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THE AWARENESS OF 8TH GRADERS TOWARDS PARTICULAR GENRES OF FAIRYTALE AND STORY*

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Abstract

Problem Statement: The research question is; "what is the awareness of 8th graders for structural elements and features of content and style of texts which they read and write?"

Purpose of the Study: In the research, it was aimed to determine the awareness level to fairytale and story genres of 8th grade students oriented to understanding and understanding what is read from these abilities based on expressing and to writing activity areas, the concern of the research is determined and proposed within this framework.

Method(s): The research is mixed form. In order to determine the level of awareness of the research intended to understand what is being read, the same fairy tale and story texts are presented to the total of 238 8th grade students in 5 different groups. Two questions are presented under these texts. While in the first question the genre of the text was being asked, in the second question the reasons for choosing the given genre was asked to be detailed. Additionally, the comprehension situations of situation whether the read text is written in `fairytale` or `story` genre will be examined. In the research, the nature of awareness of 8th grade students related to genres and awareness level particular to `story` and `fairytale` genres are sampled. In the research, the content validity is provided in parallel with expert views.

Findings and Results: As a result, it is noted that the realization of the read texts of the students and the written description of the properties of these genres are achieved in the desired rate. The student is not successful in the text creation process. The students' realization rate of the read text, when a text on fairytale genre is read, is %88.07. When texts intended to writing skills of the students are considered, the rate of the students that can create appropriate texts for fairytale genres typical properties is %68.69. The rate of students that can write texts appropriate to typical properties of the story, is %54.724.

Conclusions and Recommendations: In textbooks of Turkish, allowing text samples with successful constructs which can help to teach genre full play and teaching students, with activities, defining features for genres of texts, it is possible to be capable of reaching the aims for teaching genre determined by the Ministry of National Education.

Keywords: Turkish Education and Learning, Story Genre, Fairytale Genre, Reading, Writing.

INTRODUCTION

Stories and tales are the most important literary genres which succeed in drawing the attestation of child readers. This depends on that stories and tales are based on an event; related to people and their inner worlds, lives; introduce other worlds and lives to child; is written in and understandable and fluent language. At Turkish classes during the primary school, have children been capable of learning features of genre of tales and stories they take pleasure in reading? In this research where if teaching genre, one of the types of education and teaching of mother tongue has been able to reach its aim is examined, the main reason to choose the genres of story and tale is the interest of children towards these two genres and their pleasure. Feyzioğlu (2007) points out that stories and tales reflect the features of the land and nations where they are written. They are distilled from the history, custom, and the depth of language and sense of the country where it is written. For this reason, it has got a national essence and constitutes a cultural identity. In this regard, stories and tales are genres which should be used and introduced in child education. Teaching genre is a teaching process in the program of Turkish education. Before the change in the curriculum in 2004, in Turkish textbooks, the genre of text which students read was introduced in a detailed way under the title of features of genre and form in Turkish textbooks. However, in the new curriculum, the genres of texts which are instructed and the process of how they should be introduced have not been emphasized much enough. In his notification Dilidüzgün (2009) points out that the number of activities to introduce the genre of the text is not sufficient in textbooks. More studies should be conducted with activities which contain more knowledge for teaching genre so that teaching genre could be implemented. Awareness of text genres is possible to be with that students have the knowledge for text genres which should be internalized. Swales (1999) gathers the distinctive features' of text genres under the titles of common purpose providing the

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production of text; common content; style, functional structures. Çubukçu (2006) touches on that formal structures, one of the features which determine text genres, has an important role to understand text genre.

The fact that researches made for text genres remain at theoretical level make the researches in this field inadequate. Polat (1999) determines this situation in this way: "Making explanation for text genres with information and definition is an outdated way today. More productive researches in this field are the practical ones on texts." In spite of these determinations, studies which determines the genres of texts or emphasizes the importance and necessity of the awareness of the text genres (Oktar and Yağcıoğlu, 1995; Demirel, 1996; Eser, 1999; Özdemir, 1999; Swales, 1999; Huber and Uzun, 2001; Lee, 2001; Paltridge, 2001; Knapp & Watkins, 2005; Kim, 2006; Karakuş, 2007; Kaya, 2007; Dilidüzgün, 2008; Bozkurt, 2009; Palavuzlar, 2009) are found in the literature, there is only one which reviews the awareness of the text genre practically (Dilidüzgün, 2009) was found. In his notification, Dilidüzgün (2009) examined Turkish textbooks of two different publishers. Based on these books, he questioned if the Ministry of National Education (MNE) reached the aims for text genres.

In accordance with these books, it was examined whether or not NME was able to reach the aims for text genres. As a result, Dilidüzgün (2009) found that activities for the awareness of text genres in Turkish textbooks and students cannot form this awareness. The results in the study of Dilidüzgün (2009) are the supportive features for the results of our implementation-oriented study. Oktar ve Yağcıoğlu (1995:205) concluded in their research on text genres in Turkish that the main difference between texts with narration and with descriptive narrative in Turkish depends on the use of active and passive structure. In his work, Özdemir discusses knowledge and comments for literary genres. However, Swales (1999) defined and introduced the concept of text genre in a detailed way and through his work in which he defines the features that helps a genre to form and to be noticed. Huber ve Uzun (2001) associate text genres to writing acquisition in their work. In addition, they present definitions clarifying expectations for scientific texts. Çubukçu (2006) also touches on the main features of the concept of genre in his work. Defining the text genre, Lee(2001) emphasizes seven variables. Besides, Lee (2001) bases the relation of structure and communicative function in the classification of text genres. Within the framework of this idea, the communicative objects and structural features of these text genres, classified under five text genres as descriptive, narrative, supporting, reminder, and explanatory, are discussed. In his work, Paltridge (2001) gives the definition of genre. Paltridge (2001) offers text type (genre) for kind of text. For Paltridge (2001), text genres can be meshed. In his work, Paltridge (2001) also mentions the competence of text genre. In addition, sample activities based on images for the text were used. Knapp & Watkins (2005), in their work named "genre", touch knowledge on text genres. According to Kim (2006), one who can comprehend text genre can, remembering his/her previous experiences of reading and writing when s/he encounters different samples of the same text genre, develop his/her skills of comprehension and narration from the point of the related text genre. In his study about the quality of different text genres in the Turkish text books, a publication of NME, for the fourth and fifth year graders Kaya (2007) experienced texts with low precision of language, misuse of tense, incontinuity in writing and addressing to reader, wrong choice of words, typos, ambiguity, and inconstancy between content and title and concluded that with these problems, it is difficult to comprehend the rules of Turkish, emphasize the power of Turkish, and to give the students the awareness of language.

Four master and two doctorate thesis about text genres were defined. In his doctorate thesis, Demirel (2006) he did a research on the effect of the informational text genre to the reading comprehension level of the sixth graders. Karakuş also (2007) compared the contributions of the genres of story and essay to reading comprehension at the level of the fifth and eighth years. As for Palavuzlar (2009), she examined the contributions of the genres of story and essay for the reading comprehension of the fifth graders in her master thesis. As a result of the implementation study of her master thesis, Bozkurt (2009) submitted the findings from the texts created by the fifth and eighth graders. Eser (2009) mentioned definitions for translation texts in his master thesis. In her doctorate thesis, Dilidüzgün (2008), considering the principles and ideas of textlinguistics, she formed models and in the light of these models, examined the Turkish Education textbooks used in our country at only text plane, with a text-oriented approach and developed recommendations for implementation. One of the objectives in the process of mother-tongue education and teaching is to develop the four basic language skills of the individual.

In the study, for the field of activity in reading comprehension and writing skills, based on meaning and narration, It was aimed at defining the awareness level of the eighth graders towards the genres of tale and story.

The question of the research is "what is the recognition level of the eighth graders for structural elements and features of content and style of texts which they read and write?"

The sub-questions in the research are;

- What is the recognition level of the eighth graders for structural elements and features of content and style of texts which they read and write?
- What is the level of the eighth graders to use structural elements, and the features of form and context unique to this text genre?
- Do the level of use and recognition of the structural elements the features of form and context unique to this text genre of the eighth graders differ from the data in the check-lists?

The main objective of this research is, within the framework of the reading and writing skills of the eighth graders, to determine the awareness for the genres of tale and story.

Within the framework of this main objective, the following questions will be answered.

- Is it possible to test awareness for the genres of tale and story with the skill to comprehend and evaluate the text?
- Is it possible to test awareness for the genres of tale and story by associating with the process of creating text in such genres?

The research is limited with measuring only their awareness, with the determination of their awareness for the genres of tale and story, and within the framework of the skills of reading and writing.

Method

Research Design

The follow-up of the research is a mixed form of quantitative and qualitative follow-ups. According to Patton (1987), one of the ways to increase the power of the method is to create a mixed form, combining some features of the methods. Every research follow-up has strengths and when these follow-ups are used together, research model gets strengthened more. For him, quantitative research patterns could be supported with quantitative reviews. Thus, rich findings in both width and depth could be reached. With the listed truths, it is also approved to make use of mixed research patterns in this research.

Sample

Population and sample were not selected because the research is a case study. The research was conducted with the eighth graders due to the fact that the level of the eighth-class is the end of the second stage of the primary education and the period of transition to secondary education. With this rationale, the dimension of the determination of the awareness for the reading comprehension of the research is limited with the two-hour activities performed at the Turkish course of the eighth graders at three different primary schools which students with the level of middle income attend. In the research applied to five different groups, 238 students, 109 of whom are girls and 129 are boys, were asked for their information. In the dimension of the determination of the awareness for the writing skill of the research is limited with the two-hour activities performed at the Turkish course of the eighth graders at five different primary schools. The dimension of the determination of the awareness for the writing skill was tested with 50 students 20 of whom are girls and 30 are boys.

Research Instruments

Two questions related to the results of the reading skill were used to be able to reach the data in the research. The first one is a test question with 4 choices. The second one is an open-ended question and is used for determining of the text genre.

For writing skill, the students was required to write a text and it was evaluated with the control list prepared in strict accordance with the theoretical framework constituting the question of the research.

The Process Evaluation of collected data

Within the dimension of the awareness determination of the reading comprehension, texts of story and tale were determined by taking the opinions of three different experts doing research on Turkish Education.

One of the experts did a research on meanings imposed on Turkish words in his master thesis. The second one examined "story map" method in his master thesis. The third one examined the master issue in his master thesis. The features of the genre of the texts which students read will be evaluated with the control list. The features of genre in the control list were also prepared within the light of the instructional framework and the opinions of the experts.

Within the dimension of the awareness determination of the writing skill, the control list prepared to reach the data for the aim of the research were based on the opinions of the same experts.

From the point of the view of the control list, the texts of story and tale of the students which they wrote creatively were evaluated. The generated texts, and fairy-tale type of story has been tested their suitability with the control lists prepared with features of the genres of story and tale.

In this context, the validity of the scope in the research was provided with the opinions of the experts. The suitability and availability of the control lists to the content of the research were determined by the three Turkish Education experts.

Students participating in two different research groups for the measurement of the skills of reading and writing were asked to describe the features of the genres of the story and tale, using basic language abilities of reading and writing. In the research for reading skill, two questions as testing and open-ended were put and the answers were evaluated. As the tests were evaluated in accordance with the correct answer, the open-ended questions were evaluated in the light of the control list. The percentages of the answers of the students were calculated. In the research for the writing skill, the texts of the students were evaluated in the light of the control lists and the percentages were calculated.

Number, percentage and arithmetic mean were used in the research, calculator was used, and as the occasion arises, the results were indicated in tables.

The results of the both researches were tabled and the differences between them were discussed if it they were significant.

Implementation

The dimension of the research for the determination of the awareness of the reading comprehension is limited with the 2-hour activity performed in Turkish class which the eight graders with middle income level in Adıyaman students have education in 3 three different primary schools. In the research conducted to 4 different groups, 238 students were asked for their information. The number of the students of the each implementation group was not equated. Half of the number of the students in the classroom we given story texts, and tale texts were for the other half.

Within the dimension of the determination of the awareness of reading comprehension of the research, first in the implementation process, tale and story texts for the eight graders chosen. The story text is "Dülger Balığının Ölümü" by Sait Faik ABASIYANIK and the tale text is "Akıl Kutusu" by Eflatun Cem GÜNEY. Implementation papers that included these texts and questions about them were prepared. The schools were selected and the eight graders were worked for the implementation. Half of the number of the students in the classroom we given story texts, and tale texts were for the other half. The first question in the implementation paper was prepared in accordance with the test method to determine the type of the text given. The second question asked "why" the text given was written in the marked type. The second question is an open-ended question. The papers of 238 eight graders were evaluated; the results were converted to qualitative and quantitative data.

Within the dimension of the determination of the awareness of writing skill of the research, it is limited with the 2 hour activity performed in Turkish class which the eight graders with middle income level in Adıyaman students have education in 3 three different primary schools.

Within the dimension of the determination of the awareness of writing skill of the research, first, a control list for the genres of tale and story was prepared in the light of theoretical light for the research question in the implementation process. Schools and 50 eight graders for the research were chosen. 25 of 50 students were asked to create a story text, the other 25 were asked to create a tale text. The texts constructed by the students were examined in accordance with the charts in the control list and the research data was created.

Findings

Sub-question 1: What are levels of cognition of the structural elements, content and features of texts which the eighth graders read?

Within the dimension of reading comprehension of the study, the half of 238 students in five different groups were asked to read "Dülger Balığının Ölümü" by Sait Faik ABASIYANIK and the other half read "Akıl Kutusu" by Eflatun Cem GÜNEY and at the end of the study, it was defined whether or not these eight graders could recognize these text genres. The findings at the end of the study is as below:

Table 1: Distribution of the Accessed Data According to Groups Based on the Correct Answers to the Questions of the Study for "Reading", Basic Language Skill

	1 ST QUESTION (TALE)	2 ND QUESTION (TALE)	1 ST QUESTION (STORY)	2 ND QUESTION (STORY)
1 ST GROUP	%100	%80	%70	%70
2 ND GROUP	%93.75	%75	%43.75	%18.75
3 RD GROUP	%66.6	%55.5	%62.5	%37.5
4 TH GROUP	%100	%80	%100	%80
5 TH GROUP	%80	%53.3	%93.3	%53.3

According to the table of the distribution based on the groups of the data obtained from the questions asked at the end of the research for the basic skill "reading"; 100% success was measured for the first question related to the text of tale in the first group. 80% success was measured for the second question. For the first and second question about the text of story, 70% success was measured. In the second group, for the text of tale, 93,75% success was measured for the first question. As for the second question, 75% success was measured. For the first question of the text of story, 43,75% success was measured. For the second question, the result was 18, 75. As for the third group, in the text of tale, the result for the first question was 66,6% success and 55,5% success for the second question. For the first question of the text of story, 62,5% success was measured and 37,5% for the second question. In the fourth group, 100% success was observed for the first question of the text of tale and 80% for the second question. As for the story, the result of the success for the first question was 100% and 80% for the second question. In the fifth group, for the text of story, the success for the first question was measured as 80% and 53,3% for the second question. Regarding the text of story, the result for the first question was 93,3% and for the second question 53,3%.

Below, the percentage values of the responds on the implementation papers of 238 students in the five groups are presented.

Table 2: The Average Data Obtained as a Result of Study Based on Genres for the main Basic Skill "Reading"

Features of Genre Required in the Study	AVERAGES	NUMBER OF STUDENTS
Recognizing the genre of tale, when it is read	%88.07	60 students
Capable of submitting the features of genre of tale in writin	%68.76	60 students
Recognizing the genre of story, when it is read	%73.91	59 students
Capable of submitting the features of genre of story in written	%51.91	59 students

Within the light of the table above, the awareness of the genre of text for the reading comprehension could be interpreted in this manner: The rate of the students who found that the genre of "Akıl kutusu" by Eflatun Cem Güney is tale is 88, 07%. The rate of the students who were capable of finding that why the genre of "Akıl kutusu" by Eflatun Cem Güney is tale is 88,07%. The rate of the students who found that the genre of "Dülger balığının ölümü" by Sait Faik ABASIYANIK is story is 73, 91%. The rate of the students who were capable of finding that why the genre of "Dülger balığının ölümü" by Sait Faik ABASIYANIK is story is 51, 91%. When the eight graders read tale texts, they were able to define the genre of these texts at the rate of 88,07%. However, only 88,76% of these students were capable of presenting the features of the tale genre with a few sentences. The features which the students presenting were stereotyped traits, in general same, not exceeding a few sentences. The recognition of the story genre became at the rate of 73,91%. The ability to express the features of this genre is at the rate of 51,91%. As for the second question in the implementation, it is related to the process of text writing. Being able to present the features of the tale genre is 68,76 but for the tale, it is 51,91%. These rates symbolize the students who managed to be able to present the features of genre of story and tale in writing.

Sub-question 2: While writing texts, what is the level of use of the eight graders of structural elements, features of style and content?

Within the definition of the awareness of writing of the study, the control lists below were used.

Each text created by the student were examined, for the suitability of the features in the control list. In the table below, features in the control list are provided and compared with the features in the texts of the students. If the features are located in the text, the "X", if not "-" was used.

Table 3: The Average Data for the Story and Tale Texts Created by the Students within the Light of Definitions for the Skill "Writing"

TEXTS	AVERAGES % (TALE)	AVERAGES % (STORY)
1.TEXT	66.6	50
2.TEXT	66.6	62.5
3.TEXT	50	50
4.TEXT	91.6	75
5.TEXT	75	87.7
6.TEXT	83.3	50
7.TEXT	58.3	37.5
8.TEXT	50	75
9.TEXT	41.6	25
10.TEXT	83.3	50
11.TEXT	41.6	37.5
12.TEXT	83.3	50
13.TEXT	91.6	62.5

14.TEXT	66.6	37.5
15.TEXT	83.3	100
16.TEXT	83.3	25
17.TEXT	75	62.5
18.TEXT	91.6	12.5
19.TEXT	91.6	75
20.TEXT	75	37.5
21.TEXT	91.6	87.7
22.TEXT	83.3	62.5
23.TEXT	91.6	87.7
24.TEXT	66.6	75
25.TEXT	83.3	37.5
TOTAL	68.96	54.724

Within the light of the data in this table, while the rate of the students who can create tale texts is 68,96 the rate for the story is 54,724%. In this context, the rate of being able to create text is the result of not being able to bring the awareness of text genre to the students and this has not been capable of developing as desired.

Sub question 3: Are the levels of the eight graders different, while they use and recognize the features of structural elements for this genre and content and style in writing and reading text?

The rate of being able to express the tale genre with features is 68,76, creating a text in the tale genre is 69,96. The difference between the students who can express the tale genre with a few sentences and those who can create text in this genre is 0,26%. The rate of submitting the story genre in writing is 51,91%, but being able to create text in tale is 57,724. The difference between those who can express the story genre in a few sentences and those who can create text in this genre is 2,814. The difference between the rates of the study results show the consistency of data in the feature

Conclusions

One of the primary objectives in the process of teaching and acquisition of mother is "creation" and "comprehension" of text and its genres. Those who have been able to internalize the structural elements of text genres can not only comprehend texts more quickly and accurately but also can create effective, sufficient, and appropriate texts.

As a result of the research, it was found that the students can understand the genre of the text they read and describe the features of them in writing, as they are required. The students are unsuccessful in the process of creating text. The replies to the secondary questions put in the implementation for the reading skill and the results of the implementation for the writing skill are the clearest indication of this situation. The recognition rate of students when they read a text in the tale genre is 88,07%. The main reasons for this success are as follow:

- The main character in the tale text is Keloğlan,
- Introduction, linkage and end in the tale used in text (such as bir varmış bir yokmuş, ie. Once upon a time)

The recognition level of the story text they read is 73,91. The scarcity of people in the story, the simplicity and fluency of language, the simplicity of the event can be considered to be effective in ensuring the success rate.

A research on scaling of awareness of students of text genres whose features are similar can be conducted. Article and essay can be considered as the text genres in this research.

The rate of students who can create texts appropriate to the features of tale, when the texts of students for tale are evaluated, is 68,96%. The rate of students who can create texts appropriate to the features of story is 54,724%. These data show the rate of students who can create texts, recognizing features of tale and story. In this context, if studies for the skills of reading and writing are compared: the difference between those can express the features of tale with a few sentences and those who can create texts in this genre is 0,28%, but in story is 2,814%. Therefore, based on the data in the research, first, it was found that the students have not been able to develop their process of creating text adequately. In addition, the recognition rates of students in the types of tales and stories of success could not be 100%. Yet the texts surveyed are familiar to the students and contain a large number of tips for this text.

Giving sample of text with successful fiction to be capable of helping to teach genre in Turkish text books and making students comprehend defining features of genres through activities, it may be possible to achieve the objectives set by MEB for genre teaching.

To summarize, as Dilidüzgün'ün (2009) points out in her proceeding the awareness of text genre required from students have not been provided in accordance with the Turkish teaching program (2006). Students cannot recognize different genre of texts adequately and distinguish. Students who cannot

structures unique for text genre cannot create texts as required and cannot define the genre of the text they read.

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