

Global Literacy Skills in Picture Story Book Reading Activities Implemented to 48-66 Month-Old Children

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Abstract

This study aimed to identify how preschool teachers included the concepts of global literacy in picture story book reading activities they frequently perform in the flow of daily education programs. For this purpose, the relationship between global literacy and the achievements included in the Preschool Education Program (2013), picture story book reading processes and the listening and speaking processes in the preschool period was investigated. The research was designed as a case study, one of the qualitative research methods. One preschool teacher selected with the criterion sampling technique participated in the study. Semi-structured interview form, semi-structured observation form and documents were used as data collection techniques. Research data were analyzed by descriptive analysis and content analysis techniques. Based on the findings, it was concluded that very few of the picture story books selected by the teacher presented global literacy skills. In addition, the participating teacher was found to be inadequate in implementing picture story books activities during pre-reading and post-reading process and in associating global literacy skills with the language development process. Therefore, it is recommended that teachers are provided with professional training to increase their competence in relation to program and content adaptation, teaching process and global literacy skills.

Keywords: Preschool education, picture story books, global literacy, speaking, listening.

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Introduction

The 21st century has brought changes in the systems, atmospheres, technologies, economic structures and needs of societies. Innovations have become crucial in the steps taken to educate people so that societies can adapt to the changes that have emerged. Studies on the new skills to be developed have introduced various new concepts and enabled us to reconsider the previous definitions of these concepts. Kereluik, Mishra, Fahnoe and Terry (2013) collected these skills in three categories:

Foundational Knowledge: high scientific competences and content knowledge, cross disciplinary knowledge (mathematics, science, language, social sciences...etc.), digital literacy, disciplining the mind, the ability to transfer traditional knowledge, framework educational programs

Meta Knowledge: creativity, transformational skills, innovative thinking, originality, critical thinking, problem solving, decision-making

Humanistic Knowledge: ethics, social responsibility, empathy, reflective thinking, emotional intelligence, ability to manage emotions, citizenship, awareness and knowledge of different cultures, acceptance of and respect for differences, cooperation, communication

Schools are the most important institutions to prepare all individuals in the community for these new life skills. It will be easier to teach individuals these skills with innovative curricula and programs that will be developed in schools (Choo, 2018).

The need for including the 21st century skills in education started with the development of the European Qualifications Framework. Many new skills included in the European Qualifications have contributed to define the new learning human profile in the world (VQA, 2008). This led to rethink the concept of lifelong learning. With the help of a directive prepared in 2015, Turkey Qualifications Framework was developed and skills required for individuals to have for various occupations are listed here by taking the new century skills into consideration (VQA, 2015). An important step was taken by the Ministry of National Education in 2017 to create new programs and curricula that will support these skills in education programs. Today, reorganization is under way to include universal skills by adding new elective courses and regulations in educational programs.

In the light of the curriculum updates by the Ministry of National Education (MoNE), professional competencies of 21st century teachers have been identified and a framework has been developed (MoNE, 2017a). Professional competencies of teachers in the field of preschool education are also reorganized by including the 21st century skills (MoNE, 2017b). The early childhood period which is critical in the development of knowledge, skills and attitudes has become even more significant in providing education that covers the 21st century skills (Collins, 2008; Dillon, Ruane and Kavanagh, 2010; Ebbeck, 2006).

The first concept that we often encounter in regards to the skills of the new century is literacy. The concept of “literacy” is associated with the whole cycle starting from preschool period and covering all ages (Kurudayıoğlu and Tüzel, 2010). Although the concept of literacy has a different definition depending on where it is used, it usually means the expression of feelings, thoughts and desires fully and accurately by individuals by speaking or writing (Gee, 2000). At the same time, literacy involves interpreting and making sense of what is listened and read using own knowledge and past experiences (Lankshear and Knobel, 2003). Individuals with such literacy skills are expected to be creative, have respect for values and display understanding of differences when forming their own thoughts and expressing their emotions (Gee, 2000). Based on the concept of literacy, individuals with such skills should use these abilities not only for their own development but also for the development of the society they live in and sometimes for the development of the world (Güneş, 1997). In the 21st century, one of the most important type of literacy included in the overall concept is global literacy.

Global literacy is a type of literacy with multi-modalities and in addition to mastering basic literacy required to access universal knowledge, it includes components such as media literacy, political literacy, digital literacy, critical literacy and information literacy and requires mastery of foreign language(s) to follow the world (Carabain, Keulemans, van Gent and Spitz, 2012; Oğuz, 2007). Global literacy concept aims to raise a generation that can perceive the world by using senses, evaluate it with its own thinking system; act with the feeling of being a part of the society and the world and aim to create a more livable world with these qualities (Bennett, Cornwell, Al-lail and Schenck, 2012).

Early childhood is the period in which the foundations of literacy skills are established. Children encounter the concept of literacy starting from early ages, that is, during the early childhood period (Morrow, 2004). As a matter of fact, current early childhood education programs contain many components of global literacy concept (Ebbeck, 2006). However, the need to use, reproduce and develop these components in a conscious manner is becoming more and more urgent today. Preschool education program developed for 36-72 month-old children in Turkey in 2013 is used in preschool period. This program is the latest program that takes into account the global and universal values which is believed to include the foundations of 21st century skills (MoNE, 2013).

The preschool education program had been prepared before the European Competencies Framework and Teacher Competencies Framework came to the agenda in our country. However, examination of the basic features of the program shows that the program is based on some important points regarding the concept of global literacy. The main properties of the program cite that inquiry learning and development of creativity have precedence; use of daily life experiences and environmental opportunities is encouraged for educational purposes and cultural and universal values are taken into consideration. Hence, the concept of global literacy is addressed within the basic

principles of preschool education program. In addition, some acquisitions and indicators included in the preschool education program also refer to global literacy skills (e.g.: acquisition and indicators in regards to information literacy, global literacy and critical literacy are found in cognitive development area; acquisition and indicators in regards to digital literacy, information literacy, critical literacy are included in language development area) (MoNE, 2013). This can be regarded as an indication that activities related to global literacy skills can be done in the framework of the activities performed by teachers during their daily education programs in preschool education.

There are many studies on the concept of literacy in preschool period. These studies are generally integrated with the concept reading and writing readiness. However, currently there are no studies on the concept of global literacy in preschool period. In Turkey, the literature includes studies on the concepts of media literacy (Gündüz Kalan, 2011), World Citizenship (Ceylan, 2014) and information literacy (Akkoyunlu and Tuğrul, 2002). However, these studies were generally carried out with teachers and did not include ideas as to how these concepts can be taught to children. It is also observed that the studies carried out in this regard were often carried out at primary and secondary schools.

Picture story books are one of the materials that teachers can easily access and use in supporting their activities in preschool education. High quality picture story books cover many topics related to global literacy (Soyer, 2009). Picture story books are significant sources both in terms of providing children with rich language content and preparing them for the world by supporting them from different perspectives (Sever, 2006). Picture story books are also important since they provide literacy support to children with visuals, texts and linguistic arts. For this reason, establishing an association between global literacy and picture story books will ensure that children will come across these concepts more frequently and in ways that are more familiar to children.

This study was carried out with the aim identifying how preschool teachers included the concepts of global literacy in picture story book reading activities they frequently perform in the flow of daily education programs. For this purpose, answers were sought to the following questions:

1. In what way the Pre-School Education Program (2013) acquisitions include global literacy skills?
2. How are global literacy skills included in the picture story book reading processes in the preschool period?
3. What is the participating teacher's opinion about associating listening and speaking processes with the global literacy during the preschool period?

Method

Research Design

This study was designed with single case-holistic design which is one of the qualitative research methods. The single case-holistic design is used in studies where there is a single state and a single analysis (Yin, 2014). In addition, single case-holistic design is used to investigate situations that have not previously been studied on a particular situation, such as a school, an individual, a program (Yıldırım and Şimşek, 2013). There are no current studies on global literacy skills in the preschool period. However, the fundamental properties of the Preschool Education Program (2013) emphasize the necessity of global literacy skills under the heading “pays attention to cultural and universal values”. Since this study investigated a topic that has not been studied before -namely, the relationship between the picture story book reading process and the global literacy skills in the preschool period-based on the experiences of a single teacher, single case-holistic design was selected.

Participants

Criterion sampling technique was used when the participant of the research was selected. The criteria previously determined by the researchers are used in the criterion sampling method (Marshall and Rossman, 2014; Yıldırım and Şimşek, 2013). Criteria were determined in this study in line with the purpose and design of the study. The first and most important of these criteria was that the teachers in the sample should have awareness about global literacy and should attempt to associate this skill with picture story book reading process. This criterion was determined since it would not be possible for teachers to present healthy data about a subject they never knew and were aware of. The second criterion was volunteering to participate in the process of data collection on picture story book reading processes over a semester. The third criterion was the proximity of the school and the participating teacher so that the researchers could collect data regularly. The final criterion was the consent of the school management and the families related to this study. Based on these criteria, the researchers, who are an expert in the field of preschool education, visited the schools located in the center of a province in the Marmara region. A single teacher who met the specified criteria was identified. The 37 year-old female teacher who was identified to be the participant in the study has been working as a preschool teacher for 11 years. This teacher, who was included in the research process for a semester, had 18 children in her class.

Data Collection Technique

Semi-structured interview form, semi-structured observation form and documents were used as data collection technique in this study. Information on these data collection tools are provided below:

Semi-Structured Interview Form

This form was developed to determine the opinions of the preschool teacher who was the single participant of the study in relation to associations between listening and speaking processes and the global literacy. The questions of this form, developed based on the content of the research (Merriam, 2013), were prepared by taking the purpose of the research into account (Glesne, 2013). Relevant literature was reviewed in line with the purpose of the research and questions were developed for the interview form. The draft text of 10 questions in the semi-structured interview form was submitted to field experts for evaluation in terms of comprehensibility and content validity (Glesne, 2013). Field experts decided that the questions were suitable in terms of content validity and clarity. Then, a pilot implementation was conducted with a separate preschool teacher to check whether the questions were comprehensible for preschool teachers. Based on the piloting, necessary revisions were made and the interview form was finalized. The finalized semi-structured interview form consisted of two sections. The first section included a brief description of the interviewee, interviewer, date, venue, start and termination of the interview and the purpose of the interview. The second section included 11 interview questions. The first 10 of these 11 questions were related to the purpose of the research to determine how listening and speaking skills were associated with global literacy skills and what was done in this regard by the teacher. The last question enquired whether the participant wanted to share or express anything else.

Semi-Structured Observation Form

This form was developed to observe the activities performed by the teacher in the process of reading picture story books. The observation form consisted of eight probing questions associated with two main questions (four probing questions per main question). The main questions aimed to identify what was done during the pre-reading and post-reading process. Probing questions intended to observe what kind of activities were conducted during the pre and post reading process in relation to the components of global literacy such as cultural belonging, intercultural perspective, global citizenship and new literacy skills. An observation form was filled for each story book during the research process. At the end of the research process, a total of 35 semi-structured observation forms were obtained. This data collection tool was filled by the researchers.

Documents

The research documents consisted of the Pre-School Education Program Acquisitions (2013) and picture story books. A total of 63 acquisitions and 35 picture story books were used as documents.

Data Analysis

Study data were analyzed by descriptive analysis and content analysis techniques. The data on the first and second research questions were analyzed by descriptive analysis technique. The

descriptive analysis technique includes previously determined themes and data are summarized and interpreted according to these themes (Yıldırım and Şimşek, 2013). The data of this research were analyzed according to four predetermined themes. These themes were the components of the global literacy skills determined by literature review. These components and explanations about how they were used in this research are as follows:

Cultural belonging: Data related to this theme should include content that reflect a sense of belonging to Turkey, Turkish language and Turkish culture.

Intercultural perspective: Data on this theme should include positive comments in regards to understanding, recognizing and respecting different cultures other than the Turkish culture.

Global citizenship: Just like the cultural belonging component, the data on this theme should not advocate nationalism or the view that only the dominant culture is valuable. It should also not only include knowing or respecting different cultures. The data should go beyond these perspectives and have a content that reflects seeing the whole world as a single culture and taking responsibility as a citizen of the world.

New Literacy: Data on this theme should be based on activating the knowledge and perceptions acquired for the cultural belonging, intercultural perspective and global citizenship components. Data on this skill should include positive perceptions towards intercultural perspectives, positive efforts towards recognizing a different culture and concrete actions towards contributing to world culture.

Preschool Education Program (2013), the selected books and the observation form, which were used to collect data for this study, were analyzed descriptively according to these predetermined themes. Descriptive and content analysis were used in conjunction while analyzing the interview data collected from the interviews held with the teacher because the interview form questions were prepared according to the cultural belonging, intercultural perspective, global citizenship and new literacy components. Therefore, the analysis themes of these questions prepared for the components consisted of these four components according to the descriptive analysis. The answers provided by the teacher were coded by analyzing them with content analysis. These codes and their frequency values were classified under the component to which they were related. As a result of the analysis process, a total of 18 codes were obtained under the cultural belonging, intercultural perspective, global citizenship and new literacy categories.

Validity and Reliability of the Study

The steps taken to ensure the validity of the research were carried out under the titles of credibility, transferability, trustworthiness and confirmability (Lincoln and Guba, 1985):

Credibility

The research process lasted a whole semester to ensure the credibility of the research. In addition, diversification was provided by collecting data from four different data collection tools.

Transferability

In order to ensure the transferability of the research, the existing shortcomings in the literature in relation to global literacy skills in preschool period was revealed in a concrete manner. Thus, the reason of the study was conveyed clearly. In addition, detailed information was presented about the rationale of the research pattern, participant selection and sampling relationship and the process and details regarding the development of data collection tools.

Trustworthiness

Four different data collection tools were used to make the research trustworthy. The fact that these data collection tools were based on three different sources as documents, teacher and researchers can be regarded as proof that data were collected with different perspectives for research.

Confirmability

The findings are exemplified by direct quotations to ensure the confirmability/verifiability of the study. In this way, the findings were tried to be interpreted in a more concrete way

In addition to procedures cited above to ensure the validity of the study, support was received from another field expert to ensure the reliability of the research. The two researchers checked the consistency of the transcribed interview forms with the audio recordings for each interview. In addition, the analysis of the Pre-School Education Program Acquisitions (2013), the books and the semi-structured interview form was carried out by the two researchers. In case of coding differences, the researchers came to an agreement by discussing the codes together. As a result of the analysis process, the consistency between the two researchers was determined at the level of 90% (Miles and Huberman, 1994).

Results

This section includes the findings obtained from the data analysis and the interpretations for these findings. The section is presented under three headings corresponding to the research questions: “the place of global literacy skills in the Pre-School Education Program Acquisitions (2013)”, “the place of global literacy skills in pre-school picture story book reading processes” and “the participating teacher’s views on the association between listening and speaking processes and global literacy”.

The Place of Global Literacy Skills in the Pre-School Education Program Acquisitions (2013)

This heading provides the findings on the relationship between global literacy skills and Pre-School Education Program (2013). The relationship of global literacy skills with the Pre-School Education Program (2013) is considered only in regards to acquisition dimension. In general the program has a total of 63 acquisitions under five developmental areas: i cognitive development ($f=21$), language development ($f=12$), social and affective development ($f=17$), motor development ($f=5$) and self-care skills ($f=8$). It was identified that 19 out of these 63 acquisitions were related to global literacy skills. Table 1 presents the relationship of these acquisitions with the subcomponents of the global literacy skill:

Table I. Relationship between acquisitions and global literacy skills

Area of Development	Cultural belonging	Intercultural perspective	Global citizenship	New literacy skill
Cognitive development	Acquisition 21		Acquisition 1 Acquisition 2 Acquisition 17	Acquisition 19
Language development		Acquisition 5		
Social and affective development	Acquisition 1 Acquisition 11 Acquisition 15	Acquisition 4 Acquisition 8 Acquisition 9 Acquisition 16 Acquisition 17	Acquisition 6 Acquisition 12 Acquisition 13 Acquisition 14	Acquisition 5

Table 1 demonstrates that in terms of frequency, global literacy skills can be found in the Pre-School Education Program (2013) in social and affective development ($f=12$), cognitive development ($f=5$) and language development ($f=1$), respectively. In terms of sub-components of the global literacy skill, the least distribution was found in new literacy skill ($f=2$), while cultural belonging ($f=4$) and intercultural perspective ($f=5$) displayed equal distribution. The component with the highest frequency was found to be global citizenship ($f=7$). The acquisition on cultural belonging under the cognitive development area is as follows:

“Acquisition 21. Recognizes Atatürk and explains his importance for the Turkish society.” (MoNE, 2013: 23).

Acquisition 21 demonstrates that cultural belonging is served by highlighting the leader of the Turkish society. The indicators regarding this acquisition state that the importance of Atatürk for Turkish society and the innovations he brought should be mentioned. Considering that Atatürk is the leader of the Turkish society and he was identified with the Turkish culture, this acquisition is considered to be an important one in terms of cultural belonging. A similar acquisition related to Atatürk has been included in social and affective development area as follows:

“Acquisition 11. Takes responsibility/role in activities related to Atatürk.” (MoNE, 2013: 29).

In its indicators and explanations Acquisition 11 also requires students to express their feelings about Atatürk. This way, the knowledge gained in the cognitive field is integrated with the child's emotional world in the affective field to develop a positive attitude towards Atatürk. Considering the social importance of Atatürk, it can be argued that positive attitudes towards Atatürk will directly affect children's global identity. In this way, the children's sense belonging to their own culture will also increase.

As seen in Table 1, the effort to develop positive attitudes towards global identity is noteworthy in Acquisition 1 and Acquisition 15 of the social and affective development area. In these two complementary acquisitions, Acquisition 1 includes the following statement: "Acquisition 1. (The child) Introduces his/her characteristic features." (MoNE, 2013: 28).

This acquisition enables the child to introduce his/her own characteristic features. The child introduces his hair, the unique features of the skin color, mentions the difference in his/her interests and expectations. Acquisition 15 supports Acquisition 1.

"Acquisition 15. (The child) Has confidence in himself/herself." (MoNE, 2013: 30).

This acquisition aims to raise awareness about fact that from time to time, the child may understand and think differently from others as a result of the differences introduced in Acquisition 1 and that he/she should not have any insecurity about these differences. While it cannot be claimed that these two acquisitions directly serve cultural belonging, it is a known fact that children's characteristics in the cultural belonging dimension cannot be independent from their cultural identities. In this respect, it is believed that getting to know oneself accurately and having confidence in the self are crucial to ensure cultural belonging.

Another noteworthy point in Table 1 is the distribution of acquisitions for intercultural perspectives. No acquisitions related to interculturality was found in the cognitive domain. In language development, interculturality is only associated with the following expression in Acquisition 5: "*Acquisition 5. Uses language for communication.*" (MONE, 2013: 25).

Looking at the indicators and explanations for this acquisition in the program, it cannot be argued that it directly serves interculturality. However, it is believed that it can be associated with interculturality since it emphasizes communication and the important points during communicating; therefore, it is an important skill to acquire intercultural perspectives. Acquisitions related to intercultural perspective are mostly seen in the field of social and affective development in terms of frequency. These acquisitions can be listed as follows (MoNE, 2013: 28-30):

"Acquisition 4. Describes the feelings of others about an event or situation. "

"Acquisition 8. Respects differences."

“Acquisition 9. Explains different cultural features.”

“Acquisition 16. Explains that individuals have different roles and duties in social life.”

“Acquisition 17. Solves problems with others.”

The above acquisitions point that the 4th, 8th and 9th acquisitions directly serve intercultural perspective. Acquisition 16, on the other hand, may indirectly serve interculturality as it draws attention to the difference of responsibilities of each individual in the social order. This acquisition is also important in terms of explaining the possible differences among societies. Acquisition 17 is regarded to be indirectly related to interculturality, as it aims to eliminate possible communication problems that may arise in the face of differences in thoughts and in case of disagreements.

As Table 1 shows, a total of seven acquisition statements were identified in the cognitive and social and affective development areas related to global citizenship which is another component of the global literacy skill. The three acquisitions associated with the global citizenship component in the cognitive development area can be listed as follows (MoNE, 2013: 20-23):

“Acquisition 1. Pays attention to objects / situations / events.”

“Acquisition 2. Makes estimates about objects / situations / events.”

“Acquisition 17. Establishes a cause-effect relationship.”

As the above acquisitions demonstrate, it can be argued that they are not directly associated with global citizenship. However, the indirect relationship of these acquisitions with the global citizenship component cannot be ignored either; because preschool children need to have certain cognitive skills for events and situations, as in the acquisitions above, in order to become global citizens. In this respect, the program is not directly related to Global citizenship; however, it is thought to serve the necessary cognitive skills required for global citizenship.

As seen in Table 1, the distribution of development area in the global citizenship component is also noteworthy in the new literacy component. No acquisition was encountered in the field of language development for new literacy which is the utmost component of the global literacy skill. In addition, this component had the least frequency compared to other components. Only two acquisitions were associated with this component in the program. The first of these acquisitions was associated with the following statement in the field of cognitive development:

“Acquisition 19. Generates solutions to problem situations.” (MoNE, 2013: 23).

When looking at the indicators and explanations for this acquisition in the program, it can be argued that global literacy skill is in an indirect relationship with the new literacy component; because the acquisition aims to teach children how to identify the problem in their daily lives and then generate a solution by developing an original idea. In this respect, it is believed that this acquisition will

provide the necessary skills to become individuals with sophisticated global literacy skills and to be able to generate solutions as a global citizen. The same also apply to the acquisition in the field of social and affective development which was associated with the new literacy component.

“Acquisition 5. Demonstrates positive / negative feelings about an event or situation in appropriate ways.” (MoNE, 2013: 28).

It cannot be argued that this acquisition directly serves this component; however, it is believed to provide the necessary social and emotional awareness for this component.

The Place of Global Literacy Skills in Pre-School Picture Story Book Reading Processes

This heading provides the findings related to the relationship between global literacy skill and the process of reading picture story books at preschool. This section interprets the findings of 35 separate picture story books selected by the teacher to read to children for one semester. Attention was paid to selecting picture story books from different publishers to ensure diversity in this context. In addition, the activities carried out by the teacher in the pre-reading and post-reading process were also included in this section. The activities were not tabulated as a separate analysis but interpreted by associating the stories which they were used with. Table 2 presents the results of the analysis on the relationship between the content of picture story books and global literacy skill.

Table II. The relationship between picture story books and global literacy skill

Book Title	Cultural belonging	Intercultural perspective	Global citizenship	New Literacy
The Journey Home/Eve Yolculuk			11	
Blue City, Yellow City/Mavi Şehir Sarı Şehir		4	1	
Carl and the Meaning of Life/Carl ve Yaşamın Anlamı			2	
I took the Moon for a Walk/Ayı Yürüyüşe Çıkardım		2		
The Blue Whale/Mavi Balina			2	

As Table 2 demonstrates, only 5 out of these 35 picture story books were found to be related to global literacy skill. the remaining 28 books were found not to include any content that could be associated with global literacy skill. The titles of these 28 books are as follows: On a Beam of Light, South, Little Night Cat, Red Knit Cap Girl and the Reading Tree, How Does My Garden Grow, Knikkeruil, From a Small Seed to the Forest, I am a Very Clever Cat, Three Cats One Wish, Three Cats One Monster, The Cat Who Chases the Rainbow, I Want a Friend , The Brown Bear Who Wants To Be A Polar Bear, Stripes The Tiger, If I Were A Bird, The Gardener Mole And True Friend, A Perfect Shelter, The Great Adventure Of The Little Crumb, The Dog that Nino Didn't Have, LARF, Perfect, Wish Tree, NuNu, The Blue and The Mud, Hair Tailor, They All Saw a Cat, Lonely Panda, Good Dragon, Bad Dragon.”

The books which were found to be associated with global literacy skill displayed in Table 2 had the most content related to the global citizenship component of the global literacy skill (f=16) in terms of frequency value. This component was followed by the intercultural perspective (f=6). When we look at the books in the order they are presented in Table 2, the following expressions on global citizenship were found in the picture story book named the Journey Home:

“The ice sea was melting. The polar bear wondered, ‘Where did all the ice go?’ He looked around ‘And where’s my food?’ He said to himself ‘I can’t stay here anymore’ and started swimming.

He soon arrived in a city where machines grunted and high buildings hid the sky.

“What are you doing?” asked the panda sitting on the dock. ‘I can’t live in the city’ said the panda to the polar bear, who went on a boat. ‘Take me with you, I will come with you.’

After a while, they came to a river that used to be surrounded by a forest. ‘There are no trees left for me to climb,’ the orangutan called to the boat. ‘The forest is disappearing.’ The panda and the polar bear looked around and found that he was right. ‘You can join us if you want,’ said the panda. ‘Maybe we can find a tree for you on the road.’

Orangutan suddenly asked what was behind the rock. ‘Shhh...’ said an elephant. ‘I’m trying to hide. Someone’s trying to steal my teeth.’ ‘Why you don’t come with us’ whispered the Panda.. ‘We can go very far from here.’

The polar bear shouted to Dodo, ‘We’re lost!’ ‘We were dragged away with our boat and we want to go back to our home.’ ‘Of course you can go back to your home,’ Dodo replied. ‘When?’ ‘You can return home when the trees start growing on Earth again, when the sea freezes again, when the cities are not getting bigger anymore and the hunt is over.’

The polar bear’s habitat is threatened. Due to global warming, the poles are warming up and the ice sea that supplies its food is melting.

Pandas feed only on bamboo. Due to the disappearance of bamboo forests, it is getting harder for them to find food.

Elephants are killed by ivory hunters. In addition, the destruction of their living spaces threatens their future.

The forests, the home of the orangutan are disappearing. Forests are decreasing day by day due to excessive tree cutting.

The dodo bird is extinct. There are no Dodo birds anymore, with overfishing and loss of their habitats.”

As seen from the above excerpts from the story *The Journey Home*, the story explains what can global warming and harming the animals and trees do to the earth. The story book tries to raise awareness about the consequences of making the earth unlivable for living things. In this respect, the script emphasizes that children should be concerned about all living things in the world as a global citizen without discrimination. In this respect, it is thought that the storybook serves global citizenship significantly. The teacher tried to strengthen this relationship by implementing a post-reading activity as reflected in the observation form:

“After the story, the teacher shows the cards depicting the actual visuals of the polar bear, panda, elephant, orangutan and the Dodo bird. Then demonstrating these cards one by one, the teacher provides the following explanations.

‘The polar bear’s habitat is endangered.’ Due to global warming, the poles are warming and the ice sea which supplies its food is melting.

Pandas feed only on bamboo. Due to the disappearance of bamboo forests, it is getting harder for them to find food.

Elephants are killed by ivory hunters. In addition, the destruction of their habitats threatens their future.

The home of the orangutan, the forests are fast disappearing. Forests are decreasing day by day due to excessive logging.

The dodo bird is extinct. There are no Dodo birds anymore due to overfishing and destruction of their habitats.”

The teacher remarks that an important effect of global warming is related to the destruction of the habitats of some living things and tells that if we do not use our resources correctly, more creatures will be extinct in the future, that is, we will not be able to see them again.

The teacher asks children about the most important rule to slow down the effects of global warming.

She reminds children to extinguish the lights at home when they are done and not to use water excessively. (Researcher, semi-structured observation form).

As the above activity about the *Journey Home* shows, the teacher tried to guide children to question the text. She also imposed responsibilities on the children about what they should be aware in their daily lives in order to become global citizens. Another story with content related to the global citizenship component is the *Blue City, Yellow City*. It was observed that the teacher implemented the following pre-reading activity:

“Before reading, the teacher shows the children a visual on the computer (a photo with children from different parts of the world). Children are told to pay attention to the children in this photo and think where these children might be living.

The teacher then gives the children drawing papers and tells them to draw what kind of homes they think these children may be living.

Children see that all the houses are drawn are different from one another. Then, the children are asked about the children living in these houses and told to add the children in their pictures. Children realize that the children they have drawn are also different from one another.

Teacher explains that all children living in the world sometimes have the same characteristics but also exhibit different characteristics as well. Attention is drawn to how different the classmates are from one another. The teacher moves on the reading activity by saying, "Now children, let's respect each other and listen to our story without disturbing each other." (Researcher, semi-structured observation form).

As the above activity shows, during the pre-reading activity, the teacher drew attention to the concepts of respect and empathy in relation to the content of the text. The following statements about global citizenship are included in this storybook:

“The bridge brought them together once again, but this time not to fight, but to apologize to each other. And the owners of the two cities decided to paint the bridge in all the colors they could imagine.”

As seen in the above excerpt, global citizenship skill is discussed in the book in terms of communication problems among people and conflict resolution. In addition to the global citizenship component, the book addresses intercultural perspective with the following statements:

“The contention spread to all the inhabitants of the blue and yellow city. On both sides, those who had the courage to come from the opposite shore were mocked.

The colors became so important that those in the yellow city no longer bought umbrellas because they were all blue. Likewise, those in the blue city were no longer wearing shoes because they were all yellow.

Every morning it was either completely yellow or completely blue, and it was necessary to repaint half of it. People were making insults from one shore to another.

There was controversy even among people of the same color. One day, one of these discussions got out of hand and people started fighting over the bridge with paint buckets in their hands.”

The above excerpts from the book *Blue City Yellow City* shows that intercultural perspective is addressed in the book. But this point of view is not related to providing an intercultural perspective. This story is believed to be significant since it demonstrates what intercultural perspective should not embody by concretizing the concepts of lack of interpersonal empathy, lack of respect for others and opposition for differences. At the end of the reading process, the teacher attempted to underscore this point of view with the following activity:

“The teacher reads the picture story book and then asks the children to summarize the book by taking the floor. She shows the pictures of the book in order and help the children remember what happened on the page. The teacher draws attention to the fight in the blue and yellow city and asks what's going on. She mentions that in some countries, unfortunately, people fight with each other because of conflicts and talks about the negative aspects of wars. She says that disagreements will be resolved if people approach each other with understanding and behave with more reacceptance. She then draws attention to the ending and allows children to pay attention to how people understood each other at the end of the book. She emphasizes that this understanding ended the fight between them and solved the problems. She ends the activity by remarking that wars will never happen if we respect others and their lives despite our differences.” (Researcher, semi-structured observation form).

Another story in Table 2 related to global literacy is *Carl and the Meaning of Life*. This story contains only the following content in relation to global citizenship:

“Mouse, squirrel, rabbit, fox and roach; we all need one another. Our needs them... Everything is connected, you are connected to everything!

What can you do for Earth?

Even if they are teeny weenie, every creature adds value to the Earth with its existence”.

The above excerpts include content that will activate children as global citizens. A responsibility is assigned to children to protect the Earth and the creatures living in it. Another book that tries to raise awareness of global citizenship in relation to living creatures in nature is the *Blue Whale*. This book addresses global citizenship as follows:

“Blue whales are majestic and smart creatures. They have feelings just like us. Just like the nature around us, blue whales deserve our admiration and care. Only then they can have the hope of living and reproducing in oceans, their natural habitats.

Blue whales are among the protected species and whaling is banned worldwide. Unfortunately, these animals, whose numbers have already decreased, are under threat due to many reasons such as possibility of colliding with ships, destruction of their habitats, pollution of the seas and entanglement in commercial fishing nets.”

As in the story of Carl and the Meaning of Life, global citizenship has been associated with the responsibility to protect living creatures on earth in the Blue Whale story. As Table 2 shows, the last story associated with the global literacy skill is the story book “I Took the Moon for a Walk”. This story includes the intercultural perspective of global literacy as follows:

“The moon is the good friend of farmers and gardeners. Those who adhere to traditional methods sow their seeds as the moon grows and replace the seedlings as the moon grows. Festivals dedicated to Moon are held in most societies. The Chinese lunar festival is celebrated in the harvest month. This is the time of full moon in autumn / fall.

Celtic communities and Indians also celebrate the harvest month festival because, people want to express their gratitude to the earth during this period for the harvest and all living things.”

In the above excerpt, taken from I Took the Moon for a Walk, intercultural perspective is presented through the harvest season. Harvest season and the activities in this season are regarded as a cultural phenomenon. This cultural phenomenon is explained through different communities and attention is drawn to intercultural similarities. At the end of this story, the teacher implemented the following activity:

“After the story, the teacher says that in some countries festivals/events are held based on the movements of the moon. She shows children a video of the moon’s movements. She emphasizes the full moon and says that during this period, farmers have festivals in order to offer their thanks to nature in autumn. In this event, they listen to music that is unique to their own culture, have traditional dances and consume foods that are unique to their own country. The teacher mentions that we do not have such festivals our country, but people living in other countries who organize such festivals should be respected.”(Researcher, semi-structured observation form).

As the observation form data point out, with this post-reading activity, the teacher aimed to have students comprehend intercultural similarities and differences.

The Participating Teacher’s Views on the Association Between Listening and Speaking Processes and the Global Literacy

This heading provides the participating teacher’s views on the teaching process for listening and reading skills in the preschool period. The relationship between global literacy skill and the teaching process for these two language skills are presented through the views of the teacher. In this section, the relationship between global literacy skill and listening skill/speaking skill is discussed separately. The result of the analysis of the teacher views regarding the relationship between listening skill and global literacy skill is presented in Table 3.

Table III. The relationship between listening and global literacy skill

Theme	Category	Code	f	
Listening Skill	Cultural belonging	Paying attention to pronunciation	1	
		Intercultural perspective	Songs that belong to Turkish culture	1
			Picture story books	1
	Global citizenship	Project to learn about different cultures	2	
		Presenting different cultures	1	
		New Literacy	Supporting creative thinking	1
			Increasing awareness for music and sound	1

Table 3 demonstrates that a total of eight codes were obtained under four categories for the relationship between listening skills with global literacy skill. The teacher view in regards to the provision of “cultural belonging”, which is the first of these categories, is as follows:

“First of all, I pay attention to my pronunciation. If there are English words or something like that, I focus on using Turkish words more. I don't want to use many English words; I want to use Turkish words. For instance, the word "exit" in the class bothers me. I try to make children use it as "çıkış" as it is used in Turkish. I try to impose the Turkish culture. Turkish culture is found in the Turkish words that belong to us. (Teacher, semi-structured interview form).

The teacher's opinion on the provision of cultural belonging prominently emphasizes the pronunciation aspect. The way to ensure cultural belonging in teaching listening skills for the teacher is using the Turkish language free from the impact of foreign languages. She thinks that using the Turkish equivalents of foreign words contributes to students' sense of belonging to Turkish culture. This viewpoint may be related to ensuring cultural belonging; however, but it will not prove to be an adequate approach on its own. Intercultural perspective category reflects a broader and highly different perspective in the teaching process compared to cultural belonging. The first code Table 3 regarding the intercultural perspective category is “songs that belong to Turkish culture”. The teacher view on this code is as follows:

“I emphasize music to improve the intercultural perspective... These songs may be songs about April 23rd, about November 10th, songs related to Atatürk. I pay attention to these and choosing songs that reflect our culture.”(Teacher, semi-structured interview form).

As the above view shows, the teacher thinks that intercultural perspective can only be infused with songs belonging to Turkish culture. The events embellished with songs can offer an appropriate experience for cultural belonging; however, it is not sufficient to provide intercultural perspectives. However, "picture story books" code reflected in the teacher opinion may serve intercultural perspective as follows:

“We intensity this especially in the week of April 23, but this year I have selected the 100 days project based on countries. At first, I will do something in terms of the fusion of Turkish and foreign children by talking about flags, languages and games of the countries that will take part in this project. I want my students to learn a few things about different cultures, a few words from different countries, how to say hello etc.” (Teacher, semi-structured interview form).

The teacher tries to give students a different perspective by implementing the 100 days project. It is believed that this project, which aims to increase awareness towards different cultures, serves intercultural perspective significantly. The following opinion regarding the details of the project points to the efforts to provide an intercultural perspective:

“I have selected 20 countries. I mean we are selecting. My colleagues will implement it too. We will study one country each week. For example, we will learn about the flag of the country on the first day, the cultural meal on the second day, the dances on the third day, the capital of the country or something like that on the fourth day and we will do art activities about what they have learned on the fifth day. We will exhibit our work after 100 days. We will ensure that the work is exhibited to children, their families and the community. This way, they will be familiar with different cultures, both visually and auditory.”(Teacher, semi-structured interview form).

The details of the above project that will be carried out by studying 20 countries demonstrate the competence of the teacher to associate intercultural perspective with the teaching process. In addition, the competence of the teacher in associating the intercultural perspectives with listening Skill is reflected in “picture story books” code as follows:

“In every culture, children are children. Regardless of religion, language or race, a child is a child in every respect. I try to include differences in stories so that they can learn about different cultures. I talk about the pictures and different foreign words in the stories, I talk about how the child in the picture is different. Or if there is a foreign word in the texts, I try to give them details such as what this word means and which language it is. For example, I mention that the author of the book I am reading to them is foreign. When I read books from different culture, I mention it to them by saying talking this one is a British writer, a German writer, etc.” (Teacher, semi-structured interview form).

The classroom activity discussed above shows that the teacher uses picture story books in associating intercultural perspective with listening skills. Considering the age groups of children and the multi-layered structure of picture story books, it can be argued that this approach is important in terms of associating intercultural perspectives.

Another category in Table 3 is “global citizenship”. A single code was obtained for this category. The teacher expressed that she associates global citizenship with listening skills in this code “presenting different cultures:

“In order to become global citizens, the children must be open to the world, in the developing society. I reflect this view through videos, world maps or by simply bringing the globe to the classroom to show the children that there is this country here, this country is there. For example, there are some students who go abroad; they tell us about the places they go. In this way, they also get to know different cultures. How people greet each other in the countries they go, I am having them listen some simple language items in different languages.” (Teacher, semi-structured interview form).

The teacher opinion presented above shows that the teacher did not implement an activity related to global citizenship that was different from what was already done for intercultural perspective. It is thought that the teacher does not have enough information about global citizenship. The teacher was found to approach culture with a cultural centralist perspective rather than regarding the whole world as a global culture. The low awareness level of the teacher regarding global citizenship is also noteworthy in the code "increasing awareness for music and sound" in "new literacy" category presented in Table 3. The view of the teacher in regards to this code is as follows:

“And now I make my students listen to different music that comes to my mind, for example, or I have them listen to mechanical sounds. What could be going on here? Who could be using this tool? I have them listen to mechanical sounds as only audio without turning on the video. Or I'm trying to have them guess what those musical instruments are. I speak about other cultures as well.”(Teacher, semi-structured interview form).

As can be seen, the teacher believes that this practice associates listening skills with new literacy, however it does not serve global literacy skill. This activity can only be associated with the hearing and perception dimensions of listening skills. However, the teacher's belief that this practice relates global literacy skill to new literacy dimension indicates that she has low competence in this area. On the other hand, “supporting creative thinking” the code in the new literacy category in Table 3 is an indicator that the teacher has a certain level of knowledge about this subject.

“I want my students to be creative. I want them to think and decide at first before they do something. I do not want to interfere with creativity very much. I do not want to intervene much when children tell the stories. I do not want to correct them by saying “it wasn't the moon there, it was the sun”, I am trying not to kill their creativity, because they are preschool children, so I try not to kill their creativity. In other words, competition will develop with creativity in the global world. It will evolve by using technology.”(Teacher, semi-structured interview form).

The teacher's view presented above shows that while she did not concretely express what she implemented in the classroom in relation to new literacy or how she related it to listening skills, the teacher pointed out the importance of creativity. It can be argued that while attempts to develop

children's creative thinking skills cannot be associated with new literacy skill directly, it is necessary to generate outcomes related to new literacy.

Speaking is another language skill associated with global literacy. Table 4 presents the analyses of participating teacher's opinions on the relationship between speaking skills and global literacy skill.

Table IV. Associations between speaking skills and global literacy skill

Theme	Category	Code	<i>f</i>	
Speaking Skill	Cultural belonging	Using Turkish words	1	
		Intercultural perspective	Introducing different languages	2
	Listening carefully		1	
	Exchanging words		1	
	Chatting with foreign parents		1	
	Awareness regarding differences		1	
	Global citizenship	New Literacy	Reading time	1
			Show differences with the help of books	1
			Choosing current books	1

Table 4 demonstrates a total of ten codes under four categories for the relationship between speaking skills and global literacy skill. "Using Turkish words" code for the relationship between cultural belonging and speaking skills was reflected in the teacher view as shown:

"For example, I try to correct my pronunciation a little. Or something they learn as vocabulary or they see something in a video in English, but I prefer them to use the word "kedi" instead of "cat" when they tell stories. I don't want them to say "Oh, this is a cat." I want my students to speak Turkish if I'm doing a Turkish activity." (Teacher, semi-structured interview form).

The teacher opinion given above demonstrates that the only way for this teacher to ensure the cultural belonging for children is to speak Turkish in the classroom in a manner that is free from the influence of any foreign languages and to ensure that children also talk in this way. Apart from this, no other code related to cultural belonging was identified. In this respect, it can be argued that the teacher has a limited perspective on associating cultural belonging with speaking skills. This limited view towards cultural belonging was not observed in the "intercultural perspective" category in Table 3. In regards to "introducing different languages" code in association with intercultural perspective, the teacher expressed the following:

"I give lessons in English or other languages when necessary. I also have an English teaching certificate. I also like to work with children in different languages. I teach English words. But first I start with our own culture. As I mentioned before, I teach how to say hello in Japanese, how to say hello in different cultures, I teach these and have my students pronounce the new words. We listen and we pronounce the new words after listening."(Teacher, semi-structured interview form).

The teacher view demonstrates that she tries to draw attention to the differences in language use while associating speaking skills with intercultural perspective. This aim to show the difference in languages was reflected in her views as follows:

“In this case, I usually have my students listen to another language to make them realize that this use is different, and I chat over those differences. Or I speak English myself, making them realize that I speak a different language.”(Teacher, semi-structured interview form).

The effort of the teacher to have her students realize the differences in languages is also the basis of the “listening carefully” code in Table 3. The teacher’s opinion regarding this code is as follows:

“I had one Iraqi student last year. For example, he did not know the exact Turkish words, he could do nothing(in the classroom). When he first arrived, I helped him integrate with other students by saying “children, we cannot understand him, he cannot speak our language. Gradually listen to what he means, how water is called in his language, listen to your friend. When you listen to your friend, you can answer him. ” In the end, he increased his Turkish skills. Other students understood, for example, what Ladin wanted to say. That way I asked them to listen at first and reinforced their behavior.”(Teacher, semi-structured interview form).

The above view shows that in the opinion of this teacher, mutual communication and effective listening are important for intercultural perspective. As a matter of fact, the point that the teacher tries to emphasize is not just listening skills; but understanding the other person correctly and expressing oneself effectively. In this respect, it can be argued that this code serves intercultural perspective. It is thought that inviting foreign parents to class and conversing with them will also contribute to the development of the intercultural perspective and children will have opportunities to understand people from different cultures. The code "exchanging words" in Table 3 exemplifies this contribution as follows:

“For instance I used to say: Look, Ladin said this, and now you repeat it, Eralp, you repeat it again. By doing this, I made sure that he also learned new words from his friends in the classroom and I ensured that they communicated.”(Teacher, semi-structured interview form).

For the teacher, effective listening contributed to intercultural perspective by teaching new vocabulary. Considering that it is important to understand the expressions in a different language in order to understand the elements related to that culture, it can be argued that this teaching practice serves intercultural perspective. This sensitivity of the teacher to understand and recognize different languages is reflected in the “awareness regarding differences” code under global citizenship category:

“So I try to raise awareness that there is not only Turkish out there in the world. That’s why I selected different countries (for the project). Every country has a different language, different ways of

communication. The children should not think that they can communicate in Turkish when he goes to Germany. Every country is different. I try to raise awareness about this. At least they can keep that (knowledge) in mind so they can say "I will learn German, I will learn English, I will learn French, Russian." (Teacher, semi-structured interview form).

It was observed that teacher's classroom practices for associating global citizenship with speaking skills were no different from the practices implemented about intercultural perspective.

The last category in Table 3 is "new literacy". Three different codes were identified for this category. As a matter of fact, all 3 codes were related to books and reading. The teacher was found to associate the new literacy skill with speaking skill through books as can be seen in the statement below:

"I'm trying to direct new literacy to books. In particular, I organize a reading time to ensure this. Every child buys a book and comes to the classroom or brings it from home. They read their books silently; I establish a group and have them talk about their books. I think we can overcome self-confidence issues through books, I think we can improve." (Teacher, semi-structured interview form).

As the above explanation demonstrates, the teacher stated that she associated new literacy and speaking skills through reading time. It is obvious that reading alone does not serve a skill like new literacy which implies action; however, the teacher also referred to self-confidence while expressing her opinion. The teacher stated that she aimed to improve children's self-confidence with the help of the activities she carried out during the reading time. Self-confidence is believed to be one of the requirements for children to find solutions to world problems as global citizens. The teacher view on "showing differences with the help of books" code in the new literacy category could not go beyond introducing different cultures and countries. Therefore, it was determined that the practice specified in the relevant code did not serve the new literacy skill. On the other hand, "Choosing current books" code in the new literacy category was found important in terms of associating speaking skills with global literacy skills. The teacher view on this code is as follows:

"... Simple, very simple books will not attract children's attention, as we call them old tales, or books on monsters or wolves (as the tradition), I don't mean these, not that style. I am talking about books that will open their horizons; with fewer texts and more pictures, the books that will develop their language skills. And we recently bought diverse books, which include topics such as respect for differences, inclusion and children's rights. We try to use these. We often find these books on Instagram, based on the suggestions of some influencers." (Teacher, semi-structured interview form).

In her view above, the teacher highlighted important points for global literacy. The fact that the selected books contain current topics and comply with the conditions of the current era, can contribute to keeping children up to date with reality. In addition, the teacher stated that the selected

books included respect for differences, children's rights and inclusion. Transferring these issues with books serves only the global citizenship component rather than the new literacy. However, the teacher's contribution in raising awareness to mobilize children about world problems cannot be ignored.

Discussion, Conclusion and Recommendations

This study aimed to determine how preschool teachers included global literacy concepts in picture story book reading activities that they frequently perform in the flow of daily education. For this purpose, the relationship between global literacy and the Preschool Education Program Acquisitions (2013), the picture story book reading processes and the listening and speaking processes in the preschool period was investigated.

There are many studies on picture story books in preschool period (Dağlıoğlu and Çamlıbel Çakmak, 2009; Gönen, Katrancı, Uygun ve Uçuş, 2011; Gönen, Uludağ, Tüfekçi ve Tanrıbuyurdu, 2014; Kılıç, Değirmenci, Ünsal and Balat, 2017; Körükçü 2012, Turan, Gönen and Aydos, 2017; Turan and Ulutaş, 2016; Veziroğlu and Gönen, 2012). However, there are no studies on global literacy skill in the field of preschool education and lack of studies in this regard may be related both to novelty of this topic and lack of attention to the topic in our country. Existing studies on this subject were conducted in fields such as social studies education (Bulut and Çakmak, 2019), science education (Çelik, 2016) and social studies education (Bektaş, Sillum and Polat, 2019). This study is the first study is thought to be significant since it is the first study that investigates the global literacy skill in preschool education and unlike other studies conducted in different fields, it is a research on associating picture story book reading process with the global literacy concept.

The findings related to the Preschool Education Program (2013) show that cognitive and affective development domains do not fully support each other. However, it is known that components of knowledge, emotion and behavior are needed for an attitude to emerge. Therefore, an emotional and linguistic acquisition should principally be supported by an acquisition in the cognitive dimension. An attitude can only be developed when an acquisition included in emotional and linguistic dimensions can be associated with another acquisition in the cognitive dimension. In this regard, it is concluded that the program serves global literacy skills on the basis of development areas, but does not have unity in terms of the emergence of relevant behaviors. Yet, the basic features of the program, includes the following statement about consideration of global and universal values: *“It is important for children to recognize the values of the society they live in and to adopt cultural and universal values, so that they grow up as responsible individuals. In this respect, the program encourages respect for differences and gaining experiences about living together with individuals with different characteristics. In the program, values education is not considered as a separate area, but it is emphasized in a holistic way along with the acquisitions and indicators.”* (MoNE, 2013: 17).

Based on the findings related to picture story book reading process, it was concluded that most of the books selected during one semester were not suitable to develop global literacy skill. Few of the selected books were found to be related to the global literacy skill. It is obvious that even these books do not contain all the components of the global literacy skill. It was also found that the existing components are disproportionately distributed in these books. Therefore, the relationship between these selected books and global literacy skill is thought to be random. The results of the research by Güzelyurt, Dokay, Güven, Yesugey and Çini (2019) stating that teachers were not equipped to select books according to specified goals support the results of this study. According to Güzelyurt et al. (2019), preschool teachers are insufficient to use children's books to support skills.

The findings related to the picture story book reading process activities demonstrated that pre-reading and post-reading activities were carried out for a limited number of the texts used in the classroom. Based on this finding, it was concluded that the teacher neglected or could not perform not only the activities on global literacy, but also the pre-reading and post-reading activities that should have been implemented for the reading process. It was concluded that this situation, caused either by negligence or incompetence on the part of the teacher, resulted in not fulfilling the reading processes satisfactorily. Pre-reading activities contribute to the reading process via choosing a book suitable for the target audience, determining the words and sounds suitable for children, enlightening the points that need to be questioned about the content and improving the children's skills in estimation (Akoğlu, 2016). It is a known fact that post-reading activities are as important as the pre-reading activities in the reading process. Especially, post-reading activities are required to ensure that acquisitions are permanent (Er, 2016).

Based on the findings of the participating teacher's views on associating listening and speaking skills with global literacy skill, it was concluded that intercultural perspective was associated with the language teaching process to serve its purpose. However, the same cannot be claimed for cultural belonging, global citizenship and new literacy. The teacher's inability to associate global citizenship and new literacy components with the language teaching process is conspicuous. The reason for this insufficiency may be related to the fact that the teacher regards all these two components as being the same and cannot differentiate among them. This lack of knowledge of the content and purpose of the components raises the problem of effectively linking global literacy skill to the teaching process.

Based on the research findings, it was also found that the program and the teaching process were not linked to one another. The Pre-School Education Program (2013) includes acquisitions for different global literacy components. There is an incompatibility when it comes to teacher's views on speaking and listening skills and the findings regarding the reading processes. It was determined that the teacher did not take into account the Pre-School Education Program (2013) when choosing the books or performing language teaching processes. However, when choosing a book for children, a

preschool teacher should be able to link the book with the program (Güzelyurt and Özkan, 2018). This reality is reflected in the results of different studies conducted in the literature (Deretarla Gül and Bal, 2006; Ergül, Karaman, Akoğlu, Tufan, Dolunay Sarıca, and Bahap Kudret, 2014) that preschool teachers have low competence in teaching early literacy and language skills. This disconnection between the program and the teaching process is considered to be a major obstacle to the acquisition of global literacy skill.

The following suggestions can be made based on the research findings:

- Pre-School Education Program (2013) includes global literacy skill as an essential skill. It is determined that the concepts related to global literacy are included in the acquisitions as well; however, these acquisitions do not cover all areas of development. Verifying that the global literacy skill acquisitions support each other in all areas of development can ensure that students will acquire the relevant attitudes towards global literacy skills.
- The study findings revealed the problems about selecting picture story books for preschool children. The most important problem in this regard was related to the fact that most of the books did not include the global literacy skills. In this respect, there is a shortcoming of books in preschool period with content that will serve the global literacy skills. To eliminate this problem, publishing houses can be directed to produce story books that will serve the basic features of the Preschool Education Program (2013). In this way, it can be ensured that preschool children can benefit from picture story books to support their global literacy skills.
- It was found that the participating teacher was not competent to select books with suitable content to serve global literacy skills. For this reason, it is necessary to increase teacher competencies in selecting books with suitable content compatible with their purpose. In addition, teachers can be trained on material production in case they have problems finding picture storybooks that can be used to improve global literacy skills. Thus, teachers can create picture story books according to their daily acquisition and indicators with suitable content that will also support the program acquisitions.
- Based on the findings, it was determined that the participating teacher was not competent about the process of implementing activities. It was observed that she was either negligent or inadequate especially in regards to pre-reading and post-reading activities. In order to overcome this problem, teacher trainings can be organized in relation to global literacy skills to improve teacher competences on managing activity

processes, the significance and necessity of pre and post reading activities, the relationship between activities and content.

- The findings of the study revealed that the participating teacher had shortcomings in associating listening and speaking skills with global literacy skills. This shortcoming was thought to stem directly from lack of knowledge about global literacy skills and its components. It is believed that training is needed to increase teachers' awareness in global literacy in order to eliminate the shortcomings in this area and help them effectively associate language skills with global literacy skills.
- Another problem revealed by the research findings was the inability on the part of the teacher to associate the activity content with the program. This disconnection between the program and the teaching process is considered to be a major obstacle in teaching global literacy skills. This obstacle can only be eliminated by increasing teacher awareness about the program and the teaching process.
- The literature shows that there are no studies on the concept of global literacy in the field of pre-school education. In this regard, researchers are urged to conduct in-depth studies with larger samples on teacher competencies, activity contents and learning processes among other topics relevant to global literacy skills.

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