



## A sample application in the development of reading habits: I am Reading - I am Learning Project\*

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### Abstract

The most important factor reinforcing individual habits is the tendency to the habit initiating at an early age. In order to have the habit of reading become permanent at later ages, it needs to be acquired at an early age. Therefore, the family has a very important role in the individual acquiring the habit of reading. Prior to beginning school, children take persons in their living space as examples. The parent, who reads and encourages reading, and the other persons around the child have important roles in upbringing a society with a strong habit of reading. When it is considered that in information society there is a need for an education system that educates students, who read and question what they read, it can be said that reading education and the habit of reading primarily commences in the family and then develops at primary school.

The purpose of this study is to contribute to the students spending quality time with their family and the development of the sympathy and habit of reading books with the support of the family. The study group of the study conducted according to the survey method consists of a total of 211 students studying in the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades at the Nesibe Aydın Schools in the province of Ankara during the 2011-2012 academic year and 582 parents. The questionnaire and the reading tracking table developed by the researchers was utilized as a data collection instrument in the study. At the end of the 8 week application period, parents were invited to the meeting providing information on the results of the project and they were awarded a “Certificate of Appreciation”.

According to the data obtained from the study findings it was observed that parents were pleased to participate in this project, a positive change occurred in the reading habit of a large proportion of children and parents throughout the application period of the project, and sympathy for books started to appear in children.

**Keywords:** Enjoying reading, reading habit, project on the development of the habit of reading.

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\* This study was constituted of data obtained from “I am Reading- I am Learning” project conducted at the Nesibe Aydın Education Institutions.

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## INTRODUCTION

Learning is a process that continues on throughout life for humans. Childhood and youth in life are the periods in which education is most intense and effective. Education provided in these periods on the one hand enables the child to acquire basic skills and habits and on the other hand is oriented at having the child acquire the skill of living in harmony with people in society, in other words, the art of living. One of the elements supporting the development of the individual throughout life is books.

Undoubtedly, there are many ways of obtaining knowledge such as travelling, attending training programs, and watching television. However, as it enables the acquisition of various attainments in addition to providing information, reading is the most effective and efficient of these methods. Reading enables the individual to obtain knowledge and learn. Further to this, reading enables the following for the individual (Koç and Müftüoğlu, 2008:62):

- Orientates behavior and relations with others,
- Enriches the inner world,
- Extends his/her perspective,
- Enables him/her to approach his/her environment without prejudice, objectively, and with tolerance,
- Increases his/her level of appreciation,
- Acquires the liberty of thinking and creating.

Reading is not an activity that commences and finalizes in a certain period of life. It continues throughout life. The skill of reading has an important role and function in constituting the personality of a person, the formation of the person's relations, and enriching the individual's life.

### **Readings Skills and Reading Comprehension**

Akyol defines reading as the process of comprehension as a result of the interaction of written (author) and unwritten sources, the reader, and environmental elements (Akyol, 2001: 14). According to Coşkun (2002) reading is a very important education instrument and language skill, in which various mental processes such as sight, perception, attention, remembering, comprehending, interpreting, synthesis, and analysis occur at the same time and has a role in having humans acquire knowledge and culture and achieve critical awareness for the purpose of enabling humans to get to know themselves, their environment, and the world.

Yangın (1999: 68) and Tosunoğlu (2002: 548) define reading as recognizing and comprehending symbols in a text (cited by: Şengül and Yalçın, 2004). Reading is a motor skill in other words, a low level psychomotor skill with a very high perceptual aspect. During reading, the brain and eyes function jointly. In order to comprehend the things that have been read, the brain activates many of the brain cells by using mental, linguistic, and non-linguistic patterns. Activities such as making sense of linguistic symbols, formation of patterns between linguistic elements and generating new thoughts, and creating solutions for existing problems are activities jointly performed by the brain and the eyes (Şengül and Yalçın, 2004).

There is a consensus that reading has important contributions to the mental development of the individual. The act of reading contributes to constantly keeping the intellect alive by enabling the individual to think about the read events, record the persons and events in the text in their mind, and correlating between events (Bamberger, 1990:2). On the other hand, reading is one of the ways of enriching knowledge. Reading is communicating with a printed and written page and taking and comprehending the message. Reading, which is a complex activity consisting of the various acts of the eyes and vocal organs and the comprehension efforts of the mind, is the comprehension and recognition of the letters and words in a text (Tazebay, 1995:3).

The comprehension of a text is as important as reading it. According to Özsoy (1986), the actual purpose of reading is making inferences from the read text. There are study findings indicating a high correlation between reading comprehension skills and academic achievement (Akça, 2002; Deretarla, 2000; Koçyiğit, 2003; Şengül & Yalçın, 2004). Those with insufficiencies in reading comprehension skills cannot be expected to have interest in other subjects, understand what they have read in textbooks, and consequently, be successful.

The fact that a large proportion of learning aids in the teaching-learning process at schools are language based sources highlights the level of reading comprehension. Study findings demonstrating the high correlation between reading comprehension and academic achievement also support this conclusion (Demirel, 1993:325).

According to the study results of Egelioglu (1993: 229), it was suggested that the learning in the knowledge level of the individual can largely be predicted by observing the individual's reading comprehension level and no matter how much time is spared for learning if the individual's reading comprehension level is not high, learning exceeding the knowledge level of the individual shall not realize. These results strongly emphasize the importance of reading comprehension education (cited by: Erginer, 1998).

The primary purpose of reading is not only acquiring the individual with the skill of literacy, but also to have the individual acquire an investigative, informative, and thought and awareness developing habit of reading at certain intervals.

### **The Habit of Reading**

Having individuals acquire the habit of reading and enjoying reading is among one of the fundamental educational objectives of the modern world today. Through communication, as on the one hand our world is getting smaller, on the other hand it is getting larger rapidly through such means. Today, people can access information that is kilometers away from them in just a few seconds and orientate towards the same sources. Acquisition of accessed information and experiences through reading highlights the need to be a good reader.

According to Özdemir, reading is an action habit just like swimming, playing tennis or basketball. The formation of the habit is based on enjoying this action and making it permanent. The habit of reading is constantly and regularly performing the act of reading with a critical approach for the purpose of constituting a source for studies conducted by persons on any subject or making one's own life joyful like travelling or listening to music. As it can be understood from this definition, for any

person to be able to have a habit of reading, it is necessary for the person to constantly and regularly continue the act of reading through every stage of life as a result of perceiving reading as a need and at the same time there is a need for the person to look at every work s/he has read with a critical perspective (Yılmaz, 2004: 116).

Fundamentally, the habit of reading is a skill acquired through formal education. If students, who are the members of an educational process, do not acquire this habit at school age, it is very difficult for them to acquire this habit during their adulthood. Thus, as the education system can have students acquire skills such as rapid accurate reading and reading comprehension, it also can direct students to non-teacher and non-curricula information sources that will encourage them to research.

There are some standards with the purposes of determining the types of readers based on the time allocated for the act of reading in a certain period of time or the number of publications read. For instance, Yılmaz (2004:116) citing from the American Library Association (ALA) classifies reading habit levels under three types according to the number of books read by individuals within a year. Accordingly, readers are classified as

- The low level reader type that reads a total of 5 or less books in a year,
- The medium level reader that reads a total of between 6 to 11 books a year
- The high level reader that reads a total of 12 or more books in a year (ALA, 1978:3).

It is necessary to have the student gain the habit of reading at an early age. For this purpose, it is necessary for the reading education to be very good and the student to comprehend how important the knowledge that they have obtained through reading is for their future lives. The habit of reading is a habit that is formed not in one turn but overtime with patience, and constant effort. Families have great responsibility in the formation of this habit.

### **The Role of the Family in the Acquisition of the Habit of Reading**

The most important factor that ensures that individual habits are strong is the commencement of the education of the habit at an early age. In order to have the habit of reading become permanent at older ages, it is important that it is acquired at an early age. Thus, the family has a significant role in the individual acquiring the habit of reading. Before children start school, they take persons in their living spaces as examples. Thus, the parents that read and encourage reading, and other persons around the child have important roles in creating a society with a strong habit of reading. Therefore, a family that does not read suggesting their children to read shall not be convincing (Aktaş and Gündüz, 2004:21).

Dökmen (1994: 20-21) considers the role of mothers and fathers in having their children and youngsters acquire the habit of reading and enjoy reading to be in the framework of the principle of “learning from a model”: If we want children and youth to read at an adequate amount and required quality, we must prepare a setting, where they can learn from a model. The first and most important setting that children can learn reading from a model is the family.

According to Bircan and Tekin (1989:393-410), the child finds itself in a setting of socialization since it is born and primarily acquires the cultural forms of society, value judgments, and habits in the family. Based on this, the family is the place where it gets its first impressions regarding the emphasis on reading. The willingness to read is largely determined by the book and language atmosphere in the home of the child.

Bamberger (1990:46) has some suggestions for parents so they can have their children acquire the habit of reading:

- Parents should tell their children stories as frequent as possible and must read aloud.
- Parents should set up a personal library that is relevant to the age, requests, need, and development stages of their children.
- Parents should train their children so they allocate a proportion of their allowance on books.
- Parents should ensure that a proportion of many evenings as possible are spared for reading. Every member of the family should read their own book in this period.
- Parents should attend their child's reading, in other words, they should speak with them on the things they read.
- Parents should help their children in understanding that they can implement and use the things they read and that books save, enlighten, and glamorize their lives.

The interest the child has in books begins in the early years of life with the variety of language based activities and enriched experiences in the preschool period. Stories read out to them, songs sung to them, and child poetry and melodies murmured to them contribute to the interest the child has in written and oral language. Such activities constitute the foundation of reading skills in the future (Yavuzer, 2001: 45). Especially, the parent encouraging the child to look at picture books and reading stories out loud shall become important practices in the acquisition of this habit (Yılmaz, 1990: 33-34).

The family, which actualizes the first relation between the child and the book in the preschool period, should maintain this attitude after the child begins primary school in cooperation with the teacher. Reading the child books, examining textbooks together, supporting the child while doing homework, and maintaining the relation between the child and the book are among the responsibilities of the parent while the child is trying to learn to read.

When it is considered that education that has the objective of raising children that read and question what they read is required in the information society, it can be said that the tendency to read and the habit of reading begin in the family and then develop in primary school.

### **Developing the Habit of Reading at School and Reading Activities**

Acquiring sympathy for reading and the habit of reading, transforming reading into a skill is the primary and fundamental duty of school. Students developing reading skills and acquiring reading habits particularly occur at the primary school level. Reading activities, which begin in the first grade of primary school, continue and diversify in following grades and continue till the eighth grade. At the primary school level, principally by developing the reading skills of students having them become readers that think, understand, criticize, discuss, establish relations between their preliminary knowledge and what they read, and reach new meanings has been set as an objective. Transforming this into a habit and ensuring its sustainability afterwards constitutes the second important objective. The habit of reading acquired in this period lays the foundations of the child's desire to read during adulthood. Again, ensuring the selection of books that are relevant to the level and interests of students and can have them acquire means of critical and scientific thinking is among the reading activities aimed to be provided at school (Arıcı, 2008:92).

Reading is a complex activity consisting of the various acts of the five sensory organs and the understanding and comprehending efforts of the mind. Generally, we obtain 1% of what we learn through the sense of taste, 1.5% through the sense of touching, 3.5% through the sense of smell, 11% through the sense of hearing, and 83% through the sense of sight. According to these results, it is ascertained that reading, which addresses the eyes and the ears, has an important share of 94% in learning.

From past till present, nearly every-day activities such as conferences, symposiums, signature events etc. and national campaigns are being organized in order to have children, youth, and adults enjoy reading. The national reading campaigns of "Read On" in Britain, and the "Get Caught Reading" campaign in the United States and the "100 Basic Works" campaign conducted in Turkey by the Ministry of National Education in 2004 for high school students and 2005 for primary school students are the most famous ones of such campaigns.

It can be observed that a large proportion of teachers working at our education institutes, do not guide children to sources other than textbooks. Another proportion of our teachers perceive sources other than text books as supporting textbooks and sources. It is not possible to say that these sources have a positive effect on the development of reading. Thus, in order to develop reading skills, it should be known that reading is not just an activity based on the educational process but a requirement in all stages of life.

### **Purpose and Significance of the Study**

The purpose of this study is to contribute to the students spending quality time with their families and the development of the sympathy and habit of reading with the support of the family.

Rapidly developing information and communication technologies have caused the age we currently are in to be called the information age. Information produced in this age loses its validity and up-to-datedness a short while after. With regards to addressing the need of the age, the skill of lifelong learning has become a more important education-teaching aid than in the past. The individual having the habit of

reading in order to be able to acquire the skill of lifelong learning is as important as lifelong learning for addressing individual and social needs. In other words, the habit of reading is the foundation of lifelong learning. For the individual to become a person that learns throughout life, the individual should experience the act of reading regularly throughout life (Odabaş, Odabaş and Polat, 2008:432).

There are many factors that have a role in reading turning into a habit. Among these are primarily the family of the child and then the society in which the child lives, the child's school and teacher. In our country no systematic support and counseling activities are conducted in the family, the immediate circle, and schools. However, the role of the parent is extremely important in the acquisition of the habit of reading. The mother and father should be a lead and guide in the child acquiring the habit of reading and turning this into an enjoyment and even a lifestyle. It is known that the child turns pages after it is 18 months old. The parent, who has to demonstrate that books are among the most important values of life by reading books, has important responsibilities at home.

## **METHOD**

### **Model of the Study**

This study was conducted according to the survey method. The survey method consists of studies, in which opinions of participants regarding the subject or an event and their interests, skills, abilities, attitudes and similar characteristics are determined (Büyüköztürk et al. 2009:231). This study was conducted in the Spring semester of the 2011-2012 academic year.

### **Study Group**

The study group consists of a total of 211 students studying in the 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades at Nesibe Aydın Schools in the province of Ankara during the 2011-2012 academic year and 582 parents.

### **Data Collection Instruments**

As a data collection instrument, the questionnaire developed by researchers for the purpose of determining the opinions of parents on the application after the application period was used in the study. Furthermore, at the end of the study the reading tracking table prepared for the purpose of determining how many hours of reading was actualized in total was utilized.

### **Process Steps**

After the planning of the project to be implemented, a letter informing of the purpose of the study was prepared and sent to the parents. Parents and students accepting to participate in the study were included in the study. The students and parents were sent the tracking table and the students were requested to spare a certain amount of time each day with their family and only read books away from external stimulus. The books to be read by the students were determined by the teachers and constantly monitored. Throughout the application period, the book read every day and the reading periods were requested to be recorded in the tracking table.

Throughout the application period lasting 8 weeks, the project team convened every week and shared and assessed developments. At the end of the application, the parents were applied the questionnaire. In order to inform the parents on the project outcomes, the parents were invited to the conclusion meeting. The project results were shared with the parents and the project participants were awarded a Certificate of Appreciation. Afterwards, the data obtained from the forms applied to parents were analyzed statistically and tabulated and interpreted.

## FINDINGS AND INTERPRETATIONS

In this section of the study, there are research findings and interpretations regarding the findings. The data collected from parents under the scope of the study were grouped and presented in the form of tables.

**Table 1. Distribution of opinions of parents participating in the “I am reading-I am learning” project**

No	Expressions	Yes		Partly		No		Total	
		f	%	f	%	f	%	n	%
1	Did participation in the project make you pleased?	143	92.3	10	6.5	2	1.3	155	100.0
2	Could you sustain the project according to the reading plan?	60	38.7	92	59.4	3	1.9	155	100.0
3	Did the sympathy for books start to arise in your child due to the project?	112	72.3	39	25.2	4	2.6	155	100.0
4	Did the project create a change in your child’s reading habit?	86	55.5	52	33.5	17	11.0	155	100.0
5	Did the project create a change in your reading habit?	68	43.9	53	34.2	34	21.9	155	100.0
6	Do you think that you spend quality time with your family in the reading hour during the project?	139	89.7	15	9.7	1	0.6	155	100.0
7	Did reading together add a value to your family life?	119	76.8	32	20.6	4	2.6	155	100.0
8	Did you do purchase books, periodicals, etc. with your children during the project?	102	65.8	23	14.8	30	19.4	155	100.0
9	Do you think that reading contributes to raise more conscious and more sensitive people?	152	98.1	3	1.9	0	0.0	155	100.0

When Table 1 is examined, it can be observed that nearly all of the parents were glad to have participated in the “I am reading-I am learning” project, a change occurred in a large proportion of the children and parents throughout the project application, and sympathy for books started to develop in children.

According to Aytas (2005: 68), in order to have reading education achieve definite success, starting from the first stage of education, a desire for books should be inspired and by acquiring sympathy for books, it is necessary for children to form a library unique to them. The data obtained in this study also demonstrates that such practices are effective in having children acquire the sympathy for reading books.



Approximately more than half of parents participating in the study considered that reading together added a value to their family life and stated that they purchased books, magazines etc. with their children throughout the project. This finding of the study overlaps with the opinion of Özbay (2006: 161). According to Özbay, reading becoming a habit depends on it being felt as a need. And this is directly associated to access to books and library means in the surroundings with the activities to be conducted by the family, teachers, and the school.

The most striking one among the obtained results is that nearly all of the parents participating in the study stated that they spent quality time during reading hours organized throughout the project.

The data obtained in Table 1 demonstrates that the purpose determined with such a project was achieved. Nearly all of the parents are aware that reading contributes to raising more aware and conscious persons and this opinion coincides with the other obtained data.

More than half of parents participating in the project stated that they could continue the reading plan in a completely complying manner. It can be observed that the failure to completely adhere to the reading plan did not affect the obtained data. Even though parents have deviated from the reading plan, it can be said that they are aware that the project contributed to the development of the sympathy and habit of reading and spending quality time with family.

**Table 2. Distribution of the responses of parents participating in the “I am Reading – I am Learning” project to the question of "Can you write down the three changes the project caused in your life and your family's life?"**

No	Expressions	f
1	It was very enjoying reading books together and the period of time spent together prolonged.	110
2	We spent the evenings in a more planned manner; reading books created a habit, We felt the lack of reading during the time when we did not read books.	80
3	It caused the time lacking quality we spared for watching television to turn into quality time.	43
4	We highly benefited from it to form a collective consciousness.	29
5	I think that it is fine in terms of conversations we had regarding the books and subsequently the communication we established.	27
6	I think that it provides an important opportunity for my child to understand the significance of reading books.	23
7	It was fine to choose books together and decide on what to read and purchase.	17
8	I think that it helps my child learn the idioms, proverbs, and the words, whose meanings s/he does not know.	11
9	These hours we spared for reading books in the rush of daily life offered us to take a break in life.	10
10	I read the books I could not read though I wished to do.	10
11	It helped my child use his time and focus on an activity for a certain period of time.	9
12	It did not create any changes; we are regular readers.	8
13	From now on my child can read books faster.	7
14	The presence of this project made my child stressful due to the sense of responsibility.	5
15	A quarrel occurred on who “read more pages than the other one” between sister and brother.	4
16	My child's sleep hours were put in order. The reason is that s/he wants to go to bed not to read any more when the bedtime comes.	1

When Table 2 is examined, it can be observed that the topic that the parents stated a common opinion regarding the implemented project was that it was very pleasant reading books with their children in the time spent together. In the

conclusion of the study of Başaran and Ateş (2009: 73) conducted with elementary 5<sup>th</sup> grade students it was observed that a large majority of the students developed a positive attitude towards reading. It can be said that the parents stating that they enjoyed reading books during the time they spent with their children according to the data obtained in this study, overlaps with the conclusion of the study of Başaran and Ateş.

According to the conclusion of the study of Odabaş, Odabaş and Polat (2008:460), nearly half of students spend their time watching television, listening to music, and using the computer. On the other hand, the time spent for reading books is much under the total time spent for the said activities. However, according to the results obtained in this study it was suggested that regularly reading books every day and making it a habit and having evenings become more planned, enable the time spent for watching television to be spent in a more quality manner.

One of the interesting results obtained from the implemented project is that this practice contributes to conversations in the family on books that have been read and the formation of a common awareness.

On the other hand, it can be observed that such a practice contributes to the developments of skills such as the child using time, developing a feeling of responsibility, being planned, reading faster and also learning idioms, proverbs, and unknown words.

**Table 3. Distribution of responses of parents participating in the "I am reading – I am Learning" project to the expression of "Please specify matters you consider to be important regarding the project and you wish to specify."**

No	Expressions	f
1	Because you enabled regular reading in the day with such an application, we felt great deficiency when we did not read books.	90
2	I thank you for generating such a study and helping us to become more conscious individuals within society. I think that it is necessary to increase such kind of projects.	32
3	This project could have been organized according to the intensity of assignments and the dates of examinations.	9
4	I suggest that this be conducted during the whole year.	8
5	It made children become more responsible.	6
6	My child started to notice his/her areas of interest and s/he determines the books s/he will read according to his/her interests.	5
7	From time to time we could not adjust ourselves to the program for special reasons.	4
8	Recommending books, ensuring that libraries are utilized more	4
9	The most important reason for the project to be successful is that it was regularly controlled.	4
10	Reading books was reduced to a duty in this way; the time limit made it boring and made the application difficult.	3
11	You brought this activity before us in a more intensive tempo on a daily basis but we thought this activity to be once a week. This is a nice activity to set an example for children	3
12	I think that it did not contribute a lot to my habit of reading as I gave much importance to reading books prior to the project.	3
13	Weekends must also be included in the scope of the project.	2
14	My suggestion is that this application may be conducted at certain hours under the guidance of parents under the roof of the school	1
15	Children must be told one way or another that there will be understanding as the time cannot be spared each day for this project	1
16	I think that the time is early to include the second graders to this project. As the adults also read books within the scope of the project, my child was not under control.	1

When Table 3 is examined, it can be observed that a large proportion of parents stated that this project enabled reading to enter their lives as a routine, contributed to them being individuals with awareness in society, and contributed to determining the areas of interest of children and being responsible.

Furthermore, there were parents criticizing the matters of the application being arranged according to homework intensity and exam dates, reading books becoming a task, and the participation of students in the 2<sup>nd</sup> grade.

Continuing this application under the scope of the project throughout the year, benefitting more from the library by recommending books, and including weekends in the project are among the suggestions of parents. This study has considerably contributed to students and their parents acquiring the habit of reading and maintaining this habit.

### **CONCLUSION AND RECOMMENDATIONS**

In this study contributing to the students spending quality time with their parents and the development of the sympathy and habit of reading with the support of the parents was set as an objective. At the end of this project application that lasted for a total of 8 weeks, it was determined that a total of 214,973 minutes of reading was actualized.

According to data obtained from the findings of the study, it was observed that the parents were pleased to participate in this project, there was a change in the reading habits of a large proportion of the parents and the children during the implementation period of the project, and sympathy for books began to be formed in children. Parents participating in the application consider that reading added a value to their family lives and stated that they purchased books, magazines etc. with their children throughout the project.

The most striking one among the obtained results is that nearly all parents participating in the project stated that they spent quality time as a family during the reading hour. Reading books became a daily routine and at the end of the reading period, family conversations were carried out on the books that were read.

On the other hand, such an application contributes to the development of skills such as the child using time, developing a feeling of responsibility, being planned, reading faster and also learning idioms, proverbs, and unknown words.

Based on the results of the study, the following can be recommended:

- Such an application, which parents were very pleased with, could be conducted over a longer period of time.
- It can be implemented with the participation of all grades.
- The time spared for reading books by students and parents and their attitudes towards reading books prior to and after the application can be comparatively analyzed.
- Weekends can be included in this application.
- The book preferences of students and their parents in the application process could be analyzed.
- The media could be effectively benefited from for the purpose of developing the habit of reading in individuals.

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## **Okuma Alışkanlığını Geliştirmede Örnek Bir Uygulama: Okuyorum - Öğreniyorum Projesi\***

Bireysel alışkanlıkların güçlü olmasını sağlayan en önemli etken alışkanlığa yapılan eğilimin erken yaşlarda başlamasıdır. Okuma alışkanlığının da ilerleyen yaşlarda kalıcı olabilmesi için erken yaşlarda kazanılması gerekmektedir. Bireylerin okuma alışkanlığı kazanmasında ise ailenin çok önemli bir yeri vardır. Çocuklar okula başlamadan önce yaşam alanlarının içinde olan kişileri kendilerine örnek alırlar. Bu nedenle okuyan ve okumaya teşvik eden ebeveynin ve çocuğun çevresinde bulunan diğer kişilerin, okuma alışkanlığı yüksek bir toplum yaratmada önemli rolleri bulunmaktadır. Bilgi toplumunda okuyan, okuduğunu sorgulayan öğrenciler yetiştirmeyi amaçlayan bir eğitimin gerekli olduğu düşünüldüğünde, okuma eğitimi ve alışkanlığının öncelikle ailede başladığı, daha sonra da ilkokulda geliştirildiği söylenebilir.

Bu araştırmanın amacı, öğrencinin ailesi ile kaliteli zaman geçirmesine ve ailenin desteği ile okuma sevgisi ve alışkanlığının geliştirilmesine katkı sağlamaktır. Tarama yöntemine göre gerçekleştirilen araştırmanın çalışma grubunu, Ankara ilinde, Özel Nesibe Aydın Okulları'nda 2011-2012 eğitim-öğretim yılında ilkokul 2, 3, 4 ve 5. sınıfa devam etmekte olan toplam 211 öğrenci ile 582 veli oluşturmaktadır. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen anket formu ve okuma takip tablosu kullanılmıştır. 8 haftalık uygulama süresi sonunda veliler proje sonucu hakkında bilgilendirme toplantısına davet edilmiş ve kendilerine "Teşekkür Belgesi" verilmiştir.

Araştırma bulgularından elde edilen verilere göre, velilerin bu projeye katılmaktan mutluluk duyduğu, projenin uygulanması süresince çocukların ve velilerin büyük bir bölümünün okuma alışkanlığında olumlu yönde bir değişim olduğu, çocuklarda kitap sevgisi oluşmaya başladığı görülmüştür.

**Anahtar Sözcükler:** Okuma sevgisi, okuma alışkanlığı, okuma alışkanlığını geliştirme projesi.

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\* Bu çalışma, Nesibe Aydın Eğitim Kurumları'nda gerçekleştirilen "Okuyorum-Öğreniyorum" adlı proje sonunda elde edilen verilerden oluşturulmuştur.