

## Investigation of the Achievement Status of Children Who Learn to Read and Write Before Starting School

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### Keywords

Early Literacy  
preparation  
Motivation  
Delivery

### Article Info:

Received : 20-09-2023  
Accepted : 07-12-2023  
Published : 31-12-2023

### Abstract

This study was conducted to reveal the opinions of classroom teachers about children's literacy learning before starting school. In the research, research was carried out with a case study, which is one of the qualitative research methods. While forming the study group of the research, the study group was determined by criterion sampling, which is one of the purposive sampling methods. 15 classroom teachers working in primary school in Kahta district of Adıyaman province were included in the study group. Study data were collected in the spring semester of 2021-2022. Interview technique from the qualitative research model was used to get the opinions of 1st grade students who came to school knowing how to read and write. A demographic information form was added to the interview form. After filling out this form, students were given a form to collect their information. Interviews were conducted by appointment with classroom teachers. An area suitable for the school environment was also built to ensure participation on a voluntary basis. The questions were answered by the class teachers using a voice recorder. The answers given by the classroom teachers were evaluated according to descriptive content analysis and combined under themes. Each class teacher was given a code for their answers. These codes were transferred to the computer environment. As a result of the researches, it was seen that the academic achievement levels of the students who made an early transition to literacy were higher than the answers given by the classroom teachers. It has been observed that the academic achievement of students who understand reading is high. However, low motivation was often observed in students who switched to early reading. It has been observed that students who start reading early have difficulty focusing compared to their peers. In order to eliminate these problems, it has been ensured that students are activated in peer teaching.

**To cite this article:** Bakırcı , A. (2023). An Investigation of First-grade achievement of children who learn to read and write before starting school. *International Journal of Trends and Developments in Education*, 3 (2), 52-77.

## INTRODUCTION

The world is constantly changing and human beings find themselves in a different life with each passing age. In such an era, the importance of early literacy becomes apparent. It is only possible for today's people to adapt to the society they live in, to develop themselves and to carry their education to the highest level by being a literate individual.

With the developing technology, early literacy is perceived as a different perspective on life beyond literacy. Today, the aim is to raise individuals who can make sense of what they read and transfer it to life, beyond reading and understanding a simple text. In these cases, the importance of early literacy, whose value comes to the fore today, is emphasized and training programs are organized for this purpose. According to Akyol, it is an accepted fact among all developed countries to raise effective readers who make sense of what they read, use what they understand to shape the society they live in, and organize the literacy process accordingly. (Akyol, 2011)

With the changing understanding of education, the importance of early literacy is emphasized and it is aimed to ensure that children who transition to early literacy are ready for this process. Readiness in early literacy means that an individual is equipped to perform a behavior. Development is associated with maturation. Readiness is a result of motor and cognitive development, as well as neurodevelopment. If the child is behind his peers in terms of maturity, the child should be given enough time and allowed to reveal his potential naturally. (Yalman & Öztapak, 2019)

Early literacy usually occurs before children start kindergarten. As a result of the research, it was determined that children around the age of 2 focused on the pictures shown to them and listened to what was said. These examples support early literacy and show that early literacy begins early. It has been observed that children who have positive experiences during the process are more successful in formal education. It has been observed that children who are not supported by experiences are less successful in formal education. It was determined that the achievement levels of children who were psychosocially deficient and not in the preschool period were low. Positive experiences gained in the preschool period also contribute positively to the later education life of children. (Yapıcı & Ulu, İlkokul birinci sınıf öğretmenlerinin okul öncesi öğretmenlerinden beklentileri, 2010)

Children in the early literacy process develop the basics of literacy, such as oral language and writing, through drawing or doodling. Some children begin to read and write in kindergarten. However, their reading and writing are very different from the reading and writing of adults. Children in the early literacy period do not learn to read and write within a certain discipline. In the process, they learn through social learning. (Trawick Swith, 2013)

The determination of children's literacy status is from a wide area to a certain area. Literacy development usually occurs by assessing student readiness and school readiness. It is important for classroom teachers to be active in this process. In early literacy, the student comes to the literacy process equipped with the necessary equipment. Students' readiness levels can be increased with preschool experiences. Classroom teachers should carry out the necessary educational activities for students with a high level of readiness. Readiness is the acquisition of pre-qualifications so that the student can perform skills that he could not do before at the end of the growth, maturation and learning processes. Preparation in primary school is the ability to fulfill the requirements of the first grade of primary school. With the developing technology, children gain a large part of the skills expected from them. The needs of such fast learners need to be met. The readiness of students

transitioning to early reading should be determined and their needs met. (Senemođlu, Geliřim, ođrenme ve ođretme , 2012) (Kahramanođlu, Tiryaki, & Canpolat, 2015)

Early literacy means that children have the ability to read and write letters and words before they start school. When we look at the preschool period, it is seen that there are many studies developed for the diagnosis of students' reading and writing skills. The goal of children's early literacy education is to recognize and read letters as soon as they see them.(Karaman, 2013)

Early literacy not only improves a child's knowledge of letters, but also improves the child's language skills, speaking skills, learning and communication skills. In this process, the child completes his development as a whole. In this way, the child's self-confidence develops. Classroom teachers should make the child part of the process. It has been observed that it is an important factor in the low reading performance of children who start school without having many skills evaluated within the scope of early literacy.

Today, with the development of technology, computers have become an integral part of the home environment. Children who are intertwined with computers prefer computer games instead of playing with their friends in the park or garden. As a result, the children began to read the screen visually. The children, who read the screen visually, also contributed to their learning of letters through the computer. The child who reads the keyboard can also learn to read with transfers. This type of learning is not planned learning, it takes place through imitation. It ensured that the ability to read was gained through imitation.

In addition, the misinformation given by parents while teaching their children to read and write at an early age makes it difficult for first-grade teachers. It is difficult for classroom teachers to correct the mistakes made by families in this process. To learn to read, the child is expected to express letters one by one, combine letters with sounds, put sounds together, recognize words, and form sentences. In the first grade, where the reading process is regularly processed, false information given in advance negatively affects the reading process. Learning to read at an early age contributes to children's sense of accomplishment, increased self-esteem, and positive emotions. As a result of this situation, classroom teachers are expected to prepare planned activities for these children, support them, reinforce them and carry out educational activities by taking into account their individual needs.(Güneř, Okuryazarlık ođrenme ađıdır. , 2013)(Tařkın, Sak, & řahin Sak, 2015)

In early literacy, motivation is the inner power of the individual to perform a behavior or action with the energy he receives from himself or his environment. Many students who transition to early reading have positive traits. These include self-expression, listening comprehension, letter knowledge, and writing awareness. Some students have superior abilities compared to their peers in the transition to reading. Early speaking and reading; It is an important symptom of giftedness, but it is not a sufficient condition for diagnosis alone. For this reason, the child who is educated at an early age does not show the characteristics of a gifted student. These children, who gain literacy skills at an early age, are motivated by the process and grasp the letters in a short time. The success of the child who is highly motivated is also high. Increased motivation allows teachers and students to enjoy school more. (Jackson, 1993)(Oncü, 2004)

Basic literacy skills, which are formed before formal education, begin in the first five and six years of life and are continuous. This process positively affects the student's primary school success. Studies have shown that children who start reading early have a positive effect on their level of achievement. At the same time, it is seen that children who start reading at an early age are ahead of other students

in the process. Basic academic skills training given to children in the preschool period increases their readiness level in the primary school period and causes them to be much more successful in their advanced academic skills. (Unutkan, 2006)

It has been observed that some children who start reading and writing early have a decrease in their academic adjustment in the first grade. Early reading and writing causes children to experience reluctance and boredom in the first reading and writing process. It has been observed that these children, who are ahead of the others, distract other students. Within the training program, we must work to improve both oral and written language skills. As a result of the observations of classroom teachers, it was seen that these students experienced a lack of attention and motivation in the literacy process. If classroom teachers isolate students who start reading early, it will cause a decrease in students' achievement levels. Because development is a whole. It is very difficult for a child without motivation to succeed. Classroom teachers should make early reading students and students in risk groups a part of the process. Classroom teachers should make the classroom environment a center of attraction so that students do not get bored in the process. In this way, classroom teachers should prevent children from getting bored. In order to prevent children's motivation levels from falling, classroom teachers should use reinforcers appropriately and appropriately. (Turan, 2007)

Although children who start reading early have low motivation, they understand information quickly. In this process, the additional support provided by the teacher during the lesson motivates the student. Creating environments suitable for the learning of children who transition to early literacy contributes to their learning. In this process, supporting children's active curiosity, creating suitable environments for them, and providing effective and rich stimuli contribute to increasing children's experiences. Reading activities together in the reading process of early reading students positively affect the reading and writing processes. (Uyanık & Alisinanoğlu, 2016)

The positive experiences that children support in everyday life develop early literacy skills. With the influence of the environment, the effective use of materials and the support of adults, early literacy is taken to the next level. Singing songs and nursery rhymes, listening to fairy tales and fairy tales, making them aware of words and sounds, making basic doodles, supporting their behavior of drawing lines and holding a pencil form the basis of children's literacy skills. (Girolametto, Weitzman, Lefebvre, & Greenberg, 2007)

Children who start reading early have high self-efficacy beliefs. Self-efficacy positively affects motivation. Self-efficacy refers to the belief that a person can do a job. Classroom teachers should support children with high self-efficacy in this process. High-achieving students have higher levels of self-confidence in reading and writing than average-achieving students and low-achieving students. The purpose of this article is to know the characteristics of students transitioning to early reading and writing and to contribute to improvement efforts in the process. (Shell, Colvin, & HR)

Performance appraisal is a study that aims to determine the current performance levels and future potentials of individuals in a certain period according to predetermined performance criteria. The class teacher should evaluate the performance of the child who started reading at an early age and give him feedback. Classroom teachers need to conduct a different performance evaluation study for these children who are different from others. Skills, knowledge, processes and strategies to determine student development vary, and it is not possible to learn these skills by making a single measurement. Teachers should observe the needs of students using a variety of performance assessment tools. Because every student is unique and special. The use of a limited performance

measurement tool prevents children from being evaluated objectively. Because making the evaluations according to the levels of these children, who are ahead of the others, will ensure that they are motivated in the process. Classroom teachers should measure its effectiveness after each assessment. Classroom teachers should identify the deficiencies and deficiencies in the evaluation process and ensure that the process is more effective.(Wiggins, 1989)

Classroom teachers have very important duties in adapting these special children to the new environment. Classroom teachers should make the school a center of attraction for students so that children who transition to early reading are not isolated from the process. He should approach the students with love and make them love him. In order for a teacher to do all this, he must love his profession, have a love for people, be patient, tolerant, affectionate, and have an understanding of reading and research. (Göçer, 2008)

The most important stage of education is the first literacy instruction. As a result of the research, it has been seen that early literacy contributes positively to future education life. In many longitudinal studies, it has been observed that early literacy skills make strong contributions to academic achievement in primary, secondary and high school periods. A child who does not learn to read and write well will fail in the future. The fact that the classroom teacher is a good observer in this process positively affects the success of children who start reading at an early age. As a result of the studies, classroom teachers need to support children's early literacy skills.(Cunningham & Stanivich, 1997)

Studies on early literacy in Turkey are still new. There is no formal inventory for the assessment of early literacy in Turkey. At the same time, as a result of changing living conditions, families' expectations from classroom teachers for their children who start reading at an early age are increasing. This situation forces classroom teachers to the process. Classroom teachers should be effective managers of the process. At the same time, in the age of technology, children's interaction with computers enables them to create a higher level of performance. As a result, early literacy is observed in many aspects such as teacher, family, social environment and school and is supported by positive experiences in the process.

As a result, the fact that children start school at an early age with literacy knowledge affects their families, classroom teachers and classmates. The aim of this study is to reveal the views of classroom teachers on children who start with early literacy knowledge.

## **METHOD**

### **RESEARCH DESIGN**

Qualitative research method was used in the research. Qualitative research is defined as contributing to the grounding of knowledge, developing field-specific practices and activities, revealing the value of something, highlighting a specific problem. (Merriam, 2013) Qualitative research seeks to uncover how the people studied see the world from their point of view and what the situation means for them. In this study, which was carried out to examine the achievements of children who learn to read and write before starting school, the case study method, which is one of the qualitative research methods, was used. This research is a descriptive case study. The purpose of choosing this method is to determine the situation of children who make an early transition to literacy. While conducting the case study, the experiences of the teachers were used. Semi-structured interview technique was used to reach the data of the study. In the semi-structured interview, the researcher benefited from the experiences of the teachers.

## **DATA COLLECTION TOOL**

An interview form consisting of 18 open-ended questions prepared by the researchers was used to get the opinions of classroom teachers about the achievement levels of children who learn to read and write before starting school. With this interview form, the success status of children who transitioned to early reading and writing was examined. Data were collected in the spring semester of 2021-2022. In the study, semi-structured interview technique was used as a qualitative data collection tool. The semi-structured interview form was presented to a faculty member working in the field of qualitative research methods, a faculty member who is an expert in the field of curriculum and instruction, and finally a Turkish teacher. After receiving the necessary suggestions, an interview form was prepared. The prepared interview form was applied to a classroom teacher as a pilot. After the pilot application, the interview form was finalized. The interview protocol was organized in two parts where the demographic information and opinions of the participants were collected. In the demographic information section, questions such as name-surname, gender, professional seniority, educational status, graduated program and interest in the profession were asked. There are 18 open-ended questions in the section where teachers' opinions are taken. Teachers answered questions about the academic skills, social skills, readiness, homework, family expectations, positive and negative aspects of children who learn to read and write before starting school. The researcher made an appointment with the participants and conducted the interview in the school environment. During the interview, the interview questions were answered with a voice recorder. During the interview, the necessary permissions were obtained for the use of the voice recorder.

The questions in the second part of the semi-structured interview form are as follows:

### **DEMOGRAPHIC QUESTIONS**

- 1) How old are you?
- 2) What is the highest school you graduated from or what is the diploma you received?
- 3) What is your branch?
- 4) How many years have you been teaching?
- 5) Which school do you work at?

### **ESSAY QUESTIONS**

- 1) What is the academic performance of children who start primary school knowing how to read and write?
- 2) What are the general characteristics of children who start primary school knowing how to read and write?
- 3) Have recognition and evaluation studies been carried out for children who start school knowing how to read and write?
- 4) Are there any different activities or plans for children who start school knowing how to read and write?
- 5) What are the negative aspects of children starting school illiterate?

- 6) What are the positive aspects of children starting school knowing how to read and write?
- 7) What are the expectations of the families of children who start school knowing how to read and write?
- 8) What are the social skills of children who start primary school knowing how to read and write?
- 9) What was the self-confidence of the children who could read and write before starting the 1st grade of primary school?
- 10) What was the preparation and awareness of literate children before they started the first grade of primary school?
- 11) How did children who could read and write before the 1st grade of primary school start to ask questions, wonder and explore when they started school?
- 12) What was the assertiveness of children who could read and write before starting the 1st grade of primary school?
- 13) Did children who could read and write before the first grade of primary school have difficulty making friends when they started school?
- 14) What were the communication skills of children who could read and write before they started primary school?
- 15) Were children who could read and write before the 1st grade of primary school able to show leadership qualities when they started school?
- 16) Did children who could read and write before the first grade of primary school have problems in adapting to classroom and school rules when they started school?
- 17) What are the positive and negative situations faced by children who can read and write before starting the first grade of primary school when they start school?
- 18) What is the academic performance of illiterate children before they start the first grade of primary school?

#### **DATA COLLECTION PROCESS**

While forming the study group, the sampling method used in qualitative research was used. Purposive and criterion sampling methods were used in the study. The presence of students who learn to read and write before starting school in the classrooms of the classroom teachers who make up the study group has been determined as a criterion. Teachers who met this condition were included in the study. The reason for choosing the purposive sample is the inclusion of volunteer and collaborative teachers in the process. The research was carried out with 15 volunteer teachers working in the first grade in Kahta district center of Adiyaman province. Since the answers were repeated, 15 volunteer teachers were interviewed. Volunteer teachers answered questions based on their own experiences and opinions.

**Table 1.** *Information on the Demographic Characteristics of the Working Group*

<b>Gender F</b>	
<b>Male 4</b>	
Woman	11
<b>Postgraduate diploma program</b>	
Classroom Teaching	15
<b>Education Status</b>	
<b>Other Bachelor's program</b>	
<b>Recently Completed Program</b>	
License	14
Degree	1
<b>Professional experience</b>	
1-5 Years	1
6-10 Years	
11-15 Years	10
16-20 Years	4
Sum	

## DATA ANALYSIS

The data obtained by the interview technique were recorded with a voice recorder. Descriptive analysis technique was used in the analysis of the data obtained. It is summarized according to the predetermined themes by descriptive analysis. The conversations recorded on the voice recorder were exported to the Word document. Each participant was given a code, and their responses were pooled to create common categories. The data obtained in the study were summarized according to the themes predetermined by the researchers and a consensus was tried to be reached.

## VALIDITY AND RELIABILITY

In qualitative research, in-depth data collection, reaching different stakeholder groups and providing data diversity, detailed description and consistency analysis methods were used, taking into account the strategies proposed to ensure validity and reliability.(Yıldırım & Şimşek, 2018)

In order to increase the internal validity of the interview, long-term interaction was established with the sample group. Interviews were conducted with each participant at 30-minute intervals to ensure that the participant remained free from the influence of the researcher. In addition, the participants were given feedback on paper along with the answers to the questions asked. Validity is ensured by the consent of the participant. In the first interview, which is carried out with the consent of the participant, the aim is to collect data, and in the second interview, to get feedback on the accuracy of the results. At the same time, in order to increase the validity of the research, a research assistant who is an expert in the field of curriculum and instruction was asked to review the study. The reliability of the study is increased by expert review. The fact that the audio recording time of the



interviews with 15 participants during the research period was 450 minutes and the opinions were recorded in written documents shows that the data were collected in depth. Because the data is collected in depth, there are 18 interview questions that will reflect the expertise of each stakeholder group.

Pilot interviews were conducted independently of each specialty to ensure the reliability of the research. It was analyzed by a researcher and independent field expert taking into account the provisional reliability value. In line with the themes that emerged as a result of the analysis, the reliability of the measurement tool was ensured. To ensure the reliability of the analysis of the collected data, a research assistant, a research assistant experienced in the field of curriculum and instruction, and a Turkish teacher were asked to examine the consistency of the questions and themes.

In order to ensure reliability, data sources were examined for a long time and raw data sources were presented to the interviewees. The control was carried out in long-term interaction with the interviewees. The findings were checked by a field expert independent of the researcher. The presentation of the findings with participant approval and direct statements of stakeholders ensured the credibility of the research.

## FINDINGS

In the study, the opinions of the classroom teachers of the children who started the first grade knowing how to read and write were examined. Teachers were asked open-ended questions about children who could read and write. The answers given by the classroom teachers were tried to be collected under common categories. Since the answers given were in different categories, it was observed that the frequency was higher than the number of classroom teachers.

The first question asked of classroom teachers is about the academic skills of children who start primary school with literacy.

**Table 2.** *Academic Performances of Children Who Start Primary School Knowing How To Read And Write*

<i>Academic Performances</i>	<i>f</i>
<i>Positive traits</i>	
<i>High academic performance</i>	3
<i>Speed</i>	3
<i>Peer Education</i>	3
<i>Preparation</i>	2
<i>Active and curious</i>	3
<i>To be successful in other courses</i>	2
<i>Ease of communication skills</i>	1
<i>Negative traits</i>	
<i>Inattention</i>	3
<i>Inability to focus</i>	1
<i>Difficulty typing</i>	1

Class teachers gave positive responses about students who could read and write. The answers of classroom teachers can be listed as having high academic performance, being successful in peer teaching, being successful in other courses, understanding reading easily, being active, being curious, getting ahead of other students, being successful in lessons, being fast, having communication skills, being equipped and facilitating adaptation processes. "They don't have any difficulties in the literacy process. (Q3)" "They can read it on their own. " They can conduct independent tests." Statements such as (Q5) relate to the academic skills of children who come to school knowing how to read and write. As a result of the answers given by some teachers, it turned out that these children were faster than other students. "Of course, they get into the literacy process faster than others. (Q4)" "It was emphasized that classroom teachers are also effective in peer education of children who start reading early." They can contribute to their friends in the process of reading and writing. (Q6)" However, some classroom teachers have mentioned the negative aspects of children starting school with literacy skills at an early age. Some of the class teachers said, "They had a hard time focusing on the lesson because they knew. (Q8)" "He was having a hard time writing. (Q11)" "It makes them bored in class because of their knowledge. (Q3)," the statement was recorded.

The second question, in which the opinions of classroom teachers were taken, is related to the general characteristics of children who start school knowing how to read and write.

**Table 3.** *General Characteristics Of Children Who Start School Knowing How To Read And Write*

<b>General Features</b>	<b>f</b>
<b>Positive traits</b>	
<i>Their perception is clear</i>	3
<i>Curiosity</i>	2
<i>Trust</i>	3
<i>Sociability</i>	4
<i>Be skilled at creating games</i>	2
<i>Leadership</i>	1
<i>Compatibility</i>	1
<i>Cognizant</i>	3
<i>Comprehension abilities</i>	1
<i>Technology Awareness</i>	1
<i>Gifted</i>	1
<i>Convenience in the educational process</i>	1
<b>Negative traits</b>	
<i>Difficulty with writing skills</i>	1
<i>Low motivation</i>	1

While some of the classroom teachers participating in the study listed the positive general characteristics of these students, some of them listed the negative general characteristics. Answers given by classroom teachers; They are perceptive, curious, have high verbal and numerical skills, are self-confident, social, have the ability to play games, are leaders, highly motivated, have adaptability, have high comprehension skills, are curious and have the ability to ask questions. These can be listed as talent, assertiveness, awareness, facilitating the teacher's job and technology awareness. Teachers have positive general characteristics such as "Their verbal and numerical intelligence is more developed than their peers". (Q5)" "They're a little more confident than the rest of their friends. (S6)" "Their leadership skills are better than their peers. (Q14)" "Adhesion levels are higher than others. (Q4)" "These students are curious and ask a lot of questions. (Q7)" "They cooperate with their friends. They don't have any problems attending classes. (Q10)" "They can be the first to finish everything we do. They respond to questions faster. (Q13)" "They like to read and write more. (Q2)". A negative general trait is, "These children are usually active. They get distracted, they get distracted very quickly. (Q4)" "Since he knew how to read and write, he thought I already knew this and that he was more easily distracted. (Q8)" "They may get bored in class. (Q3)" Looking at the teachers' answers, starting school with literacy knowledge is an advantage for children, but it also creates a disadvantage due to some situations.

The third question, in which the opinions of classroom teachers were taken, is about the recognition and evaluation activities of classroom teachers for these children.

**Table 4.** *Recogniton and Evaluation Studies For Children Starting School Knowing How To Read And Write*

<b>Recognition and Evaluation of Their Work</b>	<b>f</b>
<i>Failure to determine the prior knowledge of the students</i>	5
<i>Evaluation of students at the beginning of the process</i>	2
<i>In this process, students become aware of their reading skills.</i>	5
<i>Parental notice</i>	2

In this question, some of the classroom teachers conducted recognition and evaluation studies, while some of them observed the process. At the same time, some teachers received information from the parents of these students. Class teachers answered: "I did not apply for the preparatory exam. (Q7)" "I didn't do an exam. You notice this in the first two weeks. I also talked to the family. (Q8)" "Throughout the process, I noticed whether the student knew or not. I took a preparatory exam suitable for their level. (Q11)" "I did not take the preparatory exam, but thanks to the work I did in the classroom, I noticed that the child learned to read and write. (Q12)" "I called the student to me and had him read it, and I realized that he knew what he knew. (Q15)". The teachers who participated in the study stated that individual preparation tests were not applied in general.

The fourth question, in which the opinions of classroom teachers are taken, is aimed at making a different activity and plan for children who can read and write.

**Table 5. Activities And Planning Activities For Children Who Started School Knowing Reading And Writing Planning Status of Activities and Activities**

	<i>f</i>
<i>Providing students with additional activities</i>	8
<i>Student use in peer education</i>	1
<i>Teachers' lack of planning</i>	5

In this context, some classroom teachers found it appropriate to organize different activities and plans for children and stated that they did so. "I did different activities for them. I became their source and story suggestion. (Q5)" "I gave lecture-level books for reading comprehension. (Q7)" "I brought them different activities. I gave reading activities from different publications. (Q1)" "I gave my student an additional storybook. (Q14)" "I had painting exercises done to strengthen my hand muscles. (Q15)" "I worked on 5N1K, puzzles, coding, story creation, proverbs. (Q6)". The opinions of classroom teachers who did not make plans were expressed as follows. "I didn't give them any extra treatment. There is no plan for these students in our system. (Q9)" "I didn't make a lesson plan for these students. (Q8)" "I didn't make any other plans, I took it at grade level. (Q2)" "Some classroom teachers stated that they were aware of the need for different planning for these children and supported these children with additional activities. Some classroom teachers, on the other hand, stated that they could not spare time for themselves due to the crowded classrooms and that they received education together with other students in this process. They stated that they are aware that classroom teachers doing extra activities for these students will prevent negative situations in the classroom environment.

The 5th question, in which the opinions of classroom teachers were taken, is about the negative aspects of literate children who start primary school.

**Table 6. Negative Aspects Of Children Starting School Knowing How To Read And Write**

<i>Cons:</i>	<i>f</i>
<i>Being self-centered</i>	3
<i>Shyness</i>	4
<i>Loneliness</i>	4
<i>Reluctance to write</i>	1
<i>Underestimating other students</i>	2
<i>Create additional work for a teacher</i>	2
<i>They don't want to come to school</i>	2
<i>Attention deficit</i>	1
<i>Very knowledgeable attitude</i>	4
<i>Unwillingness to do homework</i>	1
<i>Parental impatience</i>	4

While some of the teachers participating in the research stated that these students did not have negative aspects, some of them expressed the negative aspects of this situation. These can be listed as self-centeredness, boredom, lack of spelling, undesirable behaviors, reluctance, carelessness, loneliness, absent-mindedness, contempt, overconfidence, selfishness, overconfidence, disrupting the class order and distraction. Teacher. "When dictating, some letters may be written incompletely. (Q3)" "They distract others because they get bored easily. (Q4)" "They don't want to go to class because they know how to read and write. (Q5)" "They were socially lonely in a classroom setting. They were weak in friendship. (Q6)" "There were a lot of problems with school attendance. (Q6)" "They go home, they belittle the other kids, they say they don't know anything. (Q8)" "I always say 'I' in class. He perceives the class culture a little late. (Q11)" "When we give homework, he doesn't want to do it. (Q13)" "They interfere in the affairs of their other friends because they do it themselves, which causes them to become lonely. (Q10)" "I will finish my homework early because they have high self-esteem, I will do it before my friends", they disrupt the teacher's plan and deal with other things and cause losses. (Q9)" "Some classroom teachers did not see the negative aspects of the transition to early literacy. An example of this situation is ". Frankly, I didn't see any negative aspects. (Q1)"

The 6th question, in which the opinions of classroom teachers were taken, is about the positive aspects of the literacy of children starting school.

**Table 7.** *Positive Aspects Of Children Starting School Knowing How To Read and Write*

<b>Positive Aspects</b>	<b>f</b>
<i>Trust</i>	2
<i>Adherence to guidelines</i>	1
<i>Peer education</i>	7
<i>Sociability</i>	1
<i>Curiosity</i>	2
<i>Advantageous</i>	2
<i>Helping Teachers</i>	3
<i>Responsibility</i>	2
<i>Adaptation</i>	2
<i>Ease in psychomotor skills</i>	1
<i>Popular</i>	1

The teachers who participated in the research listed the following answers about their positive aspects: Self-confidence, following instructions, leading friends, taking initiative, curiosity, giving superiority to others, peer support, expressing oneself, being intertwined with technology, coming to school without hesitation, being successful in other lessons, helping teachers, leadership, responsibility skills, speed, popularity, ease of motor skills, short adaptation period. As an example of the teacher's statements, "Children have more responsibility than others. (Q10)" He learns everything faster because he went there first. (Q13)" "Children who come to school knowingly have no knowledge. She has problems in the process of adapting to school. (Q15)" "His motor skills are better than other children. (Q15)" positively affects peer education. (Q3)" "They got the instructions right.

(S1)" More sociable children, extroverts (Q2)" "They have high academic achievement because they came on purpose. (Q4)" It helped me a lot, especially a few of my students. (Q6)" They are already children (Q11)" They learned the pronunciation of letters by watching videos on computers and tablets. (Q14)" "These children were also very advanced in mathematics and life science. (Q6)" "Because they know they have an advantage in this process (Q2)" "The class teacher listed the generally positive characteristics of children who start reading at an early age. It was stated that these students were academically better than other students. In addition, it was stated that he was more active in terms of social skills than other students.

The 7th question, in which the opinions of classroom teachers were taken, is related to the expectations of the families of children who start school knowing how to read and write.

**Table 8. Expectations Of Families Of Children Who Start School Knowing How To Read And Write**

<b>Expectations from the family</b>	<b>f</b>
<i>Excessive expectations from families</i>	7
<i>Families without expectations</i>	3
<i>Families' expectation of additional work</i>	2
<i>Family's requests for absences</i>	1
<i>Asking them to enter the science and art center</i>	1
<i>Effective communication between parents and teachers</i>	1

Classroom teachers stated that the expectations of the parents of these children were high. Some classroom teachers stated that parents did not make any demands. The answers of the classroom teachers are as follows; These can be listed as high expectations from parents, expecting success in exams, asking for additional work, asking for absenteeism and excessive expectation of success. Sample classroom teacher sentences are as follows; "Families have expectations. They expect a much faster development from him. (Q4)" "There are those who want additional resources. I met the expectations of the child more than the parents. (Q10)" "My parents asked me if I should send my kids to school every day. (Q15)" "Parents' expectations are often very high. They are constantly calling. If I knew the expectations of these families in general, it would be a test. (Q4)" "Their families have high expectations. This is also a disadvantage. This situation has led to the child's negative attitude and attitude towards school. (Q6)" "They asked for resources, they read books, they asked for question banks. (Q11)" "Some teachers have stated that parents do not have expectations. These statements are as follows; "My parents didn't expect this. I made them do what I did to my other friends. (Q13)" "I didn't get an extreme reaction from the parents. (Q7)"

The 8th question, in which the opinions of the classroom teachers were taken, is about the social skills of children who start school knowing how to read and write.

**Table 9. Social Skills Of Children Who Start School Knowing How To Read And Write**

<b>Social Skills</b>	<b>f</b>
<i>Being an extrovert</i>	1

<i>Sociability</i>	2
<i>Friendly</i>	3
<i>Changing According to the Personality Structure of the Student</i>	2
<i>Talent</i>	1
<i>Active and Entrepreneurial</i>	2
<i>Overconfidence</i>	1

Classroom teachers who participated in the study stated that these children were more social than their other friends and had higher skills in making friends. Some classroom teachers stated that these children were left alone and that their friendships were weak. Some classroom teachers have noted that social skills depend on the character of the child. The answers of the classroom teachers are as follows; assertiveness, extroversion, leadership, assertiveness, sincerity, loneliness, low communication, arrogance. The positive statements of the classroom teachers are as follows; "Even when we go to PE class, they always show the ability to step up and follow instructions quickly. (Q1)" "They can refer their friends. They are in the leading group. (Q3)" "When playing with other players, the leadership aspect comes to the fore. (Q7)" "They are ambitious. Their self-esteem is high. They become more social. (Q8)" "Children who are more friendly, more communicative with their environment, with high leadership qualities. (Q11)" When I ask who wants to sing in music class, these students raise their hands first. (Q15)" Some children are social, some are antisocial. (Q4)" "He has a bad relationship with his friends. The reason for this was absenteeism. His relationships with his friends weakened because he didn't show up regularly. (Q6)" "It varies from child to child. One of them was very sociable and led the rest of his friends. The other was completely alone and did not even support his friend in reading and writing. (Q4)"

Question 9, in which the opinions of classroom teachers are taken, is about the self-confidence of children who start reading and writing at an early age.

**Table 10.** *Self-Confidence Of Children Who Start Scholl Knowing How To Read And Write*

<b><i>Their self-confidence</i></b>	<b><i>f</i></b>
<i>Self-confidence</i>	5
<i>Successful in Peer Education</i>	1
<i>Overconfidence</i>	2
<i>Popularity</i>	1
<i>Lack of self-confidence</i>	3
<i>Condescending</i>	1
<i>Be Active</i>	2

Classroom teachers generally stated that these students had good self-confidence and that they were in contact with their teachers and friends. Some classroom teachers have stated that these students have low self-esteem and have a self-centered attitude towards other children. It was stated that these students behaved self-centered and prevented other students from having a say. The answers of the classroom teachers are as follows; self-confidence, composure, good communication, successful peer education, assertiveness, popularity, extroversion and mobility. Negative traits include being self-centered, belittling peers, and bullying. Teacher explanations are as follows; "They're very confident. Their self-confidence is very high. They are immediately thrown into social events. (Q15)" "As far as I know, they have good self-confidence, but they are arrogant towards the rest of their friends. (Q13)" "They have a lot of self-confidence because they can read and write. They try to teach their friends, such as their older sisters or brothers. (Q11)" "They are very confident. (Q9)" "They can bully their peers too because they know. They can bully their peers just because I have to do it right. (Q7)" "Self-centered. (Q7)" "These children are being taken care of. (Q4)" "They weren't students with very extroverted characters. (Q1)" "They have a lot of self-confidence. In this process, their self-confidence decreases. These kids despise their friends. (Q6)".

In the 10th question posed to classroom teachers, it was aimed to determine the readiness and awareness levels of students who started reading and writing early.

<b>Preparedness and Awareness Requirements</b>	<b>f</b>
<i>Too much prior knowledge</i>	6
<i>High Awareness</i>	3
<i>Lack of writing skills</i>	4
<i>Asocial</i>	1
<i>Being Positive</i>	1
<i>Attitude of superiority</i>	1
<i>Success in reading</i>	1
<i>Kindergarten education</i>	1

Classroom teachers generally stated that the readiness and awareness levels of these children were very high. They stated that these students started school well-equipped but were inadequate in writing. The answers given by classroom teachers to this question are as follows; These; These; To be equipped, to have a level of readiness, to be knowledgeable, to be conscious, to be aware, to be different and positive, to receive kindergarten education. A negative trait can be listed as a lack of writing skills and a lack of hand motor skills. The answers given by the classroom teachers to these questions are as follows; "The family came prepared. They don't tire me at all. They were the kids who did the work I gave them right away. (Q1)" "The preparations were very good. (Q5)" "Their preparation was good. It is obtained by recognizing and combining letters. (Q8)" "He can read, but he lacks in writing. Although he knows the letters, he has deficiencies in writing the letters. (Q10)" "His preparation in motor skills was limited. (Q15)" "Readiness is high, but readiness for writing is low. In addition, their level of preparation for mathematics is high. (Q4)"



Question 11, posed to classroom teachers, explains how children who start reading and writing at an early age develop their sense of questioning, curiosity and discovery.

**Table 12.** *Asking questions, Curiosity And Discovery Situations Of Children Who Start School Knowing How To Read And Write*

<b>Asking Questions, Curiosity and Exploration</b>	<b>f</b>
<i>Excessive questioning</i>	9
<i>Open and curious to learn</i>	3
<i>Contribution of technological tools to their learning</i>	1
<i>Being enthusiastic and excited</i>	3
<i>Being self-centered in answers</i>	4

Classroom teachers generally stated that these children asked excessive questions and were very curious. These students stated that their level of judgment and questioning was high because they were open to learning. At the same time, it was noted that they were self-centered when answering due to the fact that their fingers were constantly in the air. The answers of the classroom teachers are as follows; We can list these as curiosity, excessive questioning, being open to learning, having a high level of reasoning and questioning, being self-centered when answering, preventing other children from talking, and phones and computers contributing to enthusiasm and curiosity. Classroom teachers stated that these students learned to read by dealing with phones and tablets. The answers given by classroom teachers to this question are as follows; "These students love to ask questions. Curiosity already exists. (Q2)" "They ask a lot of questions. They are very curious. (Q3)" "They're more interested in showing things that their other friends don't know about, don't do. (Q4)" "They are at a high level when it comes to asking questions. He was constantly asking questions. He asked the meaning of every word he heard. Their level of curiosity and questioning is high. (Q6)" "They ask higher questions than their peers. (Q9)" "They always want to have a say. There are even people who come up to me when I ignore them. (Q10)" "Because they know, they raise their hands excitedly, and they want to have their say. (Q15)" "Negative opinions of classroom teachers; It has self-centered aspects. In the studies, I will ask the question, answer it, write the article. They are somewhat active in this regard. (Q10)" "Since they know how to read and write, they often ask questions in class. Fingers are always in the air. (Q12)"

The 12th question posed to primary school teachers is about the assertiveness of children who start reading and writing at an early age.

**Table 13.** *Initiative Characteristics Of Children Who Start School Knowing How To Read And Write*

<b>Assertiveness States</b>	<b>f</b>
<i>Social</i>	4
<i>Foreground</i>	3
<i>To be turned inside out</i>	4
<i>Benevolent</i>	3
<i>The principle of individuality</i>	1

Classroom teachers stated that the assertiveness of these children was very high and they wanted to be at the forefront. They tried to show themselves by stating that these children were helpful. Some classroom teachers have stated that these students are passive and feel like strangers in the classroom. The answers given by classroom teachers to this question are as follows; "They're social because they can read and write. (Q3)" "His assertiveness was very good. So these students expressed themselves very well. (Q5)" "The ability to read and write can have a positive effect on assertiveness. (Q7)" "Sir, I have drawn, I have read, they are constantly trying to show themselves. (Q13)" "They stand out more than the rest of their friends. (Q14)" "My student was not very ambitious. He was cold and distant. (Q13)" "I don't think literacy has much of an impact on assertiveness. It varies according to the environment in which it grows. (Q6)"

The 13th question asked to classroom teachers is about the friendship relationships of children who start reading and writing at an early age.

**Table 14.** *Friendship Relations Of Children Who Start School Knowing How To Read And Write*

<b>Friendship Relationships</b>	<b>f</b>
<i>Friendly</i>	3
<i>Popularity</i>	4
<i>Auxiliary</i>	5
<i>Loneliness</i>	3
<i>Maturity</i>	1
<i>Overtime requests</i>	2

Classroom teachers generally stated that these children made friends in a short time thanks to the social environment. Classroom teachers stated that these children were especially successful in peer education. These children expressed that they were very happy when they helped their friends. Some classroom teachers have stated that these students feel both distant and lonely. The classroom teachers' explanations are as follows; mobility in friendship, extroversion, popularity, maturity, loneliness, assertiveness, aloofness, quick adoption by friends and having the motivation to teach. The answers given by the classroom teachers to the questions are as follows; "They don't have a hard time making friends. Because they help their friends in class. They are more interested in helping their friends. (Q15)" "They don't have a hard time making friends because they're social. (Q12)" "They don't have a hard time making friends because they're popular kids. They become the popular kids in the class. (Q10)" "They don't have a hard time making friends because they're outgoing and sociable. (Q2)" "They were having a hard time making friends. He was alone during physical education breaks. Most of the time he was alone. They were alone in the group games. (Q6)" "Because of his distance, he saw the negative aspects of his friends and told me about them. (Q13)".

The 14th question asked to classroom teachers was about the communication skills of children who start reading and writing at an early age.

**Table 15.** *Communication Skills Of Children Who Start School Knowing How To Read And Write*

<b>Communication Skills</b>	<b>f</b>
<i>Nice speeches</i>	4

<i>Good speaking skills</i>	4
<i>Having too much vocabulary</i>	1
<i>Relaxed expressions</i>	1
<i>Active communication with the teacher</i>	3
<i>The principle of individuality</i>	1

Classroom teachers generally stated that these children had very good communication skills, spoke well and could express themselves well. They stated that these children did not have difficulty in communication and that they communicated easily with teachers and students. They also noted that these children have a large vocabulary. Some classroom teachers stated that these students were unable to communicate, isolated themselves from the process and could not communicate socially. The classroom teachers' explanations are as follows; These can be listed as having the right address, speaking well, expressing oneself well, actively communicating with teachers and friends, finding Turkish well, being open to tasks, having a wide vocabulary and isolating oneself. The classroom teachers' explanations are as follows; "His communication skills are good. They can express themselves well. (Q2)" "They don't have any difficulty communicating. They have the ability to express themselves well. (Q3)" "His communication skills were at a high level. In particular, his ability to communicate with me was high. (Q6)" "Their Turkish is correct. Because the child can express himself well. (Q8)" "They are very comfortable communicating. He has a very good relationship with his classmates. They can express themselves very easily. (Q10)" "They have positive effects on communication. They communicate positively with their friends and teachers. (Q7)" "He embraced his teacher and other friends as if he had met them. He was quick to communicate with his other friends. (Q11)" "Children who start reading early have a larger vocabulary. (Q12)" "He was more comfortable communicating. When I got the job, I sent a letter to my first student. (Q14)" "Since they know how to read and write, their language is more understandable, their sentences are clearer, their expressions and speech are smooth. (S12)" "He would always tell me about the negative aspects of his friends and complain about them. He was isolating himself from the rest of his friends. (Q13)"

The 15th question asked to classroom teachers is about the leadership characteristics of children who begin to read and write at an early age.

**Table 16. Leadership Skills Of Children Who Start School Knowing How To Read And Write**

<i>Leadership Skills</i>	<i>f</i>
<i>Leadership</i>	5
<i>Manage your friends</i>	5
<i>Becoming a leader in games</i>	2
<i>Popularity</i>	3
<i>Be the first</i>	1

Classroom teachers stated that these children generally had high leadership skills and led their friends in setting up games. It was noted that these students were leaders in group work. It was stated

that these students set an example for other students in leadership. Some classroom teachers have noted that leadership differs from person to person. It has been stated that some students do not show leadership qualities and remain passive in the classroom. The answers given by the classroom teachers are as follows; Leadership; These can be listed as being a pioneer, being determined, being dominant, being popular, being a leader in the game, being passive, being interesting, and being self-confident. The answers of the classroom teachers are as follows; "These students have high leadership qualities by saying that they will take responsibility. (Q13)" "These kids were the creators of the game. They were the first to raise their hands when setting classroom rules. They want to take responsibility in tasks because their leadership qualities come to the fore. (Q11)" "One of my first students to receive a medal. Leadership skills are developed. (Q9)" "They have a sense of leadership with the confidence of what they have learned (Q7)" "They show leadership qualities in games. They can lead in accordance with the rules of the game. (Q3)" "They didn't make any friends and they didn't magnetize other students. They became leaders. They received the most votes in the class president elections. (Q1)" "They did not show leadership qualities. He lacked high-level leadership qualities. Slim. I didn't see leadership qualities in PE classes during breaks. (Q6)" "They think of themselves as superior to their other friends. They can differentiate themselves when it comes to setting up and directing plays. Leadership qualities are more dominant than other students. (Q12)"

The 16th question asked to classroom teachers was about whether children who started school knowing how to read and write had problems in adapting to classroom and school rules.

**Table 17.** *Compliance With Classroom And School Rules Of Children Who Start School Knowing How To Read And Write*

<b>Compliance with Classroom and School Rules</b>	<b>f</b>
<i>Compliance with classroom rules</i>	7
<i>Irregularity</i>	4
<i>Being self-centered</i>	4

Some classroom teachers stated that these students did not have any problems in adapting to the classroom and school rules. Some classroom teachers have stated that these students have problems in following the classroom rules. They stated that these children constantly spoke without fingers and constantly said "I", thus preventing their friends from speaking. The answers of the classroom teachers are as follows; These can be listed as not being practical in following the classroom rules, being bored, constantly saying "I", not being able to sit still, being able to adapt, being able to adapt, speaking without raising a hand, being persistent and being self-centered. The answers given by the classroom teachers are as follows; "They completely understood the instructions. The orientation training was too short for them. (Q1)" "They usually don't survive. There is only a small movement. Since he knows how to read and write, he is bored and constantly wants to walk around the classroom. (Q2)" "These students are constantly trying to speak without raising their hands to show what they know. In this sense, they break the rules of the class. (Q4)" "They had a hard time following the classroom and school rules. Because they have full self-confidence, they make fun of their friends in situations they don't know. They belittled their friends who made mistakes. (Q5)" "They were ahead of the rest of their friends in following the classroom and school rules. (Q6)" "There was a problem because he spoke without lifting a finger. (Q8)" "They were having a hard time following the classroom rules. They insist that I will. These guys are persistent. (Q11)" "He knows how to behave in class. (Q13)"

"There were no problems with compliance. (Q15)" "He was one of the first to adapt. He easily perceived the rules of the classroom and the school. I was always relieved that my student could read and write. (Q14)"

The 17th question asked to classroom teachers is about the positive and negative situations of literate children in the early period.

**Table 18.** *Positive And Negative Situations Of Children Who Start School Knowing Ho To Read And Write*

<b>Positive and Negative Situations of the Child</b>	<b>f</b>
<i>Staying one step ahead</i>	2
<i>The power to memorize</i>	1
<i>Peer education</i>	1
<i>Inattention</i>	3
<i>Education facilitator</i>	4
<i>Absence of fear of school</i>	1
<i>They don't like their friends</i>	1

Classroom teachers listed the following statements regarding the positive aspects of this: being ahead of others, memorizing well, having high self-confidence, being fast, facilitating education, receiving peer education, not having school phobia, being responsible, being advantageous. Examples of positive statements: "Literacy is an advantage for them. He responds instantly to the questions we ask. (Q2)" "They did the homework I gave them completely and without any additions. (Q5)" "These kids don't have school phobias. He tells me that nothing will happen because he knows how to read. (Q8)" "Almost everyone gets a level playing field. They are ahead of other children in reading comprehension. (Q15)" "As teachers, it is easy for us to work with a child who can read and write. (Q12)". Classroom teachers listed their negative characteristics as follows; low motivation, decreased adaptability, dislike of friends, impatience, inattention. He made the following statements about the negative characteristics of classroom teachers. "In class, it was more difficult to control them and focus their attention. (Q4)" "Sometimes they caused the lesson order to be disrupted. They can jump without constantly lifting their fingers. (Q6)" "Their cohesion in the classroom decreases over time. Course success may decrease. There are situations when they are unable to focus on the lesson. (Q8)" "Since he knows how to read, he may get bored and demotivated in this process. (Q11)"

The last question asked to classroom teachers is about the academic performance of children who can read and write at the end of the process.

**Table 19.** *Akademic Skils Of Children Who Start School Knowing How To Read And Write At The End Of The Process*

<b>End of Semester Academic Skills</b>	<b>f</b>
<i>Doing well in exams</i>	1
<i>Increase in their academic performance</i>	1
<i>Stay one step ahead of your friends</i>	6

<i>It varies from person to person</i>	3
<i>Creativity</i>	1
<i>Not regressing</i>	1

Classroom teachers stated that these children did not experience regression at the end of the process. At the same time, some classroom teachers stated that these students were superior to other students in every sense. They stated that these students improved their writing skills by completing their deficiencies at the end of the process. Some classroom teachers stated that the success of these students decreased at the end of the education process. Some classroom teachers stated that their academic skills varied from person to person, some were very successful at the end of the process, and some decreased. The classroom teachers' explanations are as follows; It can be classified as not regressing, improving their academic performance, increasing their creativity, surpassing other students, and changing from person to person. As an example of the statements of classroom teachers; "At the end of the process, literate students were never left behind. All of my students applied what they learned. They get very good results in competitions. Their academic performance is quite good. They are always ahead of the rest in competitions. They were ahead of the other students. (Q5)" "The training process is starting well and is continuing well. There is never regression in these children. They are on their way to success. (Q2)" "As a result of the transaction, they usually encounter the same situation. That's not a huge jump. These kids don't retreat. (Q10)" "Academic qualifications have gone further. It came with a lack of it. There were problems with the spelling, we fixed it. His social skills have improved significantly. The sense of wonder and discovery has not changed. (Q11)" "When the training process is over, these things disappear a little bit. My students who came on purpose lagged behind my other students. The fact that he came on purpose did not affect his performance at the end of the process. (Q4)" "We observed that some students performed better than children who started reading consciously, while others reached the same level as other students. It varied from student to student. (Q12)"

## DISCUSSION

In this study, in which the opinions of classroom teachers were taken about children who started primary school with literacy, teachers revealed the positive and negative aspects of the students. While classroom teachers listed the generally positive aspects of children starting to read at an early age, some classroom teachers expressed the negative aspects. It investigated the literacy skills and skills of classroom teachers and similarly focused on the positive and negative aspects of these students. Classroom teachers stated that students who transitioned to early literacy were more social in the educational process.(Ülkü, 2007)

In the study, classroom teachers stated that children who switched to early literacy had a positive effect on their coming to school by reading or writing at a basic level. It has been determined that basic literacy knowledge contributes to the adaptation process of children when they start school. It has been emphasized that children with high adaptation processes are more successful. In their research, according to the opinions of some classroom teachers, they stated that teaching letters in the preschool period can be beneficial for curious children. In the interviews, it was emphasized that classroom teachers are more active in the education of children with sufficient preliminary preparation. This study also reveals the benefits of conducting appropriate assessments for these

children. In addition, it has been stated that children who have positive views on literacy at an early age have many skills such as self-confidence, assertiveness, entrepreneurship and leadership. Classroom teachers also stated that these children perceived themselves positively. Classroom teachers stated that children who started reading and writing at an early age had high academic skills. In his research, he concluded that the academic skills of children under family guidance are higher, and the success of children in foster care increases when families are provided with appropriate love, attention and protection. In the interviews, classroom teachers stated that children who passed to early literacy with family support were successful in the education process. In this study, it was emphasized that children who started reading and writing at an early age were supported by teachers and contributed to the literacy process with additional activities. In the interviews, it was stated that the level of success of classroom teachers increased when they gave adequate support to children who transitioned to early literacy. In some studies, it is emphasized that these children are supported by teachers and this situation is seen as a situation that makes the teacher's job easier. For this reason, additional studies have positively affected the achievement levels of the children.(Yapıcı & Ulu, İlkokul birinci sınıf öğretmenlerinin okul öncesi öğretmenlerinden beklentileri, 2010)(Çelenk, 2003)(Beşar, 2013)

In the study, classroom teachers also talked about the negative aspects of early literacy. It has been stated in various studies that coming to primary school knowing how to read and write has negative effects in many ways. One of these negativities is that students express that they are bored during the course process because they know how to read and write. Classroom teachers also stated that these students behaved inappropriately in the classroom due to their excessive self-confidence. Classroom teachers stated that friendship is one of the problems experienced by children who switch to literacy early. They emphasized that children who start reading and writing early are hindering their right to learn and express themselves by answering questions asked by their peers in the classroom. He emphasized that illiterate children compete with literate children, which negatively affects children's friendships. In his work, he calls this situation ghosting. That is, their ability to read causes these children to be overshadowed. It was noted that children who could read and write were shunned by their friends. In addition, classroom teachers emphasized that children who start reading and writing at an early age are bored in the classroom and behave indifferently and carelessly in participating in activities. In some studies, there are teachers who state that children who can read and write get tired more quickly in the literacy process, get bored, cannot focus, and have difficulty in correcting mistakes because they occur. learning. Classroom teachers stated that they had difficulty in directing the attention of the students who came with sufficient prior knowledge to the process. At the same time, classroom teachers stated that the expectations of the families of children who started reading at an early age were high and these expectations had a negative effect on the students. In this process, families act hastily and put pressure on classroom teachers to allow their children to start reading and writing freely. With this pressure, families expect additional resources and extra work from teachers. This situation causes classroom teachers to have difficulties in the process. Classroom teachers stated that parents of students who made an early transition to literacy demanded absenteeism from teachers. This leads to student absenteeism. It was stated that the absent children had difficulties especially during voice teaching. Classroom teachers stated that absent students would not be able to learn the necessary order. The same conclusion was reached in his study. Some classroom teachers emphasized that they could not devote enough time to children who started reading early due to the crowded classrooms, which made it difficult for students to progress individually. Similar results were revealed in the study conducted by . For this reason, it has been

emphasized by classroom teachers that face-to-face education is more effective in the school environment. At the same time, classroom teachers stated that children who started to read and write at an early age had writing problems. Students who learn the letter incorrectly at home are told that it is difficult to correct it again at school. (Senemoğlu, Development and learning, 2004) (Beşar, 2013)(Yıldırım M. , 2008)(Şahin, İnci, Turan, & Apak, 2015)

It was emphasized that guiding primary school children by knowing how to read and write, by making appropriate recognition and evaluation, is very important in terms of guiding children correctly in the learning process. Preparatory tests, monitoring and screening tools, portfolios and observation lists that teachers should use in the classroom environment play an important role in determining the needs of children. However, research has shown that teachers do not make accurate assessments about these children and ignore the individual needs of children. As a result of the research, it was emphasized that some children maintained their academic success, some children reached the same level as other children, and some lagged behind other children. Classroom teachers should prevent these children from falling behind by doing the necessary recognition and monitoring studies in this process and work to increase their current level of success. Supporting literate children in this process causes children to develop a positive attitude towards their learning. . (Jackman, 2012)(Kargın, Güldenoğlu, & Ergül, 2017)

As in this study, it was stated that children who started primary school knowing how to read and write had social and academic difficulties. Some classroom teachers, on the other hand, stated that these children were social and made friends in a short time. It was stated that children who started primary school knowing how to read and write had leadership qualities and were very successful in peer teaching. It was emphasized that they supported their other friends in peer teaching. In this way, it was stated that they both reinforced their own knowledge and supported the learning of their friends. However, it was emphasized that the students' desire to help other children was hindered or not wanted by other children, which led to many problems.(Eminoğlu & Tanrikulu, 2018)

Classroom teachers stated that with the changing age of technology, children are exposed to stimuli such as television, computers and phones, which causes children to enter the literacy process earlier. The use of appropriate programs and methods contributes to children's early reading and writing skills. Children who enter this process early should be supported in the process and their current potential should be revealed. Classroom teachers stated that children who started literacy early were intertwined with technology. They stated that they watched the necessary videos from technological devices and increased their knowledge.(Güneş, Okuryazarlık öğrenme çağıdır., 2013)

## **CONCLUSION AND RECOMMENDATIONS**

The aim of this study is to determine the opinions of classroom teachers on early literacy of children starting primary school. Looking at the results obtained, classroom teachers expressed their opinions on the positive and negative aspects of early literacy in many areas such as academic, social, emotional development, cognitive development, psychomotor development, and cognitive development of children starting primary school. Note improvement. manage. Classroom teachers noted that students who started reading and writing early generally did well academically. Classroom teachers stated that they came to the classroom equipped and that these children were at a sufficient level in terms of readiness. Classroom teachers generally stated that children who started reading and writing early did not have problems in following the classroom rules. Classroom teachers stated that these students had no difficulty in following the school rules. Classroom teachers stated that these



students had good self-esteem, were leaders in making games, and were social friends. They stated that they got along well with their friends and were popular among their friends. Classroom teachers stated that the communication skills of the children who started reading and writing at an early age were very good and their Turkish was very good. They also stated that their vocabulary was high and their eloquence was strong. They stated that these children's ability to ask questions, be curious and explore was better than their other friends. Some classroom teachers stated that these children had difficulty focusing on the lesson because they knew the subject. They also stated that these children had difficulty correcting their mislearning. Classroom teachers stated that these children had a self-centered structure in the process of participation in the lesson. They stated that throughout the process, these children constantly tried to prevent their friends from speaking by saying "I". Some classroom teachers have stated that the achievement of these children decreased during this period. Classroom teachers emphasized the need for additional planning and material support for children's transition to early literacy. However, classroom teachers generally stated that they did not plan for these students. They stated that they equated children who started reading and writing early with other students. Some classroom teachers have stated that they give extra work to these students. Classroom teachers stated that they did not carry out any recognition and evaluation studies for these students. They either learned from their parents that they started reading and writing at an early age, or they realized it through their own observations in the process. Classroom teachers stated that these students should be included in the appropriate identification and evaluation processes. Classroom teachers stated that the expectations of the parents of the students who started studying early were high. Some families said they came with a request for absence. They stated that the excessive expectations of the parents forced the teachers in this process. Based on the results of this research, we can reach the following suggestions.

The vast majority of classroom teachers stated that they did not have a plan and program for students who came to the preschool period knowing how to read and write. This situation negatively affects the classroom management process of classroom teachers. Classroom teachers can be trained through service education for students transitioning to early literacy. Thus, they can contribute to the more effective learning of these children in the process. At the same time, plans and programs can be made according to the needs of these children in our programs. Cooperation can be made with families and guidance teachers in order to ensure that children who start reading and writing at an early age in the classroom are not isolated from the process, to ensure effective learning and to prevent negative situations. Parents of students transitioning to early literacy may be taught by counselors or an expert in the field. Thus, in this process, we can prevent the wrong interventions of families towards these students. The research was carried out based on the opinions of classroom teachers. Similar research can be done on parents and preschool teachers of children who start reading early. Different research techniques (observation, etc.) can be used for children who start primary school knowing how to read and write at an early age. Longitudinal studies can be done on these students and these students can be evaluated.

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#### **AUTHOR CONTRIBUTION**

The author contributed to the conceptual framework, planning, data collection, data analysis, content creation, review of findings, drafting, and final editing of the manuscript.