

**AKDENIZ UNIVERSITY  
THE INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
ENGLISH LANGUAGE TEACHING MASTER PROGRAM**

**THE EFFECTS OF ELP USE IN PRESCHOOL EDUCATION ON  
CHILDREN'S SOCIO-EMOTIONAL ADAPTATION AND SELF-CONCEPT  
DEVELOPMENT**

**MA Thesis**

**Ezgi GENCER**

**Antalya**

**June, 2014**

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**Supervisor**

**Assoc. Prof. Dr. Binnur GENÇ İLTER**

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Tez Konusu:

The Effects of ELP Use in Preschool Education on Children's Socio-emotional Adaptation  
and Self-concept development.

Onay: Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

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## **ABSTRACT**

### **THE EFFECTS OF ELP USE IN PRESCHOOL EDUCATION ON CHILDREN'S SOCIO-EMOTIONAL ADAPTATION AND SELF-CONCEPT DEVELOPMENT**

GENCER, Ezgi

Master of Arts, Department of Foreign Languages English Language Teaching

Supervisor: Associate Professor Dr. Binnur GENÇ İLTER

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The present study was conducted to determine the effects of ELP use in preschool education on children's socio-emotional adaptation and self-concept development.

To answer the research questions, quantitative and qualitative analyses of the effects of the ELP use in preschool on children's socio-emotional adaptation and a self-concept development were made. This study was conducted over 12 weeks during 2011-2012 spring semester. This research is generated by two sample groups. First sample group consists of 18 children at the age of 6. Second sample group has 16 children, who are 6 years old. The former is experimental group and the latter is control group. Totally, 34 children take part in sample group of the study. In the quasi-experimental design on the study, pre-test and post-test with the control and experimental groups were used. Two-Way ANOVA for Repeated Measures was used for statistical data analysis. In this study in order to define student's social-emotional adaptation and self-concept development, Self-concept Development Scale (2000), which was designed by Dr. Donald Demoulin and Social-emotional Adaptation Scale (MASDU) (2002-2003), which was designed by an expert group who were academicians at Marmara University, were administered to all students twice. Each of the classes took the same self-concept development scale and social-emotional adaptation scale as a pre-test separately before employing European Language

Portfolio (ELP). The Language Portfolio, which is used in American Culture Kids, is not a validated European Language Portfolio model, yet it resembles a very young learners European Language Portfolio model validated by Council of European Language Policy Revision. The results of the study indicated that the self-concept development and social-emotional adaptation clearly claim that European Language Portfolio affects children positively

**Keywords:** Young Learners, Self-Concept Development, Social-Emotional Adaptation, European Language portfolio, Learner-centered activities.

## ÖZET

### **AVRUPA DIL PORTFOLYOSUNUN OKUL ÖNCESİ EĞİTİMDE ÇOCUKLARIN SOSYO-DUYGUSAL ADAPTASYONLARINA VE BENLIK ALGILARINA ETKISI**

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Danışman: Doç. Dr. Binnur GENÇ İLTER

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Bu çalışma Avrupa Dil Portfolyosunun okul öncesi eğitimde çocukların sosyo-duygusal adaptasyonlarına ve benlik algılarına etkisini araştırmayı amaçlamaktadır. Buradan yola çıkarak, araştırma sorusuna nitel ve nicel araştırma yöntemleri ile yanıt bulunmaya çalışılmıştır. Çalışma 2011-2012 bahar yarıyılında on iki hafta olarak planlanmıştır. Araştırmadaki birinci grup 6 yaşında 18 çocuktan oluşmaktadır; ikinci grup 6 yaşında 16 çocuktan oluşmaktadır. İlk grup deney, ikinci grup ise kontrol grubudur. Toplamda 34 adet denek çalışmada yer almıştır. Yarı deneysel yöntem ile deney ve kontrol grubuna ön test ve son test uygulanmıştır. İstatistiksel veri analizi için tekrarlı ölçümelerde iki faktörlü ANOVA kullanılmıştır. Çalışmada çocukların benlik algılarının gelişimini ölçmek için Dr. Donald Demoulin tarafından tasarlanan Benlik Algısı Gelişimi Ölçeği (2000) kullanılmıştır. Sosyo-duygusal adaptasyon düzeylerini ölçümede ise Marmara Üniversitesi’nde çalışan uzman bir akademik kadro tarafından tasarlanan MASDU (2002-2003) ölçeği araştırmada yer alan her çocuğa uygulanmıştır. Her iki ölçek ön test ve son test olarak uygulanmıştır. Avrupa Dil Portfolyosu kullanılmadan önce ve kullanıldıktan sonra ölçekler araştırmada yer alan her çocuğa uygulanmıştır. Amerikan Kültür Dil Merkezi okul öncesi dil eğitimi süresince Avrupa Dil Portfolyosu (ADP) kullanmaktadır. Kullanılan portfolyo geçerliliği olan bir Avrupa Dil Portfolyosu değildir fakat Avrupa Dilleri Ortak

Çerçeve Programı tarafından geçerliliği kabul edilen portfolyonun benzeridir. Kullanılan portfolyo Amerikan Kültür Dil Merkezi tarafından okul öncesi dil eğitimi alan çocuklar için tasarlanan dil portfolyosudur. Yapılan uygulamaların sonucuna göre dil portfolyosu uygulanan grubun diğer gruba göre sosyo-duygusal adaptasyonlarının ve benlik algılarının daha yüksek olduğu tespit edilmiştir. Dil eğitimi süresince dil portfolyosu kullanımın çocukların sosyo-duygusal adaptasyonlarının ve benlik algılarının gelişiminde etkili olduğu sonucuna varılmıştır.

**Anahtar Sözcükler:** Genç Öğrenenler, Sosyo-Duygusal Adaptasyon, Benlik Algısı, Avrupa Dil Portfolyosu, Öğrenci-Odaklı Etkinlikler.

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## **LIST OF ABBREVIATIONS**

- CEF: Common European Framework of Reference
- CEFR: The Common European Framework of Reference for Languages
- ELP: European Language Portfolio
- ESL: English as a Second Language
- MNE: Ministry of National Education
- MASDU: Marmara Socio-emotional Adaptation Scale
- SPSS: Statistical Package for Social Sciences

## **CHAPTER I**

### **INTRODUCTION**

The present study was conducted to determine the effects of ELP use in preschool education on children's socio-emotional adaptation and self-concept development. This chapter examines a general background of the study in order to help the readers familiarize themselves with the study. In the first section, background to the study will be presented. In the second section, the problem of the study will be explained in details. The purpose of the study will also be stated together with the research question in the third section. Following the hypothesis, the method of research adopted for this study will be explained. In the fifth section, the scope of the study will be provided. Furthermore, significance and limitation of the study will be included in this chapter. Finally, in the last section, definition of the key terms that are essential for the study will be presented.

#### **1.1. Background to the Study**

Generally pre-school education is a good way for increasing children's potential and it attracts a lot of attention recently. A number of studies have revealed that experiences which are gained during preschool years have a deep impact on the subsequent accomplishments of an individual, and that kindergartens have a major influence on child development because these are places where children spend most of their preschool time. Early childhood education has a special importance among all other processes because development is shaped at a large extent during the 0-6 year period of children. The process of preschool education has both short and long

term influences on children and society since early childhood development is cited as a key to social development. The quality of the physical and social environment affects child development in this education process, thus in order to develop the conditions of the physical environment, teachers of these young learners should try to reach the best design solutions by getting children's ideas about their educational environment. The teacher needs to recommend, guide and support the learners in order to ensure continuous improvement over a period of time. He or she should help the learners to draw up action plans and/or development plans when appropriate and should support the learners in the process of self-evaluation and self-improvement.

In today's world, it is not enough to know and speak only mother tongue. Becoming bilingual by learning a foreign language and even to become multilingual by learning a foreign language are crucial. In the recent years, English has been taught from the very beginning of early childhood so as to meet that demand.

The language knowledge and skills that children promote before they go to school are powerful influences on how well they do during the school years and in later life. It is known that language education is more effective, when it has started from very young ages. Many teachers and experts have accepted that early language education resulted in success. It is widely stated that in the early childhood period acquisition is very effective. Early childhood education enhances lots of positive advantages. The environment supports children's personal development and characteristics. Hence, pre-school education prepares children for next education steps. Children are supported physically, emotionally and socially by pre-school education process.

Young learners have a great talent in order to learn languages, they can learn more than one language at the same time. When children start to learn language during preschool process, they have positive attitude to foreign language. That's why early language education is very essential, so all elements should be prepared for best education. Adequate and appropriate materials, positive learning environment and good instructor are main domains for perfect pre-school education. In addition to these, the foremost factor is directing learners to use the language. Somehow teachers need to support and foster language use.

It is a well-known fact that children are perfect language learners. Chomsky (1980, p. 230) Children's are talented language learners. It is believed that human brain has already had grammatical structures, so young learners has already known about rules, they just need to discover them. For young learners language learning is natural process, the more we grow, we lose that ability. This theory is named as the universal grammar theory. . Chomsky (1980, p. 231.) Although language has different sounds and systems, they all have same structures indeed. Furthermore, second language acquisition theory may tell use the reason why young language learners are better than adults. Actually, language should be acquired rather than learned. Teachers should provide real life like activities to their students in the classroom; hence learner can internalize the language and as it happens in the first language. Children, who are intentionally adopted as preschoolers, encounter a language learning challenge that is similar to that of an infant; they are exposed to child-directed speech in the context of daily routines and must learn the new language to communicate with their teachers despite little access to bilingual informants and limited meta-linguistic abilities (Gombert, 1992). However, these children are cognitively more advanced and

physically more mature than their infant counterparts and have already started to learn one language.

On the other hand; Language Portfolio may be a good vehicle for both language learning and improving social emotional adaptation and self-concept development. European Language Portfolio is based on The Common European Framework of References for Languages (CEFR). It is made up of three components “language biography, language passport and the dossier” (Council of Europe, 2001). CEFR serves as a guide for language learners by explaining what to do in order to use language efficiently. CEFR is intended to develop interaction between educational institutions that take place in different countries, provide a sound basis for the identification of language competences, and help the educators, learners, course designers, examining bodies and educational administrators to set and organize their effort (Council of Europe, 2001). As one of the foremost aims of the CEFR is directing students to be autonomous learners, it supports them in terms of social emotional adaptation and self-concept development, which are crucial for child's personal development. According to Mirici (2006), the use of ELP has both reporting and pedagogical functions. In addition to these, self-concept development and social emotional adaptation are essential terms for preschool education. Self-concept refers to self-evaluation or self-perception, and it represents the sum of an individual's beliefs about his or her own abilities (Hadley, Hair and Moore, 2008). In preschool period, child's personal development is shaped so teacher needs to select materials, activities and also design the lesson in order to support them in this period. School readiness is an important term for academic success. There are a lot of factors that affect school readiness. For instance, controlling emotions, behaviors and setting good relations with peers are crucial features. Researchers have states that School

success is affected by children's socio-emotional adaptation and self-concept development (Raver & Zigler, 1997). Most children have short motivation span and this affects them negatively hence they cannot control their emotions and follow teacher's instructions (Ladd, Kochenderfer & Coleman, 1997).

Young learners are ready for learning, hence whatever they experience and see they try to imitate or internalize it. Children should be supported through preschool education and language, so young learners can realize their abilities and capabilities. ELP can be a good vehicle for teaching students how to be autonomous and promoting their social emotional adaptation and self-concept development. As it is widely known that ELP supports both linguistic, intercultural development and it has pedagogical functions. The aim of the study is to examine and identify the effects of ELP on very young learners' social emotional adaptation and self-concept development.

## **1.2. Statement of the Problem**

The purpose of this research is to find out and discuss the relationship between the use of ELP and children's social emotional adaptation and self-concept development. Children's social emotional adaptation and self-concept development are considered to be in pedagogical content, therefore, as a pedagogical truth; the ELP is assumed to have a significant role in children's social emotional adaptation and self-concept development. Generally social emotional adaptation and self-concept development are cited as abstract topics, and most of the teachers ignore them. That ignorance may be attributed to various factors, including the characteristics of learners such as anxiety, lack of motivation, bad attitudes and being shy. Yet these two terms are back bones of child's personal development. Moreover, they have great impact on child's

future academic success. Teachers of very young learners should know about their students and find ways to support their personal development.

Recently, many researchers have been studied on ELP in language teaching and learning area. The Council of Europe constitutes ELP. It is a vehicle for evaluating language proficiency and intercultural experiences. Also it shows our language competences and knowledge. Actually the ELP has two main functions: a reporting function and a pedagogical function. Although a significant number of studies and pilots have focused on the pedagogical component of the ELP, there are still important aspects of the pedagogical function that have not been fully researched yet, such as the fundamental objective of the ELP which is “How Language Portfolio use affects young learners personal development?”.

According to the *ELP Principles and Guidelines* (Council of Europe, 2012), the ELP is a handbook to foster “the language learner’s improvement” and “on-going learning type”; it was conceived as “a tool to promote learner autonomy”.

In this sense, it enhances students’ self-awareness development. In other words, it has a positive effect on self-concept development. Moreover it is a self-assessment tool and it provides the awareness of learner autonomy. Learning autonomy is a foremost term in the field of education; it is highly related with knowing his or her abilities and taking his or her own learning responsibilities. In this aspect, it may affect both social emotional adaptation and self-concept development (Council of Europe, 2001). ELP is an indispensable material for highlighting self-reflected and autonomous learning. It is possible that some students may be keen to take responsibility of their own learning from the very beginning of the education period. However, most teachers know that this is unlikely unless they support and direct children how they learn and how this learning can be made more effective (Harmer,

2007). Throughout preschool period, as a first step for improving self-concept development and social emotional adaptation, students are encouraged, or even forced to take responsibility for what they are doing. Language Portfolio allows students to express feelings more freely than they might do during examinations. Moreover, Language Portfolio provides an opportunity for students to think both about how they are learning and how they achieve success (Harmer, 2007).

If children can control and direct his or her life and make decisions individually, it means that he or she has the sense of self-reliance. In this sense, self-reliance and cognitive autonomy are interrelated with each other in terms of their meanings (Sessa & Steinberg, 1991, cited in Zimmer-Gembeck & Collins 2003). Noom et al. (2001) have described cognitive autonomy as making independent decisions and defining a certain goal. Moreover, it consists of balancing other peoples, individuals feelings and thoughts and making self-evaluation (Beckert, 2005).

There are ranges of roles that the teacher needs to perform throughout preschool period. Teacher should provide effective teaching and have different roles that are selected for each situation. Helping students to remember and formulate a point, the teacher should be a prompter, observer, guide and even sometimes a language learner (Hedge, 2011). However, when we observe teachers of young learners, most of them ignore some of their responsibilities or even sometimes they do not know how to apply those kinds of activities and ELP.

### **1.3. Purpose of the Study**

ELP has been extensively studied in language teaching and learning fields recently. The main aim of this research is to study out and discuss the relationship between the use of ELP and children's social emotional adaptation and self-concept development.

As a pedagogical fact the ELP is assumed to have a significant role in children's social emotional adaptation and self-concept development, these terms are considered to be in pedagogical content. In order to achieve this aim, Language Portfolio has been applied to six years old preschool students. The research has been observed and study preschool students, who are at the age of six. ELP has been used to support learner's personal development in terms of social emotional adaptation and self-concept development. As participants are very young learners, it cannot be expected them to be totally autonomous. The main purpose of the study is to identify the differences in students' social emotional adaptation and self-concept development levels before and after Language Portfolio is used by means of Demoulin's Self-concept Development Scale and Social Emotional Adaptation Scale (MASDU, 2002-2003). With this research, we hope that the instruments and findings will provide basis for further researches in different educational institutions.

Based on the purposes above, this study addresses the following research questions:

**Research Questions 1:** What is the effect of the ELP on children's socio-emotional adaptation and a self-concept development use in Preschool?

**Research Questions 1.2:** What is the effect of ELP use on experiment group students' self-concept development?

**Research Questions 1.3:** What is the effect of ELP use on experiment group students' social emotional adaptation?

**Research Questions 1.4:** Is there a significant difference between experimental group students and the control group students in terms of self-concept development and social emotional adaptation at the beginning of the study?

**Research Questions 1.5:** Is there a significant difference between experimental group students' self-concept development and social emotional adaptation according to the pre-test and post-test results?

**Research Questions 1.6:** Is there a significant difference between control group students' self-concept development and social emotional adaptation according to the pre-test and post-test results?

**Research Questions 1.7:** Is there a significant difference between experimental group students and the control group students in terms of self-concept development and social emotional adaptation at the end of the study?

#### **1.4. Hypothesis**

As it is stated above, the study has been designed to find out the effect of the ELP use in preschools on children's socio-emotional adaptation and self-concept development. Under the light of the research questions which are presented above, three hypotheses formulated for his study are as follows:

1. The use of ELP in preschool education will promote students' social emotional adaptation.
2. The use of ELP in preschool education will improve students' self-concept development.

3. Students will have positive opinions towards the use of ELP in class.

### **1.5. Method of the Study**

The present study was carried out in American Culture Kids and Captain Preschool in Antalya and sampling groups were six years old preschool learners. The present study intended using of ELP in preschool education to promote students' social emotional adaptation and self-concept development. An experimental research design incorporating both qualitative and quantitative instruments was used to accomplish the objectives of the study. As experimental and control group students were compared, one of them used ELP throughout the process and the other one did not use it, they just got English courses hourly. Hence, Experimental and Control groups were from different kindergartens. The sample of the study consists of 34 students that is two six-year-old learner groups, whose language proficiency levels are equal. Also, their educational background are same. Both groups student live in near neighbor, so their socio-economic status are equal with each other. Socio-economic status is very effective for very young learners. Both experimental and control groups' children live with their parents and we assume that they use Turkish during their daily life as mother tongue.

Two groups were chosen in order to gain quantitative data, one of them used as control group and the other as experimental group. In this study, in order to define student's socio-emotional adaptation and self-concept development, the Self-concept Development Scale (2000), which was designed by Dr. Donald Demoulin and the Social-emotional Adaptation Scale (MASDU) (2002-2003), which was designed by an expert group who were academicians at Marmara University, were administered to all students twice. Each of the classes took the same self-concept development

scale and socio-emotional adaption scale as a pre-test separately before employing ELP. Before the term started, the teacher, who would apply the language portfolio, was trained about language portfolio usage for nearly two weeks. Detailed information was given related with the purpose, features and effects of ELP in order to reflect the core of the language portfolio.

Language portfolio is used in American Culture Kids. It is not a validated ELP model, yet it resembles a very young learners ELP model validated by Council of European Language Policy Revision. As the target population is very young learners, language portfolio model is mainly based on cultural diversity, self-awareness and language awareness. Being totally autonomous learner is not expected because learners are very young. In American Culture Kids, children have both English teacher and preschool teacher in the classroom throughout learning process. In Captain Kindergarten, ELP is not used. They take hourly English class and they have only preschool teacher during the day.

In the process of the study, the same syllabus was implemented, yet different kinds of activities were used with two groups and experimental group was introduced language portfolio which was related to the subject of the week's syllabus. For experimental group students, learner-based activities, songs, riddles were used in order to support ELP. Students learned the language and used the ELP as a natural thing. Experimental group students were directed to learn and use the language through real-life like activities. Commonly, simulation activities made and TPR was used as a method, because spoken production and spoken interaction were very important for experimental group students. Based on CEFR assessment grid, experimental group' children were A1 and they made self-reflection according to that level. On the other hand; control group's children got traditional language education.

They had limited time for using and hearing the language and they did not have chance for making self-reflection.

After the instruction process was completed, self-concept development and social-emotional adaptation scales were applied as a pre and post-test. These pre and post outputs were analyzed in details in the light of the literature reviewed and the data collection tools. And then they were computed and analyzed. In data analysis, SPSS 16.00 (Statistical Package for Social Science) and Windows Office Excel 2010 were used.

### **1.6. Scope of the Study**

This study focuses on investigating the effect of the ELP use in Preschool on children's socio-emotional adaptation and a self-concept development. This study was carried out in different kindergarten. Both in American Culture Kids and Captain Kindergarten in the 2011-2012 educational years. Study groups consisted of 34 children. For the study, 6 year-old young learners were chosen. Control group children were chosen from Captain Kindergarten and Experimental group children were from American Culture Kids.

### **1.7. Significance of the Study**

Preschool education is the core of the early education. Children should learn important items that will help them to develop a strong basis of knowledge needed for both academic success and personal development. Throughout this process young learners are supported in order to promote their competencies. Especially, young learners' personality is developed in this period and it should be taken into consideration. Today, there is a rising agreement among researchers in the literature

examining the preparatory skills for readers that there are interventions that demonstrably aid preschoolers in becoming literate. One of the interventions is bilingualism. When we examine researches about gaining more than one language, it can be seen that sociology, psychology, pedagogy, anthropology cover the term bilingualism in terms of different dimensions. While psychology handles bilingualism in terms of intellectual dimensions, sociology examines it through cultural and social dimensions. Moreover in pedagogy, it is taken into consideration in terms of educational aspect, and it is evaluated as language component in linguistics. Pre-school children can easily learn more than one language, they can acquire two languages at the same time. Children can learn both of them effectively and become master. Both bilingual who exposure two languages at the same time and monolingual children have similar competences on language. It is a widely known fact that early language learning has positive effects on children's development. With these cognitive foundations in preschool education, children will be more prepared to achieve the demands that placed on them by school. Language portfolio supports them in this process (Link, 2008). When children have got an effective pre-school education background in terms of language skills, management skills and comprehension, teachers can teach them easily for future education. The ELP supports life-long learning and it provides detailed information about our own personal and language development. It has an open new perspective on education and self-development.

The results of this study can also be used by other preschool teachers since they may have ideas about the effects of language portfolio. Moreover this study can also serve the other researchers who are interested in ELP and preschool education for further different studies.

## **1.8. Limitations of the Study**

It should be acknowledged that there are some limitations of this research. The relationship between variables such as gender has not been analyzed. Additionally, this research focused on a specific group of teachers and students. The results derived from this study are administered to only 34 preschool students and two teachers. Therefore, conclusions need to be confirmed with the similar studies across different universities in Turkey and in the other countries.

Another limitation is related to the Self-concept Development Scale that was developed by Demoulin (2000). The use of Self-concept Development Scale has its own limitations. Responses to scale may not reflect reality or they may demonstrate students' behavior in same sense. Students could have different interpretations of the questions in the scale even though they are in their first language.

The credibility of the information presented by students and teachers is questionable, as it depends, like all other data collection instruments, on the truthfulness and proper understanding of the respondents. In spite of the limitations due to the lack of student and teacher population, the present study provides invaluable information regarding the relationship between the use of ELP and children's social emotional adaptation and self-concept development.

## **1.9. Definitions of Terms and Phrases**

**Preschool education:** As the name suggested kindergarten is children's garden and in this garden teachers nurtured children like growing plants. This name was given by Friedreich Froebel, who set up the first kindergarten in Germany in 1840 (Caner, Subaşı, Kara, 2010, p. 16). One of the fundamental processes for life is preschool and it provides the highest level of learning ability (MoNE, 2003). During children's

early impressionable years, children identify their behaviors with their parents and internalize different ways of behaviors that they have observed. Preschool education is the second part of that improvement. Schools cannot be expected the whole responsible for the personal and moral development of children, yet they need to support all sections of the society. They share the responsibility for nurturing the young (Cashdan and Overall, 1998, p. 10).

**Socio-emotional adaptation:** Socio-emotional development affects person's emotions and social relations with other people. It also affects our feelings and thinking. In this development process, we should ask ourselves "who we are" and we need to analyze our own identity. Socio-emotional development covers certain terms like ethnicity, intelligence, skills, family and socio-economic status. Children's socio-emotional development is core to how well they attach to their primary caregivers, adapt in educational and community settings, and integrate within society (Link, 2008, p. 57). Socio-emotional competence has been included cooperative and pro social behavior, peer friendships and adult relationships. It is an appropriate management of aggression and conflict. Also it means development of a sense of mastery and self-worth and emotional regulation and reactivity" (Aviles, Anderson, & Davila, 2006, p. 152).

**Self-concept development:** The composite of ideas, feelings and attitudes people about themselves are described as self-concept.(Hilgard, Atkinson & Atkinson, 1979, p. 48). Also, we could evaluate the self-concept to be our attempt to explain ourselves to ourselves, in order to build a scheme, which organizes our impressions, feelings, and behaviors about ourselves. Yet that model or scheme may be temporary, and changeable. Our self-perceptions vary from situation to situation and from one event to the other (Woolfolk, 1998, p. 168). Self-concept is unique and it

can develop according to the understanding of self. Person's identity, body image and role in the society determine self-concept. It motivates children to be independent (Franken, 1994, p. 148).

**Common European Framework of Reference for Languages:** Common European Framework over all serves to the aims of Council of Europe. The Framework describes language proficiency through a group of scales composed of ascending level descriptors in terms of outcomes. Descriptors supplement a broad compendium information about language learning, teaching and assessment (Weir, 2005). According to the Common European Framework, comprehensive means that it should try to reflect as a great range of language knowledge, and skills. Users' objectives should be described by references. Language proficiency is investigated in different dimensions and it provides a lot of reference points that identify language progress in learning (Council of Europe 1998, 2001, p. 6).

**European Language Portfolio:** The ELP is based on the Common European Framework of Reference for Languages that supplies a general basis for the reinforcement of language syllabuses, curriculum guidelines, examinations, textbooks across Europe (Council of Europe 1998, 2001). Foreign language teaching activities are supported by ELP and it is a vehicle for improving the quality of communication among other people who have different language and cultural backgrounds Mirici, 2008, p. 45).The Language Biography, the Dossier and the Language Passport create ELP, they are indispensable features of ELP.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

#### **2.2. The importance of preschool education**

Recently preschool education has been a necessity rather than a luxury. It is a good beginning for child's learning, mental and social development. UNICEF cites early childhood education companies as "the best starting point for life" and they also discuss that at this important turning point equal rights should be given to each child. The name, kindergarten (children's garden) suggests a place where children would be carefully nurtured like growing plants. This name was given by Friedreich Froebel, who set up the first kindergarten in Germany in 1840 (Caner, Subaşı, & Kara, 2010). One of the fundamental processes for life is preschool and it provides the highest level of learning ability (MoNE, 2003, p. 36). Preschool is the first step of education (Durualp & Aral, 2011). During children's early impressionable years, children identify their attitudes with their parents and internalize different ways of behaviors that they have observed. Preschool education is the second part of that improvement. Schools cannot be expected to be completely responsible for the personal and moral development of children, yet they need to support all sections of the society. They share the responsibility for nurturing the young (Cashdan & Overall, 1998). Preschool education can support readiness for learning and also child's developmental stages' progress from one stage to the next one easily (Fisher, 1999, p. 3). It is known that preschool is a period which helps to improve their physical,

mental and social progress. Moreover, during this process children's fundamental knowledge is created, thus it should be remembered that preschool education is the foundation of children's education. According to the aims of the MoNE; preschool education is a developmental process, hence the basic aim is to promote children's all developmental areas. Preschool helps to expand the range of children's learning experiences because it provides children social environment. As children are active involvers of that social environment, they have a lot of experiences. They like learning by doing. Sensory experience is fundamental part of the early learning. It is a widely accepted belief that children start to form notions at the very early age. They are open to learn and acquire lots of things in the very early years, when compared it with other period in life (Carr, 2004, p. 16).

Learning might be interpreted as behavior and attitude changes, which result from experience. In the very early years, children learn the appropriate social rules and conventions that form part of the customs and traditions of society, such as telling the truth, keeping promises, caring for property, tidiness, punctuality, politeness. These are just some of the socially acceptable values which children need to learn if they supposed to fit into the fabric of everyday society. When children attend nursery school, they may have the chance to learn the most appropriate behaviour. If they misbehave, if they hit someone, if they throw toys around the room, other children will not want to play with them, adults will rebuke them, thus they can find out the best way by trying out (Cashdan & Overall, 1998, p. 27).

Children can get the very early sample of experience through preschool education. As young children learn through their experience, they learn through constructing knowledge as they interact with the environment and through various activities. Preschools can enhance these facilities to young learners and moreover; it is essential

that those who work with young learners should understand both the process and product aspect of how young children learn (Charlesworth, 1987). Teachers of young learners should specifically be trained for the needs of their target group. Behaviours that gained in childhood period affect human's habits and adulthood personality, so every type of education, which is given in the preschool period, will direct a human's future life. Having qualified education in this process is very important (Durualp & Aral, 2011). 0-6 age period is named as preschool period. Children can learn intensively and also improve basic habits and cognitive abilities easily in this process (Ayrancı, 2008, p. 21). Early childhood development and early childhood education services support for the physical and cognitive development of children (Kaytaz, 2005). Thus, understanding young learner's characteristics, emotions, interests in their cognitive, linguistic aspects is very essential. Both teachers and parents should understand and presume them.

Worldwide researches show that preschool education services have big contribution to both child and parents, yet it takes less money. Preschool education composes of the fastest and the most sensitive development of human life. Experiences and education, which have gained at the first years of life, have a vital effect on learning ability and level of success in the future (Ayrancı, 2008, p. 22). If countries want to develop their economy, policy and social progresses, they need to give importance to education and there should be an obligation on the first education. When child starts to school, it is essential for the school to build educations positively upon student's early experiences at home. Generally, schools should not just play a part in transmitting basic skills like fostering child's academic and intellectual abilities, also they must contribute to child's personal development and behavior generally. Moreover; preschools enhance the arena for developing the necessary skills,

knowledge and understanding required by the young so as to fit them into society as responsible and active citizens. Especially in today's developing world in which experience causes social changes, preschool education tries to offer young learners support as they experience pressure exerted by parents, the peer group, the media and wider society generally. On the other hand, through preschool education learners can realize their abilities and they can think about and discuss important issues relating to their own personal and moral development and schools let them work co-operatively, so they learn how to be a member of the society (Cashdan & Overall, 1998). The pre-school education is the most essential period of the education (Yıldırım, Yılmaz, & Baran, 2007, p. 10).

Children ,who has pre-school education, are more confident, enthusiastic and eager to learn, these kind of children become more successful in their future education. As it is mentioned before the aim of the preschool education is to help children to gain positive attitude and behaviors, and prepare them for further education (Yıldırım, Yılmaz, & Baran, 2007, p. 27). Moreover; children's social abilities such as cooperation, sharing something, participating in group activities, expressing himself or herself in front of other people and taking responsibilities are developed during preschool period. Supporting children's physical, mental and social developments in preschool period enable them both to be a good citizen and having positive personal features in the future. As children's attitude is improved in the very early years of education, they can be more successful both during their education period and their life. Pre-school education is tool for promoting children's self-concept and social abilities. It fosters their self-esteem, so it can ensure lifelong success.

Some researches made by social scientists show that vital part of the learning occurs at the very early years of life. Arnold Gesell (1974, p. 149) states that human's brain

and personality develops most in preschool period. When comparing children who have preschool education, with the others, one can clearly understand that the ones, who have preschool education, have more advantages than the others. Those children can easily leave the undesired behaviors and also they can behave independently (Gürkan, 1981). Early childhood education starts with family. After family, preschool education schools support family to prepare child to the social life. Increasing awareness about the importance of preschool education is an outstanding point that we should underline. Most of the parents are becoming more conscious about preschool education nowadays. Parents know that the quality of time and richness of experience are more essential than elaborate facilities, materials, and equipment. On the other hand; parents are their children's first and lifelong teachers, yet at the same time some of them may limit their children's intellectual growth by allowing excessive, unstructured playtime, figuring "they're just kids" (Rivera, 2008). Even sometimes, parents may label their children as slow learners, or underestimate their children's potential, but that is not the real fact. Early childhood educators design lessons to fit each child's skills and abilities, thus each child can discover his or her own talent and improve it. Parents realize that every moment is an opportunity to learn. In addition to these; school readiness requires intellectual, social, and emotional preparation; by attending preschool education children can gain these qualities (Rivera, 2008). Their missions are to help children's physical, social, emotional, linguistic and cognitive development; prepare them for primary school education; support them to be a person, who can express themselves and show their abilities and creativity rather than just supporting the family for taking care of the child (Yavuz, 2011, p. 11). Parents and schools should be hand in hand, which is very crucial, and an ongoing communication is indispensable for this delicate

process. The teaching staff must be integrated and reflect the community it serves (Rivera, 2008). Recently, English has started to be taught beginning from early childhood. Most of the educators support that language acquisition is more effective in the early childhood (Sığırtaş & Özbeş, 2009, p. 21). When the pre-school programs are arranged, diverse culture and linguistic backgrounds of the children and their families should be taken into consideration and programs should address their needs. Cultural and linguistic diversity are very important factors for children's development. If they are not appropriate for the target group, children and their family cannot be supported developmentally (Bredekamp & Copple, 1997, p. 2).

In the preschool period, an education programme, which can improve skills and the abilities that cover basic compulsory education objectives, should be applied. Also that programme should be flexible and student-centered (Durualp & Aral, 2011, p. 19). We cannot discuss the importance of knowing a language in the 21th century, which fosters developing technology and changing cultures. This subject should be seriously taken into consideration in Turkey, which needs to understand, learn and produce the technology of the century, aims to be a member of European Union. In recent years, knowing just one language has not been enough. Knowing a language and using computers are indispensable conditions to catch up with and follow the century (Çelebi, 2006). Language learning has been taken into consideration nearly for two ages and a lot of language teaching and learning strategies have been applied by educators. Nowadays, early language teaching has become very popular because English language education is suggested to start as early as possible. Especially, In developing children's first language and cultural identity, first six years are very vital. In these years, children store knowledge about the world.

In this critical and effective period, a foreign language should be taught to foster their both linguistic and intercultural competences. If there is not something wrong with them mentally or physically, all children acquire a language as they develop. Actually many children around the world acquire more than one language and till the age of six or seven speak it as confident bi- or tri-lingual (Harmer, 2007). Pinker (1994, p. 2) states that language acquisition occurs for children till the age of six, after that period, it steadily slows down and rarely occurs thereafter.

One can easily understand that children acquire the language and knowledge rather than learning. They need to interact with each other and they should actively involve in learning process. Children's physical, social and cognitive development are highly related with acquisition Clark (2000, p. 3) indicates that language is the most powerful tool in the development of any human being. It is undeniably a means of thinking. In other word, thought and language can not be separated (Vygotsky, 1986). Language is the most important vehicle in order to adopt the society. Person needs to develop language skills that are listening, reading, writing and speaking during adaptation process. These skills help individual to solve communication problems (İlter and Yazıcı, 2008, p. 48)

Language has a major role in encouraging children's process of identity formation and in supporting them understand where they fit in the new environment they are entering. Children's cognitive and social development and wellbeing are related with language acquisition (Clarke, 2009, p. 4). According to Kara (2004), children who learn a second language in the kindergarten can compare their own cultures with the others, so they can learn how to show respect to other's cultures and also they can widen their horizons (pp. 24-25).

Interacting with adults and other children is the key to the acquisition of language for young children. Moreover, their early interaction with parents and the other members of the family provides the core for communication and learning in not only the first or home language but also in the second language (Siraj-Blatchford & Clarke, 2000). Especially every child promotes linguistic and communicative competence, and it is learned both naturally and in context, rather than arranged in an easy-to-difficult sequence (Clark, 2000, p. 11). Consequently, it would be a waste not to use and activate a child's natural ability to learn during his/her most essential ages, when learning a foreign language is as easy as learning the mother tongue. Various theorists and researchers confirmed that approximately 50 percent of the ability to learn is improved in the first years of life (Caner, Subaşı and Kara, 2010). Considering the research on child's language development and foreign language education, Muro and Kottman (1995) state that early childhood education fosters the high ability to learn a foreign language.

Foreign language education is a long process. It can be applied to each age and level yet that process should be taken into consideration. Early language education has been common nowadays. In today's world, which becomes a small village, foreign language learning age is between 5 and 6 (Er & İlter, 2007). A child can constantly develop and change his own language. Children are involved in communication as they are learning to communicate and they make sense out of it. The experiences and interactions with others give him/her the background to relate the language to the sound/meaning relationship and to the purpose it represents. Communicative competence is naturally obtained by children, who intrinsically understand the rules of grammar, and gain knowledge of the rules of using language.

Children can naturally learn language structures; hence their own cognitive and social activities bring linguistic knowledge (Clark, 2000, p. 11). An official document was published by the Ministry of National Education of Turkey. In that document, it was declared that foreign language education may start in earlier stages in formal education such as kindergartens Tebligler Dergisi, 2000, p. 2511).

Foreign language is widen person's world view and direct people to be open-minded and self-confident. As preschool education aims to improve child's both personal and cognitive development, language education should be added into this learning process. When the preschool education is examined in Turkey, the level of education is among the less developed countries (Kaytaz, 2005, p. 7). Kağıtcıbaşı, Sunar and Bekman (1988) state that there should be a standardized pre-school education system, yet in Turkey, it is not very common and systematic. Just a limited amount of children can attend this kind of education programme. Families, who has socio-economic difficulties, cannot support their children with pre-school education. Because they cannot pay their charge. National resources have been used in order to promote primary school system and raise literacy levels. Turkey has been experienced rapid social change because of the massive migration from rural to urban areas. A lot of women, including mothers of young children, are working for non-agricultural jobs outside their home; hence demand for preschool education has increased rapidly. That factor has created the demand for institutionalized preschool care and consequent recent increase in the number of child care centers. In addition to these, children, whose families immigrate from rural to urban, need more social support to adapt themselves into the new environments. However, when examining the preschool education facilities in our country, one can see that developed parts of the country have much more opportunities for preschool education than rural parts.

In the rural parts of the country, both facilities and number of the schools are limited; the rate is nearly 11 % (MoNE, 2003, p. 36).

In Turkey holistic approach and spiral education model are used everywhere (MoNE, 2003). As MoNE (2003, pp. 38-39) explains that preschool's curriculum has its own special features. While determining aims and objectives, students' interests, age, gender, social status are taken into consideration. Teachers enhance students' opportunities so that they can realize their own capabilities and develop learning strategies. Subjects are not a target, they are just vehicles for objectives, and thus more than one subject can be used while focusing on one objective. Units are used in the programme, thus education which is the core of preschool process, is emphasized. All programmes are flexible; hence each group can get benefit out of it. Also teachers have enough space to change or arrange the programme for their own classroom, thus teachers are directed to investigate and develop themselves. Creativity is supported. As each child has his or her own abilities, different kind of context and topics should be used to foster their willingness. Generally real-life like and learning-based activities are selected. With the help of these kinds of activities, critical thinking and problem solving abilities are tried to be improved. Assessment is multi-dimensional because during preschool education, process is much more important than the result. It includes three different dimensions such as; assessment of child development, assessment of programme and teachers' self-assessment.

According to MoNE's (2003, p. 37) basic principles, preschool should support children's psycho-motor, socio-emotional, language and cognitive development and prepare them to basic primary education. Preschool teachers should set positive and open environment in the classroom because rapport is an essential factor for preschools. There should be a democratic atmosphere to address each child's needs

and desires. Throughout education process, teachers should start from simple ones and continue with more complex topics. Self-concept development and self-esteem are to be taught to the children and children are supposed to learn how to make self-assessment and self-management. Both children and parents should actively involve in the education process. Each activity should be learner-centered because the core of preschool education is to improve and support young learners in terms of mental and physical development. In other words, it prepares them for future life.

### **2.3. General characteristics of young learners**

Children are good at language learning, they acquire the language naturally rather than learning it. Young children are more adept at acquiring languages than learning one. Generally children are not taught a language, nor do they learn it consciously. They would acquire it subconsciously as a result of the massive exposure to the language that they get from the adult and the other children around them. The mental capability we are all born with is activated upon the language we hear and transforms it into the knowledge of the language and ability to speak it (Harmer, 2007). Young learners might be inexperienced in the process of education, yet their competence should no longer be underestimated (Fisher, 1999, p. 9). According to Corcoll and Flores (2010), young learners do not care that they use language to communicate or they do not want to know whether a language is foreign or additional, nor are they conscious of how essential it is to speak as many languages as possible. They just want to find out the world around them, want to play games and enjoy pauses and to experiment, want to discuss and reflect. They just want to be children.

Young learners may be characterized as the demander of the language input and tasks that take account of their age and the fact that they have short-term motivation.

In addition to that generally they have not undertook certifying examination, yet they make self-evaluation and self-reflection by asking certain questions themselves (Hasselgreen, 2005). Observing, imitating, investigating and exploring may help children to make sense out of the world. They can easily develop skills, strategies and concepts that enable them to understand and to be understood. Important skills are improved as a result of setting patterns of behavior that ultimately become automatic. In addition to these; young learners repeat movements or actions time after time so as to become expert and succeed at the goal that they have set themselves. Moreover, in the course of learning skills, children improve their own peculiar set of strategies by trying out, rehearsing or repeating what they have done. Their attitudes may differentiate such as some of them try and try time after time until they achieve what they want, others prefer to wait and think before they act (Fisher, 1999).

It is a well-known fact that basic function of language is communication. The communication is a social issue that involves listening and speaking. Also it includes exchanging information, ideas, or opinions to others. This active position and function of language have significant impact on both learning in general and language learning especially in the early years. The ability of young learners to form concepts is highly related with language acquisition (Carr, 2004). When children are examined throughout the process, it is clearly understood that they can learn language much more easily than their parents. This complex situation can be understood with the help of second language acquisition theory. Children may experience silent period. In this period, they should not be pushed to use second language. They need some times to listen and acquire it and they need to feel ready

to using the language. Their parents, however, are generally focus on learning theoretical part of the language like grammar rules, and they try to use them later.

The age for introducing English as a second language to young learners is still one of the perennial and as yet unresolved topics in the field of second language acquisition (Yuvaraj, 2009). Suitable environment is very important for young learners, topics and subject should be taught in a certain order. Understanding the stages of language is crucial for early childhood teachers, because a teacher gains more effective teaching strategies by this way (Lake, Vickie, Pappamihiel, & Eleni, 2003).

Studies and experiences have proved that children who learn a language before the beginning of primary school are much more likely to have better pronunciation. Using and interacting with the language are crucial to this process, not only in the early years but also throughout the child's experience in primary school (Carr, 2004).

In addition to these, the younger the child is when learning a language, the closer the process comes to acquisition. It is believed that young children appear to be predisposed to acquire information in language and other subjects, among other domains of knowledge (Ainlee & Reeve, 2005). Moreover, the child has less biological, neurological, social and emotional barriers that a teacher should overcome. Yuvaraj (2009) claims that young learners need to have ample opportunities to learn a foreign language and there exist an inevitable link between language, instruction and communication in the development of knowledge and understanding of concepts.

As a result, children become better learners without much resistance to a foreign language. Recently, language learning theory follows the premise that languages are

learned by children best through discovery and experimentation and being motivated to learn.

They need hands-on activities that need high performance and concrete experiences. Children tend to learn language from other children relatively quickly because they want to play and make friends. Moreover, children, whose parents can speak different languages and move comfortably between cultures, may develop positive attitudes and accept different cultures more easily. (Lefever, 2007) Language is a tool which is used by children to fulfill a variety of purposes and functions, hence language context increases a child's comprehension and promotes meaning making. Children have a powerful incentive to communicate effectively and they reflex their emotions instinctively. The more language they can understand and speak, the better they can function (Harmer, 2007). As language acquisition and learning occur within a social environment, children are physically active while acquiring and learning languages. Language acquisition is a period just like learning our mother tongue, so a natural language environment should be supplied. Children expose to the language and certain situations should be set by the teacher to let children use the language. Teacher should not correct learners directly (Krashen, 2002). Language acquisition is an integrated learning experience. In preschool education process, children learn the language unconsciously through games and other activities. With these activities, students actively involve the learning process. For instance; while playing a game, children both listen and speak the language at the same time. Moreover, games are the reality of children's life, hence by using these kinds of activities, language become more meaningful. Young learners both learn language and learn through language. In most developed countries, language learning is supported through

creative and imaginative activities. Also they connect their emotions with language learning period (Carr, 2004).

Fisher thinks (1999) that young learners learn by being active, they need naturally engaging activities and tasks within a range of exploratory experiences. Basic responsibility of the school is to plan opportunities that facilitate and support these instinctive strategies, hence young children need enough time and space to explore, investigate and question. They need different kinds of play experiences and appropriate resources of good quality. Moreover, children need learning environment, which offers real, relevant, meaningful experiences; they need activities which require worthy of active involvement. In other words, learners learn by organizing their own learning experiences, teachers should create facilities to improve children's self-management abilities. Young learners generally learn by using the language so both teachers and learners should have a common knowledge about the discourse, which creates classroom communication and interaction between the teacher and the student. As learning is socially constructed, interacting with the other students is really important. Teachers should be a good time manager so as to regulate conversation. These conversations need to be designed to examine what a child already knows and understands or to support through questioning or answering questions about child's current knowledge and thinking.

In that process, teachers should not focus on errors, owing to the fact that grammatical correction is not vital for them. Teachers of young learners should examine how their students think and operate. They need to be able to follow their learners' current interests in order to motivate the children. Teachers need good oral skills in English since speaking and listening are the skills that will be used most of all at this age. Teachers' pronunciation is very essential because children tend to

imitate it so well (Harmer, 2007). Teachers of young language learners recognize that engaging children in direct conversation to improve their oral communication and cognitive thought is very essential. Teachers should know that too much direct error correction might discourage children from making further attempts at communication. Teachers should focus on scaffolding children's firsthand experiences, hence Learning experiences should be completed with real communication events. Children should contact with their friends and teachers. As a result of this, their knowledge and language background are improved (Lake, Vickie, Pappamihiel, & Eleni, 2003).

Foreign language instruction should be set according to the needs and characteristics of young learners to be successful. Teaching objectives and approaches should address to the learners' cognitive level and interests. Young learners at the transition level (ages 5–7) generally have the following characteristics. They can generally explain what they are doing and also they can tell about what they have done or heard. In short, they can express themselves easily and correctly.

Children can plan activities and games; they can arrange the order of the expected activities. In addition to these, they can discuss about something and tell someone why they think what they think. There is rational behind each action, thus they have logical reasoning. Children are not only problem resolver but also problem producer. They try to find out solutions to the problems, and also they seek for challenges. They reformulate and promote their problem-solving strategies in the face of failure and often build on former successes. They do not give up because being successful and is motivating in their own right (Ainlee & Reeve, 2005). Also, young learners are very creative in the time of games or tasks; they can use their vivid imaginations,

they can add their ideas or they can recreate them and so the activities and tasks that are used in kindergarten enable children to use their own creativity.

Moreover, this age group children are active user of mother tongue hence they can use wide range of intonation patterns in their mother language and they can understand, direct and mediate the conversation, as well (Scott & Ytreberg, 2010). Young learners, who are between 5 and 7, know that there are basic rules and they have to obey them. As a result of those kinds of rituals, a feeling of security is nurtured. Although children are competent enough in order to learn foreign language, games, songs and riddles can be used to make it more effective (Halliwell, 1993). They can learn how to adopt themselves in a specific situation. In the language learning process, at first children improves their understanding skills, so even if they cannot speak the language, they can understand the main idea of the spoken language. Sometimes they use some of the skills unconsciously, because they acquire them.

Generally the physical world is dominant for them rather than abstract things because in this period, young learners are not competent enough to understand the difference between real and imaginary world. On the other hand, Harmer (2007) mentions that although children start to develop ability for abstraction that makes them better learners at the age of puberty, yet at the same time, it makes them less able to respond to language on a purely instinctive level.

In this period, most of the children do not know how to develop empathy, so they cannot see things from someone else's point of view. Especially in the preschool period, young learners are self-centered (Scott & Ytreberg, 2010, p. 1). When engaged in pair or group work, young learners cannot co-operate and manage themselves because they cannot understand the rationale behind working together.

As their attention span is limited, they prefer to have 10 or 15 minutes activities that should be challenging (Harmer, 2007, p. 215). Children will not understand why they are working in this way and will need careful supervision and training to do so effectively.

As children are both developing, and they are also still learning how to regulate, reformulate and handle their behavior and feelings. When children get angry or very excited, they often lose control of their behavior easily. Children will quickly reflect their feeling to the teacher such as they are bored through their actions; they become restless; they distract other children, and so on (Moon, 2005).

Everything is new to them, because they have limited world knowledge and experience. Although children have lack of those, they have good argument talent. In fact, young children are not very experienced yet, they can find logical solutions. New knowledge may help children jump-start the learning process, but owing to limited experience and underdeveloped systems of logical thinking, children's knowledge may consist of misconceptions, so teachers should take these factors into consideration (Ainlee & Reeve, 2005, p. 3). According to Beydoğan (1998) children's cognitive development related with communication and language is the only factor that provides communication. Thus, language development is very important.

Young learners have incredible energy, so they are eager and insatiable to learn everything. They ask questions all the time and they have so much fun with learning. Especially, this age group actively involves in the learning process and they do not give up, gain new experiences, ask questions, and try things out, experiment, practice over and over until they master new skills. Young learners might be inexperienced in

the process of education, yet their competence should no longer be underestimated (Fisher, 1999).

Playing with the language means to internalize it within child's world. Children play with noises and sounds, and it includes playful use of the linguistic system. Playing with noises begins with the babbling stage, and older children also play with sounds and syllables in a rhythmic way (Charlesworth, 1987, p. 64). We need to let our children play with it, just like first language, so as to be an active user of that language.

Songs, games, jazz chants, are used necessarily because young learners like to play and learn best when they enjoy themselves. According to Charlesworth (1987, p. 65) children spend most of their time in play activities. Play situations have proven to be a rich source of information on language use during early stages of childhood. These kinds of activities create conditions for various situations during the education process and enable them to learn the foreign language.

Generally, tasks, which are used for assessment of the young learners, should have certain features. According to Hasselgreen (2005), tasks should be addressed to the age group. They should be interesting and captivating, preferably with elements of games and fun. Not only the form of feedback but also tasks should be designed so that the learner's strengths (what they can do) are highlighted. Both parents' and the teachers' perspectives should be included and many types of assessment should be used while assessing young learners. Moreover, teacher should set a bridge between students and the assessment, thus learners can understand the basic criteria and method for assessing language ability. Activities that are used as a vehicle for assessment must be good learning activities in themselves.

Playing games are a natural part of children's world, so they should be added into language learning process (Angelova & Lekova, 1995). Teachers of young learners should integrate language into those kinds of activities, by this way, learning becomes more meaningful and real-life like because in their real life children always play games and sing songs. As children love discovering things, and as they respond well to being asked to use their imagination, they may involve in puzzle-like activities, in making things, in drawing things, in games, in physical movement or in songs. A good preschool classroom mixes play and learning in an atmosphere of cheerful and supportive harmony (Harmer, 2007, p. 249).

Environment is an effective factor for successful education. Shapes and conditions of the classrooms should be well prepared. They should be bright and colorful, with windows the children can see out of it, and with enough room for different activities to be taking place. Students need to work in groups in different parts of the classroom and they need to change their activities every ten minutes or so on (Moon, 2005).

#### **2.4. The Common European Framework**

One of the the latest output of the Council of Europe is The Common European Framework. It is prepared to support countries in terms of education and cultural diversity. The Council of Europe was established in order to support the general rules, make standardize social practices among members, then it was aimed to highlight shared values, foster common features and as a result develop European identity awareness. The member states require an ongoing educational, they play an essential role in order to promote of these values. Undoubtedly, large-scale and successful language learning is needed to have mutual understanding, effective

educational and cultural exchange, and the mobility of citizens. From the very beginning of 1970s, the Council of Europe's work in language policy and language education has shown a regular commitment to basic principles that correspond with its political, cultural and educational agenda. The idea of learning languages for purposes of communication produced two key concerns: to analyze learners' communicative needs and to explain the language they must learn to meet those needs. On this basis, documents produced in the 1970s discussed the issue for promoting a unit/credit scheme for adult language learning that would enhance for the fully participatory development of language learning systems suitable for different learning situations at different times and places. Lastly, the enrichment and promotion of the concept of autonomy in foreign language learning came out. Each of these concerns helped to shape the Common European Framework as well as its companion piece, the European Language Portfolio (Little, 2009, p. 4). The Common European Framework of Reference was improved by an Authoring Group (J. L. M. Trim, D. Coste, B. North & J. Sheils) under the supervision of a Working Party and invited experts. Shou-feng (2010, p. 6) states that the Council of Europe enhanced a detailed shared basis for language syllabuses, curriculum guidelines, examinations and textbooks across Europe by revising the classification of these language assessment levels and creating a common language teaching and assessment framework according to language communication theories and teaching requirements in the middle of the 1990s. With efforts of over a decade, in 2001, the Common European Framework of Reference for Languages was ended up and published by the Press of Cambridge University (Council of Europe 1996, p. 35).

Supporting and improving human rights are the main objectives of the Council of Europe. In order to be successful, citizens of a country should be affective in

democracy and governance. In addition to that, cultural diversity and common values are essential to improve European identity and unity. Study of languages, history and civilization should be in the cultural convention in order to gain mutual understanding (Language Policy Division, Strasbourg, 2008, p. 1). There has been a great demand for coherence and transparency in language certification from member states, and the CEFR is increasingly referred as the certain basis, which is about mutual recognition of language qualifications in Europe (Figueras, North, Takala, Verhels, & Avermaet, 2005).

The Common European Framework yields a general idea about education periods and items like curriculum, examinations, textbooks for all over the world. It shows the way of learning and improving the knowledge and also it gives ideas about making self-evaluations effectively. It emphasizes the importance of culture and the communication. On-going learning is supported by the Common European Framework. Fundamental aim of the Common European Framework is to highlight the importance of standardization among European countries. There should be a common systems and barriers should be demolished (Council of Europe, 2001).

By dividing language competence down into separate parts, languages are very complex structures, which keep changing. The Common European Framework aims to handle that difficult structures and try to help people to understand it. CEFR includes descriptors that divide language skills into components to evaluate them more easily (Council of Europe, 2001, p. 21).

The Common European Framework is reflection for teachers and course designers. It helps them to evaluate the level of learning and how they can go further. Language proficiency levels are described in detail with the criteria.

According to Shou-feng (2010, p. 3), the Council of Europe suggested the Common European Framework, aiming at setting a common language teaching and assessment system so as to develop cultural exchange and examine European language diversity and accordingly aid European mobility, since the 1970s. CEFR enables European countries a common assessment levels (Little, 2009, p. 1). The Common Reference Levels with a broad description of what a user of a language can do ranging from basic A1-A2 through independent B1-B2 to proficient C1-C2 are at the heart of the Common European Framework. They function as reference points both for descriptions of levels, and for definitions of objectives (Beresova, 2011).

To understanding need, setting learning goals and guiding learning materials are among the main roles of the Common European Framework. Also it provides certain criteria for making assessment (Little, 2009). Beresova (2011) states that the framework identifies language use and learning as competence-based, giving an insight into the range of different competencies involved in learning and also it sets out the range of options for learning objectives, about syllabus design, classroom methodology and testing.

As Shou-feng (2010, p. 4) emphasized that Common European Framework both ensures common basis for teachers to assess their teaching and advises foreign language learners' references for their self-assessment. As it is not specially prepared for any particular language, it has a huge meaning and could be widely applied.

The Framework describes proficiency levels with the help of certain descriptors. Language learning, teaching and assessment supplement these descriptors because they give a wide information about them (Weir, 2005).

Common European Framework over all serves to the aims of Council of Europe. Gaining greater unity among its members and handle this aim by adapting common actions in the cultural fields. Cultural and language heritage of European countries are essential for their own development. Communication is the most effective way of spreading those rich heritages, hence barriers should be eliminated and language should use for fostering mutual understanding. In order to support European mobility, mutual understanding and co-operation, there should be a better knowledge of European languages. CEFR enables interaction and communication among European countries.

Upon adopting or developing national policies in the field of modern language learning and teaching, CEFR may achieve a greater unite at the European level by means of appropriate arrangements for ongoing co-operation and co-ordination of policies. In addition to these; Common European Framework has also general measures like assessment grids. All sections of populations need to learn languages, yet learning language is not just learning grammatical rules or acquiring knowledge. It means that people need to use each skills of that languages, actually they need to make real communication (Council of Europe, 2001). Also exchanging knowledge with other people from different parts of the world and sharing ideas with them is another goal of it.

Achieving different point of views to different lives and understanding other people and their cultural heritage are important points.

On the other hand, teachers and the language learners are two important factors. Modern languages programme is aimed to improving, encouraging and supporting the efforts of teachers and learners in order to apply that system to their own. In order to achieve these aims, materials should be selected and prepared according to the learners needs, motivation and personalities and objectives should be defined worthwhile and realistic, and they should set as explicitly as possible. Teachers should improve appropriate evaluation instruments for their own learning and teaching process. Research and development programmes should be promoted at all educational levels. Methods and materials can be selected for students to address their specific needs. One of the objectives of the framework is to make learning an ongoing action, in another word, make it life-long task from preschool through to adult education. It is also aimed to assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts (Council of Europe, 2001, p. 45).

The Common European Framework provides learners to make self-assessment. Language learners need to examine their leaning with help of descriptors, so it should try to reflect as a great range of language knowledge, and skills. Common European Framework has different features, it describes and provides series of key points that identify language progress in learning. Transparency means that information must be given to learners, who are ready for learning. Coherence is being free from internal negotiations and when the topic is education, each part should be integrated with each other. As the framework is intended to use at different educational areas, it should be usable for every kind of events because it has multi-purpose. Also it is flexible so it can be used in any moment. The framework should be dynamic and non-dogmatic; hence there should be continuous development and it

can be changed according to the experiences that are gained throughout the process. It should be understandable and easy to use. Each part of it should be clear and address to the target user group (Council of Europe, 2001, p. 47).

Moreover, Common European Framework has also political objectives. European cultural diversity and richness should be improved through common information about languages and all types of languages should be covered. Multilingual and multicultural Europe should be taken into consideration and the studies that are essential for supporting them should be provided (Council of Europe, 2001, p. 50).

Directing self-reflection is the core of the framework. It aims to direct member states to make self-evaluation throughout the process to support life-long learning. The evaluation should be inner, it should made by the user of the language rather than examiners or teachers. As it is process of self-reflection, the main character of this process is the user (Language Policy Division, Strasbourg, 2008, p. 9).

The Council of Europe has lots of coordinated project related with CEFR and ELP. They are on the same point like previous projects (Little, 2009, p. 4). The ELP is a concrete attempt to reconcile foreign language teaching activities within the European context and to develop the quality of communication amongst European people, who have different languages and cultural backgrounds (Mirici, 2008, p. 13).

The ELP includes lots of competence levels, and it is depended on the Common European Framework of Reference (Council of Europe 1998; 2001).

Foreign language proficiency levels are described as A1, A2, B1, B2, C1 and C2 by the CEFR. Verbal descriptors that are in the form of can-do statements relating to five language skill areas; listening, reading, spoken interaction, spoken production and writing, are used for each level (Council of Europe, 2001). The ELP is taken into

consideration the learner's language and intercultural learning, whether it takes place formal or informal educational context. The ELPs should provide space for recording all experience of learning and using second/foreign languages and competence in a number of languages. It is the property of the learner. Whatever support may be provided by educational institutions and teachers, the individual learner is responsible for maintaining his/her ELP. Especially, the individual learner is responsible for the regular self-assessment; it is important for the effective ELP use. In other words, it is a tool to develop learner autonomy. It has not just a pedagogic function to guide and a reporting function to record proficiency in languages but also supports the learner in the process of language learning. The Language Portfolio teaches learners how to turn learning into life-long learning. Also it motivates learner to make self-assessment and teachers, educational authorities and examination bodies can record assessment (Council of Europe, ELP, 2011, p. 10).

It is a widely accepted belief that CEFR will provide transparency of course content, syllabuses and qualifications and it will improve international co-operation in the field of modern languages and in turn plurilingualism and intercultural understanding. The ELP is a vehicle for developing cross cultural and international approaches in the curriculum development. Moreover, it can be cited as a tool that improves the development of communicative skills to express oneself and understand others as well as to promote personality for intercultural awareness and to respect otherness not only as a learner model but also as a representative of a particular culture (Mirici, 2008, p. 11).

The ELP includes three parts; the Language Biography, the Dossier and the Language Passport. The Language Passport section enables an overview of the individual's proficiency in different languages. The overview is defined in terms of

skills and the common reference levels in the Common European Framework. To understand the progress, the user need to make daily check to the language passport. They need yo make make evaluation interms of intercultural experiences and language development. The Dossier helps user to examine the achievements, users can see their progress in the Language Biography and Passport. The most flexible part of the ELP is the Dossier.

The Language Biography helps learner to make self-reflection and self-assessment throughout learning process. It makes learner active involver in his/her learning process (Council of Europe, ELP, 2011, p. 17).

Nowadays, pre-school education is an important issue, because early education gains lots of advantages to children. Especially early language education has a lot of positive effects on children's personal and intellectual development. Educational programmers and educators indicate that children should get pre-school education to be more successful in the future education process. The importance of early language education has been understood by all over the world. Pre-school education programmers are aimed to produce better and sufficient education period. Learning process is arranged in order to foster children's competences and it also enable them free zones to show their own abilities. It includes learner-based approaches and methods. Moreover; intercultural awareness is highlighted through educative activities and example. Early language learning is trying to be connected to acquisition, because it is believed that acquiring a language just like a mother tongue is more permanent than learning and memorizing words and grammatical rules. In the new programme, communicative learning strategies are applied. Learners are directed to be more autonomous and self-conscious about their own learning (Language Policy Division, Strasbourg, 2008, p. 6).

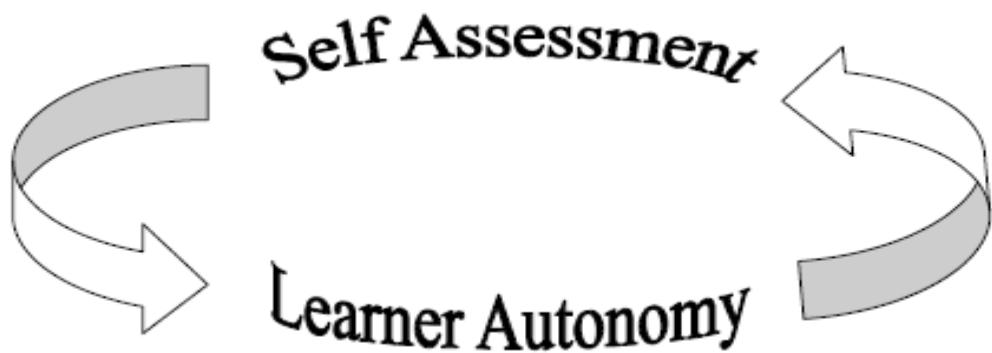


Figure 1: The Principles of European Language Portfolio

Language Portfolio is good education devise. It motivates users and supplies lots of attractive activities in order to make revision in a funny way. Also it helps to make reflection and self-evaluation on their own learning and if users can use it properly, they can achieve success. Using Language Portfolio has positive effects on preschool children's developmental process. Overall language portfolio belongs to the learners, hence it provides motivation. It is a personal and private material, learners set their own rules for checking it and making reflection. It also gives opportunities to observe, reevaluate their own learning process and also it gives chance to make mistakes to the learners. Learners can see their shortcomings and can change their learning strategies. Looking for new experiences can widen horizons and this may come true with the help of ELP. Portfolio includes real-life-like sessions where learners make negotiations or solve problems. Learner autonomy can be fostered by using portfolio because they compose learner self-assessment, learning responsibility and parent involvement (British Council, 2010).

CEFR is realistic enough to know that proactive learners of this kind are still rare species. Nonetheless, they consider that developing learner autonomy is a necessity because once active education life has finished, individual should try to learn

something by himself/herself, hence they need to know how they can find and understand the information. Portfolio is an unique experience for learners. It is obvious that ELP for young children must be quite different from ELP for adults; even at adult level, you can observe differences for example; university students have different needs than their parents. In addition to that there are other differences in terms of physical format, the number and range of the instruments provided, the amount of written guidance for learner, the existence of supporting materials for teachers and learners. The ELPs for very young learners are intended to inform adult users such as parents and teachers, about the complete system of levels, so they can observe and understand how young learners improve themselves in this process. In the context of very young learners, maximum comparability by linking individual language proficiency to a widely known system of levels developed for the world of adults may not be relevant and probably not even desirable. However, if adapted to young learners, the reporting of skills and achievements in a transparent way can be very useful. Language activities should be introduced in the class, hence learners feel more motivated for the activity. Also, activities should be based on task-based approach in the classroom, and may therefore be of great pedagogic value even if these descriptions do not correspond to the scaled descriptors of the CEFR.

Language Biography focuses the part actually on pedagogic aspects. In this part, detailed personal information should be used covering language learning, socio-cultural and intercultural experiences. Also this part includes checklist for self-assessment of language proficiency and the setting objectives related to the common reference levels. It enhances reflection on both language and self-perception. It is an instrument that encourages learning from experiences and improves effective working and also building reflection (Morrow, 2004).

Also it teaches young learners how to make ongoing learning and direct them to be life-long learners. According to Dewey, (1933, p. 135) during the process of reflection, we recognize that a problem or thought provoking event happens. We generally try to interpret the event using existing knowledge and understanding. Also we use our intelligence and skills to describe and explain the event thoroughly. As a next stage, we use our thoughts to change our perceptions and expectations. Lastly, we alter our approach or thinking in order to improve or change things. Language Portfolio enables learners with these stages.

In many occasions, learners need to use ELP. For instance, when they start a new course, they need to know their beginning level or they may change the country and they can compare it with others. Even having a private material for language learning can motivate learners and it enables transparency for language learners (Mirici, 2008, p. 34).

Teaching and learning method is very important. It should be flexible, comprehensive and learner-centered. Traditional approaches or methods are not suitable any more for today's education system. According to the Council Of Europe's principles, the method, which is used for teaching and learning process, enable students to achieve his/her goals because effectiveness of the method is very essential. It affects motivation and willingness of the students and the teacher.

Nowadays, many modern learning strategies have been used, yet the foremost one is communicative learning and teaching. These days, learners are active involvers in the classrooms, teachers are just observers and sometimes guide for the learners. In addition to that materials and activities have been changed. They are arranged according to the features of the learners and their strategies. Council of Europe has provided these methods and strategies.

The Framework does not offer methods or approaches, yet it just gives ideas about how to do on-going learning. Users of the portfolios need to use their own knowledge and previous experiences to reformulate learning period. Portfolio just show the way to the learner and learner will arrange the rest according to his/her needs and interest.

References for language portfolio should be understandable, coherent and easy to use. It should have a general understanding to the learning and teaching. The approach that is applied to the framework, generally to the speaking, is a communicative one in so far as it views users and learners of a language primarily as ‘social agents’, members of society, who have tasks to fulfill in a given set of circumstances, in a specific environment and within a particular field of action. Action-based approach directs learners to be active, learners use their emotions, mind and all experiences during the process. Learners work with reason and solutions as an individual considering the given situation. Also during that process, they use the language actively (Council of Europe, 2001, p. 27).

Pupils, especially those in preschool classes should be hand in hand with their teachers, they need to think together and decide the topics and activities that they are going to cover. Teachers and students can identify their goals by looking at checklists and also they can determine their future aims. ELP has shown the way how learners develop their learning strategies and gives ideas how they can be more successful. Moreover, checklists contribute to assessment, both teachers and learners can improve ideas in order to gain awareness (National Development Plan, 2012, p. 14).

Generally, students are directed by their teachers in order to determine their needs, aims and learning strategies. Teachers always encourage their students to make

reflection on their own learning. Language passport is a good way of making reassessment, students can see their mistakes or failures and improve strategies so as to correct them. They can regulate programmes. ELP has pedagogical function, so self-evaluation and self-reflection are basic issues (Little & Perclová, 2009).

The one, who are using portfolio, wants to use learner-based approach rather than traditional teacher based methods. They generally focus on communicative activities, also they want to produce a logical production at the end of the activity. Contextualized and meaningful learning situations should be created. Moreover; classroom environment should be open, positive and equal and conscious learning should be done. The language teaching profession forms a ‘partnership for learning’ made up of many specialists in addition to the teachers and learners most immediately concerned at the point of learning. They will have to make concrete and common decisions on which particular tasks and activities to include, which themes to handle, which formulas, idioms and lexical items to require candidates to recognize or recall, what socio-cultural knowledge and skills to test. Teachers and students should share their power together (Council of Europe, ELP, 2011).

The most effective domain of learning and teaching environment is the teacher. Teachers can change mood of the classroom and also student. They can support acquisition and show the correct way to the learners. They are the role models of the students because they are very important for their students. Moreover, they can prepare first linguistic environment for their classrooms, students imitate their teachers and follow his/her way in the future.

They need to select proper materials for the aim of the class. Vocabulary, grammar and functional based tasks should be used and communicative situations should be occurred. Throughout the process, teacher should observe students' progress and show the way to the students. Overall teacher should be good decision maker, need to expect problems beforehand and find solution. In the light of those solutions, teachers should analyze the situation. They should determine learning abilities and develop learning strategies for each learner. Teacher, however, need to made all these thing in an order and in a logical base. Students want to understand the rational behind each actions, otherwise they will not accept.

Teachers, who apply ELP in their classrooms, are expected to simply supervise and maintain order, monitor the classroom. They need to be available for individual counseling. In another word; teacher should able to overcome individualization in the classroom and different type of students and their abilities. It is necessary promoting teaching styles and teaching students how to improve learning strategies. That teacher should have a lot of features to handle different roles. During tasks, teacher need to accept students ideas and response them in a proper way. They supervise and facilitate learners according to the clues. Language is a lively thing, it can develop every single day. Teachers should have knowledge about student's socio-cultural background and also teacher should have the ability to teach information that improves students' inter-cultural attitudes and skills. Teachers should teach and show the aesthetic appreciation of literature and give good examples.

Self-reflection is the core of ELP. Teachers, who use ELP for language lessons, should let students to engage in action research and to think about previous actions. They have to select materials and prepare the lesson accordingly to foster these features. Teacher should be a good classroom manager and decision maker. They

need to have a good knowledge about evaluation process such as, testing, assessment and evaluation (Council of Europe, 2001). Throughout the language acquisition and learning process, students are searching for information. They need to involve in this process actively, they should participate in communicative based tasks, they need to engage in cognitive missions. With the help of gaining experience through those period, they will promote their own strategies and develop their competences. Planning, reformulating and evaluating their own learning period are key terms related with learner autonomy. Students should be their own director, teacher should teach ways of learning rather than focusing on certain topic. Learners have became highly conscious about learning strategies. Within the system, they can select materials, resource and strategies according to their aims and needs. Hence, motivation can be accomplished more easily. They can give their decisions for their own learning procedure.

It has been supposed that the Framework is a special user guide. It supplies a lot of advantages both for teachers and learners. They can easily follow learning period and can aware of the opportunities. Learners must have learned and acquired the necessary competences and the ability to put these competences into action. Also they need to improve the ability in order to employ the strategies necessary to bring the competences into action (Council of Europe, 2001).

ELP users are supposed to be in actively in the learning process. They should set good relationships with their teachers and peers, so they can learn cooperation. Also they need to make peer assessment and peer correction. If they make peer assessment, they can learn how to make objective criticism. In addition to these, working individually and independently are key concepts for being successful. Students are expected to learn how to make self-study including self-evaluation.

## **2.5. Socio-emotional adaptation**

The effects of a full life and a good education are seen not only in the development of personal character but also in the improvement of the culture and social development of the community at large. The sentiments or ideas such as social justice and toleration may find full growth and perfect flowering with the help of good preschool education.

Children's socio-emotional development is highly related with their social contact. Pre-school education affect social position of the children, hence if they can have a good education period during childhood, they can integrate social environments easily (Link, 2008). Knowing how to collaborate supports children's socio-emotional competence, hence children can set good relationships with adults and their peer friends. They can regulate their behaviors and aggression and conflict (Aviles, Anderson, & Davila, 2006).

There is a general agreement that it is essential for schools to highlight children's socio-emotional development, but educators think about this focus in a fragmented manner, either as an important end in itself or as a contributor to enhancing children's health such as drug prevention, safety, violence prevention, or citizenship. Not only social and emotional learning plays important roles in influencing these nonacademic outcomes, it also has a critical role in improving children's academic performance and lifelong learning (Bloodworth, Walberg, Weissberg, & Zins, 2004, p. 8).

Preschool year is a key period for improving socio-emotional competences during the early childhood. Generally, it has been taught that academic success and development are more essential than social and emotional learning and development,

yet these two factors are interrelated with each other. School is children's social environment, they know people other than his/her family in the school. Socio-emotional skills are related with IQ, it affect school success.

Children spend a significant part of their day in school, which makes the school environment a common point of entry to provide services and interventions to a large number of children. The school environment is a good avenue to identify children in need of services and provide them with those services they have the right to receive. It is the optimal place to implement preventative intervention programs aimed at promoting socio-emotional competence in the early years. Nowadays, attention has been paid to the contribution of social and emotional readiness to children's school success (Kristine & Paula, 2007, pp. 3-4).

Academic achievement without social and emotional competence on the part of students is undesirable and rarely feasible (Zins, Elias, Greenberg, & Weissberg, 2000). Socio-emotional competence influences academic growth and progress as children, who feel competent, autonomous, and happy, generally can be good students (Harniss, Epstein, Ruser, & Pearson, 1999, pp. 6-7). Socio-emotional wellbeing/competence can be defined as cooperative and pro-social behavior, initiation and maintenance of peer friendships and adult relationships, management of aggression and conflict, development of a sense of mastery and self-worth and emotional regulation and reactivity (Squires, 2002). Young children require healthy socio-emotional development in order to be prepared and ready to learn once they enter school (Klein, 2002). Children who have limitations in their socio-emotional development often demonstrate poor social, emotional and academic success (Aviles, Anderson, & Davila, 2005).

School success means that young children are able to: understand their own feelings and the viewpoint and feelings of others, cooperate with both peers and adults, resolve conflict successfully and control their own behavior. Also it is a widely accepted belief that young children who have established positive relationships with parents, caregivers and teachers are secure and confident in exploring new situations and mastering learning challenges. All these things are highly related with socio-emotional development (Kauffman, 2002, p. 14).

Schools can give students ample opportunities to develop and practice appropriate socio-emotional skills and serve as bases from which to promote and reinforce socio-emotional development. Ultimately, these efforts can enable students to become knowledgeable, responsible, caring, productive, nonviolent, ethical, and contributing members of society (Elias, 1997). The core features of emotional development include the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one's own behavior, to develop empathy for others and to establish and sustain relationships (National Scientific Council on the Developing Child, 2005).

Social and emotional development includes the acquisition of a set of skills. First of all, children can examine and express his/her own feelings, and also accurately understand others' emotional states. They should be a good manager in order to manage strong emotions and their expressions in a constructive manner, and regulate one's own behavior. Moreover, developing empathy for others, and establishing and sustaining relationships are essential skills for social and emotional improvement (Boyd, Barnett, Bodrova, Leong, & Gomby, 2005, p. 87).

Social and emotional development has certain objectives. If children can improve it, they may become increasingly more autonomous within a context of generally non-coercive relationships with adult (National Research Council and Institutes of Medicine, 2000, p. 3). They may learn how to make self-reflection and self-regulation, thus they become active learners rather than passive receptors. Children respect the feelings and rights of others. They can overcome egocentric feelings and be more humanistic. Also they become more social and learn how to cooperate with other peers. They feel very confident in any sense, so they can involve in every activity and try to find out everything with curiosities (DeVeries & Kamii, 1993).

Ongoing communication should be enhanced among students and teachers. Teachers should direct their students to be good humans and they should be a good role model for their students. On the other hand; they should direct implicitly, teacher just show the way and make them active involvers in this process. Children learn them by doing and in times they can develop strategies in order to find ways to be more successful. Selected activities should enable students' opportunities to widen their real life experiences and prepare them real situations, thus children become more confident and they may improve their self-esteem. Cultural experiences are another affective factor for social emotional development. Knowledge and skills that are taught should depend on students own culture and traditions. Besides these things, the programme should widen students' horizons. Throughout that process, using Language Portfolio can be a good chance for learning about cultural diversity. Firstly; children may learn about his or her own culture and then the other ones, hence they can promote a general understanding for the world (Ulucay, 1983, p. 52).

Social and emotional education refers self-consciousness, self-respect and being belong to somewhere, having responsibilities and showing respect to other people.

People, who develop their socio-emotional competences, can make self-management and set good relationships with other people (Bloodworth, Walberg, Weissberg, & Zins, 2004).

Children try to handle certain routines without demanding help from his/her family as an individual. At this stage, as children become more competent, they can set relationships more independently. Social behaviors change as a result of socio-emotional development. They generally tend to be self-directed and egocentric, yet the more they improve themselves, the more they become collaborative. While they are working on a task, they may demand different roles. During preschool period, learners are to gain certain cognitive and social abilities, most children know those expectations, and so if they can achieve them, they cite themselves as successful otherwise they feel unsuccessful. Erikson (1963) supports that there is a strong connection between the basic confidence, which is gained at the very early age, and school success. On the other hand; the one, who cannot gain basic feeling of success, might not achieve real accomplishment (Cüceloğlu, 1991, p. 12).

The more human develop himself/herself, the more she/he can be an active member of the society. Like other developmental areas, socio-emotional development starts just after birth. After age of five, behaviors, which are self-conscious and materialist, can occur. At this age, children can compose friendly, conscious and stable attitudes, thus generally we expect from preschool that to improve children's social competencies. Participating in group activities, having responsibilities as an individual member of the society and taking part in social activities that are based on respect and trust are all essential activities for supporting children to develop positive socio-emotional development. As a result of that education, children, who take

preschool education, are to adapt themselves into real life rules and discipline (Sağlam, 2001, p. 15).

Nurturing the growth and development of children enables intellectual and emotional foundations, which every child needs to be successful in school and life. Improving healthy emotional development is as essential as encouraging a child's ability to think, improve language skills, and know. How young children feel and behave is just as important as what they know and think.

When a child arrives for the first day of kindergarten, she/he will be expected to cooperate and follow directions, work independently, know when and how to ask for help, and get along with her/his classmates and teacher. A child, who is able to manage feelings and behaviors, will be able to focus her/his attention on learning and exploration. On the other hand, a child, who is overwhelmed with anxieties and has difficulty regulating emotions, will struggle with the demands of kindergarten. For a significant number of children, concerns center on emotional and behavioral difficulties.

The Educare approach is grounded in the belief that children, families and staff grow and learn best in the context of trusting, supportive relationships. Building healthy parent-child relationships and secure attachments to classroom teachers is central to social-emotional adaptation at Educare. The main focus is on promoting initiative, competence and motivation through different types of large groups, small groups, and individualized experiences. Social, emotional, and cognitive activities should be carefully planned. No single domain is dominant (Oja, Sprinthall, & Sprinthall, 1931). Moreover, approaches that are used for each domain should be learner-centered and there should be minimal didactic instruction. On the other hand, the

program is not simply unstructured and just like play. There is always an educational purpose in such activities.

Teachers are one of the most essential elements of the socio-emotional development. They are the corner stone of developing that competence. As they have great impact on children's development, they need to handle a lot of responsibilities. In preschool, children need to learn about affection. Teacher should show that children's environment is safe and they are loved by the others. Teacher should be a good role model for their student. They should teach how to share, how to work together (Ulucay, 1983, p. 17). Working cooperatively helps learners to reduce anxiety in the learning environment. They can feel more relax in a positive classroom environment with their peers(Johnson, Johnson, & Holubec, 1990; Oxford, 1997; Slavin, 1991). Cooperative learning is effective, since children learn from each other. However, this suggestion does not merely mean that children learn by imitation (Rosenthal & Zimmerman, 1978). Children undergo developmental changes by working with others. On this view, cooperation is appropriate for the classroom because of its role in promoting intellectual development (Perret-Clermont & Bell, 1987).

Moreover, competition is just as social as is cooperation. It also requires similar sorts of interactions, yet with different goal orientations and values (Gammage, 1989, p. 198).

Generally, schools are social places and learning is a social fact. Students do not learn alone, yet rather in collaboration with their teachers, in the company of their peers, and with the support of their families. Emotions can facilitate or hamper their learning and their ultimate success in school. Because social and emotional factors play such an important role, schools and teacher must attend to this aspect of the

educational process for the benefit of all students (Bloodworth, Walberg, Weissberg, & Zins, 2004).

There should be a mutual understanding, reasonable and equal rules. In preschool age, children need to learn how to be a good member of the society. Children should be supported with activities that enhance opportunities to improve good relationships with their friends. Teacher should teach students how to be a good relationship manager. At preschool period, children realize that each person has different kinds of beliefs and perspectives. Especially teachers should teach respect to his/her students. In addition to these, they need to learn about how to like other people (Ulucay, 1983, p. 18). Upon using Language Portfolio, student can also realize that each student has his/her own portfolio and everyone makes individually self-reflection on it. Traditions, customs, culture, nationality and humanity should be taught at this critical age. Also, children should be conscious about other countries' cultures and thoughts. Language Portfolio can be good supplement for supporting that part. It may enable good ideas and give opportunities to know about other cultures and countries (Ulucay, 1983, p. 18).

Preschool teachers are well aware of that they have to bring rich and different types of social and emotional experiences in to classroom. Nowhere is this more obvious or fundamental than in the area of language (Gammage, 1989, p. 199).

## **2.6. Self-Concept Development**

When you look in a mirror, certainly you will see yourself. Yet there are two reflections of this vision. The first one is referred to the "I", the part of you that is doing the actual looking. The second part of what you see is the "me" that is the person being seen (Harter, 1993).

Self-concept generally refers to the composite of ideas, feelings, and attitudes people have about themselves (Hilgard, Atkinson, & Atkinson, 1979). Also, we could consider the self-concept to be our attempt to explain ourselves to ourselves, in order to build a scheme, which organizes our impressions, feelings, and attitudes about ourselves. Yet that model or scheme may be temporary, and changeable. Our self-perceptions vary from situation to situation and from one event to the other (Woolfolk, 1998, p. 5).

Self-concept is unique, dynamic, and always evolving. This mental image of oneself influences a person's identity, self-esteem, body image, and role in society. As a global understanding of oneself, self-concept shapes and defines who we are, the decisions we make, and the relationships we form. Self- concept is perhaps the basis for all motivated behavior (Franken, 1994, p. 3). It reflects the differences and similarities between and among people. Person comes to the world with the capacity of action, perception and sensation. By experiencing daily events, everyone improves different kinds of roles and throughout that process they evaluate themselves by the feedbacks, which come from the others. As a result of that self-reflection process, they can know about themselves in terms of abilities and capabilities, and then they may promote strategies and ways to be a member of the society. If we cite personality as a system, self-concept is the most important domain of it. In addition to that, it is the first condition of being an individual. Self-concept is positive, when it has positive values. On the other hand, it is negative, when it has negative values (Berktin, 1972).

According to Rogers (1977, pp. 159-160), self-concept is very essential. Self-consciousness includes one's thoughts, perceptions and opinions about his/her personality. Self-concept might be good or bad and it might not always reflect the

truth. Sometimes, a person may think that he/she is unsuccessful, even though he/she is successful or vice versa. In short; self-concept is how we estimate our own personality.

Actually, self-concept is a very wide issue, thus it covers a lot of topics and concepts. There are two types of self-concept: ‘academic and social’. Academic self-concept refers to school success and it covers the performance that is related with discipline. On the other hand, social self-concept is about the role of person in the society.

Self-respect is another crucial concept, which is related with self-concept. It is about the emotional side of the self-concept. Being a member of the society and accepted by others enable feeling of self-respect (Ülgen, 1994). Self-esteem is a term, which is used in psychology to reflect a person’s overall emotional evaluation of his or her own worth. Although self-concept and self-esteem have distinct meanings, they are generally used interchangeably. While self-concept is a logical steps and thinking about who you are, self-esteem is an action and an assessment of who you are (Woolfolk, 1998).

Self-concept is highly related with self-awareness. One should make self-reflection in order to achieve these terms, especially one’s own thinking. A central part of reflective learning is about the uncovering and questioning of assumptions or informal theories. Surfacing assumptions and learning are an important dynamic in personal growth and self-awareness. One should learn to treat himself/herself as an object of knowledge and evaluation, and develop their self-awareness, and so their ability to act in a professional, safe and consistent manner (Schön, 1983). Lecky (1945) defined self-concept as the nucleus of the personality. He defined personality, in turn, as an organization of values that are consistent with one another. The organization of the personality is considered to be dynamic, as it involves a

continuous assimilation of new ideas and rejection or modification of old ideas. It is assumed that all concepts are organized within a unified system, whose preservation is essential. The self-concept, as the nucleus of the personality, plays a key role in determining what concepts are acceptable for assimilation into the overall personality organization. There is one major motive, the striving for unity. A threat to the organization of the personality produces feelings of distress.

The self-concept has a variety of positions on its own nature, most of them attribute to the other features of personality. It is a subsystem of internally consistent, hierarchically organized concepts contained within a broader conceptual system. Moreover, it contains different empirical selves, such as a body self, a spiritual self, and a social self. It is a dynamic organization that changes with experience. It appears to seek out change and exhibits a tendency to assimilate increasing amounts of information, thereby manifesting something like a growth principle. As Hilgard (1949) notes that self-concept is characterized as integrative rather than integrated. Experiences are essential because. It develops out of experience, particularly out of social interaction with significant others. Also, it is crucial for the functioning of the individual that the organization of the self-concept to be maintained. When the organization of the self-concept is threatened, the individual experiences anxiety, and attempts to defend himself against the threat. If the defense is unsuccessful, stress mounts and is followed ultimately by total disorganization. There is a basic need for self-esteem which relates to all aspects of the self-system. The self-concept has at least two basic functions. First, it organizes the data of experience, particularly experience involving social interaction, into predictable sequences of action and reaction. Second, the self-concept facilitates attempts to fulfill needs while avoiding disapproval and anxiety (Sarbin, 1952, p. 133).

There are two fundamental ways of child's self-concept development. First of all, children regulate him/herself by observing other people's reactions to his/her attitudes and they evaluate themselves as a good person or a bad one. In another word, children internalize other person's judgment and these judgments give shape to the children's personality and self-concept.

Second essential process is that child observes the expected behaviors from the society and his/her family and then tries to apply them. That learning process comes through internalization and that is an important social learning event, which should be taken into account (Fişek & Yıldırım, 1983, p. 42). Although people think that children experience dramatic changes throughout very young learners period, social and personal changes have been occurred between 6 and 14 ages. Throughout growing process, social environment of children has changed and they start to spend their time in the social context, hence as they spend their time in the social environment, their features and characters have started to developed (Eccles, 1999).

The concept of self is an ongoing process. It starts from the very early ages and continues throughout childhood, yet changing and growing process increasingly complex. Every sort of experiences and people make a difference to the individual's improving self-concept (Hildebrand, 1990). Erikson's (1963, p. 214) psychosocial theory states that an individual's development proceeds throughout his/her life. Each of his eight developmental stages includes psychosocial tasks that need to be mastered. Teacher should know about them.

The toddler needs a supportive environment for body image and self-esteem to develop positively. The parents should provide the toddler with an environment to practice his newly learned skills. The toddler needs to be encouraged to try his/her skills again, if not successful at first. Praising the toddler for mastery of learning

his/her new skill is important in developing a positive self-concept. Preschoolers begin to exhibit a sense of sexual curiosity. As they hear the names and functions of their body parts, they may ask a lot of questions. How the parents answer a preschooler's questions may have an impact on his self-concept and body image. As preschoolers develop their self-concept, they will often imitate parents and siblings (Erikson, 1963, p. 215).

According to Shirley C. Samuels (1977), early childhood is a critical period for self-concept development. The young child is still open regarding his feelings, and the adults who work with him/her can evaluate more easily how the young child feels. As children get older they can hide their feelings and it becomes harder to get underneath and understand what is really going on, so adults can help young children to promote positive self-concept; that is, they can help them to feel good about themselves. Also the way the child handles development in the emotional and personality areas adds bits and pieces to his concept of himself or herself.

Self-concepts are heavily influenced by social contexts. That is a basic assumption with a long history in social psychology. Mainly for young people a very essential social context is the school. As the school is such an important and pervasive context for many of the formative years, it could well be expected to have impacts on self-concepts that last long beyond the school years. Thus, it is not surprising that there has been much research on the ways self-concepts are related to academic abilities and performance in school (Byrne, 1984; Gergen, 1971; Purkey, 1970; Wylie, 1979). A positive self-concept has been shown to be extremely important in producing positive educational outcomes. Not only education institutions worldwide acknowledge that having a positive academic self-concept is a key outcome of

schooling (e.g., Ministerial Council on Education, Employment, Training, and Youth Affairs, 1999; OECD, 2003), yet research also emphasizes its importance.

A rather similar notion, presented in an article by Marsh and Parker (1984, p. 16), is that the frame of reference hypothesis, which holds that children form their self-concepts of academic ability by comparing their own academic ability (more or less objectively perceived) with the abilities of other students within their school or their reference group. Hence if students A and B are equal in academic ability, yet A's schoolmates are higher in average ability than B's then A is likely to have a lower self-concept of academic ability than B because S's standard of comparison or frame of reference is more demanding.

Self-concept is a far deeper and more essential notion. Self-concept, children's stable perceptions about themselves despite variations in their behavior, is forming rapidly during the preschool years as children gain in reasoning and the ability to make comparisons among themselves and others. Their self-esteem, which comes in part from their perception of their own worth, is also in its formative stages during these years. Generally children are overconfident about their own abilities in these years as their skills are developing rapidly. They may compare themselves with others and they may misjudge or even have prejudice for their own capabilities. Children are naturally egocentric, they think that they are the best ever, yet at the same time their egos are very delicate. They can easily lose their adaptation and willingness when they taste frustration or failure. Young learners always want to straggle in difficult tasks and if they complete them, they improve their self-concept development. Children need to feel trust, they want to taste feeling of success. In this sense, teacher should be a good director, they should teach learning strategies and methods throughout tasks unconsciously. Hence, teaching team need to observe classroom

and prepare challenging, logical activities. It is a widely known belief that self-concept and self-esteem development are mostly completed during pre-school period (ECLKC, 2012).

Academic self-concept cannot be ignored, if academic achievement wanted to be achieved. If good educational environment can be provided to them, high-ability students may come up with the best educational outcomes possible (Marsh & Parker, 1984, p. 17). Teacher is the corner stone of the self-concept. Learner's self-concept may affect learner's social development, school success and personal relationships. If the teacher knows about his/her students' self-concept, student-student, teacher-student, student-teacher communication may become easier. Learning actions become more effective and discipline problems may be eliminated. Moreover, teacher may help students to develop positive self-concept. There are lots of things that enhance positive self-concept, which should be done by teacher. A child needs to feel that his/her teacher loves him/her and s/he is important for the teacher. The teacher should give positive feedback about learner's attitudes and reward them when they reflect their own self-concept (Ülgen, 1994). The learners should promote an active decision making process. They need to evaluate the situation and criticize it in every aspects of it. They need to make self-reflection whether it is enough or not. After evaluation, they should select the most appropriate one. Teachers should support child from the beginning to the end of that process (Mann, 1977, p. 122).

In addition to these, there are a lot of approaches, which can be used to promote child's self-concept. Throughout preschool period, child's feeling of being safe and secure should be developed. Child should be supported and good behaviors should be emphasized. Moreover; permanent daily routines with consistent rules should be set. Child needs to learn how to make self-regulation. Teacher should know that making

self-regulating and controlling his/her feelings are important skills and the child can develop those skills step by step. Teachers need to teach certain society rules through adoption rather than punishment, threat and disapproval. Teacher should explain the rationale behind the rules and set logical reasons for each one, because the child needs to accept and understand the real and sensible reason. Also in this period, child's effort for being an independent individual should be supported. If the child can learn to develop feeling of confidence, s/he may start to struggle in order to overcome a new feature. That feature is independence, namely child's self-management. Another important issue is that child should have good attitudes for his/her own personality. If child have good memories and experiences throughout preschool, that enables them to have self-confidence (Ulucay, 1983, p.10).

A regular portfolio or journal can be a very useful source of evidence for their professional and personal development. It can enable them to become more self-aware and reflective and can provide evidence of progress to promote them self-esteem, professionalism and confidence. The process of creating, organizing and cross-referencing a portfolio is a challenging task, thus it helps them to learn how to set the balance in order to be good decision maker and problem solver (Dryden, Forbes, Mukherji, & Pound, 2007).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter has four sections, which begin presenting the research model. Then, the study groups are mentioned. Development of data collection instruments is explained in details and it gives information about the pilot testing of the evaluation instruments.

This study focuses on investigating the effect of the ELP use in preschool on children's socio-emotional adaptation and a self-concept development. As the self-concept development, socio-emotional adaptation and European Language Portfolio are inseparable parts of the process, they need to be increased through the help of some methods, techniques and materials. This study was designed as an experimental study, which is based upon pre-test and post-test control group research design. In order to investigate students' self-concept development and social emotional adaptation, quantitative and qualitative analyses were used. The research study began with the literature review in order to determine the relative strengths and weaknesses of the topics that are covered. This chapter has four sections, which begin presenting the research model. The methodology of the study is described in details. First, the research design followed by quantitative and qualitative research methods are discussed and then the participants involved in the study, the instruments used to collect data, the data collection and instructional materials are discussed in details. Also, the distributions of the students in the sample in regard to their age are

demonstrated in the tables. In other words, this detailed information in the chapter aims to enable the reader to interpret the findings and conclusions more easily.

### **3.1. Design of the Study**

The study has been designed covering both quantitative and qualitative data. The ultimate aim of the study is to examine the effect of the ELP use in preschool on children's socio-emotional adaptation and a self-concept development. The data obtained from the study were analyzed descriptively by using SPSS. Percentages and the numbers are used to present the data, which explain the quantitative aspect of the study.

The aim of the experimental research is to investigate the possible cause-and-effect relationship by manipulating one independent variable to influence the other variable(s) in the experimental group, and by controlling the other relevant variables, and measuring the effects of the manipulation by some statistical means. By manipulating the independent variable, the researcher can see if the treatment makes a difference on the subjects (Isaac & Michael, 1977). The design of this quasi-experimental study is pre-test-post-test design which is shown in Figure 3.1. Comparison of pre-test scores allows the researcher to evaluate how effective the randomization of the sample is in providing equivalent groups. The treatment is fully under control of the researcher. The dependent variables are measured twice during the study before and after the manipulation of the independent variable. On the other hand, descriptive research, which is also used in this study, describes data to be inspected.

The similarities and differences between the opinions of teachers were examined. Observations and notes that were made throughout the process were the qualitative

aspect of the study. Thus, this study was employed as an example of the combination of quantitative and qualitative research.

According to Bryman, Becker and Sempik (2008, p. 264) the principal reason for using this combination of sources of the data is that "it was felt that a complete picture could not be generated by any one method alone. Each source of the data represents an important piece in a jigsaw."

### **3.3. Participants and the Setting of the Study**

This study was carried out at American Culture Kids and Captain Kindergarten in Antalya in the two semesters of the 2011-2012 academic year during the period of October 2011 and June 2012. As we could not find two appropriate groups for the study in one preschool, two different preschool were selected. American Culture Kids used ELP for 6 age group through English education, yet Captain Kindergarten did not use ELP for their students. While we were selecting two preschool, we tried to find equal groups in terms of social-cultural status and family environment and our both group were equal. These factors were very essential throughout personal development.

This survey study consists of 34 students who were chosen randomly. There were 18 students in the experimental group and 16 students in the control group. Of the 34 subjects 9 were female and 25 male. But gender was not of importance in the study. The distribution of groups at each class is shown in Table 3.2.

**Table 3.3.1 Number of Participants in the Study**

|       |   | Value      | Label |
|-------|---|------------|-------|
| Group | 1 | Experiment | 18    |
|       | 2 | Control    | 16    |

The size of the sample that is the source of research data, affects the selection of statistics. Büyüköztürk (2010, p. 8) highlights this situation by stating that, for parametric statistics, the sample size is usually expected for 30 people or larger. However, many researches in the social sciences, particularly experimental researches, carried out on smaller groups of people. In literature, there have been many investigations which regard that if size of each sub-groups is 15 and higher, the use of parametric statistics does not cause a significant deviation at the "p" significance level calculated in the analysis.

**Table 3.3.2 Gender Group Cross-tabulation**

| Gender | F     | Count  | Group      |         | Total  |
|--------|-------|--------|------------|---------|--------|
|        |       |        | Experiment | Control |        |
|        |       |        | 4          | 5       |        |
| Gender | M     | Count  | 4          | 5       | 9      |
|        |       | Gender | 44,4%      | 55,6%   | 100,0% |
| Total  | Count | 14     | 11         | 25      |        |
|        |       | Gender | 56,0%      | 44,0%   | 100,0% |
| 52,9%  | 47,1% | 100,0% |            |         |        |

**Table 3.3.3 Time Spent for Studying**

| Duration        | Experiment Group     | Control Group        |
|-----------------|----------------------|----------------------|
|                 | (Number of students) | (Number of students) |
| First Semester  | 18                   | 16                   |
| Second Semester | 18                   | 16                   |

As learners that are used in this study are very young learners, English teaching programme is determined according to their needs and age level. Throughout education period, two teachers, one English teacher and one class teacher, take part in classrooms. For both kindergartens English teachers always speak English with young learners in order to expose young learners to the language itself. American Culture kids learners use Language Portfolio after each topic in order to make self-assessment as an additional material. Mostly, they focus on spoken-production and spoken-interaction based activities. Experimental group students were at A1 level at the end of the term. On the other hand, control group students did not use ELP and they got traditional based education. They had only one teacher in the class and they had two hours English class in a day. Both groups were trained by the same syllabus in order to prevent the different syllabus effect on the performance on students. In the experimental group, Language Portfolio was conducted and both groups were taught as a regular English language course.

### **3.4. Data Collection Instruments**

Data collection, which provides valuable information necessary to make decisions or judgments about the problem, is a key element in the implementation of a research.

In order to obtain data for the experimental research, Demoulin Self-concept Developmental Scale (DSCDS), which consists of 29 statements, was used.

Each questions were administered to each learner individually. The aim of the DSCDS is to gather more detailed information about the level of learners' self-concept development and the opinions of the respondents about the strengths and weaknesses. The second scale that was used in this study is Marmara University's Social Emotional Adaptation Scale (MASDU), which is aimed at gathering information about learner's social emotional adaptation. It provides data by using Likert scale consisting 19 items. There is a slight difference between scales that were administered to teacher and student.

### **3.4.3 Demoulin Self-Concept Development Scale (DSCDS) (Age 6)**

The main aim of this research is to study out and discuss the relationship between the use of ELP and children's social emotional adaptation and self-concept development. As a pedagogical truth the ELP is assumed to have a significant role in children's social emotional adaptation and self-concept development, hence these terms are considered to be in pedagogical content. As DSCDS is the only valid and reliable scale that is adapted to our language, we need it to gather data about the children's self-concept development.

DSCDS is a measurement scale, which offers to analyze and identify children's self-concept both systematically and comparatively (Demoulin, 2000, p. 46). The scale was developed between 1995-1998 in Tennessee by Dr. Donald Demoulin, during a study that was aimed to support self-concept development named as "I love myself". That study consisted of 950 pre-school students (Demoulin, 2000, p. 46).

The scale is an instrument, which supplies systematic and widely analysis of children's self-concept perception. The scale involves 29 questions and fundamentally comprises of two sub-scales that are self-efficacy and self-respect. Three different resources are used to get information: children, family and teacher. Each question of the scale is suitable for three resources. For example; the same test is supposed to be applied to children, family and teacher in the same way and consistent results are analyzed. After analyzing the data separately, they are combined in terms of self-concept development (Demoulin, 2000, p. 51). At the same time, socio-economic status, gender and origin are important for the test measurements. The study of reliability has been done for the DSCDS. The study was applied to 170 six-year-old children and also it was tested among 30 children two times more for the reliability again. Moreover; the application was done by four different preschool implementers. With the test results of 170 children, Cronbach's alpha, Spearman, Guttman techniques were applied. Ultimate reliability was taken with Cronbach's alpha, Spearman (0,8851), the lowest reliability was handled with Guttman technique (0.8805).

In the self-concept development scale, the scores below 15 points are cited as zone of concern. In each sub-scale (self-efficacy, self-respect); 6 or lower scores are estimated as zone of concern and effects of each items to general self-concept are analyzed. Throughout first and second measurements, total Cronbach's alpha of self-efficacy and self-respect are between .79 and .91, so reliability coefficient, gender, age and the effective factors have not significant effect (Demoulin, 2000, p. 12).

The scale consists of 30 items and two sub-scales. These sub-scales are self-efficacy (children's self-perception) and self-respect (children's attitudes for the school and their friends). In each sub-scales, there are 15 questions from the main scale, yet

throughout the studies, one of the questions was found statistically meaningless and that question was removed, hence total from of the scale has got 29 question; 14 for self-efficacy and 15 for self-respect. Main concern of the scale's questions is about teacher, friends, family and preschool education. Each expression ends up with 'I feel like.....', and children choose and mark the best face expression for their own feelings. Face expressions, used for the scales, are happy, and straight face and unhappy. The application was made individually, the implementer and children sat together, and a paper that had three different facial expressions and colourful pens are given to the children in order to mark the faces. For each questions, each facial expressions stem for 1 to 3 points. Children get the points for the selected facial expressions. At the end of the test, children got points between 14-42 for each sub-scale.

#### **3.4.2. Marmara University's Socio-Emotional Adaptation Scale (MASDU)**

Marmara Socio-Emotional Adaptation Scale (MASDU) was developed between 2002-2003 years by 9 experts in Marmara University (Güven, Önder, Sevinç, Aydın, Balat, Palut, Bilgin, Çaglak, & Dibek, 2004, p. 48). It is aimed to evaluate socio-emotional adaptation level of 6 year old children. The study of scale development was started by creating item pool. Scale's item pool was developed by 9 psychologists and pedagogue experts. Experts are lecturers of Marmara University Preschool Teaching Department. Firstly 47 items were collected, and then they were applied to 490 participants. Item analysis was done and as a result they were eliminated to 36 items. The whole scale and sub-scales' reliabilities were assessed through Cronbach's alpha technique. 270 girls and 297 boys joined to the study of validity and reliability of MASDU. Moreover, the scale was applied to 36 students two times. According to the results of the analysis, scale's Cronbach's alpha

parameter was such a high value such as 0.83,  $p < .01$ . Also correlation of the scale was quite high ( $r = .89$ ,  $p < .01$ ).

### **3.4.3. The relationship between Socio-emotional adaptation and Self-concept development**

Self-concept development is one of the core sides of socio-cognitive development. It affects children's self-perception and emotional experiences. Self-respect occurs from the very beginning of the life and it develops day by day (Berk, 1997, p. 429). Individual's self-concept development occurs between the age 2-6 and children's social interaction and experiences have great impact on it (Demoulin, 1999, p. 15). In this period, emotions are completely integrated with cognitive and social actions. Children, who can develop comprehension skills and easily express themselves, are able to set successful relationships with their social environment (Bukato-Daehler, 1992, p. 445).

## **CHAPTER IV**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1. Introduction**

This chapter presents the results of the study which aims to assess the effect of the ELP use in preschool on children's socio-emotional adaptation and self-concept development. The findings and the results are stated under the related problem statements.

#### **4.2. Data Analysis**

Children take the advantage of social environment while they are learning second language during early childhood period. Generally communication is very essential for children; they have a powerful need for the language because it is the main means of communication. As children have great imitation ability, they can easily imitate role models' speaking style. When children's speaking mistakes are ignored and their speaking is reformulated according to their mistakes, they can use the ability of imitation in order to record correct words and structure. This recording style of children can make learning process easier than other ways (Pecenek, 2002, pp. 90-92).

To answer the research questions, a quantitative and qualitative analysis of the effect of the ELP use in preschool on children's socio-emotional adaptation and a self-concept development were applied. In this section, the similarities and the differences between the two groups were examined. When the results were analyzed

from the table the differences that occurred in terms of self-concept development and socio-emotional adaptation between pre and post tests were presented. Main target was to understand and identify the effect of the ELP use in preschool on children's socio-emotional adaptation and self-concept development.

First, pre and post-tests' ANOVA results of the groups were analyzed so as to understand whether there is a significant difference or not. Secondly, teachers' opinions about the effect of the ELP use in preschool on children's socio-emotional adaptation and self-concept development were presented.

#### **4.3. The Quantitative Data Analysis of the effect of the ELP use in Preschool on Self-Efficacy**

As it is seen in Table 4.3.2, while experiment group's pre-test score mean is 43.56, control group's mean score is 35.13. Also when it comes to deviation, experiment group's deviation is 1.46417. Control group's deviation is 3.75722.

**Table 4.3.1 Self-Efficacy Mean and Deviation Score of Experiment, Control Groups**

| Group      | Mean         | Std. Deviation | N         |
|------------|--------------|----------------|-----------|
| Experiment | <b>43.56</b> | <b>1.17</b>    | <b>18</b> |
| Control    | <b>35.12</b> | <b>3.75</b>    | <b>16</b> |
| Total      | <b>39.82</b> | <b>5.07</b>    | <b>34</b> |

When we examine the table 4.3.1, it is clearly seen that experiment group's *Self-Efficacy* Mean is 43.56 and Std. Deviation level is 1.17. Control group's *Self-Efficacy* Mean is 35.12 and Std. Deviation level is 3.75.

**Table 4.3.2 Self-Efficacy Pre and Post Test Mean Score ANOVA Results**

| Variance resource | Sum of Squares | Sd(Df) | Mean Square | F      | P    | ETA  |
|-------------------|----------------|--------|-------------|--------|------|------|
| Intercept         | 492,985        | 1      | 492,985     | 63,772 | ,000 | ,680 |
| group             | 35,592         | 1      | 35,593      | 4,604  | ,040 | ,133 |
| Error             | 554,986        | 1      | 554,986     | 71,793 | ,000 | ,705 |
| PreSeTop          | 2,585          | 1      | 2,585       | ,334   | ,567 | ,011 |
| Group PreSeTop    | 12,186         | 1      | 12,186      | 1,576  | ,219 | ,050 |
| Error             | 231,911        | 30     | 7,730       |        |      |      |
| Total             | 54136,000      | 34     |             |        |      |      |

\* p<.01

When we examine the table 4.3.2, it is clearly seen that there is a significant difference between before and after total self-concept, self-efficacy pre-post test scores, which belong to the children, who have got portfolio based education throughout learning process ( $F = 2.585$ ,  $p < .01$ ). According to the results, children's which got European Language Portfolio based education, self-efficacy concerns with self-concept, , show significant differences between pre and post-test. Also, the effects of the application had great positive effects on children's self-concept and overall those positive effects were meaningful.

This finding shows that children who use language portfolio during foreign language learning process are able to improve their self-concept that concerns with self-efficacy, and portfolio has multiple-effects on personal development. When we compare the ones, who had portfolio based education with the others, who did not

have, it can be understood that former promote their self-concept and self-efficacy from the beginning of the process to the end. According to that finding, using language portfolio for preschool language education can enhance and highlight self-concept and self-efficacy and as a result children can get high scores from pre to post tests.

There is a significant difference between experimental group's self-efficacy in terms of self-concept pre-test and post-test total scores, ( $F\ 1;30=63,772$ ,  $p<.01$ ). When we analyze findings, European Language Portfolio has a crucial effect to develop self-efficacy and self-concept proficiency during language education process. In addition to these, it shows us that self-concept also differentiates according to the education program between children who used language portfolio and the ones who did not. Both groups had different processes and the factors which show measurement made at different times. There were meaningful and significant results ( $F\ 1;30=12,186$ ,  $p<.01$ ).

The finding shows that experimental group's perception of self-concept and self-efficacy development is different from the control group, who did not use European Language Portfolio during foreign language education. Both groups' level of consciousness conveys great dissimilarity.

Actually, both experiment and control group's self-concept perception become distinctly related with their self-efficacy. Self-concept differentiated and effected self-efficacy; as a result that foreign language education was taught with the help of European Language Portfolio. Thus; a deviation in subject's self-concept and self-efficacy awareness could be easily observed. In the light of this information, we can claim that it has resulted from using European Language Portfolio. In this case, when we compare using language portfolio for preschool foreign language education with

pure and traditional education, it is obvious that the former is a fundamental domain for supporting and promoting children's self-concept and self-efficacy consciousness.

Most of the information, which is related with human himself, is created by informal actions experienced throughout life, yet it cannot be ignored that professional environments that are formal also affect profoundly and give shape to perceptions. Mostly with preschool education at the age of 5-6, individual starts an academic process, which shapes educational, personal and professional features. That ongoing process directs their life in different aspects. If one creates his or her sense of self with the help of those academic processes, she/he will use this formation for the rest of life. According to Foster (1990), generally educators have believed that preschool children are far from knowing and understanding about self-concept, physiological and psychological notions concretely, yet recently it can be explicitly understood that that is not a real fact (p. 133).

As Senechal (1997, p. 2) states that children comprehend his/her existence, each one of them are individuals and they try to discover their personality in this part of their life. In early childhood, children use their motor, sensation, cognitive and language skills. They have an ever-growing energy, thus they can easily forget their failure and they can concentrate on other topics. Moreover, they can reformulate their mistakes. Generally children have an enterprising personality, thus they have more extensive social environment. In this period, if children experience a lot of disappointment, it may result with low self-esteem. They need support and extra activities in order to foster their self-confidence during this process.

#### **4.4. The Quantitative Data Analysis of the effect of the ELP use in preschool on Self-respect**

**Table 4.4.1. Self-Respect Mean and Deviation Score of Experiment, Control Groups**

| Group      | Mean  | Std. Deviation | N  |
|------------|-------|----------------|----|
| Experiment | 40.50 | 1.75           | 18 |
| Control    | 32.81 | 4.80           | 16 |
| Total      | 36.88 | 5.22           | 34 |

As it can be seen in Table 4.4.1, it is clearly seen that experiment group's Self-Respect Mean is 40.40 and Std. Deviation level is 1.75. Control group's Self-Efficacy Mean is 32.81. and Std. Deviation level is 4.80.

**Table 4.4.2. Self-Respect Pre and Post Test Mean Score ANOVA Results**

| Variance resource | Sum of Squares | Sd(Df) | Mean Squares | F      | P    | ETA  |
|-------------------|----------------|--------|--------------|--------|------|------|
| Intercept         | 721,667        | 1      | 721,667      | 57,413 | ,000 | ,657 |
| Group             | 3,960          | 1      | 3,960        | ,315   | ,579 | ,010 |
| Error             | 502,815        | 1      | 502,815      | 40,002 | ,000 | ,571 |
| PreSrTop          | 2,999          | 1      | 2,999        | ,239   | ,629 | ,008 |
| Group<br>PreSrTop | 21,812         | 1      | 21,812       | 1,735  | ,198 | ,055 |
| Error             | 377,089        | 30     | 12,570       |        |      |      |
| Total             | 47150,000      | 34     |              |        |      |      |

\*p<.01

When we investigate Table 4.4.2, we can clearly see the significant difference between before and after total self-concept, self-respect pre-post test scores, which

belong to the children who have got portfolio based education throughout learning process ( $F\ 1;30=2,999$ ,  $p<.01$ ).

According to the results, experimental group's, who got European Language Portfolio based education, show significant differences between pre and post-test. Also, the effects of the application had great positive effects on children's self-concept and overall those positive effects were meaningful.

This results show that children who use language portfolio during second language learning process can develop their self-concept that concerns with self-respect and portfolio has multiple-effect on personal development. When we compare the one who had portfolio based education with the others who did not have, we can clearly understand that former develop their self-concept and self-respect from the beginning of the process to the end. It is understood from the finding that using language portfolio for preschool language education can enhance and highlight self-concept and self-respect and as a consequence, children can get more high results from pre to post tests. There is a significant difference between experimental subjects' self-respect in terms of self-concept pre-test and post-test total scores, ( $F\ 1.30=57.413$ ,  $p<.01$ ). When we analyze findings, European Language Portfolio has essential effects in order to develop self-respect and self-concept proficiency during the language education process. Moreover, it shows us that self-concept also differentiates between children who used language portfolio and the ones who did not use. Some factors, such as; being in different process and the factors which show measurement made at different times, has common effects on experimental subject's self-concept and self-respect. Those factors are significant ( $F\ 1;30=21,812$ ,  $p<.01$ ).

These findings show that experimental group's perception of self-concept and self-respect have promoted by using European Language Portfolio during foreign

language education. On the other hand; we cannot observe significant differences in control group who did not use European Language Portfolio during foreign language education. Both groups' level of consciousness show huge dissimilarity.

Namely, self-concept awareness is unlike related with their self-respect for experimental and control groups. Self-concept differentiates and affects self-respect. With help of self-respect, children can learn about themselves, thus; we can allege that developing self-concept and self-respect awareness has resulted from using European Language Portfolio.

In these circumstances, language portfolio for preschool foreign language education rather than traditional education method has totally different and positive effects on children's self-concept and self-respect consciousness.

Self-concept is an active ongoing process, which has started from the birth to the end of the life. It is affected by series of events and domains. For instance; parents have roles with discipline and affection. In their social environment, parents should act in proper manner or being successful or not. We can name them as peer pressure. In other words; various factors can be combined and they create the term 'self-concept'. If notion of self-concept is formed through just success or relationships, there might be short-comings. When children experience positive stimulant both for themselves and their environment during that development period, they may have self-respect and regard themselves as precious. Consequently; Self-concept's development, cohesion and continuity depend on self-respect.

#### **4.5. The Quantitative Data Analysis of the effect of the ELP use in Preschool on Socio-Emotional Adaptation**

**Table 4.5.1 Post Social-emotional Adaptation Mean and Deviation Score of Experiment, Control Groups**

| Group      | Mean  | Std. Deviation | N  |
|------------|-------|----------------|----|
| Experiment | 56.83 | 2.38           | 18 |
| Control    | 50.75 | 2.29           | 16 |
| Total      | 53.97 | 3.45           | 34 |

As it can be seen in Table 4.5.1, it is clearly seen that experiment group's socio-emotional adaptation mean is 56.83 and Std. Deviation level is 2.38. Control group's Self-Efficacy Mean is 50.75 and Std. Deviation level is 2.29.

**Table 4.5.2. Social-emotional Adaptation Pre and Post Test Mean Score ANOVA Results**

| Variance resource | Sum of Squares | Sd(Df) | Mean Squares | F      | P    | ETA  |
|-------------------|----------------|--------|--------------|--------|------|------|
| Intercept         | 1,208          | 1      | 1,208        | ,476   | ,495 | ,016 |
| Group             | 3,778          | 1      | 3,778        | 1,489  | ,232 | ,047 |
| Error             | 170,514        | 1      | 170,514      | 67,226 | ,000 | ,691 |
| PreSeasTop        | 4,639          | 1      | 4,639        | 1,829  | ,186 | ,057 |
| Group<br>PreSrTop | 3,037          | 1      | 3,037        | 1,197  | ,283 | ,058 |
| Error             | 76,093         | 30     | 2,536        |        |      |      |
| Total             | 99431,000      | 34     |              |        |      |      |

\*p<.01

Examining the table 4.5.2, one can clearly understand that there is a significant difference between before and after socio-emotional pre-post test scores of children, who have got portfolio based education throughout learning process ( $F 1.30=4.639$ .  $p<.01$ ). In the light of that information, a significant development have been observed. Children, who used European Language Portfolio, have experienced great improvement in terms of socio-emotional adaptation from the beginning until the end. Also it is observed that the impact of the application is significant.

We can infer from the indication that European Language Portfolio has an additional support for promoting children's socio-emotional adaptation and also when we compare the children who used the language portfolio through their language education with the control group, we can readily evaluate that there is great difference between pre and post-tests. According to those findings; using European Language Portfolio during preschool education has positive effect in order to develop socio-emotional adaptation and the children using ELP are more successful than the others. There is a significant difference between Experimental group's socio-emotional adaptation pre-test and post-test total score, ( $F 1.30=476$ .  $p<.01$ ). As far as the information that we concerned, European Language Portfolio has fateful influence on socio-emotional adaptation level during language education process. Also; education program has different impact on target group according to the method and approach, hence it reflects on socio-emotional adaptation. Common agents like being in different process and the factors indicating different measurement times have an effect on experimental subject's socio-emotional adaptation. Those factors are significant ( $F 1.30=4.639$ .  $p<.01$ ).

Experiment group used language portfolio during language education and as a result of that we encountered an improvement process between pre-test and post-test, yet

control group applied traditional teaching education model and they did not use language portfolio. Thus; both group have had different level of socio-emotional adaption proficiency.

In another sense; experiment and control group subjects' socio-emotional adaptation level show variations depending on tests. Teaching second language through language portfolio reinforcement have resulted in high socio-emotional adaptation. So in this case, we can support the idea that language portfolio is a good way to foster children's personal development.

## **4.6. Findings**

### **4.6.1. Findings Based on the Research Question 1**

The findings based on the research question "*What is the effect of the ELP on children's socio-emotional adaptation and a self-concept development use in Preschool ?*" explain that

European language portfolio aims at offering the opportunity to undertake a "self-evaluation". This does not mean "external evaluation". It is a process of self-reflection. Especially, the individual learner is responsible for the regular self-assessment; it is important to use ELP effectively. In another words, it is a tool to improve learner autonomy. It has not just a pedagogic function to guide but also support the learner in the process of language learning and a reporting function to record proficiency in languages. The Language Portfolio taught learners how to make on-going learning. It is a wide known fact that language portfolio has great influence on language learning. In this study, it is understood that European language portfolio has also impact on children's personal development, such as self-concept and social-emotional adaptation.

#### **4.6.2. Findings Based on the Research Question 2**

The findings based on the research question “***What is the effect of ELP use on experiment group students' self-concept development?***” show that

Experiment group students have promoted their self-concept level. Throughout the language process, they both experience language development and personal improvement with the help of language portfolio. The results of the study indicated that both teacher's and students' perceptions were positive about using the language portfolio. As children want to be the main character in events, language portfolio reinforces them to use the language. To sum up the results of the self-concept development clearly claim that European Language Portfolio affects children positively.

#### **4.6.3. Findings Based on the Research Question 3**

The findings based on the research question “***What is the effect of ELP use on experimental group students' social emotional adaptation?***” show that

This study aims to show European Language Portfolio can supply positive background for children's socio-emotional adaptation. Especially, this feature emphasizes two basic principles of the Common European Framework of Reference for Languages (CEFR, 2011, p. 21) are as follows:

- 1) The rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding (Cultural Diversity).
- 2) Member states, when adopting or developing national policies in the field of modern languages learning and teaching, may achieve greater convergence at the

European level by means of appropriate arrangements for ongoing co-operation and coordination of policies (Self-Assessment and Learner Autonomy) (CEFR, 2011, p. 2).

In the light of these principles, it can be concluded that the aim of language education is to promote the development of the learners' intercultural communicative competence through autonomous learning, self-assessment and cultural diversity. The results of the study indicated that those objectives were achieved. Experiment group children adapted themselves their social environments. Each of them can set good relationships and express themselves in a good way.

#### **4.6.4. Findings Based on the Research Question 4**

The findings based on the research question '*Is there a significant difference between experimental group students and the control group students in terms of self-concept development and social emotional adaptation at the beginning of the study?*' tell us that

Experimental and control group subjects have started at the same point, yet they differ throughout the application process. Pre-test data showed that there was not a significant difference between experimental group students and control group students.

#### **4.6.5. Findings Based on the Research Question 5**

The findings based on the research question '*Is there a significant difference between experimental group students' self-concept development and social emotional adaptation according to the pre-test and post-test results?*' show that

European Language Portfolio promotes meaningful interaction between students and also it enables to create a positive atmosphere in the learning environment. Children can show their reactions clearly and they can express themselves, hence they can know about self-concept and they may feel more self-conscious. The results of the study indicated that children who used European Language Portfolio through language education, have improved their self-concept and socio-emotional adaptation from the beginning of the study until the end. It is of great importance to raise children's awareness about themselves. Teaching children to be self-aware, socially cognizant, able to make responsible decisions, and competent in self-management and relationship management skills are related with social and emotional education, by this way academic success can be accomplished (Bloodworth, Walberg, Weissberg, & Zins, 2004, p. 10).

#### **4.6.6. Findings Based on the Research Question 6**

The findings based on the research question '*Is there a significant difference between control group students' self-concept development and social emotional adaptation according to the pre-test and post-test results?*' indicate that

Having preschool education at an early age contributes to children. Control group students' self-concept and socio-emotional adaptation level showed slight improvement because of preschool education, yet when we compared them with experimental group learners, there was a huge difference between them. In this sense; we could claim that there was not a significant difference between control group students' self-concept development and social emotional adaptation according to the pre-test and post-test results. As the nature of the education procedure has an essential impact on children's development, control group children may not have a

huge improvement. Learner-centered activities and approaches should be used. There should be flexible program which is based on games, riddles and so on. Actually, there is always an educational purpose in such activities (Oja, Sprinthall & Sprinthall, 1931, p. 277).

#### **4.6.7. Findings Based on the Research Question 7**

The findings based on the research question '*Is there a significant difference between experimental group students and the control group students in terms of self-concept development and social emotional adaptation at the end of the study?*' explain that

The first day of kinder garden, children will be expected to learn how to cooperate and follow directions, work independently, know when and how to ask for help, and get along with her/his classmates and teacher. Yet, there are lots of affective factors like the quality of the education programme. Children, who get a proper preschool education, can handle difficulty in regulating emotions and anxieties. Moreover; those children can focus on learning and exploration. The results of the study indicates that there is a significant difference between experimental group students and the control group students in terms of self-concept development and social emotional adaptation at the end of the study. In other words we could claim that children's socio-emotional and self-concept development were considered to be in pedagogical context, therefore as a pedagogical fact that the ELP was assumed to have a significant role in children's socio-emotional and self-concept developments.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1. Introduction**

This chapter aims to discuss the major findings of the study in the light of results by comparing and contrasting them with related literature when necessary. It contains some suggestions for MEB, kinder garden teachers and further researchers.

#### **5.2. Conclusion**

In this part of the study, the results of the data will be discussed by connecting the findings with previous chapter and by providing interpretations. The findings will be discussed in the order of certain topics.

The present study was conducted to determine the effects of ELP use in preschool education on children's socio-emotional adaptation and self-concept development. Inspired by recent developments in the Council of Europe's language programme, the main purpose of this particular study was to evaluate the pedagogical effects of European Language Portfolio.

This research is generated by two sample groups. First sample group consists of 18 children, the second sample group consist of 16 children. Children, who participated in this study, were 6 years old. The former is experimental group and the latter is control group. Both sample groups live in Antalya and their socioeconomic status, cultural backgrounds and life standards are similar. Totally, 34 children take part in sample group of the study. In the quasi-experimental design on the study pre-test and

post-test with the control and experimental group was used. Two-Way ANOVA for Repeated Measures was used for statistical data analysis. In this study, in order to define student's social-emotional adaptation and self-concept development, Self-concept development scale (2000), which was designed by Dr. Donald Demoulin, and Social-emotional adaptation scale (MASDU) (2002-2003), which was designed by an expert group who were academicians at Marmara University, were administered to all students twice. Each of the classes took the same self-concept development scale and social-emotional adaption scale as a pre-test separately before employing ELP. Language portfolio is used in American Culture Kids. It is not a validated European Language portfolio model, yet it resembles a very young learners European Language Portfolio model validated by Council of European language policy revision.

### **5.2.1. The Effect of ELP on Socio-emotional Adaptation**

The results of the study explains that it is essential for schools to highlight children's socio-emotional development. In addition, it has a critical role in developing children's academic performance and lifelong learning (Bloodworth, Walberg, Weissberg & Zins, 2004, p. 10). The school environment is a good way to identify children's abilities and provide them their needs. Children can only learn everything from his/her family or school environment during that ages. It should be aimed to improve social-emotional competence in the early years. Recently, social and emotional readiness is very essential for young learners because it affects children's school success (Kristine, Paula 2007). Children should identify themselves in a correct manner in order to be proper member of the society. In this sense, we claim that using portfolio is a good tool to understand ways of how to make self-reflection. According to the data obtained from the questionnaires, we can clearly understand

that young learners, especially very young learners, can be set objectives even for themselves. At the beginning of the application, children experienced some kind of difficulties in terms of adaptation. They could not get used to their new social environment, yet throughout the process, they have overcome those problems. Moreover; children, who have used language portfolio, could adapt easily more than control group children. Therefore; European Language Portfolio should integrate into learning process.

### **5.2.2. The Effect of ELP on Self-Concept Development**

It could be considered the self-concept to be our attempt to explain ourselves to ourselves, in order to build a scheme, which organizes our impressions, feelings, and attitudes about ourselves. Yet that model may be temporary, and changeable. Self-concept is highly related with self-awareness. Teachers should make self-reflection so as to achieve these terms, especially one's own thinking. A central part of reflective learning is about questioning of assumptions. Surfacing assumptions and learning is an important dynamic in personal growth and self-awareness. It varies from situation to situation and from one event to the other (Woolfolk, 1998). Children generate self-concept development in two fundamental ways. Firstly children observe other people's reactions to his/her attitudes and they evaluate themselves as a good person or a bad one. Also children internalize other persons' judgment and these judgments give shape to the children's personality and self-concept. Secondly the child observes the expected behaviors of the society and his/her family and then tries to apply them. The second process is more important than the first one.

That learning process comes through internalization and that is an important social learning event, which should be taken into account (Fişek, Yıldırım, 1983). According to Shirley C. Samuels(1977), early childhood is a critical period for self-concept improvement. Young child is still open regarding his feelings and they do not hesitate to make mistakes. As children get older, they can hide their feelings and it becomes harder to get underneath and understand what is really going on. Hence, it is very essential that using portfolio at very early ages will direct them to be more self-reflective and they can know about their strength and weakness. In this study, we aim to show how language portfolio will be effective for directing children to make reflection about themselves. According to the findings, it can be clearly understood that it helps the process and affect them in a good way. The language portfolio is a vehicle for directing children to be active observer throughout the learning process rather than passive receptors.

### **5.2.3. The importance of using European Language Portfolio for young learners**

Portfolios provide lots of advantages to learners. They help to motivate young learners, provide fun to review the language and make reflect on their own objectives. Children can find the ways of learning and success through using them. Using Language Portfolio can support preschool children's developmental process. It reinforces children's motivation by providing something personal and tangible which they can build up and develop over the course. Moreover; It gives opportunities to learners to reflect on their own learning and achievement by asking them to make choices, review, compare and organize their own work. ELP may help them to widen their point of view. Children talk and discuss about their experiences and look at

other portfolios. As ELP composes learner self-assessment, learning responsibility and parent involvement, learner autonomy can be fostered (British Council, 2010).

The results reflect that all those advantages promote children's personal development, language portfolio can be used as a vehicle of making the language learning process more transparent for young learners and help them to develop their capacity for reflection and self-assessment (Council of Europe, ELP, 2011, p. 140).

### **5.3. Suggestions**

Although the current study provides a reasonably deeper insight in order to determine the effects of ELP use in preschool education on children's socio-emotional adaptation and self-concept development, the following suggestions can be offered.

#### **5.3.1. General Suggestions**

- Using language portfolio is of great importance in foreign language teaching and learning process for young learners. As it has positive effects on young learners' improvement, MEB should introduce ELP to all 5-6 age children in Turkey. Portfolio is only as good as the teachers who are using them. It is important to note that ELP can be a very effective teaching vehicle in the hands of a good teacher. Therefore, teachers should know their students' needs, interests, levels and learning styles to adapt and supplement their portfolio at the very beginning of the year.
- Learner centered education model and the activities should be used in order to support portfolio.

- The language teachers should be trained according to ELP principles. Thus they can understand their students' interest and learning style.
- New materials and audiovisual materials for young learners should be prepared on the basis of ELP.

### **5.3.2. Suggestions for Researchers**

- Besides, it is better to make a needs analysis to find the most effective teaching method which appeals to the particular learner group, who use portfolio. Learner centered activities, which are based on critical thinking, should be selected. For further studies it is advised that researchers should work with a larger number of participants in different ages over a long period of time in order to examine if it works with larger classes at different ages. Furthermore, as the level of age of the experimental group is very young, the qualitative data for this study was limited. Thus, in order to increase the effectiveness of the study and to obtain a clearer and more complete understanding of children's self-concept development and socio-emotional adaptation, a further extension of the study can be conducted via teacher observation and diaries.
- It is suggested that 1<sup>st</sup> grade ELP users and 6 age ELP users' results can be compared. Researcher can search about differences between different age groups.
- For further studies it is advised that researchers can study on both Turkish and English portfolio and they can search how they effect to each other.
- Researchers can compare the effect of bilingual and monolingual families' effects on children's preschool education.

- Researchers can study on how ELP usage effect language learning and language acquisition.

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## APPENDICES

### APPENDIX 1

#### SOCIAL-EMOTIONAL ADAPTATION SCALE (MASDU)

60-72 AYLIK ÇOCUKLAR İÇİN SOSYAL-DUYGUSAL UYUM ÖLÇEĞİ

Çocuğun Cinsiyeti: 1- ( ) Kız      2- ( ) Erkek  
Çocuğun Kod Numarası: .....  
Çocuğun Okulu Başlama Tarihi: ..... / ..... / .....  
Çocuğun Doğum Tarihi: ..... / ..... / .....  
Uygulanan Okulun Adı: .....

|  | HİÇBİR ZAMAN 1 | BАЗЕН 2 | HER ZAMAN 3 |
|--|----------------|---------|-------------|
| 1. Sınıftaki arkadaşları arkadaşlığı ile paylaşırlar.  |                |         |             |
| 2. Akrabaları ile kolay iletişim kururlar.   |                |         |             |
| 3. Sınıfta arkadaşlığı olan bir okuru grubuna kolaylıkla dahil olur.                         |                |         |             |
| 4. Serbest zaman etkinliklerinde arkadaşlarıyla olmayı tercih eder.                          |                |         |             |
| 5. Grup oyunlarında kurallara uysal.   |                |         |             |
| 6. Gereklilikte çevresindekilerle yardım eder.   |                |         |             |
| 7. Karşılıklı soruları saldırganlıkla başvurmadan çözer.                                     |                |         |             |
| 8. Tesekkül ederim, gönaydim, iyi günler vb. nüzaket ifadelerini gülümle yasamında kullanır. |                |         |             |
| 9. Başkalarının beğenisi kazanmakta hoşlanır.  |                |         |             |
| 10. Yaşına uygun sorumlulukları yerine getirir.  |                |         |             |
| 11. Ortalı eşyalern kullanımında özenlidir.  |                |         |             |
| 12. Ortamda zamanına uygun espriler yapar.   |                |         |             |
| 13. Dostluk ilişkilerde uygun tepkiyi gösterir.  |                |         |             |
| 14. Ebeveyninden sorunsuzca ayrıılır.  |                |         |             |
| 15. Mutlu bir çocuktur.  |                |         |             |
| 16. Gençinde olumlu bir yüz ifadesi vardır.  |                |         |             |
| 17. Bakıraklı olmaya özen gösterir.  |                |         |             |
| 18. Başkalarının ihtiyaç ve isteklerine duyarlıdır.  |                |         |             |
| 19. Gerekliginde hálkını elde etmek için çaba gösterir.                                      |                |         |             |

Social-emotional adaptation scale (MASDU) (2002-2003) by Marmara University

## APPENDIX 2

### SELF-CONCEPT DEVELOPMENT SCALE

BY DR. DONALD DEMOULIN

#### DEMOULIN ÇOCUKLAR İÇİN BENLİK ALGISI TESTİ (6 YAŞ )

01. Faaliyetimi yaparken öğretmenimden yardım istedığimde, ..... hissederim.
02. Öğretmenimle, ailem hakkında konuştuğumda, ..... hissederim.
03. Öğretmenim, benden bir soruyu cevaplamamı istediginde, ..... hissederim.
04. Öğretmenimden, anlamadığım bir şeyi tekrar etmesini istedığimde, ..... hissederim.
05. Her sabah, okula gitmek için hazırlanırken, ..... hissederim.
06. Faaliyetimi öğretmenime teslim ettiğimde, ..... hissederim.
07. Yarın okula gideceğimi düşündüğümde, ..... hissederim.
08. Öğretmenim, yeni bir şey yapacağımızı sınıfı duyurduğunda, ..... hissederim.
09. Öğretmenim, evde yapmamız için bir faaliyet/görev verdiğinde, ..... hissederim.
10. Birisi, bana, yapmakta zorlandığım bir faaliyeti yapabilmem için yardım ettiğinde, ..... hissederim.
11. Sınıf arkadaşlarımla, faaliyetim/projem hakkında konuştuğumda, ..... hissederim.
12. Başkalarının yapabildiği bir şeyi, ben yapamadığında, ..... hissederim.
13. İnsanların önünde şarkı söylemem gerekiğinde, ..... hissederim.
14. Sınıf arkadaşlarının önünde bir şey anlatmam gerekiğinde, ..... hissederim.
15. Sınıf arkadaşlarım benimle dalga geçerlerse, ..... hissederim.
16. Oyun zamanı, arkadaşlarımla birlikteyken, ..... hissederim.
17. Kendi resmimi çizdiğimde, ..... görünürüm.
18. Arkadaşlarımla konuştuğumda, ..... hissederim.
19. Okuldayken, ..... hissederim.
20. Evdeyken, ..... hissederim.
21. Kendi kendime oynarken, ..... hissederim.
22. Şu an boyamakta olduğum yüz ne kadar ..... hissettiğini ifade ediyor.
23. Oynamakta olduğum bir şeyi paylaşmam istediginde, ..... hissederim.
24. Öğretmenimle, kendimle ilgili konuştuğumda, ..... hissederim.
25. Öğretmenim beni evinde ziyarete gelse, ..... hissederdim.
26. Ailem hakkında konuştuğumda, ..... hissederim.
27. Diğer insanların resimlerini çizdiğimde, ..... görünürler.
28. Her gün sınıfıma girdiğimde ve sandalyeme oturdugumda, ..... hissederim.
29. Aynaya baktığında, ..... hissederim.

Self-concept development scale (2000) by Dr. Donald Demoulin

## SELF-CONCEPT DEVELOPMENT SCALE

BY DR. DONALD DEMOULIN

|     |  |  |  |     |  |  |  |     |  |  |  |
|-----|--|--|--|-----|--|--|--|-----|--|--|--|
| 1.  |  |  |  | 11. |  |  |  | 21. |  |  |  |
| 2.  |  |  |  | 12. |  |  |  | 22. |  |  |  |
| 3.  |  |  |  | 13. |  |  |  | 23. |  |  |  |
| 4.  |  |  |  | 14. |  |  |  | 24. |  |  |  |
| 5.  |  |  |  | 15. |  |  |  | 25. |  |  |  |
| 6.  |  |  |  | 16. |  |  |  | 26. |  |  |  |
| 7.  |  |  |  | 17. |  |  |  | 27. |  |  |  |
| 8.  |  |  |  | 18. |  |  |  | 28. |  |  |  |
| 9.  |  |  |  | 19. |  |  |  | 29. |  |  |  |
| 10. |  |  |  | 20. |  |  |  | 30. |  |  |  |

## APPENDIX 3

### AMERICAN CULTURE KIDS LANGUAGE PORTFOLIO



## AMERICAN CULTURE KIDS LANGUAGE PORTFOLIO

Name:

Portfolio Number:

Dear

Welcome to English.  
Let's have fun together learning English. This is your special portfolio.  
Here you can show what you are learning, and what you have enjoyed.  
Have fun!

Love From Your Teacher:



## APPENDIX 3

### AMERICAN CULTURE KIDS LANGUAGE PORTFOLIO

#### SAMPLE STUDENT ASSESSMENT GRID

The worksheet contains five circular illustrations:

- A child reaching for a power outlet with a speech bubble: "Never touch sockets. They're dangerous."
- A child playing with a toy car on a road with a speech bubble: "Come away from the road. It's dangerous."
- A child standing next to a teacher with a speech bubble: "You should ask the teacher."
- A child standing on top of another child with a speech bubble: "Turn off the tap!"
- A group of children standing in a line with a speech bubble: "Get in line please."

In the center is a yellow circle containing the text: "Commands requests and Warnings".

To the right is a blue box containing the text: "I can talk about" followed by icons of a smiling face and hands.

At the bottom left is a drawing of a child writing with a pencil, with the number "3" written next to it.

Below the illustrations is a speech bubble containing the following text:

I can ...  
What's happening in this picture?  
What do you think he/she should do?  
What do you think he/she is saying?

Below the speech bubble are several star icons and the text: "I enjoyed ...".

# AMERICAN CULTURE KIDS LANGUAGE PORTFOLIO

## SAMPLE STUDENT ASSESSMENT GIRD

I can talk about  

Opposites

What's this? Can you find its opposite?

Do you prefer noisy or quiet places?

Who is the noisiest person you know?

What kind of places are quiet/noisy?

What things are expensive/cheap to buy?

What is your most expensive toy?

What is this child doing?

How can you be well-behaved at school/at home?

What dangerous things shouldn't we do?

I can ...

☆ ☆ ☆ ☆ ☆

I enjoyed ...

☆ ☆ ☆

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Dangerous

Quiet Shhh...

Noisy

Expensive

Cheap

Naughty

Well behaved

Expensive

## APPENDIX 4

### AMERICAN CULTURE KIDS LANGUAGE PORTFOLIO

#### SAMPLE TEACHER ASSESSMENT GRID

| TEACHER : To Date and Sign  |   |   |   |
|---|---|---|---|
| Songs / Şarkılar  |   |   |   |
| <b>Songs Learned<br/>in Class</b><br><small>(Sınıf içinde öğrendimmiş şarkılar)</small> | <b>Can Do Actions<br/>(Aktiviteyi yapabilmem)</b> | <b>Can Do Actions &amp; Sing<br/>Some Words<br/>(Aktiviteyi yapabılır ve şarkodaki bazı kelimeyi söyleyebilmem)</b> | <b>Can Do Actions &amp; Sing<br/>The Words<br/>(Aktiviteyi yapabılır ve şarkodaki kelimeleri söyleyebilmem)</b> |
| <b>PARENTS<br/>(AILELER)</b> : Optional<br>Optional<br><small>: Opsiyonel</small>       |   |   |   |
| <b>Signature and Comments<br/>(İmza ve yorumlar)</b>                                    |   |   |   |

# AMERICAN CULTURE KIDS LANGUAGE PORTFOLIO

## SAMPLE TEACHER ASSESSMENT GIRD

| TEACHER : To Date and Sign                   |   |              |                       |  | Evaluation         |                         |
|--|---|--------------|-----------------------|--|--------------------|-------------------------|
| Topics & Vocabulary / Konular ve Sözlük      | Quite Good<br>(Orta)                          | Good<br>(Yi) | Very Good<br>(Çok Yi) | Signature and Comments<br>(İmza ve Yorumlar) | PARENTS<br>AILELER | : Optional<br>Opsiyonel |
| 1. Greetings,goodbyes & everyday expressions | 1. Selamlamalar, vedalaşma ve günlük ifadeler |              |                       |  |                    |                         |
| 2. Commands & warnings                       | 2. Emirler ve Uyarılar                        |              |                       |  |                    |                         |
| 3. Myself                                    | 3. Kendim                                     |              |                       |  |                    |                         |
| 4. Family                                    | 4. Aile                                       |              |                       |  |                    |                         |
| 5. Jobs                                      | 5. Meslekler                                  |              |                       |  |                    |                         |
| 6. My body & illnesses                       | 6. Vücutum ve Hastalık                        |              |                       |  |                    |                         |
| 7. Food & shopping                           | 7. Yemeek ve Alışveriş                        |              |                       |  |                    |                         |
| 8. Offers & requests                         | 8. Öneriler ve Rıçalar                        |              |                       |  |                    |                         |
| 9. Needs & feelings                          | 9. İhtiyaçlar ve Duygular                     |              |                       |  |                    |                         |
| 10. Animals                                  | 10. Hayvanlar                                 |              |                       |  |                    |                         |
| 11. Numbers                                  | 11. Sayılar                                   |              |                       |  |                    |                         |
| 12. Opposites                                | 12. Zıtlıklar                                 |              |                       |  |                    |                         |
| 13. Where I live                             | 13. Yaşadığım yer                             |              |                       |  |                    |                         |
| 14. Weather,seasons & travel                 | 14. Hava Durumu, Mevsimler ve Seyahat         |              |                       |  |                    |                         |
| 15. Months of the year                       | 15. Aylar                                     |              |                       |  |                    |                         |
| 16. Telling the time                         | 16. Zamanı Söylme                             |              |                       |  |                    |                         |
| 17. Phonics 1                                | 17. Ses Bilgisi 1                             |              |                       |  |                    |                         |
| 18. Phonics 2                                | 18. Ses Bilgisi 2                             |              |                       |  |                    |                         |
| 19. Phonics 3                                | 19. Ses Bilgisi 3                             |              |                       |  |                    |                         |
| 20. Phonics 4                                | 20. Ses Bilgisi 4                             |              |                       |  |                    |                         |

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# AMERICAN CULTURE KIDS LANGUAGE PORTFOLIO

## SAMPLE TEACHER ASSESSMENT GRID

| Criteria / Objectives                      |  |
|--|--|
| Listening/Understanding - Dinleme / Anlama |  |
| I can understand ....                      | <ol style="list-style-type: none"><li>1. Kendisi hakkında basit kişisel bilgiler veren birini anlayabiliyorum.</li><li>2. İnsanların, yerlerin ve bazı şeylerin basit tanımlarını anlayabiliyorum.</li><li>3. Sınıf yönetgelerindeki dili anlayabiliyorum.</li><li>4. Basit günlük hayat konuşmalarını anlayabiliyorum.</li><li>5. Tavsiye ve uyarılar anlayabiliyorum, uygun bir şekilde cevap verebiliyorum.<br/>(örneğin; yerler, okul, aile, yiyecekler ve öğüler vb hakkında)</li><li>6. Sayı, zaman ve para ifadelerini anlayabiliyorum.</li><li>7. Zaman ifadelerini anlayabiliyorum. (pazartesleri, hafta sonu, yazın gibi)</li><li>8. Birisi düzenli ya da günlük olarak yaptığı şeyleri anlatığında, onu anlayabiliyorum.</li><li>9. Birisi basit bir biçimde deneyimlerini anlatığında onu anlayabiliyorum.<br/>(geçen haftasonu, en son tatili, dum vb)</li><li>10. Gelecekle ilgili basit planları anlayabiliyorum.</li></ol> |



# AMERICAN CULTURE KIDS LANGUAGE PORTFOLIO

## SAMPLE TEACHER ASSESSMENT GRID

### Criteria / Objectives

#### Speaking / Konuşma

I can .....

1. Talk simply about myself, my family and my friends
2. Simply describe where I live
3. Tell the time
4. Use time expressions appropriately
5. Talk simply about my hobbies, routines & habits
6. Give advice & warnings
7. Use everyday expressions to react to news
8. Make and respond to simple requests (e.g. Can I help you?)
9. Sing along to songs and recite rhymes that I know well.
10. Describe experiences in a simple way
11. Talk simply about my future plans



## ÖZGEÇMİŞ

**ADI VE SOYADI :** Ezgi GENCER

Doğum Tarihi ve Yeri : 1986, Ankara

Medeni Durumu : Bekar

### **Eğitim Durumu**

Mezun Olduğu Lise : Akev Koleji (Yabancı Dil Ağırlıklı)

Lisans Diploması : İstanbul Üniversitesi, İngilizce Öğretmenliği

Yabancı Diller : İngilizce, Almanca

### **Bilimsel Faaliyetler**

**Lefke Avrupa Üniversitesi** European Language Portfolio seminar (2009)

**Bahçeşehir Üniversitesi** Content Language Learning seminar (2010)

**Yaşar Üniversitesi** Learner Autonomy seminar (2011)

**National Geographic Learning** The prime of life, creative teaching for young learners seminar (2014)

**National Geographic Learning** Story Telling seminar (2014)

### **İş Deneyimi**

**Staj:** Pertevnihal Orta Okulu(2010)

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