



**THE ADVENTURE OF OUR BOOK: PROJECT OF PRINTING THEIR STORIES IN PRINTERY
WRITTEN BY 48-54 MONTHS AGE CHILDREN'S OWN**

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Abstract

Every child does paintings, every child likes storytelling, likes stories. However, every child gets familiar with books from its' babyhood, and it should do. This book is the first step of reading habit. The purpose of this study is; by living the process of their own book from script to printing press and production, making the children realize that their imagination can be perennial by scripture and pictures. The samples are 12 children between 48-54 months age. To identify the effectiveness of our Project study, a 10 question qualitative survey- prepared by analysts- was performed before the Project. The duration of the Project study was 8 weeks. At the end of the study the test was repeated to identify the effectiveness and after six months it's repeated once more to identify permanency. The interview technique has been used to collect the data in this study.

Key Words: Preschool education, story writing, printery.

INTRODUCTION

Every child paints, every child tells stories, and every child likes listening to stories. Also, every child is interested in books since the cradle, and they should be. Picture books are the main materials that impress the love of books on children and they constitute the first literary and aesthetics foundation of a child (Gönen, 2000). With the help of books, children also discover that the spoken language can be transferred into writing, as in through the human history.



After the discovery of printing, books have become more accessible and today, they have an essential place in our daily lives. If the habit of reading books reflects the level of development of a country, then it must be acquired at young ages so as to maintain it during the adulthood. It can be seen when the work "Turkey's Reading Habit Report" prepared recently by the Children's Foundation is examined that the most productive three periods for acquiring the habit of reading are childhood, adolescence and adulthood, and the most effective three institutions are family, school and social circle (Turgut Bayram, 2009).

The first individuals that children make contact are the members of family. Naturally, they meet the books through the family. In their research, Hezel et. al. (2000) note that when family members take children on their naps, look at and read the books with them, they support all developmental aspects of children, especially the cognitive development. Furthermore, when parents listen to the stories told by children by using their imagination, write such stories down and then read them back to children, they motivate and promote the creativity of children. If the child feels that he or she is cared and his or her story is appreciated and liked, then that child may respect and like other books. After a parent writes down a story told by the child, he may ask the child to draw paintings depicting that story or find pictures in old magazines or newspapers and cut them. Furthermore, this can be a patchwork; some of them the pictures found by the child, and others are the paintings. After arranging the pictures and put in order, a book of that story is created with the child. Parent puts down the story on paper, while the child draws pictures and pastes them. In this way, the child uses fine motor muscles, develops the ability of using scissors and pencil correctly, understands the value of work-sharing and sharing, and even empathizes with writers and drawers (Larrick, 1958).

The most important second person after the parents to establish and maintain the child's relationship with books is pre-school teachers. The foundation of reading habit that the children will gain after starting the school has in direct proportion to the positive child-book relationship established during the pre-school periods (Sever, 2003). In general, the children who learn reading before starting the school have experience of reading or listening to stories. Furthermore, the child's relationship established during the pre-school times helps children quickly learn reading and writing in primary schools. Until that age, the writings are a kind of picture (for example black spots etc.) to them, and they suppose that the parents read the story from those pictures. However, after that age, children realize that they are not actually pictures but writings. As a result, they show interest in writing. To them, writing is equal to reading, and thus they start to think that they need to learn writing to be able to read (Çakmakçı, 2011). For this reason, it is very important for children to take part in book-related activities during the pre-school period. Besides, combining a written story with pictures and turning it into a book is an adventure in itself...

In the light of foregoing information, the purpose of this work to ensure that children experience the process from designing the book of their own story to print and reproduce it by using the printing and realize that they can make their thoughts permanent through writing and pictures.

METHODOLOGY AND DATA COLLECTION

This study which is an action research, one of the qualitative research techniques, was carried out on 48-54-month old 12 pre-school children attending Pre-school Application Unit, Istanbul Marmara University in the spring term of 2012-2013 education term.

Action research is a method to define a problem, to do something to solve the problem, to see to what extent the attempts succeed, if the outcome is not satisfactory, to retry, in brief; it is to experience as part of real life (Aksoy, 2003:477). According to Wats, action research is a method in which participants carefully revise their educational applications systematically using the research techniques (Ferrance, 2000:7).

Action research is a research technique which is carried out under the supervision of the researchers with the participation of those implementing the research and those experiencing the problem, which is based on making a critical evaluation of the implementation and then coming up with suggestions necessary to take precautions to help matters (Karasar, 1999:27).



The stages of a qualitative research can be suggested as follows; defining the problem to be handled with, determining the participants, data collection, data analysis, discussion and findings. Considering the stages above, a study is planned, which will support the works to ensure that pre-school children experience the process of printing and reproduction of books and realize that spoken language can be made permanent through writing and pictures, and some activities are organized to raise the awareness of children towards books by examining their development process. based on the literature review at national and international level and interviews with the experts in this field. The project is scheduled as 8 weeks. The content of the project is as follows:

Content Of The Project

Week 1	Books are examined with children. Similarities and differences are discussed. The writers and drawers of books are shared through the question and answer method.
Week 2	A story is written with children.
Week 3	A page in the book is examined. After tearing newspapers, they got wet with water.
Week 4	After 1 week, the wet pages are wringed and left for drying. Then the pages are prepared.
Week 5	Printing workshop is visited. Children watch a cartoon about the creation of pages.
Week 6	The story written previously is drawn on pages.
Week 7	A book cover is prepared
Week 8	Printing house is visited. The book prepared by children is transferred into digital environment. Then the printing is watched with children.

The selected sample group was pre-interviewed through the unstructured evaluation form developed by researchers. The interviews were tape recorded. The project was applied on children for 8 weeks. At the end of project implementation period, the same evaluation form is applied on the selected sample group. In this way, it is attempted to determine whether the activities for ensuring that pre-school children experience the process of printing and reproduction of books and realize that spoken language can be made permanent through writing and pictures result in lasting consequences in children. The interviews were conducted in a silent and peaceful setting and they were tape recorded. At the planning and implementation stage of the study, two pre-school education experts, one printing education expert and one pre-school teacher were included.

Questions of Evaluation Form for Ensuring that Pre-school Children Experience the Process of Printing and Reproduction of Books and Realize that Spoken Language can be Made Permanent through Writing and Pictures:

1. Do you have books at home?
2. Who do you think write these books?
3. Do your books have pictures?
4. Who do you think paint these pictures?
5. What is the function of books for you?
6. What is the name of your favorite book?
7. Who is your favorite fictional character?
8. How do you think the books are made?

9. Have you ever seen a printing house?
10. What do you think a printing house do?
11. What would be the theme of your book?
12. What would be the name of your book?
13. Would you draw the cover of your book?

FINDINGS AND DISCUSSION

The following table shows the answers for the questions of evaluation form for ensuring that pre-school children, the sample group of the study, experience the process of printing and reproduction of books and realize that spoken language can be made permanent through writing and pictures result in lasting consequences in children.

Table 1: Results of the Pre-Evaluation Form for Ensuring that Pre-School Children Experience the Process of Printing and Reproduction of Books and Realize that Spoken Language Can be Made Permanent Through Writing and Pictures:

Sample Group	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Q.1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Q.2	I don't know	I don't know	My mother	Teachers	My father	I don't know	I don't know	Shopkeeper	I don't know	I don't know
Q.3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Q.4	I don't know	I don't know	Me	Children	My father and mother	I don't know	No	Painters	I don't know	I don't know
Q.5	Looking	Reading	I don't know	I don't know	Playing	I don't know	I don't know	Reading	I don't know	Looking
Q.6	Snow White	Animals	Car	Ben 10	Car book	Snow White	Mickey Mouse	Barbie Doll	My Mother	Snow White
Q.7	Spiderman	Princess	Flying heroes	Superman	Gift for us	Snow white	Mickey	Strawberry	Princess	Spiderman
Q.8	I don't know	I don't know	By reading	Putting in bag	I don't know	By painting	I don't know	Shopkeeper	I don't know	I don't know
Q.9	No	No	No	No	No	No	No	No	No	No
Q.10	I don't know	I don't know	I don't know	I don't know	Repairs	I don't know	I don't know	As book	I don't know	I don't know
Q.11	Photocopy	I don't know	By reading	I don't know	I don't know	I don't know	Tearing	I don't know	I don't know	Photocopy
Q.12	Spiderman	Ali Father	Fat Car	Ben 10 watch	Lightning mcqueen	Sea	Ladder train	Barbie doll	Toy seller	Spiderman

Table 2: Results of the Evaluation Form for Ensuring that Pre-School Children Experience the Process of Printing and Reproduction of Books and Realize that Spoken Language Can be Made Permanent Through Writing and Pictures

Sample Group	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
Q.1	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Q.2	Writer	I don't know	Writer	Writer,	Writer	Writer	I don't know	Shopkeeper	Writer	Writer
Q.3	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Q.4	Painter	I don't know	Painters	Painter	Drawer	Drawer	No	Painters	Painter	Painter
Q.5	reading and writing	forgetting our thoughts	we learn many things from them	reading	reading	author writes his thoughts	learning new things	researching and reading	looking at the books but we must share	reading, writing our thoughts, i can read some of them
Q.6	Snow white	Animals	Fast cars	Ben 10	Nemo	Snow white	Mickey Mouse	Barbie Doll	Turtle and daisy	Wings
Q.7	Spiderman	Princess	Flying heroes	Superman	Ben 10	Snow white	Mickey	Strawberry	Caliou	Rapunzel
Q.8	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Q.9	Pressing between woods	I don't know	They pres, by cutting	You copy with machine	With printing machine	In printing house	By printing	Shopkeeper	By printing	With papers
Q.10	Books	I don't know	Books	Book	Writes books with machines	prepares books	printing	Books	Copy books	Books
Q.11	pressing through rolls	I don't know	By printing	you copy with machine	With machines	By printing	Of course with machine	by pressing and cutting	using the machine	With machine
Q.12	Bugs	Ali Father	Lightning mcqueen	Superman car	Shrek	Snow white	Ladder train	Barbie doll	Caliou	Rapunzel

The results of pre-interview and interview are shown in Table 1 and Table 2, respectively. In examining the tables, it can be suggested that the activities for ensuring that pre-school children experience the process of printing and reproduction of books and realize that spoken language can be made permanent through writing and pictures have created an important difference in children. While the sample group was not able to establish a connection among defining the theme of a book, picturing, printing and reproducing the book, it was observed during the final interviews conducted after the implementation of project that the children were able to establish such connections and have a command of definitions. It also attracts notice that they defined and noted the processes relating to writing, printing and reproduction of books.

CONCLUSION AND DISCUSSION

It can be concluded that the project applied for ensuring that pre-school children experience the process of printing and reproduction of books and realize that spoken language can be made permanent through writing and pictures has been useful.

As a result of literature reviews at national and international level, it was identified that there is a shortage in this subject and researchers should focus on it. The following recommendations are offered based on the literature review and results of implementation.

- As Ezzel, Laurick and Turgut noted in their works, such activities to be performed both by parents with their children and by pre-school education institutions make positive contributions to children adopting positive attitudes towards reading and writing and acquiring the habit of reading and maintaining such in the future. For this reason, families should be informed of this issue and pre-school education institutions should include similar activities in their curriculum.



- The generalizability of foregoing results can be increasing by implementing this Project on various age groups.
- In the future, a longitudinal study should be conducted to examine whether this study has made any influence on the reading habit of children.
- One or more children's libraries must be established in every city, even in schools, so as to ensure that children have more contact with the books.
- When parents read books for their children, they should examine all the details with them (writer, drawer, cover, title, theme, pictures, writings, direction of writings, page numbers etc.), not just read. If appropriate, the book should be created again with the child.
- When reading the book, parents should ask children questions. While reading, the parent should stop at intervals and ask "What do you think comes after this? How would you end this book if you were the writer?" After child's answer, the parent should say, "Let's see how the writer ends this book", and allow the child to make comparisons.
- It must be ensured that children write stories at home or pre-school education institutions on a subject they prefer, and realize that spoken language can become permanent through writings and pictures, by way of activities such as putting pictures on the book and preparing a book.

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