

# Continuities, Discontinuities and Transition in Early Childhood Literacy Education at Digital Time

## **ABSTRACT**

**Introduction.** *This paper reports the results of a study concerning the views and the expectations of primary teachers for the transition from kindergarten to primary school.*

**Goal.** *In a recently new educational environment, in which all educators “forced” to continue their educational practices as to ensure for their students a smooth transition from one level to another, two transitions processes implemented. The first one concerns the move from in-person to virtual delivery of the language classroom and the second one concern the preschoolers’ transition from kindergarten to primary school.*

**Methods of the Research.** *In this context, 16 Greek first grade primary school teachers' views about their (previous preschoolers) students' literacy development and elements of literacy knowledge after remote teaching (in a preschool setting) were collected with semi-structured interviews and analyzed using thematic analysis.*

**The Results.** *The results showed that support for the transition of young children from preschool to primary school settings and literacy development was inevitably affected into this new educational environment. Therefore, teachers propose the continuity between early childhood and primary school literacy programmes as the key for a smoother transition. Based on evaluations of experiences, a smooth transition and continuity from one level to another could be also facilitated and intermediated by collaboration of preschool and primary school teachers and other stakeholders. Furthermore, discontinuities in early childhood literacy education and development could be disappeared if policy makers try to bridge and sculpt “distances” via effective transition programmes.*

**Conclusions.** *The knowledge of current practice, priorities, challenges, and opportunities will help language educators to adjust their education offer, their syllabi, expectations, or pedagogical approaches to facilitate a more positive and smooth transition process for each and every learner.*

**Keywords:** *transition to primary school, lifelong learning, language, literacy pedagogy, early childhood education.*

## **Introduction**

## **Literature Review**

## **Methodology**

## **Participants**

**Results**

**Discussion**

**Conclusion**

**Acknowledgments**

(if any, it is indicated in the Title Page)

**Notes**

(if any)

**ADHERENCE TO ETHICAL STANDARDS**

(it is noted in the Title Page)

**References**

**Appendix**

(if any)