

**COMPARISON OF THE HUMANISTIC AND TECHNOLOGICAL
(E-BOOK) METHODS IN TEACHING THE FAIRY TALES TO THE
PRESCHOOLERS***

Prof. Dr. Abdülkadir Kabadayı (Necmettin Erbakan University, Turkey)

akkabadayi03@gmail.com

Fatma Doğan Kirişçigil (Ministry of National Education, Turkey)

humbara.fato@hotmail.com

Abstract

The aim of this research was constituted to compare the effect of humanistic and technological (E-book) methods in teaching fairy tales to five years children who attend the pre-school training institution. For this aim, by giving teaching fairy tales with humanistic and technologic (E-book) methods, it was investigated which method was more effective for the five years children who attended the nursery class of The Çumra Abdullah Tenekeci Elementary School. A total of 42 students from the morning and afternoon group in nursery class joined to research. There were 22 girls and 20 boys students in the group. The research was planned experimental study. According to this, the children were divided into two groups as experimental group and the control group. The Experimental Group has applied the humanistic teaching method and also Control Group has applied the telling fairy tale with the Technological (E-book) Teaching Method. In analyzing data, the independent test t was used. It was internalized the significance level of 0,05 at the significance control of difference. When asking the questions prepared to measure the levels of fairy tale comprehension and evaluating the endowed answers, between the groups in which humanistic method and technological (E-book) methods were used, it was found a significant difference at learning the fairy tale ($p < 0,05$). The

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group who received the humanistic method was found to be more successful in realizing the fairy tale than the group who got the technological (E-book) method.

Keywords: *Fairy tales, e-books, traditional method, technological method, preschoolers, experimental research.*

Introduction

While preparing the elementary school during the pre-school education, children learn sharing, cooperation, socializing, and collaboration. The fairy tale concept of which importance has increased recently started to be transferred to the children with various methods in our country and other countries at the education-training environments by the trainers. The fairy tale teaching at the preschool period has been carried out by various methods such as direct method, dramatization, humanistic, and technology. Some researchers put forward humanistic approach principles about how the fairy tales told to the children, the importance of the fairy tales books, the points to be paid attention while selecting books, etc. (Güleryüz, 2003; Yavuzer, 2003; Yüksel 1987; Sever, 2003; Çılgınsınar, 2006; Gönen, 2005; Oğuzkan, 2000; Gökalp, 2009; Megep, 2008; Derman, 2002). The fact that the children meet the book provides their reinforcements by noticing the speech which they have learned. It improves the listening, speaking, reading, and writing skills of the children; it helps the children gain consciousness and sensitivity of speech (Sever, 2003). For a book to draw children's attention it should meet some needs of the children in the broad sense (Yavuzer, 2000). Some features in the children's books published should be tested; the work for children should suit their interest and train them and be prepared to direct towards goodness, beauty, and truth (Demirdöğen, 2003). "The fairy tales" item is explained in the dictionary published by Turkish Linguistic Society as "an interesting story which was told the children and was trimmed with many extraordinary events" (Ağakay, 1966). The child trainers are complete of the opinion that fairy tales take an important place in child training. Existing of various fairy tales which were published as a child book was a good sample of the positive role which the fairy tales played in child training (Sakaoğlu, 1973). The books which meet liking, being liked, achievement and confidence feelings of the child; and

which permit getting to know children themselves, understanding the others helps adults look at the events from the child's aspect as well (Gönen, 1989). It was also explained that the short stories offer possibilities to educate the pupils and children from the pedagogical point of view in that it results in the discussions of the story's linguistic, cognitive, and stylistic structures (Kabadayı, 2005). Illustrated books and magazines allow the children to explore and to recognize themselves and helps them become socialized and decreases the desolation and brings in artistic and cultural experiences and gives joy, cheer, delight, in short enjoyment as well as supporting the speech improvement in the pre-school period (Ciravoğlu, 2000). Bezilove (2019) stated that previous studies have demonstrated that storytelling supports motivation, children's fantasy and imagination, strengthens a positive attitude towards the target language. Furthermore, it is also claimed that storytelling helps long-term vocabulary retention; therefore, it should be used during EFL classes. An overall comparison of the means showed that storytelling influenced longer vocabulary retention.

The verbal products like jingles, fairy tales, lullabies, and stories the children listen to can lead away them to enjoy using their mother tongue (Kabadayı, 2009). Since the preschoolers enjoy the fairy tales whose heroines/heroes are animals they like the books of fairy tales illustrated by animals to be read. The children who have experienced this period positively take a deep interest in involving the books (Görgü, 2006).

Various techniques can be used in telling fairy tales to children. These are the methods that can be based on technological or humanistic principles. The main subject in humanist philosophy is human. It is "a doctrine which assumes the supremacy of human as an aim and maturity," (Varış, 1994). As for E-book, it is possible to define it in broad terms as produced in electronic ambient, a media format which accommodates the text, pictures, films, and sounds which can be monitored with the various protocols and software via computers (Akyüz and Akbaytürk, 2006).

Some researchers also put forward advantageous and disadvantageous sides of using E-books in education (Önder, 2011; Önder, 2010; Day, 2001; Diaz, 2003; Poftak, 2011). Various methods such as telling fairy tales from the storybook, or by the help of puppets, having them to demonstrate and role-playing can be used based on the humanistic approach principles. Besides, it can also be made use of telling by using E-book, via television, video, cassette player, CD and on the computer-projection, etc.

Method

This research was conducted to reveal the effect of humanistic and Technological (E-book) methods in teaching fairy tales to five years students attending preschool. An empirical research design was constituted to fulfill the research. There was a control group to whom the technological method was applied and an empirical group to whom the humanistic method was applied in the research design. The aim was to find out whether there was a difference between humanistic and technological (E-book) methods in teaching fairy tales to the participants mentioned below.

Study Group

The universe of the research comprised 5 years students who had normal development and attended Abdullah Tenekeci Elementary School in Çumra as morning and afternoon groups. In this study experimental and control groups were formed to compare the effects of the humanistic and technological (E-book) methods. A total of 42 students who attended nursery class in the Çumra Abdullah Tenekeci Elementary School of Konya were chosen to fulfill the research. 21 students were told fairy tales by humanistic teaching method and also 21 students were told by technological (E-book). The fairy tale was told a minimum of half an hour in the fairy tale activity time in a week time for both methods. Totally 19 fairy tales were told to the preschoolers systematically via both humanistic and technological methods in forty-five days. Storytelling was taught to the experimental group by technological (E-book) for the afternoon session and to the control group by humanistic methods for the morning session.

Data Collection Tools

The children were asked the questions prepared under the titles of “before-fairy telling”, “while- fairy telling” and “after fairy telling” process to collect the data for this research. While teaching the students by humanistic method, hard copies of the fairy tale books were used as means of data collection. Before asking the questions, the chil-

dren sat down in a semi-circle position. The fairy tales named “Grasshopper and Ant”, “Hen with a generous income”, Friendship of a bear”, “The miller, his son and his donkey”, “Crow and Fox”, “Wolf and Dog”, “Wolf and Lamb”, “Field Mouse and City Mouse”, “Rabbit and Turtle”, “Fox and Stork” taking from La Fontaine and “The Lion’s share”, “Stupid Deer”, “The Farmer and his Sons”, “Man and Lion,” Caw of a Crow”, “Rabbit the stop stop”, “Wolf Story”, “Tailless Fox”, “Lazy Donkey” taking from Aesop Fairy Tales were told them via using Direct Method techniques. 4 experts examined and rated the fairy tale books chosen regarding convenience to their age and developmental domains of the children and their validity and reliability were supported. The same teaching process was provided by teaching the children via the technological (E-book) method. The hard copies of the fairy tale books used to teach in the humanistic method were copied, sounded, and converted into digital formatted by Windows Movie Maker 2.6 to present as a technological (E-book) method.

Data Analysis

After the data of the research were collected, statistical analyses were performed by creating a database on the computer using the S.P.S.S 15.0 for Windows package statistics program. The data obtained about teaching fairy tales of the students in the experimental and control groups are shown in descriptive tables. The Independent t-test was used to analyze the data. The difference between the experimental and control groups was tested. A significance level of 0.05 was adopted in the control of the difference.

Findings and Discussion

Table 1 includes the distribution of the children participating in the study by age and gender, Table 2-4 includes the results showing the answers given by the groups to the questions prepared to measure their answers to the table. Table 1 shows the distribution of the children participating in the study by age and gender. In the group in which the technological (E-book) teaching method is used, 52.3% of the children are 5 years old girls and 47.6% are 5 years old boys. It is seen that 52.3% of the children in the group in which

the humanistic (Humanist) teaching method was used were 5-year-old girls and 47.6% were 5-year-old boys.

Table 1. The distribution of the preschoolers by their age and gender

TABLE 1	5 Years female		5 Years male		Total	
	S	%	S	%	female	male
Narrating Methods	S	%	S	%	S	%
Humanistic Method	11	52.3	10	47.6	21	100
Technological (E-Book) Method	11	52.3	10	47.6	21	100
Total	22	52.3	20	47.6	42	100

When Table 2 is examined, the total answers are given by the female students to the questions categorized as the pre-telling tale, while-telling tale, and post-telling tale differ significantly in the experimental and control groups ($p < 0.05$). The total answers are given by the male students to the questions categorized as the pre-telling tale, while-telling tale, and post-telling tale differ significantly between the experimental and control groups. Looking at the data in Table 4; Girls are superior to boys in the answers given to pre-tale, fairy-tale, and post-tale questions. Again, in this table, the Humanistic method seems to be superior to the Technological method ($p < 0.05$).

There may be many reasons for this difference. The superiority of girls may be coincidental, as well as genetic, socio-economic level, past experiences, what the child feels during the research, the environment in which the research is conducted, etc. can also be effective. The fact that boys have a lower value may have developed in direct proportion to the reasons listed above. This deficiency in boys cannot be attributed to only one of the attributes and therefore cannot be evaluated with a single criterion.

Table 2. Comparison of the preschoolers' responses in the tale-telling process by gender

Narrating Process	Narrating Methods	Girls				Boys			
		N	\bar{X}	S	P	N	\bar{X}	S	P
Pre-narrating	Humanistic Method	209	7.81	3.481	0.008	190	8.66	3.847	0.002
	Technological (E-book)	209	7.01	2.618	0.008	190	7.53	3.133	0.002
While-narrating	Humanistic Method	209	7.83	3.422	0.005	190	8.58	3.783	0.002
	Technological (E-book)	209	6.98	2.618	0.005	190	7.48	2.940	0.002
Post-narrating	Humanistic Method	209	7.66	3.433	0.001	190	8.48	3.899	0.001
	Technological (E-book)	209	6.69	2.438	0.001	190	7.32	3.055	0.001
Total	Humanistic Method	209	23.30	10.152	0.003	190	25.72	11.345	0.001
	Technological (E-book)	209	20.68	7.368	0.003	190	22.34	8.842	0.001

When Table 3 is examined, it is seen that there is a significant difference between the total answers given by the children in the experimental and control groups to 15 questions. Their answers to the tale told with the Humanistic (Humanist) Teaching Method is superior to the Technological (E-book) method ($p < 0.05$). Although some of the e-book reading devices provide high-resolution reading (Microsoft Clear Type), headache and eye strain can occur when reading for a long time (more than an hour) (Rukancı & Anameriç, 2003). When the child who grows up with books starts talking, he knows how to hold the books, turn the pages, and read the text from left to right and top to bottom. They can establish relationships between subjects and pictures. They can see small details in pictures, tell rhythmic repetitions, and define the development sequence of the story (Glazer, 1986). According to Gönen (1994), reading the book by adults who speak their native language well and asking the questions in a way that serves a purpose, helps the child to develop his / her listening and comprehension skills, increase his / her vocabulary, and construct sentences suitable for grammar.

Table 3. Comparison of the answers given by the children in the experimental and control groups to the total questions

Narrating Process	Narrating Methods	N	X	S	P
Pre- narrating	Humanistic Method	399	8.22	3.679	0.000
	Technological (E-book)	399	7.26	2.883	0.000
While- narrating	Humanistic Method	399	8.19	3.614	0.000
	Technological (E-book)	399	7.22	2.784	0.000
Post- narrating	Humanistic Method	399	8.05	3.680	0.000
	Technological (E-book)	399	6.99	2.763	0.000
Total	Humanistic Method	399	24.45	10.791	0.000
	Technological (E-book)	399	21.47	8.135	0.000

The child who establishes regular and conscious language learning by establishing a relationship with books in the preschool period will easily enjoy developing reading and writing skills from the day he starts primary education. This assessment may support the Humanistic method to be superior to the Technological (E-book) method.

Looking at the results in Table 4, there was no significant difference between the 19 tales told to children ($p > 0.05$). Most fairy tales are made up of animal tales and, like all fairy tales, give various lessons to the listener. The emphasis on animal fairy tales for research is since children are more attracted to their interests and they enjoy listening to such fairy tales more. Animal tales are short tales. It is essential to give a feeling from the story in these tales. In animal tales, the listener is directed to think and take lessons. In these tales, although educational qualities are at the forefront, the entertaining feature is dominant (Bilkan, 2009).

Table 4. Comparison of the tales told to the preschoolers in terms of narrating the process

	Pre-telling tale	While-telling tale	Post-telling tale	Total
Type of Fairy tale	Subset for alpha = .05	Subset for alpha = .05	Subset for alpha = .05	Subset for alpha = .05
Crow and Fox	7.19	6.86	714	2119
Lamb and Wolf	7.14	740	688	2143
Miller and his son and His donkey	6.90	750	724	2164
Cockchafer and Ant	7.50	793	686	2229
Lion's Portion	7.64	7.07	7.57	2231
Wolf and Dog	7.50	7.64	7.17	22.36
Donkey the Lazy	7.76	6.95	7.64	22.40
Man and Lion	6.57	7.45	8.38	22.55
Rabbit and Turtle	7.31	7.98	7.26	22.83
Fox and Stork	7.19	8.50	7.14	22.93
The fairy Tale of a Wolf	8.02	7.12	7.79	23.02
Friendship of a Bear	7.88	7.71	7.43	23.36
The fox tailless	7.62	7.93	7.81	23.50
The Farmer and his sons	8.36	7.74	7.40	7.40
The stupid Deer	8.29	7.29	8.02	24.17
The hen with a generous	7.98	8.76	7.43	24.52
Field Mouse and City Mouse	8.86	7.90	7.76	24.69
Crow's Kraa	8.71	8.38	7.60	25.21
Sig(p)	0.932	0.988	0.999	1.000

These are shorter than other fairy tales. There are no beginning rhymes, middle and end rhymes are either not said at all or are not kept as important as in other fairy tales. In animal tales, animals often lost their unique qualities and took human value by disguise. Animal tales, just like anecdotes, reinforce a thought, give an example, teach lessons, etc. It is described when necessary (Güleç, 1988). Preschool children, especially 4 and 5-year-olds, mostly like stories whose heroes are children and animals. Towards the end of this age, they enjoy reading fairy tales or stories to them. These tales and stories should be illustrated with a lot of pictures. Children who experience this period positively develop a deep interest in the book and reading (Görgü, 2006).

Whether the difference in teaching fairy tales between the experimental and control groups was significant was determined by the "Independent T-Test". In this ta-

ble, the SPSS program gives us the P (Sig.) Value. If this value is less than 0.05, it is determined that there is a significant difference between the experimental and control groups for teaching fairy tales.

When Table 5 is examined, it is seen that there is a significant difference between the fairy tale learning levels of the groups in which Technological and Humanistic teaching methods are used ($p < 0.05$). This finding supports the research hypothesis that the education given by the Humanistic method will be stronger than the education given by the Technological (E-book) method. Using e-books in education is far beyond the rules. Although e-books have many advantages when we consider printed books, they also have some disadvantages such as low writing and graphic quality, the need for electronic devices (computer or e-book reader), the less comfortable, vertical, and uncomfortable reading position from the computer (Gregorio, Rodriguez, et al., 2002). This can be considered as a definition that will support the result of the research. Most of the questions asked to aim to measure the children's awareness. The first five of the questions were asked in the pre-narrating process, during which only the cover page of the book is shown. At this stage, for children who do not want to answer for various reasons (shyness, not knowing the answer, etc.), the children were provided to answer the questions by using reinforcing sentences (let's see you can do it too, you are very successful, well done, etc.).

The second five questions were asked in the while-narrating process, in the crucial part of the tale, taking a break from the narration. As soon as the narration is interrupted, "Isn't our tale exciting, guys, or I wonder what happened next" etc. By making speeches, it was tried to attract the attention of the children and create a sense of curiosity. With the questions in this part, it is aimed to measure how carefully they have listened to the tale until now and/or how much they understood the tale and how much they have been able to keep the subject in mind, as well as to measure concepts such as bringing back previous information and predicting forward.

Table.5 Comparison of the answers to all questions asked to the experimental and control groups

Narrating	N	QUESTIONS	Narrating Methods	N	\bar{X}	S	P
Pre- narrat- ing	1.	Which color do you see on the color?	Humanistic Method	399	1.55	0.781	0.000
			Technological M.	399	1.32	0.598	0.000
	2.	What do you see on the cover?	Humanistic Method	399	1.61	0.797	0.000
			Technological M:	399	1.41	0.659	0.000
	3.	What can be the name of the fairy tale to you?	Humanistic Method	399	1.80	0.820	0.009
			Technological M.	399	1.66	0.737	0.009
	4.	Which ones are living in this Picture?	Humanistic Method	399	1.58	0.794	0.000
			Technological M.	399	1.39	0.655	0.000
	5.	Which ones are lifeless in this Picture?	Humanistic Method	399	1.67	0.827	0.001
			Technological M.	399	1.49	0.712	0.001
While- nar- rating	1.	Which animals(and/or humans) have you seen up to now?	Humanistic Method	399	1.50	0.766	0.000
			Technological	399	1.22	0.509	0.000
	2.	Where do the animal (and/or humans)you see live in real life?	Humanistic Method	399	1.62	0.799	0.001
			Technological M.	399	1.44	0.676	0.001
	3.	Where are the animals (and/or humans) in the fairy tale?	Humanistic Method	399	1.57	0.786	0.000
			Technological	399	1.35	0.636	0.000
	4.	Can you tell the events so far?	Humanistic Method	399	1.69	0.801	0.002
			Technological M.	399	1.53	0.686	0.002
	5.	What happened after this?	Humanistic Method	399	1.81	0.790	0.010
			Technological	399	1.68	0.722	0.010
Post- narrat- ing	1.	What was the name of the fairy tale?	Humanistic Method	399	1.47	0.746	0.000
			Technological M.	399	1.24	0.543	0.000
	2.	Where mentioned those told in the fairy tale	Humanistic Method	399	1.56	0.793	0.000
			Technological M.	399	1.32	0.607	0.000
	3.	How was it, according to you? How did you understand?	Humanistic Method	399	1.60	0.796	0.000
			Technological	399	1.40	0.661	0.000
	4.	How was it, according to you? How did you understand?	Humanistic Method	399	1.67	0.806	0.000
			Technological M.	399	1.45	0.670	0.000
	5.	What did the fairy tale try to tell us?	Humanistic Method	399	1.76	0.804	0.001
			Technological M.	399	1.58	0.697	0.001

With the third, five questions asked in the post-narrating process, it is the same to bring back the past information, the level of remembering and comprehending what they listened to, creativity, etc. concepts have been tried to be measured.

Conclusion and Recommendations

This study aims to compare Humanistic (Humanist) and Technological (E-book) methods in teaching fairy tales to 5-year-old children attending kindergarten. After the fairy tale teaching given to 42 students from Abdullah Tenekeci Primary School in Çumra district, children's awareness and so on. To measure the criteria, 15 questions (consisting of pre-tale, fairy-tale, and post-tale categories) were asked. The obtained findings were evaluated statistically. As a result, When the prepared questions are evaluated statistically; It was found that there is a significant difference between the levels of understanding the tale of the groups in which Technological (E-book) and Humanist (Humanist) teaching methods were used ($p < 0.05$). It has been determined that the students using the humanistic (Humanist) teaching method were more successful than the students who were taught by the Technological (E-book) method (Table 2-3). When the fairy tale comprehension levels of the groups teaching with the Humanistic method and the Technologic (E-book) method are evaluated in terms of gender; It has been found that there is a significant difference between the level of comprehension of fairy tales between the female students who are taught by the humanistic method and the female students who are taught by technological methods ($p < 0.05$) (Table 4). No significant difference was found between 19 tales that were told to children to compare the humanistic method and the technological method ($p > 0.05$). This may be because most of the tales told are animal tales and they aim to measure the same criteria (Table 5).

Suggestions for Parents

Parents should introduce their children to the book at an early age. They should leave them alone with the texture, the pictures, the magical world of the book. They should expand their imagination by showing their illiterate children pictures of the book. They should ensure that they communicate one-on-one with the book, that is, by touching the book and, if necessary, placing it on large-sized books and making them feel the book and the story told in it.

Suggestions for Teachers

Teachers should make use of fairy tale books as much as possible to fully meet the imaginations, creativity, and expectations of their students when they are going to tell sto-

ries to children during fairy tale hours in kindergartens, kindergartens, and independent kindergartens.

When necessary, teachers should allow the child to discover the heroes himself, see the details himself, and complete the story himself, just by looking at the pictures.

Suggestions for the Researchers

The research period in this study was completed in approximately 45 days. This period may be extended in another study. Animal tales were mainly used in the research. In another study, other fairy tale types and related studies can be done.

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