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**Abstract.** At the beginning of each manuscript, there should be an abstract in English. The abstract should be written in 11 font size, Palatino Linotype font, single line spacing, justified, and should not be less than 150 words and not more than 200 words. The abstract should be written in a simple and understandable way about the theoretical basis, purpose, method, design, data collection process, data analysis, important finding and conclusion. Abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract, abstract.

**Keywords:** Keyword 1, keyword 2, keyword 3, keyword 4, keyword 5 (min. 3, max. 5).

**1. Introduction**

In this section, the problem, purpose and importance of the study should be mentioned and the relevant literature should be presented. All sections after this should be written in 11 pt, justified, Palatino Linotype font and 1.15 line spacing, without any formatting. The space between paragraphs should be 6nk before and after. 12nk space should be left before and after the main headings. The length of the article should not exceed 7500 words, including the bibliography and the extended English abstract. Otherwise, the article will be returned to its author(s) without being reviewed.

In this section, if necessary, sub-titles can be used by the author. The purpose of the study with a subtitle or a new paragraph in the introduction should be given in a simple and understandable way and should form the basis for the research hypotheses/problems/questions. It should be noted that the written purpose is based on a problem situation created within the framework of the theoretical structure and literature mentioned in the introduction.

There should be linguistic integrity regarding the basic concepts used in the study, a correct language and a fluent style should be used in the study, ethical rules should be observed, and APA 7 format should be followed in citing references. The study should make an original contribution to the knowledge in the field.

**2. Method**

In this section, the way adopted to seek answers to research/problem questions should be clearly displayed. For this, the following sub-headings should be explained, provided that changes can be made according to the type of research. The design of the research should be given in connection with the research questions and the process, and the characteristics of the data collection tools should be introduced.

**2.1. Research Design**

The research design used should be explained along with its justifications.

Document analysis design was used in the study. Document analysis is used to analyze written documents on the phenomena examined. The design could be a research design on its own or it could be used as a supplementary source of information for other designs (Yıldırım and Şimşek, 2011: 187). In such researches, seeing that the data needed are obtained without observation or interview, document analysis is useful in that it contributes to the researcher in terms of time (Bowen 2009: 27).

**2.2. Universe-Sample/Working Group/ Examined Documents**

How the participants/sample/working group/reviewed documents were determined and their characteristics should be explained together with their justifications.

The sample of the study consists of Turkish language teachers teaching in state schools in different regions of Turkey, who were selected through snowball sampling technique. Snowball sampling technique is one of the goal-oriented sampling methods (Merriam, 2013). This technique involves participants that are appropriate for the criteria defined in the study (Patton, 2014). For the study, no number regarding the participants was determined therefore interview forms were sent to 24 participants but only 19 gave feed-back. Examining these 19 forms, it was thought that a considerable amount of data was collected and there was no need to recollect data. Out of 19 teachers of the study sample, 9 teachers are female while 10 of them are male. Their teaching experience is less than 10 years. All of the teachers have been taught children’s literature in their bachelor’s degree.

**2.3. Data Collection/Process**

The data collection techniques chosen for the study and the data collection tools, if any, should be explained.

Prior to data collection, a teacher was contacted and through this teacher, others teaching in different regions were contacted. We then sent interview forms to their emails and they were informed through their cell phones about the procedure and interview forms already sent. Once the forms were sent back filled out, they were examined. One month later, three of the teachers who gave feed-back were interviewed face to face and one teacher was communicated online in order to check the reliability and the validity of the forms. These four interviews confirmed the validity of the data collected. The data of the study were collected through standardized open-ended interview forms in order to reduce subjectivity and partiality as well as for the sake of efficient use in the studies where there is more than one interviewee (Yıldırım and Şimşek, 2011). As Patton (2014) states, since this approach requires careful and thorough study of each question prior to interview, before standardized open-ended interview form was printed, interview questions were prepared after a complete examination of the relevant literature and were revised taking into consideration sub-problems. Finally these questions were examined by two specialists of the field. Pilot scheme was conducted on 8 teachers from different public schools in order to ensure reliability and validity of interview forms. After this pilot study, partial changes were made in the questions in the forms and final version of the questionnaire with two items was obtained. Semi-structured interview online was conducted as secondary data source on four teachers in the study sample. This is to view non-verbal statements of teachers and to interfere in problematic points encountered in data collection by means of questions. In such an interview, the researcher leads a speech related to a sub-topic or heading determined, makes questions to emerge and is free to create without diverting from the topic in question (Patton, 2014). Indeed, the idea of confirming the data obtained is another reason that lies in the semi-structured interview on the internet.

**2.4. Data Analysis**

How the data analysis is done should be explained in detail.

The data were analyzed in two ways. The data obtained by means of standardized were first descriptively analyzed by the researcher, were classified as the opinion of teachers on the characters in children’s books and those on the characters in children’s books that teachers suggest children to read. These data in these two categories were encoded following content analysis. The codings obtained later were reread and combined under certain themes. This would allow us to gather arounf simiar data within certain notions and themes and interpret them as much as the reader understands (Yıldırım and Şimşek 2011, 227). In a similar vein, analyzing the data of the semi-structured interview online, first written record of the data recorded was completed by means of recorder. These records were exposed to the same analysis as those obtained by standardized open-ended questionnaire. In the whole study, during encoding, in order to avoid subjectivity, encoding reliability test was conducted, a part of the data were encoded by the researcher in different times and again at the same time period by the researcher and one qualitative research specialist alike. By this way, encoding reliability was tested. The coherence was found more than .80 in both encodings. This suggests a coherency between encodings. The data of the study were collected through standardized open-ended interview forms in order to reduce subjectivity and partiality as well as for the sake of efficient use in the studies where there is more than one interviewee. As Patton (2014) states, since this approach requires careful and thorough study of each question prior to interview, before standardized open-ended interview form was printed, interview questions were prepared after a complete examination of the relevant literature and were revised taking into consideration sub-problems. Finally these questions were examined by two specialists of the field. Pilot scheme was conducted on 8 teachers from different public schools in order to ensure reliability and validity of interview forms. After this pilot study, partial changes were made in the questions in the forms and final version of the questionnaire with two items was obtained.

**3. Findings**

Research findings should be written in this section. Findings should be expressed in an understandable way in accordance with the purpose of the research. Tables and figures, if any, should be arranged explanatorily.

Only a small number of Turkish language teachers demand that characters in children’s books should be able to improve their imagination. The teachers that think the reality is taught in image (T3), stating that secondary school students do not have a limit of imagery to be supported by extraordinary characters (T7, T16). While there are teachers stating the characters in the books should possess extraordinary attributes, most believe that the characters should be close to real ones and they should be chosen from the types seen in daily life. (T6, T8, T14). Teacher 11 in this respect opposes to the claim that the characters in children’s books should own extraordinary attributes stating that “the characters in children’s books should be selected from the types that we can see in daily life. The heroes could be animals, plants or inanimate objects but they should never be those we do not see in daily life. For example, monsters, ghosts or so should not be selected”. Similarly, teacher 13 made an emphasis on the selection of the protagonists from the types we can see in daily life expressing that “the protagonists should not be imagery, instead they should be from one of us” Teacher 16 explains why other teachers are in favor of real-like heroes pointing out that “a hero free from extraordinary attributes, which could be seen in a grocery, greengrocer’s, park, bus, would definitely give the message to the child”.

**4. Result and Discussion**

In this section, the strengths and limitations of the research should be discussed, the findings should be compared with other findings obtained from related studies, the results should be presented, the meaning of the obtained results should be compared with different data sources and related literature.

**References**

**Author’s surname, First letter of author’s name. (2018). Title of the manuscript first letter of the first word is uppercase, the first letter of the other words is lowercase adı. *Journal of Child, Literature and Language Education, Volume* (Issue), pp-pp.**

The bibliography should be written in 10 font size and should be arranged according to APA 7 format. Click to link.

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