



This paper is taken from

*Citizenship Education: Europe and the World
Proceedings of the eighth Conference of the
Children's Identity and Citizenship in Europe
Thematic Network*

London: CiCe 2006

edited by Alistair Ross, published in London by CiCe, ISBN 1 899764 66 6

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Pembecioglu Öcel, N., Nezih Orhon, E., Özmen, S. (2006) Children's Choice: A Discourse Analysis of the Citizenship Issues in Turkey, in Ross, A. (ed) Citizenship Education: Europe and the World. London: CiCe, pp 187-202.

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CiCe
Institute for Policy Studies in Education
London Metropolitan University
166 – 220 Holloway Road
London N7 8DB
UK

This paper does not necessarily represent the views of the CiCe Network.



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained herein.

Acknowledgements:

This is taken from the book that is a collection of papers given at the annual CiCe Conference indicated. The CiCe Steering Group and the editor would like to thank

- All those who contributed to the Conference
- The rector and the staff of the University of Latvia
- Andrew Craven, of the CiCe Administrative team, for editorial work on the book, and Lindsay Melling and Teresa Carbajo-Garcia, for the administration of the conference arrangements
- London Metropolitan University, for financial and other support for the programme, conference and publication
- The SOCRATES programme and the personnel of the Department of Education and Culture of the European Commission for their support and encouragement

Children's Choice: A Discourse Analysis of the Citizenship Issues in Turkey

Nilüfer Pembecioğlu Öcel¹, Erol Neziğ Orhon² and Seçkin Özmen¹

¹Istanbul University, ²Anadolu University (Turkey)

Introduction

The recent innovations in technology and communication systems gave us threats as well as comforts. The meaning of civilisation is turning to be the camps of the modern whereas the past camps of the nomads are turning to be the modern camps of the 'I' and 'The Other' creating continuously changing situations to be balanced very delicately to prevent the possible contradictions, invasions, etc. The children are so much affected of these camps and usually due to their limited information they are in between. Yet, they have a demand and great expectations from the others, older generations, general policies, educational system, etc.

Rosen (Rosen, 2005) and Reisman (Reisman, 2001) draw very pessimistic portrayals of the people today living in the big cities or in towns in the state of insecurity - perhaps more than in other times of old civilisations. Morley and Robins on the other hand, (Morley and Robins, 1995) question the concept of identity and democracy in the new establishing Europe. The expectations of the societies from the new world order are changing. Under the issues they've questioned in their books, this paper is an attempt to analyse the value of Turkey in the new established Europe and to handle the question of citizenship in the age of communication.

The question of citizenship is especially important for the children since they were born into a certain society and their understanding of citizenship and democracy could only be shaped through their education. Children have a special perception and reflection of values, actions and realities. They have their own way of specialising events, as well as reflecting the knowledge and experience they had whenever they are given the chance. This paper attempts to discover the patterns of an anonymous children's discourse. During June 2001 the children of Turkey took part in a campaign of writing letters to the political parties, to the governing bodies regarding the human rights, children rights and political issues.

Turkey and Young Population: Turkey has a very young population compared to many other European countries. The clusters between the ages are so near to each other that many age groups have similar problems. Considering the health, education and social problems of the youngsters there seems to be a great debate for the following years.

People Under 18 Years Old	%
Under 18	41
Above 18	59

This paper is part of *Citizenship Education: Europe and the World: Proceedings of the eighth Conference of the Children's Identity and Citizenship in Europe Thematic Network*, ed Ross A, published by CiCe (London) 2006. ISBN 1 899764 66 6; ISSN 1470-6695

Funded with support from the European Commission SOCRATES Project of the Department of Education and Culture. This publication reflects the views of the authors only, and the Commission cannot be held responsible for any use which may be made of the information contained in this publication.

Ages	%
0-4	10
5-9	10
10-14	10
15-19	11
20-29	18
30-39	15
40-49	11
50-59	7
60-69	5

Analysing childhood and childhood values is not something new. It has just gained a new perspective through the dynamics of the society, upcoming membership issues with the EU and questioning of childhood in the EU and in Turkey in a comparative way (Human Rights 1996; Recommendation No79). The fast development of the trade and consumer market and the rapid developments in the technology and tourism fields caused the 'childhood' and 'youth' era to become shorter (Chicholm, 1990) and to be evaluated in a larger international sense. First, the new consumers of the youth were defined and much research has been done on their qualities (Zinnekar, 1990). The psychological and the socio-cultural aspects of the individual were analysed at the very beginning, later on the impact of this era on the whole life were analysed.

General Political Tendency in the Country

For the last two elections the electing population in Turkey has included people from the age of 18. This is a very important factor implementing the political thoughts and ideas into the general population of the country. In order to be serious enough to give a vote at the age of 18, the children should have an effective register before they are 18 years old. Thus in a way, it means the politicising of childhood and including the children's opinion and reflections into the general government policy. This might seem to be very dangerous or healthy depending upon how it is been conducted throughout the country. It becomes very dangerous when the children take place in political meetings or demonstrations, in short used for political purposes. The young population of the country, having 41 % of the whole population under the age of 18 according to the 2000 population statistics, there appeared a huge group of people to use their votes for the first time. It could also be possible to mention the fact that many political parties gave importance to the discourse with youth. They also implemented many promises regarding their expectations and possible demands. As a result, it could be possible to see many young faces during the political campaigns, meetings and all of a sudden, children became the centre of interest.

Purpose and Methodology

This paper attempts to have a discourse analysis of a book containing a collection of the letters written by the children of Turkey (of 6-11 and 12-17 ages) aiming to formulate the main concepts of citizenship and democracy in the eyes of children; it also yields some examples from the data such as how these concepts were associated with each

other in terms of linguistic diversity, vocabulary richness and structural variety. It could be possible to think of the limitations of the circumstances.

Firstly, the reliability of the data could be discussed. Since these are just letters written by children, the influences and real motives of them could not be assumed to be the same. In other words, with the letters arriving individually to the data collection centre, Bilgi University, the writers could have different ideas, experiences and expectations of writing them. Since writing letters is not a common habit among the children - at least in Turkey - the occasion of writing letters to the prime ministers whether to complain or to award their actions, the attempts are not more than rare examples of their own type.

The other limitation is the possibility of editing the letters before posting them either by the writers themselves or the people around motivating them for such an action. But beyond doubt the letters arriving to the data collection centre were not eliminated or reduced to make them seem more meaningful or sympathetic but were regarded as the core means of the date and since published as they are in their original form. This paper mainly depends upon the published book - a collection of the letters as the data itself.

Regarding the background information what can be said is as follows. Apart from the sociological and educational perspective, the paper also evaluates the results of a civic participation event for children under 18. The main aim is to find out about their expectations considering politics, peace and education issues. The evaluation of the results guides us with a question to be considered: What are the choices of the children in Turkey considering the citizenship issues?

As far as the methodology was concerned, the letters, which were collected and published in the form of a book titled as 'Sesimi Duyun: Benim De Sesim Var' (2005, Kök Yayıncılık, Ankara) 'Hear Me: I Have a Voice, Too'. The letters arriving from different corners of the country were collected and published in the form of a book. The main aim of the research was just to put this material into the centre of the research and have a content and discourse analysis of the provided data.

This paper mainly concentrates on the printed material as the data and concentrated on it as a whole discourse text. Thus, the material yielded from the data had a very detailed insight study handling the text as the main corpus of the written discourse. The material is also looked upon as a content involving many aspects of the children's expectations. The reflections of the children found their way under different headings such as clarifications, demands, questionings, personal implications, etc. The corpus is seen as the whole body of letters coming from the different ages and as in the book divided into two categories. The youngsters include the ones between 7 and 10 and the youth between 11 and 17. This paper concentrates more on the first part of the reflections. All the letters were coded in specific ways to make it possible to see which topics were mentioned in which way so that the data could be processed accordingly.

One of the most important details here is that whether written or spoken, the analysed material was from all over Turkey. To name a few of the areas, we may say, Ankara, Adana, İçel, İstanbul, İzmir, Tekirdağ, Diyarbakır, Muğla, Aydın, Kocaeli. Actually, it might be a good idea to find the similarities and differences between the ones originated

from the big cities and suburbs or little towns, but this could be another topic for another paper.

Findings and Interpretation

In such a study, it is inevitable that there are many different aspects to handle within the same text. The main methodology of this paper concentrates on the written forms, the way the language is structured as well as the emphasis on certain issues. It mainly concentrates upon the structural approach not the functional or notional ones. The mistakes, such as the grammar mistakes or the spelling mistakes were just noted but these things were not considered to change the meaning in general. Thus, the letters making up the data available would be the main core of the findings. Most of the generalisations were drawn from these examples and these were cited as the references. The multiplicity of the cited examples gave us the chance to refer to them and to interpret them. The findings are categorised under the different age groups to see the similarities and differences. It is possible to concentrate on different aspects of the written data. Mainly the following concepts were questioned throughout the letters. Their presence or absence was questioned as well as their percentage.

The discourse analysis could be done in various ways. Here, it's important to note that we concentrated only on the written examples of the data. Specifically, it is equally important to note that, since some of the children were too young to develop specific patterns for a written reflection of the appropriate language, the data was also very rich in the way it includes the spoken patterns of the language in its written form. (Such as film, written as film or film in Turkish as it is in spoken language)

The Use of Collocated Concepts: Collocated concepts are very interesting in the children's discourse. Depending upon the time, the interest and the mood the language is produced in, the children tend to have different collocations of concepts in a rather unusual way. Since their language and linguistic relativity is not yet based on the more adult rules, they could use their imagination and different motives in a free way as to make up any collocations they could. The words and actions could be mixed in alternative ways, or the unrelated concepts could be mentioned in a way that they are somehow related to each other. When we look at the different age groups and how they make up relations with the rather unfamiliar concepts, we get the clues that they also have some language problems not only at the structural level but also in functional levels as well. Some other research giving us many insights about the child development stages, the possible concepts of childhood are known beforehand (Piaget, 1952; Yavuzer, 1996; Şahin, 1980; Berger, 1993). Thus, the handled data is compared and contrasted with these facts. It is known that collocations of some of the concepts are important. Which of them is more collocated with the others is another issue. Thus, the findings would be questioned in this respect.

When the collocated concepts were looked upon in the provided data, it could easily be seen that most of the concepts are not really childhood concepts. As has been stated before, the concepts involved in most of the letters could be summarised such as encountering with the other, conflicts, fears, love and respect, earthquake, economy and social, environmental problems. The economical problems are given in two different

ways; one is the absence of financial resources, poverty. The other aspect is more general tendency throughout the country such as the current rates of dollar or stock market. This last mentioning of the economy is beyond their personal perceptions and concepts could only be interpreted through the developing impact of the media and set agenda.

The examples could be taken from different age groups: Although there are not many differences between the age groups and their written way of reflection, there is almost a reference to poverty and environmental problems. It is interesting to note a letter from a 7 year old quoted as follows: 'I want the Turkish Lira rise against dollar'. This expression could be interpreted as not very appropriate to the children's discourse; it could be an example of the effect of the other older generations on children or simply may be looked at as the media effect.

Findings of 7 Year Old Children: Considering the number of letters from 7 year old children, it could be difficult to make up generalisations, yet mainly the concepts referred to were similar to each other. Not many unfamiliar collocations were found. Referring to the written and spoken language differences, many spelling mistakes could be seen in most of them. Apart from the spelling mistakes, there were also some problematic structures in most of the sentences. To give some examples:

'Akşamlar teleyiyozda çocuklara göre film...' (p.40), (In the evenings the films on TV appropriate for children)

'Çok okul okumak ...' (p.39) (To read more schools)

'Bilgi Sayarımın....' (p.39) (My computer's...)

'Bunu düzelmeniz....' (p.39) (You must correct this....)

Findings of 8 Year Old Children: Considering the number of the letters from 8 year old children, four letters out of nine have structural problems in their sentences. The structure and the function of the sentences were a bit better than the younger ones; yet, there were still some mistakes in most of them:

'Sizden bir şey soruyorum...' (p. 44) (I'm asking you something...)

Herkezin çöp tenekelerine.... (p.42) (To everybody's garbage boxes....)

Some collocations were interesting and unique:

Hapishanedeki adamları haftada üç kez dolaştırabilirsiniz.' (p. 43) (You can make the men in the prison walk three times a week)

Findings of 9 Year Old Children: Considering the number of the letters from 9 year old children, it could be seen that as the age level increases so does the number of the letters. Compared to the younger ages, out of 76 letters, less numbers of structural problems occur. Compared to the other groups, the letters are of better structure relatively. Better and very long sentences could be seen among the examples. They rarely have mistakes in its written form, only in meaning. One factor could be the origin as well as the age of the letters, since within this age group most of them come from mainly the big cities. We also noticed that there are participations from other cities of Turkey as well, such as İçel, Diyarbakır, Muğla, ect. The participation of the 9 year old group is larger considering the different centres throughout the country.

....çünkü hiç başbakan olamam da ondan.' (p. 45) (I can never be a prime minister)

Kadınların 41 yaş çalışmasını istemiyorum. (p. 51) (I don't approve women working over 41)

'...bizi hiç beyenmez ve ...' (p. 56) (they don't like us...)

A student living in a village uses local language in its written form;

'Atta emşire bile yok. Sayın başbakanım köyde asta olduğu zaman biz hep ... ya gidiyoruz.' (p.62) (There is even no nurse, dear prime minister, when there is a health problem, always we go to)

'Sayın Başbakan oğlunuz olduğunu öğrenmek isterim.' (p.63) (Dear Prime Minister I wonder what your son is doing)

'Benim sizden bağız isteklerim var.' (p. 59). (I have some wishes from you)

Findings of 10 Year Old Children: Considering the number of the letters from 10 year old children, it could be seen that there are more participants from all over Turkey, yet mainly from the big cities: Out of 69 letters, 49 of them are from Istanbul (Kadıköy-İstanbul, Hayrabolu-Tekirdağ, Mamak-Ankara, Saryer-İstanbul, Karşıyaka-İzmir, İzmit-Kocaeli, Diyarbakır, Koçarlı-Aydın, Yenimahalle-Ankara, Altındağ-Ankara, Oran-Ankara). Even if the age level gets higher, there were some mistakes not only in structural and functional terms but also in the semantic levels. There were many spelling mistakes in the written language.

Zor di mi? (p.73) (It is difficult, isn't it)

Köpekleri zeyirmemelerini isterdim (p.76) (I want they do not poison the dogs)

The Use of General Location

Childhood perceptions are important. The perception of the location gives us an idea how widely and profoundly the children think. It is interesting to see how specific or limited they could be bounded in their original thoughts. One other perspective is the use of the physical area. We tried to have an analysis of the provided data considering whether the children demanded only for local needs or for the general atmosphere in the country. This was a point to show how widely they considered their demands. It could easily be seen through the written texts that their demands considering the physical area of their own are very limited and the general tendency is to concentrate on the general demands of the childhood rather than the needs and demands of a single child.

The Use of the Nominal Cases

In most cases, it is a question whether the children use a local (I-me) language, a general – national (we-us-our) language or an international (they-them-their) (Faerch and Kasper, 1983; Shuy and Fasold, 1973; Chomsky, 1969). This kind of a classification gives us clues on how much they concentrate on the personal issues, how much on the close environment and on larger scales. All the children used the 'I' language. This shows us how egocentric they are at the age of 8.

The Use of Time

Time is a specific factor in children's discourse. Usually, with the effects of the tales they listen to many times, the children have a great tendency to question the past, what

happened and why (Todorov, 1995). They also have a greater tendency to question the future including their expectations and demands. In this discourse analysis, we mainly concentrated on the three levels of time: Past, Present and Future and we wanted to exemplify which one they concentrate on more.

Children Questioning

The children are the centres of questioning in general. Usually they are keener on finding clear answers on why the things are the way they are. Thus, the questioning of the time in their perspective includes three different levels: Questioning of past, present and future.

Findings of 7 Years Old Children: Considering the content of the messages, mainly the children of this age are more sensitive to environmental problems and the examples are from their own lives such as garbage and spitting out. Some of them are getting more involved with the problems of the adult world such as the rates of the dollar, discussions between the political party leaders, the free market, inflation, etc. Yet, their understanding of all these are in a way connected to each other.

‘Ülkede kavgalar ve seller var’ (There are discussions and flows in the country)

Considering the letters in general it could be easy to reach some conclusions. Through the content analysis, it could be said that the language they used was very simple. Considering their demands, sometimes they are very specific about their own situation and demands. Some of the general problems are reflected in a very vogue way as if it is forbidden to talk or write about them. Most of them have very simple wishes about themselves. A very striking point is that some of them mention the political amnesty, which means the release of the political criminals in Turkey’s context. It is important to note it down here that this could be considered as not necessarily the awareness of children. This type of discourse could not be placed in the discourse of a 7 year old child and could be interpreted as the impact of the media.

Findings of 8 Year Old Children: Considering the number of the letters from 8 year old children, they mainly concentrate on how bad the management of the country is. They occasionally mention the earthquake, economy, the clean environment, the green areas, street animals, war between countries, free hospitals and schools.

The children also want be considered as important, and they want some respect from the older generation. They want cartoons but not the ones which could be harmful to them. They sometimes want more roads, better schools, better representatives to reflect their voices as well. Generally speaking, the wishes of the 8 year old children are more their own wishes and very general perspectives. They almost never mention their own family needs, yet they mention the other children.

‘Okula gitmek isteyen ama babası göndermeyen babalara karşı çıkın ve çocukları okula gönderi.’ (p.43) (Please send the children to school and help to those who’s parents are poor)

‘Okulda dayak olmamasını isterdim.’ (p.42) (I wish there would be no beatings at school)

‘Çocuk haklarının korunmasını istiyorum’ (I want the children’s rights to be protected)

Generally speaking, they are questioning the present time but the wishes are for the future.

‘Sayın başbakan işlerin iyi gitmesini istiyorum’ (Dear Prime Minister, I wish the things go smoothly)

‘Sokak çocuklarına özen gösterilmesini isterdim’ (I wish there would be more care for the street children)

Questioning The Children’s Fears

The children have fears whether they have real reasons or not, they are afraid of some concepts. In their writings we looked at the types of the fears and tried to categorise them.

One important factor is the increase of the income and salaries of the parents. One of them wants to have toys for himself/herself and a job for his/her father. (p.39) On one hand, there are some children asking for schools and teachers and on the other hand some of them ask for a decrease in the number of courses at schools.

For most of them, the expectations are regarding their own demands, as well as their families, schools, etc. In this case, all their reflections might not be of their own but also the sufferings and discourse of their families and their close circles.

‘Sağlıklı beslenmek istiyorum.’ (p. 40) (I want healthy nutrition)

Children mention the economical conditions in two different ways: One in the context of lack of money and poverty, and the other is the general economical conditions of the country. There is almost no reference to the poverty, which is a more sensitive and personal issue; there is frequent reference to the general economical conditions of the country. Most of them concentrate on the rates of the dollar and Turkish lira, many of them talk about the little increase in the salaries of the workers and a great amount of the asks for such an increase even if it is not something personal.

Violence: It is possible to see how determined they are to be opposite to the war and violence:

‘Bazı ülkeler hala savaş yapıyor. Onlara gidip karşı ülkeyle barışmalarını sağlar mısınız?’ (p.42) (Some countries are still in war. Could you please go there and help them make peace)

‘Okulda dayak olmamasını isterdim.’ (p.42) (I wish there would be no beating at school)

Apart from the 7 years old group of children the letters of the 8 years olds reflect love richly.

Seni seviyorum. (p.41) (I love you)

Sizi sevgi ve saygıyla anıyoruz. (p.42) (We remember you with respect and love)

Sevgili başbakanım. (p.44) (My dear prime minister)

This type of reflection of the sincere love and respect openly in a way gives us clues that the children have no fears of the higher status or important positions in the society. The data could be interpreted that they are open to the emotional reactions even if they have no chance of seeing the people in reality or being effective on them as they imagine. However, only through this kind of sincerity they share their true fears and anxieties with them in a written form. One of the topics appeared in the whole discourse was the topic of the security and earthquake.

They also fear the earthquake and pity the ones in need of help.

Depremzedelere yardım etmezsiniz. (p.41) (You must help the people surviving the earthquake)

Depreme maruz kalan insanlara yardım ederdim. (p.44) (I'd help the people after the earthquake)

Economy in general appears to be an important topic as to wish to be improved or as a fear to be faced. Usually it appears in two different ways as we could exemplify in the following ways.

Poverty: 'Sokaktaki fakir insanları ve sakat insanları bir yuva ve yeteri miktarda para verebilir misiniz?' (p.42) (Could you please give some money /enough to the poor people in the street and to the disabled ones)

'...bankaları hortumlar Türkiye'nin çilesini bitirmezsiniz.' (p.41) (You get all the money in the banks but do not finish with the problems of Turkey)

This age group does not mention economical things in their letters as much as the others, yet, there are more references to the environmental problems. These are seen simply as the yearnings or the wishes for some more green around. Or sometimes with a cynical humour they mention the lessening green environment.

'Bazı yerlerde hiç yeşillik yok.' (p. 42) (In some places there are no greens)

'Çocuk parkları yapılmasını istiyorum' (p.43) (I want some parks for children to be built)

'Ağaçları yok edersiniz.' (p.41) (You abolish the trees)

'Çevrenin temiz olmasını isterim.' (p.42) (I want a clean environment)

'Yerlere çöp atmayı engelleyin. (p.42) (Please stop throwing garbage around)

'Bazı evlerin suyu yok.' (p. 44) (Some houses still do not have the water)

Missing Atatürk: Ideology, missing the unknown, utiopia

'Son olarak da size söylüyorum. Lütfen Atatürk gibi olun.' p. 41. (I ask you for the last point, please be just like Atatürk)

Health problems:

'Hastane olmayan yerlere de hastane kurun' p.43. (Please have hospitals into the place where we do not have them.)

If we categorise their discourse into classes, it could be divided into two: One is their own discourse involving their own reflections (a bit childish perhaps), these include schooling problems, boredom, television films for children, etc. The other type of

discourse is the one cultivated or implemented into them. It's obvious that this type of discourse is more learned from others. They talk of the topics they could have no experience of but have heard from others. These are more economy-based things.

Discussion and Conclusion

The discussion and conclusions of the paper mainly concentrates on the findings and the classified characters of the discourse. The data was also discussed as a whole referring to the different age groups. In their general discourse we could differentiate between the words and structures of their own and the ones imitated through various other registers usually with the emphasis of the grown ups. These could be seen in the following examples: 'Güneydoğu'da bir soda fabrikası açardım.' (I'd open a mineral water factory in the Southeast) or 'Şu anki milletvekilleri yerine para yemeyen milletvekilleri seçerdim.' (Instead of these ones I'd choose new representatives for the National Assembly). In the child discourse, there are two basic elements. One is the actions the other one is the modifiers. These modifiers could be rather different from the regular ones because the child's mind is very reflective and creative to produce new modifications of all types. Also the psychology of the child would be reflected through the language (Crow and Crow, 1969; Hurlock, 1955; Woolley, 1995).

Age Differences

Concentrating on the data, we could say that age could be a factor to participate in such an activity. To give examples, 7 year olds wrote a total of four letters, 8 year olds included nine letters. There were 76 letters from those of 9 years old and 78 letters from 10 year old children. There was a parallel increase of the letters throughout the ages.

Age	Number of Letters
7 years	4
8 years	9
9 years	76
10 years	78
Total	167

Considering the data analysed it is not surprising to see that the older ages think and reflect themselves at a more mature level. There are slight differences between the following ages, such as 7 and 8, 8 and 9 but those slight differences become wider and more complex when every other age is considered such as 7 and 9.

Big Cities vs Small Towns

Depending upon the data it could be argued that age could be a factor in participation in civic activities. There could also be another interpretation that the more the children live in the big cities or towns, the more they participate in civic activities. The number of letters coming from the little towns of far Anatolia is less than the ones in the western part and big centres. One other factor we were trying to concentrate on was the similarities and differences of the contents regarding the letters of big cities and little

ones. Yet, there had been no available data to differentiate either in the content or in the way of reflections of the children to prove such a difference. Thus, it could be argued that the governance problems the children suffer in the big cities and little towns are similar and these were reflected in a similar way.

Reflections of Time

The reflections of the children could be summarised in three different levels of time. The ones concentrating on the past, the ones concentrating on the present and the ones predicting or questioning the future. In the examples we analysed more emphasis was on the present situation and their reflections. Interestingly few of them commented on the future concerns or the yearnings or suffering of the past.

The emphasis of the others on children

It is important to note that some of the concepts and vocabulary in the letters of the children could be classified as being of higher ages. This could be interpreted as the effect and emphasis of others, specifically older generations or media, on the children. It is possible that children usually come across with such concepts, ideas and vocabulary in their daily life that these also found a place in their own choice of words and cycling concepts. Pessimistically, this could be interpreted as a danger, mainly giving the signals of cultivation theory in action (Halloren, Masson, Brown, McQuail, 1973). Yet, it could also be argued that children live in a social atmosphere to share these concepts and they are not living in an isolated cube where the diffusion of knowledge, experience and reflections could find a place in their limits as well. However, it is difficult to go into the core of the ideas to be specific about their roots to name whether they come from the media or from the social environment, whether they are specifically cultivated or accidentally learned items (Cohen and Weimann 2000; Gerbner, 2002; Gilman, 2000; Hall, 2000).

The Understanding of Democracy Reflected in Their Letters

Throughout the letters, they reflected their ideas about democracy, their own reality and their expectations. The letters could be good evidence that they know a lot about the main concepts, the situation in the country and the levels of the political system. Some still have confusion between the governing bodies and the individuals elected for a limited time. Yet, their expectations and demands from the people such as the president, the prime minister or the ministers might not be in their control. Some of them expect too many things to be achieved by them. One other point is that through the letters a kind of confidence is reflected to the president and the prime minister but not to the members of the Grand National Assembly. It is also a question mark whether these insights are of their own or somehow cultivated ones. It could easily be seen throughout the data that the concept of civil citizens has been established at those ages and even in between the lines there is a common consciousness and awareness of citizenship and citizenship values. It could also be argued that the places having much more civic actions and non-governmental organisations for children rights and democratic rights in general have more contribution to the data. It could also be argued that there is an increasing effect of awareness that the subjects from the general civil citizenship courses

at schools reflect since their first appearance in the general curriculum during the last five years.

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APPENDIX:

13 Years Old:

Use of space:

- 'we, the youngsters of this country...' (national language)
- 'I want people to have jobs in my city...' (local language)

Use of time:

- 'Good days are waitin for us' (future)
- 'I want to study.' (present and future)

Area:

- 'Villagers are in bad conditions' (From rural)

Own observations:

- 'Students' behaviors are affecting the quality of education.'

Observations through media:

- 'I am disturbed by jargons on television and there is much consumption of alcohol'

Structure of sentences:

- 'I am a 13 years old kid. You think that only elderly may have financial problems. Wrong. I was successful in school entrance exams as ranked 892th. 13 million and two hundred and fifty Turkish Liras was earned by me when I was in 6th grade...' (complex).

Functions of sentences:

- 'There is no football field and we have to play in the streets. We get beaten by people.' (negative)
- 'I am condeming you. I never had any happy day since I started my school. I can not provide my spenditures for school.' (negative)

Economic expectations:

- 'I want to get rid of this economic crisis.'
- 'All Turkish people want this crisis to be taken away.'

'I can not buy anything because of economic problems and I expect it to be solved.'

14 Years Old:

Use of space:

'If everything is for Turks, so why trying to be Westernised?' (we as national language)

Use of time:

'I wish my country will be rich' (future)

Area:

'There is no interest to internet and technology' (urban)

Own observations:

'People in this world are all bad, you do not even trust your own father.'

Observations through media:

'We see thousand of poor people on televisions and our hearts get broken.'

Structure of sentences:

'I am upset about parks.' (Simple)

'I want Pokemon to be broadcasted again' (Simple)

Functions of sentences:

'Is it a requirement that everyone in this country have to have cars?' (negative question)

'Is it possible to built a lovely school in Yatagan?' (positive question)

Environmental expectations:

'Children must involve in environmental activities.'

'I want cleaner Antalya. I want parks and more schools.'

Family expectations:

'I have more important thing compare to economic crisis, which is my family. My father is a police and I can not see him even in holidays because of his duties.'

15 Years Old:

Use of space:

'People are not trusting each other anymore. I am sure, people will overcome of Money problems in this country' (national language)

Use of time:

'We are ten brothers and sisters. We want you to create us a good future' (future)

'As part of my dreams, my biggest dream is to be an artist in theater.'

Area:

'I wish our village to be beautiful.' (local)

Own observations:

'Why don't they built any railroads? And why don't they discuss these issues?'

Structures of sentences:

'We do not want anything from you.' (simple)

'Whenever they think, they give 50 percent raise to themselves but they tell 'take this 10 percent raise' to workers of the government and tell them to 'use it correctly.' (complex)

Functions of sentences:

'What do you think what happens if they don't find jobs?' (negative question)

Family expectations:

'I am from Izmir. I want one thing from you. I will be very happy if you can send me rollers or a bike. And, I have a brother. His name is... Living in

Kadikoy. I will be very happy if you can also send him a bike. My family is in.... My father and mother are separate. I wish you to make them together. I thank you very much.'

Personal expectations:

'I have been living in the streets for two and a half years because of my father's reactions. My only hope is to find a job and correct myself or to go back to my family.'

Citizenship expectations:

'Peace in world and peace in humans.'

16 Years Old:

Use of space:

'What will be this Turkey's situation?' (national language)

Use of time:

'You are doing your job well and we like you. Lately, you are running this country well' (present time)

Area:

'I want to mention about traffic problem. Because of this problem, me and many of my friends are feeling bad about school. Because of traffic problem, one of my friend dropped school.' (urban).

Own observations:

'You are almost seventy years old and I think it is time to give up and give responsibilities to new generations.'

Structure of sentences:

'Dear prime minister, have you ever seen a street child? Influenced by it? I am asking to you my dear prime minister.' (combined and complex)

Functions of sentences:

'If am not enjoying my life now, when to have it? Will I be able to return these ages again?' (Negative question)

Personal expectations:

'I want to go to school. I want a new suit'

'Parents should educate their children about being teenagers'

17 Years Old:

Use of space:

'Neither America, nor Russia...nor China...Everything is for Turks. I show my respect to you and wish you success in your work.' (they as international language)

Use of time:

'Hello dear prime minister, I am attending senior year of high school. I have 7 courses from second year because I did not study. ...' (present)

Area:

'In these areas, there are many beatings. I am tired of beatings. I do not want to go to school anymore. I am complaining about my teachers. There is a crisis. They do not show any respect to girls.' (rural)

'As youngsters of Bitlis, we are sitting in coffee houses because of limited jobs. We expect you to help Bitlis youngsters.' (rural)

'As youngsters of Bitlis, we are sitting in coffee houses because of limited jobs. We expect you to help Bitlis youngsters.' (rural)

Own observations:

'Crisis affected young couples. We are not able to go to movie theaters because of having no money.'

Structures of sentences:

'I want couple of reforms from you. These are educational, economic and democratic.' (simple)

'Dear prime minister, I am looking for a job. Please find me a job.' (simple)

Functions of sentences:

'I created a list of to do's for you;

statesmen will be successful educated people from abroad and proved their brains.

Students abroad will be supported and their problems will be solved.'

Taxes will observed carefully.

There will be investments for future.

Some people will be happy and some will not be happy with these. This is obvious.' (positive)

'Wouldn't I want to live in my house?' (negative question)

Family expectations:

'I am thanking to my god. I am studying and working at the same time. My mother should not work. I can work for her too. I will not let her to be disrespected. I think god will help me for this...'

Personal expectations:

'I was born in Agri and seventeen years old. I am trying to survive after many years. If you can call this as life. I am in a social house and we are not getting anything from society neither from the state. We can be beneficial citizens. If possible, I want a job from you.'