Perceptions about Literacy in Primary School Student Drawings [*]

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Abstract

Developing the individual's literacy skills at early ages both creates the foundation of academic achievement and determines the borders of the achievement in personal, social, professional and social life. Perceptions about literacy have a more important role in development process of literacy skills although there are numerous variables effecting mentioned skills. The aim of this study is to reveal the perceptions of primary school second grade students about literacy through their drawings and face to face interviews. Phenomenological research among qualitative research patterns was used and descriptive phenomenology, one of the phenomenological research types was used in the research implementation process. The research group of the study consists of 17 students studying at 2nd grade. The research data includes student drawings about literacy, unstructured interviews about the drawings and semi-structured interviews independent from the drawings about literacy perceptions. According to the study results, the students see literacy studies as the studies that should be done in classroom. It has been concluded that the students used objects about reading in their drawings; in other words, the students assign meaning mostly to reading rather than writing when the concept of literacy is expressed. According to the research results, continuous works need to be done related how to transform an activity that literacy will carry out in daily life with the joy of the students.

Keywords: literacy development, phenomenology, reading, writing

İlkokul Öğrencilerinin Resimlerindeki Okuryazarlık Algısı

Öz

Bireylerin okuryazarlık becerilerinin erken yaşlardan itibaren geliştirilmesi hem akademik başarının temelini oluşturmakta hem de kişisel, sosyal, mesleki ve toplumsal hayattaki başarıların sınırlarını belirlemektedir. Okuryazarlık becerilerinin gelişimini etkileyen çok sayıda değişken bulunmasına rağmen, okuryazarlığa ilişkin algılar söz konusu becerilerin gelişim süreci içerisinde daha önemli bir rol üstlenmektedir. Bu araştırmanın amacı da ilkokul ikinci sınıf öğrencilerinin okuryazarlık algılarını yaptıkları resimler ve birebir gerçekleştirilen görüşmeler aracılığıyla ortaya çıkarmaktır. Araştırmada nitel araştırma desenlerinden fenomenolojik araştırma deseni kullanılmış ve araştırmanın gerçekleştirilmesi sürecinde fenomenolojik araştırma türlerinden biri olan betimleyici fenomenoloji tercih edilmiştir. Araştırmanın çalışma grubunu ilkokul 2. sınıf düzeyinde öğrenim gören 17 öğrenci oluşturmaktadır. Araştırmanın verilerini; öğrencilerin okuryazarlık konusunda yapmış oldukları resimler, resimler hakkında gerçekleştirilen yapılandırılmamış görüşmeler ve resimlerden bağımsız olarak okuryazarlık algıları hakkında yapılan yarı yapılandırılmış görüşmeler oluşturmaktadır. Araştırmanın sonuçlarına göre öğrenciler okuryazarlık çalışmalarını daha çok sınıf içerisinde yapılması gereken çalışmalar olarak görmektedir. Öğrencilerin resimlerinde daha çok okuma ile ilgili nesneleri kullandığı tespit edilmiştir. Bu durum öğrencilerin okuryazarlık dendiğinde yazmadan ziyade okumaya daha fazla anlam yükledikleri sonucunu ortaya çıkarmaktadır. Öğrencilerin okuryazarlık ile ilgili olarak daha ziyade öğrenci ve öğretmen kavramlarını ön plana çıkardığı görülmüştür. Araştırmanın sonuçlarına göre, okur yazarlığın günlük yaşamda öğrencinin keyif alarak kullanacağı bir faaliyete nasıl dönüştürüleceğine yönelik çalışmalara oldukça ihtiyaç duyulduğu tespit edilmiştir.

Anahtar Sözcükler: okuryazarlık gelişimi, fenomenoloji, okuma, yazma

Introduction

Developing the individual's literacy skills at early ages both creates the foundation of academic achievement and determines the borders of the achievement in personal and social life (McCarthey, 2001). Therefore, training individuals who perform reading and writing activities in a qualified way is approached as an important matter all around the world (Beach & Ward, 2013; Gerde, Bingham, & Basik, 2012; Smith, 2008). It can be thought that literacy contributes a lot to personal and social life when the fact that reading and writing practices underlie educational activities is considered because the individual creates and develops his economic, social and cultural wealth through literacy skills. On the condition that educational activities are performed in a qualified way, then it is provided that the individual explores new technologies or uses existing technology more effectively, the society prospers, democratic development is contributed and crime rate decreases (McMahon, 2000). If reverse, unemployment in mentioned fields, bad work conditions, low payment and loss of right, thereby deprivation and poverty reveal (Banks, 2003). In this context, it can be stated that literacy is one of the most important factors affecting development of individual in short term and society in general.

Perceptions about literacy have a more important role in development process of literacy skills although there are numerous variables effecting mentioned skills. The reason for this situation is that the individual interprets the knowledge obtained through experience by combining with the knowledge and experiences he has obtained before and shapes his opinion according to this interpretation in continuing process during comprehension process (Ersoy & Türkkan, 2009). Within this frame, it can be said that literacy perception effects literacy development and reading-writing achievement –one of the most important tools of learning. Therefore, it is thought that the studies deeply investigating literacy perceptions of the individuals are needed. As the mentioned research will be done at primary level - providing basis for literacy- it will provide understanding the variables underlying literacy more clearly.

The studies in which the children are taken into the centre and their interests are considered are more frequently encountered in recent years (Einarsdottir, Dockett, & Perry, 2009; Cox, 2013). As the drawings present an alternative way for interpreting children perceptions (Kendrick & McKay, 2002) and gather many components (Malchiodi, 1998), they are the leading data collection tools preferred in these researches (Punch, 2002). Investigating the studies done, it is seen that there are a lot of studies investigating student perceptions of nature (Hague, 2001; Yılmaz, Kubiatko, & Topal, 2012), environment (Özsoy, 2012; Özsoy & Ahi, 2014), family (Türkcan, 2004), school principal (Yalçın ve Erginer, 2014), scientist (Buldu, 2006; Oğuz, 2007; Özel, 2012; Rodari, 2007; Turkmen, 2008), learning (Lodge, 2007) and teacher (Aktas, 2010; Aykaç, 2012; Dağlıoğlu, 2011; Harrison, Clarke, & Ungerer, 2007; Ahi, Cingi, & Kıldan, 2016) through drawings. Additionally, it has become one of the techniques used for individual recognition. Yet more, it is accepted by many experts that there is a significant relationship between personality characteristics and the drawings of individuals (Freeman, 1976; Thomas & Silk, 1990; Malchiodi, 1998; Radburn, 2017). Because of this feature, obtaining information about individual by using drawings and accordingly performing both psychological and educational studies attracts attention as a more preferred situation.

Gardner (1980) stated that children drawings are effective communication methods for understanding their complex cognitive structures. Drawing refers to bringing out a new original product for children. Drawing which is an important process for children requires actively using various types of cognitive, affective and psychomotor skills (Anning & Ring, 2004). It is expected from the children to decide on the event intended to be explained, the way of expressing this, the shape of drawing, the colours to be used, the way of reflecting their opinion and on a convenient composition during drawing process (Malchiodi, 1998). Venger (2007) stated that the children drawings are the reflections of their opinions about the subject of the drawing. Regarding this statement, it can be said that the drawings provide relatively significant clues for families and pedagogues in communicating with children and determining the problems experienced by children (Artut, 2002).

Individuals' attitudes towards the drawing and the structure reflected in the drawing are generally related to the experiences and world-views of them. This informs about experiences, attitudes and beliefs in addition to their personality traits (Halmatov, 2016). The fact that the drawings are related to experiences, attitudes and beliefs of their performers is accepted by a lot of experts (Freeman, 1976; Thomas & Silk, 1990; Malchiodi, 1998; Otake, Treiman & Yin, 2017). From this perspective, leading students to draw is one of the most entertaining ways of identifying them (Fargas-Malet, McSherry, Larkin, & Robinson, 2010; Venger, 2007). In that children might not easily express their opinions for the fear of being condemned and criticised. Hence, it is thought that the children can reflect their emotions and opinions which they cannot express in speaking or writing through drawings freely. Talking and making interviews about the drawings will also provide their emotions and opinions with being understood better (Halmatov, 2016). According to the views of the experts, studying on drawing tests and children drawings are invaluable for obtaining information about emotions and opinions, life expectations and lives of children (Halmatov, 2016; Malchiodi, 1998; Venger, 2007). Within this frame, the study intended to be performed will provide determining how students regard themselves as a literate. The matter of the children opinions on literacy, their way of describing literacy and their way of improving literacy skills always protects its popularity (Mckay & Kendrick, 2001). It is purposed to determine the student perceptions towards literacy, thereby to help pedagogues find effective solutions by means of both guiding further studies and correctly determining related problems with reference to student perceptions of literacy through the study that will be performed. Within this scope, the purpose of the study is "to reveal 2nd grade primary student perceptions towards literacy through their drawings." In accordance with this aim, answers for the questions "How do primary students reflect their literacy perceptions in drawings?" and "What are the similarities and differences between primary students' literacy perceptions and oral views?" will be searched.

Method

This study is a phenomenological study. Descriptive phenomenology, one of the phenomenological research types, is preferred in research process. Descriptive phenomenology, which is concerned with what individual knows and tries to describe this knowledge, holds an epistemological point of view (Ersoy, 2016). It is generally intended to reveal individuals' perceptions and opinions on a certain concept based on their experiences in phenomenological studies (Reiners, 2012; Yıldırım & Şimşek, 2005). This method makes it possible to deeply and multi-dimensionally investigate a concept on which we have partial knowledge and have problems in making sense (Creswell, 2012). Thus, investigating drawings obtained from students through descriptive phenomenology pattern makes it easier to reach meanings loaded to the concept searched, the drawing context through meanings and worldview shaping drawing context of the student (Malchiodi, 1998). Within this context, students' literacy perceptions have been investigated through student drawings about literacy concept, interviews on drawings and interviews about literacy perceptions independent from drawings in the study.

Participants

The participants of the research are determined and chosen among a group of people who have experience and knowledge about the concept investigated in phenomenological researches. 17 students studying at 2nd grade participated in the study. Criterion sampling technique, which is one of the purposeful sampling techniques, was used in the research for determining research participants. According to criterion sampling technique, individuals who provide certain criteria determined before should be included in the research (Christensen Johnson, & Turner, 2015).

Within this frame, the criteria were determined as that the students should be studying at a grade in which writing and reading have been recently learnt in terms of being an age creating a basis for literacy perception. Within this scope, the second-grade students who learnt reading-writing and experienced these processes were included in the research. However, reading and writing activities were implemented to the participants for 12 weeks in different environments in case that mentioned students did not adequately experience

reading-writing processes. The students read 60 texts and also took charge in writing process of 51 texts actively during this period. After completing aforesaid activities, the data collection stage was initiated.

Data Collection

The research data was collected through student drawings about literacy, unstructured interviews about drawings and semi-structured interviews about literacy perceptions -done independently from drawings. The data of the research were collected between January 2017-February 2017 after the writing and reading activities done in different environments during 12 weeks were completed. In data collection period:

1. The students were asked for expressing their opinions on literacy by drawing. In this stage, they were given a course hour (40 mins), they completed their drawings under supervision of their teacher and researchers.

2. After collecting all student drawings, the researchers investigated drawings and evaluated them under 4 themes. After the related themes were determined, unstructured interviews were done about student drawings in the periods during which both the students and the researchers were available. Firstly, the students were asked for explaining their drawings during interviews and then some certain parts were required to be clarified in accordance with the determined themes. In continuing stages of the interview, additional questions were asked by the researchers considering both the student answers and some outstanding points of the drawings. The average duration of the interviews was 10 minutes.

3. Unstructured interviews were done about the drawings and then semi-structured interviews were done on literacy perceptions of the students independently from drawings a week later. The related literature was scanned when semi-structured interview questions were prepared, then three primary teachers and a domain expert was negotiated with. 10-question semi-structured interview form was prepared in accordance with pre-interviews and the literature review. The related form was presented to the information of three domain experts studying on literacy at primary level. As a result of expert opinions and suggestions, two questions were ejected; some questions were edited. After the related editions, the semi-structured interview form including 8 questions was sent to the domain experts again and it was decided that the form was convenient for the study according to the feedbacks stated by the experts. Before the original interviews were done with the students, pilot interviews were held with 5 students. During the pilot interviews, it was tested whether semi-structured interview questions were consistent with the purpose of the study and properly understood by the students. It was decided that the semi-structured interview questions were convenient for the study as a consequence of pilot interviews. Interview questions are respectively stated below:

- What does being literate mean for you? What occurs in your mind when you hear about literacy?
- Is being a literate person important? If so, what are the reasons?
- What are the characteristics of a literate person for you?
- What kind of changes does being a literate person cause in someone's life?
- Where can be literacy activities done? Why?
- Which one is more important in your opinion: reading or writing? Why? Can you compare the two?
- Can you count the people occur in your mind when you hear literacy? What are the reasons of you for counting these people?
- What would you do incompetently or could not do if you were not literate? Can you explain it with the reasons?

The unstructured and semi-structured interviews were held by the researchers. The interview place was prepared beforehand; necessary devices were supplied, set and tested. Thus, it was intended to avoid any possible problems that could occur during interviews. When the researcher was managing the interview, he particularly tried not to be directive and to keep the subject within the borders of the research purpose. At the beginning of the interviews, the participants and their parents were informed about the research, they were

demanded to review the questions asked and their written permissions were taken for voice recording during interviews.

Recording the unstructured and semi-structured interviews took 176 minutes. Then these recordings were analysed. 74 pages of data were totally obtained from data analysis. When transforming the data into the texts, the conversations of the researchers and students were written in their original words and it was attached importance to provide accuracy of these documents. In order to provide data reliability, obtained voice records were followed by two other domain experts except for the researchers and compared with the documents (Çolak & Uzuner, 2004).

Data Analysis

Content analysis method was used for data analysis. Content analysis method was preferred in order to determine the existence of the words, concepts and character and to reveal the relationships underlying them (Merriam, 1998; Kızıltepe, 2015). Within this frame, the operation of grouping the student drawings under similar themes was initially done in data analysis of the drawings. Certain codings were done under these themes and the number of repetitions about related codes was determined. Grouping under themes and coding studies were done for each drawing by both researchers. The analyses of the researchers were compared at the end of the analysis period and the opinions of a third researcher were taken for the codes evaluated differently. After related studies, the themes and codes of the drawings were confirmed. After obtaining the themes, the interviews with the students were analysed in order that the problem of *"interpretation of the drawings by adults"* -experienced in drawing analysis and one of the biggest problems in drawing analysis- could be avoided. The data collected from face to face interviews were analysed and transformed into written texts. After the written texts were completed, the statements obtained from the interviews were matched with the themes and codes determined by drawing analysis. Thus, it was aimed to determine whether the themes, codes and statements supported each other.

In the last stage of the data analysis, analysis of the interviews done on literacy with the students was included. The data obtained by face to face interviews were analysed and transformed into written texts in this part; convenient codes were developed by investigating the interviews one by one. The obtained codes were grouped under similar headings and related themes were reached. Then the codes were matched with the themes. After completing analysis; student drawings, semi-structured interviews on student drawings and unstructured interviews independent from student drawings on literacy were investigated comparatively, then the similarities and differences of these three data types were determined. Hereby these data were investigated deeply. Additionally, it was provided that more than one researcher took roles in data collection, analysis and interpretation processes. Thus, it was purposed to increase the research credibility by varying data sources and researcher number.
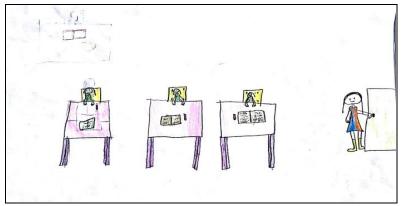
Findings

The findings obtained at the end of the research were titled and investigated as "the findings about students' literacy perceptions in their drawings and the interviews on these drawings" and "the findings about literacy perceptions in the interviews with the students".

Literacy Perceptions in Drawings

The students were asked for drawing a picture creating an answer for the question of "What occurs in your mind when you hear about literacy?" in order to determine their literacy perceptions. The drawings were investigated by two researchers separately after they were collected and then four themes were determined with reference to the drawings to make analyses. These themes are "drawing place", "drawing objects", "drawing people" and "drawing case (emphasis)". Additionally, the interviews done about drawings with the students were included in the analysis and used for explaining the related themes. Thus, it was provided that the drawings were understood better and the obtained themes were supported by student expressions.

Initially, the places where the students draw their pictures were investigated. The students mostly included in-classroom visuals in their drawings about literacy (see picture 1). Following visuals are outside, inside of a book and students' own rooms. From these findings, it is understood that the students majorly think that the literacy studies should be practiced in classroom.

Picture 1. Drawing place (in classroom)

In the interviews performed, the students stated that the literary studies could not be limited with the classroom environment. However, the fact that the number of the students drawing classroom environment is high can be interpreted as that the concept of literacy is identified with classroom environment in students' mind. Besides, it has been revealed that the students do not have a misconception as "Literacy activities can be done only in classroom environment." as a consequence of the interviews. The views of the students on this subject are like;

> Ajda: *"It does not have to be in classroom absolutely. It can be at home also. My mother always reads books at home."*

> Orçun: *"We can do it at school and etude. We can do it everywhere we go. It depends on having book and notebook with us. Otherwise we cannot. In that we do not have something to read then.*

> Neşe: *"We can do it at home, we can do when we go for a picnic outside for instance. But it should be a beautiful and clean place."*

As the second theme, the objects and the related learning domain (reading writing) with these objects were investigated. It appears that the students used 182 objects in their drawings. It has been determined that 142 objects were used relatedly to reading domain, 100 relatedly to writing domain and 62 objects were used relatedly to both wiring and reading domains. The objects (from most frequent to rarest) are: book, table, desk, pencil, eraser, writing board, show-board, bookcase, smart board and reading lamp. From this point of view, it is concluded that the students majorly used objects related to reading in their drawings, namely they identified literacy with reading rather than writing. The student expressions in regard to caring both reading and writing stand out in the interviews practiced. The supporting views of this finding are stated below:

> Ceyda: *"Both are important. For example, a letter is delivered to us but we cannot read it if we do not know how to reading. A friend writes a letter for us but we cannot read as we do not know how to read if we do not know how to write. Our mother can read but we also want to write. However, we cannot write as we do not know."*
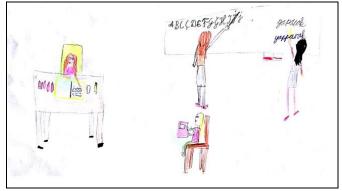
> Neşe: *"I think both are important. We use both of them. We both write and read in lessons when we learn."*

In addition to the opinions above, the expressions stating that reading is more important attract attention in terms of forming an oral evidence for the distribution of the drawing objects according to learning domains.
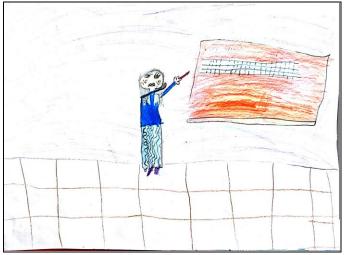
Kasım: *"Reading, mainly reading occurs in my mind. I think reading is much more because we write less often. For example, we can read everything outside but we cannot write."*

Burak: *"Knowing how to read is important, knowing how to write is also important but not that much. We cannot read anything for instance writings if we do not know how to read. However, nothing happens in writing."*

Investigating the people in student drawings, it has been seen that majorly the friends of students, namely students, were illustrated as individuals. The person who is most frequently drawn is teacher after the students. These data overlap with the finding that the most frequently illustrated place in children drawing is "classroom". This is because the students identify literacy concept with the classroom and the people in the classroom are other students and the teacher. (See picture 2 and 3)

Picture 2. Students and teacher in classroom

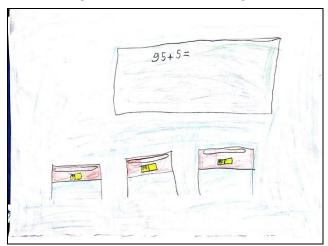*Picture 3.* Teacher in classroom

In the interviews, it has stood out that the students associate literate concept majorly with their friends and teachers.

Ceyda: *"My teacher and friends occur in my mind. The ones I draw are the teacher and my friends."*
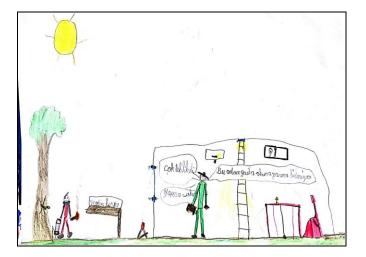
İrem: *"I drew my friends. We read in classroom with them, we do writing exercises with you and my friends."*

Finally, the emphasis (action-phenomenon) in student drawings was investigated. It has been determined that the emphasis which is most frequently preferred in student drawings is "appearance of the books on the table in classroom" (See picture 4). Additionally, it is seen

that some drawings including actions or activities such as "reading book in classroom, teacher writing on board, reading book outside, writing in classroom, reading on one's own, a man cutting trees and blamed for being illiterate" were drawn as well (See picture 5).

Picture 4. Books and pencils in classroom

Picture 5. A man blamed for cutting tree (Drawing instruction: The watcher seeing the man cutting a tree firstly says "So dangerous, do not do it!". Then he says "I think this man is illiterate". This is because it is written "Do not cut the tree" on the signboard next to the man trying to cut the tree.)

In the interviews with the students, it is seen that the students interpret the books on the table in their drawings as being ready for reading.

Faruk: *"The students will come soon and they will read books, that's why I drew like this."*

It is seen that the students stated that they drew reading book in classroom as there is a general tendency in the drawings including reading activity in classroom;
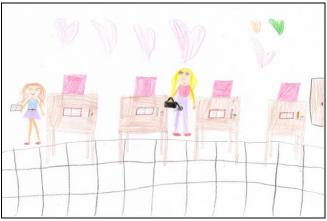
Enes: *"In that we read books mostly in classroom. That's why I drew reading book in classroom."*

Additionally, some significant findings independent from determined themes have been reached with reference to the drawings in the interviews done with the students. These findings are partially seen in the drawings but cannot be classified as a certain theme. It is seen that 12 participants express that literate people will be happier in their lives. It attracts attention that the expressions stated by most of the participants also reflected in their

drawings. For example: a part of students stating that literate people will be happier used book and heart figures together (See picture 6 and 7).

Picture 6. *Heart and book drawings*

Picture 7. *Heart and book drawings*

One other theme determined in accordance with the student opinions is the way they describe literacy. 14 students described literacy as reading book and writing. This finding overlaps with the fact that literate people need to have both reading and writing skills. The opinions of students related to this matter are;
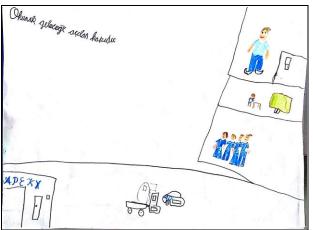
Didem: *"Literate is someone able to read, namely reads book, and able to write."*

Haşmet: *"Someone knowing both how to read and how to write. I mean a person who knows both."*

The last theme determined in accordance with the interviews done with the students is the subject why literacy is important. Under this theme, the students stated that literacy is used most frequently in daily life and important for academic achievement. It has been seen that some students told that literacy is important for determining the future status of a person. It is possible to encounter some findings supporting these expressions in student drawings (See picture 8).

Burak: *"We can do nothing if we do not know how to read and write. We cannot do our works, studies. Hence it is important."*

Ceyda: *"We cannot do our homework if we are illiterate, our teacher might get angry with us. Additionally, for instance, we cannot read and reply if a letter reaches us."*

Picture 8. Association of literacy with future (Drawing instruction: The student expresses here that being literate continues till university and finally makes person have a job. The note at upper side of the picture "reading is the door opened to the future" attracts attention.)

Some expressions stated by the students are towards that being literate makes daily life easier;

> Güliz: *"For example, we can do all our works on our own if we know to read and write. We do not ask from another person."*

> Faruk: *"I can do all my works myself. I can do my homework. If I go somewhere for example, I go to supermarket, I can read the prices. I would need to ask it from other people if I did not know."*

Literacy Perception in the Interviews

It has been seen that 227 expressions under 6 themes were stated by the students in the interviews which were done face to face for determining literacy perceptions of the students. These themes are; "who is a literate?", "characteristics of a literate", "literate perceptions", "importance of being literate", "where are literacy studies done?" and "reading-writing comparison". Each theme has been investigated by being separated into sub-themes. It has been observed that the least number of expressions were stated under "reading-writing comparison" theme; the largest numbers of expressions were stated under "characteristics of literate", "literate perceptions", where are literacy studies done?" themes.

The first theme created regarding the students' expressions is "Who is a literate?" theme. The students stated 35 expressions under this theme. According to these expressions, the students described a literate as a person who is able to "write" and "read". Differently from this point of view, the people who are "hardworking, eager to learn, respectful and graduate" were accepted as literate.

It is understood that the students majorly accept the people who are able to read and write as literate. For example:

> Murat: *"Being literate both writing and getting inspired by reading other people's texts."*

> Şeyma: *"Reader means reading a book for me and writer means writing something. In other words, then we can read our own writings."*

> Enes: *"Both reading and writing namely writing by getting information from what you read."*

Another theme determined with reference to student views is "Characteristics of a literate" theme. The students stated 44 expressions under this theme. According to student views the characteristics of literate individuals are writing effectively, being hardworking, reading a lot, being happy, having knowledge, seeing the family rarely, being skilful, having broad imagination, having high communication skills and being didactic.

Rasim: *"The characteristics of a good literate are writing well, considering punctuation, good lettering. Like a photograph for the people seeing his writing."*
Murat: *"Being able to write well composes effective words."*
Enes: *"Understands what he read, write something about it."*
Faruk: *"Shows respect to others' rights. Reads book a lot."*
Didem: *"They are hardworking and wise. They work hard."*

Additionally, it attracts attention that a student stated that a literate should use communication skills in a qualified way and that a student described literates as people who are not in contact with their families frequently. The mentioned expressions are;

Pelin: *"Delivers her emotions to respondent better. Communicates with people better. In my opinion both writes to them and reads.*

Şeyma: *"Literates are not in contact with their families frequently because they are busy with writing."*

Another theme determined with reference to student interviews is "literate perceptions". It has been identified that the students stated 44 expressions under this theme. The people who are literate according to student perceptions are their teachers, classmates, authors, themselves, parents and cartoonists. Investigating the findings obtained, it is seen that the students identified their teacher and student friends as literates. The fact that the students accept literacy activities as a business that should be done in classroom might have caused that type of thinking:

Kasım: *"Teacher and adults children. Our teacher taught us how to both read and write. Teachers are good literates."*

Burak: *"Everyone at school. That's why everyone at school learns to read and write. Hence all become literate."*

Ceyda: *"My teacher and myself. In that my teacher taught and I learned. I read and write by means of my teacher."*

Except for the mentioned statements, some students pointed out that they see authors, themselves and their parents as literates;

Işıl: *"The authors occur in my mind. They write so many books. Also they read. Unless we read, we cannot write good texts."*

Nadir: *"School mates, teacher, mother and father. My father always reads newspaper at home. My mother reads book before going to bed. I read before going to bed as well."*

Another theme determined with reference to student views includes expressions about the importance of being literate. The student expressions about why literacy is important take part within this theme. The students stated 40 expressions about this subject. The expressions determined in accordance with the student opinions are as follow: academic achievement, supplying daily needs, capturing the agenda, being independent, enjoying and seeing warnings out of mentioned views.

It is seen that the students featured academic achievement and daily life needs when they justified the importance of being literate. The students stated 35 expressions under these two sub-themes. The views of the students on this subject are;

Orçun: *"Yes for example the teacher gives a book you cannot read the teacher will evaluate wjen he evaluates there might be errors at you."*

Faruk: *"Yes. For example, when we go to university now we would like a profession we need to be hardworking."*

Güliz: *"I would not be able to read write I would not be able to write if my teacher told me to write I would not be able to read if he told me to read. I would fell behind my lessons."*

Orçun: *"I think it is important for example they told me to buy a medicine they told its name but you could not read you could not buy the medicine."*

Enes: *"My mother would want something I could not do as I could not read the text on it my mother wanted something from the supermarket I would not know what to buy."*

It has been determined that the students pointed out the importance of being literate for some reasons like capturing the agenda, being independent and seeing warnings out of mentioned views.

Ajda: *"Additionally when I write I can read also faster when the televisions pass faster."*

Enes: *"I would be sad. I would have to ask everything to my mother."*

Burak: *"Many things happen to you. Bad things may happen less for example walking in the jungle there is something like a marsh it is written do not step marsh. But he does not understand as he cannot read."*

In the interviews with the students, it stands out that some certain places where literacy studies can be done came into prominence. It has been seen that the students state 44 expressions about where literacy studies can be done. 31 of these expressions declare that literacy studies can be done at school and home. Apart from these, it was pointed out that libraries, silent places, cafes, markets and streets are suitable for performing literacy studies

According to student views, it is seen that the schools are leading places where the litearcy studies can be done. It can be said that the students might state an opinion in this direction as they learn to read and write at school and continue their education at school. Another place for performing literacy studies is home according to students. The fact that the students read books, do homework and study at home might have provided them with accepting the home as a place for doing literacy studies. The views of the students on this subject are;

Semih: *"At school I do not know any other. We learn at school because we study reading and writing and there."*

Ali: *"At school, at library. We sometimes read book at school library. We can read book in classroom and get writing education."*

Ceyda: *"At home. In that the home is silent and I can study well. Nobody disturbs me."*

Faruk: *"At home and school in my opinion. I do my homework at home and we learn lessons at school."*

The last theme determined according to student views on literacy is "reading-writing comparison". The opinions of students on which one of reading or writing studies is more important for them are involved in this theme. The students stated 20 expressions under this theme. It is seen that the students give equal importance on reading and writing when their views are considered. Additionally, there are some expressions indicating that either reading or writing is more important than the other one.

The students majorly expressed that both reading and writing have equal importance in literacy studies under the theme of reading-writing comparison. For example:

Orçun: *"I think both because you study better when you do both. If one is absent you cannot be successful."*

Enes: *"Both are important. It's because our teacher may ask us for either reading or writing something. Then we need to read and write as well. We should know both of them."*

Additionally, it has been determined that some students stated that one of the reading or writing studies is more important than the other one. Especially, a student's reason for accepting reading studies as more important is outstanding;

Murat: *"Writing because you wonder more about other books when you write you read more you are more inspired."*

Jale: *"Reading. It is because we get in trouble less. Very bad things do not happen if we do not write but they happen if we cannot read. For example, a bench is painted we could sit if we did not know to read. But there is a notable difference between them."*

When the pictures and interviews are evaluated together, some similarities and differences are emphasised. Similarly, it has been seen that the pictures drawn by the students draw more of the classroom environment in relation to literacy. In the interviews, the students stated that the literacy activities were carried out primarily in the schools. Similarly, students have more of their friends and their teacher pictured in the paintings related to literacy. In interviews, they also expressed their friends and teachers as literate people.

On the other hand, it is seen that when students examine the objects they draw in their pictures, they draw more pictures about the reading. Then it appeared to focus on writing. But there is a notable difference between them. However, interviews conducted with students in reading and writing was stated to have equally important.

Conclusion and Discussion

The first conclusion of the research is associated with literacy description. The students stated that both the people who are able to read the texts and the people who are able to write for the purpose of producing a text could be described as literate. Within this context, considering classical literacy description it can be accepted that the students made out a right conclusion. However, regarding today's conditions, literacy is described as the skill of reaching the texts in a wide variety of structures and sources, reading reached texts with proper strategies, interpreting, evaluating and delivering these (Carmen, 2000).

With reference to the findings obtained, it has been concluded that the students are not informed of recent literacy types such as media literacy, visual literacy, and digital literacy. The students did not state any expressions about the mentioned literacy types in either their drawings or the interviews. However, the technology advances so rapidly and the ways of accessing the knowledge diversify today and this provide individuals with facing multiple literacy types. Therefore, various studies should be done in different fields like media literacy, visual literacy, and digital literacy in order to provide the literate individuals with having consciousness and awareness (Alvermann, Moon, & Hagood, 1999). Using recent literacy types brought about by technological development is important because that means following the changing world, accessing the knowledge rapidly and diversifying reading sources (Aydemir, Öztürk, & Horzum, 2013; Burnett & Merchant, 2011).

According to the study results, the students stated that they associate literacy concept with both reading and writing studies. However, the findings obtained from the student drawings show that the students mainly associate the literacy concept with reading studies. In the interviews done on the drawings with the students, it is seen that the students used occlusive expressions for the situation of featuring reading. The fact that the students used more actions and objects about reading in their drawings might be interpreted as that more importance is attached to reading than writing. On the other hand, it can be accepted as an indicator of that the students have more trouble in writing studies as there are less actions and objects representing writing studies.

Barton and Hamilton (2012) stated that the problem that some fields are cared less because of the teaching program, the views of societies towards education and teaching or the conditions deriving from the teachers. It should be aimed to decrease these negations by using entertaining activities prepared by regarding the grade and related with the learning domains the students care less or not interested in when this type of problems are faced (Cressy, 2006). Pajares (2003), Kurudayıoğlu and Karadağ (2010) stated that the biggest obstacle in the improvement of students' writing skills is unwillingness of the students to do writing studies. At this point, it is seen wrong to hope students to reflect a study in which they do not participate willingly in their drawings. When it is considered from this point of view, motivating the students and endearing the writing studies are of capital importance in developing writing skill (Bağcı, 2007; Amabile, 1985). It is a well-known fact that being successful is relatively hard in writing studies done with negative attitudes like it is in all

other fields (Kellogg, 2008). Process based writing approach appears as a writing approach that is advised by a number of researchers in order that the students can willingly participate in writing studies and become individuals who are keen on writing (Bayat, 2014; Culham, 2010; Graves, 1983; Karatay, 2011; Spandel, 2005; Tompkins, 2007; Tompkins, 2008).

According to another conclusion obtained by the research is that the students regard literacy studies as the activities which are done only at school and in classroom (Hall, 2017). Most of the student drawings were designed in classroom. However, the students pointed out that literacy studies can be done out of classroom in the interviews as well. Independently from the drawings, it has been concluded that literacy studies can be done out of school in the interviews. As it can be understood from this aspect, the students do not see literacy studies as the activities that can be done only at school. However, the school and classroom are the leading places the students associate with literacy studies in their minds.

The figures of teacher and student were encountered to a large extent when the people illustrated in drawings were investigated. This finding supports that the students accept literacy studies as the activities that should be done within the school environment by a majority. The question *"Who occurs in your mind when you hear literate?"* was generally answered as "my teacher, my friends and myself" in the interviews with the students. It is understood that the students mainly imagine the activities performed with teachers/students in school and classroom in their minds when all these findings are interpreted as a whole. In a research by McKay and Kendrick (2001) trying to reveal the perceptions of students about reading and writing through drawing, it was stated that the school figure was encountered many times in student drawings. Some of these drawings were as children reading/writing in classroom or studying room while some illustrated the bookshelf in the classroom. At this point, the most outstanding part is that the students drew in broader themes in McKay and Kendrick's study. For instance, it was seen that a student illustrated her music teacher as reading the musical notes to her by playing a piano. Dyson (2001) also stated that the school has an important place in students' literacy perceptions. This result -supported by the literature- reveals the importance of school and teacher concepts in literacy activities from the viewpoint of students. Therefore, the teachers should be qualified enough to meet students' literacy needs by their knowledge and expertise (Fairbairn & Fox, 2009). Not only should basic reading-writing strategies be used in classrooms but also development of each student's qualified literate culture should be supported by an extensive program (Kearns, 2011). It is one of the most important steps need to be taken that the students gain their self-efficacies in literacy and the most critical responsibility belongs to the teacher in this matter (Margolis & McCabe, 2006). Primarily the teacher should set a mutual trust relation with the students, know them very well, and contribute to their development as a literate individual by implementing literacy activities they can enjoy in classroom environment. At this point, teacher's being a role model; promotiveness and accuracy of student motivation are considered as relatively significant components for the students in the process of being a qualified literate (Corkery, 2005).

Beside all of these facts, the association of the literacy studies with only school is not seen as a positive indicator. It is because literacy, quite important in all fields today, is not a skill that can be limited only within the borders of the schools. Literacy serves a function at all moments of the individual's academic, personal and social life. Hence, it can be said that the acceptance of the fact that the literacy activities are performed only at school and with teachers or students is not right. Many studies supporting that opinion exist in the literature. The performed studies reveal that the family factor and true guidance of the family is critically important in literacy development of the students (Ehri & Roberts, 2006; Saracho, 1997; Bindman, Skibbe, Hindman, Aram, & Morrison, 2014). Mckay and Kendrick (2001) stated that the families play a significant role in students' literacy practices. In McKay and Kendrick's (2001) study, it is understood that the students write letters to some people in their drawings and these people are their mothers or fathers from the texts/dialogs on the drawings. Nevertheless, few students mentioned the indicators about family when they made their own descriptions of literacy in the study. When it is regarded from this aspect, the fact that literacy is not an action or a target done only in the classroom but an important

and necessary skill involving a whole life of the individual and used lifelong should be acquired.

One of the other conclusions obtained from the research is that the literacy perceptions of the students are passive. When the drawings are investigated, it is seen that the students drew pictures away from action (stable) in general manner. Much more action, object and creativity stand out in the drawings of the same students about another subject. This circumstance can be explained by the fact that the literacy experiences and practices of the students are limited. It is a well-known fact that the more the individuals practice a condition the more the mobility in their drawings increases (Anning & Ring, 2004). From this viewpoint, it has been concluded that the students have limited experience about literacy and they have a passive literate identity.

According to another conclusion of the research, the students pointed out that literate individuals are happier in their lives, read more and more hardworking people. Additionally, the students reflected that literate people are more successful in their academic life. The studies performed reveal that the people with higher literacy skills are more successful individuals in their all academic experiences particularly in language education (Shatil, Share, & Levin, 2000; Aram, 2005; Bloodgood, 1999; Blair & Savage, 2006). From this point of view, literacy is achieved as a result of the fact that the students are very important both for academic life and daily life.

According to the results of the research, some suggestions were presented to researchers, teachers and parents. For researchers; it is recommended that students be able to identify the factors affecting their perceptions of literacy and to devote them to research on how to be better literate. Teachers; it is necessary to understand that literacy is not limited to school and to exemplify literacy as a part of their lives. Finally, even if education and instruction is carried out in schools as a form of organization, the vast majority of student time is spent at home. So it is very important to see literate parents in children's homes. At this point, it is expected that parents will raise themselves as literate people and become an example to their children.

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