



**AN EXPLORATORY STUDY ABOUT
THE EVALUATION OF CHILDREN'S BOOKS
MARKET IN TURKEY**

by

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ABSTRACT

AN EXPLORATORY STUDY ABOUT THE EVALUATION OF CHILDREN'S BOOKS MARKET IN TURKEY

In this thesis, an evaluation of the children's books market in Turkey has been studied thoroughly. For this purpose, the importance of developing reading habit in the childhood was the starting point. By analysing the children's books market, emphasis was put on how an ideal children's book has to be written, which characteristics it has to possess and to what extent the children's books in the market meet these requirements. The overall evaluation on the children's books market also displays the problems people in the field are faced with.

The study includes literature review, experience survey and field survey. Literature review is based on the analysis of the studies from U.S.A., Austria and Turkey. For the experience survey, knowledgeable people in the area of children literature and children's books market such as authors, illustrators, publishers, sales personnel and parents have been interviewed. For the field survey, after having conducted two pilot studies—one in Germany the second in Turkey—, a questionnaire was given to children in the third grade of a primary school in Istanbul. Data was analysed and findings displayed with the implications for the marketers and researchers.

The findings of the research show that children literature in Turkey is still at the infancy stage. There are very few Turkish authors who really care and write for children. A high percentage of the books in the market are translations from literature of other countries.

Most important points related to children's books seem to be based on content and form of the book. The content includes theme, diction, narration and translation qualities. The form includes letter size, illustrations, print quality and general appearance of the book. These factors have been

analysed for three groups of books: Picture books, Novel books and Informative books. Although in general the required characteristics for an ideal content or form are well known to all people contacted, the books in the market seem not exactly meeting the necessary standards and especially for form and appearance the specifications are not at satisfactory level.

The study also shows that there is no effective organization or any attempt to ensure a well planned introduction for the new publications and to make any critics or evaluations about the children's books in the market.

ÖZET

TÜRKİYE'DEKİ ÇOCUK KİTAPLARI PIYASASININ DEĞERLENDİRİLMESİNE İLİŞKİN BİR ARAŞTIRMA

Bu tezde, Türkiye'deki çocuk kitapları piyasasının bir değerlendirilmesi yapılmıştır. Bu amaçta, çocuklukta okuma alışkanlığının geliştirilmesinin önemi de hareket noktası olarak seçilmiştir. Çocuk kitapları piyasası araştırılırken, ideal çocuk kitabının nasıl yazılması, hangi özelliklere sahip olması gerektiği ve piyasadaki çocuk kitaplarının bu özelliklere ne dereceye kadar sahip oldukları incelemenin en önemli boyutunu oluşturmuştur. Çocuk kitapları piyasasının genel değerlendirmesi, ilgili kişilerin karşılaştıkları sorunları da içermektedir.

Bu araştırma, yazın taraması, deneysel araştırma ve saha çalışmasından oluşmaktadır.

Yazın taraması, A.B.D., Avusturya ve Türkiye'de bu konuda yapılmış çalışmaların incelenmesine dayanmaktadır. Deneysel araştırma için konu ile ilgili bilgi sahibi kişilerle mülakatlar yapılmıştır. Bu alanda yazarlar, çizerler, yayıncılar, kitap satanlar ve anne-babalarla görüşülmüştür. Saha çalışması için ise, Almanya ve Türkiye'de yapılan ön çalışmalardan sonra İstanbul'da bir ilkokulun üçüncü sınıf öğrencileri arasında anket yöntemi uygulanmıştır. Toplanan bilgi analiz edilmiş ve sonuçlar pazarlamacı ve araştırmacılar için yönlendirici noktaları ile toparlanmıştır.

Araştırmanın sonuçları Türkiye'de çocuk edebiyatının daha emekleme aşamasında olduğunu göstermektedir. Gerçekten çocuğa önem veren ve çocuk için yazan Türk yazarlarının sayısı çok azdır. Piyasadaki kitapların büyük bir yüzdesini tercüme kitaplar oluşturmaktadır.

Çocuk kitapları ile ilgili en önemli noktalar içerik ve görüntüye bağlı özellikler olarak belirmiştir. İçerik seçilen konu, kitabın dili, anlatımı ve tercüme kalitesinden oluşur. Görüntü ise harflerin büyüklüğü, resimler, baskı kalitesi ve kitabın genel görünümünü belirtir. Bu faktörler çalışmada üç grup kitap

için incelenmiştir: resimli kitaplar, romanlar ve ders dışı bilgi kitapları. İçerik ve görüntüye bağlı aranan özelliklerin bağlantı kurulan kişilerce genelde bilindiği görülmüşse de piyasadaki kitapların gerekli standartlara tam olarak uymadığı anlaşılmıştır.

Çalışma aynı zamanda yeni çocuk yayınlarının planlı bir tanıtımını sağlayacak ve piyasadaki çocuk kitapları ile ilgili eleştiriler ve değerlendirmeler yapacak etkin bir kurumun veya çabanın varlığının olmadığını da göstermektedir.

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CHAPTER ONE

INTRODUCTION, LITERATURE REVIEW AND BACKGROUND OF THE STUDY

In chapter one, the introduction shows the reasons of choosing the children's books evaluation as the subject for the study and the strategies developed to show what was intended to be analysed. The introduction part shows also the objectives of the study and how these objectives have been reached.

In the literature review and background of the study part of chapter one, previous studies conducted in the United States of America, Austria and Turkey related to children and children's books have been analysed and their results have been presented.

1.1. Introduction

One of the most important factors influencing the intellectual development of the child is reading. Books read in the leisure time help for the training and improvement of thoughts, contribute to the knowledge of the child. As a result, learning capabilities of the child are evolved. As stated by Richard Bamberger (1972), every impression, every experience taken in through reading becomes a strong determinant factor on the child's mental development.

Observations of publishers, authors and sellers of children's books reveal the fact that in recent years more and more publishing companies in Turkey are getting involved in the area of the children's book market. Their publications can be classified under the following major groups:

- . Informative books: encyclopedia and other reference books
- . Children's novels: adventure novels and children world classics

- . Picture books with text: fairy tales and short story books
- . Painting books
- . Educative pre-school children books
- . Comics: books of TV-movies, Western comics
- . Children's magazines

Evaluation of some studies from the U.S.A. help in understanding children's behaviour as consumers. Also studies from Austria show that some important factors are related to children's books. The main sources for the studies undertaken in Turkey about children literature are Literature Almanacs of Nesin Foundation (Nesin Vakfı Edebiyat Yıllığı 1975-1983), in which evaluation of children literature and suggestions about children's books are described. In the literature review part of this study detailed information about these studies from the U.S.A., Austria and Turkey is given.

Purpose of this study is to answer the following questions:

How can we evaluate the children literature in Turkey today? Which types of books really contribute to the mental development of the children? What are the expectations of children, parents, publishers, authors, booksellers from a good children's book? To what extent do children's books in the market meet these expectations of the related parties? What are their complaints about the children's books market? What must be done in order to offer children valuable books?

The children's books taken into consideration for this study have been limited to three groups: Informative books, children's novels and picture books with a text. The observation made in bookstores show that these three groups of books —informative, novel and picture— are the most sold and read ones among the elementary school children. Therefore the limitation has been made.

One objective of this study is to make a comparison between the period 1975-1983 and the year of the study, 1985, related to the evaluation and information gathered about the children's books market in order to find out the essential improvements in this area. To reach this objective, a comparative evaluation between literature review in Turkey and primary data collected through interviews with knowledgeable parties is carried out. The main aim of the study is to provide an evaluation of present children's books market and the expectations held by various concerned parties. In order to

study 'how it is' with 'how it has to be' statements related to the content and form of the books, primary data are collected by administering a questionnaire to a sample of children and interviews were held with writers, publishers, illustrators, bookstores and parents in Istanbul.

Through the interviews with seven publishing company representatives, information has been obtained about: (a) evaluation of the children's book market in Turkey; (b) problems of the publisher faced in this area; (c) demand to children's books and publications; (d) important factors related to publication of children's books; (e) qualifications a good children's book has got to have; (f) existence/nonexistence of an organization informing the consumer about children's books.

Interviews with six authors give following information.

- (a) factors to be taken into consideration while writing for children;
- (b) comparison of Turkish children literature with children literature abroad.

Through the interviews with two illustrators, information has been obtained about:

- (a) factors to be taken into consideration by illustrating for children;
- (b) evaluation of the illustrations in the children's books published in Turkey.

Through the interviews with ten salespersonnel, information has been obtained about:

- (a) variety of children's books they sell;
- (b) best selling children's books;
- (c) evaluation of the children's books in the market;
- (d) complaints and critics about children's books.

Through the interviews with ten parents, information has been obtained about: (a) content and form of a good children's book; (b) evaluation of present children's books in the market in terms of content and form; (c) expectations and desires; (d) possibilities of informing the people about publications to children.

The questionnaire has been developed by making use of the results of two pilot studies, the first was administered in Münster, West Germany among 20 primary school children in the third class and the second one was administered in Istanbul among 12 primary school children, six in the third class and the other six in the fourth class. The pilot studies are presented in the appendix of this thesis. Through the questionnaire given to 85 students of the third class of an elementary school, information has been obtained about: (a) type of books children would like to read; (b) the way they choose and read their books; (c) their possible desires and expectations related to the content and form of a book; (d) their evaluation of children's books they

read related to content and form.

Revealing some facts about the children literature in Turkey, this research can be useful to the authors and illustrators for creating a children's book and to the publishing companies for publishing the books. This study can also be helpful to the children and to the parents by evaluating the books in the market with more critical eyes.

1.2. Literature Review and Background of the Study

In this section, first some studies from the U.S.A. about consumer behaviour have been evaluated to draw conclusions about the children as consumers. Second, the studies from Austria about developing reading habit and interest have been analysed to find out the importance of reading and to see the factors influencing the reading habit of the children. Finally, studies about children literature and children's books market in Turkey have been worked through in order to get an idea about the history of child literature in Turkey, to analyse the developments in children literature in the period 1975-1983 and to see the different opinions about the evaluation of children's books and how they have got to be.

1.2.1. Evaluation of Children as Consumer

Here, studies from the U.S.A. are reviewed to find out some facts about children as consumers.

a) Findings about parental responses to child marketing

According to the result of the study from Pat L.Burr and Richard M. Burr (1977),

1. Children spend about 22 hours per week watching the TV.
2. Seventy five per cent of the time children recognize the products on TV commercials.
3. Parents are least likely to buy the product, when the child says that others use it. They are most likely to buy when the child says he/she saw it on TV.

4. The disposition of the parents to buy something as a result of various appeals used by children will vary according to the appeal used.

b) Findings about Consumer Choice Process Evaluated as Search or Automatic Response

Results of a study about consumer choice process show that since automatic responses are a conservative force in the adoption of innovations, the introducer of new offerings must seek his target segments among those, whose automatic responses are weakest or absent, those newly entering the market, those disaffected by all available offerings and those very few innovators who are constantly looking for the better product. Only these truly search. (Wasson, C.R., 1979).

c) A Review about Children as Consumers

Through his research, Dr. James U. Mc Neal (1979) stated that (a) Children are consumers because they have desires and the ability to purchase, they plan the purchases, collect information, act with their money and evaluate the purchases; (b) Best source of information are parents, TV, friends and shops. Point of purchase advertising is very useful; (c) In the store, child feels him/herself excited, grown up, rich, important and proud. As he/she grows, proudness and importance feelings increase; (d) They feel uncomfortable in large self service stores. In a small shop they know the salespersonnel well and feel relaxed; (e) Packages influence the buying decision; (f) Advertising influences their purchase by informing them about the new products; (g) For age group 5-8, money is important. By age 10, money loses some of its glamour because of the feeling that there is always some money available.

d) Findings about Visual and Verbal Memory in Children's Product Information Utilization

For the evaluation of visual and verbal memory of children also to be related to books, conclusion of J.R. Rossiter's (1975) study shows: (a) Visual representations of cereals are strong and vivid enough to be utilized in children's preference decisions without symbolic verbal assistance; (b) Vividness

of visual imagery has its peak at third grade children; (c) Visual and verbal data obtained are highly consistent. There's a linear increase with age; (d) Consumer preferences are not only based on in verbal form presented information. Information stored in visual memory may be utilized; (e) Visual memory may be more important than it is realized; (f) There is a momentary evocation of attitudes or preference indications of visual memory.

e) Findings about Children's Product Satisfaction

According to the conclusion of Thomas S. Robertson and John R. Rossiter's study (197_): (a) Dissatisfaction is mainly disappointment upon not receiving any presents requested; (b) Disappointment is mostly true for younger children, for children with high TV exposure and for these with high parent-child interaction; (c) Children are predominantly satisfied with presents received from parents; (d) If children have high levels of interaction with parents, they may believe that their parents know more about what they want and may feel "let down" when they do not receive their request.

1.2.2. Studies about How to Develop Reading Habit and Reading Interest

In this section, studies from Austria are analysed. Different views of Richard Bamberger (1972-1974) show the reasons for the importance of developing reading habit and interest of children and the ways to reach this goal.

a) Importance of Developing Reading Habit and Reading Interest

The opinion expressed by Richard Bamberger (1974) about reading is that reading is a perception process through which language symbols are recognized. After this process, the transfer of these symbols into mental conception is followed. This means that perceived sensual, material unities lead to the process of thinking.

Bamberger again states that if the attempt to guide the child to positive language experience succeeds, his/her mental development can be improved. He means that informative books are helpful for improving the knowledge of the child by increasing the interest to a subject (1974).

In another article about children's books, according to Bamberger,

fairy tales and modern fantastic stories stir up the fantasy and imagination power of the child. Adventure novels develop the thinking capacity. The thoughts of the child must follow the actions if she/he wants to understand the events occurring. By reading books which take into consideration the contemporary problems close to reality, the child improves his/her self-critic and personal opinion. The vocabulary of children who read a lot develops much stronger than the vocabulary of those who do not have any relation to books (1972). Experience obtained through reading has a much greater influence on the child than the direct self experience or being informed by adults.

According to Bamberger, a good children's book meets the needs and expectations of a growing child. It facilitates the decision making through the events it describes. It helps to ask questions and answer them (1972).

b) Development of Reading Habit and Reading Interest in Particular Age Levels

In his book "Wie entwickeln wir lebenslange Leseinteressen und Lese-gewohnheiten" (How do we develop reading interests and reading habits for the whole life), Bamberger analyses the development of reading habit and interest in the following five stages:

1. Pre-school Period - Picturebooks, reading out or telling stories to children plays an important role.
2. The first school years - The child lives in the world of fantasy. Therefore, the information given in the books must fit to the mental development level and to the interests of the child who still likes to play. In this period, expansion of the vocabulary is important.
3. Fourth and Fifth Grade - Transition years from fairy tales age to adventure age. Many children are still fairy tale children, others are already in adventure age. Many are inbetween and prefer realistic and adventurous stories. Also animal stories and interesting events in informative books fascinate the children. Literature quality of the books must be taken into consideration. Children have the tendency to choose easy and as a result worst books which is dangerous.

4. Seventh, Eight, Ninth Grades - Critical and literary readings play a significant role in the books.
5. Young People and Adults - The interests and habits developed in the childhood are also effective in the later years. For young people, books are interesting if they are related to ideas and problems they are faced to.

According to Bamberger, illustrations in children's books and the complexity degree of the text are factors influencing the reading interest and reading habit of children.

For beginners or slow reading children, illustrations have significance in two ways:

1. They stimulate the interest to read, so by turning over the page, the child has the feeling to read quicker.
2. The illustrations help to understand the content of the book better.

For the first grade children, picture books with text are important. About 50 to 70 per cent of the content are pictures. In children's books for second grades, 50 per cent of a page are illustrations and the other half is text. Large pictures are preferred. For third and fourth grade children, 25 per cent of the whole book must be composed of pictures. Mostly, it is better to give a few grand illustrations than many small ones.

Children who read well and who like to read also read books in small letter size and prefer also books without illustrations. Being indifferent to letter size and illustrations is a measure of the reading capability and reading interest of the child. Choosing books considering the difficulty degree of the text is important for the development of reading interest and reading habit. If the text is beyond the reading capability of the child, he/she can quit reading the book.

In his book "Wie entwickeln wir lebenslange Leseinteressen und Lesegewohnheiten" (1974), Bamberger relates the difficulty of the text to the following three factors:

1. Form - The average length of sentences, words, frequency of words, frequency of repetition of some words. These factors determine, how easy a text can be.
2. Content - The contents fitting to the intellectual or educative level of the child or not.
3. Emotional level - For the motivation to read and for the effect of the text. The text must be lively. The international famous books have both emotional appeal and clarity together.

There is a linear relationship between the age of the child and the text/picture composition in a book. The importance of pictures depends on the reading capability of the child.

c) Constraints related to Reading Habit and Reading Interest

Again in the same book, factors which can restrict the development of the reading habit and interest are classified by Bamberger (1974) as follows:

1. Not taking into consideration the age and reader type when choosing a book. At an age, when the child searches for adventurous and fantastic stories or novels, beginning to offer books with heavy informative content is a restricting factor.
2. At an age of adventures, giving classical literature to the children overloads the esthetic understanding of them.

It is especially dangerous, if the interest is directed towards easy and faint books like comics. The fantasy of the child continuously moves in the same circle and a further development is stopped. World and people notion of those children remains superficial and unreflected.

Bamberger (1974) also states that most of the children do not read books because they can't read well. It turns out that children reading much and who like to read, have a well developed reading technique so that they read quicker and seize the sense of the content much better than the average of students.

1.2.3. Studies about Children Literature Market

Related to children literature, there are two views: 1. Children's books are those which are written and published especially for children. Some of these books can become best-sellers and have characteristics to appeal also to adults. Not necessarily do the children's books have themes about children or heroes chosen among children. By writing for children, fantasy of the child and vocabulary capacity of the child must be taken into consideration. 2. Children's books must not necessarily be written and published for children. Most famous children's books were not written for children, but as also children read them, they became children's books. We can point at Gulliver's Travels as an example.

One view is that children's books are written especially for children, the other view is that they became children's books if their readers are children.

The next parts of the research are mainly based on studies made in Turkey related to children literature. But some statements from studies in Austria have also been evaluated. This section tries to give information about the historical background of children literature in Turkey and about the developments in this area. Besides the evaluation of various publications for children, different views about how to develop an ideal children's book and suggestions about informing the consumer about new publications are also subparts of this section.

a) Historical Background of Children Literature in Turkey

The main source for the contemporary Turkish children publications is Turkish Folk Literature. Anonymous fairy tales, legends, stories, songs can be enumerated as the source. Turkish animal fairy tales have the same source like the similar ones from European countries: Aisop stories with Mezopotamia narration style, works with Indian origin which have been heard through Persians and Arabs. Some of the Turkish fairy tales have the old Anatolian civilizations as their origin. The most important characteristic of the Turkish fairy tales is that they have very few extraordinary figures like demons, fairies or dragons. Even if these figures appear in the fairy tales, their characteristics are developed similar to those of the human beings. Except the fairy tales, sources of today's Turkish children literature are mythical heroes like Dede Korkut, Nasrettin Hoca and works from Beydeba and Köroğlu (Alpay, M., 1983).

Turkish children publications are classified in the same study of Meral Alpay in three main groups: (i) Magazines; (ii) Books-novels; (iii) Picture books.

(i) Magazines - In Tanzimat (Renovation) Period of 1839-1876, children publications were mainly magazines and supplements of newspapers. The leading children magazines were "Mümeyyiz" (1869-1870) and "Etfal" (1875). Content of "Mümeyyiz" was entertainment and based on morals whereas

content of "Etfal" was scientific, educative. In both of them, stories were also published.

In the period 1849-1900, Mehmet Şemsettin published three magazines: "Arkadaş", "Çocuklara Arkadaş" and "Çocuklara Talim". He wrote about problems of the period related to language, literature and religion. His book "Çocukların Gece Eğlencesi" (1881) covers fables of La Fontaine, Aisopos and Beydeba.

In the period 1876-1900, 13 magazines have been published for children with mainly educative content. The magazine "Çocuk Bahçesi" has been published in Thessaloniki in 1902. In addition to stories, fairy tales and anecdotes, theater plays and novels were placed in this magazine.

In 1925, M.Zekeriya Sertel published in Istanbul "Sevimli Mecmua" for children. This magazine covered the traditional content of children's magazines pictures, photographs, painting and illustration stories (Alpay,M., 1983, pp.225-229).

In the period 1930-1950, two educators, Faruk Gürtunca and Tahsin Demiray published the magazines "Çocuk Sesi", "Afacan", "Yavrutürk" and "Ateş Çocuklar İçin". In addition to those, "Çocuk Haftası" and "Doğan Kardeş" have been published. (Dursun,K.T., 1977).

"These magazines had educative content and also familiarized the child with social problems". (Alpay,M., 1983, pp.225-229).

In 1950's, comics became popular because they were cheap and easy to print by using the off-set technique. In the period 1945-1978, "Doğan Kardeş" has been nearly the single qualified long living magazine. In its last years, its content has changed to comics. In 1977, "Milliyet Çocuk" magazine began to be published. (Alpay,M., 1983).

(ii) Books - The first children literature examples were translated by Şinasi, Rezaizade Mahmut Ekrem, Muallim Naci from La Fontaine. In Turkish literature, for the first time Tevfik Fikret wrote in his book "Şermin" about the children. Afterwards, İbrahim Alaettin, Ali Ulvi, Ziya Gökalp, Mehmet Emin, Halit Ziya, Ömer Seyfettin wrote first poems and stories of the children literature. Fables from La Fontaine, fairy tales from Andersen, Robinson Crusoe from Daniel Defoe, David Copperfield from Charles Dickens, Gulliver's Travels from Jonathan Swift and future oriented fictitious novels from Jules Verne have been translated into Turkish. In the first years of the Republic,

Orhan Veli and Nazım Hikmet translated new fables from La Fontaine. (Altınkaynak,H., 1977). One of the most famous authors of the Republic Period was Mrs. Naime Halit Yaşaroğlu who has written and translated children's books and has published also a magazine "Çocuk Dünyası" with her husband Muallim Ahmet Halit. (Kür,İ., 1977).

According to the studies of Meral Alpay (1983) again, through the Renovation of Turkish Alphabet in 1928, book publication increased and child literature was also developed in widespread. Children's books from Ahmet Rasim, Ziya Gökalp and Ömer Seyfettin have been published in new letters. Authors like İbrahim Alaeddin Gövsa, Mahmut Yesari, Peyami Safa and Abdullah Ziya Kozanoğlu began to write their poems, stories and novels by Latin letters. Eflatun Cem Güney collected folk stories, fairy tales, legends. He won in 1956 Hans Christian Andersen prize with his book "Açıl Sofram Açıl" and in 1960 with his book "Dede Korkut". Good examples from the modern Turkish children literature are books of Orhan Veli, Fazıl Hüsnü Dağlarca, Aziz Nesin and Rıfat Ilgaz. Cahit Uçuk won the H.C.Andersen prize in 1958 with his children novel "Türk İkizleri". Last representative of this period is Mehmet Seyda with his children novels and stories. Talip Apaydın, Hakkı Özkan, Muzaffer İzgü and Gülten Dayıoğlu are authors of the Republic Period who lived in their childhood and youth in Anatolia. Other famous contemporary authors are Erdal Öz, Yalvaç Ural, Ülkü Tamer, Tarık Dursun and in poetry İsmail Uyaroğlu.

In the last years, poems, stories, novels with rich educative content contributing to the child's personality are written and published. More and more Turkish authors write for children. (Altınkaynak,H., 1977).

(iii) Picture Books - Pictured stories also called comics developed in the first quarter of the 20th century in magazines. This development occurred in 1950's and 1960's in the books. After 1960's, also Turkish authors and illustrators began to create picture books for children. The origin of the picture books for children can be stated as the book written by Mustafa Eremektar –Mıstık– named Tembel Karakaçan (1964). Contemporary children's books illustrators are Tan Oral, Deniz Oral, İsa Çelik and Mehmet Sönmez. (Alpay,M., 1983).

Summarizing the history of the Turkish children literature shows the following: Tanzimat (Renovation), Republic Periods and Renovations of Atatürk

brought some movement to children literature, books from the West came to Turkey. The period 1950-1960 was in recession. In 1961, a movement in the publishing world in Turkey could be observed but this was not sufficient. In 1970's the main movements began. (Berfe,S., 1977).

b) Developments and Evaluations Related to the Children Literature in the Period 1975-1983

Erdal Öz, editor for books for children and adults and author for adults states that a child literature belonging to Turkey itself has not developed yet because of the fact that our authors and illustrators have been late in preparing future oriented books for our children. He summarizes the developments in child literature in Turkey as follows:

In 1975, four publishing companies began to publish different books related to child literature and education. Translations quality has been improved also through conscious choice among foreign literature. Besides the literature from abroad, also qualified authors and illustrators in Turkey began to contribute to the child literature. Also advertisements for children's books began to appear in magazines and newspapers. For the first time, interest in children's books increased in the press. Anecdote authors began to write about children's books and interpreted daily events by using children's books. In 1975, also a seminar about development of the program of children's books publication has taken place. The related commissions prepared reports about the requirements related to content, form and related to the conditions enabling to create the ideal books (Öz,E., 1976a).

In 1978, price increase resulted in labeling stickers on the cover of the books. Children's books could no longer be printed on first quality paper but only on third quality paper. In order to stop the increase in book prices, printing and publishing thin books has been regarded as a solution. Since quality of illustrations decreased by color print on third quality paper, companies began to print only black and white pictures or eliminate illustrations from books. So, books lost their attractiveness on appearance. Mailing and subscription costs increased. Increase in paper prices from State Owned Paper Mills (SEKA) started. Waiting time for the ordered paper increased to 6-8 months. Paper scarcity resulted in a low print amount of children's books. Under the children publications, amount of translated books increased, publication of native books decreased. (Öz,E., 1979a).

In 1979, in spite of the difficulties to publish books because of huge increases in costs, there has been a great peak in children's books publications and sales. The reason is that 1979 has been the International Year for children, announced by UN-UNICEF. Some banks have published children's magazines and TV and radio programs about children literature have been prepared. Many prizes have been distributed for children novels, stories, poems, plays. 1979 was the golden year of children literature in Turkey. In 1979, the children literature prize has been given to Işıl Özgentürk for her children's book "Hayat Okulu" by Türk Dil Kurumu (Turkish Language Organization) in the area of fairy tales. By giving the price, it has been taken into consideration that the book can fit to the imagination power of the child and that it emphasized social realities of our society in its content. In the same year, "Yunus Nadi Best Children Novel Prize" has been given to İsmail Uyar-oğlu's book "Bir Liranın İki Günü". (Öz,E., 1980).

Erdal Öz again said that (1981):

"Many companies shifted to children publications because of the following three reasons:

(a) children's books can reach the consumer and can be distributed regularly; (b) children's books are generally thin and their cost of production is lower than the other books, so that they can continue to be sold at reasonable prices; (c) in the last 5-6 years, more and more Turkish Authors began to write for children realizing the huge gap in this area."

Among the authors, many are unprofessional with an inefficient language. Children were misused as consumers because there was no mechanism to evaluate the content and the usefulness of the children's publications, and to inform the purchaser about these facts. (Onur,B., 1981).

In 1980-1981, more and more children's books have been published resulting in market saturation. Distributors and booksellers began to complain about the quantity of children's books in the market. The boom in children's books was quantitative rather than qualitative. Among the unqualified books, good books disappeared, become invisible. The possibility to differentiate between bad and good publications was lacking because consumer could not be informed well. (Öz,E., 1982).

The year 1982 was a recession year for children literature. Big publishing companies continued their production and in addition to "Milliyet Çocuk", a new magazine "Milliyet Kardeş" has entered into the market. Also publication of informative books increased. (Öz,E., 1983).

c) Different Views about Children's Books in the Market

In Turkey, children's literature has no definition yet. It's still questionable, whether or not there is children's literature as a type of literature itself. In civilized countries, children's libraries, children's bookstores, book fairs with children department are examples of the prove for existence of children's literature. Developing a children's literature improves also the society as a whole in long run. At this point, state aid is inevitable (Dayıoğlu, G., 1982). Famous Turkish authors are not willing to write for children. The publishing companies mainly orient their publications to translated works. Translators are not chosen carefully. Translation is as much important as writing a book again. (Dayıoğlu, G., 1976).

Through translated books, the child feels alienation in the own environment. In Turkey, a children literature developing itself with its own realities in its own environment has not developed yet. (Öz, E., 1979b).

Qualified books are scarce. The market is full with "dust-heap books" which reflect agressions to the child and make the child discontented. (Dayıoğlu, G., 1977).

Main problems are related to paper, print, book cover, distribution. The paper supplied by the state is not as well qualified and cheap as the publishers wish. Paper is expensive, there are only two sizes of paper with which only certain sized books can be printed. There is a lack of distribution organization. (Öz, E., 1976b).

d) Different Views about How to Develop an Ideal Children's Book

In this subsection, first the views of various knowledgeable people in the area of children's books are reflected. Then reports of the Development Seminar for Children's Books Publication Program hold in Istanbul on April 14-22, 1975 are given as a summary.

According to Kır (1977), the themes chosen for children's books must awaken the interest of the child, contributing to his/her development. The theme must be of a type to be liked by girls and boys. The theme must be chosen according to the age, taking the psychological specifications of the age into consideration. Age level of the child, the vocabulary of this age must be known and the book must be written accordingly, also with the effort to enrich the vocabulary of the child.

According to Erdal Öz (1976a) the book has got to assist the development of certain characteristics like collaboration, solidarity, sharing, peace, liberty, desire to work, patriotism. A clear diction of the book would enable the child to think in a correct way.

The book has to possess the qualifications to develop the child's personality and creativity powers. Through the book, the child should love nature, people and the life. The strengths and weaknesses of the humans must be reflected reality loyal. Emotions like kindness, pity, fright and surrealist concepts must be used in good balance and without exaggerating. (Başaran,M., 1977).

The child should not be put off with fairy tales. The content should represent specific characteristics of the time being. The child should not be thrown outside of his/her own societal environment. The books should contribute and help the child to know his/her environment better and they must point at certain ways of solutions. (Öz,E., 1976b).

Up to a certain age, fairy tales help for the development of the fantasy. After a certain age period, the child must be oriented towards more realistic books describing his/her own country and people. (Dursun,T., 1977).

"The child may not be separated from his/her problems which are a result of his/her age, which are related to the childhood. When giving the realities or problems to the child, the dose is important." (Özkan,A., 1979, pp.338-386).

The child may not be kept away from the problems of the society where it lives. The child may no longer be entertained only with fantasy books and fictious adventures. But in order to make the child conscious in some aspects, the author has to take the imagination and acceptance level of the child into consideration. The problems or subjects the child has to be aware of must be reflected to him/her through sensation, perception. Here, the dose is important. (Dayıoğlu,G., 1981).

The specification to appear in a book is determined by the desires of children. Children want pictures explaining the facts they search for, bigger letter size and clarity. (Dayıoğlu,G., 1976).

Books for children should have a more pure and a concreter narration, contain less amount of vocabulary, use mainly more common words, less complicated sentences, have instead of complicated events rather one single event, few numbers of heros, shorter text, shorter sentences, avoid long descriptions and psychological analysis and they have to be works of a professional. (Öz,E., 1978).

In short, the children's book should have an attractive appearance. This can be achieved through qualified illustrations high quality paper, colorful and careful print. The diction should be simple and clear. First class authors and translators should be used to get close to the children. Themes chosen should appeal to the child of this century. Children also perceive subjects in their environment. The child must be considered as a person growing up but not as a small child. (Tamer, 1978).

At the end of the seminar for Children's Books Publication Program on April 14-22, 1975 in Istanbul, different commissions have prepared reports related to an ideal children's book. Reports of three commissions are given below.

1. Expectations about the content (Report of the first commission):

The content should help for the development and improvement of the personality and capabilities of the child. Human should be expressed with both strength and weaknesses. For the case that the children identify themselves with heros of the book, concepts and subjects should not be exaggerated. Emotions of the child —like love, kindness— should be improved but not hurt. Emphasizing also fun is essential for the mental development of the child. Main ideas should be given in a smooth way, not like a lesson. Thoughts and ideas of children develop from concrete to abstract, from nearest environment to the farer one. The book should give the child the consciousness that she/he is a part of the society. Expressions, terms chosen for the narration and the length of sentences should fit to the age, way of living and level of understanding of the child. The volume of vocabulary has to be tried to be enlarged. A pure simple and natural narration should be preferred.

2. Expectations about Form and Appearance (Report of the second commission):

The letters, illustrations and the cover of the book should be arranged in a way to fit to the type of text and according to the development level of the child. A designer should be employed in publishing companies in the technical editing manager position and this person should have a master knowledge in typography, writing, illustration, binding, composition, graphical production techniques.

3. How to reach the conditions to produce the ideal book (Report of the third commission):

In order to create qualified children's books, seminars and courses for authors, editors, illustrators should be established. New publications should be introduced through TRT, Turkish Radio and Television. Good children's books might be allowed to make use of some discounts of postal services.

e) Criteria to be met by Children's Books in order to win a Prize

In an Austrian journal, Jugend und Buch, information about two books, which won a prize, was given. The German Youthbookprize 1975¹ was given in two areas for two books. The criteria met for winning the prize is described below:

1. Picturebookprize:

Friedrich Karl Waechter: "Wir können noch viel zusammenmachen".
(We can still do a lot together)

This book meets the following criteria:

- a) artistic quality of illustrations
- b) textidea corresponding to this artistic quality
- c) overall get up

Waechter's Picturebook is a pure illustration book, because the content and ideas gain activity through the pictures. This unity of text and illustrations is true for the whole book and there are illustrations in the book to cut which materializes the name of the book. Some scenes are humorous, illustrations of animals and landscapes are intensive, lovely and touching.

2. Narrative book prize:

Jean Craighead George: "Julie von den Wölfen"
(Julie from the Wolfs)

This book again met the criteria described above.

The book unifies a precise nature description and fabulous elements. The manners, behaviour of the animals observed have been shown very realistic. The survival techniques of the girl have been described very plausible. The book has a high tension, a high informative value and a rich differentiated diction. (Jugend u. Buch, 1975).

¹ Deutscher Jugendbuchpreis 1975, Nov. 3rd 1975, Bonn.

In the Austrian journal 'Jugend und Buch' the reader is informed about new publications. This information is about the content of the book, the criticism about the book and about the age for which it can be recommended. The criticism is written by various authors or educators who have something to say in the area of children and youth literature. In this way, the consumer can orient him/herself and see the specifications which he/she can find in certain books.

After having examined various views about children's books from the related literature, the next chapter goes into the research and shows the findings of the study conducted.

CHAPTER TWO

A STUDY ON CHILDREN'S BOOKS MARKET BY EXPERIENCE AND FIELD SURVEY AND FINDINGS OF THE RESEARCH

2.1. Research Methodology

The objective of this study is to make an evaluation of the children's books market and children's literature in Turkey; to find out expectations, related to well written children's books; and to identify the characteristics of the children's books in the market in Turkey.

The study is an exploratory research as it mainly tries to discover ideas and insights of different knowledgeable people related to the children's books. The study has also a descriptive component as it tries to determine children's level of liking, purchasing, way of reading certain books.

2.1.1. The Type of Data Used for the Study

For this study, mainly primary data were made use of. Information was collected from the respondents through personal interviews, carried out among representatives of publishing companies, authors, illustrators, booksellers and parents. Also questionnaires conducted to children are part of the information collected through primary data.

Through, personal interviews demographic data e.g. occupation, age, school grade of children; attitudes/opinions data e.g. ideas, insights, complaints, likings, dislikings, conviction, expectations, evaluations; awareness/knowledge data e.g. place to buy and to be informed; behavioral data e.g. place and types of books sold, purchased, written, published and types of books preferred were collected.

Through the questionnaires presented to the children data collected

has been as follows: demographic data e.g. age, occupation of parents, school grade; attitudes/opinions data e.g. ideas, insights, likings, dislikings, expectations, evaluations; awareness/knowledge data e.g. place to buy, person to consult; behavioral data e.g. types of books read, purchased, preferred, place of purchase, person selected for reading with the child.

The secondary data used were studies and articles about the children literature and children's books. They have been worked through in order to form the interview questions and questionnaires for the collection of the primary data.

2.1.2. Data Collection Procedure and Instrument

The necessary data for this study have been collected through unstructured/undisguised questionnaires presented in form of personal, depth interviews and through structured/undisguised questionnaires in self administered form. The reason for choosing unstructured/undisguised questionnaires for authors, illustrators, publishing company representatives, booksellers and parents is to ensure that the subjects can talk freely about their opinions, attitudes. By not constraining the respondent to a fixed set of replies and by careful probing it was possible to derive a more accurate picture of the respondents' right position on the issue. (Churchill, 1983). Structured/undisguised questions were given to children. The respondents have completed the questionnaire in the presence of the interviewer, seeking clarification on points of confusion. The reason for choosing structured/undisguised questionnaires with the exception of few open ended questions is that since questions are presented with exactly the same wording in same order, standardization is ensured in replying. The questions' purpose is clear, they are easy to administer, tabulate and analyse. The open ended questions have also been standardized through evaluating and coding. The communication method of data collection has been preferred because it has the general advantages of versatility, speed and cost. (Churchill, 1983).

Through the personal depth interviews, 8 questions have been directed to representatives of publishing companies, 3 questions to the authors, 2 questions to the illustrators, 8 questions to the sales personnel in bookstores and

20 questions to the parents. The children received a self administered questionnaire composed of 56 questions.

2.1.3. Research Objective and Research Questions

The objective of this study is to make an evaluation of the children's books market and children literature in Turkey and to find out expectations of different parties related to a good children's book as well as to find out how they classify the characteristics of the children's books in the market.

The questions related to five different personal interviews are listed in Appendix 1 of the thesis and the questions related to the self administered questionnaire are listed in Appendix 2.

Personal depth interviews with authors show:

- a) Evaluation of the Turkish children's books market (question 3).
- b) Comparison of children literature in Turkey with that abroad (question 2).
- c) Points to be considered by writing for children (question 1).

Personal depth interviews with illustrators show:

- a) Evaluation of the children's books related to illustrations (question 2).
- b) Qualifications a good children's book has to have related to illustrations (question 1).

Personal depth interviews with representatives of publishing companies show:

- a) Evaluation of the Turkish children's books market (question 1).
- b) Qualifications a good children's book has to have (questions 6, 7).
- c) Problems and points to be considered by publishing for children (questions 2, 3, 4, 5).
- d) Demand level for certain publications (questions 3, 4, 7).
- e) Widespread of information related to children's books (question 8).

Personal depth interviews with sales personnel show:

- a) Evaluation of children's books (questions 6, 7, 8).
- b) Problems, points to be considered related to the sales (questions 4, 5).
- c) Expectations of the related parties (questions 7, 8).

d) Demand for certain books (question 1, 2, 3, 5).

Personal depth interviews with parents show:

a) Evaluation of the children's books in the market (questions 7, 8, 9, 10, 11, 12, 13, 14, 16, 17).

b) Qualifications a good children's books has to have (questions 2, 3, 4, 5, 6).

c) Expectations about a children's book (questions 15, 16, 17).

d) Widespread of information related to children's books (questions 17, 18, 19, 20).

e) Demographic information (question 1).

All questions in interviews are open ended except questions 3, 4, 10 and 11 used in parents' interview.

The self administered questionnaire to children shows:

a) Evaluation of children's books related to form and content (questions 21, 26, 28, 29, 32-53).

b) Expectations about children's books related to form and content (questions 11-20, 31).

c) Comparison of children's books of Turkish and foreign authors (questions 22-29).

d) Place of purchase (questions 55, 56).

e) Reading habits of the child (questions 3-5, 7, 9, 10, 22, 30, 54).

f) Demographic information (questions 1, 2).

g) General information (questions 1-10, 22, 23, 26, 30, 54-56).

h) Normative information (questions 11-20, 31).

i) Evaluative information (24, 25, 27-29, 32-53).

For simplicity for the children, novels are described as adventure novels and other novels; picture books are described as fairy tale and story books.

The normative and evaluative questions of the questionnaire for children reflect different dimensions and characteristics of a book studied. These dimensions are summarized in the following two tables, related to form/appearance and related to content.

TABLE 2.1.
Characteristics Related to Form and Appearance²

<u>Letter type</u>	<u>Illustrations</u>	<u>Page Composition</u>
<ul style="list-style-type: none"> . very big . big enough . small . very small . legible . illegible (Q 15; 32)	<ul style="list-style-type: none"> . bright and vivid colored . colored . pale colored . dark/dim colored (Q 12, 35)	<ul style="list-style-type: none"> . a few pictures . no pictures . picture per page . picture on every 2 pages (Q 11, 33)
<u>Print Quality</u> <ul style="list-style-type: none"> . paper quality . cover quality . price of book . cover/page pictures (Q 13, 14, 17, 19, 42-46)	<ul style="list-style-type: none"> . black/white . other 2 colors . multicolored . black/white and multicolored (Q 14, 36)	<ul style="list-style-type: none"> . 1/2 page picture . 1/4 page picture . 1 page picture (Q 31, 34)
		<ul style="list-style-type: none"> . picture on cover . no picture on cover (Q 17, 41)
<u>General appearance</u> <ul style="list-style-type: none"> . inscription on cover (Q 19) . picture on cover (Q 17, 41) . page composition (Q 31) . print quality (Q 14, 17, 19, 35, 42-46) . letter type (Q 15, 32) . illustrations (Q 11, 12, 14, 33-36) 		

TABLE 2.2.
Characteristics Related to Content

<u>Topic-theme</u>	<u>Diction</u>
<ul style="list-style-type: none"> . name of book . events in book (Q 27, 28, 48, 52)	<ul style="list-style-type: none"> . terms, expressions understandable . sentences long, short (Q 16, 13, 29, 37, 38)
<u>Narration</u>	<u>Translation</u>
<ul style="list-style-type: none"> . events evolve . entertaining . boring . exciting (Q 50-53)	<ul style="list-style-type: none"> . good narration . good theme . informative . easily understandable . meaningful, close to reality . good diction . complicated vocabulary . dictation errors (Q 13, 24, 25)

¹ Q's indicate questions in the questionnaire.

2.1.4. Sample Selection

In this study, people contacted are children, parents, booksellers, representatives of publishing companies, authors and illustrators.

Children, and parents are direct consumers of children's books, hence their expectations, desires and evaluations related to these books are essential for the study.

The booksellers are the intermediating units between publishing companies and consumers. They are selected as they are aware of and well informed about desires and expectations of the consumer and about the different types of publications in the market.

Other related parties contacted are knowledgeable people in the area of children's literature and books. These are authors, illustrators and representatives of publishing companies. They have been selected as they can evaluate the points stated by consumers in most accurate and reliable way.

After having evaluated the results of the pilot studies conducted in Münster/Germany at the Kardinal Von Galen Schule-Handorf among twenty children from third and fourth classes and in Erenköy/Istanbul at the Erenköy İlkokulu among twelve children from third and fourth classes (Appendix 3 and 4) the primary school of Işık Lisesi, i.e. the Işık Lisesi İlkokulu has been chosen for the study. The non-probability sample of 85 children selected is a judgement sample; because it is felt that the sample elements are representative of the population of interest.

Besides the study with the children, the sampling method chosen for the selected six authors, seven publishing company representatives and ten sales personnel from various bookstores is also a non-probabilistic, judgement sample. The sample elements are handpicked among knowledgeable people from the field because it is expected that they can serve the research purpose. Here, mainly snowball sample is made use of. Those interviews have also been asked for names of others whose cooperation would be useful.

The sampling method used for the two illustrators contacted and ten parents interviewed is a non-probability convenience sample. The illustrators have been met by accident during the interviews with representatives of publishing companies. The same is true for parents who have been met in

house of friends as visitors. But some of the parents have been contacted based on the snowball method of judgement sample.

The next section of the thesis will show evaluations and discussions related to the literature worked through and related to the experience survey and field survey of the research carried out.

2.2. Research Findings

In this part of the study, the results of the research will be discussed. Related to the literature review from the States about consumer behavior, evaluation of the studies helped for drawing some conclusions about the children also as consumers of books. The exploratory part of the research is based on experience survey, including the different interviews with five parties involved. The descriptive part of the research is based on field survey.

2.2.1. Conclusions drawn from the Literature Related to Children as Consumers

Evaluating the results of the study from R.Burr and P.Burr (1971) about parental responses to child marketing following points can be derived:

1. TV commercials might be effective for informing the children about new publications.
2. It can motivate the parents to buy a book if the child uses the appeal that he/she saw it on TV or he/she has been informed about this book. Also good evaluation or recommendation can motivate the parents to buy a book.

Evaluating the findings of the study from C.R.Wasson (1979) about consumer choice process, it can be noted that some children's books are repeatedly printed. Hence the consumers are likely to choose the ones known to them, the ones they have read in their own childhood or which are familiar to them. This way of buying a children's book seems to be the easiest and least risky way to the consumer, assuming that the book will be liked. In order to improve the introduction of new publications of contemporary

authors, to consumers and to the market and to make people familiar to new-books, different media like point of purchase advertising through brochures, articles and commercials in newspapers and magazines should be used by publishing companies.

Related to the research results of J.Mc Neal (1979) following conclusions can be drawn:

1. Since children feel uncomfortable in big stores, it is better to sell books for them in smaller stores.
2. They buy very consciously so that they like to buy a book alone.
3. When children are above 10, price of the book loses its importance hence will no longer be a determinant factor to buy a book or not.
4. Children are mainly informed about children's books through parents, TV, friends and shops therefore, good presentation in stores and TV commercials is essential.
5. Appearance of the book can influence the purchasing decision very much. Hence, quality of print and cover material are important.

Conclusion of J.R.Rossiter's (1975) study shows that the findings can be summarized related to children's books as follows:

1. For primary school children, illustrations in the books are very important.
2. Using color contrast and color matching, using vivid colors by illustrations will awake the interest of children.
3. Important scenes must be pointed out with vivid pictures.
4. Pictures must be drawn fine and clear.
5. There must be a good combination between name of book and picture on the cover.
6. For first grade children, more illustrations and less text is necessary, and at the raising ages it has to be vice versa.

Results of the study conducted by T.S.Robertson and J.R.Rossiter (197_) can be evaluated related to children's reading habits as follows:

1. Children of six to 11 years would be highly satisfied with the book if they can get the book they want.
2. They become more conscious about purchasing a book when they grow up, hence, elder children are more satisfied.

3. Dissatisfaction can be observed if the relation with the parents is positive. Younger children are disappointed if they can't get the book they want to have.

2.2.2. Experience Survey Results

In the experience survey, interviews have been carried out among authors, illustrators, representatives of publishing companies, bookstores' sales personnel and parents.

a) Views and Opinions of Authors

Related to interviews with six authors, their names, place of and date contacted are listed in Table 2.3. Interview questions are listed in Appendix 1 of the thesis.

TABLE 2.3.
Authors Contacted

<u>Names</u>	<u>Place of Interview</u>	<u>Date of Interview</u>
1. Baysal, Faik	Altın Kitaplar	6.6.85
2. Dayıoğlu, Gülten	Her home	17.6.85
3. Öz, Erdal	Can Yayınları	29.5.85
4. Selimoğlu, Zeyyat	Can Yayınları	29.5.85
5. Tamer, Ülkü	Onk Ajans	11.6.85
6. Ural, Yalvaç	Milliyet Yayıncılık	27.5.85

When authors have been asked about the main points of writing for children, their insights and ideas turned out to be similar. But in order not to divert their specific insights and thoughts, the individual explanations are summarized one by one.

Tamer stated that he didn't move from the idea to write especially for children but that he directed a book to children as he felt it fits more to the children. The writings carried him to establish works for children.

Similarly, Öz means that the author forms the subject he/she wants to write as a story, a novel or a poem; that the children's being among the

readers of this book makes it a children's book. He stated that the world classics like Alice in Wonderland, Little Prince, Gulliver's Travels, Robinson Crusoe, Andersen's and Grimm's fairy tales have not been intended to be written for children but they have become the most popular children's books.

According to Dayioğlu, books are effective means to feed imaginative and mental development of a human. In order to make use of this medium, reading habit and reading lust has to be developed in the childhood. As a result, the author must write conscious and careful in order to be able to let the child read his/her books.

All six authors mean that some points have to be considered seriously when books are prepared for children. These points can be classified in two major groups:

- i) related to the content
 - theme selected
 - narration-diction
- ii) related to the form/appearance
 - illustrations
 - letter size
 - print quality

i) Related to the content in general, Öz summarized the following four points:

1. The author may not try to ape the child. He/she must avoid falling into an artificial childness.
2. The fantasy power of the child should be considered by writing.
3. The child may not be imagined as a fool.
4. Heros in the book should be easily identifiable for the child with him/herself.

Selimoğlu added that the author has to put him/herself in the place of people respectively children he/she is writing for. A similar statement from Baysal is that the subjects, and themes should be chosen from the wored of the child, writing with the eyes of a child.

Tamer revealed the fact that a child should be able to develop his/her fantasy by reading; the book has to contribute to this development.

Dayioğlu stated that a child is not a copy of an adult and that perceptions of a child are different. Hence by writing for children subjects should be selected very carefully. Many themes which apply to adults may not be absorbed by the child and can damage the mental development.

Related to the theme selected; Selimoğlu, Tamer and Dayioğlu pointed out that the book should give humanistic and modern views and realities of life to the child; curiosity and interest of the child should be awaked; the author should be able to comprehend various subjects in order to easily explain them to the child and what is to be thought should be given in a hidden or closed way to the child, merged in the narration.

Öz, Ural, Selimoğlu, Baysal and Dayioğlu suggested that decisive messages, emotional exploitation should be avoided. Realities should be explained fitting to the understanding level of the child. The theme should help for developing emotions like love, friendship, sharing. Specifications of the age, sex, social environment should be considered by choosing the subject, realities shown. The book should enlive the events in the eyes of the child. The content may not be pure abstract, events should be chosen from daily life although fantasy is to be made use of.

Related to the narration and diction of the book it can be stated that diction is the words chosen and narration is a much broader term, it is the way the story is told, events, explained as they evolve. Here, according to Öz and Dayioğlu long descriptions and mental analysis should be avoided. Ural stated that the author has to have well knowledge about children's literature. Tamer, Dayioğlu, Ural and Selimoğlu pointed out that the diction must be simple, easily understandable by the child, the text written in short sentences so that the child is not tired of reading. The author should write with the vocabulary capacity of the child, as stated by Baysal and Ural. Öz suggested the text to be in a clear and correct Turkish enabling the child to think correct and to learn concepts correct. Tamer also pointed out translations whereby the literary style of the author might not be changed.

ii) Taking form and appearance into consideration many points have been stated for illustrations, letter size and print quality.

According to Öz, Selimoğlu and Ural, in all children's books qualitative illustrations with vivid colors should be present. Illustrations on the cover should reflect the most prominent specifications of the content because the cover is the shop window of a book. The number of illustrations and what they represent should fit to the age of the child. (Dayioğlu).

Selimoğlu, Öz, Ural stated that for picture books for easy reading big letter size must be selected. Typewriter letters should be avoided. Dayioğlu suggested that letter size has to fit to the age of the child in order to attract the interest of the child.

For a good print quality, the print material should be of first quality paper, hard cover is a must (Öz). Paper quality and a clean print affect the purchasing decision of the consumer (Dayioğlu).

In short, as books contribute to the mental and intellectual development of a child, the illustrations, size of letters, theme chosen and narration and diction of the book should fit to the age of the child. The realities should be reflected in the story but not in a crude way so that the fantasy world is not damaged and emotions are not exploited. The theme chosen should awake interest and curiosity of the child. The narration and diction should be clear and easily understandable. Illustrations should be vivid colored, print quality should be of an improved kind.

Comparing children literature in Turkey and abroad, the authors made the following statements:

According to Öz, children literature in Turkey has almost no tradition and its history is very short. Only word of mouth literature products like poems and legends have a tradition. But novel story, theater pieces are adapted from the West since only 100 years. Tamer also meant that written children literature is very new in Turkey. In the period Grimm brothers could print their fairy tales in Germany, in Turkey word of mouth literature was in action. Öz stated that in socialist and capitalist countries today children literature has developed itself to a kind of industry which is not true yet for Turkey.

According to Tamer, the author of children's books in Turkey has no

data available related to what children like and read at which age. In other countries there are pedagogical publications so that the author knows about what appeals to which age group. Tamer means also that a book with a child as its hero is evaluated to be a children's book in Turkey. But actually the content does not necessarily show this to be true. The reverse may be possible, a book for grown up accepted by children.

Dayioğlu pointed out that many countries take children literature seriously, try to socialize, contemporize and humanize the children through literature which is lacking in Turkey. In some countries abroad, publications for pre-school children are as much as for the school age children which is also a necessity for Turkey.

Evaluating the children's books and children literature in Turkey, Tamer stated that during the Republic period child gained more importance so that some authors began to write for children. In the last 40 years a development in children literature started and had a boom in the last 15 years. Good and famous authors entered in this area gradually so that children literature seems to be developing in the future.

According to Dayioğlu, children's books are not evaluated seriously in accordance with the importance and value they have. Children's books are created and published unconsciously, neither the state, nor the author and the publisher try to create together a valuable children's book. Children's books are evaluated as a profit medium. There is no control, no critics about children's books. Daily newspapers, magazines, radio and TV should assist for the introduction of children's books to orient the children and parents. Lack of such an introduction is the main characteristic of the deficiency of Turkish children literature.

In short, tradition of written children's book literature in Turkey has not a very long history yet. Pedagogical publications informing the authors about how to write for certain ages and sexes are lacking. Children's books and writing for children are not given the necessary importance in Turkey yet. Many publications are created without a serious attention paid to needs of the children.

b) Views and Opinions of Illustrators

Related to interviews with the illustrators, their names, place of and date contacted are listed in Table 2.4. Interview questions are listed in Appendix 1 of the thesis.

TABLE 2.4.
Illustrators Contacted

<u>Names</u>	<u>Place of Interview</u>	<u>Date of Interview</u>
1. Baltaş, Gamze	Milliyet Yayıncılık A.Ş.	27.5.85
2. Karakoç, Şahin	Kelebek Yayınları	6.6.85

For this study, when illustrators have been asked about the necessary qualifications of illustrations in a good children's book, similar views completing each other arised. These views can be summarized as follows:

1. Pictures have to differ according to age groups (Baltaş), children want to face pictures they could draw too. (Karakoç).
2. Color of the illustrations should be vivid (Baltaş and Karakoç). For the early-school years, illustrations should be more colorful and vivid (Baltaş).
3. For the early-school years, books should be composed of many pictures and less text. The illustrations must be drawn with simple, naive, plain lines (Baltaş and Karakoç).
4. Today, text and picture occur together. This leads to looking, seeing, observing the picture and reading the text at the same time (Baltaş).
5. As the child grows, number of pictures in a book should decrease, drawings of illustrations should become less naive (Karakoç). In novel books a picture among a few pages is enough (Baltaş).
6. The illustrations should be related to the events occurring in a book (Baltaş and Karakoç). Vivid colors reflect happy events, pale colors reflect sad ones (Baltaş).
7. Cover illustration should give the child the content of the book in most impressive way (Baltaş and Karakoç). If the cover illustration represents a child, the child can identify him/herself with the picture when reading the book (Baltaş).

Asked to evaluate the Turkish children's books market related to illustrations, the illustrators stated the following four points:

1. The pictures must be colorful, vivid and drawn with simple lines. In Turkey, this is mostly not applied. The job is on hands of non-qualified people. Also the simple must reflect master qualification (Baltaş).
2. In Turkey, costs are very important. So most books are printed on tracing paper (3rd quality paper). On this quality color print is not possible so that only one color pictures occur in books (mostly black and white) (Baltaş). Due to high costs, colorful pictures in novel books is a difficult but also a necessary event (Karakoç).
3. To decrease costs of illustrations, most publishers prefer non-qualified people to draw the pictures (Baltaş).
4. Colors slide and the picture loses much from the original by printing on low quality paper (Baltaş).

In short, illustrations should have vivid colors and differ in size, amount, color according to the age of the child. Illustrations should fit in color and shape to the events in the story. In Turkey illustrations are not prepared careful enough. Due to low print quality the pictures lose more from color.

c) Views and Opinions of the Representatives of Publishing Companies

The representatives of publishing companies have been contacted in the companies they work. The list of their names, positions, date and place of meeting is presented in Table 2.5. Interview questions for publishing company representatives are in Appendix 1 of the study.

TABLE 2.5.
Representatives of Publishing Companies Contacted

<u>Name</u>	<u>Position</u>	<u>Place of Interview</u>	<u>Date</u>
1. Atay, Mehmet	manager	Bilge Pazarlama ve Yayıncılık	15.5.85
2. Ataman, Nihal	editor/psychologist	Baskan Yayınları	9.5.85
3. Bozkurt, Turhan	owner of company	Altın Kitaplar Yayınevi	6.6.85
4. Bozkurt, Yıldırım	owner of company	Kelebek Yayınları	6.6.85
5. İkorur, Mehmet	editor of children magazine	Milliyet Yayıncılık A.Ş.	27.5.85
6. Öz, Erdal	manager, author	Can Yayınları	29.5.85
7. Ural, Yalvaç	editor, author of children books	Milliyet Yayıncılık A.Ş.	27.5.85

Related to the evaluation of the Turkish children's books market, the insights revealed can be summarized under seven major groups:

1. Children literature is very new in Turkey and has almost no tradition (Öz and Atay). Publications for children in Turkey were of limited amount until 1977. Good and qualified publications started in 1977; quantity of children's books in the market increased after 1978 (Y.Bozkurt).
Except the boom in 1979, the publications related to children's books are at a stable level. The children publications in 1979 had literary value but print quality was not improved (Ural).
2. Book industry has not developed yet in Turkey. There's no planning for publishing the books (T.Bozkurt). The publisher does not make any differentiation by publishing books for children, there is no effort for the improvement of children's books (Atay). All publishing companies are only profit oriented and they do not care about the quality of content or form/appearance of children's books (Y.Bozkurt). Publishing companies try to produce children's books in cheapest possible way. Bookstores also ask for cheap books related to the demand of purchasers (T.Bozkurt).

Children's books is an area where all jump in, competent or not. Very few really care. They use this area just for material satisfaction. Publishers use the techniques to make a book attractive but mostly, educative content is insufficient (Atay).

3. Publishing companies prefer to publish children world classics rather than books of Turkish authors because classics sell easier and faster. But most of them are not up to date and do not contribute to the child of this century (Ural). Most of the books in the market do not teach the child to ask questions. They mainly try to load certain moulded responses to the child (Öz).

Publications for pre-school children are insufficient in Turkey compared to other countries (T.Bozkurt).

World classics for adults are now simplified for children. Also native classics should be simplified. In this aspect only books from Ömer Seyfettin are revised for children. The market is full with Western imitation publications, with comics which are not qualitative because they mainly reflect violence (T.Bozkurt). Mostly, classic children novels and picture books are translated. Improvement is considered as adopting European standards. Also national specifications should be taken into consideration. There are very few books which reflect our own tradition and life style. Except European, Persian and Arabian culture, there are a few publications from Dede Korkut and Eflatun Cem Güney (Ataman). Books about plays and riddles from our tradition are very few in the market, probably one percent of the total of children's books (Ural).

For different age groups the book has to appeal differently. The text must help for the mental and personal development of the child. Appearance of the children's book has to gain more importance. We have to reach a syntheses with local specifications, our own culture and with the publications of other countries (Atay).

4. The cover of children's books and their names are very unqualified and bad. Translations are unsatisfactory. Print quality is low. Novel books are printed on third quality (tracing) paper which

makes it impossible to print colorful illustrations (Y.Bozkurt). Pictures are important but in Turkey many people think that one can illustrate for children just drawing naive, without any knowledge. There are very few real illustrators who really care (Ataman).

Even if the print quality could be evaluated as sufficient because of economic difficulties, the content of the books is in general far away from reflecting the real life since they do not deal with the problems of the child, but only show an ideal world (Ataman). Narration and diction of books differ, because each publishing company has a special expectation. Some prefer old Turkish, some new, pure Turkish. Accordingly they select their authors or translators (Ataman).

5. If paper quality would be better, colorful pictures could be printed in novel books. But this leads to price increase. Paper is expensive in Turkey (T.Bozkurt). From June 1984 to June 1985 price of newspaper paper per ton increased by 49 per cent; price of 3rd quality paper by 47 per cent and price of 1st quality paper by 17 per cent. The price increase for cartoon was about 10-15 per cent³. The extraordinary costs of materials used by printing a book are reflected to the price of the book (Öz). Improving print quality would enable colorful print but also increase the price of children's books and decrease the demand. Therefore, the publishing companies try to print books in cheapest possible way (Ural). Price of a book is determined by considering crude cost, administrative expenses and profit portion.

The price of a book is determined by a price formula⁴ at the

³ Hürriyet Gazetesi - Newspaper, June 19th, 1985.

⁴ $P = 2 (cc + AE * 0.1 + \pi * 0.5)$

P = price

cc = crude cost = translation + copyright + print + cover + illustration costs

AE = administrative expenses

π = profit margin

publishing company. The book is distributed to bookstores with a discount. Bookstores sell the book with a 25 per cent profit margin. Due to continuous increase in paper prices many publishing companies put a sticker on the cover of the book so that the repetitive price increase can cover the new, increased costs of reprint (Ataman).

In any way, the portion of the budget spent for books remains the same, but book prices rise. Hence, the book and the reader cannot meet easily (Öz). Publishing companies cannot overcome financial difficulties and cannot afford advertising, guide prospects to inform the public about new publications (T.Bozkurt).

The form and appearance of books have an important role by the preference of parents (İlkorur) and parents consider books as a gift item (T.Bozkurt).

6. In Japan, each out of 100 people read 25 books per year. In Turkey only 25 people out of 100 read just one book per year. The reading habit is not developed in Turkey and has its peak at the age group 10-15 (Y.Bozkurt).
7. Finally, Öz indicated names of most successful children's books authors in the last ten years as follows: Süleyman Bulutoğlu, Gülten Dayıoğlu, Çetin Öner, Zeyyat Selimoğlu, Ülkü Tamer and Yalvaç Ural.

The representatives of publishing companies summarized the problems and difficulties they face in four major groups, namely paper problem, distribution problem, value added tax and qualified people problem.

1. Paper problem:

In Turkey, main supplier of paper is SEKA (State Owned Paper Mills). Besides SEKA, also Meteksan Ltd.Şti. and Toprak Kağıt Sanayii A.Ş. produce paper of high quality but their production is mainly industry oriented and their paper prices are more expensive. There is also imported paper in the market which has highest quality called art paper. In order to buy paper from SEKA, the publishing company has to make advance payment and

the waiting time can extend up to a couple of months (Ataman). Children's books are printed on 3rd quality paper which makes color print impossible, however colorful pictures are a necessity for children's books. Printing on 1st quality paper increases the production costs and respectively the price so that for instance the same book costs 1200 TL if printed on 1st quality and 400 TL if printed on third quality (Atay). As a result, print quality cannot be improved. Good and colorful print increases the price of the book which leads to a decrease in demand (Ural). Some publishing companies cannot afford it to order quantities they were used to order due to high paper prices. As a result, this shortens the waiting period by the supplier SEKA (T.Bozkurt).

2. Distribution Problem:

Since PTT (Post, Telephon, Telegraph) costs are very high, book clubs cannot expand nationwide and their distribution area becomes limited (T.Bozkurt).

3. Value added tax:

Through VAT, book sales decreased 30 per cent. Since reading habit is also low in Turkey, value added tax for books should be decreased to 1-2 per cent so that people do not perceive it as high and do not hesitate to buy a book (Bozkurt).

4. Qualified people problem:

It is difficult to find qualified people which could help the publishing company by choosing among and deciding on "which types of books for which group of children" (Atay).

As to be seen easily, problems related to publication of children's books do not differ from the problems related to publication of books for adults.

Different views could be obtained about the level of market demand and potential sales for three children's book groups. Because of differences in age groups, in preferences and area of publications, it was not possible to state that just one of these children's books groups picks up the highest sales potential or market demand.

Demand for novel books and picture books is at the same level and is higher than the demand for informative books. Among the novels, adventure

and emotional types are sold at higher percentage. The reason for the demand being at same level for both groups is that children like to read short text besides long ones (Bozkurt).

A reason for pictured books to be preferred is that they appeal to younger age groups, their short text attracts the child and that there are a variety of them in the market. Among these two groups, flash names and classic world fairy tales are determinant by the first choice (Atay). Parents prefer hard cover comics, too. These publications are not contributive to the mental and educative development of the child (Ural). Although being expensive, informative books are sold more and more, making use of installment payment (Ataman). The demand for informative books is mainly directed towards school encyclopedia and general knowledge (Atay).

The discussions revealed some insights about the application for the publication process of books. In Turkey, since a few authors write children's books, application level is very restricted. The reason for few people writing for children can be that it is difficult to write for children in the sense that the narration of the book must be at the understanding level of the child (T.Bozkurt). In general, application is mainly at direction of novel books (Y.Bozkurt). In recent years, most of the publications were for preschool children of age 5-7. Mainly, novel books or short story books of foreign authors were translated (Ural).

Related to the publication of children's books, the authors stated the following insights as major points to be taken into consideration:

1. The book has to teach the child asking questions, it may not try to load certain moulded answers to the child (Öz).
2. The text should be entertaining and educative. The events or emotions described should fit to the insights of a Turkish child (Bozkurt).
3. The language has to be used in best possible way. The book has to be written with a fluent diction (Öz).
4. The diction of the book has to be revised by reducteurs (Ural and T.Bozkurt). Proposals are to be made to the author or translator before the book is published (T.Bozkurt).
5. If it is a reprint, the new version may not be a repetition of the former one. The reprinted book should cover new knowledge and vocabulary without losing the unity with the first version (Atay).

6. The publisher has to search for the illustrator, who can best draw the illustrations for a certain book (Ural).
7. The book is to be prepared for color or black and white print, according to economic possibilities or capacities of the publishing company (Ural).

During the interview, also following the ideas and insights of the representatives of publishing companies related to the qualifications of a good children's book considering the content and the appearance/form of the book have been stated:

i) Related to the content, the necessary qualifications can be grouped under the following four points: topic/theme, diction, narration, translation.

i.1.) Topic/theme:

1. The topics chosen should be different for each age group. Subjects resulting in wrong orientation of the child or subjects which make the child sad, unhappy must be avoided (Ural).
2. The subjects should make the child familiar with his/her own problems related to the age, but these realities may not be described in a dry and violent way; they should be written down in an entertaining way (Ataman).
3. The child should be educated through entertainment (Y.Bozkurt). The book should be educative and the knowledge or information should be given to the child in an entertaining way, as a part of the content, without boring the child (T.Bozkurt).
4. Throughout the text, qualifications like loving people, the world, being adaptable to environment, friendship, sharing should be developed so as to contribute to the child's mental development (Atay and Öz). Topics describing death, violence must be avoided. Whatever the theme is, fantasy power of the child should be taken into consideration throughout the book. The heroes selected should be easily self identifiable for the child (Öz).

i.2.) Diction:

1. The text should be composed of words the child can understand (Ataman and Ural). The diction should be simple and clear (Atay, Öz, and Ural).

2. By using living Turkish and the vocabulary of the child, the book has to add new words to the vocabulary of the child also in a way she/he can capture easily (T.Bozkurt and Y.Bozkurt).
3. Long sentences and long explanations and descriptions should be avoided (Atay and Öz).

i.3.) Narration:

1. The name of the book should be attractive. The author must be able to master the language very well (Y.Bozkurt).
2. The author has to be familiar with child psychology and the emotional development of the child. He/she may not be very far from realities but may not exploit emotions (Ataman).
3. The text should be written in a clear and simple Turkish (Öz).
4. It is important to give the whole message in a short way. The child shouldn't be bored with a long text and the book shouldn't be considered just as a visual product where content and information disappear (Atay).

i.4.) Translation:

1. The translator has to master both languages very well (Ataman). The best Turkish should be given to the child (Öz).
2. The translation should reflect a good and clear Turkish. The child has his/her own diction. The translation should fit to this diction, remaining also loyal to the original narration of the text (Atay).
3. The translation has to give a message to our children. What is described has to fit to our life style and societal values (Atay).

ii) Related to the form/appearance the necessary qualifications can be grouped under the following five points: letter type, illustration, page composition, print quality, general appearance.

ii.1.) Letter type:

1. In picture books or novel books for elementary school children type writer letters may not be used. To be read easily, letters in pictured books must be of letter size 12-14 (Ural).
2. For children up to the third class, the size of the letters must be at least size 12. For fourth and fifth class children, letter size 10 is sufficient (Ataman, T.Bozkurt, and Y.Bozkurt).

ii.2.) Illustration:

1. More important than the text are the illustrations, because they

are factors which motivate the children for reading the book. Especially in short story and fairy tale books, many pictures should appear (Ural). Novel books should also be illustrated (Ataman).

2. Pictures should be drawn related to the events in the text and they should be loyal to what they represent and how things are described in the text (Öz). The objects illustrated should be faithful to what they represent. They may not be abstract. They also have to fit to the environment of the child or to look like the objects the child faces in his/her environment (Atay).
3. According to age group, the illustrations should be naive or realistic (T.Bozkurt). The pictures must be in harmony with the fantasy power of the child (Atay).
4. Children like round figures (Ataman). By each kind of illustration - fantasy, naive or realistic - the lines should be clear cut. Many children like pictures identical to photos. Here also, the lines should be very clear (Y.Bozkurt). All pictures should be drawn with extreme care. The child rejects negligent, carefree illustrations (Ataman).
5. The color of the pictures should be vivid, bright and attractive (Atay, Ataman, T.Bozkurt, Y.Bozkurt, Öz and Ural).

ii.3.) Page composition:

1. The composition should differ according to age groups. For pre-school children, books with many illustrations and short text is suitable so that the child can also understand the events without reading the text and create a new story with the own fantasy (Ataman). The pages of books must be composed of more illustrations and less text for the early school years (Y.Bozkurt).

ii.4.) Print Quality:

1. Related to the purchasing power of children and parents printing should be done on first and third quality paper (T.Bozkurt).
2. The ideal print is using first quality paper (Y.Bozkurt, and Öz). The paper should not be thin and transparent. It has to be strong (Y.Bozkurt). The book has got to have a hard cover (Öz).
3. Printing should be done with extreme care. By printing on third quality paper, the pictures loose much on color so that colorful print is not a good result. Printing on first quality paper enables colorful illustration print (Atay).

ii.5.) General appearance:

A good appearance can be achieved through vivid colors and carefully drawn illustrations. Children have a tendency towards vivid colors (Ataman).

The interview also revealed the reasons for the preference of certain books of certain publishing companies. Following statements were made:

1. Having an attractive appearance influences the decision (T.Bozkurt and İlkorur). Mostly parents buy books and evaluate the book as a present media, in this aspect appearance plays a role (İlkorur).
2. Being popular books oriented and searching for flash names increases the percentage of being preferred for a publishing company. Also periodic publications for new books in the market make companies more attractive (Ataman). World classics always find market potential for being sold, even if the translations are not qualified enough (Atay).
3. Translation quality of the book, good diction and narration help the child to understand the events easily and thus enables also good sales for the company (T.Bozkurt).
4. For a publishing company, to run a print house helps to minimize costs; as a result prices of books of this publishing company are not expensive considering other books of same quality in the market (Ataman).
5. Making use of good distribution channels lets the book be known in the market thus increases the percentage of sales (Ataman and T.Bozkurt).
6. A good sales policy can be developed by knowing the desires and needs of the children and parents; publishing the books with high potential demand increases the probability to be preferred and sold easily (Ataman).

Views about the degree the consumer is protected and informed related to children's books are as follows:

Öz, Ural and Bozkurt stated that it is not associated yet that an organization makes evaluation and criticism of children's books to make the consumer aware of the quality of the books.

Atay means that the market expands as it likes. In the sense of consumer protection or trade, there is no control mechanism. The

only control is Milli Eğitim Müdürlüğü (Administration of Education).

Ataman states that there is no price control because of liberal market policy. There are also some publications printed without obtaining the copyright. If ten years have passed after the first publication, there is no need for copyright permission. But for books falling in the period, the international copyright agency tries to find out illegal publications.

In short, children literature develops slowly in Turkey. Most publishing companies operate only profit oriented and do not care enough for qualified prints and publications. Many people who prepare books for the children are not competent enough. Hence, books in the market are not good enough to attract children, their prices are high compared to the print quality they show and the themes chosen are not educative, do not teach the child to ask questions. Especially books translated are far from social realities of this country related to their content. In general books mainly try to show an ideal world to the child, the themes selected do not deal with the problems of the child. Due to ever rising paper prices and print costs, cheapest print materials are chosen and this lowers the print quality; illustrations which are not always carefully drawn with vivid colors cannot be printed successfully on low quality paper.

Related to the content, the topic chosen should fit to the age of the child and be educative, improving social and mental world of the child. The text should be easily understandable long sentences should not be used. The text itself should not be too long to avoid boredom. Related to form and appearance, letters might not be small, illustrations should be vivid in color and clear in lines drawn, fitting to the events told in the story and to the age of the child. Paper used should be strong, printing should be done carefully so that pictures do not lose much on color. Attractive appearance, good print quality, flash names, good narration and translation and reasonable prices make the books of certain publishing companies preferred. The degree the consumer is protected and informed about children's books is very insufficient, not well organized yet in Turkey.

d) View and Opinions of Sales Personnel in Bookstores

The sales personnel have been contacted in various bookstores in the city. The interview questions are listed in Appendix 1 of this study and their names are listed in Table 2.6.

TABLE 2.6.
Sales Personnel Contacted

<u>Name</u>	<u>Name of Bookstore</u>	<u>Location</u>	<u>Date</u>
1. Eruçar, Selahattin	Acar Kitapevi	Şaşkınbakkal	12.4.85
2. Anonymous	Ece Kitapevi	Göztepe	12.4.85
3. Sakal, Hülya	Gençlik Kitapevi I	Kadıköy	24.4.85
4. Anonymous	Gençlik Kitapevi II	Kadıköy	24.4.85
5. Anonymous	International Bookstore	Nişantaşı	24.4.85
6. Yiğit, Bilhan	Kent Kırtasiye	Şişli	18.4.85
7. Anonymous	May Yayınları	Caddebostan	12.4.85
8. Anonymous	Nezih Kitapevi I	Şaşkınbakkal	12.4.85
9. Anonymous	Nezih Kitapevi II	Kadıköy	24.4.85
10. Anonymous	Sander Kitapevi	Şişli	24.4.85

The sorts of books available for children in bookstores are: painting books, picture books of fairy tales and short stories, novel books, informative books and comics. According to the school level, books can be categorized as those for pre-school children, for primary school children and those for primary school and high school children.

For pre-school children there are painting books and informative books in the market. The informative books are educative about letters and figures and some help for the development of IQ level through tests. Names of publishers of books for preschool children are listed in Appendix 6.

For primary school children, picture books of fairy tales and short stories and novel books are available. There are three kinds of fairy tale or short story books: One story books with many pictures, books including many stories and a few pictures and finally books about a story or fairy tale with three dimension pictures. The last sort is printed abroad in Turkish. Throughout this study, picture books considered are only one story books with many pictures.

The novel books are adventure novels and classic novels. They are printed as paperback or hardcover. The names of companies publishing for primary school children are listed in Appendix 6.

For primary school and high school children, besides the novel books there are informative books and comics in the market. The informative books can be summarized as lexicon, encyclopedia, including many subjects, about one subject (like about animals, universe, nature). The comics are mainly books of TV-movies and books of Western stories. The names of publishing companies of informative books are given in Appendix 6 of the study.

The names of these publishing companies have been obtained during the interview per discussion and also by observation. There are two other companies publishing picture books: Arkin Yayınevi and Remzi Kitapevi. These names have not been mentioned in any of the ten bookstores nor any picture books of both companies could be seen. Observation during the "Children's Books Fair" in December 1984 at Marmara Etap in Istanbul ensures the presence of picture books from Arkin Yayınevi and Remzi Kitapevi in the market.

Discussions with sales personnel stated that the books mostly preferred have following common points or characteristics: Most preferred picture books have big letters, many pictures with vivid colors, are cheaper and are multivariuous in kind. Most preferred novel books have a high print and translation quality, the themes and narration are exciting and entertaining, educative. Most are a short summary of a classic novel. Another reason for their being preferred is the trust to the publishing company.

The most preferred publishing companies for children have been mentioned as follows:

In Picture books:

1. Karagöz Yayınları - Ali Ayşe dizisi
2. Serhat Yayınları
3. İnkılap ve Aka - Renkli Ünlü Çocuk Masalları
4. Alpagut Yayınları - Ayşegül serisi
5. Kurtuluş Yayınları

In Novel books:

1. Altın Kitaplar
2. Serhat Yayınları

3. Kelebek Yayınları
4. Can Yayınları
5. Koza Yayınları

The majority of the sales personnel contacted mentioned the following names as the most preferred authors:

Turkish authors:

1. Gülden Dayıoğlu
2. Mehmet Seyda
3. Ömer Seyfettin

Foreign authors:

1. Jules Verne
2. Enid Blyton
3. Mark Twain

Besides this information, four out of ten people interviewed expressed the fact that children mainly do not make any author differentiation. They recommend among each other the book per name, without thinking about the author at all.

All sales people contacted stated that the prices of books are relatively high. Novel books cost about 400.- TL and picture books cost about 150.- TL. The value added tax of ten percent increases the price so that this affects the sales negatively. Since January 1985 there was no sales increase, and in March 1985 sales were almost zero.

About the best suitable books for children at the age 8-10, different views have been expressed:

There are no books specially published for this age group. Picture books are too easy for them and some novels are difficult to understand. Most children of this age group read adventure novels. They also like picture books. They all are not at the same reading level and capability. Color harmony and easy readable letters are essential for the books of this age group.

The sales personnel evaluated the children's books in the market as follows:

Picture books: The print quality is good by Ayşegül serisi of Alpogut Publishing Company. The three dimensional pictured books have high paper and print quality.

Novel books: The best ones seem to be published by Altın Kitaplar Publishing Company. It has been stated that the cover material is hard and cover itself is attractive, the print quality is satisfactory. The content related to theme and narration appeals to the child and contributes to the mental development. The company applies standard sizes and prices and have the experience of long years.

Informative books: Remzi Kitabevi has been evaluated as the best one because of the improved translation and print quality and because of the reasonable prices.

The sales personnel have also stated that in general publishing companies use bad ink, print on low quality paper and change the price on a published book several times just because of their inordinate ambitions for profit. The same book is published by different companies and sold at different prices.

In form and appearance, the letter size mostly do no appeal to first grade children hampering the development of reading habit. Informative books are in general not very qualified.

The themes selected for children's books are very simple, mostly based on purely fantastic events and are behind the level of cosmos-children so that they do not contribute and appeal to them.

The translations are done very careless and many foreign words occur which also is a limitation for the development of the reading habit.

Sales people expect children's books to improve in print, illustrations and variability of sorts. Pictures should be drawn more carefully because children do not like drawings like caricatures. The illustrations should be more colorful. The letter size is mostly too small for children. Informative books of good quality are scarce so that publications of this kind of books should be encouraged.

The interview to sales personnel also tried to reveal insights and desires of the parents related to children's books in the market. Accordingly, short story books should have more pictures, the letters should be big enough to be read easily by the child. Pictures should be colorful. Pictures and letter size are determinant factors for the decision to purchase. Parents also complain about the bad quality of the paper and about high prices. They find

translations insufficient and state that mostly old Turkish words appear in the text. Parents expect Turkish authors to write more carefully and also more in quantity for children so that variety of books in the market can be increased.

In short, there are painting books and informative books for pre-school children, picture books and novel books for primary school children, novel books and informative books for primary school and high school children in the market. For a book to be preferred it has to have big letters, many colorful pictures, a high print quality, a good translation, narration, the events explained should be entertaining, exciting and educative. Many books in the market have a low print quality and high prices; their themes chosen are not contributive to the mental and social development of the child. Translations are done very careless, narration and diction in books are not satisfactory. Sales personnel mean that the publications in the market do not appeal to all age groups very well and among the book groups informative books are very limited in kind and quantity. Hence the gaps in these areas should be filled.

e) Views and Opinions of Parents

Related to the interviews with parents, the questions presented to them are listed in Appendix 1 of the study and their names, profession, date and place of interview are listed in Table 2.7.

TABLE 2.7.
Parents Contacted

<u>Name</u>	<u>Sex</u>	<u>Location</u>	<u>Profession</u>	<u>Date</u>
1. Coşkun, Sander	F	Pharmacy	pharmacist	14.6.85
2. Çimen, Mine	F	home	economist	12.6.85
3. Faralyalı, Behin	F	home	housewife	16.6.85
4. Okan, Göksel	F	home	banking officer	17.6.85
5. Tuncalı, Gülsen	F	home	archeologist	12.6.85
6. Yetiş, Güneş	F	home	teacher for philosophy and psychology	4.6.85

TABLE 2.7.
(continued)

<u>Name</u>	<u>Sex</u> ⁵	<u>Location</u>	<u>Profession</u>	<u>Date</u>
7. Anonymous	M	home	architect	14.6.85
8. Anonymous	F	Acar Kitapevi	housewife	12.4.85
9. Anonymous	M	Gençlik K.evi II	chemist	24.4.85
10. Anonymous	F	Sander Kitapevi	architect	24.4.85

During the interview, parents were asked to rank the five most important factors. Results in Table 2.8. show factors chosen as most important as: events narrated, translation quality, narration style, length of sentences and price.

TABLE 2.8.
Important Factors Related to a Book, Chosen by Parents

	<u>absolute frequency</u>	<u>adjusted frequency (%)</u>
events narrated	10	20.0
translation quality	10	20.0
narration style	8	16.0
length of sentences	5	10.0
price	4	8.0
pictures in the book	3	6.0
color of pictures	3	6.0
paper quality	2	4.0
cover	2	4.0
print quality	1	2.0
page composition	1	2.0
picture on the cover	1	2.0
	<u>50</u>	<u>100.0</u>

⁵ F = female; M = male

The parents want that the child is entertained through the book, is happy, understands the message easily and does not become pessimistic by reading. The book is expected to catch the interest of the child and to contribute to the improvement and enlargement of the knowledge of the child.

All the parents interviewed stated that some expressions occurring in mainly novel books or informative books cannot be easily understood by the child and are not given any explanation at all. The children then ask the parents about the meaning of these expressions.

The responses related to what the child feels during reading a book are ranked as follows: 1) excitement, 2) fear and sadness so that the child does not want to continue to read, 3) happiness and joy and 4) satisfaction based on learning something.

Related to illustrations, the responses show that three of the ten parents contacted evaluated pictures as one of the five most important factors. Parents stated also that first grade children are more interested in pictures than in the text. As age rises, the number of illustrations in the book should decrease and amount of text in page composition should increase. Pictures should occur not only in books for fairy tales and short stories but also in novel books; they should be multicolored.

Parents evaluated the children's books in the market related to the illustrations as follows: Some books have only two or three lines of text and the rest of the page is covered by pictures which leads to reading laziness. Illustrations are missing in novel books so that the child gets bored when reading the book. But compared to past years illustrations have improved and are drawn more suitable to certain age groups.

Related to the cover of the books, factors stated as occurring or not occurring on the cover are listed in Table 2.9.

TABLE 2.9.

Factors Presented/not Presented on the Cover of Children's Books

Factors	Adjusted Frequency (%)		
	Presented	Not Presented	
Price	90.0	10.0	100.0
Illustration	100.0		100.0
Name of Author	80.0	20.0	100.0
Information about the Author	30.0	70.0	100.0
Information about the Content	20.0	80.0	100.0
Age group the book fits in	10.0	90.0	100.0
Name of translator	10.0	90.0	100.0
Others:			
list of other books	10.0	80.0	100.0
name of publishing company	10.0		

Parents interviewed expect following factors to appear on or in the cover of a children's book: 1) The age group the book fits in; 2) information about the content; 3) name of the author; 4) information about the author; 5) price; 6) illustration; 7) name of the translator. The ranking has been done from most frequently to the least frequently pointed factor.

Although the size of letters had not been mentioned as one of the most important factors to be listed, parents evaluated the children's books in the market also related to letter size. Accordingly, some books are written in very small letters, close to each other and it is not easy to find books with letters of big size for children at early grades of primary school. Most picture books however have a medium letter size and are easy readable.

Parents expect letter size to be arranged according to the age group the book fits in so that the children have no difficulties in deciphering and reading the book.

Related to the evaluation of publishing companies, parents stated that Altın Kitaplar, Kelebek Yayınları and Milliyet Yayınları offer better publications than the others in the market. The quality of a publication can be detected from the print quality, cover and illustrations.

There are different views and opinions related to the content and

print quality of the books in the market: To make a book attractive for a child, the print quality should be improved which is mainly based on paper quality and bind. The books in the market quickly loose the form they have first and fall nearly into pieces afterwards. But a contradictory reality is that improving the print quality would increase costs and then prices so that the child will not be able to buy as many books as before. Nevertheless, at least books prepared for first grade children should be printed on first quality paper in order to improve their reading habit. Although there are also some books with high print quality in the market, the general opinion of publishers is "I sell in any way". This insight should be changed. Otherwise the books purchased will continue to fall into pieces and it will continue to occur that some pages are missing or placed wrong in binding. Parents also wish the diction of children's books to be improved, especially in case of translations. Uncareful done translations cause children difficulties in comprehending the content of the book. There are many grammatical mistakes and the child gets bored by reading foreign names and words. Complicated sentences cause children difficulties in understanding a book. Parents expect Turkish authors to write more for children. The author may not only help the child to create a fantasy world but the realities of life should be reflected to the child in a suitable way, without alarming the child. In their narration authors should repeat new words enabling the child to learn them faster and in the diction the authors have to write in short, simple sentences.

Parents interviewed stated that most of the publishing companies and bookstores are only profit oriented. They sell the books at very different prices and change the prices on the cover very often through an additional sticker. The prices are high compared to the quality offered. Bookstore' knowledge about children's books, children literature and about new publications is very limited.

The types of books preferred by the parents for their children are ranked as follows: 1) Informative books; 2) Novel books; 3) Picture books. Informative books like encyclopedia are preferred to improve the education level of the child. Novel books are assumed to offer a vast range of views to the children, catching their attention by the exciting narration and to teach children the way to write and speak better. Picture books like fairy tales are expected to entertain the children, make them happy and also develop their fantasy.

Related to the introduction of children's books, the parents stated that different media like newspapers, TV, prospects, point of purchase advertising should be used to inform the consumer. All complained that they don't know which books are recently published by which companies and that the books are not well exhibited in the bookstores. They mean, advertising is a must and newspapers should take his issue serious. Some information occurs in a few newspapers once in a while. The consumers mainly buy books when they detect them on the shelves in bookstores. Non of the parents could mention a name of an organization making research or control or critics about the children's books. They stated that Administration of Education should provide such a service. They also said that sometimes in the newspaper Milliyet some proposals are published. Their other sources of information are teachers and friends. Non of them could mention any organization contributing to the development of children literature. Only a mother stated Milli Eğitim Müdürlüğü.

Parents mainly buy the books, from the bookstores close to their homes, they don't buy often and children change their books among themselves or they have many at home from their older sister or brothers.

In short, parents evaluated books in the market related to form and appearance as of low quality in general. They expect better binds and paper quality used and the letter size to be arranged according to the age group the book fits in. Also illustrations are expected to be improved in color and design and their amount in page composition determined according to the age group the book fits in.

Related to the content, parents stated that many expressions are not clear, long sentences, unqualified translations and grammatical mistakes affect the reading habit of the child negatively.

Comparing the print quality and prices the parents find children's books to be expensive and stated that being mainly profit oriented prices of books are changed through additional stickers continuously.

The common view of parents about the existing organizations and attempts to inform the public about new publications and to make evaluations and critics of children's books in the market is that these are very limited and insufficient in amount.

These five subparts tried to summarize the findings of interviews related to the experience survey of the research. In the following subpart of the research, the responses to the questionnaire carried out among children will be analysed.

2.2.3. Field Survey Results

For this study, two pilot studies have been carried out. The first pilot study was conducted in September 1984 in Münster/Germany at the Kardinal von Galen Schule-Handorf in order to determine the tendencies of children to this type of a study and to find out how children at third grade level can evaluate the books they read in leisure time. The second pilot study has been carried out in Istanbul in April 1985 to determine the fit between the difficulty grade of the questions and level of comprehension of the children and to formulate and rewrite the questions accordingly (Appendix 3, 4).

For the questionnaire to be carried out, Işık Lisesi İlkısım - Primary School has been selected. As one of the most wellknown high schools and primary schools in the city, the school gave the impression that the students spend more of their leisure time reading books and their education and mental development level ensures a quick and easy evaluation capability of different events they are suddenly faced with.

The questionnaire has been distributed on May 22, 1985 in two third grade classes among 85 students, at once. Children could complete the self-administered questionnaire in 2 1/2 hours. The questionnaire has been carried out in the interviewer's presence so that the respondents had the opportunity to seek clarification on points of confusion.

In the following subsections, the frequency results are analysed.

In the first part, related to the results of general questions of the questionnaire, frequency tables are prepared, where short explanations are given at the end of each table.

In the second part, the results of normative and evaluative questions are analysed. Some tables are prepared displaying the expectations and evaluation of the children.

The English and Turkish versions of the questionnaire carried out among children is presented in Appendix 2 of the research.

a) General Questions to Children

The first two questions are demographics. The first question asks the age of the child, the second one gives information about the profession of the parents.

As to be seen from the Table 2.10, 87.1 per cent of the children contacted are nine years old.

TABLE 2.10.
Age of Children Contacted

<u>Age</u>	<u>Abs.Freq.</u>	<u>Adj.Freq. (%)</u>
8 years	1	1.2
9 years	74	87.1
10 years	10	11.8
	<u>85</u>	<u>100.0</u>

Table 2.11 shows the profession of the parents of these children.

TABLE 2.11.
Profession of Parents

<u>Categories</u>	<u>Abs.Freq.</u>	<u>Adj.Freq. (%)</u>
<u>MOTHER</u>		
Housewife	53	62.4
Quit to work	5	5.9
Middle level employee	8	9.4
Top level employee	4	4.7
Works independent	10	11.8
Merchant	5	5.9
	<u>85</u>	<u>100.0</u>
<u>FATHER</u>		
Middle level employee	4	4.7
Top level employee	5	5.9
Middle level manager	1	1.2
Executive	11	12.9
Works independent	34	40.0
Merchant	23	27.1
Shopkeeper/Handikraftsman	7	8.2
	<u>85</u>	<u>100.0</u>

Among mothers, 62.4 per cent are housewives and 11.9 per cent work independent in their profession. Among fathers 40.0 per cent work independent, 27.1 per cent are in trade business and 12.9 per cent are top level managers. These results show that the families are above the average social level. In general children of well educated parents have more chance to become familiar with books and literature and to develop their reading habit. Thus, they would be able to evaluate the children's books in the market better than the other children and express their expectations in that area.

The third and fourth questions are related to the kinds of books children like most and the results of the responses are given in Table 2.12.

TABLE 2.12.
Kinds of Books Preferred by Children

Categories	Abs.Freq.	Adj.Freq. (%)
A book composed of		
a) many fairy tales or short stories	15	17.6
b) a single short story or fairy tale	6	7.1
c) an adventure novel or other kinds of novels	64	75.3
	<hr style="width: 50px; margin: 0 auto;"/> 85	<hr style="width: 50px; margin: 0 auto;"/> 100.0
A book		
a) composed of only pictures	1	1.2
b) with text and pictures	52	61.2
c) without any picture	32	37.6
	<hr style="width: 50px; margin: 0 auto;"/> 85	<hr style="width: 50px; margin: 0 auto;"/> 100.0

Most of the children, 75.3 per cent, like to read novel books and 61.2 per cent of them prefer books with text and pictures. Books without text are not preferred much, only 1.2 per cent.

Question five reflects the first three choices of the children related to the most liked books. As to be seen from Table 2.13, the first choice of the children can be ranked as: 1) science fiction books, 2) adventure novels, 3) other types of children novels. The second choice can be ranked as: 1) ad-

venture novels, 2) informative books, 3) science fiction books; and the third choice can be ranked as: 1) a book about far countries, 2) a book about Turkey and a poem book, 3) informative books.

The mean rank calculated shows that children at third grade level mainly like to read science fiction, adventure novels and other types of novels. They are not very interested in poem books, books about different countries and painting books.

TABLE 2.13.
Most Liked Books

<u>Categories of Books</u>	<u>1st choice</u>		<u>2nd choice</u>		<u>3rd choice</u>		<u>Mean⁶ Rank</u>
	<u>Abs. freq.</u>	<u>Adj. freq. (%)</u>	<u>Abs. freq.</u>	<u>Adj. freq. (%)</u>	<u>Abs. freq.</u>	<u>Adj. freq. (%)</u>	
No answer	0	0.0	5		7		2.58
Fairy tale	7	8.2	5	6.3	8	10.4	2.05
Story	8	9.4	7	8.8	6	7.8	1.90
Poem	0	0.0	4	5.0	10	13.0	2.71
Painting	2	2.4	3	3.8	5	6.5	2.3
About Turkey	2	2.4	7	8.8	10	13.0	2.42
About far countries	3	3.5	7	8.8	13	16.8	2.43
Informative	11	12.9	11	13.7	9	11.7	1.94
Adventure novels	17	20.0	22	27.4	5	6.5	1.73
Other types of novels	14	16.5	4	5.0	5	6.5	1.61
Science fiction	21	24.7	10	12.4	6	7.8	1.59
	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>	<u>2.00</u>

Questions six and seven are related to the purchase of books. As to be seen from Table 2.14, 77.6 per cent of the mothers and 47.1 per cent of the fathers buy books for their children. With a 32.9 per cent probability

$$^6 \text{ Mean Rank} = \frac{x(1) + y(2) + z(3)}{x+y+z}$$

x = 1st choice absolute frequency

y = 2nd choice absolute frequency

z = 3rd choice absolute frequency

children buy their books by themselves. Among the respondents five children pointed the category 'others'. Here teacher, brother and sister have been mentioned as people buying books for the child.

Since children were allowed to point more than one category, the sum of the absolute and adjusted frequencies exceed the number of respondents and 100.0 per cent and thus sums are not written down. For question six, 52.9 per cent of the children gave two responses, 23.5 per cent gave three answers.

TABLE 2.14.
People Who Buy Books for Children

<u>Categories</u>	<u>Abs.freq.</u>	<u>Adj.freq. (%)</u>
Mother	66	77.6
Father	40	47.1
Friends	14	16.5
Themselves (Children)	28	32.9
Relatives	17	20.0
Others	5	5.9

The results of question seven, are listed in Table 2.15 and show that mostly parents assist the children by purchasing a book. Friends influence the decision with 15.7 per cent by picture books. For simplicity for the child picture books have been defined in the questionnaire as fairy tale/short story books. The influence of the friends related to novel books, defined mainly as adventure novels, is 19.3 per cent. The category 'others' has been answered as "myself" indicating that these children pick their books without any assistance. In the category 'parents and others' the word 'others' has been used for relatives.

TABLE 2.15
People Assisting Children by the Purchase

Categories	Fairy tale/ story books		Adventure and other types of novels		Informative books	
	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)
No answer	2		2		1	
Parents	56	67.5	47	56.6	50	59.5
Friends	13	15.7	16	19.3	3	3.6
Teachers	1	1.2	2	2.4	11	13.1
Sales Personnel	6	7.2	13	15.7	9	10.7
Others	5	6.0	4	4.8	10	11.9
Parents and others	2	2.4	1	1.2	1	1.2
	85	100.0	85	100.0	85	100.0

Tables 2.16 - 2.18 and questions eight to 10 are related to reading a book. Table 2.16 displays that picture books of a child are read with 30.4 per cent by friends and also by brothers or sisters and 27.7 per cent of their books are not read by any body else. Related to the novel books, 28.9 per cent of the children stated that their parents read their books and 15.7 per cent stated this for their brothers and sisters. Related to informative books 32.9 per cent of children stated that nobody else reads these books and 27.8 per cent stated that their parents read also their informative books.

TABLE 2.16.
Other People Reading Children's Books

Categories	Fairy tales/ story books		Novel books		Informative books	
	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)
No answer	6	0.0	2	0.0	6	0.0
Friends	24	30.4	34	41.0	18	22.8
Brother or sister	24	30.4	13	15.7	12	15.2
Parents	7	8.9	24	28.9	22	27.8
Grand parents	1	1.3	1	1.2	1	1.3

TABLE 2.16.
(continued)

Categories	Fairy tales/ story books		Novel books		Informative books	
	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)
Nobody	22	27.7	7	8.4	26	32.9
Friends and Brother-Sister	1	1.3	1	1.2	0	0.0
Brother-Sister and Parents	0	0.0	1	1.2	0	0.0
Friends and Parents	0	0.0	2	2.4	0	0.0
	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>

Table 2.17 shows results of question nine. About 32.5 per cent of the respondents discuss a picture book, 41.2 per cent a novel book with friends, 29.7 per cent talk with nobody about an informative book, 28.3 per cent discuss about this third group of books with parents. Parents are talked with about picture and novel books on the second place.

TABLE 2.17.
People the Child Talks with about a Book

Categories	Fairy tales/ story books		Novel books		Informative books	
	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)
No answer	8	0.0	5	0.0	11	0.0
Parents	19	24.7	22	27.4	21	28.3
Friends	25	32.5	33	41.2	19	25.6
Brother and Sister	11	14.3	11	13.7	6	8.1
Grand parents	2	2.6	4	5.0	1	1.4
Teachers	0	0.0	1	1.3	3	4.1
Nobody	18	23.4	7	8.8	22	29.7
Friends and Brother-Sister	0	0.0	1	1.3	0	0.0
Parents and Brother-Sister	2	2.5	1	1.3	1	1.4
Parents and Friends	0	0.0	0	0.0	1	1.4
	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>

Related to the question ten, following Table 2.18 is prepared, revealing which books the child would like to read alone or with someone.

TABLE 2.18.
The Way the Children Would Like to Read a Book

Categories	Fairy tales/ ⁷ story books		Novel books		Informative books	
	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)
No answer	19	0.0	12	0.0	31	0.0
.. wants to read it by him/ herself	38	57.6	60	82.2	47	87.0
.. wants someone reads to him/her	28	42.4	13	17.8	7	13.0
	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>

Children mostly would like to and want to read the books by themselves. In case of picture books, 42.4 per cent would like someone to read the book to them.

The following two tables are related to another general question, namely question 21. Table 2.19 shows the reasons for 'Yes' answers, Table 2.20 shows the reasons for 'No' answers, corresponding to the statement that a child sometimes says "I shouldn't buy this book."

Among the respondents, 11.6 per cent are sometimes dissatisfied with their purchase, related to picture books because they find them boring; 9.9 per cent are dissatisfied with the novel book selected because it is too difficult to comprehend; and 8.4 per cent are dissatisfied with the novel book because they find them boring. Among the children, 14.8 per cent are satisfied with the choice because they like the book.

⁷ Picture books.

TABLE 2.19.
Reasons for Dissatisfaction with the Purchase

Reasons	Categories	Abs.Freq.	Adj.Freq. (%)
too easy	Picture books	3	5.0
too difficult	Novel books	6	9.9
boring	Novel books	5	8.4
didn't like it	Novel books	3	5.0
didn't like it	Picture books	3	5.0
boring	Picture books	7	11.6
didn't like it	Picture, Novel, Informative books	3	5.0
other	Picture, Novel, Informative books	55	50.1
		<u>85</u>	<u>100.0</u>

The other reasons stated are mainly book's being not readable, not realistic, not understandable and its making sad.

TABLE 2.20.
Reasons for Satisfaction with the Purchase

Reasons	Categories	Abs.Freq.	Adj.Freq. (%)
liked it	Informative books	3	5.0
informs well	Informative books	4	6.6
thrilling	Novel books	4	6.6
liked it	Novel books	4	6.6
liked it	Informative books, Novel books	4	6.6
liked it	Picture books	3	5.0
liked it	Picture, Novel, Informative books	9	14.8
other	Picture, Novel, Informative books	54	48.8
		<u>85</u>	<u>100.0</u>

The other reasons for satisfaction are mainly books' being entertaining, understandable and multicolored. For the category of other reasons, a very high percentage can be observed in both Tables 2.19 and 2.20. The reason is that different reasons from the described ones have been chosen

for each book group with always 1.6 per cent frequencies which sums up to 50.1 and 48.8 per cent. These category reasons are not shown individually since they have very small frequencies and since a centralization among a certain reason cannot be observed.

Related to question 22, respondents had to list names of books of certain authors they remembered. Results in Table 2.21 show that 68.2 per cent of children have read Jules Verne's books, 69.4 per cent have read Andersen's books, 49.4 per cent have read Ömer Seyfettin's and 43.5 per cent have read Gülten Dayioğlu's books. Erich Kästner's books are known to only one respondent. Most of the children have read only one book or could mention only one book of the authors listed in the question 22.

TABLE 2.21

Number of Books of Different Authors Read by the Children

Categories	no book		1 book		2 books		3 books		more than 4		TOTAL	
	Abs. freq.	Adj. (%)	Abs. freq.	Adj. (%)	Abs. freq.	Adj. (%)	Abs. freq.	Adj. (%)	Abs. freq.	Adj. (%)	Abs. freq.	Adj. (%)
G.Dayioğlu	48	0.0	30	81.1	4	10.8	2	5.4	1	2.7	85	100.0
Ö.Seyfettin	43	0.0	36	85.7	4	9.5	2	4.8	0	0.0	85	100.0
J.Verne	27	0.0	36	62.1	11	19.0	7	12.0	4	6.9	85	100.0
E.Kästner	83	0.0	2	100.0	0	0.0	0	0.0	0	0.0	85	100.0
M.Twain	62	0.0	19	82.6	4	17.4	0	0.0	0	0.0	85	100.0
E.Blyton	53	0.0	16	50.0	5	15.5	2	6.3	9	28.2	85	100.0
Andersen	26	0.0	48	81.4	10	16.9	1	1.7	0	0.0	85	100.0
Grimm	57	0.0	26	92.9	1	3.55	1	3.55	0	0.0	85	100.0
Others	47	0.0	19	50.0	10	26.2	5	13.2	4	10.6	85	100.0

As to be easily seen from Table 2.22, responses to the question 23 show that 96.4 per cent of the children have read books of foreign authors. This result will be useful by analysing the responses related to evaluation of books of Turkish and foreign authors.

TABLE 2.22.
Number of Children Who Have Read Books of Foreign Authors

<u>Categories</u>	<u>Abs.Freq.</u>	<u>Adj.Freq. (%)</u>
No answer	1	0.0
Yes	81	96.4
No	3	3.6
	85	100.0

Results related to question 26 and presented in Table 2.23 also show that 54.8 per cent of the respondents have read more books of foreign authors, 33.3 per cent have read more books of Turkish authors and 11.9 per cent have read books of the two groups.

TABLE 2.23.
Children's Preference Related to Books of Foreign or Turkish Authors

<u>Category</u>	<u>Abs.Freq.</u>	<u>Adj.Freq. (%)</u>
No answer	1	1.2
Foreign	46	54.8
Turkish	28	33.3
Both same	10	11.9
	85	100.0

Question 30 tried to find out the reading habit of the children. Results presented in Table 2.24 show that 86.7 per cent of the respondents stated books as their first preference, 77.6 per cent stated games as their second preference and 72.3 per cent stated toys as their third preference.

TABLE 2.24.
Preference Level of Children for Games, Books or Toys

Categories	Games		Book		Toy	
	Abs. Freq.	Adj. Freq. (%)	Abs. Freq.	Adj. Freq. (%)	Abs. Freq.	Adj. Freq. (%)
No answer	18	0.0	2	0.0	20	0.0
1st choice	2	3.0	72	86.7	11	16.9
2nd choice	52	77.6	7	8.4	7	10.8
3rd choice	13	19.4	4	4.9	47	72.3
	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>

Another good indicator for the reading habit of children is the amount of books they possess. The results of question 54 are presented in Table 2.25.

TABLE 2.25.
Amount of Books Children Possess

Categories	Fairy tales/ story books		Novel books		Informative books	
	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)	Abs. freq.	Adj. freq. (%)
No answer	11	0.0	8	0.0	13	0.0
B ≤ 10	40	54.1	29	37.7	39	54.2
10 < B ≤ 20	14	18.8	26	33.8	14	19.4
20 < B ≤ 50	15	20.3	16	20.8	15	20.8
50 < B ≤ 100	5	6.7	6	7.7	3	4.2
B > 100	0	0.0	0	0.0	1	1.4
	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>

Among the respondents who answered question number 54, 54.1 per cent have less than ten picture books, 37.7 per cent have less than ten novel books and 54.2 per cent have less than ten informative books, 20.3 per cent have up to 50 picture books, 33.8 per cent have up to 20 novel books and 20.8 per cent have up to 50 informative books.

Related to the last two questions of the field study, respondents mentioned the places where they buy books and how well ordered the places are.

TABLE 2.26.
The Places Children Buy Their Books

Categories	n	%
A bookstore or stationer where ...		
... only children books are sold	37	43.5
... a large area is assigned to children's books	32	37.6
... a small corner is assigned to children's books	8	9.4
Newspaper and magazine store	7	8.2
Department store	1	1.2
	85	100.0

TABLE 2.27.
The Place the Child Stands in by Choosing a Book

Categories	n	%
No answer	1	0.0
very wide	57	67.9
wide but disorderly, congested	11	13.0
very narrow	13	15.5
very narrow and disorderly, congested	3	3.6
	85	100.0

It is to be seen from the Tables 2.26 and 2.27 that children mainly buy their books in bookstore where children's books constitute the main component of the books sold. They stated that the place where they stand by choosing a book is mainly very wide. But besides this high percentage of 67.9, 15.5 per cent stated that the place is very narrow.

The analysis of the responses to the general questions show the following facts:

1. The children contacted mainly prefer novel books and a composition of text and pictures to occur.

2. Most of the books are purchased by the parents, especially mothers. Since mothers of these children are with 62 per cent housewives they find more time during the day to buy books for the child than the father. Parents also go with the children to a bookstore and help them choosing a book.
3. Children mainly prefer to talk about the books they read with their friends. The same books are in general read by friends.
4. The fact that most of the children read the book by themselves without any assistance and that they like to discuss about the material read with friends and others show that these children have already developed a healthy reading habit.
5. Other indicators for the existence of the reading habit are:
 - a) Most of the children keep the books purchased; about 20 per cent of them have up to 50 books of each category, picture-novel or informative books, at home.
 - b) The children could remember titles of various books of different authors
 - c) Most of the children favor books to games or toys.
6. Among the many reasons stated mainly a boring book leads to dissatisfaction and main reasons for satisfaction are liking the book, feeling to be well informed.
7. The children prefer to select and buy the books in a bookstore where the department for children's books is very big, where they can move freely.

The next subsection is an analysis of the questions related to evaluations and expectations of the children comperatively.

b) Normative and Evaluative Questions to Children

In this part, the questions can be grouped under three major points:

1. General expectations and evaluations-questions 13, 18, 48.
2. Expectations and evaluations related to form and appearance-questions 11, 12, 14, 15, 17, 19, 31-36, 39, 41-47, 49.
3. Expectations and evaluations related to the content-questions 16, 20, 24, 25, 27-29, 37, 38, 40, 50-53.

b.1) General Expectations and Evaluations

In a book, the first factor catching attention is the title of the book. Based on results of question 48, Table 2.28 presents the general evaluation of titles and prepared according to the results of question 18, Table 2.29 presents the expectations of children about a title.

TABLE 2.28.
Degree of Appeal of a Title

	<u>n</u>	<u>(%)</u>
Fairy tale/story Book	65	83.3
Novel Book	70	84.3
Informative Book	65	80.2

Comparison of results of Table 2.28 and 2.29 shows that the titles of books in the market mainly fit to the expectations of children and are successful in appealing to them and catching their interest.

TABLE 2.29.
Expectations about the Title

title is to be:	Picture books ⁸		Novel books		Informative books	
	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>
content related and meaningful	31	44.9	20	24.7	19	25.0
the hero's name	6	8.7	4	4.9	-	-
interesting, mysterious	2	2.9	15	18.5	16	21.1
amusing	11	15.9	-	-	1	1.4
exciting	2	2.9	23	28.4	2	2.6
educative, informative	-	-	1	1.25	22	28.9
other	33	24.7	22	22.25	25	79.0
	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>

Expectations of children show that for all three book groups, namely fairy tales/short stories, novels and informative books a meaningful title

⁸ Fairy tales and short stories' books.

related to the content of the book is preferred. For the fairy tales/short story books the title should be amusing, for novel books it should be exciting and for informative books it should be educative. The desires seem to be met with 80-84 per cent probability for all three groups of books.

The children also pointed out the most important factors for children's books, again considering three book groups. The results are displayed in Table 2.30. Here, since children were allowed to state up to five points, the sum of frequencies exceeds the number of respondents and total percentage of 100.0, therefore the sums are not written below; according to the analysis of responses to question 13.

TABLE 2.30.

The Important Factors of Children's Books - Pointed out by Children

Categories	Picture books		Novel books		Informative books	
	n	(%)	n	(%)	n	(%)
Cover	11	13.0	9	10.6	10	11.8
Paper quality	5	6.0	10	11.9	8	9.5
Picture on cover	5	5.9	4	4.8	6	7.1
Inscription on cover	5	5.9	7	8.3	3	3.5
Picture on front cover	2	2.4	7	8.3	2	2.4
Picture on back cover	3	3.5	2	2.4	1	1.2
Inscription on front cover	5	5.9	7	8.2	3	3.5
Inscription on back cover	4	4.7	4	4.7	2	2.4
Price of book	9	10.7	11	13.0	4	4.8
Title of book	13	15.3	20	23.5	11	12.9
Pictures in the book	16	18.9	13	15.3	14	16.5
Narration of the book	39	45.8	31	36.4	29	34.1
Shape of letters	22	25.9	17	20.0	15	17.7
Length of sentences	8	9.5	10	11.9	3	3.6
Diction	28	32.9	21	24.8	20	23.5
Color of pictures	15	17.6	8	9.5	9	10.6
Events narrated	33	38.9	44	51.8	29	34.2
Composition of text and pictures	22	25.9	19	22.4	24	28.2

The five most important factors of a book are same for all three book groups; these with mean frequencies are as follows:

1. Events narrated - 41.6 per cent
2. Narration of the book - 38.8 per cent
3. Diction - 27.06 per cent
4. Composition of text and pictures - 25.5 per cent
5. Shape of letters - 21.2 per cent

The least important factors for children related to a book can be summed up as picture on the cover and inscriptions on the cover.

Tables 2.30 and 2.31 show another very important factor for Novel books: the title of the book.

TABLE 2.31.

The Most Important Five Factors of Children's Books Stated by the Children

	<u>n</u>	<u>(%)</u>
Picture Books:		
(Fairy tales and short stories)		
1. Narration of the book	39	45.8
2. Events narrated	33	38.9
3. Diction	28	32.9
4. Sharpe of letters	22	25.9
5. Composition of text and pictures	22	25.9
Novel Books:		
1. Events narrated	44	51.8
2. Narration of the book	31	36.4
3. Diction	21	24.8
4. Title of the book	20	23.5
5. Composition of text and pictures	19	22.4
6. Sharpe of letters	17	20.0
Informative Books:		
1. Events narrated	29	34.2
2. Narration of the book	29	34.1
3. Composition of text and pictures	24	28.2
4. Diction	20	23.5
5. Sharpe of letters	15	17.7

b.2) Expectations and Evaluations Related to the Form and Appearance of Books

The form and appearance of children's books have been analysed for the following qualifications:

1. letter type
2. illustration
3. page composition
4. general appearance

i) Evaluation of "letter type" is done through question 32 and expectations are obtained through question 15. Expectations and evaluation do not differ much. Among the respondents the highest frequencies obtained are shown in Table 2.32.

TABLE 2.32.

Expectations and Evaluations Related to Letter Size

Category	description	Expectation		description	Evaluation	
		n ⁹	(%)		n	(%)
Picture Books	big and legible	39	48.1	legible	31	40.3
	small but legible	18	22.2	very big	24	30.4
Novel Books	big and legible	27	35.1	legible	45	53.6
	small but legible	26	33.8	small	14	16.6
Informative Books	big and legible	29	37.2	legible	51	61.4
	medium sized, normal	16	20.5	small	11	13.3
	small but legible	15	19.2	big enough	11	13.3

Children mainly prefer letters to be big and legible. For the case that the letter size is small, its being legible is a major requirement. This expectation is relevant for all three types of books.

Responses of children to question 32 show that children are in general satisfied with the size of letters. The legibility of letters is beyond their expectation.

⁹ n = absolute frequency
(%) = adjusted frequency

ii) Expectations and evaluations related to the "illustrations" have been analysed through questions 11 and 33, 12 and 35, 14 and 36, and 39, 41, 42. About the existence and amount of illustrations in children's books, Table 2.33 displays the results of questions 11 and 33.

TABLE 2.33
Existence and Amount of Pictures in Children's Books

Categories		Expectation		Evaluation	
		n	(%)	n	(%)
A few illustrations	picture books	32	43.8	26	32.5
	novel books	20	24.7	24	28.6
	informative books	17	23.0	20	25.0
No illustration	picture books	9	12.3	3	3.8
	novel books	39	47.6	37	44.0
	informative books	16	21.6	11	13.7
One illustration at each page	picture books	8	11.6	27	33.8
	novel books	10	12.2	10	11.9
	informative books	18	24.3	21	26.3
One illustration at every 2-3 pages	picture books	24	32.9	24	29.9
	novel books	13	15.9	13	15.5
	informative books	23	31.1	28	35.0

For picture books, i.e. fairy tales and short story books, lack of illustrations or one picture at each page are not strongly desired. Of the children 43.8 per cent prefer a few illustrations and 32.9 per cent prefer at every two three pages one illustration. Although one illustration per page is not highly desired, the results show that the highest frequency related to occurrence of the pictures is with 33.8 per cent illustration per page.

For novel books, children mainly prefer a few illustrations or no illustration at all. Their evaluations state that the occurrence of pictures in novel books fit well to their expectations.

For informative books, frequencies of expectations and evaluations are very close to each other. Here nearly an equal distribution among categories can be observed. The expectancy related to occurrence of pictures does not condense around a certain category. There is not a special preference.

Results of questions 41 and 42 related to evaluation of the cover

pictures of children's books show the following: For picture books 62.5 per cent of the children for novel books 53.7 per cent of children and for informative books 44.2 per cent of children stated that there is a picture on both covers. For picture books, nearly half of the respondents, 46.1 per cent, evaluated illustrations in the book to be more attractive than the cover illustration. For novel books, 58.6 per cent of children stated that cover illustration is more attractive and for informative books 64.9 per cent of children evaluated illustrations in the book to be more attractive than those on the cover.

A comparison with evaluations related to cover according to question 13 determines that the existence or nonexistence, the beauty of cover illustrations is not an essential for preferring a good children's book.

Results of question 39 show that for 38.8 per cent of the respondents the illustrations fit somehow to their fantasy; 21.2 per cent stated that pictures in the books do not resemble the pictures in their fantasy in any aspect. This shows that children cannot find illustrations close to their imagination.

Expectations about color of pictures have been displayed through question 12 and 14; evaluations about it through question 35 and 36; results are displayed in Table 2.34 and in Table 2.35.

TABLE 2.34
Color Level of Illustrations in Children's Books

	Picture Books		Novel Books		Informative Books	
	n	(%)	n	(%)	n	(%)
<u>Expectation</u>						
Very bright and vivid colored	38	52.1	34	44.7	30	43.5
Colored	35	47.9	36	47.4	32	46.4
How else	-	-	6	7.9	7	10.1
<u>Evaluation</u>						
Very bright and vivid colored	56	70.9	26	33.8	40	50.0
Pale colored	9	11.4	23	29.9	21	26.2
Dark and dim colored	10	12.6	21	27.3	12	15.0
How else	4	5.1	7	9.0	7	8.8

TABLE 2.35.
Color of Illustrations in Children's Books

	<u>Description</u>	<u>Expectation</u>		<u>Evaluation</u>	
		<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>
Picture B.	Multicolored	45	59.2	47	58.8
	Black and white and Multicolor.	14	18.4	10	12.4
	Black and White	7	9.2	16	20.0
Novel B.	Multicolored	19	25.0	14	17.3
	Black and white and Multicolor.	19	25.0	20	21.0
	Black and White	18	23.7	33	40.7
Informative B.	Black and White and Multicolor.	26	34.2	14	17.3
	Multicolored	20	26.3	30	37.0
	Black and White	16	21.1	24	29.6

Especially in fairy tales and short story books children like to see multicolored, bright and vivid shining illustrations. This expectancy is met well for pictures' being multicolored and the expectancy related to brightness of the colors is met far beyond the desired level. Although desire for black and white pictures is low, evaluations show that 20 per cent of the responses categorized the illustrations as being black and white.

Hence, although the multicolored, bright pictures in the books are at satisfactory level for children, the amount of black and white illustrations in the picture books in the market are above the desired level.

Besides satisfying the children with bright and vivid colored illustrations, the picture books also disappoint them with pale, dark and dim colored illustrations.

For novel books children prefer multicolored bright and vivid pictures but are also satisfied with just colored ones; 25 per cent prefer books with colored and black and white pictures; 23.7 per cent expect pictures to be black and white. Results of evaluation of the children reveal that number of black and white pictures in novel books in the market exceed the required level and also the multicolored, bright and vivid illustrations are not at the desired level. Analysis displays that about 57.2 per cent of illustrations are pale or dark and dim colored.

For informative books, too much color is not the only requirement. Children also like to see black and white pictures. But here again, the frequency of black and white pictures exceeds the required level; a mixture of

black and white and multicolored pictures is not achieved at the desired level. Also an evaluation of about 41.2 per cent as pale or dark and dim colored pictures is an indicator of low quality print. Hence, the expectations about multicolored illustrations are best met by picture books.

iii) Expectations and evaluations about "page composition" are obtained through questions 31 and 34. Table 2.36 displays the results.

TABLE 2.36.
Page Composition for Children's Books

Description	Expectation		Evaluation	
	n	(%)	n	(%)
1. 1/2 page text 1/2 page picture	24	28.2	30	35.3
2. picture at the corner, other parts text	35	41.2	39	45.9
3. 1 page text, 1 page picture	26	30.6	15	17.6
4. 1st and 3rd together	-	-	1	1.2
	<u>85</u>	<u>100.0</u>	<u>85</u>	<u>100.0</u>

The expectancy distribution does not show high ups and downs; the frequencies play around 30-40 per cent. The most required page design, picture at the corner is present in the books in the market beyond the desired level. But the expectation about one page text one page picture is not met at all.

iv) Expectations and evaluations related to "general appearance" have been analysed through questions 17, 19, 41-47, 49. General appearance is related to the cover, page composition and attractiveness of pictures.

The analysis of the cover includes information to be presented to the consumer. Table 2.37 shows expectations and evaluations of children related to qualifications to occur on the book cover.

TABLE 2.37.

Qualifications to be Placed on the Cover or Inside the Book

Categories		Expectation		Evaluation	
		n	(%)	n	(%)
Information about the author (cover or inside)	picture books	30	35.3	22	27.2
	novel books	32	37.7	57	69.5
	informative books	22	25.9	33	41.3
Information about the content of the book (cover or inside)	picture books	29	34.1	17	21.5
	novel books	43	50.6	42	52.5
	informative books	50	58.8	40	50.6
The age group the book fits to (cover or inside)	picture books	40	47.0	14	17.7
	novel books	34	40.0	18	22.2
	informative books	28	32.9	19	24.1
Name of the author (cover)	picture books	34	39.9	44	55.7
	novel books	46	54.0	72	88.9
	informative books	22	25.8	46	58.2
A colored picture (cover)	picture books	10	11.8	74	92.9
	novel books	10	11.8	68	82.9
	informative books	13	15.3	59	76.6
Price of the book (cover)	picture books	12	14.2	62	79.5
	novel books	9	10.6	55	64.7
	informative books	17	20.0	52	61.2

For all three book groups, the name of the author and the age the book fits to are the common expectations.

For novel books, evaluation of books in the market show that the expectation related to the occurrence of 'name of author' and 'information about the content' are met. Although an indicator for the 'appropriate age group' is required with 40 per cent probability, this expectation is only met about 22.2 per cent probability level by the books in the market. Evaluations show that besides 'name of the author', 'the colored picture' catches the attention. About 83 per cent stated about the existence of a picture on the cover but analysis of expectations show that a colored cover picture is desired to exist with only 11.8 per cent probability.

For picture books, children expect mainly 'the age group the book fits to', 'the name of the author' and 'information about the author' to occur

on the cover of the book. Here the requirement related to the age group is not met satisfactorily, but only with 17.7 per cent. The information about the author is required with 35 per cent probability but is just met with 27.2 per cent probability. Children indicated about the existence of colored pictures and price of the book placed on the cover. Although these factors seem to occur with very high probabilities on the cover, a desire of high level for their existence is not observed; on the contrary, the importance placed on them is about 12-14 per cent. The reason for this can be the fact that children evaluate colored pictures on the cover as obvious and related to price they do not pay the money; hence colored picture or price of book are not highly important for them to occur on the cover.

For informative books, children mainly expect information about the content, about the author, the appropriate age group and name of author to occur on the cover. This desire is met above the required level for information about the author and name of the author. Information about the content is also at satisfactory level. Children's observation for factors on the cover is mainly about a colored picture, price of book and name of the author. Analysis shows that for all three there is not a high level of expectation for their occurrence and the lowest level is with 15.3 per cent for colored pictures on the cover.

For all three book groups, analysis of evaluations of the children show that the expected level is not met at all for 'the appropriate age to be indicated'. The reverse is true for a colored picture on the cover and price of the book on the cover. These both factors are not required to be placed on the cover with high probabilities. The frequency of responses related to their expectation is about 10-15 per cent, related to their occurrence on the cover is about 61-92 per cent.

Questions 31, 34 and 42 related to page composition and beauty of pictures had been analysed in subsections b.2.ii and b.2.iii hence results are not repeated here.

b.3) Expectations and Evaluations related to the Content

The content of children's books has been analysed for the following qualifications:

1. topic/theme
2. narration
3. diction
4. translation.

i) Expectations and evaluations related to "topic/theme" and "narration" are analysed together, through questions 20, 50, 51, 52, 53.

The emotional development can be achieved for the child through the theme, i.e. events and through the narration. Results of question 20 show what children would like to feel by reading a good children's book. Table 2.38 shows the highest frequencies.

TABLE 2.38.

What Children Mainly Would Like to Feel by Reading a Good Book

Kind of book	Description	n	(%)
Picture books	1. entertainment, joy, pleasure	23	29.1
	2. happiness and joy	15	19.0
	3. to enjoy the events	8	10.1
	4. to see that it is written correct and legible	7	8.9
Novel books	1. excitement, adventure	50	60.2
	2. fear	7	8.4
	3. to enjoy the events	5	6.0
Informative books	1. to learn something	31	37.8
	2. to think	8	9.5
	3. nothing	6	7.3

Accordingly, picture books are expected to entertain, amuse, make happy so that the child enjoys the events. Novel books are expected to excite, cause some fear so that the child enjoys the book. The expectations are met by books in the market; analysis of question 52 are presented in Table 2.39. By reading informative books children are again pleased and happy. This satisfaction of about 76.6 per cent states that expectations about learning something or imagining things are met to a great extent.

TABLE 2.39.
What Children Mainly Feel by Reading a Book

<u>Kind of book</u>	<u>Description</u>	<u>n</u>	<u>(%)</u>
Picture books	1. Happy	62	72.9
	2. Pleased	38	44.7
	3. Fearless	19	22.3
Novel books	1. Pleased	46	54.2
	2. Happy	34	40.1
	3. Feared	28	32.9
Informative books	1. Happy	37	43.5
	2. Pleased	27	33.1
	3. Fearless	22	25.9

The categories bored, sad, angry and not angry were not ticked with high frequencies, therefore not included in the table. At about 49.5 per cent, the picture books are found to be boring; at about 62.3 per cent informative books are interesting and at about 83.5 per cent, the novel books are exciting, based on analysis of results of question 53.

In all three groups of books, children stated for question 50 that they like the way events evolve (picture books: 78.2 per cent; novel books: 91.6 per cent; informative books: 80.3 per cent). For the question how much they feel involved in the events by reading the books results of question 51 show 82.7 per cent involvement for novel books, 74.7 per cent involvement for informative books and 51.2 per cent for picture books.

In case of picture books children would like to enjoy the events narrated through entertainment, joy and happiness. Although they stated in general to be happy and pleased with the picture books they find in the market they like the way events evolve; they also expressed with 49.5 per cent probability that they are bored. Hence, 48.8 per cent think about completely different things when reading a picture book and they cannot fully concentrate.

In case of novel books, excitement and adventure, even fear are expected to be felt, to enjoy the events narrated. Here children evaluated the books; 83.5 per cent found novel books to be exciting. They feel in general pleased and happy by reading a book and about 33 per cent feel also feared,

which is desired and is a part of excitement. Hence, about 74.7 per cent feel completely involved in issues narrated when reading the book.

In case of informative books, the children expect to think and to learn new things mainly. They are again happy and pleased. They like the way events evolve and about 74.7 per cent of children read very concentrated, involved in the stories.

ii) Expectations and evaluations related to "diction" of the book are analysed through questions 16 and 37, 38 and 40.

Results of question 38 show: For picture books 66.2 per cent, for novel books 55.1 per cent stated that explanations for strange terms and expressions are lacking. For informative books 78.7 per cent mean there is a satisfactory explanation.

Difficulty grade of terms and expressions is evaluated through question 40. For picture books 65.9 per cent, for informative books 56.3 per cent found terms and expressions not complicated at all. For novel books 45.7 per cent evaluated them as complicated to some extent.

This shows that very or fairly complicated terminology does not occur at all. Explanations for them are generally lacking in picture and novel books but are present in informative books.

Results of questions 16 and 37 in Table 2.40 show how the diction of a children's book has to be and is related to terms and expressions.

TABLE 2.40.

Diction Related to Terms and Expressions. How it is and How it has to be

Categories		Expectation		Evaluation	
		n	(%)	n	(%)
Easy understandable	picture books	40	54.1	73	91.3
	novel books	16	20.5	33	41.2
	informative books	18	22.2	40	48.8
Not very easy understandable	picture books	25	33.8	5	6.2
	novel books	29	37.2	35	43.8
	informative books	21	25.9	27	32.9
Fairly complicated	picture books	6	8.1	0	0.0
	novel books	25	32.7	10	12.5
	informative books	32	39.5	10	12.2
Extremely complicated and difficult to understand	picture books	3	4.0	2	2.5
	novel books	8	10.2	2	2.5
	informative books	10	12.4	5	6.1

The analysis of the responses reveals that the evaluation of the diction of novel books and informative books is in accordance with the evaluation of terms and expressions in these books. Namely, for 43.8 per cent of children the novel books are to some extent difficult to understand but not very complicated. About 41.2 per cent of the children mean that novel books are easy to understand. Informative books are easy for 48.8 per cent and a little bit difficult for 32.9 per cent of the respondents.

In case of novel books, besides an easy diction 32-37 per cent prefer a complicated diction. In case of informative books about 22-26 per cent prefer an easy or a little difficult diction; about 40 per cent would like to have a fairly complicated diction.

The expectation related to informative books shows that children connect learning new things and widening the information level with the difficulty of the diction in the book. It can be assumed that an easy understandable informative book is evaluated as just revealing the already known information and hence is not preferred as high as a book with complicated diction.

In case of picture book, the expectation about 54 per cent for their having an easy understandable diction is highly met, with 91.3 per cent probability.

The analysis shows that according to the simplicity of the content, children prefer a simple diction for picture books but like complicated expressions in informative books.

iii) Expectations and evaluations related to "translation" quality are analysed through questions 24, 25, 27-29. The responses also reveal some points related to be narration.

By reading books of foreign authors, children mainly like exciting and adventurous events; they do not like to feel bored, frightened and sad. About 54.8 per cent of the respondents read books of foreign authors, among which Jules Verne and Andersen are well known.

An author's books is liked by 46.4 per cent of respondents due to the exciting, thrilling and adventurous narration, by 31.9 per cent due to entertaining, amusing events and by 18.9 per cent due to a clear, easy comprehensive theme.

Table 2.41 displays the comparison of Turkish and foreign authors, according to the results of questions 27 and 28.

TABLE 2.41.
Evaluation of the Books of Foreign and Turkish Authors

	1st choice				2nd choice			
	Foreign		Turkish		Foreign		Turkish	
	n	(%)	n	(%)	n	(%)	n	(%)
Thrilling	39	45.9	18	21.2	0	0.0	0	0.0
Boring	5	5.9	13	15.3	1	1.4	0	0.0
Making sad	7	8.2	9	10.6	5	7.05	5	8.0
Amusing, making happy	21	24.7	21	24.7	19	26.8	18	29.0
Frightening	8	9.4	12	14.1	22	31.0	21	33.9
Entertaining	2	2.4	2	2.4	14	19.7	5	8.0
Good printed	1	1.2	3	3.5	5	7.05	3	4.8
Fluent diction of sentences	0	0.0	2	2.4	1	1.4	1	1.6
Bad diction of sentences	0	0.0	0	0.0	0	0.0	2	3.2
Well informing	2	2.4	4	4.7	3	4.2	55	8.0
Confusing, difficult to understand	0	0.0	1	1.2	1	1.4	2	3.2

Results show that books of foreign authors are mainly evaluated to be thrilling and amusing, making happy. Books of Turkish authors are evaluated to be mainly amusing, making happy; boring and frightening. The second choice is the same for both groups. Children feel frightened with 31-34 per cent and amused, happy with 27-29 per cent.

In short, the third grade children contacted have already developed the reading habit. They mainly like to read the books alone and prefer to discuss about it with friends or parents. The books they like to read most are novel books, especially adventure novels.

Expectations and evaluations related to form and to appearance are as follows:

The most important factors pointed out by children related to books

are events narrated, narration and diction, composition of text and pictures and shape of letters. Children prefer big size of letters and the books in the market mainly meet this requirement. They like books with illustrations. The amount of pictures among the text should not override the text. This requirement seems to be met by books in the market. Related to colors of illustrations children mainly prefer vivid and bright colors. Not all books in the market meet this requirement. Their evaluation shows that there are nearly as much books with pale, dark colors as those with bright colors. This is especially true for novel and informative books.

For children, the most important factors to appear on the cover of a book are name of the author and the age group the book fits to. The desire to find an indication about the appropriate age group is not met at all. Children also prefer an information about the author and about the content to appear on the cover. The required information is mostly found on the cover of books.

Expectations and evaluations related to the content show the following:

Children expect to feel entertained through picture books, excited through novel books and well informed through informative books. Evaluations of children show that picture books mainly seem to be boring, hence not entertaining as desired, novel books are exciting hence meeting the requirement and informative books are interesting, meeting again the expectation.

The diction of the books in the market are not satisfactory at all. There are foreign or to some extent difficult expressions. Explanations for difficult terminology are present mainly in informative books. Children prefer a complicated diction to some extent for informative books. This shows that they connect learning new things with the difficulty of the diction.

Related to the translations of books children stated that they prefer books of foreign authors because of their exciting and thrilling, adventurous narration. Some books of Turkish authors are evaluated to be boring and frightening.

The next chapter is a summary of the research displaying the conclusions for experience survey findings and field survey findings and the implications of the study for the marketer and researcher.

CHAPTER THREE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This study aims to evaluate the children's books market.

In the literature review part of the research, studies from U.S.A. about the child as consumer, studies from Austria about reading habits and interests of children and improvement of the reading habit and interest and studies from Turkey about different insights related to children's books have been analysed.

The study is composed of the results of interviews with knowledgeable people and the results of the questionnaire given to children. Five different interviews have been carried out with six authors, two illustrators, seven publishing company representatives, ten bookstores salespersonnel and ten parents. The questionnaire has been carried out selfadministered in two third grade classes among 85 students.

The study conducted has mainly exploratory design, but also a descriptive component related to the questionnaire given to children.

The questions were mainly based on finding out the developments and the present situation in children literature, the desires related to an ideal book for children and the evaluation of the children's books in the market.

The data collected through the questionnaire to children has been analysed by using frequency distributions for general questions and by making comparisons between expectations and evaluations for normative and evaluative questions.

The conclusions and implications of this study will be discussed in three sections: First, conclusions of the experience survey findings; second, conclusions of the field survey findings and third, implications of the study for the marketer and researcher.

3.1. Conclusions of the Experience Survey Findings

The content and form-appearance are important factors of a children's book. Related to the content, theme chosen and diction, narration are important. The "theme" should be different for various age groups, hence indication of the age group the book fits in to is necessary. Curiosity and interest of the child should be caught. Information and message to be taught should be given in a hidden way. Decisive messages should be avoided. Emotions like love, sharing, friendship should be developed by reading but emotional exploitation should also be avoided. The child should develop his/her fantasy by reading, but the events may not be pure fantastic. The content may not be very abstract. Events from everyday life should be narrated. By dosing the realities or emotions, specifications of the age, sex, social environment should be considered. The books in the market mainly have very simple themes, mostly based on purely fantastic events, they are behind the level of today's child. Mainly classics are published because they are sold easier, so that contemporary developments and realities are not given to the children.

There are very few Turkish authors writing for children. Mainly translated works are preferred and published, improvement is considered to be taking, adopting European standards. As a result, children are far from national specifications. They read books of different life styles and feel themselves isolated from the own environment they are faced to.

The "diction" and "narration" must be such that long sentences, long descriptions are avoided. A pure, simple diction should be used in a good children's book. By writing, the vocabulary capacity of the child should be taken into consideration. In novels and informative books, some terms and expressions occur, which the child cannot understand. Children cannot find any explanation for these words in the book and ask their parents. "Translations" are also careless. Many foreign words occur. Parents evaluated the translation quality, events narrated, narration style, length of sentences and price as most important factors for a book. Complicated sentences cause difficulties in understanding the book.

Related to the form, illustrations, letter size, print quality are important in a book. The 'illustrations' must be vivid, multicolored, reflecting

specifications of the content or events narrated. Number of illustrations and text should change according to age group. As age increases, number of illustrations should decrease but not disappear. Among the books in the market, novels have mainly no illustrations; if they have, these are in general black and white. Illustrations are not carefully drawn. People desire more illustrations also in novel books. Books for children should be written in big letters. Especially for the first grade children "letter size" should be 14 to 16. Picture books for first grade children mainly do not have the necessary letter size, so that children have difficulties in reading. Typewriter letters should be avoided. The letter size should change with the age. The "print quality" is very low in Turkey. Ideal is to print books on first quality paper with hard cover. The books are mostly printed on tracing paper. Children refuse third quality paper. Print quality of picture books are better than the print quality of novel books. In general, publishing companies use bad print material and change the price of the book several times. Quality of books is low, prices are high. The books lose the form and fall into pieces.

Publishing companies are only profit oriented and do not care in general about quality of content or form. Many are in this business without any knowledge. The pedagogical publications are a necessity in other countries, but in Turkey everyone writes as they want. In Turkey, children's books are not evaluated seriously in accordance with the importance and value they have. Most books published are unconsciously written ones.

Distribution channels are not very well developed. Prices of the books increase. Also of old prints the prices are changed through labelling stickers. Sales of children's books have decreased since January '85 because the ten per cent value added tax increases the price also. There is no price control. There is no mechanism functioning related to introductive evaluation and criticism of children's books.

The expectation of people contacted are:

- . Development of an organization informing the consumer about new publications.
- . The use of short sentences in the diction, increasing the quality of translations.
- . The print of books for first grade children on first quality paper

to improve reading habit.

• colorful pictures.

3.2. Conclusions of the Field Survey Findings

Findings show, that the children selected for this study are from families above the average level of the society. Assuming that children of well educated parents have more chance to become familiar with books and to develop reading habit, it can be concluded that these children can evaluate the books in the market better and can express their expectations better. Children mainly like to read novel books and want illustrations in multicolors.

Mainly parents buy books or help the children in the choice. The discussion about a book is done in general with friends or parents. Children want to read their books alone, by themselves. This shows, that they have reached a level of independent reading and have begun to develop reading interest. Related to the pictures, children mainly want a few pictures in picture books, no pictures in novel books and a picture on every 2-3 pages in informative books and their evaluation is also in same direction. They prefer bright and vivid colors which is also met.

Related to the cover or inside information, for their books children expect the age group the book fits in to be written, in their evaluation they show that this desire is not met. They have also indicated the necessity of information about the content for novels and informative books and their evaluation shows that the information is available on the book.

Children want entertainment, joy, excitement and learning something by reading all three groups of books. They feel happy and pleased by reading these books.

Children cannot find explanations to some expressions occurring in the books and which they cannot understand. They ask their parents. They evaluated the diction of picture and informative books as being easily understandable and that of novel books as easily understandable to some extent. The expectations were easily understandable for picture books, fairly complicated for novel books. This shows that either they have misunderstood the

question and have written down their evaluation instead of expectations or they psychologically thought about the difficulty of the content and assumed that diction of picture books must be easy whereas informative books' should be fairly complicated.

Children like books of foreign authors because of their being exciting and adventurous and dislike them because of their being boring and frightening. Comparison of Turkish and foreign authors shows that books of both groups make children happy or frighten them. They find books of foreign authors mainly thrilling and books of Turkish authors mainly making happy.

3.3. Implications of the Study for the Marketer and Researcher

In this section, certain suggestions for future studies are going to be given which will be followed by the general contributions of the study. The paper quality of the publications is very low, especially in the case of novel books, so that colorful illustrations cannot be printed. But increasing the paper quality for a better print will increase the price. After the last price increase in June 1985, it seems to be impossible now to improve the print quality, because in Turkey reading habit is not developed yet; if prices increase more, parents or children stop buying. There is no price control related to the children's books. In case of price increases, with stickers attached also the prices of old prints are changed. Form and appearance are decisive in purchase decision, but with price increases this factor will not be improved. Therefore, more emphasis should be put to the content of the book, to diction and narration and themes in order to create valuable children's books. The introduction of new publications is lacking in Turkey. Better distribution channels should be developed, also advertising should be done because people are unaware of what is published. The only information is in the bookstores when they see the books displayed on shelves. There is lack of critic, lack of evaluation and lack of information. Different media, especially the press should be used for the introduction of children's publications. Newspaper advertising, TV advertising, prospects and point of purchase advertising is needed. Also critics or information about the content of the book appearing in the press can help for this problem of lack of information. Children cannot find

explanations for some terms and expressions. Therefore, at the back of the book these terms should be explained, related to the vocabulary capacity of the child's age. The results show that closing of certain emotions is lacking. Some children said that they do not like some books because they are frightening. Because of these two statements, the age group the book fits in to has to be indicated in the book in order to reach the correct consumer. If a book is too difficult to comprehend this can stop the reading interest of the child. Too easy books may be boring, and again can cause losing interest to read. It is necessary to create books by taking into consideration the pedagogical aspects.

This study has two important contributions, one to literature the other to the researcher.

It contributes to literature as this study shows different evaluations and expectations of different parties related to the children's books, and as it is one of the very few researchs done about children's books in Turkey.

It contributes to the researchers - here researchers can be any people interested in this area and want to work in this area of children's books, children literature - as it shows through insights of different knowledgeable people which qualifications should be taken into consideration by writing for children and shows where our children literature stands.

APPENDIX I

INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1. Interview questions to authors

- 1) What has to be taken into consideration by writing for children?
 - how should be the narration of the book?
 - how important is the length of sentences?
 - what should be the book's contribution to the child?
 - what should be the dose of values like fear, pain?
 - how should the dose of reality versus fantasy be arranged?
- 2) The comparison of children literature in Turkey and the children literature abroad.
- 3) Evaluation of the children literature and children's books in Turkey.

2. Interview questions to illustrators

- 1) Which qualifications a good children's book has to have related to the illustrations?
- 2) Evaluation of the Turkish children's books market related to illustrations.

3. Interview questions to publishing company representatives

- 1) Evaluation of the Turkish children's books market today, its place and expectations about it.
- 2) Problems and difficulties the publisher is faced to related to children's books.
- 3) In which of the following children's books groups is the sales potential and market demand highest?
 - picture books
 - novel books
 - informative books

- 4) For which of the three children's book group's, do authors apply mainly for publication?
- 5) What are the important points related to the publication of a book? (by choosing - publishing etc.)
- 6) Which qualifications a good children's book has to have related to the content and related to the form-appearance?
- 7) Reasons of preference for certain books of certain publishing companies.
- 8) Is there a mechanism functioning, an organization related to the evaluation and criticism of children's books in order to make the consumer aware of the quality of the children's books?

4. Interview questions to sales personnel

- 1) Which sorts of books are available in the bookstore?
- 2) Which book are preferred at most?
- 3) Best selling books according to their authors.
- 4) Is there any increase in sales of children's books since Jan. '85 till now?
- 5) Which books address best to the age group of 8-10?
- 6) How can you evaluate the children's books in the market (points you like and dislike)
- 7) What are the complaints and critics about children's books?
- 8) What do the parents think and wish about books and what are their complaints?

5. Interview questions to parents

- 1) Are you working? Full time or part time? What is your profession?
- 2) Evaluating for 3 groups of children's books, does a good children's book

have to include pictures? How often should they occur? How should their colors be?

- 3) Evaluating again for 3 groups of books, how should be the size and shape of the letters?
- 4) Which 5 of the following are important (for you) to occur in a good children's book?
 - cover
 - illustration on the cover
 - inscriptions on the cover
 - price
 - name of the book
 - pictures in the book
 - narration style
 - shape and size of letters
 - length of sentences
 - translation quality
 - color of pictures
 - events narrated
 - page composition
 - what else
- 5) Which of the following you suggest, should occur in/on the cover of a good children's book? (you may point as much as you would like)
 - information about the author
 - information about the content
 - price
 - illustration
 - age group the book fits to
 - name of author
 - name of translator
 - what else?
- 6) What does a child have to feel and perceive by reading a good children's book?
- 7) How are the letters in the books related to shape and size?

- 8) Are there pictures in the books? How frequent they are placed, how are their colors?
- 9) Can the child understand all the expressions occurring in a book? If not, are these explained in the book?
- 10) Which of the following occur in/on the cover of the books your child reads?
 - name of author
 - price
 - information about the author
 - information about the content
 - the age group the book fits to
 - illustration
 - name of translator
 - what else?
- 11) Considering all three groups of books, what does your child feel/perceive by reading? (- thrilling - fear - happiness - etc.?)
- 12) Which books do you prefer among the publications for children in the market? Reasons for your preference.
- 13) What is your evaluation about various publishing companies and authors? (for children only)
- 14) What are your complaints related to the
 - publishers
 - bookstores
 - authors
 - translators
 - whom else?
- 15) What are your expectations related to
 - publishers
 - bookstores
 - authors
 - translators
 - whom else?

- 16) What do you think about the print quality and content of the children's books in the market? How are they and how they must be?
- 17) What are your insights about the introduction of the books to the consumer? Where can you get information about the last children publications?
- 18) Do you know any organization which makes any research or control or which makes any critics or any caution/warning about the children's books in the market?
- 19) Do you know any organization contributing to the development of children literature?
- 20) Where do you buy books for your child? How often?

APPENDIX II

QUESTIONNAIRE TO CHILDREN

1. How old are you?
2. Is your mother working?
What is her job?
What is your father's job?
3. In general, which of the following kinds of books do you like most?
(select only one answer and put x in the parenthesis)
 A book composed of many fairy tales or stories
 A book composed of a single short story or fairy tale
 A novel - an adventure novel or other kinds of novels
4. Which book do you like most? (select only one answer and put x in the parenthesis)
 A book composed of only pictures
 A book with text and pictures
 A book without any pictures
5. Which books to read do you like most? (Select the one you like to read most. Put 1 in the related parenthesis. Now select a second one you most like and put 2 in the related parenthesis. And at last select another one you like to read and put 3 in the related parenthesis).
 Fairy tale book
 Story book
 Poem book
 Painting book
 A book about Turkey
 A book about far countries
 Informative books like encyclopedia
 Adventure novels
 Other types of children novels
 Science fiction books
6. In general, who buys books for you? (select at most 2 answers and put x to the related parenthesis)
 Your mother
 Your father

- () Your friends give you as gift
 - () You buy yourself
 - () Your relatives give you as gift
 - () Who else?
- (write the people on the above line, if appropriate for you)

7. Who helps you by buying a new book?

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Your parents
Your friends
Your teachers
Sales Personnel
Who else?

(By answering this question you've to think about 3 different sorts of books. First choose your answer for only one type of book: for fairy tales and story books choose the person who helps you most by buying a book and write 1 in its related box. Now choose a second person who helps you by buying a book and write 2 in the related box. Finally choose a 3rd person and write 3 in the related box. Now you can answer the same question for Adventure novels and other kinds of novels, in the same way as before. After completed for these books, answer the question this time for Informative books. Again select the person who helps you most by buying a book, write 1 in its related box. Then choose a second person and write 2 in its related box and then select a 3rd person and write 3 in its related box.)

8. In general, who else read the books you've read?

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Friends
Brother and sister
Parents
Grandparents
Nobody

(answer this question like question 7).

9. After reading a book, with whom do you talk about this books? (answer this question like question 7).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
with parents
with friends
with brothers and sisters
with grandparents
with teachers
with nobody

- 10.
- | | <u>Fairy tales,
story books</u> | <u>Adventure and
other novels</u> | <u>Informative
books</u> |
|---|-------------------------------------|---------------------------------------|------------------------------|
| Which books you want to read by yourself? | | | |
| Which books you want some-one reads to you? | | | |

(choose 1 answer for each type of book and put x in the related box).

11. In your opinion, what must be in a good book? (Choose only one answer for each type of book. First choose one answer for Fairy tale and story book, and put x in related box. Then repeat this for Novels and for informative books).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
A few pictures
No pictures
On each page a picture
A picture on every 2-3 pages
What else?

12. How must the color of the pictures be? (answer the question like question 11).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Very bright and vivid colored
Just colored
How else?

13. In your opinion, which of the below are most important in a book? (Answer this question again for each type of book separately. Put x in the related boxes. Choose at most 5 points for each type of book).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Cover
Paper quality
Picture on the cover
Inscription on the cover
Picture on front-cover
Picture on back-cover
Inscription on front cover
Inscription on back-cover
Price of book
Name of book
Pictures in the book
Narration of the book
Shape of letters
Length of sentences
Diction
Colour of pictures
Events narrated
Composition of text and pictures
What else?

14. Which one of the following do you want to appear in a good book? (select only one answer for each type of book).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Pictures must be black and white
Pictures must be in 2 colors other than black and white
Pictures must be multicolored
Pictures must be black and white and multicolored
What else related to color do you want

15. How must be the size and shape of the letters be in a good book? (write down your thoughts, ideas)

In Fairy tale and story books
 In Adventure - and other novels
 In Informative books

16. The terms and expressions in a good book have to be ...

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
understandable even if not considered about it
understandable if a little considered about it
understandable if fairly considered about it
understandable if very hard considered about it

(choose only one answer for each 3 types of books)

17. What has to be on the cover of the books

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Name of author
Name of book
Price of book
Picture - on front cover
Picture - on back cover
Picture - on both covers

18. How must titels of books be? What kind of book titles (names) do you like? (write down your thoughts and ideas)

Fairy tale and story books
 Adventure - and other novels
 Informative books

19. In a good book, what must be on the cover or inside?

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Information about the author
Information about the content of the book
The age group the books fits to
What else?

(You may choose more than one answer for each type of book)

20. What do you want to feel by reading a good book (write down your thoughts and ideas).

- Fairy tale and story books
- Adventure and other novels
- Informative books

21. Does it sometimes happen that you say "I shouldn't buy this book"?

(Choose Yes or no as answer, write your idea down as your reason in the appropriate box. - again do this for all 3 types of books).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Yes, reason:
No, reason:

22. Write down the titles of the books of following authors your remember! (if you know other books or authors, write them down too).

- Gülten Dayıoğlu
- Mehmet Seyda
- Aziz Nesin
- Ömer Seyfettin
- Jules Verne
- Erich Kästner
- Mark Twain
- Enid Blyton
- Andersen
- Grimm Brothers
- Others you know

23. Have you ever read books of foreign authors? (choose one answer)
- Yes
 - No
24. What do you like most on books of foreign authors? (write down your thoughts)
25. What do you dislike on books of foreign authors? (write down your thoughts)
26. Have you read more books of Turkish authors or more books of foreign authors? (choose one answer)
- Foreign authors
 - Turkish authors
27. How do you find books of foreign authors? (choose at most 4 answers and put x in related parenthesis).
- thrilling
 - boring
 - making me sad
 - making me happy
 - frightening
 - entertaining
 - good printed
 - fluent diction of sentences
 - bad diction of sentences
 - informing well
 - difficult to understand/confusing

28. How do you find books of Turkish authors? (choose at most 4 answers and put x in the related parenthesis).
- thrilling
 - boring
 - making me sad
 - making me happy
 - frightening
 - amazing
 - good printed
 - fluent text - sentences
 - bad text - sentences
 - informing well
 - difficult to understand confusing
29. Who's books do you most like to read, why? (write your ideas and thoughts as your reason, what makes you like that book)
30. Which of the below would you most like to buy with your pocket money? (please rank from 1 to 3. Give 1 to the one you most like to buy)
- A play
 - A book
 - A toy
31. How must text and pictures be composed and placed on a page of a picture-book? (choose only one answer).
- Half of the page text half of the page picture
 - A corner of the page picture, other parts text
 - One page only text, next page only picture

32. How are the letters in books in general? (choose 1 answer for each type of book)

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Very big
big enough
small
very small
legible
illegible

33. Are there in general pictures in books you've already read? (choose only 1 answer for each type of book).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
A few pictures
No pictures
On each page a picture
A picture on every 2-3 pages
How else?

34. In the books you've already read, how are the text and pictures placed on a page? (choose only 1 answer).

- () Half of the page text, half of the page picture
 () A corner of the page picture, other parts text
 () One page only text, next page only picture

35. In general, how are the colours of pictures of books you have already read?

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Very bright and vivid colored
Pale colored
Dark and dim colored
How else?

(choose only one answer for each book type).

36. How are the pictures in books you've already read, in general?

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Pictures are black and white
Pictures are in 2 colors other than black and white
Pictures are multicolored
Pictures are black and white and multicolored
How else?

(choose only one answer).

37. How is the diction of a book you read in your opinion?

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Easily understandable
Not very easily understandable
Fairly complicated
Very complicated, very difficult to understand

(choose only one answer).

38. Can you find explanations for terms and expressions occurring in the book you read and which you had never heard before? (choose one answer for each of the 3 types of book).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Yes
No

39. To what extent do the pictures of characters, heros (persons) in a book resemble to the persons in your fantasy? (choose only one answer and put x in the related parenthesis).

- () Do not resemble in any aspect
- () Completely fit to my fantasy
- () Fit a little bit to my fantasy
- () Fit fairly to my fantasy
- () I've not imagined the characters how they look like.

40. Some terms and expressions occurring in books are

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Very complicated
Fairly complicated
A little bit complicated
Not complicated

(choose only one answer for each type of book).

41. In the books you read, there is mostly ...

(choose one answer).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Picture on the cover (Front-back-both?)
No picture on the cover (Front-back-both?)

42. In the books you read, mostly

(choose one answer).

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Cover picture is more beautiful than the pictures in the book
Pictures in the book are more beautiful than the cover picture

43. On the books you read, mostly

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
name of author is on the cover
name of author is not on the cover

(choose one answer for each type of book).

44. On the books you read, mostly

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
name of book is on the cover
name of book is not on the cover

(choose one answer for each type of book).

45. On the books you read, mostly

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Price is on the cover
Price is not on the cover

(choose one answer for each type of book).

46. On the books you read, mostly

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Age group it fits to is indicated
Age group it fits to is not indicated

(choose one answer for each type of book).

47. On the books you read, mostly there's

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Information about the content of the book
No information about the content of the book

(choose one answer for each type of book).

48. By books you read, mostly

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Name (title) of the book appeals to you
Name (title) of the book does not appeal to you

(choose one answer for each type of book).

49. In the books you read, mostly there is

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Information about the author
No information about the author

(choose one answer for each type of book)

50. By reading a book, most of the time.

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
You like the way the events evolve
You don't like the way the events evolve

(choose one answer for each type of book).

51. By reading a book, most of the time

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
You think about other things
You become absorbed by the book

(choose one answer for each type of book).

52. By reading a book, most of the time you (became) get

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Happy
Bored
Sad
Pleased
Afraid
Not afraid
Angry
Not angry

(you may choose up to 4 answers, for each type of book).

53. Some books are

	<u>Fairy tales, story books</u>	<u>Adventure and other novels</u>	<u>Informative books</u>
Boring
Interesting
Exciting
Embarrassing

(you may choose up to 4 answers, for each type of book).

54. How many books do you have at home?

- () Fairy tale and story books
- () Adventure and other novels
- () Informative books

(Write down an approximate number in the parentheses for each 3 types of books).

55. Where do you buy your books most the time? (choose only 1 answer and put x in the related parenthesis).

- From a bookstore-stationer where only children books are sold
 - From a bookstore-stationer where on a big part children books are sold
 - From a bookstore-stationer where on a small corner children books are sold
 - From newspaper-magazine seller
 - From a department store
 - From a toy shop
 - Where else?
- (write name of place on this line).

56. The place you stand when you choose a book is

- Very wide, you can look and choose comfortable
- Wide but very disordered
- Very narrow, you can't detect comfortable
- Very narrow and disordered

(choose only 1 answer and put x in the related parenthesis).

1. Kaç yaşındasın?
2. Annen çalışıyor mu?
Annenin mesleği ne?
Babanın mesleği ne?
3. Genellikle, aşağıdaki kitap türlerinden en çok hangisini seviyorsun?
() İçinde birçok hikâye veya masal olan kitabı
() İçinde bir tek kısa hikâye veya masal olan kitabı
() Bir romanı - macera kitabı ve diğer romanları
4. En çok hangi kitabı seviyorsun?
() Sadece resimleri olan kitap
() Yazıları ve resimleri olan kitap
() İçinde hiç resim olmayan kitap
5. En çok hangi tür kitabı okumayı seviyorsun?
() Masal kitabı
() Hikâye kitabı
() Şiir kitabı
() Resim boyama kitabı
() Türkiye ile ilgili kitap
() Uzak ülkeler hakkında bir kitap
() Ansiklopedi gibi ders dışı bilgi veren kitap
() Macera romanı
() Diğer çocuk romanları
() Bilim-kurgu türü kitap
6. Genellikle kitaplarını sana kim alır?
() Annen alır
() Baban alır
() Arkadaşların hediye eder
() Kendin alırsın
() Akrabaların hediye eder
() Başka kim alır?

7. Yeni bir kitap alırken sana kim yardımcı oluyor?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Anne ve baban
Arkadaşların
Öğretmenlerin
Kitap satan kişiler
Başka kimler?

8. Genellikle, okuduğun kitapları senden başka kimler okur?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Arkadaşların
Kardeşlerin
Anne ve baban
Büyükannen - büyükbaban
Hiç kimse

9. Okuduktan sonra bu kitap hakkında kimlerle oturup konuşuyorsun?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Annen ve babanla
Arkadaşlarıyla
Kardeşleriyle
Büyükanne - büyükbabanla
Öğretmeninle
Hiç kimseyle

10.	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Hangi kitapları kendin okumak istersin?
Hangi kitapları biri sana okusun istersin?

11. Sence iyi bir kitapta neler olsun?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Birkaç resim olsun
Hiç resim olmasın
Her sayfada resim olsun
İki-üç sayfada bir resim olsun
Başka neler olsun?

12. Resimlerin renkleri nasıl olsun?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Çok parlak ve canlı renkli
Renkli
Başka nasıl olsun?

13. Sence bir kitapta en çok neler önemlidir?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kapak
Kağıt cinsi
Kapaktaki resim
Kapaktaki yazılar
Ön kapaktaki resim
Arka kapaktaki resim
Ön kapaktaki yazı
Arka kapaktaki yazı
Kitabın fiyatı
Kitabın ismi
Kitabın içindeki resimler
Kitaptaki anlatım şekli
Harflerin biçimi
Cümlelerin uzunluğu
Yazı şekli
Resimlerin renkleri
Anlatılan olaylar
Resim ve yazının yerleştirilmesi
Başka?

14. İyi bir kitapta şunlardan hangisinin bulunmasını istersin?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Resimler siyah-beyaz olsun
Resimler siyah-beyaz dışında iki renk olsun
Resimler rengârenk olsun
Resimler hem renkli, hem siyah-beyaz olsun
Renklerle ilgili başka ne olsun istersin?

15. İyi bir kitaptaki harfler, şekil, yani büyüklük ve okunaklılık açısından nasıl olmalı?

Masal ve hikâye kitaplarında
Macera ve diğer romanlarda
Ders dışı bilgi kitaplarında

16. Kitaplarda geçen kavramlar nasıl olmalı?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Hiç düşünmeden anlayabileceğin gibi
Çok az düşünerek anlayabileceğin gibi
Oldukça düşünerek anlayabileceğin gibi
Çok çok düşünerek anlayabileceğin gibi

17. Kitapların kapağında neler olsun?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Yazarın adı
Kitabın adı
Kitabın fiyatı
Resim - Ön kapakta
Resim - Arka kapakta
Resim - Ön ve arka kapakta

18. Kitapların isimleri nasıl olmalı? Ne tür kitap isimleri hoşuna gidiyor?

Hikâye-masal kitabında
 Macera ve diğer romanlarda
 Ders dışı bilgi kitabında

19. İyi bir kitabın içinde veya kapağında neler olsun?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Yazar hakkında bilgi
Kitabın konusu hakkında bilgi
Uyduğu yaş grubu belirtilsin
Başka neler olsun?

20. İyi bir kitabı okurken neler hissetmek istersin?

Hikâye-masal kitabı
 Macera ve diğer romanlar
 Ders dışı bilgi kitabı

21. Bazen "keşke bu kitabı almasaydım" dediğin oluyor mu?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Evet			
Nedeni:
Hayır			
Nedeni:

22. Aşağıdaki yazarların hatırladığınız kitaplarının isimlerini yazın!

Gülten Dayıoğlu

Ömer Seyfettin

Jules Verne

Erich Kästner

Mark Twain

Enid Blyton

Andersen

Grimm Kardeşler

Başka tanıdığın yazarlar, bildiğin kitaplar

.....

.....

.....

23. Hiç yabancı yazarların yazmış olduğu kitapları okudun mu?

- () Evet
() Hayır

24. Yabancı yazarların kitaplarında en beğendiğin şeyler neler?

25. Yabancı yazarların kitaplarında hoşuna gitmeyen, beğenmediğin şeyler neler?

26. Daha çok Türk yazarların mı yabancı yazarların mı kitaplarını okudun?

- () Yabancı yazarların
() Türk yazarların

27. Yabancı yazarların kitaplarını nasıl buluyorsun?

- sürükleyici
- sıkıcı
- üzücü
- neşelendirici
- korku verici
- eğlendirici
- baskısı iyi
- cümleleri düzgün
- cümleleri kopuk
- bilgi verici
- karışık, zor anlaşılır

28. Türk yazarların kitaplarını nasıl buluyorsun?

- sürükleyici
- sıkıcı
- üzücü
- neşelendirici
- eğlendirici
- korku verici
- baskısı iyi
- cümleleri düzgün
- cümleleri kopuk
- bilgi verici
- karışık, zor anlaşılır

29. En çok hangi yazarın kitaplarını okumayı seviyorsun, neden?

30. Cep harçlığın ile hangisini en çok almak istersin?

- Oyun
- Kitap
- Oyuncak

31. Resimli bir kitapta resim ve yazı nasıl yerleştirilsin?

- () Sayfanın yarısı resim, yarısı yazı olsun
 () Sayfanın bir köşesi resim, diğer kısmı yazı olsun
 () Bir sayfa sadece yazı, diğer sayfa sadece resim olsun

32. Kitaplardaki harfler genellikle nasıl?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Çok büyük
Yeterince büyük
Küçük
Çok küçük
Okunaklı
Okunaksız

33. Şimdiye kadar okuduğun kitaplarda genellikle resim var mı?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Birkaç resim var
Hiç resim yok
Her sayfada resim var
İki-üç sayfada resim var
Başka nasıl?

34. Okuduğun resimli kitaplarda genellikle resim ve yazı nasıl yerleştirilmiş?

- () Sayfanın yarısı resim, yarısı yazı
 () Sayfanın bir köşesi resim, diğer kısımları yazı
 () Bir sayfa sadece resim, diğer sayfa sadece yazı

35. Okuduğun kitaplardaki resimlerin renkleri genellikle nasıl?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Çok parlak ve canlı renkli
Soluk renkli
Koyu, karanlık renkli
Başka nasıl?

36. Okuduğun kitaplardaki resimler genellikle nasıl?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Resimler siyah-beyaz
Resimler siyah-beyaz dışında iki renkli
Resimler rengârenk
Resimler hem siyah-beyaz, hem renkli
Başka nasıl?

37. Okuduğun bir kitabın dili sence nasıl?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kolay anlaşılabilir
Pek kolay anlaşılabilir
Epeyce karışık
Çok karışık, anlamak çok zor

38. Okuduğun bir kitapta geçen karışık ve daha önce hiç duymadığın kavramlarla ilgili açıklamaları o kitapta bulabiliyor musun?

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Evet
Hayır

39. Kitapta gördüğün, kitapta sözü geçen kişilerin, olay kahramanlarının resimleri senin hayalinde canlandırdığın kişilere ne derece benziyor?

- () Hiç benzemiyor, ilgisi yok
- () Tamamen hayalimdekine uygun resimler
- () Biraz benim hayal ettiğime benziyor
- () Oldukça benim hayal ettiğime benziyor
- () Hayal kurmadım

40. Kitaplarda geçen bazı kavramlar

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Çok karışık
Oldukça karışık
Az karışık
Hiç karışık değil

41. Okuduğun kitaplarda çoğunlukla

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kapakta resim var (Ön-Arka-İkisinde)
Kapakta resim yok (Ön-Arka-İkisinde)

42. Okuduğun kitaplarda çoğunlukla

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kapaktaki resim, kitabın içindeki resimlerden daha güzel
Kitabın içindeki resimler, kapaktaki resimden daha güzel

43. Okuduğun kitaplarda çoğunlukla

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kapakta yazarın adı var
Kapakta yazarın adı yok

44. Okuduğun kitaplarda çoğunlukla

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kapakta kitabın adı var
Kapakta kitabın adı yok

45. Okuduğun kitaplarda çoğunlukla

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kapakta fiyat yazılı
Kapakta fiyat yazılı değil

46. Okuduğun kitaplarda çoğunlukla

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kitabın uyduğu yaş grubu yazılı
Kitabın uyduğu yaş grubu yazılı değil

47. Okuduğun kitaplarda çoğunlukla, kitabın başında

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kitabın konusu hakkında bilgi var
Kitabın konusu hakkında bilgi yok

48. Okuduğun kitaplarda çoğunlukla

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Kitap isimleri hoşuna gidiyor
Kitap isimleri hoşuna gitmiyor

49. Okuduğun kitaplarda çoğunlukla

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Yazarla ilgili bilgi var
Yazarla ilgili bilgi yok

50. Bir kitabı okurken genellikle

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Olayın akışı hoşuna gidiyor
Olayın akışı hoşuna gitmiyor

51. Bir kitabı okurken genellikle

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Başka şeyler düşünüyorsun
Kendini kaptırıyorsun

52. Bir kitabı okurken genellikle

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Neşelenip mutlu oluyorsun
Canın sıkılıyor
Üzülüyorsun
Seviniyorsun
Korkuyorsun
Korkmuyorsun
Kızıyorsun
Kızılmıyorsun

53. Bazı kitaplar

	<u>Masal, hikâye kitabı</u>	<u>Macera ve diğer romanlar</u>	<u>Ders dışı bilgi kitabı</u>
Sıkıcı
İlginç
Heyecan verici
Ürkütücü

54. Evde kaç tane kitabın var?

- () Hikaye ve masal kitabı
 () Macera romanları ve diğer romanlar
 () Ders dışı bilgi kitabı

55. Kitaplarını genellikle nereden satın alıyorsun?

- Sadece çocuk kitapları satan kitapçıdan-kırtasiyeciden
- Büyük bir kısmı çocuk kitaplarına ayrılmış kitapçıdan-kırtasiyeciden
- Küçük bir köşesinde çocuk kitapları olan kitapçıdan-kırtasiyeciden
- Gazete-mecmua satıcısından
- Büyük mağazadan
- Oyuncakçıdan
- Başka nereden?

56. Kitap seçerken durabildiğin yer

- Çok geniş, rahatça bakabiliyorsun
- Geniş ama çok karışık
- Oldukça dar, rahat inceleyemiyorsun
- Çok dar ve karışık

APPENDIX III**PILOT STUDY IN GERMANY**

1. Ich lese am liebsten ein Buch mit vielen Geschichte ___
 ein Buch über eine Geschichte ___
 ein dickes Buch, also ein Roman ___
2. Am liebsten habe ich
 ein Bilderbuch ohne Text ___ ein Schulbuch ___
 ein Bilderbuch mit Text ___ ein Kinderlexikon ___
 ein Maerchenbuch ___ ein Kindermalbuch ___
 ein Tiergeschichtenbuch ___ ein Kindersachbuch ___
 ein Gedichtbuch ___ ein Buch über ferne Länder ___
 ein Buch über Heimat ___
 ein Buch über Erlebnisse eines Kindes ___
 inder Schule ___
 mit den Freunden ___
 mit Geschwistem ___
 mit Erwachsenen ___
 mit Tieren ___
 ein Buch mit Erzählungen über andere Planeten ___
3. Ich lese das Buch
 ___ allein
 ___ mit Freunden
 ___ mit Geschwistern
 ___ mit Vati
 ___ mit Mutti
 ___ mit Grosseltern
4. Ich will lieber ___ das Buch selber lesen
 Ich will lieber ___ das Buch wird mir vorgelesen
5. Das Buch muss ___ einige Bilder haben
 Das Buch muss ___ keine Bilder haben
 Das Buch muss ___ auf jeder Seite Bilder haben
6. Die Bilder müssen ___ bunt sein
 ___ einfarbig sein
 ___ zweifarbig sein

7. Die Buchstaben in den Büchern sind

- zu klein
- gross
- leserlich
- nicht leserlich

8. Beim Lesen werde ich munter

Beim Lesen werde ich schlaefrig

9. Wer kauft mir die Bücher?

- meine Eltern
- meine Freunde schenken
- ich selbst
- meine Verwandten schenken
- ich tausche meine Bücher mit denen der Freunde

10. Wenn ich lese und lese finde ich das Buch

- schöner als es aussieht
- nicht so schön wie es aussieht
- mir gefällt es nicht mehr, ich lege es zur Seite

11. Ich kann nicht alle Worte verstehen

nicht alles was geschieht verstehen

manche Worte nicht verstehen

vieles verstehen

12. Die Farben der Bilder müssten

- bunter sein
- heller sein
- dunkler sein

13. Manche Ausdrücke sind kompliziert

unklar

doch klar

14. Das Bild auf dem Deckblatt ist schöner als die Bilder im Buch ___
 Die Bilder im Buch sind schöner als das Bild auf dem Deckblatt ___
- a) Auf der Rückseite steht meist ein Bild ___
 Auf der Rückseite steht meist kein Bild ___
15. Ich will dass auf der Rückseite ein Bild steht
 ___ ja ___ nein
16. Ich kaufe mir Bücher
 ___ Sie sind teuer
 ___ Sie sind billig
17. Ich kenne Bücher von Jules Verne ___ ja ___ nein
18. Ich kenne von Erich Kästner ___ ja ___ nein
19. Ich kenne von Ali Mitgutsch ___ ja ___ nein
20. Ich kenne von Michael Ende ___ ja ___ nein
21. Ich kenne von Eric Carle ___ ja ___ nein
 diese Bücher:
22. Ich kenne andere Leute, die Bücher schreiben.
 Diese sind
23. Am liebsten lese ich Bücher
 von (wem?)
24. Warum lese ich seine/ihre Bücher am liebsten?
 aus diesen Gründen:
25. Mit meinem Taschengeld kann ich
 wieviele? Bücher kaufen
26. Mit meinem Taschengeld kann ich
 wieviele? Spielzeuge kaufen

27. Mit meinem Taschengeld kann ich
wieviele?

Spiele kaufen

28. Was für Bücher willst Du haben?
Beschreibe!

29. Wie sollen diese Bücher sein?

- bunt
- mit vielen Bildern
- mit grossen Buchstaben
- mit kleinen Buchstaben
- mit wenigen Bildern
- leichter zu verstehen

30. Titel der Bücher

- gefallen mir
- gefallen mir nicht

31. Ich stelle mir das ganze vor, was in dem Buch vorkommt

- Mir gefällt der Ablauf der Geschichte gut
- Mir gefällt der Ablauf der Geschichte nicht

32. Die Bücher sind langweilig
 interessant
 spannend

33. Wenn ich lese kann ich lachen oder weinen

ja nein

34. Beim Lesen kann ich mir die Personen vorstellen

ja nein

35. Manche Geschichten sind grauenhaft

ja nein

36. Wenn ich lese werde ich glücklich und froh

ja nein

37. Ich habe Bücher zu Hause
38. Beim Lesen werde ich traurig
 ja nein
39. Beim Lesen kriege ich Angst
 ja nein
40. Ich lese und lese das Buch nimmt kein Ende.
 ja nein
 denn es ist zu dick
 es ist langweilig
41. Ich lese und lese das Buch geht schnell zu Ende.
 ja nein
 denn es ist dünn
 es ist interessant
42. Denkst Du manchmal; hätte ich dieses Buch nicht gekauft?
 ja nein
43. Welche Punkte sind wichtig an einem Buch?
 Aussehen
 Text
 Form
 Preis
44. Ich frage Eltern
 Freunde
 Im Bücher-Geschäft die Leute
 Lehrer
 Werbungen
45. Wie alt bist Du?
 Welche Klasse?

APPENDIX IV.

PILOT STUDY IN TURKEY

1. Kaç yaşındasın?

Hangi sınıftasın?

2. Annen çalışıyor mu?

Annenin mesleği ne?

Babanın mesleği ne?

3. Genellikle, aşağıdaki kitap türlerinden en çok hangisini seviyorsun?

a) İçinde birçok hikâye/masal olan kitabı

b) İçinde kısa bir tek hikâye olan kitabı

c) İçinde uzun bir hikâye olan kitabı - bir romanı

4. En çok hangi kitabı seviyorsun?

a) Sadece resimleri olan kitap

b) Yazılan ve resimleri olan kitap

c) İçinde hiç resim olmayan kitap

5. En çok hangi tür kitabı okumayı seviyorsun?

a) Masal kitabı

b) Hayvan hikâyeleri kitabı

c) Şiir kitabı

d) Türkiye ile ilgili kitap

e) Uzak ülkeler hakkında kitap

f) Ders kitabı

g) Resim boyama kitabı

h) Ansiklopedi

i) Macera kitabı

j) Bilim-kurgu, hikâye kitabı

6. Genellikle kitaplarını sana:

___ annen alır

___ baban alır

___ arkadaşların hediye eder

___ kendin alırsın

___ akrabaların hediye eder

___ başka kim?

7. Yeni bir kitap alırken sana kim yardımcı oluyor?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) anne ve babam
b) arkadaşlarım
c) öğretmenlerim
d) kitap satan kişiler
e) reklâmlar

8. Genellikle okuduğun kitapları senden başka en çok kimler okur?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) arkadaşlarım
b) kardeşlerim
c) anne ve babam
d) büyükanne-büyükbabam
e) hiç kimse

9. Okuduktan sonra bu kitap üzerine kimlerle oturup konuşuyorsun?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) anne, babamla
b) arkadaşlarımla
c) kardeşlerimle
d) büyükanne-büyükbabamla
e) öğretmenimle

10.

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Hangi kitapları kendin okumak istersin
b) Hangi kitapları biri sana okusun istersin

11. Sence iyi bir kitapta neler olsun?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Birkaç resim olsun
b) Hiç resim olmasın
c) Her sayfada resim olsun
d) Birkaç sayfada bir resim olsun
e) Aklına gelen başka şeyler varsa, onları da yaz!

12. Bir kitapta en çok neler önemlidir?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Kapak
b) Kağıt cinsi
c) Kapaktaki resim
d) Kapaktaki yazılar
e) Ön kapaktaki resim
f) Arka kapaktaki resim
g) Ön kapaktaki yazı
h) Arka kapaktaki yazı
i) Kitabın fiyatı
j) Kitabın ismi
k) Kitabın içindeki resimler
l) Kitaptaki anlatış şekli
m) Harflerin biçimi
n) Cümlelerin uzunluğu
o) Yazı şekli
p) Resimlerin renkleri
r) Anlatılan olaylar
s) Resim ve yazının yerleştirilmesi
t) Başka?

13. İyi bir kitapta şunlardan hangisinin bulunmasını istersin?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Resimler rengârenk olsun
b) Resimler iki renk olsun
c) Resimler siyah-beyaz olsun
d) Renklerle ilgili başka ne olsun istersin?

14. Resimlerdeki renkler

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Parlak, canlı olsun
b) Daha az belirgin olsun
c) Başka nasıl olsun?

15. İyi bir kitaptaki harfler nasıl olmalı?

a) Ders kitabında
b) Ders dışı bilgi kitabında
c) Hikâye, macera kitabında

16. Bu kitaplarda geçen kavramlar nasıl olmalı?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Hiç düşünmeden anlaşılabilir
b) Çok az düşünerek anlaşılabilir
c) Oldukça düşünerek anlaşılabilir
d) Çok çok düşünerek anlaşılabilir

17. Kitapların kapağında neler olsun?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Yazarın adı
b) Kitabın adı
c) Kitabın fiyatı
d) Resim (hangi kapakta? yaz)
e) Yazar hakkında bilgi
f) İçerik hakkında bilgi
g) Uyduğu yaş grubu
h) Başka neler?

18. Kitapların isimleri nasıl olmalı? Hoşuna giden bir başlık nasıl olmalı?

- a) Ders kitabı
- b) Ders dışı bilgi kitabı
- c) Hikâye kitabı

19. İyi bir kitabı okurken neler hissetmek istersin?

- a) Ders kitabı
- b) Ders dışı bilgi kitabı
- c) Hikâye kitabı

20. Okuduğun iyi bir kitap

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Hemen bitiversin ister misiniz? Neden?
b) Hemen bitmesin ister misiniz? Neden?

21. Bazen "keşke bu kitabı almasaydım" dediğin oluyor mu?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Evet
b) Hayır

22. Aşağıdaki yazarların hatırladığınız kitaplarının isimlerini yazın:

- a) Gülden Dayıoğlu
- b) Aziz Nesin
- c) Jules Verne
- d) Erich Kästner
- e) Mark Twain
- f) Enid Blyton
- g) Grimm Kardeşler
- h) Andersen
- i) Başka bildiklerin

23. Tercüme edilmiş bir kitapta dikkatini çeken neler oluyor?

24. Tercüme edilmiş bir kitapta hoşuna gitmeyen bazı noktalar neler?

25. Daha çok Türk yazarların mı, yabancı yazarların mı kitabını okudun?

Yabancı yazarların ___

Türk yazarların ___

26. I. Yabancı yazarların kitaplarını nasıl buluyorsun?

- a) Sürükleyici ___
- b) Sıkıcı ___
- c) Karışık ___
- d) Neşelendirici ___
- e) Cümleleri düzgün ___
- f) Bilgi verici ___
- g) Eğlendirici ___
- h) Baskısı iyi ___

II. Neden?

27. Türk yazarların kitaplarını nasıl buluyorsun?

- a) Sürükleyici
- b) Sıkıcı
- c) Karışık
- d) Neşelendirici
- e) Cümleleri düzgün
- f) Bilgi verici
- g) Eğlendirici
- h) Baskısı iyi

28. En çok kimin kitaplarını okumayı seviyorsun? Neden?

29. Cep harçlığın ile kitap mı, oyuncak mı almak istersin?

30. Cep harçlığınla kaç tane kitap alabilirsin?

- a) ders kitabı kaç tane?
- b) ders dışı bilgi kitabı kaç tane?
- c) hikâye, macera kitabı kaç tane?

31. Kitaplardaki harfler genellikle nasıl?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) çok büyük
b) büyük
c) küçük
d) çok küçük

32. Şimdiye kadar okuduğun kitaplarda genellikle resim var mı?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Birkaç resim var
b) Hiç resim yok
c) Her sayfada resim var
d) Bir-iki sayfada bir resim var

33. Okuduğun kitaplardaki resimler genellikle nasıl?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Rengârenk
b) İki renkli
c) Siyah-beyaz

34. Okuduğun kitaplardaki resimlerin renkleri genellikle nasıl?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Parlak, canlı
b) Solgun, silik
c) Koyu, karanlık
d) Net, belirgin

35. Okuduğun bir kitabın dili sence nasıl?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) çok kolay anlaşılabilir
b) pek kolay anlaşılmıyor
c) epeyce karışık
d) çok karışık, anlamak zor

36. Okuduğun kitapta geçen karışık ve daha önce hiç duymadığın kavramlarla ilgili açıklamaları o kitapta bulabiliyor musun?

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Evet
b) Hayır

37. Kitapta gördüğün kitapta sözü geçen kişilerin resimleri (kahramanların resimleri) senin hayalinde canlandırdığın kişilere ne derece benziyor?

- a) Hiç benzemiyor, ilgisi yok _____
- b) Tamamen hayalimdekine uygun resimler _____
- c) Biraz benim hayal ettiğime benziyor _____
- d) Oldukça benim hayal ettiğime benziyor _____

38. Kitaplarda geçen bazı kavramlar

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) çok karışık
b) karışık
c) açık
d) çok açık

39. Okuduğun kitaplarda çoğunlukla

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Kapakta resim var (Ön-Arka-İkisinde)
b) Kapakta resim yok (Ön-Arka-İkisinde)

40. Okuduğun kitaplarda çoğunlukla

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Kapak resmi, içindeki resimlerden daha güzel
b) İçindeki resimler kapak resminden daha güzel

41. Okuduğun kitaplarda çoğunlukla

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Kapakta yazarın adı var
b) Kapakta yazarın adı yok

42. Okuduğın kitaplarda çoğunlukla

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Kapakta fiyat yazılı
b) Kapakta fiyat yazılı değil

43. Okuduğın kitaplarda çoğunlukla

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Kitap isimleri hoşuma gidiyor
b) Kitap isimleri hoşuma gitmiyor

44. Okuduğın kitaplarda

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Kapakta, yazarla ilgili bilgi var
b) Kapakta, yazarla ilgili bilgi yok

45. Bir kitabı okurken

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Olayın akışı hoşuna gidiyor
b) Olayın akışı hoşuna gitmiyor

46. Bir kitabı okurken

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Başka şeyler düşünüyorsun
b) Kendini kaptırıyorsun

47. Bir kitabı okurken

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Genellikle neşelenip, mutlu oluyorsun
b) Neşelenip mutlu olmuyorsun
c) Üzülüyorsun
d) Üzülmiyorsun
e) Korkmuyorsun
f) Korkuyorsun
g) Sıkılıyorsun
h) Sıkılmıyorsun

48. Bazı kitaplar

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Sıkıcı
b) İlginç
c) Heyecan verici
d) Ürkütücü

49. Okuyorsun okuyorsun, kitap bitmek bilmiyor

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Evet
b) Hayır
Neden?			

50. Okuyorsun okuyorsun ve kitap hemen bitiyor

	<u>Ders kitabı</u>	<u>Ders dışı bilgi kitabı</u>	<u>Hikâye, macera kitabı</u>
a) Evet
b) Hayır
Neden?			

51. Evde kaç kitabın var?

Ders kitabı _____

Ders dışı bilgi kitabı _____

Hikâye, macera kitabı _____

52. Kitaplarını genellikle nereden satın alıyorsun?

a) sırf çocuk kitabı satan kitapçıdan _____

b) büyük bir kısmı çocuk kitaplarına ayrılmış kitapçıdan _____

c) bir köşesinde çocuk kitapları olan kitapçıdan _____

d) gazete-mecmua satıcısından _____

e) oyuncakçıdan _____

f) büyük mağazadan _____

53. Kitap seçerken durabildiğin yer

a) çok geniş, rahatça, bakabiliyorum _____

b) geniş ama çok karışık _____

c) oldukça dar, rahat inceleyemiyorum _____

d) çok dar ve karışık _____

APPENDIX V

LIST OF PEOPLE CONTACTED

LIST OF PEOPLE CONTACTED

Akyüz, Ahmet - İlköğretim Kültür Müdür Yardımcısı

Kırmızıgül, Hüsamettin - Hukuk İşleri Milli Eğitim Müdür Yardımcısı

Names of Authors contacted:

Baysal, Faik

Dayıoğlu, Gülten

Öz, Erdal

Selimoğlu, Zeyyat

Tamer, Ülkü

Ural, Yalvaç

Names of Illustrators contacted:

Baltaş, Gamze

Karakoç, Şahin

Names of Representatives of Publishing Companies contacted:

Atay, Mehmet - Bilge Pazarlama - manager

Ataman, Nihal - Baskan Yayınları - editor

Bozkurt, Turhan - Altın Kitaplar Yayınevi - manager

Bozkurt, Yıldırım - Kelebek Yayınları - manager

İlkorur, Mehmet - Milliyet Yayıncılık - editor

Öz, Erdal - Can Yayınları - manager and author

Ural, Yalvaç - Milliyet Yayıncılık - editor and author

Names of Sales Personnel contacted:

Eruçar, Selâhattin - Acar Kitapevi

Sakal, Hülya - Gençlik Kitapevi I

Yiğit, Bilhan - Kent Kirtasiye

Names of Parents contacted:

Coşkun, Sadzer
 Çimen, Mine
 Faralyalı, Behin
 Okan, Göksel
 Tuncalı, Gülsen
 Yetiş, Güneş

Names of People contacted in the Primary Schools:

Gezer, Celile - Erenköy İlkokulu - 4B teacher
 Gürkaynak, Nihal - Işık Lisesi İlkokulu - 3A teacher
 Metin, Hikmet - Erenköy İlkokulu Müdürü - director
 Şenyücel, Ayten - Erenköy İlkokulu - 3C teacher
 Şuşut, Oktay - Işık Lisesi İlkokulu Müdürü - director
 Terzioğlu, Ayten - Işık Lisesi İlkokulu - 3B teacher
 Yılmaz, Mahmut - Işık Lisesi Müdürü - High school director
 Piotrowski, Hans - Kardinal von Galen Schule Handorf - Schulleiter

APPENDIX VI**LISTS OF PUBLISHING COMPANIES FOR CHILDREN**

A) Names of Publishing Companies with books for preschool children

- Painting books - Özyürek Yayınları
 Informative books - Ya-Pa Yayınları
 Antaş Yayınları
 Petek Yayınları
 Tay Yayınları
 Mertel Yayınları
 Özyürek Yayınları
 Selâhattin Dilâver Yayınlar

B) Names of Publishing Companies with books for primary school children

- Picture books - Alpagut Yayınları - Ayşegül dizisi
 Anadolu Yayıncılık
 Can Yayınları
 Ceylan Yayınları
 Cin Ali Yayınları - Cin Ali Dizisi
 Işıl Yayınları - Küçük Kahramanlar
 İnkilap ve Aka - Mini Kitaplar
 Renkli Çocuk Yayınları
 Renkli Ünlü Çocuk Masalları
 Karagöz Yayınları - Ali-Ayşe Dizisi
 Kurtuluş Yayınları - Tırtıllı Kitaplar Dizisi
 - Other story books
 May Yayınları
 Ögün Yayınları
 Özyürek Yayınları
 Serhat Yayınları
 Tay Yayınları
 Üner Yayınları - Türk Masalları
- Novel books - Abece Yayınları
 Altın Kitaplar
 Başkan Yayınları - reprints
 Can Yayınları
 Cem Yayınları

Çınar Yayınları
 Damla Yayınları
 Derinlik Yayınları
 Esin Yayınları
 Kelebek Yayınları
 Koza Yayınları
 Kurtuluş Yayınları
 May Yayınları
 Milliyet Yayınları
 Oda Yayınları
 Örgün Yayınlar
 Özyürek Yayınları
 Serhat Yayınları

C) Names of Publishing Companies with the Books for primary school and high school children

Novel books - refer to B.

Informative books	- Altın Kitaplar	- Genel Kültür Dizisi
	Arkin Yayınevi	- Encyclopedia
	Baskan Yayınları	- Lexicon
		- Doğa Bilimleri Ansiklopedisi
		- Resimli Bilgi (reprint)
		- Altın Bilgi
		- Altın Harikalar
	Bateş Yayıncılık-	- Tarih Ansiklopedisi
		- Bilim Ansiklopedisi
		- Hayvanlar Ansiklopedisi
	Hürriyet Yayınları	- Tarih Dizisi
	İnkılap ve Aka	- Temel Bilgiler Ansiklopedisi
	Koza Yayınları	- Bilim-Teknik Dizisi
		- İcatlar Dizisi
	Kurtuluş Yayınları	- İlkokul Ansiklopedisi
	Remzi Kitapevi	- Bilim Dizisi
		- Çağdaş Dünya Dizisi

- Serhat Yayınları**
- A'dan Z'ye Gençlik Ansiklopedisi
 - Tarih Ansiklopedisi
 - Fen Ansiklopedisi

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