Hamza Çakır
Mustafa Kacur
Hakan Aydın
Erciyes University
hcakir@erciyes.edu.tr
mustafakacur@hotmail.com
Kayseri-Turkey

AN EMPIRICAL RESEARCH ON THE MEDIA VIEWING HABITS OF ELEMENTARY SCHOOLCHILDREN WHO TOOK MEDIA LITERACY COURSES

ABSTRACT
As the concept of media literacy emerged as a scholarly debate, it left RTÜK (High Council for Broadcasting) with the compulsion of taking the issue in its agenda through the 2000's. A joint project was developed by the RTÜK and The Ministry of Education to establish media literacy as an elective course in primary education. The media literacy course has been integrated into the Turkish curriculum as an elective course in the educational year of 2007-2008 for the 6th, 7th and 8th classes. The objective of this study is to determine the media viewing habits of schoolchildren who toke media literacy courses on the sample of Kayseri city. The results of the study are important in assessing the degree of adoption of the goals and results sought by media literacy education program as a basis for further content and subject development. The study has been conducted on 1194 schoolchildren of 6th, 7th and 8th grades in the Kayseri central districts of Kocasinan and Melikgazi. The results show that the participants did not have an efficient level of consciousness towards media broadcasts and content.
Keywords: Media, Media Literacy, Media Literacy Education, Schoolchildren, Media Viewing Habits.

MEDYA OKURYAZARLIĞI DERSİNİ ALAN İLKÖĞRETİM ÖĞRENCİLERİNİN MEDYA İZLEME ALIŞKANLIKLARI ÜZERİNE AMPİRİK BİR ARAŞTIRMA

ÖZET
Medya okuryazarlığı kavramının, Türkiye'de, bilimsel platformlarda tartışılmaya başlanması, Radyo Televizyon Üst Kurulu'nun (RTÜK) 2000'li yılların ortalarından itibaren konuyu gündemine almasını sonuçlandırmıştır. Bu amaçla RTÜK ve Milli Eğitim Bakanlığı (MEB) işbirliğiyle bir proje hazırlanmış ve medya okuryazarlığı dersinin ilköğretim okullarında seçmeli ders olarak okutulması yönünde önemli bir girişim başlatılmıştır. Medya okuryazarlığı dersi 2007-2008 eğitim-öğretim yılından itibaren tüm Türkiye'deki ilköğretim okullarında 6, 7 ve 8. sınıflarda seçmeli ders olarak okutulmaya başlanmıştır. Bu araştırma; medya okuryazarlığı dersini alan ilköğretim öğrencilerinin medya izleme alışkanlıklarını Kayseri örneğinde tespit etmeyi amaçlamaktadır. Araştırma sonuçları, ilköğretim medya okuryazarlığı öğretim programıyla aranan amaçların ve sonuçların ne ölçüde benimsediğinin/günlük yaşam pratiklerinin bütünleşik bir parçası yapıldığının belirlenmesine, konu ve içeriksel kapsam çerçevesinde, temel oluşturması bakımından önemlidir. Araştırma, Kayseri Kocasinan ve Melikgazi merkez ilçelerindeki ilköğretim okullarında okuyan ve medya okuryazarlığı dersini alan 1194 6, 7 ve 8. sınıf öğrencisine belirlenen zaman ve yerde uygulanmıştır. Araştırma sonuçları, medya okuryazarlığı dersini alan ilköğretim öğrencilerinin kitle iletişim araçlarını bilinçli bir şekilde izlemediklerini ortaya çıkarmıştır.
Anahtar Kelimeler: Medya, Medya Okuryazarlığı, Medya Okuryazarlığı Eğitimi, İlköğretim Öğrencileri, Medya İzleme Alışkanlıkları

1. INTRODUCTION (GİRİŞ)

In today's world, children can be perceived as besieged by the communication technologies. In general, children begin viewing animation programs with the completion of their 2nd year and by their 6th year they have already formed a TV viewing behavior (Çaplı, 2002: 184). The "Survey of TV Viewing Habits of Children in Primary School Age" (2006) by RTÜK shows that in pastime choices of schoolchildren, reading comes first (64,9%) and viewing TV second (64,6%). Some other studies in Turkey show that children between ages 6-17 watch 3-4 hours TV in average. Given that children at this age group spent 900 hours in the school as compared to 1500 hours in front of TV, the situation might be of concern to media researchers. All these studies and findings stipulate that school children acquire a conscious position towards the media in order not to be for defenseless absorbers of the audio-visual and printed media (Medya Okuryazarlığı Dersi Öğretim Programı ve Kılavuzu (Media Literacy Course Teaching Program and Guidebook), 2006: 5-6).

Media literacy is today a popular concept put forth with an aim to control potentially harmful media effects. The importance of informing children according the implications of this concept has been emphasized directly or indirectly in many works. It may be well appreciated that children who attended media literacy courses learn to perceive the media correctly, develop a more critical approach thus being less affected by potentially harmful effects of the media (Kutoğlu, 2007: 105). Media literacy is outlined as the ability to access, analyze, evaluate and transmit media messages of diverse forms (Aufderheide, 1993 reported in Hobbs, 2004: 122). Supposing that everything read, seen and heard in the media should be primarily recognized as fictional, media literacy in this perspective stresses that media content is not natural and is subject to manipulation (Türkoğlu, 2007: 278). According to Potter (2011: 9) Media literacy presents a perspective that can help individuals tell between the real world and the one constructed through the media more clearly. Aufderheide (1989) lists the main principles of media literacy and the perception level to be attained as follows:

- All media are constructions.
- The media construct reality.
- Audiences negotiate meaning in media.
- Media have commercial implications.
- Media contain ideological and value messages.
- Media have social and political implications.
- Form and content are closely related in media.
- Each medium has a unique aesthetic form.

The European Center for Media Literacy which declares its mission as supporting children and adults to prepare for living and learning in the global media culture, asserts that this could be achieved by media literacy education, in particular an education directed towards children. According to the Center, an educational program aimed at media literacy should have following objectives:

- To understand that the media has been constructed to convey ideas, information and news from someone else's perspective.
- To understand that specific techniques are used to create emotional effects. To tell intended and produced effects of these techniques.

- To understand that the media produce benefit for some people and leave others out.
- To ask whom the media benefits and why others are left out and to find the answers to these questions.
- To seek alternative sources of information and entertainment.
- To use the media for their benefit and enjoyment.
- To be active instead of being passive absorbers (Pekman, 2007: 44-45).

Not to forget in media literacy discussions is that media literacy is a state of activity. What counts is not just having skills, rather these skills must put into everyday practice. The concept of media literacy means that only receiving is not enough, an active participation is required to be able to construct new messages and transmit them to others (Türkoğlu, 2007: 95).

Discussions focusing on the potential of media literacy in protecting the youth and in particular the children from negative media effects gained momentum with the second half of the 2000's. Scholars are explaining the meaning and importance of media literacy and proposing and/or contributing to the needed programs and applications1. With the concept of media literacy gaining momentum in scholarly discussion resulted in RTÜK embracing and taking it into its agenda. A project was developed and an important initiative for including media literacy as an elective course into the curriculum of primary education has been launched. RTÜK found positive reaction on its request at The Ministry of Education. Education program and handbook for the course has been developed by a commission including academicians studying on the issue along with experts from The Ministry of Education and the RTÜK. After making the corrections required by communication scientists, sociologists and pedagogues, the program has been discussed and approved on 31.08.2006 by the Commission of Training and Education of The Ministry of Education. The Media Literacy Course Teaching Program which has been developed in a constructivist approach lists general objectives of the program as follows:

"A student who successful completes the course;
- Acquires a consciousness to filter media content by reading the media from different viewpoints, is conscious of the problems of his country, protects his/her environment.
- Acquires ability to reach the messages in media like TV, video, cinema, ads, print media, the Internet, and the ability to analyze, evaluate and convey this information to others.
- Acquires a critical view towards the print, auditory, visual media.
- Enters a process of change from finding answers for composing and analyzing messages, to asking questions.
- Becomes a conscious media follower.
- Participates more actively and positively in the social life.

---

[1] The first International Media Literacy Conference held in the Marmara University Communication Faculty between May 23-25, 2005 is of importance from this aspect. A quite broad participation of academicians and the printed papers have been of an important contribution to the scholarly literature.

- Contributes to the formation of a consciousness towards improving public and private media" (Media Literacy Course Teaching Program and Handbook, 2006: 7-8).

The pilot implementation of the Media Literacy in Primary Education Project began in the educational year of 2006-2007. A total of 780 7th graders in 5 provinces attended in media literacy classes. The courses included an outline of the concept along with functions of the media, relations between the media and culture, media and economy, media and ethics, and further topics related to television broadcasting, effects of TV, TV viewing habits, program analyses, the smart signs, and peculiarities of the radio, newspapers, and the Internet. As a complement, upon the completion of each course surveys have been applied to children by the involved authorities for assessing the efficiency of the courses.

From the 2007-2008 educational year on, media literacy classes are being provided as an elective course for the 6th, 7th and 8th grades throughout Turkey. According to the data obtained from the Ministry of Education, 1.024.356 children have attended to the classes in the educational year of 2008-2009 in Turkey. Throughout the process, training sessions were provided for the teachers in the form of seminars, introductory meetings and workshops gathering all these information in a teacher's manual. The main themes of these activities were, the things that could be done to increase the number of children to elect the courses, is it convenient to make the courses compulsory, and if yes, could graduates of communication schools be recruited as teachers? The media literacy project which materialized as a joint undertaking of the RTÜK and The Ministry of Education and opened so invaluable a field of research for all scholars interested in the field of media literacy who wanted to study the theory on real world practice and wanted to contribute to the further development of programs like widening the research paradigm to include teachers and parents etc. As an example, Deveci and Çengelci (2008) evaluated the view of social studies applicant teachers towards media literacy by questioning 20 applicant teachers; Özsoy (2010) based his study on "the ability of Turkish urban families of becoming media literate". In his study that intended to contribute to the development of adult media literacy education programs, Özsoy stated that "on the grounds that families had albeit a limited capability of intervening to the content, they have the potential to be media literate in a sense" (2010: 57-58). The more relevant studies on media literacy education in primary education are studies that focused on attendants of media education classes. The study "Attitudes of 7th Grade Elementary Schoolchildren Towards Media Literacy Classes and The Media" by Cevat Elma and his colleagues, revealed that particularly for the children to become better media literate, that is, able to examine the media and the messages conveyed by the media with a more critical view, "a sufficient effect and an intense experience was yet to be felt (2009: 111)." Based on the facts found, the study proposed measures towards an effective implementation of media literacy courses. Fisun Akşit and Berna Dönmez (2011: 44-45) in their study that assessed the attitudes of 7th graders of the Sümer Elementary School in Kayseri, asserted again that the TV was the most followed media of the schoolchildren participated, and it was certainly not consciously consumed. This result made the researchers conclude that media literacy classes should be attended at earlier ages and that families be targeted for inclusion into media literacy education.

4. RESEARCH SIGNIFICANCE AND OBJECTIVES (ÇALIŞMANIN AMACI VE ÖNEMİ)

The rise of studies aiming to assess the last and most important situation in the implementation of media literacy education is of serious relevance for the involved organizations, the RTÜK and the Ministry of Education, which are eager to seek effectiveness and widening of the effect. This study emerged from the need for the concentration of such and related needs. The main aim of the study is to define media viewing habits of primary school children who have attended to media literacy classes on a sample of Kayseri city center. The study is of particular importance for assessing the degree of success by which the sought objectives of media literacy education have been adopted and integrated into everyday life, as feedback for subject and content building. Also anticipated outcomes are findings contributing to the discussion of how an effective and efficient media literacy education could ever be possible and issues related to program development and implementation. All these are adding to the importance and original value and wide effect of the study in means of social benefits. Answers are sought to these questions:

Research question 1: What are TV viewing, newspaper reading and internet surfing habits of schoolchildren who have attended to media literacy classes?

Research question 2: What are TV programs and newspaper sections favored by schoolchildren who have attended to media literacy classes?

Research question 3: What are the TV viewing, newspaper reading and internet surfing choices of schoolchildren who have attended to media literacy classes?

5. METHOD (YÖNTEM)

- **Implementation of Study and Sample Choice:** This study is of a descriptive character in terms of data collecting and using. The research sample is defined as the 6th, 7th and 8th grades attending to media literacy classes in the Melikgazi and Kocasinan districts of Kayseri city center. According to data obtained from the Provincial Directorate of The Ministry of Education, media literacy classes are provided in 18 elementary schools throughout Melikgazi municipality, 35 elementary schools in the Kocasinan municipality region, totaling 53. In the 2009-2010 educational year, 1072 6th graders, 1547 7th graders and 1389 8th graders – a total of 4008 - have attended media literacy classes in the Melikgazi district, while 671 6th graders, 873 7th graders and 987 8th graders –a total of 2531- have taken media literacy classes in the Kocasinan district. The total number is 6539 schoolchildren. With a significance level of 0.05 and a reliability range of 95%, a sample size of 1000 participants is sufficient to represent the main population (Kurtuluş, 1998: 236; Ural ve Kılıç, 2006: 49).

  The questionnaire has been developed appropriate to the objectives of the study and has been carried out on the chosen sample children at the determined time and place. The most significant limitation of the study is its regional limitedness with Kayseri while media literacy classes are given throughout Turkey. Nevertheless, the study can constitute an example and instigate follow-on studies throughout Turkey.

- **Data Collection Tools:** The questionnaire developed to define media viewing habits of schoolchildren attending to media literacy classes consists of three main sections and of 33 questions. The first section aimed to define media viewing frequency, contains Likert scale questions by five, where 1 means "never" and 5 means "always". The second section aimed to define media viewing motives, contains Likert scale questions by five, where 1 means "I don't agree at all" and 5 means "I totally agree". The last section contains categorical questions aimed to define the social-demographical characteristics of schoolchildren who attended to media literacy courses.

    Teachers who gave media literacy classes in Kayseri took part in the process of survey preparation. Cordially, a meeting was held at the Communication Faculty with the teachers. Before implementation, the developed questionnaire was submitted to experts for proof testing and the required corrections were made. Then, a pretest on 50 participants was conducted for final preparation.

- **Analysis of Data and the Tests Used:** The survey was implemented in May 17-28, 2010 at the schools by face-to-face interviews. The data obtained was then rendered in the SPSS 17.0 statistical analysis program. First, social-demographical characteristics of the participants were analyzed, and then came frequency distribution analysis by descriptive statistic technique, aiming to define behaviors in relation to media viewing habits.

6. FINDINGS AND DISCUSSIONS (BULGULAR VE / VEYA TARTIŞMALAR)

The study initially determines socio-demographical characteristics of the students taking part in the research and then gathers descriptive data about their media diets.

- **Socio-Demographical Analysis of the Students Taking Part in the Research:** Totally 1194 students, who have taken media literacy lessons, took part in the research. Socio-demographical characteristics of the students is diagrametically shown in Table 1.

Table 1. Socio-demographical characteristics of the students
(Tablo 1. Araştırmaya katılanların sosyo-demografik özellikleri)

	Info about students	Frequency	Percentage(%)
Sex	Female	585	49.4
	Male	599	50.6
Age of participants	11-12	309	29.0
	13-14	658	61.8
	15 and older	98	9.2
The class attended	6th class	429	36.2
	7th class	400	33.8
	8th class	356	30.0
Fathers' Educational Status	Illiterate	23	1.9
	Literate	36	3.0
	Primary school graduate	391	33.1
	Secondary school graduate	240	20.3
	High school or equivalent	266	22.6
	University graduate	178	15.1
	Master's/Doctorate Degree	47	4.0
Mothers' Educational Status	Illiterate	73	6.2
	Literate	53	4.6
	Primary school graduate	567	48.2
	Secondary school graduate	184	15.6
	High school or equivalent	170	14.4
	University graduate	105	8.9
	Master's/Doctorate Degree	25	2.1
Employment status of mothers	Unemployed	180	15.4
	Employed	986	84.6

According to Table 1 49,4% of participants are females, 50,6% are males and 36,2% are attending 6th, 33,8% 7th and 30% are attending 8th class. Their ages can be listed as 61.8% between 13-14, 29% between 11-12 and 9.2% 15 or over. 48,2% of their mothers are primary school graduates, 15,6% are secondary school graduates, 14,4% are graduates of high school and equivalent, 8.9% have a university and 2.1% master's or doctorate degrees. Students with illiterate mothers account for 6.2% of participants and those with literate mothers are 4,6%. Fathers' educational levels are much higher than the mothers'. Of all the mothers, only 15,4% are employed and the remaining bulk of 84,6% are unemployed (housewifes are treated as unemployed).

- **Media Diets of Participants Below is a table with an elaborate analysis of participants' media diets. (TV, newspaper and internet):**

Table 2. TV diets of students who took media literacy classes (MLC)
Tablo 2. Medya okuryazarlığı (MOY) dersi alan öğrencilerin tv izleme sıklıkları)

	TV Diet	Frequency	Percentage(%)
Duration of TV watching	More than 3 hours per diem	238	20.2
	Up to 3 hours per diem	264	22.4
	Up to 2 hours per diem	315	26.8
	Up to 1 hours per diem	222	18.9
	Never watch TV	23	2.0
	Other	114	9.7
TV diet on weekdays	Mostly between 06.01 – 09.00 arası	59	5.0
	Mostly between 09.01 – 12.00	38	3.2
	Mostly between 12.01 – 15.00	136	11.5
	Mostly between 15.01 – 18.00	215	18.3
	Mostly between 18.01 – 21.00	453	38.5
	Mostly between 21.01 – 23.00	257	21.8
	Mostly between 23.01 – 06.00	20	1.7
TV diet at weekends	Mostly between 06.01 – 09.00 arası	59	5.0
	Mostly between 09.01 – 12.00	174	15.0
	Mostly between 12.01 – 15.00	120	10.2
	Mostly between 15.01 – 18.00	141	12.0
	Mostly between 18.01 – 21.00	258	22.0
	Mostly between 21.01 – 23.00	365	31.2
	Mostly between 23.01 – 06.00	54	4.6

According to Table 2, of all the students taking media literacy classes, 26,8% watch up to 2 hours a day, 22,4% up to 3 hours, 20,2% more than three hours, 18,9% an hour a day. The rate of students who don't watch TV is 2.0%. They mostly watch TV between 18.01-21.00 on weekdays and between 21.01 – 23.00 during the weekends. 88,3% of the students watch TV everyday reflecting their perception of media messages and the importance of media literacy lessons in the correct way avoiding the potentially negative affects of media broadcasts and publishments.

Table 3. Frequency of newspaper reading and internet access of student
who took MLC
(Tablo 3. MOY dersi alan öğrencilerin gazete okuma ve internete erişim
sıklıkları)

		Frequency	Percentage(%)
Frequency of Having Newspaper at home	Regularly per diem	204	18.4
	5-6 days a week	74	6.7
	3-4 days a week	114	10.3
	1-2 days a week	411	37.0
	No newspaper	259	23.3
	Other	49	4.3
Frequency of newspaper reading	Regularly per diem	107	10.1
	5-6 days a week	89	8.4
	3-4 days a week	119	11.2
	1-2 days a week	460	43.4
	No newspaper	236	22.3
	Other	49	4.6
Frequency of Internet access	More than 3 hours daily	144	12.3
	Up to 3 hours daily	86	7.4
	Up to 2 hours daily	107	9.1
	Up to 1 hour daily	172	14.7
	Once every two days	89	7.6
	Once every three/four days günde bir	113	9.7
	Once a week	236	20.2
	No internet	124	10.6
	Other	99	8.4
Place of Internet access	At home	584	52.8
	At school	186	16.8
	At an internet café	216	19.6
	Other	120	10.8

Table 3 provides information about newspaper reading and internet access frequency of students who took media literacy lessons. According to this table 43,4% of the students read newspapers on 1-2 days. The rate of students who regularly read newspaper everyday is 10,1%. 43,5% of them have internet access at least once a day and 52,8% get connected from their houses and this is an indication of how widespread is internet usage in Turkey among students.

Table 4. The consciousness of students about smart media icons
(Tablo 4. MOY Dersi alan öğrencilerin akıllı işaretleri tanıma / bilme durumu)

Recognizing Smart Media Icons	General Audience	7 and over	13 and over	18 and over	Violence/ Fear	Sexuality	Potentially harmful behaviours
	Frequency %	Frequency %	Frequency %	Frequency %	Frequency %	Frequency %	Frequency %
Accurate	1147 98.1	1177 99.5	1176 99.4	1173 99.4	1157 99.1	885 90.5	879 89.1
Wrong	22 1.9	6 0.5	6 0.5	7 0.6	11 0.9	93 9.5	108 11.1
Total	1169 100	1183 100	1182 100	1180 100	1168 100	978 100	987 100

Table 4 shows the students' level of consciousness pertinent to smart media icons. Supreme Council of Radio and Television (RTÜK), have established a system of "Smart Media Icons" to indicate some information about the content of television broadcasts. Smart icons are useful in protecting the children and teenagers against harmful effects of television programs helping the society and program developers in this sense (www.rtuk.gov.tr). Table 4 indicates that the consciousness level of students is considerably high. The unit about which the students are most unconscious is "Potentially harmful behaviours".

Table 5. Frequency of using smart icons to select television programs to watch
(Tablo 5. Televizyon programlarının akıllı işaretlere göre seçilme sıklıkları)

	N	Mean	Std.Dev.
Does your mother choose what to watch on TV according to smart icons?	1170	3.48	1.47
Does your father choose what to watch on TV according to smart icons?	1170	3.30	1.46
Do you choose what to watch on TV according to smart icons?	1178	3.09	1.54

Table 5 shows the frequency of selecting TV programs according to smart icons on the side of students and their parents. That said, we state those who choose what to watch using smart icons as: students' mothers 3,48%, students' fathers 3,30% and finally the students 3,09%.

Table 6. Students' tv diets with respect to types of programs
(Tablo 6. MOY dersi alan öğrencilerin televizyon program türlerini
izleme sıklıkları)

	N	Mean	Std.Dev.
I watch Turkish serials	1152	3.76	1.19
I watch music/entertainment programs	1155	3.51	1.37
I watch Turkish movies	1155	3.48	1.17
I watch competition programs	1150	3.33	1.27
I watch news programs	1171	3.04	1.06
I watch foreign movies	1146	2.98	1.39
I watch sports programs	1143	2.79	1.50
I watch documentaries	1167	2.70	1.20
I watch cartoons	1161	2.69	1.29
I watch foreign serials	1135	2.40	1.34
I watch magazine programs	1153	2.32	1.38
I watch ads	1122	2.31	1.26
I watch kids programs	1147	2.23	1.22
I watch programs about local agenda	1139	2.14	1.17
I watch discussion programs	1147	1.81	1.14
I watch programs for females	1146	1.42	.91
Other	234	3.44	1.49

Table 6 lists the frequencies of primary school students who took media literacy classes under 16 headings indicating various TV programs. This study utilizes Likert scale over 5 units. In the scale, 1 stands for "never" and 5 for "always". According to Table 6, students who took media literacy classes mostly watch Turkish serials (3.76). This rate is respectively followed by music/entertainment programs (3.51) and Turkish movies (3.48). The least preferred TV programs by the students are successively daytime programs for women (1.42), discussion programs (1.81) and programs on local agenda (2.14).

Table 7. Reasons for watching tv given by the students who took MLC
(Tablo 7. MOY dersi alan öğrencilerin televizyon izleme nedenleri)

	N	Mean	Std.Dev.
I watch TV to learn about what's going on around the world and Turkey.	1167	3.82	1.23
I watch TV because it cheers me up and makes me laugh.	1160	3.77	1.20
I watch TV because it amuses me.	1172	3.68	1.20
I watch it because I like to.	1161	3.57	1.26
I watch it because it informs me about everything.	1161	3.55	1.25
I watch it because I get information about myself and others.	1152	3.52	1.31
I watch TV as a pastime activity.	1174	3.40	1.26
I watch TV because it makes us together as a family.	1154	3.07	1.41
It stays with me when I have nobody together with me.	1145	3.02	1.41
I watch it because I'm used to.	1147	2.85	1.44
I have nothing better to do.	1168	2.81	1.36
I happen to watch because it's on at home all the time.	1151	2.69	1.41
It provides us something to talk on when we're together with friends.	1152	2.67	1.42
It provides us something to do when we're together with friends.	1147	2.64	1.40
Other	321	3.44	1.54

The reasons for watching TV given by the students who took media literacy classes are listed under 14 headings in Table 7. According to Likert scale 1 indicates the answer "I totally disagree" and 5 "I totally agree". Then it can be said that the students who took media literacy classes watch TV mostly because that they want to get informed about domestic and international affairs (3.82). This is respectively followed by the reason which reflects cheering up function (3.77) and amusement function (3.68). The least reason given by students is that TV provides them something to do when they are together (2.64), something to talk on (2.67) and it's always on at home (2.69).

Table 8. The frequency of reading different parts of newspapers by students who took MLC
(Tablo 8. MOY dersi alan öğrencilerin gazete bölümlerini okuma sıklıkları)

	N	Mean	Std.Dev.
I solve puzzles	1079	3.79	1.38
I read news about kids and teenagers	1085	3.07	1.38
I read sports news	1073	3.04	1.62
I read news about current affairs (first pages)	1050	2.98	1.49
I read columns	1068	2.81	1.43
I read magazine news	1081	2.52	1.53
I read ads	1071	2.41	1.32
I read news on economy	1068	2.34	1.36
Other	253	3.02	1.68

The frequency of reading different parts of newspapers indicated by students is shown under 8 headings in Table 8. According to this, the students who took media literacy classes are mostly interested in solving puzzles (3.79). Their second interest is on news about kids/teenagers (3.07) and sports news (3.04). The least read parts are; economy news (2.34), ads (2.41) and magazine news (2.52).

Table 9. Reasons for reading newspaper given by students who took MLC
(Tablo 9. MOY dersi alan öğrencilerin gazete okuma nedenleri)

	N	Mean	Std.Dev.
I read newspaper because it has amusing parts and news.	1065	3.79	1.28
It gives info about what's going on in Turkey and the rest of the world.	1067	3.75	1.25
I read it to get info about international affairs.	1047	3.72	1.29
I read it to get info on local affairs.	1048	3.66	1.29
I get info about cultural and social activities.	1053	3.62	1.30
I read newspaper since it gives info about the things I'm interested in	1059	3.58	1.26
Because it gives accurate information about everything	1051	3.41	1.29
Because it's something amusing.	1050	3.31	1.36
Because it reveals the hidden secrets behind	1052	3.20	1.37
Because I'm interested in sports section	1031	3.15	1.55
I like reading columnists	1037	3.12	1.39
It provides something to talk on while chatting	1057	3.08	1.34
Other	299	3.10	1.57

Table 9 comprises of information on the reasons why students prefer to read newspapers. According to the table students mostly read newspapers because it has or gives amusing news or sections (3.79). This is followed respectively by "Getting info about what's going on around Turkey?" and "wordly affairs". They choose to read newspaper least because "it provides something to talk on while chatting" (3.08), they like reading columnists (3.12) and they are interested in sports news (3.15).

Table 10. Reasons for internet usage given by students who took MLC
(Tablo 10. MOY dersi alan öğrencilerin internet kullanma nedenleri)

	N	Mean	Std. Dev.
I use it to do homework and study my lessons.	1149	3.96	1.24
To get info and make research	1133	3.74	1.32
To amuse myself	1154	3.61	1.35
To get in touch with others (like e-mailing)	1149	3.41	1.51
To get in touch with my current friends (Chatting/ Messenger)	1148	3.31	1.54
To play computer games online	1139	3.18	1.42
To share videos, photographs and documents	1141	3.14	1.46
To spend my spare times	1148	3.09	1.44
To read news and follow current affairs	1153	2.43	1.37
To find new friends (Chatting/ Messenger)	1144	2.30	1.52
Other	298	3.28	1.54

The reasons for internet usage given by students who took Media Literacy classes are detailed in Table 10 under 10 headings. According to the table, they mostly use internet to do their homework and study their lessons (3.96). This is followed respectively by "to get info/make research" (3.74) and "amusement" (3.61). The least attributed reasons are; finding a new friend (2.30), to follow the news and current affairs (2.43) and for recreational reasons (3.09).

8. CONCLUSION AND RECOMMENDATIONS (SONUÇ VE ÖNERİLER)

Media Literacy is integrated into the curriculum as a selective lesson under the 11.09.2006 dated and 354 numbered decree of Board of Education (Talim ve Terbiye Kurulu Başkanlığı) and has been held as a selective lesson in 6th, 7th and 8th classes of all primary schools throughout Turkey since 2007–2008 educational year. The students who took media literacy classes are supposed to perceive the media from various points of views; they can think critically on what they see on the media; they can access, decode, assess and forward the messages of the media in TV channels, movies, ads, written press and the internet etc... It's a the function of an emprical study to determine to what extend the objectives of Media Literacy Lessons in primary schools are adopted and followed. This study sets out to accomplish this function and to form a basis for this framework by identifying media diets of students who took Media Literacy lessons throughout Kayseri. The research is applied on just Kayseri, so it won't be plausible to generalize the results for all around Turkey. However, it will shed light on other studies when its results are compared with those of others and the differences and similarities are clarified.

The study initially tries to recognize the profiles of students who took media literacy lessons probing into their socio-demographical characteristics and the following results are obtained:

1194 students who took Media Literacy lessons attended in the research. 49,4% of the students are female, 50,6% of them males and 36,2% are attending their 6th classes, 33,8% are 7th classes and 30% are 8th classes. Students' mothers are mostly unemployed (84.6%). When it comes to educational status of fathers and mothers 25.4% ot mothers, 41.7% of fathers are graduates of high school and over. That is, fathers are more formally educated than mothers.

When it comes to media diet of students who took media literacy lessons, it can be said that 88.3% of them watch TV at least once a day, 43.5% of them gets connected to Internet at least again once a day and 10.1% of them regularly reads newspapers. Particularly the information about TV watching and Internet usage percentages will surely contribute to discussions on the use of media literacy lessons and pertinent educational program.

Having taken Media Literacy classes the students got more conscious about the "smart icons" system of RTUK which gives info about the content of TV programs. Survey results indiicate that the students are more cautious about smart icons than are their parents. This puts more burden on parents in relation to advicing their children in that sense.

The students mostly prefer to watch Turkish serials. This is followed respectively by musics/amusement programs and Turkish movies. The least preferred type of program is daytime women's programs. They are mostly interested in puzzles in newspapers. The respective preferences are kids/teenager news and sports news. The least preferred program is economy news.

The reasons given by students to watch TV, read newspaper and

use internet can be listed as below:

They watch TV mostly because it gives info about international and domestic affairs, cheers them up and amuses them. Similarly they read newspaper because it comprises amusing and reporting parts, gives info about what's going on around Turkey and the world; and utilize internet for doing homeworks and study lessons, to get information, make research and amuse themselves.

When overall research results are observed it seems that students who took Media Literacy classes don't use the media consciously. During the conduction of the survey on the field it was understood that some of the lessons are not held accordingly and teachers studied on different subjects during these classes giving fresh clues on why the students couldn't reach supposed level of consciousness. The pertinent education and training service to be provided to teachers must be held in a well disciplined manner so as to raise enough qualified and conscious teachers on the subject. In addition, the parents must be given enough education to be able to monitor their children's media well in the appropriate manner. The governmental support to be given to such educational programs towards children, teachers and parents will surely prove useful and researches on the subject must be given due importance so as to raise a conscious society towards media.

NOTICE (NOT)

REFERENCES (KAYNAKLAR)
1. Akşit, F. ve Dönmez, B., (2011). "İlköğretim Öğrencilerinin Medyayı Kullanmaya Yönelik Tutumlarının Belirlenmesi", Erciyes İletişim Dergisi: Cilt: 2, Sayı: 1, ss:32-46.
2. Aufderheide, P., (2011). "General Principles In Media Literacy", http://newsreel.org/articles/aufderhe.htm, Erişim Tarihi: 22.03.2011.
3. Büyüköztürk, Ş., (2004). Sosyal Bilimler İçin Veri Analizi, Ankara: Pegema Yayınları.
4. Çaplı, B., (2002). Medya ve Etik, Ankara: İmge Kitabevi Yayını.
5. Deveci, H. ve Çengelci, T., (2008). "Sosyal Bilgiler Öğretmen Adaylarından Medya Okuryazarlığına Bir Bakış", Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi Dergisi. Cilt: V, Sayı: II, ss:25-43.
6. Elma, C. ve ark. (2009). "İlköğretim 7. Sınıf Öğrencilerinin Medya ve Medya Okuryazarlığı Dersine İlişkin Tutumları", Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 27, ss:93-113.
7. Hobbs, R. (2004). "Medya Okuryazarlığı Hareketinde Yedi Büyük Tartışma", M. ve Bağlı, T., (Çev.), Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, Cilt: 37, Sayı: 1, ss:122-140.
8. İlköğretim Medya Okuryazarlığı Dersi Öğretim Programı ve Kılavuzu, (2006). Ankara: Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu ve Radyo ve Televizyon Üst Kurulu Yayını.
9. İlköğretim Çağındaki Çocukların Televizyon İzleme Alışkanlıkları Araştırması, (2006). Ankara: Radyo ve Televizyon Üst Kurulu Yayını.

10. Kurtuluş, K., (1998). Pazarlama Araştırmaları, İstanbul: Avcıol Basım Yayınları.
11. Kutoğlu, Ü., (2007). "Medya Okuryazarlığı ve Çocuk Eğitimi", Medya Okuryazarlığı, Nurçay Türkoğlu-Melda Cinman Şimşek (Ed.), İstanbul: Kalemus Yayınları.
12. Özsoy, A., (2010). "Türkiye'de Kentli Çekirdek Ailelerin Medya Okuryazarı Olabilirliği Üzerine Bir Alan Araştırması", Erciyes Üniversitesi İletişim Fakültesi Dergisi, Cilt: 1, Sayı: 3, ss:47-58.
13. Pekman, C., (2007). "Avrupa Birliği'nde Medya Okuryazarlığı", Medya Okuryazarlığı, Nurçay Türkoğlu-Melda Cinman Şimşek (Ed.), İstanbul: Kalemus Yayınları.
14. Potter, W.J., (2011). Media Literacy, Los Angeles: SAGE.
15. Türkoğlu, N., (2007). "Okuryazarlıktan Medya Okuryazarlığına: Şifrelerin Ortaklığını Aramak", Medya Okuryazarlığı, Nurçay Türkoğlu-Melda Cinman Şimşek (Ed.), İstanbul: Kalemus Yayınları.
16. Türkoğlu, N., (2007). Toplumsal İletişim, İstanbul: Kalemus Yayını.
17. Ural, A. ve Kılıç, İ., (2006). Bilimsel Araştırma Süreci ve SPSS İle Veri Analizi, Ankara: Detay Yayıncılık.
18. www.rtuk.gov.tr