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Investigation of Primary School Students' Book Reading Diaries

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Abstract

When reading is considered as a lifelong learning activity, it is critical to diversify and expand the activities aimed at developing reading skills in primary school. Students are encouraged to keep reading diaries in order to help them develop reading habits, to give them the opportunity to reflect on the texts they read, and to record their personal reflections about the book. The aim of this study is to analyse primary school students' reading diaries. In this study, case study method, one of the qualitative approaches, was used. In this study, typical case sampling was preferred in order to select and analyse average examples of reading diaries. The study was conducted with the fourth grade students of a primary school in Şanlıurfa province and 37 students participated in the study. The data collection tool of the study was the reading diaries filled in individually by the students. The data obtained were analysed by content analysis. As a result of the research, the students wrote in their reading diaries the emotions generated by the book they read, basic information about the book, physical characteristics of the book, content characteristics of the book and their suggestions about the reading process of the book. Regarding the physical characteristics of the book they read, the students gave information about the size of the book and the visual features on the cover. It is noteworthy that students did not give information about the number of pages, page design and page structure of the book they read. Primary school students developed different suggestions for the book reading process in their diaries.

Keywords: Turkish, reading skills, reading habits, reading diary

İlkokul Öğrencilerinin Kitap Okuma Günlüklerinin İncelenmesi

Öz

Okuma, hayat boyu süren bir öğrenme faaliyeti olarak değerlendirildiğinde okuma becerisinin geliştirilmesine yönelik çalışmaların ilkokulda çeşitlendirilmesi ve yaygınlaştırılması kritik bir öneme sahiptir. Öğrencilere okuma alışkanlıkları kazandırmak, okudukları metinler üzerinde düşünmelerine fırsat vermek ve kitaba dair kişisel paylaşımlarını kaydettirmek için öğrencilerin okuma günlükleri tutmaları teşvik edilir. Bu çalışmanın amacı ilkokul öğrencilerinin kitap okuma günlüklerinin incelenmesidir. Bu araştırmada nitel yaklaşımlardan durum çalışması yöntemi kullanılmıştır. Bu çalışmada okuma günlükleriyle ilgili ortalama örneklerin seçilmesi ve incelenmesi amacıyla tipik durum örneklemesi tercih edilmiştir. Şanlıurfa ilinde yer alan bir ilkokulun dördüncü sınıf öğrencileri ile yürütülen araştırmaya 37 öğrenci katılmıştır. Araştırmanın veri toplama aracı öğrencilerin bireysel olarak doldurdukları okuma günlükleridir. Elde edilen veriler içerik analizi ile değerlendirilmiştir. Araştırma sonucunda öğrenciler okuma günlüklerine okudukları; kitabın oluşturduğu duyguları, kitapla ilgili temel bilgileri, kitabın fiziksel özellikleri, kitabın içerik özellikleri ve kitabın okuma sürecine ilişkin önerilerini yazmışlardır. Öğrenciler okudukları kitabın fiziksel özelliklerine ilişkin kitabın ebatı ve kapağındaki görsel özelliklerine ilişkin bilgi vermişlerdir. Öğrencilerin okudukları kitabın sayfa sayısı, sayfa tasarımı, sayfa yapısı hakkında bilgi vermemeleri dikkat çekicidir. İlkokul öğrencileri günlüklerinde kitap okuma sürecine yönelik farklı öneriler geliştirmişlerdir.

Anahtar Sözcükler: Türkçe, okuma becerisi, okuma alışkanlığı, okuma günlüğü

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INTRODUCTION

Reading is one of the ways of acquiring knowledge. Reading, which can be explained as seeing and making sense of literary works in their entirety, is also defined as decoding and understanding the decoded codes (Gündüz & Şimşek, 2011; Keleş, 2020). According to Kavcar, et al. (1995), who discusses reading in terms of the components of language education, reading is the process of perceiving and comprehending a given written text by paying attention to punctuation marks as well as making sense as words and sentences. The reading skill, which is explained as making figures and symbols into a meaningful whole, is based on the effective use of mental processes necessary to understand, interpret and evaluate the written text (Cain, 1999; Çiğdemir, 2021; Güneş, 2004; Özdemir, 1991; Turbill, 2002). It involves recognizing and understanding structures suchas letters, syllables, words, sentences, paragraphs and texts that are ordered in stages. According to Keskinkılıç & Keskinkılıç (2005), reading is a relationship between the eye and the brain. The eye perceives shapes and symbols as a means of reading, while the brain makes sense of the perceived visuals. According to Kandemir (2023),there are three different aspects of reading. While the physical aspect of reading constitutes the reading environment and the visual perception and vocalisation of the object to be read, the cognitive aspect of reading includes the interpretation of the read text after mental processes and the affective aspect of reading includes the emotions that arise before, during and after reading.

Reading skill has different components (Akyol, 2005; Harris & Sipay, 1990; Long & Chong, 2001; Oakhill, Cain, & Elbro, 2015; Pearson, 2009; Sever, 2011). Phonological awareness focuses on recognising and distinguishing sounds, while letter-sound matching focuses on associating letters with sounds. Vocabulary knowledge is the correct knowledge of the meanings of words. Reading fluency refers to reading the text accurately and quickly, while comprehension refers to interpreting and making sense of the given content. Reading skills of individuals who use reading components effectively also develop. Individuals with developed reading skills can access all printed or online sources in a short time and can learn the information obtained from the sources more easily. In the 21st century, considering the importance of raising individuals who use language skills effectively, have developed independent learning skills, research and questioning, the diversity, effectiveness and depth of studies that improve reading skills are among the important research topics.

When reading skill is considered as a lifelong learning process, it is critical to diversify and expand the activities aimed at improving reading skills in primary school. Duke & Block (2013), in the National Research Council's report titled "Preventing Reading Difficulties in Young Children", drew attention to the importance of reading skills in primary school classrooms and recommended paying more attention to students' reading words correctly and developing student-oriented activities. In the report, students' reading skills, vocabulary, conceptual knowledge levels, comprehension strategies and teaching approaches that can be effective in improving reading outside of school are discussed. It was suggested that students should use reading comprehension strategies effectively and in-depth reading studies should be carried out at primary school level. In many studies conducted in the field (Baştuğ et al., 2019; Block & Parris, 2008; Trabasso & Bouchard, 2002; Ülper, 2021), it is considered important to carry out reading activities at an early age in order to gain reading skills and to turn reading skills into a habit. Introducing students to different types of texts (poetry, stories, fairytales, etc.), encouraging them to use different reading strategies, providing students with reading skills and pleasure, filling out reading diaries, etc. are some of the activities that improve students' reading habits (Allen, 2003; Baştuğ et al., 2019; Baydık, 2011; Ebrahimi, 2012; Geary,2006; Israel,2007; Karadağ & Yurdakal, 2016; Lewis & Teale,1982; Tompkins, 2010).

Reading diaries are tools in which students record their personal opinions and feelings about the texts they read (Calfee, & Piontkowski, 1981; Diyazitdinova, & Salnikova, 2024; Ronková, & Wildová, 2016). Reading diaries in which reading experiences are expressed can be printed tools such as notebooks or online tools such as digital platforms. The electronic reader diary prepared by Diyazitdinova, & Salnikova (2024) was used as an important tool to reduce the reluctance of students who learn digital tools quickly.

Reading diaries have many contributions to students. According to Ronková, & Wildová (2016), reading diaries, which are one of the reading strategies, include many metacognitive skills such as making inferences, making connections, and predicting. Block, &Israel (2005) emphasised that reading diaries can be effective in the development of critical reading skills. These diaries, which are used by primary school students by writing reports about the books read, were found to be effective in terms of reflecting students' language skills and developing their critical analysis skills. Diaries designed for primary school students diversify students' cognitive interests, enrich their knowledge and develop their personality

Reading diaries are not only a space where students express their understanding of what they read, but also include their feelings while reading, their expectations about reading, how they are affected by reading, different ideas that come to mind while reading, their appreciation and criticism of the reading tool. The purpose of reading diaries is to enable students to think more deeply about the text they have read, to understand it in more detail and to remember it easily. Since using writing skills increases the interaction with the text more after reading, itis thought to be effective in identifying important parts of the text. According to Rini (2018), a reading diary is a tool that students use to identify facts or information in the text. After reading and thinking about a text from a critical point of view, students transfer their designs to the diary as they are, depending on the information formed. According to Rini (2018), this information is recorded in designated diaries. Teachers can assess the development of students' critical literacy skills based on these diaries. Everything that students write shows what they have learnt and achieved from the activity. Reading diaries allow students to look critically at the text they read. It contributes to the development of different mental processes such as identifying the strengths and weaknesses of the text, associating the author's purpose and the reader's views. Considering the effects of keeping a reading diary regularly in terms of recording readings, diversifying reading, and facilitating reading comprehension, it is thought to have positive contributions in terms of developing reading habits.

Several studies have been conducted on reading journals at the primary education level. Çöltü İmren and Çeken (2017) compared the understanding of fourth-grade primary school students of children's books in the context of reading journals. In this study, primary school students kept reading journals. The study found that reading journals kept by students were effective in enabling a general analysis of a literary work, facilitating the comprehension of the text's content, and ensuring lasting learning. One of the data collection tools used in Aşıkcan's (2019) action research on developing the fluent reading skills of third-grade students was guided student diaries. Guided diary work, which included questions from the researcher about that day's activities or events, was seen as an important tool for monitoring student development. Işıkoğlu Erdoğan, Şimşek, and Canbeldek (2017) examined the effect of home-based dialogue-based book reading on the receptive and expressive language development of 4-5-year-old children and asked the children's parents to keep reading diaries. Parents kept reading diaries for six weeks and wrote down the names of the books they read with their children, as well as the duration and frequency of reading. The study stated that strategies such as keeping reading diaries had a positive effect on dialogue-based reading. In previous studies in this field, researchers have used reading diaries as a data collection tool based on the opinions of students and parents, focusing on topics with clear boundaries and objectives. In this study, however, the reading diaries written by students independently, without any guidance or restrictions, were examined based on their personal writings about the books they chose to read.

Since reading diaries are a space where students reflect their thoughts and emotions, when students examine their own reading diaries over time, they realise their personal development, interests and have an idea about their thought structures. It is considered important to determine what primary school students write in their reading diaries, which have cognitive, emotional and social contributions, and which criteria they take as basis in writing diaries about the book. The aim of this study is to analyse primary school students' reading diaries. It is thought that the findings of this study will give ideas to researchers and teachers in terms of giving students the pleasure of reading, determining the characteristics of reading diaries, and making students' reading experiences meaningful in primary schools where literacy teaching is carried out.

METHOD

Research Design

In this research, case study method, one of the qualitative approaches, was used. Case studyis a method of in-depth analysis on a specific subject, event or phenomenon and examining it in detail with various data and information (Yıldırım & Şimşek,2013).The reason for using the case study method in this research is to introduce students' reading diaries in detail and to examine the content of reading diaries in different dimensions.

Participants

Thirty-seven students participated in the study conducted with the fourth grade students of a primary school in Şanlıurfa province. In this study, participants were determined according to the typical case sampling method. Typical case sampling is carried out in order to obtain information about a specified area by addressing average situations (Yıldırım & Şimşek, 2013). According to Güneş (2004), the reading levels of primary school students vary according to the socio-economic levels of their families. For this reason, in accordance with the typical case

sampling method, the study was conducted in a primary school in the central district of Şanlıurfa province, which is in the middle income group. The study group consisted of the fourth grade students of the primary school, considering that they would be experienced in reading diaries, would not have literacy problems, would be acquainted with different types of reading, and would be conscious about expressing their thoughts. The characteristics of the participants are shown in Table 1.

Table 1. Characteristics of the Participants

Gender	f
Girl	23
Male	14
Total	37

According to Table 1, there were 23 female students and 14 male students in the class. However, 5 of the students were not included in the study because 5 of them had problems reading and writing Turkish, had high absenteeism rates, and their parents did not fill out the permission documents for their students to participate in the study. In order not to affect the teaching environment of the classroom in which the research was conducted, the documents filled in by these students were taken but not included in the analysis process.

Data Collection Tools

The data collection tool of the research is the reading diaries filled in by the students individually. Looking at the reading diaries in international studies, Fedotova (2021) read Ukrainian folk tales in her study and the readers filled in the fields determined as author information, title of the work, and questions at different levels about the text in their diaries. In the first level of questions about the text, some information about who?, what?, where?, when?, how?, which?, who is the main character, where the action takes place, when the action takes place were asked. At the second level, Why? were asked about causal relationships. At the third level, questions were asked to clarify the meaning of words and expressions that were difficult to understand, involving a creative task for primary school students. In this regard, questions aiming to predict the later fate of the character or to predict the development of the plot in the fairy tale in the later process can be given as examples. However, in this study, it was thought that students'filling the diaries around the existing questions might have negative effects on independent thinking and learning. For this reason, blank A4 pages were given to each student to write a reading diary about the book they read. The reason for giving blank pages to the students as reading diaries was not to limit the students in terms of what to write and draw and to support the students' independent work on the page. The students designed their reading diary pages independently and used written and visual elements. A sample page is given in Figure 1 below:

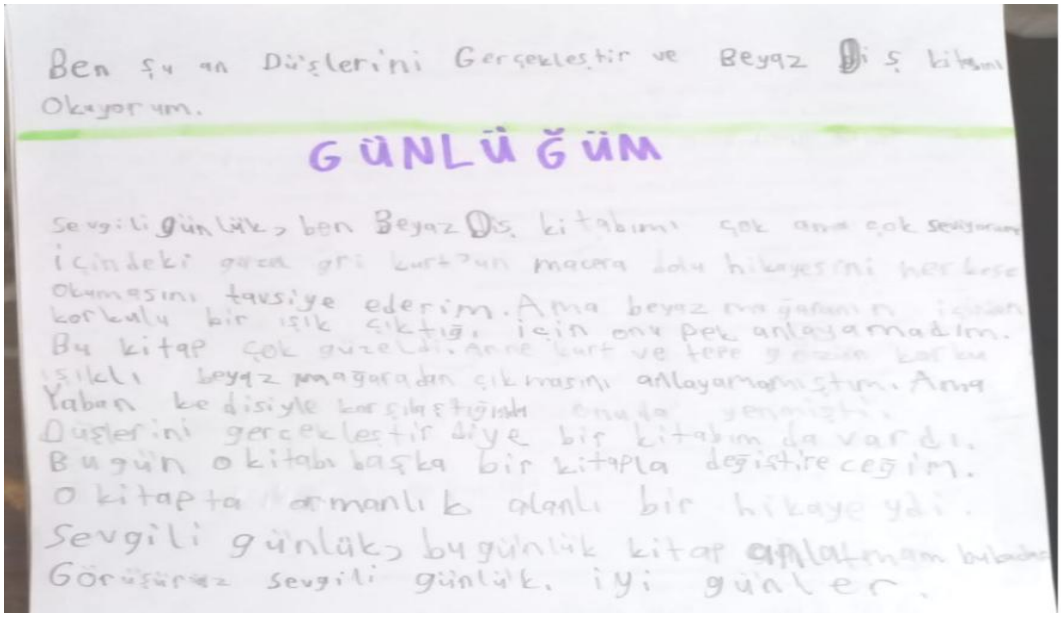


Figure 1. Student (P23) diary page: I'm currently reading Realise Your Dreams and White Fang.

My Diary

Dear diary, I love the book White Fang very, very much. I recommend everyone to read the adventurous story of the beautiful grey wolf in it. But I couldn't understand it because a fearful light came out of the white cave. This book was very beautiful. I couldn't understand how the mother wolf and hill-eye came out of the white cave with the fearful light. But when he met the wildcat, he defeated him too. I also had a book called Fulfil Your Dreams. Today I'm going to replace it with another book, a story with a woodland setting. Dear diary, that's all for today. See you, dear diary. Have a good day.

Data Collection and Analysis

This study was conducted in the autumn term of the 2024-2025 academic year between 2024 September and 2025 January. After the school to be implemented was determined, the purpose of the study and the implementation steps were explained to the primary school fourth grade teachers. A classroom that accepted the research, had a classroom library, and received a parental consent form was selected as the research group. In the study, students were informed about reading diaries. Reading diaries and their features were explained to the students in two lesson hours (80 minutes) within the scope of primary school Turkish lesson. As the features of reading diaries, the students were informed that they could write information about the book's imprint (name of the book, author's name, publishing house, year of publication, etc.), summary of the book, characters and their characteristics, space and time elements in the book depending on the book they read. It was stated that they could make direct quotations from the book, write their feelings and thoughts about any element in the book, ask questions about the content of the book, and associate the information about the book with different types of texts, films or their own experiences. After the students filled in their reading diaries, they put them in their own files. The quantitative data of the reading diaries written by the students are given in Table 2.

Table 2. Reading Diaries Written by Primary School Students

	f	f	f	f	f
Number of people	1 student	3 students	5 students	16 students	7 students
Number of learning diaries	13 pieces	10 pieces	6 pieces	4 pieces	1 piece
Total	13	30	30	64	7

According to Table 2, one student wrote 13 reading diaries, 3 students wrote 10 reading diaries, 5 students wrote 6 reading diaries, 16 students wrote 4 reading diaries and 7 students wrote 1 reading diary. A total of 138 of 144 reading diaries were analysed. 6 of them were excluded from the study because the writings could not be understood

The data obtained were analysed by content analysis. An expert who is a doctoral student in the field of Educational Sciences also took part in the data analysis. The codes were determined by reading what the students wrote in the diaries, and the codes were recorded separately by each researcher. Each researcher determined themes related to the codes formed from the data and tables were prepared. The prepared tables were compared and the agreed data were presented in tables in the findings section.

Research Ethics

In this qualitatively designed research, validity principles were taken into consideration. Interview, observation and document analysis methods were used effectively in the research process. Students were observed during the process of filling in reading diaries, interviews were conducted with class teachers and students about the strengths and aspects open to improvement regarding the preparation of reading diaries, and the reading diaries written by the students were analysed. Different data collection methods were used simultaneously in the research. Sufficient time was spent for data collection during the research process. In the study, which lasted for about four months, data sources were analysed in depth. In order to ensure the comprehensibility of the data obtained from the students, support was received from the classroom teacher. In addition, during the coding of the contents of some reading diaries, students who were the authors of the reading diary were asked to check the data. Help was received from the students to check the data. In this context, the researcher asked the students "What did you want

to say in the sentence you wrote in your diary on ...? Did you mean .... with what you wrote?" and the students' writings were made understandable. The planning and implementation phase of the research was explained in detail to make the research understandable. Information about the environment in which the research was conducted and the participants was given.

In order to ensure the reliability of the research, the consistency between coding and themes was examined. In order to ensure consistency, support was received from an expert who has a PhD in Educational Sciences in the analysis part of the research, and the analyses made by the researcher and the expert were compared. The common themes and codes were added to the article text as tables. In order to convey the research process as it is and not to reflect personal views, the researcher added explanations from student expressions regarding the findings. In addition, observation notes related to the research process were also recorded,and the thoughts of the expert other than the researcher on the observation notes were taken into consideration in order to be unbiased. The expert was asked for support as an external opinion regarding the decisions and practices taken during the research process. For this research, ethics committee approval was received from the Harran University Social and Humanities Ethics Committee with number 2024/187 and date 12.07.2024.

FINDINGS

The data obtained in this study, which was conducted to examine the book reading diaries of fourth grade primary school students, were organised within the scope of the research questions. The findings of the study are presented in tables. Table 3 shows the themes that primary school students wrote in their reading diaries.

Table 3. Themes that Students Wrote in Their Reading Diaries

Theme
Emotions generated by the book
Basic information about the book
Physical characteristics of the book
Content features of the book
Suggestions for the reading process of the book

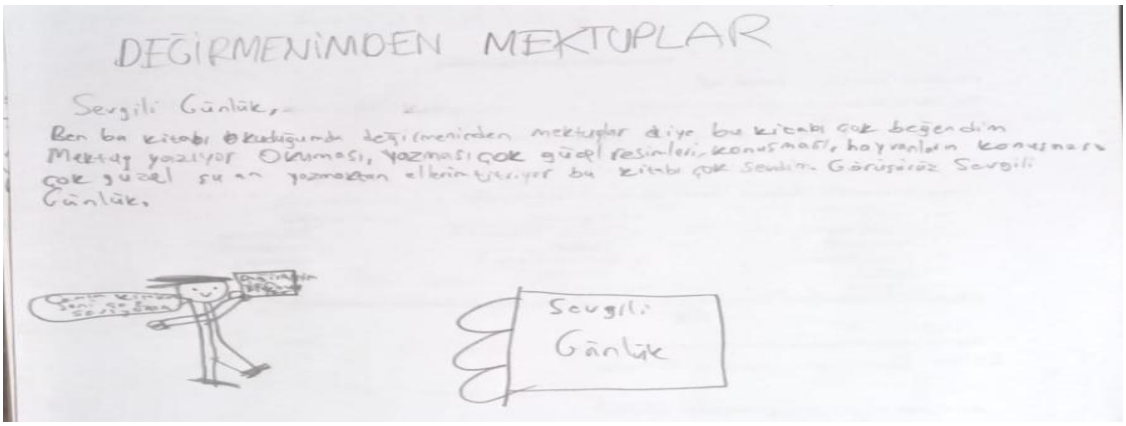
According to Table 3, the students wrote in their reading diaries the emotions generated by the book, basic information about the book, physical characteristics of the book, content characteristics of the book and their suggestions about the reading process of the book. Each theme is explained in detail in the other tables. Table 4 shows the opinions about theemotions that the students wrote in their reading diaries.

Table 4. Opinions on the Feelings that Students Wrote in Their Reading Diaries

Positive emotions	The happiness felt when describing the location of the book
	The peace created by the fulfilment of justice in the events
	The excitement felt when the hero achieves his goal
	The pride that occurs as a result of empathising with the hero
	The joy reflected in the book through the narration of funny incidents
	Love for books and reading based on the important elements of the book
Negative emotions	Fear felt as a result of events
	Anger at what happened to the hero
	Anxiety when reading the course of events
	The sadness that occurs when examining the images of the book
	Jealousy formed by matching the book's narratives with their own lives
	Guilt for not being able to help the protagonist in their difficulties
Cognitive emotions (Mental Processes)	Curiosity about the content of the book after seeing the cover
	Admiration for the hero
	Indecision in cause and effect relationships in events

According to the data in Table 4, the emotions that the students wrote in their reading diaries were categorised under three different themes: "Positive emotions", "Negative emotions" and "Cognitive emotions". In the theme of positive emotions, there are happiness felt when describing the place of the book, peace that occurs when justice is served in the events, enthusiasm felt when the hero reaches his goal, pride that occurs as a result of empathising with the hero, joy reflected by describing funny events in the book, love for the book and reading based on the important elements of the book. In the theme of negative emotions; fear felt as a result of the events, anger at what happened to the protagonist, anxiety felt while reading the flow of events, sadness while examining the visuals of the book, jealousy caused by matching the book's narratives with their own lives, guilt for not being able to help the difficulties experienced by the protagonist. In the theme of cognitive emotions; curiosity about the content of the book after seeing its cover, admiration for the protagonist, indecision about cause and effect relationships in events. The statements written by the students in their diaries on the subject are as follows:

P5:



Letters From My Mill

Dear Diary

When I read this book called letters from the mill, I liked this book very much. He writes letters, it is very beautiful to read, write, his pictures, his speech, the speech of animals is very beautiful, my hands are shaking from writing right now, I liked this book very much. See you. Dear diary

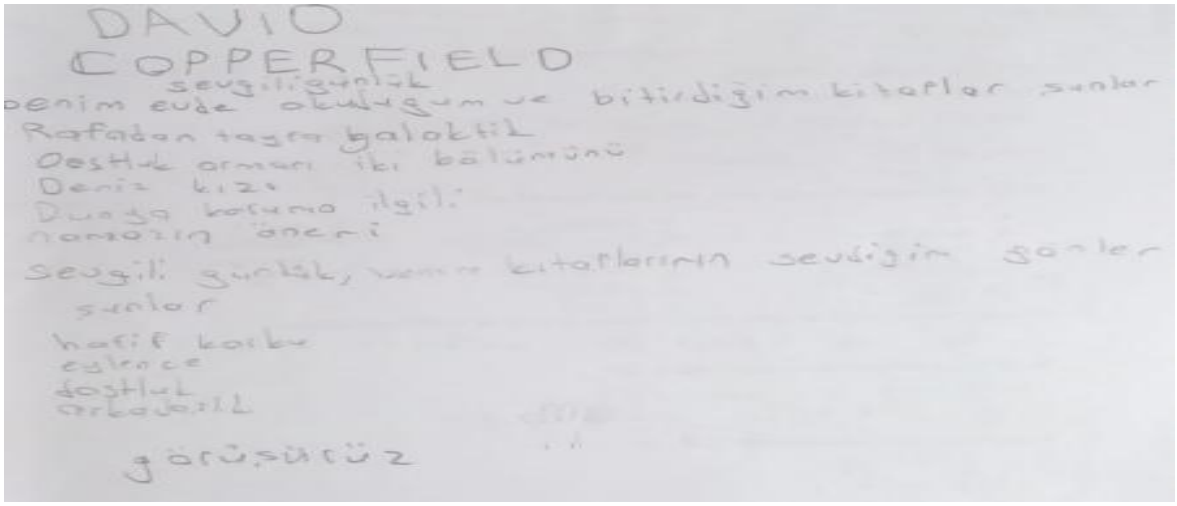
Table 5 shows the opinions of primary school students about the basic information about the book they wrote in their learning diaries.

Table 5. Opinions on Basic Information about the Book

Opinions
Title of the book
Author's name
Inside cover information of the book (publisher, banderole, translation status, etc.)
Reading times of the book

According to Table 5, among the basic information about the book, the students wrote the title of the book, the name of the author, the publishing house of the book on the inside cover of the book, the banderole, and the translator. The students did not give the number of pages of the book they read, but explained how long they read the book. The statements written by the students in their diaries on the subject are as follows:

P9:



David Copperfield

Dear diary
The books I read and finished at home are as follows:
We're the galactic galactic crew.
Two parts of the forest of friendship.
Mermaid
(related to) world protection
The importance of prayer
Dear diary, here's what I like about my books:
light fear
fun
friendship
companionship
see you

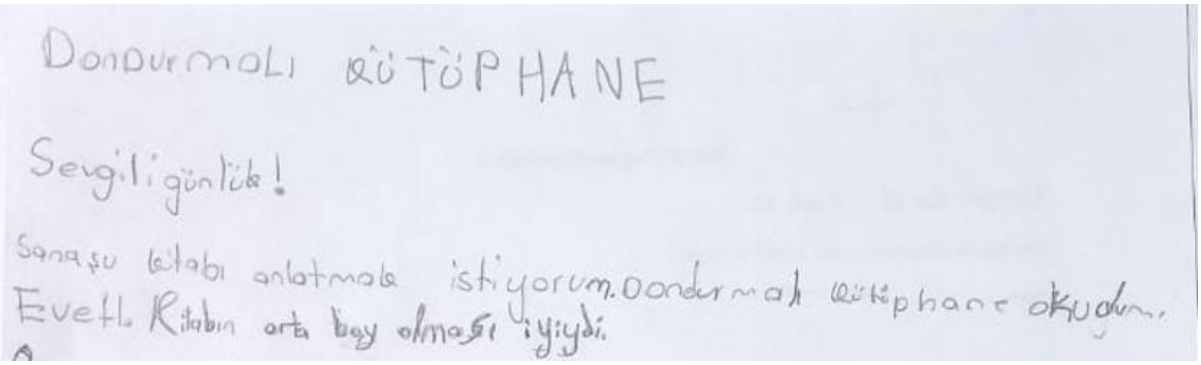
Table 6 shows the opinions of primary school students about the physical characteristics of the book they wrote in their learning diaries.

Table 6. Opinions on the Physical Characteristics of the Book

Opinions
Dimensions of the book
Features of book cover

According to Table 6, students gave information about the physical features of the book they read, such as the size of the book and the visual features of the book cover. It is noteworthy that the students did not give information about the number of pages, page design and page structure of the book they read. The statements written by the students in their diaries on the subject are as follows:

P13:



Library with Ice Cream

Dear diary!

I want to tell you about this book. I read the ice-cream library. Yeah, it was good that it was a medium-sized book.

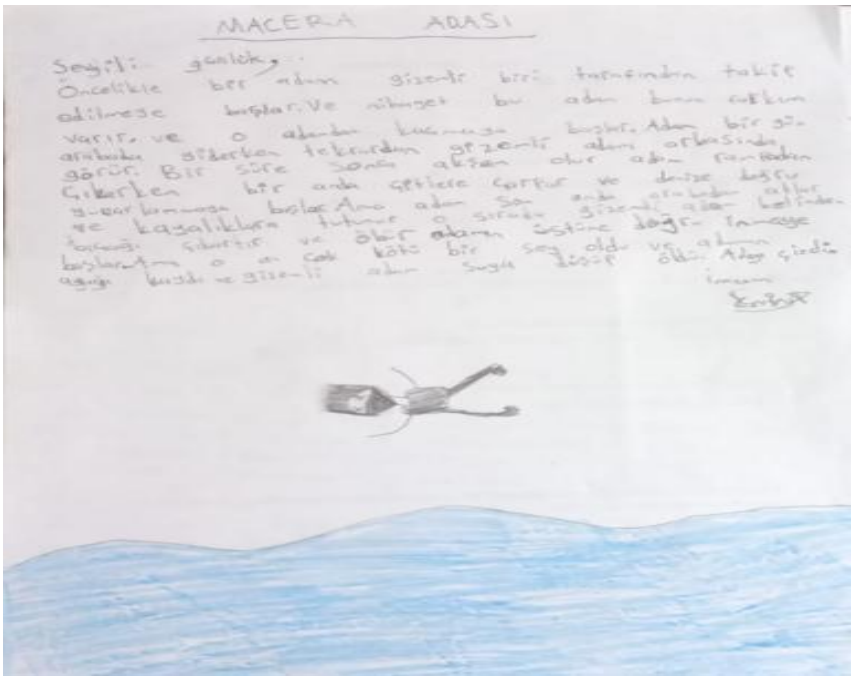
Table 7 shows the opinions of primary school students about the content features of the book they wrote in their learning diaries .

Table 7. Opinions on the Content Features of the Book

Opinions
Important events in the book
Positive and negative characteristics of heroes
Criticisms about the plot/conclusion of the book
The main idea of the book
Style/language of the book
Important places in the book and their features
Different books similar to the book
Knowledge learnt through the book
Important sayings in the book (Proverb, maxim)
Drawings about the physical characteristics of the heroes
Drawings related to the spatial characteristics of the book

According to the data in Table 7, the students' drawings related to the content features of the book they read include; important events in the book, positive and negative characteristics of the heroes, criticisms about the plot/result of the book, the main idea of the book, the style/language of the book, important places and features of the book, different books similar to the book, information learned through the book, important sayings in the book (proverbs, aphorisms), drawings about the physical characteristics of the heroes, drawings about the spatial features of the book. The drawings of the students in their diaries on the subject are as follows

P4:



Adventureisland

Dear Diary

Firstly, a man starts to be followed by a mysterious man. And finally this man realises this and starts to run away from him. One day, as the man is travelling in his car, he sees the mysterious man behind him again. After a while, it becomes evening and the man suddenly hits the fence and starts to roll towards the sea while leaving the ramp. But the man jump out of the car at the last moment and clings to the rocks, while the mysterious man takes out the knife from his waist and starts to descend towards the other man. But at that moment something very bad happened and the man's foot slipped and the mysterious man fell into the water and died. I drew the island.

Signature

Table 8 shows the opinions of primary school students about the difficulties they experienced while filling in their reading diaries.

Table 8. Opinions on the Difficulties Experienced by Students While Filling in Their Reading Diaries

Theme	Codes
Writing skills	Not liking to write
	Not knowing/ implementing spelling rules properly
	Difficulty in expressing his/her thoughts in writing
Reading comprehension	Not liking the book the read
	Failure to understand the message of the book
	Inadequate vocabulary
Attitude	Worrying that what you write in the diary is wrong
	Becoming reluctant as a result of the teacher forcing them to write a diary
	Fear of reading books (thick, oversized, heavy, etc.)
	Fear that success in Turkish course will be determined according to Fear that success in Turkish course will be determined according to
	Thinking that the teacher will be angry because of what you have written

According to Table 8, the difficulties experienced by primary school students while filling in their reading diaries were analysed under the titles of writing skills, reading comprehension and attitude. In the theme of writing skills; not liking writing, not knowing/not being able to apply spelling rules, having difficulty in expressing their thoughts in writing. In the theme of reading comprehension; not liking the book they read, not understanding the message of the book, inadequacy of vocabulary. In the theme of attitude, there are concerns that what they write in the diary may be wrong, becoming reluctant as a result of the teacher's forcing them to write a diary,being afraid of reading books (thick, oversized, heavy, etc.), fearing that their success in the Turkish lesson will be determined according to their reading diaries, and thinking that the teacher will be angry because of what they write. The opinions of the students on the subject are as follows:

S7: *Teacher, I don't want to write because I get tired while writing, the tip of my pen gets thicker and thicker while writing, and my writing becomes ugly. I can't write fast, so I am not happy when I see my writing. ... Can't I talk about books? I can say more beautiful words when I talk. I can say anything I want when I talk, but I can't tell a long story when I write*.

S20: *Teacher, if I can't explain everything when I tell about the book I read, my teacher will get angry with me. We were already telling every book we bought to our friend in charge of the library before you made us write a diary. If they were convinced when we read the book, they gave us the new book. Otherwise, they would tell the teacher. This time the teacher would ask questions about the book. If I answered the questions correctly, I could get a new book. Otherwise, I had to read the same book again. Sometimes I could confuse things that were not in the book and sometimes I forgot. My teacher was angry with me in that case. She only wants me to say what is in the book. Should I write the same things in the diary now? I don't want to write in the diary because my teacher or you might get angry with me if I don't say exactly what is in the book.*

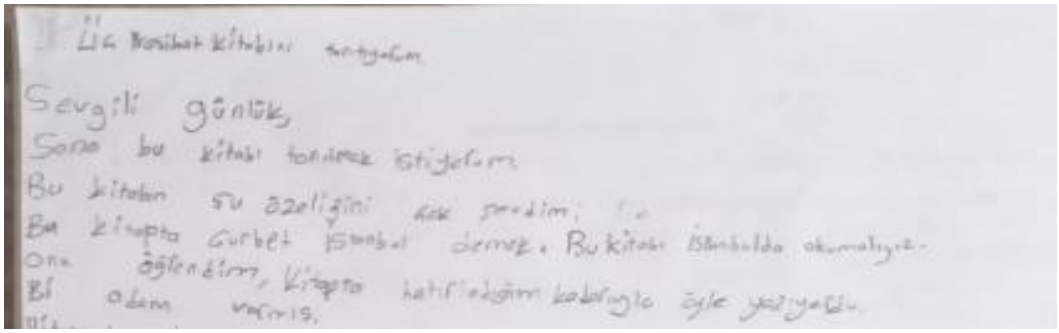
Table 9 shows the suggestions of primary school students about what should be done before, during or after reading the books they read in their diaries.

Table 9. Student Suggestions in Book Reading Diaries

Theme	Testimonials
Suggestions regarding space	Reading in the library / Being a member of the library
	Going to the book fair
	Travelling to the place described in the book
Suggestions related to writing skills	Creating a poetry notebook for the content of the book
	Writing a diary
	Creating a slogan about the book
	Writing songs, riddles and rhymes about the book
Suggestions regarding reading skills	Reading the book with coloured pencils
	Establishing a reading group and with a group
Suggestions based on communication	Giving a book as a gift
	Making/gifting bookmarks with the words of the book
	Meeting/ talking to the author of the book
Suggestions for the visual field	Making their own pictures about the book
	Taking and matching photographs related to the chapters of the book
Suggestions based on original expression	Explaining the book with drama
	Preparing the film of the book
Other	To change the ending of the book to suit yourself
	Reading a book before going to sleep and visualising it in the mind
	Playing games related to the book (word hunt, finding/guessing the hero)

According to Table 9, primary school students' suggestions for what to do before, during or after reading the books they read in their diaries were analysed under the themes of suggestions related to place, suggestions related to writing skills, suggestions related to reading skills, suggestions based on communication, suggestions related to visual field, suggestions based on original expression and other. Suggestions related to the place; reading in the library / becoming a member of the library, going to the book fair, travelling to the place described in the book. Suggestions related to writing skills; creating a poetry notebook about the content of the book, writing a diary, creating a slogan about the book, writing songs, riddles and rhymes about the book. Suggestions related to reading skills include reading the book with coloured pencils, establishing a reading group and reading with a group. Suggestions based on communication; giving a book as a gift, making/gifting bookmarks with the words of the book, meeting/ talking to the author of the book. Suggestions related to the visual field are making their own pictures about the book and taking and matching photos related to the chapters of the book. Suggestions based on original expression are explaining the book with drama and preparing a film of the book. In the other theme, changing the end of the book according to his/her own preferences, reading the book before going to sleep and visualising it in his/her mind, playing games related to the book (word hunt, finding/guessing the hero). The statements written in the student's diary on the subject are as follows

P19:



Introducing my book Three Advice

Dear diary, I would like to introduce this book to you. I like this feature of this book very much. In this book, Gurbet means Istanbul. I learnt that we should read this book in Istanbul. As far as I remember, that's what the book says. There was a man....

DISCUSSION AND CONCLUSION

In their reading diaries, students wrote the emotions generated by the book, basic information about the book, physical characteristics of the book, content characteristics of the book, and suggestions about the reading process of the book. According to Rini (2018), journal work is one of the important reading strategies to develop students' critical literacy skills in primary school. Accordingto Schunk and Rice (1992) ,students who use reading strategies effectively understand the text better. According to Ronková, & Wildová (2016), reading diary is a useful tool for students' reading literacy development when it is regularly applied to the learning process. From this point of view, students reflected the internal and external features of the book they read according to their own perspectives in their reading diaries. Rosenblatt's Transactional Theory sees the meaning potential of the text being read as dependent on the reader's experiences and the communication between the reader and the text (Marhaeni, 2016). This theory emphasises the importance of students experiencing reading, developing hypotheses about the text and testing these hypotheses, recognising the connection between reading and writing skills, and applying daily writing experience in the practical application of the theory. In this study, it is thought that students' writing by integrating the information they read with their own knowledge, and expressing reading, which is a cognitive activity, through writing, which is a psychomotor skill, influences students to think more deeply. This situation can be said to be important in terms of the development of higher-level cognitive skills such as understanding what is read and critical thinking.

When the students' reading diaries were analysed, the emotions that the students wrote intheir reading diaries were grouped under three different themes as "Positive emotions", "Negative emotions" and "Cognitive emotions". The theme of positive emotions includes happiness, peace, enthusiasm, pride, joy and love. The theme of negative emotions includes fear, anger, anxiety, sadness, jealousy, guilt. In the theme of cognitive emotions; curiosity, admiration, indecision. According to Browne et al. (2021), Reader-Response Theory states that readers are independent in constructing meaning, meaning is obtained through individual experience, given texts do not have a single objective meaning, and a text can be interpreted differently by different people. The theory argues that textual meaning is formed within the reader in response to the text and accepts that each reader interprets the text according to certain variables, including factors such as ability, culture, gender, and general experiences. When this finding is considered within the context of Reader-Response Theory, it is seen as normal for each student to experience different emotions in their reading journals and for their reading motivation to be affected by these emotions, in accordance with the principles of the theory. In his study, Neugebauer (2013) had 119 fifth grade students keep reading diaries to increase their reading motivation in and out of school. In the study, it was determined that reading diaries affected students' reading motivation. Block, &Israel (2005) evaluated reading diaries, which they saw as an application that helped students understand the text better, as a conscious activity. In this study, students wrote their reading diaries consciously and shared their positive and negative feelings about the book they read in their diaries. It can be said that reading diaries positively affect reading motivation because they create emotional awareness about the book read.

Among the basic information about the book, the students wrote the title of the book, the name of the author, the publishing house of the book on the inside covers of the book, the banderole, and the translator. The students did not give the number of pages of the book they read, but explained how long they read it. Regarding the physical characteristics of the book they read, the students gave information about the size of the book and the visual features of the cover. In the studies conducted in the field (Demircan, 2014; Turgut Bayram, 2009; Ungan, 2008), it was stated that physical features such as the number of pages, page design, page structure of the book affect students' reading habits. However, in this study, it is note worthy that the students did not give information about the number of pages, page design and page structure of the book they read. This situation is thought that students cannot keep such physical features in their minds, they do not consider them important enough to write in the diary, or that the reading time and cover features of the book attract more attention of the students

Regarding the content features of the book they read, the students expressed important events in the book, positive and negative characteristics of the heroes, criticisms about the plot/ result of the book, the main idea of the book, the style/language of the book, important places and features of the book, different books similar to the book, information learned through the book, important sayings in the book (proverbs, aphorisms), drawings about the physical characteristics of the heroes and the spatial characteristics of the book. According to Zelko, Sirenko, & Strelnikova (2021), reflective diaries, which are effective in tracking the development of primary school students, show quantitative and qualitative changes in the level of development of a primary school child's personality. In particular, students' evaluation of the behaviour of the character of the book they read is remarkable in terms of determining their own personality traits. From this point of view, it can be said that reading diaries are a tool for getting to know students.

The difficulties experienced by primary school students while filling in their reading diaries were analysed under the titles of writing skill, reading comprehension and attitude. According to Sağırlı (2022), writing skill is a skill that is difficult to develop because it is directly related to many areas such as cognitive, affective and psychomotor. In many studies conducted in the field (Apa, 2022; Cantürk, 2014; Çarkıt & Karadüz, 2015; Polat, 2022; Soysal, 2022), many problems such as students having difficulty in composing a paragraph, not learning grammar rules sufficiently, getting bored and tired quickly during writing, and individuals' anxiety about making mistakes in writing in terms of content and form were expressed in the focus of writing skill. According to Eroğlu (2013), a positive relationship was found between attitudes towards reading habits and writing skills. It can be said that the fact that students' reading skills are not sufficiently developed causes their writing skills not to develop. In the process of this research conducted with primary school students, it is seen that the problems experienced in writing studies are similar to the research findings in the field.

Primary school students' suggestions about what to do before, during or after reading the books they read in their diaries were analysed under the themes of suggestions related to space, suggestions related to writing skills, suggestions related to reading skills, suggestions based on communication, suggestions related to visual field, suggestions based on original expression and other. According to Noyes (2004), primary school children indicate their learning tendencies and socio-cultural structures in their reading diaries. Students also provided reading,

writing or activity-oriented suggestions in their reading diaries. It can be said that their suggestions reflect students' learning tendencies. The opinions of the students about the content of the books they read have a critical importance in terms of determining the points that the students pay attention to in the books they read and determining their tastes for the content of the book. It is recommended within the scope of the research to take these criteria into consideration in order to gain reading pleasure in students. According to Fedotova (2021), reading diary work is important for students to comprehend the content of a fairy tale consciously and deeply, to think logically about the content of the fairy tale, to associate the content with real life, and to popularise the values addressed in fairy tales. Within the scope of the research, it is recommended that guidance studies should be carried out for students at all levels and levels to use reading diaries in order for students to establish harmonious relationships with contemporary life, to be aware of their roles and responsibilities in the process, and to see reading as a lifelong development tool.

Limitations

This study is limited to the reading diaries written by fourth-grade primary school students and the students' views on the process.

Statements of Publication Ethics

This study, which was conducted using qualitative research methods, was subject to ethical principles at every stage from the preparation process to the publication process. The points that were considered were explained in the method section of the study.

Conflict of Interest

There is no conflict of interest at any stage or outcome of this work.

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