



Description of Turkish Children's Drawing, Early Writing and Narrative Skills Using A Picture Book

ARTICLE TYPE	Received Date	Accepted Date	Published Date
Research Article	04.21.2019	05.31.2019	06.01.2019

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Abstract

This study investigates the drawing, early writing and narrative skills among Turkish children aged 36-61 months using a picture book. The participants were 60 children—28 girls and 32 boys—who attended two preschool institutions in Ankara, Turkey. Two checklists developed by the researchers were used to investigate the drawing and writing skills of children after picture books were read to them following the Dialogic Reading method. In addition, the qualitative methodology of content and descriptive analyses was utilized for transcription and analyses of voice records in order to create categories relating to the participant children's narrative skills. Turkish children did what was expected from them after reading a picture book. Study results suggest some differences occur with regard to line types and human figures between the drawing behavior of children aged 36-48 months and those aged 49-61 months. It was observed that the drawing aptitude of the older group; those aged 49-61 months, was more developed. This result is similar to the findings of other relevant literature. Furthermore, an investigation of the children's writing products indicated that age is a determining factor in skill development. Picture books revealed children's early literacy skills and the results indicated that drawing, writing and narrative skills should be supported through an interconnected learning process.

Keywords: Dialogic reading, drawing, early writing, narrative, preschool, children.

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Children are constantly striving to understand their world. As a result, they endeavor not only to comprehend their environment but also to express their newfound knowledge. The activities of drawing, writing and narrating are important means used by children to indicate their knowledge and imagination. The learning environment of children and the accompanying stimuli they encounter leads to their receptive language development. The use of picture books is an important stimulus which can enhance opportunities for children's language use. Reading picture books to children appropriately, following the dialogic reading method, can affect children's language and early writing skills. More than likely there are differences in the approach to the order, methods and instructions of combined reading, drawing and writing activities for children. Regardless, these activities enable children to gain valuable learning experiences. This article explores the drawing, early writing and narrative skills of Turkish children aged 36-61 months using a picture book.

Drawing

Children of different ages utilize different approaches to represent their world and how they symbolize knowledge can change developmentally (Cherney, Seiwert, Dickey and Flichtbeil, 2006). Drawing processes and products often reflect how children understand and what they emphasize in their surroundings. Verbal storytelling is often part of children's drawing and picture books are a valuable resource which can provide an array of beautiful illustrations which may offer children an opportunity to visualize the vivid picture existing in their mind's eye. Most important is providing them the outlet for telling their story. Given the chance, children may express powerful and imaginative ideas as well as create meaning through visual and verbal means. When adults communicate with children about their artwork the adults may get a glimpse into the imagination of children, as well as, the development of the children's language use. During the early years of language development children often have a natural desire to discover and then share what they wonder about, question, feel, and imagine, understand, and know (Anning, 2004; Papandreou, 2014; Scott-Frisch, 2006; Soundy, 2012).

There is a fascinating juxtaposition that children learn to draw and draw to learn. Young children often draw what they know while older children draw what they see. As a result, it is clear that children's drawing is linked to their thinking, speaking, reading, and writing. Children can reveal and interpret meaning through drawing as well as through speaking and writing (Yang and Noel, 2006).

Early Writing and Its Relationship with Drawing

Drawing and writing rely on many of the same psychomotor skills, depending on similar cognitive abilities. Expressive arts, they are both developmental and purposeful (Mackenzie, 2011). Writing and drawing are visual motor skills that allow humans to first perceive, then process and ultimately carry out planned movements. They involve visual perception, differing cognitive processes, and motor control (Bonoti, Vlachos and Metallidou, 2005). The beginnings of writing are initially

scribbling or drawing, and as children's early writing abilities develop they begin to create pictures for conveying their ideas. Importantly, early in their development, children's drawings are their writings (Cabell, Tortorelli and Gerde; 2013; Watanabe and Hall-Kenyon, 2011).

Researchers have tended to focus on the contexts in which drawings were made as well as age-related development, interpretation, intention and meaning (Papandreou, 2014; Rose, Jolley and Burkitt, 2006; Scott-Frisch, 2006; Walker, 2007; Watts, 2010). In the 1980s and 1990s research revealed strong relationships between writing and drawing as well as more recent research which has established similar conclusions (Chan, Juan and Foon, 2008). Children sometimes include pictorial elements in their writing which can potentially cause them to confuse it with drawing (Levin and Bus, 2003; Mackenzie, 2011; Treiman and Yin, 2011). Early knowledge of the characteristics of writing appears related to later conventional literacy development. In order to assess young children's knowledge regarding print, some researchers have utilized perceptual tasks to examine the children's ability to distinguish between writing and drawing. Treiman and Yin (2011) examined specific characteristics of the children's writings and drawings. Interestingly, they discovered that although younger children's scribbling resemblance to writing of correct characters it did tend to be smaller, sparser, more angular, and with less filling-in than the children's drawings. In addition, it was recognized that children did not always recognize between writing and drawing their name as well as they made different choices regarding paper and implement use. Yang and Noel (2006), analyzed the drawings from 17 children at two points in time, age four and age five. Their research revealed that at both ages the most commonly used scribbles were single vertical lines, single horizontal lines, and single curved lines. On the other hand, the two least used scribbles were spiral and circular lines. Evidence showed that from age four to age five children made significant progress in their emergent writing skills. For example, only two children at the age of four wrote their names on their drawings but at five the total number of children writing their names rose to fourteen. According to Diamond, Gerde and Powell (2008), writing serves as a complementary approach to other instructional strategies for teaching young children about letters.

Dialogic Reading

Picture book story time offers a potentially rich opportunity for young children to learn language. The dialogic reading model is a formulaic intervention strategy which is easy for educators to learn and implement (Teale, 2003). In dialogic reading, the educator reads with students and queries them through *what* questions rather than *yes-no* questions (Whitehurst et al., 1988). Dialogic reading steps and specific question prompts are taught to parents and educators. During this process these adults are instructed to use the mnemonics *PEER* and *CROWD* as well as periodically prompts the children to verbally participate in reading. Following the prompt, the adult listens to a child's response, evaluates the accuracy and then expands on the child's utterance. Finally, the adult repeats the prompt. Several types of prompts

utilized in dialogic reading include; completion, recall, open-ended, wh- (i.e., who, what, when, where, and why), and distancing (CROWD) questions (Fleury, Miramontez, Hudson and Schwartz, 2014; Whitehurst et al., 1988).

An overview of research related to children's drawing, writing and narrative skills/development suggests that past studies have generally only explained drawing or writing, or the relationships between drawing and reading or reading and writing (DeFauw, 2015; Fives, 2016; Kırmızı-Susar, 2011; Nolen, 2007). The present study is expected to contribute to the research literature because it's a first in explaining the relationship between drawing, writing and narrative skills among children at this early age in development. For the purpose of this study, a picture book appropriate for children aged between 36 and 61 months was read to children according to the *Dialogic Reading* method. The study then sought to answer whether children's; a) drawing skills, b) writing process and writing products, and c) narration of drawing and writing products differ between the two age groups (i.e., 36-48 months and 49-61 months).

Early Literacy in the Turkish Preschool System

In Turkey, there is a national program for preschool children aged 36-72 months old. This program is called *The Education Program for 36-72 Months Old Children (TEPFC)* and is designed to aid teachers in their planning of educational activities (TEPFC, 2013). The program has four areas of development (i.e., cognitive, language, motor, and social-emotional) as well as one area of self-care skills. According to TEPFC (2013), during the preschool and kindergarten period, children begin activities to prepare themselves for reading and writing. While in the first year of primary school the children begin specific lessons actively focused on learning to read and write. TEPFC (2013) includes indicators regarding early literacy skills. For example, in Turkey preschool teachers support phonological awareness, print awareness, early writing and vocabulary skills among young children. Also, teachers observe their students to better identify which areas the students may need support. Following their observations, teachers choose specific indicators and as a result prepare specific activities to support students development. Two examples from the TEPFC (2013) are provided below.

Examples from the Language Development Area:

Indicator 9: Children are aware of phonological awareness.

*Children can tell the beginning sound of a word.

*Children can tell the ending sound of a word.

*Children can produce words which begin with the same sound.

*Children can be aware of a rhyme.

Indicator 12: Children are aware of print awareness.

*Children can depict environmental print.

*Children are aware of print direction (left-to-right).

*Children can point out punctuation.

In Turkey, the quality of early literacy skills instruction can differ according to the school and the teacher. Some schools and teachers are very supportive of early literacy skills development while others are not as supportive. As a result, children who enter school with a pre-established strong early literacy foundation are more likely to succeed in school both academically and socially while their peers lacking these pre-established early literacy skills typically experience more difficulties in learning to read and are also more likely to fall behind throughout their school life (Ergül et al., 2014). Unfortunately, it is not uncommon in Turkey that children who do not attend private preschool and/or kindergarten often do not take part in a sufficient amount of activities relating to the letter and alphabet recognition.

Book reading interactions (before, during and after book reading) are very important ways to observe children's drawings, early writing skills and also narratives. Thus, we pose the following research questions:

1. Are there any relationships between developmental characteristics that are described in the literature on drawing and Turkish children's (36-61 months) drawings elicited by using a picture book?
2. Do Turkish children (36-61 months) manifest early writing skills after being read a picture book?
3. Is there any relationship between narratives which children generate after listening to a picture book's story and drawing in response to that story?

Method

This section presents the research model, the study group, the data collecting and the data collecting tools used.

Research Model

This study is descriptive in nature since children engaged drawing, early writing and narrative skills after reading a story.

Study Group

The participants of this study were selected through stratified purposeful sampling, which is a method of non-probability and non-random purposeful sampling. This method is utilized in demonstrating, describing and comparing characteristics of certain subgroups (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2010). For the purpose of this study, participants' ages were designated in months, and in this respect, the study was conducted with 60 children (i.e., 30 children aged 36 to 48 months and 30 children aged 49 to 61 months). All participants were

attending one of either two preschool education institutions in Ankara, Turkey which were in affiliation with the Turkish Ministry of National Education. In addition, all participants were of the same sociocultural economic status and in the group of children aged 36-48 months, 16 were female and 14 were male, while in the group aged 49-61 months, 12 were female and 18 were male. Parents of all children in this study provided written informed consent for their children to participate in the study.

Data Collection Tools

A variety of data-collection tools were utilized during this research, for example; the *Form for the Review of Children's Drawing Skills*, the *Form for the Review of Writing Process and Products* and also audio-recording of children's narration.

Form for the review of children's drawing skills. Following the review of related literature, the researchers developed this form an evaluation tool of the drawing skills of children aged 36-61 months. The form was reviewed by three experts specialized in the fields of fine arts and child development. The form consists of 17 items for evaluating the children's drawing including the categories of line, color, people/animals/objects and place. This form was based on the ideas of Kellogg (1979). These evaluation items were organized on the form as *Yes* or *No* questions thus enabling the researchers to succinctly evaluate the children's drawings based on what was present.

Form for the review of writing process and products. Also, following the review of related literature, the researchers developed this form as an evaluation tool of the writing process and written products of children aged 36-61 months. The form was reviewed by three experts specialized in the field of children's writing. The form consists of 12 items in two parts for evaluating the children's writing process and written product. These evaluation items were organized on the form as *Yes* or *No* questions thus enabling the researchers to succinctly evaluate the children's writing process and products. Items in the first part were completed by the researchers based on their observations of the children's writing process. Items from the second part were completed by the researchers based on the children's written products.

Voice records. The children's narration responses regarding their drawing and written products were audio-recorded for evaluation.

Data Collecting

During the data-collecting process, researchers worked with each child individually for a session of approximately 15 minutes. Interactions with each student were made up of multiple steps and followed a consistent pattern with each child. Utilizing the picture book titled, *Tarhana Çorbası (Tarhana Soup)* written by Ayla Çınaroğlu and illustrated by Mustafa Delioğlu, researchers first read to children according to the *Dialogic Reading* method. The Dialogic Reading method was the first experience of the children in their school life. The picture book was read at the beginning of the data collection process in order to facilitate the creation of children's

drawing, writing, and narration. *Tarhana Çorbası* was utilized because it is a concise and easily understandable book which includes pictures that provide explanation and interpretation. The main character of the story is a young girl named *Deniz*, and in the story both her parents prepare a traditional Turkish soup; tarhana soup. In addition, a message of nonspecific gender roles in household chores is posited through the story which is written using simple and discernable language (see Figure 1).

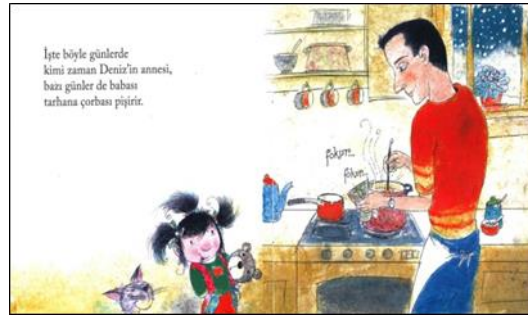


Figure 1. A sample page from the story book *Tarhana Çorbası* (Tarhana Soup).

The researchers prepared instructions in accordance with the *Dialogic Reading* method before reading the picture book, *Tarhana Çorbası*, to the children. Particular words from the story were chosen to be presented and explained to the children in a detailed manner. For example, words selected from the book text were; tarhana çorbası (tarhana soup), sıcak (pleasantly hot), tencere (cooking pot), iştahla (hungrily), besleyici (nutritious) and üşütmek (to get cold). Also, Wh questions (i.e., who, what, when, where, and why) were prepared in advance and utilized in querying the children to ensure their interaction during the discussion of each page. The picture book was read by researchers to the participating children in line with the preliminary preparations. Furthermore, the reading process was video-recorded and later analyzed during the pilot study in order to ensure reliability between the two researchers reading of the book according to the instructions prepared.

When the *Dialogic Reading* process was complete the children were given a sheet of A4 paper and crayons. They were first queried about which part of the book they found most interesting and then asked to draw that part of the book. After drawing, the children were provided a fresh sheet of A4 paper as well as a pencil and asked to write about what they draw. While the children were writing the researchers took this time to complete the *Form for the Review of Writing Process and Products*. Finally, when the writing was completed the children were asked to narrate their drawing and writing products. The children's narration of their drawing and writing products was audio-recorded by the researchers.

Results

This section presents the results obtained. The outcomes reported are detailed in findings related to drawings and written products.

Findings Related to Drawings

This part presents findings related to the drawing skills of children. The findings under the categories of line, color, people/animals/objects and place from the Form for the Review of Children's Drawing Skills were evaluated and presented.

Developmental characteristics of drawing in children aged 36-61 months.

The categories of line, color, people/animals/objects and place from the Form for the Review of Children's Drawing Skills were described in Figure 2-8.



Figure 2. Zigzag, straight, etc.lines together



Figure 3. Trials of geometric shapes such as oval

Category I-line. The majority of lines drawn by children aged 36-48 months (21 children, 70%) and 49-61 months (28 children, 93%) were controlled. For some children aged 36-48 months (9 children, 30%) and a few children aged 49-61 months (2 children, 7%) the lines of their drawings were clear. Repetitive lines were used in the drawings of a majority of children aged 36-48 months (25 children, 83%) and 49-61 months (26 children, 87%). Over half of the children aged 36-48 months (16 children, 53%) and a majority of children aged 49-61 months (21 children, 70%) used differing types of lines together (i.e., zigzag, straight, curved, etc.). Trials of geometric shapes such as a square, rectangle and/or oval were observed in drawings from a majority of children aged 36-48 months (22 children, 73%) and almost all children aged 49-61 months (29 children, 97%).

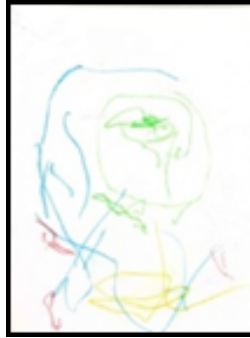


Figure 4. Emotional, discretionary use of color

Category II-color. Both 36-48 months old and 49-61 months old aged children used different colors in their drawings (see Figure 4).



Figure 5. Incomplete, simple, not including all details such as eyes, nose, mouth, etc.



Figure 6. Disproportional sizes

Category III-people/animals/objects. The majority of children aged 36-48 months (18 children, 60%) and 49-61 months (20 children, 67%) drew incomplete simple human figures which did not include complete facial details such as eyebrows, eyes, nose, and mouth (see Figure 5). A few children aged 36-48 months (5 children, 17%) and one third of children aged 49-61 months (10 children, 33%) drew human figures with heads bigger than the body. In addition, one fifth of children aged 36-48 months (5 children, 17%) drew extending arms. Arms and legs growing out of the head while one fifth of children aged 49-61 months (7 children, 23%) drew extending legs. In the group of children aged 49-61 months, one third of children (10 children, 33%) drew arms and legs growing out of the head and about one fifth of children drew extending arms (8 children, 27%) and extending legs (11 children, 37%). The sizes were disproportional in over half of the drawings (see Figure 6) from children aged 36-48 months (18 children, 60%) and 49-61 months (20 children, 67%).



Figure 7. Flying figures/objects



Figure 8. Ground line

Category IV-place. Two thirds of children aged 36-48 months (20 children, 67%) included flying figures and objects in their drawings (see Figure 7), and no children in this group used ground and spot lines. Among the children aged 49-61 months about two-thirds drew flying figures and objects and a few children in this group (3 children, 10%) used ground and spot lines (see Figure 8).

Findings Related to Written Products

Presented here are research findings derived from observations related to the writing process. The children were observed during the writing process to note which writing direction they preferred and whether they followed a line on the sheet of paper. In addition, the children's written products were evaluated by the researchers following the completion of the writing process.

Writing process. Writing process observations revealed about half of the children aged 36-48 (14 children, 46.6%) and 49-61 (14 children, 46.6%) wrote from left to right. Also, one third of children aged 36-48 months (10 children, 33.3%) and 13 children in the age group of 49-61 months (43.3%) wrote on the sheet of paper from top to bottom. While, two thirds of children aged 36-48 months (10 children, 33.3%) and over half of children aged 49-61 months (17 children, 56.6%) followed a line when writing on the sheet of paper.

Written products. The written products of children indicate that 18 children aged 36-48 months (60%) and 21 children aged 49-61 months (70%) were able to make a distinction between drawing and writing. The majority of written products from the age group 36-48 months (21 children, 70%) and one third of written products from the age group 49-61 months (11 children, 36.6%) can be characterized as consisting of scribbles. In the written products of a few children aged 36-48 months (7 children, 23.3%) and over half of children aged 49-61 months (19 children, 16.6%) there are figures closely resembling letters. A few children in the age group 36-48 months (5 children, 16.6%) and over half of the children in the age group 49-61

months (19 children, 16.6%) used upper case letters, whereas five children in the age group 36-48 months (16.6%) and eleven children in the age group 49-61 months (36.6%) used lower case letters in their writing.

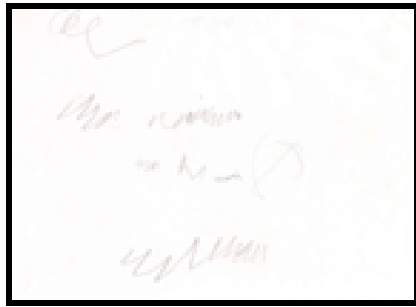


Figure 9. Writing is distinct from drawing



Figure 10. Writing consists of scribbles.

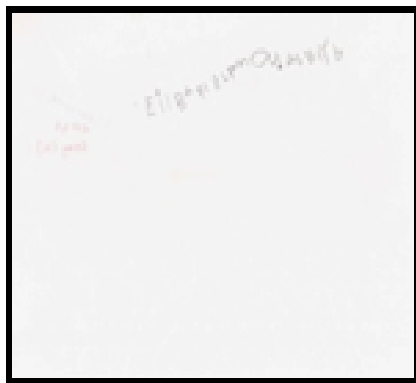


Figure 11. There are upper case letters in writing

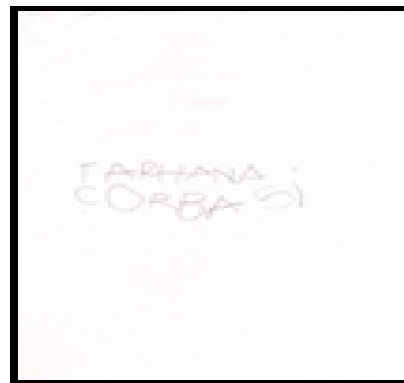


Figure 12. There are groups of letters in writing

Written products revealed only a small number of children aged 36-48 months (4 children, 13.3%) and half of the children aged 49-61 months (16 children, 53.3%) used letters and/or groups of letters (see Figure 9-12). Only one child in the age group 36-48 months wrote words and left spaces between the words. While for the group aged 49-61 months there was no child who left spaces between the words they had written. With regard to punctuation, observations revealed that no children used punctuation in their written products.

Findings Related to the Narration of Story in Children Aged 36-48 Months

Among children aged 36-48 months over half of them were able to narrate their drawings (20 children, 66.6%) and written products (27 children, 90%). With half of the children (15 children, 50%) the narration of their drawing related to the story and

for one third of children (11 children, 36.6%) the narration of written products related to the story. These results suggest that it is not as challenging for children to associate their drawing with the story then it is for them to associate their written products to the story. Researchers posit that these results occurred because at the preschool age children are only beginning to develop print awareness. With regard to the six predefined categories it was seen that children aged 36-48 months had the most difficulty linking their narrations of both drawings and the written products to the story *Tarhana Çorbası*. For example, only one third of 30 children (9 children, 30%) were able to link the story to both drawings and written products. Interestingly the narrations of the remaining children mostly focused on expressing information from their own personal lives. Examples:

Narrating the drawing.



Figure 13. 45 months, Female

She narrated her drawing (see Figure 13) in this manner;

She was ill. Her mom made her tarhana soup. – How yummy, said Deniz. She kissed her Mom on the cheek. Her Dad did the same. Her Dad was making tarhana soup in the pot. He was doing it in the kitchen. She drank tarhana soup with her Dad in the kitchen.

Narrating the written product.

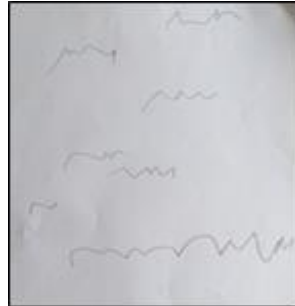


Figure 14. 43 months, Male

He narrated his writing (see Figure 14) in this manner: "It is written toy here. The toy shop. I watch it every day. It is written Atatürk here. The greatest."

Link between narration of drawing and the story.



Figure 15. 45 months, Male

He linked his drawing (see Figure 15) to the story in this manner: "Tarhana soup. Her Dad makes it. This. Dad is there. Pasta."

Link between narration of writing and the story.



Figure 16. 42 months, Female

She was able to link her writing (see Figure 16) to the story in this manner: "It is written tarhana here, it is written Deniz there.–Her Dad made tarhana, it is written here.–She was ill, it is written here.–Her Mother made soup, it is written there."

Link between narrations of drawing and writing.



Figure 17 a-b. 48 months, Female

Through narration, she was able to establish a connection between her drawing, writing and the story in this manner. The narration of drawing (see Figure 17-a): “I did this. This is her Dad, this is Mom, these are flowers.” The narration of writing (see Figure 17-b): “This is her Mom, this is Dad, these are the kids, this is their Mom, this is their Aunt, and this is their Grandma.”

Link between narrations of drawing and writing and the story.

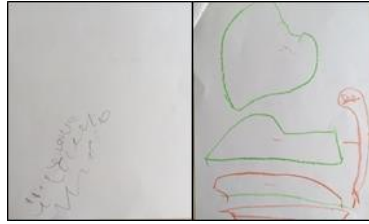


Figure 18 a-b. 48 months, Female

Through narration, she was able to establish a connection between her drawing, writing and the story in this manner. The narration of drawing (see Figure 18-a): “I drew her Mom. Deniz, tarhana soup.” The narration of writing (see Figure 18-b): “I drew a Mom. I drew her kid. And I drew tarhana soup, tarhana.”

Findings Related to the Narration of Story in Children Aged 49-61 Months

The research findings revealed that all children in this study aged 49-61 months were capable of narrating their drawings. In addition, of these 30 children, 90% were also capable of narrating their written products. This corresponds with the rate of children aged 36-48 months who were able to narrate their writing. During narration, a majority of children aged 49-61 months (20 children, 67%) established the connection between their drawing and the story. The rate of 67% was higher than the respective rate among children aged 36-48 months. For the children aged 49-61 months almost half (14 children, 47%) were capable in linking their writing to the story. Similarly, among children 49-61 months old (14 children, 47%) utilized the narration to establish a connection between their drawing, writing, and the story. Corresponding to the group aged 36-48 months the children aged 49-61 months experienced the highest level of difficulty when linking the narrations of both their drawings and written products to the story. Approximately one third of children aged 49-61 months (11 children, 37%) were capable through narration of establishing a connection with their drawings and written products and the story. The level of connection established between drawing, writing, and the story through narration by the children aged 49-61 months was lower than expected. Provided in the following six categories are examples of the products and expressions from children aged 49-61 months.

Narrating the drawing.



Figure 19. 59 months, Female

She narrated her drawing (see Figure 19) in this manner: “This is tarhana soup. This is Deniz. These are Sun. These are Rain. Deniz is resting. Because she is ill.”

Narrating the writing.



Figure 20. 50 months, Male

He narrated his drawing (see Figure 20) in this manner: “Writing. I can do this. Writings, student, this is my teacher, this is Berk, this is Nil, this is my friends. Then my Dad, my Mom.”

Link between narration of drawing and the story.

Figure 21. 50 months, Female

Through narration, she connected her drawing (see Figure 21) to the story in this manner:

This is Deniz's family. Deniz's Grandma, Dad and Mom. They hold her hand. They have a pine tree. I drew you, too. I also drew a cactus. Grass. It was white, but I can't make white snow because it is not visible. Now I'll make them dress up. I made the tarhana soup. It is on the stove. The soup. Now I'll make the air. It has snowed here, let me make it. You're now in the house. These are the walls.

Link between narration of writing and the story.

Figure 22. 56 months, Male

Through narration, he was able to connect his writing (see Figure 22) to the story in this manner; "Tarhana soup. Kitchen."

Link between narrations of drawing and writing.

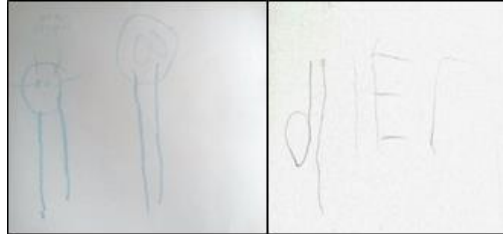


Figure 23 a-b. 51 months, Male

Through narration, he was able to make a connection between his drawing and writing. The narration of drawing (see Figure 23-a): “Her Dad was making soup in the kitchen. Deniz’s tarhana soup.” The narration of writing (see Figure 23-b): “Deniz’s Dad made her drink soup.”

Link between narrations of drawing and writing and the story.



Figure 24 a-b. 55 months, Female

Through narration, she made a connection between her drawing, writing and the story in this manner. The narration of drawing (see Figure 24-a):

This is her Mom. She is cooking. That one enters the kitchen with a teddy bear in her hand. It is still snowing, snowing, snowing. The roof protects them. Deniz goes near her Mom. Snow still falls down. They enter from the roof and leave from the balcony, just like this.

The narration of writing (see Figure 24-b):

Deniz is in the kitchen with her Mom. Deniz’s Mom cooked. She is sitting on the chair, waiting for her Mom. Her Mom has butchered a lamb. When her Mom is cooking the lamb, Deniz sat on the chair and waited for the meal.

Discussion, Conclusion and Suggestions

This study focused on the drawing, writing and narrative skills of two groups of children aged 36-48 months and 49-61 months who attended preschool institutions. Results from this research investigation revealed that the drawings of approximately half of the children from both age groups included a variety of line types. These included controlled, repetitive, zig-zag, straight and curved lines. In addition, there were also examples of geometric shapes including squares, rectangles, ovals, and so forth. Findings also revealed the drawings of children aged 36-48 months corresponded to the scribble stage set forth in Lowenfeld's (1969) stages of artistic development. Furthermore, children from the 36-48 month age group also produced named scribbles that were more controlled as well as produced scribbles in combination with a diversity of other lines. Findings revealed the drawings of children aged 49-61 months were in the form of a single shape and/or made up of patterns of such shapes (Fox and Schirmacher, 2012). While children are expected to produce more distinctive drawings during the pre-schematic stage (Watts, 2010) this research revealed very few examples from children aged 49-61 months who were capable of drawing apparent figures. One possible explanation for this occurrence can be the lack of sufficient reading and narration activities offered to children in these school programs. As a result, these children have not been afforded adequate opportunities to channel their ideas and imagination into their drawings.

Analyses of the children's drawing revealed that over half of the children from both age groups drew incomplete human figures that did not include specific details such as eyebrows, eyes, a nose and/or mouth. From observations of the children's drawings it appears the concept of human in their drawings is more representational than accurate. When children more fully develop their ability to represent the concept of a human through drawing they will demonstrate this ability and understanding by locating the body parts (i.e., eyes, nose, and mouth) in the appropriate places. In addition, children from both age groups also drew human heads which were disproportionate to the accompanying body. According to previous research, three to five years old children begin to draw so-called representational human figures which are characterized by researchers as tadpoles (i.e., a frog in its early stage of development). In these figures, the children draw a large circle shape and depict facial features in a scattered or haphazard manner inside the circle. Next, the children depict arms and legs growing out of the circle. Ultimately, the figure appears more like a tadpole than a human figure (Cherney et al., 2006). In this research, children from both age groups depicted tadpole type human figures with arms and legs growing out of a large head and in most cases legs were more frequently depicted than arms. Past research highlighted that when children begin depicting the human figure they most often start representing legs in their drawings before representing arms (Jalongo and Stamp, 1997). In this research, the children from the 49-61 month age group were observed depicting human figures in their drawing more frequently than children from the other group. As a result, human figures with extending legs and arms were more common in the drawings from the 49-61 month age group. Also, this research revealed

in their drawings a majority of children drew flying figures and fewer children utilized ground and spot lines. Furthermore, the majority of the human figures that were depicted were disproportional. Children's drawings from this research follow patterns for drawing development observed in previous research, for example, in the pre-schematic stage children randomly arrange figures which give the impression that the figures are flying. On the other hand, during the schematic stage, children more frequently place figures on the ground with use of ground and/or spot lines. Also, it is more to recognize that because children are drawing according to what they think and/or how they feel then it is not uncommon to see the use of exaggeration and diversion in their drawings (Fox and Schirrmacher, 2012; Lowenfeld, 1969; Trawick-Smith, 2010).

Past research has shown that print awareness includes the structure, characteristics and function of writing (Cabell, McGinty and Justice, 2007). The first developmental stage in writing lasts from a child's birth to the age of four. During this period, children become aware of the features related to the direction rule in writing, for example, that text and writing run from left-to-right and from top-to-bottom (Bear, Invernizzi, Templeton and Johnston, 2008). The directional flow of text and writing can be considered a part of book and print organization (Zucker, Ward and Justice, 2009). When preschool children begin to use letters in writing they often focus on copying their own names. Names provide a rich resource for children to experiment with code-focused processes such as letter formation, print direction, and print orientation (Diamond et al., 2008). According to research findings of this study there were no apparent differences between the children 36-48 months old and 49-61 months old regarding their awareness of the direction of writing. These were unforeseen results because children aged 49-61 months should have more extensive print awareness knowledge based on their increased exposure and number of experiences with written materials.

Early knowledge regarding the characteristics of writing appears to be strongly related to the later development of conventional literacy. Some researchers have examined young children's knowledge of print by utilizing perceptual tasks to assess the children's ability to distinguish between writing and drawing (Treiman and Yin, 2011). This study revealed with respect to written products that children from the younger age group used scribbles more frequently and figures resembling letters less frequently than children from the older group. These results encouraged further inquiry into the relationship between writing and drawing development. Vygotsky (1976) had contended that children's drawing provides hints regarding their writing development; however, studies such as (Gombert and Fayol, 1992) viewed drawing as a part of children's writing activities. They assert that when children pretend to write something when asked to *draw* or produce drawings when asked to *write* that their behavior provides an inaccurate picture into their writing development. In one important study, Levin and Bus (2003), the writing and drawing products of children aged 28-53 months were compared. Later the works produced by the children were categorized from simple-to-complex and as *graphic*, *writing-like* and *symbolic*.

Significantly, their study revealed that when children become cognizant of letters and a writing system they quickly incorporate the use of symbols into their own drawing and writing. In addition, they determined that only two children from the 28-53 month age group comprehended the alphabetic principle. This current study revealed that even though the drawings of the older age group were more-or-less incomprehensible there was a higher frequency of letter and letter group use as well as the use of fewer scribbles than observed in drawings from the younger aged group. In other words, it can be postulated that the drawing and writing developments failed to parallel each other in some aspects. Many studies have drawn attention to the relationship between drawing and writing development as well as to the fact that with young children writing is a much more developmental process than drawing (Mackenzie, 2011; Mackenzie and Veresov, 2013; Şimşek-Çetin, Bay and Altun-Akbaba, 2014).

Past research has shown that children are anxious to share the work they have produced be it a story, drawing and/or writing (Fields and Degayner, 2000). In this present study, almost all children from the older age group, 49-61 months, were more-than-willing to narrate their drawing and writing. Interestingly, other research with children aged three to five years old determined that the children preferred discussing topics such as family and friends rather than discussing the process and/or theme of their drawing (Coates and Coates, 2006). Conversely, the present study revealed that narrations provided by the children focused mainly on the theme of their drawing. It is postulated that this occurred because the drawing was created as a result of the dialogic reading process. Furthermore, these results were consistent with findings from previous research indicating that picture books do positively impact children's literacy development (Strasser and Seplocha, 2007).

The dialogic reading process utilized as a component of this research appears to have facilitated the narration process among children aged 49-61 months old. Observations revealed the children from the older age group were more willing and skilled at narrating their drawing and written work. It appears through the dialogic reading had less effect on facilitating the narration skills of children aged 36-48 months. Among the younger age group, only approximately half of the children were capable of utilizing narration to link their drawing with the story; while the remaining half struggled with narration. In other research (Isbell, Sobol, Lindauer and Lawrence, 2004) a group of children aged three to five years of age was separated into two groups. Children from the first group were told a story and the remaining children were read a story book. This process continued over a 12-week period and then children were asked to tell a picture book story with no writing. This was done to assess their ability in understanding a story as well as to determine their language skill development. The findings revealed that even though verbal language skills developed among children from each group it was the group which was read the story book that appeared to be more creative in their narration of storybooks with no writing. The observations from the current study highlight the importance of literacy development among children through drawing, early writing and narrative skills supported through an interconnected learning process.

Implications for Teaching

The results of this research may aid in the future design of activities utilized in the development of preschool children's early literacy and language skills. In particular, the use of completion prompts, recall prompts, open-ended questions, Wh-questions (i.e., who, what, when, where, and why), and distancing prompts in dialogic reading are all useful techniques which support vocabulary and narrative skills development among children (Arnold, Lonigan, Whitehurst and Epstein, 1994; Whitehurst et al., 1994). These points are important because studies that concentrate on children's drawing, writing and narrative skills ultimately enable children to better understand the context of story as well as develop narrative skills. The continued development and enriching of children's vocabulary also allows them to better provide details in their drawing and writing.

Suggestions for Future Research

Children are motivated to draw. This motivation is important because for young children drawing is writing and the process of supporting children's drawing development is in effect supporting their writing development. For young children, their writing skills develop through time and experience as they transition from the drawing of shapes to the drawing of words (DeFauw, 2015). In the end, a continued need exists for further research to be conducted in this area. Research should focus on better understanding the relationship between children's writing, drawing and narration skills as well as should make comparisons between age groups and between cultures.

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Türk Çocuklarının Çizim, Yazma ve Anlatım Becerilerinin Resimli Bir Öykü Kitabı Kullanarak Betimlenmesi

MAKALE TÜRÜ	Başvuru Tarihi	Kabul Tarihi	Yayın Tarihi
Araştırma Makalesi	21.04.2019	31.05.2019	01.06.2019

Dilek Acer ¹ ve Gökçe Karaman Benli ²
Ankara Üniversitesi

Öz

Bu çalışmanın amacı 36-61 aylık Türk çocuklarının çizim, yazma ve anlatım becerilerini incelemektir. Çalışmaya Ankara’da bulunan iki okul öncesi eğitim kurumuna devam eden 36-61 aylık 28’i kız, 32’si erkek olmak üzere toplam 60 çocuk katılmıştır. Çocuklara resimli bir öykü kitabı Etkileşimli Kitap Okuma yöntemine göre okunduktan sonra çizim ve yazma becerileri, oluşturulan kontrol listeleri ile incelenmiştir. Anlatım becerilerine ilişkin kategoriler ise alınan ses kayıtlarının yazıya aktarılmasından sonra nitel araştırma yöntemlerinden içerik ve betimsel analiz teknikleriyle belirlenmiştir. Çalışma sonuçlarına göre 36-48 aylık çocuklarla 49-61 aylık çocukların çizimleri arasında çizgi türleri, insan figürleri ve şekilleri açısından bazı farklılıklar bulunmaktadır. Çizim becerilerinin büyük yaş grubu çocuklarda daha anlaşılır olduğu görülmektedir. Her iki yaş grubunda yer alan çocukların yazı ürünleri incelendiğinde ise yazının yönü, resim ve yazı arasındaki farkın anlaşılması gibi becerilerin yine yaşlarına göre farklılaştığı söylenebilir. Çocukların anlatım becerileri ise altı farklı kategoriye ayrılmıştır. Bu çalışmanın sonuçları, çocukların çizim, yazma ve anlatım becerilerinin birbiriyle bağlantılı öğrenme süreçleri ile desteklenmesi gerektiğini göstermektedir.

Anahtar sözcükler: Etkileşimli kitap okuma, çizim, yazma, anlatım, okul öncesi dönem, çocuklar.

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Amaç ve Önem

Çocukların çizim, yazma ve anlatım becerilerine/gelişimlerine yönelik yapılan araştırmalar incelendiğinde, bu araştırmaların genellikle sadece çizim ya da sadece yazma, çizim ile okuma ya da okuma ile yazma arasındaki ilişkileri açıklamaya yönelik olduğu anlaşılmaktadır (DeFauw 2015; Fives 2016; Kırmızı-Susar, 2011; Nolen 2007). Bu çalışmanın amacı ise 36-61 aylık Türk çocuklarının çizim, yazma ve anlatım becerilerini bir öykü kitabı aracılığıyla bütünsel bir bakış açısıyla incelemektir. Bu yönüyle araştırmanın erken okuryazarlık becerileri arasındaki ilişkileri betimlemeye yönelik olması açısından alana katkı getireceği düşünülmektedir. Çalışmanın alt amaçları şu şekilde sıralanabilir: Etkileşimli Kitap Okuma Yöntemi ile bir öykü kitabının paylaşımı sonrasında;

1. 36-48 aylık ve 49-61 aylık çocukların çizim becerileri ne düzeydedir?
2. 36-48 aylık ve 49-61 aylık çocukların yazı yazma becerileri ve yazı ürünleri ne düzeydedir?
3. 36-48 aylık ve 49-61 aylık çocukların anlatım becerileri ne düzeydedir?

Çocukların sözü edilen becerileri nitel olarak değerlendirilmiştir.

Yöntem

Bu çalışma, nitel araştırma yönteminden yararlanılarak yapılan, çocukların çizim, yazma ve anlatım becerilerinin incelendiği betimsel bir araştırmadır. Çocukların çizim ve yazma becerileriyle yazı ürünleri kontrol listelerine göre daha önceden belirlenen maddelere göre, anlatım becerileri ise içerik ve betimsel analiz teknikleriyle incelenmiştir.

Araştırmada, olası ve seçkisiz olmayan amaçsal örnekleme yöntemi içinde yer alan tabakalı amaçsal örnekleme yöntemine göre çalışma grubu belirlenmiştir. Bu yöntem, ilgilenilen belli alt grupların özelliklerini göstermek, betimlemek ve bunlar arasında karşılaştırmalara olanak tanımak amacıyla tercih edilir (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz ve Demirel 2008). Çalışmada çocukların içinde bulunduğu aylara göre yaşları birim olarak kabul edilmiştir. Buna göre Ankara’da, Milli Eğitim Bakanlığı’na bağlı, benzer sosyo-kültürel düzeydeki iki okul öncesi eğitim kurumuna devam eden, 36-48 aylık yaş grubundan 30 (16’sı kız, 14’ü erkek), 49-61 aylık yaş grubundan 30 (12’si kız, 18’i erkek) olmak üzere toplam 60 çocukla çalışılmıştır.

Bu çalışmada veri toplama sürecinde her çocukla aynı süreç izlenmek koşulu ile birden çok aşama gerçekleştirilmiştir. Her çocukla birebir çalışılmış ve çalışma süresi ortalama 15’şer dakika sürmüştür. Çocuklara önce, Ayla Çınaroğlu’nun yazdığı, Mustafa Delioğlu’nun resimlediği *Tarhana Çorbası* isimli resimli öykü kitabı *Etkileşimli Kitap Okuma* yönteminden yararlanılarak okunmuştur. Veri toplama sürecinde ilk aşamada bir resimli öykü kitabının okunmasının nedeni, çocukların yazı ve çizim ürünlerini yaratma ve anlatma sürecini kolaylaştırmaktır. *Tarhana Çorbası*

isimli resimli öykü kitabının seçilme nedeni ise öykünün kısa ve anlaşılır olması ile metni açıklayıcı ve yorumlayıcı resimlerin bulunmasıdır. Kitap okunmadan önce araştırmacılar tarafından *Etkileşimli Kitap Okuma* sürecine uygun bir yönerge hazırlanmıştır. Çocuklara anlamlarını daha ayrıntılı bir şekilde anlatabilmek için öykünün içinde geçen bazı sözcükler seçilmiştir. Seçilen sözcükler şunlardır: Tarhana çorbası, sııcak, tencere, iştahla, besleyici, üşütmek. Kitap okuma sürecinde her sayfada çocuklarla etkileşimi desteklemek amacıyla 5nlk (Ne, nerede, ne zaman, neden, nasıl, kim?) soruları hazırlanmış ve kitap her iki araştırmacı tarafından yapılan ön hazırlığa göre okunmuştur. Araştırmacılar birbirleri arasında tutarlılık sağlamak için pilot çalışma sürecinde okuma süreçlerini kamera kaydına almıştır. Bu kayıtlar analiz edilerek her iki araştırmacının da kitabı yönergeye uygun benzer bir biçimde okumaları sağlanmıştır.

Çocuklarla kitap okunması süreci sonrasında çocuklara birer A4 kağıt ve pastel boyalar verilerek öyküde en çok ilgilerini çeken bölümün resmini yapmaları istenmiştir. Resimleri bitince tekrar bir A4 kağıt ve bir kurşun kalem verilmiştir. Ardından çocuklardan resimlerinde neler yaptıklarını yazmaları istenmiştir. Çocuklar yazarken veri toplama araçlarından biri olan *Yazı Süreci ve Yazı Ürünlerini Değerlendirme Formunda* gözleme dayalı olarak doldurulabilecek maddeler araştırmacılar tarafından doldurulmuştur. En son aşamada ise çocukların yaptıkları resimleri ve yazdıklarını anlatmaları istenerek ses kayıtları alınmıştır. Çalışmada kullanılan veri toplama araçlarıyla ilgili ayrıntılı bilgi aşağıda anlatılmıştır.

Çocukların çizim becerilerini inceleme formu. Bu form 36-61 aylık çocukların çizim becerilerini değerlendirebilmek amacıyla ilgili alanyazın incelendikten sonra araştırmacılar tarafından oluşturulmuştur. Çizgi, renk, insan/hayvan/nesne çizimleri ve yer ana başlıklarının altında olmak üzere toplam 17 maddeden oluşmaktadır. Çocukların bu araştırma sürecinde yaptıkları resimler bu formdaki maddelerin *Evet* ya da *Hayır* şeklinde işaretlenerek doldurulmasıyla incelenmiştir.

Yazma süreci ve yazı ürünlerini inceleme formu. Bu form genel olarak yazı yazma sürecinde gözlemlenen beceriler ve yazı ürününün değerlendirilmesi olmak üzere iki bölümden ve 12 maddeden oluşmaktadır. Çocukların araştırma sürecindeki yazı ürünleri bu formdaki maddelerin *Evet* ya da *Hayır* şeklinde işaretlenerek doldurulmasıyla incelenmiştir.

Ses kayıtları. Çocuklar çizim ve yazı ürünlerini anlatırken ses kayıtları alınmıştır.

Bulgular

Çizim ürünlerine ilişkin bulgular. 36-48 aylık çocukların (21 çocuk,% 70) ve 49-61 aylık çocukların (28 çocuk,% 93) çoğunluğunun çizimleri kontrollüdür. 36-48 aylık çocukların bazılarının (9 çocuk,% 30) ve 49-61 aylık çocukların (2 çocuk,% 7) ise çok azının çizimleri anlaşılırdır. 36-48 aylık çocukların (25 çocuk,% 83) ve 49-61 aylık çocukların (26 çocuk,% 87) büyük çoğunluğunun çizimlerinde tekrarlayan çizimler kullandıkları belirlenmiştir. 36-48 aylık çocukların (16 çocuk,% 53) yarısından

fazlası, 49-61 aylık çocukların (21 çocuk,% 70) ise çoğunluğu çizimlerinde zigzag, düz, kıvrımlı olan farklı çizgi türlerini bir arada kullanmışlardır. Kare, dikdörtgen, oval gibi geometrik şekil denemeleri ise 36-48 aylık çocukların (22 çocuk,% 73) çoğunluğunun ve 49-61 aylık çocukların (29 çocuk,% 97) ise tamamına yakınının çizimlerinde yer almaktadır.

36-48 aylık çocukların (18 çocuk,% 60) ve 49-61 aylık çocukların (20 çocuk,% 67) çoğunluğu kaş, göz, burun, ağız vb. tüm ayrıntıların bir arada olmadığı tamamlanmamış, basit insan figürleri çizmişlerdir.36-48 aylık çocukların (20 çocuk,% 67) üçte ikisinin çizimlerinde havada uçan figür ve nesnelere yer alırken hiç birinde yer ve leke çizgisinin kullanılmadığı belirlenmiştir. 49-61 aylık çocukların (18 çocuk,% 60) da yaklaşık üçte ikisi havada uçan figürler çizerken, bu ay aralığındaki çocukların (3 çocuk,% 10) çok azı çizimlerinde yer ve leke çizgisini kullanmıştır.

Yazı yazma ve yazı ürünlerine ilişkin bulgular. 36-48 aylık 30 çocuğun yarısından fazlası (18 çocuk,% 60) kalem uygun bir şekilde tutarken, aynı şekilde 49-61 aylık 30 çocuğun (22 çocuk)% 66.6'sı kalem uygun bir şekilde tutabilmiştir. Çocukların yazı yazarken yön kurallarının farkında olup olmadıkları gözlemlendiğinde hem 36-48 aylık çocukların (14 çocuk,% 46.6) hem de 49-61 aylık çocukların (14 çocuk,% 46.6) yaklaşık yarısının soldan sağa doğru yazabildikleri görülmüştür. 36-48 aylık çocukların üçte birinin (10 çocuk,% 33.3) yazı yazarken kağıdı yukarıdan aşağıya doğru kullanırken, 49-61 aylık çocukların% 43.3'ü (13 çocuk), kağıdı yukarıdan aşağı doğru kullanmıştır. Son olarak 36-48 aylık çocukların üçte ikisi (10 çocuk,% 33.3), 49-61 aylık çocukların yarısından fazlası (17 çocuk,% 56.6) yazı yazma sürecinde kağıdı kullanırken düzenli bir sıra izlemiştir.

Çocukların yazı ürünleri incelendiğinde 36-48 aylık 18 çocuğun% 60'ının, 49-61 aylık 21 çocuğun% 70'inin yazı ve resim arasındaki farkı anladıkları görülmektedir. 36-48 aylık çocukların çok azının (7 çocuk,% 23.3), 49-61 aylık çocukların da yarısından fazlasının (19 çocuk,% 63.3) yazı ürünlerinde harfe benzeyen şekiller yer almaktadır. 36-48 aylık çocukların çok azının (5 çocuk,% 16.6) ve 49-61 aylık çocukların da yarısından fazlasının (19 çocuk,% 63.3) yazılarında büyük harf/harfler bulunurken, yazı ürünlerinde küçük harf/harfleri kullanan çocukların oranı 36-48 aylık çocuklarda 5 çocuk,% 16.6, 49-61 aylık çocuklarda da (11 çocuk),% 36.6'dır. Çocukların noktalama işaretlerini kullanıp kullanmadıkları incelendiğinde, çalışma grubundaki hiçbir çocuğun yazı ürünlerinde noktalama işaretlerinin bulunmadığı görülmüştür.

Çizim ve yazı ürünlerinin anlatımlarına ilişkin bulgular. Çalışmada yer alan çocukların çizim ve yazı ürünleri anlatımları belirlenen altı kategori altında betimlenmiştir. Bunlar çocukların a)çizim anlatımı, b)yazı ürünlerini anlatımı, c) çizim anlatımlarını okunan *Tarhana Çorbası* isimli öyküyle ilişkilendirmeleri, d)yazı ürünlerini anlatımlarını öyküyle ilişkilendirmeleri, e)yazı ve çizim ürünleri anlatımlarının birbiriyle ilişkili olma durumu ve son olarak da f)hem yazı hem de çizim ürünleri anlatımlarının öyküyle ilişkisi kategorileridir. İncelenen altı kategori içinde 36-48 aylık çocukların en çok zorlandıkları, hem yazı ürünlerinin

anlatımlarının hem de çizim anlatımlarının kendilerine okunan *Tarhana Çorbası* isimli öyküyle ilişkilendirebilmeleridir. 30 çocuğun üçte biri (9 çocuk,% 30) hem yazı hem de çizim anlatımlarında öyküyle ilişki kurabilmişlerdir. Diğer çocukların anlatımında daha çok kendi yaşantılarından ifadelerin olması dikkat çekicidir. 36-48 aylık çocuklar gibi 49-61 aylık çocukların da en zorlandıkları, hem yazı hem de çizim ürünlerini öyküyle ilişkilendirerek anlatmak olmuştur. 49-61 aylık çocukların yaklaşık üçte biri (11 çocuk,% 37) yazı ve çizim ürünlerini öyküyle ilişkilendirerek anlatmışlardır. Bu oran beklenenden düşüktür.

Tartışma, Sonuç ve Öneriler

Bu çalışmada iki farklı anaokuluna devam eden çocukların çizim, yazı yazma ve anlatım becerileri 36-48 ay ve 49-61 ay olmak üzere iki ayrı yaş grubunda incelenmiştir. İnceleme sonucunda her iki yaş aralığındaki çocukların en az yarısından fazlasının çizimlerinin kontrollü, tekrarlayan, zigzag, düz, kıvrımlı vb. farklı türde çizgiler ve kare, dikdörtgen, oval vb. farklı geometrik şekiller içeren çizgiler içerdiği belirlenmiştir. Çalışma grubundaki 36-48 aylık çocukların çizimleri Lowenfeld'in (1969) sanatsal gelişim evrelerine göre karalama dönemine denk gelmektedir. 49-61 aylık çocukların çizimleri ise tek şekil ile bunların birleşiminden oluşan desenler şeklindedir (Fox ve Schirrmacher, 2012). Şema öncesi döneme denk gelen bu evrede çocukların daha anlaşılır çizimler yapmaları beklenirken (Watts, 2010) bu çalışma grubundaki 49-61 aylık çocukların ise çok azının çizimlerinin anlaşılır figürler içerdiği bulunmuştur. Bunun olası sebeplerinden birinin, bu yaş aralığındaki çocukların hayal güçlerini çizimlerine yansıtabilecekleri okuma, anlatma vb. etkinliklere okul programlarında yeterince yer verilmemesi olabilir.

Bu çalışmada çizim ürünlerinin yanı sıra yazı ürünleri de çocukların yaş ve gelişim özelliklerine göre farklı düzeylerde olduklarını göstermektedir. Bu araştırmanın çalışma grubunda yer alan çocukların yazı ürünleri incelendiğinde, küçük yaştaki grubun büyük yaş grubuna göre karalamalara daha çok yer verdiği ve harfe benzeyen şekilleri daha az kullandıkları görülmektedir. Bu sonuç, yazı gelişiminin çizim gelişimiyle ilişkisini sorgulamak gerektiğini göstermiştir.

Etkileşimli kitap okuma süreci çocukların çizim ve yazı ürünlerini anlatmasını kolaylaştırmıştır. Bu durum, 49-61 aylık çocuklar için oldukça olumludur ama 36-48 aylık çocukların anlatım becerilerine yeterince etkisi olmamıştır.

Araştırma sonuçlarına dayanarak erken çocukluk döneminde, öğretmenlerin dil ve erken okuryazarlık becerilerinin gelişimini sağlayacak kazanımları içeren etkinlikler planlamaları yararlı olacaktır. Özellikle etkileşimli kitap okuma sürecinde yer alan tamamlama, hatırlatma, açık uçlu, 5n1k ve yaşamla ilişkilendirme sorularını (Arnold, Lonigan, Whitehurst ve Epstein, 1994; Whitehurst ve diğ., 1994) sorarak kitap okumaları çocukların sözcük dağarcığı ve anlatım becerilerini destekleyecektir. Çizim, yazım ve anlatım becerilerinin bir arada yapıldığı çalışmalar çocukların öykülerin bağlamını anlamasını ve öyküleme becerilerini geliştirecektir. Çocukların sözcük dağarcığı ne kadar zenginleşirse çizim ve yazı ürünlerini o kadar ayrıntılı anlatabilirler.