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An Analysis of Primary School 4th-Grade Students' Local Literacy Levels (The Case of Canakkale Province)¹

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Abstract

This study aimed to examine the 4th-grade students in terms of "local literacy", which has been presented as a new literacy type in the relevant literature. In the study which was conducted as a descriptive and qualitative study, the data was gathered through a structured interview form including open-ended questions which were prepared to measure the local literacy skills of the 4th-grade students who were studying in the city center of Çanakkale province. The collected data were examined with the techniques suitable for the qualitative research method, and according to the findings, it was concluded that the participant 4th-grade students did not have sufficient literacy skills to introduce the historical and cultural values of the sites where they reside. Based on these results, relevant suggestions have been presented with this study to help students gain local literacy skills with the help of FOKUSD applications.

Keywords: Local literacy, social studies, primary school.

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Introduction

Literacy is a tool that enables both having reading, writing skills as well as the skills regarding meaning, sharing, interpreting and understanding, knowledge and social norms, and transferring them to future generations by using the system of the symbols of the culture lived in (Güven, 2019). In the past, literacy was defined as the ability to read and write, but today the concept of literacy has gained different meanings and qualities (Güven, 2019). Literacy has become a rapidly changing process with the help of the increasing strength of the media as a means of informing

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the rapidly changing world, the diversity of ways used to access information, the widespread use of the internet, the increase in the number of book fairs, the acceleration in the trade of books and learning materials and the easiness in transportation facilities (Lankshear and Knobel, 1999). As the content of literacy has changed, its definition, meaning and purpose of use have also changed accordingly. Additionally, as society's need for literacy types increases, the concept develops itself in line with this need. As a result of these, many types of literacy have emerged. The most well-known forms of literacy are Information Literacy, Science Literacy, Visual Literacy, Emotional Literacy, E-Literacy, Computer Literacy, Technology Literacy, Internet Literacy, Media Literacy, Geographic Literacy, Environmental Literacy, Legal Literacy, Map Literacy, Political Literacy (Gençtürk & Karatekin, 2013).

This study aimed to measure the "local literacy" skills of primary school students, which is suggested as a new type of literacy and thought that students could best be helped to gain this skill in the social studies course. That skill, which can be defined as a process of qualification gaining, can be considered as one of the citizenship duties of individuals and this duty includes being aware of the basic features and transferring the acquired information to other individuals effectively when necessary with the help of today's developing technology (Güven, 2018). Especially, the social studies course, which has an interdisciplinary approach focusing on economic, historical and cultural assets, which is also included in the curriculum of the 4th-grade at primary schools, might contribute to the acquisition of literacy skills in a functional way (Güven, 2019). Based on the principle of proximodistal teaching, the teaching of the areas and works of the settlement where children live should be done in the period when their natural curiosity is quite rich to learn. In this context, the use of the FOKUSD model is recommended to help gain local literacy skills. The FOKUSD model is the model that includes a series of activity processes that allow users to create mental and social structures based on learning and exploration in a context that guides basic education and training practices (Güven, 2021). The name of the model is based on the acronym of the stages in the model. In the model, students are supported in every stage because individuals remember every life experience they are exposed to. The main aim here is to raise awareness and draw attention with various images, case studies or stories (such as posters) prepared separately for each local attribute (Güven, 2021). Its main purpose is to help individuals gain new skills, knowledge and affective characteristics that they are expected to discover on their own after raising their awareness. The evaluation activities in the model are completed after the discovery of new information, by internalizing the activities and developing ownership and thus they can use the gained information (Güven, 2021). Results regarding the local literacy qualifications in the model are defined as both affective, cognitive and skill-based qualities and characteristics that deal with values as a whole (Güven, 2020). The key feature of this application could be claimed to help discover and structure the knowledge after implementing it rather than memorizing.

This study aimed to measure the local literacy skills of 4th-grade primary school students in Çanakkale Province. The city has hosted many communities and societies from Troians, Lydians, Romans, Thracians to Achaeans, Iranians, Hellenistic Civilization, Byzantines and Turks throughout history, which also witnessed many strong battles during World War I, and the city is full of lesson for all humanity for their brotherhood and peace in the world.

Purpose of the Study

This study aimed to find out more about the history, national and universal cultural values of the province where participants live and the local literacy skills of 4th-grade students studying at primary schools in the Çanakkale Province.

Methodology

Design of the Study

The case study design was used in the study. In the case study, more than one factor is handled with a holistic approach and an in-depth study is conducted on how they are affected and how they affect the relevant condition (Yıldırım & Şimşek, 2006).

Participants

The participants of the study consist of 300 students who are 4th-grade students in a primary school in the city centre of Çanakkale province in the 2018-2019 academic year, and willing to participate in the study within the scope of the legal permission obtained. The gender-related details of the students participating in the study are shown in Table 1.

Table 1

Frequency and Percentage Values Regarding Students' Gender

| Gender | F | % |
|--------|-----|-------|
| Male | 151 | 50,33 |
| Girl | 149 | 49,67 |
| Total | 300 | 100 |

As seen in Table 1, 50.33% (f = 151) of the students participating in the study are male and 49.67% (f = 149) are female.

Data Collection Tools

The semi-structured interview form was used in the study. The questions in the interview form are designed by considering the scope of the study and based on the comments received from some field experts. There are 13 questions in the form, and 1 of them is designed to measure effective skill, 1 of them was skill-oriented and 11 of them were on the cognitive approach. In the second part of the form, the following questions were prepared following the sub-dimensions to determine the Local Literacy skills based on the most known sites of Çanakkale province.

1. Which sites, out of the historical or touristic sites (castle, museum, ancient city, etc) of Çanakkale province, have you visited with your family or your school? Which of them affected you the most and how did you feel? Please explain.
2. When did the Gallipoli Battle take place? Which states were involved in the war? What role did Mustafa Kemal Atatürk play in the Gallipoli Battle? Please explain.
3. What is the name of the place that you see in the photo of Çanakkale Province? What do you know about this place? Please explain.
4. What is the name of the place that you see in the photo of Çanakkale Province? What do you know about this place? Please explain.
5. What is the name of the famous dessert of Çanakkale province that you see in the photo? What ingredients are used in making this dessert?
6. What is the name of the ship in the picture? What do you know about this ship and what is its importance for the Dardanelles War? Please explain.
7. When was the "Monument of Martyrs" in Çanakkale Province built? What do you know about this monument? Please explain.

8. What do you know about the "Kilitbahir Castle" that you see in the photo of Çanakkale Province? Please explain.
9. What do you know about the "Çimenlik Castle" in Çanakkale Province? Please explain.
10. What is the name of the model in the picture, which is also the symbol of the ancient city of Troy and located on the waterfront of Çanakkale? What do you know about the ancient city of Troy and the model in the picture? Please explain.
11. What slogan would you use for the values of Çanakkale province?
12. Apart from the historical places included in the questions, what are the other historical and touristic places you have visited in Çanakkale Province?
13. How would you introduce the places which have historical, cultural, national and spiritual characteristics to a foreign guest? What kind of presentation would you prepare for her? Please explain.

Analysis of the Data

The content analysis technique was used in analysing the data. Each interview question was determined as a category, and subcategories were created based on the similarity or repetition of the words in the collected answers. Besides, some students' answers were presented in the form of direct citations as sample findings.

Findings

The data which were obtained by using data collection tools are examined in light of the principles of qualitative research techniques in this part of the study.

Table 2

Frequency and percentage value of the students' answers to the question "Where have you travelled in Çanakkale with your family or school out of the historical and touristic characteristics?"

| Sites visited | f | % |
|-------------------------|-----|------|
| I haven't visited | 164 | 38 |
| Troy Ancient City | 42 | 9,8 |
| Çanakkale Martyrdom | 40 | 9,28 |
| Çimenlik Castle | 36 | 8,35 |
| Naval Museum | 31 | 7,2 |
| Archaeology Museum | 29 | 6,73 |
| Piri Reis Museum | 26 | 6,03 |
| Ceramic Museum | 21 | 4,87 |
| City Museum | 20 | 4,64 |
| Asos Ancient City | 10 | 2,32 |
| Nusret Mine Ship | 5 | 1,16 |
| Kilitbahir Castle | 3 | 0,7 |
| Mirrored Bazaar | 2 | 0,46 |
| Corporal Seyit Monument | 1 | 0,23 |
| Clock Tower | 1 | 0,23 |
| Total | 431 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 2 is examined, it is seen that the percentage value of the students' answers is divided as 38% (f=164) I haven't visited, 9,8% (f=42) Troy Ancient City, 9.28% (f=40) Çanakkale Martyrdom, 8,35% (f=36) Çimenlik Castle, 7.2% (f=31) Naval Museum, 6.73% (f=29) Archeology Museum.

Table 3

Frequency and percentage value of the students' answers to the question "What are the places that impressed you the most out of the places you have visited?"

| Most Impressive Places Among the Places Visited | f | % |
|---|-----|-------|
| There is No Impressive Place | 203 | 67,68 |
| Troy Ancient City | 26 | 8,67 |
| Çanakkale Martyrdom | 25 | 8,33 |
| Piri Reis Museum | 10 | 3,33 |
| Çimenlik Castle | 9 | 3 |
| Naval Museum | 7 | 2,33 |
| Archaeology Museum | 6 | 2 |
| Nusret Mine Ship | 6 | 2 |
| Assos Ancient City | 4 | 1,33 |
| City Museum | 4 | 1,33 |
| Total | 300 | 100 |

When Table 3 is examined, it is seen that the percentage value of the students' answers is divided as 67.68% (f=203) No Impressive Place, 8.67% (f=26) Troy Ancient City, 8.33% (f=25) Çanakkale Martyrdom, 3.33% (f=25) Piri Reis Museum.

Table 4

Frequency and percentage value of the students' answers to the question "How did they make you feel?"

| Feelings for Historical Places Visited | f | % |
|--|-----|-------|
| I did not feel anything | 182 | 60,66 |
| I was happy | 29 | 9,67 |
| I was impressed | 24 | 8 |
| I liked | 16 | 5,33 |
| I was affected | 12 | 4 |
| I was excited | 12 | 4 |
| I went to the past | 11 | 3,67 |
| I learned the history | 8 | 2,67 |
| I missed the history | 6 | 2 |
| Total | 300 | 100 |

When Table 4 is examined, it is seen that the percentage value of the students' answers is divided as 60.66% (f=182) "I did not feel anything", 9.67% (f=29) "I was happy", 8% (f=24) "I was impressed".

Some students answered the first question of the research as follows;

"I visited museums, Martyrdom, Asos Ancient City. The most impressive was Martyrdom. The guide took us everywhere and explained them. The monuments and the remains from old wars are great. (S137, F)

"Martyrdom impressed me a lot. I was so affected." (S231, F)

Table 5

Frequency and percentage value of the students' answers to the question "What is the date of the victory of the Dardanelles War?"

| Year of the Dardanelles War | f | % |
|-----------------------------|-----|-------|
| 18 March 1915 | 161 | 53,67 |
| I do not know | 129 | 46,33 |
| Total | 300 | 100 |

When Table 5 is examined, it is seen that 53.67% (f=161) of the students answered the question correctly and 46.33% (f=129) of the students did not know the answer or knew it wrong.

Table 6

Frequency and percentage value of the students' answers to the question "Which states were involved in the Dardanelles War?"

| States Involved in the Dardanelles War | f | % |
|--|-----|-------|
| I do not know | 218 | 72,67 |
| Ottoman Empire- The Entente Powers | 82 | 27,33 |
| Total | 300 | 100 |

When Table 6 is examined, it is seen that 72.67% (f=218) of the students did not know the answer or knew it wrong, 27.33% (f=82) of the students knew the right answer to the question.

Table 7

Frequency and percentage value of the students' answers to the question "What role did Mustafa Kemal Atatürk play in the Dardanelles battle? Briefly mention"

| Mustafa Kemal Atatürk in the Dardanelles War | f | % |
|---|-----|-------|
| I do not know | 204 | 68 |
| He was a commander in our army | 49 | 16,34 |
| He saved our homeland | 19 | 6,33 |
| He commanded the 19. Division | 14 | 4,67 |
| He took on tough tasks | 10 | 3,33 |
| Mustafa Kemal Atatürk was the Anafartalar Group Commander | 4 | 1,33 |
| Total | 300 | 100 |

When Table 7 is examined, it is seen that the percentage value of the students' answers is divided as 68% (f=204) I do not know, 16.34% (f=49) replied as "He was a commander in our army", 6.33% (f=19) of them replied "He saved our homeland", 4.67% (f=14) of them replied "He commanded the 19. Division", 3.3% (f=10) of them replied "He took on tough tasks" and 1.33% (f=4) of them replied, "Mustafa Kemal Atatürk was the Anafartalar Group Commander".

Some students answered the question as follows;

Dardanelles War was won on March 18, 1915. Ottoman Empire, England, Australia, France, Canada, New Zealand and India participated in the war. Mustafa Kemal Atatürk was the command of the Anafartalar Group. Mustafa Kemal and his comrades took charge in the West Front." (S 107, F)

"March 18, 1915. He won against the English, French and Australians. He was a hero of Anafartalar." (S231, F)

"He fought in Anafartalar (S232, F)

Table 8

Frequency and percentage value of the students' answers to the question, "When was the Monument of Martyrs in Çanakkale built?"

| Construction Year of the Monument | f | % |
|-----------------------------------|-----|-----|
| I do not know | 258 | 86 |
| 1960 | 42 | 14 |
| Total | 300 | 100 |

When Table 8 is examined, it is seen that 86% (f=258) of the students did not know the answer or knew it wrong, 14% (f=42) of the students answered the question 1960 correctly.

Table 9

Frequency and percentage value of the students' answers to the question, "What do you know about this monument? Briefly explain."

| What is knows about Martyrs' Monument | f | % |
|---|-----|-------|
| I do not know | 254 | 81,93 |
| Made for our martyrs | 18 | 5,81 |
| There is a Turkish flag under its ceiling | 11 | 3,55 |
| I have four columns | 10 | 3,23 |
| Martyrs have graves | 8 | 2,58 |
| An important place for our martyrs | 5 | 1,61 |
| A very high place | 3 | 0,97 |
| It is on the Gallipoli peninsula | 1 | 0,32 |
| Total | 310 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 9 is examined, it is seen that the percentage value of the students' answers is divided as 81.93% (f=254) of them replied "I do not know", 5.81% (f=18) of them replied "Made for our martyrs", 3.55 (f=11) of them replied "There is a Turkish flag under its ceiling", 3.23% (f=10) of them replied, "It has four columns".

Some students answered the question as below;

"This monument was built in memory of our martyrs. It has 4 columns. There is a flag under the ceiling. A lot of flowers were planted." (S32, F)

"There are graves of our martyrs in Gallipoli." (S22, M)

"I don't know when it was built. But Martyrs' Monument is very beautiful, so everybody love wherever our Mehmetçik lies." (S20, M)

Table 10

Frequency and percentage value of the students' answers to the question, "What is the name of the place in Çanakkale in the picture?"

| The place in the Picture | f | % |
|-------------------------------|-----|-----|
| Mirrored Bazaar(Aynalı Çarşı) | 288 | 96 |
| I do not know | 12 | 4 |
| Total | 300 | 100 |

When Table 10 is examined, it is seen that 96% (f = 288) of the students answered the question Mirrored Bazaar(Aynalı Çarşı) correctly, 4% (42) of the students did not know the name of the place in the photo or knew it wrong.

Table 11

Frequency and percentage value of the students' answers to the question, "What do you know about this place? Briefly explain."

| What is known about the Place in the Picture | f | % |
|---|-----|-------|
| I do not know | 202 | 65,15 |
| All kinds of items are sold | 30 | 9,68 |
| Souvenirs are sold | 29 | 9,35 |
| Old items are sold | 18 | 5,81 |
| Handmade items are sold | 6 | 1,94 |
| It was used as a barn in the past | 5 | 1,61 |
| Its name is mentioned in the Çanakkale folk song. | 5 | 1,61 |
| Its history dates back a long time | 4 | 1,29 |
| There are stores inside. | 3 | 0,97 |
| It is in Çanakkale | 3 | 0,97 |
| Household items are sold | 2 | 0,65 |
| There are mirrors at the entrance and exit | 2 | 0,65 |
| It has 4 gates. | 1 | 0,32 |
| Total | 310 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 11 is examined, it is seen that the percentage value of the students' answers is divided as 65.15% (f = 202) I do not know, 9.68% (f =30) All kinds of items are sold, 9.35% (f = 29) Souvenirs are sold, % 5.81 (f = 18) Old items are sold, 1.94% (f = 6) Handmade items are sold, 1.6% (f = 5) It was used as a barn in the past, 1,6% Its name is mentioned in the Çanakkale folk song.

Some students answered the question as below;

Mirrored Bazaar (Aynalı Çarşı). Its historical structure is based on earlier times. It is a place where a mirror is sold. But tourist goods are also sold. (S37, M)

It is Mirrored Bazaar (Aynalı Çarşı). It is the only bazaar of Çanakkale. It used to be a barn in advance. " (S25, M)

"Here is Mirrored Bazaar (Aynalı Çarşı). There are a lot of souvenirs here.."

(S17, F)

Table 12

Frequency and percentage value of the students' answers to the question, "What is the name of the place in Çanakkale in the picture?"

| The place in the picture | f | % |
|--------------------------|-----|-------|
| Clock Tower | 275 | 91,67 |
| I do not know | 25 | 8,33 |
| Total | 300 | 100 |

When Table 12 is examined, it is seen that 91,67% (f = 275) of the students answered the question Clock Tower correctly, 8,33% (25) of the students did not know the name of the place in the picture or knew it wrongly.

Table 13

Frequency and percentage value of the students' answers to the question, "What do you know about this place? Briefly mention what you know."

| What is known about The Place In The Picture | f | % |
|--|-----|-------|
| I do not know. | 239 | 76,60 |
| It has 5 floors. | 14 | 4,49 |
| It shows the time in Roman numerals. | 13 | 4,17 |
| It is in Çanakkale Square. | 12 | 3,85 |
| It is a historical monument. | 10 | 3,21 |
| There is a fountain in front of it. | 7 | 2,24 |
| It is a big and tall place. | 6 | 1,92 |
| It was built in 1896. | 6 | 1,92 |
| It has a door that is not entered. | 4 | 1,28 |
| It is a solid place. | 1 | 0,32 |
| Total | 312 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 13 is examined, it is seen that the percentage value of the students' answers is divided as, 76.60% (f = 239) I do not know, 4.49% (f = 14) It has 5 floors, 4.17% (f = 13) It shows the time in Roman numerals,% 3.85 (f = 12) It is in Çanakkale Square, 3.21% (f = 10) It is a historical monument.

Some students answered the question as below;

"The Clock Tower is a historical artefact on the waterfront." (S37, M)

*"This is the Clock Tower. It has 5 floors and shows the time in roman numerals."
" (S17, F)*

"Çanakkale Clock Tower. It has a fountain in front of it and a door that cannot be entered. " (S1, M)

Table 14

Frequency and percentage value of the students' answers to the question, "What is the name of the famous dessert of Çanakkale region that you see in the photo?"

| The name of the dessert | f | % |
|-------------------------------|-----|-------|
| Cheese Halva (Peynir Helvası) | 272 | 90,67 |
| I do not know | 28 | 9,33 |
| Toplam | 300 | 100 |

When Table 14 is examined, it is seen that 90,67% (f = 272) of the students answered the question Cheese Halva (Peynir Helvası) correctly, 9,33% (28) of the students did not know the name of the dessert in the picture or knew it wrongly.

Table 15

Frequency and percentage value of the students' answers to the question, "What ingredients are used in making this dessert?"

| The ingredients used in making this dessert | F | % |
|---|-----|------|
| I do not know | 225 | 75 |
| Cheese – Sugar | 29 | 9,67 |
| Milk- Cheese – Sugar | 16 | 5,33 |
| Only Cheese | 10 | 3,33 |

| | | |
|-----------------------|-----|------|
| Cheese - Sugar -Flour | 10 | 3,33 |
| Milk- Cheese | 6 | 2,00 |
| Cheese-Halva | 2 | 0,67 |
| Only Sugar | 2 | 0,67 |
| Total | 300 | 100 |

When Table 15 is examined, it is seen that the percentage value of the students' answers is divided as, 75% (f = 225) of them replied "I do not know", 9.67% (f = 29) of them replied "Cheese and sugar", 5.33% (f = 16) of them replied "Milk-cheese-sugar", 3.33% (f = 10) of them replied, "Cheese only".

Some students answered the question as below;

"This is cheese halva. I think cheese and halva are used. " (S29, K)

"Cheese halva. Sugar, cheese and flour "(S16, M)

"It is cheese halva. I don't know what ingredients are used in making the dessert. Because I have never tasted it. "(S13, F)

Table 16

Frequency and percentage value of the students' answers to the question "What is the name of the ship in the picture?"

| Name of the ship | f | % |
|------------------|-----|-------|
| Nusret Mine Ship | 262 | 87,33 |
| I do not know | 38 | 12,67 |
| Total | 300 | 100 |

When Table 16 is examined, it is seen that 87,33% (f = 262) of the students answered the question Nusret Mine Ship correctly, 12,67% (38) of the students did not know the name of the dessert in the picture or knew it wrong.

Table 17

Frequency and percentage value of the students' answers to the question, " What do you know about this ship, and what is its importance for the Dardanelles War? Briefly explain."

| The importance of the ship for the Dardanelles Strait War | f | % |
|---|-----|-------|
| I do not know | 215 | 70,73 |
| It laid mines into the sea in the Dardanelles War | 54 | 17,76 |
| It provided the liberation of Çanakkale | 15 | 4,93 |
| It laid 26 mines into the sea | 15 | 4,93 |
| The original copy of it is in Tarsus, Mersin | 2 | 0,66 |
| It is the model of the Nusret Mine Ship. | 2 | 0,66 |
| It sank the British ship | 1 | 0,33 |
| Total | 304 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 17 is examined, it is seen that the percentage value of the students' answers is divided as, 70,73% (f = 215) of them replied "I do not know", 17.76% (f = 54) of them replied "It laid mines into the sea in the Dardanelles War", 4.93% (f = 15) of them replied, "It provided the liberation of Çanakkale".

Some students answered the question as below;

"Nusret Mine Ship. This ship provided the liberation of Çanakkale." (S32, F)

"Nusret Mine Ship. It laid 26 mines into the sea." (S25, M)

“Nusret Mine Ship. It laid mines into the sea in the Dardanelles War.” (S16, K)

“The ship in the picture is Nusret Mine Ship. He defeated the enemies by dropping mines into the strait. ” (S9, F)

Table 18

Frequency and percentage value of the students' answers to the question, “What do you know about Kilitbahir Castle located in Çanakkale? Briefly explain.”

| Kilitbahir Castle | f | % |
|--|-----|-------|
| I do not know | 257 | 85,69 |
| It was built in the period of Fatih Sultan Mehmet. | 9 | 3 |
| Kilitbahir Kalesi is in Eceabat | 7 | 2,33 |
| It is an old place | 7 | 2,33 |
| It is in the most narrow place of the strait | 4 | 1,33 |
| It has a connection with Çimenlik Castle | 4 | 1,33 |
| It was used in the Dardanelles War | 3 | 1 |
| Kilitbahir Castle | f | % |
| It is a big and powerful castle | 3 | 1 |
| Its name means Lock of the Sea. | 3 | 1 |
| Artillery shots were made | 1 | 0,33 |
| It is an arsenal | 1 | 0,33 |
| It's a place where wars were fought | 1 | 0,33 |
| Total | 300 | 100 |

When Table 18 is examined, it is seen that the percentage value of the students' answers is divided as 85.69% (f = 257) of them replied “I do not know”, 3% (f = 9) of them replied “It was built in the period of Fatih Sultan Mehmet”, 2.33% (f = 7) of them replied “Kilitbahir Castle is in Eceabat”, 2.33% (f=7) of them replied, "It is an old place”.

Some students answered the question as below;

“In today's Turkish, its name means "The Lock of the Sea." (S14, M)

"Kilitbahir Castle is in Eceabat. But I don't know its importance. " (S17, F)

"There is nothing I know, but I visited." (S18, F)

Table 19

Frequency and percentages value of the students' answers to the question, “What do you know about Çimenlik Castle you see in the photo of Çanakkale? Briefly mention what you know.”

| Çimenlik Castle | f | % |
|--|-----|-------|
| I do not know | 241 | 77,25 |
| It was built in the period of Fatih Sultan Mehmet. | 15 | 4,81 |
| It has an unexploded cannonball inside | 13 | 4,17 |
| There are old cannons and guns in it | 12 | 3,85 |
| It was used in the Dardanelles War | 7 | 2,24 |
| It is a historical monument | 7 | 2,24 |
| It is a museum | 5 | 1,60 |
| It is a great and big place | 4 | 1,28 |
| It has a connection with Kilitbahir Castle | 3 | 0,96 |
| Its old name is “Kale-i Sultaniyedir. | 2 | 0,64 |
| It is in the most narrow place of Strait | 2 | 0,64 |
| Artillery shots were made during the war | 1 | 0,32 |
| Total | 312 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 19 is examined, it is seen that the percentage value of the students' answers is divided as, 77,25% (f = 241) of them replied "I do not know", 4.81% (f = 15) of them replied "It was made during the time of Fatih Sultan Mehmet", 4.17% (f = 13) of them replied "It has an unexploded cannonball inside", 3.85% (f = 12) of them replied "There are old cannons and guns in it", and 2.24% (f = 7) of them replied "It was used in the Dardanelles War"

Some students answered the question as below;

"Çimenlik Castle is a place where artillery shots were made and which is a museum today "(S37, M)

"The Queen Elizabeth ship fired a cannon to this castle, but the cannon did not explode." (S25, M)

"It is a castle which was used in the Dardanelles War" (S22, F)

Table 20

Frequency and percentage value of the students' answers to the question, "What is the name of the model, which is also the symbol of the ancient city of Troy located in Çanakkale? "

| Name of the model | f | % |
|-------------------|-----|-------|
| The Trojan Horse | 274 | 91,33 |
| I do not know | 26 | 8,67 |
| Total | 300 | 100 |

When Table 20 is examined, it is seen that 91,33% (f = 274) of the students answered the question The Trojan Horse correctly, 8,67% (26) of the students did not know the name of the model in the picture or knew it wrong.

Table 21

Frequency and percentage value of the students' answers to the question, "What do you know about the model in the picture? Briefly explain."

| Known Facts About the Model | f | % |
|--|-----|-------|
| I do not know | 226 | 72,44 |
| Soldiers hid in it | 27 | 8,65 |
| They deceived and defeated their enemies with the Trojan Horse | 14 | 4,49 |
| This model was presented to Çanakkale by a movie producer. | 12 | 3,85 |
| It was used in the Trojan War. | 10 | 3,21 |
| It was given to the Trojans as a gift | 8 | 2,56 |
| Model is located on Çanakkale promenade. | 7 | 2,24 |
| This model is a replica of the original. | 6 | 1,92 |
| The original copy is in Troy Ancient City. | 2 | 0,64 |
| Toplam | 312 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 21 is examined, it is seen that the percentage value of the students' answers is divided as, 72.44% (f = 226) of them replied "I don't know", 8.65% (f = 27) of them replied "Soldiers hid in it", 4.49% (f = 14) of them replied "They deceived and defeated their enemies with the Trojan Horse", 3.85% (f = 12) of them replied, "This model was presented to Çanakkale from a movie".

Some students answered the question as below;

“Its name is The Trojan Horse. It was used to hide the soldiers in the war.
(S17, F)

“The Trojan Horse was sent to their enemies as a trap by the Achaean. ” (S7, F)

“The name of the model is the Trojan Horse. The only thing that I know about the model is that it is located in the promenade.” (S5, F)

Table 22

Frequency and percentage value of the students' answers to the question, "What slogan would you use for the historical, cultural and spiritual values of Çanakkale province?"

| | f | % |
|---------------------|-----|-------|
| I determined | 154 | 51,33 |
| I did not determine | 146 | 48,67 |
| Toplam | 300 | 100 |

When Table 22 is examined, it is seen that 51.33% (f = 154) of the students answered the question and determined a slogan, while 48.67% (f = 146) could not answer the question or find slogans.

Some students answered the question as below;

“Protect Çanakkale (The Dardanelles), protect history” (S 10, F)

“Preserve Çanakkale (The Dardanelles), preserve the history” (S17, M)

“Preserve Çanakkale (The Dardanelles), preserve cultural value” (S20, F)

“Çanakkale history, everybody should visit once” (S25, M)

Table 23

Frequency and percentage value of the students' answers to the question "What historical and touristic places in Çanakkale have you visited except for the historical places in the questions?"

| Visited Places | f | % |
|------------------------------|-----|-------|
| I did not visit | 198 | 50,76 |
| Çanakkale Martyrdom | 40 | 10,26 |
| Çanakkale Naval Museum | 25 | 6,41 |
| Çanakkale Piri Reis Museum | 24 | 6,15 |
| Troy Ancient City | 21 | 5,38 |
| Çanakkale Ceramic Museum | 20 | 5,13 |
| Çanakkale Archeology Museum | 16 | 4,10 |
| Çanakkale Çimenlik Castle | 15 | 3,85 |
| Çanakkale City Museum | 13 | 3,33 |
| Çanakkale Assos Ancient City | 9 | 2,31 |
| Çanakkale Nusret Mine Ship | 4 | 1,03 |
| Çanakkale Bozcaada (Tenedos) | 2 | 0,51 |
| Rampiers | 1 | 0,26 |
| Çanakkale Morto Bay | 1 | 0,26 |
| Çanakkale Gökçeada (Imbros) | 1 | 0,26 |
| Total | 390 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 23 is examined, it is seen that the percent value of the students' answers is divided as, 50,76% (f=198) of them replied “I did not visit”, 10.26% (f = 40) of them replied “Çanakkale Martyrdom”, 6.41% (f = 25) of them replied “Çanakkale Naval

Museum”, 6.15% (f = 24) of them replied “Çanakkale Piri Reis Museum”, 5.38% (f = 21) of them replied “Troy Ancient City”, 5.13% (f = 20) of them replied “Çanakkale Ceramic Museum”.

Table 24

Frequency and percentage value of the students’ answers to the question, “How would you introduce a place with historical, national and spiritual characteristics to your guest? What kind of presentation would you prepare for your guest? Briefly explain.”

| How would you present? | f | % |
|--|-----|-------|
| I do not know | 188 | 60,65 |
| I would present by showing around | 55 | 17,74 |
| I would present orally | 51 | 16,45 |
| I would present with an illustrated slide show | 13 | 4,19 |
| I would present by preparing a project | 3 | 0,97 |
| Total | 310 | 100 |

Note: There are many students whose comments fall in the same category, so the total frequency value and the number of the current students differ.

When Table 24 is examined, it is seen that the percentage value of the students’ answers is divided as, 60.65% (f = 188) of them replied “I do not know”, 17.74% (f = 55) of them replied “I would present by showing around”, 16.45% (f = 51) of them replied “I would present orally”, 4.19% (f = 13) of them replied “I would present with an illustrated slide Show”, and 0.97% (f = 3) of them replied, "I would present by preparing a project.”

Some students answered the question as below;

"I would show you around. I would prepare a presentation. I would show the most beautiful places in Çanakkale. I would show and explain the historical places of Çanakkale. " (S1, F)

"I would prepare a presentation and I would tell the history and adventures of it." (S7, F)

"I couldn't present since I didn't know the most of it." (S15, F)

Discussion

The findings of the study are interpreted and discussed by considering the main dimensions of the local literacy skills theory, which has been recently introduced by Güven (2019). Additionally, discussions are made by considering the meaning of some notions that might be necessary when teaching in social sciences course, and the meaning of the notions with the local literacy skills are also discussed.

Regarding the questions within the cognitive dimension of local literacy skills, Güven (2019) explained the characteristics of local literacy skills in the cognitive dimension as follows;

- a. Knowing historical information
- b. Getting to know the culture
- c. Knowing the touristic and economic nature.

When the findings obtained with the analysis of the data were examined, it was concluded that the majority of the participants did not have sufficient knowledge about the places of historical and cultural sites in their environment in terms of the historical information quality within the cognitive dimension of local literacy skills. In particular, results may have been affected by the simplification of historical

knowledge in the renewed social studies course programs or the fact that the participants are already in the concrete operational stage.

When the responses given by the students were examined, it was observed that a great majority of the participants in the study are not in the desired state in terms of having the sub-dimensions of awareness and ownership of the historical, national, spiritual and cultural values, in the environment where they live. This might be because the activities that would stimulate the awareness of the students regarding affective aspects were not included in the teaching processes sufficiently in the current curriculum. Last, students' answers to the questions show that a significant number of students cannot recognize and introduce local qualities.

As explained with the definition of local literacy (Güven, 2019), individuals should recognize important historical persons and events, and cultural values in the environment where they live. In this context, it can be argued that there is a link between historical literacy and local literacy. The condition of being history literate is to realize the importance of historical events and people, to understand and recognize what history is (cited in Ata & Keçe, 2014). It is concluded based on their responses that the students had insufficient historical knowledge regarding the historical knowledge dimension of local literacy. Considering this in parallel with history literate, it can be said that students do not have sufficient knowledge about historical people or events.

Students' answers given to the questions on the local qualities of Çanakkale, such as Nusret mine ship and Aynalı Bazaar, show that students' knowledge about these places is not sufficient. Safran and Ata (1998) introduced the concept of "out-of-school history education", and they pointed out in their research that archaeological sites, historical buildings, museums, ancient cities or other historical places might be considered within the scope of the studies on the local history. In another study, teachers aim to strengthen their skills regarding "historical thinking" and "historical understanding", not to memorize historical details in the social studies course. By visiting our historical and cultural heritage on-site, an alternative learning environment could be prepared out of the classroom. The environment to be prepared makes it easier for students to gain historical thinking skills (Halaç, Akdağ & Bekki, 2018). With the knowledge provided in this context, we can conclude that the students learn better by visiting and seeing the visited historical and cultural places. It is thought that it will be easier for a student who gains historical understanding and historical thinking skills to gain local literacy skills.

Being the cornerstone of achieving the goals of primary education, the social studies course prepares students for the society they live in and aims to develop them in terms of values to ensure that the person becomes a good citizen (Öztürk and Deveci, 2011: 21). The social studies course curriculum is prepared by considering the ideas, expectations, values and ideal opinions of the society (Çankırlı, 2015: 191). In this context, the social studies course curriculum should not only provide the development of cognitive and motor characteristics of students but also aim to develop students in terms of values. While each civilization struggles to maintain its existence, they also care to preserve their cultural heritages accumulated through intergenerational transfer (Coşkun, 2011: 25). Thus, future generations learn about the past. Based on this definition, which means sensitivity to cultural heritages, it is seen that it coincides with the ability to know and pass on the material and spiritual cultural values found in the definition of local literacy. Therefore, it could be argued that the values which are necessary for the teaching of the social studies course and local literacy skills feed each other.

Another value to be gained in the social studies course is the value of patriotism. Many opinions and definitions have been put forward on the concept of patriotism. Herder defined patriotism as being worthy of emperors by doing good to his country (Viroli, 1997: 12; Akt Açık, 2020). Patriotism is a power that unites cultures (Ergen, 2006: 150). Merry explains the definition of patriotism as follows: To respect and love those who sacrificed their lives for their homeland, to make those who struggle for the independence of their country proud and to protect the honour of their country (Merry, 2009: 2). Patriotism is not a love to be blindly attached to. Patriotism is the mutual loyalty and love felt by those living on the same land. Şarşembiyeva (2015: 175-185) mentioned the distinctive and unifying feature of patriotism. Patriotism may mean loyalty, love for their country for some and accomplishing great things, being proud of their ancestors for some others. This shows that patriotism can be interpreted and defined differently (Finn, 2007; Fonte, 1997; Lutovinov, 2006; 27; Ravitch 2007; Akt Rapoport, 2009: 27). Considering the local literacy skills as the task of knowing, recognizing and internalizing the historical places in the environment in which the person lives, it is seen that they realize the awareness of being good citizens. One of the requirements of being good citizens overlaps with the value of patriotism. Hence, it might be predicted that the patriotism value, which is necessary for the teaching of social studies course, and local literacy skills interact and feed each other as well.

Results

The meanings attributed to the notions, concepts and skills have been changed by the developing technology. The concept of local literacy, which can be introduced as a result of this change, can be seen as a critical skill to be acquired in the twenty-first century. Along with the concepts and skills, the aims of the curriculum and the teaching processes have also changed. The social studies course, which aims to “raise good citizens” as a key goal, providing students with functional literacy skills, is included in the aims of the course as an important mission. The study offers to acquire local literacy skills to students via the social studies course. Therefore, this study aims to determine and describe the current knowledge of 4th-grade students regarding local literacy skills. In general, it could be concluded based on this study that students have limited knowledge about historical areas, cultural elements or products specific to the area where they lived in.

The results, based on the obtained findings by the analysis of the answers given to the questions in the interview form by the students, are listed below;

- The students mostly answered “I did not travel” to the first question of the research, which is “What historical and touristic sites have you visited in Çanakkale with your family or school? What are the sites that impressed you the most out of the places you have visited and how did you feel? Briefly explain.” And it is seen that most of the students did not visit historical sites. It is seen that the students answering the question regarding the most impressive place responded “There is no impressive place” and it is seen that the students didn’t have any historical feelings, and they just visited for no purpose. They answered as “ I did not feel anything” and “ I was happy.” to the last question, which is “ What did they make you feel?”. In line with all these conclusions, it is concluded that the students do not visit these sites much, and the ones who visited are not impressed.
- The second question of the research, which is “Answer the questions below about the Dardanelles War. “What is the date of the victory of the Dardanelles War? Which countries participated in the Dardanelles War? What role did Mustafa Kemal Atatürk play in the Dardanelles War? Briefly.” It is seen that

regarding the first part of the question, 161 students knew the date of the Dardanelles War, 129 of them did not know the right answer. Regarding the second part of the question, it is seen that 218 students did not know the countries which participated in the Dardanelles War or knew it wrong, and 82 of the students knew the right answer. Regarding the last part of the question, most of the students did not know what role Mustafa Kemal Atatürk played heroically in Çanakkale (Dardanelles) War. In line with these results, it is concluded that students did not have enough knowledge about this war, which is accepted as an epic by not only Turkey but also the whole World.

- The third question of the research is “When was the Monument of Martyrs in Çanakkale built? What do you know about this monument? Briefly explain.” regarding the first part of the question, it is seen that 258 of the students could not know the construction year of the monument, 42 of them delivered the right answer. Regarding the second part of the question, it is seen that most of the students answered the question as “I do not know”. In line with these results, it is concluded that students did not have enough information or they had the wrong information about the monument, which is one of the symbols of Çanakkale.
- The fourth question of the research is “What is the name of the place in the photo of Çanakkale? What do you know about this place? Briefly explain.” It is seen that 288 of the students answered the question Mirrored Bazaar (Aynalı Çarşı) correctly. However, regarding the second part of the question, 202 students answered “I do not know.” In this regard, it is concluded that even if most of the students gave the right answer to the question, they do not have enough information or they have missing information about Mirrored Bazaar (Aynalı Çarşı).
- The fifth question of the research is “What is the name of the place you see in the photo of Çanakkale? What do you know about this place? Briefly explain.” It is seen that 275 of the students answered the question as “Clock Tower” correctly. However, regarding the second part of the question, 239 students answered “I do not know.” In this regard, it is concluded that students know this place that they see every day while commuting to school, but they do not know much about it.
- The sixth question of the research is “What is the name of the famous dessert that you see in the photo of Çanakkale province? What ingredients are used in making this dessert?” It is seen that 272 of the students answered this question as “Cheese Halva” correctly. However, regarding the second part of the question, 239 students answered “I do not know.” In this regard, it is concluded that students know what Cheese Halva is, but they do not have enough information about it.
- The seventh question of the research is “What is the name of the ship in the photo? What do you know about this ship and what is its importance for the Dardanelles War? Briefly explain.” Regarding the first part of the question, it is seen that 262 students answered “Nusret Mine Ship” correctly. But regarding the second part of the question, it is seen that most of the students answered “I do not know” and it is concluded that even if they know the name of the ship, they do not have enough information about it.
- The eighth question of the research is “What do you know about Kilitbahir Castle that you see in the photo of Çanakkale? Briefly explain.” Most of the students answered, “I do not know”. Based on a few correct answers received from a few students, it is concluded that there is little information about the

castle. And it is seen that they do not have even some basic information about the castle, which most of them see almost every day and some of them mentioned that they had visited.

- The ninth question of the research is “What do you know about Çimenlik that you see in the photo of Çanakkale province? Briefly explain.” Most of the students answered, “I do not know”. Based on the right answers received from a few students, it is concluded that there is little information about this castle. And it is seen that they do not have even some basic information about the castle, which most of them see almost every day and some of them mentioned that they had visited.
- The tenth question of the research is “What is the name of the model, which is also the symbol of the ancient city of Troy that you see in the photo of Çanakkale province? What do you know about the model in the photo? Briefly explain.” Regarding the first part of the question, it is seen that 274 of the students answered “the Trojan Horse” correctly. However, regarding the second part of the question, it is seen that 226 of the students answered “I do not know”. Based on what is known about this model, it is concluded that students have insufficient information about this historical value, which is one of the symbols of Çanakkale (Dardanelles), which they pass by almost every day while travelling. Besides, it is concluded that few students have little information about the model, but this information is not sufficient.
- The eleventh research question is “What slogan would you use for the historical, cultural and spiritual values of Çanakkale province?” It is seen that 154 students came up with a slogan, 146 students could not come up with any slogan. In this regard, it is concluded that students could not make up a complete sentence about the values of the city where they live, so based on this, it could be concluded that they have not interiorised their city effectively.
- The twelfth question of the research is “What historical and touristic places in Çanakkale have you visited except for the historical places?” It is seen that the most given answers are “I did not visit” and “Çanakkale Martyrdom” respectively. It is concluded that some students visited other places in Çanakkale. But this result is not valid for all of the students in the sample group. However, it can be said that even if students visited, they do not have sufficient information about where they visited.
- The last question of the research, which is also asked to test the ability to pass on what you know, which is one of the basic meanings of literacy, is “How would you introduce a place with historical, national and spiritual characteristics to your guest? What kind of presentation would you prepare for your guest? Briefly explain.” It is seen that most of the students answered “I do not know.”. In this regard, it is concluded that even if the students knew where they lived, they failed to transfer the information that they know about there.

Recommendations

In light of the results, the recommendations are listed below;

- There should be more activities engaging in the "Local Literacy" skills, which has an important function in passing the common values of the society and its material and spiritual qualities to future generations,
- Introduction of local literacy skills to program developers, teachers, educators and families as a process of qualification should be ensured,

- Primary school teachers should also research local literacy skills,
- Inter-institutional cooperation on local literacy should be ensured, which is expected to contribute significantly to the development of tourism, to raising historical awareness, to the protection of culture and its elements (for example, local administrations, museums, history experts, provincial cultural directorates, tourism provincial directorates)
- Local literacy inventory for provinces should be provided
- Since it is thought that students will gain easier and permanent local literacy skills with the implementation of FOKUSD, it can be recommended that the use of this application be introduced to the relevant classroom teachers and students.

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