

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section Ia: Language, literacy and professional development in preschool education

Chairs: Eufimia Tafa, University of Crete, Greece & Renate Valtin, Humboldt University, Germany

Monday, July 23, at 16.00–17.30

Location: Seminar Building / Room S 23

LITERACY CHANGES LIVES.

Preschool teachers’ and first grade teachers’ perception of literacy in preschool education

Presenters:

Dr. Maria Kreza

Lecturer

Department of Preschool Education

University of Crete, Greece

E-mail: mkreza@edc.uoc.gr

Dr. Elissavet Chlapana

Laboratory Teaching Staff

Department of Preschool Education

University of Crete, Greece

E-mail: exlapana@edc.uoc.gr

Abstract:

Over the last thirty years different theoretical models describing preschool children’s literacy skills and knowledge have been developed (Manolitsis, 2016). Furthermore, the social, cultural, economic and technological changes that took place in Europe during the 21th century influenced the educational practices in different countries and also influenced the definition of literacy and the related literacy teaching practices in preschool education (Garbe et al., 2016; Kennedy et al., 2012; Saracho, 2017). The aim of the present study is to examine preschool teachers’ perceptions about: (a) the concept and the content of literacy and (b) the literacy teaching practices in kindergarten (eg. means, materials, tasks, methodology etc.). Additional aim of the present study is to compare preschool teachers’ perceptions and first grade teachers’ perceptions with regard to the role of kindergarten in children’s literacy.

For the needs of the present study a qualitative research was conducted. The results of the current presentation will be based on data collected through individual semi-constructed interviews with ten preschool teachers and ten first grade teachers enrolled from public schools of Crete, Greece. Content analysis will be performed in order to analyze teachers’ answers.

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section Ia: Language, literacy and professional development in preschool education

Chairs: Eufimia Tafa, University of Crete, Greece & Renate Valtin, Humboldt University, Germany

Monday, July 23, at 16.00–17.30

Location: Seminar Building / Room S 23

LITERACY CHANGES LIVES.

Based on the results that will be extracted from the data analysis, we would like to see if preschool teachers' perceptions of literacy in kindergarten are close to the model of emergent literacy or close to a more formal teaching of literacy. We will also analyze the way teachers' literacy practices take into account the conceptual, social, cultural and technological changes of the last years. We will identify common points and differences between the way preschool teachers perceive literacy and the way the first grade teachers perceive literacy teaching in kindergarten and the role of kindergarten in children's literacy development.

References:

Garbe, K., Koutsogiannis, D., Lafontaine, D., Manolitsis, G., Shiel, G., Tafa, E., & Valtin, R. (2016). *Literacy in Greece. Country report. Children and adolescents*. Köln, Germany: European Literacy Policy Network (ELINET). Retrieved from https://orbi.uliege.be/bitstream/2268/203618/1/Greece_Long_Report.pdf

Kennedy, E., Dunphy, E., Dwyer, B., Hayes, G., McPhillips, Th., Marsh, J., O'Connor, M., & Shiel, G. (2012). *Literacy in Early Childhood and Primary Education (3-8 years)* (Research Report No. 15). Dublin: National Council for Curriculum and Assessment.

Manolitsis, G. (2016). Emergent literacy in early childhood education: New issues and educational implications. *Preschool and Primary Education*, 4, 3-34. DOI: 10.12681/ppej.9970

Saracho, O (2017) Literacy and language: new developments in research, theory, and practice, *Early Child Development and Care*, 187:3-4, 299-304, DOI:10.1080/03004430.2017.1282235

Bio notes:

Maria Kreza, Dr., is Lecturer at the Department of Preschool Education of the University of Crete, Greece since 2015. From 2011 until 2015 she was Lecturer at the Department ESPE (Ecole Supérieure du Professorat et de l'Education) of the University of Caen Normandie, France. She has published several articles and has presented a number of papers in international conferences. Her research focuses on preschool and primary education in France and Greece. More specifically, her research concerns the study of young children's skills and knowledge about literacy, as well as the study of teacher's practices and teacher's perceptions about literacy. She is also interested in studying the

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section Ia: Language, literacy and professional development in preschool education

Chairs: Eufimia Tafa, University of Crete, Greece & Renate Valtin, Humboldt University, Germany

Monday, July 23, at 16.00–17.30

Location: Seminar Building / Room S 23

LITERACY CHANGES LIVES.

teaching practices regarding “explicitation” (verbal clarification of the objectives and the procedures to be used) and “didactic memory” (recall of prior learning and institutionalization of new learning), as well as the link between the explicit character of teaching and its effects in terms of effectiveness in children’s literacy skills and knowledge. Her research also focuses on the study of several characteristics of teacher’s practices in kindergarten classrooms attended by children of ages 2-3 years old.

Elissavet Chlapana, Dr., received her Ph.D. in Sciences of Education with specialization in Preschool Education Teaching Methodology and her MEd in Preschool Pedagogics from University of Crete. In her dissertation she studied issues related to immigrant kindergarten children’s second language vocabulary development through literacy practices. Since 2014 she is working as Laboratory Teaching Staff in the Department of Preschool Education of University of Crete. Her research focuses on Preschool Education Teaching Methodology and teaching practices for the development of young children’s literacy skills, especially in the domains of oral language, vocabulary, text comprehension and story structure knowledge.