than learning individual letters or syllables, children learn words by hearing sentences repeated thousands of times. Grey argues that the mental operations used in reading are related to learning to speaking, except that instead of hearing the words over and over again, they see the words over and over again. In this process, the child must see and repeat the words many times until they understand spelling and meaning of the word. As students master the process of encoding the meaning of words, less sentence repetition is needed.

This process has become recognized in Turkey as well. Güneş (2003) defended and applied the sight word recognition method, thinking that it would be appropriate to practice literacy, how the child learns to speak from the mother. He identified a

number of advantages of this approach. He explains that matches the psychological development of young learners. It helps them see patterns and matches what they learn to their real-life experiences. He points out that there are physiological advantages to sight word learning, as the eye does not naturally move in straight lines but instead looks for shapes and colors. There are pedagogical advantages as well, as the materials support concrete operational learning and children learn to think abstractly in stages. After students gain their initial skills in recognizing words in sentences, they can learn more advanced reading skills such as grammar and spelling.

In summary, ELDS and sight word recognition have a wide range of advantages while teaching FL to children. These materials also help teachers diversify their teaching methods and become more resourceful educators. The researcher of the current study has found children become more confident in speaking and are motivated to learn when they are engaged in ELDS. Given the support for sight word reading in general, and ELDS in particular, it would be worthwhile for more teachers to become aware of and to learn how to use these resources in their English language teaching.

Statement of the problem

In the beginning of 2000s, language education systems were restructuring or implement new methods and materials for teaching English as a foreign language (FL) for young learners (Bayyurt, 2006; 2010; 2012; Bayyurt & Alptekin, 2000; Enever, 2011; Garton, Copland, & Burns, 2011; Haznedar, 2012; Kırkgöz, 2007; 2008; Lopriore, 2002; Nikolov & Curtain, 2000). More specifically, Edelenbos,

Johnstone and Kubanek (2006) emphasized that teaching FL is a subject that needs to be handled carefully and should start at an early age. However, they acknowledged that is not only the starting age that matters, FL needs a supportive learning environment including effective resources and educators.

In the past, there have been many studies conducted about the FL methods or learners' engagement in FL learning (Brown, 2011; Brown, & Bellugi, 1964; Chomsky, 1969), however, all these studies were carried out with adults and adolescents. Children differ from adults, especially in cognitive skills. Thus, the results of acquisition research on adults cannot directly applied to children (Sharpe, 2001). Turkish researchers also support the need for studies with young learners. Gömleksiz (2001) studied age-based FL learning and claims that there have not been enough studies about young learners' FL acquisition.

Another shortcoming of previous studies about FL learners is that the focus was on acquisition rather than engagement. More recently, there have been studies examined implementation of teaching resources for FL, but these too involved older learners. Nevertheless, some of these research methods can be used to review effective analyzing young children's engagement in FL.

Furthermore, there have been some commercial products aimed engage young learners in language learning. For example, the *Early Language Development System* (ELDS) method that has been developed for young FL learners. However, research about the effectiveness of these resources is limited. As there have been no studies

that have explored the application of the, there is a need to review the potential to promote FL acquisition for pre-K children.

Purpose

There are challenges to engage young children in learning a second language. To address these challenges, the current study explores using a language orientation approach called the *Early Language Development System* (ELDS) method. In particular, this method was created by Dr. Robert Titzer (2010) to help educators develop children's early learning abilities in learning a foreign language (FL) through engagement and sight word recognition which means how to learn to read at an early age.

This study explores the potential for student engagement and language acquisition through the ELDS methods. Through a quantitative study approach experienced English language teachers reviewed the materials and provided feedback through a questionnaire. This review method helped to explain the potential of ELDS for FL and will support its use by other pre-kindergarten language teachers.

Research questions

This study addresses the following questions:

1. What are English teachers' opinions about the ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English?
2. Do the teachers' opinions about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student

engagement in learning English differ significantly based on any of the following:

- a. gender,
- b. level of education,
- c. teaching level and
- d. work experience?

In order to obtain the answers for these questions an instrument was needed.

Therefore, the researcher created a questionnaire.

Significance

In Turkey there are not enough studies about pre-K students' achievement of FL.

This study is going to enlighten which factors should be taken in consideration before using an English learning resources for young learners. The findings of the study could help improve pre-K and primary school instructors' teaching competencies. The new technique furnishes instructors a rule with different materials (cheat sheets, slide cards, recordings and understanding materials). Instructors as well as students will be motivated to teach respectively to learn foreign words in English with having fun.

The study has an important potential that will strengthen students' learning and developing FL. With the support of the ELDS method they will write words and support their memorization. At the point when the understudies start grade school, they will comprehend what they hear, know the spelling and perceive the words and expressions before they have figured out how to compose and peruse.

Definition of key terms

Early Language Development System (ELDS): Is a method of FL learning for pre-K children which has been used for 20 years in the USA (Titzer, 2010).

Engagement: Engagement is defined as to catch students' motivation, curiosity, interest and willing to acquire knowledge.

Language Acquisition: Language acquisition is to gain the ability to be aware of language and understand.

Language Teaching: Language teaching is the way how to teach people to speak and understand a foreign language.

Pre-Kindergarten (Pre-K): Pre-Kindergarten or pre-School is the period of education program for children below the age of five in the USA, Canada; Turkey and Greece.

Sight Word Recognition (SWR): Sight words will be words that ought to be retained to assist a kid with learning peruse and compose.

Teaching Material: Teaching material is a bibliographic record for an item that mostly textual in nature.

Conclusion

In this chapter, shortly definitions of *Early Language Development System* (ELDS), acquisition and engagement of foreign Language (FL) and English teachers view about the ELDS method. Following the presentation, all the more in reality data was accommodated the key ideas, for example, obtaining and commitment of pre-k understudies, and conceivable FL improvement in educating and realizing, which establish the hypothetical foundation of the current examination. By alluding to related examinations directed on procurement and commitment, the gap in the literature was distinguished. At that point, the examination questions were

introduced, which were trailed by the assertion of the meaning of the investigation, and its likely commitment to the writing. At last, key terms which are identified with the investigation were momentarily clarified. In the accompanying section, the important literature, which are evaluated and introduced without a doubt. In the third section, the procedure of the examination is clarified. The fourth section includes the examination of the discoveries from the quantitative information gathered for the investigation from English teachers. Toward the end, in the fifth part, the conversation of the aftereffects of the examination are introduced, which are trailed by instructive ramifications and restrictions of the investigation alongside proposals for additional examinations.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This study focused on reviewing a particular resource that could be used for the teaching and acquisition of foreign languages (FL) at the pre-school levels. In the literature there are numerous studies about teaching FL and related materials; however, most of the studies are implemented with students in higher grades. Therefore, there is few literatures in terms of young learners' acquisition and engagement of FL.

One way to address this gap is to investigate materials that have been developed explicitly for young learners. A good example might be Dr. Robert Titzer (2010) who studied children's engagement for FL learning and created a new material called Early Language Learning System (ELDS). His intention was to help educators and parents develop children's early learning abilities in FL by engaging them in particular activities to acquire FL. This study implements these materials and explore how students become engaged in learning FL.

The outcomes of this study have the potential to contribute to the literature related to pre-K children and FL. In preparation for the research, it is important to review how other studies have investigated engagement with materials for FL acquisition. With this in mind, this chapter starts with a review of selected studies related to material development and engagement for FL. Secondly, studies that explored teachers' perception about teaching materials is discussed.

Methods and materials of teaching English as a FL to young students

Cameron (2003) states that FL teaching to young students encounter various difficulties. The greatest part of which originate from the attributes of young students that are not quite the same as adults (Cameron, 2003). Therefore, taking these facts into consideration while teaching FL is extremely significant. According to another study of Cameron (2001), students in pre-K age tend to acquire language more implicitly than explicitly. Their ability is to understand expressive texts rather than analyze the logic of a language as a system. As a result, it is an important need to teach FL through a meaningful context (Cameron, 2001). So, a teacher is supposed to use a context through various methods and interactions including; audio and visual materials, real context, storytelling, problem-solving, examples, grammar usage, role and game play through an explicit or implicit method (Arikan, 2009). This is because children are good observers, contextual clues, such as body language, intonation, mimes and gestures are very important in order to understand and interpret the language for young learners (Brewster, Ellis & Girard, 2002). Furthermore, they have fun and can easily imagine the context (Pinter, 2006). That kind of methods is very supportive to strengthen young learner's imagination.

The research by (Hymes, 1974) compares different methods that language teachers use in pre-K classes. In the study, pre-K teachers fill out a questionnaire that asks their opinion about the most common used methods and the most effectiveness. The first method was *Communicative Language Teaching* (CLT) that is related to the real-life language activities. Hymes (1974) claims that language needs to relate to the social environment rather than grammar rules. Therefore, communication topics should content students social surrounding. Moreover, according to Richards and

Rodgers (2001), contextualization of FL, effective communication and comprehensible pronunciation are used very often in CLT. Young learner interacts with each other, in this way, they can share their language skills through role-play, games, songs and videos.

Secondly, *Audio-Lingual Method* (ALM) aims to create a communicative environment for learners. Larson-Freeman (2000) explains ALM as dialogue memorization, drills, repetition, grammar games and pair work as the main audio-lingual activities. It illustrates that dialogues are main activities in order to present a new topic. Young learner memorizes, act the dialogues and use mimes in this way they learn the structures by using repetition.

Third, narrating or storytelling is another regularly utilized intuitive craft of utilizing words and activities to uncover the components and pictures of a story while empowering the students' creative mind in youthful understudies' instructing. As indicated by Li and Seedhouse (2010), they say that accounts are straightforwardly associated with language and writing and add that it should be a piece of teachers FL. There are many opportunities for young learner to acquire FL since they have rich vocabulary, repetition of FL, rhymes, metaphors and dialogues (Cameron, 2001). Garvie (1990) suggests, if the students are supported with the appropriate story, they will be able to understand the activities and combine their thoughts with the story while learning FL naturally from the context.

Fourth, *Total Physical Response* (TPR), is also one of the most used techniques. It is designed to mimic how children learn their mother tongue (Asher, 1986). This

method ensures to do speech and action at the same time. Larsen-Freeman (2014) describes TPR that the teachers are the model. Students listen and perform what their teacher tells them. Through the lessons FL is used for instructions and the assessment is done by observation.

Finally, Suggestopedia is presented as a method that includes music and musical rhythm to acquire FL. It helps to gain quick and easy communication skills (Richards & Rodgers, 2001). Teachers use authentic materials, interesting and colorful pictures or posters about FL in order to show them daily language. After the questionnaire, in which they filled the general information form later, a semi-structured interview was organized. They took teachers' opinions about activities, methods or techniques and evaluated them in terms of their using frequency, effectiveness. The results show that all of the teachers said that they always use videos and visual materials in teaching FL. 88% of them use songs and rhymes, 85% mentioned mimes and gestures, the least used activity was finger games and role play and followed by the drama method. To put the methods in an order, on the first place was mimes and gestures than videos and visuals, later TPR, and then drama method and at last story reading. For this reason, as it has been found in the study, pre-K teachers prefer to use all kinds of audio and visual materials through an explicit or implicit method during their lessons (Kristiansen, 2001).

There are a few studies that refer to similar findings about teachers' preferred materials for young learners, which were mentioned above. Furthermore, there have not been enough studies about sight word recognition method and their effect on pre-K students in the literature. Sight word recognition means that they are the most time

utilized and seen words in books. It is also called as “popcorn” or “core words”. The expression “popcorn words” alludes to the way that understudies ought to have the capacity to simply pop those words out each time they see them. A sight word recognition is a rundown of words that the individual knows by sight, without deciphering them or do any sort of word investigation. Their main focus of studies on students who already attended primary school or even on higher grades (Baker & Wigfield, 1999). But the case is that children encounter in their environment with English and written materials earlier. Many studies in the field of early FL learning through sight word recognition have highlighted FL learning and recognition or indirect reading at a very early age, through children’s environment in everyday life, even before they attend to school. To this reason they should fed up with materials which involves FL as in a written form to encourage and motivate them at school parallel to their environment.

As a relatively new instructional methodology, that has the method of sight word recognition, the ELDS has a pedagogical potential and it requires investigation. Also, because of the difference of phonics and spelling, it is a great support and engagement to students whose native language is not one of the European languages.

Some Turkish researchers have investigated young learners and FL. For example, Damar, Gürsoy, and Korkmaz (2014) focused on age-based FL teaching. The aim of the study was to report the views of English teachers by focusing onto lower the starting age for teaching FL. Two questions were asked to the teachers, which are what the English teachers’ perceptions are about starting age for FL learning and their perception about using appropriate methodologies in teaching FL to young

students. Seventy-two English teachers attended to the study. The data were collected by using questionnaire that was divided to two parts. First part was close-ended and open-ended questions to find out teachers' perception about the starting age. The second part of the questionnaire investigated teachers' perception about teaching English to young learners via close-ended questions. As a result, most of the teachers (94,4%) agreed that teaching s FL in the first primary years would be useful. However, the results of the second part of the questionnaire showed that 81,7% disagreed with the idea. Most of the participants believed that FL should start in pre-K period. The reason of it is that it will provide an important basis for children's FL learning. Moreover, the big portion agreed that students become ready to learn a FL in the first years of their life. Teachers emphasized the benefits of acquiring mother tongue (L1) in order to literacy development, affective factors, pronunciation and cognitive development. In addition, they mentioned that students' L1 development is mostly completed and they become readier to learn FL in terms of their cognitive development. On the other hand, a group of them agreed on the earlier the better idea, but there are some doubts about pre-K period. The cause of the confidence is that the English teachers are not equipped with teaching methods and techniques appropriately for pre-K students. They are generally trained to teach literate children. Another supporting example was that English teachers teach FL theoretically with patterns and rules. However, pre-K students cannot learn a FL directly through rules. Therefore, there is a gap about the method of teaching FL. To understand the study clearly, it can be sought out that the students need to be taught through a natural way just like they learned their L1.

Traditional flashcard methods

Traditional flashcards are a familiar way of recognizing and memorizing new information. It involves providing content on both sides of a piece of paper, usually cardboard. For example, the definition of a word can be on one side of a card and the word itself on the other. The learner sees one side and needs to remember what is on the other. In ELDS flashcards are among the teaching resources included in the materials. Although it is a traditional method of teaching, it has been shown to be effective as is discussed in the following studies.

Falk, Band, and McLaughlin (2003) explored how students learning disabilities learn with flashcards. The levels of reading of the participants were one year behind their grade level. They were from an urban Pacific Northwest elementary school. The study focused on investigating how to teach best the Dolch sight words. Dolch sight words are a list of words. There are a great variety of different sets of sight words which are commonly used in schools and reading programs. It was developed by Edward William Dolch in 1936. Dolch's research led him to develop a list of the most commonly used occurring words in popular children's books of the time. This strategy was directed to the understudies while exercises, where students read new words on cheat sheets briefly period, while mistakes and words read right were examined. They did not receive a practice of sight words during this time. The span of the investigation required three days. The second period of the exercise went on for two days. On the principal day they prompted read the cheat sheet from the primary exercise. On the subsequent day, students figured out how to peruse new sight words on cheat sheets. Those words were appeared on their circuits. This course intercession span required one minute. Toward the finish of the exercise, all

missed words were returned to and rehashed until they finished the cycle as it was normal. Same circuits were followed similar strategies except for new words were utilized. At the point when words were said to the students, they continued around the track. It could be seen that the study was completed by reading racetracks coupled with flashcards, until they gained the words in sight word recognition. This can be understood by the nature of intrinsic racetrack method which shows visual materials that participants complete the race. Moreover, the speed and the technique of flashcards shows that it encourages faster responses. Nonetheless, a little example with just three male students from third grade with learning capacities cannot be reached as a summed-up determination.

A similar study by using racetracks was implemented by Kaufman, McLaughlin, Derby, and Waco (2011) to three special students. All of the three students were with special learning disabilities and receiving help in reading, writing, math and social skills. They were put in a resource room for 45 min daily. This study was implemented in the resource room of an elementary school in America. Because of this investigation, it repeated the pervious examination by indicating gains in sight word acknowledgment by utilizing cheat sheets and circuits. Consequently, the results show that generalizations from the gained words cannot be generalized to new words. Therefore, to make a general understanding or exemplify it to the whole population, it is important to proceed the progress to the new words either.

Joseph and Nist (2006) directed another examination to look at the viability and adequacy of cheat sheet drill instructional techniques. Three fifth and sixth male participants who were from a Midwest intermediate school were involved to the

study. They all had difficulties in reading skills and were not receiving any special education service. The study was divided into three critical conditions: intersepersal word procedure, high-p sequencing, and traditional drill and practice flashcard method. The implementation took in eight sequential school days. The conditions were presented as listed: traditional method was implemented of six unknown, intersepersal three known and interspersed followed the presentation of every third unknown word with a known word being shown first. The fourth condition was the high-p sequencing was implemented of three known words, to each unknown word totaling six unknown and eighteen known words. In total there were hundred words conducted to the participants. When the participants responded incorrectly, they were ignored, and no feedback or modeling was given. On the other hand, if they read the word correctly, they were praised verbally. All the three conditions were sustained in the same way where the participants were sat across a table from the experimenter. During the assessment and the interventions, the words were shown on index cards one at a time. As the word appeared for the first time, the experimenter modeled all the words for the participants during the interventions. After the presentation of the words, the participants were expected to read those words. For the correct responses the participants were praised, but for the incorrect read words, they were modelled again for the participants. This procedure run over the eight days process until the participants were able to read all of them. At the end, findings show that the participants acquired and read words correctly under all conditions which are listed above. However, under traditional flashcard method ensured participants that they read more words accurately and maintained more words. Under this light, the study signifies flashcards drill and practice methods are more beneficial in order to learn words and sight word recognition. The reason for this could be understood due to the

traditional flashcard method. Another reason is that the direct and explicit repeated modeling of the unknown words is the cause.

Similar to Joseph et al., (2006), Schmidgall and Joseph (2007) implemented a study where three types of instructional strategies were used. An intersepersal drill, a phonic analysis method, and a traditional drill and practice flashcard method were implemented to assess the instructional efficiency and effectiveness of word-reading interventions on complex words read accurately. Six participants who were first grade in central Ohio from an urban elementary school involved to this study and had reading difficulties. The three instructional conditions were shown individually to each participants a different manner in the lesson through 20 sequential school days. In each lesson six words were taught to the participants. Phonic examination was educated to peruse obscure words by figuring out how to make letter-sound correspondences during the exercise. In the intersepersal condition, six obscure words and three were appeared on record cards during every exercise. During the first lesson, the words were modeled by the experimenter and the following two lessons were without modeling. The aim of this implementation was to see that the participants were able to read the words. During the traditional flashcard method, the participants were shown 6 unknown words which each were modeled by the experimenter. The next following presentations were not modeled by the experimenter. The results in this study showed that each instructional method gains were made. Contrarily, participants acquired more words by phonic analyses condition. Nevertheless, their speed of reading per minute remained under the traditional flashcard method condition. Therefore, the results assert that the flashcard method has a higher potential for producing fluent and accurate reading per minute.

Yet, phonic analysis condition supported participants to learn more words than with the other methods. The scientist guarantees that the outcomes is exceptionally identified with gaining the association of sounds and letters. By the assistance of the present circumstance, understudies sum up sounds and rules learned and apply them to the obscure words which can be decoded. Regardless, it cannot be believed that this will consistently occur for Dolch sight words. The majority of the Dolch sight words cannot be phonetically sounded out or controlled. This shows that it prompts utilization of cheat sheets. It tends to be unmistakably perceived that conventional cheat sheet techniques are an incredible help to understudies for delivering familiar and exact perusers, perceiving words without hesitation.

All the examinations study above were directed in little elaborate number of understudies who had disabilities in perusing and got mediation. The current study explored use of flashcards with children who are just learning to read. While the study populations are different, the review of the literature provided insights into how flashcards can be used to overcome reading challenges.

Teachers perceptions about education materials for young students

When instructors or pedagogues receive new materials, they try to adjust, create and assess the resources to better relate to and address their students learning needs.

Stenhouse (1975) argued for a quite some time that instructors themselves, instead of administrators or course book essayists, are best put to create setting explicit materials that adequately and affectively connect with students. In any case, an efficient methodology is required for materials advancement, and one viable alternative is through activity look into. Especially, ELT materials evaluation is a

significant expertise issue (Garton & Graves, 2014). It may be a complex process because it considers pedagogical factors, cultural match and appropriateness, quality and quantity, exercise, method, etc. (Chambers, 1997). During the evaluation process many factors have to be considered, language teachers are expected to have a comprehensive and good understanding of FL teaching and learning. Therefore, it is crucial to get pedagogues responses about the ELDS material from the view of its usage, support and method.

In a case study Torres and Mercado (2006) examined the process of media literacy as a multidimensional skill of pre-K teachers were examined. The sample was created from nine different public kindergartens. From each of the school one teacher were randomly selected who were between 23 and 53 aged and worked in the unit for children from three to six years. In order to sustain the process, the teachers were asked through anonymous questionnaires to obtain teachers opinion about the importance of the media in children's lives. As a result, the outcome of the study was that, according to teachers, the media had a strong presence in everyday lives of pre-K children and that they play an important role in teaching pre-k children. Most of the teachers regard to education believe that children are overly exposed to media. In addition, they are aware of the importance of early teaching through media. The responses from the teachers in the study emphasizes that children learn through films, CD's with games and educational programs and television programs best. Moreover, they are supposed to observe, record, explore, identify, use media, etc. and that they shape their first experiences with media an acquire skills. Lastly, pre-K teachers in kindergarten could raise student's awareness and help them discover new activities that would stimulate media literacy and help them to live a quality life.

According to the study, learning through different media materials provides students with many advantages. As a result, it can be argued that the same methods can be used in FL teaching and learning.

There have been studies in Turkey that have explored the perceptions of educators regarding new teaching materials. İlter and Sühender (2007) discussed the importance of foreign language teaching at an early age and reflected the opinions of parents and teachers on how to teach FL at an early age and to make some suggestions to the Ministry of National Education for FL teaching in the preschool period. The study covered two state and two private preschool institutions within the borders of Antalya province. It was limited to 70 parents and 18 preschool teachers. The data was collected by a questionnaire, which was done by taking the opinions of teachers and parents in preschool education. As a result, no significant difference was found between teacher and parent views; both groups think that FL education is necessary during preschool years. Furthermore, both groups argued that a language education with more games, songs and rhymes at this age would be more beneficial.

According to Mirici (2001), when teaching a FL to children, materials appropriate for their ages should be chosen, and the purpose should be given language through games, songs and various educational activities. Moreover, Mirici (2001) thinks that children are full of life and they are ready for all kinds of exploration, so when they learn the words they learn in a FL with games, songs and with great motivation, they can transfer their learning experiences more easily than adults. He gave as an example, an education with the dramatization technique is the kinaesthetic of the five to six years old students which can be very effective as it would allow them to use

their musical, visual and linguistic intelligence. In the light of these findings, the points of Mirici (2001), teachers' and parents' opinion were suggested to the Ministry of Education, considering the critical age of language learning of children.



CHAPTER 3: METHODOLOGY

Introduction

The purpose of this chapter is to present more information related to the methodology of the study. The sequential steps of this study are describing the research process, including the steps of research design, context, participants, a description of the study instrument, the data collection method and procedures, and the data analysis procedures. The guiding research questions for this study were:

1. What are English teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English?
2. Do the teachers' opinions about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English differ significantly based on any of the following:
 - a. gender
 - b. level of education
 - c. work area
 - d. work experience?

Research design

This is a quantitative, descriptive, cross-sectional correlational and non-experimental research study. First and foremost, this current investigation's information were fundamentally quantitative in light of the fact that the information were gathered by an on the web and printed version overview comprising mostly of Likert-scale

things. Accordingly, it has a quantitative plan. Aliaga and Gunderson (2000) characterized subjective examination as an orderly examination of wonders by social event quantifiable information and measurable, numerical, or innovative strategies. Through it, researchers gather data from existing and likely individuals by utilizing testing techniques and conveying studies or polls. Those information results are shown as mathematical. Subsequent to researching and cautious agreement, the consequences of these numbers are utilized to anticipate the further impacts and make changes in like manner (Creswell, 2003).

Quantitative research patterns are elaborate, objective and investigational. The data collection is happened by using a structured method and implemented on large samples that represent the whole population. The researcher prepared the survey questions by the help of the researcher's literature review and review of some similar previous studies on which the surveys were used. Quantitative research studies are explained as "systematic, tightly controlled, focused and involving precise measurements" in the literature (Dörnyei, 2007, p. 34). By the help of quantitative surveys, they enable the production of more generalizable and more reliable data. This survey is conducted in 12 different schools and from 53 English teachers.

Context

The study takes place in Ankara, Turkey. Especially, teachers were chosen from the district of Çankaya. Those teachers were taken from private schools who work in pre-K, primary-school, secondary-school, high-school and universities.

Participants

Fifty-three English Language teachers involved in this study. They are defined as recognizing data, for example, their names. Their name list is kept in the researcher's computer that is protected with passwords. In addition, their names were not mentioned during the recordings and while analyzing the data and reporting the results. Pseudonyms were used for each participant to ensure anonymity while reporting the findings. These pseudonyms that the researcher created right after the questionnaire was kept on a word list to data analysis. After transcribing their answers, it was kept confidential and did not have any negative effect on them. After the examination has been finished and a report composed, the tapes were erased.

Table 1
Demographic information about the participants

Demographics (<i>N</i> = 53)	<i>n</i>	%
Gender		
Female	34	64.2
Male	19	35.8
Graduation		
University	36	67.9
Master	12	22.6
Higher	5	9.5
Work Area		
Kindergarten	18	34.0
Primary	5	9.4
Secondary	6	11.3
High School	8	15.1
University	16	30.2

Table 1 (cont'd)
Demographic information about the participants

Experience		
0-5 Years	18	34.0
6-10 Years	23	43.4
More than 10 years	12	22.6

Instrumentation

There have been many studies where teachers' perception was asked about teaching materials. By taking the questionnaires from related studies as an example, this gave the idea to formulate a proper instrument to the ELDS material. The limitation of similar studies, which includes a questionnaire to obtain FL teachers view about sight word recognition, makes difficult to find an applicable instrument. Most of the studies conducted were on older students and their used material and method. Due to the significant difference between the students who can read and write, and students over first grade primary school, the studies which were done before were not in use in this previous study. Another issue was that teachers' opinion were asked in many studies but not according sight word recognition.

Data was collected through an online and hardcopy questionnaire. It was designed as a Likert scale response questionnaire. Because of the unique nature of ELDS, there was a need to compile a new questionnaire; the instruments used in previous studies were not suitable to this study. Therefore, the researcher created a new one according to the method and material.

Preparing a questionnaire can sometimes take more time than the whole study (Houston, 1987). This is because, it rewards a lot of steps to follow in order to measure the work of processing of the questionnaire. According to the book of Houston (1987) called “Measurement of Work Processes Using Statistical Process control: Instructor’s Manual”, the most significant part of the questionnaire is to ask:

1. What is the aim of the questionnaire?
2. Who is going to use the results?
3. What kind of information do the researcher need?
4. With whom is the questionnaire being conducted?
5. How will be the questionnaire conducted?
6. What kind of resources are needed?
7. Which questionnaire items will be used?
8. How it will be analyzed and reported?
9. How many samples will be sufficient to get an effective result?
10. What will be the steps while conducting the questionnaire?

The items formed by the review of the literature in teaching material and methods in FL teaching and pre-questionnaire review with professional FL teachers. At the end, the questionnaire was analyzed, formed, reviewed and excluded from 44 questions to 20 questions. These items were divided into four sections (parameters) of Content and Pedagogy, Coherence, Applicability and Clarity and Appearance that are described below.

The Content and Pedagogy area included eight inquiries and depended on unknown dialect educating to give hypothetical point of view and exact proof for curricular

and guidance that portrays models and educational plan arranging systems which improve usage of precise equilibrium in FL programs. Likewise, investigates the groundbreaking capability of basic instructional method in the FL homeroom. Additionally, they offer delineations of auxiliary and post-optional FL programs which have tried different things with elective methodologies (McDonough, 2012). Coherence describes the way anything, such as an argument hangs together or not. This section of the questionnaire included five questions. If the content, such as stories, tables and pictures have coherence, that shows that the parts are well-connected, and all headings are in an order lined. A material without coherence makes nonsense difficult to follow for the learner. It should be provided by a clear and understood structuring of flow (McDonough, 2012).

The questionnaire included four items in a section called Applicability and Usability, describes the usefulness of teaching materials for a particular task (McDonough, 2014). When the material is applicable and useful, it is suited to teachers, students and the aim of the learning for a task. The applicability and usability of a material refers to how useful it is in a given situation.

Clarity of Appearance, as the last section with three items, shows whether the material is clear or easy to understand the aim of the activity or not. The visual appearance of objects is given by the way in which they reflect the topic of the content. The material was shown by a video to the English teacher to evaluate its visuals and statements (McDonough, 2014). Within all those in mind, the questionnaire was compiled to obtain the best overview of the material.

The instrument also collected the following demographic data: gender, work area, graduation and work experience. The questionnaire was accompanied by a video that shows the material, usage and the process during a class or activity. The teachers were to view the video to learn about ELDS and respond to the questionnaire.

Validating the questionnaire

As the instrument joined things from various polls, the researcher chose to direct a pilot study. Directing is a significant piece of the investigation accordingly it gives the researcher a superior outline to get mindful of any issues which may arise in the examination. It is realized that guiding is considerably more significant in quantitative exploration plans as subjective examination contemplates (Dörnyei, 2007). In the book “Introduction to psychometric theory” (Raykov & Marcoulides, 2011), it underscores that the pilot study is directed to guarantee more elevated levels of reliability and validity in the study.

The pilot study was conducted with 15 language teachers at different schools of foreign language. The 15 pilot participants were not included to the participants who responded to the questionnaire. The questionnaire was sent by e-mail, with a short description about the piloting stage. The questionnaire was revised several times after receiving advice from active professional English language teachers. By the help of their review, the last form was constituted to 20 questions and four parts as described above under instrumentation.

Reliability of the questionnaire

As the questionnaire developed for this study compiled items from different instruments, an important part of this study was ensuring the reliability of the data collection tool. Therefore, Explanatory Factor Analysis (EFA) was conducted to ensure the items with the parameters. In other words, EFA was conducted to see if the distribution of the scale developed was within the scope of this thesis study according to the factors in the research sample. EFA is a sort of examination that changes bunches into new factors by separating various factors into a specific number of gatherings, making the connection between the factors inside each gathering most extreme and the connection between the gathering's base. Information and results of this analysis are presented in the next chapter.

Method of data collection

All the participants in this study (N=53) were English teachers who have been working from pre-K to university grades in Çankaya, Ankara. Mainly, an intention of this study was to obtain English teachers' responses about the *Early Language Development System* (ELDS) material.

In order to reach the FL teachers, the snowball sampling method was used in this study. Snowball sampling is additionally characterized as chain-reference examining. It is a non-likelihood examining method that current subjects give references to select examples needed for an exploration study (Goodman, 1961). Besides, it can continue endlessly like a snowball expanding in size until the time the specialist has adequate information to break down.

As Goodman (1961), the interaction of the snowball examining technique can be directed in five stages. Firstly, a participation program draft was prepared. Then the stakeholders were approached, and teachers were contracted. Thirdly, the gained contacts were kindly asked to participate. Next, to continue the snowballing with contacts, the participants were asked to share the instrument with their colleagues and other stakeholders approached. These steps were followed to reach the participants.

To obtain the data a questionnaire was sent to the participants, including a video with which illustrates the ELDS method including, its materials (books, flashcards, DVDs and slide-cards) and usage. Also, the video showed the effect on students who were exposed to that materials. After that, they were asked to fill out a questionnaire. In addition, two sub-questions were asked in order to obtain their perception about material's strengths and limitations.

Methods of data analysis

Data were collected from 53 teachers in total. The pre-control conducted check determined that there were no repetitive score marking among the items. After this check, the stage of controlling the assumption of normality was initiated. This assumption is important as statistical studies require data have a normal or close to normal distribution (Arnold, 2015, p.90). In this study, the following two-step approach was applied (Pallant, 2011).

In the first step of this approach, normality was assessed by checking skewness and kurtosis values. The second step is launched, and the differences between the 5% trimmed means and normal means for these items are examined. As a result of the

examination, if these differences are not very high ($<0.10-0.15$), it is accepted that the items show normal distribution (Pallant, 2011, p. 63). For the current study, the absolute skewness and kurtosis values of all items in the scales were examined at the first step. As a result of the examination, it was seen that the skewness and kurtosis values of only two items were above the absolute value; therefore, the second step was launched. The second step determined that the differences between the means for these items and the 5% trimmed means were between 0.06 and 0.12 as absolute value. As a result of these findings, it was concluded that these two items in questionnaire did not pose a problem and the normality assumption was met for this study (See Appendix D).

Given the normal distribution of the data, the main data analysis to address the research questions were conducted. Independent samples *t*-test and One-Way ANOVA statistics were carried out to determine whether the teachers' opinions differed significantly based on their gender, graduation, work area and experience. Since composite scores (means) of the scales and factors were calculated and used for the analyses, normality assumption has been reexamined (Knapp, 2018). Skewness and kurtosis value were found and this determination confirms that normality has been met. On the other hand, the variances of the groups for independent samples *t*-test and One-Way ANOVA statistics were examined through the Levene-test. As a result, for the independent samples *t*-test, if the variances for the groups are not homogenous, the unequal variances option; if equal, significance was evaluated using the option of equal variances. For One-Way ANOVA, if the variances for groups are not homogeneous, the Brown-Forsythe option; if equal, significance assessment was performed using the ANOVA option. Findings

regarding the homogeneity of the variances obtained for the groups are shared in the Appendix D. The results obtained from the analyses are presented in the following chapter.



CHAPTER 4: RESULTS

Introduction

In this study, English teachers' views about the practices with the *Early Language Development System* (ELDS) instruction were investigated through a survey. This chapter presents the results of the statistical analysis of the data. Data were collected through an online and paper-based survey from 53 participants who are English foreign language teachers in pre-kindergarten, primary-school, secondary-school, high-school and university. They were asked about their experience about differentiated instruction questions. The results are organized to address the study's two research questions.

Research questions

This study is going to address the following questions:

1. What are English teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English?
2. Do the teachers' opinions about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English differ significantly based on any of the following:
 - a. gender
 - b. level of education
 - c. work area
 - d. work experience?

Demographic information

Results regarding the demographic information of the participants (gender, graduation, place of work and experience) can be found in Table 1 from the previous chapter. As explained in the methods chapter, teachers from various grade levels participated in the study to access different perspectives. It should be noted that most of the participants (n=18; 34%) in the study taught at kindergarten level.

Exploratory factor analysis, reliability analysis and distributions of descriptive statistics for scales used in the study

Explanatory Factor Analysis (EFA) was conducted to see if the distribution of the scale developed was within the scope of this thesis study according to the factors in the research sample. Looking for the connection between the factors inside each gathering most extreme and the connection between the gatherings' base. EFA is performed to define observed variables, summarize these variables, and determine factors at manageable and workable levels. On the other hand, EFA also used to show many observed variables with less numbers with a smaller number of variables as a factor of these variables, based on common information they carry, with the least loss of information (Hair, Black, Babin, & Anderson, 2014). In order to test the suitability of the data for factor analysis in the studies that will apply EFA, there should be an analysis before the Kaiser Meyer-Olkin (KMO) sampling adequacy test and Bartlett's Sphericity test are performed. The KMO value to be obtained according to the test results is 0.50 and above, which indicates that the data used in the study is at the required level of compliance to perform EFA (Hair et al. 2014, p. 102). Similarly, the results for Barlett's Test of Sphericity should also be significant (Pallant, 2011).

In EFA, “principal component analysis” was used as the factorization method. Varimax, one of the orthogonal rotation methods, was used as the rotation method. Principal component analysis is one of the commonly preferred factorization techniques. Its main purpose is data with each component. This is to subtract the maximum variance from the set. Varimax also prioritizes factor columns in reaching the basic structure, so that the factor variances are maximized for better interpretation (Howitt & Cramer, 2017, p. 458-459). It is important to have a loading of at least .50 and above in order for the loadings to be considered meaningful (Hair et al. 2014, p. 115). Finally, in a study using EFA, the total variance value is expected to be at least 50% and above, and the eigenvalue to be 1.0 or more for each factor (Howitt & Cramer, 2017).

Reliability can be defined as the consistency between participants’ responses to items on the scale. In this respect, it can be stated that the scale used is a situation about how accurately it measures the property that is supported to measure. With the reliability analysis, the coefficients that determine the reliability of the total scores or the scales in which the means are calculated and information about the relationships between the statements in the scale is obtained. The “Cronbach’s α ” coefficient, one of the reliability analyzes, is a coefficient that determines the similarity or closeness of the scores in the scales obtained by summing the total score of the unit and the scores of each item in the scale. The fact that this coefficient is .60 and above indicates that the related structure is reliable (Pallant, 2011). According to the results of EFA, four factors were detected, which are Content and Pedagogy, Coherence and Organization, Applicability and Usability, and Clarity of Appearance.

Content and pedagogy

As a result of EFA for the Content and Pedagogy scale, items showing both low factors loading ($<.50$) and multiple cross-loading were removed from the analysis, respectively, and the analysis was re-performed. As a result of these analyzes, 19 items were removed. Consequently, it was seen that the KMO value was .57 and the Barlett's Test of Sphericity was significant, and a two-factor structure was found. These factors have explained the explained total variance by 55.60% and eigen values are distributed as 2.41 for factor 1 and 2.03 for factor 2. Factor loadings are between .543 and .837 (Table 2). As a result of the reliability analysis for these factors, the coefficients of .75 for factor 1 and .69 for factor 2 show that these factors are reliable (Hair et al.2014; Pallant, 2011; See Table 2 and Figures 1 and Figure 2).

Table 2
EFA results for content and pedagogy

Items	Loading	Variance Explained	Eigen Value	CR α
Content and pedagogy = FACTOR 1				
The material links tasks and assessment	.83	30.19	2.41	.75
The material takes into account the various forms of tasks	.80			
The material is free from stereotypes	.70			
The material takes into account the various forms of input	.66			
Content and pedagogy = FACTOR 2				
The material incorporates the concept of reflective learning and critical thinking	.82	25.41	2.03	.69
The material takes into account the concept of differentiation	.79			
The model emphasizes both the process and product	.65			

Table 2 (cont'd)

EFA Results of content and pedagogy

The material takes into account the learners' schema in the teaching-learning process	.54
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KMO = .57; $p < .001$.

Total Variance Explained = 55.60

Extraction Method = Principal Component Analysis

Rotation Method = Varimax

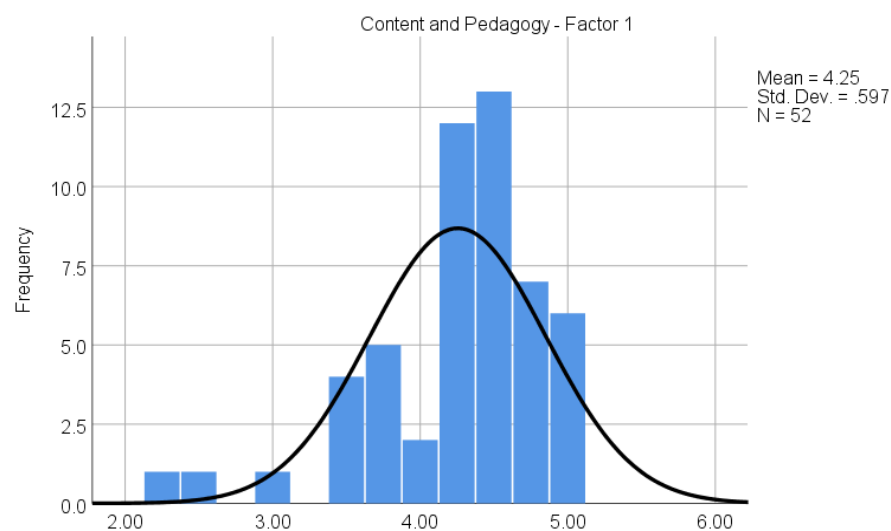


Figure 1. Content and pedagogy – factor 1

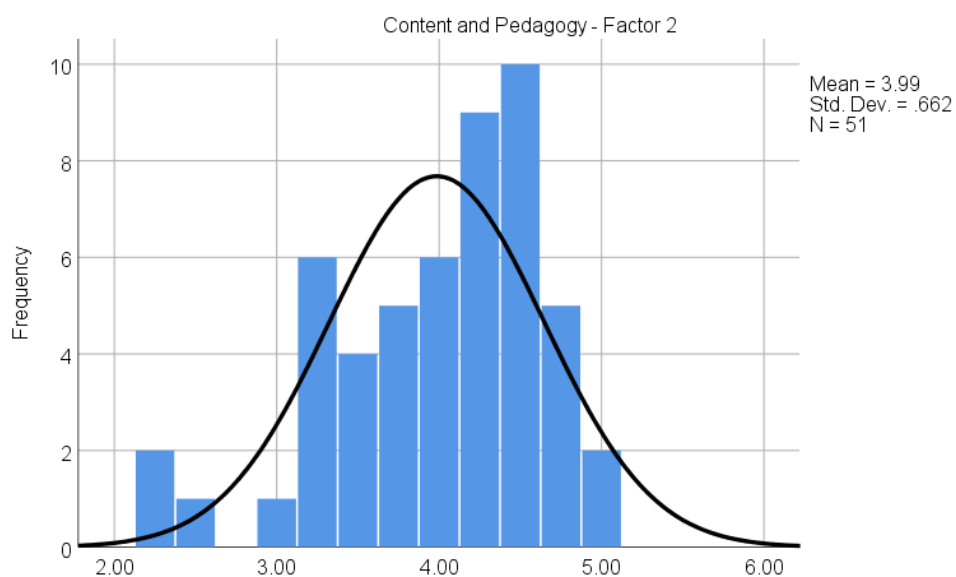


Figure 2. Content and pedagogy – factor 2

Coherence and organization

As a result of EFA for the Coherence and Organization scale, one item showing both low factor load ($<.50$) and multiple cross-loading was removed from the analysis and the analysis was re-performed. As a result of the re-performed analysis, it was seen that the KMO value was .69 and Bartlett's Test of Sphericity was significant, and a single factor structure was found. The total variance explained within the scope of this factor is 53.44% and the eigen value is 2.67. Factor loadings are distributed between .526 and .882 (Table 3). As a result of the reliability analysis, obtaining the coefficient of .76 shows that this factor is reliable (Hair et al.2014; Pallant, 2011; See Table 3 and Figure3).

Table 3
EFA results for coherence and organization

Items	Loading	Variance Explained	Eigen Value	CR α
Coherence and organization				
All elements are properly linked to one another	.88			
The elements are clearly and logically grouped and sub-grouped	.84			
Relationships among elements are clear	.77			
The elements are properly sequenced	.53	53.44	2.67	.76
The organization is simple enough to be understood	.52			
KMO = .69; $p < .001$.				
Total Variance Explained = 53.44				
Extraction Method = Principal Component Analysis				
Rotation Method = Varimax				

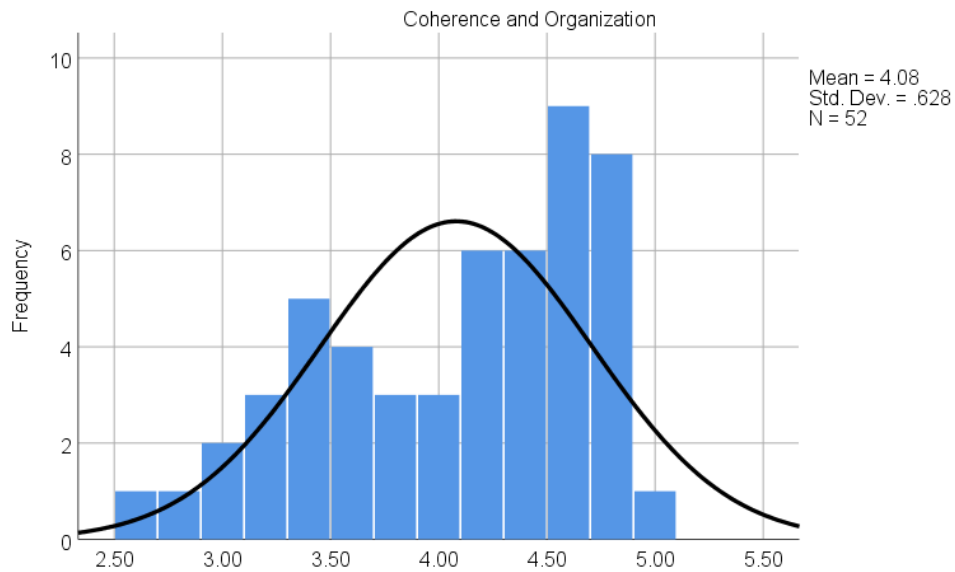


Figure 3. Coherence and organization

Applicability and usability

As a result of EFA for Applicability and Usability scale, 1 item showing both low factors loading ($<.50$) and cross loading problem (cross-loading) was removed from the analysis and the analysis was performed again. As a result of the re-performed analysis, it was seen that the KMO value was .60 and the Barlett's Test of Sphericity was significant, and a single factor structure was found. The total variance explained within the scope of this factor is 57.21% and the eigen value is 2.29. Factor loadings are distributed between .720 and .827 (Table 4). As a result of the reliability analysis, obtaining the coefficient of .76 shows that this factor is reliable (Hair et al.2014; Pallant, 2011; See Table 4 and Figure 4).

Table 4
EFA results for applicability and usability

Items	Loading	Variance Explained	Eigen Value	CR α
Applicability and usability				
The material allows flexibility and creativity on the part of the teacher	.82			
The elements of the material can be adopted for use in other lessons/topics	.74			
The material does not conflict with any established teaching frameworks	.72	57.21	2.29	.76
The material can accommodate acceptable and established principles and theories in FL teaching and learning	.72			
KMO = .60; $p < .001$. Total Variance Explained = 57.21 Extraction Method = Principal Component Analysis Rotation Method = Varimax				

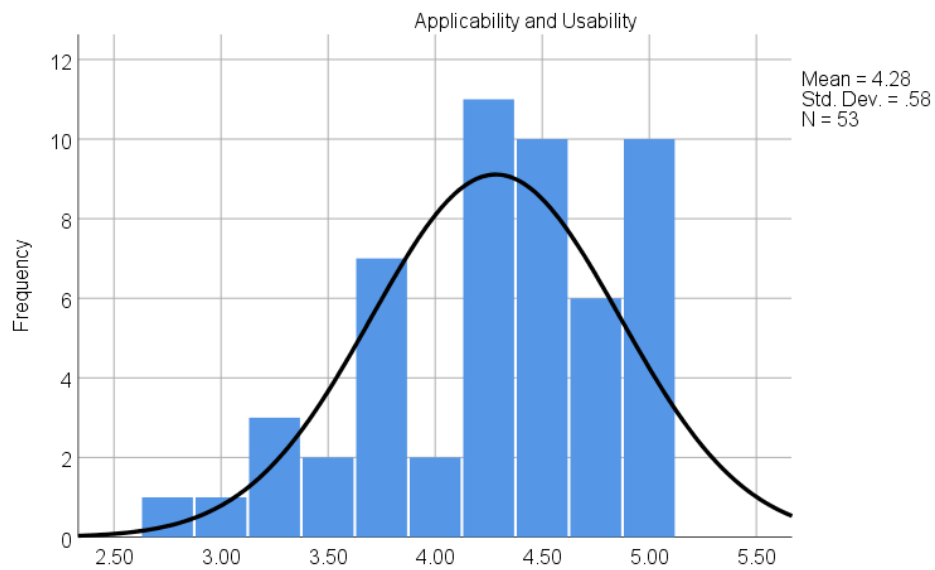


Figure 4. Applicability and usability

Clarity of appearance

As a result of the EFA for the Clarity of Appearance scale, 2 items showing both low factor load ($<.50$) and multiple cross-loading was removed from the analysis and the analysis was performed again. As a result of the re-performed analysis, it was seen that the KMO value was .50 and Bartlett's Test of Sphericity was significant, and a single factor structure was found. The total variance explained within the scope of this factor is 57.19% and the eigen value is 1.72. Factor loadings are distributed between .645 and .886 (Table 5). Obtaining the coefficient of .62 as a result of the reliability analysis made shows that this factor is reliable (Hair et al.2014; Pallant, 2011; See Table 5 and Figure 5).

Table 5
EFA results for clarity of appearance

Items	Loading	Variance Explained	Eigen Value	CR α
Clarity of appearance				
No elements and sub-elements are overlapping and redundant	.88			
All labels/headings are clear and comprehensible	.71			
The illustrations/graphs are appropriately used	.64	57.19	1.72	.62
KMO = .50; $p < .001$.				
Total Variance Explained = 57.19				
Extraction Method = Principal Component Analysis				
Rotation Method = Varimax				

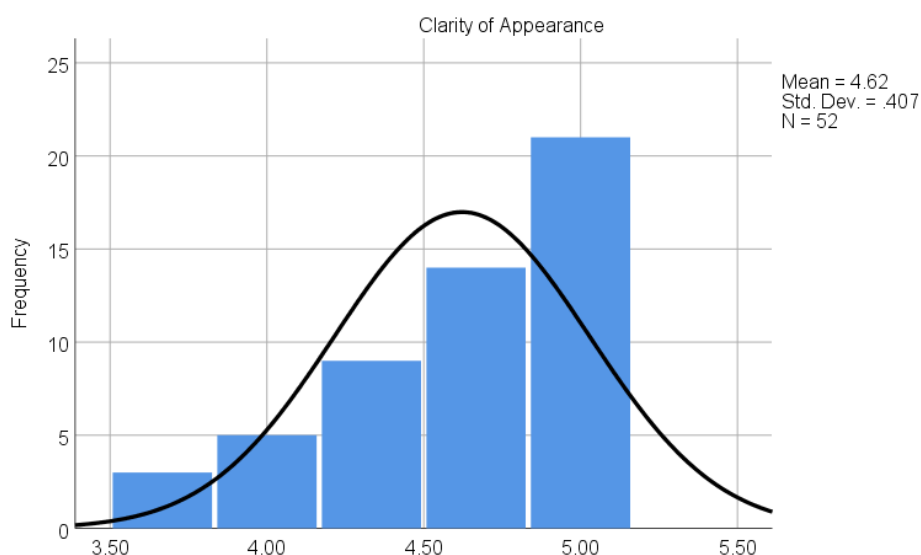


Figure 5. Clarity of appearance

What are English teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English?

Descriptive statistics were used to answer the first research question, and teachers' views on the subject were examined closely on scales. The findings obtained for the Content and Pedagogy (Factor 1) show that teachers mostly participate in "The material takes into account the various forms of input" ($M = 4.38$; $SD = 0.77$). While "The material takes into account the various forms of tasks" ($M = 4.29$; $SD = 0.80$), "The material is free from stereotypes" ($M = 4.17$; $SD = 0.70$) and "The material links tasks and assessment" ($M = 4.15$; $SD = 0.97$) appears to have approximately similar means. The fact that the mean for the factor is 4.25 ($SD = 0.60$) indicates that teachers generally participate in this factor (See Table 6).

Table 6

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Content and pedagogy 1)

Teachers' opinion (Factor 1)	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
The material takes into account the various forms of input	0.0	1.9	11.3	34.0	52.8	4.38	0.77
The material takes into account the various forms of tasks*	0.0	1.9	15.4	34.6	48.1	4.29	0.80
The material is free from stereotypes	0.0	1.9	11.3	54.7	32.1	4.17	0.70
The material links tasks and assessment	3.8	3.8	5.7	47.2	39.5	4.15	0.97
Arithmetic Mean						4.25	0.60

*For this item $n = 52$; 1 = Not at All; 5 = To a Very Large Extent.

The findings obtained for Content and Pedagogy factor 2 show that teachers generally accept “The material takes into account the learners’ schema in the teaching-learning process” ($M = 4.13$; $SD = 0.94$), while the model emphasizes both the process and product” ($M = 4.87$; $SD = 0.88$) says they accept less. On the other hand, teachers mostly participate in “The material incorporates the concept of reflective learning and critical thinking” ($M = 4.04$; $SD = 0.89$), and this is called “The material takes into account the concept of differentiation” ($M = 3.89$; $SD = 0.97$.) is following. The fact that the mean for the factor is 3.98 ($SD = 0.66$) underlines that teachers mainly participate in this factor (See Table 7).

Table 7

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Content and pedagogy 2)

Teachers' opinion (Factor 2)	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
The material takes into account the learners' schema in the teaching-learning process	0.0	5.7	20.7	28.3	45.3	4.13	0.94
The material incorporates the concept of reflective learning and critical thinking*	0.0	3.9	25.5	33.3	37.3	4.04	0.89
The material takes into account the concept of differentiation	0.0	7.5	30.2	28.3	34.0	3.89	0.97
The model emphasizes both the process and product	0.0	7.5	22.6	45.3	24.6	3.87	0.88
Arithmetic Mean						3.98	0.66

*For this item n = 51; 1 = Not at All; 5 = To a Very Large Extent.

Within the scope of the findings obtained for Coherence and Organization, teachers mostly participated in "Relationships among elements are clear" ($M = 4.25$; $SD = 0.83$), while "The elements are clearly and logically grouped and sub-grouped" ($M = 3.96$; $SD = 0.98$) participates less. Teachers generally think that "All elements are properly linked to one another" ($M = 4.13$; $SD = 0.83$) and this is "The elements are properly sequenced" ($M = 4.11$; $SD = 0.87$) and "The organization is simple enough to be understood" ($M = 4.02$; $SD = 0.85$) followed. The mean for the factor is 4.08

(SD = 0.66), which indicates that teachers generally participate in this scale (See Table 8).

Table 8
Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Coherence and organization)

Teachers' opinion	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
Relationships among elements are clear	0.0	1.9	18.9	32.1	47.1	4.25	0.83
All elements are properly linked to one another	0.0	3.8	17.0	41.5	37.7	4.13	0.83
The elements are properly sequenced	0.0	3.8	20.8	35.8	39.6	4.11	0.87
The organization is simple enough to be understood*	0.0	5.8	17.2	46.2	30.8	4.02	0.85
The elements are clearly and logically grouped and sub-grouped	0.0	9.4	20.8	34.0	35.8	3.96	0.98
Arithmetic Mean						4.08	0.63

*For this item n = 52; 1 = Not at All; 5 = To a Very Large Extent.

According to the findings obtained for Applicability and Usability, teachers generally participate in “The elements of the material can be adopted for use in other lessons / topics” ($M = 4.36$; $SD = 0.74$). The material does not conflict with any established teaching frameworks ($M = 4.28$; $SD = 0.79$), “The material can accommodate acceptable and established principles and theories in FL teaching and

learning” ($M = 4.25$; $SD = 0.71$). and “The material allows flexibility and creativity on the part of the teacher” ($M = 4.25$; $SD = 0.83$). As a result of the determination of the mean for the scale as 4.28 ($SD = 0.58$), it can be evaluated that the teachers mainly participated in this scale (See Table 9).

Table 9
Teachers’ opinion about ELDS method’s potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Applicability and usability)

Teachers’ opinion	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
The elements of the material can be adopted for use in other lessons/topics	0.0	0.0	15.1	34.0	50.9	4.36	0.74
The material does not conflict with any established teaching frameworks	0.0	1.9	15.1	35.8	47.2	4.28	0.79
The material can accommodate acceptable and established principles and theories in FL teaching and learning	0.0	0.0	15.1	45.3	39.6	4.25	0.71
The material allows flexibility and creativity on the part of the teacher	0.0	1.9	18.9	32.1	47.1	4.25	0.83
Arithmetic Mean						4.28	0.58

1 = Not at All; 5 = To a Very Large Extent.

According to the findings for Clarity of Appearance, teachers mostly participate in “The illustrations / graphs are appropriately used” ($M = 4.68$; $SD = 0.51$). This is followed by “All labels / headings are clear and comprehensible” ($M = 4.60$; $SD = 0.49$) and “No elements and sub-elements are overlapping and redundant” ($M = 4.58$; $SD = 0.61$). The fact that the mean for these items is close to 5 underlines that teachers almost fully participate. The fact that the mean for the scale was obtained as 4.62 ($SD = 0.41$) proves this situation (See Table 10).

Table 10
Teachers’ opinion about ELDS method’s potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Clarity of appearance)

Teachers’ opinion	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
The illustrations/graphs are appropriately used	0.0	0.0	1.9	28.3	69.8	4.68	0.51
All labels/headings are clear and comprehensible	0.0	0.0	0.0	39.6	60.4	4.60	0.49
No elements and sub-elements are overlapping and redundant*	0.0	0.0	5.8	30.8	63.4	4.58	0.61
Arithmetic Mean						4.62	0.41

*For this item $n = 52$; 1 = Not at All; 5 = To a Very Large Extent.

In summary, when the arithmetic means obtained are evaluated, it can be said that the highest average is in the clarity of appearance ($M = 4.62$; $SD = 0.41$) scale.

Applicability and usability ($M = 4.28$; $SD = 0.58$), content and pedagogy factor 1 (M

= 4.25; SD = 0.60), coherence and organization (M = 4.08; SD = 0.63) and content and pedagogy factor 2 (M = 3.98; SD = 0.66) followed. On the other hand, the fact that the averages in question are close to 5 shows that teachers participate in the items for all scales, in other words, they accept the said views (See Figure 6).

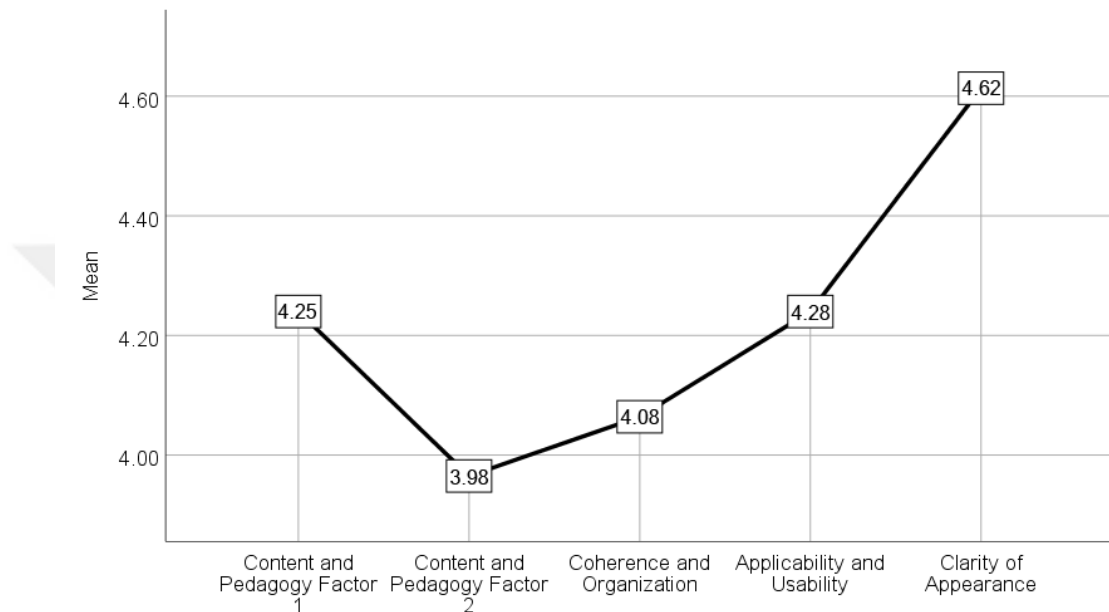


Figure 6. Means of scales

Do the teachers' opinions about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English differ significantly based on any of the following:

- **gender,**
- **level of education,**
- **grade level teaching and**
- **work experience?**

Gender

In order to find out if there was a statistically significant difference between the teachers' gender regarding their opinions, independent samples *t*-test was conducted (See Table 11). There was a statistically significant difference only in clarity of appearance ($t(49.92) = -3.32, p = .002$). However, there was not any statistically significant difference regarding content and pedagogy factor 1 and 2, coherence and organization, and applicability and usability between gender groups ($p > .05$). When male teachers ($M = 4.82; SD = 0.26$) are compared to female teachers ($M = 4.50; SD = 0.43$), male rated higher to clarity of appearance (See Figure 7).

Table 11
Examination of the factors in terms of gender

Factor	Group	n	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Content and pedagogy FC1	Female	33	4.21	0.66	-0.67	50	.50
	Male	19	4.33	0.46			
Content and pedagogy FC2	Female	33	3.96	0.65	-0.33	49	.74
	Male	18	4.03	0.70			
Coherence and organization	Female	33	4.08	0.62	-0.03	50	.97
	Male	19	4.08	0.65			
Applicability and usability	Female	34	4.33	0.53	0.80	51	.43
	Male	19	4.20	0.67			
Clarity of appearance	Female	33	4.51	0.43	-3.33	49.92	<.01
	Male	19	4.82	0.26			

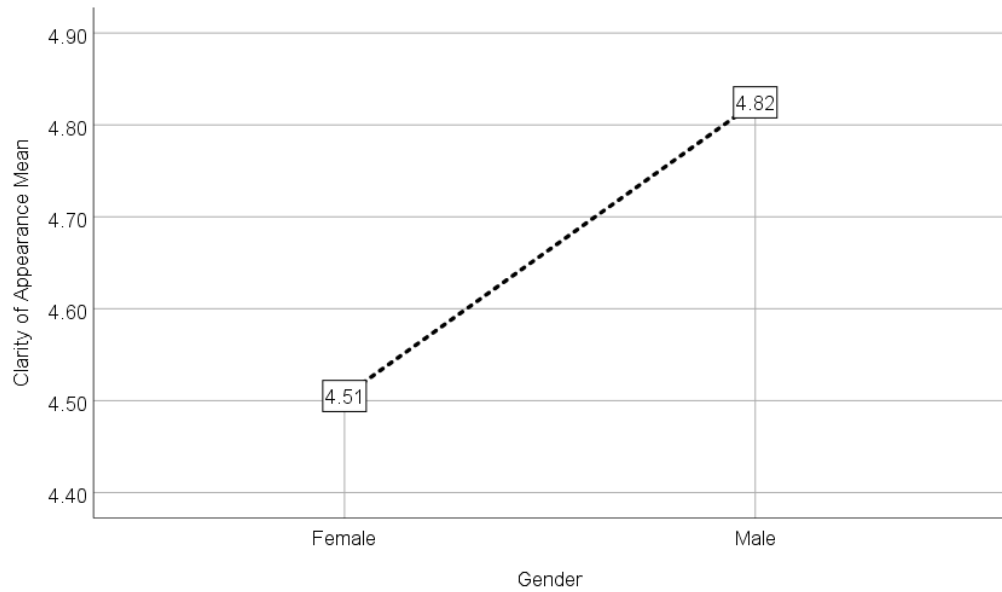


Figure 7. Clarity of appearance review in terms of gender

Graduation

One-Way ANOVA test was conducted to find out if there was a statistically significant difference among graduation groups based on their opinions. According to the results, there was not a statistically significant difference among graduation groups ($p > .05$). Therefore, whether they had a university, master or any higher degree, their opinions were alike (See Table 12).

Table 12

Examination of the factors in terms of graduation

Factor	Group	n	M	SD	F	<i>p</i>
Content and pedagogy FC1	University	35	4.27	0.64	0.18	.84
	Master	12	4.27	0.52		
	Higher	5	4.10	0.52		
Content and pedagogy FC2	University	34	4.00	0.65	0.49	.61
	Master	12	3.85	0.76		
	Higher	5	4.20	0.54		

Table 12 (cont'd)
Examination of factors in terms of graduation

Coherence and organization	University	35	4.08	0.60	0.01	.98
	Master	12	4.10	0.64		
	Higher	5	4.04	0.93		
Applicability and usability	University	36	4.23	0.63	0.88	.42
	Master	12	4.48	0.43		
	Higher	5	4.20	0.48		
Clarity of appearance	University	35	4.61	0.45	0.05	.95
	Master	12	4.64	0.33		
	Higher	5	4.67	0.33		

Work area

One-Way ANOVA test was conducted to find out if there was a statistically significant difference among work area groups based on their opinions.

Consequently, there was not a statistically significant difference among different groups ($p > .05$). Based on this, whether they worked in any kindergarten, primary, secondary or high school, or university, their opinions did not change (See Table 13).

Table 13
Examination of the factors in terms of work area

Factor	Group	n	M	SD	<i>F</i>	<i>p</i>
Content and pedagogy FC1	Kindergarten	18	4.29	0.78	0.65	.63
	Primary	5	4.00	0.35		
	Secondary	6	4.54	0.40		
	High school	7	4.29	0.53		
	University	16	4.17	0.51		

Table 13 (cont'd)

Examination of the factors in terms of work area

Content and pedagogy FC2	Kindergarten	17	3.79	0.68	1.03	.40
	Primary	5	4.10	0.70		
	Secondary	6	4.33	0.47		
	High school	8	4.19	0.83		
	University	15	3.92	0.59		
Coherence and organization	Kindergarten	18	4.17	0.55	0.58	.67
	Primary	5	3.80	0.75		
	Secondary	6	4.30	0.47		
	High school	7	4.09	0.54		
	University	16	3.99	0.77		
Applicability and usability	Kindergarten	18	4.26	0.62	0.65	.63
	Primary	5	4.05	0.57		
	Secondary	6	4.08	0.61		
	High school	8	4.31	0.75		
	University	16	4.44	0.44		
Clarity of appearance	Kindergarten	18	4.56	0.46	0.28	.88
	Primary	5	4.67	0.33		
	Secondary	6	4.72	0.39		
	High school	7	4.57	0.57		
	University	16	4.67	0.32		

Experience

One-Way ANOVA test was implemented to find out if there was a statistically significant difference among experience groups based on their opinions. According to the results, there was a statistically significantly difference only in coherence and organization ($F(2, 49) = 5.365, p = .008$). However, there was not any statistically significant difference regarding content and pedagogy factor 1 and 2, applicability

and usability, and clarity of appearance among experience groups ($p > .05$) (See Table 14).

Table 14
Examination of the factors in terms of experience

Factor	Group	n	M	SD	F	<i>p</i>
Content and pedagogy FC1	0 - 5 years	18	4.39	0.68	1.47	.24
	6-10 years	22	4.09	0.60		
	More than 10 years	12	4.35	0.42		
Content and pedagogy FC2	0 - 5 years	17	3.76	0.76	1.84	.17
	6-10 years	23	4.16	0.58		
	More than 10 years	11	3.95	0.60		
Coherence and organization	0 - 5 years	18	3.87	0.59	5.36	<.01
	6-10 years	22	4.00	0.65		
	More than 10 years	12	4.55	0.38		
Applicability and usability	0 - 5 years	18	4.26	0.47	0.29	.74
	6-10 years	23	4.24	0.70		
	More than 10 years	12	4.40	0.52		
Clarity of appearance	0 - 5 years	18	4.63	0.43	2.79	.07
	6 - 10 years	22	4.50	0.43		
	More than 10 years	12	4.83	0.22		

If a significant difference is found between the groups in One-Way ANOVA, determining which groups this difference is in enables the analysis results to be interpreted. For this purpose, the post-procedure multiple comparison test (POST-

HOC) should be used for the mean scores of the groups (Knapp, 2018). There are various options in post-procedure tests. Although the basic function of all of them is basically the same, the formulas they use when determining which groups differ according to whether the variances are homogeneously (evenly) distributed or not distributed among the groups. Among these tests, the Tamhane test was used. It was applied in order to determine among which groups this difference was obtained. According to the Tamhane test result, there is a significant difference between those who have working experience of 0-5 years and those who have 10 or more years of work experience ($md = -0.68$; $p = .002$). Teachers with 10 years or more of working experience have more coherence and organizations than those with 0-5 years of working experience (See Figure 8).

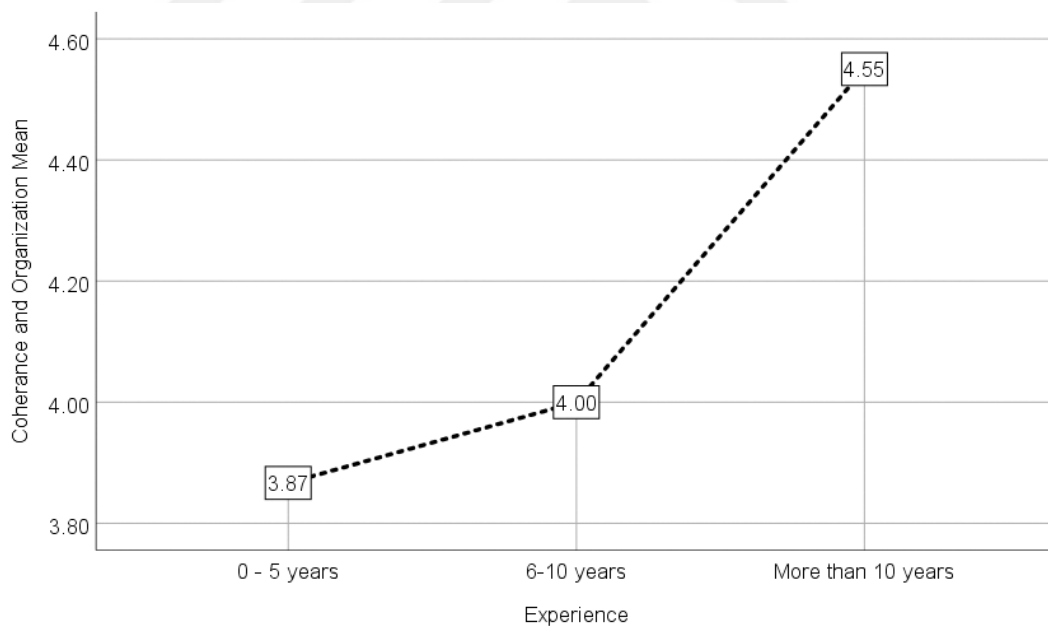


Figure 8. Coherence and organization review in terms of experience

Consequently, the findings in this chapter gathered from 53 participants on FL teachers' views about ELDS instrument were reported. To present the participants' responses to the topic, a detailed description is given.

The findings from the surveys were analyzed and described through comparing and integrating them. The findings of the study indicated that FL teachers have a positive attitude towards ELDS material and method. They believed that through ELDS material students can reach their highest potentials.



CHAPTER 5: CONCLUSION

Introduction

This chapter starts with an overview of the present study. Following the overview of the chapter, the discussion of major findings about the engagement and acquisition of pre-k students by the help of English teachers' view of *Early Language Development System* (ELDS) method, focusing on sight word recognition is represented. Next, implications for practice are discussed, which is followed by the limitation of the study and implications for further studies.

Overview of the study

This study investigated English teachers' opinions about a resource designed to support the acquisition and engagement of pre-k students' foreign language (FL) learning. The study also examined whether different demographics of teachers had statistically significant differences of opinion regarding ELDS. These demographics included gender, graduation, work area and year of experience. Consequently, this study sought to provide answers for the following research questions:

1. What are English teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English?
2. Do the teachers' opinions about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English differ significantly based on their gender, graduation, work area and experience?

In this study, 53 English teachers were contacted by the snowball sampling method, a non-probability sampling technique where existing subjects provide referrals to recruit additional samples required for a research study (Goodman, 1961). Basically, the collection of participants can grow like a rolling snowball, increasing in size until the time the researcher has sufficient data for analysis.

Data were collected through an online and hardcopy questionnaire that was created for the study. This instrument was mainly comprised of Likert scale items, with two open-ended questions at the end for participants' comments and suggestions. Along with the questionnaire, participants were sent a video that explained what ELDS was and demonstrated its usage during a class or activity. The first part of the questionnaire included demographic questions, which were participants' age, gender, years of experience, grade of work and last degree earned. The second part of the questionnaire contains the components of Content and Pedagogy, Coherence, Applicability and Usability, and Clarity and Appearance. Responses to these four sections allowed FL teachers to share their perception of the ELDS material. The quantitative data of the study were analyzed by using SPSS to conduct descriptive and inferential statistics.

Major findings and conclusions

This current research study provided an investigation of English teachers' perceptions of ELDS, a teaching resource that uses sight word recognition. The major findings for this study are provided in response to each of the study's research questions, supplemented with references to relevant studies found in the literature.

English teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English

There were positive reviews of all the factors used in this study to assess the ELDS materials. Among the factors, mean responses to all items fell within the range of strongly agree. The response to Clarity of Appearance had the highest mean, but as noted all the factors received positive responses. In other words, they perceive that ELDS has the potential to help students acquire and become engaged in learning FL.

The findings from the present study are in alignment with some previous studies in the literature that ascertained teacher perception of sight word recognition teaching materials for young learners. Derakhshan and Faghani (2016) investigated the teachers' opinion about the *Jolly Phonics* series (Llyod & Werham, 1995), which are used by number of institutes and colleges in teaching FL. The questionnaire showed that teachers mostly believe these teaching materials and method are suitable for young FL learners. Moreover, Derakhshan and Faghani (2016) mentioned that the investigated material is attractive because it is adaptable and has the potential to motivate student learning.

Williams (1983) also investigated the *Jolly Phonics* series and conducted that the materials need to be taught according to pre-prepared schedules and teachers will need to be creative and resourceful to adapt the materials to their students' needs. Some of these conclusions made regarding the strengths and limitations found in the currents study. Golpour (2012) pointed out that FL teachers, especially those working with pre-K students, may need training on how to implement sight word

recognition. Teachers should settle on choices in adjusting literary materials to the requirements and interest of students. They can pick just those materials and techniques that depend on sound phonetic and academic standards.

Teachers' opinions about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English differ significantly based on their gender, graduation, work area and experience

The study investigated if teachers from different demographics had differing perspectives of the ELDS materials. As stated above, the findings of the study indicated that FL teachers have a positive attitude towards ELDS material and method. The study did find that two demographic populations had some significant differences in their responses.

It seems that male teachers had a significantly higher opinion of the ELDS materials regarding Clarity of Appearance. Other studies have found differences in how males and females perceive teaching materials. A study which was done by Girişken (2017) aimed to investigate the difference between men and women in fixation, with other words focusing on materials, topics, visuals and context. The study was conducted with 117 participants to examine whether there is a difference or not about visual fixation patterns of men and women of appearance. The analysis of the results showed that there was a significant difference among men and woman. The study confirmed that in multi-stimulus designs, women show a higher focus on the face and men on the logo. In addition, the study found that women focused longer on the faces of both male and female characters, while men focused longer on materials

such as slogan, writing, product information and product feature. The result of this study shows that men tend more to focus and analyze visual objects and written materials. As ELDS materials have visual objects, written words and sentences instead of faces, the findings of Girişken's study might apply to the current findings.

The current study found that compared to newer teachers, educators with more teaching experience were significantly more supportive of the potential of the ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English. Furthermore, the current study's results show that FL teachers who have more than 10-year experience differ in Coherence and Organization section. This can be explained by their experience in all the years they had. Teachers who are working actively in an institute or school are exposed to internal educational programs.

A study by Çelik Korkmaz and Korkmaz (2020) had similar findings to the current study. Their examination meant to research the viewpoints and encounters of 120 participants who were ELT teacher trainers of Bursa Uludağ University with respect to the accompanying: Materials assessment, transformation, creation, parts of a powerful ELT unit in a coursebook, and essential methodologies that influence materials plan. Participants' assessment varies in the investigation because of their long stretches of involvement with the materials assessment, variation, and creation. Their experience was formed by their teachers preparing program, practicum school types, their tutor educators, students, and school approaches. Therefore, it seems that the years of experience give teachers a better view of evaluating teaching materials.

Implications for practice

The findings of the present study denote important pedagogical implications for practice. First, the current study revealed that English teachers support the sight word recognition method, and they mostly agreed that this way of teaching will support students' acquisition and engagement of FL. However, it is a new educational resource in Turkey, many Turkish FL teacher are not educated in terms of the usage of ELDS or kinds of sight word recognition method and material. Therefore, pre-K institutions might consider offering in-service training programs or workshops to help FL teachers become more acquainted with ELDS method and material in FL teaching. Such professional development activities might also help reduce the anxiety level of FL teachers who newly graduated or have less than 10 years of experience in teaching FL to pre-K students. Professional development activities or workshops are very significant to empower the quality of teachers' teaching experience and help them to be up-to-date with their knowledge and skills (Tanış & Dikilitaş, 2018).

Secondly, parents could be involved to this practice. ELDS materials are also regarded as a great opportunity to use it as an activity material at home. This could be supported by the school administrators or their teachers. A well-organized environment and cooperation between school and home will enhance students FL learning. The more the students are exposed to those kinds of materials, the faster and easier will they acquire FL and adopt English into their life. In addition, if students gain confidence and motivation to learn a foreign language when they are young, these dispositions will help them with language learning as they increase in age.

The importance of being equipped with teaching methods and materials may be the keyword for current teachers' needs. Also, supporting parents plays a very important role, especially these days due to the COVID-19, both parents and students are affected in a negative way. This situation has created not only a global health crisis, unfortunately, learning crisis as well. Consequently, ELDS could be a great support to teachers and parents in the way of enhancing our children's FL acquisition.

A key outcome of the study was to confirm that ELDS has the potential to be a useful material in pre-Kindergarten, primary schools in Turkey. Based on the researcher's experience and comments from the reviewers, the materials can be adapted and enhanced to further support FL learning with the following revisions: Including of listening components will enhance the integration of four skills, which are listening, reading, writing and grammar.

- Including of additional spoken English components such as dialogues, language notes on notions.
- Including basic contextual grammar points and exercises.
- Including of review units as an evaluation of students' FL knowledge.
- Provide additional supplementary materials such as Students' workbook.
- Correction of spelling in both the students' and Teacher's guide.
- Including Teacher-Evaluation forms for students.
- Including Teacher guidebook such as descriptions and statements of the process of an activity.

All the points mentioned above can be practiced to gaining a better understanding of the importance of sight word recognition and its positive impact on FL teaching at an

early age. A review of the findings of a study by İlder and Sühender (2007) found similar recommendations from the parents and teachers they surveyed.

Implication for research

According to the literature review, an insufficient number of studies have examined the sight word recognition in general and the ELDS materials in particular for the potential to help pre-K students acquire and become engaged in learning a second language. The current study found that English teachers had positive perceptions of ELDS, however, further research could further confirm the relevance and effectiveness of these materials.

The first suggestion is that this study could be conducted on a larger scale, with a larger number of teachers and wider variety of teaching experiences. The purpose of this investigation would be to further confirm and explore the use of ELDS resources of young FL learners.

A key outcome of this study was the design of a reliable instrument to gain insights into the potential use of educational materials for sight word recognition. This instrument could be used in other studies to review other sight word recognition materials.

Although the questionnaire developed in this study was determined to be a worthwhile assessment tool, a suggestion for further research would be to conduct the study using different research designs. There was a single source of data for the current study, therefore triangulation of data from different sources was not possible.

For the further studies, the researcher can add different qualitative means of data collection, such as interviews with FL teachers and parents, open-ended questions, observation forms and a diary can be hold by the researcher to view his/her own perception about the material and method. These would provide a deeper understanding of the material's success, use and engagement to the students. Conducting a qualitative data collection would also provide valuable information about the material, which could not implement in this study.

Finally, an obvious investigation of the potential of ELDS to support pre-K students' FL acquisition and engagement would be to test the materials with actual children. The study could begin with a pilot and a single classroom and be expanded to multiple classrooms in a region or in different geographic settings. The study could investigate how children from families of different socioeconomic levels respond to ELDS.

Limitations

The results of this study revealed some significant reflections of the ELDS material. Although the results might offer some valuable insights into teachers' use of the ELDS material and its method, the study has some limitations. Therefore, the results obtained from this study ought to be interpreted carefully.

To start with one of the limitations of this study is that quantitative design was implemented to collect data. The data was collected only by a questionnaire, which was composed of Likert-scale items and two open-ended question. However, while all the participants completed the scales, very few wrote comments; therefore, the

study had limited qualitative data. In addition, the questionnaire was created by the researcher, therefore, the instrument reliability might be relatively low. According to Fraenkel (2012), although factor and reliability analyses were conducted for the instrument, it needs validation in different contexts.

A second limitation was the population size of the participants. Only 53 FL teachers volunteered in this study. The number of the participants corresponds to a medium-sized sample, which is relatively small (Kim, 2013). The sample for the study was chosen through convenience sampling and a snowball method was conducted, which makes the results more difficult to generalize to other contexts (Fraenkel, 2012). Moreover, because the teachers forwarded the instrument to their acquaintances, these participants may have had similar interests and perspectives; this sampling type inherently has the potential for bias and margin of error. Lastly, there were a number of nonrespondents and teachers who refused to participate; their views are not included in the study.

Another limitation is the limited number of studies on sight word recognition or kinds of ELDS materials to compare the findings of this study. Because of the limited sources of ELDS' material and method, it is difficult to investigate the materials' engagement and support in learning FL in pre-K level. Therefore, the findings could not be supported with findings from the literature.

The final limitation of the study is that the participants did not have personal experience with ELDS when they responded to the questionnaire. Because the instrument has not been used widely in Turkey, it is not possible to find a satisfactory

number of FL teacher who have been experiencing their teaching process through ELDS. Therefore, a better understanding of the material ELDS could be obtained by sustaining a period with FL teacher while they are using this material in their classes. This could take one or better two semesters of an academic year.



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APPENDICES

APPENDIX A

Approval of Participant

Dear Participant,

This study, which you will participate, is a research application that will be carried out by Hacer Yüksel between the period 2019 and 2020 with the name of “Using quantitative study methodology to review teaching materials designed to support pre-kindergarten students’ acquisition of and in learning English”.

Objective of the Research: Examination of methods and materials applied to preschool students. There will be an evaluation of the material and method efficiency by providing opinions from teachers. In this way, a better language development support will be provided to our students, resource support will be provided to our teachers, and it will be known as a play tool that our parents can easily use at home with their children.

The aim of the research: **Thesis Research**

Where the study takes place: **Ankara/Turkey**

Application of the research: **Survey**

The research is carried out with the permission of the management by the ethics committee of Bilkent University and the school/institution. Participation in research practice will be kept strictly on a voluntary basis and will only be evaluated by researchers. The data will only be used in the research and will not be shared with third person.

The applications do not contain questions and situations that would cause personal discomfort. However, if you feel uncomfortable with questions or any other reason during participation, you can quit answering.

Do not hesitate to ask if there are any questions you want to ask before you approve the participants. After the study is over, you can contact us by phone or e-mail and ask questions about the results. Best regards,

Researcher : Hacer Yüksel

Contact : 0553-682-01-93, haker.yuksel@bilkent.edu.tr

I agree to participate in the research with the given information above.

.../.../.....

Name-Surname, Signature:

Participant Name-Surname :

Phone Number :

Sayın Katılımcımız,

Katılacağınız bu çalışma, “Anaokulu öğretmenlerine yabancı dil öğretimini ve katılımını destekleyen deneyimsel öğretim materyallerini incelenmesinin örnek çalışma metodunun kullanımı” adıyla, Hacer Yüksel tarafından tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Okul öncesi öğrencilerine uygulanan yöntem ve materyallerinin incelenmesi. Bunlarla ilgili öğretmenler, veliler ve öğrencilerden görüş sağlanarak materyal ve metot veriminin değerlendirilmesi olacaktır. Bu sayede hem öğrencilerimize daha iyi bir dil gelişim desteği sağlanacak, öğretmenlerimize kaynak desteği temin edilecek hem de velilerimizin evde çocukları ile rahatlıkla kullanabilecekleri oyun araç gereci olarak değerlendirilebilecektir.

Araştırmanın Nedeni: O Bilimsel araştırma O Tez çalışması

Araştırmanın Yapılacağı Yer (ler):

Araştırmanın Uygulaması: O Anket O Görüşme
O Gözlem O.....

Araştırma, Bilkent Üniversitesi Etik Kurulu ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımla,

Araştırmacı :

İletişim Bilgileri :

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

.../.../.....

İsim-Soyisim İmza:

Katılımcı Adı-Soyadı :

Telefon Numarası :

APPENDIX B

Teacher-Survey Questions

(Prepared by the researcher)

Part I

Personal Information

Dear Teacher,

The aim of this study is to examine the effect of the Early Language Development System, an English teaching material for pre-K students.

- Gender: ☐ Female ☐ Male
- Graduation: ☐ University ☐ Master ☐ Higher
- Work Area: ☐ Kindergarten ☐ Primary ☐ Secondary
☐ High-School ☐ University
- Work Experience: ☐ 0-5 Years ☐ 5-10 Years ☐ More than 10 years

Part II							
		To a Very Large Extent	Large Extent	Moderate Extent	Small Extent	Not at All	Not Applicable
CONTENT AND PEDAGOGY							
1.	The material takes into account the learners' schema in the teaching-learning process.	5	4	3	2	1	NA
2.	The material incorporates the concept of reflective learning and critical thinking.	5	4	3	2	1	NA

3.	The material takes into account the concept of differentiation.	5	4	3	2	1	NA
4.	The model emphasizes both the process and product.	5	4	3	2	1	NA
5.	The material takes into account the various forms of input.	5	4	3	2	1	NA
6.	The material takes into account the various forms of tasks.	5	4	3	2	1	NA
7.	The material links tasks and assessment.	5	4	3	2	1	NA
8.	The material is free from stereotypes.	5	4	3	2	1	NA
COHERENCE							
9.	The elements are properly sequenced.	5	4	3	2	1	NA
10.	Relationships among elements are clear.	5	4	3	2	1	NA
11.	All elements are properly linked to one another.	5	4	3	2	1	NA
12.	The elements are clearly and logically grouped and sub-grouped.	5	4	3	2	1	NA
13.	The organization is simple enough to be understood.	5	4	3	2	1	NA

APPLICABILITY OF USABILITY							
14.	The elements of the material can be adopted for use in other lessons/topics.	5	4	3	2	1	NA
15.	The material allows flexibility and creativity on the part of the teacher.	5	4	3	2	1	NA
16.	The material does not conflict with any established teaching frameworks.	5	4	3	2	1	NA
17.	The material can accommodate acceptable and established principles and theories in FL teaching and learning.	5	4	3	2	1	NA
CLARITY AND APPEARANCE							
18.	The illustrations/graphs are appropriately used.	5	4	3	2	1	NA
19.	No elements and sub-elements are overlapping and redundant.	5	4	3	2	1	NA
20.	All labels/headings are clear and comprehensible.	5	4	3	2	1	NA

Part III

What are the strengths of the materials?

What are the weaknesses of the materials?

APPENDIX C

Tables

Table 1
Demographic information about the participants

Demographics ($n = 53$)	n	%
Gender		
Female	34	64.2
Male	19	35.8
Graduation		
University	36	67.9
Master	12	22.6
Higher	5	9.5
Work Area		
Kindergarten	18	34.0
Primary	5	9.4
Secondary	6	11.3
High School	8	15.1
University	16	30.2
Experience		
0-5 Years	18	34.0
6-10 Years	23	43.4
More than 10 years	12	22.6

EFA Results for Content and Pedagogy

Table 2
EFA Results for content and pedagogy

Items	Loading	Variance Explained	Eigen Value	CR α
Content and pedagogy = FACTOR 1				
The material links tasks and assessment	.83			
The material takes into account the various forms of tasks	.80			
The material is free from stereotypes	.70	30.19	2.41	.75
The material takes into account the various forms of input	.66			
Content and pedagogy = FACTOR 2				
The material incorporates the concept of reflective learning and critical thinking	.82			
The material takes into account the concept of differentiation	.79			
The model emphasizes both the process and product	.65	25.41	2.03	.69
The material takes into account the learners' schema in the teaching-learning process	.54			
KMO = .57; $p < .001$.				
Total Variance Explained = 55.60				
Extraction Method = Principal Component Analysis				
Rotation Method = Varimax				

EFA Results for Coherence and Organization

Table 3
EFA results for coherence and organization

Items	Loading	Variance Explained	Eigen Value	CR α
Coherence and organization				
All elements are properly linked to one another	.88			
The elements are clearly and logically grouped and sub-grouped	.84			
Relationships among elements are clear	.77			
The elements are properly sequenced	.53	53.44	2.67	.76
The organization is simple enough to be understood	.52			
KMO = .69; $p < .001$.				
Total Variance Explained = 53.44				
Extraction Method = Principal Component Analysis				
Rotation Method = Varimax				

EFA Results for Applicability and Usability

Table 4
EFA results for applicability and usability

Items	Loading	Variance Explained	Eigen Value	CR α
Applicability and usability				
The material allows flexibility and creativity on the part of the teacher	.82			
The elements of the material can be adopted for use in other lessons/topics	.74			
The material does not conflict with any established teaching frameworks	.72	57.21	2.29	.76
The material can accommodate acceptable and established principles and theories in FL teaching and learning	.72			
KMO = .60; $p < .001$.				
Total Variance Explained = 57.21				
Extraction Method = Principal Component Analysis				
Rotation Method = Varimax				

Results for Clarity of Appearance

Table 5
EFA results for clarity of appearance

Items	Loading	Variance Explained	Eigen Value	CR α
Clarity of appearance				
No elements and sub-elements are overlapping and redundant	.88			
All labels/headings are clear and comprehensible	.71			
The illustrations/graphs are appropriately used	.64	57.19	1.72	.62
KMO = .50; $p < .001$.				
Total Variance Explained = 57.19				
Extraction Method = Principal Component Analysis				
Rotation Method = Varimax				

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Content and Pedagogy 1)

Table 6

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Content and pedagogy 1)

Teachers' opinion (Factor 1)	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
The material takes into account the various forms of input	0.0	1.9	11.3	34.0	52.8	4.38	0.77
The material takes into account the various forms of tasks*	0.0	1.9	15.4	34.6	48.1	4.29	0.80
The material is free from stereotypes	0.0	1.9	11.3	54.7	32.1	4.17	0.70
The material links tasks and assessment	3.8	3.8	5.7	47.2	39.5	4.15	0.97
Arithmetic Mean						4.25	0.60

*For this item n = 52; 1 = Not at All; 5 = To a Very Large Extent.

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Content and Pedagogy 2)

Table 7

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Content and pedagogy 2)

Teachers' opinion (Factor 2)	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
The material takes into account the learners' schema in the teaching-learning process	0.0	5.7	20.7	28.3	45.3	4.13	0.94
The material incorporates the concept of reflective learning and critical thinking*	0.0	3.9	25.5	33.3	37.3	4.04	0.89
The material takes into account the concept of differentiation	0.0	7.5	30.2	28.3	34.0	3.89	0.97
The model emphasizes both the process and product	0.0	7.5	22.6	45.3	24.6	3.87	0.88
Arithmetic Mean						3.98	0.66

*For this item n = 51; 1 = Not at All; 5 = To a Very Large Extent.

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Coherence and Organization)

Table 8
Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Coherence and organization)

Teachers' opinion	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
Relationships among elements are clear	0.0	1.9	18.9	32.1	47.1	4.25	0.83
All elements are properly linked to one another	0.0	3.8	17.0	41.5	37.7	4.13	0.83
The elements are properly sequenced	0.0	3.8	20.8	35.8	39.6	4.11	0.87
The organization is simple enough to be understood*	0.0	5.8	17.2	46.2	30.8	4.02	0.85
The elements are clearly and logically grouped and sub-grouped	0.0	9.4	20.8	34.0	35.8	3.96	0.98
Arithmetic Mean						4.08	0.63

*For this item n = 52; 1 = Not at All; 5 = To a Very Large Extent.

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Applicability and Usability)

Table 9
Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Applicability and usability)

Teachers' opinion	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
The elements of the material can be adopted for use in other lessons/topics	0.0	0.0	15.1	34.0	50.9	4.36	0.74
The material does not conflict with any established teaching frameworks	0.0	1.9	15.1	35.8	47.2	4.28	0.79
The material can accommodate acceptable and established principles and theories in FL teaching and learning	0.0	0.0	15.1	45.3	39.6	4.25	0.71
The material allows flexibility and creativity on the part of the teacher	0.0	1.9	18.9	32.1	47.1	4.25	0.83
Arithmetic Mean						4.28	0.58

1 = Not at All; 5 = To a Very Large Extent.

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Clarity of Appearance)

Table 10

Teachers' opinion about ELDS method's potential to support English language acquisition skills of pre-K students and pre-K student engagement in learning English (Clarity of appearance)

Teachers' opinion	Percentages					<i>M</i>	<i>SD</i>
	1	2	3	4	5		
The illustrations/graphs are appropriately used	0.0	0.0	1.9	28.3	69.8	4.68	0.51
All labels/headings are clear and comprehensible	0.0	0.0	0.0	39.6	60.4	4.60	0.49
No elements and sub-elements are overlapping and redundant*	0.0	0.0	5.8	30.8	63.4	4.58	0.61
Arithmetic Mean						4.62	0.41

*For this item n = 52; 1 = Not at All; 5 = To a Very Large Extent.

Examination of the Factors in terms of Gender

Table 11
Examination of the Factors in terms of Gender

Factor	Group	n	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Content and pedagogy FC1	Female	33	4.21	0.66	-0.67	50	.50
	Male	19	4.33	0.46			
Content and pedagogy FC2	Female	33	3.96	0.65	-0.33	49	.74
	Male	18	4.03	0.70			
Coherence and organization	Female	33	4.08	0.62	-0.03	50	.97
	Male	19	4.08	0.65			
Applicability and usability	Female	34	4.33	0.53	0.80	51	.43
	Male	19	4.20	0.67			
Clarity of appearance	Female	33	4.51	0.43	-3.33	49.92	<.01
	Male	19	4.82	0.26			

Examination of the Factors in terms of Graduation

Table 12

Examination of the Factors in terms of Graduation

Factor	Group	n	M	SD	F	<i>p</i>
Content and pedagogy FC1	University	35	4.27	0.64	0.18	.84
	Master	12	4.27	0.52		
	Higher	5	4.10	0.52		
Content and pedagogy FC2	University	34	4.00	0.65	0.49	.61
	Master	12	3.85	0.76		
	Higher	5	4.20	0.54		
Coherence and organization	University	35	4.08	0.60	0.01	.98
	Master	12	4.10	0.64		
	Higher	5	4.04	0.93		
Applicability and usability	University	36	4.23	0.63	0.88	.42
	Master	12	4.48	0.43		
	Higher	5	4.20	0.48		
Clarity of appearance	University	35	4.61	0.45	0.05	.95
	Master	12	4.64	0.33		
	Higher	5	4.67	0.33		

Examination of the Factors in terms of Work Area

Table 13

Examination of the Factors in terms of Work Area

Factor	Group	N	M	SD	<i>F</i>	<i>p</i>
Content and pedagogy FC1	Kindergarten	18	4.29	0.78	0.65	.63
	Primary	5	4.00	0.35		
	Secondary	6	4.54	0.40		
	High school	7	4.29	0.53		
	University	16	4.17	0.51		
Content and pedagogy FC2	Kindergarten	17	3.79	0.68	1.03	.40
	Primary	5	4.10	0.70		
	Secondary	6	4.33	0.47		
	High school	8	4.19	0.83		
	University	15	3.92	0.59		
Coherence and organization	Kindergarten	18	4.17	0.55	0.58	.67
	Primary	5	3.80	0.75		
	Secondary	6	4.30	0.47		
	High school	7	4.09	0.54		
	University	16	3.99	0.77		
Applicability and usability	Kindergarten	18	4.26	0.62	0.65	.63
	Primary	5	4.05	0.57		
	Secondary	6	4.08	0.61		
	High school	8	4.31	0.75		
	University	16	4.44	0.44		
Clarity of appearance	Kindergarten	18	4.56	0.46	0.28	.88
	Primary	5	4.67	0.33		
	Secondary	6	4.72	0.39		
	High school	7	4.57	0.57		
	University	16	4.67	0.32		

Examination of the Factors in terms of Experience

Table 14

Examination of the Factors in terms of Experience

Factor	Group	N	M	SD	F	<i>p</i>
Content and pedagogy FC1	0 - 5 years	18	4.39	0.68	1.47	.24
	6-10 years	22	4.09	0.60		
	More than 10 years	12	4.35	0.42		
Content and pedagogy FC2	0 - 5 years	17	3.76	0.76	1.84	.17
	6-10 years	23	4.16	0.58		
	More than 10 years	11	3.95	0.60		
Coherence and organization	0 - 5 years	18	3.87	0.59	5.36	<.01
	6-10 years	22	4.00	0.65		
	More than 10 years	12	4.55	0.38		
Applicability and usability	0 - 5 years	18	4.26	0.47	0.29	.74
	6-10 years	23	4.24	0.70		
	More than 10 years	12	4.40	0.52		
Clarity of appearance	0 - 5 years	18	4.63	0.43	2.79	.07
	6 - 10 years	22	4.50	0.43		
	More than 10 years	12	4.83	0.22		

APPENDIX D

Figures

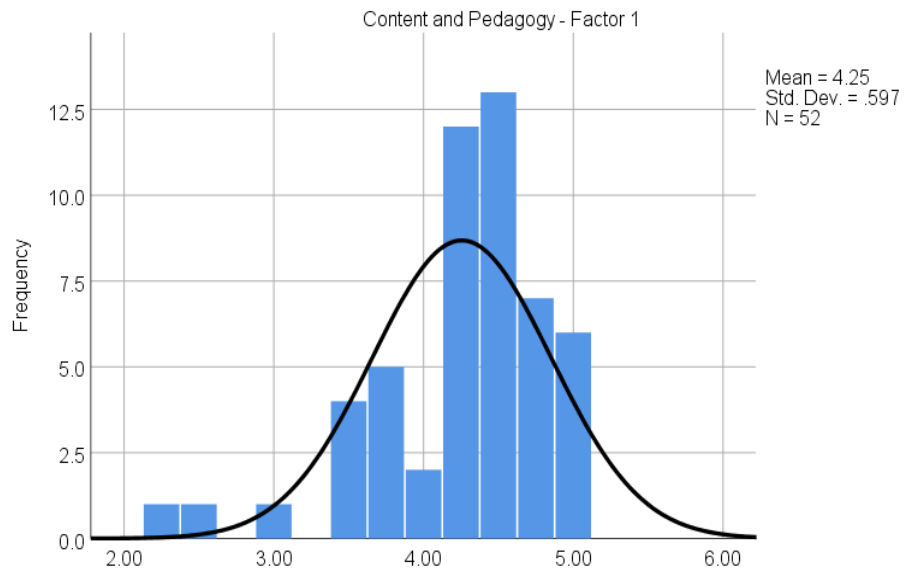


Figure 1. Content and pedagogy – Factor 1

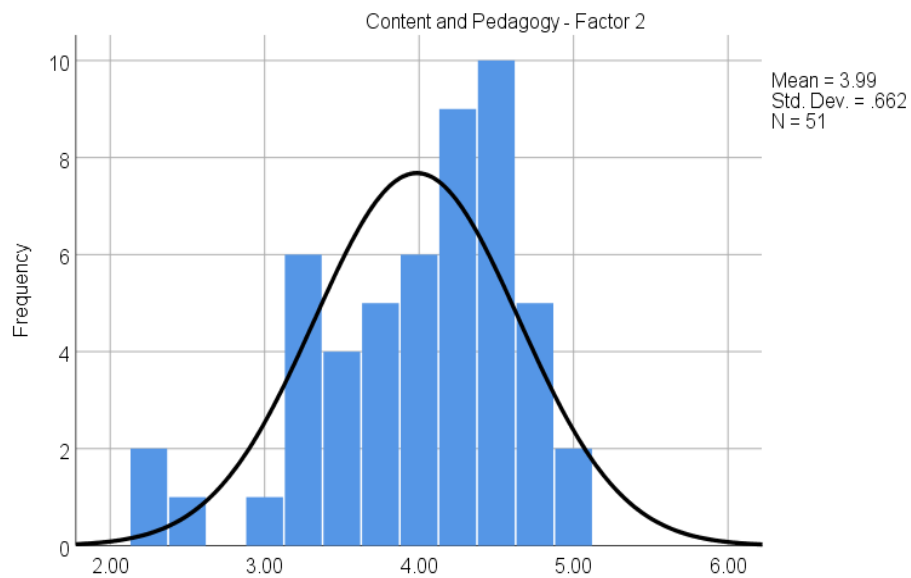


Figure 2. Content and pedagogy – Factor 2

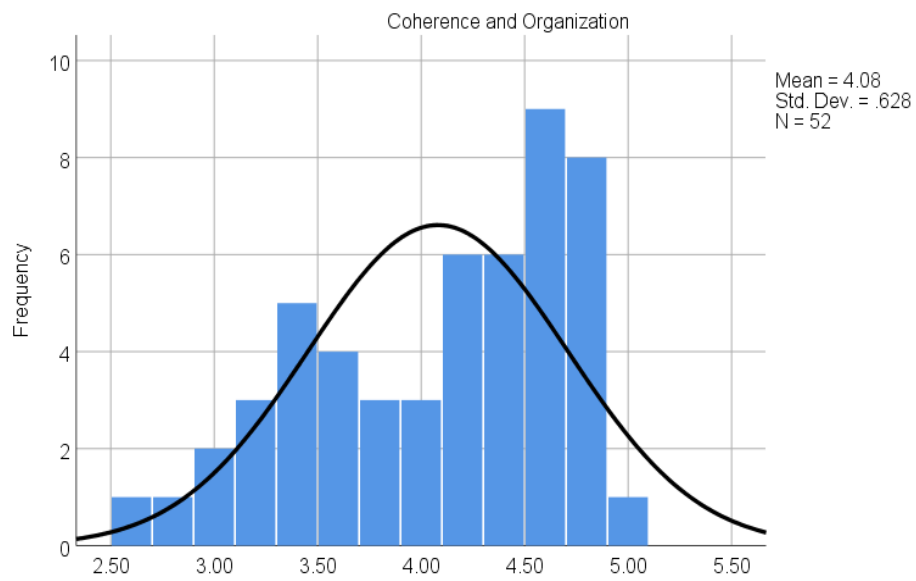


Figure 3. Coherence and organization

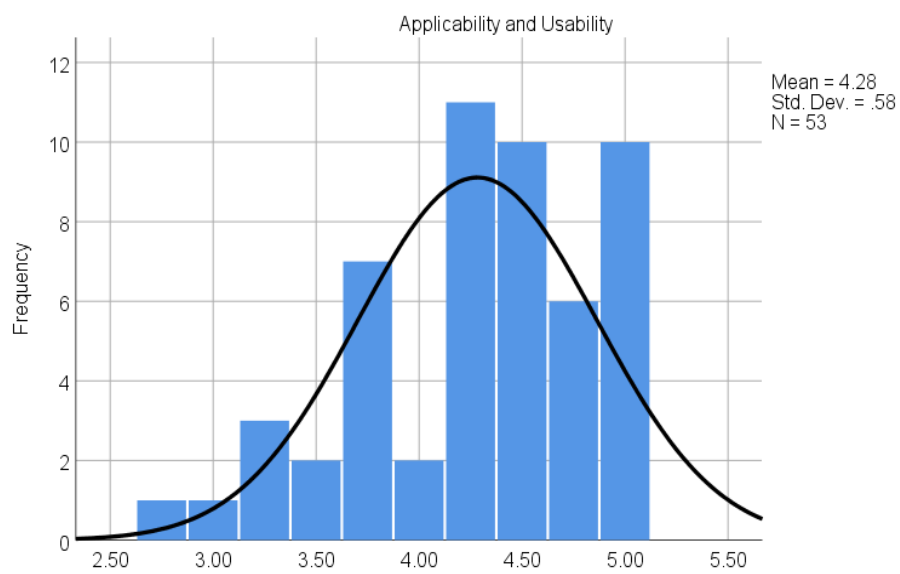


Figure 4. Applicability and usability

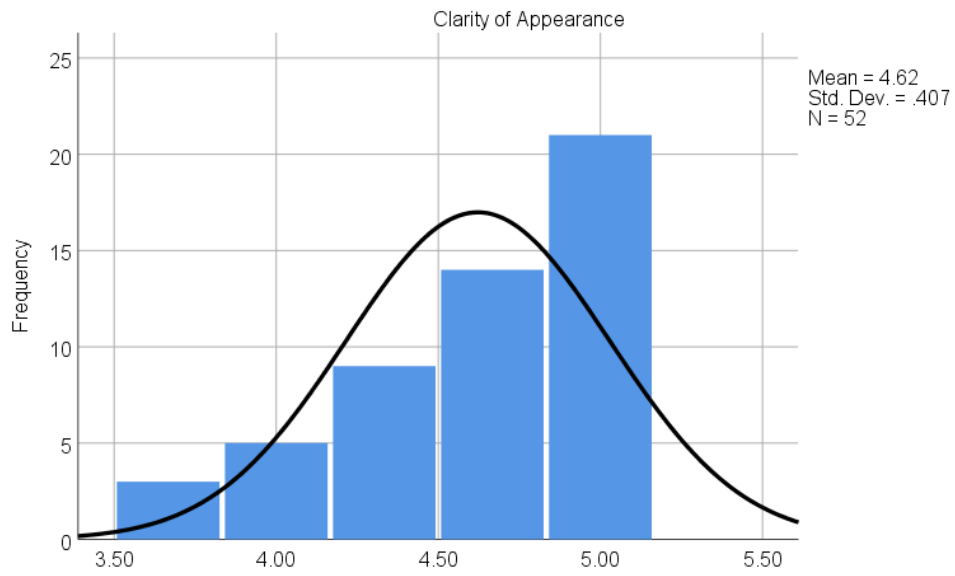


Figure 5. Clarity of appearance

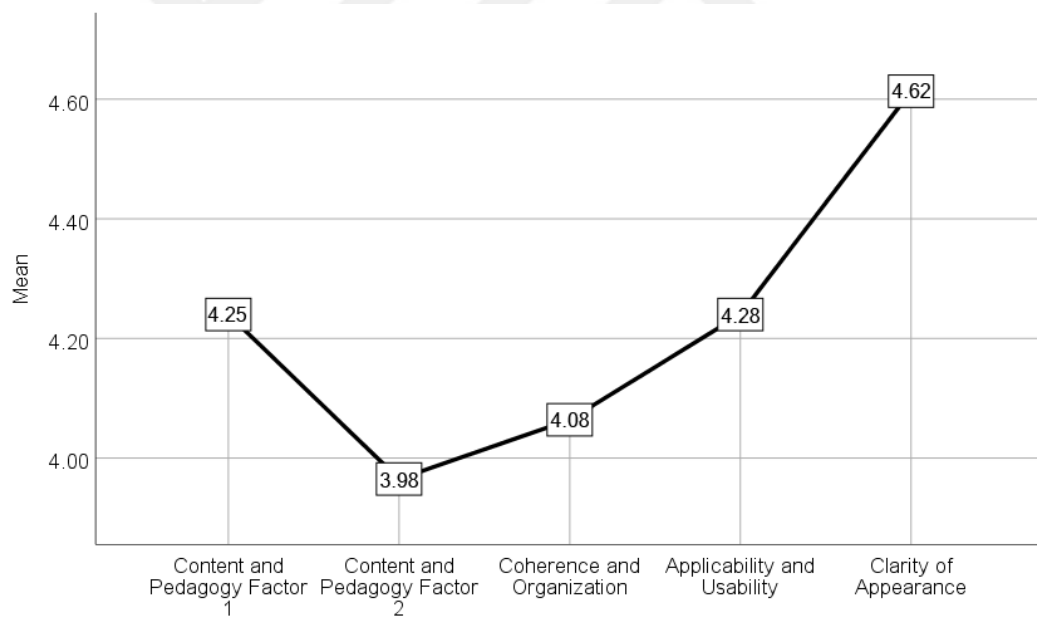


Figure 6. Means of scales

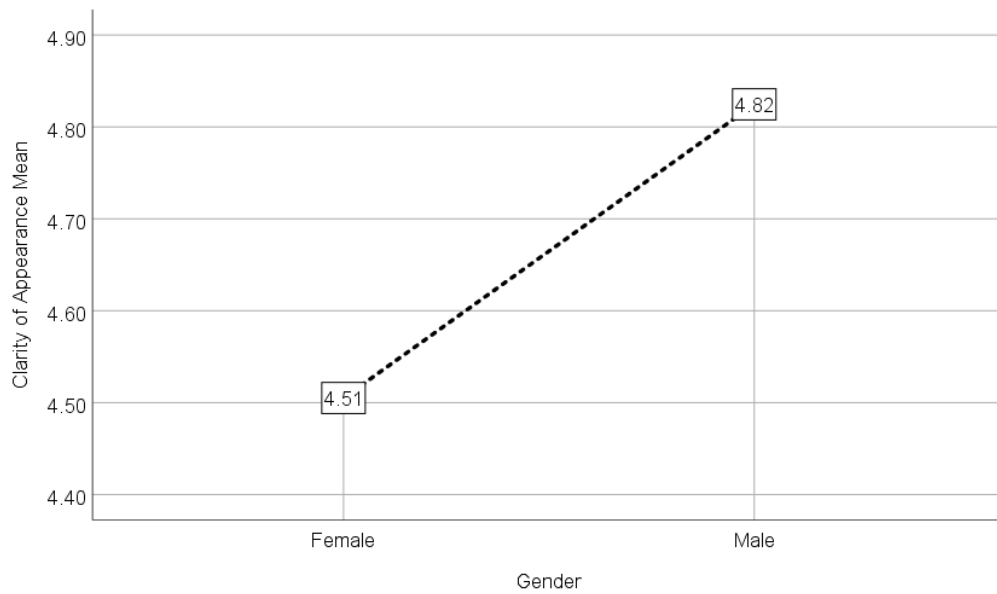


Figure 7. Clarity of appearance review in terms of gender

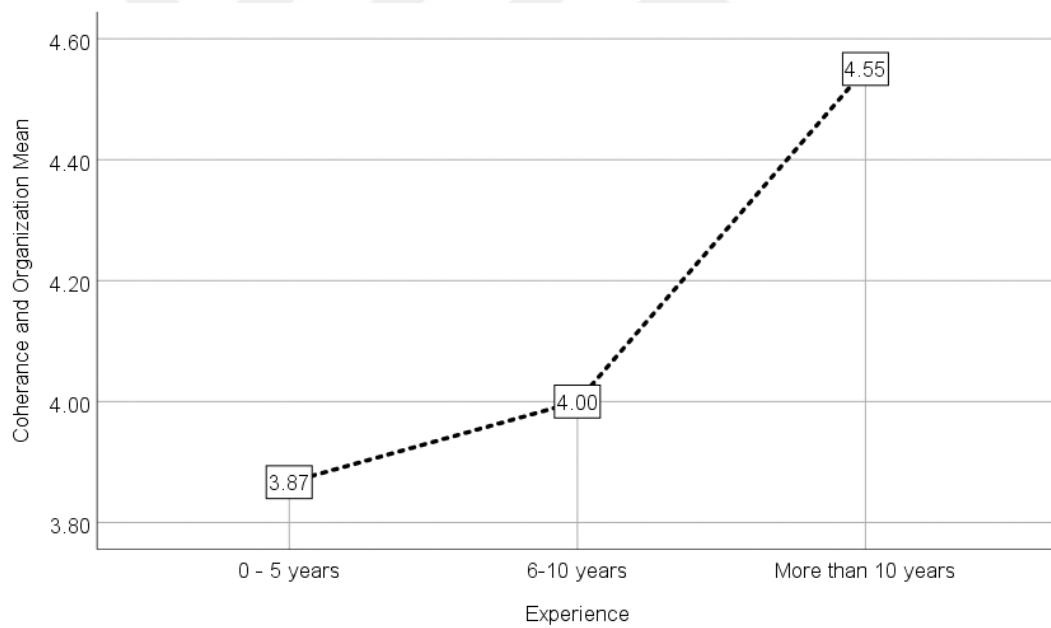


Figure 8. Coherence and organization review in terms of experience