

A Comparative Study on Animal Visuals in Course Books Used for Mother Tongue Education

Fulya Topcuoglu Unal

*School of Education, Dumlupinar University, Department of Turkish Language Education,
Kutahya, 43100, Turkey
E-mail: fulyatopcuoglu@hotmail.com*

KEYWORDS Age Groups of 12-14. Child and Animal. Course Book. Native Language Education. Visual Literacy

ABSTRACT The aim of this study is to make a comparison of the animal visuals used for mother tongue education in the course books for the age group of 12 and 14 in Turkey and England. Both wild and domestic animal visuals have been used in both countries' education of mother tongue. The most frequently used skill in visual reading is the reading skill. However, for each of the 3 age groups, English books preferred to show animals alone in their natural environment while Turkish books preferred to use more than one animal of the same species in their natural environment for the purpose of reinforcement. England is the country that uses the animal visuals best. Because the animal visuals prove to be meaningful and necessary where they are used, while this ratio is much lower in Turkey with no more than 50%. As a result, it can be concluded that England has acted with more care in use of animal visuals compared to Turkey.

INTRODUCTION

Globalisation, which has emerged with the spread and acceptance of social, cultural, economic values in international area, can also be explained by outreach of everything produced in a national area beyond national borders. As a result of globalisation, countries are required to develop, follow innovations and interact with each other constantly in order to survive.

Due to its importance for the existence and survival of nations, education of mother tongue has a special place in education systems of nearly all nations. Mother tongue education is a prerequisite for success of education in other fields. This is because the child perceives and interprets its surroundings with this language.

Effects of Animals on Children and Child Education

Relationship between children and animals go a long way back. Beginning from the pre-

school phase children are interested in the animal pictures and other colored pictures they encounter with books. Furthermore, the pictures they draw are based on nature and animals, when they are required to draw pictures.

Animals contribute to the mental, emotional, social, physical and lingual development of children. Further, animals have a nature that does not exist in any educational material and that simultaneously appeal to each developmental field of the children.

In development of mental skills, children's research on animals, analysis on their movements, categorization, establishment of relations, solutions to problems are benefited from. Wherein emotional and social development of children, observation of animals' communication with each other; in physical development children's imitation of animals are benefited from, it is known that in lingual development talking about animals are made use of. For these reasons, animal visuals are frequently benefited from in course books.

Children like to talk about animals and research where and how they live and what they need. This interest and love are one of the important reasons why the "animal" theme and visuals take their place in course books more often. Language and language rules can be learnt better with loving them. Experts who study on this subject put emphasis on the importance of animals for children.

Bekoff (2011) depicted the children's level of love for animals, how appreciative they are of

Address for correspondence:

Asst. Prof. Dr. Fulya Topcuoglu Unal

Directory

School of Education,
Department of Turkish Language,
Dumlupinar University,
Tavsanlı Yolu, 10.km Evliya Celebi Yerleskesi,
Kutahya, Turkey

Telephone: +902742652031-Ext.4585

Cell: 00905053882755

E-mail: fulyatopcuoglu@gmail.com

animals, and the importance they attribute to the safety, natural lives and freedom of animals by responses to the open-ended questions “I have a dream that...” or “I am thankful for...”.

Kowalsky (2012), from Manoa University of Hawaii propose the use of the familiar title of “animals” for presentation of complex skills or research subjects.

Animals are frequently benefited from in language education. Gallagher (2008) states that animals should be made use of in subjects such as adjectives, adverbs, similes and metaphors, comparisons and descriptive expressions. In the study he has prepared for this subject, visuals of polar bears, penguins, horses and dogs were used.

In the study where animal portrayals were used for the development of speaking and listening skills, Harnew (2005) states that when lion, penguin, fish, camel, snake, turtle, butterfly, cat, bird and bee visuals are accompanied by questions such as “What do I look like?” “What do I sound like?” “What would I feel like?”, “How do I move?” and “How would I make you feel?” with the warning “Describe me without saying my name” the students make better descriptions and learn the subject better and internalize them.

In his doctorate thesis, Maruyama (2010) children who show more attachment to the animals they feed show more humane attitude, show a higher level of cognitive development and this development especially makes itself apparent in speaking skills. Further, it was determined that with the contribution of advanced thinking skills, children solve the problems easily and more accurately. Consequently, it is emphasized that interest in animals develop interpersonal skills, and it is a key feature in becoming more successful in social life. Additionally, researches show that there in general exists a strong emotional and special bond between children and animals. According to the researches, children also believe that animals feel the same way as children do.

In many studies (Ascione 1992, 1993, 1997; Cameron 1983; Fitzgerald 1981) it was concluded that children who spend more time or interact more frequently with animals grow up to be people who can emphasize more.

Serpell (1999) stated in his study, that according to research results majority of families believe that pets of children show its benefits in various ways; that pets may be able to teach the children responsibility, courage, charitableness,

to make friends, safety, maintenance, entertainment and love.

Alongside with the aforementioned, in the study he made regarding the animal pictures in college psychology course books, Field (1993), states that if in general, experiments regarding beneficial animals are carried out in psychology course books, beneficial and positive behaviors against animals may develop in children. In summary, it was concluded that the animal visuals affect the students’ behaviors depending on their area of use.

Considering the researchers conducted, it can be stated that there is a special and important bond between animals and children.

Importance of Visuals in Course Books on Mother Tongue Education

Course books are one of the most important tools in mother tongue education. Until today, many descriptions were made as to the nature of the course books. Course books are cultural tools that contribute to the social and cognitive arrangement of information (Lebrun 2007). A course book is a specially designed printed book for helping the development of language and communication skills of language learners (Sheldon 1987). In addition to these, course book as learning tools are also used as support for learning tools (O’Neil 1982; Ur 1996).

Course books being a key feature in teaching and learning, helping the teachers and students and providing healthy change and renewal of the curriculum are among the results obtained from many studies (Chambliss and Calfee 1998; Graves 2001; Lambert 1999; Maden 1999).

Course books are used by teachers for two purposes. The first of these is the use for national programme (or curriculum) guidance. The second one is use as educatory resource (Carvalho et al. 2009). Additionally, course books are also frequently used for reasons such as for being easily accessible, affordable, for structuring learning in accordance with an order, determining learning according to personal pace, for usability with other tools, for corroboration, repeatability of information, and for being a common information resource on a certain subject which everyone can understand. For these reasons, research and analysis on course books have an important place in mother tongue education.

Effect of sensory organs is acknowledged in learning. In terms of psychology, the prominent effect of the sense of sight among other sensory organs in development of lingual skills and comprehension enhances the importance of visuals in course books.

Visual materials are not only important parts of course books, but also are materials that fulfill the need for continuing essential educatory characteristic (Adamíková and Zelenický 2012).

Nichol (1995) stressed on the two educatory dimensions of visuals that can be used in course books. The first of these regards that visuals may be able to enable students to develop their point of view and the way they express themselves, and their information and understandings. This supports the iconic presentation of Bruner who separates the mental development stages in to three groups, namely inactive thinking, iconic thinking and symbolic thinking. This can also be explained by that even though the child may not have writing skills, s/he may use the visuals in showing and corroborating what s/he knows. The second one is the studies made on visual resources to develop the information and understanding of children on a specific subject. In order for the children to comprehend these as information sources, visuals are required to be prepared with care and in line with specific aims.

Visuals used in course books have an utmost importance for the student to understand the content. They serve for the stimulation and activation of feelings. It was also claimed that some visuals are remembered better than the relevant text (Korfiatis et al. 2004; Myers 1990; Pozzer and Roth 2003).

Riddle (2009) emphasized that the children of our day are generally creative in their own information and entertainment. He also added that with the bombardment of visual clues they easily explain images and information, and they talk within the content of a conceptual world, meaning their mind of thoughts.

“Pictures, photographs, caricatures, cartoons and illustrations used in course books enable the course books to be intriguing, the reading pleasure to be stimulated in children and thus direct them towards the books and show a positive attitude towards the books” (Iseri 2010). Researches also prove this point.

Good et al. (2010) from Rutgers University reached the conclusion that the reason for boys

to be more successful than girls in science classes is based on the use of male scientist visuals in the majority of course books used in schools. In order to change this conclusion, he has proposed for the inclusion of more visuals of females that engage in scientific activities in course books.

As can be comprehended from these examples, visuals used in course books are important materials that orientate the children from their academic successes to their social lives.

It is very hard to change the lessons that are learnt in early stages. If the course book is used as the only source in the class by the teacher, and if this book is required to be memorized by students, the negative effects of course books shall be revealed. Books may have a much stronger affect than imagination for children and this affect may last a life time. For this reason, selection and use in education of course books pose great importance.

The aim for this study is to provide comparative depictions regarding the animal visuals used in mother tongue education as used in mother tongue education course books covering the age groups 12-14 in Turkey and England.

METHODOLOGY

Research is conducted in accordance with the scanning model as one of the research approaches aiming to depict an existing or a formerly existing situation as it is. Animal visuals in course books of both countries were tried to be described as they are and thus compared. Academic infrastructure was realized through scanning of literature.

The study of universe consists of animal visuals in mother tongue education course books. Study samples are constituted by animal visuals in mother tongue course books covering the 12-14 age groups in both countries. 12-14 age groups in Turkey covers the second level 6th, 7th and 8th grades and in England key stage 3, meaning 7th, 8th and 9th grades.

Publication scanning in line with the aim was carried out primarily in our study. Following this, the books which our study will be conducted on was selected. In selection of books, books that are recommended to be used for each age level in a country-wide perspective and that are the most preferred were considered. Two books each were selected for each age group for both coun-

tries. Since workbooks are also used along with course books in Turkey, the number of books for each age group has gone up to four books from two. As a result, animal visuals in a total of 18 mother tongue education course books were examined for 12-14 age groups.

For collection of data for the study, Best's (1959) document methodology as "systematic examination of existing records or documents as data sources" were used that include the processes of finding, reading, taking notes and evaluating resources fit for a certain purpose (Rummel 1968).

The study started with finding, examining and rearranging resources in order to reach a synthesis of the relevant resources. Published resources were reached on animals, visuals and mother tongue education course books. Notes needed were taken from the resources reached.

For the resolution of data in the study, content analysis (Finson et al. 1995), as one type of document method aiming to quantifying the characteristics of a specific text, book or document (Karasar 2010) was used.

Quantified criteria were formerly developed. Due to this enabling the revelation of which animal visuals are used with whom and where, it is in line with the opinion that content resolution "is required to be examined in light of documents, certain expectations (points of view)" (Selltiz et al. 1976; Sothayapetch et al. 2013).

In resolution of data, descriptive analysis and frequency analysis were also used along with content analysis. As required by descriptive analysis, animal visuals in mother tongue course books for the age groups 12-14 in both countries were depicted. As required by content analysis, 7 main categories below were developed. These categories are arranged in order to prevent any visual to be excluded:

1. Which animal visuals are used the most in mother tongue education course books?
2. Are the animal visuals in mother tongue course books photographs or drawings?
3. For which lingual skill the animal visuals in mother tongue course books are used the most?
4. With whom the animal visuals in mother tongue course books are pictured with?
 - a. Alone, b. With its own kind, c. With other animals, d. Woman/women, e. Man/men, f. Child/Children, g. With a crowd
5. Where are the animal visuals in mother tongue course books located?

- a. House and its surroundings, b. In their natural environment, c. Under use of humans, d. Indefinite
6. Are the animal visuals in mother tongue course books wild or domestic animals?
7. Are the animal visuals used in mother tongue course books necessary where they are?

Document set was examined in accordance with the tables prepared with the categories created and analyzed with categorical analysis, which is a content analysis technique. Visuals were counted in accordance with their place in the sub-dimensions of 7 main categories and thus the frequency distribution was determined. The frequency of answers to the questions, namely with which frequency, by which visual, with which lingual skill, with whom, where, whether domestic or wild, and whether in relation to their local area, was calculated for each animal visual in each book. Percentage analysis was conducted with this quantification, and the position of animal visuals was understood in terms of countries, books and age groups. Figures obtained by these frequencies were also shown by graphs after tables. The emerged picture as explained, made sense of, compares and interpreted.

RESULTS

Findings Relating to Animal Visuals in Mother Tongue Education Course Books Used in England

Findings Relating to Animal Visuals in Mother Tongue Education Course Books for the Age Groups 11-12 (Key Stage 3: 7th Grade) in England

Regarding the animal visuals in mother tongue education course books for 7th grades in England, the following findings were obtained:

17% of the animal visuals consist of dogs. 11% wolves and 11% snakes were encountered. Pig, fish, horse, squirrel, flea, bird, tiger, chicken, camel and spider are among the other animals used. It is considered that the reason for more inclusion of dogs may be based on the children between the ages 11-12 generally choosing dogs as their pets. Additionally, contrary to pets, use of wild animals such as wolves and snakes may increase the curiosity of children.

Drawings and pictures were preferred with 56%. Quality of drawings and pictures were considered.

Reading was used by 61% in lingual skills. Skills following reading are writing skills by 33% and grammar by 6%. Visuals are used in reading lingual skill for most the part. Reading texts were kept substantially short for ages 11-12, and visuals were intensely used. In addition, due to the requirement of a written answer to the question for interpretation of visuals, writing skills were focused on.

Animals were pictured in solitude by 41%, with other man/men by 23%, with its own kind and other animals by equal ratio of 14% and with women/women and a crowd by equal ratio of 4%. Animals were presented own their own in course books for ages 11-12, or visuals were used depending on the name of animal within the text.

Animals are in their natural environment and forest in general by %44, in an undefined location by 39% and under the use of humans by 17%. According to the percentages obtained, portrayal of animals in their natural environment the most shall help children to get to know the animals included in a better way.

Wild animals were included by 72%. Frequent use of wild animals shall be beneficial to students in terms of getting to know animals they do not know and enabling them to understand the qualities of these animals and stimulate curiosity.

Animal visuals in their set locations are required by 56%. 40% of this proportion gives place to the presentation of the animal. Inclusion of the name of animals in text where the animal visuals are used is required in terms of making connection with the subject. In half of this proportion, presentation of the animal is a factor enhancing importance.

Findings Relating to Animal Visuals in Mother Tongue Education Course Books for the Age Groups 12-13 (Key Stage 3: 8th Grade) in England

Regarding the animal visuals in mother tongue education course books for 8th grades in England, the following findings were obtained:

Where 12% of the animal visuals consist of fish, 10% birds, and horses, dogs, jellyfish, mice, sheep, chicken are included by equal ratio of 5%. Apart from these various animal visuals were used such as firefly, koala, penguin, elephant, lion, calf, cow, duck, pig, turkey, seal, clam,

seahorse, lizard, orangutan, frog, termite and puma. Here, it is seen once again that a domestic animal was frequently used. Additionally, it is observed that in connection with the age, variety of animals used has increased.

Photographs were preferred by 61%. Preferring photographs as visuals for the age group of 12-13 is a positive fact. Considering that desire to see real photographs rather than drawings with increasing age, it is observed that the ratio was increased compared to the last year.

Reading skills are included with 83%. Writing is included by 12% and grammar by 5%. Once again, it is observed that visuals are focused on reading skills. The skill following this one is once again the writing skill as the previous year.

Animals were pictured in solitude by 51%, with its own kind by 19%, with man/men by 14%, with other animals 11%, with child/children by 4% and with a crowd by 2%. No animal visuals with woman/women were encountered in both publication groups in England. Animal visuals in solitude were used in age groups of 12-13 as well. Considering the size of the ratio, the grounds for this kind of usage is to particularly focus attention on that animal.

Where 49% of the animals are pictured in their natural environment, 36% were pictured in an undefined location and 15% were pictured under use of humans. No animals are pictured in a house or its surroundings. Portrayal of animals in their natural environments is a required result.

Domestic animals are used by 51%. Wild animals are seen nearly in a fifty-fifty ratio. No focus was put particularly on these types.

Animal visual in their set locations are required by 56%, and in 85% of this proportion presentation of the relevant animal is provided. Even though the proportion is equal with the previous year in terms of requirement, in majority of animal visuals the relevant animal was presented. Especially, the book entitled "English Now 2" is the book the uses animal visuals the most frequently and affectively.

Findings Relating to Animal Visuals in Mother Tongue Education Course Books for the Age Groups 13-14 (Key Stage 3: 9th Grade) in England

Regarding the animal visuals in mother tongue education course books for 9th grades in England, the following findings were obtained:

Fish are used the most by 20%. With equal ratio of 12% cats and dogs, with equal ratio of

8% dinosaurs, bird, cheetah and orangutan are encountered. Apart from these animal visuals such as camel, tiger, seal, plankton, penguin, sea elephant are included. Same with the previous year, domestic animals were selected and the ratio was increased.

Photographs are preferred by 80%. Number of photographs were increased in accordance with level of 13-14 age groups and grown a little more distant from drawings.

Reading was used in lingual skills by 72%. 17% for grammar, 7% for writing, 4% for speaking skills is encountered. Lingual skills are included once again within reading skills. However it is remarkable that the following learning field is grammar.

Animals were pictured in solitude by 46%, with their own kind by 30%, with woman/women and man/men by equal ratio of 12%. Animal visuals were not pictured with neither other animals nor with child/children and a crowd. Situation in England was not different for this age group as well and animal visuals were generally pictured in solitude.

Animals were pictured in their natural environment by 52%. Where it is not clear where the animal is by 24%, they are pictured in or in the surroundings of a house by 16% and under use of humans by 8%. Animal visuals in their natural environment are in majority, as they should be.

Wild animals are used by 72%. Once again, frequent use of wild animals may invoke the opinion that this keeps the interest alive for the book and stimulate curiosity.

Animal visuals in their set locations are required by 64%, and in 50% of this proportion presentation of the relevant animal are provided. Animal are used in more required locations for this age level and presentation of half of them was provided.

Findings Relating to Animal Visuals in Mother Tongue Education Course Books Used in England

Findings Relating to Animal Visuals in Mother Tongue Education Course Books for the Age Groups 11-12 (Primary Education Second Stage: 6th Grade) in Turkey

Regarding the animal visuals in mother tongue education course books for 6th grades in Turkey, the following findings were obtained:

By 15% mostly birds are used. Where in some visuals the type of the bird isn't specified,

in some visuals type of the bird is specified such as canaries, sparrows, eagles, pigeons, sea gulls, owls. Following the birds, respectfully, cats with 10%, mice with 8%, horses with 7%, dogs with 7%, donkeys with 7%, turtles with 5% are used. Apart from the above, along with having low percentages, animal visuals are used such as chicks, bees, gazelles, rabbits, sheep, lions, butterflies, partridges, deer, swans, roosters, bugs, goats, penguins, elephants, maggots, seals, sea lions, monkeys, roosters, ostriches, kangaroos, cheetahs, ducks, giraffes, zebras, oxen, camels, wolves and bears. It is seen that the known animals are preferred more and additionally variety of animals were maintained.

Drawings and pictures were preferred by 84%. Although drawings are suitable for the age level, it is remarkable in terms of excessive proportions.

Reading used in lingual skills by 80%. 19% for writing, 1% for grammar is encountered. Lingual skills are included once again within reading skills, since it is more appropriate to be included in this field.

Animals were pictured with their own kind by 26%, with other animals by 23%, with man/men by 18%, with child/children by 16%, in solitude by 8%, with woman/women by 7% and with a crowd by 2%. Portrayal of animals generally taking place with their own kind is beneficial in terms of seeing the same kind of animal once again and strengthening their concept.

Animals are pictured in their natural environment by 46%. Where 23% of the time they are located in or in surroundings of houses, 19% of the time their whereabouts are not clear. They are pictured as under the use of humans by 12%.

Domestic animals were used by 54%. This proportion being nearly half and half is a positive position.

60% of the time animal visuals in their set locations are not required, and by 40% they are required, and 14% of this proportion presentation of the relevant animal is provided. It is significant that the animal in its pictured location is not meaningful. From this point it can be said that the animal visuals are there for imagery only.

Findings Relating to Animal Visuals in Mother Tongue Education Course Books for the Age Groups 12-13 (Primary Education Second Stage: 7th Grade) in Turkey

Regarding the animal visuals in mother tongue education course books for 7th grades in Turkey, the following findings were obtained:

By 36% mostly birds are used. Following the birds, respectfully, dogs are used with 12%, horses with 9% and donkeys with 7%. Apart from the above, along with having low percentages, animal visuals are used such as chicks, roosters, cats, gazelles, sheep, chicken, mice, lions, cows, camels, foxes, dragons, ostriches, fish and rhinos. Although some animal variety is present, it is a negative picture to see focus on known animals in general.

Drawings are used by 95%. This is very high proportion. The age group of 12-13 is an age group that starts to find photographs intriguing, rather than drawings. Drawings and pictures should be included, of course; however proportion is required to be lower.

Where animal visuals are used by 75% in reading skills, they are encountered by 14% in writing skills, 8% in listening skills and 3% in grammar. Since text is completed with visuals, it is expected for the reading skill to be high.

Animals are pictured with their own kind by 30%, with man/men by 23%, with other animals by 15%, in solitude by 13%, with child/children by 10%, with a crowd by 5% and with woman/women by 4%. In 7th grade, animal visuals take place with another animal of their own kind.

Animals are pictured in their natural environment by 51%. They are pictured in or in surrounding of houses by 20%, under use of humans by 15% and in an undefined location by 14%. Same method was used as the previous year.

Wild animals are used by 51%. This proportion being nearly half and half is a positive position.

60% of the time animal visuals in their set locations are not required. 40% percent of the time their set locations are required and in 22% of this proportion the relevant animal was asked. Here, once again, animal visuals are far from compliance with the content of the text.

Findings Relating to Animal Visuals in Mother Tongue Education Course Books for the Age Groups 13-14 (Primary Education Second Stage: 8th Grade) in Turkey

Regarding the animal visuals in mother tongue education course books for 8th grades in Turkey, the following findings were obtained:

By 25% mostly birds are used. Horses are used with 15%, dogs are used with 13%, fish, camels and wolves are used with an equal ratio of 7%, and donkeys, sheep, caretacarettas and bees are used an equal ratio of 5%. Apart from

the above, along with having low percentages, animal visuals are used such as polar bears, cars, oxen, goats, oysters, starfish and deer. Along with having domestic animals used frequently, it is seen that the selection of other animals are known animals in general.

Photographs are used by 56%. Even though the percentage of photographs is higher, it is a low proportion for the age group of 13-14.

Where animal visuals are used by 94% in reading skills, they are encountered by 6% in writing skills. Although they are places in reading skills as complementary to text, percentage proportion is extremely high.

Animals are pictured with their own kind by 40%, with man/men by 27%, in solitude by 19%, with other animals by 5%, with woman/women by 3% and with a crowd by 3%. For all three classes same finding was reached where the animal visuals are used with their own kind.

They are pictured in their natural environment by 44%, under use of humans by 32%, in or in surrounding of houses by 19%, and in an undefined location by 5%. It is remarkable that the animal visuals are more frequently used in their natural environment however by 32% they are used as under use of humans.

Wild animals are used by 52%. This proportion being nearly half and half is a positive position.

69% of the time animal visuals in their set locations are not required. 31% percent of the time their set locations are required and in 39% of this proportion the relevant animal was asked. Unnecessary placement of animal visuals in great proportions hints that they are only used for visual quality and imagery.

Comparison of Animal Visuals in Mother Tongue Education Course Books for Ages 11-12 Used in Turkey and England

As seen in the graph (Fig. 1), domestic animals are preferred in both countries as the most frequently encountered animals. However for books in general, wild animals are more frequently seen in England. When grades and age level are considered, it is seen that drawings and picture visuals are preferred more often and this proportion is highest for books in Turkey. In reading and interpreting the graphs, field of reading skills is the most preferred. Where animals are pictured in solitude most of time in England, in Turkey they are pictured with their own kind. Although animals are more often used in their

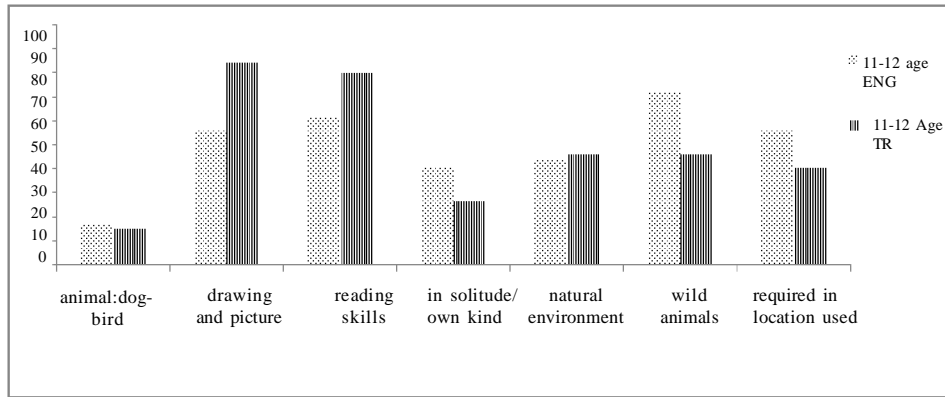


Fig. 1. Comparison of animal visuals in mother tongue education course books for ages 11-12

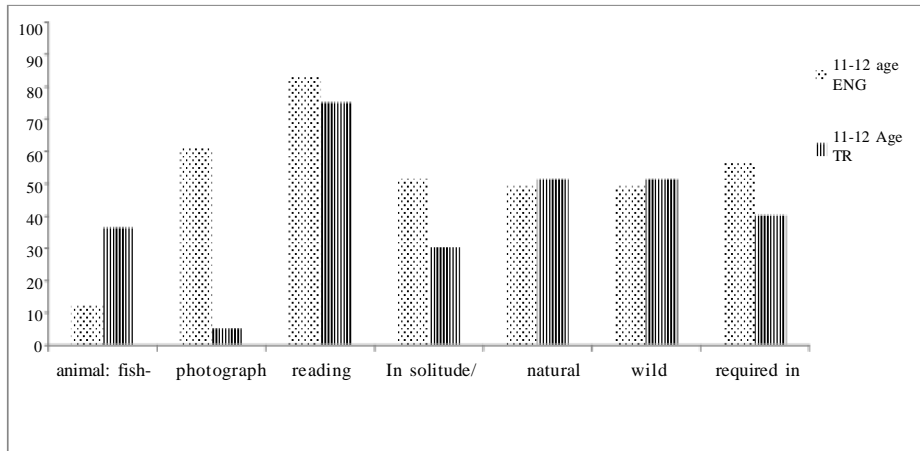


Fig. 2. Comparison of animal visuals in mother tongue education course books for ages 12-13

natural environments for both countries, the proportion being under 50% is significant. Visuals have more meaning in terms of their location in England. With a low proportion in Turkey, this situation pictures a negative position.

Comparison of Animal Visuals in Mother Tongue Education Course Books for Ages 12-13 Used in Turkey and England

Once again domestic animals are the most frequent animals used in both countries (Fig. 2). For books in general, domestic and wild animals are encountered half and half and no significant difference between proportions are encountered. As the age groups increase, where it is more appropriate to use photographs for children,

drastically low proportions are a negative position for Turkey. Reading skill field is once again an expected field for visuals. Where animals are generally pictured in solitude in Turkey, they are strengthened by picturing them with their own kind in Turkey. They are pictured in their natural environment half and half. Visuals in England are more relevant and required for the location they are pictured in.

Comparison of Animal Visuals in Mother Tongue Education Course Books for Ages 13-14 Used in Turkey and England

Once again domestic animals are the most frequent animals used in both countries for the last year. Proportions of photographic visuals

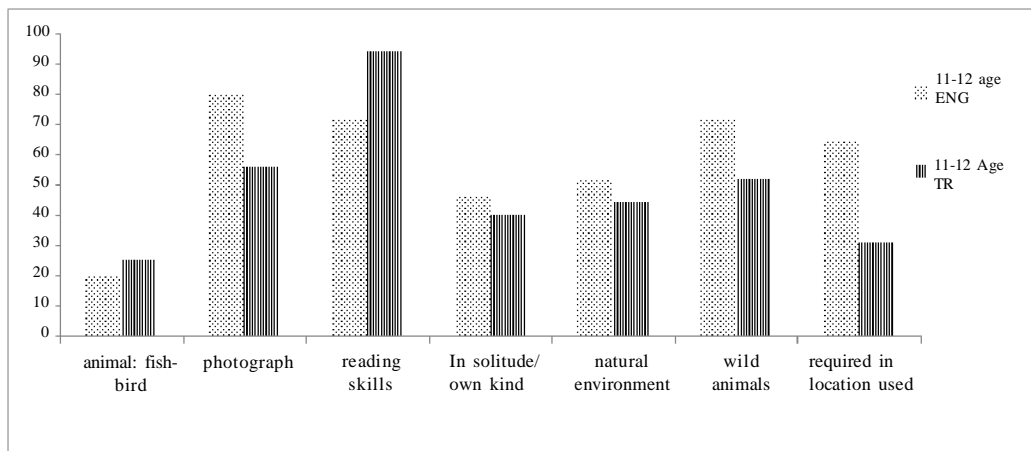


Fig. 3. Comparison of animal visuals in mother tongue education course books for ages 13-14

are increased depending on the age group. This is a positive position for both countries. In the last year, reading skill field is not changed and the animal visuals are most frequently used in this skill field (Fig. 3). For each three years animals were pictured in solitude in England and with their own kinds in Turkey. Additionally, portrayal in natural environment, which is thought to be much more beneficial in terms of better presentation of animals, have a sufficient percentage for each three years. This is concluded as a positive position where proportion of the use of wild animals increase in both countries, the increase in England is more significant. Use of animal visuals in meaningful and required locations are above 50% in England for every three years, however Turkey could not exceed this proportion in any of the years included. This approach strengthens the idea that they are only used for imagery.

DISCUSSION

In studies conducted until today, generally gender differences and their effects on children were examined in the visuals in mother tongue course books. Studies regarding animals are more often about pre-school, science or social studies education (Erdogan et al. 2011; Sothayapetch et al. 2013).

Good et al.' (2010) study is considerable for having a clearer understanding of the effect of use of visuals in course books. While conducting his study Good et al. (2010) prepares a brief

chemistry exam for 81 ninth and tenth grade students. Students, after reading three pages of chemistry text, enter the test. Although all the provided text is the same, visuals are provided in different pictures. One-third of the test takers see that all scientists are portrayed as males. The other group only sees pictures of female scientists, and the third group sees pictures of both male and female chemists. Researchers obtain the results that show that the group consisting of female scientists not only has higher scores than female students, but are higher than male students as well. Another interesting point is that the results between male and female students return to their formal levels when only male scientist pictures are used. Researchers have not found any leads for the texts where male and female pictures are used in equal amounts. As can be seen from this point as well, visuals in course books have great influence on students.

Children like to discover as required by their ages and nature. Different animal visuals used in mother tongue course books having different colors, qualities and shapes may be beneficial for children in terms of development of mental skills such as researching, establishing relationships, analyzing, and categorizing. In the study conducted by Greif and others (2006), children were shown animal visuals of which they do not know and the results obtained as to their curiosity towards names of animals, in which category they belong, their actions, food choices and their ecological positions. This result supports our

study. More the animal variety better and more fun the mother tongue education will be. Along with this, animals' whereabouts and with whom shall stimulate interest and willingness to learn.

Children identifying themselves and developing their communication with friends with the visuals where animals are happy or sad or in communication with each other is important in terms of both emotional and social development and speaking skills. Additionally, talking about animal visuals having an entertainment value is once again important for the acceleration of language development. Children imitating animals after their encounter with their visuals can be used as a good exercise study for drama and impersonation. This is double functioned benefit in terms of language development and large and small muscle development. Mitchell (2002) stated in his book that children activities are full of imitation and imagination and those animals also show similar activities. In addition, the idea was supported regarding imitation affecting children's social and cultural development. Imitation and imagination are beneficial activities in development of lingual skills. When lingual skills are considered, proportions obtained in reading skills from the study supports these developments.

Praphamontripong (2010) mentions in his doctorate thesis that many picture and shape visuals have positive benefits for learners especially in field of reading, and illustrations have contributions to remembering the text and understanding skills. Levie and Lentz (1982) reached the conclusion in their comparative study, that when texts are provided with illustrations, graphs or pictures to 40 people, they became more catchy compared to texts without visuals. Similarly, Nicholas (2007) also touched on the importance of illustrations on recalling and comprehending the story. It is possible to perceive the importance of visuals for reading lingual skill.

It is a fact that especially children who grow up in apartments in large cities only know certain animals from media and books. Presenting animals in their natural environments where children who do not get to know animals in their natural environments, will increase the success of course books. This will also help the development of general knowledge in children. In addition, where animals can be pictured in solitude they may also be pictured with their same kind in order to strengthen the idea.

Wild animal variety in study findings is significant. Wild animals were used in mother tongue education course books in both countries. Barrett and Broesch (2012) researched the contribution of wild and dangerous animals to children's social learning skills. In this study, as a result of animal visuals shown to children and responses to the questions regarding these pictures, it is concluded that dangerous content is much more catchier compared to other content and that they can be learnt in one try without going back and remain in the memory for a long time. For this reason, it is understood that use of wild animal visuals in mother tongue course books is a positive approach.

Inclusion of domestic animals is just as important as wild animals. Benefits of owning pets or interaction with animals living outside show themselves physically, spiritually and socially. In many studies (Ascione 1992, 1993, 1997; Cameron 1983; Fitzgerald 1981) it was concluded that children who spend more time or interact more with animals grow up to be persons who can emphasize more. Inclusion of these visuals in course books will create the same affect for children who cannot communicate personally with a domestic animal.

In his study, Mierek (2010) talked especially about animals and children being pictured together for causes of nostalgia and innocence, with animals providing simplicity and impartiality, they have become the center of child literature. In his research, he has examined 46 same leveled child books with domestic animal characters, with criteria in theoretical content developed on animal qualities. In child literature, two main titles were determined in portrayal and depiction of animals. The first of these is the animals in human clothing, and the second one is real animals. Animals symbolizing humans are important for providing a world-view to young readers, and real animal characters provide more points of view from a human life. Texts taking place next to these important visuals must also be meaningful. It is clear that visuals relating to the text are much more effective than the irrelevant ones.

CONCLUSION

For stimulating intimacy in children domestic animal visuals and for stimulating curiosity, wild animal visuals were used in both countries' mother tongue education.

The most frequently used lingual skill in visual reading is the reading skill field. This result is encountered in books of both countries.

Animal visuals in both countries are pictured with various animals or persons, in different locations. However for each three years animals were pictured in solitude in England and with their own kinds in Turkey for strengthening the concepts.

The most important quality of the use of visuals in course books is that these are powerful tools to add more sense into the text provided and provide this information to be catchier. England is the country which reflects this position the best. Because where animal visuals are meaningful and required in their set locations, this proportion is much lower in Turkey where it doesn't exceed the ratio of 50%.

Generally, both countries have shown the necessary care for the animal visuals in mother tongue education course books. However it can be concluded that England has acted with more care in use of animal visuals compared to Turkey.

RECOMMENDATIONS

Considering the study that reveals the positive effects of the visuals presented in textbooks on students, the selection of the visuals should be implemented with consideration.

It should not be disclaimed that animals, different from any other educational materials, have a positive effect facilitating every developmental stage of a child; and therefore animal visuals/images should be widely used in textbooks considering psychological, emotional, social, physical, and verbal development of a child. In addition, variety, quality, and definitions of these materials should be given much importance.

For further studies, it is suggested that researches should focus on animals visuals presented in textbooks for other fields, and the effect of animal visuals on learning.

REFERENCES

- Adamíková A, Zelenicki 2012. The Readability of Images in Textbooks of Physics for Secondary and Grammar Schools. 13th International Scientific Conference *Conference of Constantine the Philosopher University in Nitra, Slovakia*, September 19-20, pp. 342-349.
- Ascione FR 1997. Humane education research: Evaluating efforts to encourage children's kindness and caring toward animals. *Genetic, Social, and General Psychology Monographs* 123(1): 57-77.
- Barrett HC, Broesch J 2012. Prepared social learning about dangerous animals in children. *Evolution and Human Behavior* 33: 499-508.
- Bekoff M 2011. Kids and Animals. Children, Youth and Environments Center. Denver: University of Colorado. From <http://www.ucdenver.edu/academics/colleges/ArchitecturePlanning/discover/centers/CYE/Documents/kids_and_animals_printable_lowresolution.pdf>.
- Best JW 1959. *Research in Education*. Englewood Cliffs, N.J. Prentice Hall, P.118.
- Burke CL, Copenhaver JG 2004. Animals as people in children's literature. *Language Arts*, 81(3): 205-213.
- Cameron RKK 1983. *The Effects of Two Instructional Treatments on Eight-Grade Students' Attitudes Toward Animal Life*. Ph. D. Thesis, Unpublished. Indiana: Purdue University.
- Carvalho GS, Jourdan D, Gonçalves A, Dantas C, Berger D 2009. Addictive substances: Textbook approaches from 16 countries. *Journal of Biological Education*, 44(1): 26-30.
- Carvalho GS, Tracana RB, Skujiene G, Turcinaviciene J 2011. Trends in environmental education images of textbooks from Western and Eastern European countries and Non-European countries. *International Journal of Science Education*, 33(18): 2587-2610.
- Chambliss M, Calfee R 1998. *Textbooks for Leaving: Nurturing Children's Minds*. Oxford: Blackwell.
- Erdogan M, Coskun E, Usak M 2011. Developing children's environmental literacy through the literature: An analysis on the selected classics from Turkish literature. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 42: 45-62.
- Field PB 1993. Animal Images in College Psychology Textbooks, Between the Species, Fall, s.193-203. From <<http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1856&context=bts>>.
- Fitzgerald TA, Jr 1981. Evaluating humane education: The Jefferson County Study. *Humane Education*, 5: 21-22.
- Gallagher G 2008. Descriptive Writing Ideas: Animals. From <<http://www.skillsworkshop.org/>> (Retrieved December 9, 2012).
- Good J J, Woodzicka Julie A, Wingfield Lylan C. 2010. The effects of gender stereotypic and counter-stereotypic textbook images on Science performance. *Journal of Social Psychology*, 150(2): 132-147.
- Graves N 2001. *School Textbook Research: The Case of Geography 1800-2000*. London: Institute of Education, University of London.
- Greif ML, Kemler Nelson DG, Keil FC, Gutierrez F 2006. What do children want to know about animals and artifacts?, Domain-specific requests for information. *Psychological Science*, 17(6): 455-459.
- Harnew M 2005. Animal Descriptions. From <<http://www.skillsworkshop.org/>> (Retrieved December 9, 2012).
- Iseri K 2010. Türkçe Ders Kitaplarında Resimler. In: H Ülper (Ed.): *Türkçe Ders Kitabı Çözümlemeleri*. Ankara: Pegem Akademi, pp. 81-90.

- Karasar N 2010. *Bilimsel Arastirma Yöntemi*. Ankara: Nobel Yayın Dağıtım.
- Korfiatis K, Stamou AG, Paraskevopoulos S 2004. Images of nature in Greek primary school textbooks. *Science Education*, 88: 72–89.
- Kowalsky M 2012. Animal Themes for Information Literacy, University of Hawai. From < <http://hoorayforbooks.pbworks.com/w/file/49929290/Animal%20Themes%20for%20Information%20Literacy%20%20AASL%2011.pdf> > (Retrieved December 9, 2012).
- Lambert D 1999. Exploring the use of textbooks in Ks3 Geography classrooms: A small scale study. *The Curriculum Journal*, 10 (1): 85-105.
- Lawrence WPW 2011. *Textbook Evaluation: A Framework for Evaluating the Fitness of the Hong Kong New Secondary School (NSS) Curriculum*. University of Hong Kong, Master Of Arts.
- Lebrun M 2007. *Le manuel scolaire d'ici et d'ailleurs, d'hier à demain [The school textbook from here and abroad, from yesterday to tomorrow]*. Saint Nicholas: Press de L'Université du Québec.
- Levie WH, Lentz R 1982. Effects of text illustrations: A review of research. *Educational Technology Research and Development*, 30(4): 195-232.
- Maden M 1999 Improving Learning: The Use of Books Schools. (A Report for the Educational Publishers Council. Keele University: Centre for Successful Schools
- Maruyama M 2010. *The Effects of Animals on Children's Development of Perspective-taking Abilities*. Ph D Thesis, Unpublished. US: Portland State University.
- Mierek Joanne 2010. *Interrelating With Animals: Non-human Selves in the Literary Imagination*. Master's. Thesis Unpublished. Urbana-Champaign: (University of Illinois)
- Mitchell WR 2002. *Pretending and Imagination in Animals and Children*. Cambridge University Press, Cambridge.
- Myers G 1990. Every picture tells a story: Illustrations in E.O. Wilson's ociobiology. In: M Lynch, S Woolgar (Eds.): *Representation in Scientific Practice*. Cambridge, MA: MIT Press, pp. 231–265
- Myers O E 1998. *Children and Animals*. Boulder, CO: Westview Press.
- Nichol J 1995. *Teaching History at Key Stage 3*. London: Chris Kington Publishing.
- Nicholas JL 2007. *An Exploration of the Impact of Picture Book Illustrations on the Comprehension Skills and Vocabulary Development of Emergent Readers*. PhD Thesis, Unpublished. US: Louisiana State University.
- O'Neil R 1982. Why use textbooks? *ELT Journal*, 36 (2): 104-111.
- Pozzer LL, Roth WM 2003. Prevalence, function, and structure of photographs in high school biology textbooks. *Journal of Research in Science Teaching*, 40: 1089–1114.
- Praphamontrirong P 2010. *Textbook Formats and Visual Effects on Learning for Beginning Readers*. Ph. D. Thesis, Unpublished. US: University at Albany, State University of New York.
- Riddle J 2009. *Engaging the Eye Generation. Visual Literacy Strategies for the K-5 Classroom*. Portland, Maine: Stenhouse Publishers.
- Rummel JF 1964. *An Introduction to Research Procedures in Education*. New York: Harper and Row.
- Selltiz C, Wrightsman LS, Cook SW 1976. *Research Methods in Social Relations*. 3rd Edition. New York: Holt, Rinehart and Winston.
- Serpell J 1999. *Animals in Children's Lives*, Cambridge, UK: White Horse Press.
- Sheldon L 1987. *ELT Textbook and Materials: Problems in Evaluation and Development*. Oxford: Modern English Publication.
- Sothayapetch P, Lavonen J, Juuti K 2013. An analysis of science textbooks for Grade 6: The electric circuit lesson. *Eurasia Journal of Mathematics, Science and Technology Education*, 9(1): 59-72.
- Ur P 1996. *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press.

APPENDIX**England**

1. Resource Group: Oxford University Press New Literacy Kit Year 7, Oxford University Press New Literacy Kit Year 8, Oxford University Press New Literacy Kit Year 9.

2. Resource Group: Oxford University Press English Now 1, Oxford University Press English Now 2, Oxford University Press English Now 3.

Turkey

1. Resource Group: MoNE Primary Education Turkish 6 Course Book, MoNE Primary Education

Turkish 6 Study Book, MoNE Primary Education Turkish 7 Course Book, MoNE Primary Education Turkish 7 Study Book, MoNE Primary Education Turkish 8 Course Book, MoNE Primary Education Turkish 8 Study Book

2. Resource Group: Doku Publications Primary Education Turkish 6 Course Book, Doku Publications Primary Education Turkish 6 Study Book, Koza Publications Primary Education Turkish 7 Course Book, Koza Publications Primary Education Turkish 7 Study Book, Enderun Publications Primary Education Turkish 8 Course Book, Enderun Publications Primary Education Turkish 8 Study.