

IEJEE

International Electronic Journal of Elementary Education

International Electronic Journal of Elementary Education is an international, multidisciplinary, peer-reviewed, open-access journal that is online publishes four times (March, June, September and December) in a year.

IEJEE aims to provide a platform for the publication of the most advanced high-quality research in the areas of learning, development, instruction and teaching at elementary level. IEJEE provides immediate open access to its content on the principle that making research freely available to the public to support a greater global exchange of knowledge.

© 2016 IEJEE ISSN: 1307-9298

Editor in Chief:

Kamil ÖZERK, University of Oslo, Norway

Editors:

Turan TEMUR, Dumlupinar University, Turkey
Gökhan ÖZSOY, University of Ordu, Turkey
Karen M. ZABRUCKY, Georgia State University, United States
Kathy HALL, University College Cork, Ireland
Annemie DESOETE, Ghent University, Arteveldehogeschool, Sig, Belgium

Abstracting and Indexing:

ERIC, Scopus, ProQuest, DOAJ, EBSCO (Education Research Complete), Google Scholar, Index Copernicus, NSD (Norwegian Social Science Data Services), NewJour, Open J-Gate, Academic Journals Database, TEI (Turkish Education Index), ROAD.

All responsibility for statements made or opinions expressed in articles lies with the author.

Publication Information

International Advisory Board:

Bracha KRAMARSKI, Bar Ilan University, Israel Bulent TARMAN, Gazi University, Turkey Cemalettin AYAS, Sinop University, Turkey Christian Watkin BECK, University of Oslo, Norway Colin Robert BOYLAN, Charles Sturt University, Australia David Warwick WHITEHEAD, The University of Waikato, New Zealand Hayati AKYOL, Gazi University, Turkey H. Gül KURUYER, Aksaray University, Turkey H. Bayram YILMAZ, Ondokuz Mayis University, Turkey Isabel KILLORAN, York University, Canada Janelle Patricia YOUNG, Australian Catholic University, Australia **Ianet ALLEN**. United States Kouider MOKHTARI, Iowa State University, United States Lloyd H. BARROW, University of Missouri, United States Lori G. WILFONG, Kent State University, United States Maria Lourdes DIONISIO, University of Minho, Portugal Maribel GARATE, Gallaudet University, United States Nacive AKSOY, Gazi University, Turkey Peter JOONG, Nipissing University, Canada Ruth REYNOLDS, University of Newcastle, Australia Sait TUZEL, Canakkale Onsekiz Mart University, Turkey Therese Marie CUMMING, University of New South Wales, Australia Yüksel DEDE, Istanbul Medeniyet University, Turkey Ziya SELCUK, TED University, Turkey

Editorial Assistants:

Hasan TABAK, Gazi University, Turkey Mustafa BAKIR, Dumlupinar University, Turkey Ulaş YABANOVA, Dumlupinar University, Turkey Emel BAYRAK ÖZMUTLU, University of Ordu, Turkey Saniye Nur GÜNDÜZ, University of Ordu, Turkey

<u>Proofreaders</u>: H.Ozge BAHAR, Turkey

Lee COREY, United States

Graphic Design:

Erdoğan DIZDAR, Turkey

Table of Contents

Editorial	v-vi
Exploring the classroom: Teaching Science in Early Childhood Peter J.N. DEJONCKHEERE, Nele De WIT, Kristof Van de KEERE & Stephanie VERVAET	537-558
How do Third-Grade Students and Their Teachers Construe Each Other? İsmail SANBERK & Semiha BAĞIŞ	559-572
Exploring the Relationship among New Literacies, Reading, Mathematics and Science Performance of Turkish Students in PISA 2012 Serkan ARIKAN, Kasım YILDIRIM & Evrim ERBILGIN	573-588
Babysitter or Professional? Perceptions of Professionalism Narrated by Ontario Early Childhood Educators Debra HARWOOD & Stephanie TUKONIC	589-600
Child Centered Reading Intervention: See, Talk, Dictate, Read, Write! Muhammet BAŞTUĞ & Gonca DEMİRTAŞ	601-616
The Effectiveness of the Creative Writing Instruction Program Based on Speaking Activities (CWIPSA) Seher BAYAT	617-628
Examining Pre-service Elementary School Teacher Beliefs and Instructional Practices in Mathematics Class Yoppy Wahyu PURNOMO, Didi SURYADI & Sutawanir DARWIS	629-642
Prospective Middle School Mathematics Teachers' Knowledge of Linear Graphs in Context of Problem-posing Tuğrul KAR	643-658
Examining Teachers' views on the Implementation of English As L3 into Primary Schools: a Case of Kazakhstan Bakhytgul A. ZHETPISBAYEVA, Tatyana Y. SHELESTOVA & Saltanat K. ABILDINA	659-674
An Exploratory Study of the Relationships between Reading Comprehension Competence, Reading Attitude and the Vividness of Mental Imagery among Turkish Fourth-Grade Students Mustafa KOCAARSLAN	675-686