

Stakeholder Views on Early Literacy and Reading and Writing Acquisition in the Preschool Period

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Abstract. This research aims to reveal stakeholder views on early literacy and reading and writing acquisition in the preschool period. It is a case study conducted with the descriptive survey model. The research participants consisted of academics, primary school teachers, early childhood education teachers, primary school teaching students, and prospective early childhood education students. Five semi-structured interview forms were used as the data collection tool. The data were analyzed through content analysis method. The results indicate that stakeholders have a flexible approach to teaching reading and writing in the preschool period and support early literacy education. The roles that early childhood education teachers, preschool education institutions, and parents should play, are presented. It is recommended to increase the cooperation of stakeholders having an essential role in literacy skills development and to reshape the pre-service and in-service training related to early literacy.

Keywords: Teaching, reading and writing, early literacy, early childhood education, stakeholder views.

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Introduction

In today's world, increasing information, communication technologies, and easy access to these technologies enable the phenomenon of literacy to continuously evolve and lead to the emergence of different types of literacy. Indeed, in the 21st century, although it is considered essential to have new literacies that include the skills, strategies, and trends necessary to use technologies that affect all aspects of life (Lapp, Moss & Rowsell, 2012), new types of literacy also need to be included and supported in educational processes.

Defined as the ability to identify, understand, interpret, create, communicate, and compute using printed and written materials associated with different contexts (UNESCO, 2004, p. 13), literacy includes language skills such as reading, writing, speaking, and listening, as well as cognitive skills such as examination and thinking (Zygouris-Coe & Center, 2001). It is noted that literacy skills are closely related to language skills (Moats, 2010) and that people who acquire literacy skills can identify their problems concerning reading and writing, make the necessary arrangements by correcting their errors, if any, and control the process (Collins, 1994, cited by Aşıcı, 2009).

While Alphabet literacy had been at the forefront for ages, with the Industrial Revolution, separate types of literacy came up in many areas. The concepts of reading and writing and literacy have been used interchangeably for many years, and knowledge literacy has changed this perspective in that it also uses high-level skills in a way that serves other types of literacy. Emphasizing that the difference in meaning between these concepts is becoming more and more apparent, Kurudayıoğlu and Tüzel (2010, p. 285-286) explained the difference between reading and writing and literacy concepts as "the reading-writing process is a static behavior that serves to figure out a particular letter system, whereas literacy is a developable skill that aims to make sense of everything that has a message." Similarly, Neuman and Dickinson (2018, p.51) emphasize the difference between these concepts by stating, "Beyond acquiring a number of basic skills to decode written symbols and produce written symbols, it is necessary to develop an interpretive competence with many forms of communication and representation." In this context, it seems that literacy, which refers to a developmental process, is a high-level skill involving language skills.

It is known that literacy skills, which are among the language skills and are directly associated with reading and writing skills (Scott, 1996), begin to develop in early childhood (Justice, 2006; Teale and Sulzby, 1992). The studies, based on the fact that literacy skills begin long before starting formal education, consider the literacy process in three dimensions: Emergent literacy, early literacy, and conventional literacy. Emergent literacy refers to the process in which several literacy-related behaviors are exhibited from birth to the end of the early childhood period. Early literacy is defined as the period which is before starting conventional reading and writing with the

development of emergent literacy skills while conventional literacy refers to the period of reading and writing (Justice, 2006).

The early literacy approach, which covers early childhood before the literacy period, includes all of the knowledge, skills, attitudes, and behaviors necessary for literacy (Whitehurst and Lonigan, 1998). Young (2003) notes that children acquire early literacy skills in the early childhood period and defines these skills as the overall reading and writing experiences that will become the basis for reading and writing learning when they start school. According to the early literacy approach, the literacy phenomenon progresses as the child's development continues, and the child already has much knowledge about literacy and language when he or she starts school (Strickland, 1993). The common idea in the various definitions regarding early literacy is that several skills acquired before the reading and writing learning process contribute to reading and writing afterwards.

It is stated in the literature that early literacy skills, which include vocabulary knowledge, phonemic awareness, writing awareness, letter knowledge, and verbal language skills, are essential in the literacy learning process (Dickinson & McCabe, 2001; Neuman & Dickinson, 2018; Jalongo, 2013; Whitehurst & Lonigan, 1998). It is stated that these mentioned skill areas are associated with each other and that these skills mutually affect each other's development (Kendeou et al., 2009). For example, of the early literacy skills, vocabulary knowledge plays a critical role in the formation (Hirsch, 2003) and development of language components (Biemiller, 2003; Bromley, 2007; Peitz & Vena, 1996; Robinson, 2005). The broadness, depth, and weight of vocabulary knowledge are essential for developing understanding and expression skills that people will need during their lifetime. Vocabulary knowledge, which multiplies in early childhood (Juel, 2006; Neuman, 2011; Snow & Oh, 2011), enables vocabulary development, galvanizing a number of cognitive processes. Similarly, phonemic awareness (Anthony & Francis, 2005; Chung & McBride-Chang, 2011), which can also be defined as the ability to analyze by realizing that verbal language can be divided into units regardless of meaning, such as words, syllables, and sounds, and the ability to use these units effectively and correctly, shows up as a skill that supports vocabulary knowledge by improving it in making sense of the formal dimension of the vocabulary knowledge. In this context, it will also be possible for children to enhance their awareness of learning new words and developing vocabulary knowledge by being conscious of the sounds and syllables that enable the formation of words.

The realization that written language has a different form than verbal language also begins to occur at an early age such as in reading skill awareness (Justice et al., 2005; Whitehead, 2007; Wortham, 2009). Writing awareness means enhancing children's knowledge of the writing form and function (Isiklan & Akoglu, 2016). Considering that one of the strong predictors in prognosticating reading skills is writing awareness

(Farver, Nakamoto & Lonigan, 2007), children are expected to advance to formal reading learning in the period after written words begin to be associated with spoken words (Ezell & Justice, 2005; Wang, 2015; Vacca et al., 2012). In this respect, awareness of written forms of vocabulary knowledge supports the development of reading skills and in the same sense, language skills seem to develop collectively. Vocabulary knowledge, which begins to develop through listening, provides the development of skills to understand what is listened to, to speak and express oneself verbally. Phonemic awareness and letter knowledge, on the other hand, provide the improvement of the formal dimension of vocabulary, and with the development of writing awareness, the preparation of the development of reading and writing skills is realized. Therefore, it is observed that these skills support each other's development and allow them to achieve literacy.

Nowadays, it is recognized that studies supporting children's early literacy skills in the early childhood period play a critical role in their long-term literacy success (Kent et al., 2014; Kim, Al Otaiba & Wanzek, 2015; Nation, Cocksey, Taylor & Bishop, 2010; Neuman & Dickinson, 2018; Whitehead, 2007). However, it is noted that children whose reading and writing skills are not supported face some difficulties when they begin reading and writing learning in formal education (Hanson & Farrell, 1995; Justice & Ezell, 2001). In other words, it is necessary to support early literacy (Justice, 2006) skills, which are a critical developmental stage, before moving on to reading and writing in formal education. In developing these skills, the process must be supported by experienced persons (family, teachers, peers, etc.), and students should be offered real-life opportunities (Zygouris-Coe & Center, 2001, p. 4). In this regard, it is crucial to systematically improve early literacy skills (Langeloo et al. 2019) and developing children's early literacy skills should be one of the principal goals of early childhood education (Snow, Burns & Griffin, 1998, p. 188). Besides, considering that not all children can start early childhood education having the same language skills level, the preschool teacher needs to determine each child's improvement levels and build the educational processes upon this foundation. Therefore, "preschool teachers should have the current professional knowledge and research-based responsibility to support literacy development in children. Teaching needs to be adapted in a way that takes into account children's differences, and especially for children with less experience in language skills, preschool teachers are required to take advantage of every opportunity (IRA & NAEYC, 1998). In other words, "...Teachers should create a positive classroom environment for improving children's literacy skills, and use various teaching methods and techniques for those who come to these schools not having enough readiness and sensitivity in terms of their literacy skills." (Uyanik & Kandir, 2010, p. 122).

Of course, teachers should provide their students with opportunities to gain experience by organizing learning environments in the early childhood period covering early childhood and "use different strategies in early literacy education" (Fisher, 1991). Also, the fact that preschool teachers perform studies aiming at developing early literacy

skills in the classroom regularly, planned, and purposefully has a vital role in supporting children's reading and writing skills (Yalçıntaş Sezgin and Ulus, 2017). However, studies have shown that preschool teachers do not have sufficient knowledge of the concept of early literacy and the development of early literacy skills, and confuse early literacy with early reading and writing learning (Altun & Tantekin Erden, 2016; Ergul et al., 2014; Ozdemir & Bayraktar, 2015). In this context, just as the concepts of reading and writing, and literacy, are used interchangeably, it is observed that the concepts of early reading and writing learning, and early literacy are also not entirely distinguished.

Although there are different approaches related to reading and writing learning (standard approach, holistic language approach, balance approach, etc.), it is clear that reading and writing learning can be achieved by supporting early literacy skills in the early childhood period. Studies on the positive effects of supporting reading and writing teaching in early childhood by placing early literacy skills in the center are included in the literature (Evans & Hulak, 2020; Guo, et al., 2020; Hanson & Farrel, 1995; Mayer et al., 2020). Indeed, in addition to the experience gained with books and written materials in the early period (Morrow, 2009; Whitehead, 2007; Whitehurst & Lonigan; 1998), having enriched stimulus in the immediate surroundings (Clay, 2016), and the ability to access information and communication technologies (Clay, 2015; Mangen & Velay, 2010, Mayer et al., 2020), it seems that children whose literacy and communication skills are supported by early childhood education institutions and their parents (Guo et al., 2020; Morrow, 2009; Puglisi, et al., 2017; Puranik et al., 2018; Strickland, 2004) can easily learn to read and write in the early childhood period. Through these experiences, the results arising from supporting children with skills-oriented processes independent of age in reading and writing learning make it necessary to restructure the process of teaching reading and writing. In this context, it is thought that the examination of the assessments and suggestions of the leading stakeholders of literacy education about teaching reading and writing in the early childhood period and early literacy education processes will contribute to the literature and be helpful to decision-makers and practitioners in terms of re-designing the instructional processes and guiding the educational programs to be developed. In this regard, this research aims to reveal different stakeholder views on early literacy education in teaching reading and writing in the early childhood period as well as preparing for reading and writing. For this purpose, research questions are presented as follows:

- What are the perspectives of research participants on reading and writing teaching in the early childhood period?
- What do the research participants think about the impact of early literacy education received in the early childhood period on the process of teaching reading and writing?

Method

The qualitative research (Creswell, 2012) (an exploratory and interpretive process conducted by the researcher to examine the formation processes of events and facts, to explain the essential qualities of individual and social events and facts that people experience) enables finding out how studying people see the world, how they define a situation, or what a condition means to them (Neuman, 2010). In this study, the qualitative research approach was adopted in determining the assessments of various stakeholders for the development of teaching reading and writing in the early childhood period, and early literacy skills. This research is a case study conducted with the descriptive survey model. A case study (Yin, 2009) is a research method used to answer questions about how and why, when the researcher does not have control over variables, can also be used as a method of examining complicated situations through rich description and contextual analysis (Davey, 1991). Furthermore, decision and decision-making processes, programs, specific implementation processes, or organizational change issues can also be included in case studies (Yildirim & Simsek, 2018). In this context, determining the views of preschool and primary school teachers, candidates and faculty members who play an essential role in developing the literacy skills of the individuals, in the structuring and implementation of the processes of teaching reading and writing, was considered as a case study in this research. It is recommended in case studies that more than one data collection tool be used (Yin, 1984). In this way, we used five different interview forms prepared for each stakeholder group, carried out in-depth data collection, and obtained data diversification by reaching out to different stakeholder groups in the research.

Participants

In determining the research participants, the maximum variation sampling method was used. In maximum variation sampling, the aim is not to provide diversity to generalize, but to try to find out whether there are any common or shared facts between diverse situations and to examine the different dimensions of the problem considering this diversity (Marczyk, DeMatteo & Festinger, 2005). In this regard, participants with different expertise (teacher, faculty member, teacher candidate) were also included in the research sampling to determine common and different situations by taking their opinions about early literacy education, and teaching reading and writing in the early childhood period. The participant characteristics are presented in Table 1.

Table 1.

Participant Characteristics

Participants	Expertise and Research Interests	Number of Participants
Teacher	Primary school teacher	23
	Preschool teacher	13
Academician	Faculty member expert in teaching reading and writing	2
	Faculty member of early childhood education	2
Undergraduates	Primary school teaching program	18
	Early childhood education program	7
Total		65

The participants of the research are composed of preschool teachers, primary school teachers, faculty members who teach undergraduate and graduate courses in the field of reading and writing, faculty members who teach primary school preparation and language development courses in the field of early childhood education, students of the undergraduate program of primary school teaching, and students of the early childhood teaching program who took the course of “Language Development and First Reading and Writing Teaching” at a Foundation University in Ankara, Turkey. The parents were not included in the study group as the issue of early literacy and teaching reading and writing were study subjects that required pedagogical subject matter knowledge. Participant IDs have not been disclosed throughout the process, and participants were encoded with numbers during the analysis process.

Data Collection Tools

The research data collection tools were five semi-structured interview forms composed of open-ended questions, enabling the research participants to reflect their expertise. In this context, a total of five interview forms consisting of different questions for each group of participants were prepared. The forms were presented to five subject matter experts, including two experts in the area of preschool education, two primary school education experts, one assessment and evaluation expert. An evaluation of the formal and semantic appropriateness of the forms was also conducted. After collecting expert views, interview forms were tested by conducting face-to-face pilot interviews with one person representing each group of participants but was not one of the research participants. Following the pilot interviews, the interview questions were rearranged to obtain the final version of the forms.

Data Collection and Analysis Process

The data collection process was carried out via face-to-face interviews, e-mail, and teleconferencing. A written opinion was obtained from participants who wanted to provide a written statement. Face-to-face and teleconference interviews were recorded. In the process of analyzing the data, audio recording transcripts were examined first. The written data was transferred to the computer environment. Participant views were

then analyzed through content analysis. The NVivo 12 program was used to determine and model inter-theme relationships since the themes are multidimensional and comprehensive. This was followed by the stages of encoding data, finding themes, arranging codes and themes, and defining and interpreting the findings.

Validity, Reliability and Credibility

Considering the proposed strategies for ensuring validity and reliability in qualitative research (Yildirim and Simsek, 2018), in-depth data collection, providing data diversification by reaching out to different stakeholder groups, detailed description and consistency review methods were used. The audio recording time of the interviews conducted with the 65 participants was 336 minutes, and the written transcripts of the opinions were 168 pages, indicating that the data was gathered comprehensively. Using five different interview forms consisting of open-ended questions that reflect each stakeholder group's expertise was instrumental in the in-depth data collection. The relationships between the themes and their sub-themes were modeled, and detailed descriptions were provided.

To ensure research reliability, pilot interviews were conducted with an independent person from each area of expertise. Considering a temporary reliability value, the data was analyzed by a researcher and a subject matter expert independent of the study. In line with the themes obtained at the end of the analysis, the reliability of the measurement tools was ensured. To ensure the reliability of the analysis of the collected data, two researchers who were not involved in the study, one experienced in primary school education and the other in early childhood education were asked to examine the coherence of the themes with the research questions.

In ensuring credibility, the questions proposed by Lincoln and Guba (1985) in their case studies to check whether credibility is achieved were taken into consideration. Accordingly, the researchers strived to increase research credibility by working on data sources for a long time, controlling raw data sources with interviewers, controlling the results obtained by another subject matter expert independent of the research, and presenting the results with direct statements of the stakeholders.

Researcher Role and Ethical Principles

In this study, the researcher had the opportunity to observe the process by which some of the participants acquire the theoretical knowledge necessary to develop their literacy and literacy skills by conducting the "Language Development and Reading and Writing Education" course with the participants studying in the early childhood education and primary school teaching program for one semester. Also, the fact that the researcher has many years of experience in primary school teaching and early childhood education teaching has helped him/her reflect his/her expertise in the practical dimension of the reading and writing teaching process into the process of carrying out the research. In creating the study's conceptual framework, data collection, data

analysis processes and obtaining the opinions of the experts in the field of early childhood and primary school education helped to reflect the perspectives of the different levels of learning on literacy holistically. It is believed that the ability to evaluate research data in a common body and comprehensively stems from the diversity of participants in this study and the researcher's professional relationship with all stakeholder groups. In this way, the researcher could work thoroughly with the data because the data collected was multidimensional and comprehensive.

The ethical approval for this study was obtained according to Article no.1605 of the TED University Human Research Ethics Committee. Following formal approval, the consent forms were presented to those who volunteered to participate in the study. The participants were informed that the study did not include anything which could lead to any discomfort (physical, psychological, etc.), that they were free to leave the research whenever necessary for any reason, and that in such a case, the use of the information provided by the researcher would only be used with the consent of the participant. Also, the researcher made sure that participant information would not be shared with anyone during and after the study. The aim of the research and the research process were explained to the participants, and the interviews were recorded with the approval of the participants. After the transcripts of the interviews were shared with the participants, their authorization was obtained, their names were deleted, and the record was stored in an encrypted file on the computer before the data analysis process began. These measures ensured the research was carried out according to ethical principles.

Findings

In this section, the results obtained in the study are presented in figures and tables in line with the research questions. The data obtained in the context of the research questions posed to the participants were collected under the following headings; views on reading and writing teaching in the early childhood period, the effects of early literacy education in the early childhood period, the role of preschool teachers in the early literacy education process in the context of preparation for reading and writing, the role of the parents in teaching reading and writing in early childhood period, and the role of early childhood education institutions in implementing early literacy education in the context of preparation for reading and writing. These were further divided into main themes and sub-themes. The distribution of the main themes and sub-themes that arise in line with the research participants' views on reading and writing teaching in the early childhood period by stakeholder views are given in Table 2.

Table 2.

Views on Teaching Reading and Writing in Early Childhood Period

Main themes	Sub-themes	Stakeholders				
		A	PST	PT	PSTS	ECES
Ensuring the development of skills	Developing thinking skills					
	Holding the pen properly			x		
	Self-expression				x	
	Raising writing awareness	x	x			
Preparing for primary school, and reading and writing	Making line drawing practices				x	
	Supporting auditory and visual development		x	x	x	x
	Contributing to muscle development	x		x	x	
	Vocabulary development			x	x	
	Providing reading and writing readiness		x			
	Developing a positive attitude towards reading and writing		x			x
	Contributing to self-confidence			x		
	Providing sound awareness			x		
Reading and writing teaching activities	Giving sounds within text	x	x	x	x	x
	Ability to provide education by trained teachers			x		
	Reading and writing skills becoming a necessity at an early age			x	x	
	Teaching of vowels and numbers	x	x		x	
	Teaching reading and writing by separating them from each other		x			
	The idea that teachers would have different practices		x			
Reasons given for not being taught reading and writing.	Preschool teacher's erroneous teaching				x	x
	Being early (not appropriate for the age)	x	x		x	x
	Students feeling pressure on themselves		x		x	x
	Causing students to take a dislike from the process				x	
	Causing students to get bored in the process	x			x	x
	Causing confusion	x			x	
	Harming peer relationships	x			x	x
Causing prejudice against reading and writing				x		

A: Academicians; PST: Primary School Teachers; PT: Preschool Teachers; PSTS: Primary School Teaching Students; ECES: Early Childhood Education Students.

In Table 2, the participants' views on reading and writing teaching in the early childhood period were gathered under the themes focusing on skill development, preparing works for primary school, and reading and writing, the realization of reading and writing teaching, and the non-realization of reading and writing teaching. Research findings indicate that stakeholders from different fields refer to the development of early literacy skills in the early childhood period. In this context, the participants, who expressed the need to perform sound awareness and writing awareness studies, also made statements supporting the development of early literacy skills in the early childhood period. This finding can be interpreted as: stakeholders believe that developing early literacy skills is vital in teaching reading and writing. Some of the participant's views regarding the finding include:

The child's experiences appealing to different developmental areas, which he or she acquired from the moment of his or her birth, perhaps even from the womb, form the basis of his or her literacy skills. If we approach reading and writing teaching in this way from a process-based point of view and take into account the differences in children, we can say that reading and writing teaching can be exposed even from infancy and that the reading and writing processes in children should also be supported in the early childhood period (Academician 3).

His or her relationship with books can be useful in the process, for example, his/her holding that book. Maybe his/her trying to make something sound. Or something he/she saw while walking down the road - brands or something like that - his/her saying these. So he/she recognizes some

things. He knows the letters; he/she can figure out when he/she sees them. And when we observe his/her daily life, maybe something can be taught through games. (Primary School Teaching Student 5)

"Line drawing practices, sound practices, sentence directions in books, and punctuation awareness... These should be studied in the early childhood period" (Preschool Teacher 1).

The research findings show that stakeholders other than early childhood education students have a flexible perspective on carrying out reading and writing teaching in the early childhood period. On the other hand, early childhood education students disapprove of reading and writing teaching activities in the early childhood period. The fact that early childhood education students do not support reading and writing teaching, even though they take reading and writing teaching courses at the university they study, may be because they do not feel they are good enough in this field. Besides, this can be caused by the fact that they receive education in major area courses following the educational content within the curriculum and their knowledge of the information contained in the curriculum. Indeed, an early childhood education student expressed his views on this issue as follows:

"Because we have not received an education like a primary school teacher, as they take different lessons. If I am going to teach after taking the lessons, I can improve myself even more, then I can feel more competent" (Early Childhood Education Student 2).

Among the stakeholders, academicians and primary school teachers who support reading and writing instruction in the early childhood period are in the vast majority. It is particularly noteworthy that the primary school teachers remarked that preschool teachers should only teach reading, setting aside vowels, numbers, and writing from reading. This can be interpreted as the fact that the primary school teachers overlook the need to conduct reading and writing simultaneously in the process of reading and writing teaching. It can be stated that these expectations can increase the problems that students experience in the process of teaching reading and writing and inhibit the development of language skills as a whole. The following are the highlights from the primary school teacher's views on the mentioned research finding:

"Numbers and vowels can be taught in the early childhood period" (Primary School Teacher 17).

"I think he can teach reading, but not writing. Allow the child to learn reading, and then he learns writing in the first grade" (Primary School Teacher 3).

Another remarkable finding is the view that preschool teachers can perform reading and writing education depending on whether they receive instruction related to reading and writing teaching. Below are some stakeholders' prominent statements that advocate the mentioned view from preschool teachers and primary school teaching students.

"This education can be given by people who got an education in reading and writing, many of our students are already being prepared for this, they are learning how to write their names, and even write the names of their friends by seeing" (Preschool Teacher 8).

I mean, if it can be appropriately given, I don't think it's right for someone who doesn't know very well and is just a preschool teacher to teach, saying, this is your name, and it is written like this. But if he is going to get an education, I think it might be useful if such a step is taken, at least for teaching the letters (Primary School Teaching Student 11).

Some stakeholders stated that teaching reading and writing in the early childhood period is now a necessity. Among stakeholder groups, academicians and primary school teaching students are seen to advocate this view. Some of the participant's opinions regarding this finding are as follows:

A child should be supported in his or her life, depending on their interests and needs in the early childhood period. Today, a child often comes across many examples of information technologies in the outside world, which he or she cannot respond to behaviorally. I think that early age is not only related to school, but has now become a requirement in the sense of teaching reading and writing (Academician 1).

I think times have changed, and now the kids are learning very quickly. In our time, for example, there were no resources that we could use to learn, except for television, and there were only cartoons. Now children's books have changed a lot too. I mean, if you give a pen in the hands of a two-year-old, he/she gets used to it after a while. I think what the life process brings with it has speeded up too. That's why I think early childhood education can be given (Primary School Teaching Student 13).

When it comes to the theme of reasons given for not teaching reading and writing, it is seen that the views of the primary school teaching student produce the most sub-theme within this theme compared to other stakeholders. In this context, it can be stated that although primary school teaching students have a flexible perspective on teaching reading and writing in the early childhood period, they also have strong views on not carrying out reading and writing teaching.

Participants who did not have a favorable view of teaching reading and writing showed several reasons for not teaching reading and writing in the early childhood period. These reasons can be stated as: The practices of preschool teachers and primary school teachers may be different; Preschool teachers may perform erroneous teaching, and for this reason, students may experience difficulties (for example, causing confusion, getting bored, alienating, harming peer relationships) when they start primary school; Teaching reading and writing is not an educational process appropriate to the age of early childhood education students, and it can therefore cause students to feel pressure on themselves and to be prejudiced against the process of reading and writing. The reasons mentioned may have come from the experiences and observation results of the stakeholders. Participant statements on the reasons given for not teaching reading and writing in the early childhood period are presented below.

...The fact that many preschool teachers who do not have competence in teaching reading and writing make efforts to teach children reading and writing. I find such efforts very inappropriate. I sometimes think they are choosing this way to glorify themselves or make their work more meaningful. Yet, learning this from a teacher who does not know he should teach reading and writing first, can firstly damage the child's cognitive and linguistic processes and ultimately cause

the child to lose his desire, develop false attitudes and experience academic difficulties in primary school as a result of erroneous learning... (Academician 4)

"Preschool teachers' erroneous teaching causes us to encounter problems from time to time" (Primary School Teacher 15).

It's hard for the teacher, his or her knowing reading and writing while in the first grade, it's hard also for those in the class. And at this age, the child wants to stand out a little bit, he/she wants to come to the forefront. When the teacher asks something, only that child comes out and answers all the questions. Then maybe he gets adverse reactions from his or her peers (Primary School Teaching Student 18).

The distribution of the main themes and sub-themes arising in line with the research participants' views on the effects of early literacy education in the early childhood period by stakeholder views is given in Table 3.

Table 3.

The Effects of Early Literacy Education In the Early Childhood Period

Main themes	Sub-themes	Stakeholders				
		A	PST	PT	PSTS	ECES
Impact on academic achievement	Achieving high academic achievement					
	Depending on the condition of being supported	x	x	x	x	x
	Helping to concentrate				x	
	Causing low academic achievement	x	x	x		x
	Ensuring readiness	x		x	x	x
	The idea that there is no impact		x			x
	Competence in different disciplines	x	x	x	x	x
	The arrangement of preliminary information with new ones				x	
Impact on primary school first-grade learning	Access to information shortly	x		x	x	
	Ensuring skills development	x		x	x	x
	Having awareness	x			x	
	Disrupting the process of reading and writing	x				
	Causing concern			x		
	Easy adaptation		x	x	x	x
	Overcoming fear				x	x
	Being open to learning				x	
	Getting bored with the classroom learning process	x	x	x	x	x
	Influencing classroom environment negatively				x	
Impact on motivation	Being different from classroom learning speed	x	x		x	x
	Having a high readiness	x	x	x	x	x
	Being an external motivation requirement	x	x		x	
	Causing low motivation	x	x	x	x	x
	Enabling to be enthusiastic				x	
	Providing intrinsic motivation	x			x	x
	Providing high motivation	x	x	x	x	
	Satisfying curiosity	x			x	
Impact on self-efficacy	Self-sufficiency	x	x	x	x	x
	Causing perception of incompetence	x	x			x
	Ensuring high self-confidence	x	x		x	x
	Undermining faith in achievement	x	x		x	x
	Depending on the status of being supported		x		x	x
	Harming peer relationships	x		x	x	x
	Enabling peers to help each other				x	
	Development of language skills	x			x	

Impact on psychosocial development	Those who did not receive an education being shy				x	x
	Development of communication skills	x			x	x
	Vocabulary development			x	x	x
	Feeling confident	x	x	x	x	
	Development of self-expression skills	x	x	x	x	x
	Self-righteousness		x		x	x
	Building positive relationships	x	x	x	x	x
	Causing negative social relationships				x	x

A: Academicians; PST: Primary School Teachers; PT: Preschool Teachers; PSTS: Primary School Teaching Students; ECES: Early Childhood Education Students.

In Table 3, the research participants' views on the effects of early literacy education in the early childhood period were gathered under the themes of the impact of early literacy education on academic achievement, on primary school first-grade learning, motivation, self-efficacy, and psychosocial development. Research findings have shown that all stakeholder groups expressed a common opinion within some sub-themes. One of the common themes in question is the view that receiving early literacy education will have an impact on achieving high academic success and becoming competent in different disciplines. Another common view is observed in the sub-themes of being bored with the classroom learning process and having high readiness, under the main theme of the impact of receiving early literacy education on primary school first-grade learning. A similar case exists in the sub-themes of self-efficacy in the context of the impact of having early literacy education on students' low motivation and self-sufficiency in their primary school first-grade life. When it comes to the dimension of its impact on psychosocial development, it was expressed by all stakeholders that early literacy education enables the building of positive relationships and the development of self-expression skills. Because the participant's views on these findings are comprehensive, the citations are presented in subheadings.

Views on the sub-themes of achieving high academic success, becoming competent in different disciplines, and having high readiness:

As it can be considered together with various disciplines one by one, it is also essential for overall academic achievement and school success. A child who learns to read and write early will be able to devote more time to environmental activities-friend relationships, psychomotor, and affective activities - in school life. His/her school life will not be limited to the instinct of aspiring to be continuously successful and learning to read and write and focusing on lessons, and it will become more fun... On the one hand, a child who receives literacy education, through early literacy, will satisfy his/her curiosity about important issues such as, Why is there such an environment? What are people doing there? What should not be done? and will be prepared for future cognitive, psychosocial processes (Academician 1).

The way he/she approaches the question, the way he/she listens to his/her teacher, his/her responses and reactions to that question. If there is a game activity there, he/she is in the leading position there. Because he/she already knew about it. It affects his/her sociability and also affects other disciplines. It also enhances his/her motivation and affects math too, because they teach a little math in preschool as far as I know. I think it will have an impact in all areas in general (Primary School Teaching Student 18).

He/she may be more competent in learning areas as he/she will start primary school with a high level of readiness." (Primary School Teacher 2)

Views on the sub-theme of self-efficacy - self-sufficiency:

The child will learn to motivate himself/herself sooner. Because the examples in front of him/her will gradually increase. He/she will be a mighty individual. He/she will be able to know internal and external elements of motivation against difficulties in advance and evaluate them, even though not at a very high level. This also positively affects the elements for achieving success I mentioned above in the following period (Academician 1).

While the teacher speaks about some things, or while letting them write the letters for the line drawing practice, he/she develops a sense of I can do it thanks to his/her work done before in the early childhood education institutions, because he/she got his/her hand in writing. I can do it, and I might manage it, I can do it well, things like this can occur. They'll absolutely observe their friends. Ah, you couldn't do it, but I could, things like this would happen. So they will have self-confidence both socially and as motivation. In the face of being able to read more, write more... if they see that they are doing something, they embrace it enthusiastically, and they want to learn more. They want to grab something. It is also very important in terms of motivation... (Early Childhood Teaching Student 4)

"...He considers himself competent in every sense" (Primary School Teacher 1).

"Those who receive training begin like... self-confident. They think and say because I already know how to read. He/she has a different self-confidence. They act more self-confident, they see themselves as competent" (Primary School Teaching Student 5).

Views on the sub-theme of causing low motivation:

... Practices such as line drawing, writing practices that are structured, have little flexibility, and will not make sense to the child, forcing them to use small muscles, highlighting spelling rules, forcing children to have letter awareness rather than sound awareness unconsciously, negatively affects them. It causes a feeling of failure and incompetence. Their motivation decreases. . Especially in the first grade, reading and writing studies will be performed frequently, so it may create an unwillingness towards school in the future ...(Academician 3)

"Thinking that he/she knows everything, his/her desire to learn can disappear. He/she would have no motivation" (Preschool Teacher 11).

"Their motivation in class can be low. 'Anyway, I already know it, I can do it,' this opinion prevails" (Primary School Teacher 1).

Views on the sub-theme of being bored with the classroom learning process:

Children can be bored. There will be things he/she already knows. I think he/she might break off from school. I've seen examples like this. A friend of mine told me, he started reading at the age of three. When he/she started first grade, he/she felt very good at first. He/she thought he/she was outstanding, and then he/she understood that no matter how good he/she was, he/she had to learn at an average speed, and then he/she escaped from reading a book. His or her writing already worsened, and he/she had no interest in classes (Early Childhood Teaching Student 3).

"If they get early literacy, being ahead of their peers in primary school will cause them to be bored for a year" (Preschool Teacher 11).

"In first grade, he/she will get bored and be behind while others learn" (Primary School Teacher 13).

"If a child receives early literacy education, they may be bored when they start primary school and may not want to attend class. He/she can meet his friends who advance in the reading and writing with the phrase 'I already know,' and this can negatively affect both the child and the classroom environment" (Primary School Teaching Student 3).

Views on sub-themes of ensuring building positive relationships and allowing the development of self-expression skills:

"Maybe they can express themselves better. For example, we use a very low amount of words, maybe not exceeding 500. They can begin to express themselves using more words from very early on. Their communications with the other sides may improve. Or he/she can express his/her self exactly the way he/she wanted to" (Early Childhood Teaching Student 1).

"Recognizing and expressing his/her feelings, empathizing, allows him/her to establish positive relationships. He becomes social, extrovert. He/she can communicate easily. It allows them to start with a high readiness, communicating, as acquiring certain skills" (Preschool Teacher 3).

When the research findings are evaluated from a general point of view, it seems that stakeholders think, similar to the first finding of the research, that early literacy skills should be improved before the process of teaching reading and writing. The view that receiving early literacy education in the early childhood period can provide students with academic achievement in their life of primary school education and that they can be competent in different disciplines may be due to the stakeholders' observations, experience, and their knowledge about academic studies carried out on the issue. In addition to the mentioned finding, the fact that stakeholders also deduced a sub-theme that receiving early literacy education can lead to being bored with the learning process in primary school first-grade learning shows that the two views contradict each other. In this regard, it can be interpreted as the fact that stakeholders who defend the mentioned view may have thought of the concept of early literacy as if it were early reading and writing teaching. It was observed that some stakeholders used the expression of early reading and writing instead of the concept of early literacy. It can be stated in this regard that the stakeholders who play an important role in the process of teaching reading and writing do not have competence regarding early literacy skills, which undoubtedly occupy an important place in learning reading and writing. A similar case was also observed in the finding that receiving early literacy education causes students to have low motivation in the life of their first grade primary school education. These two findings support the interpretation that stakeholders' level of knowledge about early literacy is inadequate.

In Table 4, the distributions of the main themes and sub-themes by the stakeholder views, arising in line with the views of the research participants on the role of preschool teachers in the process of early literacy education in the context of preparing for reading and writing in the early childhood period, are presented.

Table 4.

The Role of Preschool Teachers in Early Literacy Education in the Context of Preparation for Reading and Writing

Main themes	Sub-themes	Stakeholders				
		A	PST	PT	PSTS	ECES
Ensuring the development of skills	Developing language skills as a whole	x	x	x	x	
	Developing thinking skills				x	
	Holding the pen properly		x	x	x	x
	Problem solving skills		x			
	Development of social skills		x			
	Determining the direction of writing				x	x
Preparing for primary school and reading and writing	Making line drawing practices		x	x	x	x
	Including reading activities	x		x	x	x
	Contributing to muscle development	x	x	x	x	x
	Providing sound awareness	x	x	x	x	x
	Providing reading and writing readiness	x	x	x	x	x
	Ensuring book and pen holding		x		x	x
	Book review studies			x		x
	Providing reading and writing awareness	x			x	x
	Supporting auditory and visual development	x		x		x
	Involving mainly material/activity studies				x	
	Vocabulary development	x				
	Concept Development Studies	x		x		
	Contributing to self-confidence			x		
	Involving sit-down activities				x	x
	Arousing interest in reading and writing	x			x	
	Motivating for reading and writing	x				
Developing a positive attitude towards reading and writing	x					
Equipping students with knowledge, skills and attitude	x			x		
Reading and writing teaching activities	Teaching vowels		x	x		
	Teaching numbers		x	x		
	Teaching mathematical concepts		x			
Recommended path to follow	Applying different teaching methods	x	x	x	x	x
	Planning and executing the process with primary school teacher	x	x			
	Not interfering with the learning student	x	x			
	Not teaching reading and writing	x	x		x	x
	Not insisting on teaching reading and writing		x			
	Teaching reading and writing to children who are ready		x			
	Applying curriculum guidelines		x			
	Executing processes appropriate to their age and development			x		
	Consideration of teaching principles			x		
	Ensuring association with everyday life			x		
	Structuring the process according to interest and needs	x				
	Making preparatory studies for life	x				
	Follow-up of academic publications	x				x
Guiding parents correctly	x					
Making environmental factors suitable	x				x	
Learning primary school programs	x					
Having knowledge of reading and writing teaching				x	x	
Making evaluation carefully				x	x	

A: Academicians; PST: Primary School Teachers; PT: Preschool Teachers; PSTS: Primary School Teaching Students; ECES: Early Childhood Education Students

In Table 4, the research participants views on what preschool teachers can do in the context of teaching reading and writing and early literacy were gathered under the themes of ensuring the development of skills, ensuring that students prepare for primary school and reading and writing, performing reading and writing activities, and

the recommended path to follow. The research findings indicated that all stakeholders should ensure sound awareness for preschool teachers to prepare their students for primary school and reading and writing. Besides, stakeholders stated that preschool teachers should enable students' reading and writing readiness. Another common sub-theme is within the theme of the path that the preschool teachers are recommended to follow. Stakeholders believe that teachers should use different teaching methods, mainly games, and gamification, in the early childhood period. Some of the participant's views on these sub-themes are as follows:

They should consider reading and writing skills as inseparable from other language skills, develop associated skills to prepare children for the process of reading and writing, and conduct research to support these skills... In short, they should equip children with the knowledge, skills, and attitudes that will make it easier for children to adapt to the process of reading and writing in primary school (Academician 4).

Preschool teachers should allow students to perform play-dough kneading, tear and paste work, and cutting with scissors, thus developing their small muscles, and then they should make them acquire the ability to hold a pen. Along with this learning outcome, line drawing practices and book activities should be done from simple to difficult. In this way, reading and writing readiness is provided. Finally, they should make them perform sound-feeling practices. They shouldn't be trying to teach reading and writing (Preschool Teacher 10).

Research findings indicate that there are some themes in common with themes that arise with the views of teaching reading and writing in the early childhood period. It seems that these common themes are the main themes of preparing for reading and writing in the early childhood period, ensuring the development of skills, and conducting some activities related to teaching reading and writing. Besides, the view that all stakeholders think enabling sound awareness, ensuring reading and writing readiness, and applying different teaching methods should be carried out by preschool teachers can be interpreted as the fact that stakeholders are aware that preschool teachers have an important role in literacy development.

The theme and sub-themes arising from the participant's views on parents' role in teaching reading and writing in the early childhood period are presented in Table 5.

Table 5.

The Role of Parents in Teaching Reading and Writing in the Early Childhood Period

Main themes	Sub-themes	Stakeholders				
		A	PST	PT	PSTS	ECES
Supporting the process of teaching reading and writing in the early childhood period	Don't believe that children are smart	x	x	x	x	x
	Not knowing your children	x			x	x
	Feeling anxious			x		
	Being excited			x		
	Being enthusiastic			x	x	
	Asking your children to learn early	x	x	x	x	x
	Placing importance in academic education			x	x	
	Feeling responsible	x				
	Setting goals for the future	x		x		
	Being influenced by the social environment				x	x
Behaviors for teaching reading and	Teaching efforts on his/her own	x	x			
	Having informing requirements	x	x	x	x	x
	Causing a negative impact on children	x	x	x	x	

writing in the early childhood period	Exhibiting impetuous behaviors	x	x
	Asking for more homework		x
	Tending to studies that do not support the teaching process		x

A: Academicians; PST: Primary School Teachers; PT: Preschool Teachers; PSTS: Primary School Teaching Students; ECES: Early Childhood Education Students.

In Table 5, the reasons given for parents to support the process of teaching reading and writing of children in the early childhood period and the distribution of the behaviors they exhibit towards teaching reading and writing by stakeholder views is presented. Participants emphasized that parents have the belief that their children are smart and do not know their children in this regard. In addition, among the reasons parents support teaching reading and writing in the early childhood period, the sub-theme of their asking their children to learn to read and write early was expressed by all stakeholder groups. Furthermore, parents stated that they feel responsible for their children's learning life, aim to set goals for their children's future, care about their academic education and achievement, and are excited and eager for their children to learn to read and write by social environment influence. The research participants emphasized that for the reasons mentioned, parents make an effort to teach their children reading and writing on their own, causing a negative impact on children due to their work that does not support the teaching process. Accordingly, all stakeholder groups stated that parents are required to be informed about the process of teaching reading and writing. Some participant views on the sub-themes presented in Table 5 are as follows:

The fact that parents do not have enough knowledge about reading and writing processes, that teachers lack in informing enough about the process of preparing for reading and writing, leads to the teaching reading and writing being inconsistent and not supporting each other. I think that many parents perceive their child's learning of reading and writing during this period as a superiority (Academician 4).

"Parents are happy with children's knowing how to read and write, and they often ask us: Do you teach, too? It would be nice if you teach... But when I talk about the conditions and give an example from myself, some of them agree..." (Preschool Teacher 7)

"Because parents do not have enough knowledge of the technique, they are performing false teaching before the first grade. They are teaching the sounds wrong, they are teaching to write the direction of the letters wrong. They should be told that this should not be done in this way, they should be informed" (Primary School Tacher 8).

When considered from a general perspective, the research findings indicate that all stakeholder groups believe that parents directly impact teaching reading and writing in the early childhood period. When the results are examined, it can be stated that stakeholders often touch upon the negative aspects of the impact of parents on the process of teaching reading and writing. Indeed, the preschool and primary school teachers, the two important stakeholders of the applied teaching process, stated that parents need to be informed about early childhood and literacy education by emphasizing the negative impact of parents' lack of knowledge on the teaching

processes carried out in the period of the early childhood and primary school. The findings also show that stakeholders believe that parents do not exhibit a behavior toward not being taught how to read and write. In this regard, it can be stated that stakeholders think that parents support teaching reading and writing in the early childhood period.

Stakeholder views on preschool education institutions' role in giving early literacy education are shown in Figure 1.

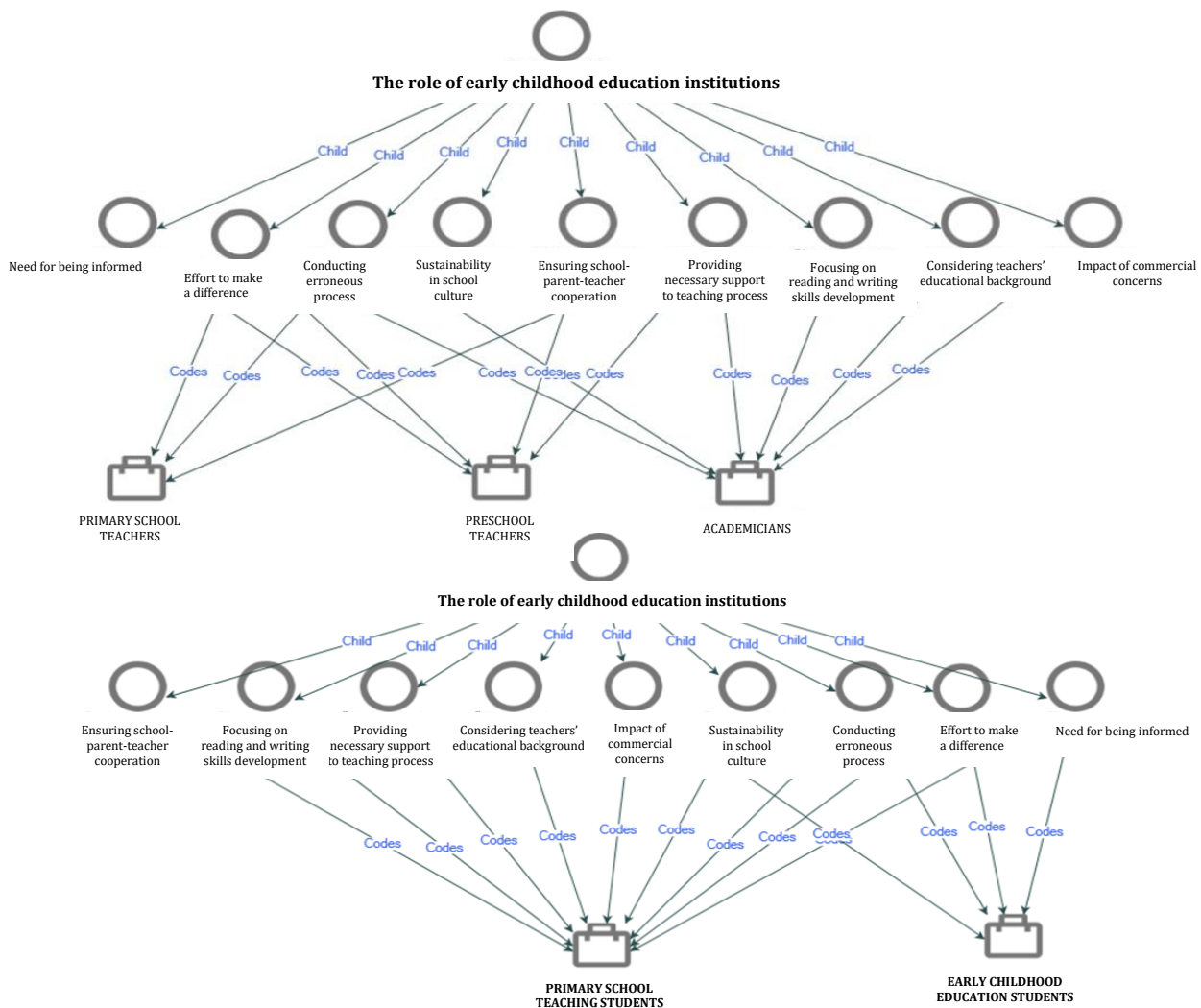


Figure 1. Preschool education institutions role in giving early literacy education in the context of preparation for reading and writing

There are nine sub-themes under the main theme of preschool education institutions' role in providing early literacy education in the context of preparation for reading and writing. Like the theme of the role of parents in teaching reading and writing in the early childhood period, the research participants emphasized that preschool

educational institutions are required to be informed by teaching reading and writing. The research participants noted that preschool education institutions planned reading and writing teaching activities due to commercial concerns and thought of making a difference, but caused erroneous teaching processes to be conducted. In this context, it was emphasized that preschool education institutions could play an important role in providing the necessary support by concentrating on the improvement of reading and writing skills, rather than focusing on teaching reading and writing. The participants also stated that the process should be designed in the institutions by considering the educational background of preschool teachers. Some participant view on the mentioned sub-themes are as follows:

"We can see that preschool educational institutions are implementing practices on this issue because of commercial concerns and the thought of making a difference, ignoring the children's developmental suitability." (Academician 3)

"Institutions do this to make a difference. We are different from other schools, we teach in ahead of them. I don't think they think of children..." (Early Childhood Teaching Student 1)

"Early Childhood Education Institutions should be informed that it is early to teach reading and writing in the early childhood period and that this education should be given in the first grade..." (Preschool Teacher 2)

Considering the research findings from a general point of view, it is seen that the stakeholders involved in the study attach importance to the role of preschool education institutions in the development of literacy skills. However, stakeholders believe that early childhood education institutions need information about reading and writing teaching, and that teaching reading should not be used for advertising and so on.

Conclusion and Discussion

We believe that this study is the first in its field in terms of participant diversity since the research results could be evaluated in a common body and comprehensively. In other studies in the literature, it is noteworthy that important stakeholders were not included in working groups and sampling.

In this study, which aims to reveal different stakeholder views on early literacy education in the context of teaching reading and writing in the early childhood period and preparation for reading and writing, the research results were presented in five dimensions in the light of the findings. The first dimension of the research results was the evaluations of the participants about teaching reading and writing in the early childhood period. The second dimension is the evaluation of the impact of early literacy education in the early childhood period, and the third dimension was the evaluation of the role of preschool teachers in the early literacy education process in the context of preparation for reading and writing. In the subsequent presentation of results, the role of parents in teaching reading and writing in the early childhood

period and the role of early childhood education institutions in giving early literacy education in the context of preparation for reading and writing will be evaluated.

Considering the first dimension of the research results regarding teaching reading and writing in the early childhood period, it was concluded that all groups of participants, except prospective early childhood education students, have a more flexible perspective. In the literature, views regarding the age and school level projected to teach reading and writing vary according to the period that the research results were obtained and the theoretical theories (Gunes, 2003). In Turkey as well, there are different opinions about the age at which reading and writing should be taught. Yangin (2007) stated that six-year-old group children in the early childhood education are not ready to learn writing, while Oktay (2013) argued that children with high intelligence levels can learn reading early in the early childhood period if they are interested and provided with proper help. It is seen as stated in the preschool education program (2016) that the aim is to gain the necessary preliminary skills in reading and writing learning without the realization of teaching reading and writing in early childhood education is reflected in the literature; and this, in turn, led to research being conducted in the context of preparing for reading and writing in the early childhood period, and a limited number of studies being carried out on gaining literacy skills in the early childhood period.

Developing technology and easy access to information have allowed many academic skills to extend back into early childhood periods. It is asserted that children's access to various advanced technologies in the early childhood period has an impact on the development of their early literacy skills and encouraging them to read in the early periods (Kolucki & Lemish, 2011; Neumann, 2014). In this context, designing the process of teaching reading and writing based on the criteria of early literacy skills development in a way that is not very age-sensitive has become necessary today. In this regard, the fact that research participants have a more flexible perspective on teaching reading and writing in the early childhood period is an acceptable and anticipated result in today's conditions. In fact, considering that the number of students who come with some of the literacy skills in the early childhood period has been increasing and the attention needs of the students are beginning to be reshaped; it would not be wrong to state that it is more important to approach the teaching process skill-oriented, without putting the age that is justified in teaching reading and writing in the center.

Another consequence of the research is that stakeholders think students should be prepared for primary school, and the reading and writing process, rather than reading and writing instruction. There are studies in the literature that show parallelism with the results of this research (Bircan, 2019; Taskin, Sak & Sahin, 2015; Tugluk et al. 2008; Yilmaz Bolat, 2019). It is also stated in some studies conducted that the teaching of reading and writing is carried out in the early childhood period (Bircan, 2019; Esen-Aygun, 2019; Razon, 1986; Razon, 1987; Sahiner, 2013; Tugluk et al. 2008). In this study as well, the view of some preschool teachers that teaching reading and writing in

the early childhood period can be done overlaps with the results of the research previously mentioned.

The fact that primary school teachers defend solely teaching reading by separating writing from reading in the early childhood period may lead to some problems in the teaching reading and writing process and prevent the holistic development of language skills. However, reading and writing language skills are acquired together (Kavcar, Oğuzkan & Sever, 1995). Furthermore, the development of all language skills (reading, writing, speaking and listening) as a whole is very essential for language development. Some researchers point out that reading and writing skills do not improve equally if reading and writing are not learned holistically (Basar, 2013; Eminoğlu & Tanrikulu, 2018). For this reason, it can be stated that the primary school teachers who support teaching reading and writing in the early childhood period overlook the dimension of teaching reading and writing simultaneously.

Considering the results of the research, some studies show parallelism with the reasons presented for not being taught reading and writing in the early childhood period (Basar, 2013; Bay and Simsek Cetin, 2014; Bozgun & Ulucinar Sagır, 2018; Sahin, Sak & Tuncer, 2013; Taskin, Katranci & Uygun, 2014; Yapici & Ulu, 2010). For example, Bozgun and Ulucinar Sagir (2018) mentioned in their research that first-grade teachers have difficulty correcting inaccurate learning that occurs in the preschool education, so preschool teachers should not talk especially about the teaching of letters at all. Similarly, Yapici and Ulu (2010) concluded their research that primary school teachers should not do these studies since they perform preschool teaching. Bay and Simsek Cetin (2014) concluded in their research based on the views of primary school teachers that some of the skills that were wrongly learned during studies in preparation for writing in the early childhood period caused children to experience difficulties when starting primary school.

It is noted that preschool teachers who support the justifications advocated by stakeholders for not teaching reading and writing do not have enough knowledge of the preparation for reading and writing or do not adequately reflect their existing knowledge into practice (Bay & Şimşek Cetin, 2014; Erdogan, Ozen Altinkaynak & Erdogan, 2013; Hindman & Wasik, 2008). In this respect, another result of the research was that preschool teachers can perform teaching reading and writing depending on knowledge related to teaching reading and writing; and this finding can offer an opportunity to solve the problems mentioned in the literature.

In the context of the second dimension of the research, the results related to the impact of early literacy education in the early childhood period on academic achievement, first-grade primary school learning, motivation, self-efficacy, and psychosocial development were achieved. The conclusion that stakeholders encourage the improvement of early literacy skills before the teaching reading and writing process and believe that studies should be carried out in this direction is very significant. Indeed, the literacy skills acquired before teaching reading and writing are considered necessary in teaching reading and writing. The preliminary skills required to acquire

reading skills do not appear immediately, but are shaped in the process (Bodrova & Leong, 1996). In this context, supporting early literacy skills is essential in the development of reading and writing skills.

The conclusion that early literacy education will be effective in ensuring academic achievement in future learning and ensuring competence in different disciplines overlaps with various research results in the literature (Langeloo et al., 2019; Nation et al., 2010; Piasta et al., 2020). On the other hand, the conclusion that stakeholders receiving early literacy education can have a negative impact on academic achievement, causing children to be bored of the classroom learning process and leading to low motivation is contradicted by the result of previous research. The results make us think that stakeholders confuse early literacy education with early reading and writing teaching. There are also research results in the literature that show that teachers and prospective teachers make sense of the concept of early literacy as early reading and writing learning. For example, Altun and Tantekin Erden (2016) concluded in their research that preschool teacher candidates do not feel themselves sufficiently knowledgeable about the concept of early literacy and that they define early literacy as knowing how to read and write before children started primary school and received no formal education. Similarly, Ozdemir and Bayraktar (2015) noted that teachers in training are unable to identify the relationship between early literacy and reading and writing skills. Ergul et al. (2014) also agreed with the conclusion that teachers define the concept of early literacy as reading and writing learning in the early childhood period. In this context, similar to other research in the literature, the research result indicates that stakeholders who play an important role in the process of teaching reading and writing do not have a sufficient level of knowledge about early literacy skills. In this respect, for stakeholders to gain professional and subject matter knowledge aimed at improving early literacy skills, which have an important place in reading and writing learning, it is important to include the necessary practices in curriculum and professional development programs.

When it comes to the third dimension of the research results regarding the role of early childhood education teachers in early literacy education in the context of preparation for reading and writing, it was concluded that the stakeholders mentioned the roles that early childhood education teachers should play in the context of improving their skills, preparing children for primary school, reading and writing, performing activities on teaching reading and writing, and the way forward. The research results point out that all stakeholders believe that early childhood education teachers should perform studies in the early childhood period to ensure the sound awareness and readiness to read and write of their students in terms of preparing them for primary school, reading and writing. In this context, stakeholders seem to be aware of the need for early childhood education teachers to play an essential role in literacy development. According to the research results, it is significant that stakeholders refer to the development of early literacy skills such as writing awareness, sound awareness, and enhancing vocabulary knowledge in the early childhood period. As a matter of fact, teachers' awareness of early literacy is important in terms of ensuring that children can

start reading and writing more readily, thus making it easier for them to learn reading and writing hence higher academic achievement (Dennis & Horn, 2011; cited by Ergul et al., 2014). Similarly, it is stated that supporting early literacy skills in the early childhood period contributes to students' reading and writing skills in their later educational life (Cabell et al., 2010; Catts, et al. 2015; Goodrish, Lonigan & Farver, 2017; Whitehurst & Lonigan, 1998). At this point, the early childhood education teacher position becomes important in early literacy education. For this reason, stakeholder's belief that early childhood education teachers should play a role in the development of early literacy skills seems to be important. Because the teacher's interactions with the child have a positive impact on children's reading and writing skills (Mayer, 2007, cited by Alisinanoglu & Simsek, 2012).

The fourth dimension of the research results regarding the family's role in the issue indicates that the stakeholders think parents directly impact the teaching of reading and writing in the early childhood period. Indeed, children gain their first experience of reading and writing through interactions with their parents. Parents' reading and writing experiences with their children and the enriched stimulus they offer them not only enhance children's willingness to reading and writing but also help support the development of their ability to get to know, understand and interpret reading and writing materials (Yazici, 2002). In short, the qualified time that parents spend with their children in the early childhood period affects their processes related to reading and writing (Uyanik & Kandir, 2010).

Research results confirm that parents support teaching reading and writing in the early childhood period. Also, stakeholders who interpret the reasons for parents to exhibit reading and writing behaviors as they want their children to learn reading and writing at an early age, emphasize mostly negative aspects of the impact of parents on the process of teaching reading and writing. Stakeholders believe that parents need to be informed about the early childhood period and teaching of reading and writing, emphasizing the negative impact of parents' lack of knowledge about the educational processes carried out in early childhood and primary school periods on children. Aygun-Esen (2019) states that children who are forced to learn reading and writing in preschool education institutions or the family environment may have a negative outlook on school. It is stated in some studies in the literature that what parents expect from teachers in the early childhood education period is to teach their children how to read and write (Bozgun & Ulucinar Sagir, 2018; Donmezler, 2016; Eminoglu & Tanrikulu, 2018). So the parents' expectations lead some early childhood education teachers to give reading and writing education (Eminoglu & Tanrikulu, 2018). Another result of the research is that parents attach importance to academic achievement and education, and their views on setting goals for their children's future lead them to tend to teach their children reading and writing, and therefore to experience erroneous learning outcomes for their children. Although the results are assessments arising from the professional experience, observations, and living conditions of stakeholders, there are studies in the literature that support stakeholder views (Adigüzel & Karacabey,

2010; Eminoglu & Tanrikulu, 2018; Esen-Aygun, 2019; Erbasan and Erbasan, 2020; Uslu, 2014; Yigit, 2009).

Considering the final dimension of the research results, the assessment of early childhood education institutions' role in the realization of early literacy education in the context of preparation for reading and writing, it was concluded that preschool education institutions need to be informed about the process of teaching reading and writing. The stakeholders believe that the activities of teaching reading and writing of the early childhood education institutions lead to erroneous instructional processes due to the impact of commercial concerns and their ideas of making a difference; however, they also think that preschool education institutions should play an essential role in providing the necessary support for early literacy education by focusing on the development of early literacy skills rather than teaching reading and writing. As a matter of fact, the interviews conducted by Aygun-Esen (2019), with preschool education institutions, showed that some preschool institutions have taught reading and writing to children aged 5-6 years. Contrary to the aforementioned point, some preschool institutions explain the objectives of preschool education on their websites to inform parents, emphasizing that the purpose of preschool education is not to teach reading and writing. This kind of information activities gives the impression that parents can come to preschool educational institutions to demand reading and writing instruction.

Parents with different socioeconomic levels, educational status, lifestyle, or different characteristic, may have different expectations from preschool educational institutions. For example, Ozen Altinkaynak and Burns (2014) stated that among the expectations of parents regarding the development of their children who continue preschool education, is for preschool education institutions to provide their children with reading and writing skills. Similarly, in his research on parents' expectations from kindergartens, Seyfullahogulları (2012) concluded that parents expect behavioral development from kindergartens, and the highest expectation after this is related to teaching reading and writing. It seems that these results also overlap with the results of this research. Stating that the focal point of their expectations as a parent in early childhood period is social psychology, child development psychology, and family education, Aibao, Xiaofeng, and Hajime (2007, cited by Ozen Altinkaynak & Yaniklar, 2014), point out that these expectations affect the mental and physical development of children. It is clear that for parents who have expectations their children cannot meet, will negatively affect their children's development. For this reason, parents should take into account their children's abilities and capacity while determining their expectations by being aware of their children's developmental characteristics.

The research results indicate the assessments of significant stakeholders in the teaching process of reading and writing and before it. By incorporating parents and early childhood education institution managers as relevant stakeholders, primary viewpoints of parents and preschool education institutions can be obtained in teaching reading and writing, and early literacy in the early childhood period. Also, conducting

interviews with children in the early childhood period will provide longitudinal results for studies in the dimension of the observation of teaching processes and improving the teaching of reading and writing and early literacy skills in the early childhood period.

On the one hand, the fact that literacy and its types are changing every passing day points to alphabet literacy, while on the other hand, it points to the need for developing literacy skills in early childhood. It is therefore important that current literacies are reconsidered with early literacy skills. In the developing world, it is essential that age is not determined as the only factor in teaching reading and writing, and that the process is designed by taking into account the criterion of the development level of early literacy skills.

It can be concluded from the research results that stakeholders who play an essential role in literacy skills must have knowledge of early literacy and teaching of reading and writing by being aware of the changes and developments in literacy processes. Furthermore, an increase in the cooperation between stakeholders who are competent in this issue and the reshaping of pre-service and in-service training related to early literacy within the current literacies is recommended.

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