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ARTICLES

Full Length Research Paper

Effect of phonetic association on lexis learning in natural language context: A comparative study of English, French and Turkish words

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Mother tongue acquisition starts with words and grammar acquired spontaneously by means of communication, while at school foreign language learning takes place based on grammar. Vocabulary learning is very often neglected or rather it turns into an individual activity. The present study, which is considered to be unique on its own, is to reveal the effect of phonetic association method within the context of natural languages on efficiency and retention of vocabulary teaching. To be more concise, this is to assess the rate of learning homonymous English and French words with Turkish as well as success rate of retention of the words learned. The sample of the study consists of 6th grade students learning English at 3 junior high schools and 9th grade students learning French at 3 high schools, which are socio-economically in good-state. These grades are the first years when students start to learn foreign languages systematically. A total of 70 respondents, 21 female and 14 male 6th graders and 19 female and 16 male 9th graders, participated in the study. Structured interview method was used in this research. A phonetic association test of 25 English and 25 French words homonymous with Turkish words was developed, and it was conducted on the groups in different time zones: the rate of learning words was measured in the first week for four hours while in the second week the success rate of recalling the words was evaluated. Descriptive and content analysis were used to interpret and analyze the data. The results have suggested that those learning English were better than those learning French in learning vocabulary by means of phonetic association method and their rate of acquisition was higher while the rate of success of both groups increased in the second week compared to the first week. However, the rate of success of those learning English was found higher. Learners of English in the second week remembered more words than those learning French. These results could be related to the difficulty level of the words or the attitude of learners toward languages they were studying.

Key Words: Association, word, teaching, memory, sound, meaning.

INTRODUCTION

Learning vocabulary in a foreign l anguage has been a subject of debate of applied linguistics for the past twenty

years. In fact, in education, vocabulary level of learners has been questioned. However, their manner of learning vocabulary has been of less interest to researchers. This is due to the fact that the researches generally concentrate on the grammatical knowledge of learners as a result of generative transformational linguistics. Today, linguists focus more on the most effective way of learning vocabulary (Van Der Linden, 2006).

Teaching lexis in a foreign language has taken place depending on methods applied in different time zones. The grammar-translation method puts an emphasis on learning words by texts while in the 1970s when the communicative method emerged authentic sources were used to teach lexis (Tagliante, 2006). Teaching lexis is conducted mostly by teaching grammar or throught textual activities. "Vocabulary teaching has not received much emphasis as grammar, listening, reading and writing skills in foreign language learning. Instead, it has been taught as part of reading syllabus (İstifçi, 2010).

Traditionally, the teaching of vocabulary was mostly incidental limited to presenting new items as they appeared in reading or sometimes listening texts. Nowadays, it is widely accepted that vocabulary teaching should be part of the syllabus and taught in a well-planned and regular basis" (Moras, 2011). Lewis (1993) states that vocabulary should be at the center of language teaching because language it consists of "grammaticalized lexis, not lexicalized grammar.

Individual extracurricular activities are mostly determinant in learning words in Turkey. Memorizing words by flashcards which is one of traditional methods or learning words by reading and interpreting texts which is a more contemporary method are some of the preliminary individual activities (Bozavlı, 2014). From time to time, idealist teachers are reported to use contemporary lexis learning methods in classroom though not stated in the curriculum.

"Dictionary work, word unit analysis, oral production, semantic elaboration, collocations and lexical phrases and mnemonic devices" are some of them (Sökmen, 1997). In particular, "mnemonic devices" is a technique that keeps active our mind in learning and supports our memory. It takes as a basis the interaction of stimulus with information. In other words, this technique is used to remember what is learned by means of association.

"Originally the term 'association' was used in psycholinguistics to refer to the connection or relation between ideas, concepts, or words, which exists in the human mind and manifests in a following way: an appearance of one entity entails the appearance of the other in the mind; thus 'word association' being an association between words" (Sinopalnikova, 2003). Having a psychological feature, association refers generally to a situation, phenomenon or an idea that reminds of something else. Association is the interaction or evocation of ideas due to their similarity, unity or

contrast in terms of space, time, cause, effect or result. It could also be defined as functional relations of ideas between psychological activities and situations (Oğuzkan, 1974).

The association method could also be employed in different contexts in teaching lexis in a foreign language. It could be morphological, semantical and phonetic. An English learning French can find structural relations between some words in the two languages. Referring to the words "possibility, opportunity, intelligence" in his own language, he can easily learn the words "possibilité, opportunité and intelligence" in French. Linguistically similar words in these two European languages could also be seen in languages of other countries structurally and logically different from each other. For example, similarities by means of phonetic association could be found between the words in Turkish, French and English. In other words, "taş (pierre/(stone) in Turkish and "tâche (task)" in French and "sel/flood" in Turkish and "cell" in English, which are phonetically similar but have different meanings are dissimilar concepts. Linguistically speaking, the signifiers are similar but the signified are different.

Therefore, the study has two objectives: to determine the rate of learning and success of recalling the words in different foreign languages that students learn in Turkey and to reveal the efficiency of the phonetic association method in natural languages context, which is closely related with the first objective. Is this method more effective in learners of English or French?

METHODOLOGY

The sample of the study consists of 6th grade students at 3 junior high schools and 9th grade students at 3 high schools, which are socio-economically in good-state in the province. These students have been selected because they have just started to learn foreign languages. Since French is an elective course in Turkey and there are not enough students learning this language at secondary school, students at high school have been included in the research.

In developing tests, it is less probable that the students know these highly frequent English and French words at this level. It was determined to what extent the respondents knew the meaning of the words prior to the study and it was found that the number of words known would not affect the dimension of the research. Two learners of English were reported to know one word each and one learner of French knew only one word. A total of 70 respondents, 21 female and 14 male 6th graders and 19 female and 16 male 9th graders, voluntarily participated in the study. 15 of the respondents learning English were from the first, 12 from the second and 8 from the third high school while 18 learners of French were from the first, 11 from the second and 6 from the third high school.

As a research tool, structured interview model has been used, which is to find out about similarities and differences and to compare information given by the individuals interviewed (Giroux and Tremblay, 2002). "Phonetic association method vocabulary test" prepared in each language prior to the research was distributed to 35 learners of English and 35 learners of French at the end of the research. A two-week study was conducted on learners of English and French in different time zones in order to

assess the rate of learning words in the first week and the rate of recalling words memorized in the second week.

The survey took 4 h in the first week and 1 hv in the second. It took longer in the first week due to intensive vocabulary learning through phonetic association. In the second week, the duration was shorter because only the rate of retention of the words learned was measured. The participants repeated the matchings of the words learned both in base and target language four times from the first to second week.

The groups were informed of teaching vocabulary through phonetic association method in the first week when they were interviewed separately and the "Vocabulary Test through Phonetic Association Method" was distributed in its original form. The English words homonymous with Turkish words were noticed to those learning English and French words with Turkish homonyms to those learning French. The homonymous words were written on the board at the same time and first pronunciation then meanings of the words were repeated by the groups. The visual material of the lexis prepared beforehand (photos or videos) were projected on the screen when the words were pronounced so that the signified was seized. For example, when "car" in English "kar /snow" in Turkish, "coeur (heart)" in French and "kör/aveugle (blind)" in Turkish were pronounced, we projected on the screen for ten to twelve seconds a short video of snow and cars (a car going on snow) and a video of a "heart" and a "blind man". Similarly, on pronounciation of "sel /flood" in Turkish and "cell" in English, a short video of "sel and hücre" was shown to the participants. For the few abstract words included in this study (gam in Turkish/worry in English), sad man photos and glued photos were shown to the participants.

This was repeated a few times so that it could help the words be kept in mind. Videos and photos were created by means of computer technology. The tests were collected in the first week and only the test that had English and French words was distributed to the respondents to write their meanings in Turkish. In the second week when it was to determine the rate of retention of the words, the respondents were not given any instruction related to the meanings of Turkish words but rather the same test was distributed to the participants to fill out following a short interview .The order of the respondents is the same in Table 3 as in Table 4.

Document analysis was used to evaluate the data of the research (Yıldırım and Ali, 2000). Words homonymous with Turkish ones were found by examining the texts in English and French sources (time magazine, daily news, le monde, le Figaro, observateur etc.). In selecting the words, highly frequent ones in daily life were chosen and the number of words was limited to 25 in accordance with the content of the study. "Vocabulary test through phonetic association" for each language was developed, which contained mostly English and French verbs and nouns whose pronounciations were given and their Turkish matches. Descriptive and content analysis were used to analyze and interpret the data.

RESULTS

"Phonetic association test" in Table 1 was conducted on learners of English, while "phonetic association test" in Table 2 was conducted on the learners of French.

In Table 3, which measures the rate of learning vocabulary of the respondents, the success of learners of English is found to be higher than that of learners of French according to the results of the first week. The number of correct words known by learners of English was between 5 and 11, and the rate was between 20 and 44% while in participants of French, the number of correct words was between 2 and 8 and the rate of success was between 8 and 32%.

Table 4 suggests distinguishing results obtained in the second week, which was to reveal the rate of retention of the words learned by phonetic association method. Both groups manifested an increase in success compared to the first week research. The number of correct words known by the participants of English was minimum 9 and maximum 22, the lowest rate of success was 36% and maximum 88%. These percentages were obtained by the ratio of correct words known to total number of words. 31 respondents increased their level of success and one decreased it while the success of 3 participants remained stable as in the first week. The number of correct words known by the participants of French was minimum 5 and maximum 13, the lowest rate of success was 20% and maximum 52%. 28 respondents increased their level of success and two decreased it while the success level of 5 participants remained unchanged.

The results were found higher in the second week compared to the first week. The rate of learning vocabulary in both groups was lower but their level of retention in memory was higher, which suggests that phonetic association method proved successful in retaining in memory the words longer by learners of English and French. What is important in settings where foreign language is taught is retention in memory what is learned. In a country like Turkey where socio-cultural dimension of English and French is weak, the learners have almost no opportunity to use what they learn outside classroom. Speaking is possible only through socio-cultural interactions. Language is not only a tool to implement daily activities but also a way of obligatory transition that sheds light on life (Gerbeau, 1996).

DISCUSSION

Words are fundamental components of a natural language, so that even grammatical structures are regarded as vocabulary in language teaching. Although words are most often ignored in teaching a foreign language, they are the first elements of language to be consulted when learners need to use that language in social life. In that case, if the words are lacking when talking to a native speaker, dictionaries are the saviors.

In other words, in theory grammatical rules are prioritized in a foreign language while in practice vocabulary is priveleged. A study conducted to reveal "the needs for teaching speaking skills in English" in Turkey, (Deveci et al., 2016) shows that foreign language learners generally experience difficulty in vocabulary rather than grammatical rules. The proportion of those who say they can not speak due to lack of grammatical rules is 8.5% while those who state that they are unable to speak because they do not have

Table 1. English phonetic association test.

Pronounciation in english	Meaning of English pronounciation in Turkish	Word in English
US /kɑːr/	kar (snow)	Car (noun)
mæn /men/ US	men/men etmek (restraint)	Man (noun)
US /iːt/	it/itmek (push)	Eat (verb)
US /diːp/	dip (bottom)	Deep (adjective)
US /dɝːt/	dört/four	Dirt (noun)
US /aɪ/	ay(moon) or (month)	Eye (noun)
US /dɪʃ/	diş (tooth)	Dish (noun)
UK /fɪʃ/ US /fɪʃ/	fiş (slip)	Fish (noun)
UK /bɪt/ US /bɪt/	bit (louse)	Bit (noun)
UK /liːf/ US /liːf/	lif (fiber)	Leaf (noun)
UK /ʌs/ US /ʌs	as /asmak (hang up)	Us (pronon)
UK /gʌm/ US /gʌm	gam (worry)	Gum (noun)
US /piːs/	pis (dirty)	Peace (noun)
US /ɪn/	in (cave)	Inn (noun)
UK /ˈhʌn.i/ US /ˈhʌn.i/	hani (where)	Honey (noun)
UK /kɔːl/ US /kɑːl/	kol (arm)	Call (verb)
UK /kæʃ/ US /kæʃ/	keş (blind drunk)	Cash (verb)
US /sel/	sel (flood)	Cell (noun)
UK /kɔːz/ US /kɑːz/	koz (trump)	Cause (verb)
UK /kʌt/ US /kʌt/	kat (floor)	Cut (verb)
US /iːz/	iz (trace)	Ease (noun)
UK /pʊt/ US /pʊt/	put (idol)	Put (verb)
US /pʊl/	pul (stamp)	Pull (verb)
UK /taɪ/ US /taɪ/	tay (colt)	Tie (verb)
UK /juːz/ US /juːz/	yüz (face)	Use (verb)

enough vocabulary is 50%. In addition, most learners complain of not remembering the meanings of English words in speaking. Therefore, for an effective communication, sufficient knowledge of vocabulary is an obligation. Today, this must be conducted through contemporary methods.

This study considered as contemporary for us, which is to determine efficiency and effectiveness of vocabulary teaching within the context of natural languages through "phonetic association method" reveal by its results that the method is more effective in learners of English. The success of learners of English prevails that of French learners in terms of rate of learning and retention in memory the words. This might be due to the level of difficulty of the words in the tests or attitudes of learners toward languages they learn and their learning motivation.

Certainly, either concrete or abstract words, whether they are parts of individuals may facilitate or impede learning vocabulary. It might be difficult to give meaning to words unless their signified is not kept in mind. Since learning is emotional, learners have an attitude toward what they learn. For instance, Stern (1983) points out

that affect is more important than cognition and those affectively satisfied can easily learn. Arnold (2011) states that these two concepts do not differ from each other. Though affective learning is sometimes contrasted with cognitive learning as if the two were totally separate, research shows this is not true. Reviewing studies on the relationship between affect and cognition, Arnold (2011) emphasizes the key role played by affect in how we create mental representations about the world and retain them in memory, and how we process information. According to Bless and Fiedler (2009), empirical evidence shows that affect has a direct influence on cognition, on how people think (cited in Arnold, 2011). Attitudes can become more obvious in foreign language learning as languages contain cultural properties themselves. Learners of a language other than their mother tongue are frequently under the pressure of attitudes that may be in diverse forms deriving from the influence of the society. These forms are "family and home background, cultural background, classroom/social peers interpretations of prior repetitive experiences, individual differences such as gender and personality" (Bernat and Gvozdenko,

Table 2. French phonetic association test.

Pronounciation in French	Meaning of French pronounciation in Turkish	Word in French
bu	bu (cela/this)	boue /mud (noun)
kör	kör (aveugle/blind)	cœur/ heart (noun)
taş	taş (pierre/stone)	tâche/task (noun)
ver	ver-vermek (donner-give)	verre /glass (noun)
eşek	eşek (âne/donkey)	échecs/failure-chess (noun)
fer	fer (effort/effort)	faire /do (verbe)
koz	koz (atout/advantage)	cause /reason (noun)
sel	sel (inondation/flood)	sel /salt (noun)
ter	ter (sueur/sweat)	terre /earth (noun)
o	o (lui/her)	eau /water (noun)
sol	sol (gauche/left)	sol/ground (noun)
defet	defet/defetmek (congédier/send off	défaite/defeat (noun)
şen	şen (joyeux/happy)	chaine/chain (noun)
mine	mine (émail/enamel)	miner/mine (verb)
sele	sele (selle/saddle)	seller/saddle (verb)
bul	bul/bulmak (trouver/find)	boule/ball (noun)
pres	pres (pression/pressure)	presse/press (noun)
tay	tay (poulain/colt)	taille/size (noun)
efe	efe(courageux/brave)	effet/effect (noun)
avize	avize (lustre/chandelier)	aviser/inform (verb)
er	er (soldat/solcier)	air/air (noun)
sal	sal (radeau/raft)	salle/saloon (noun)
sen	sen (toi/you)	scène/scene (noun)
kur	kur (taux/rate)	court/short (adjective)
gar	gar (station-gare/station)	gars/guy (noun)

2005).

Such behavior can sometimes turn into prejudices and learners may encounter obstacles hard to overcome. For example, it is highly common to hear in Turkey that French is a more difficult language than English, it is no more popular all over the world compared to the past and a limited number of jobs are available for the graduates of French. English has become a language of preference not only because it is the common language of culture, commerce and technology or modern business world but also it has a richness and flexibility which makes it is easy to be learned (Ergül, 2014). Attitudes mostly lead motivations of learners. Motivation of Turkish learners in foreign language comes out as utility and need. Today, while it is necessary to know English as it opens the door to success in many areas, the question of why Turkish learners of this language are not motivated remains unanswered.

The English and French words homonymous with Turkish ones are not limited to the words in Table 1 and Table 2. There are so many others with different grammatical functions that have such a quality. In English, "still.eng/stil.tr (style-trend), funny. eng /fani.tr

(mortal), each. eng /iç.tr (imperative of the verb iç), beach. eng /biç.tr (imperative of the verb biç), luck. eng /lak lak.tr (chat) and in French "guerre.fr (war. eng) ger.tr (imperative form of the verb extend), quand.fr (when. eng) kan. tr (blood), haut.fr (high. eng) o.tr (him/her), haute.fr – feminine form of adjective haut - (high. eng) ot.tr (plant), telle/tel.fr (such. eng)   tel.tr (fibre) linguistic units are some of the examples to be consulted in teaching.

The examples due to the content of the research are limited to the aforementioned mentioned words. It is also possible to see foreign words in Turkish effectively used today borrowed from French and English apart from these phonetic similarities: Asansör (ascenseur/elevator), diyet (diète/diet), kuaför (coiffeur/hairdresser), ambulans (ambulance), küvet (cuvette/washbasin), helikopter (hélicoptère/helicopter), afiş (affiche/poster), akrobat (acrobate/acrobat), aksesuar (accessoire/accessory), aktör (acteur/actor), alerji (allergie/allergy), alyans (alliance/pact), balkon (balcon/balcony), bariyer (barrière/barrier), dedektif (détective/detective), depresyon (dèpression/depressiveness), eşarp (écharpe/scarf),

Table 3. First week test results.

	Learners of English 1st week					Learners of French 1st week			
Number of respondents	Number of words known prior to research	Number of correct words	Number of incorrect words	Rate of success percentage (%)	Number of respondents	Number of words known prior to research	Number of correct words	Number of incorrect words	Rate of success percentage (%)
1	-	7	18	28	1	-	6	19	24
2	-	6	19	24	2	-	5	20	20
3	-	7	18	28	3	-	4	21	16
4	-	8	17	32	4	-	7	18	28
5	-	5	20	20	5	-	4	21	16
6	-	8	17	32	6	-	5	20	20
7	-	6	19	24	7	-	4	21	16
8	-	9	16	36	8	-	5	20	20
9	-	10	15	40	9	-	6	19	24
10	1	11	14	44	10	-	3	22	12
11	-	6	19	24	11	-	5	20	20
12	-	10	15	40	12	-	4	21	16
13	-	9	16	36	13	-	6	19	24
14	-	8	17	32	14	-	5	20	20
15	-	7	18	28	15	-	4	21	16
16	-	6	19	24	16	-	6	19	24
17	-	9	16	36	17	-	2	23	8
18	-	9	16	36	18	-	5	20	20
19	-	8	17	32	19	-	6	19	24
20	1	11	14	44	20	-	7	18	28
21	-	10	15	40	21	-	6	19	24
22	-	6	19	24	22	-	5	20	20
23	-	8	17	32	23	-	7	18	28
24	-	7	18	28	24	-	4	21	16
25	-	9	16	36	25	-	6	19	24
26	-	5	20	20	26	1	7	18	28
27	-	6	19	24	27	-	8	17	32
28	-	8	17	32	28	-	4	21	16
29	-	6	19	24	29	-	6	19	24
30	-	9	16	36	30	-	7	18	28
31	-	10	15	40	31	-	7	18	28
32	-	6	19	24	32	-	6	19	24
33	-	11	14	44	33	-	5	20	20
34	-	10	15	40	34	-	6	19	24
35	-	11	14	44	35	-	7	18	28

Table 4. Second week test results.

	Learners of English 2nd week					Learners of French 2nd week			
No of Respondents	Number of correct words	Number of incorrect words	Rate of success percentage (%)	Success direction	No of respondents	Number of correct words	Number of incorrect words	Rate of success percentage (%)	Success direction
1	15	10	60		1	10	15	40	
2	17	8	68		2	10	15	40	
3	17	8	68		3	11	14	44	
4	18	7	72		4	12	13	48	
5	15	10	60		5	12	13	48	
6	17	8	68		6	9	16	36	
7	18	7	72		7	8	17	32	
8	19	6	76		8	10	15	40	
9	21	4	84		9	10	15	40	
10	21	4	84		10	8	17	32	
11	18	7	72		11	5	20	20	
12	10	15	40		12	8	17	32	
13	20	5	80		13	10	15	40	
14	19	6	76		14	6	19	36	
15	15	10	60		15	8	17	32	
16	15	10	60		16	10	15	40	
17	9	16	36		17	7	18	28	
18	12	13	48		18	9	16	36	
19	18	7	72		19	11	14	44	
20	21	4	84		20	7	18	28	
21	21	4	84		21	10	15	40	
22	17	8	68		22	10	15	40	
23	15	10	60		23	12	13	48	
24	14	11	56		24	9	16	36	
25	9	16	36		25	11	14	44	
26	15	10	60		26	12	13	48	
27	16	9	64		27	7	18	28	
28	17	8	68		28	10	15	40	
29	17	8	68		29	11	14	44	
30	18	7	72		30	6	19	36	
31	22	3	88		31	13	12	52	
32	16	9	64		32	6	19	24	
33	10	15	40		33	10	15	40	
34	20	5	80		34	6	19	24	
35	21	4	84		35	7	18	28	

eşofman (échauffement/warming up), gardrop (garderobe/dressing room), hoparlör (haut-parleur/loudspeaker), kolye (collier/necklace), seramik (céramique/ceramic) etc.

French words have almost become phonetically Turkish. The effect of French on Turkish is a historical. Turkish-French relations during Soliman the Magnificient continued with Tanzimat (Reform Period) as an official endorsement of westernization while foreign language medium schools especially French medium ones have opened and the interest in French language and literature has increased day by day. Together with westernization, people have become interested specifically in French (Çiçek, 2004). It is estimated that there is around 5000 French words in spoken language. In globalizing world, becoming small as a result of developing technology and commerce, English words borrowed for a few decades in Turkish are as follows: "air bag, large, small, medium, best-seller, bodyguard, center, check-up, driver, exit, hard disc, show, showman, finish, show room, level, security, printer, smart, meeting, data, online, part time, full time, full, dowload, save" etc are only some of the English words used in Turkish.

Though so many English and French words borrowed in Turkish, phonetic association method leads to fruitful results in teaching and it is hard to forget words by this method, learners of foreign language in oral comprehension are not able to express themselves even at beginner level. In addition, the number of words in daily language is not a lot. For example, the users in a foreign language knowing 2000 highly frequent words can understand in average 80% of a text, with 5000 words 88.7%. In spoken language highly frequent 1800 words are enough to get by and help users understand 80% of communication and express themselves (McCarten, 2007). Turkish students' failure in using spoken language is mostly related to their anxiety or fear of success. Their success appears very often in exams. Turkish students experience EFL speaking anxiety in their classrooms and speaking skill is perceveid as an anxiety-provoking factor by most of the students (Öztürk and Gürbüz, 2014).

High school students between 15 and 18 show higher anxiety level. The critical age period might be the reason of high anxiety level (Er, 2015). Turkish female students are more anxious than male students while speaking English and students feel more anxious when speaking with a native speaker rather than their peers (Çağatay, 2015). Similar results have also been reported in other studies (Aydın, 2001; Bozavlı and Gülmez, 2012; Ay, 2010).

Fear of making mistakes, pronunciation, negative evaluations of teacher, feeling of being ridiculed in front of friends, questions suddenly asked are the facts that trigger anxiety.

Conclusion

Literary men and artists right from the very foundation of Turkey have stated that grammar is useless in language, in particular teaching grammar has no meaning in primary and secondary schools and it becomes boring to teach grammar at every level of education for years and years and made an emphasis that the primary concern should be vocabulary teaching (Türk, 2016). Although almost a century has passed and a grammar -based foreign language teaching continues in schools, vocabulary teaching is still neglected. While traditional methods are still encouraged to teach vocabulary, teaching lexis by phonetic association, contemporary method, has proved effective results on natural languages.

The present study reveals that those learning English are better than those learning French in learning vocabulary by means of phonetic association and the rate of learning is higher in learners of English. The results obtained in the second week, which aims to assess rate of retention in memory, suggest that both groups are generally more successful compared to the first week. Learners of English have forgotten less words than their peers in French. These results could be related with the level of difficulty of words, that is, French words may be more difficult to remember, or with the attitudes of learners toward these languages.

Homonymous similarity of Turkish with English and French is not limited to certain words but rather a number enough to constitute their fundamental level of vocabulary. Detailed studies are required to reveal the exact number. In addition, the similar words are highly common. This study can be considered a pioneer in researching whether phonetic similarities could be of question for other languages. It might be difficult to generalize the results over 35 learners of English and 35 learners of French. However, this study could help learners and teachers have a general opinion on phonetic association method. The results obtained may create awareness in educational actors to use such a method in teaching.

Conflicts of interest

The authors have not declared any conflict of interests.

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Full Length Research Paper

Students' preferences for syntax usage in Turkish language using distributional linguistic theory

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Communication is one of the most important aspects of social life. Social interactions have increased the necessity for communication and learning of language. Social needs which constitute the main goal of teaching activities fill the gap of learning language. Linguistic surveys have revealed an important finding on educational activities and outputs. One of them is distributional linguistic theory. The purpose of this work is to describe the connection between Polish speakers who learned Turkish as a foreign language having preference for syntax and Turkish native speakers having preference for syntax using distributional linguistic theory. In this study, survey model, a kind of quantitative research, was used. Quantitative research data were collected by document review. The survey was carried out with Polish and Turkish university students in 2013/2014 academic year in spring semester. The working group consists of 20 students who were chosen with stratified random sampling. The findings explain the meaning statistically, and consequences were tabulated. There are differences in the syntax and sentence length of the working group in written language.

Key words: Turkish language education, distributional linguistic theory, writing skill.

INTRODUCTION

Meaning represents a concept which is greater than its components since it occurs in advanced and complex expressions. Meaning transformation activity which is the main purpose of communication takes place with words. Being the main components of sentences, words are the main elements which enable meanings to take place in the determined direction. Furthermore, meaningful features, obtained with words in a sentence, have determinant roles in shaping and diversifying meaning levels. Usages, which widen meaning limits of words during communication, and new meanings, which are obtained through syntagmatic roles within sentence, consist of the important part of the study area of linguistics.

The studies conducted abroad about syntax gained new levels with advancement of linguistic field. Two schools draw attention. First is American structural linguistic school and second is productive transformational linguistic school (Işkın, 1999). Among these schools, Bloomfield analyzed the grammar of language in details and conducted important studies on the subject of syntax analyses. Therefore, he became a muse for structural science people, which came after him, using his approach of linguistic analyses which was called "direct components analyses".

These studies of Bloomfield enabled the establishment

of "distributional linguistic" by Zellig Harris, who was not structural with subject of form analyses. They enabled the occurrence of productive transformational grammar which was developed by Chomsky (Demirel, 2011). Distribution approach, which is shaped in this foundation, found meaning with the thought that syntax and meaning are distributed in a similar fashion (Rubenstein and Goodenough, 1965). Indeed, with this approach, it is assumed that structure could be understood as a whole with distributional representations of word meanings throughout a sentence (Landauer and Dumais, 1997).

On the other hand, Chomsky intended to separate the sentences of a language, which are appropriate to grammar from the inappropriate ones and to reveal the structures of sentences, which are appropriate to its grammar, in linguistic analyses related to surface structure. Chomsky stated that there were mathematical formulas in terms of structure in sentence setting for all languages. The main purpose of linguistic analyses is to study which sentences are linguistically correct and which are not appropriate linguistically (Chomsky, 1965; Demirel, 2011, p.34).

Therefore, the findings obtained through syntax analyses enable one to define basic language data about the establishment of meaning units and ordering (Sahlgren, 2008). Likewise, Pantel (2005) stated that word syntax are prone to gain similar meanings in syntax. Firth (1957) added that it is important to know what word groups follow in the whole sentence. Generally, distributional structure argues that there is a close relationship between structure and meaning within a text (Sahlgren, 2008).

Saussure (1985) argued that parole is individual and langue is a societal concept. Therefore, langue should be analyzed. Saussure (1985) regards langue as a system in which the components, that create the langue, are in interaction with each other within specific rules (Demirci, 2009). According to Saussure (1985), paradigm is a plane on which we can make horizontal changes. On the other hand, syntagma is a plane on which we can make horizontal and vertical changes

On the other hand, Zellig (1968) focused on the concept of verbal language (Friedman, Kra, and Rzhetsky, 2002). He considered words with their different distributions on usage. Distributional approach means evaluation of independent components which created the meaning (Sahlgren, 2008). Through this context, it could be stated that distributional approach depends on the assumption that there is distribution and meaning similarities within the nature of language. After Zellig (1970) developed his studies, he understood the concept of distribution required of him to work infinite number of sentences than when he focused on the concept of "transformation". Therefore, he tried to specify kernel sentences, since once kernel sentences could be found, the structure of language would be understood

with those, according to Zellig (1970), stated that this method could be applied to all languages (Vardar, 1999).

Four different bits of information could be obtained about language based situations with distributional analyses. They are as follows: potential usage of syntax, communicational or situational content, phonological idea in syntax classifications and prosody (Chater and Finch, 1998).

According to Zellig (1970), syntax based and word based distribution give general information about the whole text. The whole text could be understood with the distribution of concept (Piits, 2013). Redington et al. (1998) stated three syntax classifications in distributional approach:

1. Determining distribution of each word within the text
2. Comparing the distribution of word combinations in the text
3. Determining the words, which are similar and used together, in the text

Leonard Bloomfield stated that the structures, which we ignore since we do not know their meanings, could be understood through their distribution in the following sections of the text (Harris, 1970). Therefore, he claimed that the word groups, which are source of establishment of text components in linguistic manners, create the linguistic meaning (Harris, 1968).

Learning a foreign language is acquisition of new linguistic system, which is composed of meanings and sounds; to learn speaking rules related to this system and different types of communication functions; and use them in an appropriate and correct ways. In such a learning process, one could only be possible with a language teaching approach, which focuses on a person to comprehend the language cognitively and him/her to develop communicational competence (Matthews, 1997). Learners learn new system and its rules as utilizing language systems and their native language in order to develop language skills and they focus on competencies (Tura, 1983).

According to Redington et al. (1998), syntax distributions of words in sections of the text are defined as important sources in language acquisition and in defining the text (Redington et al., 1998). On the other hand, Turney and Pantel (2010) stated that specifying the syntax usage of individuals in statistic manner give answer to the question of which is understood. Again, in the biomedical studies, it is found out that distributional approach is effective in defining the natural usage of language. Then it is stated that the findings could be used with neuro-linguistic method (Weeds et al., 2005).

Not only the theories in the area (Sentaks) should be given, also the results of the research on the syntax should be included. In particular, the results of the studies emphasizing the relationship of syntax to writing skills

Table 1. Vertical and horizontal plane in sentence.

Syntagma		Paradigm	
My sister	Tomorrow	To London	(she will) Fly
Ali	Today	At us	(he will) stay
S/he	İn the next week	At Ankara	-will be-
I	Tuesday	-From-Germany	(I will) leave

should be included (Miller G, Walter C (1991). In this study, revealing the relationship between syntax preferences of students, whose native language is Polish, and regarding Turkish as a foreign language, and syntax preferences of students whose native language is Turkish aims to make syntax preferences of students visible (Table 1).

METHODOLOGY

Information on research model, study group and data collection process is provided in this section.

Research purpose

The purpose of the study is to reveal the relationship between syntax preferences of students, whose native language is Polish, and regard Turkish as a foreign language, and syntax preferences of students whose native language is Turkish.

Research model

In this study, survey model which is a kind of quantitative research was used. This method intends to analyze research questions with different perspectives, and to find clearer answers for them as using both quantitative and qualitative data. The data in quantitative section are collected through document analysis (Yildirim and Şimşek, 2008).

Study group

The study group is composed of 20 students, who were selected with stratified random sampling method, and from Turkish Teaching Department of Gazi University in Turkey and Jagiellonian University, Warsaw University, and Adam Mickiewicz University in Poland, in spring term in 2013/2014 education year.

Data analysis

Content analysis method is used for data analysis in this research which is conducted through document analysis method. Content analysis is a systematic and repeatable method in which some words of the text are summarized with smaller content categories, through coding depending on specified rules (Büyüköztürk et al., 2008). For this purpose, essays obtained from the study group are analyzed according to distributional approach analysis method. For quantitative analysis, dependent-independent groups t-test is used.

The students were asked to write a thought article. With a view to make it possible for students to express themselves in a better way no particular title was identified. It was explained that these articles did not have a purpose of evaluation as an exam and would not transform into exam marks but were made only to observe the situation; the students were asked to reflect the knowledge and skills regarding writing composition which they had been obtaining so far in the articles. This process was completed in 50 to 60 min.

RESULTS

Findings related to syntax

Item orders and sentence structures obtained from the students in Poland Turcology departments are analyzed as follows:

Findings in Table 2 show that Poland students set sentences, which are created by at most 5 items. Additionally, it is found out that amount of sentences which are composed on single and 5 items are preferred at the smallest rate, in similar ways.

It is seen that Poland students use average of $\bar{X}=9.18$ while Turkish students use average of $\bar{X}=10.20$ words and also Poland students tend to write essays with average of $\bar{X}=15.7$; while Turkish students with average of $\bar{X}=18.2$ sentences (Tables 3 and 4).

Findings show that sentence structures, which are greater than two item-sentences, used relatively low amounts in students' written communication. Findings show that Polish students prefer using sentences which are created with at most 2 items for Turkish sentences.

Findings show that the distribution has common features up to sentences which are created with three items. Additionally, Polish students use sentences with 4 items relatively less than Turkish students. Demirel (2011) shares similar information regarding that writing focuses on thought and students can realize thoughts.

From the necessary assumptions to make ANOVA test come true, whether distribution shows normality or not was examined by "Kolmogorov-Simirnov test" (Table 5). Being between -1 and +1 of these values verifies the hypothesis that study group marks show normal distribution (Büyüköztürk, 2013; Cohen et al., 2000). Towards the findings (Table 6) that were obtained, using

Table 2. Table for distribution and numbers of students within universities.

	Universities	Gender			Total
		Female	Male	Language levels	
	Jagiellonian University	2	1-	B2	3
	Warsaw University	1	2	B2	3
Group	Adam Mickiewicz University	2	2	B2	4
	Gazi University	6	4	C2	10
	Total	11	9		20
		55%	45%		100%

Table 3. Table for distribution and frequency of items within sentences.

Frequency of items within sentences	Sentence numbers (Poland)	Sentence numbers (Turkish)
One item- sentences		
V	4	8
Two item- sentences		
S+V	21	28
O+V	15	17
A+V	15	15
IO+V	9	10
Three item- sentences		
S+A+V	11	7
A+O+V	10	3
S+IO+V	6	9
A+S+V	5	3
S+O+V	4	23
IO+A+V	4	1
A+S+V	3	3
O+A+V	2	1
A+A+V	2	3
A+IO+V	2	1
IO+O+V	2	2
IO+S+V	1	4
O+S+V	1	1
Four item- sentences		
A+N+A+V	4	3
S+A+A+V	2	2
A+IO+A+V	2	1
A+A+IO+V	2	1
S+A+IO+V	3	1
A+S+A+V	3	1
A+IO+S+V	2	2
A+A+O+V	1	2
IO+S+IO+V	1	1

Table 3. Cont'd.

A+S+IO+V	1	1
A+A+S+V	1	1
S+IO+O+V	1	2
S+A+A+V	1	1
IO+S+A+V	1	1
IO+A+IO+V	1	-
A+IO+O+V	1	1
S+IO+A+V	1	5
Five item- sentences		
A+A+O+A+V	2	5
S+O+A+IO+V	1	4
S+A+O+A+V	1	1

Table 4. Table for Polish and Turkish students' word and sentence length.

	Average of word length	Average of sentence length
Polish students	9.18	10.2
Turkish students	15.7	18.2
Mean	12.44	14.2

Table 5. Tests of Kolmogorov-Smirnov and Shapiro-Wilk.

Variable Type	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig	Statistic	df	Sig.
Subject	0.12	20	0.21	0.95	20	0.38
Indirect object	0.11	20	0.23	0.94	20	0.26
Object	0.19	20	0.04	0.83	20	0.03
Adverbial	0.11	20	0.20	0.95	20	0.50
Verb	0.15	20	0.20	0.90	20	0.05
Average	0.18	20	0.07	0.93	20	0.21

parametric tests in the analysis of data obtained from study group was approved and the execution was practiced accordingly (p>0.05).

Tables 6 and 7 shows that in the sentences, which are used by Polish students in essays, meaningful differences could not be found in terms of word averages per sentence (p>0.05).

Findings related to item usage

In this section, part of the first 1400 words is considered in texts in order to eliminate the calculation errors which

may be caused by the length of texts in the evaluations related to item amounts. In this purpose, a standard length is sustained in written communication of students. In the essays, which are created by Polish students in essays, meaningful differences could not be found in terms of item types (p>0.05).
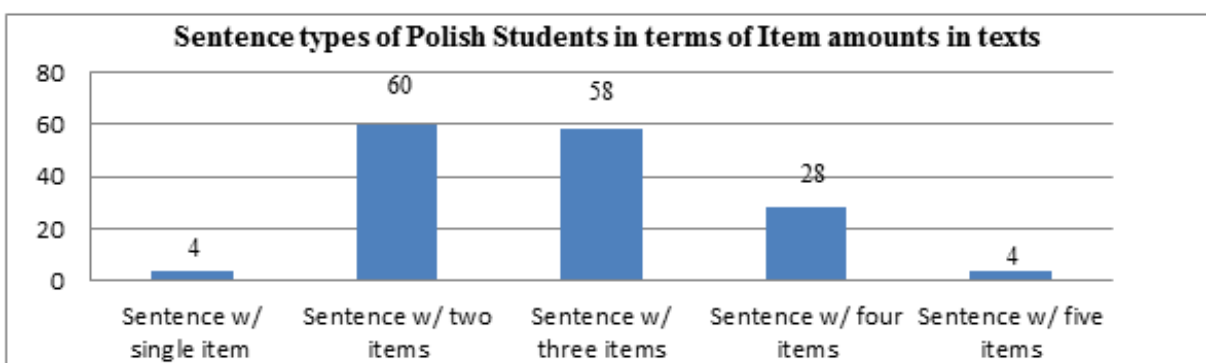
Conclusion

It is found out that, S-V, O-V and A-V ordering in sentences with two items; S-A-V ordering in sentences with three items; A-O-A-V, S-A-A-V ordering in sentences

Table 6. Independent sample T test results for word average variable per sentence.

Country	N	F	S	Sd	T	P
Turkey	10	1.939	0.181	19	1.374	0.186
Poland	10					

Table 7. Independent T Test Results Related to Item Variable

Variable Type	F	S	Sd	T	P
Subject	0.167	0.689	19	0.761	0.45
Indirect Object	1.306	0.271	19	0.365	0.72
Object	1.134	0.432	19	0.786	0.36
Adverbial	1.754	0.205	19	1.159	0.26
Verb	0.337	0.570	19	1.869	0.80

Graph 1. The amount of sentences used by Polish students in written communication.

with four items; and A-A-O-V ordering in sentences with five items are used frequently in sentence structures in essays of Polish students. On the other hand, it is found out that S-V in sentences with two items; S-O-V ordering in sentences with three items; S-IO-O-V ordering in sentences with four items are used frequently in sentence structures in essays of Turkish students. In this context, differences are established in sentence structures of sentences, which are created with three and four items.

It was found out Polish students use sentences, which are created with 2 and 3 items, relatively more frequently in written communication. It is found out that Polish students prefer using sentences, which are created with 4 items, less as compared to Turkish students. It could not find a meaningful difference in essays belonging to Poland and Turkish students in terms of item type frequency.

Adverbial item is used more frequently comparing to other items in sentences of Polish students.

It is seen that the sentences of Poland students have similarities with Turkish students' sentences in terms of distribution of item amounts (Graphs 1, 2 and 3).

No meaningful difference in terms of word averages per sentences of students was found. It is seen that Polish students use average of $\overline{X}$ =9.18 while Turkish students use average of $\overline{X}$ =10.20 words Table 4. No meaningful difference in terms of sentence averages per essays of students was found. Therefore, Polish students tend to write essays with average of $\overline{X}$ =15.7; while Turkish students with average of $\overline{X}$ =18.2 sentences (Table 4).

Suggestions

Data diversification and interpretation studies, which might offer source for distributional approach could be widened to other skill areas. Materials related to students'
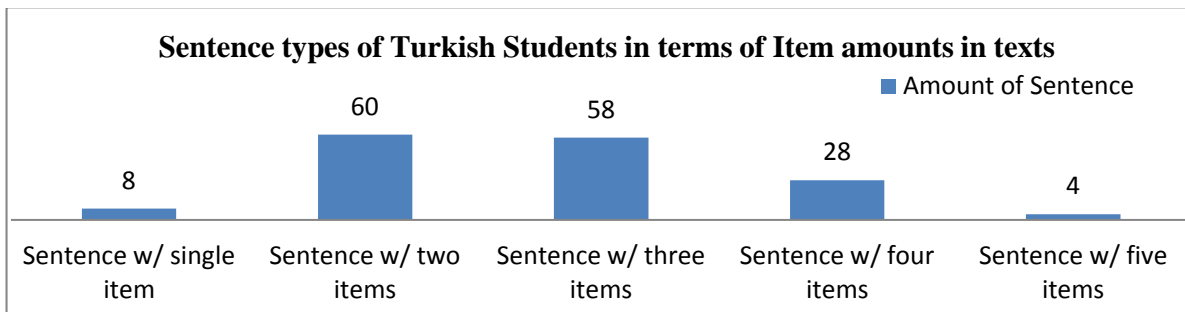
Graph 2. The amount of sentences used by Turkish students in written communication.
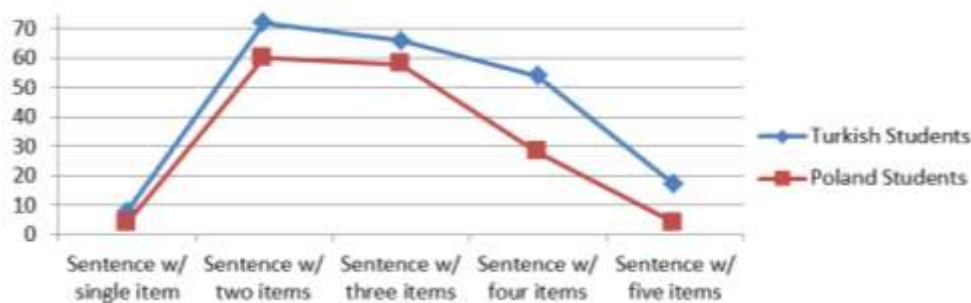
Graph 3. Sentence setting types of Poland and Turkish students in written communication in terms of item similarities.

writing and speaking skills could be developed in order to eliminate the differences about setting similar sentences in syntax.

During writing lectures, it is suggested that more studies should be applied to students as giving them opportunities to create sentences, which are created with 4 or 5 items, while paying attention to Turkish syntax frequencies. Similar studies may be done to use in educational materials and to provide data.

Conflict of Interests

The author has not declared any conflicts of interests.

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Full Length Research Paper

Actualization of the onion model of reflection in Turkish English Language instructors' practices: A case study

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Teachers spend so much time and energy focused on their students' progress that they often forget to consider their own performances. Self-reflection here is a very valuable tool that helps make the teacher aware of how he/she is teaching, which in turn makes him/her a better teacher. Teaching without reflection is teaching blind-without any knowledge of effectiveness. Therefore, this study aimed at finding the relationship between professional identity and practice of English teachers by making use of 'The Onion Model' proposed by Korthagen (2004). This reflection model, as it includes different interrelated processing steps/layers (Environment, Behavior, Competencies, Beliefs, Identity and Mission) that could significantly affect professions, is important since it helps people to know each other and develop a healthy relationship with their environments. On the other hand, more importantly, it is directly associated with professional identity which is the main concern of the study, because it has 6 layers one of which is identity. This study is aimed at examining how these layers can be actualized in English teachers, if their self-report and actual practices are in accordance or not. As a result, the biggest differentiation between the reported and the performed was under the layer of behavior. Particularly, the interviewees' statements about their behaviors towards positive and negative attitudes of the students in the class seemed to be different. The second top difference was competency. Here, the interviewees' believed that they were good at doing something, however, it was monitored that they were actually not that successful. The third biggest difference between the said and the done came under identity. Most of the interviewees' thought they were a certain kind of a teacher, yet they were scrutinized as not. Environment, belief and mission were layers that were not easy to monitor in the observation classes. However, as far as the researcher felt, the surveyed attitudes were put down. The grounds, the purpose, the application method and the results of the study together with the evaluations are discussed in detail in the following parts of this article.

Key words: Onion model, reflection, professional identity, practice.

INTRODUCTION

Although the existence and effect of different factors is accepted, there is a saying often stated by educators, scientists and other officials which is "The quality of a nation depends on the quality of its citizens, the quality of citizens depends on the quality of education they have received, the quality of education depends on the quality

of teachers in a country." As a result, each community needs teachers who are skilled, dedicated to the profession, equipped with the knowledge, skills and experiences required to perform his/her teaching work successfully.

Teaching is something considered very personal. Teachers teach from what they are. This is what makes each of them different. Teaching is not a role in a play or a mask we can put on every morning before we go to school; it is just us in the classroom. We have to learn who we are before we can stand comfortably in front of the room and teach our students. Teaching is a lot about soul searching, discovering who we are as a person and then being able to discover who we are as a teacher.

According to Mead (1934), an individual can arise only in a social setting where there is social communication; in communicating we learn to assume the roles of others and monitor our own actions accordingly. McCormick and Pressley (1997) opine that the concept of identity has different meanings in the literature. What these various meanings have in common is the idea that identity is not a fixed attribute of a person, but a related phenomenon. Identity development occurs in an inter subjective field and can be best explained as a continuing process, a process of interpreting oneself as a certain kind of person and being recognized as such in a given context (Gee, 2001).

In short, as the Onion Model includes different interrelated processing steps/layers (Environment, Behaviour, Competencies, Beliefs, Identity and Mission) that could significantly affect professions, it was expected to bring a different perspective to the study. It helps people to know themselves, develop a healthy relationship with their environments and by leaving some habits, renewing themselves towards new goals/ objectives. But more importantly, it is directly associated with the professional identity which was the main concern of the study.

REVIEW OF LITERARTURE

Professional identity and reflection

As mentioned earlier, the term identity is defined in various ways in the more general literature. It can be clearly seen that the concept of professional identity is also used in different ways in the domain of teaching and teacher education. In some studies, the term professional identity was related to teachers' beliefs of self (Knowles, 1992; Nias, 1989). It was argued in these studies that the concepts or images of self or self-perception strongly specify the way teachers teach, the way they develop as teachers, and their attitudes/behaviours toward educational changes. In other studies of professional identity, teachers' roles were specifically highlighted

(Goodson and Cole, 1994; Volkmann and Anderson, 1998), as to whether or not they were in relationship with other concepts, or on concepts like reflection or self-evaluation that are important for the development of professional identity (Kompf, 1996; Kerby, 1991).

Furthermore, with reference to Tickle (2000), professional identity refers not only to the influence of the conceptions and expectations of the community, including broadly accepted images in society about what a teacher should know and carry out, but also to what teachers themselves find significant in their professional work and lives based on both their experiences in practice and their personal backgrounds.

The two sides of professional identity seem to be strongly interwoven, but have been differently stressed by researchers. Knowles (1992), therefore, characterized professional identity as a vague concept in the sense of what, and to what extent, things are integrated in such an identity.

Recent research and literature also emphasizes the importance of identity in teacher development (Day and Kington, 2008; Olsen, 2008). 'One's professional identity profoundly affects the "sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness" of the teachers' (Day et al., 2006: 601). Research (Bucholtz and Hall, 2005; Korthagen, 2004) has also shown that teachers at different stages of their careers (pre-service, beginning or experienced) possess clear beliefs and identities about students, their teaching subjects, their teaching roles and responsibilities. They carry on to show that these identities influence teachers' reactions to teacher education and to their teaching practice. It is maintained that reflective practices will help teachers to consciously direct their own development with their personal identity, their inspiration, willingness and enthusiasm for their profession. Becoming a professional involves not only external realizations but also personal conceptualizations. Professional identity is a continuing procedure of interpretation and re-interpretation. It is not solitary, but consists of sub-identities that eventuate from the how teachers make sense of themselves as teachers, while developing professionally.

Day and Kington (2008) list three dimensions of teacher identity that are important in understanding the dimensions of professional learning and the influence of the cultural milieu where their work is located. These dimensions and their analysis are useful in understanding how teachers are positioned. Shortly, the dimensions of teacher identity are:

(1) Professional identity in which the professional dimension reflects social and policy expectations of what a good teacher is and the educational ideals of the teacher. It is open to the influence of policy and social trends as to what constitutes a good teacher.
(2) Situated located identity within a school or classroom

is a dimension located in a specific school context and is affected by the surrounding environment. It is influenced by students, leadership support and feedback loops from teachers' immediate working surrounding and shapes the teachers' long-term identity.
(3) Personal identity is the third dimension which is located outside school and is linked to family and social roles. Feedback or expectations from family and friends often become sources of tension for the individual's sense of identity (Day and Kington, 2008: 11).

On the other hand, reflection is a subject that receives great interest recently and is usually described by using a cyclical model. This model shows and promotes how a teacher functions in the classroom (Korthagen and Kessels, 1999; Korthagen et al., 2001). No matter how popular it is, there is no consensus on how to define reflection.

The most frequently cited definitions are those by Dewey (1933/1993) and Schon (1983/1991) which have been the starting points for other definitions. Dewey describes reflective thinking as an active and persistent process aiming to escape from the routine and impulsive thought. On the other hand, Schon sees reflective thinking as an artistic and intuitive procedure appearing at moments of "uncertainty, instability, uniqueness and value-conflict.

Based on a number of definitions in the literature, reflection can be defined as engaging both cognitively and affectively with practical experiences in such a way as to make sense of problematic classroom events beyond a common sense level with the view to learning and professional development (Brookfield, 1995; Osterman and Kottkamp, 2004; Zeichner and Liston, 1996). In most situations, more deeply engrained perspectives need to be touched. This deeper reflection is called Core Reflection by Korthagen and Vasalos (2005). They argue that when reflection stretches out to the deepest levels of one's personality, it is core reflection that comes into act.

The onion model

It is an adaptation of Bateson's model (Dilts, 1990). It shows that there are various levels in people that can be influenced. This model takes its name from its shape. There are circles within each circle from the center to the outside which looks just like an onion cut in half from the middle. It describes different levels on which reflection can take place. This model of reflection is associated with professional identity, because it has six layers one of which is identity. The layers of the onion model from the outside to the center are environment, behavior, competence, belief, identity and mission.

According to the model, only the outer levels

(environment and behavior) can be directly observed by others. Each of the levels can be seen as different perspectives from which we can look at how teachers function. From each perspective, there is a different answer to the question of the essential qualities of a good teacher, while it is also possible to employ various perspectives parallel to the other. The outermost levels are environment (the class, the students, the school) and behavior. These are the levels that seem to attract student teachers most since they often focus on problems in their classes, and how to overcome these problems. Very effective to the level of behavior is the next inner level, the level of competencies (the latter including knowledge, for example subject matter knowledge). In order to make a clear distinction between the levels of behavior and of competencies, it is important to emphasize that competencies are usually perceived as an integrated body of knowledge, skills, and attitudes (Stoof et al., 2000). They represent a potential for behavior, and not the behavior itself. It depends on the circumstances whether the competencies are actually put into practice, that is, expressed in behavior or not (Caprara and Cervone, 2003). An important assumption behind the model is namely that the outer levels can influence the inner levels: the environment can influence a teacher's behavior (a difficult class may trigger very different reactions from the teacher than a friendly one) and through behavior, one can develop the competency also to use in other circumstances. An opposite influence, however, also exists, that is, from the inside to the outside. For example, one's behavior may have an impact on the environment (a teacher who praises a child, may influence the child), and one's competencies determine the behavior one is able to reveal.

Purpose of the study

It is commonly held that good teachers are enthusiastic and willing, strict but fair, inspiring, well organized, know what they are doing and pay attention to the welfare of their students. However, the question is how often do teachers reflect on the stated factors and try to self-perceive themselves. At what times in our career have we thought of what kind of a teacher we are and what we are doing in order to be better? How often have we asked ourselves the following questions?

(1) How do I see myself as a teacher?
(2) How do others see me as a teacher?
(3) What impacts will this have on those I teach?

Research questions

One purpose of the study is to try and find answers to the

Figure 1. The Onion Model of Korthagen.

following research questions:

(1) How do teachers of preparatory classes view themselves as English teachers?
(2) What are the pedagogical competencies of teachers in preparatory schools in terms of classroom practices?
(3) What is the nature of the relationship between self-reported professional identities and actual practices of English teachers?

METHODOLOGY

This study was carried out with 54 voluntary English instructors working at different preparatory programs in Turkey. The programs included both state and private institutions. It was a 3-month case study carried out in the second semester of the 2014/2015 academic year. The tools used for the research were classroom observation and semi-structured interview.

The study specifically has the purpose of finding the relationship between professional identity and practice of English teachers by making use of 'The Onion Model' proposed by Korthagen (2004). This model takes its name from its shape. There are circles within each circle from the center to the outside which looks just like an onion cut in half from the middle. It describes different levels on which reflection can take place. This model of reflection is associated with professional identity. The layers of the onion model from the outside to the center are environment, behavior, competencies, beliefs, identity and mission as shown in Figure 1.

This study aims at examining how these layers are actualized in English teachers, if their self-report and actual practices are in accordance or not.

Population and sampling

The population of the study consists of 54 English instructors teaching at different preparatory programs in Konya and Ankara.

These preparatory institutions include Selcuk, Mevlana, Necmettin Erbakan, Karatay and Gazi Universities. Convenience sampling, in which members of the population are chosen based on their relative ease of access, was used in this study (Wiederman, 1999). The 54 instructors were told in advance about the research being carried out and the purpose of the interview and they volunteered to participate in the study. An appointment was given to the researcher by each participant for the oral interview. The interview included questions prepared with the aim of measuring how the layers of reflection (Environment, Behavior, Competency, Belief, Identity and Mission) proposed by Korthagen (2004) can be actualized in English teachers.

Data collection

In this study, two different data collection instruments were employed. These are semi-structured interview and classroom observation. Here, the preferred interview type is semi-structured in which the interviewees are asked open-ended questions. Within this context, twenty pre-prepared guiding questions were posed to the instructors from five different preparatory programs and their responses were recorded and transcribed by the researcher. The biggest strength of observational data is that it allows researchers to directly see what people do instead of having to rely on what they say they do. Therefore, this kind of data can provide a much more objective account of behaviors and events than the self-reported data. Following the oral interviews, 20 instructors out of 54 were voluntary for their lessons to be observed. A classroom observation form was prepared for approximately 30% of the total participants. The form was in a checklist format prepared as yes/no questions. The questions were in accordance with the interview questions so as to check the relationship between self-reported and observed data.

At the beginning of the second semester, informal interviews were conducted with instructors who were voluntary to participate in the study. Short meetings were carried out in small groups with their thoughts and feelings collected for further usage. These discussions were done on purpose in order to prepare the interview questions and the classroom observation form. These pre-meetings and two expert counseling from the field helped in the arrangement of the questions. Next, the 54 voluntary instructors of different preparatory programs were asked to give an appointment for the interviews. On the whole, it took six weeks to fulfill them. Each interview lasted 10 minutes on average, ranging from 7 to 20 minutes. The interviews were documented with a voice recorder. The recorded data took a week to be transcribed.

The following step was to observe an adequate number of instructors during their practices. Many of them were reluctant to be observed while teaching, however, sufficient number accepted to participate in the study. An appropriate day and hour was arranged with 20 instructors in order to find out different angles and formations of the reality (triangulation). The second part of the research continued for five weeks, altogether making it a 3-month case study.

Stake (1995) defines analysis as a 'matter of giving meaning to first impressions as well as to final compilations', and making sense of our first impressions. In this study, strategies in qualitative data analysis like categorizing, coding, and interpreting were used. Coding is the process in which the researcher separates the gathered data into meaningful chunks after examining it in detail and tries to find out what it would mean conceptually. These parts can sometimes be a word, a sentence, a paragraph or even a whole page of data (Yıldırım and Simsek, 2013). Since the study was based on a model called The Onion Model (Korthagen, 2004), the first of the 3 coding styles proposed by Strauss and Corbin

Table 1. Codes of interview questions.

Environment	Teachers' out of class problems	TOP
	Teachers' environmental influences	TEI
	Teachers' negative environmental experiences	TNEE
Behaviour	Teachers' survival skills	TSS
	Teachers' positive attitudes	TPA
	Teachers' negative attitudes	TNA
Competency	Teachers' capabilities in-class	TCIC
	Teachers' incapability in-class	TIIC
	Teachers' failure reasons	TFR
	Teachers' realization time	TRT
Belief	Choosing teaching as a profession	CTAP
	Beliefs about being a teacher	BABT
	Belief Reasons	BR
	Teacher Belief Changes	TBC
Identity	Teacher Roles	TR
	Teacher Emotions	TE
	Teachers' Other Work Experiences	TOWE
Mission	Teachers' Institution Preferences	TIP
	Teachers' Commitment Rates	TCR
	Teachers' Commitment Reasons	TCR

(1990) was used. This coding is carried out according to pre-determined themes. The steps recommended by Creswell (2013) were used during the analysis and interpretation part of the study.

The transcribed data were categorized and coded according to the aforementioned themes determined beforehand. It is also referred to as selective coding. Selective coding is the process in which all categories are unified around a 'core' category, while categories that need more explicitness are filled with descriptive data. Since the study was based on the Onion Model and its layers, the themes determined in advance were environment, behavior, competency, belief, identity and mission. Single researchers should find other people who can cross-check their codes for what is called inter-coder agreement (or cross-checking) (Creswell, 2013). Such an agreement might be based on whether two or more coders agree on codes used for the same passages in the text. It is not that they code the same passage of text but whether another coder would code it with the same or a similar code. In this study, an independent colleague was consulted to help code the question and answers. The consistency of the coding was approximately 90%. Miles and Huberman (1994) recommended that the consistency of the coding be in agreement at least 80% of the time for good qualitative reliability. As a result, the questions prepared for the interview in accordance with these themes were coded with the given answers as open codes. The themes were coded as in Table 1.

The classroom observation sheets, prepared in accordance with the interview questions were analyzed and each question was rated as YES or NO in compliance with the teachers' classroom practices. Finally, the relationship between what the teachers say

they do and what they actually do was examined by comparing their self-reports and their classroom practices.

FINDINGS AND DISCUSSION

According to Dörnyei (2007), content analysis has recently become associated with qualitative research as it concerns a second-level, interpretive analysis of the underlying deeper meaning of the data. As a result of a content analysis carried out through a very long process with in-depth attention, the results found were interpreted for each participant. The semi-structured interview and the teacher observation forms were analyzed and using the six layers of the Onion Model. Subsequently, an example for the Teacher 1 is given.

Teacher 1 (Competency)

The third layer of the Onion Model is competency where the teacher in name was supposed to answer 4 questions about her can and cannot in class. Teacher 1 seemed to be a rather classical teacher of English in Turkey having concerns about pronunciation, however, quite self-

confident in teaching grammar, reading, etc.

The first question of the third layer was coded as teachers' capabilities in-class ('TCIC').

'I believe I am highly good at presenting new vocabulary, grammar, reading and writing skills. I mostly use mimes, gestures and I love role playing activities.'

Teacher 1 was a middle-aged teacher with a teaching experience of over 15 years. She seemed to be enthusiastic and energetic in classes, sparing time for each skill in language learning. Her answer to the 7th question was sub-coded as Teaching English (TE) and Role Playing (RP). Although, she did not use the term 'Teaching English', it can be inferred from her words that she thought she was capable of teaching English quite well.

'Of course, because of not being a native speaker, I sometimes have to check pronunciation of the vocabulary that I rarely meet'.

The second question of the third layer was coded as teachers' incapabilities in-class ('TIIC'). The intention of this question was to try and learn either what kind of things the teacher found difficult (did not have the ability) or did not have the appropriate circumstances to act out during classes. Without hesitation, Teacher 1 gave the aforementioned answer. As is for most of the English teachers in Turkey, Teacher 1 mentioned having pronunciation problems from time to time. For this question, the answer of Teacher 1 was not sub-coded as it was not a repeating answer.

The third question of the third layer was coded as teachers' incapability reasons ('TIR'). The third question of the third layer was in connection with the previous question, asking reasons for the teacher's incapability in class. Teacher 1 laughed and said:

'I think I have classical answers to this question. Not being a native speaker, not using the target language in my daily life, or even not having the chance of hearing the word or the words from a native speaker are among these reasons'.

Her answer was sub-coded as Lack of Environment (LE).

The fourth and the last question of the third layer were coded as teachers' realization time ('TRT'). The answer Teacher 1 gave was:

'While getting prepared for the lesson'.

The teacher had said previously that she sometimes had pronunciation problems with some words and now she expressed that she usually faced this problem before lessons while preparing for her classes. She is a hardworking teacher and decreases the level of her pronunciation problem by checking the words out before attending her classes. Again, her answer was a unique one, so it could not be sub-coded.

In order to get an answer to the first research question, a semi-structured interview was conducted for teachers of English at preparatory programs in Konya and Ankara. 54 voluntary teachers participated in the study. The purpose of the interview was to collect information about how teachers view themselves as English teachers in terms of the Onion Model (Korthagen, 2004) layers, which is a model of reflection showing various levels that can influence the way a teacher functions. The interviewees were asked a total number of 20 questions and were recorded. These interviews were later transcribed to help examine them in details. Each layer was elaborated with 3 or 4 questions. The first two and the last two layers had 3 questions, while the two layers in the middle had 4 questions. Each question under the pre-determined themes were coded and sub-coded.

The biggest out of class problem for the teachers was 'personal problems'. These problems were anything from family to health problems. The second biggest problem was 'workload'. Their workload such as material development or checking assignments influences the way they function in class. Few teachers said that 'nothing' from the outside could affect their in-class performances. The next problem was 'school environment'. Most of the teachers expressed that having partners may cause problems which could affect them negatively, while some admitted that changing regulations would be of great influence on them. Lastly, some teachers from other part of the world acknowledged that the Turkish language is a very big problem for them. The top response for the second question 'what kind of things outside the class influences you?' was personal problems. Many interviewees expressed that if they were having a specific personal problem at the time, this would definitely affect their classroom performances. Following the personal problems was the answer partners' attitude. Any conflict with a partner, lazy partners or continuous complaints from partners would affect them. On the other hand, a native teacher mentioned that she was very happy with the approach and manners of other teachers which shows that this question was not perceived as a negative one. The school environment came third. Teachers said that office environment or whatever that happens within the school really influence their performances. The next 3 answers were the same. Just a few talked about time limitation, negative feelings about English and that nothing could affect their in-class performances.

For the third and the last question on environment, the teachers were asked to give a specific example of something negative happening out of class. Most of them said that they had not experienced anything negative 'no negative thing' until date, so everything was well. Some

of them expressed again that personal problems such as extra conferences, meetings or exams that they have to take would affect their practices. Administrative problems came third, teachers expressed that they did not have any day off during the week, so they could not deal with their personal matters and they always need to get permission from the administration. The last negative experience to be mentioned was traffic. Terrible drivers or traffic jams when getting to work could make them miserable.

The first question of the second layer was linked to the previous question about environment. It asked the teachers how they survived the negative situation they mentioned earlier. Many teachers expressed that they preferred talking to the respondent either personally or in general. Think positively came second for this question. A lot of the participants said that they would try to make up their moods and play Pollyanna when they feel down. Some said there was nothing they could do either because they did not experience anything negative or because they did not have the power to do something. Some teachers talked about managing time better. Last of all, a few teachers said that they tried to do their best to overcome a negative thing that was to happen out of class.

At this point, the teachers were asked how they behaved towards something positive done in the class. Approximately half of them admitted that they would praise the student either verbally or with gestures. Most of them said they would encourage and some said they would appreciate it in one way or another. Many teachers gave something (this could be extra points or a small gift like chocolate) and some teachers gave positive feedback, they tended to talk and let the students know that they have done something good. Finally, a few teachers said they would only get happy and show this. It could be understood from these answers that teachers tend to show reaction to anything positive carried out by students in the class.

The last question under the layer of behavior was just the opposite of the previous question. The teachers were asked how they would behave towards a negative situation. Many answers came to this question, but the top answer was talking to the student(s) personally. Most teachers said they would try dealing with the matter by talking about it, while some of them said they would just ignore the negative thing and they would carry on as if nothing happened. Some teachers said they would warn the student(s) and a few of them said that they would take care of it later; they would not give immediate reaction. The remaining teachers said they would be patient and tolerant while a few of them believed they would try to eliminate the problem politely.

Very few teachers said they would put themselves in their shoes, try to think like them; thus understand them and negotiate with them. Only 2 teachers admitted that

they would not be able to prevent themselves from shouting in the class if something negative should ever happen.

The first question of the third layer asked what kind of things the teachers were able to do in the class. Many answers came to this question, the most popular of which was holding a positive atmosphere. Most teachers claimed that their greatest capability was keeping the class positive. Some teachers said they were quite good at classroom management, that they had no authority problem in class. Following classroom management was technology; teachers claimed that they were capable of using technology thoroughly during lessons. Some teachers said that they tried to do their best in class; this was all they could do while others surprisingly claimed that they were capable of doing everything in the class, and there was nothing they could not do. Again a few teachers mentioned teaching English, the only thing they were capable of doing was teaching English which was the only thing they were required to do. Some teachers expressed that they were very good at motivating students which was a very big problem in language teaching. Lastly, 3 teachers talked about being good at role playing which is an important feature for a language teacher.

This time, the teachers were asked what they could not do in class and the most popular answer was making the students speak. Most teachers told the interviewer that they were having problems in making students speak. This was a general problem, not only in the School of Foreign Languages but also all institutions teaching English. Some teachers expressed that there was nothing they could not do; they could do everything they were required to do while others admitted that they were having difficulty motivating the students; they said that the students were still not aware of the significance of language learning. Only 2 teachers expressed that they could not deal with each student separately because of time limitation.

The ninth question was prepared to get the reasons underlying teachers' in-capabilities. Some of the reasons are lack of self-confidence and feeling shy. The teachers said that their in-capabilities were not because of their inefficiencies, but because of the students' lack of self-confidence and feeling shy in front of the class. The second popular answers were previous exposure and the curriculum. Some teachers claimed that the students' previous experiences with English and being limited to the curriculum led the way to the result. Some teachers expressed that a very crowded curriculum also did not allow them to spare time for other activities. A few teachers talked about crowded classes and lack of favorable environment. The teachers in question said that they could not do whatever they want in class or deal with each student separately due to the number of students. The other 3 talked about students' not having any English

speaking environment to practice what they have learnt in school.

The last question of the third layer, competency, was when they realized they could not do whatever it was that they wanted in the class. Nearly a quarter of the teachers said that they realized it in their first years, some teachers said they had always been aware of the fact that they cannot always do whatever they want. A few teachers admitted that at first they were not aware but as the years passed they gradually came to understand and lastly, 3 teachers said it was not something new, they knew it from their childhood.

The first question of the fourth layer, belief, was aimed at finding out the language teaching choices of teachers. They were asked why they chose to be English teachers. Most teachers said they had good role models that they admired and this was the reason they chose the profession. Some teachers said they only chose language teaching because they were good at English. The others believed it was their ideal since childhood. They always wanted to be an English teacher. A few teachers chose the profession since they liked working with people; this was the only reason why they chose teaching while others admitted that they had no other choice so it was in a way, an obligation for them. Again just a few teachers talked about coincidence. They just found themselves within the occupation, although they had no intention of the kind.

The next question was to find out about teacher beliefs before becoming an English teacher. Most teachers said that they only had positive feelings about the profession and that was all, they did not have any specific feeling. Some teachers said they thought it was an easy and enjoyable job to do. A few teachers thought those days that teaching would be rewarding and satisfying and that the feeling of achievement would make them content. Some of them talked about respect and honor. Those days they thought being a teacher would make them honorable and they would be respected by students. Just a few teachers believed that teaching was a demanding occupation; it was very difficult to teach someone an entire new language. Only 2 teachers believed teaching required quite a lot of commitment, devotion and patience. Lastly, 2 teachers thought that they could teach everyone everything. However, life taught them that this was impossible.

Shortly, this question asked the reasons for the teachers' beliefs. Equal number of teachers said they had no specific reason for feeling this way, it was just so. The other side said they felt the way they did because they had good role models. Again, an equal number told that they had the opportunity of observing the teaching profession and their experiences as students paved the way for their beliefs. Some teachers admitted that they loved their job and a few teachers mentioned the difference between theory and practice. They said

practicing and experiencing the real event were totally different from the things told in books.

The last question of the fourth layer was to what extent does the belief of teachers change after teaching for some time. More than half of them said that nothing had changed; they still have same opinion. Some teachers (more than a quarter) admitted that they were more positive now while others confessed that there was a negative change in their beliefs. They expressed that they were much more willing and enthusiastic before. 2 teachers said that they now realized that they were living in a eutopia before teaching, now they were much more aware of the reality after some time of teaching experience.

The first question of the fifth layer, identity, was about teacher roles. It asked how they saw themselves as teachers and what kind of role they associate themselves. The most popular answer was a guide followed by a facilitator and English instructor. Some teachers claimed that they were good role models, a good motivator and the authority in class. While others accepted themselves as a friendly mother. Only 2 of them said they only thought they were native speakers (they actually were) and students want to practice language with them, which was all.

The following question was about how teachers felt themselves about the roles they previously mentioned. The top answer was good/happy. They told the interviewer that their role made them feel happy. Some teachers said it made them feel privileged and comfortable. This role did not put a lot of responsibility on them and so they were quite comfortable. Three different groups of teachers talked about their feelings as satisfied, awesome and important. These were the words they used to describe their feelings. Lastly, however, 2 teachers gave negative answers. They said they felt unimportant and useless.

The last question of the fifth layer, identity, was to find out if the teachers had any other work experiences other than teaching that may have affected their teaching styles/philosophies. A very high number of teachers (nearly two third) said that they had not done any other job aside teaching. They only had experiences as teachers. A few teachers said they had done translation which contributed a lot in their vocabulary teaching. Two different groups of teachers said they had worked as vice director and as company manager which helped them in gaining the authority and leadership they needed in class. Lastly, 2 teachers had worked as tourist guides which, they admitted, helped them in their social interaction with students.

The first question of the last layer, mission, asked the teachers why they chose to work at the institution they were working at that moment. Half of them, on average, said because they liked teaching university students. They were not very good with children, as they claimed.

Some of the teachers said they had personal reasons for choosing that university such as income or logistical considerations like family, hometown. A few teachers expressed that teaching adults was easier than teaching children or teenagers and they chose the easy way while some said that teaching at a university was their ideal; they had always wanted to teach in a university. Again, a few teachers talked about academic field. They chose to be at a university in order not to be far away from academic life. Only 2 teachers said that it was just a coincidence. They had no specific reason for being there.

The teachers were also questioned on their teachers' profession commitment rates. They were asked to what extent they were committed to their jobs. Some teachers did not give any answer to this question; they talked about what commitment meant and the emotional connotations of it. However, approximately half of the teachers admitted being fully committed to their jobs. They said they felt themselves totally committed. Some teachers said they were committed to a great extent. This great extent varied from 70 to 90%, while others said they were not committed much. Some explained that at first everything was ok, but gradually they felt burnout and lacked committed.

The last question of both the sixth layer and the whole interview, the teachers were asked the reasons for being committed to their jobs. More than a quarter said they were committed because they believed they were doing the right job. Some teachers said they were trying their best and so they felt committed totally. A few teachers talked about responsibility. It was their job, their responsibility as they expressed while few teachers were the ones who did not feel much committed and their reasons were because of the bad working conditions.

According to Wragg (1999), the biggest strength of observational data is that it allows researchers to see directly what people do instead of having to rely on what they normally say they do. Therefore, in order to get a response to the second research question of the study, a Teacher Observation Form was prepared. The prompts were written in accordance with the interview questions. For each of the interview question, a YES/NO prompt was given. The total participant number of the study was 54, however, not all the interviewees accepted that their lessons be observed. So, with a view to the literature and expert counseling, 30% of the total was regarded as an adequate number. Thus, 20 interviewees were observed in their classroom practices. The aim of this practice was to be able to monitor the teachers in their real atmospheres and try to come to a conclusion from the data collected as to what extent the interviewees self-reports and their actual practices went hand in hand (Research question 3).

As a result of the observations conducted in twenty different classrooms, what was interesting and had focused attention that could be considered meaningful was that some items of the form showed a very big gap between yes/no. The fifth item being observed was 'The teacher praises positive attitude.' Most of the teachers did not praise positive attitude in class. Only a few teachers were observed to praise the positive attitude of students. 'The teacher ignores negative attitude' was the seventh item which sought after. Many teachers seemed to give immediate reaction to anything negative happening in class. They were not tolerant and gave reaction in one way or another. The eighth item was 'The teacher gives immediate reaction to positive attitude'. Again, many teachers either delayed or did not give any reaction to positive attitude in class.

Sentence number 12 was 'The teacher is not patient with the students in class.' This sentence was written so as to observe the teacher's patience and tolerance in class. As a result, just a few teachers were patient with the students and tolerated adverse things going on in classes. However, a great number of the teachers were considerably impatient. Item 16 was 'The teacher is a guide-helper in class' which reflected a very important point of the observation. Less than a quarter of the teachers was helpful and tried to show students the way. On the other hand, most of them were unwilling to help and only gave the necessary information for the day.

In order to find an answer to the third and final research question of the study, a very careful examination and analysis was carried out of the interviews and the observation forms. This comparative analysis held the utmost significance, as it gave the eventual structure of the study. First of all, the teachers who were observed in their classes were found and marked within the total transcribed interviews. When all 20 teachers were pointed out, the second step was to divide the question and answers into the six layers of the reflection model (Onion Model). The first 2 layers, environment and behavior, had 3 questions, competency and belief had 4 questions and the last 2 layers in the middle had again 3 questions to be analyzed. A careful examination of the teachers' self-reports in the interviews and their actual practices on the observation forms presented a thorough comparison and the following data was inferred from them.

Consequently, the biggest differentiation between the reported and the performed was under the layer, behavior. The interviewees' statements about their behaviors toward positive and negative attitudes of the students in the class seemed to show difference. Most of the teachers talked about praising or appreciating a positive behavior in class immediately, however, it was observed that no verbal compliment or encouragement was acted out. On the other hand, negative behaviors was surveyed to be given immediate reaction most of the time, despite 'talking to the respondent personally' being the top answer in the interview.

The second top difference was under competency.

Here, the interviewees' believed that they were good at doing something, however, it was monitored that they were actually not that successful. Most frequently teachers mentioned about being very good at classroom management, using the technology efficiently and motivating the students in class. However, observations showed that many teachers lacked classroom management, did not use anything technological and the students were not so eager to learn anything in class.

The third biggest difference between the said and the done was under **identity** which is considered as a major finding. Most of the interviewees' thought they were a certain kind of teacher, yet when they were monitored they were not. Here, some teachers thought they were a guide to the students and that they did not see themselves as leader. Yet, during the observations, they were seen to be quite authoritative and as dominant characters in the class. Others said that they were the authority and the center of the lesson; however, in contrast to what they thought about their role, they seemed to have an authority problem in their actual practices.

The study also found that teachers may see themselves as adopting more than one role as a teacher or view themselves as everything and that nothing can continue without them. Environment, belief and mission were layers not very easy to monitor in the observation classes. However, as far as the researcher felt, the surveyed attitudes were put down.

The literature supports the view that beliefs are resistant to change and that change in beliefs occurs slowly. The results of this study also proved and supported this view. Under the layer Belief, most teachers talked about still having the same beliefs about their professions. The ones that had a change in their beliefs however, admitted it to be a gradual process. As years passed, they found themselves to be thinking differently from years ago.

Furthermore, Drake et al. (2001) found out in their exploratory study with 10 urban elementary school teachers that teachers exhibited consistency between their self-descriptions and their instructional practices. Albeit, in this study, according to Korthagen's model of reflection, 3 layers seemed not to go hand in hand with the teachers' words and the classroom performances. These layers were behavior, competency and identity.

The problem determined just at the beginning was that most English instructors are not aware of their strengths and weaknesses, thus their core qualities (Tickle, 1999). This study found its way through the gap between practice and theory in professional identity. As the undoubtedly vital qualities like creativity, courage, perseverance, kindness, fairness, etc., are given inadequate significance in the literature and seldom appear on official lists of important basic competencies of teachers; this study aimed to find out the actualization of core qualities in English Language Instructors. Thus, most of the teachers participating in the study admitted not having given a single thought on the questions they were directed throughout their professional lives. Especially, the layers identity and mission, on which they had to think more, made them discover the difference between who they think they are and who they really are. They were greatly pleased to talk about themselves (reflect upon) and to reveal who they actually were inside and outside the classroom as well as what they felt deep inside. Therefore, the findings of this study support making deliberate efforts to set up reciprocal collegial conversations as part of the professional culture, and the 'core reflection' process as a valuable tool to do so. As Korthagen and Vasalos (2005) argued, identification of a person's core qualities or 'character strengths' function as a link between the individual and their learning context or environment, and promotes a sense of "this is who I am" (Korthagen and Vasalos, 2005: 5).

Conclusion

In this study, teachers' classroom observation forms and the semi-structured interviews were used to trace the relationship between the English instructors self-reports about themselves as teachers and their actual performances in class. The findings were not shared with the teachers during the data collection process. However, at the end of the study they were informed about the differences observed. It is also worth mentioning that the observations were intended to be neither judgmental nor evaluative.

Following the semi-structured interviews, a remarkable number of teachers were observed in their real classroom atmospheres. The focus of the observation was purposefully on the layers of the Onion Model which was of course in accordance with the questions of the interview. Thus, classroom management, teacher attitude, creativity, interaction between teacher and students (T-Sts), classroom atmosphere, students' involvement and use of activities/tasks, were the main areas intended to gather ample data in order to understand and describe teachers' actual practices, and assess whether any difference between the said and the done occur. The interviews were used to compare and contrast the 54 teachers' words and the surveyed data.

As a result, the biggest differentiation between the reported and the performed was under the layer of behavior. Particularly, the interviewees' statements about their behaviors towards positive and negative attitudes of the students in the class seemed to have difference. The second top difference was in competency. Here, the interviewees' believed that they were good at doing something, however, it was monitored that they actually not that successful. The third biggest difference

between the said and the done was under identity. The difference in this layer was significant and considered as a major finding as Identity lies in the core reflection. According to Peterson and Seligman (2003), the strengths of an individual in character can be valued morally since they fulfill an individual and these strengths can be situated on the levels of Identity and Mission. The findings of the layers behaviour and competency are competencies acquired from the outside, whereas, Identity is a quality from the inside. Most of the interviewees' thought they were a certain kind of teacher, yet they were monitored as different. The belief layer was not easy to monitor in the observation classes. However, as far as the researcher felt, the surveyed attitudes were put down. The study also found that teachers may see themselves as adopting more than one role as a teacher or view themselves as everything that nothing can continue without them.

The study also found that teachers may see themselves as adopting more than one role as a teacher or view themselves as everything and that nothing can continue without them. Environment, belief and mission were layers not very easy to monitor in the observation classes. However, as far as the researcher felt, the surveyed attitudes were put down.

Conflict of Interests

The author has not declared any conflicts of interests.

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Educational Research and Reviews

Full Length Research Paper

The effects of the first part of the CoRT program for teaching thinking (BREADTH) on the development of communication skills among a sample of students from Al al-Bayt University in Jordan

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This study aimed to investigate the effects of the first part of the CoRT program for teaching thinking (BREADTH) on the development of communication skills among a sample of students from Al al-Bayt University in Jordan. The study sample consisted of all the students enrolled in the training session for the first part of the CoRT program held by the Excellence and Innovation Center at Al al-Bayt University during the second semester of 2014/2015 academic year. It included 36 participants (20 females and 16 males) from different specializations and academic levels at the university. The researcher prepared a training program and a scale for communication skills, for which he extracted validity and reliability. Diagrams for arithmetic averages, standard deviations, T-test and Wilcoxon W test were used to answer the questions of the study. The results showed that there were statistically significant differences (α=0.05) between the pre and post measurements for members of the experimental group on the communication skills scale in favor of the post measurement. This indicates the effectiveness of the first part of the CoRT program (BREADTH) on the development of communication skills as well as the lack of statistically significant differences based on sex in the post measurement. The study recommended the need to implement the training program for more than one person including all the university students to develop their effective communication skills.

Key words: The first part of the CoRT program (BREADTH), communication skills, university students.

INTRODUCTION

CoRT is one of the programs implemented in many countries for teaching thinking by De Bono. It was derived from the Institution of Publishing and Developing Cognitive Research Trust. De Bono (1989) in his program, started from the basis stating that thinking can be taught on the grounds that thinking simplifies things and attitudes, and we must look at it as a simple process. De Bono also referred to lateral thinking, which means

hyperlink thinking, in which an individual looks at problems from different angles instead of only one method and then moves to other views (De Bono, 1989, 18). Straight thinking is a pattern of traditional thinking that depends on an individual to move forward through successive, logical steps that must be justified in order to get a certain result (de Bono, 1997). However, the CoRT program focuses on a special concept for thinking and perception, and the relationship between them. Thinking means dealing with a conscious awareness, which in turn means dealing with thinking patterns. In dealing with thinking patterns, their tools should be used. Looking in a certain direction does not generate ideas or address issue; it is simply putting a part of experience in an individual's thinking which could have been ignored (De Bono, 1989, 150). De Bono compares the learning of thinking skills to ride a bike or swimming. At the beginning of learning them, the learner feels confused since he thinks learning them is difficult, unnecessary and unnatural; however, after learning them and obtaining a certain degree of skill, talking about the existence of confusion would be absolutely illogical (De Bono, 1989, 61). De Bono (1989) believes that practice or training leads to mastery or perfection in the development of thinking skills. Practice here means training according to the training programs in the field. Learning the thinking skills is conducted through work and practice. The CoRT program seeks to develop the thinking skills in their different types; when the thinking skills of individuals develop, their different life patterns develop through social interaction and communication, technological development, and co-existence in peace and love. Through this study, the researcher seeks to explore the indirect relationship by training the university students on the first part of the CoRT program to develop their thinking skills and the effect of that on the development of communication skills among them. Communication has been important since the ancient times because it emerged with the beginning of life on Earth. Man is by nature a social being, who needs to communicate with other humans to cope with the forces of nature, understand the methods and ways of living. There are various methods of communication, whether by signals, drums, or icons that indicates the approach of danger, preparations of war or other means of communication (Al-Sheikh, 2011).

LITERATURE REVIEW

CoRT program and communication

The CoRT program consists of sixty lessons distributed in six parts, each of which contains ten lessons. Each part has a name signaling a purpose that should be achieved when ending this part; each part of the 6 parts handles

one aspect of thinking (De Bono, 1998). They are described briefly as follows:

CoRT (1) breadth

This part is to broaden the circle of understanding students; it is essential that it must be studied before any other parts. De Bono looks at this part as the fundamental basis for future lessons, because it provides a skill upon which units stand. And at this level, the following issues are taught: handling ideas, considering all factors; laws, logical and subsequent results; goals, planning; the first important priorities, alternatives and possibilities; decisions, the views of others.

CoRT (2) organization

This part helps students organize their thoughts since the first five lessons help students to identify the problem landmarks, and the last five help them to learn how to develop strategies for solutions. At this level, the issues based on the following words were used: learn, analyze, compare, select, find other ways, start, organize, combine, focus, conclude.

CoRT (3) interaction

This part is concerned with developing the process of discussion and negotiation among students, so that students can assess and control their knowledge. At this level, the following issues are studied: Checking the parties, evidence and types of evidence, evidence values, difference, agreement and lack of relationship, being right or wrong, the final outcome.

CoRT (4) creativity

In this part, creativity is handled as a natural part of the process of thinking; thus it can be taught to students. Its primary goal is to train students to escape from limiting ideas, and producing new ideas. At this level, the following issues are studied: creative yes and no, stone rolling, random inputs, opposing the idea, the main idea, the definition of the problem, removing dangers, connectivity, requirements, evaluation.

CoRT (5) information

In this part, students learn how to collect and provide information effectively, as they learn how to recognize the ways that make their feelings and values significant to the building of the information operations. At this level, the following study issues are studied: information, questions,

keys to the solution, contradictions, expectation, the belief, the views and ready alternatives, emotions, values, simplification and clarification.

CoRT (6) action

The first five units of the CoRT program are concerned with private aspects of thinking, while CoRT6 is completely different, as it is interested in the process of thinking as a whole starting from choosing the goal and ending with the formation of the plan to implement the solution. At this level, the following issues are studied based on the following words: goal, broadening, briefing, all previous operations, the goal, the introduction, solutions, selection, the process, all previous operations.

Communication is defined as a continuous process in which there is exchange of experiences, directions, and information between two or more parties through verbal or non-verbal messages leading to an interaction and understanding relationship where effect is done on the patterns of behavior or performance for the purpose of achieving a particular goal (AlDaw's, 2009: 18). Ali (2009: 16) defined communication as the process of interaction between an individual or group of individuals or between an individual with another individual or with another group of individuals in order to participate in an experience that modifies the behavior of these individuals.

Communication becomes successful when the sender in the communication process "creates a message ... and the recipient of this message hears or sees it (via body language) from his personal perspective ... In successful connections, the recipient of the message provides his reaction and thought about the message" (Allis, 2008). The goal of effective communication is the recipient's understanding of the message and interpreting it in the method intended by the sender; the process of communicating effectively is the responsibility of both the sender and the recipient although the emphasis is generally on the clarity of the message. Communication is a process of two dimensions; there is no communication from one party (only the sender); the sender should be clear for the future or for recipients. The recipient is not a recipient of messages only that he should listen to the sender bearing in mind his ability to effectively communicate with him. Also, effective communication depends on the exact transmitting and receiving of nonverbal messages or messages mixed with verbal messages. In communication, the relationship is reciprocal between the two parties, or in other words, it refers to self-opening to others in a vivid relationship that does not break even back again (Abu Numra, 2001).

Previous studies

Khatab (2004) conducted a study that aimed to identify the effect of the first level of CoRT program (broadening thinking) and the second level (organization) on the development of the skills and abilities of creative thinking and self-concept among students with learning difficulties in fourth, fifth and sixth primary grades. The researcher applied the program on one of the two groups in an entire semester, using the Torrance test of creative thinking. The results confirmed the presence of statistically significant differences between the two groups (experimental group) in the development of skills and abilities of creative thinking. AlJallad (2006) conducted a study to detect the effect of using the CoRT program for teaching thinking skills on the development of creative thinking skills among students of Arabic and Islamic Studies at Ajman University Network of Science and Technology. The results confirmed there were significant differences in the overall test score and in the three creative thinking skills (intellectual versatility, automatic flexibility and originality) between the two study groups in favor of the experimental group that used the CoRT program. The study recommended the need to pay greater attention to teaching thinking in programs of preparing teachers and adding a specialized material on teaching thinking in the university study plans. Al-Muhtaseb (2010) investigated the impact of integrating thinking skills in science textbooks on achievement in science, scientific skills and decision making ability among 7th graders in Palestine. The content of the two units of seventh grade science textbook was integrated with thinking skills activities based on three parts of Cognitive Research Trust (CoRT) program: Extending the field of perception, organization and problem solving. A sample consisting of 72 female students was selected and equally distributed into two groups, one was assigned as the experimental group, and the other as the control group. The results revealed that the integration of thinking skills in science content was effective in developing 7th female students' achievement in science, scientific skills and decision-making ability. Furthermore, Al-Edwan (2011) explored the effectiveness of a training program based on CoRT strategies to develop the critical thinking of seventh grade students in history. The study sample consisted of 163 seventh male and female students in Amman Second directorate. The subjects were divided into two groups. The experimental group consisted of 80 male and female students, and the control group consisted of 83 students. The results showed that there are statistical differences in the critical thinking of seventh grade students in history which are related to teaching methodology and the method of the training program which is based on CoRT strategies.

Melhem et al. (2013) aimed to enhance the critical thinking skills among sixth grade students with learning difficulties in mathematics in Jordan by using the CoRT program. For this purpose, a critical thinking test was administered to a sample of 93 sixth grade students with

learning difficulties in mathematics from schools in the First Amman Educational Directorate in Jordan before and after a three-month training program. The participants of the sample were distributed into two groups. After that, one group was randomly chosen to be the experimental group, and the other one as the control group. The results showed that the training program had a very large-sized effect on the participants' critical thinking. Also, Kumari and Gupta (2014) was designed to experiment the effect of De Bono's CoRT Thinking Program on the Concept Map Performance of Senior Secondary School students of grade IX and X in relation to their level of intelligence. Two identical groups consisted of 51 respondents in each group, that is, the experimental group and the control group drawn with the help of multiclustered random sampling techniques and level testing. Results of the experiment were then analyzed by different statistical techniques. It was observed that CoRT Thinking Program has significant effect on concept map performance. Level of intelligence has also been found to have significant effect on some components of concept map performance.

Furthermore, Hanan (2014) identified the effect of utilizing CoRT program on developing creative thinking skills in mathematics for 6th grade students. The study sample consisted of two classrooms of 6th grade students with a total number of 70 students divided equally into two group, experimental and control from Abu Tamam High Basic School for females. There were statistically significant differences (0.01 = α) in the average marks of both experimental and control groups in the post-test of creative thinking skills in favor of the experimental group. And there were statistically significant differences (0.01 = α) in the average marks of the experimental group in the post-test of creative thinking skills in the pre and post-tests in favor of the post-test.

Comment on previous studies

From the previous studies that focused on the CoRT program, it is noticed that they aimed to hold training programs for the development of the skills of thinking, critics and the academic achievement in a direct way. This is consistent with the previous studies on the effectiveness of the CoRT program especially on the development of the different skills of thinking. However, this is inconsistent with studying its effectiveness in developing skills other than the thinking skills in an indirect way such as communication skills.

STUDY PROBLEM AND QUESTIONS

In this growing world of the control of communications and information technologies and complexity of problems

in various aspects of life, everyone faces the challenges of tomorrow's world in terms of what they should learn and what they should avoid to be able to coexist and communicate successfully with each other. Accordingly, many communities added many concrete radical changes in their educational policies and the methods of education to keep pace with this progress and build generation that is capable of correcting thinking, understanding and application, which avoids many of the problems. The programs of thinking education are effective in developing the thinking of students in various stages of education, such as creative thinking (AlJallad, 2006; Shabib, 2001; Ritchic, 1999), the ability to solve problems (Abdallah, 2005), critical thinking (Abuha, 2000; Alswaiti, 2001), decision-making skills (AlQura'n, 2003; Gregory Cleman, 2001), improving the psychological state of students for them to be aware of their potential and abilities to take advantage of them (AlSrur, 2005), development of the self-concept (Khetab, 2004; AlSrur, 2000) and improving their academic achievement (Abu Hajleh, 2006). Through the researcher's experience in teaching at Al al-Bayt University, the authors noticed that there is a gap in effective communication among the university students especially within lectures, as effective communication entails dealing with the message between the sender and the recipient either through understanding or analyzing all the aspects of the matter related to their experience. So, the researcher chose a new way of thinking education which is the first part of the CoRT program for teaching thinking (BREADTH) and studied its effectiveness in the development of the communication skills among a sample of students from Al al-Bayt University. Therefore, the study problem is represented in answering the following main question. "How effective is the first part of the CoRT program for teaching thinking (BREADTH) skills in the development of communication skills among a sample of Al al-Bayt University students in Jordan? From this main question, is the following sub-questions:

1. Are there statistically significant differences at α=0.05 between the post and pre measurement degrees in the communication skills of the students of Al al-Bayt University based on the first part of the CoRT program for teaching thinking (BREADTH)?
2. Are there statistically significant differences at α=0.05 between the post measurement degrees in the communication skills among the students of Al al-Bayt University based on the sex of the student?

Study importance

1. Providing more research and studies concerned with university students, which use programs of teaching thinking skills to overcome a lot of problems and

difficulties faced in the university environment.

2. Studying the effectiveness of the first part of the CoRT program for teaching thinking BREADTH in the development of communication skills among a sample of Al al-Bayt University students in Jordan.

3. Publishing the importance of effective communication among the university students.

Study determinants

1. Temporal determinants: This study was conducted during the second semester of the academic year 2014/2015.

2. Spatial determinants: The students enrolled in the training session of the first part of the CoRT program BREADTH, which was held by the Excellence and Innovation Center at Al al-Bayt University.

3. Study determinants related to the study tools used which is the first part of the CoRT program BREADTH and the communication skills scale.

Operational definitions

CoRT program

A program is designed to teach the thinking tools of De Bono, which consists of six parts in ten lessons. It is an abbreviation for cognitive research trust.

The first part of CoRT (breadth)

Ten consecutive sequential lessons selected from the CoRT program for teaching thinking, which includes tools, objectives, examples, exercises, discussion, and follow-up; each lesson has a plan and a worksheet for each group.

Communication skills

They represent the total score of the participants in the training program on the communication skills scale prepared by the researcher; validity and reliability were extracted in this study.

METHODOLOGY

The study sample

The study sample consisted of all the students enrolled in the training session of the first part of the CoRT program held by the excellence and innovation center at Al al-Bayt University during the second semester of the academic year 2014/2015. It included 36 participants from university students (20 female and 16 male) that represented different specializations and academic levels at the university. So can attribute the difference between the two measurements pre and post to the only training program and there is no other variables such as the characteristics (students' learning styles, learning habits, cognitive knowledge to think critically) of the participants may have affected the results of the study because the study members themselves are in the pre and post measurement also. They did not enroll in any programs during the training program. It is noted that the registration in the session was opened to all university students.

Study approach

The researcher used the pre/pseudo experimental designs in addition to the one group pre-test post-test design.

Study variable

The first part of the CoRT program (BREADTH) represents the independent variable and communication skill represents the dependent variable.

Study tools

The first part of the CoRT program (breadth)

The researcher prepared a training program consisting of ten training sessions; it is based on CoRT (1) lessons of BREADTH in an abbreviated way, as follows:

The first lesson: the Plus, Minus and Interesting (PMI), Examining all the plus, minus and interesting aspects in a situation or thought.

1. What are the good points of an idea? Why do you like it?
2. What are the bad points of an idea? Why do you not like it?
3. What do you think is interesting in it?

The second lesson: Consider all factors (CAF), examining all the possible factors associated with a situation or idea and taking them into consideration.

1. What are the possible factors that may affect you?
2. What are the possible factors that may affect others?
3. What are the possible factors that may affect the institution or society at large?

The third lesson: Rules, the use of the previous two tools to study the rules and factors and take them into account when issuing new laws.

The fourth lesson: Consequence and Sequel (C & S), finding all the possible consequences and sequels in the future when making a decision or a test.

1. What are the possible consequences and sequels directly?
2. What are the possible consequences and sequels in the short term (1- 5 years)?
3. What are the possible consequences and sequels in the medium term (2 -25 years)?
4. What are the possible consequences and sequels in the long term (+25 year)?
5. What is the impact of the possible consequences and sequels

both on you and others?

The fifth lesson: Aims, goals, objectives (AGO), identifying the short and long term aims, goals and objectives, performance goals or edited observations of a work or a decision made by the individual or others.

1. What are the goals you seek for when doing a certain job?
2. What are the sub or partial goals that lead to the achievement of the goals?
3. What are the performance outcomes that achieve the sub-goals?
4. What is the relationship between your goals and the goals of others?

The sixth lesson: Planning, planning an action plan that responds to changes and taking into account the aims, goals and sequels in addition to all the factors that go into the planning process.

1. Flexibility in the sense of viability as conditions change.
2. Evaluation stations that may entail modifying goals or a certain track.
3. Red lines summons to abandon the whole plan for its failure or change in circumstances.

The seventh lesson: First important priorities (FIP), selecting the alternatives or the possibilities and arranging them on the list of priorities according to importance.

1. The personal, institutional and social values are important factors in determining priorities.
2. People differ in the order of priorities towards any position because of their beliefs and interests.

The eighth lesson: Alternatives, possibilities, choices (APC), finding all the alternatives, possibilities and options and taking them into account in making decisions.

1. Overriding styles and mental inertia.
2. Freedom from the past.
3. Constant search for the best.

The ninth lesson: Decisions, drawing attention to the different processes involved in taking decisions by benefitting from the thinking tools presented in the previous lessons.

1. Identifying goals and objectives.
2. Generating the largest possible number of alternatives and options.
3. Sorting alternatives according to priorities.
4. Choosing the best alternative.

The tenth lesson: Other people views (OPV), drawing attention to the views of others related to the situation and overcoming the unilateral view of things and of the world.

1. Identifying the persons and the entities concerned with the situation;
2. Identifying the views of the people and the agencies related to the situation;
3. Combining between this view point and the personal view point and drawing lessons.

Communication skills scale

The researcher reviewed the theoretical literature on the communication skills for university students and prepared a scale for the communication skills in its preliminary status consisting of forty items with many communication skills (clarity, realism, briefing, honesty, consistency, friendliness and the whole message) in multiple places within the university (lecture, cafeteria, library, laboratories, physical and rehabilitation lounges and university areas); the researcher, in answering each item of the scale items, adopted a tri estimation scale (always, sometimes, rarely) for the degrees (1,2,3).

The validity of the communication skills scale: To examine the validity of the communication skills scale, the researcher presented it to 10 specialized university professors, who have put their comments on each paragraph in the scale for arbitration; four fields were written next to each item (appropriate, inappropriate, clear sense and unclear sense) as it is evident in Appendix No. 3. Afterwards, certain amendments to the items were taken into consideration according to the opinion of the jury, which did not delete any items in the scale but focused their observations on correcting the language and do the reformulation to make it more understandable to the examinees. The scale, in its final image, consisted of forty items.

The reliability of the communication skills scale: To confirm the reliability of the study, the researcher used the test - retest by applying the communication skills scale and reapplying it after two weeks on a group of 30 university students not included in the study sample; the Pearson correlation coefficient was calculated between their estimates on both occasions which amounted to 0.88, and the reliability coefficient was calculated through the internal consistency method by Cronbach's alpha, which was 0.83. These values were considered appropriate for the purposes of the study.

Study procedures

1. At the beginning of the second semester of the academic year 2014-2015, consultations began between the Director of the Excellence and Innovation Center at the university and a number of specialists, including the researcher on the university students' needs of training sessions; afterwards, the training session of the first part (BREADTH) of the CoRT program was announced, where the targeted group of the training session consisted of all the students at Al al-Bayt University.
2. The researcher was commissioned by the Director of the Excellence and Innovation Center at Al al-Bayt University to hold the training session of the first part (BREADTH) of the CoRT program.
3. The registration was opened for students for two weeks from the date of the announcement of the session through the official website of the university where the number of the registered participants was 36 (20 females and 16 males) from different specializations and academic levels at the university.
4. The researcher prepared a training program in the form of sessions and workshops for four weeks (a short time span) by three hours of training every week. The reason is to control some variables that could threaten the external honesty of the search (dissemination of results) such as the students' growth variable, students' experiences, and the number of participants in the training program.
5. The researcher prepared a communication skills scale and extracted the connotations of validity and reliability.
6. The researcher conducted the pretest for the communication skills of the members of the experimental group a week before applying the experimental program.
7. The researcher implemented the training program on the targeted experimental group for a period of four weeks as planned
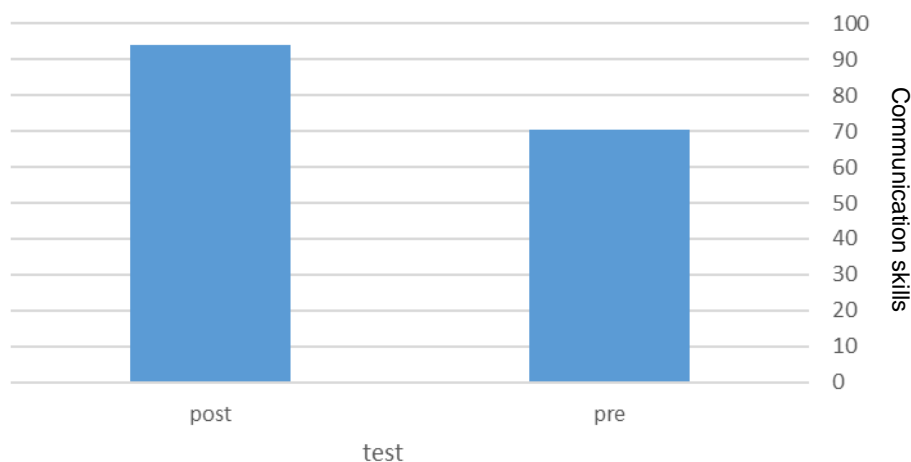
Figure 1. Arithmetic averages between the pre- and post-test for the communication skills scale.

for the training program.

8. The researcher conducted the post test for the communication skills scale for the members of the experimental group a week after applying the experimental program.

9. The arithmetic averages, standard deviations, T test and Wilcoxon W test were extracted through the SPSS to answer the questions of the study.

RESULTS

Answer to the first study question

"Are there statistically significant differences at the level of α=0.05 between the averages of the pre and post measurement degrees in the communication skills among the students of Al al-Bayt university based on the first part of the CoRT program (BREADTH)? The arithmetic means and standard deviations of the pre and post scales for the communication skills scale were calculated for the students of Al al-Bayt University (Figure 1).

To identify the differences between the pre and post scales on the communication skills scale, (T) test was used for the single sample as it is evident in Table 1. Table 1 shows there are statistically significant differences between the pre and post scales in favor of the post scale, indicating that the first part (BREADTH) is efficient in developing the communication skills of Al al-Bayt University students.

Answer to the second study question

"Are there statistically significant differences at the level (α=0.05) between the averages of the post scale degrees on the communication skills among Al al-Bayt University

students based on the sex of the student? The arithmetic averages between males and females in the post scale on the communication skills scale for the students of Al al-Bayt University are shown in Figure 2.

Figure 2 shows a simple difference between males and females in the communication skills on the post measurement. To find out whether these differences were statistically significant in the communication skills based on sex in the post measurement, Wilcoxon W test was used. The results are shown in Table 2 .Table 2 shows no statistically significant differences between the ranks of males and females in the post measurement on the communication skills.

DISCUSSION

The researcher finds that the training sessions had a larger role in improving the communication skills of the university students (the members of the experimental sample). Such sessions were designed to help expand the understanding and perception circle through their selected examples from the life of a college student in the lecture, cafeteria, library and university areas and others. The first session tries to develop the ability of determining the pros and cons that resulted from communication at any place within the university. The second session helped the students to study and consider all factors while communicating with other students; the third session contributed and enabled students to determine and establish laws controlling the communication mechanism among themselves; the fourth session played an important role in the way of studying the results of communication among themselves and their con-sequences; the fifth session encouraged the students on

Table 1. The means, standard deviations and the (T) value.

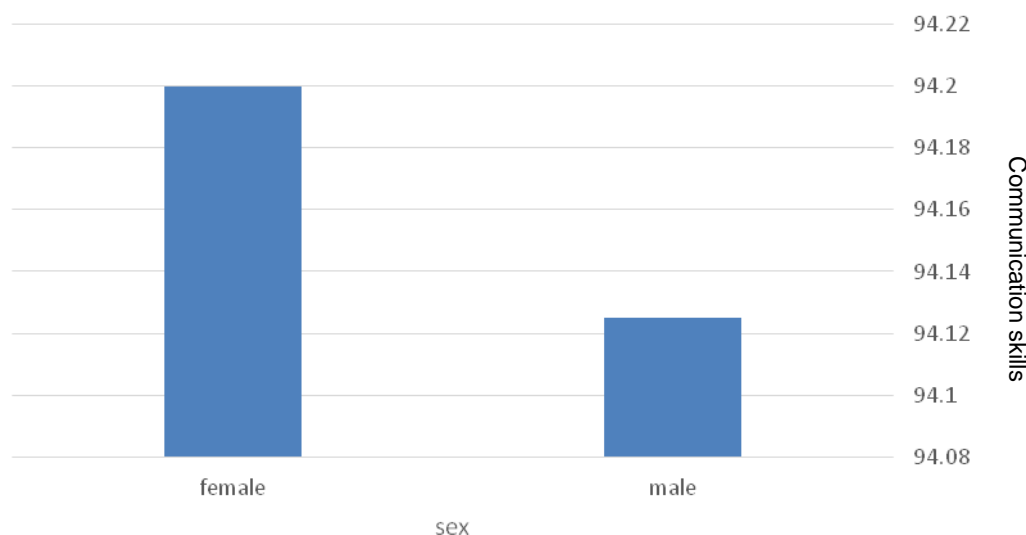| Scale	Means	Standard deviation	(T) value	Statistical significance
Pre	70.53	4.878	86.742	0.000
Post	94.17	3.376		

Figure 2. Arithmetic averages between males and females in the post measurement.

Table 2. Wilcoxon W test results for the differences between males and females on the communication skills in the post measurement.

Variable	Males (16)		Females (20)		W	Z	Sig.
	Average ranks	Total ranks	Average ranks	Total ranks			
Communication skills	18.41	294.5	18.58	371.58	294.5	-0.048	0.962

how to determine the long and short term goals when the student is thinking on how to communicate with other students; the sixth session urged students to have good and thorough planning before thinking on how to communicate with any student, the seventh session enabled students to identify the priorities in terms of importance during the communication process, the eighth session played an important role in helping students study all the alternatives, possibilities and options during communication, the ninth session encouraged students on how to make decisions and hold responsibility during communication if present, and the tenth session helped students study and analyze the views of others while communicating and not being limited on the individual viewpoints. The researcher explains the effectiveness of the first part of the CoRT program (BREADTH) in the development of communication skills (Figure 3).

Also, the researcher believes that the first part of the CoRT program helps develop and expand the understanding and perception of the learner; it helps him analyze and study all the situations he faces during his time at the university. This makes him to increase communication with other students because of the importance and great benefits he gets either in his study, social interaction or solving many academic and psychological problems. The previous studies of Kumari and Gupta, (2014), Melhem and Isa (2013), Al-Edwan (2011), AlJallad (2006) and Khattab (2004) confirmed the effectiveness of the CoRT program in improving the level of thinking among students which reflects positively and directly on the development of their communication skills.

With regard to the sex of the trainee being affected by the effectiveness of the program on developing the communication skills, the results showed no differences,
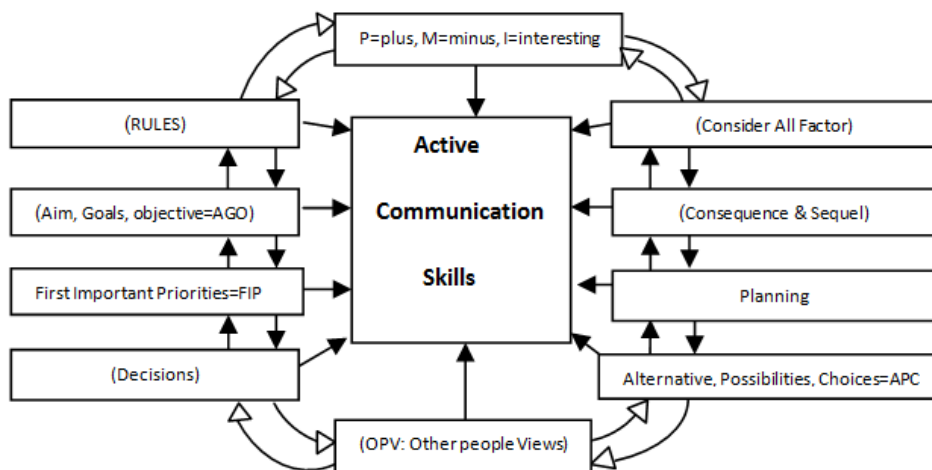
Figure 3. Relationship between first part of the CoRT program (BREADTH) and active communication skills.

indicating that the program has the same effect on the development of communication skills, whether the trainee is a male or a female. Therefore, in the light of the findings, the researcher recommends the following:

1. Holding of the first part of the training program of the CoRT program (BREADTH) and circulating it to include most of the university students.
2. Conducting a study to determine the reasons for the lack of communication among students.
3. Conducting studies to examine the effect of the training program, the first part of the program CoRT on other variables, such as motivation, self-control and self-regulation.
4. Conducting further training courses to include the other five parts of the CoRT program.

Conflict of Interests

The author has not declared any conflicts of interest.

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Full Length Research Paper

Why are manuscripts unacceptable for publication? An analysis of Ethiopian Journal of Education (EJE) rejections

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This paper discusses reasons why manuscripts are not accepted for publication in Ethiopian Journal of Education (EJE). It intends to promote publication by domestic and/or international authors in EJE by analyzing the reasons for rejection of manuscripts. To gather the relevant data, a total of 101 rejected manuscripts submitted for publication EJE in the years 2008 to 2013 was collected and assessed. Moreover, contents of rejection letters were looked into. In doing so, the institutional affiliation of authors of the rejected manuscripts, editorial processes in which manuscripts were rejected mostly, the principal reasons for rejecting manuscripts of EJE, types of manuscripts which were more often exposed to rejection, and the nature of comments recommending rejection were analyzed. The results reveal that most of rejected manuscripts of EJE were affiliated from Addis Ababa University and Bahir Dar University, and the manuscripts were rejected mostly during the preliminary assessment, initial reviewing phase. Furthermore, using inappropriate research methods, poor data analysis and presentation, inadequacy of data to justify the conclusions, failure to follow the Journal's styles and formats (guidelines) and failure or unwilling to revise manuscripts as per reviewers' suggestions were principal reasons for rejecting manuscripts of EJE. The highest numbers of rejected manuscripts of EJE were also empirical studies which EJE accepts for publication consistently, and reviewers rejected those manuscripts after indicating their weaknesses and remarking further organization for resubmission. Finally, based on the results, the paper outlined recommendations for minimizing rejected manuscripts of EJE, and further studies were suggested.

Key words: Manuscripts, publications, peer-review, rejection.

INTRODUCTION

Writing and publishing scientific articles is an important activity of academic life. It is a vital and integral part of academic life (Gilmore et al. 2006, cited in Ligthelm and Koekemoer, 2009). Most importantly, academic publishing is the primary vehicle for the advancement of scientific knowledge (Ligthelm and Koekemoer, 2009). Furthermore, scientific publication can serve as documentation of work performed, fostering exchange (feedback, discussion and debate) and sustainment of support and competitive funding (Lüttge). Scholarly

articles are also decisive to indicate societal problems and to fill those gabs. They, besides, can serve as form of promotion in the academic world. "Publications are imperative for career advancement and for the economic survival of research departments," (Peat, 2002: 2). Specially, in tertiary institutions, academics are encouraged to publish scholarly articles; they must publish or perish.

Though the primary reason for publishing is to disseminate knowledge, its purpose seems to be shifted more in favor of promotion nowadays. In line with this, Ajao (2005) points out that many academics no longer write papers for the sake of sharing knowledge, which is the original aim of peer-reviewed journals but to have enough papers regardless of its quality to get promoted. A situation referred to as "numbers game". This, submitting manuscripts for publication numbers, may lead to a high rate of rejection in many highly rated peer-reviewed journals. On the other hand, a well-designed and well-reported study is always a good candidate for being accepted by a respected journal.

When a manuscript is submitted to peer-reviewed journal, it is undergone experts internal and external reviews. The manuscript is assessed by editorial team to decide whether it is the type of article that they want to see in their journal and, if so, whether it is of an adequate standard to be sent out for peer-reviewers. If it meets the standard, the manuscript is sent to peer-reviewers to ensure its 'publishability'. That is, reviewers help editors select the best research works for publication in their journal. As per reviewers' comments, manuscript may be acceptable or may be unacceptable for publication on many grounds.

The Ethiopian Journal of Education (EJE) is one of the peer-reviewed journals published in the area of education. It is one of the reputable scholarly journals in the Addis Ababa University, and a pioneer educational journal in Ethiopia since 1967. The journal has served as disseminating educational research outputs and sharing knowledge to the scientific community and practitioners both at home and abroad. Articles published in EJE, according to Amare (1998), were being used for teaching and reference materials. They have also been used by most post graduate students as source materials. Some of the articles were found to be useful for the development of the country's Education and Training Policy during the period of the Transitional Government of Ethiopia in 1994. Above all, many academics have got promoted their academic rank and profile as a result of the issuance of their articles in EJE.

The EJE manuscripts are mainly double-blind peer-reviewed by professionals in the area of education and other fields of study countrywide and pass though the subsequent editorial practices as stated in the Journal's publication guidelines (IER, 2011). All submitted manuscripts are preliminary assessed by the editorial

staff after acknowledging the receipt of them. To save time for authors and peer-reviewers, only those papers that seem most likely to meet the editorial criteria are sent for formal review. Those manuscripts judged by the editors to be of insufficient general interest as per the preliminary assessment criteria are rejected promptly without external review. In fact, these decisions are made based on the preliminary assessors' reports and only accepted by the Editorial Board.

Manuscripts judged to be of potential interest to the editors' readership are sent for formal review, typically to two reviewers; otherwise, it is sent back to the author(s). The Editorial Board then makes a decision based on the reviewers' comments and suggestions, from among several possibilities: accept as it is, accept with revision and reject out right. The Board, afterward, takes reviewers' criticisms seriously and goes through author's work. In cases where one reviewer alone opposes publication, editors send the manuscript to a third reviewer to resolve disputes (to 'break the tie') and/or make the final decision on acceptance. If the manuscript is positively assessed, the reviewers' comments are then communicated to the author(s). The final decision is then made receiving the revised manuscript. After the Board's acceptance of the article for publication, the copy editing is done and the issue is sent to the designated publisher.

It should be noted here that only those papers that seem most likely to meet the editorial criteria are published. Nevertheless, those papers judged by the editors or peer-reviewers to be of inappropriate as per editorial criteria are rejected promptly. Nowadays, rejection is common in EJE and perhaps for this reason many manuscripts that submitted for publication never get the chance to becoming a published journal article. The purpose of this paper is, therefore, to promote publication by domestic and/or international authors in EJE by analyzing the reasons for rejection of manuscripts.

It is expected that this piece of work can serve as a feedback to IER publications in particular and other scholarly publications in Addis Ababa University in general indicating the reasons of rejecting manuscripts. From such a feedback, editors and reviewers could be aware of the existing practices of publishing scholarly articles and take necessary measures. Authors could also be knowledgeable the reasons why manuscripts are unacceptable for publication and help them to produce their research reports for the line that scientific journals editor acquire for.

Statement of the problem

Manuscripts submitted for possible publication may be rejected for numerous reasons. Several investigators have looked into the reasons for rejection of manuscripts

submitted to scientific journals for possible publication. Byrne (1998) queried editors and peer reviewers about the most common reasons for rejecting submitted manuscripts. He found out that deficiencies in the design of the study were the most commonly cited reason for outright manuscript rejection. Bordage (2001) also reported on the reasons given by peer reviewers for rejection of submitted manuscripts. This author points out that use of inappropriate statistical methods, overstating the implications of the results, poor study design and ineffective communication were some of the reasons of the rejections of manuscripts. What it more, David Pierson MD FAARC (2004) identified ten top reasons for the rejection of manuscripts submitted for publication in Respiratory Care. Failure to write and submit a full manuscript after presenting the abstract; failure to revise and resubmit following peer review; poor study design; inadequate description of the methods; suboptimal reporting of the results; and submitting a manuscript in a format that does not match what the Journal publishes were among the major reasons. According to Ajao (2005), lack of focus and failure to adhere to the theme of the paper contribute to paper rejection.

Ehara and Takahashi (2007) studied the reasons for rejection of electronic manuscripts submitted to American Journal of Roentgenology (AJR) by international authors. Their study revealed that lack of new or useful knowledge was by far the most common reason for rejection in all countries (44–76% constituted of all rejections). Daft (n.d.) also identified reasons for rejection of manuscripts submitted for publication in Academy of Managements Journal (AMJ) and Administrative Science Quarterly (ASQ). That is, while this reviewer assessed manuscript for these journals, manuscripts were rejected due to lack of theory, concepts and operationalization not in alignment, insufficient rational and in adequate research design.

In sum, the most important points emerged from the foregoing works depicted that manuscripts submitted to scientific journals are rejected due to various reasons depending on the appropriateness of manuscripts for the line that the editors acquire for. From a wider perspective, the reasons for rejecting manuscripts have been found to be closely linked with the authors' ways of reporting their research outputs. None of the literature reviews consulted for this study showed that manuscripts submitted for possible publication are rejected in case of editors.

In the Ethiopian context, the researcher believes that the problem is felt by scholarly articles publishers though it is hardly ever researched. Precisely, although an attempt was made to review local researches conducted in relation to the rejection manuscripts, it was difficult to obtain any. From experience, specifically, the researcher understood that there are high rejection rate of manuscripts submitted for publication in one of the

Ethiopian journals–the Ethiopian Journal of Education. By virtue of the researcher's position as an editor, he has heard different complaints about manuscripts rejection and quality of research articles published in EJE from authors, reviewers and academics. Peer-reviewers rejected many of manuscripts submitted for publication in EJE and informed the editorial body that the quality of manuscripts has been deteriorated. Authors, on the other hand, complained that their manuscripts were rejected unfairly. Readers of the EJE and academics also pointed out that the quality of some of the articles EJE publishes is questionable. This has become the critical problem facing issuance of EJE. To fill this disparity, the need for research to look into the problems of rejecting manuscripts contributed to EJE is, therefore, important as no research has been done so. In doing so, the investigation attempts to answer the following research questions:

i) What are the reasons for rejecting manuscripts of EJE?
ii) In which editorial processes are manuscripts rejected mostly?
iii) Which types of manuscripts are more often exposed to rejection?
iv) What is the institutional affiliation of authors of the rejected manuscripts like?
v) What are the natures of comments recommending rejection?

METHODS

To gather the relevant data, a total of 101 rejected manuscripts submitted for publication EJE in the years 2008 to 2013 was collected and reviewed. That is, the contents of reviews for all the manuscripts that received "unacceptable for further review" or "unacceptable for publication" were analyzed to identify the negative aspects of rejected papers. During the analysis, lists of the reasons the reviewers gave for negative comments were categorized based on the criteria for preliminary review and peer-review. For preliminarily rejected manuscripts, four categorical schemes, such as, content of the paper, manuscript's page limit, style/format and research methods were used to tally and describe the reasons of rejection. A broad categorization scheme was also used to tally and describe the reasons for rejection of manuscripts during the major peer assessment stage based on six major categories: congruency between title and content, worthy of investigation, sufficient literature review, research methods, data analyses and presentation, and adequacy of data to justify conclusions. Besides, reviewers' additional remarks and comments recommending rejection were analyzed. In addition, contents of rejection letters were analyzed to examine the reasons for rejections. And a content analysis of reviewers' comments on randomly selected 25 negatively assessed manuscripts was made to look into the nature of assessors' comments recommending rejection.

To avoid categorization bias, the ratings and comments were analyzed in a staggered fashion according to years (i.e., 6 rejected manuscripts from 2008 followed by 17 from 2009, 25 from 2010, 14 from 2011, 14 from 2012 and 25 from 2013). Reasons (comments) were tallied only once per article. Peer-reviewers comments were

tallied based on commonalities of rejection reasons (the reasons both reviewers forwarded in common were taken). Whenever a comment could belong to more than one category of reason (e.g., research design or sampling; data gathering technique or procedure), it was assigned to the category best dictated by the context in which it appeared.

The data analysis was basically carried out qualitatively. In addition, to identify the major assessment criteria for rejection of the manuscripts and types of manuscripts more often exposed to rejection, frequency counts and percentages were used.

Procedures

The writer of this article has been authorized to manage the publication processes of the Journal without revealing the personal identifications of authors and assessors. Accordingly, names of authors and reviewers were anonymous in the use of the data for ethical clearance.

The following procedures were carried out during the study. The first phase has been a preparatory stage where an extensive review of literature was made on publishing scientific articles, editorial practices of local and international journals, reasons for unacceptable for publications scholarly articles and the like. This initial phase built an essential basis for the subsequent task, as it provides an overview of the different aspects of the research topic and the accumulated wealth of knowledge in the research theme. In the second phase, the following major activities have been done. First, list of rejected manuscripts were sorted out to generate the required data. Then, the files of rejected manuscripts were identified and reviewers' assessment reports recommending rejection were grouped into preliminary review, peer review rejections and others. Next, reviewers' comments were tallied according to the category schemes, and comments for rejecting were complied. Eventually, a few months have been dedicated to analyze and discuss the results as related to the research questions and relevant literature.

RESULTS ANALYSIS

Rejected manuscripts of EJE and authors' institutional affiliation

The Managing Editor's Manuscripts follow up sheet shows that a total of 461 manuscripts were registered for possible publication in the Ethiopian Journal of Education from year 2008 to 2013. From them, 6 manuscripts in 2008; 17 in 2009; 25 in 2010; 14 in 2011; 14 in 2012; and 25 in 2013 were rejected (that is, 21.91% of the manuscripts were rejected) as illustrated below.

The above figure depicts that rejecting manuscripts submitted for publication in EJE is increasing year to year between the years 2008 and 2013. The rejection rate exceeds the acceptance rate in the six years.

In the years 1967–1998, almost half of IER publications (EJE; IER Flambeau; IER Proceedings; Admas) were produced by IER full-time staff (Amare, 1998). Addis Ababa University's academics also shared the majority of authorship of the Institute's publications at that juncture. It is also said that most of manuscripts published in EJE are authored by Addis Ababa University staff then Bahir

Dar University. A study conducted by Tesfaye (2011) also confirmed that the lion's share of EJE contributors comes principally from Addis Ababa and Bahir Dar Universities while other major universities were underrepresented or virtually non-existent. It is often criticized that manuscripts from other intuitions are failed to be issued, they are rejected. Having this in mind, an attempt was made to see the institutional affiliation of authors of the rejected manuscripts. Table 1 shows this.

As illustrated in Table 1, most of the authors of rejected manuscripts were from Addis Ababa University (40.59%), and Bahir Dar University (14.85%). Authors affiliated from Adama University also shared the high rejection rate as compared to others domestic institutions (5.94%).

Editorial processes in which EJE manuscripts are rejected mostly

As far as editorial policy of EJE is concerned (IER, 2011), manuscripts are rejected if they are not likely to meet the editorial criteria of the Journal. In doing so, manuscripts are often preliminarily reviewed by editors. Editors reject promptly those manuscripts that do not meet the initial evaluation. Manuscripts judged to be of potential interest to the editors' readership are sent for formal review to two peer reviewers. Those manuscripts negatively assessed by both of the reviewers were rejected after the Editorial Board going through the comments. Manuscripts are also rejected if authors fail to address assessors' comments or to respond timely to the Board.

An effort has been made to look into in which editorial process the EJE manuscripts were rejected mostly in the study years. As shown in Table 2 underneath, 41.58% of the manuscripts were rejected during internal (initial) evaluation, and 38.61% of them were rejected during peer reviewing. Moreover, 19.80% of the manuscripts were unacceptable for publication after passing either the initial and/or major peer review.

Reasons for rejecting manuscripts of EJE

Manuscripts submitted for peer review scholarly publications may be rejected for a number of different reasons, most of which are avoidable. Manuscripts with weak contribution and relevance to the field, or inappropriate to the journal's audience, or manuscripts with weak study design are often exposed to rejection. Manuscripts may not also be accepted for publication due to unfair decision of editors and/or reviewers. What is more, some manuscripts may not warrant publication as a result of conflicts of interests that might arise between authors and editors. On top, authors are other bodies who can foster for the rejection manuscripts submitted for considering publication.

Table 1. Institutional affiliation of authors of the rejected manuscripts.

S/N	Institutions	2008	2009	2010	2011	2012	2013	Total (%)
1	Addis Ababa University	1	9	9	7	6	9	41(40.59)
2	Bahir Dar University	1	2	6	3	1	2	15(14.85)
3	Adama University	—	1	3	—	2	—	6(5.94)
4	Assela Teachers College	—	—	1	1	—	3	5(4.95)
5	Civil Service University	—	—	1	—	2	1	4(3.96)
6	Mekelle University	—	—	—	—	1	2	3(2.08)
7	Wollo University	—	—	—	—	1	2	3(2.08)
8	Delta State University, Nigeria	—	1	2	—	—	—	3(6.25)
9	University of Akoka Yaba, Nigeria	1	—	—	—	—	1	2(1.98)
10	Gondar University	—	1	—	1	—	—	2(1.98)
11	Dilla University	—	1	—	1	—	—	2(1.98)
12	Bonga Teachers College	—	—	1	1	—	—	2(1.98)
13	Higher Education Relevance and Assurance Agency	2	—	—	—	—	—	2(1.98)
14	Hawassa University	—	—	—	—	—	2	2(1.98)
15	Addis Ababa Science and Technology University	—	—	—	—	1	1	2(1.98)
16	Hossana Teachers College	—	1	—	—	—	—	1(0.99)
17	University of Zimbabwe	1	—	—	—	—	—	1(0.99)
18	Mulugushi University, Zambia	—	—	1	—	—	—	1(0.99)
19	Queens College, USA	—	1	—	—	—	—	1(0.99)
20	Center for Development Research, Germany	—	—	1	—	—	—	1(0.99)
21	Kotebe University College	—	—	—	—	—	1	1(0.99)
22	Samuel Adegboyega University, Nigeria	—	—	—	—	—	1	1(0.99)
	Total	**6**	**17**	**25**	**14**	**14**	**25**	**101(100)**

Values in parentheses are percentages.

Table 2. Rejected manuscripts of EJE in the years 2008 to 2013.

S/N	Description	2008	2009	2010	2011	2012	2013	Total (%)
1	Rejected during preliminary assessment	3	—	12	6	2	19	42(41.58)
2	Rejected during peer-review assessment	3	12	7	4	8	5	39(38.61)
3	Others(rejected due to various reasons after passing either the preliminary and/or peer assessment)	—	5	6	4	4	1	20(19.80)
	Total	**6**	**17**	**25**	**14**	**14**	**25**	**101(100)**

Values in parentheses are percentages.

Many editors rejected manuscripts for the merits and validity of scientific knowledge exchange, and the quality of their publications. In so doing, editors have been authorized to make decisions about the acceptance or rejection of manuscripts. To make equitable decision, editors often set editorial policy and evaluation criteria for reviewing manuscripts. Based on the criteria, editors request reviewers to assess submitted manuscripts, and accept or reject manuscripts as per reviewers' comments.

All manuscripts submitted for publication in EJE pass through preliminary assessment by the editorial staff using 6 criteria (whether or not the content of the paper is in the area of education and related field; the paper is not more than 30 pages; style and format of the article follows EJE's guidelines; the methods, techniques, procedures and instruments used to collect the data are reliable, and have been adequately described; and the data analyzed clearly and adequately). To save time for authors and peer-reviewers, only those manuscripts that seem most likely to meet the criteria are sent for formal review. If not, they are rejected without external review.

As was said, manuscripts judged to be of potential interest to the editors' readership are sent to two reviewers for formal review using 10 criteria. The Editorial
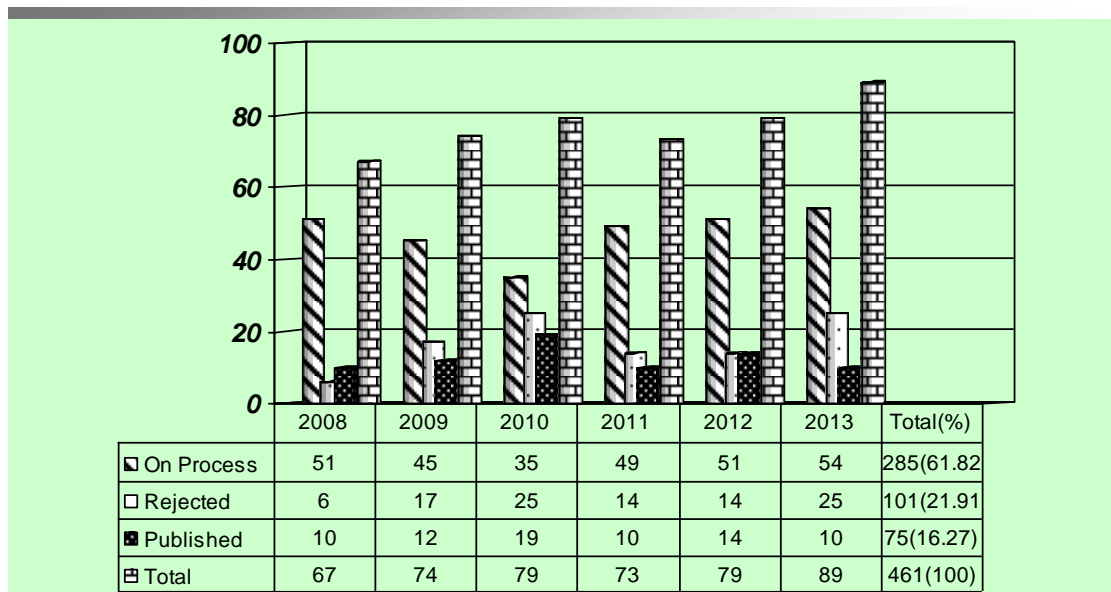
	2008	2009	2010	2011	2012	2013	Total(%)
▨ On Process	51	45	35	49	51	54	285(61.82
☐ Rejected	6	17	25	14	14	25	101(21.91
▩ Published	10	12	19	10	14	10	75(16.27)
⊞ Total	67	74	79	73	79	89	461(100)

Figure 1. On Process, Published and Rejected Manuscripts of EJE in the years 2008 to 2013 (*Some manuscripts were submitted for publication prior to the year 2008). Source: The Managing Editor's Manuscripts Follow-up Sheet.

Board then makes a decision based on the reviewers' comments and suggestions. If both peer reviewers positively assessed the manuscript, the Board sends it to the author for revision. In cases where one reviewer alone opposes publication, the manuscript is sent to a third reviewer to resolve disputes. If a manuscript negatively assessed by two assessors, the manuscript is rejected outright.

During the study, attempts were made to examine major reasons for rejecting manuscripts of EJE. The results of reasons given by the reviewers (preliminary and peer) for rejecting manuscripts are presented in Figures 2 and 3 according to their assessment criteria categories.

As illustrated in Figure 1, most of EJE's preliminarily assessed manuscripts were rejected due to employing inappropriate research methods (53.57%). Moreover, 39.29% of them were rejected as result of style and format of the manuscript, since the manuscript did not follow the styles and formats the journal's demands. Very few of manuscripts (7.14%) were rejected because of weakness of the content of the manuscripts.

Preliminarily assessors' comments also indicated that most of the manuscripts were unacceptable for further assessment (did not merit peer review) as a result of inappropriate research methods, and since the style and format of the manuscript did not follow the guidelines of EJE. For example, the assessors commented as:

…The methods, techniques procedures and instruments

used to collect the data are not clear.…I have several questions with regard to the methods used. To be fair, I want these to be presented to the Board and let the Board members decided either to reject the manuscript or to proceed with the review process…. In my observation, nothing has been done to collect data of any sort to be taken as part of the material. In view of this, therefore, I believe this material does not merit to be considered an article at any stage. … I have a strong reservation on the contents, methods, title and conclusions. [It is] more of a propaganda than serious academic work. … It is only a literature review. It does not have a methodology section, data analysis or empirical findings. Hence, I suggest that it should be returned to the author… The article does not incorporate components of research the problem, methods, analysis, etc. The Board can give its judgment before it is sent to assessors. …The article does not fulfill most of the requirements of EJE to be sent to assessors…

NB: The dots denote that comments were extracted from different assessors

As was discussed, EJE's manuscripts were also rejected during peer reviewing. Comments of peer reviewers categorized and tallied according to the criteria of assessing EJE manuscripts in order to see major reasons of peer-reviewers' rejection. The following results were
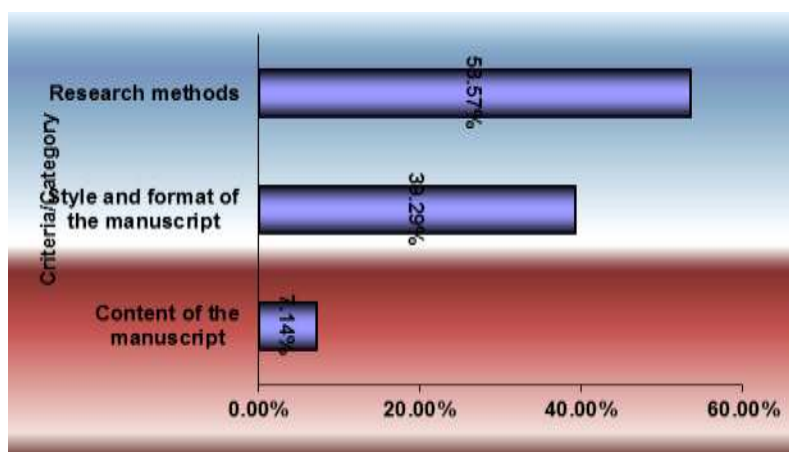
Figure 2. Reasons given by preliminary reviewers when recommending rejection of manuscripts submitted for publication in EJE.

obtained.

Figure 3 shows that inappropriate data analysis and presentation, inadequacy of data to justify the conclusions reached by the author, inappropriate use of research method, insufficient literature review, incongruence between the title and content of the study and insignificant of content of the study (worthy of investigation) were the principal reasons for the rejection of EJE manuscripts.

Peer reviewers also forwarded the following remarks and comments when they recommend rejection. A reviewer commented, "The article seems to me that it is simply a senior essay, which is mainly based on insufficient literature review, poor description of the methodology section, shallow analysis of data and tenuous conclusions." Another assessor remarked that the manuscript he/she assessed could have been rejected at the preliminary assessment phase since the paper was full of slogans and catchphrases; it did not look like a scholarly academic paper. In relation to the worthiness of the investigation, an assessor commented, "The content of the study is not worthy of investigation. It is of neither practical nor theoretical value. It may serve as only feed-back to the concerned body in one of the government colleges in Addis Ababa." A reviewer outlined, "The article does not fulfill the criteria outlined by EJE. In fact, it has handicaps that cannot be improved due to error related to the methodology…" Comments of another reviewer read as, "This paper is not publishable in EJE for the following reasons. The format employed in EJE was not adequately followed; review of related literature was not made; no proper data were available; there was little discussion; and the conclusion seems not exhaustive."

The foregoing peer reviewers' comments indicate that poor data presentations and analysis, inappropriate research methods, inadequacy of data and insufficient literature reviews are the major reasons for rejection of EJE manuscripts during the major assessment.

As far as the publication traditions of EJE are concerned, manuscripts are also rejected after they qualify the initial and/or major review. As illustrated in Figure 4 beneath, most of the manuscripts were rejected due to the authors did not address the reviewers' suggestions timely (45.45%), and out-dated data (36.36%).

Concerning the rejection of manuscripts after meeting assessors' comments, rejection letters written to authors to notify the reasons for the rejection of their work was looked into. For example, the content of a rejection letters as result of authors' failure to respond for revised version read as:

…Though the Board requested you to attend all the comments and submit the revised copy of your manuscript as per the comments of the reviewers, you have not responded for a long time. For this reason, on its meeting dated July 15, 2010, the Editorial Board has found your manuscript not to be publishable in EJE and decided that a letter be sent to you to take note of this…

Another rejection letter due to out-dated data states:

… the Board has been making all the necessary efforts to process your manuscript for publication, it has been sent to six assessors. However, as many of the assessors did not show interest in the area and data are outdated, on its meeting dated October 22, 2010, the Board agreed to stop processing your manuscript and decided that a letter be sent to you to take note of this.
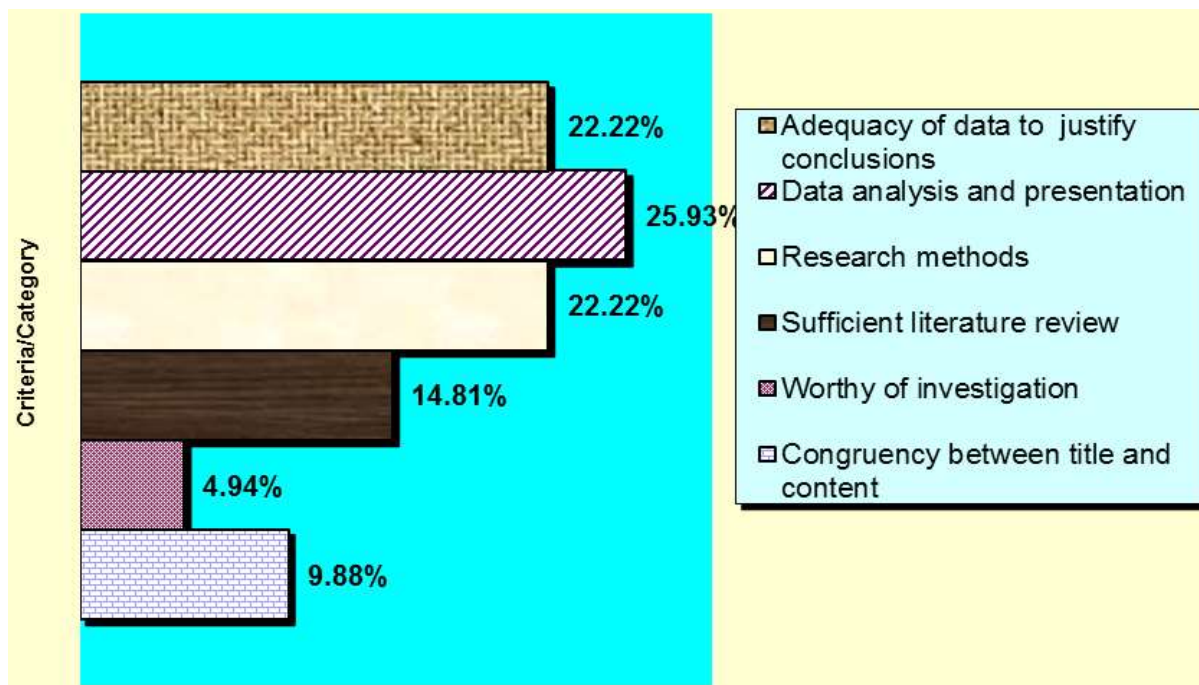
Figure 3. Reasons given by peer reviewers when recommending rejection of manuscripts submitted for publication in EJE.
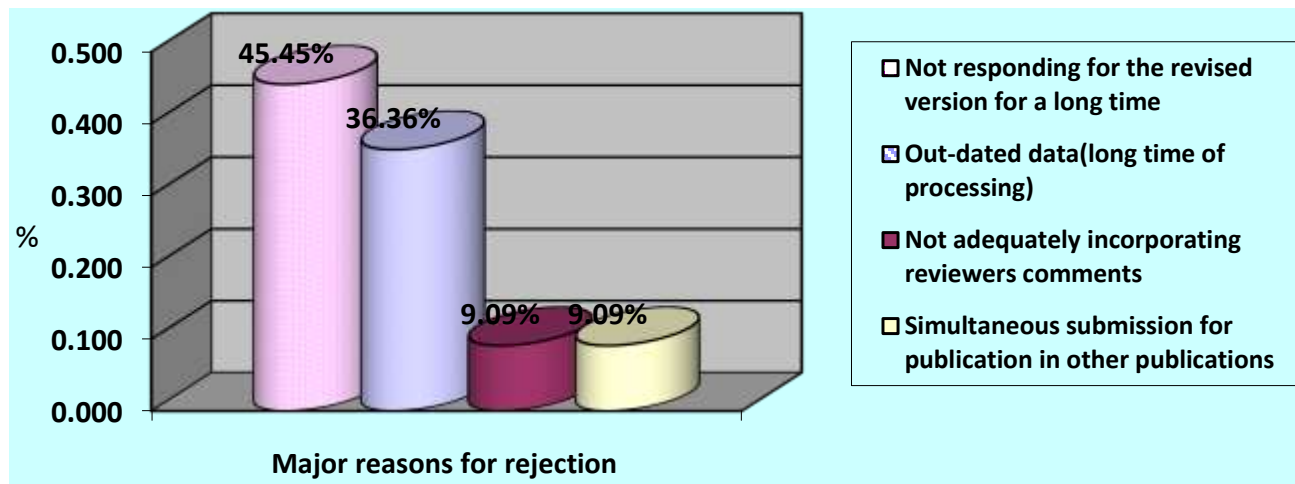

Figure 4. Reasons for rejection of manuscripts after meeting either the preliminary or peer review process.

Types of manuscripts often exposed to rejection

As stated in EJE guidelines, the Ethiopian Journal of Education seeks to publish scholarly articles based on work in education and related areas. EJE publishes original empirical studies, literature reviews, theoretical articles, methodological articles, book reviews, dissertation and thesis abstracts, synopsis of major research, short communications, commentaries (comments on articles published in the Journal), and other relevant issues in the area of education. Manuscripts to be published in EJE should satisfy the quality and standard required by a reputable journal (IER, 2011).

The guidelines also identify the types of contribution to EJE are peer-reviewed: original empirical studies,
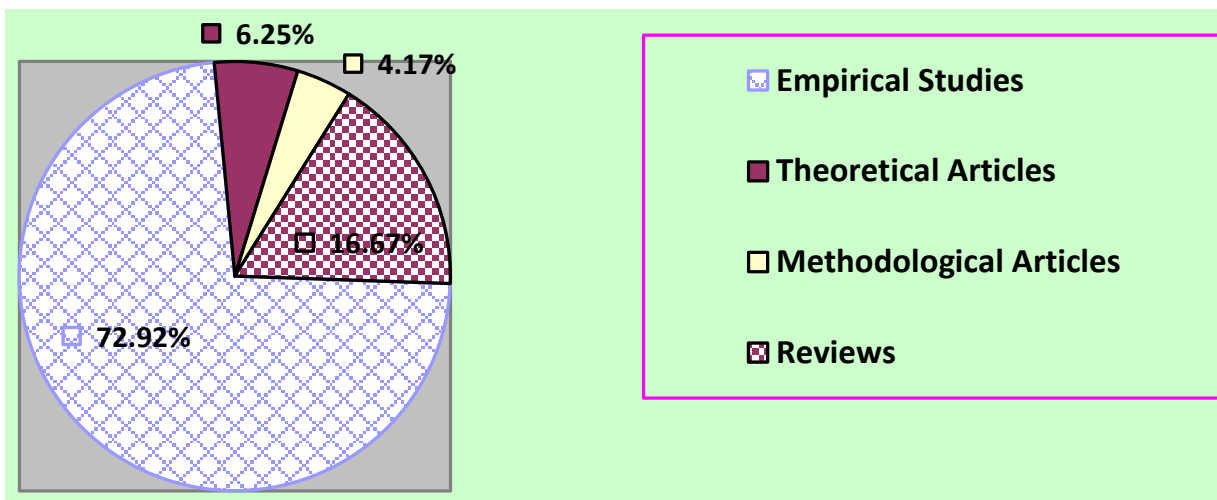
Figure 5. Types of manuscripts often rejected.

literature reviews, theoretical articles, methodological articles. Other contributed manuscripts (dissertation and thesis abstracts, synopsis of major research works, short communications, book reviews and commentaries) are not usually peer-reviewed. Nevertheless, such manuscripts are assessed by editors to determine appropriateness for the Journal and any improvements that could be made. Or articles published in these sections, particularly if they present technical information, may be peer-reviewed at the discretion of the Editorial Board. The data in relation to types of peer reviewed manuscripts often rejected are given in a pie chart (Figure 5).

The pie chart shows that the highest numbers of rejected manuscripts of EJE were reports of full-fledged articles, empirical studies (72.92%). Moreover, review works, literature review, were the other types of manuscripts EJE often rejected (16.67%). Only few theoretical manuscripts (manuscripts authors draw on existing research literature to advance theory) and methodological manuscripts (manuscripts present new methodological approaches, modifications of existing methods, and the like) were rejected.

Nature of comments recommending rejection

The primary purpose of peer review is to provide the editors with the information needed to determine if a manuscript meets the standards to be published in an academic journal. The review should also instruct the authors on how they can strengthen their manuscript to the point where it may be acceptable. As far as scholarly publications are concerned, a negative review should explain to the authors the weaknesses of their

manuscript, so that rejected manuscripts can understand the basis for the decision and see in broad terms what needs to be done to improve the manuscript for publication elsewhere. It is expected that reviewers' comments forward constructive advice to authors in order to show authors the weaknesses of their work, and teach them from their own mistakes. In scholarly commenting, offensive criticisms which hammer one's effort are not expected. For this reason, editors of scholarly journals encourage reviewers to avoid statements that may cause needless offence. Reviewers are strongly encouraged to state modestly their opinion of a manuscript.

Even though this is the fact, offensive comments are not uncommon in double-blind review tradition. As far as experiences are concerned, some EJE assessors wrote comments that may cause needless offence when they believe a manuscript would not be suitable for publication though many of the assessors spelt out concise comments which enable the author to understand the reason for the decision. Bearing this in mind, efforts were made to examine reviewers' comments on randomly selected rejected manuscripts.

Many of the comments explain the weakness of rejected manuscripts. For example, a reviewer spelt out, "…Generally, my verdict of the publishability of the article is that it is not up to the standard of quantitative and/or qualitative research and not publishable." Another assessor also commented that: "Finally, the assessor feels that this article has considerable methodological and conceptual limitations, which make it very difficult to consider for publication in EJE." Some of the reviewers suggested improvements as:

This paper cannot be published as a research article in EJE in its present form. However, if significant

improvement and reworking is made, I recommend its publication as a communication article since the issue is timely….If the writer can discard the questionnaire because it is dubious and represents a violation of research procedures, and make rigorous revision as suggested, the paper may be salvaged…. To be very modest, I would like to advise the authors to rewrite the paper as per the recommended format and content, if they have the data, and re-submit it to the Journal for consideration for publication.

NB: The dots denote that comments were extracted from different assessors

Very few of the peer reviewers outlined comments on language issues when they report manuscripts were not qualified for publication. A comment, for instance, indicates, "The most serious concern I have is the poor writing quality of the paper, which considerably lacks in grammatical construction, coherent flow of ideas and logical argumentation…" Similarly, an assessor forwarded, "The writer needs to use standard language of research, as it stands, the research seems to lack standard research term. Yet, his/her research could represent a modest description of the present state of affairs regarding..."

Although many of the reviewers stated constructive comments for the reasons they rejected EJE manuscripts, few of the reviewers' comments were destructive, they wrote offensive comments such as:

In the first case the author should not have submitted such a composition for publication in the Journal. I request the Editorial Board not to waste the time of their readers by sending such things for assessment…. Going through the material, I discovered that it is not prepared as an article in the true sense of the word I know of an article…

What is more, it is noted from reviewers comments that some reviewers remarked vague comments in rejecting manuscripts. That is, they negatively reviewed manuscripts as per the assessment criteria. However, instead of explicitly reporting to the editors that as to the rejection of the manuscript, they spelt out general or vague comments, such as, "'…the paper may be considered for publication though it has the aforementioned weaknesses'; 'going through the above drawbacks, the Editorial Board may consider the paper for publication'; '... this paper leaves much to be desired to be published in EJE'."

From the aforementioned comments, it can be said that the nature of comments reviewers remarked when recommending rejection are different in kind. Most of the comments indicate weakness of the manuscript and reject the manuscript outright. Some of them rejected the

manuscript, but indicated to the authors that further work might justify a resubmission. Few of the assessors suggested unconstructive and vague comments and suggestions.

Conclusions

Based on the findings of the study, it can be concluded that authors took the lion's share of EJE manuscripts rejection. The reasons for rejecting EJE manuscripts have been found to be closely linked with the authors' ways of reporting their research outputs, and will of addressing the reviewers' comments satisfactorily. Editors also contributed the rejection of EJE manuscripts in the way that employing long process of the submitted manuscripts. Moreover, some of the reasons for rejection of manuscripts were tolerable and correctable with a closer communication with authors. Editors seem fail to do that.

RECOMMENDATIONS

Based on the findings and conclusions of this study the following recommendations are suggested:

i) Most of the reasons for EJE's manuscripts are avoidable and can easily be resolved. Therefore, editors must give a room for authors to re-organize their manuscript to address specific concerns instead of entirely rejecting manuscripts. Based on the manuscripts' contribution and relevance to the field, reviewers should also indicate to authors the weaknesses of their works and recommend resubmission instead of rejecting outright.
ii) A web site should be created for EJE and the editorial policies of the journal must be posted to up lift the awareness of contributors on EJE's in house styles and formats.
iii) The Institute of Educational Research, which hosted the Journal, has to raise the awareness of authors, editors and assessors on the bases of find of the study.
iv) This study is only dealt with analysis of EJE's manuscript rejections. Other factors, such as conflicts of interests that might arise between authors and editors, inadequate man power, long processing of submitted manuscripts and the like are also contributing to the Journal's manuscripts rejections. Therefore, further researches have to be carried out to explore those factors.

Conflict of Interests

The author has not declared any conflict of interests.

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Full Length Research Paper

The development of multiple intelligence capabilities for early childhood development center, local administration organization in Chaiyaphum province

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The aim of this research is to promote multiple intelligence capabilities for Early Childhood Care Center of a Sub-district Administration Organization in Chaiyaphum Province. The sample applied were 61 children aging between 3 and 5 years old at Child Development Center, Tambon Ban Kok, Amphoe Chaturus, Chaiyaphum Province, who were selected through the purposive sampling method. Caretakers were interviewed and the instruments were integrated planning of activities to promote abilities and the behavioral notification form for multiple intelligence capabilities. The study indicated that there were high behavioral changes of multiple intelligence capabilities of the children during all planned activities. Furthermore, comparison of multiple intelligence capabilities of child behavior before and after the activities, such as linguistic, logic, mathematics, spatial, physical and body-movement, music and rhythm skills, ability of human relationship, self-understanding, love of natural environment and higher level of existence were applied. Its result was statistical significant at 0.01.

Key words: Multiple intelligence capabilities, childhood, Chaiyaphum Province.

INTRODUCTION

The development of any field depends on the area of research, educational applications and the theoretical and practical innovations brought to the field. In this case, the development is subjected to the comprehension of the present status in the relevant field, and starting from this, to the identification of the innovations brought to the field. In other words, in order to ensure that the field will be updated continuously, it is important to realize the drawbacks and the defects in the present situation or the gaps in the field and to promote alternatives to solve these deficiencies. Researchers also need to be in line with evolving databases to stay up to date by following scientific works such as theses, articles, and books published via various editorial boards (Gilbert and Trudel, 2004). In these scientific works, it is shown that numerous researchers mutually structure the issues.

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Early childhood is vital to the future since it is such a critical period of human life. The effects of parental upbringing and experiences that children have had in the early stages of life are the foundation on which all other developments, physical, intellectual, social and personality are built. Children learn quickly by stimulation through their five senses while playing or from their parents and others around them. This stimulation helps their brain nervous fibers grow extensively. Children can easily learn to live positively and be logical in their attitude. Little children will learn everything while they are young. If they are not properly guided, they will have a hard time learning things, or will be unable to learn at all (Yaowapa Dejakup, 1999).

Due to such aforementioned importance, many countries worldwide have stated their visions in development of early childhood education. For instance, the United States of America has clearly targeted that in 2000, education must be readily provided for every child in America who legitimately enters school. Meanwhile, New Zealand has an increasing interest in child nurturing (Department of Local Administration, 2006). Thailand has also been emphasizing on the importance of early childhood education development. As can be seen in the B.E. 2542 National Education Act, Article 81: (1) states that places for early childhood education must be organized in special places such as child care centers, child development centers, early religious childhood development centers, early intervention centers for disabled children and centers for children with special needs, or any other early childhood development institutions. The goal is to get all children from early childhood to receive better development and be better prepared in all aspects before entering the education system. An appropriate activity is essential to fit each child in order to encourage full individual potential development. The learning activities should be child-centered since each child has different abilities.

For the above reasons, the education circles have turned their attention from intellectual development of students to intellectual and knowledgeable in various aspects. At present, a well-known concept of student development is Multiple Intelligences Theory which is aimed at boosting student abilities in all aspects and taking into account the different potential of student (Vareerut Supranee, 2541, cited in Pimpun Thongprasit, 2005). Howard Gardner, psychologist and educator, interested in studying human intelligence and potentiality, created the Theory of Multiple Intelligences, with his belief that intelligence was the ability of an individual to be biologically expressed. It was a combination of genetics and environment which create a source of ideas. In general, people possess many aspects of intelligence. Each aspect could be latent or expressed intellectually. Gardner differentiated these intellectual aspects into: Linguistic Intelligence, Logic/Mathematical Intelligence,

Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Naturalistic Intelligence, and Existential Intelligence. Many intellectual aspects can be improved by developing the individual potential suitable for each person. Even though each person possesses different levels of intelligence, all aspects of intelligence can still be developed for improvements (Gardner, 1987, 1993, 1999, cited in Asci and Demircioglu. 2004; Yaowapa Techakupta, 1999).

Howard Gardner's Multiple Intelligence Theory was first published in Howard Gardner's book, Frame of Mind (1983), and quickly became established as a classical model by which to understand and teach many aspects of human intelligence, learning style, personal and behavior in education and industry. Howard Gardner initially developed his ideas and theory on multiple intelligences as a contribution to psychology; however Gardner's theory was soon embraced by education, teaching and training communities, for whom the appeal was immediate and irresistible – a sure sign that Gardner had created a classic reference work and learning model.

Many educators had the experience of not being able to reach some students until presenting the information in a completely different way or providing new options for student expression. Perhaps it was a student who struggled with writing until the teacher provided the option to create a graphic story, which blossomed into a beautiful and complex narrative. Or maybe it was a student who just could not seem to grasp fractions, until he created them by separating oranges into slices. Because of this kind of experiences, the theory of multiple intelligences resonates with many educators. It support what we all know to be true.

The quality development of human beings according to the Multiple Intelligences Theory could be another new way of human quality development. It could be used to develop human quality to become the perfect one. The development of learners' intellectual capabilities in various aspects, according to the Multiple Intelligences Theory, was engrossed in promotion of individual learners' capabilities. People did not have only intellectual capabilities. If his potentiality had been well developed, it would be prominent or it would be in need of more development. Suitable learning activities must be organized and be supported by teachers, parents and others involved.

The importance of the Multiple Intelligences Theory mentioned above will allow teachers or baby-sitters to understand various aspects of multiple intelligences of young children. Dominant intellectual aspects of children will indicate their learning style. In other words, children will excel better in learning from what he is most capable of. Activity arrangements to develop children readiness should be diversified. These learning activities should encourage young children to use their multiple

Table 1. Table of designated units for the management of integrated experience of local courses for young children at a Child Development Center of Sub-district Administration Organization, Amphoe Chaturus, Chaiyaphum.

Unit number	Unit	What should be learned	Local resources
1	To admire Lahan Swamp	Natural environment	Local learning resource
2	To view Siam tulips	Natural environment	Local learning resource
3	Iodized salted-eggs	Body of the child	Local wisdom
4	Tat Ton Waterfalls	Natural environment	Local learning resource
5	Loy Krathong Day	Children's environment	Local culture

intelligences in accordance with the current education system. From the reason, researchers have developed an integrated planning of activities to promote the multiple intelligences in 9 aspects for young children into 4 main combined activities: Rhythm and Movement Activities, Free Activities, Creative Activities, and Experience-Enhancement Activities by adopting a learning experience in a local learning environment for young children. The results of this research will be guidelines for teachers, educational administrators, as well as those involved in education administration for young children to arrange suitable activities to help enhance multiple intelligence capabilities of preschool kids.

The objective

To enhance the multiple intelligence capabilities of pre-school children in Early Childhood Care Center at a Sub-district Administrative Organization in Chaiyaphum Province.

METHOD

Scope of research

1. Population: 3,750 children in Child Development Center of Sub-district Administrative Organization, Amphoe Chaturus, Chaiyaphum.
2. Sampling: Purposive sampling of 61 pre-school children at Ban Nonthong Child Development Center, Tambon Ban Kok Sub-district Administrative Organization, Amphoe Chaturus, Chaiyaphum Province.

In order to develop integrated activities to enhance multiple intelligence capabilities in Child Development Center of Sub-district Administration Organization in Chaiyaphum, the researchers had review ed related literature, concepts, theories and documents on curriculum designs, education philosophy, early childhood education programs, learning theories, Theory of Multiple Intelligences, promotion of multiple intelligences to pre-school children and managements of integrated learning experiences of pre-school children. Furthermore, the context of Ban Nonthong Child Development Center at Tambon Ban Kok Sub-district Administration Organization, Amphoe Chaturus, Chaiyaphum, had been studied as a guideline for implementation and utilization of learning resources

available in the local environment as show n in Table 1.

Research design

This research is experimental (experimental design), and w as conducted in a single group trial, measuring before and during data collecting processes. It is a combined application of research designs for One Group, Pre-test/Post-test design and One Group, Time - Series design (Luan Saiyot and Angkana Saiyot, 1995). Behaviors of multiple intelligence capabilities of selected sampling units w ere observed from normal activities once a w eek before the trial. Then the samples w ere tested by organizing experience as an integrated plan to enhance multiple intelligence capabilities of pre-school children for a period of 5 w eeks and observed the behavior of multiple intelligence capabilities every w eek. There w as another observation in the behavior of the children w ithin 1 w eek of the first trial. The experimental design is show n on Table 2.

FINDINGS

Basic statistics of the behaviors that express various multiple intelligence capabilities based on the concept of multiple intelligences of pre-school children appear on Table 3. The analytical results in Table 3 show that before the integrated planned activities the average scores of the behavior of multiple intelligence capabilities of pre-school children are moderate on all aspects. After the activities to enhance development of multiple intelligence capabilities of pre-school children, the children obtained the average scores of the behavior of multiple intelligence capabilities at a high level in all areas: Linguistic, logic/mathematics, spatial, bodily-kinesthetic, musical/rhythm, interpersonal, intrapersonal, and naturalistic/existential intelligences (Figure 1).

The analyses compared the behaviors of multiple intelligence capabilities of pre-school children before and after the planned activities are shown in Table 4. Table 4 comparison of behavioral analyses of multiple intelligences of pre-school children before and after the events to enhance the capabilities of pre-school children, shows that multiple intelligences of the children in all areas of linguistic, logic/mathematics, spatial, bodily-kinesthetic, musical/rhythm, interpersonal, intrapersonal, and naturalistic/existential intelligences, have increased

Table 2. Experimental design.

Before the trial	During the trials
$X_0 T_0$	$X_1 T_1 X_2 T_2 X_3 T_3 \ldots\ldots\ldots X_5 T_5 \ldots T_6$

X_0, represents normal activity arrangements; T_0, represents behavior observation of multiple intelligences before trials; $X_1, X_2, X_3 \ldots X_5$ represent experience arrangements for the integrated plan to enhance multiple intelligence capabilities of preschool children at Child Development Center, 90 min a day and 5 days per week; $T_1, T_2, T_3 \ldots T_5$ represent behavior observation of multiple intelligence capabilities during trials; T_6 represents behavior observation of multiple intelligence capabilities after trials.

Table 3. Basic statistics scores of behaviors conveying various multiple intelligence capabilities based on the concept of multiple intelligences of preschool children.

Behavioral skills of multiple intelligence capabilities	Prior (week)								
	Before activity			During activity periods					
				1			2		
	$\overline{X}$	S.D.	Meaning	$\overline{X}$	S.D.	Meaning	$\overline{X}$	S.D.	Meaning
Linguistic	1.56	0.405	Moderate	1.59	0.359	Moderate	1.76	0.280	Moderate
Logic/mathematics	1.40	0.388	Low	1.59	0.374	Moderate	1.69	0.294	Moderate
Spatial	1.40	0.367	Low	1.59	0.319	Moderate	1.77	0.284	Moderate
Bodily-kinesthetic	1.33	0.373	Low	1.55	0.285	Moderate	1.72	0.243	Moderate
Musical/rhythm	1.36	0.337	Low	1.45	0.217	Low	1.66	0.175	Moderate
Interpersonal	1.42	0.319	Low	1.47	0.298	Low	1.61	0.218	Moderate
Intrapersonal	1.35	0.346	Low	1.49	0.270	Low	1.66	0.240	Moderate
Naturalistic/existential	1.36	0.339	Low	1.41	0.294	Low	1.55	0.218	Moderate

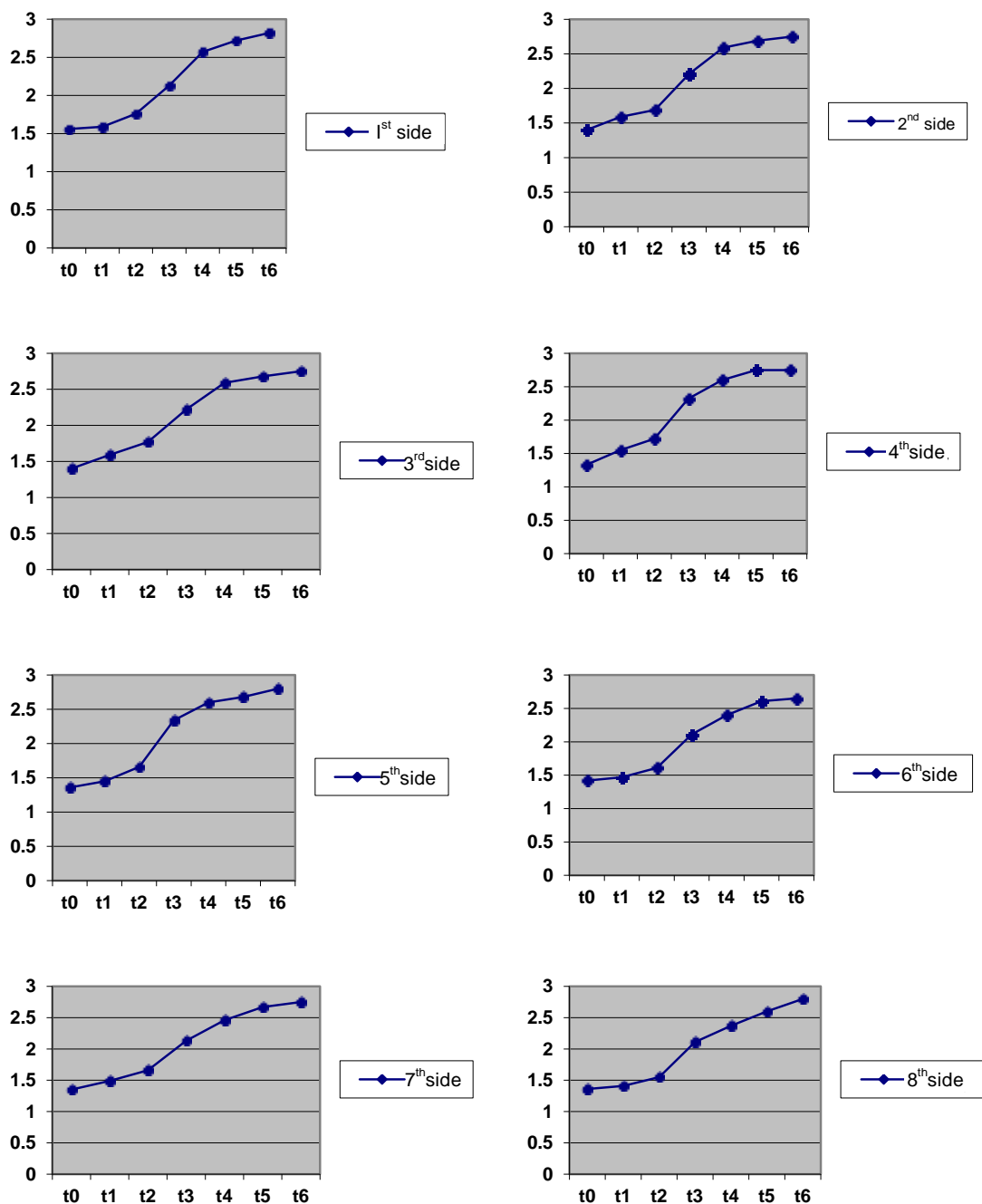| Behavioral skills of multiple intelligence capabilities	Prior (week)											
	After activity									After Activity		
	3			4			5					
	$\overline{X}$	S.D.	Meaning	$\overline{X}$	S.D.	Meaning	$\overline{X}$	S.D.	Meaning	$\overline{X}$	S.D.	Meaning
Linguistic	2.13	0.353	Moderate	2.57	0.439	High	2.72	0.380	High	2.82	0.350	High
Logic/mathematics	2.21	0.363	Moderate	2.59	0.493	High	2.69	0.446	High	2.75	0.346	High
Spatial	2.22	0.367	Moderate	2.59	0.459	High	2.68	0.412	High	2.75	0.210	High
Bodily-kinesthetic	2.32	0.393	Moderate	2.60	0.403	High	2.75	0.384	High	2.75	0.340	High
Musical/rhythm	2.34	0.336	Moderate	2.60	0.360	High	2.68	0.363	High	2.80	0.300	High
Interpersonal	2.11	0.310	Moderate	2.40	0.355	Moderate	2.61	0.362	High	2.65	0.321	High
Intrapersonal	2.13	0.298	Moderate	2.46	0.301	Moderate	2.67	0.322	High	2.75	0.334	High
Naturalistic/existential	2.11	0.310	Moderate	2.37	0.316	Moderate	2.60	0.340	High	2.80	0.352	High

Figure 1. Changes in behaviors of multiple intelligence capabilities.

to a higher level of statistical significance of 0.01.

DISCUSSION

In comparing the pre and the post experiment, pre-school children who had been organized to enhance development of multiple intelligence capabilities obtained higher level of multiple intelligence capabilities in all areas at the statistical significant level of 0.01. The reasons may be while the pre-school children participated in planned procedures that enhanced learners to develop their multiple intelligence capabilities, they had the opportunity to learn through their direct experiences with the support of the teachers. Also, the planned events were in the form of integrated activities through playing

Table 4. Comparison of behavioral analysis of multiple intelligence capabilities of pre-school children before and after the planned activities.

Behavioral skills of multiple intelligence capabilities	Mean				t	p
	Before activity		After activity			
	$\overline{X}$	S.D.	$\overline{X}$	S.D.		
Linguistic	1.56	0.405	2.82	0.350	17.368	0.000**
Logic/mathematics	1.40	0.388	2.75	0.346	13.324	0.000**
Spatial	1.40	0.367	2.75	0.210	14.971	0.000**
Bodily-kinesthetic	1.33	0.373	2.75	0.340	15.299	0.000**
Musical/rhythm	1.36	0.337	2.80	0.300	16.911	0.000**
Interpersonal	1.42	0.319	2.65	0.321	16.392	0.000**
Intrapersonal	1.35	0.346	2.75	0.334	16.017	0.000**
Naturalistic/existential	1.36	0.339	2.80	0.352	15.721	0.000**

*There is a statistically significant level at 0.01.

according to the principles of learning through experiences for children of pre-school curriculum B.E. 2546 (Department of Curriculum and Instruction Development, 2546). Through the integration of 4 main activities together, the operation had become flexible and agile. Children participated in every activity which applied the learner-centered approach. In addition, these activities encouraged each child to express his feelings and own capabilities, and gave the child opportunities to use his ideas, to solve problems, to research and test, to reason, to create media of communication from his understanding and imagination. Besides, the process will cause aesthetic judgment to encapsulate in the mind and feelings of the child which is the essential foundation for the intellectual development and growth of children in the future, in accordance with the concept of "Learning by Doing" of Dewey (Dewey, n.d., cited in Yaowapa Dechakupt, 1999). The concept states that children learn better from doing and direct experience themselves through observation, research, experiment, and participation in solving problems and activities with friends. In consistence with the study of Chaiyapreuk Serirak and Bung-orn Serirat (2543), they founded that the learning management of multiple intelligence development to develop outstanding talents and versatile capabilities of every student remarkably improved both in his outstanding talents and versatile capabilities. Moreover, it was clearly shown in the activities that the teachers wanted to enhance development of a specific outstanding talent not only affected the desired skill, but also influenced the development of other involved intellectual capabilities of the students. The research of the experience-based management model of multiple intelligences for cognitive development of pre-school children of Poonsiri Moon-inta (2008) also confirmed that after the experience-based activity events the average mean scores were higher than those of the scores before

the events, and the scores of the behavioral multiple intelligence capabilities in all 8 aspects were at a high level. Boonma Choekula (2009) conducted a study on the second year kindergarten children on the learning activity development based on the theory of multiple intelligences. The result indicated that after the experiments the children were capable of multiple intelligences in all 8 aspects higher than before the experiments at a statistically significant level of 0.01.

Suggestions

Suggestions on making use of the research results include:

1. Teachers of child care should pay more attention to the differences among individual children so that the experience-based arrangements for children should take into account the multiple intelligence capabilities that are critical for the readiness of pre-school children. This issue will lead to the balanced creation of giving suitable experiences for every child. The formats of diverse and flexible experiences according to the differences of multiple intelligence capabilities of pre-school children are required. They will better allow children to utilize their availably potential multiple intelligences. Also, the experienced-based arrangements will help preschool children to use their inferior multiple intelligence capabilities to a higher developed level.
2. Before making use of the integrated-activity plans to promote the multiple intelligence capabilities of preschool children, the 4 main integrated-activity arrangements, including movement activities, creative activities, unstructured activities, and experience-enhancement activities, as well as, the process of conveying the activity managements through media and evaluation, should be

thoroughly studied and understood.
3. Local wisdom or local resources are knowledge resources close to the children. The combination of integrated-experience arrangements in the real environment and the correct academic theories with the developments in all aspects, such as educational, social or economic, is extremely valuable. It is something that must be developed to preserve to remain modish of the period under the globalization society. Furthermore, it is essential that children be taught from preschool because their abilities will become very valuable to the country.
4. There should be dissemination of the knowledge and the techniques of integrated- experience managements to develop the multiple intelligence capabilities of pre-school children for other childcare teachers, and other related learning institutes.

Suggestions for future research include:

1. Teaching model of Child Development Center by local wisdom of Department of Local Administration should be deployed in research of children with specific aspects. For instance, to promote linguistic readiness, thinking, mathematics, sciences, or any other skills that will lead to an appreciated development of the real value in order to create learning process from the basis of good culture.
2. There should be study on other forms of arrangements of integrated activities to develop pre-school children's readiness by usage of the local wisdom or local knowledge resources such as contemplative education, project-approached education, etc.

Conflicts of Interests

The authors have not declared any conflict of interests.

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