REPUBLIC OF TÜRKİYE
ÇANAKKALE ONSEKİZ MART UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

A SUGGESTED COURSE SYLLABUS FOR TEACHING ENGLISH IN EARLY CHILDHOOD

MASTER'S THESIS

ÖZGE CAN CEYLAN

SUPERVISOR
ASSOC. PROF. DR. KÜRŞAT CESUR

ÇANAKKALE – 2025

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T.C.

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

Özge Can CEYLAN tarafından Doç. Dr. Kürşat CESUR yönetiminde **04/08/2025** tarihinde aşağıdaki jüri karşısında sunulan "**A Suggested Course Syllabus for Teaching English in Early Childhood**" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **Yabancı Diller Eğitimi Anabilim Dalı**'nda **YÜKSEK LİSANS TEZİ** olarak oy birliği ile kabul edilmiştir.

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ETİK BEYAN

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ETHICAL STATEMENT

In this thesis study I prepared in accordance with the Çanakkale Onsekiz Mart University Graduate School of Education's Thesis Writing Rules, I have collected the data, information, and documents presented in the thesis regarding the academic and ethical rules; I have presented all information, documents, analyses, evaluations, and results in compliance with the rules and requirements of scientific ethics and morality; I have cited and referenced all the works I have used in the thesis; I have not modified the data used; I affirm that the work I have presented in this thesis is original; and I undertake and declare that I accept all rights lost in any other circumstance.

.....

Özge Can CEYLAN

04.08.2025

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I dedicate this study to all the children in the world suffering from inequality of opportunities in education.

Özge Can CEYLAN

Çanakkale, August 2025

ÖZET

ERKEN ÇOCUKLUKTA İNGİLİZCE ÖĞRETİMİ İÇİN BİR DERS İÇERİK ÖNERİSİ

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Danışman: Doç. Dr. Kürşat CESUR
04.08.2025, 88

‘Ne kadar erken o kadar iyi’ anlayışı ve inancı, öğretmenlerin mesleki gelişimlerini erken çocukluk eğitimine yönlendirmeleri için etkili bir potansiyele sahiptir. Daha spesifik olarak, erken yaşlarda yabancı dil öğretimi, çok çeşitli materyaller, sınıf içi etkinlikler ve bunları sınıfta hazırlama ve kullanma becerisi ve deneyimi gerektirir. Etkili ve uygun materyaller, sınıf içi etkinlikler tasarlamak ve bunları sınıfta işbirliği içinde uygulamak için, İngilizce öğretmenlerinin öğretmen yetiştirme programlarında gerekli ve yeterli eğitimi almaları gerekmektedir. Bu çalışmanın amacı, hizmet öncesi ve hizmet içi İngilizce öğretmenlerinin erken çocukluk dönemindeki çocuklara İngilizce öğretmeleri için önerilen bir ders müfredatı geliştirmektir. Bu bağlamda, hedeflenen verilere ulaşmak için sıralı bir keşifsel karma yöntem tasarımı uygulanmıştır. Bu çalışma, Türkiye'deki İngiliz Dili Eğitimi bölümü olan devlet üniversitelerinin Çocuklara İngilizce Öğretimi ve Erken Çocuklukta İngilizce Öğretimi derslerinin içeriğindeki sık konuları, kitapları, yayınlanmış makaleleri ve ilgili içeriği sağlayan çevrimiçi kursları belirlemeyi amaçlamaktadır. Döküman analizi Microsoft Excel Programı aracılığıyla gerçekleştirilmiştir. İkinci aşama olarak, döküman analizi yoluyla toplanan nitel verilerin en sık kullanılan konuları kullanılarak, şu anda erken çocukluk ortamlarında İngilizce öğretimi yapan ve/veya çok küçük yaştaki öğrencilerle deneyimi olan İngilizce öğretmenlerinin öneri ve görüşlerini toplamak için bir anket hazırlanmıştır. Anketten elde edilen sonuçlar IBM SPSS Statistics Version 27 kullanılarak analiz edilmiştir. Sonuçlar, İngilizce öğretmenlerinin daha güncel konulara ve teorik bilgileri gerçek sınıflarda uygulama fırsatlarına ihtiyaç duyduklarını göstermektedir. Ders müfredatı

bu ihtiyaçları merkeze alarak içerik temelli öğretim modeli prensplerine dayanarak tasarlanmış ve sunulmuştur.

Anahtar Kelimeler: Çocuklara İngilizce öğretimi, ders içerik önerisi, erken çocukluk eğitimi, içerik temelli öğretim modeli, öğretmen eğitimi.

ABSTRACT

A SUGGESTED COURSE SYLLABUS FOR TEACHING ENGLISH IN EARLY CHILDHOOD

Özge Can CEYLAN
Çanakkale Onsekiz Mart University
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Master Thesis in Department of Foreign Language Education
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04.08.2025, 88

The understanding and belief of 'the earlier the better' has an effective potential for the teachers to pave the way for their professional development in early childhood education. More specifically, teaching a foreign language at early ages requires a wide range of materials, in-class activities as well as the skills and experiences to prepare and utilize them in the classroom. To design effective and appropriate materials, in-class activities, and apply them collaboratively in the classroom, EFL (English as a Foreign Language) teachers are required to receive the necessary and adequate training in their teacher training programmes. The purpose of this study is to develop a suggested course syllabus for pre- and in-service EFL teachers to teach English to the children in early childhood. In this sense, a sequential exploratory mixed-methods design was applied in order to reach the targeted data. This study aims to identify the frequent topics in the content of Teaching English too Young Learners (TEYLs) and Teaching English in Early Childhood (TEEC) courses of English Language Teaching (ELT) and Preschool Teacher Education (PTE) departments of the state universities in Türkiye, books, published articles, and thecontent of the online courses providing the relevant content. The document analysis was employed via MS Excel Program. As the second phase, using the most frequent topics of the qualitative data collected via document analysis, a survey was prepared to gather the suggestions and opinions of EFL teachers currently practicing teaching English in early childhood settings and/or already had experience with very young learners. The results obtained from the survey were analyzed employing IBM SPSS Statistics Version 27. The results exhibit that EFL teachers need more up-to-date topics, and opportunities to apply the theoretical information in real classroom.

The course syllabus designed based on the the priciples of Content-Based Syllabus (CBS) approach and offered centering these needs.

Keywords: Early childhood education, a suggested course syllabus, teacher training, teaching English to very young learners.

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ABBREVIATIONS

BBL	Brain-Based Learning
CASEL	Collaborative for Academic, Social, and Emotional Learning
CBS	Content-Based Syllabus
CBI	Content-Based Instruction
CDT	Cognitive Development Theory
CELTA	Certificate in English Language Teaching to Adults
CLT	Communicative Language Teaching
CNP	Communication Needs Processor
CoHE	Council of Higher Education
CSD	Communicative Syllabus Design
EFL	English as Foreign Language
ELD	Emergent Literacy Development
ELL	English Language and Literature
ELLPF	English Language and Literature with Pedagogical Formation Certificate
ELT	English Language Teaching
ESP	English for Specific Purposes
FL	Foreign Language
L1	First Language
L2	Second Language
MIS	Multisensory Instructional Strategies
MoNE	Ministry of National Education
NA	Natural Approach
NLA	Natural Language Acquisition
PTE	Preschool Teacher Education
RQ	Research Question
SCT	Sociocultural Theory
SEL	Social Emotional Learning
SLA	Second Language Acquisition
TBLT	Task-Based Language Teaching

TBS	Task-Based Syllabus
TEEC	Teaching English in Early Childhood
TEFL	Teaching English as a Foreign Language
TEYLs	Teaching English to Young Learners
TEVYLs	Teaching English to Very Young Learners
TPR	Total Physical Response
VYLs	Very Young Learners
YLs	Young Learners
ZPD	Zone of Proximal Development

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CHAPTER ONE
INTRODUCTION

1.1. Introduction

In the recent globalizing world, English communication abilities have been essential beyond academic needs. Due to this fact, very young learners (VYLs) increasingly require English language exposure. In other words, the early childhood period has a great potential in favour of language development. For this reason, teaching English at this age necessitates specific training for EFL teachers because of their social and cognitive development process. However, creating, applying, and integrating an attractive and developmentally suitable syllabus is vital for an efficient English teaching lesson in this age group.

In this respect, this chapter introduces the background for suggesting a course syllabus particularly designed for English teachers to teach English in early childhood classrooms. It delineates the aim of the study, the significance of the study, the assumption of the study, the purpose of the study and the research questions that show a path to move forward to the inquiry. In order to shed light on further research, it presents the assumptions and limitations of the study. Therefore, it provides the background information for the comprehension of *how* and *why* it is significant to design a successful and suitably applicable course syllabus for both pre-service and in-service EFL teachers to teach English in the early childhood by investigating the prominent ideas related to syllabus designs and the demands of very young learners.

1.2. Background of the Study

English has become the common language for the ever changing and expanding world by developments in various perspectives. Deniz et al. (2016) also state that the rapid acceptance of English as a communication language has undoubtedly created a considerable debate over the significance of English. When it is considered that the importance of English

use worldwide has increased, learning English as a foreign language has also become the spotlight. In this respect, people around the world have dominantly chosen to study English as a foreign language (Ilyosovna, 2020). Concordantly, ever since, teaching English has begun to draw attention in the education field. This fact has caused the evolution of the requirement of learning and teaching EFL to the younger ages. Therefore, several countries have inserted EFL courses into their curriculum and syllabus with the purpose of starting to teach English to the children at a younger age (Ilyosovna, 2020).

As the characteristic features of young learners are taken into consideration, their learning ways and methods are different from adults in terms of cognitive, social and emotional aspects (Butler, 2019). Starting at an early age has plenty of benefits, as first, young learners pick up languages more quickly (Atak Damar et al., 2013). Their practice and use of language skills can be observed earlier than their awareness of the language, as well as their understanding has predominantly arisen by hands, ears and eyes (Scott & Ytreberg, 1990). Therefore, it enables the EFL teachers to adapt the materials and syllabus accordingly.

Additionally, the younger learners have a shorter attention span than the adults. Also, they learn the world by games (Scott & Ytreberg, 1990) which reflects on the way they learn the language since it is a tool for communication in social life. Considering the differences between the learning ways of young learners and adults, EFL teachers should be knowledgeable about how to select, prepare and apply the necessary materials for their students' level and age. This knowledge is provided and supported from, and contributed by the universities or teacher training programmes such as online courses. Therefore, the need for revision of the syllabus of the courses at the teacher training programmes or in the faculty of education of the universities seems inevitable.

1.3. Purpose of the Study and Research Questions

The idea that the teachers are supposed to have the necessary skills and training to instruct and guide the young children in EFL classrooms is a significant fact. As one of the

main features of the early childhood stage is illiteracy (Yaşar Ekici & Cengiz, 2021), the active use of the target language for the sake of exposure in the children's environment is one of the most crucial aspects for a child to learn a foreign language. For this aim, the most important figure is the teachers themselves who are expected to set up the proper environment (Sığırtmaç & Özbek, 2009) applying the knowledge about the stages of language development of children, and the experiences the teachers have gained. These necessary skills and the training are provided to the EFL teachers via primarily teacher training programs as one of the courses of faculty of education at state universities, as well as online courses, related pressed sources such as books, articles and so on. Therefore, this study basically aims to reach the following objectives:

- To find out the frequent topics included in the content of Early Childhood Education courses of the universities in Türkiye, books, articles, and online courses.
- To gather the ideas and suggestions from EFL teachers and the lecturers at the universities related to the subjects.
- To suggest the most appropriate course syllabus for teaching English in Early Childhood.

On the basis of the objectives of the study, it is intended to seek for the answer to the research questions (RQs) as follows:

RQ1: What are the most frequent topics found as a result of the document analysis of the university courses, articles, books, and online courses in Türkiye regarding the subjects of Teaching English in Young Learners and Early Childhood?

RQ2: What are the most preferred topics by the EFL teachers and the lecturers about the content of Teaching English in Early Childhood?

RQ3: What is the most appropriate syllabus for Teaching English in Early Childhood?

1.4. Scope of The Study

Teaching English to Very Young Learners (TEVYLs) includes several challenges along with teacher training that plays a significant role in pointing to these difficulties. Due to the characteristics of VYLs, particularly short attention span and underdeveloped cognitive thinking abilities, teachers working with VYLs frequently face a variety of issues in the classroom (Uysal & Yavuz, 2015). In parallel with the common understanding regarding TEYLs, Bland (2019) highlights that teachers require a great level of language proficiency, pedagogical specialization, and in-depth information in the field of children's development. The lack of attention to early childhood language education in teacher training programs, specifically in pre-service education programs without a focus on VYLs, compounds the problem (Council of Europe, 2018). In their study, Atak Damar et al. (2013) support this fact providing a situational example. In Türkiye's case, Atak Damar et al. indicate that teacher trainers reinforce the inadequate instructors having more expertized skills and enough methodological - pedagogical resources in VYLs level, in spite of their dedication to enhance TEVYLs. Yavuz and Zehir Topkaya (2013) also draw attention to the importance of designing syllabus in ELT programs. They suggest that based on the practitioners' opinions, involving the pre-service teachers in the syllabus design process is vital for teacher training programs to be pertinent and efficient. Supporting this view, considering the significance of learning a foreign language, it will be profitable to pay the necessary amount of attention to the importance of the teachers' roles in the context and support it with adequate investments on the teacher training programs. In the study of Caner et al. (2010), it is found out that the teachers have some adaptation struggles while teaching English to the younger grades, despite having expertise in teaching English in primary schools. Therefore, this study is an attempt to develop an alternative syllabus based on the principles of the CBS and contribute to the possible further courses to train EFL teachers to carry on lessons practically effective in early childhood classrooms, which the students are illiterate, and allow them to develop themselves professionally.

1.5. Significance of The Study

The awareness of the importance of learning a foreign language has been raised lately. To be able to speak English in the global world has always been an increasing trend. It is accepted that learning a foreign language from an early age is more effective because of higher retention of the knowledge of the language. Considering the importance and the effect of learning a foreign language in the early ages, teaching the language has become popular in society, and has been seen as a necessary point to be developed in teacher training programs of universities.

Early childhood is a crucial period in which children's emotional, social, and cognitive development is profoundly influenced by social interaction. In the teaching environment, teachers are the models and mediators as well as the guides for both academic and emotional-social development. It is stated in Guardian Childcare and Education (n.d.) that the teachers in VYLs classes are not solely information providers but also supporters, and mentors. As Fiechtner and Albrect (2019) indicate that teachers have a significant role in designing lessons, preparing the materials according to the objectives of the lessons, and more significantly, evaluating the students' needs and interests to conduct the lessons based on their observations. Furthermore, the role of the teachers is so powerful in the classroom that they can provide the specific learning atmosphere which serves as a simulation of real life to be able to acquire and apply interpersonal skills (Katz & McClellan, 1991). Hence, it is clearly implied that the teachers are the main role players in the classroom settings no matter what topic they teach. For this reason, considering the crucial importance of the teachers' role in the teaching environment, a teacher training programme requires a well-structured design, including practical knowledge and providing the opportunities to apply the information taught in a real classroom setting. The significance of this study mainly underlies the fact of the vital importance of the teachers' role in TEVYLs, taking the characteristic features of VYLs into account.

1.6. Assumptions of the Study

Conducting this study, the researcher has presumptions to develop a suggested course syllabus for pre-service and in-service EFL teachers. First and above, it is believed that children between 3-6 years have innate skills to acquire a new language. This assumption emerges from the belief that the children possess natural skills to acquire a language when provided a natural environment and fruitful social interaction. With this understanding, EFL teachers are expected to have adequate knowledge about not only the linguistic but also cognitive, emotional and social development of the children to support the learning process of the students in that age.

Furthermore, the contribution to early and proper exposure both in school environment and home is vital. This contribution can be mostly provided by the EFL teachers both by reaching the students in the classroom and the families by means of family involvement activities, meetings, suggestions and so on. Therefore, at this point, it is obviously claimed that the role of teachers is crucial for the children's language development in the EFL classroom. Consequently, it is also assumed that this study supports the EFL teachers' vocational development specifically for the aim of TEVYLs settings.

1.7. Limitations of the Study

The attempt to develop a suggested course syllabus for EFL teachers for TEVYLs is the main goal of this study. However, as all the other academic and scientific studies are most likely to carry their own limitations, this study also has some limitations. The conclusions of the study are not based on real-life classroom research observations. Rather, it is grounded on the theoretical investigation of document analysis including the syllabus of TEYLs and teaching English in early childhood, published books and articles, and the content of the online courses delivered in the field. In addition to this, that there was a single coder for the document analysis causes another limitation. Therefore, it seems the prior limitation of this study is regarding the claims lack of practical observations.

The next foreseen limitation is related to the methodological aspect. The first part of the study includes qualitative data collections methods. Since neither longitudinal research has been conducted nor practical applications have been carried on as a pilot study, it is still uncertain that the course syllabus suggested in this study could be absolutely beneficial for the pre and in-service EFL teachers to teach English in early childhood classroom settings.

The feature of participants and the reachability of the documents in the scope create another limitation. The range of the participants could be wider; therefore, the number of the participants would be increased in terms of data diversity.

1.8. Chapter Summary

This chapter briefly explains the overview of the background and the aim together with the research questions regarded as the point of departure for this study. Additionally, it is also claimed that there are lists of assumptions and the limitations of the study referring to the possible suggestions for further studies. The scope and the significance of the study are also included for the purpose of providing rationales to support the research.

CHAPTER TWO
LITERATURE REVIEW

2.1. Syllabus Design

A purposeful syllabus design takes an important place in teaching a foreign language because the teaching process, in general aspect, and more specifically teaching a foreign language needs systematic and structured planning. As Murphy (2018) stated that a well-designed syllabus is a significant element of a teaching process, which offers "a doorway" through the beliefs about the foreign language teaching pedagogy of an EFL teacher (p.1). Likewise, a suitable syllabus designed effectively considering the dynamics of the learners supports meeting not only the teachers' but the students' expectations, as well. As Yalden (1984) also explains, the syllabus is viewed as a tool for the teachers to reach the correct match between the certain level of the students and the objectives of the lesson which is planned to carry on in the classroom. The attention drawn to the importance of a well-designed syllabus is briefly defined by Widdowson (1984) as a "framework" to conduct activities in a classroom: "a teaching device to facilitate learning" (p.26). According to Breen (2001), the ideal syllabus has six fundamental functions: (1) providing an organized framework applicable knowledge and abilities, (2) maintaining the progress and instruction of in-class activities, (3) preserving the prepared and applied materials for other teachers, (4) performing an outline for assessment and improvement, (5) allowing the evaluation of the lesson's practicability to the objectives and the students' needs, and (6) organizing the subject and educational materials with more extended curriculum, learners' attitudes, and the social environment. Considering the needs of the classroom and the requirements of meeting the objectives of the subject, there are several criteria to choose and adapt the content and materials. Since the dynamics of each classroom has the potential of change, it is inevitable to consider the different types of syllabi based on the requirements of the classroom as well as the subject to be taught. Therefore, it is essential to understand the various types of syllabus design to decide on the suitable one with the purpose of reaching the objectives of the class besides meeting the needs of the learners. In this sense, it is clearly important to realize the main points of the different syllabus types. In this chapter (see Figure

1), the types of syllabi are reviewed in detail according to the perspectives of the scholars about the syllabus designs, and their general features for the classroom applications are overviewed adapted from Breen (2001), Nunan (1988), Rabbini (2020), Reilly (1988), Robinson (1998), and Yanç (2002).

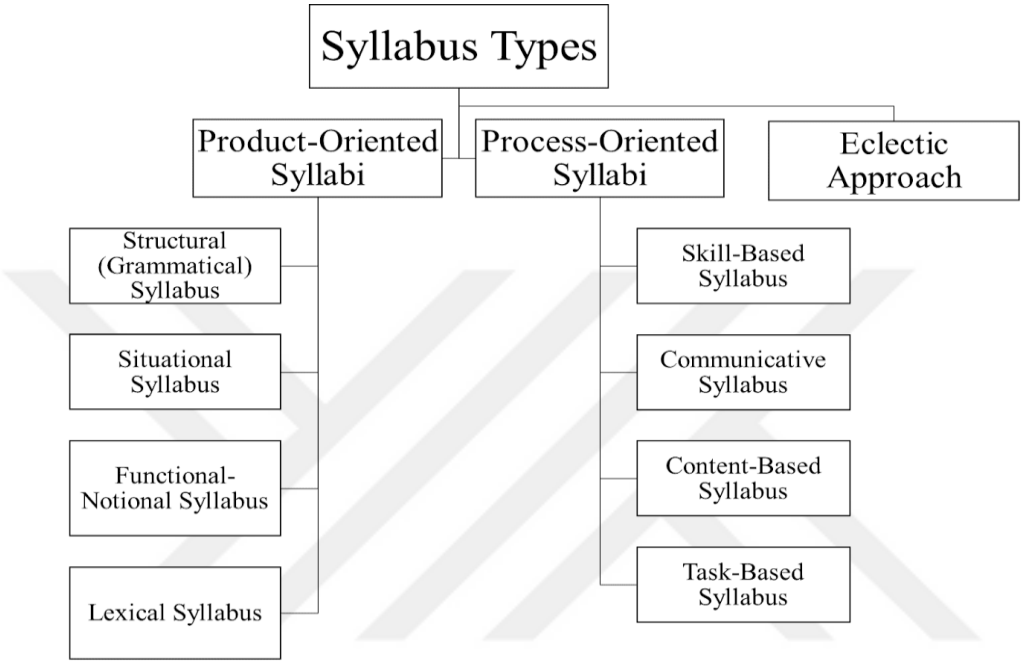


Figure 1. Syllabus Types

2.1.1. Product-Oriented Syllabi

Product-oriented syllabi, also referred as synthetic syllabi, focus on the material planned to be applied while teaching linguistic elements separately and gradually. The syllabi emphasize the academic knowledge and practical skills that students gain by means of instructions given, fostering mutual, social, teamwork, and production skills. The skills based on the production that are related to the previous curriculum objectives emphasize expected and targeted language proficiency achievements (Nunan, 1988). Also, they are predominant in commercial textbook-based courses and are becoming much more influential in ELT instruction, particularly in academic and other specific purposes. As Harmer (2003) also states, product-oriented approaches are regarded as predominant in ELT. Wette (2011) emphasizes that the teacher is regarded as a source of authority as well as the manager of a

controlled, authoritarian atmosphere, and learners are seen as receivers of the syllabus being applied. Therefore, it can be claimed that especially in the highly stressful teaching environment, this method allows the teachers to be in a position of control and oversee the structured learning settings.

Structural (Grammatical) Syllabus

Ellis (1993) explains that the structural syllabus can be beneficial to support the learning process by gradually developing an understanding of specific grammar points, as well as fostering accurate grammatical production. Considering that language learning is a gradual process, the structural syllabus was commonly designed to emphasize linguistic knowledge and follow a specific sequence to develop the four basic language skills (Breen, 2001). Likewise, Reilly (1988) states that the structural syllabus is regarded as the content of a language which is a collection of forms, and grammatical features such as verbs, adjectives, and nouns. However, the structural syllabus was criticized for lacking practical and communicative functions (Crombie, 1985; Wilkins, 1976). According to Cunningsworth (1995), a primary drawback of a limited structural syllabus design is the provided sole regard considering what is taught carries potential communicative features. This concern coincides with the study by Breen (2001) stating that applied linguists suggest a particular focus on language in practical use (Brumfit & Johnson 1979; Council of Europe, 1971; Wilkins 1972) rather than emphasizing the linguistic features of language when creating a syllabi. Therefore, alternative types of syllabus design inevitably began to be a key point in the research area.

Situational Syllabus

As a response to the limitations of structural syllabus design mentioned previously, the situational syllabus was manifested in the 1950s and 1960s, changing the focus from unaccompanied grammar rules to teaching language with the meaningful frame of the real-life contexts**.** In other words, the most important point of situational design is, as the name suggests, the situations provided to the learners, such as at school, at hospital, travelling,

shopping and so on. It can be clearly understood that this syllabus type emerged from the need of the communicative function of a language. According to the explanation about situational syllabus by Reilly (1988), the content of language teaching involves theoretical or real-life situations in which language is taught, practiced, and produced, in company with a situational language teaching syllabus designed to teach a foreign language that is applied in the contexts. In this way, it is supposed that the learners can choose the proper verbal reaction to a specific situation they come across in real life (Yanç, 2002). Dinçay (2010) states that a conscious choice of a proper syllabus is a vital decision in a foreign language teaching. Based on this concern, among a number of syllabus types that support the different purposes, the most suitable one for the students' needs and the objective of the course is supposed to be decided by the teacher. Given that, Dinçay (2010) comes to a conclusion to employ situational-based syllabus for conversational English classes. Nevertheless, as Cunningsworth (1995) mentions, there is a major limitation lying in this type of syllabus that it deals with the specific situations so tightly; thus, it becomes more challenging to match the provided situation with the linguistic topic to be taught. Similarly, knowing that a language is a communication tool, this approach of designing a syllabus suggested a need for a change when Communicative Language Teaching (CLT) was introduced in the late 1970s. This transition between the 1970s and 1980s led to the development of alternative syllabuses, particularly the functional-notional syllabus (Wilkins, 1976).

Functional-Notional Syllabus

After identifying the drawbacks concluded in both situational and structural syllabus designs explained previously, the need of searching for a type of syllabus design to include and apply the linguistic features of a language in parallel with the proper situational use was raised. Wilkins (1976) provides that the contextual functions and the structural features of a language are combined in the functional-notional syllabus design. Therefore, the main focus switched to the functional and communicative purpose. Krashen and Terrell (1983) contribute that cases, functions, and themes can be entirely employed to convey basic communication objectives. Also, the notions representing the content of the language to be taught are integrated to the functional contexts. According to Yanç (2002), a functional-notional syllabus includes an equal value on structure and meaning of a language.

Finocchiaro and Brumfit (1983) briefly explain that a well-designed functional-notional language syllabus design incorporates realistic learning tasks that set an equilibrium between whole-class and individualized activities, and emphasizes the language use in real life cases where students can find opportunities to engage in receptive activities before performing actively. As Finocchiaro and Brumfit (1983) maintain that guided communication is motivating for the learners, and contextually convenient, the approach associates with psycholinguistic, sociolinguistic, linguistic, as well as educational fundamentals. Knowing that the core elements of the various teaching methods are enhanced by means of integration of structure and the meaning, Finocchiaro and Brumfit (1983) point out that revisiting the previous topics is essential rather than mastering the topics, as the deeper understanding is significant. To sum up, the main point of functional-notional syllabus is to identify the learners' needs and design the lessons according to the needs analysis. Nevertheless, the functional-notional syllabus has drawbacks similar to other types of syllabi which include practicability in classroom settings. One of the weaknesses is regarding the abstract communication functions that can be explained in several ways and change depending on the situation. This factor can hinder the learners' comprehension, especially in building the knowledge from simple to more complex forms (Mahdi et al., 2013). As also Raine (2010, as cited in Bazyar et al., 2015) contributes that the content is not organized considering the structure of the teaching process but only the function of the language. It can be claimed that the structural syllabus has a potential to be more challenging for learners to generate new sentences benefitting from the structural features of the language to be applied in the specific contexts. Additionally, White (1988) states that one of the drawbacks is about grading. As it is noted by White (1988) that the textbook writers mostly have to count on their insights, which sounds quite intuitive to be able to standardize a syllabus to apply, due to the fact that there is no obvious and framed criteria to follow by the material designers or the textbook writers.

Lexical Syllabus

The lexical syllabus has drawn great attention as a well-known strategy with the arrival of the Communicative Language approach in the early 90s besides the debates within the field of language teaching. As its focus is seemingly similar to structural approach in

terms of their way of designing syllabi for teaching a foreign language, it is claimed that the lexical approach has emerged as a reaction to structural approach (Mahdi et al., 2013). As Lewis (1997) states in his study, "the language consists of chunks which, when combined, produce continuous coherent text" (p. 7). Therefore, the lexical approach to prepare a syllabus design emphasizes the importance of the chunks regarded as "the raw data" in order to present the students "patterns of a language" (Lewis, 2002, p. 95) so that the learning process can be supported efficiently. However, Lewis (1997) notices the drawbacks of lexical approach, understanding the idea of loading the students with a lot of tasks to study on and complete. He admits that a lexical approach is inadequate by itself for the syllabus design even though he, in fact, advocates the differentiation of grammar and lexis. Also, doubts are put forward by Richards and Rodgers (2001) regarding how students learn a foreign language by assimilating a significant number of lexical items that the native speakers are knowledgeable about. They dispute that this approach not only consists of inadequate solid theoretical and methodological framework but entails a huge burden on the students' learning process, as well.

2.1.2. Process-Oriented Syllabi

Another category regarding type of the syllabus design is process-oriented syllabi. As the name suggests, it can be obviously understood that process-oriented syllabus types concentrate on *how* the learning process is built rather than just presenting *what* should be learned (Mahdi et al., 2013, *italics added*). The process-oriented approach to design syllabi holds a greater importance than the final result inasmuch as the procedural syllabuses are necessary to be able to track and mediate the learning process, and personalized so that the students can adapt the situations applying what they practice during the learning process. It is believed that they act as a servant for the purpose of accurate reflections of real life. (Mahdi et al., 2013; Nunan, 1988). In contrast to the mainstream syllabi which focus on isolated linguistic forms, process-oriented approaches emphasize the communicative goals and contextual meaning (Benbellal, 2019). Therefore, they are structured based on cognitive processes of learning to stimulate deeper learning by means of, for instance, induction, and habit formation, generalization (Richard & Rodgers, 2001). Moreover, Vermunt and Verschaffel (2000) explain that process-oriented approach integrates learning procedure and

cognitive strategies with particular knowledge, and transfers the control of learning from the teacher to the learners' responsibility. Thus, this learner-centered approach allows autonomous thinking and strengthens the learner's constructive skills to be able to implement the knowledge in proper contexts.

Skill-Based Syllabus

Learning a language is a complex process containing proficiency in speaking, listening, writing, and reading. For the purpose of systematically learning structure, the skill-based syllabus has been improved and applied. Rather than focusing on the grammatical structures or thematic elements, this syllabus suggests a more prominent point for the development of main language skills which can often be encountered in language education programs to provide learners the practical skills for daily interactions or specific purposes (Mahdi et al., 2013; Reilly, 1988; Şanal, 2016). One of the main strengths of a skill-based syllabus is its applicable approach. Richards (2001) supports that the skill-based syllabus emphasizes the real-world application and meets the students' needs by enlarging their capacity to conduct specific tasks in the target language as this approach enables conversational and comprehensive participation instead of regarding the language as separate elements (Krahnke, 1987). As in other approaches, the skill-based syllabus is criticised in terms of its limitations. This approach allows the learners to practice a specific skill. In other words, the students are retained to integrate all the skills in the target language and learn to practice in an isolated approach (Auerbach, 1986). As Yanç (2002) briefly summarizes, this kind of syllabus clearly focuses on a specific skill of a language which is thought insufficient.

Communicative Syllabus

The purpose of designing a syllabus is to guide the teachers about how to introduce, present, and support students to practice and produce the target language, as mentioned earlier (see Chapter 2.1.). However, there are still some points to develop and apply for some specific purposes. Each approach to teach English and create a coursebook or design specific

materials are complementary to a syllabus design from an English for Specific Purposes (ESP) point of view. Since there is no doubt that a language is basically a tool for communication, after noticing the areas identified that require some corrections and developments, it is believed that the syllabus should be designed considering the communicative purposes. In this sense, Munby (1978) first manifests the communicative syllabus. According to him, needs analysis is essential so that a suitable syllabus can be designed. Therefore, after Munby's declaration of the Communicative Syllabus Design (CSD), the field of needs analysis gained significance, and the Communication Needs Processor (CNP) was introduced (Figure 2).

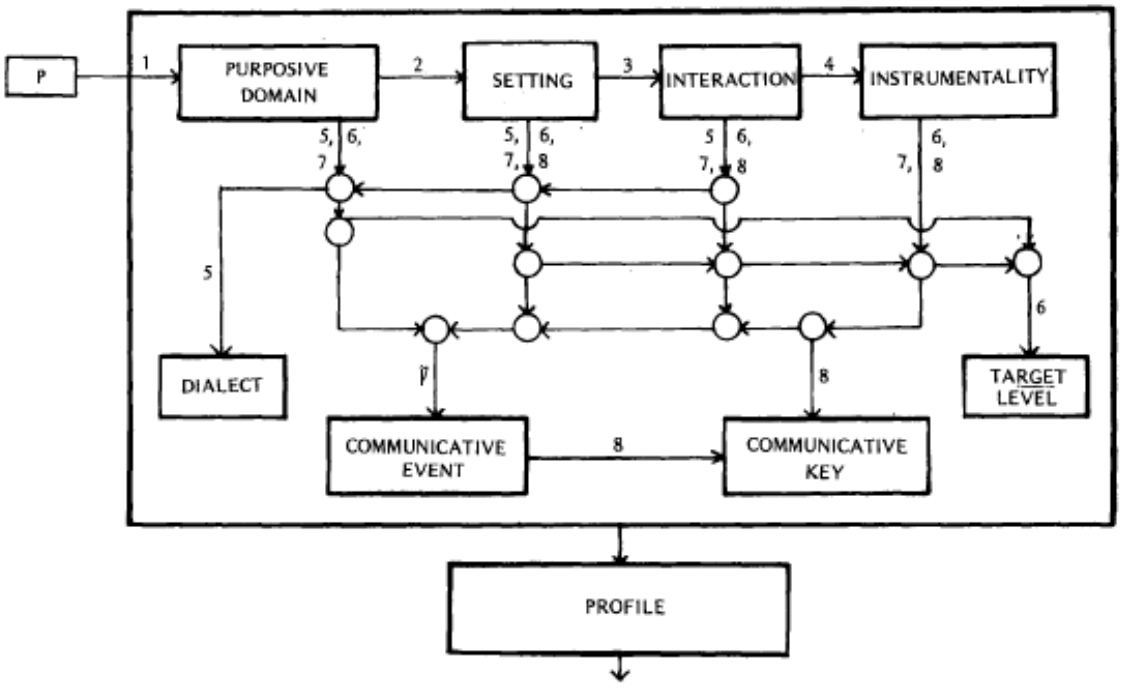


Figure 2. John Munby's Communicative Needs Processor (CNP) (1978, p. 33)

In the scope of the CNP, the functions and the contexts are combined and established throughout the framework. In Munby's (1978) sociolinguistic framework, it is strongly highlighted that the communication skills are the basis of the framework to present a convenient target context. Also, Munby's approach underscores several communicative channels, and communicative events in the needs analysis. Nevertheless, it is criticised for neglecting the human factors. Thus, for an attempt to develop the scarce points of the

Munby's model, Hutchinson and Waters (1987) propose a learning-centered approach for ESP. The learning-centered approach contemplates the learners' needs in two different angles: target needs, and learning needs. The 'target needs' cover the specific linguistic requirements of a particular situation while the latter associates the conditions and procedures which promote language acquisition. To sum up, it is commonly known that communication competence is the main focus of the CSD (Richards, 2001). More in detail, Yanç (2002) points out that a syllabus is expected to be designed considering the natural settings where the students can apply the grammatical rules and vocabulary.

Content-Based Syllabus

It is, first of all, essential to develop a clear understanding about the Content-Based Instruction (CBI), and its features and benefits in language teaching pedagogy so that it can be effectively acknowledged how the CBI establishes a base for the CBS to integrate to the classroom settings. As Reilly (1988) notes, the main purpose of the CBI is to provide information in the related content by means of the language that the students are learning. According to his study, in-class applications of this approach allow the student to learn the content and the target language simultaneously. As it is also stated by Reilly, the language teaching process is designed around the content, rather than the reverse. Moreover, Mohan (1986) maintains that the CBS provides opportunities for learners to have an effective learning journey, not merely via the target language but also along with it. Likewise, Nunan (1988) incorporates the CBI techniques in his discussions highlighting the learning process rather than the product. In the light of information previously mentioned by the supportive statements about the benefits of the CBI, it can be obviously claimed that adaptation of the CBI techniques in a syllabus design has advantages when it comes to teaching a foreign language. Mohan (1986) interprets this advantage contending that language teaching isolated from the contents is rather less productive than relating the language in the content. Considering that the content includes meaningful materials as a tool, he maintains that the content itself, as the main tool of the CBS, offers several occasions to have conversations, motivates the learners to acquire the target language, in order that they understand the necessary linguistic knowledge. Nevertheless, well-structured and purposeful language instruction is crucial for a successfully integrated approach. In the view of Snow et al. (1989),

an explicit identification of language learning objectives requires a deliberate and methodological structured plan to connect the content syllabus and the language, rather than an isolated teaching of a foreign language which possibly results in a limited production of a language. So as to ensure a successful implementation of the CBI to a syllabus, as it is also furtherly underlined by Snow et al., proper integration between the content and the language carries a vital importance. Supportingly, recent studies demonstrate the value of this integrated approach in the CBS. To present a clear example regarding the significance of application of the CBS, a study, conducted by Yue and Cui (2023), investigates the effectiveness of the CBS in teaching international law for the Chinese students. As one of the results points out, the CBS both encourages critical thinking and improves English proficiency besides deepening the content comprehension.

Apart from its obvious benefits, the CBI has also some significant limitations. Eskey (1992) discovers two main issues related to the CBI. These issues are regarded as essential points considering its integration to a syllabus that is the CBS. According to Eskey, one of the problems is about a very common discussion in the field, fluency vs accuracy. As the CBI frequently focuses on fluency over accuracy, it actually hinders the process of teaching grammar gradually. It is believed that the opportunity to acquire grammar contrasts the understanding that the learner should speak the target language fluently regardless of accuracy. Yet still, there is no obvious evidence about how to teach the grammatical features effectively. The fact that the students struggle with this kind of CBI integrated syllabus is presented as the second main issue by Eskey. As he claims, many students are not able to present remarkable progress since the view of ‘learning by doing’ is not really beneficial for every learner. Nevertheless, the actual factor impacting the students performance remains uncertain. Other concerns such as teacher training and assessment follow as the different aspects of the problems seen by Jalilzadeh and Tahmasebi (2014) about the CBI integrated syllabus design, CBS.

Task-Based Syllabus

Task-based approach considers the tasks as core points for the language teaching. In order to understand Task-Based Syllabus (TBS) and Task-Based Language Teaching (TBLT), it is essential to have a clear sense of what a task means. Nunan (1989) defines a task as a communicative assignment that expects the learners to understand, produce, or engage in the target language while primarily concentrating on meaning rather than form. Likewise, Skehan (1996) explains that the main focus of tasks is on the meaning and the outcome produced by the students presents the language use in real life situations reflectively. In this respect, some scholars agree that the tasks are supposed to be in the center of the functional use of the target language instead of grammatical structures (Breen et al., 1979; Candlin & Murphy, 1987; Long, 1985; Long & Crookes, 1992; Prabhu, 1984). Based on this understanding, an efficient task is expected to draw attention to negotiation and the meaning, the communicative needs of the students and the opportunities to apply what they acquire in the target language should be promoted (Mahdi et al., 2013). Hence, with the arrival of CLT in the 1980s, TBS design and TBLT are suggested for the purpose of using the target language in the process of the application of the tasks. As Reilly (1988) expands, a TBS arranges and builds the courses around a variety of complex and meaningful tasks so that the students can be motivated to complete them using the language in the context. Complexity and type of the syllabus designed based on the task planned to insert as a tool in the course changes according to the purpose, function as well as the type of the task, as Ellis (2024) clarifies and discusses in detail in his study. He also supports that the student-centeredness is regarded as a core point in tasks while arguing that it is not always essential, but it is likely to be considered as an opportunity for the students to interact collaboratively. However, there are some weak points of this syllabus type. One of them is about the tasks themselves. In TBS, the possible challenges begin with the tasks selected for the lessons as Long and Crookes (1992) claim. As for the tasks that are created or chosen to feed the learners' needs, they are not always convenient to meet the objectives of the lesson. Nicholson (2014) supports that it is difficult to ascertain the suitable task for the classroom, and how they are instructed. This issue causes another limitation of TBS which is related to the sequencing of the tasks. Nicholson (2014) strongly suggests that the syllabus designers are anticipated to discover a set of order of the tasks as any syllabus type is expected to design the units of work gradually from easy to difficult. To conclude, TBS has attractive

aspects to develop and contribute to the lessons using such a process-oriented method even though it has a number of limitations that need to be considered.

2.1.3. The Eclectic Approach

Up until now, it has been already mentioned that there are several kinds of approaches to syllabus types emphasizing different viewpoints of teaching a foreign language such as grammatical, functional, communicative and so on. It is clear that there are both merits and drawbacks of each approach mentioned previously. In this chapter, the reason behind the detailed explanation towards each syllabus type including their benefits and drawbacks is to inform and evoke the teachers, curriculum designers, and more importantly, the policy makers. As Yanç (2002) states that it is noteworthy to gather the advantageous points of each type of syllabus is called eclectic approach. The emergence of the eclectic approach resulted from displeasure of applying a single method in teaching. Thus, Brown (2002) believes that the eclectic approach attempts to solve this complication. According to Liao (2020), depending on the conditions, eclectic approach offers to incorporate the different approaches gathering the most efficient strategies. Yanç (2002) also recommends adapting the materials benefitting from the different approaches in order to meet the lesson objectives. Furthermore, he claims that this adaptation and integration of the materials and the approaches is for the sake of "diversity" (p. 28).

To sum, it can be implied that the eclectic approach is flexible, time-saving, easy to apply for the teachers, and highly beneficial to tailor the students' needs and expectations during their language learning process. What is necessary to be able to apply the eclectic approach while designing a syllabus is that the teachers, or curriculum designers are obliged to be well-informed about the other approaches so that they can choose what to collaborate with.

2.1.4. Conclusion

Previously, it has been explained in detail that there are several types of syllabus design based on different approaches according to the objectives of the lessons. After the background information provided with their drawbacks and the merits, it has been reached to the conclusion that the CBS type is the most suitable syllabus type according to the objectives of the study (see Chapter 1.3). It is believed that designing a syllabus for EFL teachers to teach English in early childhood requires multidisciplinary integration of the contents from two different disciplines: Early childhood education and Teaching English as a Foreign Language (TEFL). This integration carries significance to train EFL teachers with a purposeful syllabus design. Hence, this pedagogical and theoretical combination of different disciplines allows the study to move forward with the preference of the CBS in order to suggest a course syllabus.

2.2. Early Childhood

"Early childhood education is the key to the betterment of society." Maria Montessori

Primarily, in order to have a better understanding about the several developmental stages in early childhood, it is essential to identify this age group. Early childhood is defined by Knagg (2016) as approximately lasting from birth to eight, which is a crucial period of human development. Thanks to the several developmental features of this age group, the learning process is doubtlessly permanent. As general information, the early childhood period contains the preschool years (approximately from 3 to 6) even though some sources highlight changing the age range (Imaniah & Nargis, 2017; Pinter, 2011; Villar et al., 2019). As Clarke (2009) states that holistic development including the cognitive, physical, linguistic, social, and emotional areas of development happens the fastest during this period. The knowledge acquired by the children in the early childhood period sets a base for their learning processes in the future. Particularly for linguistic development, throughout the early childhood period, the language acquisition and the communication abilities of the children progress significantly (Hoff & Shatz, 2007), vocabulary building skills improve rapidly (O'Grady, 2005), even the overall comprehension skills develop besides the basic grammatical structures. Concurrently, the children begin intensively to be curious about the world, and attempt creating connection with their surroundings via social interaction in meaningful contexts (Clarke, 2009; Jingga, 2022). Therefore, EFL teachers are expected to acknowledge these factors to be able to prepare materials and apply them, and finally conduct efficient EFL lessons with the learners in preschool.

Additionally, early childhood education encompasses the critical period of a human's life which is supported by a structured and unstructured learning environment deliberately designed in order to foster the development process. Providing an engaging atmosphere which is tailored particularly to the needs and requirements of the children supports their individual communication skills in society, and enables a less challenging transition into the formal education life (Sığırtmaç & Özbek, 2009). Furthermore, as Clarke (2009) explains, the developmental process of social and emotional skills occurs in this period of age such as

interacting with the same age groups, collaboration, and empathetic behaviours. The period of early age, thus, exhibits a multidimensional and vital phase that builds the base for life-long development.

2.2.1. Theoretical Foundations on Learning at an Early Age

Creating an efficient and convenient learning environment based on the developmental stages of children's psychology requires sufficient acknowledgement about how young children learn, specifically in TEVYLs. A suitable learning atmosphere significantly impacts learners in the early childhood period by fostering their holistic development, which are cognitive, emotional, social, linguistic, and physical, through enjoyable and play-based contexts that facilitate meaningful ways of communication and language acquisition (O'Grady, 2005; Schwartz, 2022b; Tokuhama-Espinosa, 2011; Zull, 2002). This requires comprehensive insight into children's developmental stages, including their reliance on real-life experience and imitation, to provide input appropriate for the specific age as well as effective pedagogical methods, ultimately fostering and developing their potential for holistic improvement and future success (Cesur, 2023; Doughty, 2005; Rannikmäe et al., 2022; Tokuhama-Espinosa, 2011). Throughout the years, several theories regarding children's psychology influence early childhood education by offering the overview about the cognitive, social, and emotional functions that mediate the learning process. Some of the most accepted theories are Jean Piaget's cognitive development theory, Jerome Bruner's scaffolding and discovery learning theory, and Lev Vygotsky's sociocultural theory which are tended to dive into in the following sections of this study. These theoretical foundations concentrate on how children process knowledge constructively, how important social interaction and emotional development are for the acquiring knowledge, and how crucial role a consciously designed learning environment carries. These theories present strong evidence on how children acquire both their first language (L1) and foreign language (FL) when they are provided suitable instructions, syllabus and materials considering the developmental stages. Accordingly, this section offers a theoretical overview regarding the previously

mentioned developmental stages, and attempts to integrate these features to TEVYLs settings.

Jean Piaget's Constructivism and Stages of Cognitive Development Theory

Jean Piaget's Cognitive Development Theory (CDT) suggests a basic framework to understand how the children acquire and develop the meanings about the world, how they experience the world, and interpret their environment. Constructivism is the central point of the CDT, which explains that the information about the outer world is *actively processed* by the children in contrast to the mainstream empiricist viewpoint of passive exposure (Kamii & Joseph, 2004, *italics* added). Piaget asserts that children construct the meaning with their concept of reality, and develop their own mental process through active interaction with their surroundings – which is known as *schemas* (Cameron, 2001).

The concept of cognitive construction is explained with two different notions: assimilation and accommodation (Cameron, 2001; Bot et al., 2005). As it is identified by Cameron (2001), assimilation covers introduction of new information to the existing schemas whereas accommodation includes developing new schemas from scratch, and creating new schemas to contribute to the new experiences. As it is mentioned by Kamii and Joseph (2004), acquired knowledge is categorized by Piaget in three aspects: Physical knowledge which is associated with the characteristics of the objects, logico-mathematical knowledge, which is inwardly constructed and corresponded the abstract correlations for the conceptions, social knowledge which contains the cultural norms of the reality, and the traditions built in and along with the society. According to Pakpahan and Saragi's (2022) review study regarding Piaget's CDT, there are four fundamental elements determining a sustainable development: "Maturation, experience, social transmission (learning through language, schooling or teaching by parents), and equilibrium" (p. 56).

Piaget (1950) offers that there are four widespread consecutive stages that happens during cognitive development:

1. *Sensorimotor Stage (approximately 0–1 years)*: Infants experience the world via their bodies and senses to explore their physical environments.

2. *Preoperational Stages (approximately 2–7 years)*: The development of symbolic thought is complemented. However, the reasoning process is still as in the infant period.

3. *Concrete Operational Stage (approximately 7–11 years)*: The children at this stage begin to comprehend the concrete objects and occasions, and establish the reasoning behind. Nevertheless, abstract thinking ability is still limited.

4. *Formal Operational Stage (approximately 11-15 years)*: This stage is identified with systematic problem-solving, reasoning, and aptitude to evaluate hypothetical occasions. Additionally, developments in language learning are also connected to the adolescence period which supports abstract thinking skills at this stage (Cesur, 2023; Pinter 2011).

Piaget's theory was based on the clinical interview technique. During the application of this technique, he observed his own children, provided them with some problems to work on the solutions so that he could gauge their answers. This study has carried a great influence for not only pedagogical practice but also educational policy. The relativity of discovery learning has been found out by his study. For instance, it has been supported by the fact that the children process the knowledge the best by exploration when provided with real life experiences (Pakpahan & Saragih, 2022).

Piaget's CDT is, on the other hand, criticised considering some aspects. One of the main drawbacks is claimed that it includes insufficient description about the direct relationship between the language acquisition steps and the cognitive development (Hoff & Shatz, 2007). Various experimental studies present that Piaget is likely to underestimate the children's abilities for specific tasks. Moreover,

Cameron (2011) maintains that Piaget's CDT concentrates on significance of social contact in growth rather less than other theorists such as Vygotsky. Although there are such criticisms about Piaget's theory, the explanation and definition of cognitive, linguistic, and social integration in child development persist as a valuable contribution (Hoff & Shatz, 2007). Nevertheless, the researchers from separated domains frequently conduct studies based on those developmental stages.

Vygotsky's Sociocultural Theory and The Role of Social Interaction

The Sociocultural Theory (SCT), which is developed by Lev Vygotsky, offers an extensive framework defining cognitive development in relation with individuals' social and cultural environments (Poehner & Lantolf, 2024). In contrast to Piaget's perspective, which explains cognitive development basically as an internal process (Silalahi, 2019), Vygotsky highlights that the process of acquiring knowledge and building an understanding primarily occurs by social interaction (Pinter, 2011). As mentioned in Mahn (1999), and Doughty and Long's (2005) studies, it is supported that children improve their cognitive skills and experience the world via social interaction with others.

Additionally, sociogenesis is a key opinion in the SCT which elaborates on the foundation of higher cognitive skills. According to this aforementioned concept, mental process primarily appears on the social phase which is called interpsychological, and later individual social interaction with the ones around which means intrapsychology (Mahn, 1999; Scott & Palinscar, 2013; Poehner & Lantolf, 2024). Sociogenesis is vividly summarized by Vygotsky (p. 170, cited in Poehner & Lantolf, 2024) stating that "*through others, we become ourselves*". This quote emphasizes that individual awareness is rooted, and it is shaped by social interactions.

As one of the key aspects of social interaction and the SCT, language is the fundamental cultural tool which facilitates the cognitive development process by

social contact. Vygotsky asserts that language-based communication takes a vital place in enabling particularly unique kinds of mental functioning through the application of psychological instruments (Bot et al., 2005; Silalahi, 2019). Vygotsky et al. (2012) also maintain that language is an opportunity to experience the cultural functions of the social environment along with the support for cognitive developmental processes. Mahn (1999) supports the impact on the language in the social interaction in the cultural context stating that individuals are able to manage their behaviours and obtain cultural information through the symbolic tools like language and signs.

Another element regarding the SCT is internalization. By means of internalization, the movement from social to personal component is improved. Based on information mentioned in the studies conducted by Vygotsky et al., (2012) and Silalahi (2019), the concept of internalization reflects the process of external and social action (interpsychological) as well as from social to the individual activities (intrapsychological). The switch from communicative to private speech and eventually inner speech, is an obvious evidence for this claim. It is remarkable that internalization is identified as an active and altering process in comparison with the passive activity of knowledge assimilation (Mahn, 1999; Poehner & Lantolf, 2024; Vygotsky et al., 2012).

Considering the contributions by Vygotsky about the SCT, Zone of Proximal Development (ZPD) is doubtlessly the most influential notion. The ZPD is defined by Doughty and Long (2005), and Silalahi (2019) as a discrepancy between what a student is able to accomplish autonomously and what they can achieve with the support from a more experienced facilitator. As Cesur (2023) remarks that the internal developmental networks are stimulated by the interaction in the ZPD which fosters cognitive development. Therefore, learning is the most efficient when it is realized by means of interactive collaboration within the ZPD since it is a dynamic setting which activates the potential capacities (Bot et al., 2005).

As Mahn (1999) claims, it can be inferred that Vygotsky's theoretical approach is different from the typical Western frameworks because of the fact that it relies on argumentative and evolutionary approaches. Thanks to these approaches, it is aimed to investigate the relationship of biological, individual, and social variations in overall development of a human being. In parallel, the methods offered by Vygotsky exhibit a great importance on historical, developmental, and contextual progressions of psychological phenomena.

To sum up, Vygotsky's SCT establishes internalization, mediation, and social interaction at the core of language and cognitive development. It advances the understanding related to demonstration of mental processes supported by social interactions and shaped with cultural references. Furthermore, the ZPD suggests the learning process covers the cooperative engagements fostered by more knowledgeable people so that the potential capacity of the students can be enhanced by creating necessary occasions.

Bruner's Scaffolding and Discovery Learning

Jerome S. Bruner (1915–2016) was an influential figure in the fields of education and cognitive psychology. His unique strategy regarding the field of education redefines learning as an active and evolving process. During this process, the students are able to construct their personal knowledge and perspectives by collaborating with their environment and instructional instruments, rather than as the passive reception of the provided knowledge from a specific source (Nur Arsyad et al., 2024). This premise is based on cognitive constructivism (Ozdem-Yilmaz & Bilican, 2020).

An essential teaching strategy that Bruner advocates is the claim of discovery learning. This strategy points out the necessity of the independent learning occurring

by the students themselves via exploring their environment, unlike passively absorbing the knowledge (Nur Arsyad et al., 2024). To dive into the goals of the concept of discovery learning, Svendsen et al. (2020) and Takaya (2013) explain that the development of the students' cognitive skills, and their efficient problem-solving abilities are fostered by their internal curiosity. This process allows the students to move forward as well as apply what they are taught to create new understanding rather than only receiving the set of superficial knowledge. Nonetheless, as Takaya (2013) discusses, Bruner warns that the discovery learning should be avoided to turn into a disorganized process of experiments, and eventually a failure. In fact, it is recommended that the discovery learning should assist the students explore the underpinning structure since it enables a meaningful connection and organized knowledge. Furthermore, an appropriate amount of background and basic information is essential to occur in efficient discovery learning unless the students are possibly able to find enough motivation to build the knowledge independently without any instructional guidance (Takaya, 2013). Likewise, Mayer (2004) contends that unsupervised discovery learning can cause inefficient products since the mainly focused knowledge requires integration of new materials. This fact could lead the students to experience frustration and disappointment, which contradicts Krashen's affective filter hypothesis (1982).

The key principle of scaffolding is remarkably connected to Bruner's theory, which is greatly impacted by Lev Vygotsky's notion of ZPD. Based on Ozdem-Yılmaz and Bilican's (2020) explanation, scaffolding denotes a temporary and adaptable support provided by a more experienced and knowledgeable facilitator who supplies support for challenging tasks for the students. In other words, Bruner (1978, p. 19) defines scaffolding as "steps taken to reduce the degrees of freedom in carrying out a task so that the child can concentrate on the difficult skill they are in the process of acquiring (as cited in Ozdem-Yılmaz & Bilican, 2020). This support can be presented through various formats such as simplifying tasks, offering guidance, giving tips (Cameron, 2001; Nur Arsyad et al., 2024). As the students progressively advance in skills, the support prompted is gradually decreased so that the students can be motivated to progress more independently. Scaffolding performs a crucial role

within the discovery learning context thanks to the opportunity offered in order that the students can interact with challenging tasks in a more authentic way.

As a summary, the concepts of discovery learning and scaffolding constitute a point of departure while designing a learner-centered learning environment, promote active participation, and apply suitable systematic assistance to simplify the process of learning.

The Relevance of Theories to EFL Teaching

The theories related to child development present a theoretical framework to understand how young learners develop language learning processes as the language users, more specifically within the field of EFL teaching (Imaniah & Nargis, 2017). In this regard, Jean Piaget, Lev Vygotsky, and Jerome Bruner are accepted as the most influential figures in the field. Their theories provide complementary understandings on cognitive and language development despite their different viewpoints regarding the child development stages. Based on Piaget's CDT, infants engage with their environments as active interactors in order to improve basic aptitudes such as notional and problem-solving skills, especially sensorimotor and preoperational stages of development (Oogarah-Pratap et al., 2020; Pinter, 2011). These cognitive skills enable conceptual understanding to advance successfully, and support Second Language Acquisition (SLA) in particular (Poulin-Dubois & Graham, 2007). Nonetheless, Piaget grants less focus on language learning than Vygotsky when considering a broader scope of cognitive development (Cameron, 2001).

Along with one another, Vygotsky's SCT and Bruner's constructivist perspective concentrate on how important the individuals' meaningful involvement is, in favour of learning which is guided with external support and social interaction. Vygotsky's ZPD emphasizes the significance of scaffolding in the development area of the learner via functioning the language as a main tool in not only learning but also thought (Cameron,

2001; Taber, 2020). In addition, Bruner expands ZPD by defining the term scaffolding and addressing the active role of the learners through discovery learning (Cameron, 2001).

In the application to EFL instruction, the theoretical framework set by Piaget, Vygotsky, and Bruner promotes social interaction and a developmentally suitable arranged learning environment in communication-focused language teaching classrooms (Cameron, 2001; Oogarah-Pratap et al., 2020). These three foundations allow the combination of the language acquisition process with the complete cognitive, social, and emotional development (Pinter, 2011).

2.2 2. How Children Learn in Early Childhood

Learning Characteristics of Young Learners

Young learners demonstrate several unique characteristics that profoundly impact their learning process. Their curiosity and willingness to explore their surroundings are among their most remarkable innate features (Ozdem-Yilmaz & Bilican, 2020; Takaya, 2013). This internal factor regarding motivation enables them to start interacting with their social environment in addition to the educational settings, and eventually sustain the learning process (Ozdem-Yilmaz & Bilican, 2020). As it is mentioned in Ozdem-Yilmaz and Bilican's study (2020), Bruner promotes pedagogical instruction methods within the discovery learning theory claiming that it motivates the learners to discover the information and the concepts behind in contrast with the passive behaviours.

In addition to exploration, imitation can be regarded as another crucial characteristic on how young learners acquire, particularly learning vocabulary, and grammatical structures (Imaniah & Nargis, 2017; Pinter, 2011; Saffran & Thiessen, 2007). From a cognitive aspect, young learners (YLs) learn via concrete experiences rather than abstract notions. They build their understanding and knowledge basically by means of direct contact with the concrete world through sensory engagement (Imaniah & Nargis, 2017; Scott & Ytreberg, 1990; Svendsen et al., 2020). Given that abstract conceptualization generally occurs whilst later developmental stages, for instance, formal operational stage which covers approximately age of twelve as Piaget suggests, YLs frequently tend to struggle to understand the abstract

notions (Cesur, 2023; Imaniah & Nargis, 2017; Lehane, 2020). Therefore, it can be concluded that the hands-on and physically available activities that enhance the development skills of the YLs are primarily recommended to prioritize in educational settings according to the pedagogical instructions (Oozeerally et al., 2020; Lehane, 2020; Svendsen et al., 2020).

Furthermore, it is widely acknowledged that repetition reinforces retention. Additionally, the routines created according to the objectives of the lessons are significant to support the children to be more engaged cognitively (Cesur, 2023; Imaniah & Nargis, 2017). According to studies by Imaniah and Nargis (2017), also supported by Çelik Korkmaz and Karatepe (2018), multimodal learning has a great importance for the YLs to improve their learning outputs which is supported by the development of memory retention through the combination of kinesthetic and various senses. Çelik Korkmaz and Karatepe (2018) continue that Multisensory Instructional Strategies (MIS) facilitate more meaningful and deeper engagement with the learning tools and the environment by surpassing merely abstract conceptualizations. More significantly, so as to ensure that children obtain the true experiential meaning and understanding, hands-on activities are suggested to consciously implement in the classrooms (Oozeerally et al., 2020).

Social Emotional Learning

Social Emotional Learning (SEL) is defined as a process owing to which both young and adult learners acquire efficiently, and apply the knowledge, skills, and attitudes in order to improve constructive identities, beware and regulate the emotions, achieve personal and social outcomes, create meaningful and deep networks, and come up with responsible decisions (Gimbert et al., 2021; Hoffman, 2009). As it is stated in the study conducted by Gimbert et al. (2021), Collaborative for Academic, Social, and Emotional Learning (CASEL) provides a commonly recognized framework that offers a model identifying five key competencies: “self-awareness, self-management, social awareness, relationship skills, and responsible decision-making” (p. 4), also supported by the research carried on by Durlak et al. (2011), and a report presented by Greenberg (2023) highlighting the positive effects of SEL on the learners’ well-being and learning journey.

Numerous sources endorse that purposefully constructed drama activities such as social games and role-playing which are often utilized in the educational integration of SEL (Harmer, 2009; Linse & Nunan, 2005; Svendsen et al., 2020), aligning with enhanced pedagogical approaches that consider the process of learning as a basic social and interactive activity (Bot et al., 2005; Cameron, 2001; Duisembekova, 2014). Additionally, the concepts such as ZPD, discovery learning and scaffolding draw attention to the value of prompted and guided challenges and supports (Berman, 2007; Cameron, 2011; Pinter, 2011). Therefore, it is essential to sustain safe student-teacher interaction, and arranged through relationships so that it could thrive the students and eventually enables deeper learning (Harmer, 2009; Schonert-Reichl, 2017; Svendsen et al., 2020).

Implications in TEVYLs Settings

Preparing lesson plans, designing materials for TEVYLs classes, and applying them efficiently require an overall understanding of how to imply characteristics of the children in VYLs age such as their development stages and the way they learn particularly a FL. This section provides a brief explanation of how to establish a meaningful interaction, and what to consider creating a dynamic, fruitful, and supportive setting for young English learners as FL by benefiting from social emotional development and language learning principles.

It is certainly essential to integrate the theories of SEL with principles of how VYLs acquire information, specifically in their natural communicative environments (Cameron, 2001) along with their needs to experience sensory-rich involvement (Scott & Ytreberg, 1990). Particularly, SEL encourages the VYLs English teachers for preparation of creative and purposeful materials presented by applying multimodal EFL techniques for the purpose of holistic engagement in that age group such as dramas, games. Designing a syllabus that incorporates communicative tasks with both scaffolded challenges and fun elements to motivate the children to get involved is crucial due to the fact that encouraging and safe classroom settings is the key factor for a productive and meaningful social interaction (Moon, 2000; Pinter, 2011).

Significantly, the teachers' behaviours serve as a main facilitator to sustain the children's motivation with an understandable and enjoyable participation. Additionally, apart from the theoretical background, professional experience of the teachers play a critical role in children's socioemotional and language development.

2.2 3. Neuroscientific Foundations of Early Language Learning

An in-depth understanding of neuroscientific foundations on early children's language is significant since it delivers substantial knowledge related to how the brain creates scheme organisation of the language, proceeds, integrates, and eventually enables the practice (Sousa, 2022). As it is illustrated in Figure 3, neurocognitive mechanisms which eliminate and organise the receptive sensory inputs, generate working memory systems gradually, and build neural circuits occurring in the brain are regarded as a very central process of learning (Boysson-Bardies, 1999; Hoff & Shatz, 2007; Shafer & Garrido-Nag, 2007).

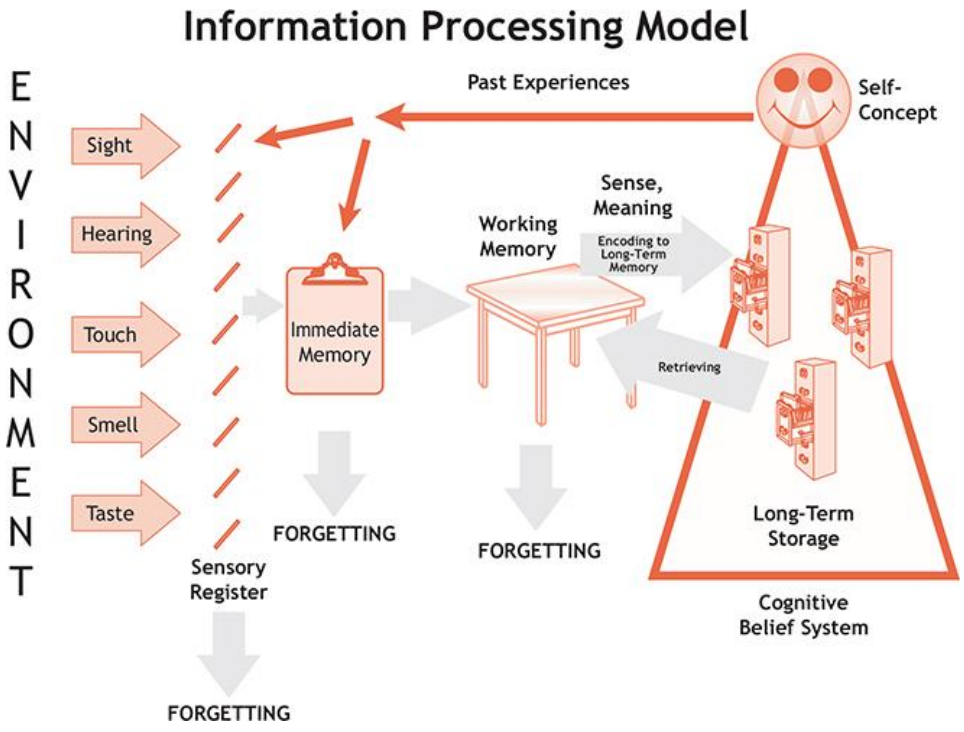


Figure 3. The Information Processing Model (Sousa, 2022, p. 38)

It is highlighted in empirical studies that the complex and rapid developmental modifications occur in the organisational pattern of the brain, and it is claimed that the patterns are connected to the linguistic functions (Garrido-Nag, 2007; Hoff & Shatz, 2007; Shafer & Garrido-Nag, 2007; Zull, 2002). Methodologically investigating these neurobiological patterns allows the scholars to elucidate the interpretation on how the children acquire linguistic input to build meaning based on their developmental features (Boysson-Bardies, 1999; Doughty & Long, 2005; Gerken, 2007; Polka et al., 2007). In this sense, considering the importance of teachers' role in the educational settings of especially in early childhood, this reality of cognitive and neurological process, according to Sousa's study (2022), offers a scientific base for EFL teachers to take more conscious actions regarding the processes of deciding, designing, applying, integrating, and even assessing the objectives of the lessons.

Brain Development in Early Childhood

As cognitive developmental stages of early childhood explains a basic understanding of the children's capacity as well as the crucial effect of the surroundings (Sousa, 2022; Zull, 2002), it can be obviously claimed that the way the brain of the children processes the information rapidly, and learn permanently, maintain the acquired concrete knowledge in the long term memory, and recall easily when the necessary and adequate stimuli is provided. According to Boysson-Bardies (1999), throughout early childhood, the brain endures a remarkable period of *synaptogenesis*, which means that quick formation of neural connections achieves the most active level compared to the adult ones. There is a definition attempt of this stage as "exuberant creation of synaptic junctions" (p. 14). In other words, it refers to the brain creating a huge number of connections between neurons called synapses frequently more than ultimate necessity, very specifically during early development period. Based on studies conducted regarding the synaptic actions occurring in the brain, it is found out that the brain possesses approximately 1,000 trillion of synaptic connections when a child in the early childhood stage reaches their three years of age (Early Childhood Education and Care, 2023). These findings prove a strong evidence of how rapidly and flexibly the brain develops its connections, as also called *neuroplasticity* (Rugnetta, 2025), how much impact it shows on the process of constructive interactions, secure environments enriched with

multisensory experiences (Early Childhood Education and Care, 2023). Also, Ellis (1994) explains that critical period hypothesis holds great support for brain development in the early childhood period. More precisely, early childhood is such a period when there is an immediate response to the input received from the environment, which is very frequently scoped in a framework by some scholars (Shafer & Garrido-Nag, 2007; Sousa, 2022). Additionally, it is crucial to mention that the plasticity of the brain enables a persistent skill to evolve the neural connections not only active in early childhood but progressing in adulthood and the entire lifespan, as well (Tokuhama-Espinosa, 2011).

Research still demonstrates that the existing developmental periods when particular skills including learning L1 are rather less challenging in spite of the differences in surroundings, as Sousa (2022) noted. What is more crucial is that neural connections in the brain happen during the prenatal sensory experiences which is similar to the functionality of experiences by five senses (Early Childhood Education and Care, 2023).

In conclusion, providing learning environments with enriched, low-stress, and nurturing features is crucial during the early childhood period since the experiences gained with sensory stimuli create neural connections accordingly, and therefore advocate the functions of the constructive brain, networks wired, and finally exhibiting the long-term efficiency on cognitive process, and constructively promote the potential of future learning (Tokuhama-Espinosa, 2011; Sousa, 2022; Early Childhood Education and Care, 2023).

Implications for EFL Teaching

"The most effective brain surgeons are teachers" (Kılıç, 2021, p. 66).

Having a basic grasp of neuroscientific foundations regarding the early childhood period and its implications in the pedagogical viewpoint is significant for an efficient practice in TEFL (Sousa, 2022) since the teaching process is highly integrated to the alteration of the neural structure of the brain. What should be remarked is that transformations in the brain circuits are basically a biological perspective of learning (Caine & Caine, 1990; Shafer &

Garrido-Nag, 2007; Zull, 2002). One of the implications could be mentioned is that the EFL teachers ought to be informed and apply the brain-compatible techniques in order to benefit from the fact of the neurological information process (Tokuhama-Espinosa, 2011; Zull, 2002). To exemplify such strategy, it is possible to mention about multimodal pedagogy which enhances the path of the new knowledge processed and applied through sensory stimulation to the brain employing a diverse of inputs, containing support of kinesthetic activities, auditory and visual prompts alongside the physical objects (Haley, 2010; Zull, 2002). In addition to this, emotions are also one of the core points to consider because of the fact that they play a motivational role in the development mechanisms, especially as a support of cognitive skills and therefore student engagement (Doughty & Long, 2005; Zull, 2002).

As it is also suggested in several studies by Caine and Caine (1990), Scott and Ytreberg (1990), and Sousa (2022), integration of activities which allow the learners to engage, entertain, and reinforce by means of purposeful repetitive actions such as songs, rhymes, and games foster the long-term memory retention due to neural connections. Hence, EFL teachers in particular can significantly enhance the learning environment with the neuroscientifically appropriate approaches (Haley, 2010; Sousa, 2022).

2.2 4. Benefits of and Concerns for Early EFL Exposure

Even if the idea of learners being exposed to EFL at a very young age sounds exciting to the teachers, parents, and the scholars, they also tend to be cautious. The understanding of early exposure brings questions regarding the developmental readiness as well as potential interference to L1. From EFL teachers' perspective, moreover, efficiency of teaching methods is concerned even though it is highly recommended because of its cognitive, sociocultural, and linguistic benefits. This section briefly overviews the possible benefits and concerns regarding the EFL exposure in an early childhood stage of language learners.

Benefits

In EFL education, on one hand, there are still ongoing discussions related to the best age to teach a FL. On the other hand, there is increasing proof that early exposure to EFL provides unique advantages above linguistic competency. Scholars believe that before the L1 forming phonetic limitations, early exposure to EFL is an opportunity to benefit from the neuroplasticity feature of the brain in early childhood which is the most active period of a child's development (Bot et al., 2005; Doughty & Long, 2005; Hoff & Shatz, 2007; Vihman, 2015). According to Harmer (2009) and Long (2009), very early engagement enhances the acquisition of a FL by means of a variety of comprehensible input in meaningful contexts, and very importantly, decreasing affective filter as it is suggested by Krashen's theory of SLA (1982). It can be also claimed that EFL exposure in early childhood is associated with overall growth in fluency in a FL (Collentine, 2009; Thomson, 2015) including the ability of well pronunciation, and proper intonations. Finally, Cameron (2001) highlights that cognitive skills and metalinguistic awareness are improved when early EFL exposure occurs.

Concerns

Although early EFL exposure proposes encouraging benefits, there are also some concerns raised. Researchers and teachers caution that improper designed lessons may lead to inadequate L1 development which can result in learning obstacles in the future. There are fundamental discussions that are examined in this part.

One corresponding concern is mentioned by Cameron (2001) and Duisembekova (2014). It is concerned that early EFL exposure might include lack of age-appropriateness of formal education for the very young learners. The studies indicate that explicit grammar teaching at young age is challenging for the children (Cameron, 2001; Duisembekova, 2014) considering their cognitive development stage as Piaget suggests. Another consideration regarding the concern about early exposure of EFL involves the issue of balancing EFL learning and their L1 development process, as the children's L1 is basically connected to their identity, as Copland and Ni (2019) present a conclusion in their study. Furthermore, L1 possesses a great impact on transferring the abstract language notions to create interlanguage

connections, therefore it is vital for the curriculum designers, and teachers as its applicants to control the connection (Gor & Vatz, 2009; Harmer, 2009).

Within the light of the information above, it can be implied that EFL exposure in early childhood exhibits both remarkable benefits and important issues. It creates concerns about pedagogical acceptability and L1 balance whilst it can improve cognitive development thanks to the linguistic enhancement. What must be taken into consideration is to design curriculum meticulously, and to apply the suitable teaching techniques for that age group.

2.2 5. Pedagogical Approaches to Teaching EFL in Early Childhood

Specific methods and approaches take a significant place in EFL teaching, especially when the point is regarding the students at young ages. Based on the principles of affective filter theory, pedagogical approaches of TEFL in early childhood highlight providing comprehensible input and creating a peaceful atmosphere (Prošić-Santovac & Savić, 2022; Schwartz, 2022a). In this sense, the development of L1 phonological transfer crucially impacts on the perspectives of the learners about the production of pronunciation, auditory process, and fluency in second language (L2) (Bot et al., 2005; Pinter, 2011). Recent studies demonstrate that the children in early childhood have the ability to interact contextually with linguistic concepts, and also gain structure-focused instruction (Murphy & Evangelou, 2016a; Pinter, 2011). Therefore, developmentally suitable ELT methods and teachers' role in EFL classrooms are the essential elements to conduct an efficient lesson.

Developmentally Appropriate EFL Methods

EFL methods that are developmentally suitable bring a comprehensive, student-centered teaching and learning environment. The developmentally appropriate approaches potentially lead to enhanced cognitive development processes. Methods such as Total Physical Response (TPR) which suggest applying stories, songs, games, and physical movement to be integrated to the activities in TEFL in early childhood classes. In addition

to this, visual aids are frequently and typically utilized in EFL classes regardless of the method decided to be applied since they encourage fun beside meaningful input, and therefore language engagement in context. In order to enable the target language to be taught understandable, applicable, and meaningful, the methods and approaches in EFL teaching, the most important element is the teacher, doubtlessly. The role of the EFL teachers specifically is vital to manage the teaching process, from the designing the plans to the assessment, initially to create a safe, comfortable, motivating learning atmosphere promoting social interaction.

Hence, this part attempts to explain and exemplify the certain methodologies frequently applied in TEFL in early childhood, and the significance of teachers' role.

Specific Methodologies in TEFL in Early Childhood

Methods and approaches for TEFL within the early childhood period are frequently framed for approaches particularly prepared for VYLs (Pokrivčáková, 2020; Prošić-Santovac & Savić, 2022). TPR is regarded as one of the most commonly benefitted methods in the sense of implementation to EFL classrooms (Intarapanich, 2013). TPR basically and briefly can be described as a method which employs physical movements along with facilitation of language acquisition (Djigunović & Krevelj, 2022; Schwartz, 2022a). As Schwartz (2022a) also indicates that TPR is an approach that supports language development, and is intended to motivate young learners to present their own language production. It is suggested that TPR is an ideal approach that is combined with different interactive in-class techniques such as storytelling. Moreover, it is admitted that TPR offers a determined and successful way which age or level permits the students.

As another approach studied within the context throughout a wide scale of historical discussions regarding EFL, the Natural Approach (NA) is described as more an analytical approach (Long, 2009). According to this approach, the focus is on the learners' role. Long (2009) claims that the NA provides opportunities for the individual learning, and linguistic features in a holistic environment. As also explained in the book written by Richards and

Rodgers (2001), the NA emphasizes the exposure, in other words "*input*, rather than practice", increasing the potential "emotional readiness" for the learning process; aiming to maintain the concentration of the target language for long-term (p. 179). Learners receive the input of the target language prior to applying what they are taught. However, Long (2009) discusses that it has not been regarded and categorized as a task-based analytical technique due to the fact that the specific utilization of the NA in the VYLs settings remains unclear in the literature.

In the field of early childhood education, Schwartz (2022b) states that Emergent Literacy Development (ELD) is considered as a key area which indicates an important psycholinguistic concern. Studies declare that early exposure to reading and writing practices in YLs context, and underpins the increasing importance of L2 literacy (Pinter, 2011). However, in the course program prepared by Ministry of National Education (MoNE) in Türkiye (2012), the children in early childhood (for the age group between 3-8 years) are not expected to learn and develop the literacy skills in EFL learning. Therefore, there is no syllabus objective with the purpose of learning how to read and write in English, for the students until the age of eight in particular. In other words, the course program begins to present the content of objectives specifically for reading and writing skills for the students by the age of eight. Thus, in this study, developing and teaching literacy skills are not focused on the suggested course syllabus design for English teachers in early childhood settings. Nevertheless, it is considered as significant to raise the phonological awareness for the children in that group of age to acquire and produce the spoken language skills. As Alstad (2022) advocates, teachers are supposed to have an overall understanding regarding the linguistic structures, especially both phonology and vocabulary, together with practical aptitudes such as motivating the students to draw attention on phonological awareness, and to promote the development of vocabulary so that it can be supportive for the ELD for the learners in early childhood period. Particularly for EFL teachers, it is another point to regard as vital. In this sense, as in every approach to TEFL in VYLs settings, ELD can carry importance from a different aspect of teaching a FL, highlighting the linguistic abilities such as ELD in the communicative aspect in the development of language awareness (Prošić-Santovac & Savić, 2022).

The Teacher's Role and the Classroom Environment

As it is widely known and accepted, teachers own a pivotal role in creating an emotionally safe, and enriching learning environment with linguistic inputs for the aim of fulfilling the needs of VYLs (Schwartz, 2022b; Shankar & Gunashekar, 2016). In order to establish such environments, the teachers are supposed to include multisensory activities, a wide range of interaction opportunities in addition to a number of proper pedagogical references integrated into the classroom settings (Imaniah & Nargis, 2017; Schwartz, 2022a). From the perspective of Brain-Based Learning (BBL), Caine and Caine (1990) indicate that psychologically safe classroom settings elevate the children's self-confidence, and enhance their preparedness for communication in the target language. In this context, teachers foster the process of learning via scaffolded prompts, and repetitive interactional and meaningful routines, as Mair (2022) also mentions. As Tokuhama-Espinosa (2011) and Cekaite (2022) reinforce, the child-centered instruction highlights the value of comprehensible tasks that offer opportunities for the students to practice the target language in different types of contexts. Moreover, stimulating peer involvement is necessary. Some research demonstrates that spontaneous peer communication can provide more successful contributions to produce L2 use in class rather than the activities led by the teachers (Cekaite, 2022; Moon, 2000; Schwartz, 2022a).

In short, it can be obviously concluded that teachers possess a crucial role in the classroom to prepare a supportive and language-enriched classroom atmosphere for VYLs by means of multisensory activities, meaningful input and tasks as well as scaffolded prompts. In addition, the BBL perspective highlights a less stressful, more respectful and safer environment to promote self-esteem. The last thing regarded as essential is peer interaction. Unstructured conversation supports L2 use more efficiently than the instruction led by the teachers; nonetheless, teachers should still be a facilitator during the talks.

2.2 6. Challenges and Considerations in EFL Early Childhood

Upon deeper reflection, TEFL in early childhood settings might present a variety of challenges in terms of teachers, administrators, curriculum designers, parents, and the children. Based on Garton and Coplan's research (2019), in this section, the challenges regarding two main remarkable domains are discussed: Teacher preparation and qualifications, and curriculum design and materials development. An initial concern in teacher training is assumed that the current programs for pre-service teachers are inadequate as many EFL teachers are not specifically knowledgeable about general information regarding the early childhood period, more in particular, the features of VYLs (Murphy & Evangelou, 2016a; Reynolds et al., 2021). Dual experience both in TEFL-specific instructions and in early childhood is considered as an essential element in order to provide YLs successful EFL classroom instructions (Murphy & Evangelou, 2016b). Also, in TEVYLs context, many studies highlight how significant it is to offer EFL teachers the opportunities to gain experience and knowledge in these two fields which are tailored for their distinctive requirements (Murphy & Evangelou, 2016a; Reynolds et al., 2021; Taşdemir & Karaman, 2022). Besides the challenges encountered by the EFL teachers, curriculum design and development can be mentioned as an ongoing major issue. Findings reveal that lack of solid conceptual framework to guide the practice and efficient EFL curricula prepared based on systematic research for the aim of concentrating on the YLs (Bygate, 2009; Cesur & Bulanık, 2020; Garton & Coplan, 2019). Therefore, it can be claimed that culturally relevant and developmentally compatible contexts aligned with local educational settings must be taken into consideration to offer solutions to ease the aforementioned challenges (Murphy & Evangelou, 2016a; Reynolds et al., 2021; Zhou & Mei, 2016).

Teacher Preparation and Qualifications for Teaching EFL in Early Childhood Settings

There are some scholars attempting in their studies to put forward some potential challenges and considerations regarding the teacher training and necessary qualifications they are expected to possess to be able to perform in TEVYLs classrooms (Aprilia et al., 2023; Yıldız & Savaşçı, 2024). As highlighted several times previously, EFL teachers are

required to obtain two fundamental competencies: an advanced understanding of early childhood development and education, alongside the knowledge of TEVYLs pedagogy to integrate with the EFL applications (Aprilia et al., 2023; Bekleyen, 2011; Nafissi & Shafiee, 2019; Zein, 2019). According to the conclusion demonstrated by the study of Aprilia et al. (2023), many teachers possess the necessary degrees in early childhood pedagogy to start their duties, however unfortunately they usually lack adequate formal training in EFL teaching in that age group. For the Türkiye context, based on the course content of the ELT departments of the state universities, it can be claimed that almost all EFL teachers graduated from the ELT department and the education faculties are delivered TEYLs course during two academic semesters. However, the EFL teachers still state that they have some challenges to feel self-esteem in the classroom. This means there is a large gap between theory and practice. This discrepancy underlines how crucially the EFL teachers on duty in the VYLs environments required opportunities for vocational development for the specific purpose (Nafissi & Shafiee, 2019; Yıldız & Savaşçı, 2024; Zein, 2019). Based on some implications in the literature, it is necessary to provide particular group of age-appropriate teaching methods and techniques in addition to that the current professional teacher programs need to develop to reduce their limitations regarding the attention to the distinctive requirement of VYLs (Aprilia et al., 2023; Önalan & Gürsoy, 2020; Yücedağ & Şevik, 2021; Zein, 2019). Hence, it can be evidently concluded that a purposefully designed syllabus, and context-focused professional development programs are supposed to be prepared (Garton & Coplan, 2019; Nafissi & Shafiee, 2019; Önalan & Gürsoy, 2020) in order to bridge the gap between theory and the practice.

Curriculum Design and Material Development for TEFL in Early Childhood Settings

According to some studies, there are many issues to consider in the field of TEVYLs regarding designing curriculum and developing materials (Murphy & Evangelou, 2016a; Prošić-Santovac & Savić, 2022). The ongoing problem in recent research (Nikolov & Lugossy, 2022) demonstrates that there are inadequate objectives that are distant to realia, and developmentally irrelevant curriculum within the theoretical framework. Furthermore, as Murphy and Evangelou (2016a) claim, several international settings suffer from a

continuous legislative framework in early childhood pedagogy. Therefore, several studies are conducted for the purpose of presenting the aforementioned gap regarding the curriculum design and material development in order to meet the needs and necessities of the VYLs (Djigunović & Krevelj, 2022; Garton & Coplan, 2019; Nikolov & Lugossy, 2022; Reynolds et al., 2021; Zhou & Mei, 2016). In this sense, it is essential that the focused action is taken particularly to design the content suitably to the overall development of the age group as well as culturally and pedagogically tailored approaches (Aprilia et al., 2023; Mair, 2022; Nafissi & Shafiee, 2019; Prošić-Santovac & Savić, 2022; Veliou et al., 2022; Yıldız & Savaşçı, 2024). Considering challenges and gaps defined in the current literature, a successful syllabus design that considers the significance of VYLs' developmental situations and promotes contextual and Natural Language Acquisition (NLA) supported by meaningful student engagement techniques such as games, storytelling, art (Veliou et al., 2022) and so on.

2.2 7. Summary

This chapter has provided an insight intog the characteristic features of the children in early childhood period and more particularly VYLs, their holistic development stages, the way they acquire a FL and as teachers, how to design, adapt, and apply the syllabus and materials in early childhood settings. Moreover, another significant aspect has been mentioned as the neuroscientific foundations of learning. Based on general BBL principles, it could be clearly noted that the learning process occurs in the brain, therefore the neuroscientific foundations, and how the brain processes information in general. More specifically, it has been declared that how children in early childhood proceed with information owing to the neuroplasticity feature of the brain. Apart from the points stated above, there have also been presented several challenges and considerations in terms of teachers' professional development and the aptitudes to prepare proper syllabus and materials for their students' unique needs. These points have been considered crucial according to the very basic understanding related to the significance of teachers' role in the education field, and more specifically for EFL settings.

CHAPTER THREE
METHODOLOGY

3.1. Introduction

This chapter outlines a detailed explanation of the background information on the research design and its theoretical support, the data collection procedures and the data analysis process, and the data collection tool utilized in this study. Later, it is declared that the mixed-methods approach has been applied, which consists of document analysis and a survey including opened and closed-ended questions. The survey questions are prepared dependent on the data results analyzed and found out through the document analysis. For the purpose of answering the research questions, the findings are investigated, and the results are interpreted. This methodology presents an extensive analysis of literary data supported by the opinions of the participants based on their experiences and views on the field.

3.2. Research Design

Throughout the years, a single method to solve research questions has started to be inadequate. As it is mentioned in Creswell and Creswell's book (2023), multiple methods to conduct research in psychological fields were begun to be applied by Campbell and Fisk in 1959. Considering the possible weaknesses of utilizing a single method that led other researchers to follow the application of the mixed methods. Thanks to this style of application regarding the design of different analyses, the mixed-methods design appeared as a systematic combination of qualitative and quantitative data by the beginning of 1990s. This method approaches the research questions based on the different perspectives, cultural diversity, and real-life situations. It purposefully integrates the solid quantitative methods which assess the scope of the variants with qualitative techniques to demonstrate its significance (Johnson et al., 2007). Since it allows to combine both qualitative and quantitative collected data systematically (White & Cooper, 2022), a mixed-methods research design is appropriate particularly to fulfil the objectives of this study (see Chapter 1.3).

To Creswell and Creswell (2023), the mixed methods designs are categorized into four different types:

1. *A convergent mixed methods design*: Both types of data are simultaneously collected. Later, they are combined for the analysis. Finally, discrepancies are investigated.
2. *An explanatory sequential mixed methods design*: Initially, it begins with quantitative research. Qualitative research follows as the second step in order to interpret the findings from the quantitative analysis. This design is mostly appropriate for the research fields which are relatively focused on numerical data, but might cause the sample challenges.
3. *An exploratory sequential mixed methods design*: This type of design primarily allows to conduct qualitative research for the purpose of setting a base for the next step of research. Afterwards, the quantitative data is analyzed that is created based on the findings from the previous phase. This way is helpful to improve tools and support to analyze the data from different aspects. However, it is essential to pay additional attention.
4. *A complex mixed methods design*: This design enriches analysis and enhances different examinations combining the fundamental approaches into broader frameworks such as case studies, experiments, and assessment.

Owing to the mixed-methods approach, the research objectives can be achieved more holistically rather than utilizing only one methodological approach (Onwuegbuzie & Leech, 2004; Creswell & Creswell, 2023). Considering that this current study follows a two-phased research path in order to reach the finding for the two objectives, a sequential exploratory mixed methods design for this current study is regarded as suitable, as it is illustrated in the Figure 4.

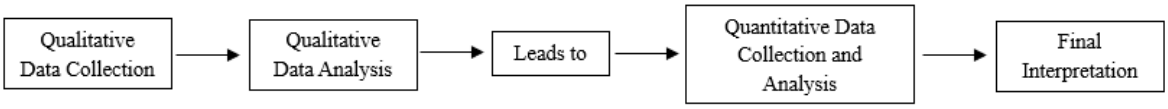


Figure 4. Exploratory Sequential Mixed Methods Design (Adapted from Creswell & Creswell, 2023)

The first objective, which is dealt with in the first phase, necessitates the systematic investigation of a wide collection of the educational materials. Within the light of the literature (Cesur, 2012; White & Cooper, 2022), supporting the approach for the similar purposes, the aim of meeting the first objective of this study is assumed to be successfully processed by interpreting and categorizing the results employing the qualitative data methods such as content or document analysis.

For the second objective of the study, specific viewpoints must be gathered individually. In this regard, the researcher has decided to apply one of the quantitative techniques based on the views from the specific studies (Creswell & Creswell, 2023; White & Cooper, 2022). The survey technique as a quantitative method has been employed in the second phase of the study. The survey has been prepared dependently on the results of the document analysis and the content of the online courses.

Participants

The second phase of the study has been planned to be conducted with both EFL teachers and lecturers in ELT departments who are currently on duty, and have been already taken place as English teachers in ÇOMÜ ÇABAÇAM and ÇOMÜ Kindergarten in order to gather opinions regarding the frequent topics determined from the document analysis. Owing to the contribution of the participants, the data is assumed to enhance the frequency of the topics retrieved from the document analysis.

Based on the answers provided, there are 42 participants in total that consist of two lecturers in the ELT department, and 40 of them are EFL teachers. The years of experience

in both TEFL and TEVLYs particularly ranges from 1 to 23. The average year of experience in TEFL is 7.7 while in TEVYLs context is 3.8.

Table 1

The Distribution of the Courses Received Based on the Departments of the Participants (N=42)

	Only TEYLs	Only TEEC	Both	None
ELT	17		6	4
ELL	1			1
ELLPF	1			4
*Others with PF and CELTA			4	4
Total	19		10	13

**It covers other departments such as American Studies.*

Among 42 participants that have taken place in the second phase of this study, 19 participants obtained only the TEYLs course while there are no participants who have received any course specifically for only TEEC. As a result of this analysis, what is crucial to comprehend is that all the participants that graduated from the English Language and Literature (ELL) department have no training regarding TEEC, however they have experiences, or are currently on duty in the TEEC classrooms. Also, it should be remarked that there are 13 participants, regardless of their departments graduated, have obtained neither TEYL nor TEEC courses, yet still have had experiences or are working as an EFL teacher in the early childhood settings.

As a result, what can be implied from this interpretation is that the teachers active in the TEEC field have inadequate theoretical background. This conclusion strongly supports

the significance of this study explained in the Chapter 1.5, and assumption of the study presented in the Chapter 1.6.

3.3. Data Collection Procedure and Analysis

The procedures of the data collection and analysis in the survey include two dependent phases as it is illustrated in Figure 5. The data collection tool applied in the second phase has been created based on the findings of the analysis conducted in the first phase (Appendix 1).

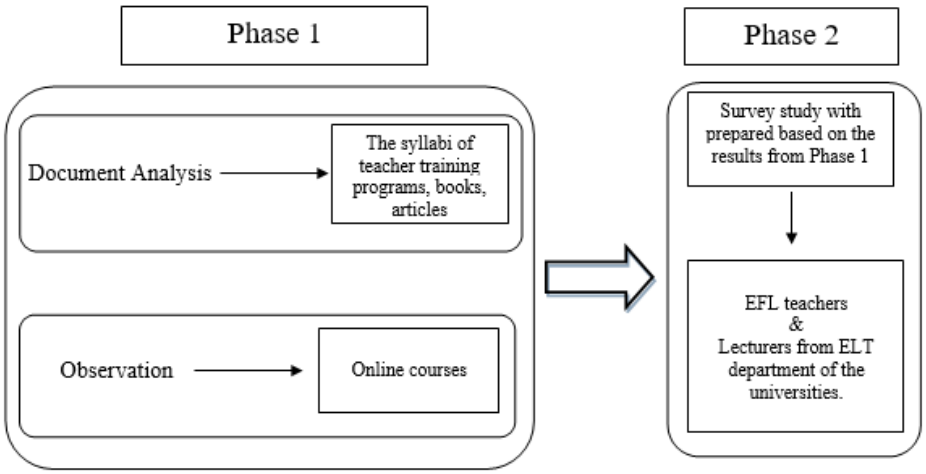


Figure 5. Data Collection Procedure

The aim of the first phase is to find out the most frequent topics related to TEYLs, TEVYLs, and TEEC included in the syllabi of the teacher training programs in ELT and PTE departments of the 58 state universities out of 127 in Türkiye, according to the list in Council of Higher Education (CoHE), considering that 58 universities include ELT departments as a criterion. One of the total numbers of the investigated universities possesses the contents in scope at both ELT and PTE departments. Therefore, there are 57 contents found out. The syllabi content has been reached through Bologna systems of the universities. The content of three universities has been excluded out of the scope because of the unavailability of their Bologna systems to reach their content. As a result, there are 55 syllabi

content retrieved from 54 different state universities. Likewise, the content of 20 published books (Appendix 5) and 17 published articles (Appendix 6) written about the related topics have been examined. The published books and articles of which the content analyzed in the scope of document analysis were specified according to the key words containing *teaching English in preschool/kindergarten/very young learners/children*". Additionally, the content of 14 online courses has been conducted to contribute the topics found out by means of the document analysis. The content analysis of 106 documents in total have been carried out. For the aim of analysing, listing, and categorizing the frequent topics, Microsoft Excel has been preferred as a tool of qualitative data analysis (Meyer & Avery, 2009) because of its practicability. For a study, reliability and validity are the notions that are supposed to be respected. Reliability refers to how consistent an instrument is applied, and resulted with absent in mistakes while validity indicates how the data collection tool measures accurately (Creswell, 1998; Dörnyei, 2003). The concept of reliability is intended to use as trustworthiness for the qualitative data collection process. More specifically, in a sequential exploratory design, these notions, trustworthiness and validity, are explained by means of a systematic process. First, the qualitative data is collected and analysed. Later, the quantitative data is gathered via data collection instrument (Appendix 1) which has been designed depended on the qualitative data in order to provide insight in more detailed, or to explain the primary qualitative data (Creswell, 2003). The survey as quantitative data collection tool has been applied to the participants based on the ethical board permission together with the institutional approval received (Appendix 3 and Appendix 4). Hence, the integration of these two phases is regarded as a fundamental aspect of how validity and trustworthiness are realized in this design (Tashakkori & Teddlie, 2003). At the end of the analysis process, 100 topics have been listed, and sorted from the most frequent to the least. Finally, they have been grouped under 30 main titles according to their common points.

The second phase of the study is essential to gather the opinions of the EFL teachers and the lecturers according to their experiences. For the purpose of the data collection, a survey has been prepared as a tool based on the 30 main titles already finalized in the first phase. Survey as a data collection tool is regarded as an efficient method to gather both qualitative and quantitative data. In particular, utilizing a survey to collect quantitative data

enables the qualitative data to extend into a larger scale to support the specific contexts (Gül, 2023).

Inıtially, the topics in the survey was directly listed based on the document analysis. Since the document analysis contains mostly the notion of “young learners”, according tot he experts in the fields, it was regarded as necessary to adapt into “very young learners” or “early childhood” in the convenient topics. After receiving the expert opinions regarding the survey questions, the final version of the survey has been applied to the participants for the data collection process (Appendix 1). The survey has been delivered to the participants via a virtual form of an online platform, asking their consents before the application.

Data collection tool and analysis

The data has been collected via a cross-sectional survey that has been developed for the second phase of the study. Cross-sectional survey design allows the researcher to gather data regarding the particular point in time (Creswell, 2012). The content of the survey has been prepared aligned with the topics identified from the document analysis of the first phase. The responses of the survey are elicited by Google Forms that has been sent to the participants. The quantitative data gathered by means of ordering the 30 main categories of the most frequent topics in terms of their importance according to the EFL teachers and lecturers’ opinions, experiences, and preferences related to the TEEC. The items of the survey contain three sections. The first section is regarding the asking for their consent determining whether they accept to provide the data for the research or not. Later, the second section is composed of the questions in order to gather general information regarding the participants’ education and professional background together with the experiences in the field. The final section includes the 30 main topics from the document analysis. In addition to the topics, one open-ended question is added at the end of the survey in order to gather an independent response to contribute to the frequent topics. The responses in this section could be potentially considered significant to include in the results supported by the literature. Therefore, a meaningful set of results can be found to integrate with the suggested course syllabus tailored for the requirements of the TEEC. The gathered data from the survey has been analyzed by employing descriptive analysis via SPSS Version 27.

3.4. Chapter Summary

In this chapter, research design, data collection procedure and analysis methods, data collection tools, and general information about the participants have been demonstrated.

CHAPTER FOUR
FINDINGS

4.1. Introduction

This chapter demonstrates the findings of the study which intends to design a suggested course syllabus to teach English particularly in early childhood. In this sense, the quantitative data have been collected by means of a survey prepared based on the qualitative data resulted from the document analysis. Surveys have been distributed to EFL teachers who have experience in TEEC, and who are currently on duty in TEEC classrooms in ÇOMÜ ÇABAÇAM and ÇOMÜ Kindergarten, and to the lecturers in ELT departments of state universities in Türkiye.

The findings are arranged around the main themes grouped under 30 titles which are supported by quantitative data gathered from the survey. The purpose of this organization is to recommend a consistent framework for the syllabus design offered in this chapter.

4.2. The Document Analysis

The RQ1 guides to search for the answers to the first phase of the study. This analysis allows to present the frequent topics containing in the content of the documents based on the RQ 1 “What are the most frequent topics found as a result of the document analysis of the university courses, articles, books, and online courses in Türkiye regarding the subjects of Teaching English to Young Learners and in Early Childhood?”. The findings for the first RQ are exhibited in Table 2.

Table 2

The Frequency of The Topics of Teaching English to Young Learners and in Early Childhood

	f
Teaching vocabulary	53
Teaching reading	52
Classroom management	50
Teaching speaking	50
Teaching writing	49
Teaching listening	49
Use of Games	48
Basic characteristics / features of YL	41
Assessment and Evaluation in YL classrooms	41
Use of Songs / Music	39
Teaching grammar	36
Preparation of lesson plans for children	36
Materials	35
Specific theories to teach English to children	35
Teaching English in Different Age Groups	33
Children and learning	32
Methods and approaches in TEYL	31

Table 2 continued

Teaching through stories	29
Theme based teaching and learning	27
Language Acquisition in Children	24
Language Development of Children	22
Use of Drama	22
Storytelling	20
Task and activity-based learning	16
Samples (activities, materials, lessons)	16
Use of technology in TEYL	16
Learning styles and strategies of YL	16
Application of Activities	15
Cognitive development of YL	14
Supporting FL learning	14
Contextual Language Teaching	13
Vocational development methods for teacher of TEYL	13
Classroom Language	12
Learning environment	12
Use of Child Literature	11
Policies in TEYL/primary school	11

Table 2 continued

Culture	10
Difficulties faced in TEYL	10
Effective Teacher-Student Interaction	10
Development of visual and audial tools	10
Content based language teaching	10
Role-playing	10
Myths in TEYL	8
Art and Craft	8
Psychological development	8
TEYL in the world	8
A Very Young Learners Teacher	8
Visual teaching	7
Family Involvement	7
Determining priorities, syllabus, and coursebook	7
Issues in Teaching English to Children	7
Syllabus for YL	7
Use of Interactive Applications	6
Learning to learn	6
Teaching pronunciation	6

Table 2 continued

Motivation	6
English teaching programme in Türkiye	6
Story-based language teaching	6
Effective Communication	6
Benefits of TEYL	5
Emotional development	5
Intercultural Competence	5
Analysis of activities based on coursebook	4
Activity-based lesson plan	4
Practical Applications	4
Program Evaluation for YL	3
Use of Cartoons	3
Interdisciplinary English	3
Critics of TEYL curriculum in Türkiye	3
Project-based teaching	3
Critical period hypothesis and TEYL	3
Working with a coursebook	3
Policy Issues in TEYL/Primary Level	3
21. century skills in TEYL classrooms	3

Table 2 continued

Topic-based learning	3
CEFR	3
Observation	3
Reflection and feedback	3
Repetition and personalization	3
Neurological basis of language processing	3
Social and Emotional Learning	3
Historical development of TEYL	2
Process of TEYL	2
Active Participation in the class	2
Integrative Physical Response Method	2
Gamification in TEYL	2
Positive relationships	2
Collaboration and Cooperation	2
Outdoor Education in Language Teaching	2
Learning Routine	2
Scaffolding	2
Value Teaching	2
Engagement	2

Table 2 continued

The Relationship Between Native and Additional Languages	2
TEYL in Türkiye	1
Technology Assisted Language Teaching	1
Nature of tasks in language classrooms	1
Task development	1
Sustainable development targets and TEYL	1
Strategies for children with special needs	1

The result from the document analysis presents the topics sorted by the most to the least frequent topics included in the content of TEYL and TEEC courses at the state universities in Türkiye, published articles and books as well as in the content of the online courses regarding the subject of teaching English in pre-school education. According to the identification of the frequency, the topics of *teaching reading* and *teaching writing* have been excluded due to the fact that particularly children in the early childhood stage are, who are typically considered the age between 3 and 6 (Doan & Quyen, 2022), "with illiteracy who have not started their schooling yet" (p. 107), as they have not acquired the literacy skills in a FL at schools (Veliou et al., 2022). Therefore, the topics covering teaching literacy skills in TEEC settings are omitted from the results before the process of preparation of the survey for the second phase of the study.

4.3. The Survey Analysis

This survey analysis is essential in order to provide the answer to the RQ2 "What are the most preferred topics by the EFL teachers and the lecturers about the content of Teaching English in Early Childhood?". For the purpose of answering this question, the survey has been prepared based on the categorization of the topics resulting from the document analysis,

and delivered to the participants to collect their opinions regarding their experiences. As a result of the document analysis, the categorization of the topics has been presented to the experts in the fields. According to the experts' opinions, the notion of "young learners" has been changed to "very young learners" or "early childhood" where it is necessary in the survey (Appendix 1).

Table 3

The Most Frequently Preferred Topics by the Participants (N=42)

	Min	***Max***	***M***	***SD***
Using and developing creative teaching tools (songs, games, puppets, art and craft)	**1**	**10**	**9,31**	**2,054**
Motivation and engagement in the classroom	**1**	**10**	**9,24**	**2,046**
Development and application of visual tools	**1**	**10**	**8,98**	**2,078**
Classroom management and interaction	**1**	**10**	**8,95**	**2,129**
Material design, development, and its application	**0**	**10**	**8,88**	**2,211**
Learning styles and strategies of very YLs	**1**	**10**	**8,83**	**2,241**
Social and emotional learning	**0**	**10**	**8,74**	**2,296**
Practical classroom applications	**1**	**10**	**8,71**	**2,212**
Strategies for teaching a foreign language to children with special needs	**1**	**10**	**8,71**	**2,298**
Language development in children	**0**	**10**	**8,62**	**2,668**
21st-century skills in very YL classrooms	**1**	**10**	**8,57**	**2,221**
Basic characteristics of children in Early Childhood	**1**	**10**	**8,57**	**2,401**
Lesson planning types and their applications	**1**	**10**	**8,55**	**2,200**
Reflective practices (feedback, observation)	**1**	**10**	**8,55**	**2,319**

Table 3 continued

Psychological and emotional development of children	0	10	8,52	2,634
Teaching language skills and components (speaking, listening, vocabulary, pronunciation)	1	10	8,40	2,706
Cognitive and neurological foundations	0	10	8,38	2,603
Use of technology in and for the class	1	10	8,36	2,468
Vocational development of very YL teachers	1	10	8,36	2,574
Curriculum and syllabus development	0	10	8,29	2,472
Parental and family involvement	1	10	8,12	2,539
Challenges faced	0	10	8,07	2,797
Interdisciplinary English teaching	0	10	7,98	2,772
Specific approaches and methods	1	10	7,95	2,659
Literature and story-based teaching	1	10	7,83	2,556
Local policy and global perspectives	0	10	7,50	2,716
Teaching Values	0	10	7,36	2,937
Assessment and evaluation in very YL classrooms	1	10	7,05	2,938
Myths and misconceptions in very YL	0	10	7,05	3,068
Specific theoretical frameworks	0	10	6,71	2,990

The participants have been asked to number the topics from 1 to 10 in the order of importance. 0 (zero) means it has no importance while “1” represents the least important and “10” demonstrates the most important item. Based on the topics exhibited in Table 3 which are ranked in terms of the preferences, they are assumed to be included in the scope of the aimed suggested course syllabus. The duration of the courses in one semester at universities based on the information found in the bologna systems is 13 weeks, except the midterm and final examination weeks. Therefore, the most frequently preferred 13 topics are planned to

be considered. According to the results, the 14 most frequently preferred topics are ordered as follows: *Using and developing creative teaching tools (songs, games, puppets, art and craft) (M=9,31); motivation and engagement in the classroom (M=9,24); development and application of visual tools (M=8,98); classroom management and interaction (M=8,95); material design, development, and its application (M=8,88); learning styles and strategies of VYLs (M=8,83); social and emotional learning (M=8,74); practical classroom applications (M=8,71; SD=2,212); strategies for teaching a foreign language to children with special needs (M=8,71; SD=2,298); language development in children (M=8,62); 21st-century skills in very YL classrooms (M=8,57; SD=2,221); basic characteristics of children in Early Childhood (M=8,57; SD=2,401); lesson planning types and their applications (M=8,55; SD=2,200)* and as the final topic among the most frequent 14 topics is *reflective practices (feedback, observation (M=8,55; SD=2,319).* To design the suggested syllabus within the frame of purposeful objectives and outcomes, the opinions of the experts in the field have been taken into account (Appendix 2).

From a critical viewpoint, the most preferred topic is *using and developing creative teaching tools (songs, games, puppets, art and craft) (M=9,31)* while the least preferred topic is *specific theoretical frameworks (M=6,71).* In this sense, it can be deduced that the participants have determined the "practical" topics rather than theoretical information. This interpretation indicates the reality regarding the lack of practice in TEEC classrooms is an issue to raise. More practical topics, and applicable information could be integrated in the syllabus based on the needs of the EFL teachers in kindergarten or preschool institutions.

The last question of the survey is specified as open-ended as it is aimed the participants to state if they have any recommendations for teaching English in kindergarten/preschool besides the topics provided. There are 8 different answers in total which are coded in terms of their main points emphasized, as listed in Figure 6.

Topics Suggested by the Participants
1. Creating a Learner-Friendly Learning Environment 2. AI-Based teaching Resources 3. Opportunities For School Experience with VYLs 4. Learning to Play Simple Musical Instruments (ukulele, guitar) 5. Establishing an Emotional Bond 6. How to Encourage Students To Be More Creative 7. Creating and Using Innovative materials. 8. The importance of Teachers' Wellbeing

Figure 6. The List of The Topics Gathered From The Open-ended Question of The Survey

Based on the answers, the suggested topics are related to the practical skills in the classrooms, as it has been also particularly emphasized after the result of the survey analysis. The answers provided by the participants can be regarded as quite supportive to the results of the survey analysis. With this open-ended question, it has been targeted to collect supportive ideas in the hope that they would be impactful for the syllabus planned to suggest for the TEEC courses.

4.4. Chapter Summary

In this chapter, the findings regarding the RQs of the study have been presented in detail and interpreted by the researcher with the purpose of drawing the conclusions, providing suggestions and implications for further studies, which are discussed in the final chapter.

CHAPTER FIVE
DISCUSSION, CONCLUSION, AND IMPLICATIONS

5.1. Introduction

This chapter presents the conclusion and discussion of the study determining the findings and contributions of the analysis along with the field discussion. The main emphasis of the discussion will be related to the recent research in the literature, focusing on the necessity of more practical topics to contain in the teacher training programs as well as the opportunities for the employability of theoretical knowledge. Furthermore, the implications are related to the importance of the teachers' role particularly in TEEC settings. Based on the analysis and discussion, a suggested course syllabus for TEEC will be offered; and thus, it can shed light to the syllabus designers or practitioners with the hope of providing the suggestions and the implications for further studies.

5.2. Discussion

According to the survey analysis conducted with the contributions of the participants, the teachers' requirements and suggestions reflect the necessity of the integration of practical topics into the planned syllabus. The topics frequently involved in the document analysis mostly differentiate from the most preferred topics declared by the EFL teachers' opinions. In order to explore this discrepancy, the document analysis was carried out. Later, a survey to collect the quantitative data from the participants was designed based on the categorization of the topics identified. Employing the survey, it was aimed to gather the EFL teachers' opinions regarding the importance of the provided topics by sorting in terms of the importance. Additionally, an open-ended question in order to gain additional ideas to contribute to the topics according to the experiences of the EFL teachers asked. The findings and the interpretation have been presented with the discussion below.

5.2.1. The Most Frequent Topics Identified from The Document Analysis

In order to meet the first objective of this current study, the aim is to answer the RQ1. In this sense, the content analysis of the university syllabi of TEYLs and TEEC courses in ELT and PTE department of the state universities in Türkiye, books and articles published, and online courses delivered specifically in the scope of TEVYLs and TEEC fields has been carried out. As a result of the conducted analysis, the frequent topics have been found out. The result of the first phase of the study exhibits 100 topics obtained, listed in Table 2. The data gathered was analysed with the Microsoft Excel application (Meyer & Avery, 2009) because of its feasibility. The aim of this analysis was to prepare a survey to gain the preferences and suggestions from the EFL teachers. Among the mixed-methods designs, sequential exploratory design has been applied. This method primarily enables the qualitative data to take as a base for the purpose of establishing the quantitative data collection tool such as survey (Creswell & Creswell, 2023). As the final step of the first phase, the researcher has categorized the items into the 30 main titles by taking the common points of the topics into account with the support of experts in the fields. And finally, the teachers contributed to the second phase of the study considering their experiences in the field. In this study, the quantitative data was prioritized to interpret the results for the attempted suggested course syllabus design which employs a sequential exploratory design as the data analysis method suggests.

Provided the background information regarding the first objective, it is essential to discuss the consistency and divergence reflected on how to relate the findings of the first RQ with the recent studies and the development stages of children in early childhood period.

The contents of the TEYL courses delivered in ELT departments at the state universities in Türkiye demonstrate the approach which includes both consistency and important divergence. The consistency is dominantly regarding the centralized curriculum framework suggested by the CoHE of which target is to standardize the teacher training program in the national aspect, and; therefore, it frequently addresses to the common proficiency objectives as indicated in such frameworks as CEFR (Ataberk & Mirici, 2022;

Öztürk & Aydın, 2019). With the intention of centralization, it is aimed to provide a single-guided path for the prospective teachers (Öztürk & Aydın, 2019). Therefore, they are trained for the standardized objectives and similar purposes in the same context throughout the country.

On the other hand, noticeable divergence can be observed in its practical applications and theoretical foundations. ELT programs are prepared with the objective of training the pre-service teachers to teach English to all age groups. After earning the BA degree from ELT programs in Türkiye, EFL teachers are expected to be capable of teaching English as a FL to any student of any age. Within the scope of TEYLs in particular, it is evident that there is the same significant gap between the theory and practical readiness of EFL teachers (Önal, 2025; Öztürk & Aydın, 2019). In this regard, as it is reported in some recent studies, both pre-service and in-service EFL teachers highlight that the current program is initially theory-based and include insufficient practical application opportunities. Moreover, materials in the course content are regarded inadequately tailored to the actual classroom needs or lack innovative teaching methods (Ataberk & Mirici, 2022; Önalan & Gürsoy, 2020; Öztürk & Aydın, 2019) specifically for TEYLs settings. In addition to this, there is a remarkable need for necessary resources and updates for the content. For instance, use of technology and digital tools in the classroom are presented in the lectures. However, it is indicated as an additional topic rather than mentioned as in the actual curriculum (Gürsoy & Özcan, 2021; Öztürk & Aydın; 2019). As it is illustrated in Table 2 in Chapter 4, according to the result of the document analysis, the topics of *Use of Technology in TEYL* and *Technology-Assisted Language Teaching* are not demonstrated among the most frequent topics. Another example regarding the divergence could be multicultural awareness of EFL teachers. Multicultural awareness is a vital topic since English is taught as a lingua Franca in Türkiye. This causes a requirement for EFL teachers to conduct their lessons as an adequately competent non-native speaker of English considering the context of an increasingly multicultural and multilingual world (Bayyurt et al., 2019).

In short, it is concluded that there are several theoretical topics provided in TEYLs of ELT departments. More examples of divergence deduced from the results of the document

analysis can be listed. However, the common emphasis is that EFL teachers have indicated the importance of practical knowledge and the opportunities to practice what they are provided theoretically in the teacher training programs. Therefore, it can be recommended that these requirements and needs should be considered as one of the key points while designing a course syllabus for EFL teachers to be more effective and confident in VYLs classrooms.

5.2.2. The Most Preferred Topics by The EFL Teachers

As the second phase of this research, RQ2 is targeted to meet the second objective of the study. The main purpose of the RQ2 is to figure out the most preferred topics by EFL teachers based on their experiences in TEEC classrooms. To gather the quantitative data from the participants, the survey has been prepared according to the results from the document analysis which was conducted at the first phase of this study. The survey has been delivered by utilizing a virtual form of an online platform to the participants and asked them to order the categorized topics in terms of their importance. There is an open-ended question at the end of the survey. The open-ended question tries to encourage the participants to express and/or enhance their ideas regarding the necessary important topics which they consider significant to point out. The findings carry great value since the teachers point out the challenges and difficulties they face while they are ordering the topics in terms of their importance. The researcher believes that the results are crucial to be considered by syllabus designers, or policy makers intend to design a course syllabus for EFL teachers to teach English in kindergarten, pre-school institutions, or similar teaching environments in which the students are the children in their early childhood period.

Among the 30 titles presented in the survey, the first 14 titles have been considered as the most frequent topics. The titles are grouped according to four common points and discussed below: Opportunities to apply theoretical knowledge, in-class interaction and student engagement, insight about the features of VYLs as language learners, and other theoretical information regarding TEEC.

Several studies report that pre-service teachers in ELT department frequently complain about the opportunities of the application of the theoretical knowledge in real classroom settings (Ataberk & Mirici, 2022; Ataş & Balıkçı, 2021; Öztürk & Aydın, 2019; Şahin, 2023; Önal, 2025). That is why the EFL teachers ranked the following topics in order of significance: *Using and developing creative teaching tools (songs, games, puppets, art and craft) (M=9,31), development and application of visual tools (M=8,98), material design, development, and its application (M=8,88), practical classroom applications (M=8,71; SD=2,212), lesson planning types and their applications (M=8,55).* These topics allow us to claim that hands-on activities support the EFL teachers to build classroom management skills, receive more practical information, and develop an ability to apply the theory for their classrooms.

The second point is regarding the interaction with the children and their engagement in the classroom. Practical requirements of EFL teachers in the classroom contain both improving both solid classroom management skills and dynamic interaction with children (Şahin, 2023; Zhou et al., 2021). Therefore, *motivation and engagement in the classroom (M=9,24),* and *classroom management and interaction (M=8,95)* are considered by the participants as crucial.

Another aspect to discuss according to the results of the survey is related to the understanding regarding the children in early childhood period as language learners. This point includes the main idea about how kids learn a language and therefore, how EFL teachers can adapt their teaching process accordingly. Considering the importance of the fact that effective TEYLs process requires to take some key elements into account such as gaining insight into the unique learning styles of children, and the way they process information and internalize. Understanding these facts enables EFL teachers to be able to adapt and manage the lesson process via age-appropriate strategies containing a diverse range of methods, approaches, activities in materials development and their lesson planning (Cesur & Bulanık, 2020; Önal, 2025). Based on the results of the survey, the participants consider the following topics significant so that they can prepare their materials and apply practical applications in their lessons: *Learning styles and strategies of VYLs*

(M=8,83); social and emotional learning (M=8,74); strategies for teaching a foreign language to children with special needs (M=8,71; SD=2,298).

So far, one can obviously understand that being provided practical information, and opportunities to practice are crucial aspects for ELT teachers to teach English in early childhood settings. However, only practice itself would be inadequate. Therefore, theoretical knowledge at a certain depth and level is essential in order to apply them. Based on the results of the quantitative data collected by the survey, the participants recognize this necessity, and include the related topics in the high frequency: *21st-century skills in very YL classrooms (M=8,57; SD=2,221), basic characteristics of children in Early Childhood (M=8,57; SD=2,401),* and *language development in children (M=8,62).* Additionally, several studies agree that gaining insights regarding the basic characteristics of VYLs such as their different developmental stages, and into their requirements for engagement in the classroom, and for designing learning environments that they can feel safe is vital to prepare suitable pedagogy (Duisembekova, 2014; Butler, 2022; Prošić-Santovac & Savić, 2022; Veliou et al., 2022).

5.3. Conclusion

This study suggests a course syllabus for EFL teachers to teach English in the early childhood context. In this sense, the most frequently preferred topics for TEEC by EFL teachers are taken into account in order to design the course syllabus to train EFL teachers for the TEEC context in particular. To collect the data containing the opinions of EFL teachers, a survey has been prepared based on the frequent topics found as a result of the document analysis conducted. In this study, it is dominantly highlighted that the EFL teachers require a course which is designed for TEEC classrooms with the consideration of more practical topics as well as opportunities to apply what they learn in theory. The results of this current study are conducted in two phases. The result of qualitative data enables the researcher to prepare the survey in order to gather quantitative data. Therefore, the sequential exploratory design as one of the mixed-methods research designs is employed. According to the findings of the study, the conclusions are drawn below.

As the survey results exhibit, the most frequently preferred topic is identified as *using and developing creative teaching tools (songs, games, puppets, art and craft)*. As it is presented in Table 3, the second most frequent topic is *motivation and engagement in the classroom.* According to this data, it can be clearly claimed that the key point of what EFL teachers need is the applicable knowledge. This practical information can be merely developed by several opportunities provided for experience. As a summary, two points can be concluded in this regard. It can be emphasized that the topics of the planned course syllabus are essential to include with more practical objectives. The second point is about the application in the context. It can be expressed that the necessary internship opportunities could be inserted into the course syllabus (Appendix 2).

To compare the results of the document analysis and survey, according to the results of the survey, *specific theoretical framework (M=6*,71) is demonstrated as the least important topic while it is found out that the *specific theories to teach English to children (f=35)* is the 14th most frequent out of 100 topics according to the document analysis. From another perspective, based on the results of the document analysis, the 10 most frequent topics considered as important are *teaching vocabulary, teaching reading, classroom management, teaching speaking, teaching writing, teaching listening, use of games, basic characteristic features of YLs, assessments and evaluation, use of songs or music.* On the other hand, as it can be observed in the analysis of survey results, the 5 most frequently preferred topics by the teachers are *using and developing creative teaching tools (songs, games, puppets, art and craft), motivation and engagement; development and application of visual tools; classroom management and interaction; material design, development, and its application.* In the light of this information, it can be concluded that considering the needs of the practitioners is necessary during the process of designing this course syllabus targeted to train pre- or in-service EFL teachers for TEEC.

The final conclusion includes the answers to the open-ended question. As the answers provided for the open-ended question, the views stated as *creating learner-friendly learning environment,* AI-based teaching resources, *opportunities for experience with VYLs, learning to play simple musical instrument (ukulele, guitar), establishing emotional bond, how to*

encourage the students to be more creative, creating and using innovative materials, and *the importance of the teachers' wellbeing.* The topics suggested by the participants support the the significance of the requirements expressed by the EFL teachers. In addition to this, it could be obviously stated that each suggestion points out a different conclusion to draw. They carry a great potential to enhance and dive into a wide range of diverse perspectives. Thus, it is crucial to highlight that the syllabus designers should take the opinions of the EFL teachers into account while preparing training for the purpose of TEEC.

To sum up, it can be claimed that there is an obvious need for an ongoing communication between the practitioners and academies. In parallel, the content of a course syllabus is required to include more practical topics as well as the opportunities to observe the teaching environment in this specific context, and practice theoretical knowledge in the classroom.

5.4. Implications For Further Studies

Considering the results gained from the research, the most preferred topics were identified by the EFL teachers according to their experiences. This data was utilized to design a suggested course syllabus for English teachers to teach English in early childhood settings such as kindergarten, preschool education institutions and so on. Moreover, the EFL teachers trained with the course designed in the scope of TEEC would feel more confident to conduct their lessons. In this regard, some other implications are as follows:

- According to this study, the TEYL course delivered in ELT programs possesses very general information for the purpose of teaching English particularly in kindergarten or preschool institutions. Therefore, English teachers seek for a specifically purposeful syllabus to be trained. In the suggested syllabus, more practical class hours will be increased compared to the theoretical information.

- Based on the data gathered from the EFL teachers, it can be implied that there should be more opportunities for pre-service ELT teachers to practice before they begin their professional teaching journey so that they can feel more confident in their classrooms.

- With the hope of the possibility of future regulations by the MoNE, it might be convenient and useful to integrate this course to the teacher training program in ELT departments as an alternative to the TEYL course in case of obliging the English lessons in preschool level.

- Benefiting from the final product of this study (Appendix 2), syllabus designers can prepare their external courses for this specific purpose. The result of the study carries a great value to shed light for the syllabus designers or policy makers.

- Additionally, as it is stated in the answers to the open-ended questions, further studies can dive into those specific topics such as being knowledgeable about the AI-based teaching resources, and the impact of teachers' wellbeing on their teaching process.

5.5. Chapter Summary

In this chapter, the findings of the study are discussed, and supported by the literature review. Based on the findings and discussions, some conclusions are drawn; and finally, implications are presented for the further studies.

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APPENDICES

APPENDIX 1

THE SURVEY QUESTIONS FOR TEEC

Dear Participants,

You are kindly invited to answer the questions below to share your opinions and suggestions regarding your experiences of teaching English in early ages for this MA study titled "**Suggested Course Syllabus to Teach English in Early Childhood**". Answering the questions will take approximately 10 minutes. Your answers will only be used for the research purposes and kept confidential. Thank you in advance for your contribution!

Researcher: Özge Can CEYLAN, Çanakkale Onsekiz Mart University

Supervisor: Assoc. Prof. Kürşat CESUR, Çanakkale Onsekiz Mart University

A. Giving Consent

☐ I certify that I voluntarily participated in the study, and I declare that I allow the researcher to use my responses as data.

B. Please answer the questions below as a short answer.

1. What is your current title? ☐ English as a Foreign Language Teacher
   ☐ Lecturer in ELT department of a university
2. How long have you been teaching English? (Answer this if you are English as a Foreign Language Teacher) _____
3. How many years of experience have you got in teaching English in kindergartens/pre-school education institutions? _____
4. Which department did you study (If you received a pedagogical formation certificate, please specify) ? _____
5. Did you receive "Teaching English to Young Learners" course at the university you graduated?
   ☐ YES ☐ NO
6. Did you receive "Teaching English in Early Childhood" course at the university you graduated?
   ☐ YES ☐ NO

C. Please grade the topics below about "Teaching English in Early Childhood" in the order of importance from the most important to the least. If you do not consider the topic important, please write 0 (zero).

(0 (zero) not important; 10= the most important; 1= the least important)

___ Basic characteristics of children in Early Childhood

___ Language development in children

___ Psychological and emotional development of children

___ Cognitive and neurological foundations

___ Specific theoretical frameworks

___ Specific approaches and methods

___ Curriculum and syllabus development

___ Lesson planning types and their applications

___ Teaching language skills (speaking, listening, vocabulary, pronunciation)

___ Using and developing creative teaching tools (songs, games, puppets, art and craft)

___ Literature and story-based teaching

___ Development and application of visual tools

___ Use of technology in and for the class

___ Classroom management and interaction

___ Culture and values

___ Local policy and global perspectives

___ Assessment and evaluation in very YL classrooms

___ Parental and family involvement

___ Challenges faced

___ Vocational development of very YL teacher

___ Strategies for teaching a foreign language to children with special needs

___ Interdisciplinary English teaching

___ Motivation and engagement in the classroom

___ Learning styles and strategies of YL

___ Material design, development, and its application

___ Reflective practices (feedback, observation)

___ Social and emotional learning

___ 21st-century skills in very YL classrooms

___ Myths and misconceptions in very YL

___ Practical classroom applications

Besides the topics above, please state here if you have any suggestions about teaching English in kindergarten/pre-school.

APPENDIX 2
A SUGGESTED COURSE SYLLABUS TO TEACH ENGLISH IN EARLY CHILDHOOD

Objectives: This course aims to prepare in- and pre- service EFL teachers to efficiently and confidently teach English to very young learners by integrating the theoretical framework with practical aptitudes by noticing the age-appropriateness while designing lesson plans, developing materials, and applying them successfully.

Week	Topics	Methods & Techniques
1	Basic characteristics of children in early childhood	Guided discussion, lecture, videos about the child behaviours
2	Language development in children in early childhood	Lecture, observation of the videos, pair discussion
3	Learning styles and strategies of very young learners	Interactive lecture, questionnaire, activity design in small groups
4	21st century skills for very young learners	Brainstorming, project planning, group presentation
5	Motivation and engagement in the very young learners' classroom	Lecture, role-playing, demonstration, discussion
6	Classroom management and interaction with the children in early childhood period	Case analysis, simulation, microteaching, peer-observation
7	Strategies for teaching a foreign language to children with special needs	Lecture, case study problem-solving
8	Mid-Term Week	Group discussion, assessment activities
9	Material design, development and their application	Hands-on material design, application and adaptation

10	Using and developing creative teaching tools	Demonstration, teaching materials, groupwork
11	Development and application of visual tools	Visual aids design, digital workshop, peer evaluation
12	Lesson planning types and their applications	Guided lesson planning, pair work, microteaching
13	Reflective practices in TEVYLs (feedback, observation)	Guided journal reflections, peer observation by checklists, discussion
14	Practical classroom applications	Microteaching
15	Final Week	Portfolio presentation

Outcomes:

By the time they finalize this course, the students will be able to:

- Gain insight into the developmental stages of the children in the early childhood period;
- Be knowledgeable about the linguistic competence of children in early childhood period;
- Obtain theoretical and practical information about strategies for teaching English to children with special needs;
- Recognize, develop, and apply the effective strategies in teaching English to children in early childhood period;
- Design, assess, and modify age-appropriate resources and materials, and lesson plans;
- Be able to implement engaging practices in the real classroom settings;
- Develop independent, critical, reflective, and objective treat on their own teaching practices;
- Be aware of the significance of professional development opportunities

APPENDIX 3

ETHICAL BOARD APPROVAL

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Etik Kurulu
Bilimsel Araştırma ve Yayın Etiği

Sayı : E-84026528-050.99-2400175311 05.07.2024
Konu : Başvuru İncelenmesi

Sayın Doç. Dr. Kürşat CESUR

Yürütücülüğünüzü yapmış olduğunuz 2024-YÖNP-0561 nolu projeniz ile ilgili Bilimsel Araştırma ve Yayın Etiği Komisyonu'nun almış olduğu 04.07.2024 tarih ve 10/02 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR 02- Sorumlu yürütücülüğünü **Doç. Dr. Kürşat CESUR**'un yaptığı ve proje araştırmacısı **Özge Can CEYLAN** tarafından gerçekleştirilen "Suggested Course Syllabus for Teaching English in Early Childhood" başlıklı araştırmanın, ilgili **taahhüt edilen izinlerin alınması** ve Bilimsel Araştırma ve Yayın Etiği Komisyonuna sunulması koşulu ile Etik Komisyon ilkelerine **uygun** olduğuna oy birliği ile karar verilmiştir.

APPENDIX 4

THE APPROVAL FOR THE APPLICATION OF THE STUDY

T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-93130991-302.08.01-2400222005 20.08.2024
Konu : Anket İzni

DAĞITIM YERLERİNE

İlgi : Lisansüstü Eğitim Enstitüsü Müdürlüğünün 19.08.2024 tarihli ve E-95564340-302.08.01-2400221014 sayılı yazısı.

Üniversitemiz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi 21414951008 numaralı yüksek lisans programı öğrencisi Özge Can CEYLAN'ın Doç. Dr. Kürşat CESUR danışmanlığında yürüttüğü "Erken Çocuklukta İngilizce Öğretimi İçin Ders İçerik Önerisi" adlı yüksek lisans tez çalışması kapsamında Üniversitemiz ÇABAÇAM ve ÇOMÜ Kreş öğretmenleriyle görüşme yapma istemini olurlarınıza arz ederim.

APPENDIX 5

THE LIST OF THE BOOKS INVESTIGATED FOR THE DOCUMENT ANALYSIS

Year of Publishing	The Title	The Author(s)
2023	Çocuklara Yabanci Dil Öğretimi: Kuram Ve Uygulama	Doç. Dr. Kürşat Cesur
2016	Early Childhood Education in English for Speakers of Other Languages	Victoria A Murphy & Maria Evangelou
1990	Teaching English to Children	W.A Scott & L. H. Ytreberg
2001	Teaching Languages to Young Learners	Lynne Cameron
1993	Young Learners	Sarah Phillips
2023	Teaching and Learning English in the Early Years	Carol Read
2016	Learning and Teaching in the Early Years	Jane Page & Collette Tayler
1997	Teaching Language and Literacy Preschool Through the Elementary Grades	James F. Christie, Billie Jean Enz & Carol Vukelich
2011	Children Learning Second Languages	Annamaria Pinter
2017	Teaching English for Young Learners	Ikhfi Imaniah, M.Pd & Nargis, M.Hum
2011	Global Practices in Teaching English to Young Learners	Sue Garton, Fiona Copland & Anne Burns
2014	Teaching Young Learners English: From Theory to Practice	Joan Kang Shin & JoAnn Crandall
2011	Teaching English to Young Learners	David Nunan
2019	The Challenge Of Teaching Children	María Magdalena Bermejo del Villar, Elsa Yolanda Cruz Maldonado, Rocío Cancino Zamarrón & Adrián de Jesús Girón Chávez
2019	The Routledge Handbook of Teaching English to Young Learners	Sue Garton & Fiona Copland
2015	Practical English Language Teaching: Young Learners	David Nunan
2007	Teaching Children a Second Language	Tatiana Gordon

2000	Children Learning English	Jayne Moon
2009	Supporting Children Learning English as a Second Language in the Early Years (birth to six years)	Dr. Priscilla Clarke
2001	English for Primary Teachers: A Handbook of Activities and Classroom Language	Mary Slattery & Jane Willis

APPENDIX 6

THE LIST OF THE ARTICLES INVESTIGATED FOR THE DOCUMENT ANALYSIS

Year of Publishing	The Title	The Author(s)
2009	Teaching English in Early Childhood	Ayperi Sığırtmaç & Serap Özbek
2010	Teachers' Beliefs on Foreign Language Teaching Practices in Early Phases of Primary Education: A Case Study	Mustafa Caner, Gonca Subaşı & Selma Kara
2022	Teaching English Language in Early Childhood	Jenny Jingga
2024	Identifying The Implementation of Teaching English to Early Childhood in The Development of Language Acquisition	Ridwin Purba1, Herman, Nanda Saputra, Shaumiwaty & Endang Fatmawat
2020	Strategies Implemented in Teaching English for Young Learners in Primary School	Ni Luh Putu Titin Wulandari, Ni Made Ratminingsih & Dewa Putu Ramendra
2021	An Analysis of Theses Written on Teaching English to Young Learners in Turkey	Şeyda Selen Çimen & Betül Bal Gezegin
2020	Benefits of Teaching Foreign Language for Early Childhood	Arini Milla Chanifa, Endang Sri Redjeki & Umi Dayati
2010	Teaching English through Stories: A Meaningful and Fun Way for Children to Learn the Language	Porras González & Nohora Inés
2015	Teaching English to Very Young Learners	Nuriye Degirmenci Uysal & Fatih Yavuz
2017	The Pedagogy of Teaching English to Young Learners: Implications For Teacher Education	Subhan Zein
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