

**NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
COMPUTER EDUCATION AND INSTRUCTIONAL
TECHNOLOGIES DEPARTMENT
DOCTORAL PROGRAM**

PhD THESIS

**TECHNOLOGY ENHANCED INSTRUCTION: AN EXAMPLE OF
ENGLISH LANGUAGE LEARNING IN THE CONTEXT OF PEACE**

BY

Sabri SASI

Nicosia – 2017

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ADVISORS: Assoc. Prof. Dr. Zehra ALTINAY

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Nicosia – 2017

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ÖZ

TEKNO LOJİ DESTEKLİ ÖĞRETİM: BARIŞ ORTAMINDA İNGİLİZCE ÖĞRENME ÖRNEĞİ

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Mart 2017, 113 Sayfa

Okulöncesi dönemde verilen eğitim kalitesi eğitim ve gelişim sürecinde önemli bir temel yapı taşıdır. Bu nedenle, birçok ülke okul öncesi eğitim sistemini Avrupaya uyumlu standartlarda gerçekleştirmeye çalışmakta, dil eğitiminde teknoloji kullanımına büyük önem vermektedirler. Bu araştırmanın amacı, ingilizce dil eğitiminde teknoloji kullanımının etkisini ortaya çıkarmaktır. Araştırma 18 okulöncesi öğrenci grubuna uygulanmış, İngilizcenin temel konu olmasına dikkat edilmiştir. Bilginin oluşturulması sürecinde ise, okul ve evde yapılacak etkinliklerin önemine vurgu yapılmıştır. Araştırmacı tarafından geliştirilen DVD evdeki etkinlikleri pekiştirmek amacıyla kullanılmıştır. Barış ve tolerans eğitimi ni kazandırmak amacıyla kullanıma açık kelimeler, şarkılar, videolar ve kısa filmler öğrenmeyi pekiştirici nitelikte uygulanmıştır. Araştırmanın ilk aşamasında ihtiyaç analizini saptamak için pilot çalışma yapılmış,

m lekatar ger ekleřtirilmiřtir. S re te ise yapılan t m etkinlikler dersi veren   retmenin m fredatına uyumlu hazırlanmıřtır. Geliřtirilen program ile yapılan uygulama sonucunda performans de erlendirmeleri istatistiksel analizlerle tespit edilmiřtir.

Anahtar Kelimeler: dil   retimi, barıř ortamı, otantik   renme, e itimde teknoloji

ABSTRACT

TECHNOLOGY ENHANCED INSTRUCTION: AN EXAMPLE OF ENGLISH LANGUAGE LEARNING IN THE CONTEXT OF PEACE

By: Sabri SASI

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Advisors: Assoc. Prof. Dr. Zehra ALTINAY

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Preschool quality education is the cornerstone in educational development. Therefore, many countries started to develop their educational system to European Union standards, where learning English language and using technology are prerequisites since preschool stage. In this research, peace concept was used as mediator for learning English language in Near East University Preschool. The study conducted on five years preschoolers (n=18), this sample represents only one class, where the English language is a core subject. Mixed qualitative and quantitative methods applied to collect and analyze data in this study. The qualitative part consisted of interviews with the English language teachers and the headmaster to evaluate the technology infrastructure and the peace curriculum as well as, preschoolers' perceptions about peace, which conducted by means of drawings. The quantitative part depended on the use of assessment software to gather the data on the learning progress of the children participating in the study. The

research had an action learning aspect as well. The acquisition of knowledge depends on; in the classroom which included game based learning and activities, and outside classroom activities. Each participant received activities' DVD to use at home, which contained the materials for learning such as; words, songs, videos, and short films about peace in English to facilitate the learning process and make learning more easy when they come to learn at class. All materials selected according to "fair use" for educational purpose, and the complete program is developed by the researcher, the interface of the program has all the peace activities, so the child can select any activity to practice (e.g., words, songs, etc). In NEU preschool, peace taught as a subject, but they mainly concentrate on values that used in everyday communications. Therefore, a syllabus of peace prepared by researcher for this study and divided into five sub-categories; peace concept, peace within oneself, peace with others, peace with the environment, and peace with animals. The selection of materials made with the cooperation of the English language teacher, who was responsible for implementing this program in the preschool. Each section contained; the words and activities relevant to it. Before implementing this study a checklist of the availability of technology infrastructure necessary for the purpose of this study made as an initial interview (checklist), and it was found good enough for the purpose by experts. The assessment software, developed by the researcher in (visual basic studio) by which, the performance results obtained. The implementation of this study took two months long in (2016), and after two months from the end of the study program, another test conducted to verify the reliability of the software, and it was under the good reliability criteria. Also, two experts verified the

suitability for the purpose and found appropriate, checked the interview questionnaire for "trustworthiness". The data collection technique was done by; pilot study (children drawings), semi-structured interview, students' portfolios and performance software developed by researcher. The outcomes of this study revealed that teaching language in authentic environment(peace environment in our case), not only fosters the acquisition of the English language, but also increases the awareness of peace concept, and minimize the distraction of children during the activities of this program because the content of this program was likable and interesting to them.

Keywords: language learning, peace context, authentic learning, technology in education

DEDICATION

I dedicate this thesis to my wife, who gave me the power to withstand some hard times, helped me and was supporting me through the long journey of PhD., without her help, patience and encouragement this work was not possible.

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Full Name:

Field of Study:

Signature:

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Chapter 1

INTRODUCTION

Development of Nations relies on the quality education system, and the development of education system starts from the preschool stage, because children are the future of any nation, so investing in children education will help to create a promising future (Fägerlind, & Saha, 2016). Therefore, many developing countries seek to develop their educational system from early childhood to comply with the developed countries' standards, as learning foreign languages and using technology are the heart of the education from young age (preschool). Accordingly, enrollment in preschools nowadays has increased substantially, as a result of parents' awareness of the significant role that preschools play in developing cognitive, social and emotional skills, and preparing children for formal education (Cascio & Schanzenbach, 2013). Studies found an association between early cognitive and emotional development skills, and the progress made later in school (Grantham-McGregor et al., 2007). In this respect, learning foreign languages and using technology in early age considered as essential in this particular stage. The English language is the most favorite among all foreign languages because it is the widely spoken and almost understandable everywhere in this universe, as well as, recognized as the language of science, culture, and business (Melitz, 2016). Research studies in North Cyprus reveal that foreign language learning facilitates learning Turkish as mother language much easier in the preschool education process. Research findings underline that learning the second language is significant in North Cyprus for cultural interaction, so that, they pay attention to the adoption of European standards in the education system and learning the English language plays a great role. Furthermore, learning a second language besides the native one showed that the development of the mother tongue does not affect the acquisition of the second one. Conversely, it facilitates the learning.

Also, the good use of technology can also become the evidence of adopting European Countries system. Research studies pay attention to how technology can be integrated into learning process for preschool education. Schools incorporated technology into their curricula showed a substantial increase of success from preschool to the higher level of education for normal and special needs students (Schacter, 1999). The children nowadays are familiar with advanced technology from Smartphone, tablets, laptops, and video game at home, in the classroom, outside, almost everywhere there is technology. The role of using technology is to aid learning, fosters the acquisition of knowledge, and makes learning process enjoyable, instead of learning in a tedious atmosphere, which is in turn, negatively reflects on acquisition of knowledge (Smaldino, et al., 2005). Both peace context and technology are used as mediators for English language learning, and vocabulary used are relevant to peace education. Learning in authentic environment help the learners to comprehend the content, as it is connected to the real world, learning associated with everyday life and from the living environment, makes learning enjoyable and easy to understand.

1.1 Statement Problem

Many developing countries nowadays, want to adopt the educational system of the developed countries, in which, learning foreign languages, using technology and peace education are core subjects and taught from the early age (preschool). Moreover, educators and experts in this field, recommend learning these topics from early childhood, because they foster the cognitive, and emotional skills of the children who are under developing in this age and reduce violence and conflicts among children in this particular critical age (Morningstar, 2015). Accordingly, NEU adopted this educational system in their curriculum and becomes as core subjects (English language, peace education ,and technology integrated in the curriculum).

However, learning peace concept is somehow hard for young children and the learning is only limited to some values in everyday communications, which was evident when the researcher requested the preschool children to draw pictures about peace (pilot study) and discovered that the concept is not understandable by them. Therefore, the children are lacking knowledge in this area which supposed to be learned at this stage, due

to its significance. Therefore, this case study action research aims to solve this problem and enable the children in preschool to have an overview of the peace that suits their understanding and make them able to have an idea about peace concept and to fill the knowledge gap in peace concept education for young children.

In this research study, the researcher wanted to apply a new approach to learning peace for NEU preschool (5 years children, 18 children as a total of the class). To make this concept more clear, and more understandable for the young children, by using two mixed methods of learning; learning inside the classroom and outside classroom through DVD (as essential knowledge to classroom education). Also, assessment software for evaluating the efficiency of the applied method, used for learning English in peace context, to be the cornerstone of the peace education at a later stage. Because, peace education will pave the way for creating a culture of peace among citizen, providing that the children are able to understand some basic concept from an early age.

1.2 Theoretical Framework

This dissertation is based on Allan Paivio (dual coding theory) and sociocultural theory, "Paivio proposes that the human mind operates with two distinct Classes of mental representation, verbal representations, and mental images and that human memory comprises two functionally independent (although interacting) systems or stores"(Allen, Nodelman, & Zalta, 2002, p.1). Paivio proposed that the human brain stores the information in two separate ways, the verbal information, and the visual information, the verbal part is dedicated to language, while the visual part is specialized for objects and pictures which considered nonlinguistic. According to this theory, the processing of information is done efficiently, and the information is successfully transferred to long-term memory, therefore, retrieving the information is also done more quickly than using just one method, moreover, the memory will not be overloaded According to cognitive load theory and recall of information depends on association between verbal and visual information which is easier and quicker in recalling (Paivio, 2006). This theory also supported by psychologists and instructional technologists in language learning using technology (Wang, 2013). The dual coding theory is considered as one of the essential part of Cognitive Theory of Multimedia Learning(CTML), in which Mayer and other

researcher fully support the theory of dual coding in learning and acquisition of knowledge by using both text and image for storing and recalling of information. Also, in a study about students whose native language is Swahili, and they learn the English as a foreign language, it was found that learning English vocabulary by using pictures gave the students the confidence to recall words easily and using the pictures was very effective method for recalling words. Another research to support this theory in words learning conducted on preschoolers, where they used nonverbal methods such as pictures and gestures for learning, the outcome was significant and the method was effective in recalling words (Rowe, Silverman & Mullan, 2013). Likewise, a researcher concluded in her research about using gestures in learning foreign languages that learning by using gestures in addition to using words, fosters learning and increase the remembering rather done by words alone (Macedonia & Kriegstein, 2012). Moreover, according to this theory, the retention and retrieving of information are more efficient than if they were stored by only one way (Allen et al., 2002).

The sociocultural theory is the second theory which has an effect on the education of children, where the interaction between peers inside and outside the classroom has a significant impact on learning and acquisition of information such as learning a foreign language. Also, researchers discovered a relationship between imitation and acquisition of the language, which supports the opinion that imitation has a significant role in language acquisition (Lantolf & Thorne, 2006). The interaction was not clearly identified in which context the learning occurs, therefore, an experimental research conducted on young children (24 to 30 months old), in which they were subjected to two kind of video to learn new verbs, one method was to watch video without interaction (only watching), while, the other one was to watch video and to interact and chat with peers, the result showed that watching video and interacting with peers in chat was very effective in learning and memorizing language (Roseberry, Hirsh-Pasek & Golinkoff, 2014).

In this research study, the method of learning English supported by technology and multimedia, such as pictures, audio, video, and text (words), and the assessment system depends on the visual and verbal concept. The teacher says (verbal) the word and asks the children to find the picture that associates to this word. In this case, this theory was used

for learning the English language as it is suitable for memorizing and recalling information in this particular early age. Also, social interaction among peers in the school has a significant role in language learning, as the communications inside the classroom underpin the cognitive skills.

1.3 Aim and Significance of the Study

This research endeavored to examine the effect of using technology on learning the English language in peace context for preschoolers and to analyze the adaptability of this program in North Cyprus Near East Preschool education program. The learning of this program takes place in an authentic learning. Therefore, this kind of learning supported by technology, mediated by peace context fosters students to use powerful cognitive tools in their learning (Altınay-Gazi& Aksal- Altınay, 2017). The significance of this study is that it encourages the use of technology along with the English language curriculum in North Cyprus preschools, which considered as the standard of the education system in the European Union countries. Besides, it can help to create a culture of peace among people in northern republic of Cyprus, which help to develop the country, as there is no development without peace.

1.4 Research Questions

- 1- How does technology enhance learning in preschool education?
- 2- To what extent, do peace education activities enrich learning in a foreign language?
- 3- Does learning in authentic learning environment fosters both English language and peace education?

The variable that is measured is the achievement (progress) of the preschoolers in peace education as tested by evaluation system software. Also, the assessment made in peace context in the English language, in which different peace categories such as peace concept, peace within oneself, peace with others, peace with animals, and peace with the environment are assessed. The assessment system technique is using pictures to associate with the English words, i.e. The children have to choose among a number of images, the name that represents the meaning of the word, or emotion, according to the section of peace. In addition to that, peace concept introduced to the children by means of pictures;

the children have to choose the right image that represents the peace concept which is relevant to each category of peace. Therefore, the child has to decide whether the picture is "peace" which represent peace concept, or "not peace" which account for the negation of peace.

1.5. Scope and Limitation of Research

This research study consists of learning in the classroom, which includes activities and games, learning outside the classroom, which is achieved through multimedia DVD, which was handed over to all the children before implementing the program, to be used at home. The content of the DVD includes all activities relevant to peace learning in the English language such as; songs, words, short films, and pictures, also game based activities were included in the classroom. The research is an action research conducted on Near East University Preschool, one class, all the children aged five years. The total number is 18 children, among them 50% are female, the implementation of this study took two months long, and teaching was conducted by using the English language in peace context as a medium for learning, the teacher of English is a native speaker, which is a privilege for the children. The contents of the program were chosen to be associated with real life objects, interaction with others, and the surrounding environment like animals, nature, communication with others (behavior), and emotions. This type of authentic learning facilitates learning and underpins the cognitive skills of the children.

1.6 Ethical Considerations

Before conducting this research, a letter from the graduate studies department sent to the NEU preschool management to give permission to carry out this research indicating its nature, the time required to complete it, and the proposed starting and finishing date. A meeting with the preschool headmaster and English language teacher, who was responsible for giving instruction in this program, it was agreed that the names of the students would not appear in the final report. Instead, they appear "anonymous," Moreover; the preschool management reviewed all the materials for suitability to the children which used as instruction materials.

The English language teacher, who was responsible for lecturing the content of this program, gave training on the software for instruction and assessment by researcher. Besides that, she was consulted along with the preschool manager, about the syllabus, the content of the program, and their remarks were taken into consideration. Everything was explained to the preschool management, and no hidden or ambiguous matter or danger will be caused to the children because of the implementing this program.

All materials used in DVD such as; images, songs, and short films downloaded from the internet, and Google image. Also, all materials were used according to "fair use" principle, in which the materials were used for educational purposes and only for the sake of this research, i.e. no commercial reason behind the production of learning DVD.

1.7 Summary of the Chapter

Learning English language in peace concept through technology is a case study in an action research approach. This study is an endeavor to explain the peace concept for young children in a simple method and to enable them to understand it through English language medium and technology inside and outside the classroom. The authentic learning environment helps to pave the way to create a culture of peace inside the school, home, and society. All ethical issues considered while implementing this program, and experts in preschool teaching consulted besides the NEU preschool whose collaboration has a significant effect on choosing the right materials and implementing this program efficiently.

1.8 Overview of Chapters

This research study was divided into five chapters, chapter 1, is the ground for the study, theories relevant to this dissertation will be discussed, research questions, aim, and significant of the study and scope & limitation. In chapter 2, the key points related to this research will be discussed, the gaps, different methods and theories used for learning English in preschool, the role of technology and learning medium which in this case the peace context. Moreover, the role of technology as a factor to aid the comprehension of language in authentic learning was discussed. In Chapter 3, the methods used in this research will be discussed, research design, the technique used for collecting data, and

eventually how data will be evaluated, also, materials developed for both learning and assessment. In chapter 4, discussion of the finding, statistical methods, and interpretation of results will be discussed. In Chapter 5, reflection on the action research study and the conclusion of the whole study.

Chapter 2

LITERATURE REVIEW

The literature review in this research concentrates on the three main elements of the study; the English language learning as a foreign language in preschool, using of technology in education, and using peace concept as a mediator for learning English language.

2.1 The Role of Preschool in Development of Children

Nowadays, preschool all over the world is considered as a vital educational stage, in which children are taught to be aware of their environment, to learn by doing, through activities, and to develop their cognitive skills. Because this stage is crucial in the future development of the child, as the central role of early childhood education is to improve the progress and collaborative learning (Drigas, Kokkalia, & Lytras, 2015). The role of preschool is increasing its significance due to the fact that this educational stage is considered as the base for the future stages, it forms a crucial step, essential to the development of child's skills and the readiness to regular school (Barnett & Yarosz, 2004). Research pointed that in preschool, the children build the foundation of social emotion and cognitive skills, and it was noticed that the children enrolled in quality preschools have minimum grade retention. Also school dropout rates, which in turn reduce the cost of remedial education in the future (Zigler, Gilliam, & Jones, 2006). Participation in a low-quality preschool is sometimes associated with a large rate of challenging behaviors such as; non-reacting to guidance, aggression, destruction of properties, and non-compliance, which are predictors of problems with behavior in the future. That is why, the preschool must be a quality one, because they put much emphasis on child's social development as a priority, to enable children to build and develop existing skills that can be enforced by a broad curriculum. Consequently, improve the language skills, together with the skills that help to treat behavior problems which are not considered in isolation (McCabe & Frede,

2007). Therefore, many developing countries started to expand in the establishment of preschools all over the countries to prepare the new generation for the future, due to the significance of the preschools in the education system. In this context, many countries are looking forward to adopting the European educational system applied in preschool, where the English language and using technology are the pillars of this system.

2.2 Learning English as a foreign language in preschool

Learning foreign languages for preschoolers in the past years considered as futile. However, recent studies encourage learning foreign languages in early childhood, and consider it the best period ever for language learning, because learning at this young age is a natural progression, through exploration and playing. Therefore, learning foreign languages at this early age is recommended, and it is not wasting time as it was thought, on the contrary, it is the best time to teach children another language besides the native one (McLaughlin, 2013). Psychologists and experts in language claim that gaining a second language is as natural as acquiring a natural one. So, it is advisable to start learning foreign languages at an early age, preferably before seven years old, because, researchers found that the brain can store extensive information regarding the second language in this particular period (Kara, 2004; Klimova, 2013). However, a study made by Iranian researchers discovered that learning a foreign language since preschool has many disadvantages and has a negative impact on the acquisition of the first one (the mother tongue), besides, it makes interference between the two languages due to the different accent and cultural difference between the two languages (Farzaneh & Movahed, 2015). Some researchers differentiate between learning English as a foreign language and English as a second language (ESL), in EFL, the age is has no significant effect if the exposure to the language is not enough and the instructor is not a native speaker, while, other studies support the argument that young learner acquire the language easily in early age of learning (Caner, Kara, & Subaşı, 2010). However, learners of ESL have the opportunity to be exposed to the language for a long time during the day, and the learner can hear the language from the native speakers almost all the time (Gawi, 2012). From all the debate about the age, the differentiation in the EFL and ESL is crucial in defining the method of exposure to the language which is very important in acquisition of the

language, in ESL, to learn in early age is important in acquisition of language and fluency, but, in EFL fluency and acquisition of language depends on the time spent learning the language(exposure), and the social interaction, for example if learner only learn at school and then does not hear the language till next lesson in class, in this case the age has no any influence on the acquisition of the language. Also, motive of learning, individual difference and attitude to the language, all these count for learning in EFL.

2.3 Theories behind the Acquisition of Knowledge in learning foreign Language

In this research, two theories explain the acquisition and memorization of knowledge; the dual coding theory, and the sociocultural theory.

2.3.1 Dual Coding Theory:

Paivio in 1971 presented his theory, the so-called "dual coding theory." He claimed that the human mind functions with two different separate mental classes representation coding, namely the verbal or language, and non-verbal or image. Both store the information in two separate places, but when retrieving the information, they are linked using association. So the retrieving of information is faster than if they were stored only in one location. Accordingly, this theory was considered one of the most important cognitive theories in the 20th century and has many implications for language learning, and in bilingualism, as well as in creative thinking (Thomas, 2014). Memory plays a significant role in learning the process, the more we remember, the more we learn. According to empirical evidence, from researchers on (DCT) on language learning, the function of the memory increases with a concrete object, than with abstract ones. So, the application to language learning is to extend the concreteness from a word to a sentence, to a paragraph, as a result. Therefore, it was found that remembering concrete objects exceeds abstract ones by a ratio (2:1), this can be done through the association by associative memory, in which abstract is converted to concrete by making the connection between words and picture. Resulting is one of the most important practical recommendation on the early development of cognitive skills to develop early the nonverbal (image) experiences because it contributes to the growth of cognitive skills, and it is proportional to the association of verbal experiences (Paivio, 2006).

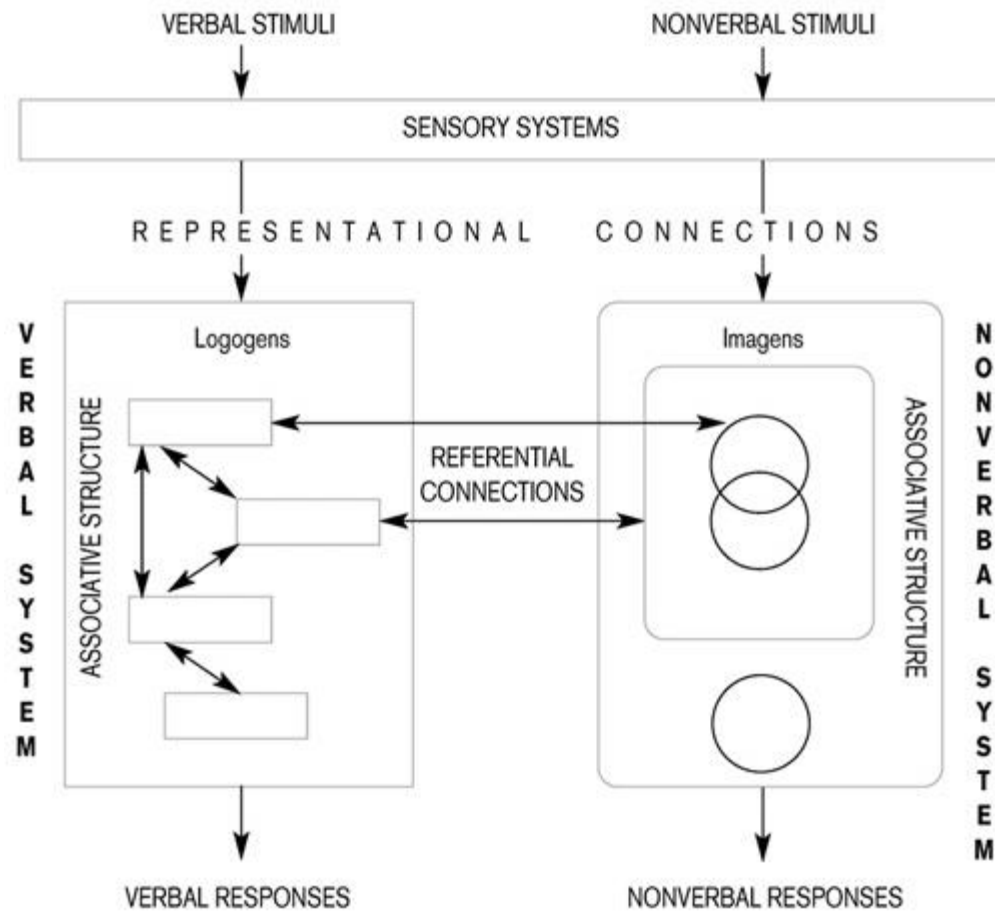


Figure 2.1 Dual Coding Approach, by Paivio, copyright 1986-1990 by Oxford University press.

Mayer and other researchers support the views that people understand easily from words and pictures rather than each one alone, words take the form of written or spoken, and pictures take the form of graphical images, photos, animated pictures, and video, and the using of combination of words and pictures is very effective in extending the learning (Mayer, 2005). Rasch & Schnotz, (2009), argued that they could not prove that learning from words and images is better than learning each one alone; likewise, with interactive and non interactive images. I think learning by means of text with pictures (i.e., images, illustration etc.) Facilitates understanding and learning better than text alone, as an example the financial reports which can be easily understood by means of graphs and the booklet for assembling machine which contains instructions with drawings

to facilitate the assembly. Consequently, using words (text) with picture is more effective in learning than using only text.

2.3.2 Criticism of the Theory

The theory was criticized because of its dual coded, the people who criticized the theory said that, as long as the working memory is the place where both verbal and nonverbal are processed, and the last store is the long term memory. Therefore, no need to represent it with two coded, the criticism was not subjected to the theory, but only to classes of theory, so it was considered not problematic because the (DCT) was supported by neuroscientific psychology, and psychometric experimental methods (Evans & Stanovich, 2013).

2.3.3 Sociocultural Theory

The founder of this theory is the Russian psychologist "Lev Vygotsky, "the "SCT" is concerned with the social interaction, the focus of this approach is to a child in a social context (i.e., with family, peers, and teachers) not a child in isolation from the society. According to this theory, development of cognitive skills takes place in a social context, by interacting with others, as family members, peers in schools and friends, it was found that this kind of interaction is necessary for cognitive activities (Lantolf & Thorne, 2006 a). The followings are the principles and concept of the theory as outlined by McLeod, 2012):

- The children's cognitive development is mediated by social world
- The cognitive development takes place as long as the child's thinking is formed by social context by interacting with social environment
- Culture has a significant effect on the people's thinking and differs from culture to culture
- The transfer of knowledge does not occur passively, but it depends on the individual who constructs the knowledge
- The activities have not a direct effect on the development of cognitive skills, it depends entirely on the interaction with others and the learner, and by using a tool

that acts as a mediator to make learning process easier, then cognitive development happens

- Language in mental development plays a central role, as it is considered as the most valuable tool, which is used to make another tool understandable which is important in developing higher psychological functions
- Learning takes place in two forms, in social context (learner interacting with others), and in personal level (inside the student)
- Learning happens in an authentic environment where the student interacts with others in the presence of tools, such as language, concept, and symbols.

2.3.4 Elements of sociocultural theory

- Mediation
- Self-regulation
- Internalization
- Zone of Proximal Development (ZPD)
- Scaffolding

2.3.4.1 Mediation

According to (SCT), mediation is a concept, which means that the human mind has an indirect relation with the world, through tools, the mind is mediated. According to Vygotsky, there are three types of tools or mediators, the first one has a material nature, the second one of psychological nature, and the third one is a human being one. The material tools include any invented tool the people used to facilitate doing any physical task to master nature. While the psychological mediator or devices can include tools such as; counting fingers or tying notes, this in modern life substituted by modified one to facilitate the life, among them is the language called "higher intellectual process" in Vygotsky theory referred as "symbolic tool." Moreover, the human nature tools, in which the person can create a relation between the world and his/her, mind through a human

(parents, teacher, and siblings). An example of this, when a child point to some object and someone brings him this object, here the mediator is a human (Nieto et al., 2007).

2.3.4.2 Self-Regulation

It is the ability to perform a task without external assistance, or with a little help, this can only be achieved by "internalization, which means the accumulated experiences that the child gained act like a resource for the child(Lantolf & Thorne, 2006).

2.3.4.3 Internalization

Internalization is one of the concepts in (SCT), where the learner, learns how to do a particular task when he/she gets help from another knowledgeable person (parents, teachers, etc.). Then, he/she internalize how to do the work by him if he meets it again, in language context, to master the language. One needs to interact with others, and benefit from others, because learning in isolation does not produce proficiency in language learning, so interaction among learners should be enhanced and not only the teacher can act as an expert, but any learner who can do this role as long as the learner himself has already internalized the language task(Fahim & Haghani, 2012a).

2.3.4.4 Zone of Proximal Development (ZPD)

This concept was defined as:" "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86).

According to this concept, the learner, to be able to develop his cognitive skills, he/she needs instructions or someone to guide him/her to overcome any difficulty in performing any task he/she may face. So, when a child is stuck in any stage and finds someone to explain to him/her to pass this stage, he can go further to the other stage. Therefore, the stage or borderline between not aware of the knowledge in this particular area and to be acutely conscious of the information is called the borderline or zone of

proximal development; it has another synonym which is called "scaffolding" which here means "help or assistance" (McLeod, 2012).

2.3.4.5 Scaffolding

The definition of scaffolding according to Wood et al.: 'Those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those items that are within his range of competence (Wood et al., 1976, p. 90)'. Scaffolding in Piaget's theory (constructivism) is different from Vygotsky theory, as in Piaget's theory, the cognitive development occurs when the learner builds upon what have learned, and go further without considering the context in which learning occurs. While in this concept (Vygotsky), the development takes place in social context with the interaction with peers, family, and teachers and most important that learner when reaches to the barrier he/she ask help from a knowledgeable person to overcome this obstacle (Scott & Palincsar, 2013).

2. 4 Applications of this Concept in Education

The role of the teacher in this concept is a mediator, between children and the activities, and scaffolding is the key to effective instruction, by following some guidelines, the teacher can apply this concept successfully as follow:

- Learner is assessed before instruction to know the academic level of learner
- Build upon what the student already knows
- Tasks are broken into small chunks, and prompt feedback is required (McLeod, 2012).

Collaborative learning can be considered as a result of this theory, in which the groups in collaborative learning have different levels of knowledge and the participants can benefit from each other, using the more knowledgeable can explain to the less one, so he/she can understand the task.

2. 5 Application of this Theory on Acquisition of Foreign Language

According to this theory(SCT), learning occurs in social context, and cooperative learning through interacting with students in the class of foreign language(Aimin, 2013).

The (SCT), has a useful application in foreign language learning and teaching, where the learning of foreign languages takes place among students in the classroom, the teacher also can benefit from this theory to develop activities that assist in language learning. The dynamic assessment is one beneficial outcome of the method that enriches learning in foreign languages, using a quick assessment, instead waiting until the end of the course to do that, which is not efficient (Fahim & Haghani, 2012). Therefore, the students' portfolios are the most effective method of assessment.

2.6 Methods used in Activities to Foster Acquisition of Foreign Language

2.6.1 Total Physical Response

A teaching approach developed by an American professor. Dr. J. Asher is the first who developed and used this method in 1960, the Total Physical Theory, or (TPT). The concept of this theory depends on the physical movement while practicing the language activities, as the memory will be enhanced in language learning by movement while practicing the language. The movement is also called "a language body conversation". The origin of this method is the same approach used by the child when learns his mother tongue for the first time, he/she, will not be able to speak, only listen, watch, and imitate, then responds to his parent's orders. This approach used widely in teaching foreign languages as a second language, as it resembles the method utilized by a child to learn his mother tongue and depends fundamentally on "commands." However, this approach is useful to teach beginners only, and could not be fruitful in teaching more advanced levels (krashen,1998). Moreover, researchers found a good relation between "Gesture" (movement of the body), and memorization of the language. As the teacher uses the gesture, the capability of children in memorizing words increases (Macedonia & Krigstein, 2012). It was also found that retrieving words is very easy when instructor makes the "gesture," and asks the children to associate a name with it. However, this method is only beneficial in early age, and beginners only (Tellier, 2008).

2.7 Difference between Learning and Acquisition of Knowledge

Linguists differentiate between the acquisitions of a language, and learning a language, the first means that a child acquires the language during social interaction with the people around him/her. And he is not aware of the grammar of the language, while learning a language means to have instruction in language and to be aware of the rules in the language, this can happen even in isolation (i.e., does not need to be communicative) (Haynes, 2005).

2.8 Learning EFL in Context

Meaning of context: "Context can be broadly defined as the formal or informal setting in which a situation occurs. It can include many aspects or dimensions, such as location, time (year/month/day), personal and social activity, resources, and goals and task structures of groups and individuals"(Brown et al., 2010, P. 4). In this research, the context of learning is "peace," where all the vocabulary used in this study coming from "peace education," learning in context is recommended by experts in languages and educators, as it helps to master the language easier than learning out of context, and fosters memorization as well. Learning English in peace context will make children benefit from English and peace education too, and as the setting is attractive for children, this will help them to understand the language as well as peace concept.

2.9 Authentic Learning

"is a pedagogical approach that situates learning tasks in the context of real-world situations, and in so doing, provides opportunities for learning" (Herrington, Reeves, & Oliver, 2014, P.401). Authentic learning occurs when learning in the classroom is associated with the real life and environment surrounding the child. In this research study, the peace context is a real world environment that is not strange to the children, such as; animals, environment, emotions, behavior, besides the setting adds fun to the learning which in turn make learning enjoyable.

2.10 ESL or EFL?

ESL (English as a Second Language), and EFL (English as a Foreign Language), there is a difference between the two terms; both are approaches used for teaching the English language, but in different context, the first one is learning the English language in a class where the English language is the official language of the state and the student is coming from a different culture but h/she is living in this country, while the EFL means the student in the class do not speak this language (English) so, it is a foreign language for them (Krieger, 2012).

2. 11 Peace Education

Maria Montessori considered as the first educator to write about peace education and to give importance to teaching peace from early childhood. She wrote a book "Education for a New World," she emphasized on the importance of teaching peace in preschools, she wrote, "preventing conflict is the work of politics; establishing peace is the work of education"(Montessori, (1946/1974), P. 35). Learning peace in early age will help to create a culture of peace among children in school, at home, and in society as a whole, which in turn, raise the peace awareness among individuals. Consequently, almost all developed countries, and now the developing countries teach peace as a core subject from preschools stage, due to its significant to individual and societies. Peace education does not deal only with human beings but extended to address the environment, and animals.

2.11.1 Definition of Peace:

Peace is not easy to define like some other theoretical terms such as; justice, happiness, and harmony. Only when there is a lack of peace, it can be recognized. Therefore, peace was classified as a positive and a negative peace; positive one, in which

justice, harmony, and tranquility are present and a negative peace where there is no war state, these categories were classified according to John Galtung, the peace research founder (Barash & Webel, 2013). In the other hand, peace contains values of behavior such as forgiveness; sharing, caring, active communication, tolerance, and citizenship, all these elements together form an umbrella of peace. Peace concept extends to include peace with environment and peace with animals. So, to have a broad definition of peace, it should contain all these aspects, such as the absence of violence, the absence of war. Moreover, all the behaviors that form good morals, such as caring, sharing, friendship, respect, solidarity, brotherhood, and accepting the others regardless of race, religion, and color (diversity). In peace education, the concentration on "conflict," its cause, and how to resolve it, is the most important part of peace learning during this particular age, beside caring and sharing which are virtues that need to be learned since the early childhood, on which culture of peace can be built.

2.11.2 Building a Culture of Peace

The primary concern of peace education is to raise the awareness of values and to develop positive attitudes towards humanitarian issues, so that, people can live peacefully in harmony with oneself, with other people, and to be natural environment-friendly. However, peace education is not passive, i.e. it is a behavioral practice, one needs to behave peacefully in his life with himself, when dealing with others, almost in our everyday behavior and communications, inside the home, or office, and within society. Consequently, to create a culture of peace, all the values must be reflected in our behavior with others or towards others, and towards our natural environment. So, peace education must be focused on building a culture of peace to get max. Benefit from it, as if teachers, families, and society themselves do not practice the peace culture, then the education is not beneficial, that is why the peace is an active concept. In this research, all the activities were meant to cultivate the values of peace in everyday communications between the children from asking permission to do something or to take anything from a peer, to excuse for doing the wrong thing, to share a toy with another peer, and to save water when cleaning the teeth. Also, dealing with stress and anger. The children were all learning in an environment of peace culture by all means inside the class. But, this is not enough to

encourage a culture of peace, unless the parents at home practice this behavior with their children everywhere in the society. Only this will foster the peace culture inside the society, and all these become like a habit that is how the peace culture can be fulfilled by cooperation between schools, parents and the community culture of peace can be established. Consequently, peace education should not focus on how to avoid war; it should go to the broad meaning of peace to include; peace of mind and how to reduce anxiety and anger which affect the peace of mind and create a state of unbalance inside the individual. Which influence the relation between people inside the societies and nation, the education should include how to coexist with others peacefully, and to go beyond that to cover environmental issues.

2.11.3 Importance of Learning Peace in Preschool

“If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have, to begin with, the children.” —Mohandas Gandhi.

This "quote" refers to the importance of learning peace from early childhood, learning peace means learning values, virtues, and learning how to live in this world in peaceful coexistence and how to live happily. Learning the concept of peace and the elements of peace that based on virtues such as; forgiveness, caring, sharing, the rights of citizenship, and tolerance fosters the creation of peace culture inside the school, home, and society because all the cognitive and emotional skills start to develop in this particular age.

2.11.4 Peace Categories

In this research study, peace divided into five categories, as follow:

2.11.4.1 Peace Concept:

Peace is an abstract meaning, for young children this concept is not understandable and difficult to visualize. However, in defining the peace concept, there is still a debate among researchers, some focus on the broader meaning, while others concentrate on the narrow concept, which deals mainly with physical violence, dispute and how to reduce it.

But most of them focus on negative peace i.e. no war state (Gleditsch, Nordkvelle, & Strand, 2014). Therefore, to have an inclusive definition of the concept, peace should include not only the negative peace or the real peace, but also the broader meaning of peace to include virtues and all the humanitarian values. Moreover, it should include peace with our nature (environment) and to extend to include the animals this will be an inclusive definition of peace. In the pilot study which was done before the implementation of this program, it was found that the children cannot express any meaning of peace by drawing; this means that the children had no idea about peace in any form. Therefore, this research is an Endeavor to transform the "Abstract" meaning of peace to "Concrete" concept using pictures. The pictures in all categories of peace are intentionally selected to reflect the sense of peace in its category. In peace related to "peace with others," the concentration is on emotions. If the child sees a happy face, it means "peace," and an angry, sad, and scared face denotes "not peace." As for caring for animals, cleaning, feeding, and walking with animals, all these mean "peace" and the opposite means "not peace." Therefore, in this prospect, the children learn that peace means caring for animals. In peace with the environment, the children learn that burning the trees is not "peace" while planting trees is "peace." Also, they learn that saving water is "peace," while wasting it "not peace," children also learn that sharing and caring are "peace," while the opposite "not peace." So using comparisons between pictures, the concept of peace is fostered, and from seeing any picture, the children can decide whether it is peace or not peace. Therefore, peace concept for children is associated with; cleanliness, sharing, caring, take care for of animals, take care of others, to be happy, to save power, water, to plant trees, and to help others. The comparisons between pictures make this concept understandable for children not directly but with the association. The pictures make the association between the nice thing in life and peace in case of "peace" and make the association with bad things in case of "not peace." So, to make "Peace concept" easy to understand, the words of the English language which were used in the content of the curriculum for this research were based on peace education. Consequently, the peace topic was divided into sub-categories such as peace concept, peace within oneself, peace with others, peace with animals, and finally peace with the environment.

2.11.4.2 Peace within Oneself:

In this category, the concentration of the parts of the body, particularly, the face, because of the second stage (peace with others), depends on the emotions, which can be detected or seen on the faces. Besides, the methods of relieving of anger and stress, using breathing and practicing of "yoga." All these help to make the child more comfortable, stress-free, and not aggressive, this, of course, will not prevent these feelings, but it could reduce it to some extent or to minimum. Researchers also found a positive impact of yoga on the children for helping them to improve their physical and mental health, to get rid of stress, and to improve their mood (Hagen & Nayar, 2014). Also, it was recommended to start practicing yoga from early childhood, because it is beneficial for mental and physical health and development of a healthy brain (Telles, 2012). There is also a corner for the children who behave in a way that can disturb the other kids and make them not comfortable. In this case, the teacher asks the child to go to this corner and have a little time to sit down and to practice yoga to get rid of stress or tension, and then back to the activities. Films to support this values "sharing and caring" was provided on DVD, so, the child can see as much as he/she likes and learn these "virtues." In this category, the children taught to ask politely, how to excuse at the right time for any reason, and how to deal with other peers in a friendly and peacefully way.

2.11.4.3 Peace with Others:

In this category, the children come to the emotions, and how to differentiate between different types, emotions are very useful for learning the internal psychological state of the person and can deal with him accordingly. Moreover, the concentration in this category is the "conflict resolution," which considered as a crucial issue among children in this age. In this part, children learn the concept of "sharing" and "caring", which are crucial for children because most of the conflict caused due to refusing the children to share toys or any belonging to other children. Short films were provided in the learning DVD to explain these values. Moreover, diversity and accepting the others, regardless of their race, color, religion, and, standpoint, is an important issue that should the children learn at this early age, as a dispute, war, and conflict is originated to diversity and not accepting the other. To foster this concept, children should learn as early as possible, the

diversity concept and its impact on creating a peaceful culture, which leads to a peaceful society.

2.11.4.4 Peace with Environment:

Protecting environment is a significant issue worldwide, learning peace in preschool should reinforce the positive attitude towards the environment, this will reflect in saving power, water, and keeping the environment clean and learning the importance of forests and green area as a source of oxygen which is vital for our life. In this research, the activities to foster learning and to make children aware of their environment, they learn how to water the trees, to plant them, also learn that water is precious, and they have to save it and use it economically, besides saving electric power case they don't need it. Also, they learn how to clean up their classroom and how to put the toys and materials for play inside boxes as part of their daily program when they finish school.

2.11.4.5 Peace with Animals:

Animals, like any living souls, are subjected to violence by human beings, by creating a peace culture from the early childhood; this will help to reduce the cruelty against them. In the learning materials supplied to each student (DVD), some programs explain how to take care of the animals, how to clean them, how to feed them, and how to deal with them as living souls and to take them to veterinary doctor, in the case of sickness. All these multimedia materials help to create a culture of peace with animals, to treat the animals nicely.

2.12 Using Technology in Education

Using technology in preschool is a new approach, researchers found a positive relationship between the using of technology and the acquisition of knowledge. However, to get the maximum benefit from it, the following requirements must be fulfilled:

- The technology should be appropriate for the age of children, and user-friendly
- Technology has tools to aid the teacher to use it efficiently
- Should be integrated into curriculum for maximum benefit

Association was found between using a computer, and the development of cognitive skills related to language, literacy, and writing due to the social interaction. It takes place in the class, and the children tend to help each other and solve the problems, which in turn fosters the education process among children in the class (Mcmanis & Gunnewig, 2012). Although, there are many researchers and educators supporting the use of technology in early childhood, but, there is still a debate about using technology in early childhood, some educators find using technology in early childhood stage deprives the children from their best time of developing their social and emotional skills as using technology can lead to isolation and consequently, result in lack of development socially and emotionally (Plowman, McPake & Stephen, 2010). Also, technology has an effect on social interaction which leads to a fear of lacking communication skills, as the children spend hours playing games and watching T.V in isolation which prevent children from interacting with peers or family members due to the busy life style which makes the parents busy most of the time and find technology as a sort of babysitting (McPake, Plowman, (2016). Another study warns children that are not physically active, can suffer from serious diseases and obesity; this situation can happen if the children are subjected to technology for long time without making any physical activity (Chow, McKenzie & Louie, 2015). Also, in a research regarding the time spent using technology, it was found that children are heavy users of technology; this is a warning bell for the parents to pay attention to their children and follow what they watch or with whom they chat (Palaiologou, (2016).

2.12.1 Technologies used in Education

Many technologies are being used in education to aid instruction such as computer, internet, DVD player, projector, Audio system, Video recorder, and smart board.

2.12.2 Role of Technology in Learning and Acquisition of Knowledge

In this digital era, technology is used almost in all aspects of our life; technology is being used to spare time, effort and workforce. Education is one of the fields that used technology to aid instruction and to help students to comprehend and acquire knowledge. In developed countries, the use of technology started since decades. Educators have a

positive attitude towards using technology, as they have noticed that using technology integrated into instruction has a positive impact on the acquisition of knowledge and contribute to the development of the cognitive skills of the students. Therefore, learning has become more attractive because access to information has become comfortable and education is available everywhere, and anytime. By using technology new trends in instruction have been introduced to school like "Flipped Classroom," where the student learn the lesson at home as homework, and come to the classroom to discuss it with other students and teacher. This method according to researchers is very practical and profitable, moreover, collaborating with educators and students through blogs or any social media has a significant impact on the understanding of lectures and doing the homework (Saxena, 2013). In a research about using technology in learning English vocabulary by means of video clips, revealed that learning English words using this technology was beneficial and interesting for the learner (Gilakjani, 2012).

2.13 Integrating Technology into Curriculum

The term technology is a generic term has many meaning from hardware to a process of solving a problem. But when "instructional" is added to this term, then, it means a computer, DVD player, the internet, technology used in distance learning, etc. (Smaldino et al., 2005). And when technology used as a medium of instruction, then it means merging of technological resources such as; computers, specific software, communication-based networks, and practice based on technology, into daily instruction, besides the school management work(Lawless & Pellegrino, 2007).

Integrating technology into the curriculum is not only to make technology available in schools, but the most important factor in this issue is the teacher who is the cornerstone of success or failure of it. The teacher attitude should be positive in dealing with technology integration into curriculum, moreover and most important is the skills that the teacher poses in the technology which enables him/her to use technology efficiently and integrate it into instruction, and should keep up with developing his skills, as technology is ever changing(Bitner & Bitner, 2002). So, before integrating the technology into curriculum, the teachers need to be skillful in using this technology which comes by training on all

types of technologies that teacher may use during instruction in order to make it beneficial to the students .

2.14 Summary of the chapter

In this chapter, the role of preschool in developing the children skills was discussed in which the preschool has a significant role in developing the cognitive, social and emotional school; also, dual coding and sociocultural theories explained the acquisition of knowledge. Moreover, the role of authentic learning and peace concept in fostering the English language learning. Also, the technology and the debate about using it in the early age, where there are some educators and researchers supporting the idea and find it a mediator to support learning, other educators are against exposing children to technology from early age and they justified their opinion by saying technology can increase the isolation of children in early age and can lead to psychological problem when the child is grown up. Also, using technology for long time without physical activities can also resulting in obesity in early age which is a very dangerous in the early age.

Chapter 3

METHODOLOGY

This research is a case study through action research approach. According to the results of the pilot study obtained, the children were not aware of the peace concept. Therefore, this action research is devoted to solve this problem and make this concept understandable to them by using the English language as a medium of learning and the technology as a helping tool for this purpose. Figure 2.1 shows the elements of Literature review in this research.

3.1 What is an Action Research?

The founder of this kind of research is the German psychologist" Kurt Lewin "in the late 1940s. Action research is a type of research in which one practice "learning by doing". First, a researcher or a group of people locates the problem; then planning is made to resolve this issue and make a reflection on the results obtained to see if the solution is adequate or need to be modified to get the optimum solution for this problem (Herr & Anderson, 2014).

This kind of research has different names (synonyms), but still the same "action research," some call it participatory research, others call it collaborative research and this kind of research is dedicated to solving real problems. Besides, whenever there is a need to change something quickly or needs flexibility (Riel, 2010). Action research can be done by individual, group focusing on or investigating an issue inside a class, and a group of instructors involved in an issue in the school as a whole (Ferrance, 2000). The most important step in action research is reflection process, in which researcher evaluate the outcomes obtained and compare them with the situation before doing the action research then decide if there is still to modify the process for optimum results (Dick, 2002).

3.2 The Process of Action Research

According to (Park, 2012), action research consists of the following phases of a complete cycle:

- Locating a problem that needs to be solved
- Acting on it, which means to conduct a plan and apply it
- Observing the effect after using the plan
- Reflecting on the findings obtained to solve the problem



Figure 3.1: Action research cycle (Source: NSW Department of Education and Training 2010)

3.3 Significance of Action Research in Education

In education, teachers and administrators frequently undertake to conduct studies in schools. Whenever a teacher or administrator faces a problem related to the development of educational practice, action research is the best choice for this kind of challenges, as they are a real problem from life (Song & Kenton, 2010). Therefore, action

research is concerned with the growth and development of education and developing the skills of the teacher, which in turn reflects on the progress of the educational system as a whole(Hine, 2013). So, the teacher can benefit from (AR) in many ways:

- Building new knowledge and developing the instructional practice
- AR fosters the critical thinking
- Make the teacher opens for new ideas that participate in developing instruction
- Help to develop the knowledge of the teachers to enable them to be competent for the 21st century that requires high competencies (Hensen, 1996).
- Action research is considered as a systematic research by which researcher have the potential to solve everyday lives problems that differs from the other types of research (Stringer, 2013). Also, action research is a very helpful tool for students in engaging them in science subjects, as well as for educators for developing curriculum and their personal skills related to (Mertler, 2016). This thesis based on case study in an action research approach, conducted in NEU preschool on five years age children one class consisted of 18 students.

3.4 Research Design

Qualitative and quantitative, the qualitative part is an interview, semi-structured, one part is a checklist (closed-ended), and this part was made to verify the technology infrastructure of the preschool and the suitability of this technology for implementing this research study to this program. The other part of the interview was about the peace curriculum and the methods of teaching peace to the young children. The following questions were asked during the interviews (Interview close- ended statements):

Table 3.1: Technology checklist for preschool

Statements	Yes	No
1-Instructions of how to use the basic functions of the computer are given before using computers.		
2-videos to support curriculum are available.		
3-Audio devices to play audio files are available		
4-There are sufficient number of computers for the children		
5-computers' software related to educational content are available.		

Open-ended questionnaires used to have information about the curriculum of peace and how the subject is taught to the young children.

Table 3.2: Open Ended Questionnaire (Interview)

Questions
1- Does the topic of peace exist in your curriculum? What is the content of the course?
2- What are your strategies used for teaching this subject? Give examples?
3- Do you face problem explaining this topic? how do you think this particular topic easy to explain?
4- Do you integrate technology into instruction? how?
5- Do you use video and audio devices to explain this subject? how?

6- Do you teach peace through children's literature or spiritual readings? Please explain with examples?

7- Do you teach peace through activities? how?

Before implementing the semi structured interview, it was reviewed by two experts to check the "Trustworthiness", this term is used when checking the validity of the qualitative data. The trustworthiness was suitable to the purpose.

3.5 Population and Samples

The targeted group for this study was the Near East University preschool, the study was conducted on five years class consists of (n=18), 9 of them were female. The English language is a core subject in this class, and all of the children in this class were included in this study.

3.6 Data Collection techniques and analysis

- Pictures and Drawing
- Checklist
- Semi structured interview
- Student Portfolios
- Performance assessment

The first step which was done in data collection was done through pilot study, in which the children were asked to draw anything about peace to verify their awareness of peace concept which they study as part of the peace curriculum. This is the suitable method that was used to collect information by drawings as the children are not able to

write, because, they are five years old, the data collected for this part was used to verify to extent the children have an idea about peace. The second method used for collecting data about the technology infrastructure, was made by using checklist in which the teacher gave information about the availability of technology used inside the preschool to integrate with the curriculum, because technology is an important part in implementing this research study.

Semi structured interview also was used to investigate the strategies used in teaching peace curriculum and the difficulties they face, and if the teacher find difficulties in teaching this subject, besides, the technology used, the data in this section were used to prepare a syllabus of peace. Also, the questionnaire in this part of the study, was reviewed by experts to check it "Trustworthiness".

Student portfolios are another means of collecting data, as this method is used to record the progress in all the stages of implementing the study and not at the end of the period dedicated for implementation of this research study, as this method is recommended by educators particularly in this age, so child will be assessed during all the period of the study. Therefore, the teacher makes the assessment for the children at the end of each stage and gets the final marks (the study contained 8 weeks, and each stage consists of two weeks). The final method of collecting data is by the evaluation software developed by researcher, the GUI of the software consists of labels representing the type of peace category such as; peace concept, peace with oneself, peace with others, peace with animals and peace with environment, the teacher starts the program and register the name of the child then go the category which is required for the assessment, with the aid of the teacher and the pictures, the child answers the question, and the software register

the results for each category, and from the printing label, the teacher is able to get the results of the children according to their progress, therefore, this part was used to collect the quantitative data " progress measured by software".

Spss software was used to find the frequency, and percentage of the quantitative data, while, the reliability of the software by means of "Cronbach's alpha". The time taken to implement this study was two months.

3.7 Materials Developed

A- Learning DVD

In this research study, the researcher developed a learning DVD that contains all the teaching materials used in this study. The contents of this DVD include; words, songs, and videos of short films about peace subject. The DVD was made purposefully to be "user-friendly" to suit the age of children and to be comprehensive of all the activities of peace included in this study.

The Graphical User Interface (GUI) Figure 3.1 was divided into five parts according to the peace syllabus prepared by the researcher as follow:

- 1- Peace within oneself
- 2- Peace with others
- 3- Peace with the environment
- 4- Peace with animals
- 5- Peace concept (Peace and Not Peace)

Each part of the peace consists of its relevant words, songs, and videos. The child only clicks on the relevant song, video, or words then a pop-up window will play the content of

this item. This applies to all the peace parts mentioned. The middle of the GUI, there is a screen, and underneath the screen, there are two labels "Peace" and "Not Peace." There is also a pause and exit labels, to avoid any problem in playing the screen, the Peace and Not Peace labels will not work together,(I.e., one of them is active but will not be active together). Once the peace labeled button is clicked, the screen will show photos of peace in each section of peace, so, for example in peace with others; the screen will show pictures of emotions, happy for peace and sad for not peace, and so on. The DVD is an integral part of the learning process (learning outside classroom) because the acquisition of knowledge depends on inside classroom and outside of the classroom, the children were taught in the class of how to use the DVD, and how to learn from it.



Figure: 3.2: The Graphical User Interface showing all items of learning materials

All materials used in this DVD, are used according to "fair use" for educational purpose only, and not intended for commercial use. The materials such as songs and short films are taken from the internet (YouTube).

B- Syllabus for NEU Preschool

3.8 Course Overview

English language learning in peace context through technology a course for NEU preschoolers consists of five categories as follow:

- Peace concept
- Peace with one's self
- Peace with others
- Peace with animals
- Peace with environment

For each group of peace, the peace concept is included

The duration of the course is eight weeks, each two weeks will be allocated for one category and peace concept is included in each category, moreover, the learning DVD which covers all the categories of peace to be handed over to each preschooler, so that they can learn outside classroom. The assessment software will evaluate the progress of the students and effectiveness of the program at the end of each category during implementing this research study (eight weeks). Technology will be integrated into this study, and it will be used inside classroom and outside, using DVD.

3.9 English Words used in This Research Study

1. Words about "peace within oneself":

- Please
- Thank you
- I am sorry

2. Used for permission or excuse

- Yoga
- Breathe in
- Breathe out

3. Used for practicing "yoga exercises," used to relieve from tension

- My face
- Head
- Hair
- Eyes
- Nose
- Mouth
- Tongue
- Teeth
- Hand
- Ears
- Peace and Not Peace

4. Words used in "peace with others."

- Sharing

- Caring
- Friend
- Emotions
- Happy
- Sad
- Angry
- Sleepy
- Hungry
- Thirsty
- Feeling hot
- Feeling cold
- Surprised

5. Words used in "peace with the environment."

- Seasons
- Summer
- Autumn
- Winter
- Spring
- Mountain
- Sea
- River
- Lake
- Rainbow

- Waterfall
- Sky
- Cloud

6. Peace with animals

- Zoo animals
- Lion
- Camel
- Cat
- Dog
- Giraffe
- Elephant
- Panda
- Monkey

3.10 How the Course is delivered

This course consists of two learning methods; lectures inside the classroom, and DVD as an integral part of learning the process used outside the classroom (at home).

Each two-week the English teacher will talk about one topic and every day during this week will be a sub-topic related to what planned in the syllabus. For example, the first-week teacher will cover "Peace with one's self" all the sub-topics related to this particular subject will be covered during this week, the same will be applied for the second week till the fourth week. This part will be done in the classroom with activities.

DVD is an essential material to be used outside the classroom, where the preschoolers can easily use their computers at home to access all learning materials that they have already done in the classroom. And finally, the assessment software will be used to evaluate the progress of students and the effectiveness of the learning methods used while implementing this research.

3.11 Objectives:

- To learn the English language in peace context
- To enable preschoolers to understand peace and how peace is important in life
- To encourage children to use likable words when communicating with each other
- To build a culture of peace inside the class and school
- To guide the preschoolers how to self-regulate anger, frustration, and sadness
- To teach them how to respect each other regardless of diversity(color, ethnicity, race, and religion)
- To show them how to be kind and passionate
- To encourage them not to use " Mean Words " which can cause conflict, and consequently no peace
- To explain to them how to be kind to the animals
- To make them practice how to be a good listener, which will lead to reducing conflict
- To teach them how to be cooperative and active in class
- To provide them with knowledge of how to protect the environment

The following topics will be covered in this course:

1. Peace, its meaning, and its importance in life

2. Peace symbols(slogans), and how to draw them
3. Words that we have to avoid
4. Likable words that we need to use
5. How to breathe, to release tension
6. Methods for cooling down
7. Conflict and how to resolve
8. Learn "sharing" and "caring" in all aspect of life
9. Relaxing peace area, a place to relief of sadness, frustration, and anger inside classroom
10. Learning how to listen to your peer
11. Role playing as a means of learning peace
12. Mean words should not be said to animals
13. Animals are feeling creatures
14. Guiding children to keep clean environment
15. A picture is worth a thousand words, using pictures to reinforce learning
16. Activities to what have been learned

Table 3.3: Weekly program

Week	Day	Date	Topic/Activity
1&2	Monday	15 / Feb /2016	Peace, its meaning, and its importance in life
	Tuesday		Peace symbols, and how to draw them
	Wednesday		Words that we have to avoid These words leads to conflict
	Thursday		Likable words that we need to use To make friends and to live in peace
	Friday		Discussing and applying what have been learned, role playing can help to learn.
3&4	Monday		Conflict and how to resolve Conflict is a big issue in the early age
	Tuesday		Relaxing peace area, a place to relief of sadness, frustration, and anger inside classroom
	Wednesday		Methods for cooling down By using peace area inside the class
	Thursday		Learning how to listen to your peer A step to respect the other
	Friday		Discussion and using role-playing to learn by doing

5&6	Monday	Mean words should not be said to animals
	Tuesday	Animal has a feeling, and we have to treat it nicely
	Wednesday	Drawing pictures for your favorite animal (activity)
	Thursday	A picture is worth a thousand words, using pictures to reinforce learning
	Friday	Practicing what have been learned during the week
7&8	Monday	Guiding children how to keep clean environment
	Tuesday	Drawing pictures about peace with one's self This activity is used to reinforce learning
	Wednesday	Drawing picture about clean environment (activity)
	Thursday	Drawing pictures about treating animals nicely (activity)
	Friday	Final revision and practicing what have been learned

English teacher will evaluate the assessment and the effectiveness of this program with the presence of the researcher.

3.12 Assessment Instrument

“An instrument is whatever device is used to measure, and can range from written or oral materials, to physical devices” (Sproull, 1995, p.179). The instrument used for assessment the progress of children in this research is made by assessment software developed by the researcher, created by the visual basic program, the graphical user interface of the evaluation software (figure 3.3.).

Figure: 3.3: Snapshot of assessment software

The evaluation system consists of five parts for assessment; peace concept, peace within oneself, peace with others, peace with the environment, and peace with animals as shown in the next figures.

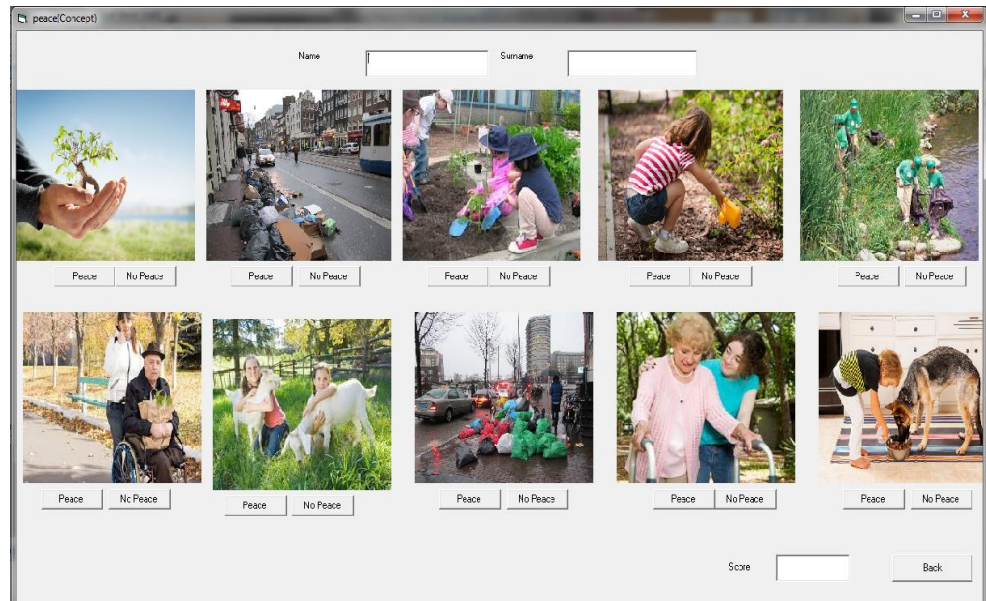


Figure 3. 4: peace concept



Figure 3.5: peace within oneself

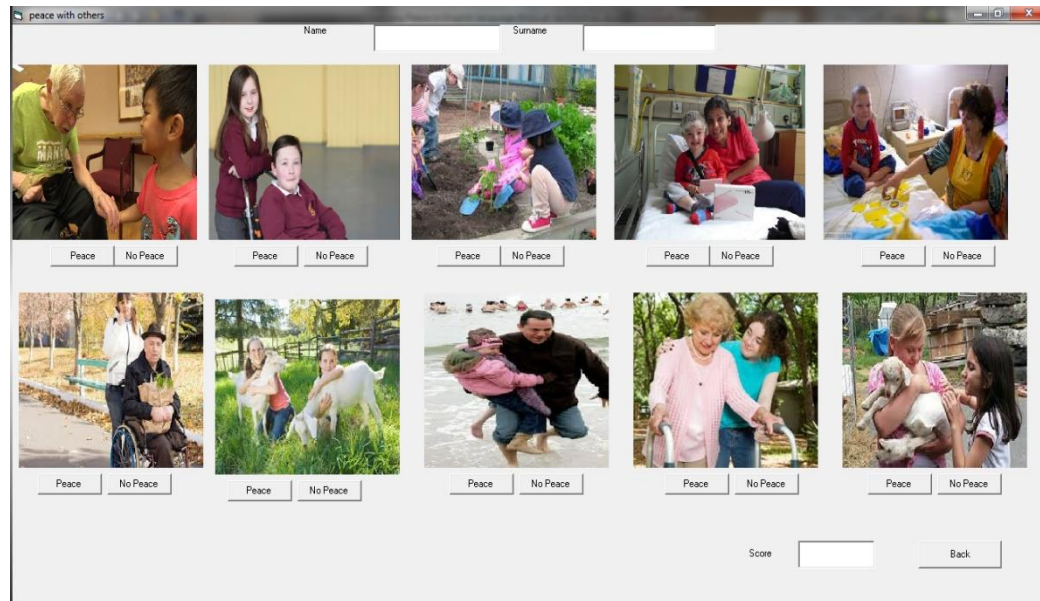


Figure: 3.6: peace with others

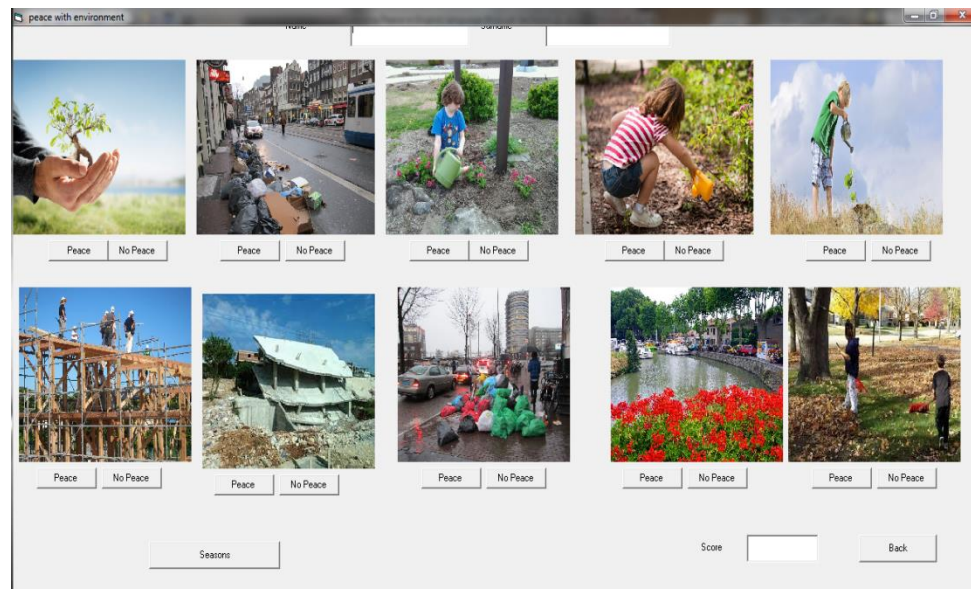


Figure: 3.7: peace with environment

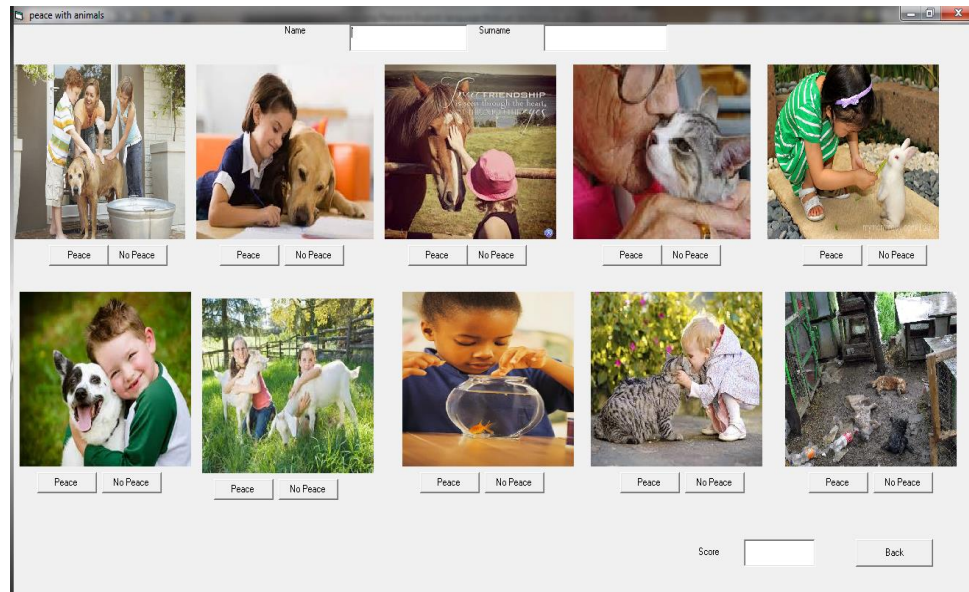


Figure: 3.8: peace with animals

Before using this program, the teacher needs to write the name and surname of the student to activate the software. Otherwise, it will not work. The teacher starts with peace concept by clicking on Peace label, then another page will pop up, and the teacher can start to make the assessment. The basic idea of evaluation is done through "Pictures," each picture has two labels "Peace," and "Not peace," teacher ask the child if this picture is peace or not peace, and the child answers, then the teacher click on the selected choice made by the child. If the answer is "right," then a smiling face appears, and one point is credited to the child, if the selection is "wrong," then a sad face will appear, and nothing will be credited to the account of the student. Figure 3.9 shows the page of "peace concept":

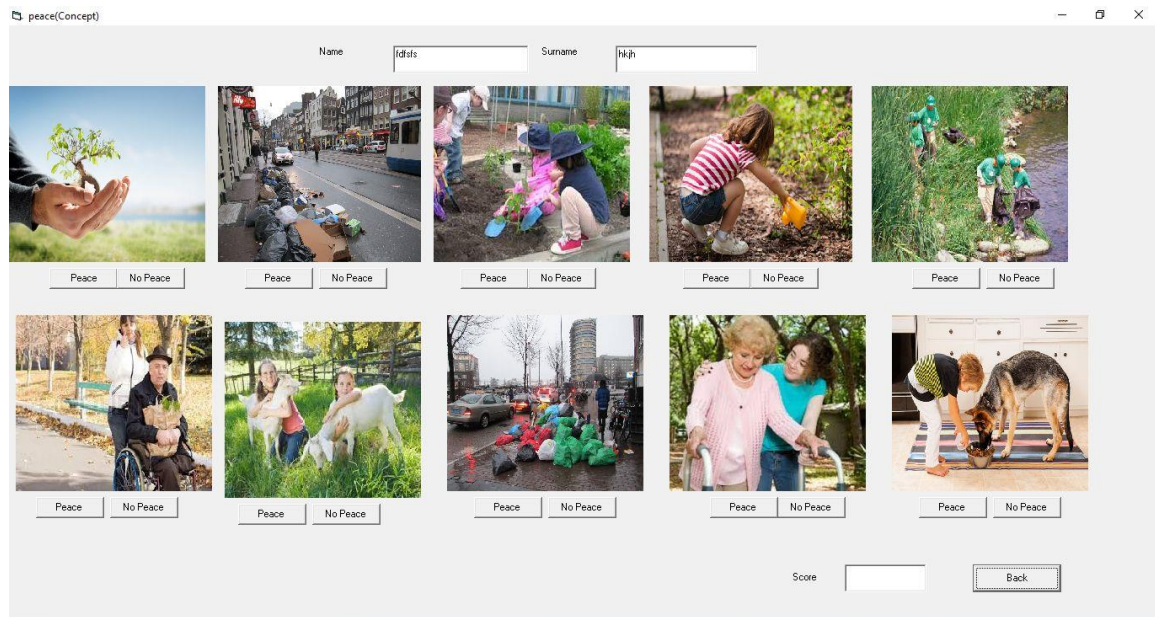


Figure 3.9: Snapshot of peace concept

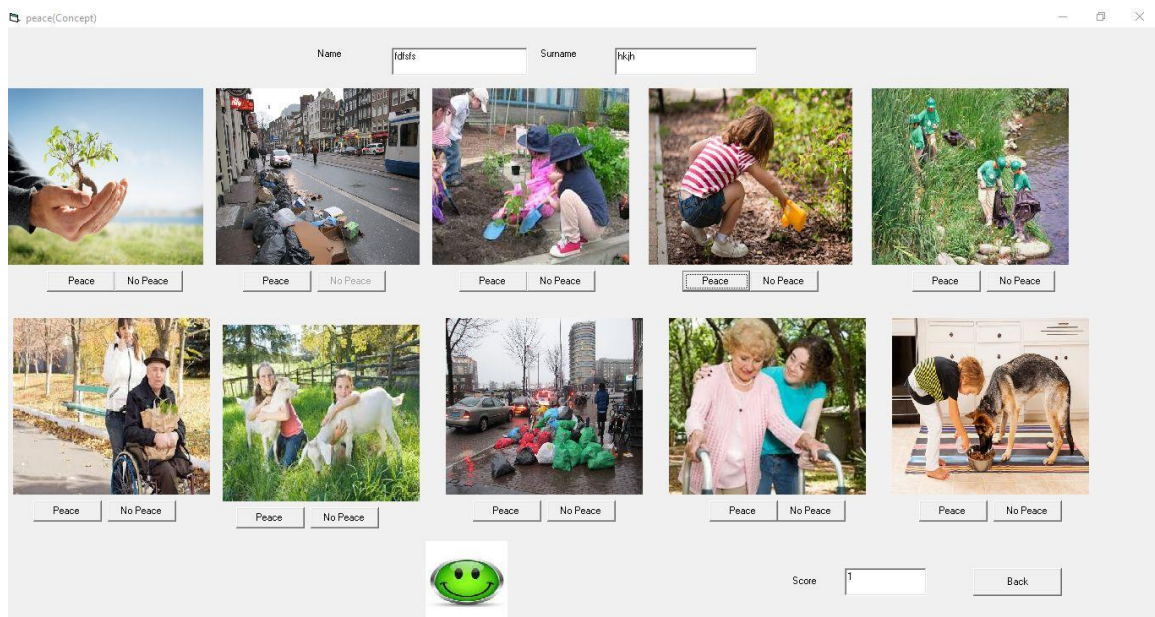


Figure 3.10: Screenshot of peace concept

Figure 3.10 showing when student has chosen the right picture and a "smiling face" appeared and in "score "one point is credited to the child.

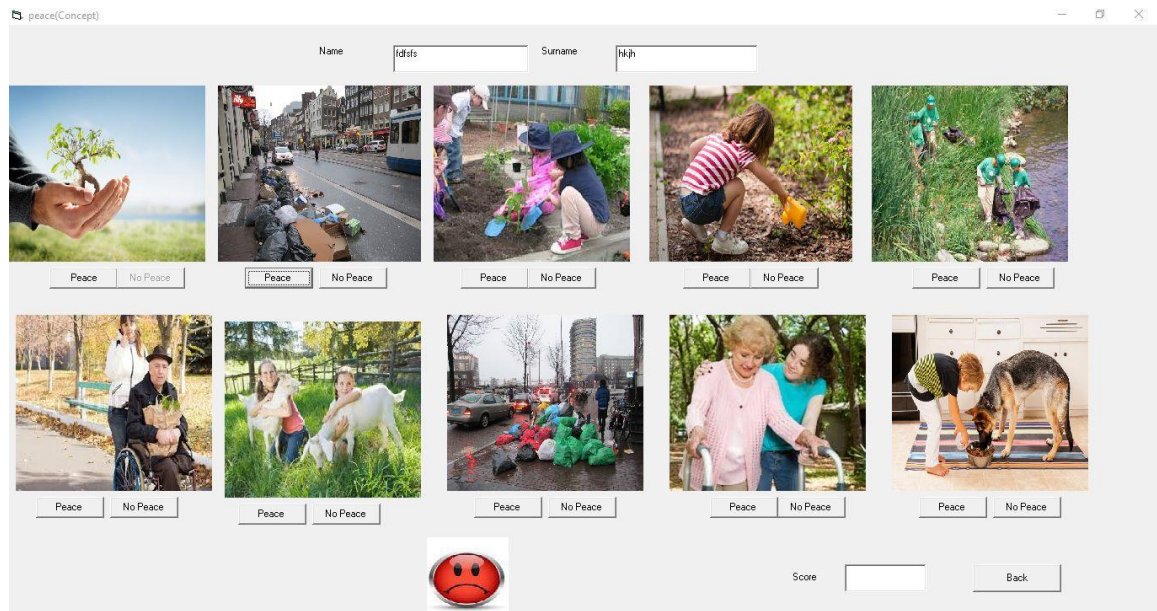


Figure 3.11: Screenshot of peace concept

Figure 3.11 showed when the student selected the "wrong" answer, and a "sad" face appears on the screen, and nothing is credited to the student.

Fig 3.12 shows the GUI of peace with oneself, in the right-hand side there are the emotions, and the pictures, on the left-hand side represents all the emotions mentioned in the left, right hand side. So when the teacher selects for example "happy" and asks the child to choose the picture that represents this emotion. If the selection is right, then a smiling face appears, and his/her account will be credited with one mark, if the choice is "wrong" then a "sad" face looks and nothing will be credited to his/her account, and so on for the rest.

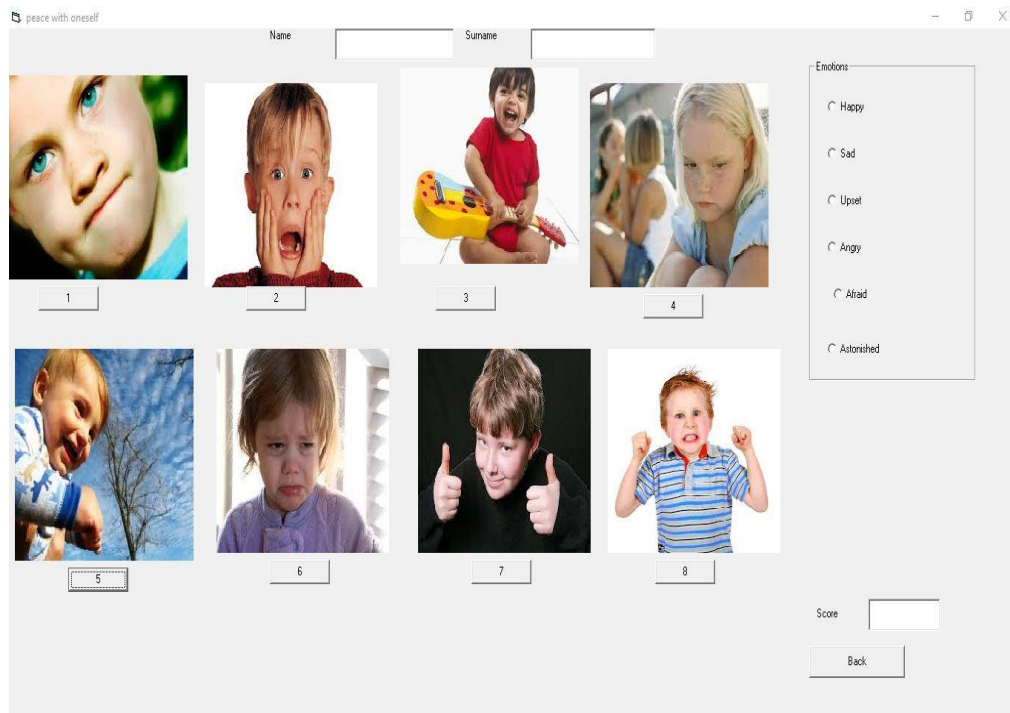


Figure 3.12: Peace with oneself

3.13 Validity and Reliability of Assessment Software

Students' portfolios used the developed software by the researcher made assessment of the outcomes of the children in this research study. A portfolio means " a purposeful collection of student work that tells the student's effort, progress, or achievement in a given area(Schweinhart, Debruin-parecki, & Robin, 2004, p.7). Assessment of knowledge in preschools is the basis for improving learning and a measure of children readiness for formal school. However, assessment of preschool children is an issue for educators, because when the assessment is inadequate, it gives misleading data for teachers and affects the requirements for school readiness (Scott-little & Niemeyer, 2001.).

3.14 Criteria of Assessment in Preschool

- Children should not be anxious or scared during the assessment. The purpose of evaluation is to get to know, to what extent, the children assimilated the knowledge, so the teacher can change the method or try to find out the reason behind it.
- Assessment should be conducted many times not only a single time, perhaps; at that point the child is not in good condition and not fit for assessment. So one only time cannot be the right method for assessment. Therefore, student's portfolio is the excellent method for assessment, as it can be done in different time and then can make the right evaluation.
- Assessment should be short and does not exceed 35-45 minutes, taking into consideration the condition of the children that they need frequent breaks(Schweinhart et al., 2004).

As a guideline for assessment of young children (preschoolers), assessment should not be used to make a recommendation to abandon the child from the program or to make a child not to advance to next grade or to separate him from the group. Because all of these have psychological consequences that are not recommended by psychologists and educators (Guddemi & Case,2004).

3.14.1 Validity

" is the extent to which an assessment measures the characteristics or abilities it is designed to measure"(Scott-little & Niemeyer, 2002, p.19 a). Two experts in primary schools reviewed the evaluation software; they verified that the system is appropriate for assessing children in this age "preschool."

3.14.2 Reliability

" refers to the extent to which a given assessment will yield the same results when given multiple times"(Scott-little & Niemeyer, 2001,.p.19 b). After almost two months from the first evaluation, the second assessment was done, and the results evaluated by using "SPSS" to find the "Cronbach's alpha," by which the reliability of the evaluation software can be evaluated, the following results obtained:

Table 3.4: Results of alpha by using SPSS program

Variables compared	Alpha
Peace concept	.769
Peace within oneself	.870
Peace with others	.811
Peace with environment	.760
Peace with animals	1.000

N.B. Variables examined mean the final assessment and the assessment after two months from the first evaluation.

According to (Gliem & Gliem, 2003), the criteria for reliability have the following values:

< .60 = reliability is minimal

.60 - .69 = reliability is moderate

.70 - .79 = good reliability

.80 - 1.00 = reliability is exemplary.

Results of the reliability were reviewed by two experts in primary school and found suitable for assessment young children and assessment software's reliability was in the good value of reliability criteria.

According to the above values, in the reliability of assessment, if alpha is .70 or more, then the reliability is good. From the above results obtained by SPSS, using "Cronbach's alpha," it is clear that all results exceed this number, so it is evident that reliability of the assessment software was reliable and denoted that the evaluation software used to make a further evaluation.

3.15 Data Analysis

The research study is a "case study- action research," which is a descriptive study; descriptive statistics were used to evaluate the findings from the assessment software by using SPSS. The most important to know is the marks that the children obtained in their portfolios to calculate the min., max and the percentage of the marks obtained. In the finding chapter, all these values discussed in full details.

3.16 Summary of the chapter

In this research mixed methods were used (qualitative and quantitative), the qualitative part used interviews with English language teacher about the technology infrastructure of the preschool, and the peace curriculum, beside, the pilot study in which researcher investigated to what extent the children aware of the peace concept which is part of their curriculum. Data collected through interview, pilot study, and assessment software developed by researcher. Also, materials developed by researcher such as DVD and syllabus for this study. Finally, in this chapter the validity and reliability of

assessment software were discussed and found valid and reliable by consulting preschool and elementary school experts, while reliability investigated by SPSS, and found good.

Chapter 4

FINDINGS

In this chapter, all the findings obtained from research study of Near East University preschool in learning English language in peace concept through technology, were checked to what extent the peace context and technology has an effect on the progress of the children (i.e., whether both effects have increased the acquisition of knowledge in English language and peace context learning or not). Descriptive statistics were used to find the frequency and the percentage of the marks obtained in the exam for each child. The results of the following will be shown in this chapter:

1. Pilot study
2. Interviews for technology infrastructure, peace curriculum and method of teaching
3. Students' portfolios

4.1 Pilot Study

The case study is a term used in social science which refers to a feasibility study, or a small sized version, as a preparation for a big sized one, it can also mean a pretest which later will be compared to a post test study in order to get information about the status before and after applying certain methods or procedures to a research study, therefore, a pilot an important study for a good research design(van Teijlingen & Hundley, 2001). In the pilot study conducted prior to implementing this research, the children of Near East University Preschool were requested to draw anything they know about

"Peace", the purpose of this request was to know, to what extent the young children know the concept of the peace, and how they can embody this concept on papers. The same children in the sample they were ($n= 18$), males and females, in equal percentage (9 male, and 9 female). After checking the drawings of the children, it was evident that they have absolutely no idea about this concept, therefore, the researcher put in consideration this particular important point while preparing a syllabus for English language in peace context, and try to find a method that will facilitate the understanding of this "Abstract" concept to a "concrete" one. By means of using pictures, according to the saying, " a picture is worth a thousand words", children can make a link or association between what is in the picture to the concept of peace specially the picture are in real world and they can see them almost every day in real life. Samples of the drawings of the children will be attached to the appendix.

4.2 Interviews: part 1 Checklist

The interviews were divide into two sections, one section was concerned with the technology infrastructure, it was a checklist to verify the availability of technology and if it is suitable to implement this research study, as this research mainly depends on technology such as; computers, audio, audio, video facility, and projector. The following checklist was the principal of the school and English language teacher, the one who is responsible for implementing this program, answered statements:

Table 4.1: Technology Checklist for Preschool

Statements	Yes	No
1-Instructions of how to use the basic functions of computer are given prior to use computers.	Yes	-
2-videos to support curriculum are available.	Yes	-
3-Audio devices to play audio files are available	Yes	-
4-There are sufficient number of computers for the children	yes	-
5-computers' software related to educational content are available.	yes	-

From the checklist above, it is clear that the preschool is fully equipped with the necessary technology that can aid the implementation of this research study, as the technology is important in this research and acquisition of knowledge is based on technology where pictures, songs, videos are the main items for the comprehension of this course. It is important that each child has a personal computer at home to practice the content of the DVD, as the content is integral part of the learning process which takes place inside and outside the classroom, according to the parents, all the children have computers at home and the parents also were ready to help their children in this respect due to the nature of this course which has a phase to be studies at home.

4.3 Interview (Open Ended)

Table 4.2, shows the interview questionnaire, the purpose of this interview was to discuss the peace curriculum, and how this topic is explained to the young children (5

years of age), the approaches used to teach this subject and the different strategies used to make peace understandable to the preschoolers.

The following answers were obtained for the interview statements:

Table 4.2: Interview Questionnaires

Questions	Answers
1- Does the topic of peace exist in your curriculum? What is the content of the course?	Yes it does exist Only some values related to morals.
2- What is your strategy in teaching this topic? Give examples?	The strategy of learning by doing, technology body language.
3- Do you face problem explaining this topic? Do you think this particular topic is easy to explain to the children?	Yes, somehow teaching peace is not straight forward, instead, concentrating on teaching morals (values). This topic is not easy for the children.
4- Do you integrate technology with instruction? how?	Yes, by all means, video, audio, projector, computer...etc.
5- Do you use video and audio devices to explain this topic? how?	Yes, we don't teach "peace" explicitly , instead concentrating on everyday communication with each other, and do all best to make the relation between them nice and peaceful., i.e. , to make them respect each other, ask permission when they want to take something or do something, they

	express their gratitude by saying "thank you", but no straight forward teaching about "peace", (that is why when we asked them about peace they didn't know this word or they can express in any form).
6- Do you teach peace through children's literature or religious readings? Please explain with examples?	We do not follow this strategy, because the children are from different religions. (They think that religion is a topic that is difficult for the young children to understand. So, concentrating on good morals in everyday communication is enough).
7- Do you teach peace through activities? How?	Yes, we teach values, by learning by doing.

From the answers to the interview (Table 4.2), the following conclusion can be derived:

- In preschool's curriculum (NEU Preschool), the peace is being taught as a subject, but is very limited, and does not give any kind of understanding for this term, this was evident from the answers of the children during the pilot study phase, when the children were requested to draw anything about peace.
- Learning peace is only limited to learning some values to be used in everyday communications among children and teachers.
- As the subject of peace is difficult to assimilate for the young children (5 years of age), learning of this topic takes place implicitly and not straight forward, taking

into account the age of the kids. Some values are taught specially the ones that can reduce the intensity of the conflict among children, because conflict is the most common issues in preschools nowadays. Therefore, teaching them to deal nicely with each other, help to reduce conflict, but does not prevent it completely.

- It is obvious that the technology infrastructure is good, and using it to aid learning is common practice in NEU preschool.
- learning this topic does not take place through religious reading , the reason as explained by the teacher was, not all the children from the same religion and it is very complicated to discuss religious issues in this early age.
- Learning of peace is conducted through activities and role playing.

After the pilot study, the appropriate syllabus of peace was prepared, the teacher of the English language, the one who teaches this subject was consulted a lot regarding this subject and according to the results obtained along with recommendations from experts in preschool teaching, a learning DVD was developed as an integral part of this research study in order to be used outside classroom(at home), also the songs, videos, pictures were reviewed by both the preschool principal and the English language teacher, and all their observations and recommendation were taking seriously and all amendment were done accordingly. The implementation of this research study took two months from end of February to end of April 2016. After the end of this period, students' portfolios were used to evaluate the result of the children which were done by means of assessment software developed by researcher (visual basic 0.6), at the end of each stage, i.e., each category of peace, assessment was made for the children, this was done for all the categories of peace,

which means five times the assessments were made and added to each student's portfolios.

The following results were obtained by using descriptive statistics using (SPSS):

One class of preschool consists of (n=18) five years old each, with equal numbers of males and females was taken as a sample of our study. The assessment software used for evaluating the progress of the children. SPSS used for analyzing the findings, descriptive statistics used to show the frequencies and percentage of the results.

Table 4.3: Gender	
Gender	Frequency
Male	9
Female	9
Total	18

Table 4.3 shows the number of the male students, the number of female students and the total number of the class, the class has equal numbers of males 50% and 50% females.

Table 4.4: Peace Concept Results		
Marks	Frequency	Percentage
9	5	27.78
10	13	72.22
Total	18	100.0

In table 4.4, the results of peace concept shows that 5 students scored 9 marks, which represent 27.78 % of the total marks, and 13 students scored 10 marks which represents 72.22% of the overall results. The results reflect the good acquisition of content.

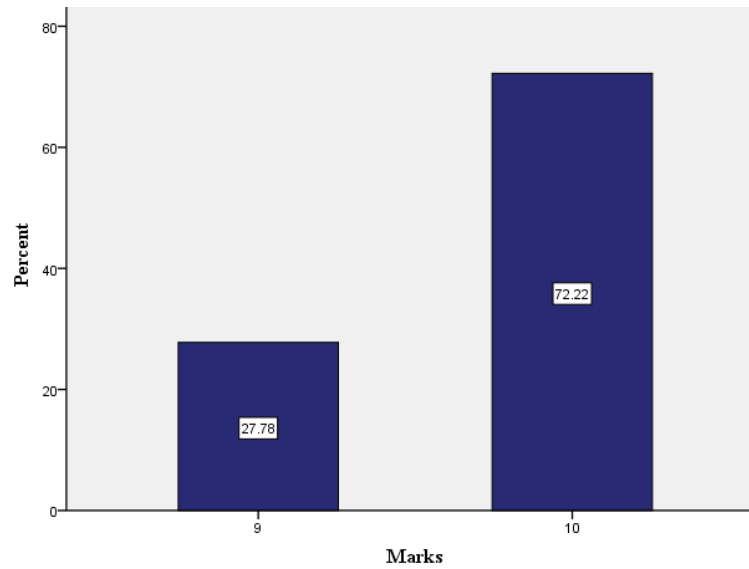


Figure: 4.1 Result of Peace concepts

Table 4.5: Peace within oneself

Marks	Frequency	Percentage
5	1	5.6
6	3	16.7
7	4	22.2
8	2	11.1
9	1	5.6
10	7	38.9
Total	18	100.0

In table 4.5, one student scored 5 marks, which represents 5.6% of the full marks, and 3 students scored 6 marks which represents 16.7 %, 4 students obtained 7 marks, and 2 students gained 8 marks which represents about 11.1 from the total number of student, one student scored 9 marks and 7 students scored full marks which represents 38.9% from the total number of students, taking into consideration the min. marks is 1 and the max. marks are 10. The results shows that in this particular category, the results varies from 5 to 10, the reason behind it the pictures sometimes does not embody the real emotion, so animated pictures might solve this problem and make comprehension clear.

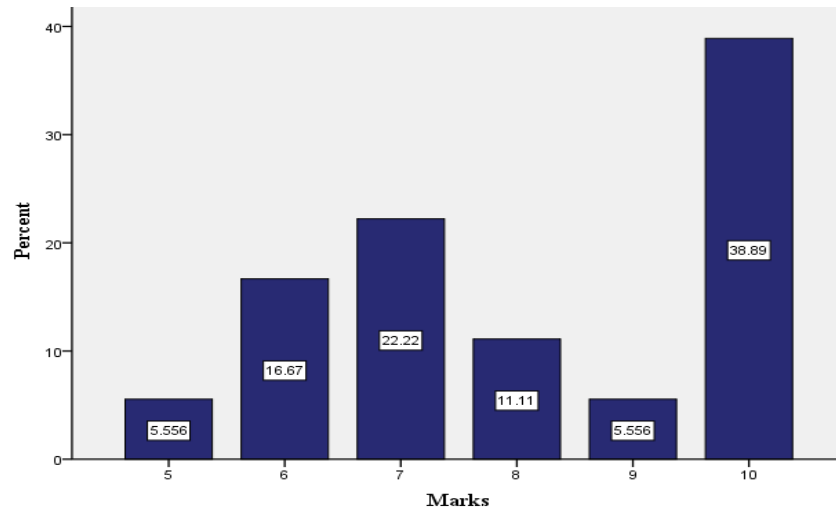


Figure: 4.2 Result of Peace within oneself

Table 4.6: Peace with others

Marks	Frequency	Percentage
8	1	5.6
10	17	94.4
Total	18	100.0

Table 4.6, shows that 1 student scored 8 marks, which represents 5.6 % of the class, while, 17 students got 10 marks (full marks), which represents 94.4% of the total students, this shows that the children become knowledgeable with peace concept.

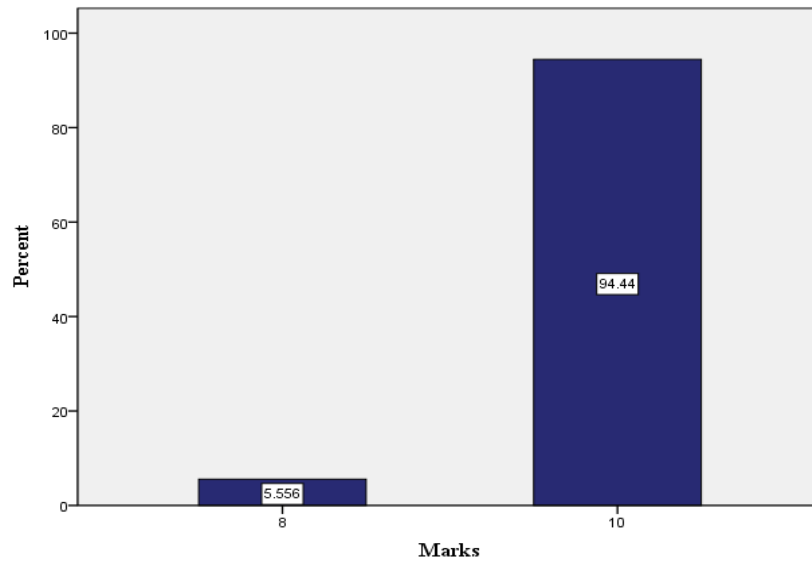


Figure: 4.3 Result of Peace with others

Table 4.7: Peace with environment

Marks	Frequency	Percentage
7	8	44.44
8	6	33.33
9	4	22.22
Total	18	100.0

In table 4.7, 8 students scored 7 marks which represents 44.44% of the total students in the class, 6 students obtained 8 marks which represents 33.33% of the class, and 4 students scored 9 marks which represents 22.22% of the total students in the class. If seven marks considered good marks, then the students all scored good marks.

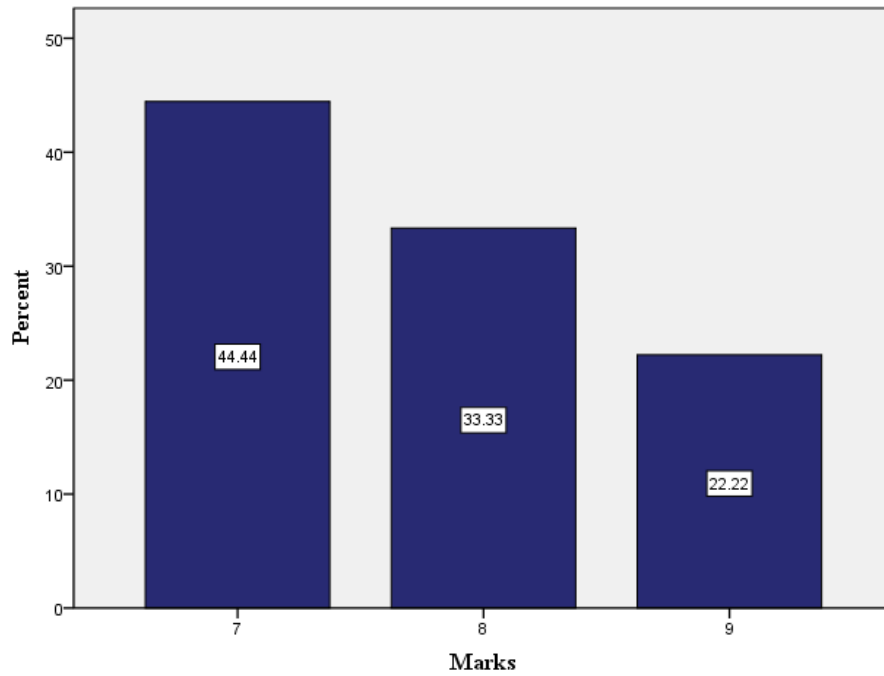


Figure: 4.4 Result of Peace with environment

Table 4.8: Peace with animals		
Marks	Frequency	Percentage
10	18	100.0
Total		100.0

In Table 4.8, all the 18 students scored 10 marks which represent full marks (100%) of the total marks, the results shows that children understood the peace concept well.

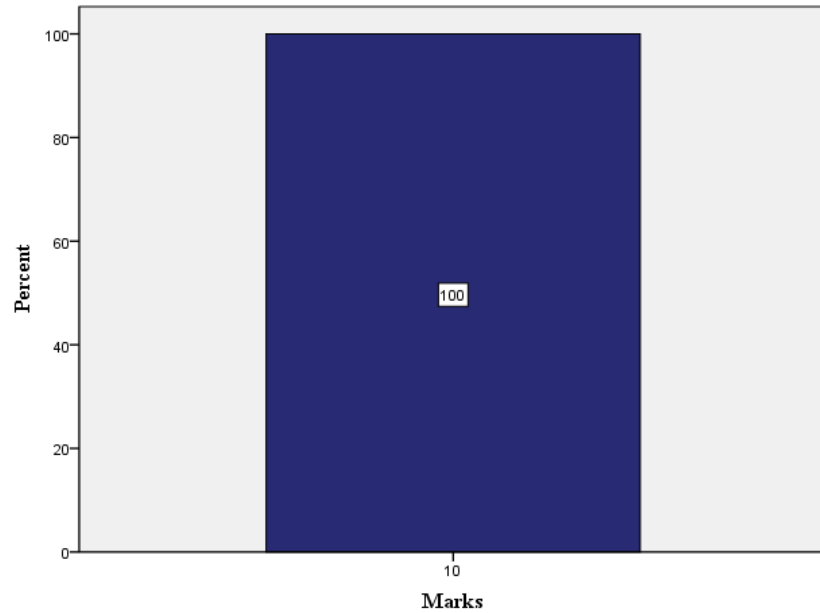


Figure: 4.5 Result of Peace with animals

4.4 Summary of the chapter

In this chapter, the outcomes of the pilot study showed that the five years old preschoolers had no any idea about peace concept and when they were asked to draw pictures about peace they could not express it by drawing, this means that the children had no idea about peace though peace is one of the subject that they study at the preschool.

As for the interview of the technology infrastructure, it was clear that the preschool has all the necessary technology suitable for this research.

For the findings of the assessment software, it was clear from the results obtained that the children built a good knowledge about peace and they scored very good marks in all peace categories.

Chapter 5

DATA ANALYSIS, REFLECTION ON ACTION RESEARCH AND CONCLUSION

In this chapter, the quantitative data obtained by the assessment software will be discussed, the marks were calculated by using SPSS, as the research is a descriptive, and the results were calculated by using descriptive statistics. The frequencies and the percentage are the main valuable result for this research. This research took two months for implementation, on five years aged preschoolers, total number of children were (n= 18), mixed race half of them females. The English language took the responsibility of applying this research study, and she was trained on the use of software, as well as the use of learning DVD as an integral part of learning process.

With reference to the research questions stated in the introduction part, the data obtained will be analyzed on the light of these research questions, in order to verify whether the data obtained have answered the research questions.

The followings are the research questions;

- 1- How does technology enhance learning in preschool education?
- 2- To what extent do peace education activities enrich learning in foreign language?
- 3- Does learning in authentic learning environment foster both English language and peace education?

Research question 1, technology and learning:

In this research question: how does technology enhance learning in preschool education?

In this research question, the researcher asked this question to investigate the role of technology in acquisition of knowledge for preschoolers, as the learning process in this research depends entirely on technology either in class learning or outside learning which was used as an integral part to the classroom learning. The children were instructed how to use technology such as computer or using the learning DVD in classroom. The assessment were divided into five categories; peace concept, peace within oneself, peace

with others, peace with environment, and peace with animals, in the light of results obtained in each category, in peace concept the results ranging from min. 90% (five children) scored this result which represents 27.8% from the total results, and max. score 100% (13 children), which represents 72.2%, it is obvious that the achievement is high, if for example 70% is considered as a good result, so the scored results is high, taking into consideration , the age of children, the time used for implementing this research (two months). As the implementation of this research depends on using technology to enhance learning and acquisition of knowledge, so the effect of using technology to aid learning is fruitful in acquisition of knowledge, the results of children reflect the effect of technology on learning and acquisition of the knowledge. The results of the second category of peace (peace within oneself) ranging from 50% to 100% of the marks obtained by assessment software, only one child obtained 50% which represent 5.6 of the overall percentage, 3 children scored 60%, 4 children scored 70%, 2 children obtained 80%, 1 child had 90%, and 7 obtained 100% of the marks. If 70 or 70% considered good marks, then 14 children had marks from 70 to 100%, this represents 77.8 % of the children, which is more than 3/4 of the children in the class scored from 7 to 10 which is considered a good result if factors such as; English as a second language for the children, the time of implementation which is two months, and the age(five years), the overall results reflects a good assimilation of the content. The third category which is peace with others has two values 8, and 10 of the overall grade, one only scored 8 which means 80%, and 17 children had 10, this represents 100%. Only one had 5.6 % of the overall marks, and 94.4 % of the students had 100%, again if 7 is considered as good result, then the scored marks is a very good percentage, this means the contents of the course were understandable by the children. The fourth category is peace with environment, in this category, the results ranging from 7 to 9 taking into consideration that the min. mark is 1, and the max. Mark is 9, eight children had 7 and 6 children scored 8, and 4 had 9; this means the results are from 70% to 90%, which are again good marks scored. Therefore, the results obtained means that good marks. The last category is peace with animals; the results were 100% for all students. This is obvious that children did good efforts, and scored the max marks. Children likes animals, so this is an added factor for assimilation of the contents because the contents of the category is interesting for

children, this helped to make them understand this category of peace easily. Therefore, according to the results achieved, it can be concluded that the technology had a big role in the comprehension of content of the English language in peace context, and the technology enhanced the learning process as all the syllabus of English depends on pictures, videos, songs, and audio materials in classroom, and outside classroom.

Research question 2: peace education and activities

In this research question: to what extent do peace education activities enrich learning in foreign language?

In this research study all activities were in peace context according to the categories specified for learning English in peace context, so in peace within oneself, the activities were made mainly to create peace within oneself, in order to do that, the activities were concentrating on absorbing the anger, relaxing, when the teacher recognizes that a child is angry, or not in a good mode, so he/she is requested to go to the "relaxing space" inside the class for few minutes. Moreover, teaching children how to make "yoga" and how to breathe in the right way is another activity that support releasing the tension and anger. Therefore such activities help to make a child in a peaceful atmosphere which could prevent conflict inside the class. This kind of activities to a greater extent is useful and found to be practical in this respect.

In peace with others context activities, the child learns the principle of "sharing" which is very important in this early age, as almost all problem in this age is caused by conflict on using toys or games, by reinforcing this principle, this could reduce to some extent the conflict, but will not prevent it. In peace with environment, the child learns how to clean the class, how to save water, and how to save power (electricity), and how to care of plants and to water them. All these activities are important to make the child aware of the environment and to know in early age the importance of water, power, plants, and how to make environment clean. These to a great extent are important to create a culture of keeping environment clean and to value the natural resources from the early age.

In peace with animals' activities, children learn not to call animals with mean names, learn to take care of the animals, to clean them, to take them out every day; children watch videos of rescuing animals. The activities are important.

Research question 3: learning in authentic environment and acquisition of knowledge

This research question: does learning in authentic learning environment fosters both English language and peace education?

The authentic learning environment is the learning related to real world or real life, in this research study, the mediator for English language learning is peace context and technology. Peace was divided into 5 categories all related to our everyday, each category has its own words, for example in peace with oneself, the child studies the part of the face, the yoga, and how to relief the anger and tension, all these are authentic learning because it is associated to each human, so the child find these parts as part of his body not strange for him/her. In the other category "peace with others", the child discover the emotion such as; happiness, anger, sadness, etc. these also something that the children practice every moment in life to express their satisfaction, joy, or sadness. In peace with animals, it is obvious, that the children love animals, and many children have pets at home, so the learning is authentic and in real life or real world, the same is applied to environment, so words like tree, sea, water, mountain, and forest are common to the children. In this context, and through examining the results obtained at the end of implementation this research study, taking into consideration the factors that affect learning, as age(five years), and the duration of implementing the program (two months), also the remarks of the English teacher, and finally the comparison between the pilot study and the acquisition of knowledge at the end of the study concerning peace concept which the children cannot conceptualize in the past before implementing this study, the followings can be concluded concerning this particular research question:

The learning of English language was made by peace context, and the pictures were used to represent the concept, in peace concept which is a very hard concept for children to understand, because it is an abstract concept, and to convert it to concrete, the comparison by picture was the best visualization to understand, because in this age it is enough to

make association between good things, in other word, by comparing between a "clean" street and a "dirty" one, using pictures, and the child learns that, the clean one is "peace" which is related to peace with environment, and the dirty one is "not peace", so cleanliness is automatically associated with peace and vice versa. Here the student is learning the word "peace" and "not peace", beside "peace concept as well". The result of this category ranging from 9 to 10 taking into consideration the max marks were 10, which indicate that the acquisition of knowledge is high.

In peace within oneself, the child learns how to breathe, in order to practice the "yoga", breathing in and breathing out is associated with tension or anger relief, the child learns the word yoga, and how to breathe, beside, he/she learns the English word and practice the authentic learning as well.

In peace with others, the child learns the emotion, happy, sad, afraid, hungry, thirsty, etc., and learns how to visualize it too. The results in this category were from 8 to 10, which are considered a good result, which denotes that the children understood this category of peace both in English language and in peace context as well.

For the category environment, the children learn the words associated with surrounding environment, beside they learn the peace concept related to it, and to save resources such as water and power. The child learns how to close the water tap while cleaning his/her teeth and not to open it till he/she finishes cleaning, so the child learn both the words concerning the environment and the context in which this words are used. The marks in this category were from seven to nine, which is good if seven is regarded as good result.

The last category is peace with animals, the children all scored full marks, in this context the children learns the name of farm animals, and the sound of them and how to care of them, to keep them clean and to treat them as a "living souls like us". By nature, the children love animals, and animals exist around us in street, at home, in zoo, so children learn English language, besides learning peace context regarding this category, in

which the children maximum marks. To summarize, the children in NEU Preschool, after they finished the research study (two months), were able to distinguish between pictures that represent "peace concept" by either "peace" or "not peace" according to context in which the picture is presented, for example a child can differentiate between different emotions, and can distinguish between happy picture and call it "peace", and sad picture and call it "not peace", they can call a clean street "peace" and a dirty street a "not peace" and so on in the other categories. As for other categories the children were able to practice breathing to relief from conflict or anger, also children were able learn how to save power and water which is associated to peace with environment. Consequently, the children learned the words of English related to different context in peace, as well as, learned peace in different context which they were not able to express when they were asked to draw pictures expressing peace. Therefore, it can be said that, the learning in authentic environment fosters both English language learning, and peace concept.

5.1 Reflection on Action Research

This case study-action research deals with a problem in NEU preschool associated with peace education, as the preschoolers were not able to demonstrate comprehension of peace concept according to the results obtained from pilot study conducted before one year. The peace education in most developed countries is a core subject, while in developing countries only the private schools teach this curriculum. Due to its significance and the presence of a problem, the researcher developed learning materials including DVD, and assessment software to used as integral part of learning and assessment in order to solve this problem, frequent meetings were held with the preschool management and the English teacher to select some learning materials that suit the age of the children (five years), and using technology along with the English language as medium of learning were essential in conducting this research study. The application of the corrective program to solve this problem took two months, the program contained two phases, and one is learning inside classroom and learning outside classroom by integral DVD supplied to each preschooler prior to applying the program. The English language (native speaker) was the one who conducted the program as the program in English language, according to the observation commented by the teacher, the children found the materials interesting and

they liked it as all the program and learning materials were associated with the real life which is not strange for the children, the teacher also noticed that the distraction of the children was minimized, when they take part in activities. Therefore, the outcomes of the children were remarkably changed from not understanding the peace concept, to not only understanding peace education, but to love it too, this reflects that the method applied and the materials used were appropriate for solving this problem which is the target of the researcher, this encouraged the researcher to call for applying this program in the other identical preschool to share the benefit of this research in order that the whole community can benefit from it to create a culture of peace among children in schools, homes, and in society which in turn affects the whole society and facilitates creating this culture among people in north Cyprus.

5.2 Conclusion and Recommendation

This research is an endeavor to examine the effect of using technology in learning peace concept in English language through technology for Near East University preschoolers. The outcomes obtained from this research revealed that learning peace education in English language with the appropriate materials that interest children, fosters the learning process, and increases the comprehension of content, the results also showed that the children learned peace concept along with the English language. Peace concept was introduced to the preschoolers in learning English language as a mediator, and the children have benefited from the English language, the peace concept and all peace categories related to oneself, others, animals, and environment. As a recommendation, from this research, and the results obtained, we conclude that learning English or in general any language in an authentic environment as in our case "peace context" through technology, fosters the language learning, and minimizes the distraction of the children inside the classroom (according to the English language teacher), if the materials for learning were interesting and able to attract the attention of children.

Recommendation: researcher recommends using this program in other schools in Cyprus to share the benefit of it, because using this program, the children can benefit from English language and peace education together in the same course. Furthermore, learning

in authentic environment increases the acquisition of knowledge and reduce the distraction of children during learning which can help to increase the concentration and to understand the content and acquisition of content.

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APPENDICES

Appendix A: The developed software

1- The DVD

2- Assessment software

1- The DVD was developed by Autoplay software which is very famous in producing the educational materials such as learning DVD for languages and other purposes. The graphical user interface consists of all the peace materials for learning which include; words, songs, and educational videos for all types of peace education. The child only selects the category of peace and the relevant song, words, or video to watch and click on it. The selected materials will be displayed in a separate window. For peace concept, the display is inside the GUI and child can play, pause, or quit it, but, child will not be able to choose the other category (peace or not peace), unless to exit the first one.

2- The assessment software was developed by visual basic studio, the user only able to use the application when the name and surname is written. The application consists of peace concept, peace within oneself, peace with others, peace with environment, and peace with animals. The English language will guide the children and put their names and surnames, then choose any category, for example in peace concept, the child sees pictures and two labels, on which peace and not peace is written, the child has to decide the picture belong to which label, if the child select for example "peace", and the answer is right, then a point is credited to him/her, and a happy face appears, if he/she, select the wrong label, then a sad face appears, and nothing will be credited to him/her. In peace within oneself, the emotions will be tested, so, the child find picture of different emotions, the teacher pronounce the emotion and ask the child to find the right picture which represents the feeling, likewise, the assessment is carried out like the peace concept in crediting or not crediting. Inside the menu of the category, there is a back label to go to the main GUI of the program. The other categories consist of pictures as well, so the child by the help of the English teacher has to select the right label to get marks, otherwise, nothing will be credited. The teacher then can print the results of the students according to the category chosen and each category has its own results. This software is works as a standalone software and only used under the guidance and complete supervision of the English teacher.

Appendix B: screen shot of learning DVD

Appendix C: Results of first evaluation

gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	50.0	50.0
	Female	9	50.0	100.0
	Total	18	100.0	

Peace concept				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	5	27.8	27.8
	10	13	72.2	100.0
	Total	18	100.0	

Peace within oneself				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	5.6	5.6
	6	3	16.7	22.2
	7	4	22.2	44.4
	8	2	11.1	55.6
	9	1	5.6	61.1
	10	7	38.9	100.0
	Total	18	100.0	

Peace with others

		Frequency	Percent	Valid Percent	Cumulative Percent
	8	1	5.6	5.6	5.6
Valid	10	17	94.4	94.4	100.0
	Total	18	100.0	100.0	

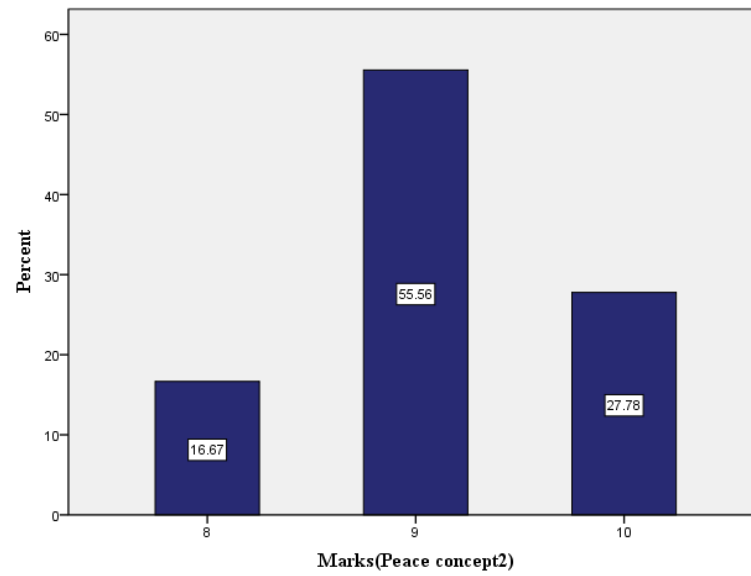
Peace with environment

		Frequency	Percent	Valid Percent	Cumulative Percent
	7	8	44.4	44.4	44.4
Valid	8	6	33.3	33.3	77.8
	9	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

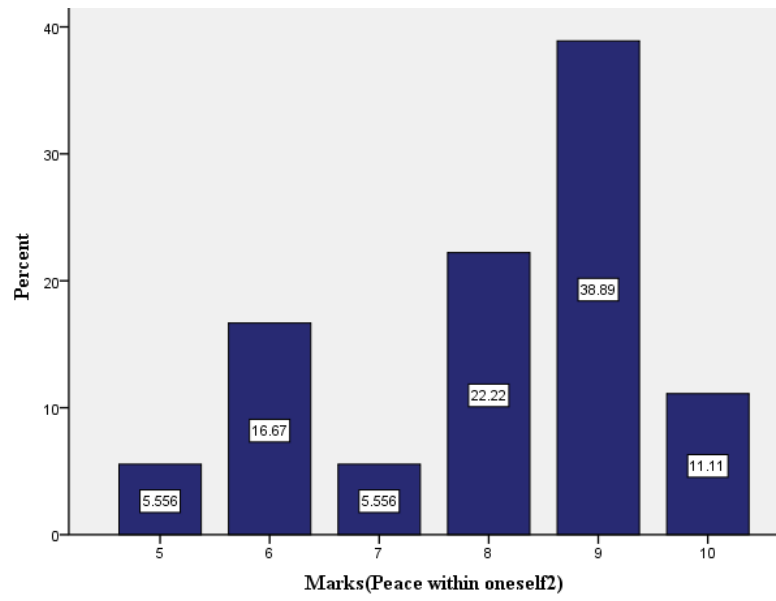
Peace with animals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	18	100.0	100.0	100.0

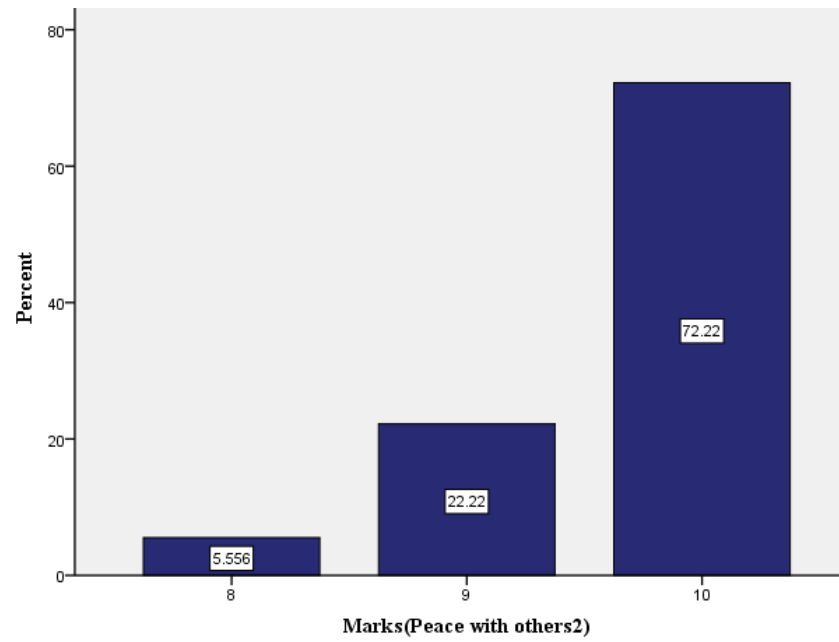
Appendix C: Results of Retest(Validity& Reliability)



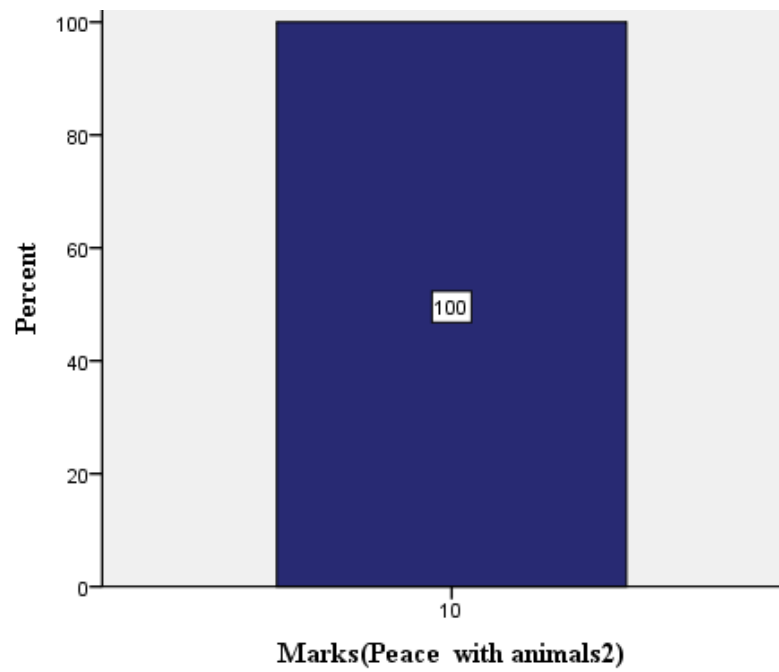
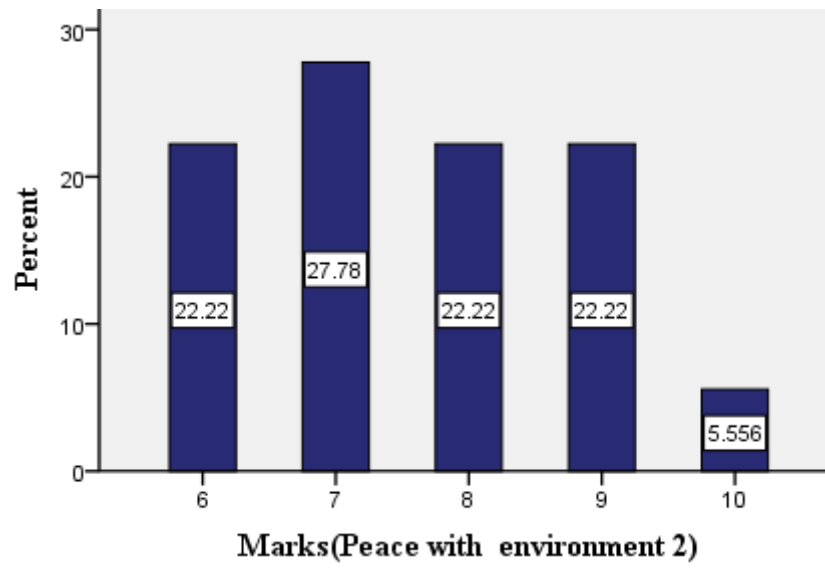
Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.769	.803	2

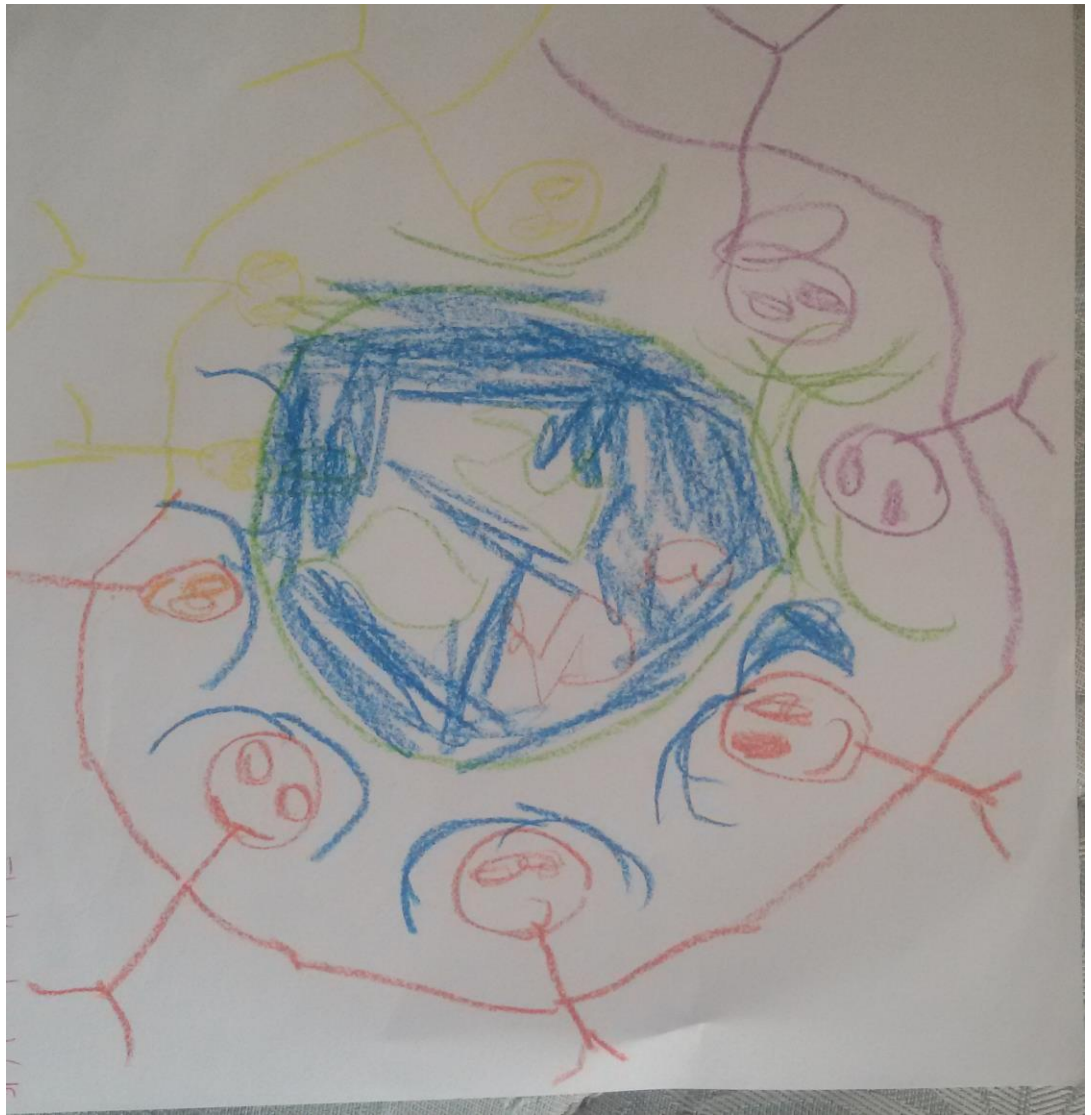


Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.870	.878	2



Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.824	2



Appendix D: Drawing of the children (pilot study)









CV



Sabri Sasi

Personal Details

Email: sasco54@yahoo.com

Mobile: + 90 542 888 4481

Nationality: Libyan/ EU

Date of birth: **9.4.1954**

Place: Derna

M.Status: Married

Driving license: class B

Education and training

2009-2010 Masters in Networks and Communications (Teesside University) UK

1977 B.Sc in industrial instrumentation and control. Libya

Training/certificates

1978 6 months training in control engineering centre in Kent UK

2000 MS Office and management course for 3 months

2010 Oral presentation skills certificate (Teesside University UK)

2010 certificate of academic English T S. University

Languages:

Arabic, English, German, and Italian.

Experience:

5/2011 to 8/2011 teaching Libyan refugees in Tunisia

1996 - 2009: (Own business) : training center for computer and educational services which includes :

Agent for many language schools and universities

Courses (software, hardware, human development)

Special courses for schools and universities

1988-1996: General Electric of Libya

Positions:

Instrument engineer, chief of department "central maintenance", chief of department "overhauling"

1986- 1988: Derna Utilities

Manager of Operation and maintenance

1982-1986: Derna Cement plant

Position:

Instrument Engineer

1977-1982: National oil company (NOC)

As instrument engineer

Additional information:

Hobbies: reading, sport, surfing in Internet, travelling, languages

Non smoker or drinker

*** References: available on request**

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KAYNAKLARI

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YAYINLAR

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