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# The Consideration of Issues Regarding Families' Selection on Reading Materials for Their Children and Activities during Presentation of These Materials

# Ailelerin Çocukları İçin Edebi Yayın Seçerken Dikkat Ettikleri Hususlar ve Bu Yayınların Sunumunda Yaptıkları Etkinliklerin İncelenmesi

Mübeccel GÖNEN[*], Şenay ÖZEN ALTINKAYNAK[**],
Zeynep Seda ŞANLI[***], Sevi KENT KÜKÜRTÇÜ[****]

**ABSTRACT**: The processes of selecting reading materials for children and the presentation styles of these materials play a critical role on the gaining and maintaining the reading habits. The planned activities before reading, essential points during reading, storytelling techniques and the post reading activities considerably affects the interest and opinions of children to books and literature. Thus, the goal of the researcher is to specify the essential point families pay attention in selecting reading materials for their children and the presentation activities of those materials. This study conducted with 121 families whose children were going to a preschool, was a survey method. The data of the study was gathered by the use of "Selecting Reading Material in Children's Literature and Activity Assessment Form" which was prepared by the researchers. The study findings indicate that the issues families pay attention in selecting reading materials for their children and the activities they perform in the presentation process of those materials were limited.

**Keywords:** story book, reading materials, preschool education.

**ÖZ:** Çocuklar için edebi yayın seçimi ve bu yayınların sunum şekli, erken yaşlarda kitap okuma alışkanlığının kazanılmasında ve sürdürülmesinde önemli rol oynar. Hikâye öncesinde yapılan planlı etkinlikler, okuma etkinliği esnasında dikkat edilen hususlar, hikâye anlatma teknikleri ve okuma bittikten sonra gerçekleştirilen etkinlikler çocuğun kitaba ve edebiyata olan ilgisini etkilemektedir. Bu bağlamda araştırmanın amacı, ailelerin çocuklarına edebi yayınlar sağlarken dikkate aldıkları hususları ve bu yayınların sunumunda yaptıkları etkinlikleri belirlemektir. Tarama modelindeki bu araştırma çocuğu okul öncesi eğitim kurumuna devam eden 121 aile ile yürütülmüştür. Araştırmanın verileri, araştırmanın amacına uygun olarak araştırmacılar tarafından hazırlanan "Çocuk Edebiyatında Yayın Seçimi ve Etkinlikleri Değerlendirme Formu" ile elde edilmiştir. Araştırma sonucunda ailelerin çocukları için edebi yayın seçiminde dikkat ettikleri hususların ve bu yayınların sunumunda yaptıkları etkinliklerin sınırlı sayıda olduğu belirlenmiştir.

**Anahtar sözcükler:** hikâye kitabı, okuma materyalleri, okul öncesi eğitim.

## 1. INTRODUCTION

Children's literature refers to a genre of the literary works that enrich children's emotions and thoughts through linguistic and visual materials in line with their language development and comprehension levels and that improve their reading tastes in the period starting from childhood and including adolescence (Sever, 2003). Paving the way for children to discover and shape the life, children's literature supports their imagination and allows them to think of experiences or views from different points of view (Cullinan and Galda, 1994; Kiefer and *et al*., 2007).

In addition, children's literature plays a significant role in their academic achievement since receptive and expressive language development lays the basis for developmental skills such as literacy, fluent speaking and perception skills as well as the academic skills such as being familiar to the environment, culture and the world they live in. In this regard, gaining the habit of reading and a positive attitude towards reading at the early ages is directly related to children's

[*]Prof. Dr., Hacettepe University, mgonen@hacettepe.edu.tr
[**] Yrd. Doç. Dr., Kafkas Üniversity,' senay.ozen@hacettepe.edu.tr
[***] M.Ed., Ministry of National Education, zeynepsedasanli@gmail.com
[****] M.Ed., Ministry of National Education, kentsevi@hotmail.com

social and academic achievement. Children having positive attitudes towards reading and literature will develop some skills such as reading and comprehension, critical and creative thinking, interpretation, etc. and have a positive self-perception, and they will join the society as individuals successful in their social relationships and working lives (Kiefer and et al., 2007).

Becoming familiar with literary works at early ages and having early literary experiences help children in developing habit of reading that will improve their future achievements. Şirin (1998) states that habit of reading can be acquired at early ages. Children's books may provide the children with the opportunity to like firstly books and then reading. Such books attract children's interest through language and visual materials, making them book-friendly individuals. Children's books are also significant in that they are the first step for children's art education. Children unconsciously acquire aesthetical judgments through drawings, figures, color harmony and compositions in these books.

Children need books in order to expand their horizon and comprehension and to improve their social understandings. Briefly, books have significant effects in all fields of development. The first books children may come across are those with pictures. Picture books may stimulate pre-school children through linguistic and visual materials; contribute to their development, critical consciousness, and socialization. Picture books also encourage the development of creative thinking (Gönen, 1984).

Olgan (2013) argues that children books can be used to support children's learning experiences. Books help children to respect for themselves, others and differences as well as to learn about interpersonal relations and life. Age-appropriate story books are especially useful in supporting pre-school children's development.

Reading story books improve children's language and reading skills. Research suggests that reading story books is one of the best ways to learn language. Stories improves children's skills of thinking, imagination, description, expression, listening, respecting others, problem-solving and developing cause-effect relations and then contribute to their reading skill (Machado, 2003; Wasik, Herrmann 2004; as cited in Kaderavek & Pakulski, 2007; Connor & Al'Otaiba, 2009; Damar, 2009).

Parents are instrumental in introducing books to children. Providing the children with age- and developmental stage-appropriate books as well as with quality books is a necessity for their educational and cultural development (Kocabas, 1999). In the process of children's use of books, attitudes of adults towards books are critical. Based on which books are read by adults books have significant roles for children's future life and academic achievement (Dwyer and Neuman, 2008). Positive attitudes of adults towards reading and education influence children's act of reading and verbal development. Families who regard reading as significant part of their children's development are much more concerned with their language development and reading activities. Such positive attitudes significantly affect the writing skills, comprehension of spoken language, development of vocabulary and interest towards reading of children (Dunnew, 2006; Dwyer and Neuman, 2008; Brittain, 2010).

On the other hand, high-quality books and correct use of these books are also significant in acquiring reading habits at early ages. The aim of the study is to identify the activities conducted by families in providing the children with reading materials. In line with this aim, the study attempts to answer the following research questions:

1. What is the rate of activities used by families to make their children book-friendly and having habit of reading?
2. What is the rate of the themes significant for children to choose the publications?

3. What is the rate of qualities taken into consideration by families in choosing a story book for children?
4. What is the rate of storytelling techniques used by families?
5. What is the rate of pre-story reading activities done by families?
6. What is the rate of points taken into consideration by families during the story reading activity?
7. What is the rate of post-story reading activities done by families?

## 2. METHOD

In the study, general survey method that is one of the descriptive research methods was used. This model includes scanning on a group or a sample from a universe or on universe as a whole in order to be informed about it. This model aims at describing a situation at present or past and tries to provide a description of a situation, event or individual within the original conditions. In other words, there is no attempt to change or influence the entity to be investigated (Karasar, 2009).

### 2.1. Participants

The universe of the study consists of preschool children attending public or private preschool institutions in Ankara and Kayseri, and their families. The sample of the study includes 121 families whose children are attending to the schools identified through convenience sampling. In this sampling method the sample is not randomly selected. Instead more convenient participants are chosen. This technique is mostly used by researchers from different fields such as educational sciences, psychology, and medicine (Warner, 2008). The educational background of mothers and fathers are as follows: (mothers) 5% primary school, 3% secondary school, 27% high school, 13% higher education, 33% undergraduate and 19% graduate and (fathers) 4% primary school, 6% secondary school, 21% high school, 11% higher education, 33% undergraduate and 25% graduate.

### 2.2. Data Collection and Analyses

The data of the study were collected through the administration of a form, "evaluation form of choice and activities in children's literature" that is developed by the author. The form was developed based on review of literature and then reviewed by three field specialists. Final version was developed based on their suggestions. The form is consisted of items asking families about their activities to introduce books and the points they consider in selecting the books as well as activities while reading the books with their children. The form also includes items from another form, namely "evaluation form of different perspectives in children's literature", that is developed by Gönen, Ertürk and Özen (2010). These items are about the activities done by families' pre- and post-reading process. In any questions, each participant can mark more than one option. The data collected were analyzed through SPSS Windows 15 and the rate and frequency were determined. The results of the analyses are given in the form of tables.

## 3. FINDINGS

In this section, the findings of the study are discussed, the points taken into consideration by families in providing the children with literary works and the reading-related activities done by families. In line with the first sub-problem, families were asked to answer the following question. "Which activities do you do in order to make your children have the habit of reading and the enjoy of literature?" Table 1 presents the answers.

**Table 1: Activities Done by Families Regarding Habit of Reading and Enjoying Literature**

| Activities | f | % |
|---|---|---|
| I buy books in a regular manner | 69 | 57 |
| I take him bookstores | 66 | 55 |
| I guide him about how to use books | 66 | 55 |
| I encourage him to have a library | 60 | 50 |
| I talk with him about the benefits of reading | 54 | 45 |
| I systematically read books to become a model for him | 54 | 45 |
| I organize reading hours at home in a systematical manner | 35 | 29 |
| I give him different publications. | 34 | 28 |
| I reward his reading related acts. | 30 | 25 |
| I provide him with the opportunities to buy books with his friends. | 11 | 9 |
| I take him library | 4 | 3 |

Table 1 shows that majority of the families regularly read books, bring their children to the bookstores and guide them about correct use of books in order to make their children book-friendly persons and have the habit of reading. However, the number of families who reward their children's reading-related acts, provide them with the opportunity to buy books or bring them to the library is relatively less. The other activities of families to make their children book-friendly persons are talking about the benefits of the books, being a model for their children, having regular reading hours and providing different publications.

The themes mostly chosen by families are given in Table 2.

**Table 2: Distribution of the Referred Book Themes for Children**

| Themes | f | % |
|---|---|---|
| Skills Education | 42 | 35 |
| Social Life | 39 | 32 |
| Concepts Education | 38 | 31 |
| Fun/Humor | 34 | 28 |
| Value Education | 32 | 26 |
| Adventure | 29 | 24 |
| Science and Technology | 29 | 24 |
| Religious Education | 23 | 19 |
| Social Skills | 22 | 18 |
| Play and Sports | 22 | 18 |
| Travel- Review | 16 | 13 |
| Fantasy/Surreal | 8 | 7 |

Table 2 shows that families mostly prefer those children books about skills education (35%), social life (32%) and conceptual education (31%). The books about games and sports (18%), travel (13%) and fantasy/surreal (7%) are less preferred by the families.

Table 3 indicates the points that families consider in selecting the story books.

**Table 3: Distribution of Considered Point in Selecting the Story Books for Children**

| Qualities | | f | % |
|---|---|---|---|
| **Physical qualities** | Page layout (writing/picture) | 82 | 68 |
| | Print quality | 52 | 43 |
| | The size of the book | 33 | 27 |
| | Quality of the paper | 20 | 17 |
| | Binding of the book | 15 | 12 |
| **Content** | Convenient wording for children's age and developmental stage | 114 | 94 |
| | Topic of the story | 76 | 63 |
| | Theme of the story | 60 | 50 |
| | Using the language correctly | 47 | 39 |
| | Picture properties | 41 | 34 |
| | Characteristics of the story characters | 39 | 32 |
| | Writing characteristics | 13 | 11 |
| **Other** | Children's requests | 73 | 60 |
| | Recommendations | 66 | 55 |
| | Price of the book | 30 | 25 |
| | Story of popular characters in the media | 15 | 12 |

Table 3 shows that families pay attention to such physical qualities as rate of writing/picture (68%) and print quality (43%) when choosing a book for their children. A few of them reported that they consider quality of paper and binding of the book in this regard. The points that are considered by families in their choice of book content are found to be related to children's age and developmental stage. However, the points related to the characteristics of the story characters (32%) and writing characteristics (11%) are found to be relatively less considered. In addition, other points are also considered by families while selecting children's books such as children's wish, their suggestions and the price of the book.

Table 4 presents the distribution of the story telling techniques used by families.

**Table 4: Distribution of the Story Telling Techniques Used by Families**

| Story telling techniques | f | % |
|---|---|---|
| Conventional story telling | 115 | 95 |
| Reading story books | 110 | 91 |
| Story telling with picture story cards | 43 | 36 |
| Story telling with toys | 38 | 31 |
| Story telling with CD – DVD | 38 | 31 |
| Story telling by drawings | 15 | 12 |
| Story telling with puppets | 11 | 9 |
| Story telling with e-books | 7 | 6 |
| Story telling with pantomime | 7 | 6 |
| Story telling with shadow play | 4 | 3 |
| Story telling flannel board | 3 | 2 |
| Story telling with masks, costumes | 3 | 2 |
| Story telling with overhead | 0 | 0 |

Table 4 shows that families mostly employ conventional story telling technique (95%) and reading story books (91%). Other story telling techniques are not used by the majority of families such as picture story cards, toys, CD-DVD, puppets, e-books, costumes, overhead, and drawings, pantomime and shadow play.

The families are asked to answer the following question: "Do you make any activity before reading a story book for your children?" The rate of those who answered « yes » or « no » is the same (f=60 and f=61). Half of the families use such activities, while the remaining half do not use. Distribution of such activities is given in Table 5.

**Table 5: Distribution of Making Activity before Reading a Story Book for Children**

| Activities | f | % |
|---|---|---|
| I show pictures of the book. | 42 | 35 |
| I do activities as reading poems, asking riddles, rhymes, finger plays or shadow puppetry before reading a story book? | 35 | 29 |
| I attract attention for story book. | 33 | 27 |
| I ensure that a suitable environment for reading. | 31 | 26 |
| I ensure that my child's book review. | 24 | 20 |
| I read the story book before reading it to children? | 22 | 18 |
| I would like to my child to be found on the various estimates. | 13 | 11 |
| I talk about the contents of the book. | 0 | 0 |
| I tell the children who did the writer and the illustrations of the book before reading the story book? | 0 | 0 |

Table 5 shows that the rate of families who make pre-story reading activities is very low. Showing pictures of the story book to children is one of the most common activities used by families (35%). However, none of the families talks about the content, author or designer of the book as a pre-story telling activity.

Table 6 indicates the activities that families do while reading the story books to their children.

**Table 6: Distribution of the Activities that Families Do while Reading the Story**

| Activities | f | % |
|---|---|---|
| I hold the story book in a way that my child can see it easily while reading it. | 96 | 79 |
| I use appropriate tone of voice, gestures and facial expressions for each character. | 94 | 78 |
| I pay attention accent and intonation when I read. | 84 | 69 |
| I stop and let child ask questions while reading picture story books. | 81 | 67 |
| I stop and make explanations as you come across with new words while reading story books. | 72 | 60 |
| I quit reading at a point that is attractive to my child and ask questions on that issue. | 61 | 50 |
| I sometimes stop reading and talk about the pictures in the book while reading story books. | 52 | 43 |
| I do not finish reading activity before the story completed. | 40 | 33 |
| I read to my child who did the writer and the illustrations of the book. | 23 | 19 |
| Sometimes I ask my child to act out the characters in the books while reading story books to them. | 16 | 13 |
| I complete reading to the last | 16 | 13 |

Table 6 shows that 79 of the families reported that they hold the book in a way that their children could see it. Some of the families reported that they carry out the following activities: they encourage their children to ask questions while reading the book (67%), they explain the unfamiliar words (60%), and they talk about the interesting topics about the content (50%) or the pictures in the book (43%).

The families are also asked the following question: "Do you engage in any activity about the book after reading it?" The rate of families who reported such activity is 74 %, while that of those who did not do any such activity is 26 %. Table 7 shows post-reading activities done by families.

**Table 7: Distribution of the Activities that Families Do After Reading the Story**

| Activities | f | % |
|---|---|---|
| I ask children whether he/she likes the book or not after reading the story book. | 67 | 55 |
| I ask questions about the setting of the book after reading the story book. | 62 | 51 |
| I ask questions about the heroes of the book after reading the story book. | 47 | 39 |
| I do oral discussions after reading a picture story book? (Who is a coward, who is mean?). | 46 | 38 |
| I discuss the information in the book with the children using brain storming technique after reading the story book. | 45 | 37 |
| I would like to summarize the story. | 39 | 32 |
| I ask questions about the places of the book after reading the story book. | 36 | 30 |
| I discuss with children whether there are similar events in their lives after reading the story book. | 34 | 28 |
| I talk about the pictures of the story books and ask questions about the colors, pattern, shapes and page order after reading the story book. | 25 | 21 |
| I explain the new words in the picture story after reading the story book. | 25 | 21 |
| I ask questions about the time of the story after reading. | 19 | 16 |
| I give children the chance to create his/her own stories after reading the story book. | 16 | 13 |
| I give children the chance to form the song, poem or rhyme of the story after reading the story book. | 12 | 10 |
| I ask the children to act out the events and the characters in the book after reading it. | 11 | 9 |
| I make children draw the story after reading the story book. | 10 | 8 |
| I do activities as riddles and puzzles after reading the story book. | 10 | 8 |
| I play games with children about the story after reading the story book. | 7 | 6 |
| I ask questions to children about the events and heroes in the book by using puppets after reading the story book. | 3 | 2 |
| I perform activities where picture story cards are used after reading the story book. | 2 | 2 |
| I do puzzles about the story after reading the story book. | 2 | 2 |
| I make graphs regarding picture story after reading the story book. | 1 | 1 |
| I discuss the artistic side of the pictures in the story with the children. | 1 | 1 |
| I give information about the author's life after reading the story book. | 1 | 1 |
| I use matching cards about the story I have read after reading it. | 1 | 1 |
| I give children a chance to form the picture story again with the flannel board after reading the story book. | 1 | 1 |
| I make children create posters or banners that will promote the book after reading the story book. | 0 | 0 |
| I arrange a field trip related with the story after reading the story book. | 0 | 0 |
| I make puppets and masks of the characters after reading the story book. | 0 | 0 |

Table 7 indicates that the rate of families who engaged in post-reading activities is very low. On the other hand, families reported that they talk about story characters, place and time of

the story and ask questions to their children about these items. It is also found that families did not try to make activities such as talking about pictures, drawings and page organization, drawing pictures and posters about the story, or making puppets of the story characters. In addition, a few family attempted to make connections between story and real life, develop songs or tongue twisters about the story, to play games based on the story and to generate other creative and complementary activities.

## 4. DISCUSSION AND RESULTS

It is found that families carry out a limited number of activities to make their children book-friendly persons. The most common activities for this aim are regular buying of books, bringing children to the bookstores and guiding the children about correct use of the books. Çakmak and Yılmaz (2009) argued that reading habit at preschool period is mostly reinforced by families and pre-school institutions. They found that families have the guiding role in preparing the children for reading. Deretarla Gül (2013) states that adults should be models for children in order for them to have higher levels of reading habits. Russell and David (1994) maintained that if families organize reading hours at home, the acquisition of reading habit will be facilitated (as cited in Gönen and Uyanık Balat, 2002). Weigel, Martin and Bennett (2006) conducted a study with a view to analyze temporary and long term connections between multiple indicators of literacy and language development during preschool period and component of home environment. As a result of the study; it was observed that when parents read aloud to their children, when they supply picture book for their children at home, when they visit library and teach their children tongue twisters, tell stories, make them paint pictures and play with their children, literacy abilities of their children improve more and they take interest in book reading more powerfully. Sénéchal, LeFevre, Hudson and Lawson (1996) argue that book quantities at home, library visits and parents' own book reading amounts and frequencies are all related to the child's vocabulary. In a study conducted by Au (2000), it is concluded that the environment provided at home is more effective than socio-cultural factors in reflecting children's literacy successes. Bus *et al*. concluded that reading story books activities with parents during preschool period contribute positively to development of abilities of the child in the following years. Reading activities including reading aloud and reading story books with parents ensure development of story making abilities and establishing a story language in their minds (as cited in Doyle, 2009). Since in the current study the majority of the families rarely stated that they talk about the benefits of books, are models for their children in reading and organize regular reading hours, the advantages of these activities are largely ignored by the families participated in the study. Furthermore, the number of families who bring their children to the libraries is also very low. However, this may be a result of the fact that there is no library near to their house. On the other hand, this issue may also be an outcome of the fact that families are not aware of the positive effects of libraries or those libraries do not provide any activity to reinforce the families' related activities.

It is revealed that the themes of the books chosen for children are mostly limited. Gönen and Uyanık Balat (2002) suggest that age- and development-appropriate books should be chosen for children in order to improve their enjoyment of books and habit of reading. In addition, books with varied themes should be chosen in order to avoid children feeling bored with books. Books with the same or similar themes also limit the imagination and creativity of children.

The findings of the study show that a few families consider many points while choosing a book for their children. They mostly focus on some points related to physical or contextual characteristics of the books, but ignore others. It may lead to reducing the opportunity to come across with quality books on part of children. Kocabaş (1999) states that physical and content characteristics of the books should also be age- and development-appropriate. The reason for

focusing on a limited number of characteristics may be that families are not aware of these points. Gürler (1999) also found similar results in this regard. He analyzed the parental attitudes about children books and concluded that parents do not have necessary information about such books. Saçkesen (2008) analyzed the views of parents and pre-school teachers about the choice of children books and found that some factors are significant in this selection. The factors, which affect parents' selection of children books, are educational background, occupation, income levels and these factors lead to difference among parents regarding when they first buy a book for their children. However, number of siblings who are attending school does not have any significant effect in this regard.

In the current study, it is found that parents mostly use the conventional story telling technique, namely plain story telling. Olgan (2013) argues that this conventional way of telling stories may make children get bored of the activity. It is further stated that plain story telling make the children have difficulty in focusing on a specific point, leading to dislike of books and other linguistic activities. Therefore, pre-school teachers should also learn about different techniques of storytelling. It will both improve the self-confidence of teachers and provide the children with the opportunities to experience different ways of learning. Other related professionals should also be informed about different techniques of storytelling.

Nearly half of the families participated in the study reported that they use pre-reading activities. However, those activities are limited in variety. In fact, there are many other activities that can be used to reinforce children's interest in reading, including showing the pictures of the book, poems, tongue twisters, provision of proper reading environment, making predictions about the content, talking about the drawings and author of the book. Such activities may raise the awareness of children about the fact that books should be considered as a single product with multi-creators such as author, drawers and other contributors. The reason for families' ignorance of these points may be a result of the fact that they do not pay necessary attention or are not aware of what should be done in this regard.

Regarding the activities carried out by families during reading books, it is found that they engage in many activities that interrupt reading. Such activities may lead to attention loss on part of children. It can be suggested that families are not well informed about the process and they do not have necessary information.

In the study, post-reading activities carried out by families were also analyzed. The majority of the participants reported that they engaged in post-reading activities (74%), but they did not specify which activities they performed at this process. The most commonly reported post-reading activities were asking questions and talking about the book. However, these conventional and limited activities may make children get bored of reading. Based on the findings of the study, the following suggestions can be developed:

Given that parents are primary role models for children in regard to habit of reading, their positive attitudes towards books and reading may have effects on children's attitudes. Therefore, families may buy books, newspapers and other publications for themselves and for their children and bring their children to the bookstores and libraries. Such activities may improve the children's attitudes towards reading and books at early ages.

Families may need assistance in choosing quality children books in terms of children's interest and needs. Such an assistance can be provided by teachers. They may guide the students and provide the children with quality books to facilitate their reading habits. In addition, scientific meetings can be organized for families regarding the significance of reading, choosing children books and reading activities.

Instead of focusing on a single topic in selecting the books, books with multi-themes can be chosen for children. In addition, books should encourage creative and critical thinking skills of children, artistic comprehension and problem-solving skills of children.

Activities during reading story books should not be limited to asking open-ended questions. Instead, graphics can be drawn, games can be played, the biography of the author can be read to children, pictures in the book can be elaborated through conversations, and children can be asked to talk about the colors, drawings and page organization of the book. Furthermore, children may be asked to develop posters of the book to inform other children about the book. Such activities will reinforce artistic skills of the children.

In order to provide children with varied learning experiences, picture story cards, puppets, toys, drawings, pantomime and other much more contemporary techniques should be employed rather than conventional techniques such as plain story telling.

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## Genişletilmiş Özet

Çocukların erken yaşlarda okuma alışkanlığını kazanmasında, nitelikli yayınların ve bu yayınların doğru şekilde sunulmasının rolü büyüktür. Bu süreçte ailelerin yaptıkları etkinlikleri belirlemek bir gereklilik olarak karşımıza çıkmaktadır. Bu bağlamda araştırmanın amacı, ailelerin çocuklarına edebi yayınlar sağlarken dikkate aldıkları hususları ve bu yayınların sunumunda yaptıkları etkinlikleri belirlemektir.

Bu araştırmada betimsel araştırma yöntemlerinden genel tarama modeli kullanılmıştır. Araştırmanın evrenini, Kayseri ve Ankara illerindeki Milli Eğitim Müdürlüğü'ne bağlı resmi ve özel okul öncesi eğitim kurumlarına çocukları devam eden aileler oluşturmaktadır. Araştırmanın örneklemini ise uygun örnekleme yöntemiyle seçilen okullara çocukları devam eden 121 aile oluşturmaktadır.

Tarama modelindeki bu araştırmanın verileri, araştırmanın amacına uygun olarak araştırmacılar tarafından hazırlanan "Çocuk Edebiyatında Yayın Seçimi ve Etkinlikleri Değerlendirme Formu" ile elde edilmiştir. İlgili alan yazın taranarak oluşturulan bu form için üç uzmandan görüş alınmış ve öneriler doğrultusunda forma son şekli verilmiştir. Çocuk Edebiyatında Yayın Seçimi ve Etkinlikleri Değerlendirme Formu'nda, ailelerin çocuklarına kitabı sevdirmek için yaptıkları etkinlikleri, yayın sağlarken dikkate aldıkları hususları ve bu yayınların sunumunda yaptıkları etkinlikleri belirlemeye yönelik sorular yer almaktadır. Formun son bölümünde ailelerin hikâye öncesi ve sonrası yaptıkları etkinlikleri belirlemek amacıyla, Gönen, Ertürk ve Özen (2010) tarafından geliştirilen "Çocuk Edebiyatında Farklı Yaklaşımları Değerlendirme Formu"nun uygun maddeleri gerekli izin alınarak kullanılmıştır. Veriler SPSS Windows 15 paket programına aktarılarak yüzde ve frekans değerleri şeklinde analiz edilmiştir**.** Elde edilen sonuçlar tablolar halinde sunulmuştur.

Ailelerin çocuklarına edebi yayınlar sağlarken dikkate aldıkları hususları ve bu yayınların sunumunda yaptıkları etkinlikleri incelemek amacıyla yapılan araştırmada şu sonuçlara ulaşılmıştır:

Ailelerin çocuklarına edebiyatı, kitabı sevdirmek için sınırlı sayıda etkinlikler yaptıkları belirlenmiştir. Araştırmaya katılan ailelerin bu amacı gerçekleştirmek için en çok yaptıkları etkinlikler düzenli olarak kitap alma, kitapçıya gitme, kitabı doğru kullanma konusunda çocuğu yönlendirmedir. Araştırmaya katılan çoğu ailenin, kitapların yararı hakkında konuşma, çocuklara model olma ve okuma saatleri planlama gibi etkinlikleri gerçekleştirmemeleri, bu etkinliklerin sağladığı katkıları göz ardı ettiklerini düşündürmektedir. Ayrıca, çocukların okuma alışanlığının gelişiminde etkin rol oynaması gereken kütüphanelere giden çok az sayıda aile olması da dikkat çekmektedir**.** Ailelerin çocuklarına yayın seçerken seçtikleri temaların çeşitlilik göstermediği dikkat çekmektedir. Araştırmanın bulguları, az sayıda ailenin çocuğuna hikâye kitabı seçerken pek çok özelliği göz önünde bulundurduklarını göstermektedir. Araştırmaya katılan pek çok ailenin kitapların fiziksel ya da içerik özelliklerinin çoğunu göz ardı etmeleri çocukların nitelikli yayınlarla tanışma şansını azaltmaktadır. Araştırmaya katılan aileler çocuklarına hikâye anlatırken düz anlatımı ve kitap kullanarak anlatımı tercih etmektedirler**.** Okul öncesi eğitim öğretmenlerinin yanı sıra çocuk gelişimi ve eğitiminde rol üstlenen bütün yetişkinlerin farklı hikâye anlatma tekniklerini bilmeleri ve kullanmaları çocukların kitap okumaktan keyif almalarını, okuma sevgisi ve alışkanlığı kazanmalarını kolaylaştıracaktır. Ancak ailelerin sadece geleneksel yöntemlere bağlı kalarak farklı hikâye okuma tekniklerini kullanmamaları bu alışkanlığın kazandırılması karşısında bir engel olarak karşımıza çıkmaktadır. Araştırmaya katılan ailelerin yarısı çocuklarına hikâye kitabı okumadan önce etkinlik yaptıklarını belirtmişlerdir. Yapılan etkinlikler incelendiğinde az sayıda aile tarafından sınırlı türde etkinlikler yapıldığı dikkat çekmektedir. Oysa kitabın resimlerini gösterme, kitabı okumadan önce şiir,

bilmece, bulmaca, tekerleme, parmak oyunu, gölge oyunu vb. etkinlikler yapma, kitaba dikkat çekme, okuma için uygun ortamı sağlama, çocuğun kitabı incelemesine fırsat verme, kitabı önceden okuma, tahminlerde bulunma, kitabın içeriğinden, yazarı ve çizerinden bahsetme gibi etkinlikler çocuğun kitaba yönelik ilgi ve merak duymasını sağlayabilir. Araştırmaya katılan ailelerin hikâye okuma esnasında dikkat ettikleri unsurlar incelendiğinde; okumayı yarıda bırakacak şekilde pek çok etkinlik yapıldığı belirlenmiştir. Araştırma kapsamında son olarak, ailelerin çocuklara hikâye kitabı okuduktan sonra yaptıkları etkinlikler belirlenmiştir. Ailelerin büyük çoğunluğu (%74) hikâye okuduktan sonra etkinlik yaptıklarını belirtmelerine rağmen yapılan etkinlikler sorulduğunda paralel olmayan sonuçlar göze çarpmaktadır. Yapılan etkinliklerin daha çok soru sorma ve sohbet etme ile sınırlı olması dikkat çekicidir. Bu durumda, çocukların geleneksel ve sınırlı sayıdaki etkinliklerden sıkılabileceği gerçeğinin ailelerce gözden kaçırıldığı söylenebilir. Araştırmanın sonuçları göz önüne alındığında şu öneriler sunulabilir:

Aileler, çocukların ilgi ve gereksinimleri doğrultusunda nitelikli kitap seçimi konusunda desteğe ihtiyaç duyabilirler. Bu konuda öğretmenlerin yol gösterici tutum ve davranışları çocukların nitelikli kitaplarla tanışmasını sağlayarak okuma sevgisi ve alışkanlığını edinmesini kolaylaştırabilir. Akademisyenler de ailelere yönelik kitap okumanın önemi, kitap seçimleri ve kitap okuma etkinlikleri konusunda seminerler düzenleyebilir.

Hikâye okuma etkinlikleri, sadece okuma ve açık uçlu sorular sorup etkinliği bitirme ile sınırlı olmamalıdır. Aileler hikâye kitabını okuduktan sonra, grafik oluşturma, yap-boz yapma, eşleştirme kartları kullanma, oyun oynama, gezi düzenleme, yazarın yaşamı ile ilgili bilgi verme, kitabın resimleri hakkında konuşma, rengi, yapısı, çizgileri, şekli ve sayfa düzeni hakkında soru sorma, çocuklara kitabın reklamını yapacak poster, afiş vb. yaptırma, resimlerin sanat yönünü tartışma gibi farklı uygulamalara da yer verebilirler.

Çocukların farklı öğrenme deneyimleri yaşaması ve kitaptan keyif alması için hikâye okurken sürekli düz anlatım tekniğini kullanmak yerine resimli hikâye kartları, kuklalar, oyuncak, çizim, pazen tahta, pantomim, powerpoint vb. teknikler kullanılabilir.

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