

IMPROVING VISUAL LITERACY SKILLS THROUGH NEWS PHOTOS

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ABSTRACT

News photos are one of the important materials used for improving visual literacy in language teaching. In the most recent Turkish language curriculum, standards related to visual literacy are included in all grade levels at the secondary stage of primary education. The purpose of the current study is to present the design, implementation, and evaluation processes of an activity that shows how news photos can be used in Turkish language lessons to enhance visual literacy skills. The activity was designed for the 6th grade students in line with the curriculum standard “Students are able to answer questions related to visuals.” and was developed as part of a lesson study. For this activity, 5 worksheets and 1 activity observation form related to 6 news photos awarded in various competitions were prepared and implemented. The findings show that students used higher order thinking skills in relation to visual literacy during the activity.

Keywords: Turkish language teaching, visual literacy, news photos, lesson study.

GÖRSEL OKUMA BECERİLERİNİ HABER FOTOĞRAFLARIYLA GELİŞTİRME

ÖZ

Haber fotoğrafları, Türkçe öğretiminde görsel okuma ve sunu becerilerini geliştirmede kullanılan önemli materyallerden biridir. Millî Eğitim Bakanlığının son yayımladığı Türkçe Dersi Öğretim Programı incelendiğinde ilköğretim ikinci kademenin tüm sınıflarında görsel okumayla ilgili kazanımlara yer verildiği görülmektedir. Bu çalışmanın amacı, haber fotoğraflarının Türkçe dersinde görsel okuma becerileriyle ilişkili olarak nasıl kullanılabileceğini gösteren bir etkinliğin tasarlama, uygulama ve değerlendirme süreçlerini paylaşmaktır. Çalışma, 6. sınıf öğrencilerine “Görsellerle ilgili soruları cevaplar.” kazanımı doğrultusunda ve Japonya’da geliştirilen, öğretmenlerin iş birliği esasına dayanan ders araştırması modeline göre tasarlanmıştır. Bu etkinlikte, çeşitli yarışmalarda ödül almış 6 adet haber fotoğrafıyla ilgili 5 adet çalışma kâğıdı, 1 adet etkinlik gözlem formu hazırlanmış ve bunlar uygulanmıştır. Çalışma sonucunda, etkinlik boyunca öğrencilerin görsel okuma bağlamında üst düzey düşünme becerilerini harekete geçirdikleri tespit edilmiştir.

Anahtar kelimeler: Türkçe öğretimi, görsel okuma, haber fotoğrafları, ders araştırması.

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The illiteracy of the future will be ignorance not of reading or writing, but of photography.

Walter Benjamin

INTRODUCTION

We can call the century we live in “the age of visual content” considering the developments in technology. The information produced and presented is spread and reproduced not only in the form of texts but also of images, graphics, figures, and symbols (Güneş, 2013). According to a study conducted by 3M Corporation, humans process visual information 60,000 times faster than text. This is a striking fact to have an idea about the density of visual content today (as cited in İşler, 2002).

Countries aiming to equip their people regarding the requirements of the age they live in have included “visual literacy” or “visual reading” skills in their curriculums so as to educate individuals with high visual awareness who can read and present images. There are even those who perceive this as a separate skill or a learning area (Güneş, 2013). In the Turkish Language Course Curriculum and Guide for the 1st-5th grades prepared in 2005 within the framework of constructivism approach by Turkish Ministry of National Education, “visual literacy and presentation” was included for the first time in addition to skills of “listening, speaking, reading, and writing.” According to the description provided in the curriculum, visual literacy refers to interpreting visuals, understanding them, and structuring them in the mind (Ministry of National Education [MoNE], 2009).

There are a number of definitions for visual literacy in the related literature. For instance, Stokes (2005) defines visual literacy as a group of competencies to interpret what individuals visually encounter in their environment. According to Güleriyüz (2004), visual literacy is the ability to analyze the way a situation occurs naturally and establish a cause-effect relationship. It has also been defined as the perception, interpretation, and evaluation of visual concepts such as shapes, symbols, images, graphics, tables, body language, natural, and social events (Ünalın, 2006). According to Akyol (2010), visual literacy is the ability to be an effective and critical reader of

television programs, movies, advertisements, and photographs, and to be able to produce related materials and documents. Akyol (2009) states that visual literacy yields so many benefits as it improves verbal skills, organizes thoughts, has a potential for a rich presentation, provides appropriate reading opportunities for students at different levels, and makes abstract concepts concrete. This skill can be used throughout one’s life.

In National Qualifications Framework (NQF), part of Turkish Language Course Curriculum published by MoNE in 2019, one of the eight key competencies defined is “communication in the native language” (MoNE, 2019). Although visual reading is not addressed as a separate title in the Turkish Language Course Curriculum prepared based on NQF, it is clear, in the descriptions of the curriculum standards of four basic language skills at different class levels, that visual reading is not ignored. There are a large number of standards for visual literacy in the curriculum. The standards related to visual literacy are revisited at every grade level of secondary school and are included in reading comprehension and writing skills. Such a reading activity stimulates individuals’ higher-order thinking skills such as critical thinking, creativity, and reflective thinking (Söylemez, 2018).

The purpose of this study is to design, implement, and evaluate an activity by using previously awarded news photos to enhance students’ visual literacy skills. The activity targeted the curriculum standard “T.6.3.30. *Students are able to answer questions related to visuals. a) Students are able to express their opinions through interpreting news photos and cartoons. b) Students are able to question how visual commentators convey news/information*” stated in Turkish Language Course Curriculum under the reading comprehension section. Teaching through activities makes students more active and enthusiastic, and supports permanent learning by providing an easy way to motivate students (Güneş, 2017). For this reason, an activity in which students were given active roles was designed and implemented in the study.

The sub-objectives of the activity titled Improving Visual Literacy Skills Through News Photos are listed as follows:

- to understand the importance of visual reading,
- to create awareness as to the power of news photos to form public opinion,
- to predict the topic in visuals and the message they attempt to give,
- to make interpretations on the backstory of news photos,
- to analyze the texts of news photos,
- to write texts supporting news photos and compare them with the original texts of news photos,
- to interpret visuals,
- to develop group work skills based on collaboration, and
- to evaluate the process through learning diary questions.

PLANNING THE ACTIVITY

The lesson study model was utilized in the design and implementation of the activity. The lesson study, which is a professional development model originated in Japan and based on collaboration of teachers, consists of the stages of plan-implement-evaluate and requires voluntariness, time, and responsibility (Günay, Yücel-Toy, & Bahadır, 2016). The features that make the lesson study model different from other professional development activities are planning the lesson collaboratively regarding the target curriculum standard, observation during the implementation process, and evaluation of the lesson by the teacher and observers at the end of the implementation. This model consists of three basic cyclical stages: *planning*, *implementing*, and *reflecting*. The processes of implementing and reflecting are repeated when necessary. The lesson process is planned in line with the target curriculum standard by the teachers working at the same grade level. One team member teaches the lesson while the other members observe the learning and teaching processes and take notes. At the end of the lesson, the teacher and observers reflect on the implementation process using the data collected by the observers (Bozkurt & Özdemir, 2018). The activity shared in this study was developed within the scope of a lesson study. Three stages of the lesson study were followed in the process.

Firstly, the related literature was reviewed related to designing visual literacy activities in

teaching Turkish language arts. As a result of this review, 12 photos that have been awarded in different years, have a background story, and can arouse students' interest were identified by the researcher in order to achieve the target curriculum standard, taking into account the activity design principles and the grade level of the students. A meeting was held with two Turkish language teachers teaching sixth-grade at the school where the activity was to be implemented. The teachers agreed to participate in a lesson study. The meeting focused on the learning outcomes, the number of news photos to be used in the activity, and which photos to choose. At the end of this meeting, six of the 12 photographs were eliminated because of their "weak visual power, not being suitable for the grade level, and being abstract." Subsequently, the researcher showed these six photos to the students in 6-A class of the same school, and asked the students "What could this photo be about?" and observed that they had difficulty in giving responses for two photos. Therefore, instead of these two photos, the researcher chose two other award-winning news photos and asked the same class only about these two photos. The students gave reasonable and consistent answers for the new photos. The lesson study team decided on the final six news photos to be used in the activity and designed a seven-stage activity in line with the relevant visual literacy learning outcomes. These stages are as follows:

1. Reviewing Prior Knowledge

At this stage, 17 true-false questions with the purpose of recalling knowledge on news photos and news photography are prepared to be used at the lead-in stage of the lesson. Before this worksheet, the class is divided into six groups of four members, because the pre-activity, on-activity, and post-activity stages of the lesson are designed on the basis of six news photos. In the motivation stage of the lesson, two students from two groups (one from each) come to the board and wait with their hands behind – stand easy position – on both sides of the table in front of them so that they can see each other's faces. After the teacher finishes reading the question, the student who touches her/his hand first is given a chance to answer the question. If a student puts his/her hand on the table without waiting for the teacher to complete the question, s/he will lose his/her chance to answer, and the

other student is given a chance to answer the question.

2. What is Behind What We See?

The aim of this stage is to trigger students' higher-order thinking skills by asking them two prediction questions and one synthesis question about news photos. Three questions addressed in this worksheet are as follows:

- 1- What could be the subject of the photo above?
- 2- What message could this news photo want to give?
- 3- If you were editor-in-chief of a news agency, with what headline would you publish this photo in your newspaper?

3. In the Light of Keywords

At this stage, keywords related to the photos are given. With the help of these words, the students are asked to write a news article relevant to the photo with their comments considering journalists' 5Ws and 1H questions (What, Where, When, Why, Who, How). The reason for choosing the 5Ws and 1H questions as a guideline is that one of the functions a news photo should serve is to answer the 5Ws and 1H questions describing an event (MoNE, 2013).

4. Which One?

At this stage, students are expected to match the news photos with their original texts. Additionally, they are asked to analyze the texts based on the 5Ws and 1H questions.

5. Comparing the Texts

At this stage, no extra activity worksheet is given to the students. In the light of the instruction "Compare the original text with the text you have written. Explain the similarities and differences between the two texts orally", responses are received from the students.

6. Completing Learning Diaries

At this stage, students are asked to complete their learning diaries in light of the eight questions developed by the lesson study team. The aim is to evaluate the whole activity process from the viewpoints of the students.

7. Who are the Stars of the Activity?

At this stage, Turkish Language Teachers, who have observed the lesson in the classroom during the activity and filled out the Group Performance Observation Form, announce the scores of the groups. They give the winner group the certificate of "Stars of the Activity" and finish the lesson.

The lesson study group had a final meeting before the implementation. In this meeting, the group members exchanged opinions and it was determined that, before the first stage titled "Reviewing Prior Knowledge", it would be more appropriate to start by talking about a news photo that emphasizes the problems of humanity and can create a public awareness to grab the attention of the students. In line with this idea, the lesson study team decided to use the photograph of Aylan Kurdi, a 3-year-old Syrian who was photographed by DHA reporter Nilüfer Demir and became the symbol of the Syrian refugee crisis, in the motivation stage of the lesson.

The number of news photos prepared for worksheets is six, and the number of news photos used in the attention-grabbing stage is one. Thus, a total of seven news photos were used in the activity.

ACTIVITY IMPLEMENTATION

This study was carried out with 24 students studying in 6-B class at a public school affiliated to Şahinbey Provincial Directorate of National Education in Gaziantep in 2018-2019 academic year. All necessary legal permissions were obtained for the study. The activity titled "Improving Visual Literacy Skills Through News Photos" was implemented after giving basic information about news photos and news articles. It was aimed through news photos to activate higher-order thinking skills of students such as visual reading, predicting, creating texts for news, comparing texts, matching texts with visuals, analyzing texts, and evaluating the learning process. The activity was completed in 2 lesson-hours. The lesson plan is given in Appendix 1. This lesson plan gives details about how much time will be allocated to which stage of the lesson. The form for observing activity performance of the groups, which is one of the lesson evaluation tools, is given in Appendix 2.

Motivation

In the motivation stage of the lesson, the photo of Aylan Kurdi, which woke up the world in 2015 to the Syrian refugee crisis that had started in 2011, was reflected on the smart board and the students were asked the question: "What do you see in this photo?" Some responses from the students were "Teacher, I saw this photo on TV while my father was watching the news, I don't remember the exact location of the photo, but he was the boy whose family was trying to reach somewhere by boats.", "I saw this photo on internet and I was very upset." and "Teacher, I see a boy washed on beach." The teacher asked some more questions to elicit more from the students such as "So, why do some people escape? How and why may have this child been drowned?" Then, based on the responses elicited, the effect of news photos on creating a public opinion and the background of the photograph were emphasized.



Photograph 1. Aylan Kurdi (Demir, 2015)

After the motivation stage, each student in the class was assigned a number from 1 to 6. The whole class was then divided into six groups of four members after all the students with number 1 got into a group and all the students with the number 2 got into a group, etc. Each group was asked to find a news agency name for their group. The names that the groups chose were *Geleceğin Sesi* (Voice of Future), *Şipşak Haber* (Instant News Agency), *Ses Haber Ajansı* (Voice News Agency), *Parlak Gelecek* (Bright Future), *Çocukların Sesi* (Voice of the Children), and *Dünyanın Sesi* (Voice of the World).

Reviewing Prior Knowledge

At this stage, 17 True-False questions (Appendix 3) were administered to the students

as a competition in order to remind them the basic concepts and information about news photos and news articles. One student from each group came to the board and waited with their hands behind – stand easy position – on both sides of the table in front of them so that they could see each other's faces. Two students competed at each turn (Photograph 2). After reading a sentence aloud, the teacher asked whether the provided information was true or false. The student who touched her/his hand first was given a chance to answer the question. The observer teachers marked a plus sign for a correct response and a minus for incorrect response on the Group Performance Observation Form prepared by the practitioner-teacher. The teacher provided explanations for the questions that the students could not answer. The observer teachers had six of these observation forms and evaluated each group according to the criteria in the form.

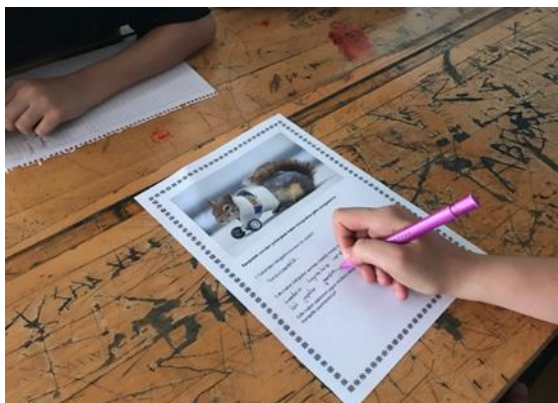


Photograph 2. Competing Students

At the end of this stage, each group was given one of news photos which the teacher had numbered previously 1 to 6. The teacher asked each group to choose a number from 1 to 6. For example, the photo numbered 2 was given to the group that chose the number 2. This was how all 6 news photos were distributed to groups.

What is Behind What We See?

At the beginning of this stage, the teacher asked the students to predict the theme and message of the photograph on the worksheet (Appendix 4) to be given. Also, they were asked to respond to the question "If you were editor-in-chief of a news agency, with what headline would you publish this photo in your newspaper?" The allocated time for this task was 12 minutes. A scene illustrating the student work is provided in Photograph 3.



Photograph 3. Analyzing News Photos

When the time was over, each group shared their predictions about the news photo with their friends. In order to include the other groups in the process, each related photo was shown on the interactive board to the class while the students were reporting their predictions. It was observed that the predictions about the content and message of the visuals were related to actual news except for those of Voice of the Future group. This group responded to the question on the content of the photo (The Child Sleeping in the Suitcase by Sanadiki, 2018) indicating that “A family is selling their own child because of poverty.” and responded to the question on the main idea of the photo with the statement “We must say no to child selling.” The group Voice of Children, for example, stated “Teacher, the theme of this photo can be migration.” and, on the main idea of the photo, they said “Children are those who are negatively affected by migration the most.” The teacher addressed the questions “What could be the difficulties experienced by children during migration?” and “What can we do to eliminate these problems?” The groups then responded to these questions. For instance, the group Instant News Agency stated “During migration, children experience problems such as hunger, getting cold, and illnesses. We have to help children in order for them not to experience these problems.”

In the Light of Keywords

In this stage, the students were asked to write a news article relevant to the photo in the light of keywords and to comment on the photos with regard to the 5Ws and 1H questions. The students, as a group, completed the worksheet provided in Appendix 5. A scene from this task is given in Photograph 4.



Photograph 4. Writing a Text for News

Some groups were observed to have difficulties in interpreting the photo. The students tried to overcome this difficulty by asking questions to the teacher. For instance, a student from one of the groups asked a question about “Curuai Lake”, one of the keywords related to the news photo-3: “Teacher, what does Curuai mean?” The teacher answered: “It is a lake in South America.” Another student, about the news photo-5, asked “Teacher, this looks like a turtle but it is much bigger than the ones I have ever seen. Why is that so?” The teacher made the following explanation: “These are species of turtles that live on the sea, not on land. They are in danger of extinction and its name is Caretta Caretta which has a length of up to 50 cm.”

Which One?

At this stage, original texts of the news (Appendix 6) were distributed to the students. Then, the students were asked to match the news photos with their original text and analyze the texts based on the 5Ws and 1H questions.



Photograph 5. Matching Texts with Visuals

It was observed that the students were more eager to participate in this visual-text matching task, and they did the analysis part very quickly and easily. A scene from this task is given in Photograph 5.

Comparing the Texts

In this stage, the students compared the original texts and their own texts to find similarities and differences. Each group shared with their friends the similarities and differences that they identified. The observer teachers, who evaluated the accuracy of the students' predictions, marked a score for each group separately in the relevant performance statement available in the observation form. This stage revealed that the groups wrote texts similar to the original ones. To illustrate, the text written by the Voice of the World group and the original text are provided in Figure 1.

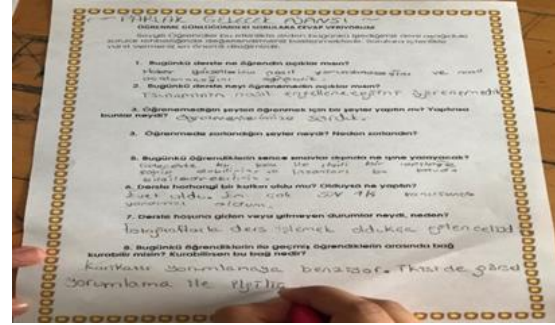
An engineer living in Izmit made a prosthetic leg for a squirrel that had lost one of its feet. With these legs, the squirrel is much better now than it was. Now, the squirrel can move as fast as it could before (Voice of the World Group).

This is the first squirrel in the world to have a prosthetic arm. It was trapped in a forest two months ago. It was brought back to life by [REDACTED], a computer engineer, who found it. By one of his colleagues [REDACTED], who is an orthotic prosthetic technician, prosthetic arms were designed and implanted to the animal (The Original News Text).

Figure 1. The Text Written by the Group and the Original One

Completing Learning Diaries

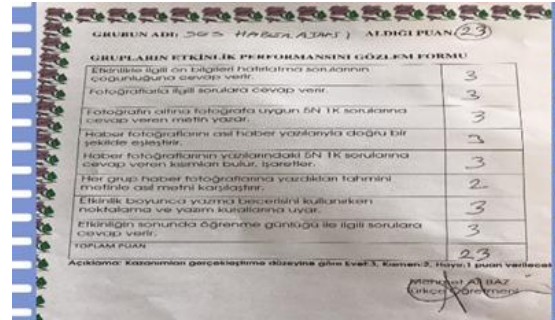
After the diary questions given in Appendix 7 were distributed to the groups, the teacher asked the students to answer them sincerely. The student enjoyed completing the diary. At this stage, the observer teachers also examined the activity sheets of the groups for the last time to evaluate the activity performance of the groups. The diary completed by Bright Future Group is given in Photograph 6.



Photograph 6. Learning Diary

Who are the Stars of the Activity?

At this last stage, the observer teachers announced the scores of the groups respectively and gave the certificate of achievement titled "Stars of the Activity" to the group Voice News Agency, which had the highest score with 23 points. The teacher and observer teachers thanked all groups for their performance and the lesson ended. The observation form and achievement certificate visuals are given in Photograph 7 and Photograph 8 respectively. The news photos used in the activity are provided in Appendix 8.



Photograph 7. Observation Form



Photograph 8. The Group with the Highest Score

EVALUATION of the ACTIVITY

In this section, evaluations and reflections of the students, observer teachers, and practitioner-teacher on the activity are reported. In the learning diary, which was utilized to elicit the students' views on the lesson, the questions taken from the study conducted by Can and Altuntaş (2016, p.56) titled "Students Views Regarding Reflective Journal Writing" were used. The questions in the diary provided the students to express their reflective thoughts about the lesson and to think critically as they gave them an opportunity to understand and evaluate their own learning processes, and to relate what they have learnt recently to their previous knowledge.

When the learning diary responses were analyzed, it was found that the students expressed their opinions about the strengths and weaknesses of the lesson. The majority of the groups stated that it was nice to learn with photos, their awareness increased about global issues, and that they learned new knowledge about interpreting photos. For example, the group Voice News Agency wrote in their journal:

We have realized that children are affected by difficulties such as hunger, illness, and death when there is a war. We have learnt that news photos are effective in making people aware of the problems people experience and that Caretta Caretta is about to be extinct due to unconscious people who pollute the environment. We will be more careful not to litter and we will be more helpful to our Syrian guest friends at our school.

At the end of the evaluation, a student from the Instant News Agency group said, "Teacher, I thought only pictures and cartoons could be interpreted. I did not know photos also could be interpreted just like them. I have learnt that photo captions are also important for understanding photos." A student from the Voice of the Future group said, "Teacher, I would only think of the photos we take daily when we talked about photos. Now, I know about news photos. Also, I have learnt that photojournalism is a very important profession." When the opinions of the groups about the lesson were considered, it was concluded that most of the students were

satisfied, they were active learners, and they improved important skills about visual literacy such as understanding ideas conveyed through news photos.

When the negative comments about the lesson were examined, it was seen that the students had difficulty in interpreting the photos. For example, the Voice of the Future group explained "It was not easy to complete worksheets about photos. For example, we had a difficult time understanding the message that the photograph aimed to give." In general, considering the responses provided in the learning diary, it was found that all of the groups had difficulty in interpreting the photos in the light of the keywords.

The lesson study team had a meeting right after the end of the lesson and the implementation process of the lesson was discussed in the light of observations and opinions about the lesson. The highlighted opinions about the lesson discussed at the meeting are as follows:

First, the practitioner-teacher began to speak and made a self-assessment about the lesson. The teacher shared the view that the lesson was conducted as planned in general and that the students were active during the lesson, but the students asked unexpected questions.

First of all, all the previously planned tasks were carried out in the planned order and on time. The most challenging part of the lesson was the unexpected questions coming from the students about the photos and the keywords written below them. For example, I did not expect questions such as "What does Curuia mean" and "What is the length of the smallest of Caretta Carettas?" The strongest part of the lesson was that students were constantly active. Four basic language skills (listening-speaking-reading-writing) were also activated as a primary purpose of Turkish language lessons.

Then, the observer teachers shared their comments about the lesson in turn. Both teachers stated that the lesson was successful in terms of student participation. For example, observer teacher A stated: "The activity attracted the attention of the students. The visuals were so successful that the students were able to concentrate on the lesson easily. The

visuals were appropriate for the level of the majority of students.” The observer teacher B also agreed and added that the lesson can also be carried out in different classes: “This activity can be easily carried out at other levels. In my opinion, if the same activity is implemented in the seventh and eighth grades, social issues can also be discussed in more depth.”

In this reflective evaluation meeting held within the scope of the lesson study model, a discussion was also made on possible changes to be made about the lesson. One of the suggestions is to provide further support for students in the process of interpreting visuals. The observer teacher A stated two groups had difficulties in making sense of the visuals and suggested that there should have been more explanations on how to implement the tasks related to visuals. In order to minimize the difficulties in interpreting the photos, both of the observer teachers suggested that it would be helpful to present a sample photo and its sample interpretation and to carry out a preparatory activity on how to interpret a photo before the activity.

Suggestions were also made on the evaluation stage of the activity. The observer teacher B stated that the activity can be evaluated through peer-evaluation and added that the texts written by the students about the visuals and the photos taken during the activity can be displayed on the class bulletin boards. The observer teacher A stated that each group could have been awarded at the end of the lesson for different achievements instead of awarding only one group and a reinforcer could have been given not only to the stars of the activity but also to each group based on their outstanding positive performances. The observer teacher added “For example, the Voice of the Children group was the only one to complete the tasks of the activity on time and this group could have been given a certificate of ‘Finishers on Time’.”

Regarding the question “Collaboration between teachers is important to enrich the activity design with different perspectives, but is it necessary to have an observer teacher during the implementation?” asked by the observer teacher B, the observer teacher responded “Having an observer teacher is crucial for an in-depth discussion of the process after the lesson considering the lesson study model on which the

activity is based.” The practitioner-teacher suggested that the lesson, when the required conditions cannot be met, can be recorded through a device for a more comprehensive evaluation after the implementation of the activity.

CONCLUSION and SUGGESTIONS

In the implementation of utilizing lesson study model in the design of the activity, it has been observed that the model has pros and cons. The model facilitated collaboration between teacher groups. As the planning, implementation, and evaluation of the target learning outcome were carried out with a team spirit, it was observed that the teachers shared their experiences with each other in this process, which is very important for teachers’ professional development. On the other hand, it was not easy to arrange a meeting hour suitable for all three teachers for the planning and implementation of the lesson due to the overlap of their weekly class hours. Time, responsibility, and voluntariness are three essential conditions for the actualization of this model (Bozkurt & Özdemir, 2018).

It was observed that the majority of the students enjoyed the activity implemented within the scope of the study, and teaching Turkish language arts with news photos developed cultural and visual literacy awareness. Moreover, it was observed by both the practitioner-teacher and observer teachers in this collaborative group work that the students exchanged ideas, had discussions, were excited to act with a team spirit, and their excitement was at its highest especially at the stages of “Reviewing my Knowledge” at the beginning and “Who are the Stars of the Activity” at the end. During the activity, it was observed that students were active, not passive, and they made use of methods such as reflective thinking, critical thinking, and creative thinking all of which triggered higher- order thinking skills such as predicting the content of the photos, writing texts, comparing texts, analyzing texts, and self-evaluation. At the end of the activity, the students mentioned the details of interpreting news photos, the importance of news articles, and its similarity to reading cartoons. They also stated that their ideas on photojournalism changed as they had not considered it important before. In this sense, it

can be concluded that the activity reinforced students' previous learning since they made associations and comparisons related to them, and changed some of their perceptions in a positive direction.

Based on the findings of the study, the following suggestions can be made:

6. Only six news photos were used in this activity. In order to develop and enrich visual culture and visual literacy skills, students may be asked to create a newspaper or magazine consisting of photos that have been awarded in the category of news photography in our country or worldwide and share it with their friends.
2. With the purpose of keeping students' visual literacy and presentation skills active, the messages and content of a photo can be discussed by asking students to share their opinions on a photo through activities like "news photo of the week." It becomes more effective if the photos are chosen according to themes of lessons.
3. Story writing or impromptu speech activities can be carried out through a series of news photos to activate students' higher-level cognitive functions such as creative thinking and reflective thinking.
4. Students' basic language skills can be developed through activities in which students are asked to listen to news texts and respond to questions about it, draw pictures, and prepare posters related to the themes in news texts.
5. The photos taken by photographers such as Fikret Otyam, Ozan Sağdıç, and Ara Güler, who are important figures in our country in the field of news photography, can be displayed and discussed in the classroom. Students may be asked to make a research on the lives of these photojournalists and present them in the classroom.
6. Activities such as "Our School with the Language of Photos" can be carried out using the photos published on the school's website related to the ceremonies, tournaments, and shows during an academic year, and these

works can be displayed on school bulletin boards.

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Appendix 1

Syllabus

Curriculum Standard: T.6.3.30. Students are able to answer questions related to visuals.

- a) It is ensured that students are able to express their opinions by commenting on news photos and cartoons.
- b) It is ensured that students are able to question how visual commentators convey the news / information.

The Implementation Stages of the Activity and the Time Allocated

1. Grabbing the attention through the photo of Aylan Kurdi, discussion on the photo, dividing the class into groups, creating news agencies and giving them a name, informing the students that the group with the highest score according to the observation form will receive the certificate “the stars of the activity,” (10 min.)
2. Implementing the Reviewing Prior Knowledge activity (Appendix 3) (10 min.),
3. Completing the worksheet “What is Behind What We See?” (12 min.),
4. Writing a text in the light of keywords (15 min.),
5. Matching original texts with photos and answering the 5Ws and 1H questions in a given text (10 min.),
6. Comparing the written texts to the original texts (8 min.),
7. Completing learning diaries (10 min.),
8. Announcing the results of the observation form and ending the lesson (5 min.).

Appendix 2

Group Performance Observation Form

GROUP NAME:

SCORE:

Responds to the majority of the questions addressed to activate the prior knowledge about the activity.	
Responds to the questions about the photos.	
Writes an appropriate text below the photo that answers 5Ws 1H questions.	
Matches news photos with original news articles correctly.	
Finds the sections in the news photo texts that answer 5W and 1H questions and highlights them.	
Each group compares the text they have written for the news photos with the original text.	
Writes in accordance with the rules of punctuation and spelling during the activity.	
Responds to the questions about the learning diary at the end of the activity.	
TOTAL SCORE	

Note: The following scoring is used according to the level of realization of the learning outcomes: Yes: 3, Partially: 2, Insufficient: 1

Appendix 3

Questions for the Stage of Reviewing Prior Knowledge

1. A photo is expected to answer the questions of “5Ws and 1H questions”, the basic formula of journalism.
2. Photos do not give information about events.
3. The subject of events in photos should be related to the news.
4. Photos tell readers a story different than what has happened.
5. News photos should include an action and there should be interesting frames about events.
6. Photos should be taken outside the place where events take place, and they should deliver the events in the news.
7. Photos should be fiction.
8. The communication medium of news photography is only newspapers.
9. News photography is to communicate with the audience or readers with a language made up of words and photos.
10. The subject matter of news photography is human.
11. Visuals do not need to be supported by texts in news photography.
12. People who take news photos are called photojournalists.
13. News photos are taken for more advertisements.
14. The principle 5Ws and 1H refers to the questions of what, when, where, why, who, and how.
15. Spelling rules are not followed in texts written to elaborate news photos.
16. Titles of news articles reflect the content of the news in a striking way.
17. News articles leave some aspects of the news to the reader's imagination.

Appendix 4

Worksheet 1



Answer the following questions according to the news photo above.

1. What could be the subject of the photo above?
2. What message could this news photo want to give?
3. If you were editor-in-chief of a news agency, with what headline would you publish this photo in your newspaper?

Appendix 5

Worksheet 2



“immigration, humanity, war, children, Eastern Ghouta”

Keywords related to the visual are given below the photo.

1. Using the keywords, write a news article in accordance with the 5Ws and 1H principle.

2. Interpret the photo based on the keywords.

Appendix 6

Worksheet 3

WHICH PHOTO BELONGS TO THIS NEWS?

March 16, 2018

Humanitarian crisis deepens in eastern Ghouta, which has been under heavy bombardment for more than three weeks. As the Syrian army increased attacks in the region, thousands of people began to leave their homes. Some 12,500 civilians fled eastern Ghouta with thousands more fleeing daily. Forty people, including 6 children, died in an air attack on the region today. The photo of a sleeping baby unaware of everything inside the suitcase carried by his father, one of the symbols of the escape from eastern Ghouta, reveals it without words.

Photo of the Humanitarian Tragedy in Eastern Ghouta (16 March 2018).

1. Find the parts that answer 5Ws 1H in this text and mark them with a highlighter.
2. Indicate which questions are answered in the parts you have marked.

Appendix 7

Learning Diary

RESPONDING TO THE QUESTIONS IN MY LEARNING DIARY

Dear Students, you are expected to evaluate the lesson we had today with the guidance of the following questions. We would like you to provide sincere answers.

1. What did you learn in today's lesson? Can you explain?
2. What could you not learn in today's lesson? Can you explain?
3. Did you do anything to learn the things you couldn't learn? If you did, what were they?
4. What were the things you had difficulty to learn? Why did you have difficulties?
5. How will you benefit from what you have learnt today except for exams?
6. Did you make any contribution to the lesson? If so, what did you do?
7. What were the things that you liked or did not like in the lesson? Why?
8. Can you make a connection between what you have learnt today and what you learned in the past? If you can, what is this connection?

Appendix 8

The Photos Used in the Activity

Photo -1 (used in the motivation stage)



Aylan Kurdi (Aylan Baby) (Demir, 2015)

Photo -2



The Child Sleeping in the Suitcase (Sanadiki, 2018)

Photo-3



The Bride Casting a Vote (Top, 2017)

Photo - 4



Karamel (Kulu, 2018)

Photo-5



Caretta Caretta Trapped (Perez, 2016)

Photo-6



Tornado (Chiba, 2011)

Photo-7



Curuai Lake (Beltrá, 2005)

Note: Each group was given a worksheet with the photo assigned to them. The questions in the worksheets are the same for all groups. All of the materials used in the activity (except photos and questions in the learning diary) were prepared by the researcher.