TURKISH KINDERGARTENERS' BOOK SELECTION DECISIONS

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Abstract

Storybook reading is an educational tool which is widely recruited in early childhood education. Contributions of storybook reading on children’s language skills, such as receptive vocabulary, expressive vocabulary, and sentence complexity syntactic complexity in speech, and variety in use of nouns and verbs has been very well documented. Storybook reading also has positive impact on children’s reading acquisition. Storybook reading fosters development of positive attitudes toward reading. Beside these cognitive and academic developments, storybook reading also supports children’s social-emotional development. Purpose of this study is to examine early childhood children’s book selection decision. Eleven kindergartener whose age ranges were between 4 years 8 months and 5 years 11 months from a public kindergarten participated the study. Teacher placed an informative child book and an unrealistic storybook on a table and asked each child individually their preference. After this procedure teacher read both stories in group times in consequent days. After teacher read the stories measurement procedure were repeated. Consequent seven weeks each week teacher read an informative child book and unrealistic storybook. At the end of eighth week same measurement procedure were repeated. Findings revealed that children selected informative child book as much as they selected unrealistic storybook. Findings also have shown that content related components such as subject and character of storybook were more effective than books components that are related to style such as pictures, colors, illustrations etc. in children books selection. Investigator concluded that early childhood teachers should consider having more informative child books in their classrooms.

Keywords: Unrealistic storybooks, informative child books, children's book selection.