PARENTAL PERCEPTIONS ON EMERGENT LITERACY IN EARLY CHILDHOOD YEARS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN THE DEPARTMENT OF
EARLY CHILDHOOD EDUCATION

AUGUST 2010

Approval of the Graduate School of Social Sciences

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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

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ABSTRACT

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August 2010, 157 pages

The aim of the study is to investigate parents' perceptions on emergent literacy. More specifically, the present study examined the perceptions of parents on emergent literacy and the frequency rates of the home literacy activities that parent engage in spending with their children at home to encourage emergent literacy through a questionnaire, which was developed by Nebrig (2007). Translation and reliability checks and a pilot study were implemented before the actual study was conducted. Parents were asked to complete the "Home Literacy Activities" questionnaire which consisted of 45 home literacy activities that parents can engage in or provide for their children to encourage emergent literacy.

Participants of the study were 677 parents who had children between zero to seven years old were reached through home visits and schools. And who were living in Ankara.

Results of this study revealed that the majority of participants believed that home literacy activities were important for emergent literacy development of their children. It was reported that parents gave more importance to the structured activities, such as using new and interesting words in conversations with the child more than unstructured activities that can be arranged during daily routines such as pointing out different types of printed materials around the house and in the community.

Parents did not prefer spending time in rhyming and phonological awareness related activities as much as the other types of home literacy activities.

Keywords: Emergent Literacy, Parental Perceptions, Home Literacy Activities

ÖZ

ERKEN ÇOCUKLUK DÖNEMİNDE EBEVEYNLERİN
OKUMA-YAZMAYA HAZIRLIK KONUSUNDAKİ GÖRÜŞLERİ

ALTIPARMAK, Sevil
Yüksek Lisans: Erken Çocukluk Eğitimi
Tez Yöneticisi : Dr. Refika OLGAN

Ağustos 2010, 157 sayfa

Bu çalışmanın amacı anne-babaların okuma-yazmaya hazırlık konusundaki görüşlerini öğrenmektir. Ankara'da yaşayan 677 ebeveyne çocuklarının devam ettikleri okullar veya araştırmacının ev ziyaretleri aracılığıyla ulaşılmıştır.

Ailerin okuma-yazmaya hazırlık konusundaki görüşlerini öğrenmek amacıyla Nebrig (2007) tarafından geliştirilen anket önce Türkçe'ye çevirilmiş; adaptasyon ve güvenirlilik çalışmaları yapılmış ve ana çalışma uygulanmadan önce bir pilot çalışması gerçekleştirilmiştir. Anne-babalara ankette bulunan 45 okuma-yazmaya hazırlık etkinliği hakkındaki

görüşlerini ve bu etkinlikleri evde çocukları ile ne kadar sıklıkta yaptıkları sorulmuştur.

Çalışmanın sonucunda: ailelerin büyük büyük bir çoğunluğunun evde yapılan okuma-yazmaya hazırlık çalışmalarının çocukları için önemli olduklarını, ailelerin evde daha çok okullarda yapılan etkinliklere benzer etkinlikler yapmanın önemli olduğunu düşündükleri bulunmuştur.

Bununla birlikte ailelerin fonolojik farkındalığı arttıran ninni, tekerleme söyleme gibi etkinlikleri çok tercih etmedikleri, çalışmaya katılan anne ve babaların çocuklarıyla okuma-yazmaya hazırlık ev uygulamaları konusunda farklı süreler harcadıkları, ailelerin eğitim ve aylık gelirlerinin çocukları için düzenledikleri ve sağladıkları okuma-yazmaya hazırlık ev uygulamaları ile önemli derecede ilişkili olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Okuma-Yazmaya Hazırlık, Ebeveynlerin Görüşleri, Okuma-Yazmaya Hazırlık Ev Uygulamaları

To My Parents and Sisters

ACKNOWLEDGMENTS

The completion of my master degree and this thesis has several different phases in each one there were support and encouragement of many people to whom I am very thankful.

First and foremost, I would like to express my gratitude to my thesis supervisor Dr. Refika OLGAN for her deepest care, endless support and encouragement, productive feedback and understanding since the first day we met. Your ideas, the brainstorms we made lightened my way while I was trying to do a good work. Thank you Refika Hocam.

I would like to thank to examining committee members, Assist. Prof. Dr. Yaşar KONDAKÇI, Dr. Refika OLGAN and Assist. Prof. Dr. Çiğdem HASER first of all for their understanding; and for their valuable contributions, suggestions, and comments.

I would also like to thank to Assist. Prof. Dr. Zeynep ERDİLLER AKIN for her support in the beginning of this study.

I would like to thank to my beloved undergraduate professors of Preschool Education Department at Bogazici University. I love early childhood education with them. If this is a success that I made, I could not achieve this without them. I am very thankful and honored to be your student. Thank you Prof. Dr. Sevda BEKMAN, Assist. Prof. Dr. Nalan BABUR, Assist. Prof. Dr. Bruce JOHNSON-BEYKONT, and Assist. Prof. Dr. Mine GOL-GUVEN.

Çağla, my beloved friend, thank you for your support, your motivation and especially your friendship throughout METU. I feel very lucky to know you. I also want to thank my friends; Rana, Dervis, Ilknur, for the prompt and supportive help.

I would like to express my sincere regards and love to my uncle Prof. Dr. Ümit ATALAY for the valuable support and motivation throughout my graduate study at METU.

I am grateful to the schools and teachers who supported me for reaching families to participate to this study. I would like to thank all the families giving their time and sharing their thoughts with me.

I want to thank BUZCU family for their encouragements, support and love.

I would like to thank my great family, Şükran & Kenan & Tüze ALTIPARMAK and Selcan & İrem CEYLAN. I needed patience, I needed motivation, I needed some cheer up, I needed to laugh, I needed to cry and I needed your endless love. Thank you being there, each and every of you. Especially Mom, thank you so much! You know why.

Finally, Irfan BUZCU... My love, my happiness, my hopes and dreams, and finally my husband! Thank you for being with me; thank you for your endless patient, kindness, support and encouragement. I am very lucky to have you in my life. In other words, I – love - you…

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CHAPTER 1

INTRODUCTION

Literacy is more than just the ability to read and write (Diaz, 2007); it serves many needs and transmits values from generation to generation as well as from culture to culture. It enables people to create values to appreciate the world, developing an interactional relationship with the environment and facilitating connections between all the people in the world (Sawyer, 2009). Literacy can be seen as a cultural tool, which changes the ways in which a language group thinks and achieves tasks (Whitehead, 2007).

One of the most difficult issues about literacy is its definition, since according to Pellegrini and Galda (1994) it means different things to different people. They define literacy as the ability to fully understand the texts used in people's daily lives such as grocery store labels and subway maps.

Diaz (2007) considers literacy to be a social practice, a modern view, which sees that the meaning given in oral, written and visual texts are socially built up. Diaz (2007) also points out that literacy includes talking, listening, viewing, and drawing as well as analyzing. He sees literacy as a social tool in which people communicate and function on an everyday basis. Similarly, Cooper (1997) describes literacy as the ability of individuals to

communicate effectively for real life applications, which involves the ability to read and write, speak, listen, view, and think.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has taken great interest in literacy as part of its efforts to promote basic education. In the UNESCO Education Sector Position Paper (2004), literacy is described as the capability to identify, comprehend, interpret, form, communicate, compute and use printed and written materials related with different contexts. In the same paper (2004), it was pointed out that literacy involves a continuum of learning in enabling people to accomplish their goals, to expand their knowledge and potential, and to involve themselves in their community and wider society.

In most cultures of the world, being able to read and write is important and accepted as necessary for a full adaptation and involvement in the community, as well as it is a necessary for every member of society to make a contribution (Bruce and Spratt, 2008). Barratt-Pugh (2000) focuses on another important issue of the social-cultural context of literacy learning. She draws attention to the changes in the understanding of what literacy covers and how it is learned and is accomplished. According to Barratt-Pugh (2000), each view of literacy is a product of its time's political, social and philosophical aspects as well as being effective upon the method of teaching literacy in the early years.

In addition to the range of definitions and understanding of literacy, there has been a variety of thoughts on how literacy is developed over the centuries. Thus, the literacy and language development of children has been interpreted through different learning theories. During 18th and 19th centuries ideas and studies of Jean-Jacques Rousseau, Johann Heinrich Pestalozzi and Friedrich Frobel have lead the way to developments in early

literacy (Morrow, 2005). The most important theory of 18th century was the unfoldment theory, which claimed that children have potential to learn by themselves through their curiosity (Tracey and Morrow, 2007).

Later in the twentieth century, there were new important perspectives, which influenced learning theories. One of those contributions was made by John Dewey who pointed out the importance of learning by doing, as an extension the unfoldment theory (Vukelich, Christie & Enz, 2008). Dewey claimed that children were able to learn best through play and he pointed out the importance of real-life experiences in children's learning processes (Morrow, 2004).

The influence of Jean Piaget on educational thinking about children's cognitive development negatively affected the speed in research on emergent literacy in very young children (Berk, 2004). Piaget suggested that learning happens in fairly separate stages, with the very earliest involving little more than reflexive responses to the external environment (Taylor, 2005). In other words, children need to reach the right stage before they are able to deal with the physical, cognitive and symbolic needs of reading and writing (Hall, Larson & Marsh, 2003). According to Piaget, there should be a mutually interactive process between the child and the environment (Griffith, Beach, Ruan & Dunn, 2008).

Lev Vygotsky was another important contributor to the understanding of literacy. Pellegrini (2002) claimed that Vygotsky's socio-cultural theory was the dominant psychological theory in the study of early literacy. Vygotsky claimed that development is a social process and this led to literacy development to be taken more seriously by society (Griffith et al, 2008). In the socio-cultural approach, the child's environment plays a crucial role and makes significant contributions to her development. Thus,

Vygotsky's socio-cultural theory underscores the vital role of families and environmental factors in children's literacy development (Berk, 2004).

In 1920s, there was a change in educators' perspective towards literacy (Daisey, 1991). Until this time, the main perspective on literacy development was the reading readiness approach, which claimed that children had to reach an appropriate mental age of 6.5 years before they could understand and comprehend the reading process (Soderman, Gregory & McCarty, 2005). Thus, the teaching of literacy skills was postponed to the first grade of primary school and there was no support for any literacy-related skills in the early childhood years. However, as time went by, there were questions that the reading readiness approach could not answer. Daisey (1991) stated that because the reading readiness idea developed from what adults thought would be true of children's development there was a difference in the reality. Research showed that children had some literacy-related skills and some could read and write before formal schooling (Lancy, 1994).

In 1966, Marie M. Clay completed her doctorate at the University of Auckland with a thesis entitled "Emergent Reading Behaviour" in which she describes the week-by-week progress of one hundred children during their first year of school (Lancy, 1994). A significant result of Clay's dissertation and following research was the development of reliable observation tools for the assessment and analysis of children's early literacy learning. Clay's study was the beginning of a new era for early childhood education (ECE); since it was an introduction to a new research area; *emergent literacy*.

After Clay's doctoral study (1966), educators conducted several studies focusing on literacy development in cultural, racial and socioeconomic settings. However, this new research topic in the literacy

development field was not accepted quickly. Strong and solid beliefs existed about literacy development in children. Traditionally, educators and interventionists alike seldom focused on literacy skills before formal schooling, assuming that such activities were developmentally inappropriate for young children (Burns and Snow, 1999; Justice and Ezell, 2002; Maples-Edwards, 2007).

Contrary to the beliefs of traditional researchers, between 1960s and 1980s there were many studies focusing on oral language development, family literacy, early reading and early writing, which contained critical assumptions on children's literacy development (Morrow, 2005). The outcomes of the studies encouraged educators and academicians to give much more attention to the emergent literacy approach. In 1986, William Teale and his colleague Elizabeth Sulzby edited volume entitled Emergent Literacy: Writing and Reading, which according to Lancy (2002) was the second benchmark in the emergent literacy field. Sulzby and Teale (1991) claimed that children's concepts about literacy are shaped from the earliest experiences and interactions children have with readers and writers as well as through their own attempts to read, write, and build up meaning. The emergent literacy perspective believes that children's literacy development develops long before the onset of formal instruction (Gunn, Simmons & Kameenui, 1995).

Teale and Sulzby (1991) indicate that it is appropriate to describe young children as literacy learners with the following characteristics:

> *a) Children begin to learn and read very early in life. b) Young children learn the functions of literacy through observing and participating in real-life settings in which reading and writing are used. c) Young children's reading and writing abilities develop concurrently and interrelatedly through experiences in reading and writing. d) Through active involvement with various literacy materials,*

young children construct their understanding of reading and writing. e) Learning to read and write is a developmental process for young children (Teale and Sulzby p. 151:1991).

Through the belief of emergent literacy approach, which emphasized that children have emergent literacy skills before formal reading and writing instructions (Morrow, 2004), researchers focus on not only the literacy development of children but also on different dimensions of emergent literacy and relationships with children (Gunn et al, 1995). Therefore, the current study aimed to investigate the family perceptions on emergent literacy in Turkey among the parents of children in the early childhood years.

1.2 The Significance of the Study

There are essential elements in the development of emergent literacy. These are basically, children's development and the physical environment (Makin & Whitehead, 2004). According to the emergent literacy approach, parents are the first teachers of their children and their offspring need literacy interactions and experiences from birth (Makin & Whitehead, 2004). A great majority of parents are their children's primary carers; Whitehead (2007) claims that parents are also their children's first and most enduring educators. Makin (2007) believes that literacy learning begins at child's home and community, with her family as her first teacher.

Families teach language to their children by being role models and by trying to respond when youngsters try to communicate with them (Fields, Groth & Spangler, 2008). Parents and other adults in children's lives have significant roles in the literacy development of children through interaction, sharing, as well as giving feedback to support their curiosity of literacy (Copeland & Edwards, 1990; Sawyer & Francis, 2009).

Over the last three decades, researchers have documented the importance of the home environment to children's early literacy and language skills. For instance, characteristics of the home and family, such as income, parent's literacy levels and literacy habits, and parent–child engagement in literacy activities have been found to be associated with children's literacy and language skills (Snow, Burns & Griffin, 1998; Burgess, Hetch & Lonigan 2002). Additional research has emphasized the importance of parent's beliefs about their role in their children's literacy and language abilities (DeBaryshe, 1995; Sonnenschein, 2002; Weigel, Martin & Bennett, 2005). These studies suggested further studies to investigate which variables are linked to children's literacy and language development.

Weigel et al, (2005) examined both the temporary and longitudinal connections between four components of the home environment and multiple indicators of preschool-aged children's literacy and language development. Results indicated that parental literacy habits were positively associated with parental reading beliefs, parental reading beliefs were positively associated with parent–child literacy and language activities in the home, and parent–child literacy and language activities were positively associated with children's print knowledge and reading interest. It was also found that parental demographic characteristics were associated with children's expressive and receptive language skills.

David, Goouch and Powell (2005) stated that there is a lack of research concerning ECE and care for children from birth to three years of age. Lancaster (2003) gave a possible explanation regarding this statement, as very young children are not literate as commonly accepted. However, the gap in the early literacy research creates a notable deficit in the available data in the emergent literacy of very young learners. Thus, one of the most

significant contributions of the current study is to highlight the findings about parents with children younger than three years of age.

Families and main caregivers of children under three years old age have important and powerful roles in preparing young children for future school success and becoming self-confident and motivated learners as pointed out by McLane and McNamee (1991). Children are exposed to many written and oral ingredients of literacy at their homes such as shared reading, reading aloud to them, parents' own print exposure, shopping list for the grocery (Whitehurst & Lonigan, 2002). The quantity of support and motivation given by their families are very significant contributor of children's literacy learning during kindergarten and elementary grades (Christian, Morrison &Bryant, 1998; Christie, Enz & Vukelich, 2007). According to Evans, Shaw and Bell (2000), this is necessary for more permanent and more productive results for children's later literacy lives such as regular academic achievement at school, high level of self-confidence in the oral classroom discussions.

Families are important layer of influence on children's literacy development (Owocki, 2001). The intensity of the contribution depends on how family sees literacy in their lives. Some parents include literacy to their daily routines and their children are exposed to written and spoken literacy from birth. The quantity and the quality of the literacy-rich environment are significant contributions to children's later literacy interests. Sonnenschein (2002) states that, parents' positive perceptions toward literacy focusing on entertainment and engagement was positively related to their children's early literacy scores. It was claimed that when the home literacy environment is conceptualized and assessed carefully, its direct influences

on children's development is very large (Storch & Whitehurst, 2001; Zhou, 2000).

In Turkey, the school enrollment rate for preschool age children is lower than developed countries (Ural & Ramazan, 2007). According to the statistics given by Mother and Child Education Foundation, (2008), only 39% of the children between 48-72 months of ages attend ECE. Information from the Turkish Statistical Institute (2009) gives a figure of 61.3% for the enrollment in early education for children from 5 to 6 years old in however this is still lower than most developed countries (Ural & Ramazan, 2007). In Turkey working parents who send their children to kindergarten or another ECE setting, generally prefer to do this when their offspring are at least three years old. Early childhood education in Turkey generally focused on children between 4-6 years old; thus it is appropriate to think that the main environments of children under three years of age is their home, since those children do not have any early childhood education (Bekman & Gurlesel, 2005).

The findings that emerge from this study have important implications for educational researchers, parents and carers. The data collected in this study may prove useful in understanding parents' perception of emergent literacy and reasons for giving importance to the parent-teacher collaboration on literacy development of children in ECE. As Whitehead (2007) commented, it is important for researchers and teachers to have a partnership with parents in ECE in order to maintain the most stimulating environment and social atmosphere for children in terms of early literacy.

Furthermore, parents can use these findings to examine their current beliefs and perceptions on emergent literacy as well as prepare literacy related activities for their children.

1.3 The Purpose of the Study

In Turkey emergent literacy is not a common research topics neither the importance of this topic has been recognized. There has been some research focusing on language development, narrative skills, reading techniques as well as storytelling skills of and among Turkish preschoolers, and also the impacts of ECE on language development. However, there is no known study that has been examined the perceptions of parents about emergent literacy and home literacy activities to encourage emergent literacy. This study aims to contribute to filling one of the gaps of early literacy issues in Turkey.

The emergent literacy approach comprises a continuum in the development of literacy (Fields, Groth & Spangler, 2008) and accepts that children are competent and capable of learning literacy from birth (McLachlan, 2007). Thus, the children of the participants of the current study had the wide age range of children from zero to seven years of age the latter being just before the commencement of compulsory formal schooling in Turkey. One of the aims of the current study was to highlight the differences as well as similarities between parents of children between zero to seven years old in terms of their perceptions of emergent literacy and the type of home literacy activities that encourages emergent literacy in their children. Moreover, a further aim was to show the importance of studying on parental perceptions on emergent literacy for different ages of their children.

In addition to the age range of children of the participants, parents from different educational background were compared in terms of their perceptions and frequency rates for home literacy activities that encourage emergent literacy.

Furthermore, this current study intended to open a new perspective for educators to incorporate parental perceptions on emergent literacy while developing ECE programs. This is important since one of the goals of the Turkish early childhood education system as stated in the preschool education curriculum for 36-72 moths old children by Ministry of Education (2006) is to have a strong relationship and an interactive partnership between families and teachers.

1.4 Research Questions

This study examined parental perceptions on emergent literacy and frequency the home-literacy activities they arranged for their children. This study was based on the following research questions. There are three main research questions of the study and four sub questions for the first two, focusing on importance and frequency ratings.

1.4.1 Importance Ratings

Research Question 1

What are the perceptions of parents regarding the importance of home literacy activities that encourage emergent literacy?

Research Question – 1a

Is there a significant difference in importance score of home literacy activities that encourage emergent literacy between mothers and fathers?

Research Question – 1b

Is there a significant difference in importance score of home literacy activities that encourage emergent literacy for parents of children in different age groups?

Research Question – 1c

Is there difference in importance score of home literacy activities that encourage emergent literacy for parents in different educational level groups?

Research Question – 1d

Is there difference in importance score of home literacy activities that encourage emergent literacy for parents in different income groups?

1.4.2 Frequency Ratings

Research Question – 2

What is the frequency of literacy-related activities that parents spend engaged in with their children at home?

Research Question – 2a

Is there a significant between mothers and fathers regarding the frequency of literacy-related activities that they spend engaged in with their children at home?

Research Question –2b

Is there a significant difference in frequency of literacy-related activities that parents spend engaged in with their children at home for parents of children in different age groups?

Research Question – 2c

Is there a significant difference in frequency of literacy-related activities that parents spend engaged in with their children at home for parents of children in different educational level groups?

Research Question – 2d

Is there a significant difference in frequency of literacy-related activities that parents spend engaged in with their children at home for parents of children in different income groups?

1.4.3 Comparison of Importance and Frequency Ratings

Research Question –3

What is the relationship between parents' ratings of the importance of home literacy activities and the frequency of literacy-related activities that they spend engaged in with their children at home?

1.5 Definition of terms

The following terms need to be defined for the purpose of this study.

Parent is defined as mother or father of students or anyone who has legal responsibility for a child (National Ministry of Education, Regulation on Parent- School Partnership, 2005). For this study only one parent of each child participated to the study.

Literacy is described as the ability of individuals to communicate effectively for real life applications. It involves the ability to read and write, speak, listen, view, and think (Cooper, 1997).

Emergent Literacy is the reading and writing behaviors that precede and develop into conventional literacy (Sulzby & Teale, 1996).

Family literacy refers to literacy beliefs and practices among family members and intergenerational transfer of literacy to children (Wasik and Herrmann, 2004).

Early Childhood Years is the period of children from birth to age 8 (Makin, Diaz & McLachlan, 2007).

Early Childhood Program is any group program in a center, school, or other facility that serves children from birth to age 8 (Breedekamp & Copple, 1997).

Parents' perceptions are defined as parents' thoughts regarding home literacy activities in terms of how importance they attach to them for their children's literacy development (Nebrig, 2007).

Home-literacy activities refer to the activities that children participate at home (Cheng, 2003). For the current study, there are 45 home-literacy activities, which include both parent-initiated activities such as playing together with educational toys and parent-led activities such as reading nursery rhymes, taking the child to the library or bookstore.

Age groups of children refer to three different age groups determined by the researcher based on the Turkish early education schooling system. Group 1 represents children between 1 and 36 months of age (0-3 years); group 2 represents children between 37 and 60 months of age (3-5 years old), and group 3 represents children between 61 and 84 months of age (5-7 years old).

Educational level groups of parents refer to three different education group determined by researcher based on nature of the data for further analysis. The first group consists of parent with less than high school education, second group consists of parents with high school diploma and third group consists of parents with university degree or advanced degree.

Income groups of parents refer to four different income groups of parents. Participants' average family monthly incomes were split into four categories as follows: Income Group-1 represented parents with monthly income between 300 and 1200 Turkish Lira (TL); Income Group-2 represented parents with monthly income between 1201 and 2000 TL; Income Group-3 represented parents with monthly income between 2001 and 3000 TL; Income Group-4 represented parents with monthly income between 3001 and 15000 TL.

1.6 Limitations of the Study

The current study has some possible limitations in terms of sampling, data collection instrument, and statistical analyses. Each of these limitations is detailed below.

Sampling

First of all, generalizations for the study's results were limited because the study was conducted only in Ankara, the capital city of Turkey. Secondly only the mother or the father, who participates in the education of their children most, completed the questionnaire as requested by the researcher and the participants were mostly mothers (N= 550; 81.2%). Thus, there cannot be a generalization of the results in terms of the gender of parents. Finally, researcher selected the schools that participated in the study. Reaching families through different schools might result in different findings. Moreover, the parents of children in ECE setting were reached through the school administration. This is a limitation, since it was the decisions of the school administers to give the researcher permission to contact the families to participate to the study.

The data collection instrument

The home literacy activities questionnaire used for the study and it was translated from English to Turkish. Although the adaptation process was carefully carried out under the supervision of the dissertation advisor and experts from early childhood education area, this could be a limitation since the instrument was used for the first time in Turkey.

In the original survey in Nebrig's study (2007), the Home Literacy Activities questionnaire required parents to answer two identical questions for both the importance and frequency of forty-five home literacy activities. It was possible that parents over reported the importance and frequency

score because of their desire to give socially desirable response (Nord, Lennon, Liu & Chandler, 1999). To eliminate this possible situation researcher added an information sheet to the survey package that highlighted that the parents should complete both the importance and frequency columns to evaluate the findings appropriately. Collecting additional data regarding parents' emergent literacy practices and thoughts such as diaries, logs or supporting data observations would eliminate this limitation and strengthen the data given by parents (Nebrig, 2007).

Secondly, since there is not a distinctive and common term for emergent literacy in Turkish, for the study it was translated into a statement that has a meaning of "the period for children before they learn how to read and write." Furthermore, parents were informed that the aim of the study was not to evaluate the child's level of knowledge regarding reading and writing. This was a possible limitation since; Nebrig's study was aimed at parents and teachers of children age of four; however, pilot study findings did not show any negative feedback regarding this issue.

The 4-point Likert-type survey was used and the survey was forced parents to choose one of the responses for both importance and frequency columns. The possible limitation as Fraenkel and Wallen (2006) pointed out is that nature of the Likert-scale may contain the risk of influencing responses by forcing choices. To overcome this, as suggested by Nebrig (2007), the form of the frequency rating scale could be changed such as adding some other choices.

CHAPTER 2

LITERATURE REVIEW

This chapter contains the review of literature, which is relevant to the purpose of the study. It includes information regarding literacy development in children; theoretical framework for emergent literacy; emergent literacy approach and finally the previous studies focusing emergent literacy and families.

2.1 Literacy Development

Children begin their literacy learning at their births, if it did not start before, since the studies show that babies are able to hear to the sounds when they are exposed in the womb. For instance, recent studies have shown that babies respond positively to the books, which are read before birth (Makin & Whitehead, 2004). Another important evidence for the fact that children begin literacy through communication would be an example observed in most of the newborns' respond to the voice and smell of the main person, mostly their mothers, within a few seconds after they are born (Berk, 2004).

Developing literacy skills begins at birth as mentioned before and these skills improve through everyday loving interactions—sharing books, telling stories, singing songs, talking to one another, or pointing out and

naming objects. Even painting, drawing or picking up things serve a purpose. These activities help develop hand muscles and coordination—skills necessary for learning how to write (Hall, Larson & Marsh, 2003).

Literacy is important for education and it would be underestimate both individual and environmental factors upon children's literacy and language development if it is accepted that children meet literacy at the time they enter kindergarten or primary school (Cooper, 1997). At this point research suggests that the quality of parent-child interactions is important for children's development of literacy (Saracho, 1997a).

Early literacy development does not simply happen; rather, it is part of a social process, embedded in children's relationships with parents, siblings, grandparents, friends, caretakers, and teachers. To understand the beginnings of literacy, one must study the environments in which young children develop, and the ways in which these settings provide opportunities for children to become involved with books, paper, and writing materials (Makin & Whitehead, 2004).

Early experiences with literacy are part of the relationships, activities, and settings of young children's everyday lives. Family members and teachers play critical roles in early literacy development by serving as models, providing materials, demonstrating their use, offering help, instruction, and encouragement, and communicating. To their interactions with young children, these people bring their own attitudes and expectations, both conscious and unconscious, about writing and reading, and about the child's eventual development as a writer and reader (Brooks McLane & Dowley McNamee, 1991).

2.1.1 Language and Literacy Development Stages

Although each child's progress in acquiring language and literacy development affected by both biological and environmental factors (Berk, 2004); in this section, milestones of language and literacy development during early years are examined. The early years categorized in three distinctive age periods – 0-3 years old, and 3-5 years old, and 6 years old.

2.1.1.1 From Birth to Three Years – Infancy and Toddlerhood

Very young infants are sensitive listeners and this ability helps them to read situations and facial expressions. The newborn infants are capable of discriminate voices from other noise and rapidly response to the particular voice of their constant caregivers, mostly their mothers (Whitehead, 2004). In the first few moths of infancy, oral language consists of a child's experimenting or playing with sound through crying, babbling, gurgling, or cooing (Morrow, 2007). Adults in many countries speak to young children in child-directed speech (CDS), a from of language made up of short sentences with high-pitched, exaggerated expressions, clear pronunciations, distinct pauses between speech segments, and repetitions of new words in variety of context (Berk, 2005). Studies showed that CDS support early language development. For example Tamis-LeMonda, Bornstein & Baumwell (2001) found that toddlers whose parents frequently offer verbal prompts and imitate and expand their utterances during play make faster language progress during the first two years.

Children increase their language-related abilities dramatically during the first two years of life. By the end of their second year, children are expected to begin comprehend word meanings as well as use preverbal gestures such as showing, pointing to communicate with their main

caregivers as well as begin to speak their own first words, taking turns in games such as peekaboo and producing two-words sentences (Berk,2005). Children between the ages of one and two are able to differentiate between writing and drawing; even well before this ages, they have capacity to recognize many features such as produce certain features regarding writing and reading (Lancaster, 2003).

Throughout the period of 18 months and 3 years, children develop rapidly not only cognitively and physically but also in terms of literacy skills (Makin & Whitehead, 2004). Their curiosity enables them to explore the environment and their environment feed their hunger for learning. They begin to display effective conversations, producing sentences in the right order of words as well as appropriate grammatical markers (Berk, 2005). Pence and Justice (2008) stated that children are able to pronounce about 80% of all words correctly as well as to ask simple questions and clarifies and request clarifications during the conversations.

It is significantly important to be exposed to early literacy experiences for children below three years of age. The reason behind this claim is the fact that first three years of life are a period of incredible growth in all areas of a baby's development. A newborn's brain is about 25 percent of its approximate adult weight however, by age 3, it has grown dramatically by producing billions of cells and hundreds of trillions of connections, or synapses, between these cells (Berk, 2004).

There is another significant fact about the brain development is that the early experiences can determine how proficient a child becomes in her native language (Saracho & Spodek, 2002). Researchers found that when mothers frequently spoke to their infants, their children learned almost 300 more words by age 2 than did their peers whose mothers rarely spoke to

them published in Zero To Three journal Starting Smart (2000). Similarly, it was found that children below the age of three actively produce and interpret different levels and kinds of written language (Anisfeld, 1984).

2.1.1.2 From 3 to 5 years – Preschool Period

Between the ages of 3 and 5 years old which, is preschool period, children experience many remarkable "firsts" in their lives. Compared with the first three years preschoolers accomplish a lot in a day (Pence & Justice, 2008). Preschoolers acquire a great deal of literacy knowledge informally as they participate in everyday activities involving written symbols (Berk, 2005). Between the ages 3 and 4, children can talk about what they do as they are doing it. They often talk to themselves while they are playing (Morrow, 2005). Language skills develop rapidly during the preschool years. By the age of five children can acquire almost 80% of the syntactic structures they use as adults (Owens, 1996).

There are three significant emergent literacy components that preschoolers easily achieve, which are alphabet knowledge, print awareness and phonological awareness (Pence & Justice, 2008). During the preschool years most children recognize some letters especially in their names; show interest to the environmental prints and signs; begin to imitate the letters (Chaney, 1994 as cited in Pence & Justice, 2008). Experiences with print give preschool children an understanding of conversations, purpose and function of print (Gunn, Simmons & Kameenui, 1995). Through print awareness children develop interest in and appreciation for print. A study revealed that when adults use print during story-reading, children are eager to ask more questions about story (Perce & Justice, 2008). Phonological awareness - the ability to reflect on and manipulate the sound structure of spoken language, as indicated by sensitivity to changes in sound within words, to rhyming,

and to incorrect pronunciation- is the third emergent literacy components children can accomplish during the preschool years (Foy & Mann, 2003). Gunn et al. (1995) highlighted that the emergent literacy component which children begin to acquire during the preschool period are the key components of children later literacy development and reading and writing skills at school.

Owens (1996) summarized the literacy skills of children in preschool periods as follows: children increase their vocabulary from 900-1000 words to 2100-2200 words and start creating 3-4 word sentences. They like to play with words and sounds. Preschoolers can easily participate to rhyming games and make some letter-sound matches (Morrow, 2004). 3-year olds can follow two-step and later at the age of 5 follow three-step commands, and play games involving directions. They talk about the present, and they swear. They begin to understand most questions about the immediate environment; however sometimes they have difficulties to answer why and how questions. Preschoolers enjoy listening and discussing storybooks (Morrow, 2004). As a sign of advanced emotional development, they are able to discuss feelings. Berk (2005) stated that during preschool period, children begin to adjust speech to fit the age, sex and social status of the speakers. By the age of 5, children sound very much like adults when they speak (Morrow, 2007).

2.1.1.3 6 Years – Kindergarten Year

Because 6-year-old' vocabulary is quite large, parents may not notice the growth during this period (Berk, 2004). However children at the age of 6, have expressive 2600 words, receptive of 20000-24000 words, define those words by function (Owens, 1996). While their vocabulary increase, syntactic complexity of their language also increase (Morrow, 2007). Kindergarteners

are able to use many complex grammatical forms, although they make predictable errors (Berk, 2004). By the age of 6, children become aware of that a word can have more than one meaning. While they are talking, they may make mistakes such as using wrong word or grammatically inappropriate sentences; then prefer to say something silly or try to humorous (Morrow, 2004). Through their better fine-motor abilities as well as eye-hand coordination, kindergarteners enjoy using different kinds of writing materials, engaging in crafts (Owens, 1996). Morrow (2004) pointed out that kindergarteners can enjoy being read to and themselves retell simple narrative stories though descriptive language to explain and explore. Since at this age children are capable of developing basic concepts of print; children are interested in writing their own names, letters of alphabet and some high-frequency words (Morrow, 2004).

One of the other characteristics of kindergartners' language is that they realize that they can manipulate the others through use of language. They are more capable of participating in conversations, asking questions to continue and end conversations (Owens, 1996). Sochenshein et al, (1997) reported that in the spring of the children's prekindergarten and kindergarten years, they remarkably increase their knowledge about print (e.g., knowing various print conventions or uses of printed materials), their phonological awareness (e.g., recognizing which words begin with the same sounds, producing rhymes) and their narrative competence (e.g., telling a story or understanding questions about a story).

Pence and Justice (2008) summarized the developmental timeline for 6-year-old children as follows:

> *in phonological terms, children can manipulate phonemes in words and blend and segment individual sounds; for the syntax and morphology skills,*

they are able to produce some sentences with passive voice; and begin to use morphology to infer the meanings of new words. For semantic and pragmatic abilities they can learns to read by decoding and use mostly direct request, produce at least four types of narratives, and use repetition for conversational repair (p. 264-265).

In sum, there are critical periods for children to be able to accomplish some literacy skills. Children acquire language by moving through predictable stages that are based on their maturity. Educators states that although there are stages of language and literacy growth, the pace of the development may differ from child to child (Morrow, 2007). Owocki (2001) underscored the importance of individuality for the literacy development as *"Giving the number of forces influencing early literacy, we can safely say that no two children are alike; with each literacy experiences, every child creates an increasingly complex weave of literacy knowledge" (p.6)*

2.2. Theoretical Framework for Emergent Literacy

There are important theories in the roots of the emergent literacy approach. One of the most significant contributors, Jean Piaget opened a universally accepted perspective in education and development of children. Piaget' cognitive- developmental theory suggests that children actively construct their knowledge as they manipulate and explore their world (Green & Piell, 2002). Piaget's theory views language as a symptom of the child's underlying cognitive development (Owens, 1996). According to Piaget, as brain develops and children's experiences increase, they move through four stages, each determined by qualitatively distinct ways of thinking (Berk, 2004). Piaget assumes that children spontaneously encounter

with the environment (Green & Piell, 2002). The theory of cognitive development supports the idea of learning happens in four stages, from basic to complex. Berk (2005) explains in the first stage, sensorimotor stage, cognitive development begins with babies' use of the sense and movements to explore the world, for example infants think by acting on the world with their eyes, ears, hands and month. Between the ages of 2 and 7, these action patterns change into the symbolic but not logical way of thinking of the preschoolers in the preoperational stages. In the third stage of cognitive development theory, concrete operational stage, children between 7 and 11, are able to make logical reasoning, but it is still not abstract as in adults. The final, forth stage of theory called formal operational stage where thought becomes the complex, abstract reasoning system of the adolescent and adult. For example, adolescent by the age of 11, can think all possible outcomes in a scientific problems, not just the obvious ones (Berk, 2004).

Piaget believed that children have to reach the right stage to be able to comprehend the concept of reading and writing (Lancaster, 2003). The other claim of cognitive-developmental theory is that very young children would not capable of recognizing features of literacy, and discriminate it from other systems they are approaching (Morrow, 2004). In other words, the use of language and development of literacy can only increase based on cognitive growth. *"Cognitive development determined the course of language growth"* (Pflaum 1974, p.6). According to Piaget, the child develops egocentric speech to label her environment and then later participates in social interaction (Owens, 1996).

Piaget's cognitive developmental theory de-emphasized on language and literacy as a source cognitive development was criticized by another theory, which was Vygotsky's sociocultural theory. While Piaget believed

that language develops independently from its social context, Vygotsky considered language and the social context to be closely linked (Owens, 1996). Vygotsky's theory claims that social interactions between children and more knowledgeable members of their culture are the key component to think and behave essential for achieving in that culture (Berk, 2004). Saracho and Spodek (1993) indicated that Vygotsky differentiates between natural and cultural development. Cultural development allows people to master forms of cultural behavior, including methods of reasoning. They claimed that language and literacy development is a form of cultural development. Vaags-Nyhof (2004) pointed out that sociocultural theory emphasizes that language structure is learned before the child develops full conceptual understanding of that language structure generally begin with formal schooling. Soderman et al, (2005) stated that sociocultural influences can be highly positive when the child has had the benefits that come from an enriched bank of experiences prior school entrance.

Zone of proximal development, which refers the psychological distance between children's individual performance in solving problems and their performance when guided by more capable peers or adults (Green & Piell, 2002) is one of most significant the components of the sociocultural theory. Green and Piell (2002) claims that zone of proximal development is a powerful idea that has clear parental and educational implications. According to Vygotsky (1962) when learning is properly organized, it results in mental development and sets into motion a whole variety of development process. Sociocultural theory points out that children go through same sequences, the changes that have are continuous rather than stage by stage (Morrow, 2007).

Pellegrini (2003) claimed that the dominant psychological theory in the study of early literacy comes from Vygotsky's sociocultural theory. Wasik (2004) also stated that sociocultural theory had valuable implications to education especially that of young children. She mentioned that Vygotsky described education as part of a larger sociocultural system and identified the relationship between the adult and the child as central for child's learning, which was a great contribution to the birth of emergent literacy. Wasik (2004) also pointed out the similarities of sociocultural theory with another important theory underlying the structure of emergent literacy approach is Uri Bronfenbrenner's "ecological system theory."

Ecological system theory "*views the person as developing within a complex system of relationships affected by multiple levels of surrounding environment"* (Berk, 2004, p.24). Wasik and Herrmann (2004) indicated that Bronfenbrenner's theory provides exceptionally rational theoretical framework for family literacy, which refers to "*literacy beliefs and practices among family members and intergenerational transfer of literacy to children" (p.3)*. According to ecological system theory, there are the microsystem, which consists of activities and interaction patterns in the children' immediate surroundings; the second layer is the mesosystem, which includes connections between microsystems (Berk, 2004). The exosystem is the third layer of the ecological system, which refers to social setting where parents participate where children seldom enter. The outermost layer of Bronfenbrenner's model is the macrosystem, which consists of cultural values, laws, social cultural and beliefs of the community where children live (Wasik & Herrmann, 2004). Bronfenbrenner's ecological system theory shows similarities with Vygotsky's sociocultural theory in terms of giving

value to nature and nurture at the same time, as well as both early and later experiences in the development of children (Berk, 2004).

Besides world's these two important child development theories, another belief which was called reading readiness have an important impact on the birth of emergent literacy approach. Gesell (1925), indicated that although the idea of including parents in children' literacy development as an assumption of Vygotsky's sociocultural theory as well as an important predictor in Bronfenbrenner's ecological system theory had been widespread around the world, in the mid-1900s educators not only see the parents in a restricted role but also discouraged the from teaching their children (1925 as cited in Wasik & Herrmann, 2004). Schools were viewed as the only places where children could and should learn. Wasik and Herrmann (2004) believed that this perspective, affected decisions of the onset age of children to enter school; children were kept at home until they reach physically ready to learn to read.

Throughout the 1980s, educators and researchers who investigate the family roles in literacy development of children provided additional support for the idea of involving parents as partners in their children's literacy development (Lonigan, 2004). Moreover early studies focusing on the language and literacy development in children point out the fact that the literacy includes listening and talking and those studies accepted that emerge of literacy in children begins a long time before the formal schooling at schools (Makin & Whitehead, 2004). For instance, Durkin (1966) found that children's progress in literacy learning was positively related with a variety of previously conditions such as parents' reading to their children, the number of the books at home, and children's at-home access to writing materials.

Furthermore, Purce & Justice, (2008) found that children literacy abilities depend on the oral language skills they began to acquire in the first three years of their lives. At this points it is appropriate to say that the term reading readiness, which claims that the child's readiness to read at a predetermined age, has been replaced by emergent literacy, a process-based approach that refers to the child's gradual acquisition of the literacy skills involved in formal reading (Brand & Donato, 2001).

2.3 Emergent Literacy Approach

The source of emergent literacy approach was the negotiations and criticizing of those beliefs discussed before. The term emergent literacy was born in New Zealand in 1966 by Marie Clay, a New Zealander educator focused on children's abilities regarding reading and writing before they exposed to formal instructions (Tracey & Morrow, 2007). She argued that the preschool years are crucial for learning the concepts and functions of reading and writing, which can be addressed to later literacy skills (McLachlan, 2007). After writing her doctoral dissertation regarding emergent literacy skills of preschool children in 1966, Clay developed an early intervention program, called "Reading Recovery" aiming to encourage children, especially children with learning difficulties to be able to catch up their peers in terms of learning how to read and write. The intervention program took 20 weeks and as McNaught (2007) states that this program enabled children to learn more about reading and writing each time they engage with text. Studies and the perspective Marie Clay opened to the early literacy research area indicated that when children are actively engaged with

interesting and meaningful reading and writing experiences, they develop literacy knowledge early in their lives (Lilly & Green, 2004).

Proposing a broader view of early literacy development, Elizabeth Sulzby and William Teale are other two significant contributors to the emergent literacy. They believed that emergent literacy expended the purview of the research from reading to literacy since, theories and studies showed that reading, writing and oral language develop parallel with each other and interrelatedly in literate environments (Sulzby & Teale, 1996). The important point they took attention to was that the nature of the early literacy research now being addressed to children's own contributions, the role of the social environment of children as well as the interface between the two (Sulzby & Teale, 1996).

Sulzby and Teale conducted several studies both together and independently focusing on different aspects of emergent literacy and the relationships of literacy development of children with other factors, especially families. For instance, Teale's study, which focused on the frequency of literacy materials among low-SES families, discovered that there were not such a difference in terms of having written materials such as newspapers, magazines, paperbacks, library books and television guides (Edwards, Paratore & Roser, 2009). Teale's one of the important contributions to the emergent literacy approach is that he described nine domains of family activity mediated by literacy. Edwards et al, (2009) listed

> "*these practices included literacy related to 1) daily living routines; 2) entertainment; 3) school-related activities; 4) work; 5) religion; 6) interpersonal communication; 7) participation in information networks; 8) storybook time; and 9) literacy for the sake of teaching / learning literacy"* (p.85).

Literacy includes all aspects of communicating in real-world situations. Children learn to develop these abilities through real opportunities and support provided by experienced individuals for example by their parents, teachers, and also peers (Whitehead, 2007). In this section studies, which focused on emergent literacy in those nine domains of family activity are examined.

2.4 Previous Studies Regarding Families and Emergent Literacy

Children's paths to literacy vary greatly. Families consist of an important contributor to the layer of influence children's literacy development (Owocki, 2001). At this point, the family, extended family and community are accepted as the central of the literacy development process as they provided the experiences that facilitate emergent literacy (Barratt-Pugh, 2000). Leichter (1982) maintains that

> *"most approaches to the ways in which families influence a child's literacy development fall into three broad categories: (1) Research that focuses on physical environment and economic and educational resources of the home; (2) studies that address interpersonal interactions among children, parents, and others in the home with respect to literacy; (3) those that examined emotional and motivational factors within the home*" (cited in Wiley & Sikula, 1992, p.70).

This current study focused on the first two categories which, pay attention to family and emergent literacy interactions. Early studies regarding with those two categories were examined in order to have a deep understanding on emergent literacy through parents' view and be able to make a clear connections with those studies with the current study.

2.4.1 Studies Focusing on Parental Perceptions

Although research on this topic has been limited, it is important to examine the beliefs of parents because of the essential roles these adults play in young children's lives (Sonnenschein, 2002). Parents have a range of beliefs about the skills their children will need to be successful at school, and these beliefs influence the activities they engage in and arrange for their children at home (Graue, 1992).

DeBaryshe (1995) reported that parental habits and abilities, as well as parental socioeconomic status, were positively associated with parent' literacy beliefs. The finding of the study also revealed that maternal beliefs were also positively related to children's interest in books. Wigfield and Asher (1994) stated that, parents' attitudes and expectations for their children's performance are good predictors of children' attitudes towards learning, efforts in school, and classroom performance.

Parents' perceptions of the roles they have in their children's literacy experiences also vary. Durkin (1966) found that families who attempted to teach children more formally were not a successful as family members who simply responded to children's needs and requests about reading. Morrow (2004) claimed that responsive parents do not only answer their children's questions, but also initiate activities that promote literacy such as talking to child while dressing, reciting nursery rhymes while feeding an infant. Griffith et al., (2008) claimed that reading and writing experiences may be seen obvious and more often, since the life styles of those families are more appropriate. Addition to this, environmental print surrounds children and holds meaning for them. Parents who are aware of the importance of environmental print use every printed material such as milk box, detergent

containers to point out different print materials to highlight the use of print in their daily lives (Morrow, 2007).

A 9-year longidutional study of Heath (1983) indicated very important findings pointing the implication of parental and societal perceptions on literacy experiences of children. Heath (1983) conducted her study in three different communities and tried to find out how those communities view literacy. She found that each community has different aims to use literacy for both children and adults. Because of the differences in how literacy is valued and used; there are also differences in how reading and writing are supported in home and at schools (Griffith et al. 2008).

Bates, Marvinney, Kelly, Dodge, Bennett, and Pettit (1994) found that parents who believed that kindergarten readiness skills were important provided a variety of early learning experiences for their children, including formal and informal education at home and in the community. Similarly, in Nebrig's study (2007) parents reported that home literacy activities that encourage emergent literacy are significantly important for their children's kindergarten success.

According to DeBaryshe (1985), parental reading beliefs were strongly associated with the types of literacy activities parents engage in with their children. Sonnenschein (2002) found a significant relationship between parents' beliefs about the important of learning-related activities for young children and the activities they provide at home for their children. Barratt-Pugh (2000) stated that children coming from different background have different experiences which inform their view of literacy. Thus, there is a great diversity of literacy practices of literacy practices across families and cultures.

2.4.2 Studies Focusing on Home Literacy Activities

Home literacy environment and home literacy activities represent the key components for families to implement. Home literacy activities include parental provision of literacy rich environments, reading to their children, coloring and drawing opportunities arranged for their children, storybook reading as well as monitoring school homework (Cheng, 2003). Addition to those activities Morrow (2004) indicates that parents who are eager to respond their children's inquires about reading and writing, generally respond to the need with a variety of experiences such as taking child to the library or bookstore; watching TV together. All the home literacy experiences provided by parents have a powerful impact on responding and constructing children's knowledge of print, facilitate and promote literacy development (Cheng, 2003; Griffith, Beach, Ruan & Dunn, 2008). The number of the studies began to increase to highlight the importance of home literacy activities provide for children to encourage emergent literacy skills (e.g., Nebrig, 2007; Payne, Whitehurst &Angell, 1994; Sonnenschein, 2002).

There are two groups of study focusing on children's home environments in an attempt to explore the factors that promote emergent literacy development (Vukelich, Christie & Enz., 2008). First group of studies focused on general characteristics of families such as family income or parent's education level (Sulzby & Teale, 1996). Results showed that there are positive relationships between these variables and children's reading achievement in the early grades. For example, children from middle-income families tend to be better readers then children from low-income families (Wigfield & Asher, 1994).

Schieffelin and Cochran-Smith conducted a study in 1982, involving preschool-age children in Philadelphia from highly educated, two-parent

families. The study indicated that literacy acquisition of children was assumed by parents and the community; book reading was valued as a solitary task (as cited in, Kaplan, 1992). It is appropriate to think in these ways, children are motivated to acquire, develop and use literacy as their own preference (Cheng, 2003). Another study of Payne, Whitehurst and Angell (1994) indicated that adult literacy activities such as the amount of time a parent spend reading for pleasure in low-income households were not significantly related to children's oral language, which was mostly determined by the direct involvement of child with the book such as frequency of shared reading, number of the children's books at home as well as frequency of library visits of parents and child.

In the study of Storch and Whitehurst (2001) it was stated that home literacy environment plays out its influence early in child's development. They found that literacy environment, together with parental characteristics (such as IQ, education level) accounts for 40 percent of the variance in preschool children's outside skills which covers source of information from outside that directly support children's understanding of the meaning of print (for instance, vocabulary, understanding of narrative and story structures).

Second group of studies highlighting the importance of home environments upon emergent literacy of children narrowed their focus on specific home activities and their impacts on literacy development as well as literacy interest of children (Vukelich et al., 2008). For instance, in their study, Roberts, Jurgens and Burchinal (2005), examined how four specific measures of literacy practices: shared book reading frequency, maternal book reading strategies, child's enjoyment of reading and maternal sensitivity, and a global measure of the quality and responsiveness of the

home environment during the preschool years predicted children's language and emergent literacy skills between the ages of 3 and 5 years. In this longitudinal study, which was conducted for 3 years, children's receptive and expressive language and vocabulary were assessed annually between 3 years of age and kindergarten entry, and emergent literacy skills were assessed at 4 years and kindergarten entry. The specific home literacy practices showed moderate to large correlations with each other.

Parents read to their children on a regular basis, are families who had a large number of book. Families that own fewer numbers of books tend to be families where storybook reading with children is not a regular home literacy activity. The absence or presence of practices like storybook reading, rather than the number of books in the home, explains how parents influence children's literacy development (Mason & Allen, 1986; Mason, 2002). Similary, Sénéschal, LeFevre, Hudson and Lawson (1996) reported that number of the books in the home, library visits and parents' own print exposure were also related to children's vocabulary skill. Evans, Shaw and Bell (2000) also investigated the relationship between home environments and children's language and literacy development. The findings showed that shared book reading at home made no contributions to the prediction of the literacy skills of letter name and letter sound knowledge in kindergarten; however home literacy activities involving letter predicted modest statistically significant amounts of variance. There are studies focusing on the possible effects of repeated readings on children's literacy development. For instance, Morrow and Temlock-Fields (2004) reported that children involved in more often and inferred the following issues in the stories when they are read repeatedly.

As examples of oral language skills and phonological awareness; telling stories and singing songs may also encourage the acquisition of literacy skills in children (Nord, Lennon, Liu & Chandler, 1999). Addition to reading books and retelling stories, Powell (2004) reported that use of language is such as number of different words and the complexity of sentence structure, are other important contributors to the children's language development. The verbal interactions between parents and children consist of an important component for a well-established literacy development of children. Powell (2004) also highlighted that children's rich experiences within families are connected to availability of language materials, parents' approaches to reading and writing.

In the study of Nebrig (2007), parents were asked to report the frequency of time they spend engaged in 45 home literacy activities that encourage emergent literacy to prepare their 4-year-old preschoolers to kindergarten. 45 home literacy activities were divided into two categories, as natural interactions (e.g., talking, reading, singing) and structured activities (i.e., "school-like" activities, and use of specialized materials). Findings of the study revealed that parents significantly engaged in natural interactions more often than those of structured activities.

Addition to those research focusing on the effects of parents' characteristics and specific literacy activities upon children's literacy development; there are studies paying attention to the relationship between home literacy experiences and children's later school success as well as their attitudes and interest toward reading and writing. For example, Gunn et al., (1995) pointed out that when the relationship of preschool development and later school accomplishment was examined using parental reports about literacy experiences in children's homes during their preschool years and

assessments of reading achievements, it was found that children who exposed less book related opportunities were likely become poor readers at school. Similarly, Mason and Allen (1986) found that children who entered primary school without the conceptualism of relationship between oral language experiences and formal instructions did not learn tor read and write as children who could make the connections prior formal schooling.

It was documented that the home literacy activities are significantly related with the development of letter knowledge, phonological sensitivity, oral language, and interest in literacy (Weigel et al., 2006). Storch and Whitehurst (2001) reported that there was a strong continuity from preschool to second grade in both the language, and prereading and reading skill domains. Findings indicate that having a higher home literacy environment is associated with higher performance on tests of receptive vocabulary, general knowledge, and reading recognition skills during kindergarten (Griffin & Morrison, 1997).

General preferences in early literacy research are focusing on children on the older ages of childhood. Researchers generally conducted their studies regarding the literacy in children between the ages of three and six (Lancaster, 2003). There is a gap between the studies focusing on the literacy among children older than three years of age and literacy below the age of three. There are both theoretical and practical reasons why the literacy younger than the age of three has not been investigated (Lancaster, 2003). One reason for not focusing on the literacy related issues for the children below three years of age can be considered as the unpractical conditions to investigate the children between the ages of zero and three (Whitehead, 2007). Once children reach the age of three many of them begin to attend an early childhood education setting. The children population that can be

observed and study with is much more than the children who are taken care at homes by parents, grandparents, or nannies (Lancaster, 2003). It is appropriate to explain this as the availability of children who attend to a school is much easier than the other children, thus it has been preferred to study with older children.

However, there are studies focusing on children between zero to three years old, for example Maples-Edwards (2007) examined of parental beliefs and practices about early literacy and language, and how they influence observed literacy behaviors of their 18-36 month old toddlers. The findings of the study revealed that mothers engaged in several emergent literacy and language practices with their toddlers; some of the emergent literacy behaviors of toddlers were correlated with the observable emergent literacy skills of their children. For example, mothers displayed only those emergent literacy behaviors associated with the written language awareness domain during shared-reading interactions (e.g., pointing to text, turning pages, talking about characters). Phonological awareness behaviors (i.e., rhyming) were not observed in this sample of mothers. Another study by Burgess (2010) studied with 262 parents of children less than 19 months of age, in terms of the home literacy environment provide for their children. The findings of the study revealed that the home literacy environment provided by parents at an early age may lay the groundwork for children's developing interests in literacy and subsequent home literacy environment development and maintenance.

2.5 Summary

In this part, literature related to emergent literacy and family literacy was reviewed. In order to understand the research questions; literacy development of children in early years was examined. The theoretical components of emergent literacy which are Piaget's cognitive development theory; Vygotsky's sociocultural theory, Bronfenbrenner's ecological system theory and reading readiness approach was discussed in order to highlight the emerge of emergent literacy. Furthermore, early studies focusing on parental perceptions on emergent literacy and home literacy activities that encourage emergent literacy provided by parents were examined to be able to underscore the comparisons between previous studies and the current study.

CHAPTER 3

METHODOLOGY

In this chapter the overall design of the study, participants, data collection instrument, data collection procedures, detailed information about pilot study of the study, data analysis procedures of the study are presented.

3.1 Design of the Study

This study included examination of parental perceptions of children in early education years, on emergent literacy. The main point of the study was related to parents' emergent literacy beliefs and frequency of literacy-related activities that they spend engaged with their children at home.

The researcher's aim was to elicit what the parents thought about emergent literacy rather than to test a hypothesis; therefore, participants mean scores for importance and frequency ratings were compared to explore the differences between groups. The main design of the study was causal-comparative design; however for the current study; no experimental and control groups were defined.

The collected data was categorized based on the demographic information regarding participants and analyzed through appropriate data analysis methods such as Factor Analysis, T-test and One-way analysis of variances (ANOVA). The data was analyzed statistically using PASW (Predictive Analytics SoftWare) Statistics.

3.2 The Participants

The study took place in Ankara, the capital city of Turkey. The main criterion for including a parent in this study was that they had at least one child between 1 month to seven years. The reason for selecting this age range was based on the claims of Makin and Whitehead (2004) who believe that the emergent literacy approach refers to the literacy knowledge and abilities that children show before they can read and write on their own and on the approach, that considers children as capable at birth (Makin, Diaz & McLachlan, 2007). In Turkey, children can begin primary school in the fall semester if they complete their 6 years or would complete 6 years by December 31 of the fall semester. The Elementary School Education Regulations state although the starting age of primary schooling is seven years; but the decision was given to parents to postpone the start of the first grade education for one further year according to development of their child. Thus, the researcher decided to include children who were between the ages of 73 and 84 months of age if children were not enrolling to primary school.

The sample of the study was 677 parents who have a child or children between the ages of 1 month and 84 months. All the participants lived in Ankara, the capital city of Turkey, which has a population of 3,868,308 people (Turkish Statistical Institute, 2009). The participants lived in the Cankaya, Kecioren and Yenimahalle districts of Ankara.

Information on the number of participants and the questionnaires is presented in Table 3.1.

Table 3.1 *Parent Respondent Information*

Response Item	Number	% of Total Sample
A. Total Questionnaires Distributed	**1195**	**100**
B. Total Questionnaires Returned	**771**	**64.52**
C. Total of Non-Responders	**424**	**35.48**
D. Total of Non-Usable Questionnaires	**71**	**5.95**
1. Did not completed entire questionnaire	60	5.02
2. Not completed by a parent	3	0.25
3. Child is older than 84 months	8	0.67
E. Total of Incomplete Questionnaires	**23**	**1.92**
1. Missing demographic data	3	0.25
2. Completed only important questions	12	1.0
3. Completed only frequency questions	8	0.67
F. Total Number of Eligible Parents	**677**	**56.65**

1195 questionnaires were distributed and 791 questionnaires came back with the 66.20 % return rate. A small percentage of 5.95 (N= 71) of the questionnaires were not usable as and a further 23 questionnaires (1.92%) with missing data were excluded from the study. The total return of 677 parent questionnaires was considered acceptable for the proposed analysis.

Demographics of the participants

Participants tended to be mothers (81.2 %). Almost half of the parents (49.0 %) stated that they had a bachelor's degree and 79.9% of the participants reported at least had high school diploma. The age range of the participants was 19 to 55 with a mean of 33.4 years (SD=5.15).

The monthly family income was between 300 TL and 15000 TL with 15.6% of families having an income of 2000 TL per month. There was no

requirement for the study to focus on particular levels of family income when choosing participants; so the sample had participants with diverse income the average mean monthly income of the families was 2,508.4 TL (Turkish Lira) (SD= 1,807.79 TL, median=2,000TL, range 300 TL – 15,000TL). To compare the participants in income, they were grouped into four income levels as shown in Table 3.2. To put these categories in the context of Turkey, recent statistical information was obtained Turkish Statistical Institute (2009) which gave the average annual household income an 18,827 TL, which was 1,569 TL per month.

In terms of the number of the children in the family; the majority of the participants (N= 591; 87.3%) had nuclear families, that consisted of only two parents and their children; with only one child (N=228; 33.7 %) or two children (N= 318; 47 %).

Children ranged in age from one to 84 months with a mean of 51.20 months of age (SD=19.87). The children were grouped into three categories as shown in Table 3.2 based on the Turkish education system which divides early childhood education settings into age 0 to 3, 3 to 5, and kindergarten for those between the ages of 5 and 7.

The schooling and previous school experience of children showed diversity. The majority of the children of participants with the percentage of 67.4 (N=456) had no early schooling 22% of children (N=149) were not attending any early childhood education; 48.4% of children (N=321) were attending to an early childhood education school; 30.6% of the children (N= 207) were enrolled in kindergarten classes for 6 year olds.

Table 3.2 summarizes the main information about the participants and their children.

Table 3.2 *Demographic Information of the Participants*

Demographic	**Number**	**Percent (%)**
Mother / Father		
Mother	550	81.2
Father	127	18.8
Age of Children		
Between 1 and 36 months	185	27.3
Between 37 and 60 months	211	31.2
Between 61 and 84 months	281	41.5
Education Level of Parent		
Less than High School	135	19.9
High School	203	30.0
University	277	40.9
Master's or Doctoral Degree	55	8.2
No answer	7	1.0
Family Income (monthly)		
Less than 1,001 TL	131	23.0
Between 1,001 and 2,000 TL	194	24.1
Between 2,001 and 3,000 TL	107	18.8
Above 3,000 TL	137	24.1
No answer	108	16.0
Number of adults in household		
1	2	.3
2	591	87.4
3 or more	83	12.2
No answer	1	.1
Number of children in household		
1	228	33.7
2	318	47.0
3 or more	118	17.4
No answer	13	1.9

3.3 Data Collection

3.3.1 The Development of "Home Literacy Activities" Questionnaire

The original instrument "Home Literacy Activities" was developed by Nebrig (2007). A 10-step, mixed-method development process that was introduced by Johnson and Onwuegbuzie (2004, cited in Nebrig, 2007). The procedure involved the following steps; collecting an initial item pool, conductions focus groups with kindergarten teachers and preschool parents, constructing the questionnaire with feedback from an expert panel, piloting the questionnaire with parents of preschoolers and kindergarten teachers, questionnaire revision, and distribution of the final questionnaire. Nebrig (2007) explained the developing process of her instruments as follows:

The first stage in the development of the instrument was the compilation of an initial pool of 55 items based upon a detailed and extensive review of the literature on emergent literacy skills and activities that can support these skills. These 55 items were tentatively categorized as follows; oral languages, phonological awareness, print awareness and early writing.

In the second stage, preliminary focus group interviews were conducted with parent participants. During the focus group sessions parents were asked to undertake group brainstorming related to a list of home literacy activities that they had either engaged in, or believed would be important to engage in, with their children to prepare them for kindergarten. Then, parents were asked to participate in a structured activity in which, they worked in pairs and were given a list of items from one of the four literacy categories (oral language, phonological awareness, print awareness, or writing) to review. In the last session, parents met as a whole group to discuss each of four literacy categories they had previously been given. The

parents were also provided with a sample questionnaire and were asked to make suggestions about it.

The third stage of the preparation of the questionnaire was to carry out the same procedure as given above, but this time for the kindergarten teachers. The fourth stage was the final focus group with parents in which they brainstormed about literacy activity ideas as had been done during the previous parent and teacher focus groups. The fifth stage was the initial construction questionnaire construction. The questionnaire items were determined based upon feedback from the parent and teacher focus groups. Specifically, the list of the most important items ranked by teachers and parents were compared to determine the overall 11 most important items for each of the four categories. These items were randomly distributed throughout the questionnaire.

The sixth stage was the expert review. This was undertaken by an early literacy specialist from the school district's pre-kindergarten program, a director of a Head Start program, a former preschool teacher currently serving as her school's literacy specialist, a school psychologist with special training in early literacy, a parent of a preschooler, and a university faculty member.

In the seventh and eighth stages, the first pilot study was conducted in which 27 of 39 questionnaires were fully completed. Then, the teachers' questionnaires were distributed to 24 kindergarten teachers from four elementary schools were also distributed with each questionnaire.

The ninth step was the questionnaire revision based on the findings from the pilot study as well as the feedback forms from the parents and teachers. Finally, once the revisions were completed, the final versions of the

parents and teacher questionnaires and the background questionnaires were distributed.

3.3.2 Pilot Study of Current Study

After an in depth literature review regarding the studies focusing on parental perceptions on emergent literacy and home literacy activities, the instrument developed by Nebrig (2007) was determined as the most appropriate data collection instrument. A written permission was obtained for the use of the instrument and the modifications needed for Turkey .

The original scale "Home Literacy Activities" was translated into Turkish and named "Okuma-Yazmaya Hazırlık Anketi." In order to ensure that the instrument was accurately transcribed into Turkish three different people translated the document, the researcher, a research assistant in a university early childhood education department and another research assistant who did not work in the field of early childhood education. The three translations were compared and a final version of translation was written. Additionally, the final Turkish version of the questionnaire was translated back into English made by another expert who does not work in the field of early childhood education. The final check of the translation of the instrument into Turkish was done through a one-to-one matching of each item of the questionnaire. It was carefully studied to ensure that the Turkish items had maintained the original meaning of the items and under the supervision of an expert from university academic language center. Some corrections, and modifications were made to ensure that the appropriate language was used. The examples given in the original questionnaire changed and appropriate examples were included. Some items in the original instrument were deleted and items more appropriate to the Turkish context were added. For instance, the item number 38, which was "sing

songs with rhymes that have been heard on TV or in church," was modified into "sing songs with rhymes that have been heard on TV, radio or in the street."

After the corrections and modifications of original instrument, a pilot study was conducted with 99 parents. Those parents were reached through a state elementary school kindergarten class. The questionnaire package consisted of four documents: information sheet aimed to give information regarding the study, demographic information sheet, "Okuma-Yazmaya Hazırlık Anketi" (Home Literacy Activities Questionnaire) and a feedback form. The feedback form consisted of six open-ended questions that aimed to elicit information on the average time to complete the questionnaire, the questions which needed clarifying and that the parents thought should be deleted or modified , additional questions they should be included in the questionnaire and any other thoughts they wished to share with the researcher.

Through this feedback, other modifications were implemented. For instance, in Turkish there is not a commonly used term for nursery rhyme as used in English. A brief description of nursery rhyme was used addition to the translation of two words. Apart from this change, no other amendments were needed to ensure that the questionnaire was appropriate to the cultural social and religious environment in Turkey. The layout of the questionnaire was changed to make a clear, easy to use and understand.

After pilot study it was also found that the Cronbach's α (alpha) score was .97 which was high above the desired score, which indicated that the reliability assumptions of the questionnaire was not violated.

3.3.3 The Data Collection Instrument / Final Measure

The final version of data collection instrument as shown in Appendix B consisted of five pages. The first page provided information regarding the study and general instructions about how to complete the questionnaire. The third page was demographic information sheet and the last three pages consisted of 45 home literacy items related to emergent literacy. For the last three pages, the participants were requested to "circle your response for two columns: importance and frequency respectively". For the first column, parents were asked, "How important and necessary for is it for you to do this activity with your child?" Parents chose their response among "Not too important (1)"; "Somewhat important (2)"; "Very important but not absolutely necessary (3)" and "Absolutely important and necessary (4)". For the second column, the question was "How often do you do this activity with your children?" The possible responses for this question were: "Rarely or never (0)"; "One or two times per month (1)"; "One or two times per week (2)" and "Three or more times per week (3)".

The demographic page aimed to collect basic information about the participants and their families. Participants were asked to report their relationship with the child, their age, education level. Information was also collected regarding responder's spouse the other parents' age and education level as well as their monthly income as a couple. Parents were asked about their children's age; their current schooling situations and previous school experiences. To be able to gather more information about the family lives; finally participants were asked the report number of the adult and children in the household, and if there was another child attending to a school (See Appendix B).

3.4 Data Collection Procedure

The data was collected in October and November 2009, beginning approximately two months after the start of the first term of 2009-2010 school year in Turkey. Two different types of data collection methods were used for the study.

The parents were contacted through home visits and through early childhood education centers that some of the children attended. For the home visits; as a primary step two main data source were used by the researcher to reach families. These were the local state worker who was responsible for neighborhood was asked which households had children younger than seven years old. The second source for reaching parents whose children did not attend to any ECE setting was the local health care centers. The doctors and nurses were asked to contact with the parents especially who had very young children. To reach parents through school was a convenient and purposeful sampling.

For those parents whose child was not attending ECE, home visiting was done through a predetermined procedure. First, researcher gave brief information regarding the study and the aim of the study. Participants were asked if they would like to participate in the study. Then they were informed that only one parent should answer the questions in The Home Literacy Activities Questionnaire. Finally, the relevant parent was asked to complete the questionnaire within two days after which the researcher would collect it.

The other data collection procedure was implemented through the school administrations. A procedure was implemented in and every school in the same way to eliminate the internal threats of data collector characteristics as well as data collector bias. The data collection procedure

was as follows. First, the school principal and/or the owner of the school were asked if they would be willing to participate with the researcher to contact the parents of their students. Through the teachers and information notes, parents were asked if they would participate in the study and complete the questionnaire. In the information notes, brief information of the study, the aim of the study and the instructions about completing the questionnaire were given. The parents were also informed that they should send the questionnaires back to school at the end of the week in which they were distributed. To increase the response rate, a week later, a notification letters were sent to the participants through school administrations. For each school the data was collected over a fourteen-day period. This limit on the time scale was organized to eliminate the internal threats such as instrument decay.

3.5 Data Analysis Procedures

In order to analyze the data, PASW (Predictive Analytics SoftWare) Statistics. was used and descriptive statistics was used to describe the sample. Tabachnick and Fidell (2001) maintain that descriptive statistic techniques are applicable to explain a sample of subjects regarding single and combinations of variables. Demographic information and participants' responses to each question in the instrument were reported with their percentages.

Factor analysis was used to condense the large set of home literacy activities down to smaller factors (Tabachnick & Fidell, 1996). The detailed information and process regarding factor analysis and factor extractions are presented and discussed in the next chapter. While exploring the relationships in the data; Pearson Correlation was used to explore the

strength of relationship between the importance and frequency scores of parents. The 0.05 level was established as a criterion of statistical procedures performed.

In order to discover whether there are statistically significant differences between the various aspects such as the education levels of parents, parents with different age group of children, mean scores of importance and frequency results for each aspect were given. T-test and One-way analysis of variances (ANOVA) were used to compare the mean scores of the parents in relation to the different characteristics.

CHAPTER 4

RESULTS

The Home Literacy Activities Questionnaire was analyzed in three different and following methods. First, factor analysis was performed in order to find out the structure of the questionnaire. After the factor analysis was completed, the reliability scores were checked. Next, descriptive statistics were obtained to indicate the importance and frequency of engagement in home literacy activities that encourage emergent literacy. Finally, the parent participants were compared using parametric methods to determine the similarities and differences between the different groups.

4.1 Factor Analysis of the Home Literacy Activities Survey

Factor analysis is a statistical technique that is not designed to test hypotheses (Pallant, 2001). For analysis of the current study the aim was to clarify the inter-relationships among the home literacy activities that encourage emergent literacy. Similar to Nebrig's (2007) study an explanatory factor analysis was performed to identify the underlying factor structure of the survey.

While performing the explanatory factor analysis a series of stages were followed. First, the suitability of the data for factor analysis was examined. As suggested by Pallant (2001) there are two issues to be considered in determining whether a data set was suitable for factor analysis: the sample size and the strength of the relationship between

variables or items. At this point one of the common statistical methods, a 10 to 1 ratio was used. The method suggests that 10 cases for each item should be factor analyzed (Nunnally, 1978). The second issue to be examined was the strength of the inter-correlations among the home literacy activities. To assess the factorability of the data a Kaiser-Meyer-Olkin (KMO) was checked for both the importance and frequency scores of 45 home literacy activities.

The second step in the factor analysis process was the factor extraction. The factor analysis for importance and frequency scores was performed separately. To be able to determine the number of the factors to retain both Kaiser's criterion and Catell's (1966) scree test were used. Kaiser's criterion known as the eigenvalue rule indicates that only factors with an eigenvalue of 1.0 or above can be used in the study. The scree plot was used for determination of the factor numbers, which, Catell (1966) recommends means retaining all the factors above the elbow (Pallant, 2001).

After determining the number of factors, the final step in the factor analysis was factor rotation and interpretation. Varimax method, which is a most commonly used approach in orthogonal techniques, was used. Varimax method enabled to minimize the number of variable that have highest loading on each factor (Pallant, 2001).

To ensure that the Home Literacy Activities Questionnaire has the required features for explanatory factor analysis, two important statistical processes were conducted before the factor extraction. The Questionnaire has 45 items and the sample size of the current study is 677, which satisfied the factor analysis suitability assumption. As the second criterion, the Kaiser-Meyer-Olkin (Kaiser, 1970, 1974) measure indicated scores of 0.960 and 0.949 for the importance and frequency subscale results respectively. These values were higher than the desired value of 0.90 and well above the

0.60 level that is recommended to proceed with the analysis (Costello & Osborne, 2005). The results from Bartlett's test of Sphericity (Barlett, 1954) were significant [(x^2 (990) = 13737.727, $p < 0.000$] for importance; [(x^2 (990) = 12699.328, $p < 0.000$] for frequency. From all these results, the data obtained for the current study were suitable for an explanatory factor analysis to be carried out.

For factor extraction, the factors with an eigenvalue of 1.0 and above were selected. Catell's (1966) scree plot determination and the previous factor extraction implemented in Nebrig's study were taken into consideration in identifying the number of factors (Tabachnick & Fidell, 1996). Analyzing the eigenvalues and scree plots the number of the factors for importance and frequency parts may show some differences. Therefore, factor solutions through Varimax method were forced with two factors. At the end of individual factor extractions for importance and frequency scores, with an appreciable loading set of ≥ .40, all 45 items in the questionnaire were loaded on the same factors. Two factor solutions represent 39.54 % of the variance. The final interfactor correlation was .68.

The names of the factors were determined based on the nature of the activities they included. Factor 1 was labeled "unstructured activities" 22 activities generally took place between the parent and the child in a daily routine such as reading to the child or asking questions about the story (see Table 4.1, Appendix A, p.102). Factor 1 had an eigenvalue of 14.96; the rotated factor explained 33.25% of the total variance with an internal consistency of α= .90.

The second factor, Factor 2 was labeled "structured activities" included 23 home literacy activities, which were generally more school-like (Nebrig, 2007) in nature such as, playing games with the child that involve

following directions (see Table 4.2, Appendix A, p103). Most of these activities also required some additional materials for parents and children to use; for instance; books, educational toys, painting and writing materials such as crayons, pens, chalks. The eigenvalue of Factor 2 was 2.84; the rotated factor explained 6.24 % of the total variance with an internal consistency of Cronbach's α (alpha) =.88.

4.2 Results of Specific Research Questions

The following sections present the specific research questions, the statistical analysis, and the findings based on the analysis.

4.2.1 Importance Ratings

Research Question 1: What Are the Perceptions of Parents Regarding the Importance of Home Literacy Activities That Encourage Emergent Literacy?

Parents of children between the ages of zero to seven rated the questionnaire items between the mean range of 2.32 and 3.74. The mean of the importance score is M= 3.09 (SD=.55). 27 of the 45 home literacy activities were reported as higher than 3.0 (very important but not absolutely necessary) by the parents. The mean importance for each activity in the ranking order is shown in Table 4.3 (see APPENDIX 1, p104). In order to have a clearer idea regarding parents' importance ratings; the percentages were calculated for the parents rating of each home literacy activities as absolutely necessary and important which was the highest score in the survey (see in Table 4.4, Appendix A, p107). The table indicated that 474 parents (70 % of sample) reported that all the activities in the questionnaire, except two items (items 31 and 3: *"Say two words to the child and ask if the*

words rhyme", "Ask children to clap the number of syllables in a name or word", respectively) are absolutely necessary and important to encourage their children's emergent literacy.

The top 10 activities rated as most important included activities related to story reading, playing together with children with Lego, educational toys as well as simple activities that could be occurred during daily conversations. When the two factors (Structured Activities & Unstructured Activities) were compared; there was a significant difference between Factor 1 and Factor 2 ($\underline{r}$=.73, N=677, $\underline{p}\leq$ .0005). The mean of Factor 1(Unstructured Activities) was M= 2.90, SD=.68; the mean of Factor 2 (Structured Activities) was M= 3.28, SD=.52.

Research Question 2: Is there a significant difference in importance score of home literacy activities that encourage emergent literacy between mothers and fathers?

In this study, the participants comprised 550 mothers and 127 fathers. For this research question, the relationship between mothers and fathers was analyzed in terms of the mean importance score as well as the comparison of the groups regarding factors determined by factor analysis.

An Independent sample T-test was used to compare the importance items mean scores of the mothers and fathers (Pallant, 2001). There was a significant difference in importance scores for mothers (M=3.13, SD=.53), and fathers [M=2.94, SD=.65; t(166.65)=3.14, p=.00]. According to Cohen (1988) the small effect size= .00; medium effect size= .06, and the large effect size= .14. The magnitude of the difference in the importance mean scores was small (Eta squared=.01).

Table 4.5 (see APPENDIX A, p109) presents the mean scores and standard deviations of mothers and fathers for each home literacy activity.

Mothers and fathers were also compared in terms of their importance scores for factors revealed by the factor analysis. A statistically significant difference was found between the mean score of Unstructured Activities (Factor 1) of mothers (M=2.92; SD=.67), and fathers [M=2.80; SD=.71; t(675)=1.93, p=.05]. (see Table 4.7). The magnitude of the difference in the mean score of Factor 1 items was small (Eta squared=.00).

Table 4.6 *T-Test for Mean Importance Score of Unstructured Activities (Mothers and Fathers)*

	Mothers (N=550)	Fathers (N=127)	t	df	Sig. (2-tailed)	Mean Difference
	Mean (SD)	Mean (SD)				
Factor 1	2.92 (.67)	2.80 (.71)	1.931	675	.054	.1295

$p < 0.05$

When the Factor 2 (Structured Activities) scores of mothers and fathers were compared, again, through an independent-sample t-test; like the results of Factor 1; there was a significant difference between the scores for mothers (M=3.33; SD=.67) and fathers [M=3.07; SD=.63; t(161.18)=5.11, p=.00]. (see Table 4.7) The magnitude of the difference in the mean score of Factor 2 items was small (eta squared=.02).

Table 4.7 *T-Test for Mean Importance Score of Structured Activities (Mothers and Fathers)*

	Mothers (N=550)	Fathers (N=127)	t	df	Sig.(2-tailed)	Mean Difference
	Mean (SD)	Mean (SD)				
Factor 2	3.33 (.67)	3.07 (.63)	4.315	161.178	.000	.2558

$p < 0.05$

Research Question 3: Is there a significant difference in importance score of home literacy activities that encourage emergent literacy for parents of children in different age groups?

As mentioned in the chapter 3, the children of the participants of the study were grouped into three different age groups. The aim of analyzing the parents' perception in terms of their children's age was to see if there was a difference regarding the importance parents gave to emergent literacy related to specific development stages. This research question was analyzed based on the following age groups ;(1) from 1 to 36 months ; (2) from 37 to 60 months ; and (3) from 61 to 84 months The descriptive information regarding the age groups, the mean and standard deviation scores are shown in Table 4.8. In Table 4.9 (See APPENDIX A, p112) the mean and standard deviations of each importance items were presented.

Table 4.8 *Mean and Standard Deviation Importance Scores of Parents with Children in Different Age Groups*

Child Age Groups		N	M
Group 1	1 and 36 months	185	2.99
Group 2	37 and 60 months	211	3.04
Group 3	61 and 84 months	281	3.20

To explore the hypothesis that the importance ratings for parents of children in different age groups would differ, data were analyzed through a one-way between groups analysis of variance (ANOVA). It was found that there was no significant difference in the mean scores of importance items and parents of children within the 3 age groups [F(2, 674)= 9.1, p=.00].

Despite reaching a statistically non-significance result in the comparison of parents of children between 0-36 months; 37-60 months and 61-84 months; the parents' answers were compared for each item to discover if there was a similar result for the mean scores of Factor-1 items (unstructured activities) but not for those of Factor-2 items (structured activities), respectively. There was significant difference in the parents' importance ratings of Factor 1 [F(2,674)=17.85, p=.00]. As the analysis examined in detail; it was seen that group 3 (parents of children between 5-7 years old) significantly differ from other groups of parents in terms of unstructured activities. There was not a statistically difference for importance scores in Factor 2 items regarding their child's age group [F(2,674)=2.38,p=.09] (see Table 4.10).

Table 4.10 *ANOVA for Mean Importance Score of Unstructured & Structured Activities (parents with children in different age groups)*

		Sum of Squares	df	Mean Square	F
Factor1 items	Between Groups	15.85	2	7.93	17.85
	Within Groups	299.25	674	.44	
	Total	315.11	676		
Factor2 items	Between Groups	1.27	2	.63	2.38
	Within Groups	179.85	674	.27	
	Total	181.12	676		

$p < 0.05$

Research Question 4: Is there difference in importance score of home literacy activities that encourage emergent literacy for parents in different educational level groups?

Parents were asked to provide information about their education level and the data was grouped into three different educational levels; "Less than High School"; "High School Diploma" and "University or Advanced Degree". Table 4.11 displays the number of parents in each educational

group, also the mean and standard deviation scores of each group for the importance items. In Table 4.12 (See APPENDIX A, p117), the mean and standard deviations of each importance items were presented.

Table 4.11 *Mean and Standard Deviation Importance Scores of Parents with Different Education Level Groups*

	Education Groups of Parents	N	M
1	Less than High School	135	3.11
2	High School Diploma	203	3.15
3	University or Advanced Degree	332	3.05

To explore the hypothesis that educational level would make different in terms of parents' importance ratings on emergent literacy, the data were analyzed through ANOVA. When analysis was run; it was seen that the value (p=.94) was highly significant in Levene's Test Homogeneity of Variance which showed a violation in the homogeneity of variance. Since an assumption of ANOVA was violated; as a further step (Field, 2009) the data was investigated through two procedures: the Brown-Forsythe and Welch versions of the F-ratio. Both test statistics were still highly significant [F(2,494)=2.5, p=.802] and [F(2,332)=2.5, p=.80]. Therefore, it could be stated that there was not a statistically significant effect at the p< .05 level, of the educational level of parents on the importance mean scores [F(2,667)=2.5, p=.08].

To examine if parents' educational background had a statistically significant effect on their importance ratings for the unstructured and structured activities; the educational level groups were compared for each factor, Factor-1 and Factor-2 respectively. As Table 4.13 shows; there was a significant difference in both the F1 and F2 mean scores for parents from

different educational backgrounds [F(2,667)=12.50,p=.00]; [F(2,667)=3.38,p=.034].

Table 4.13 *ANOVA for Mean Importance Score of Unstructured & Structured Activities (parents in different educational level groups)*

		Sum of Squares	df	Mean Square	F
Factor 1 items	Between Groups	11.24	2	5.62	12.50
	Within Groups	299.95	667	.45	
	Total	311.19	669		
Factor 2 items	Between Groups	1.79	2	.89	3.38
	Within Groups	176.38	667	.26	
	Total	178.17	669		

$p \leq .05$

Despite reaching a statistical significance, the actual differences in the F1 and F2 mean scores between groups were small. The effect size, calculated using eta-squared, for the F1 mean score was 0.03; for the F2 mean score it was .01 which in Cohen's (1988) terms would be considered as small effect size for both scores. Cohen classifies .01 as a small effect, .06 as medium effect and .14 as a large effect.

The Scheffe post hoc test was applied to see which group of parents was differed from the others. It was shown that Group 3 (M=.27; SD=.69) was significantly different from both Group 1 (M=3.04, SD=.63) and Group 2(M=3.00; SD=.66).

The Factor 2 mean scores for parents of first educational group who had less than a high school degree (Group 1) was 3.18; F2 mean score of parents who had high school degree (Group 2) was 3.29; and finally F2 mean scores of parents who had university or advanced degree (Group 3) was 3.32. Post doc Scheffe indicated only a significant difference was revealed between Group 1 and Group 3.

Research Question 5: Is there difference in importance score of home literacy activities that encourage emergent literacy for parents in different income groups?

In order to make comparison among participants in terms of the monthly family income, participants were grouped into four different income levels based on nature of the data. Income group 1contained parents with monthly family income between 300 and 1,200 (Turkish Lira) TL; group 2 for a monthly family income between 1,201 and 2,000 TL, income group3 for parents whose monthly family income was between 2,001 and 3,000 TL; and income group 4 between 3,001 and 15,000 TL. A description of the mean and standard deviation scores for the income groups is shown in Table 4.14 and the mean scores and standard deviations of each importance item is presented in Table 4.15 (see APPENDIX A, p122).

Table 4.14 *Mean and Standard Deviation Importance Scores of Parents in Different Income Groups*

	Monthly income	N	M	SD
Income Group-1	300-1,200 TL	148	3.18	.57
Income Group-2	1,201-2,000 TL	177	3.07	.60
Income Group-3	2,001-3,000 TL	107	3.12	.40
Income Group-4	3,001-15,000 TL	137	3.04	.54

To explore the hypothesis that parents in different income groups would differ from each other in terms of importance ratings; ANOVA was used. There was no significant difference in the mean score of importance items and parents of children with different income groups [F(3, 565)= 1.86, p=.13].

To examine if the parents' family income have a statistically significant effect on their importance ratings for unstructured and structured

activities; family income groups were compared for each factor, Factor 1 (unstructured activities) and Factor 2 (structured activities) respectively. As Table 4.17 displayed; it was found that there was a significant difference in F1 mean scores for parents from different family income groups and [F(3,565)=8.53, p=.00]. However there was not a significant difference in F2 mean scores for parents' income group [F(3,565)=2.52, p=.06].

Table 4.16 *ANOVA for Mean Importance Score of Unstructured & Structured Activities (parents in different income groups)*

		Sum of Squares	df	Mean Square	F
Factor1 items	Between Groups	11.555	3	3.852	8.537
	Within Groups	254.920	565	.451	
	Total	266.475	568		
Factor2 items	Between Groups	2.078	3	.693	2.522
	Within Groups	155.231	565	.275	
	Total	157.310	568		

** p ≤ .05

Despite reaching statistical significance, the actual differences in the F1 mean scores between groups were small. The effect size, calculated using eta-squared, for F1 mean score was .04; which in Cohen's (1988) terms would be considered as small effect size for F1 mean scores. Cohen classifies .01 as a small effect, .06 as medium effect and .14 as a large effect. The Scheffe post hoc test was applied to see which group of parents was different from the others in terms of unstructured items mean scores.

The F1 mean score for parents of who had monthly family income between 300 and 1200 TL (income group-1) was 3.12; the F1 mean score of income group-2 (1,201 to 2,000TL) was 2.89; the F1 mean scores of income group-3 (2,001 to 3,000) was 2.85 and the F1 mean score of group-4 (3,001 to 15,000 TL) was 2.72.

The Scheffe post hoc test indicated that income group 1 (M=3.12, SD=.61.) differed significantly from all the income groups. No other significant difference was found between any of the income level groups in terms of importance scores for structured activities.

4.2.3 Frequency Ratings

Research Question 6: What is the frequency of literacy-related activities that parents spend engaged in with their children at home?

Parents rated the home literacy activities between the mean range of .59 and 2.43 (see Table 4.18). Four frequency categories for the current study were arranged as 0 for "Rarely or Never"; 1 for "One to Two Times per Month"; 2 for "One to Two Times per Week" and 3 for "Three or More Times per Week". The mean of the frequency score is M= 1.48 (SD=.56). Parents reported spending one to two times per month for 40 of the 45 home literacy activities and one or two times per week (>2) for only 8 home literacy activities. The ranked frequency ratings for each activity are presented in the ranking order in Table 4.17 (See APPENDIX A). Addition to this table, to give a clearer idea regarding the parents' frequency ratings; Table 4.18 (see APPENDIX A) listed the percentages of the parents reported engagement across two categories as less than once per week and one per week or more.

The findings indicate that almost 50.8% of parents (N=344) stated that they engaged in 23 of 45 home literacy activities in the questionnaire, for at least one or two times per month to encourage the development of their children's emergent literacy.

The top 10 activities rated as most frequently included activities related to story reading, playing together with Lego and educational toys as

well as simple activities that occurred during daily conversations such as encouraging children to talk for at least two minutes about a topic like what they are doing. Table 4.18 (see APPENDIX A) shows that for the lowest rated activities in the percentage-ranking list, only 30% of parents reported they engaged in activities, which generally included writing and print related activities and activities that focused on rhyming and sound, and letter awareness.

The mean of Factor 1 (Unstructured Activities) was M= 1.18, SD=.65; the mean of Factor 2 (Structured Activities) was M= 1.76, SD=.57. When Factor 1 items and Factor 2 items were compared through a Pearson product-moment correlation coefficient; there was a strong positive correlation between the Factor 1 and Factor 2 mean ($\underline{r}$=.68, N=677, $\underline{p}\leq$ .0005). The coefficient of determination was calculated and the result showed that there was nearly a 46 % variance in parents' scores in Factor 1 and Factor 2 items.

Research Question 7: Is there a significant between mothers and fathers regarding the frequency of literacy-related activities that they spend engaged in with their children at home?

Table 4.23 presented the means and standard deviations of mothers and fathers. When independent-samples T-test was used to compare the frequency items mean scores of mothers and fathers; it was found that there was a significant difference in importance scores for mothers (M=1.50, SD=.55), and fathers [M=1.38, SD=.58; t(675)=2.25, p=..02]. (see Table 4.23) According to Cohen (1988) the magnitude of the difference in the frequency means was small (Eta squared=.006). This result indicated that only .7 percent of the variance in frequency ratings was explained by sex. As a

additional information regarding mothers' and fathers' frequency scores; Table 4.19 (see APPENDIX A, p131) presented the means and standard deviations of mothers and fathers for each frequency ratings of home literacy activities.

An independent t-test was used to determine whether mothers and fathers differed in terms of frequency scores for factors revealed by the factor analysis. There was no statistically significant difference between the mean score of Unstructured Activities for mothers (M=1.18; SD=.65), and fathers [M=1.17; SD=.64; t(675)= .18, p=.09] (see Table 4.20).

Table 4.20 *T-Test for Mean Frequency Scores of Unstructured Activities (Mothers and Fathers)*

	Mothers (N=550)	Fathers (N=127)	t	df	Sig. (2-tailed)	Mean Difference
	Mean (SD)	Mean (SD)				
Factor 1	1.18 (.65)	1.17 (.64)	.181	675	.857	.0116

$p < 0.05$

When Structured Activities frequency scores of mothers and fathers were compared; unlike the results for Factor-1 items; there was a significant difference in scores for mothers (M=1.81; SD=.56) and fathers [M=1.58; SD=.59; t(675)=.4.05, p=.00] (see Table 4.21). However, the magnitude of the difference in the mean score of Factor 2 items was small (eta squared=.02).

Table 4.21 *T-Test for Mean Frequency Scores of Structured Activities (Mothers and Fathers)*

	Mothers (N=550)	Fathers (N=127)	t	df	Sig.(2-tailed)	Mean Difference
	Mean (SD)	Mean (SD)				
Factor 2	1.81 (.56)	1.58 (.59)	4.054	675	.000	.2269

$p < 0.05$

Research Question 8: Is there a significant difference in frequency of literacy-related activities that parents spend engaged in with their children at home for parents of children in different age groups?

The descriptive information regarding the age groups, the mean and standard deviation frequency scores are shown in Table 4.22 and the mean and standard deviations of each frequency items are presented in Table 4.24 (See APPENDIX A., p134).

Table 4.22 *Mean and Standard Deviation Frequency Scores for Parents of Children in Different Age Groups*

	Child Age Groups	N	M
Group 1	Between 1 and 36 months	185	1.27
Group 2	Between 37 and 60 months	211	1.46
Group 3	Between 61 and 84 months	281	1.64

To examine the difference in frequency ratings of parents according to their child's age one-way ANOVA was used. As shown in Table 4.24, there was no significant difference among parents of children in different age groups [F(2, 674)= 26.51, p=.00].

Despite reaching a non-significant difference among parents of children in different age groups in the frequency scores; parents were compared in terms of mean scores of Factor 1 items (unstructured activities) and mean scores of Factor 2 items (structured activities), respectively. Table 4.29 shows that there was a significant difference in the parents' importance ratings of Factor-1 scores [F(2,674)=53.22, p=.00]. However, for the Factor-2 scores there was no significant difference for parents of children in different age groups [F(2,674)=9.41, p=.00].

Table 4.23 *ANOVA for Mean Frequency Score of Unstructured & Structured Activities (parents with children in different age groups)*

		Sum of Squares	df	Mean Square	F
Factor 1 items	Between Groups	39.02	2	19.51	53.22
	Within Groups	247.09	674	.37	
	Total	286.11	676		
Factor 2 items	Between Groups	6.07	2	3.03	9.41
	Within Groups	217.46	674	.32	
	Total	223.53	676		

** $p < 0.05$

To clarify which group differed from the others for the Factor1 scores; The Scheffe post hoc was used. The F1 mean score for parents of children between 1 to 36 months (age group 1) was .90; F1 mean score of parents who had children between 37 to 60 months (age group2) was 1.06; and finally F1 mean scores of parent who had children between 61 months and 84 months (age group 3) was 1.45. Analysis indicated that age group1 (M=.90, SD=.65) was significantly different from both age group 2 (M=1.06; SD=.66) and age group 3 (M=1.45; SD=.60).

Research Question 9: Is there a significant difference in frequency of literacy-related activities that parents spend engaged in with their children at home for parents of children in different educational level groups?

Table 4.25 gives the number of parents in each education level group with the mean and standard deviation scores of each group for frequency item. In the Table 4.27 (see APPENDIX A, p139) the mean and standard deviations of each item's frequency score are presented.

Table 4.25 *Means and Standard Deviation FrequencyScores of Parents with Different Educational Level*

	Education Groups of Parents	N	M
1	Less than High School	135	1.59
2	High School Diploma	203	1.49
3	University or Advanced Degree	332	1.44

To explore the hypothesis that parents in different education level would differ from each other in terms of frequency ratings for home literacy activities; One-way ANOVA was used. There was a significant difference in the mean score of frequency items and parents' educational levels [F(2,667)= 3.16, p=.03].

To determine any differences between the groups the Post doc Scheffe was used. Descriptive statistics showed that the frequency items mean scores for education group 1 who had less than high school education; education group 2 who had high school diploma; and education group 3 who had university or advanced degree were 1.59, 1.49 and 1.44, respectively. Post doc Scheffe analysis indicated that education group1 (M=1.59, SD=.56) did not differ significantly from either education group 2 (M=1.49; SD=.56) or education group 3 (M=1.44; SD=.54). However, education group 3 was significantly different from both education group 1 and education group 2.

In addition to the statistically significance result in the comparison of the parents' frequency ratings and their education levels; the mean scores of Factor 1 items (unstructured activities) and mean scores of Factor 2 items (structured activities), were compared to discover if there was a similar result. As can be seen in Table 4.26 there was a significant difference in the parents' frequency ratings of Unstructured Activities [F(2,667)=21.88, p=.00];

however, there was no significant difference for the Structured Activities of parents' from different education levels [F(2,667)=2.55,p=.08].

Table 4.26 *ANOVA for Mean Frequency Score of Unstructured & Structured Activities (parents in educational level groups)*

		Sum of Squares	df	Mean Square	F
Factor1 items	Between Groups	17.38	2	8.69	21.88
	Within Groups	264.90	667	.40	
	Total	282.29	679		
Factor2 items	Between Groups	1.63	2	.82	2.55
	Within Groups	213.69	667	.32	
	Total	215.32	669		

** $p < 0.05$

Post doc Scheffe was used to see which educational level group was differed in terms of the unstructured activities frequency ratings. The analysis pointed out that all education groups were significantly difference from each other.

Research Question 10: Is there a significant difference in frequency of literacy-related activities that parents spend engaged in with their children at home for parents of children in different income groups?

The mean frequency scores for each frequency item for the four income groups are shown in Table 4.29 (See APPENDIX A, p144). To explore the hypothesis that parents in different income groups would differ from each other in terms of frequency ratings of home literacy activities; ANOVA was used and significant difference was found in the mean score of frequency items and parents of children with different income groups [F(3, 565)= 3.10, p=.03].

Post doc Scheffe was used to see which income group was different from each other in terms of frequency ratings. The analysis indicated that

income group 1 (M=1.60; SD=.58) did not differ from any of other income groups. Income group 2 (M=1.48; SD=.57) was significantly different from income group-1. Income group 3 (M=1.46; SD=.52) was significantly different from both income group 1 and income group 2. Income group 4 (M=1.40; SD=.54) was significantly different from all three income groups.

To examine whether the parents' income levels have a statistically significant effect on their frequency ratings for Factor 1(unstructured) and Factor 2 (structured activities); the income groups were compared for each factor. As Table 4.28 showed; it was found that there was a significant difference in the F1 mean scores for parents from different educational background and [F(3,565)=14.86, p=.00]. However, there was no, significant difference in the F2 mean scores for parents' income groups [F(3,565)=1.49, p=.21].

Table 4.28 *ANOVA for Mean Frequency Score of Unstructured & Structured Activities (parents in different income groups)*

		Sum of Squares	df	Mean Square	F
Factor 1 items	Between Groups	17.737	3	5.912	14.859
	Within Groups	224.815	565	.389	
	Total	242.552	568		
Factor 2 items	Between Groups	1.483	3	.494	1.494
	Within Groups	187.028	565	.331	
	Total	188.511	568		

** p ≤ .05

To explore which income group was different from the others in terms of frequency ratings of Unstructured Activities (Factor 1) Post doc Scheffe was used which indicated the same findings for the general frequency ratings. Income group1 (M=1.43; SD=.63) differed from all other income group3 (M=1.07; SD=.561); income group4 (M=.96; SD=.65) but not from

group2 (M=1.24; SD=.64). Income group2 was significantly different from income group4.

4.2.3 Correlation between Importance and Frequency Ratings

Research Question 11: What is the relationship between parents' ratings of the importance of home literacy activities and the frequency of literacy-related activities that they spend engaged in with their children at home?

The parents' importance and frequency ratings mean scores were compared through the Pearson product-moment correlation coefficient; there was a strong positive correlation between the importance and frequency mean ($\underline{r}$=.51, N=677, $\underline{p} \leq .005$). The coefficient of determination was calculated and there was almost a 26% of variance in parents' scores in the importance and frequency items.

Spearman Rho Correlations were conducted to examine if associations existed between each of the 45 importance items and each of 45 frequency items. Results showed that a statistically difference relationship existed ($p < .01$) between each of the 45 importance items and the frequency items (see Table 4.30; APPENDIX A, p149).

The direction of the relationship was positive, which indicated that as the importance scores increased, the frequency scores also increased. Cohen's standards were used to evaluate the strength of the associations between the importance and frequency items, which states .2 as weak; .5 as moderate, and .8 as strong associations. Most associations between the importance and frequency responses were determined as moderate. Items 2, 8 and 10 were considered as weak to moderate having coefficient scores of .336, .398, and .389 respectively which were the lowest coefficient scores. Items 29, 16, 19 and 11 had the highest associations with coefficient values of

.669, .665, .654, and .639 respectively. Those four items were under the group of Factor-2; structured activities related to reading book, singing, and vocabulary. The next three highest associations between importance and frequency responses belonged to items 34, 20 and 37; which are Factor 1 items focusing on print awareness and early writing.

CHAPTER 5

DISCUSSION

This study investigated the perceptions of parents on emergent literacy and the frequency rates of the home literacy activities that parents engage in spending with their children at home to encourage emergent literacy. A questionnaire, developed by Nebrig (2007) was used to elicit parents' responses. Translation and reliability checks and a pilot study were implemented before the actual study was conducted. The "Home Literacy Activities" questionnaire consisted of 45 home literacy activities that parents can engage in or provide for their children to encourage emergent literacy. 677 parents of children aged from zero to seven years old were reached through home visits and schools. The results of this study revealed several important findings that were examined in relation to previous studies.

According to the dependent and independent variables of the study, specific research questions were grouped into three categories. The first category focused on the "importance ratings" as follows: What are the perceptions of parents regarding the importance of home literacy activities that encourage emergent literacy? Is there a significant difference between mothers' and fathers' perceptions on home literacy activities? Is there a significant difference in importance score of home literacy activities between parents of children in different age groups; between parents from different educational level groups; and between parents from different family income groups?"

The research questions grouped as the "frequency ratings" were: "What is the frequency of the literacy-related activities that parents engaged in spending with their children at home?"; "Is there any difference between mothers' and fathers' frequency of the literacy-related activities that they spend engaged in with their children at home?"; "Is there a significance difference in frequency of the literacy-related activities that parents spend engaged in with their children at home between parents of children in different age groups; between parents from different educational level groups; and between parents from different family income groups?"

The third research question was, "What is the relationship between parents' ratings of the importance of home literacy activities and the frequency of literacy-related activities that they spend engaged in with their children at home?"

This chapter contains a discussion of the results, implications of the study and the recommendations for further studies. The results of the study will be discussed for each group of research questions as detailed above.

5.1 Key Findings

The key findings of the study are summarized below:

5.1.1 Importance Ratings Findings

- The majority of parents of children in the early education years claimed that home literacy activities are important for the emergent literacy development of their children.
- Parents give more importance to the structured activities, such as using new and interesting words in conversations with the child than unstructured

activities that take place during daily routines such as pointing out different types of printed materials around the house and in the community.

- Mothers' importance ratings were higher than the fathers'.
- Mothers believed that daily routines are important for the emergent literacy of their children whereas fathers do not.
- Parents reported that their emergent literacy perspective did not differ in relation to the age of their children.
- Educational level is not a correlated component for parental perceptions on emergent literacy; however parents with the highest education level gave higher scores for the unstructured activities than other parents.
- Less educated parents value school-like home literacy activities as absolutely important and necessary to encourage emergent literacy of their children more than well educated parents.
- The income level of parents is not correlated with the parents' perceptions.

5.1.2 Frequency Ratings Findings

- Half of the parents reported that they engage in 23 out of 45 home literacy activities given in the questionnaire for at least one or two times per month.
- Parents do not prefer spending time in rhyming and phonological awareness related activities as much as the other types of home literacy activities.
- There is a significantly difference in the amount of time mothers and fathers spend engaging in home literacy activities with their children.
- There is not a significant difference among parents of children in different age group.
- Parents' education level is an important factor in the engagement of parents in home literacy activities with their children.

- Family income is another key element for the quantity of time parents spend for their children engaging with home literacy activities.
- Parents who have the highest income level provide home literacy activities for their children more often than other parents.

5.1.3 Comparison of Importance and Frequency Ratings

- There is a positive correlation between the importance and frequency ratings of parents of children between zero and seven years old.

5.2 Results Specifying on Research Questions

5.2.1 Importance Ratings

It was found that parents rated 27 out of 45 items as higher than 3.0, referring to very important but not necessary for encouraging their children's emergent literacy. This finding was consistent with the Nebrig's (2007) study, where all the items were rated as very important but not necessary. When all the importance ratings were examined in detail, the activities which were rated between somewhat important and very important but not necessary, can be grouped as activities related to phonological awareness (e.g., say two words to the child and ask if the words rhyme) and print awareness (i.e., use things like alphabet blocks and magnetic letters to teach letter names). This finding can be questioned since, according different study results young children are capable of recognizing which words begin with the same sounds, producing rhymes in terms of phonological awareness, during their preschool years (Pence & Justice, 2008; Sochenshein et al, 1997). Findings also indicated that parents rated higher scores for the items belonged to structured activities, which are referred to school-like home literacy activities such as when reading, pause to define or

describe unfamiliar words or pictures as well as during the story reading encourage children to talk about the story. This is similar with the assumption of Powell (2004) as the verbal interactions between parents and children consist of an important component for a well-established literacy development of children. At this point, a further examination of children of the participants was suggested to confirm this assumption.

There was a statistically significant difference between mothers and fathers in terms of their perceptions related to emergent literacy. The finding indicated that mothers tended to give more importance to home literacy activities than the fathers. The non-equal numbers of each group might be a reason for this finding. However, this finding was consisted with the finding of Saracho's (2008) study with fathers. She found that fathers, who were part of the family, were seen as too busy elsewhere to participate in their children's literacy development. Moreover, Durkin's (1966) study and the current study results related to fathers' perceptions share similar findings with Saracho's (2008) study. The difference between mothers and fathers was also statistically significant in terms of unstructured activities; as found mothers valued daily routines as important for emergent literacy development than fathers did. The possible explanation for this finding would be related to the time of mothers spend with their children. Another possible reason for this finding would be the mothers' role in children's school and education lives in Turkey. It is a common belief that mothers visit their children's school more often than fathers and mothers are more interested in parent-teacher partnership and be more involved in home-school communication. The same result was not seen in the comparison of structured activities. This may be related to the nature of structured

activities since they were seen more formal than unstructured activities such as playing games with the child that involves following directions.

Since there is not a similar study conducted with parents of children from a wide age range, from zero to seven years old, the comparisons of the current study results in terms of different age groups were based on nature of current data. When the parents of children in different age groups were compared to investigate if they have different perceptions on emergent literacy, it was found that there was no statistically significant difference between parents of children in different age groups. Although the age groups of children have different capabilities in terms of developmental areas (Berk, 2004); in general, all parents rated similar scores about their emergent literacy perceptions. To uncover the possible reasons for the results; in depth interviews with parents could be held.

When parents in different educational level groups were compared in terms of importance ratings, the study showed that there is no significant difference among parents. This result showed that the value of home literacy activities is not related to the education level of parents. It is suggested to investigate this finding should be further investigated in order to have a clearer picture regarding the relationship of the education level of the parents with their emergent literacy perspective. Earlier studies claimed that educational level of the parents was an important contributor to children's literacy experiences that are closely related to parental perceptions (DeBaryshe, 1985 & Sonnenschein, 2002).

In the current study, income groups were not called as low, high, middle SES; since the range of the data was not appropriate to divide into logical income groups, which could reflect the society. However, the study revealed that there is no statistically significant difference between parents

from different income groups in terms of their emergent literacy perspective. This finding was not consistent with the previous study by DeBaryshe (1995) who reported that parental habits and abilities, as well as parental socioeconomic status, were positively associated with parent' literacy beliefs.

5.2.2 Frequency Ratings Related Research Questions

When parents' ratings were examined to find out the amount of time they spend in home literacy activities with their children, it was seen that parents spend 1 to 2 times per month for 40 home literacy activities. When this finding is compared with Nebrig's study (2007), it is clear that parents of the current study spend much less time on home literacy activities with or for their children. The top five activities that parents rated are; "Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath"; "*Play together with things like Lego, or blocks to strengthen hand muscle*"; *"Encourage the child to talk for at least two minutes about a topic like what he or she is doing*"; "*Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing"*; and *"When reading, pause to define or describe unfamiliar words or pictures*". These high ratings for those activities show similarities with some earlier studies (Powell, 2004). Another finding related to the frequency rating is that the correlation between activities grouped under two factors was positive. In other words, parents who gave high scores for unstructured activities also rated high scores for structured activities. Parents rated lowest scores for the activities generally focusing on phonological awareness, and early writing skills. One possible explanation for these findings may be related to the Turkish educational system. In Turkey teaching reading and writing take place in the first year of primary school and there is a common belief that families do not need to pay attention to emergent literacy activities at home

even their children are in preschools years. Moreover, teachers do not recommend families to encourage their children to be involved with writing and especially letters. Since 2004, Elementary Education Regulation has changed and teaching reading and writing begin with sound discrimination (Yilmaz-Aydin, 2006); parents were not encouraged their children's early writing attempts. Further qualitative studies would be helpful to understand the parents' concerns and ideas regarding this issue.

When mothers and fathers were compared in terms of the time they spend engaging in home literacy activities with their children; the findings indicated that there was a statistically significant difference. This finding was consistent with Saracho's (2008) study. A further investigation is recommended to highlight the reason of this difference between mothers and fathers. As given in the Table 4.19 (see APPENDIX A, p131) mothers and fathers generally prefer to rate similar scores for each home literacy activities, however, at this point it should not be forgotten that the number of both group was not equal. Another comment for this finding would be mothers' amount of overall time with their children at home. Although it was not asked parents if they had a job and their working conditions; it was a possibility that mothers of the sample were generally were housewives and /or more flexible working hours than the fathers. As a recommendation, for the further studies gathering this information about participants would be enlightening.

Surprisingly, there was no a statistically significant difference among parents of children in different age groups when the frequency rates were compared. Each frequency item was taken into consideration to review the answers of parents in detail; parents of children between zero and three years old generally gave high scores for activities such as rhyming, talking

to the child, singing songs that rhyme. This finding was similar to that of Maples-Edwards (2007) study. When the parents of third group of children aged between 5 and 7 were examined in terms of their ratings for each frequency items; it was seen that parents generally preferred to arrange home literacy activities for their children related to writing and story reading activities. An underlying reason for this result might be explained by considering this group of children's school enrolment rate of 74 %. The parents might be positively affected by their children's school and / or teachers. In Turkey, the curriculum used for children between 60 and 72 months of age states that children should be exposed to early literacy activities in several ways. Some of the activities to promote emergent literacy for students are; visual interpretation activities such as eye-hand coordination, object – space discrimination, object stability; phonological sensitivity such as listening, talking, sound discrimination, matching the objects with sounds; basic concepts; focus studies; problem solving activities; hand use skills such as using scissors, drawing, writing, folding, cutting, shaping; self care skills, and independence and confidence development activities (Ministry of Education: Early Childhood Education Department, 2009).

The parent's education level was found to be an important factor for the frequency of home literacy activities. The results revealed that parents with a high school diploma were significantly different from parents who had less than high school education; whereas parents with university or advanced degree were significantly different from other two groups. This finding can be correlated with the assumption emerging from the study by Storch and Whitehurst (2001) in that the education level of parents accounts for 40 percent of the variance in preschool children's outside skills as well as

children's understanding of the meaning of print. At this point, it is unknown if this would be a possible reason for the children in the current study. Addition to this finding; there were significant differences among parents' educational level groups and frequency ratings for unstructured activities.

Income level of the participants showed a significant contribution to the amount of home literacy activities that parents arrange for their children. The study revealed that parents belonged to the forth income group who have the highest monthly income among the participants differed significantly than other groups. Storch and Whitehurst (2001) claimed that low-income families do not value education. When comparing with the current study it is not appropriate to say a similar statement since the monthly incomes of the families are grouped but not labeled as low, middle, high; since the first income group is not appropriate to label as low-income.

5.2.3 Comparison of Importance and Frequency Ratings Research Question

The correlation of the scores of importance and frequency items was positive for the parents of current study. These findings were consistent with the studies of Nebrig (2007) and Wiegel et al (2005) whereas Scheffer-Hammer et al. (2007) found a different correlation in their study with Puerto Rican's mothers. Nevertheless, in-depth interviews or direct observations with a focus group would give a clearer correlation; because there was a possibility that sometimes beliefs of parents were not consistent with their reported behaviors due to some environmental factors and sometimes due to the characteristics of the child (Wu, 2007).

5.3 Implications

In Turkey, the school enrollment rate is lower than most developed countries (Ural & Ramazan, 2007). Moreover important component of Turkish early childhood education curriculum cannot be implemented in every setting. There is a huge percentage of children who are left home until the compulsory education, by the age seven (Bekman & Gurlesel, 2005). Policy makers and non-governmental organizational (i.e, ACEV) aim to highlight the importance of early literacy activities especially for the children who cannot attend to any kinds of early childhood education settings. Another nice example from Turkey is the governmental support of Ministry of Education to the early intervention programs of ACEV. As an implication of the current study; policymakers would arrange campaigns and maybe parent education programs. Family literacy programs which have been very effective for years, in US and other developed countries, can be used in order to raise the awareness towards and increase the interest on emergent literacy. Posters and advertisements might be placed in settings such as shopping malls, theaters or subways for reaching parents to emphasize emergent literacy (Kapitzke, 1995; Nebrig, 2007).

Teachers, administrators, parents, and communities acknowledge the critical role that families play in children' literacy lives, and these stakeholders often unite to create partnerships to improve children' literacy learning (Edwards, Paratore & Roser, 2009). Through parent involvement activities and programs; family-school partnership can be built to improve the parents' participation to the literacy development of their children. Browne (2007) claimed that the key factor of the teacher-parent partnership was respect and understanding. She suggested some ideas for building up partnership with parents such as; asking parents through meetings,

questionnaires what they would like to learn about literacy development; encouraging parents to see themselves as active in the literacy learning process; developing a website for parents to reach easily; setting up parent's room with a library of books, toys puppets and games that they can borrow to use at home.

5.4 Recommendations for Further Studies

This study was one of its kind to study emergent literacy perspectives of children in Turkey in terms of the number of the parents reached; correlations of the variables such as income and education level of parents; by comparing three different age groups of children. Although the current study aimed to differentiate the underlying reasons of parents' perceptions and home literacy activities they provide for their children; there are several ways to improve it. First of all, the data collection instrument is an adaptive questionnaire from English to Turkish. Because of the differences in the terminology of emergent literacy and child development between Turkish and English; a Turkish instrument aiming to focus on the same issue would be more helpful. Furthermore, this questionnaire was used in Turkey for the first time. Therefore, in order to refine instrument, replication of the same study would be useful.

Secondly, one of the feedbacks from the participants related to the instrument was that they were having confusion to choose between the alternatives in both important and frequency sections. The frequency section of the instrument asked parents to choose their answers from four alternatives, which are; "Rarely or never"; "One to two times per month"; "One or two times per week"; and "3 or more times per week". Rearranging

these categories in more distinctive ones, as Nebrig (2007) suggested (i.e., *15 minutes per day*, *3 times per week*, *1 time per week,* and *1-2 times per month*) would enable the participant to choose more easily. This would come up with a solution regarding another problem participants shared. Some participants reported that they were having confusion to choose "rarely or never" in the frequency section. They mentioned that the difference is too much between four categories, especially first two frequency responses *("Rarely or never"; "One to two times per month").*

Thirdly, collecting qualitative data such as interviews, observations, and focus groups would be recommended for the further studies; since as reported by Nord et al. (1999), parents may overestimate their answers to be able to give socially desired findings. Furthermore, this was an unknown for the current study that if parents engage in home literacy activities with their children as high as they rated (Nebrig, 2007).

Finally, to be able to contribute emergent literacy research in universal basis as well as to investigate the impacts of parents' perceptions and home literacy experiences on their children's development a longitudinal study can be conducted to follow up their progress.

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APPENDIX A- TABLES

Table 4.1 *Explanatory Factor Analysis Structure (Factor 1)*

Item no	FACTOR 1 : Unstructured Activities	Varimax loadings
3	Ask children to clap the number of syllabus in a name or word	.49
4	Read rhyming books	.40
5	Point and identify each letter in the child's name	.70
7	Write letters and have the child trace them	.65
9	Use things like alphabet blocks or plastic magnetic letters to teach letter names	.59
12	Encourage writing with the activities like connect-the-dots or simple mazes	.58
14	Sing the alphabet song	.63
17	Read ABC books	.74
18	Practice making letters in sand or with things like finger paints, clay or Playdoh	.64
20	Encourage the child to attempt to print his/her own name	.75
21	Ask the child to change the first sound in a name or word	.55
24	Say aloud the each letter of the child's name while writing	.72
30	Ask the child to read aloud something he/she has "written"	.57
31	Say two words to the child and ask if the words rhyme	.70
32	Say tongue twister	.57
33	Ask the child to tell a story and write it down while he/she watches	.63
34	When reading, point to the printed words as they read aloud	.65
36	Show the child that books are read from left to right and from up to bottom	.62
37	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	.49
40	Ask the child to draw a picture and "write" underneath the picture to describe it	.60
41	Ask which word in a group starts with a different sound	.70
42	Show the child how to write and/or spell a word	.68

Table 4.2 *Explanatory Factor Analysis Structure (Factor 2)*

Item no	FACTOR 2 : Structured Activities	Varimax loadings
1	Read nursery rhymes	.44
2	When reading ask children questions about the story	.59
6	Sing a children's song that rhyme	.52
8	Take the child to the library / bookstore to look at the books	.49
10	During and after reading, encourage the child to talk about the story	.63
11	Use new and/or interesting words in conversations with the child	.48
13	When reading, ask the child to predict what will happen next	.58
15	When reading, pause to define or describe unfamiliar words or pictures	.55
16	Sing songs with rhymes that have been heard on the TV, or in the street	.47
19	Encourage the child to "pretend read" a book she/he has heard many times	.49
22	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	.56
23	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	.59
25	After reading, ask the child what happened first, next, and last in the study	.62
26	When reading a familiar book aloud, leave-out words and ask the child to say the missing words	.56
27	Play rhyming games	.60
28	When reading, stop once a while and point to a word that a picture represents	.55
29	Point out to the child the title of the book on the cover	.50
35	Watch and discuss educational TV shows together	.55
38	Play games with the child that involve following directions	.60
39	Play together with things like Lego, or blocks to strengthen hand muscles	.64
43	Play together with educational toys or computer games	.56
44	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	.65
45	Encourage the child to write lists during make-believe play (e.g., taking an "order" at a restaurant, making a shopping list for the grocery store)	.54

Table 4.3 *Ranked Importance Ratings*

Item no	*Activities*	*M*	*SD*
15	When reading, pause to define or describe unfamiliar words or pictures	3.74	.65
10	During and after reading, encourage the child to talk about the story	3.69	.69
44	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	3.66	.69
2	When reading ask children questions about the story	3.58	.76
39	Play together with things like Lego, or blocks to strengthen hand muscles	3.57	.79
23	Encourage the child to talk for at least two minutes about a	3.55	.80
25	After reading, ask the child what happened first, next, and last in the study	3.46	.87
43	Play together with educational toys or computer games	3.45	.83
35	Watch and discuss educational TV shows together	3.42	.88
22	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	3.42	.87
8	Take the child to the library/ bookstore to look at the books	3.34	.94
13	When reading, ask the child to predict what will happen next	3.32	.89
12	Encourage writing with the activities like connect the dots or simple mazes	3.25	.94
5	Point and identify each letter in the child's name	3.23	.97

Table 4.3 (Con't) *Ranked Importance Ratings*

Item no	*Activities*	*M*	*SD*
28	When reading, stop once a while and point to a word that a picture represents	3.23	.93
26	When reading aloud a familiar book, leave out words and ask the child to say the missing word	3.20	.98
6	Sing a children's song that rhymes	3.19	.91
30	Ask the child to read aloud something he/she has "written"	3.18	1.02
36	Show the child that books are read from left to right and from top to bottom	3.16	1.04
38	Play games with the child that involve following directions	3.16	.97
37	Point out different types of printed materials around the house (e.g., books, magazines, newspapers) and in the community (e.g., signs, menus)	3.15	.97
27	Play rhyming games	3.12	.92
20	Encourage the child to attempt to print his/her own name	3.07	1.07
42	Show the child how to write a word	3.07	1.06
29	Point out to the child the title of the book on the cover	3.06	1.02
18	Practice making letters in sand or with things like finger paints, clay or Playdoh	2.99	1.01
40	Ask the child to draw a picture and "write" underneath the picture to describe it	2.99	1.04
24	Say aloud the each letter of the child's name while writing it	2.98	1.12
7	Write letters and have the child trace them	2.96	1.09

Table 4.3 (Con't) *Ranked Importance Ratings*

Item no	*Activities*	*M*	*SD*
14	Sing the alphabet song	2.96	1.02
1	Read nursery rhymes	2.95	.94
21	Ask which word in a group starts with a different sound	2.94	1.07
19	Encourage the child to "pretend read" a book she/he has heard many times	2.87	1.08
11	Use new and/or interesting words in conversations with the child	2.86	1.05
34	When reading, point to the printed words as they read aloud	2.85	1.10
17	Read ABC books	2.83	1.04
9	Use things like alphabet blocks or plastic magnetic letters to teach letter names	2.81	1.10
33	Ask the child to tell a story and write it down while he/she watches	2.80	1.08
32	Say a tongue twister	2.62	1.05
16	Sing songs with rhymes that have been heard on the TV, or in street	2.62	1.01
4	Read rhyming books	2.61	1.05
3	Ask children to clap the number of syllabus in a name or word	2.56	1.10
31	Say two words to the child and ask if the words rhyme	2.40	1.07
21	Ask the child to change the first sound in a name or word	2.32	1.09

N= 677

Table 4.4 *Percentages of Parents Rating Home Literacy Activities as Absolutely Necessary and Important*

Item no	Activities	%
15	When reading, pause to define or describe unfamiliar words or pictures	83.6
10	During and after reading, encourage the child to talk about the story	80.6
44	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	77.4
39	Play together with things like Lego, or blocks to strengthen hand muscle	74.0
2	When reading ask children questions about the story	73.3
23	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	70.5
25	After reading, ask the child what happened first, next, and last in the study	66.3
43	Play together with educational toys or computer games	62.3
35	Watch and discuss educational TV shows together	62.2
22	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	61.6
8	Take the child to the library / bookstore to look at the books	58.2
13	When reading, ask the child to predict what will happen next	53.6
5	Point and identify each letter in the child's name	53.0
12	Encourage writing with the activities like connect-the-dots or simple mazes	52.0
30	Ask the child to read aloud something he/she has "written"	51.1
36	Show the child that books are read from left to right and from top to bottom	50.8
28	When reading, stop once a while and point to a word that a picture represents	49.6
26	When reading a familiar book, leave-out words and ask the child to fill them in	49.0
6	Sing a children's song that rhyme	46.4
21	Ask the child to change the first sound in a name or word	46.4
42	Show the child how to write and/or spell a word	45.8
37	Point out different types of printed materials around the house (e.g., books, magazines, newspapers) and in the community (e.g., signs, menus)	45.6

Table 4.4 (Cont') *Percentages of Parents Rating Home Literacy Activities as Absolutely Necessary and Important*

Item no	Activities	%
24	Say aloud the each letter of the child's name while writing	45.1
29	Point out to the child the title of the book on the cover	44.2
45	Encourage the child to write lists during make-believe play (e.g., taking an "order" at a restaurant, making a shopping list for the grocery store)	44.0
7	Write letters and have the child trace them	42.1
38	Play games with the child that involve following directions	42.1
27	Play rhyming games	41.7
40	Ask the child to draw a picture and "write" underneath the picture to describe it	40.0
18	Practice making letters in sand or with things like finger paints, clay or Playdoh	39.9
41	Ask which word in a group starts with a different sound	39.3
14	Sing the alphabet song	38.7
34	When reading, point to the printed words as they read aloud	36.8
19	Encourage the child to "pretend read" a book she/he has heard many times	36.6
20	Encourage the child to attempt to print his/her own name	36.6
9	Use things like alphabet blocks or plastic magnetic letters to teach letter names	35.0
1	Read nursery rhymes	34.7
11	Use new and/or interesting words in conversations with the child	34.6
16	Sing songs with rhymes that have been heard on the TV, or in the street	33.4
33	Ask the child to tell a story and write it down while he/she watches	33.1
17	Read ABC books	32.9
32	Say a tongue twister	32.3
4	Read rhyming books	31.0
31	Say two words to the child and ask if the words rhyme	28.1
3	Ask children to clap the number of syllables in a name or word	26.6

Note. N= 677

Table 4.5 *Mean Scores and Standard Deviations of Each Importance Items (Mothers & Fathers)*

	Activities	Parent	N	M	SD
1.	Read nursery rhymes	Mother	541	2.99	.94
		Father	122	2.76	.98
2.	When reading ask children questions about the story	Mother	540	3.61	.74
		Father	124	3.46	.87
3.	Ask children to clap the number of syllabus in a name or word	Mother	526	2.57	1.12
		Father	118	2.51	1.13
4.	Read rhyming books	Mother	525	2.64	1.09
		Father	117	2.48	1.01
5.	Point and identify each letter in the child's name	Mother	532	3.24	.99
		Father	119	3.19	.98
6.	Sing children's song that rhyme	Mother	531	3.22	.93
		Father	119	3.05	.96
7.	Write letters and have the child trace them	Mother	525	2.97	1.12
		Father	117	2.93	1.06
8.	Take the child to the library/ bookstore to look at the books	Mother	528	3.42	.91
		Father	122	3.00	1.08
9.	Use things like alphabet blocks or plastic magnetic letters to teach letter names	Mother	531	2.83	1.12
		Father	120	2.73	1.12
10.	During and after reading, encourage the child to talk about the story	Mother	537	3.73	.64
		Father	124	3.52	.88
11.	Use new and/or interesting words in conversations with the child	Mother	532	2.87	1.06
		Father	121	2.78	1.09
12.	Encourage writing with the activities like connect-the-dots or simple mazes	Mother	530	3.26	.96
		Father	122	3.20	.97
13.	When reading, ask the child to predict what will happen next	Mother	532	3.39	.86
		Father	123	2.99	1.02
14.	Sing the alphabet song	Mother	530	3.01	1.01
		Father	121	2.72	1.13
15.	When reading, pause to define or describe unfamiliar words or pictures	Mother	536	3.78	.60
		Father	123	3.54	.83

Table 4.5 (Con't) *Means and Standard Deviations of Importance Items (Mothers & Fathers)*

	Activities	Parent	N	M	SD
16.	Sing songs with rhymes that have been heard on the TV, or in street	Mother	522	2.42	1.09
		Father	123	2.30	1.09
17.	Read ABC books	Mother	525	2.65	1.07
		Father	122	2.49	1.11
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	Mother	514	2.84	1.11
		Father	121	2.59	1.14
19.	Encourage the child to "pretend read" a book she/he has heard many times	Mother	516	2.89	1.121
		Father	123	2.67	1.16
20.	Encourage the child to attempt to print his/her own name	Mother	514	3.48	.87
		Father	119	3.14	1.01
21.	Ask the child to change the first sound in a name or word	Mother	516	3.18	1.07
		Father	121	3.05	1.09
22.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	Mother	513	3.15	1.01
		Father	122	3.12	1.00
23.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	Mother	491	3.20	.94
		Father	118	2.92	1.07
24.	Say aloud the each letter of the child's name while writing	Mother	528	3.65	.75
		Father	123	3.25	.96
25.	After reading, ask the child what happened first, next, and last in the study	Mother	519	3.04	1.05
		Father	122	2.75	1.12
26.	When reading a familiar book, leave-out words and ask the child to fill them in	Mother	516	3.00	1.10
		Father	116	2.61	1.09
27.	Play rhyming games	Mother	510	3.07	1.10
		Father	118	3.05	1.09
28.	When reading, stop once a while and point to a word that a picture stands for	Mother	526	3.49	.82
		Father	127	3.30	.94
29.	Point out to the child the title of the book on the cover	Mother	533	3.71	.65
		Father	124	3.46	.87
30.	Ask the child to read aloud something he/she has "written"	Mother	528	3.11	1.07
		Father	125	2.90	1.09

Table 4.5(Con't) *Means and Standard Deviations of Importance Items (Mothers & Fathers)*

	Activities	Parent	N	M	SD
31.	Say two words to the child and ask if the words rhyme	Mother	522	2.42	1.09
		Father	123	2.30	1.09
32.	Say tongue twister	Mother	525	2.65	1.07
		Father	122	2.49	1.11
33.	Ask the child to tell a story and write it down while he/she watches	Mother	514	2.84	1.11
		Father	121	2.59	1.14
34.	When reading, point to the printed words as they read aloud	Mother	516	2.89	1.12
		Father	123	2.67	1.16
35.	Watch and discuss educational TV shows together	Mother	514	3.48	.87
		Father	119	3.14	1.01
36.	Show the child that books are read from left to right and from up to bottom	Mother	516	3.18	1.07
		Father	121	3.05	1.09
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	Mother	513	3.15	1.01
		Father	122	3.12	1.00
38.	Play games with the child that involve following directions	Mother	491	3.20	.94
		Father	118	2.92	1.07
39.	Play together with things like Legos, or blocks to strengthen hand muscle	Mother	528	3.65	.75
		Father	123	3.25	.96
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	Mother	519	3.04	1.05
		Father	122	2.75	1.12
41.	Ask which word in a group starts with a different sound	Mother	516	3.00	1.098
		Father	116	2.61	1.094
42.	Show the child how to write a word	Mother	510	3.07	1.101
		Father	118	3.05	1.093
43.	Play together with educational toys or computer games	Mother	526	3.49	.823
		Father	127	3.30	.945
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	Mother	533	3.71	.646
		Father	124	3.46	.869
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	Mother	528	3.11	1.006
		Father	125	2.90	1.088

Table 4.9 *Mean Scores and Standard Deviations for Each Importance Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
1.	Read nursery rhymes	1	180	2.94
		2	207	2.90
		3	276	2.99
2.	When reading ask children questions about	1	179	3.53
	the story	2	210	3.60
		3	275	3.60
3.	Ask children to clap the number of syllabus	1	174	2.51
	in a name or word	2	202	2.44
		3	268	2.68
4.	Read rhyming books	1	178	2.56
		2	202	2.57
		3	262	2.68
5.	Point and identify each letter in the child's	1	172	3.02
	name	2	208	3.00
		3	271	3.54
6.	Sing children's song that rhyme	1	175	3.17
		2	202	3.23
		3	273	3.17
7.	Write letters and have the child trace them	1	166	2.77
		2	204	2.80
		3	272	3.20
8.	Take the child to the library/ bookstore to	1	174	3.27
	look at the books	2	206	3.37
		3	270	3.36
9.	Use things like alphabet blocks or plastic	1	175	2.85
	magnetic letters to teach letter names	2	206	2.71
		3	270	2.87

Table 4.9 (Con't) *Mean Scores and Standard Deviations for Each Importance Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
10.	During and after reading, encourage the child to talk about the story	1	177	3.54
		2	210	3.72
		3	274	3.78
11.	Use new and/or interesting words in conversations with the child	1	175	2.83
		2	207	2.93
		3	271	2.82
12.	Encourage writing with the activities like connect-the-dots or simple mazes	1	175	3.02
		2	206	3.17
		3	271	3.46
13.	When reading, ask the child to predict what will happen next	1	177	3.21
		2	207	3.28
		3	271	3.41
14.	Sing the alphabet song	1	179	2.96
		2	205	2.84
		3	267	3.04
15.	When reading, pause to define or describe unfamiliar words or pictures	1	176	3.60
		2	209	3.70
		3	274	3.85
16.	Sing songs with rhymes that have been heard on the TV, or in street	1	180	2.64
		2	209	2.74
		3	272	2.51
17.	Read ABC books	1	176	2.73
		2	202	2.61
		3	262	3.07
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	1	173	2.90
		2	205	2.94
		3	265	3.09

Table 4.9 (Con't)*Mean Scores and Standard Deviations for Each Importance Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
19.	Encourage the child to "pretend read" a book she/he has heard many times	1	170	2.81
		2	204	2.90
		3	262	2.88
20.	Encourage the child to attempt to print his/her own name	1	171	2.82
		2	201	2.80
		3	265	3.43
21.	Ask the child to change the first sound in a name or word	1	168	2.21
		2	200	2.19
		3	261	2.49
22.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	1	177	3.25
		2	209	3.41
		3	268	3.54
23.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	1	174	3.43
		2	209	3.57
		3	261	3.61
24.	Say aloud the each letter of the child's name while writing	1	171	2.83
		2	201	2.72
		3	267	3.27
25.	After reading, ask the child what happened first, next, and last in the study	1	172	3.28
		2	204	3.44
		3	261	3.61
26.	When reading a familiar book, leave-out words and ask the child to fill them in	1	175	3.11
		2	198	3.23
		3	272	3.23
27.	Play rhyming games	1	172	3.12
		2	201	3.10
		3	252	3.14

Table 4.9 (Con't) *Mean Score and Standard Deviations for Each Importance Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
28.	When reading, stop once a while and point to a word that a picture stands for	1	178	3.26
		2	201	3.19
		3	264	3.23
29.	Point out to the child the title of the book on the cover	1	176	2.99
		2	207	3.04
		3	261	3.12
30.	Ask the child to read aloud something he/she has "written"	1	175	2.99
		2	205	3.12
		3	269	3.36
31.	Say two words to the child and ask if the words rhyme	1	173	2.19
		2	205	2.26
		3	267	2.63
32.	Say tongue twister	1	176	2.44
		2	204	2.51
		3	267	2.82
33.	Ask the child to tell a story and write it down while he/she watches	1	172	2.53
		2	200	2.67
		3	263	3.06
34.	When reading, point to the printed words as they read aloud	1	170	2.74
		2	205	2.83
		3	264	2.94
35.	Watch and discuss educational TV shows together	1	173	3.23
		2	200	3.44
		3	260	3.53
36.	Show the child that books are read from left to right and from up to bottom	1	170	2.86
		2	202	3.04
		3	265	3.43

Table 4.9 (Con't) *Mean Scores and Standard Deviations for Each Importance Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	1	170	3.02
		2	204	3.13
		3	261	3.24
38.	Play games with the child that involve following directions	1	162	3.10
		2	193	3.14
		3	254	3.17
39.	Play together with things like Legos, or blocks to strengthen hand muscle	1	176	3.52
		2	208	3.62
		3	267	3.58
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	1	172	2.85
		2	202	2.87
		3	267	3.16
41.	Ask which word in a group starts with a different sound	1	167	2.77
		2	203	2.75
		3	262	3.18
42.	Show the child how to write a word	1	169	3.01
		2	202	2.89
		3	257	3.24
43.	Play together with educational toys or computer games	1	178	3.43
		2	208	3.46
		3	267	3.46
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	1	179	3.58
		2	209	3.77
		3	269	3.63
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	1	176	2.97
		2	210	3.15
		3	267	3.08

Table 4.12 *Mean Scores and Standard Deviations for Each Importance Item of Parents in Different Education Level Group*

	Item no	Groups	N	M
1.	Read nursery rhymes	1	132	2.95
		2	195	2.99
		3	330	2.91
2.	When reading ask children questions about the story	1	130	3.38
		2	198	3.68
		3	330	3.60
3.	Ask children to clap the number of syllabus in a name or word	1	126	2.56
		2	191	2.69
		3	321	2.46
4.	Read rhyming books	1	126	2.71
		2	188	2.63
		3	323	2.56
5.	Point and identify each letter in the child's name	1	125	3.63
		2	194	3.43
		3	326	2.95
6.	Sing children's song that rhyme	1	127	3.07
		2	195	3.08
		3	323	3.30
7.	Write letters and have the child trace them	1	127	3.15
		2	190	3.15
		3	319	2.76
8.	Take the child to the library/ bookstore to look at the books	1	126	3.16
		2	193	3.27
		3	325	3.44
9.	Use things like alphabet blocks or plastic magnetic letters to teach letter names	1	128	2.90
		2	194	2.92
		3	324	2.71

Table 4.12 (Con't) *Mean Scores and Standard Deviations for Each Importance Item of Parents in Different Education Level Group*

	Item no	Groups	N	M
10.	During and after reading, encourage the child to talk about the story	1	128	3.66
		2	197	3.70
		3	330	3.71
11.	Use new and/or interesting words in conversations with the child	1	123	2.62
		2	196	2.83
		3	328	2.95
12.	Encourage writing with the activities like connect-the-dots or simple mazes	1	124	3.32
		2	196	3.28
		3	327	3.20
13.	When reading, ask the child to predict what will happen next	1	129	3.16
		2	195	3.36
		3	325	3.35
14.	Sing the alphabet song	1	130	3.19
		2	191	3.05
		3	325	2.79
15.	When reading, pause to define or describe unfamiliar words or pictures	1	127	3.72
		2	199	3.77
		3	328	3.72
16.	Sing songs with rhymes that have been heard on the TV, or in street	1	127	2.42
		2	198	2.56
		3	329	2.73
17.	Read ABC books	1	122	3.14
		2	192	2.95
		3	321	2.64
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	1	124	3.16
		2	193	3.06
		3	320	2.88

Table 4.12 (Con't) M*ean Scores and Standard Deviations for Each Importance Item of Parents in Different Education Level Group*

	Item no	Groups	N	M
19.	Encourage the child to "pretend read" a book she/he has heard many times	1	120	2.76
		2	191	2.97
		3	321	2.84
20.	Encourage the child to attempt to print his/her own name	1	121	3.39
		2	191	3.29
		3	320	2.80
21.	Ask the child to change the first sound in a name or word	1	119	2.34
		2	185	2.43
		3	319	2.25
22.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	1	122	3.39
		2	198	3.45
		3	328	3.41
23.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	1	122	3.25
		2	193	3.61
		3	323	3.62
24.	Say aloud the each letter of the child's name while writing	1	123	3.28
		2	191	3.21
		3	320	2.72
25.	After reading, ask the child what happened first, next, and last in the study	1	118	3.39
		2	193	3.53
		3	321	3.45
26.	When reading a familiar book, leave-out words and ask the child to fill them in	1	123	3.15
		2	194	3.30
		3	323	3.15
27.	Play rhyming games	1	119	3.10
		2	185	3.10
		3	316	3.14

Table 4.12 (Con't) *Mean Scores and Standard Deviations for Each Importance Item of Parents in Different Education Level Group*

	Item no	Groups	N	M
28.	When reading, stop once a while and point to a word that a picture stands for	1	122	3.15
		2	193	3.25
		3	322	3.25
29.	Point out to the child the title of the book on the cover	1	125	3.09
		2	191	3.15
		3	322	3.01
30.	Ask the child to read aloud something he/she has "written"	1	126	3.26
		2	196	3.35
		3	321	3.06
31.	Say two words to the child and ask if the words rhyme	1	123	2.61
		2	193	2.47
		3	324	2.26
32.	Say tongue twister	1	127	2.81
		2	192	2.69
		3	323	2.49
33.	Ask the child to tell a story and write it down while he/she watches	1	122	2.95
		2	189	2.86
		3	319	2.68
34.	When reading, point to the printed words as they read aloud	1	122	2.89
		2	188	2.94
		3	324	2.79
35.	Watch and discuss educational TV shows together	1	119	3.46
		2	192	3.31
		3	317	3.47
36.	Show the child that books are read from left to right and from up to bottom	1	121	3.36
		2	190	3.30
		3	321	3.00

Table 4.12 (Con't) *Mean Scores and Standard Deviations for Each Importance Item of Parents in Different Education Level Group*

	Item no	Groups	N	M
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	1	115	3.01
		2	192	3.17
		3	323	3.18
38.	Play games with the child that involve following directions	1	116	2.99
		2	179	3.03
		3	309	3.27
39.	Play together with things like Legos, or blocks to strengthen hand muscle	1	123	3.35
		2	196	3.55
		3	326	3.67
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	1	124	3.15
		2	191	3.17
		3	321	2.81
41.	Ask which word in a group starts with a different sound	1	117	3.03
		2	189	3.04
		3	321	2.83
42.	Show the child how to write a word	1	118	3.18
		2	186	3.23
		3	317	2.92
43.	Play together with educational toys or computer games	1	124	3.30
		2	194	3.46
		3	328	3.51
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	1	126	3.55
		2	197	3.66
		3	329	3.71
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	1	125	2.92
		2	195	3.17
		3	327	3.07

Table 4.15 *Mean Scores and Standard Deviations of Each Importance Item for Parents' Income Groups*

Item no		Groups	N	M
1.	Read nursery rhymes	1	144	2.90
		2	175	2.97
		3	107	3.13
		4	135	2.88
2.	When reading ask children questions about the story	1	144	3.44
		2	174	3.65
		3	106	3.64
		4	137	3.64
3.	Ask children to clap the number of syllabus in a name or word	1	138	2.78
		2	167	2.60
		3	104	2.63
		4	135	2.31
4.	Read rhyming books	1	137	2.71
		2	169	2.63
		3	105	2.66
		4	133	2.47
5.	Point and identify each letter in the child's name	1	140	3.65
		2	170	3.30
		3	103	3.06
		4	136	2.88
6.	Sing children's song that rhyme	1	144	3.17
		2	168	3.11
		3	102	3.38
		4	136	3.33
7.	Write letters and have the child trace them	1	142	3.35
		2	167	2.92
		3	103	2.79
		4	132	2.66
8.	Take the child to the library/ bookstore to look at the books	1	137	3.34
		2	172	3.13
		3	104	3.40
		4	137	3.45
9.	Use things like alphabet blocks or plastic magnetic letters to teach letter names	1	145	3.04
		2	167	2.79
		3	104	2.61
		4	135	2.73

Table 4.15 (Con't) *Mean Scores and Standard Deviations of Each Importance Item for Parents' Income Groups*

	Item no	Groups	N	M
10.	During and after reading, encourage the child to talk about the story	1	141	3.65
		2	172	3.67
		3	107	3.69
		4	137	3.79
11.	Use new and/or interesting words in conversations with the child	1	139	2.88
		2	170	2.66
		3	107	2.96
		4	136	3.03
			552	2.86
12.	Encourage writing with the activities like connect-the-dots or simple mazes	1	168	3.18
		2	104	3.32
		3	136	3.24
		4	552	3.27
13.	When reading, ask the child to predict what will happen next	1	170	3.32
		2	104	3.38
		3	136	3.41
		4	554	3.33
14.	Sing the alphabet song	1	169	2.99
		2	104	2.90
		3	136	2.78
		4	550	2.97
15.	When reading, pause to define or describe unfamiliar words or pictures	1	173	3.72
		2	107	3.81
		3	135	3.70
		4	559	3.73
16.	Sing songs with rhymes that have been heard on the TV, or in street	1	173	2.51
		2	106	2.85
		3	135	2.72
		4	557	2.63
17.	Read ABC books	1	167	2.81
		2	102	2.66
		3	133	2.68
		4	141	3.65
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	1	138	3.23
		2	168	2.98
		3	104	2.91
		4	132	2.89

Table 4.15 (Con't) *Mean Scores and Standard Deviations of Each Importance Item for Parents' Income Groups*

Item no		Groups	N	M
19.	Encourage the child to "pretend read" a book she/he has heard many times	1	136	2.93
		2	164	2.78
		3	103	2.95
		4	133	2.89
20.	Encourage the child to attempt to print his/her own name	1	136	3.46
		2	166	3.20
		3	104	2.82
		4	131	2.76
21.	Ask the child to change the first sound in a name or word	1	134	2.40
		2	166	2.39
		3	100	2.42
		4	132	2.21
22.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	1	141	3.42
		2	172	3.42
		3	106	3.44
		4	136	3.36
23.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	1	138	3.42
		2	170	3.54
		3	103	3.65
		4	135	3.69
24.	Say aloud the each letter of the child's name while writing	1	142	3.44
		2	165	3.06
		3	102	2.70
		4	131	2.63
25.	After reading, ask the child what happened first, next, and last in the study	1	137	3.44
		2	168	3.45
		3	103	3.44
		4	134	3.49
26.	When reading a familiar book, leave-out words and ask the child to fill them in	1	140	3.17
		2	171	3.21
		3	103	3.21
		4	133	3.17
27.	Play rhyming games	1	133	3.13
		2	163	3.09
		3	103	3.20
		4	131	3.23

Table 4.15 (Con't) *Mean Scores and Standard Deviations of Each Importance Item for Parents' Income Groups*

	Item no	Groups	N	M
28.	When reading, stop once a while and point to a word that a picture stands for	1	138	3.29
		2	167	3.05
		3	104	3.35
		4	135	3.36
29.	Point out to the child the title of the book on the cover	1	142	3.16
		2	170	3.04
		3	104	3.12
		4	133	2.95
30.	Ask the child to read aloud something he/she has "written"	1	144	3.36
		2	173	3.27
		3	104	3.13
		4	131	2.98
31.	Say two words to the child and ask if the words rhyme	1	137	2.69
		2	171	2.37
		3	102	2.32
		4	133	2.28
32.	Say tongue twister	1	141	2.82
		2	171	2.53
		3	102	2.67
		4	134	2.57
33.	Ask the child to tell a story and write it down while he/she watches	1	137	3.02
		2	170	2.65
		3	97	2.86
		4	136	2.70
34.	When reading, point to the printed words as they read aloud	1	135	3.02
		2	169	2.82
		3	103	2.83
		4	135	2.79
35.	Watch and discuss educational TV shows together	1	133	3.38
		2	164	3.33
		3	103	3.59
		4	132	3.51
36.	Show the child that books are read from left to right and from up to bottom	1	137	3.39
		2	169	3.27
		3	101	3.22
		4	132	2.84

Table 4.15 (Con't) *Mean Scores and Standard Deviations of Each Importance Item for Parents' Income Groups*

Item no		Groups	N	M
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	1	135	3.05
		2	168	3.17
		3	102	3.33
		4	134	3.14
38.	Play games with the child that involve following directions	1	131	3.08
		2	161	2.95
		3	99	3.34
		4	130	3.33
39.	Play together with things like Legos, or blocks to strengthen hand muscle	1	139	3.38
		2	173	3.59
		3	104	3.67
		4	136	3.69
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	1	140	3.16
		2	171	2.98
		3	103	2.93
		4	132	2.77
41.	Ask which word in a group starts with a different sound	1	132	3.22
		2	167	2.84
		3	103	2.86
		4	133	2.86
42.	Show the child how to write a word	1	132	3.38
		2	166	3.00
		3	101	3.15
		4	134	2.77
43.	Play together with educational toys or computer games	1	141	3.32
		2	173	3.41
		3	105	3.58
		4	136	3.49
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	1	142	3.58
		2	173	3.62
		3	106	3.75
		4	136	3.70
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	1	140	3.09
		2	173	3.01
		3	104	3.23
		4	135	3.07

Table 4.17 *Ranked Frequency Ratings*

Item no	Activities	*M*	*SD*
44	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	2.43	.84
39	Play together with things like Lego, or blocks to strengthen hand muscle	2.18	.94
23	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	2.17	1.00
22	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	2.14	1.01
15	When reading, pause to define or describe unfamiliar words or pictures	2.12	.96
2	When reading ask children questions about the story	2.10	.89
10	During and after reading, encourage the child to talk about the story	2.10	.92
43	Play together with educational toys or computer games	2.04	.94
6	Sing children's song that rhyme	1.91	1.01
28	When reading, stop once a while and point to a word that a picture stands for	1.80	1.02
25	After reading, ask the child what happened first, next, and last in the study	1.79	1.04
5	Point and identify each letter in the child's name	1.72	1.12
35	Watch and discuss educational TV shows together	1.70	1.05
29	Point out to the child the title of the book on the cover	1.68	1.11
20	Encourage the child to attempt to print his/her own name	1.60	1.18
1	Read nursery rhymes	1.59	.96
13	When reading, ask the child to predict what will happen next	1.57	1.02
12	Encourage writing with the activities like connect-the-dots or simple mazes	1.56	1.06
11	Use new and/or interesting words in conversations with the child	1.54	1.10
37	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	1.54	1.09
16	Sing songs with rhymes that have been heard on the TV, or in street	1.52	1.03
38	Play games with the child that involve following directions	1.51	1.06
30	Ask the child to read aloud something he/she has "written"	1.50	1.15

Table 4.17 (Con't) *Ranked Frequency Ratings*

Item no	Activities	*M*	*SD*
27	Play rhyming games	1.49	1.02
45	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	1.45	1.14
24	Say aloud the each letter of the child's name while writing	1.44	1.15
26	When reading a familiar book, leave-out words and ask the child to fill them in	1.42	1.07
42	Show the child how to write and/or spell a word	1.40	1.12
7	Write letters and have the child trace them	1.39	1.12
19	Encourage the child to "pretend read" a book she/he has heard many times	1.32	1.07
36	Show the child that books are read from left to right and from up to bottom	1.30	1.11
18	Practice making letters in sand or with things like finger paints, clay or Playdoh	1.22	1.03
34	When reading, point to the printed words as they read aloud	1.20	1.12
40	Ask the child to draw a picture and "write" underneath the picture to describe it	1.17	1.10
14	Sing the alphabet song	1.12	1.03
8	Take the child to the library / bookstore to look at the books	1.12	.93
9	Use things like alphabet blocks or plastic magnetic letters to teach letter names	1.10	1.08
17	Read ABC books	1.04	.98
4	Read rhyming books	1.03	1.00
41	Ask which word in a group starts with a different sound	1.00	1.07
32	Say tongue twister	.89	.98
33	Ask the child to tell a story and write it down while he/she watches	.81	.97
3	Ask children to clap the number of syllabus in a name or word	.75	1.04
31	Say two words to the child and ask if the words rhyme	.63	.86
21	Ask the child to change the first sound in a name or word	.59	.88

Note: N= 677

Table 4.18 *Percentage of Parent-Reported Engagement Across Two Frequency Categories*

Item no	Activities	%	
		< *1/wk*	≥ 1/wk
44	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	12.9	87.1
2	When reading ask children questions about the story	20.1	79.9
10	During and after reading, encourage the child to talk about the story	21.1	78.9
39	Play together with things like Legos, or blocks to strengthen hand muscle	21.7	78.3
23	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	22.5	77.5
22	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	23.2	76.8
15	When reading, pause to define or describe unfamiliar words or pictures	23.6	76.4
43	Play together with educational toys or computer games	26.0	74.0
6	Sing children's song that rhyme	30.0	70.0
28	When reading, stop once a while and point to a word that a picture stands for	33.5	66.5
25	After reading, ask the child what happened first, next, and last in the study	34.9	65.1
35	Watch and discuss educational TV shows together	37.7	62.3
29	Point out to the child the title of the book on the cover	38.6	61.4
5	Point and identify each letter in the child's name	42.0	58.0
1	Read nursery rhymes	42.1	57.9
13	When reading, ask the child to predict what will happen next	42.1	57.9
12	Encourage writing with the activities like connect-the-dots or simple	43.0	57.0
20	Encourage the child to attempt to print his/her own name	45.8	54.2
11	Use new and/or interesting words in conversations with the child	45.8	54.2
38	Play games with the child that involve following directions	47.7	52.3
30	Ask the child to read aloud something he/she has "written"	48.4	51.6
16	Sing songs with rhymes that have been heard on the TV, or in street	49.0	51.0

Table 4.18 (Con't) *Percentage of Parent-Reported Engagement Across Two Frequency Categories*

Item no	Activities	%	
		< *1/wk*	≥ 1/wk
24	Say aloud the each letter of the child's name while writing	49.2	50.8
7	Write letters and have the child trace them	50.1	49.9
27	Play rhyming games	50.4	49.6
42	Show the child how to write and/or spell a word	52.7	47.3
45	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	54.1	45.9
26	When reading a familiar book, leave-out words and ask the child to fill them in	55.4	44.6
36	Show the child that books are read from left to right and from up to bottom	56.1	43.9
19	Encourage the child to "pretend read" a book she/he has heard many times	59.2	40.8
8	Take the child to the library / bookstore to look at the books	71.3	38.7
18	Practice making letters in sand or with things like finger paints, clay or Playdoh	62.6	37.4
34	When reading, point to the printed words as they read aloud	63.4	36.6
40	Ask the child to draw a picture and "write" underneath the picture to describe it	63.4	36.6
9	Use things like alphabet blocks or plastic magnetic letters to teach letter names	66.5	33.5
14	Sing the alphabet song	67.7	32.3
4	Read rhyming books	70.0	30.0
17	Read ABC books	71.5	28.5
41	Ask which word in a group starts with a different sound	72.2	27.8
32	Say tongue twister	75.2	24.8
3	Ask children to clap the number of syllabus in a name or word	78.1	21.9
33	Ask the child to tell a story and write it down while he/she watches	78.7	21.3
31	Say two words to the child and ask if the words rhyme	83.8	16.2
21	Ask the child to change the first sound in a name or word	84.8	15.2

Note: N= 677

Table 4.19 Mean Scores and Standard Deviations of Each Frequency Items (Mothers & Fathers)

	Activities	Parent	N	M	SD
1.	Read nursery rhymes	Mother	532	1.62	.98
		Father	118	1.42	.99
2.	When reading ask children questions about the story	Mother	530	2.15	.89
		Father	117	1.88	.95
3.	Ask children to clap the number of syllabus in a name or word	Mother	509	.71	1.00
		Father	108	.82	1.05
4.	Read rhyming books	Mother	510	1.05	1.05
		Father	112	.92	.99
5.	Point and identify each letter in the child's name	Mother	513	1.70	1.18
		Father	114	1.72	1.07
6.	Sing children's song that rhyme	Mother	507	1.94	1.06
		Father	111	1.80	1.07
7.	Write letters and have the child trace them	Mother	504	1.36	1.16
		Father	113	1.47	1.17
8.	Take the child to the library/ bookstore to look at the books	Mother	515	1.17	.96
		Father	116	.96	.97
9.	Use things like alphabet blocks or plastic magnetic letters to teach letter names	Mother	511	1.12	1.14
		Father	112	.98	1.04
10.	During and after reading, encourage the child to talk about the story	Mother	519	2.14	.93
		Father	117	1.89	1.04
11.	Use new and/or interesting words in conversations with the child	Mother	514	1.58	1.13
		Father	117	1.41	1.11
12.	Encourage writing with the activities like connect-the-dots or simple mazes	Mother	515	1.54	1.10
		Father	115	1.63	1.07
13.	When reading, ask the child to predict what will happen next	Mother	513	1.61	1.06
		Father	116	1.38	1.07
14.	Sing the alphabet song	Mother	513	1.16	1.07
		Father	117	.99	1.07
15.	When reading, pause to define or describe unfamiliar words or pictures	Mother	517	2.15	1.00
		Father	117	2.00	.95

Table 4.19 (Con't) *Means and Standard Deviations of Each Frequency Items (Mothers & Fathers)*

	Activities	Parent	N	M	SD
16.	Sing songs with rhymes that have been heard on the TV, or in street	Mother	520	1.56	1.03
		Father	121	1.32	1.13
17.	Read ABC books	Mother	505	1.04	1.03
		Father	117	.98	.93
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	Mother	509	1.22	1.07
		Father	121	1.22	1.07
19.	Encourage the child to "pretend read" a book she/he has heard many times	Mother	502	1.39	1.12
		Father	118	1.06	1.02
20.	Encourage the child to attempt to print his/her own name	Mother	506	1.56	1.23
		Father	118	1.68	1.19
21.	Ask the child to change the first sound in a name or word	Mother	500	.56	.90
		Father	115	.70	1.00
22.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	Mother	523	2.18	1.03
		Father	121	1.93	1.07
23.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	Mother	509	2.22	1.01
		Father	118	1.92	1.08
24.	Say aloud the each letter of the child's name while writing	Mother	507	1.40	1.20
		Father	116	1.53	1.17
25.	After reading, ask the child what happened first, next, and last in the study	Mother	502	1.86	1.06
		Father	119	1.48	1.09
26.	When reading a familiar book, leave-out words and ask the child to fill them in	Mother	511	1.48	1.12
		Father	120	1.17	1.01
27.	Play rhyming games	Mother	495	1.52	1.06
		Father	117	1.32	1.02
28.	When reading, stop once a while and point to a word that a picture stands for	Mother	507	1.88	1.03
		Father	118	1.45	1.10
29.	Point out to the child the title of the book on the cover	Mother	503	1.77	1.13
		Father	119	1.30	1.14
30.	Ask the child to read aloud something he/she has "written"	Mother	513	1.52	1.19
		Father	119	1.34	1.17

Table 4.19 (Con't) *Means and Standard Deviations of Each Frequency Items (Mothers & Fathers)*

	Activities	Parent	N	M	SD
31.	Say two words to the child and ask if the words rhyme	Mother	509	.61	.89
		Father	118	.69	.90
32.	Say tongue twister	Mother	507	.88	1.02
		Father	115	.90	1.03
33.	Ask the child to tell a story and write it down while he/she watches	Mother	499	.80	1.03
		Father	120	.80	.93
34.	When reading, point to the printed words as they read aloud	Mother	500	1.22	1.17
		Father	119	1.08	1.15
35.	Watch and discuss educational TV shows together	Mother	502	1.71	1.09
		Father	116	1.65	1.11
36.	Show the child that books are read from left to right and from up to bottom	Mother	503	1.30	1.18
		Father	116	1.26	1.09
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	Mother	500	1.53	1.14
		Father	120	1.54	1.14
38.	Play games with the child that involve following directions	Mother	479	1.54	1.07
		Father	114	1.30	1.03
39.	Play together with things like Legos, or blocks to strengthen hand muscle	Mother	519	2.24	.94
		Father	120	1.89	1.05
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	Mother	505	1.19	1.16
		Father	116	1.04	1.07
41.	Ask which word in a group starts with a different sound	Mother	499	1.00	1.14
		Father	113	.90	1.02
42.	Show the child how to write a word	Mother	496	1.39	1.19
		Father	112	1.43	1.15
43.	Play together with educational toys or computer games	Mother	514	2.07	.97
		Father	121	1.94	1.00
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	Mother	516	2.47	.2
		Father	119	2.26	1.01
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	Mother	514	1.47	1.18
		Father	117	1.36	1.18

Table 4.24 *Mean Scores and Standard Deviations of Each Frequency Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
1.	Read nursery rhymes	1	172	1.80
		2	206	1.52
		3	272	1.50
2.	When reading ask children questions about the story	1	170	1.91
		2	206	2.18
		3	271	2.17
3.	Ask children to clap the number of syllabus in a name or word	1	164	.62
		2	198	.59
		3	255	.91
4.	Read rhyming books	1	163	.77
		2	201	1.02
		3	258	1.19
5.	Point and identify each letter in the child's name	1	162	1.13
		2	203	1.48
		3	262	2.23
6.	Sing children's song that rhyme	1	162	2.02
		2	197	1.93
		3	259	1.84
7.	Write letters and have the child trace them	1	158	.84
		2	194	1.26
		3	265	1.80
8.	Take the child to the library/ bookstore to look at the books	1	167	1.05
		2	202	1.25
		3	262	1.08
9.	Use things like alphabet blocks or plastic magnetic letters to teach letter names	1	163	.96
		2	200	1.03
		3	260	1.23

Table 4.24 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
10.	During and after reading, encourage the child to talk about the story	1	166	1.75
		2	204	2.19
		3	266	2.23
11.	Use new and/or interesting words in conversations with the child	1	171	1.41
		2	200	1.68
		3	260	1.53
12.	Encourage writing with the activities like connect-the-dots or simple mazes	1	164	.86
		2	201	1.56
		3	265	1.98
13.	When reading, ask the child to predict what will happen next	1	165	1.25
		2	204	1.52
		3	260	1.80
14.	Sing the alphabet song	1	166	1.21
		2	202	1.03
		3	262	1.15
15.	When reading, pause to define or describe unfamiliar words or pictures	1	165	1.76
		2	205	2.21
		3	264	2.27
16.	Sing songs with rhymes that have been heard on the TV, or in street	1	174	1.60
		2	204	1.57
		3	263	1.42
17.	Read ABC books	1	168	.88
		2	197	.90
		3	257	1.23
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	1	168	.96
		2	202	1.17
		3	260	1.42

Table 4.24 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
28.	Encourage the child to "pretend read" a book she/he has heard many times	1	168	1.25
		2	200	1.46
		3	252	1.27
29.	Encourage the child to attempt to print his/her own name	1	165	.88
		2	198	1.30
		3	261	2.24
30.	Ask the child to change the first sound in a name or word	1	165	.47
		2	197	.45
		3	253	.77
31.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	1	174	1.71
		2	207	2.27
		3	263	2.30
32.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	1	170	1.78
		2	204	2.36
		3	253	2.27
33.	Say aloud the each letter of the child's name while writing	1	162	.91
		2	198	1.19
		3	263	1.91
34.	After reading, ask the child what happened first, next, and last in the study	1	166	1.37
		2	200	1.82
		3	255	2.04
35.	When reading a familiar book, leave-out words and ask the child to fill them in	1	168	1.12
		2	196	1.59
		3	267	1.48
36.	Play rhyming games	1	167	1.54
		2	199	1.56
		3	246	1.39

Table 4.24 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
28.	When reading, stop once a while and point to a word that a picture stands for	1	169	1.80
		2	197	1.84
		3	259	1.75
29.	Point out to the child the title of the book on the cover	1	170	1.51
		2	197	1.68
		3	255	1.79
30.	Ask the child to read aloud something he/she has "written"	1	168	.93
		2	198	1.36
		3	266	1.93
31.	Say two words to the child and ask if the words rhyme	1	167	.43
		2	202	.47
		3	258	.87
32.	Say tongue twister	1	164	.70
		2	199	.77
		3	259	1.09
33.	Ask the child to tell a story and write it down while he/she watches	1	164	.48
		2	196	.63
		3	259	1.12
34.	When reading, point to the printed words as they read aloud	1	165	.96
		2	200	1.20
		3	254	1.35
35.	Watch and discuss educational TV shows together	1	166	1.34
		2	198	1.76
		3	254	1.88
36.	Show the child that books are read from left to right and from up to bottom	1	163	.78
		2	199	1.21
		3	257	1.67

Table 4.24 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents of Children in Different Age Group*

	Item no	Groups	N	M
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	1	164	1.29
		2	201	1.55
		3	255	1.67
38.	Play games with the child that involve following directions	1	160	1.33
		2	186	1.55
		3	247	1.55
39.	Play together with things like Legos, or blocks to strengthen hand muscle	1	171	2.14
		2	206	2.34
		3	262	2.07
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	1	161	.80
		2	197	1.05
		3	263	1.47
41.	Ask which word in a group starts with a different sound	1	161	.58
		2	198	.78
		3	253	1.40
42.	Show the child how to write a word	1	163	1.20
		2	197	1.22
		3	248	1.67
43.	Play together with educational toys or computer games	1	171	1.89
		2	203	2.09
		3	261	2.10
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	1	168	2.31
		2	206	2.54
		3	261	2.41
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	1	165	1.18
		2	204	1.51
		3	262	1.57

Table 4.27 *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Education Groups*

	Item no	Groups	N	M
1.	Read nursery rhymes	1	122	1.57
		2	193	1.51
		3	328	1.63
2.	When reading ask children questions about the story	1	119	1.88
		2	195	2.07
		3	328	2.22
3.	Ask children to clap the number of syllabus in a name or word	1	105	.99
		2	189	.84
		3	318	.57
4.	Read rhyming books	1	109	1.20
		2	186	.92
		3	321	1.03
5.	Point and identify each letter in the child's name	1	110	2.05
		2	188	1.87
		3	324	1.49
6.	Sing children's song that rhyme	1	109	1.80
		2	188	1.84
		3	315	2.01
7.	Write letters and have the child trace them	1	115	1.72
		2	182	1.60
		3	315	1.14
8.	Take the child to the library/ bookstore to look at the books	1	112	1.00
		2	191	.97
		3	323	1.27
9.	Use things like alphabet blocks or plastic magnetic letters to teach letter names	1	112	1.26
		2	187	1.13
		3	318	1.02

Table 4.27 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Education Groups*

	Item no	Groups	N	M
10.	During and after reading, encourage the child to talk about the story	1	116	1.97
		2	189	2.09
		3	326	2.16
11.	Use new and/or interesting words in conversations with the child	1	116	1.20
		2	187	1.46
		3	323	1.73
12.	Encourage writing with the activities like connect-the-dots or simple mazes	1	112	1.80
		2	189	1.59
		3	323	1.46
13.	When reading, ask the child to predict what will happen next	1	114	1.51
		2	188	1.65
		3	321	1.55
14.	Sing the alphabet song	1	117	1.44
		2	186	1.09
		3	321	1.03
15.	When reading, pause to define or describe unfamiliar words or pictures	1	112	1.91
		2	191	2.18
		3	325	2.18
16.	Sing songs with rhymes that have been heard on the TV, or in street	1	119	1.35
		2	192	1.47
		3	324	1.60
17.	Read ABC books	1	114	1.46
		2	185	.96
		3	317	.92
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	1	120	1.56
		2	184	1.23
		3	319	1.09

Table 4.27 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Education Groups*

	Item no	Groups	N	M
19.	Encourage the child to "pretend read" a book she/he has heard many times	1	113	1.25
		2	186	1.35
		3	316	1.35
20.	Encourage the child to attempt to print his/her own name	1	117	2.03
		2	183	1.85
		3	318	1.28
21.	Ask the child to change the first sound in a name or word	1	116	.89
		2	181	.61
		3	313	.47
22.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	1	118	2.13
		2	192	2.12
		3	327	2.17
23.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	1	117	1.82
		2	186	2.23
		3	317	2.27
24.	Say aloud the each letter of the child's name while writing	1	116	1.78
		2	185	1.68
		3	316	1.15
25.	After reading, ask the child what happened first, next, and last in the study	1	111	1.84
		2	186	1.80
		3	318	1.79
26.	When reading a familiar book, leave-out words and ask the child to fill them in	1	117	1.51
		2	188	1.44
		3	320	1.39
27.	Play rhyming games	1	110	1.72
		2	183	1.40
		3	313	1.47

Table 4.27 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Education Groups*

	Item no	Groups	N	M
28.	When reading, stop once a while and point to a word that a picture stands for	1	116	1.82
		2	184	1.75
		3	318	1.84
29.	Point out to the child the title of the book on the cover	1	114	1.74
		2	184	1.71
		3	319	1.66
30.	Ask the child to read aloud something he/she has "written"	1	120	1.73
		2	189	1.70
		3	318	1.29
31.	Say two words to the child and ask if the words rhyme	1	115	.98
		2	186	.66
		3	320	.48
32.	Say tongue twister	1	113	1.27
		2	183	.87
		3	320	.77
33.	Ask the child to tell a story and write it down while he/she watches	1	110	1.18
		2	184	.84
		3	319	.65
34.	When reading, point to the printed words as they read aloud	1	111	1.32
		2	183	1.28
		3	319	1.12
35.	Watch and discuss educational TV shows together	1	114	1.81
		2	186	1.59
		3	312	1.75
36.	Show the child that books are read from left to right and from up to bottom	1	113	1.58
		2	184	1.36
		3	316	1.16

Table 4.27 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Education Groups*

	Item no	Groups	N	M
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	1	106	1.54
		2	188	1.44
		3	320	1.61
38.	Play games with the child that involve following directions	1	109	1.60
		2	173	1.26
		3	305	1.61
39.	Play together with things like Legos, or blocks to strengthen hand muscle	1	115	2.11
		2	193	2.07
		3	324	2.29
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	1	113	1.56
		2	184	1.33
		3	318	.94
41.	Ask which word in a group starts with a different sound	1	108	1.27
		2	181	1.14
		3	317	.80
42.	Show the child how to write a word	1	109	1.52
		2	181	1.55
		3	312	1.28
43.	Play together with educational toys or computer games	1	114	2.00
		2	189	1.95
		3	326	2.14
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	1	113	2.34
		2	191	2.29
		3	325	2.57
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	1	115	1.57
		2	188	1.51
		3	323	1.39

Table 4.29 *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Income Groups*

	Item no	Groups	N	M
1.	Read nursery rhymes	1	134	1.53
		2	172	1.51
		3	107	1.77
		4	135	1.63
2.	When reading ask children questions about the story	1	133	1.96
		2	169	2.04
		3	106	2.22
		4	137	2.27
3.	Ask children to clap the number of syllabus in a name or word	1	124	1.03
		2	158	.82
		3	105	.61
		4	135	.49
4.	Read rhyming books	1	122	1.01
		2	162	1.06
		3	104	1.19
		4	134	.97
5.	Point and identify each letter in the child's name	1	126	2.15
		2	161	1.89
		3	105	1.47
		4	136	1.42
6.	Sing children's song that rhyme	1	126	1.91
		2	157	1.83
		3	101	2.00
		4	134	2.05
7.	Write letters and have the child trace them	1	131	1.82
		2	159	1.59
		3	102	1.13
		4	129	.96
8.	Take the child to the library/ bookstore to look at the books	1	129	1.05
		2	162	.98
		3	104	1.05
		4	137	1.33
9.	Use things like alphabet blocks or plastic magnetic letters to teach letter names	1	130	1.25
		2	158	1.04
		3	103	.92
		4	135	1.04

Table 4.29 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Income Groups*

	Item no	Groups	N	M
10.	During and after reading, encourage the child to talk about the story	1	130	2.10
		2	163	2.06
		3	106	2.08
		4	137	2.20
11.	Use new and/or interesting words in conversations with the child	1	130	1.47
		2	161	1.39
		3	107	1.71
		4	135	1.76
12.	Encourage writing with the activities like connect-the-dots or simple mazes	1	131	1.76
		2	158	1.63
		3	104	1.54
		4	135	1.35
13.	When reading, ask the child to predict what will happen next	1	132	1.71
		2	158	1.62
		3	104	1.47
		4	136	1.56
14.	Sing the alphabet song	1	130	1.25
		2	161	1.24
		3	104	.95
		4	135	1.00
15.	When reading, pause to define or describe unfamiliar words or pictures	1	130	2.09
		2	167	2.16
		3	105	2.19
		4	135	2.11
16.	Sing songs with rhymes that have been heard on the TV, or in street	1	135	1.44
		2	166	1.42
		3	106	1.69
		4	135	1.59
17.	Read ABC books	1	128	1.24
		2	161	1.02
		3	102	.96
		4	131	.90
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	1	131	1.50
		2	166	1.26
		3	104	1.02
		4	132	1.11

Table 4.29 (Con't) M*ean Scores and Standard Deviations of Each Frequency Item for Parents in Different Income Groups*

	Item no	Groups	N	M
19.	Encourage the child to "pretend read" a book she/he has heard many times	1	133	1.31
		2	157	1.26
		3	102	1.48
		4	132	1.34
20.	Encourage the child to attempt to print his/her own name	1	132	2.10
		2	160	1.80
		3	103	1.27
		4	130	1.15
21.	Ask the child to change the first sound in a name or word	1	129	.90
		2	162	.65
		3	98	.51
		4	130	.34
22.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	1	137	2.13
		2	167	2.17
		3	107	2.07
		4	135	2.10
23.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	1	133	2.03
		2	163	2.16
		3	102	2.26
		4	133	2.34
24.	Say aloud the each letter of the child's name while writing	1	133	1.96
		2	159	1.52
		3	100	1.13
		4	132	1.02
25.	After reading, ask the child what happened first, next, and last in the study	1	129	1.83
		2	163	1.83
		3	102	1.66
		4	134	1.77
26.	When reading a familiar book, leave-out words and ask the child to fill them in	1	134	1.56
		2	164	1.33
		3	103	1.41
		4	132	1.40
27.	Play rhyming games	1	127	1.65
		2	157	1.43
		3	103	1.61
		4	129	1.40

Table 4.29 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Income Groups*

	Item no	Groups	N	M
28.	When reading, stop once a while and point to a word that a picture stands for	1	130	1.94
		2	159	1.51
		3	104	1.95
		4	134	1.87
29.	Point out to the child the title of the book on the cover	1	131	1.82
		2	162	1.64
		3	103	1.69
		4	132	1.52
30.	Ask the child to read aloud something he/she has "written"	1	136	1.78
		2	167	1.62
		3	104	1.35
		4	130	1.13
31.	Say two words to the child and ask if the words rhyme	1	132	.89
		2	165	.65
		3	101	.59
		4	132	.45
32.	Say tongue twister	1	129	1.09
		2	164	.88
		3	101	.90
		4	133	.76
33.	Ask the child to tell a story and write it down while he/she watches	1	126	1.02
		2	163	.84
		3	98	.67
		4	136	.64
			523	.80
34.	When reading, point to the printed words as they read aloud	1	129	1.36
		2	161	1.22
		3	101	1.19
		4	133	1.09
35.	Watch and discuss educational TV shows together	1	128	1.77
		2	158	1.57
		3	102	1.82
		4	132	1.79
36.	Show the child that books are read from left to right and from up to bottom	1	129	1.64
		2	165	1.40
		3	100	1.20
		4	130	1.02

Table 4.29 (Con't) *Mean Scores and Standard Deviations of Each Frequency Item for Parents in Different Income Groups*

Item no		Groups	N	M
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	1	126	1.42
		2	164	1.54
		3	102	1.63
		4	134	1.63
38.	Play games with the child that involve following directions	1	123	1.37
		2	156	1.41
		3	99	1.61
		4	128	1.60
39.	Play together with things like Legos, or blocks to strengthen hand muscle	1	134	1.96
		2	169	2.14
		3	104	2.27
		4	135	2.39
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	1	130	1.47
		2	163	1.33
		3	103	.94
		4	132	.76
41.	Ask which word in a group starts with a different sound	1	125	1.35
		2	161	1.04
		3	101	.80
		4	132	.67
42.	Show the child how to write a word	1	125	1.60
		2	160	1.41
		3	100	1.55
		4	131	1.05
43.	Play together with educational toys or computer games	1	134	1.90
		2	165	2.01
		3	105	2.13
		4	136	2.17
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	1	135	2.24
		2	165	2.39
		3	105	2.62
		4	134	2.57
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	1	131	1.65
		2	167	1.41
		3	104	1.50
		4	132	1.28

Table 4.30 *Correlations Between Parent Importance and Frequency Responses*

	Activities	Coefficient	Importance vs. Frequency
1.	Read nursery rhymes	*r*	.462*
		N	643
2.	When reading ask children questions about the story	*r*	.336*
		N	642
3.	Ask children to clap the number of syllabus in a name or word	*r*	.432*
		N	609
4.	Read rhyming books	*r*	.510**
		N	611
5.	Point and identify each letter in the child's name	*r*	.566**
		N	620
6.	Sing children's song that rhyme	*r*	.580**
		N	612
7.	Write letters and have the child trace them	*r*	.566**
		N	610
8.	Take the child to the library/ bookstore to look at the books	*r*	.398*
		N	621
9.	Use things like alphabet blocks or plastic magnetic letters to teach letter names	*r*	.534**
		N	619
10.	During and after reading, encourage the child to talk about the story	*r*	.389*
		N	633
11.	Use new and/or interesting words in conversations with the child	*r*	.639***
		N	623
12.	Encourage writing with the activities like connect-the-dots or simple mazes	*r*	.483*
		N	622
13.	When reading, ask the child to predict what will happen next	*r*	.445*
		N	626
14.	Sing the alphabet song	*r*	.496*
		N	625
15.	When reading, pause to define or describe unfamiliar words or pictures	*r*	.406*
		N	630

*Note. All correlations are significant; p < 0.01. *Weak to moderate association;*

*** Moderate association; *** Moderate to strong association*

Table 4.30 (Con't) *Correlations Between Parent Importance and Frequency Responses*

	Activities	Coefficient	Importance vs. Frequency
16.	Sing songs with rhymes that have been heard on the TV, or in street	*r*	.665***
		N	638
17.	Read ABC books	*r*	.483*
		N	616
18.	Practice making letters in sand or with things like finger paints, clay or Playdoh	*r*	.481*
		N	622
19.	Encourage the child to "pretend read" a book she/he has heard many times	*r*	.654***
		N	613
20.	Encourage the child to attempt to print his/her own name	*r*	.615***
		N	616
21.	Ask the child to change the first sound in a name or word	*r*	.466*
		N	605
22.	Encourage the child to use different materials like crayons, pens, pencils, chalk, or markers for writing or drawing	*r*	.558**
		N	637
23.	Encourage the child to talk for at least two minutes about a topic like what he or she is doing	*r*	.565**
		N	622
24.	Say aloud the each letter of the child's name while writing	*r*	.579**
		N	618
25.	After reading, ask the child what happened first, next, and last in the study	*r*	.492*
		N	616
26.	When reading a familiar book, leave-out words and ask the child to fill them in	*r*	.440*
		N	625
27.	Play rhyming games	*r*	.536**
		N	603
28.	When reading, stop once a while and point to a word that a picture stands for	*r*	.580**
		N	618
29.	Point out to the child the title of the book on the cover	*r*	.669***
		N	617
30.	Ask the child to read aloud something he/she has "written"	*r*	.546**
		N	627

*Note. All correlations are significant; p < 0.01. *Weak to moderate association;*

*** Moderate association; **** Moderate to strong association*

Table 4.30 (Con't) *Correlations Between Parent Importance and Frequency Responses*

	Activities	Coefficient	Importance vs. Frequency
31.	Say two words to the child and ask if the words rhyme	*r*	.488*
		N	621
32.	Say tongue twister	*r*	.547**
		N	618
33.	Ask the child to tell a story and write it down while he/she watches	*r*	.429*
		N	611
34.	When reading, point to the printed words as they read aloud	*r*	.620***
		N	611
35.	Watch and discuss educational TV shows together	*r*	.507**
		N	612
36.	Show the child that books are read from left to right and from up to bottom	*r*	.534**
		N	611
37.	Point out different types of printed materials around the house (ex: books, magazines, newspapers) and in the community (ex: signs, menus)	*r*	.604**
		N	615
38.	Play games with the child that involve following directions	*r*	.523**
		N	586
39.	Play together with things like Legos, or locks to strengthen hand muscle	*r*	.513**
		N	634
40.	Ask the child to draw a picture and "write" underneath the picture to describe it	*r*	.511**
		N	618
41.	Ask which word in a group starts with a different sound	*r*	.466*
		N	607
42.	Show the child how to write a word	*r*	.580**
		N	604
43.	Play together with educational toys or computer games	*r*	.518**
		N	630
44.	Describe the actions of what being done during common activities like shopping, cooking dinner, or taking a bath	*r*	.499*
		N	633
45.	Encourage the child to write lists during make-believe play (ex: taking an "order" at a restaurant, making a shopping list for the grocery store)	*r*	.595**
		N	629

*Note. All correlations are significant; p < 0.01. *Weak to moderate association;*

*** Moderate association; **** Moderate to strong association*

APPENDIX B - QUESTIONNAIRE

Sevgili Anne-Baba,

Öncelikle desteğiniz için çok teşekkür ediyorum.

Bu tez çalışmasının amacı henüz ilkokula gitmeyen çocukları olan anne-babaların **okuma ve yazmaya hazırlık (okuma-yazma öğrenmeden önceki dönem) konusundaki fikirleri**ni öğrenmektir.

Çalışmaya katılmanız için çocuğunuzun okuma-yazma bilmesi **GEREKMEMEKTEDİR**; çocuğunuzun İLKOKULA GİTMEMESİ yeterlidir.

Bu anket çocuğunuzun okuma ve yazma konusundaki seviyesini ölçmek için **DEĞİLDİR. Anketin amacı,** okuma-yazmaya hazırlığı destekleyen etkinlikler hakkında **siz anne-babaların fikirlerinizi** ve **bu etkinlikleri çocuklarınızla ne sıklıkta yaptığınızı öğrenmektir.**

Anketteki toplam 45 etkinliğin, **çocuğunuzun yaşı kaç olursa olsun,** sizin için ne kadar önemli olduğunu A sütunundaki

Çok önemli değil	Biraz önemli	Çok önemli ama kesin gerekli değil	Kesinlikle çok önemli ve gerekli

B sütunundaki

Nadiren veya hiçbir zaman	Ayda 1 veya 2 kere	Haftada 1 veya 2 kere	Haftada 3 veya daha fazla

seçeneklerden **birini** seçmeniz istenir.

Çalışmamın net ve doğru sonuçlar verebilmesi için TÜM soruların **HEM "A" HEM DE "B" SÜTUNLARININ** işaretlenmesi **önemlidir.**

ÖNEMLİ!!! Anketi anne-babadan SADECE birinin doldurması gerekmektedir.

Katkılarınız ve zaman ayırdığınız için tekrar TEŞEKKÜR EDERİM…

Sevil ALTIPARMAK

Gönüllü Katılım Formu

Bu çalışma, Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü Erken Çocukluk Eğitimi Tezli Yüksek Lisans Programı öğrencisi Sevil Altıparmak'ın yüksek lisans tez çalışmasıdır. Çalışmanın adı, "Okul Öncesi Dönem Çocuğu olan Ailelerin Okuma-Yazmaya Hazırlık Konusundaki Görüşleri ve Okuma-Yazmaya Hazırlığı Destekleyen Ev Etkinlikleri"dir. **Çalışmanın amacı, ilköğretim eğitimine başlamamış yaşta çocuğu olan anne-babaların "okuma-yazmaya hazırlık (okuma-yazma öğrenmeden önceki dönem)" ile ilgili görüşleri ve çocukları ile evde yaptıkları okuma-yazmaya hazırlık etkinlikleri ile ilgili bilgi toplamaktır.**

Çalışmaya katılım tamamen gönüllülük temelinde olmalıdır. Bilgi toplamada kullanılacak ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir; elde edilecek bilgiler sadece çalışma sahibinin yüksek lisans tezinde ve bilimsel yayımlarda kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye anketi teslim etmeniz yeterli olacaktır.

Çalışma hakkında daha fazla bilgi almak isterseniz tez danışmanım, Eğitim Fakültesi İlköğretim Bölümü Okul Öncesi Öğretmenliği Bölümü öğretim üyesi, Dr. Refika Olgan ile (Tel: 0 312 2103671; E-posta: rolgan@metu.edu.tr) ya da araştırma sahibi ben **Sevil Altıparmak (Tel: 0312 3324390 & 0505 4689184; E-posta: sevilaltiparmak@yahoo.com) ile iletişim kurabilirsiniz.**

Bu çalışmaya katıldığınız için teşekkür ederim.

Anne-Baba hakkında demografik bilgi

Lütfen aşağıdaki sizin ve çocuğunuzla ilgili bilgileri cevaplayınız.

1. Çocuğun ____ annesiyim ____babasıyım

2. Çocuğun yaşı: _____ yıl _____ ay

3. Çocuğunuz şu anda bir okul öncesi eğitim kurumuna devam ediyor mu? ___ Evet ___Hayır

Evet ise aşağıdaki seçeneklerden uygun olanı işaretleyiniz

___kreş / Gündüz Bakım Evi (0-3 yaş) ___ özel yuva/ anaokulu (3-6yaş) ___devlet anaokulu (3-6yaş)

___uygulama anaokulu/kuruma bağlı anaokulu ___ özel anasınıfı (6yaş) ___devlet anasınıfı (6yaş)

4. Çocuğun daha önceki okul deneyimi:

___ hiç okula gitmedi ___kreş / Gündüz Bakım Evi (0-3 yaş) ___ özel yuva/ anaokulu (3-6yaş)

___devlet anaokulu (3-6yaş) ___uygulama anaokulu/kuruma bağlı anaokulu

___ özel anasınıfı (6yaş) ___devlet anasınıfı (6yaş)

5. Yaşınız: _____ **6. Eşinizin Yaşı:** _____

7. Eğitim durumunuz (derece ve/veya yıl olarak):

___ İlkokul terk ___ İlkokul (5yıl) ___ Ortaokul (8yıl) ___ Lise(11 yıl)
___Üniversite ___Yüksek lisans ___Doktora

8. Eşinizin eğitim durumu (derece ve/veya yıl olarak):

___ İlkokul terk ___ İlkokul (5yıl) ___ Ortaokul (8yıl) ___ Lise(11 yıl)
___Üniversite ___Yüksek lisans ___Doktora

9. Evde yaşayan anne ve baba dışındaki yetişkinler (varsa)_____

10. Evde yaşayan toplam çocuk sayısı: ____ **11. Evde okula giden başka çocuk** ___Var
___Yok

12. Sizin ve eşinizin ortalama *aylık* geliriniz toplamı: _____ TL

OKUMA-YAZMAYA HAZIRLIK ANKETİ									
		A **Bu faaliyeti çocuğunuzla yapmak sizin için ne kadar gerekli veya önemli?**				**B** **Çocuğunuzla bu faaliyeti ne sıklıkta yapıyorsunuz?**			
Aşağıdaki etkinliklerin sizin için ne kadar önemli olduklarını ve bunları hangi sıklıkta yaptığınızı **A ve B sütunlarında ayrı ayrı** işaretleyiniz		Çok önemli değil	Biraz önemli	Çok önemli ama kesin gerekli değil	Kesinlikle çok önemli ve gerekli	Nadiren veya hiçbir zaman	Ayda bir veya iki kere	Haftada bir veya iki kere	Haftada üç veya daha fazla kere
1.	Çocuk tekerlemeleri, maniler okumak	1	2	3	4	0	1	2	3
2.	Hikaye okurken çocuğa sorular sormak	1	2	3	4	0	1	2	3
3.	Çocuktan bir kelime veya ismin hece sayısına göre el çırpmasını istemek	1	2	3	4	0	1	2	3
4.	Kafiyeli kitaplar okumak	1	2	3	4	0	1	2	3
5.	Çocuğun ismindeki harfleri gösterip tanıtmak	1	2	3	4	0	1	2	3
6.	Kafiyeli çocuk şarkıları söylemek	1	2	3	4	0	1	2	3
7.	Çocuğun, çizdiğiniz harflerin üzerinden kalemle geçmesini istemek	1	2	3	4	0	1	2	3
8.	Çocuğu kitaplara bakması için kütüphaneye veya kitapçıya götürmek	1	2	3	4	0	1	2	3
9.	Harfleri öğretmek için tahta veya mıknatıslı harfler kullanmak	1	2	3	4	0	1	2	3
10.	Hikaye okurken veya okuduktan sonra çocuğu hikaye hakkında konuşmaya teşvik etmek	1	2	3	4	0	1	2	3
11.	Çocukla sohbet ederken sıradışı ve ilginç kelimeler kullanmak	1	2	3	4	0	1	2	3
12.	Noktaları birleştirme veya basit labirent gibi etkinliklerle yazı yazmayı teşvik etmek	1	2	3	4	0	1	2	3
13.	Bir hikaye okurken çocuktan hikayede sonra ne olacağını tahmin etmesini istemek	1	2	3	4	0	1	2	3
14.	Alfabe ile ilgili şarkılar söylemek	1	2	3	4	0	1	2	3
15.	Çocuğunuza okurken bilinmedik kelimelerle karşılaşıldığında durup bunları anlatmak veya tanımlamak	1	2	3	4	0	1	2	3
Lütfen bir sonraki sayfadan devam ediniz									

	A **Bu faaliyeti çocuğunuzla yapmak sizin için ne kadar gerekli veya önemli?**				B **Çocuğunuzla bu faaliyeti ne sıklıkta yapıyorsunuz?**			
Aşağıdaki etkinliklerin sizin için ne kadar önemli olduklarını ve bunları hangi sıklıkta yaptığınızı **A ve B sütunlarında ayrı ayrı** işaretleyiniz	Çok önemli değil	Biraz önemli	Çok önemli ama kesin gerekli değil	Kesinlikle çok önemli ve gerekli	Nadiren veya hiçbir zaman	Ayda bir veya iki kere	Haftada bir veya iki kere	Haftada üç veya daha fazla kere
16. Televizyonda, radyoda veya sokakta duyduğunuz kafiyeli şarkıları söylemek	1	2	3	4	0	1	2	3
17. Harflerle alfabe ile ilgili kitapları okumak	1	2	3	4	0	1	2	3
18. Kum veya parmak boyası, kil ve oyun hamuru gibi şeylerle harfler oluşturmaya çalışmak	1	2	3	4	0	1	2	3
19. Çocuğa daha önce birkaç kez okuduğunuz bir kitabı "okuyormuş gibi" yapmaya teşvik etmek	1	2	3	4	0	1	2	3
20. Çocuğu kendi adını yazmasına teşvik etmek	1	2	3	4	0	1	2	3
21. Çocuğa bir kelimenin veya bir ismin ilk sesini değiştirmesini istemek mesela, Murat'ı surat olarak değiştirmek)	1	2	3	4	0	1	2	3
22. Çocuğu yazarken veya resim yaparken pastel boya, tebeşir, kurşun, keçeli veya tükenmez kalem gibi değişik malzemeler kullanmasına teşvik etmek	1	2	3	4	0	1	2	3
23. Çocuğu en azından 2 dakika süresince bir konu, bir kişi veya o an ne yaptığı hakkında konuşmaya teşvik etmek	1	2	3	4	0	1	2	3
24. Çocuk adını yazarken harfleri tek tek yüksek sesli söylemek	1	2	3	4	0	1	2	3
25. Bir hikaye okuduktan sonra ilk başta, sonra ve en sonda neler olduğunu sormak	1	2	3	4	0	1	2	3
26. Bilindik bir kitap okurken bazı kelimeleri söylemeyip çocuktan tamamlamasını istemek	1	2	3	4	0	1	2	3
27. Tekerlemeli oyunları oynamak	1	2	3	4	0	1	2	3
28. Bir şey okurken durup belirli bir kelimenin resmini göstermek	1	2	3	4	0	1	2	3
29. Kitabın kapağındaki kitap ismini göstermek	1	2	3	4	0	1	2	3
30. Çocuğun "yazdığı" bir şeyi okumasını istemek	1	2	3	4	0	1	2	3
Lütfen bir sonraki sayfadan devam ediniz								

		A **Bu faaliyeti çocuğunuzla yapmak sizin için ne kadar gerekli veya önemli?**				B **Çocuğunuzla bu faaliyeti ne sıklıkta yapıyorsunuz?**			
Aşağıdaki etkinliklerin sizin için ne kadar önemli olduklarını ve bunları hangi sıklıkta yaptığınızı **A ve B sütunlarında ayrı ayrı** işaretleyiniz		Çok önemli değil	Biraz önemli	Çok önemli ama kesin gerekli değil	Kesinlikle çok önemli ve gerekli	Nadiren veya hiçbir zaman	Ayda bir veya iki kere	Haftada bir veya iki kere	Haftada üç veya daha fazla kere
31.	İki kelime söyleyip bunların kafiyeli olup olmadığını sormak	1	2	3	4	0	1	2	3
32.	Dil sürçmeli tekerlemeler söyletmek	1	2	3	4	0	1	2	3
33.	Çocuğun bir hikaye anlatmasını istemek ve o izlerken hikayeyi yazıya dökmek	1	2	3	4	0	1	2	3
34.	Çocuğunuza okurken okuduğunuz kelimeleri parmakla göstermek	1	2	3	4	0	1	2	3
35.	Belgesel ve eğitici programları beraber izleyip tartışmak	1	2	3	4	0	1	2	3
36.	Okuma işleminin soldan sağa ve yukarıdan aşağı doğru yapıldığını göstermek	1	2	3	4	0	1	2	3
37.	Evdeki (gazete, kitap, dergi) ve kamu alanlarındaki (tabelalar, menüler) farklı türdeki yazılı materyallerine dikkat çekmek	1	2	3	4	0	1	2	3
38.	Yönergeli oyunlar oynamak	1	2	3	4	0	1	2	3
39.	El kaslarını güçlendirmek için kil, lego veya blok gibi oyuncaklarla beraber oynamak	1	2	3	4	0	1	2	3
40.	Çocuk bir resim çizdikten sonra ondan resmin altına resmi anlatan bir şey yazmasını / bir şeyler karalamasını istemek	1	2	3	4	0	1	2	3
41.	Birkaç kelimenin içinde hangisinin farklı sesle başladığını sormak ("masa, moda, kavun, müzik" gibi)	1	2	3	4	0	1	2	3
42.	Çocuğa bir kelimenin nasıl yazıldığını ve/veya kelimenin nasıl telafuz edildiğini göstermek	1	2	3	4	0	1	2	3
43.	Eğitici oyuncaklarla veya bilgisayar oyunlarını beraber oynamak	1	2	3	4	0	1	2	3
44.	Bir işi yaparken (örneğin; alışveriş yapma, yemek pişirme veya banyo yapma) ne yapıyor olduğunuzu anlatmak	1	2	3	4	0	1	2	3
45.	Evcilik oyunlarında çocuğu listeler hazırlamaya teşvik etmek (garsonculuk oynarken "sipariş alma" veya evcilik oynarken "alışveriş listesi" hazırlama gibi)	1	2	3	4	0	1	2	3