The Evaluation of World Literature Courses in Turkish Language Teaching Departments Based on Conceptual Field

Basak Uysal

Correspondence: Basak Uysal, Gazi Education Faculty, Gazi University, Ankara, Turkey.

Abstract

In this study, World Literature course that are given in Turkish Language Teaching Departments of the universities in Turkey have been evaluated within the scope of "World Literature" that was used by Goethe in the 1820s and developed afterwards. With the purpose of conducting this evaluation, course contents of World Literature of Turkish Language Education Departments in Turkey and European Credit Transfer System forms have been obtained, and these contents have been examined within the context of the conceptual field that is pointed out by the definition. In this study where document analysis was used among the qualitative research methods, the data have been evaluated under the headings of "learning outcomes" and "course flow chart" based on multiculturalism, multidiscipline and multitime which are the key words of world literature. The first remarkable point is tackling the topic of Turkish literature as a world literature sub-unit that is independent from East and West. Considering the axis of the study, it is observed that the Turkish language teaching programs focus on the relationship between written work and writer within the scope of multiculturalism in world literature teaching course. These written works exceed beyond the culture elements they belong to, and they are worldwide famous and generally novels.

Keywords: world literature, teacher training, Turkish language teaching departments

1. Introduction

Most of the articles and books that were written in 21th century start by stating that the world is becoming a large village day by day, and that it has a multipolar order. Especially the interdisciplinary studies draw the attention on the point of globalization more. This melting between borders, classes and sequences emerged long years ago when Goethe introduced the concept of *weltliteratur* to the world in the 1820s. "The word of national literature is not so significant at the moment, we are on the brink of the world literature and everyone should fulfil their responsibilities in order to accelerate the advance of this age (Goethe, 1930; Damrosch, 2013)." Saglam (2014) stated that the concept of world literature is based on Christoph Martin Wieland, who is one of the philosophers of the Age of Enlightenment. Actually, in this century in which it is necessary for national literature to notice one another? And to be noticed by one another? Both Wieland and Goethe are the intellectual people who fulfilled the responsibility of leaving the age behind, and they are right because a similar point of view will take part in Communist Manifest: "Contact on all sides and universal solidarity of the nations have been replaced with the old local and national closeness and self-sufficiency. The same applies in intellectual production as well as material production. Intellectual products of nations are separately becoming a common property. National unilateralism and bigotry are becoming impossible every passing day and a world literature is being composed of several national and local literatures (Marx & Engels, 1952)." The time period of 100 years passed, and this did not prevent the concept to point out the same point. On the contrary, it increased the cooperation among people. This fact refers to the multitime advance of the world literature.

According to Goethe, all the literatures lose their liveliness when they are set free as long as not being refreshed by the interests and contributions of a foreign literature (Damrosch, 2013). This transnational conception of Goethe will be shaped by his prospective colleagues over time: According to Guillén (1993), the conception of *weltliteratur* is pretty ambiguous. To put it mildly, it can be said that the conception is quite inviting, therefore, triggers several misunderstandings (Guillén, 1993)." Another comment that forms the conception is as follows: "World literature is not a cannon composed of endless and incomprehensible written works but it is rather a style of cycle and reading; it is a style that can be implemented for the whole of written works in addition to every single written work, and that is appropriate to read the new inventions as well as the well-developed written works (Damrosch, 2013)."

For Ozdemir (1980), the literature of a nation is like a map of the universe of emotion, thought, imagination, longing and passion of the relevant nation (Ozdemir, 1980). Another analogy regarding the map metaphor is as follows: "If we borrow from Vinay Dharwadker, world literature can be defined as a montage that is composed with the overlapping of acting maps (Damrosch, 2013)".

On the other hand, Moretti (2000) interpreted the world literature based on the terms such as *one* and *unequal* with regard to a critical point of view: "One, and unequal: one literature (Weltliteratur, singular, as in Goethe and Marx), or perhaps, better, one world literary system (of inter-related literatures); but a system which is different from what Goethe and Marx had hoped for, because it's profoundly unequal. This is what one and unequal means: the destiny of a culture is intersected and altered by another culture (from the core) that 'completely ignores it' (Moretti, 2000)."

Beecroft also supported the views of academicians such as Damrosch, Guilllén and Moretti, who defended style-based approach rather than the written works: In his article named "World Literature Without a Hyphen," Alexander Beecroft defined the world literature as "A world system in which literature is produced and wanders rather than the total of literary total of the world." (Op cit. Kucukislamoglu, 2014). Saglam (2014) defines the concept as follows by using the multicultural structure of the world literature as a base: "World literature requires an intensive exchange between cultures, and a mutual interaction between national literatures, in other words, world literature is based on a mutual recognition and tolerance (Saglam, 2014)." Therefore, world literature is not only a great archive and a stable map involving the written works but also a way of reading the world.

This reading will need the help of more than one discipline and each written work will take part in the relevant moving map as long as they exist in another geography where they were not born in. It is observed that the world literature points out a multicultural, multitime and multidiscipline style when all the definitions and explanations are taken into consideration together.

1.1 Education of World Literature

The way of tackling and teaching of the world literature is another problem in literature in addition to its definition: "That's the point: world literature is not an object, it's a problem, and a problem that asks for a new critical method, and no one has ever found a method by just reading more texts. That's not how theories come into being; they need a leap, a wager—a hypothesis to get started (Moretti, 2000)."

There are world literature courses in the curriculum of Turkish teaching students as well as other complementary literature courses. World Literature course that is worthy of 3 credits is available in Turkish Teaching Department that takes part in the faculties of education in Turkey, and the content of the course is defined by the Council of Higher Education as follows:

Reading and analyzing of the well-known books that were meticulously translated into Turkish among the world literature. Examination of an anthology among world's classics within the scope of the understandings of temporary literature analysis without adopting the approaches of rote-learning and traditional summarizing, character analysis and description. Critical reading practices use the clues that are acquired in learning education course (Counsil of Higher Education, 2016).

As it is observed in the course content, there are two fundamental conditions in Turkish language teaching departments in order to enable a book to be read and analyzed within the world literature course. The first of such conditions is to have a Turkish translation of the relevant book and being *well-known* in world literature. As a support to this idea, the article of "The accurate and qualified translations of the texts that are selected among world literature should be preferred (Ministry of National Education, 2015)" this draws the attention under the heading of "Necessary Features that Should be Included in Course Books" within the Curriculum of Turkish Language Teaching Course in Primary Education (1th and 8th grade students).

One of the primary aims of the Curriculum of Turkish Language Teaching Course (1th and 8th grades) is defined as "To ensure the promotion of national and universal values by means of the written works belonging to Turkish and world culture and art (Ministry of National Education, 2016)." Pizer (2013), who is an instructor of world literature, also claims that the educators of world literature courses need to share the opinion of realizing what is universal, what is cultural and what is local in world literature, and what is unfamiliar in the text they read (Pizer, 2013). The cooperation here demonstrates that the concept of world literature does not only refer to a list of written works to read. However, "100 Basic Literary Works to be Read in Primary Schools" were determined with dated 04/08/2005 decision of General Directorate of Primary Education of the Ministry of National Education, and 29 written works among world literature took part in this list.

Based on the definition of the course stated above, it is possible to remind the necessity of Turkish language teacher candidates' learning the concept and content of world literature not only within the scope of general knowledge but also

within the context of field knowledge when we evaluate the curriculum with 100 Basic Literary Works. On the other hand, the perception of world literature of the programs that train Turkish course teacher might be different from each other as it is in the literature. From this point of view, this study aims to carry out a comparative evaluation between course contents and concept field, and to identify what the concept of world literature means for Turkish teaching.

2. Method

This study aims to carry out a comparative evaluation between course contents and concept field, and to identify what the concept of world literature means for Turkish teaching. Since the research is based on qualitative study, document analysis was adopted as a data analysis tool. The content of the syllabus will be analyzed with the help of categorization and interpretation.

Qualitative data were collected through official web sites of universities which serves as an archive for ECTS forms and course contents. In order to identify the qualitative data, ECTS forms and course contents were read and analyzed.

The population of the study is composed of the departments of Turkish Teaching in Turkey, and all the population has been reached without including any sampling. Analysis of the data have been performed having regard to the contents of programs and key words that were included in European Credit Transfer System forms. The data obtained have been classified within the scope of multiculturalism, multitime and multidiscipline, and they were interpreted.

First of all, the list of universities that is regarded to be official by Higher Education Council, has been determined. Turkish Teaching programs among such universities have been listed and world literature course contents have been archived in the programs. Archives have been kept based on course contents and ECTS forms. Qualitative data in course contents and ECTS forms, have been coded by a researcher and field expert based on multitime, multiculturalism and multidiscipline.

Qualitative data analysis has been conducted due to the qualitative data in the study, however, data analysis results have been concluded and it has been ensured that the figures and expressions are complementing each other. The researcher and field expert themselves coded the obtained data in accordance with the relevant factors and checked the composed coded one month later after the coding transaction is completed. This period of time has been given in order to ensure the own internal reliability of the study. In order to ensure the reliability between the coders, the coders gathered and compared the codes they composed after the completion of 25% of data analysis. The reliability has been found as 80% in the first meeting according to inter-coders reliability, Miles and Huberman (1994) formula. After the examination of the data, the coders gathered again and the reliability of codes has been found as 85% again according to Miles ve Huberman formula (1994). The coders continued to hold meetings until they reached a unanimity on all the concepts. The elements that were not included in any of the concepts of multiculturalism, multitime and multidiscipline, have been discussed together and they were concluded.

In the inclusion of qualitative data, continuous comparison method has been used that was found in the grounded theory which was suggested by Glaser and Strauss (1980). In order to understand the obtained qualitative analyzes better, the qualitative data has been turned into quantitative and the data regarding the key words has been turned into figures. This is why the table indicating the percentages and frequencies have been used in the study.

The aim of this study is to turn the qualitative into quantitative and turn the quantitative into qualitative in one sense.

3. Results

70 universities across Turkey have the department of Turkish Education and department of Turkish Teaching as of 2016 (See Table 1). [1,2]

---

[1]The studies are still conducted by Higher Education Council about the transformation of the department of Turkish Teaching into the Head of Turkish Teaching Studies during the time period in which the study was conducted.

[2]The mottos belong to the relevant 15 universities have also been included in the study since the Statutory Decree, concerning the closure of 15 universities, which was published on 23.07.2016 when this study was conducted, was not on the agenda.

Table 1. Inclusion of ECTS or course content in the departments of Turkish teaching

University	ECTS	Form	University	ECTS	Form
Abant İzzet Baysal University	X	X	Giresun University	X	X
Adıyaman University	X	X	Hacettepe University	X	X
Adnan Menderes University	Students are not admitted.		Hakkari University		X
Afyon Kocatepe University	X	X	İnönü University		X
Ağrı İbrahim Çeçen University		X	İstanbul Aydın University	X	X
Ahi Evran University	X	X	İstanbul Medeniyet University		X
Akdeniz University	X	X	İstanbul University	X	X
Aksaray University	X	X	Kafkas University		X
Alaaddin Keykubat University	Students are not admitted.		Kahramanmaraş Sütçü İmam University		X
Amasya University	X	X	Karadeniz Technical U.	X	X
Artvin Çoruh University	X	X	Kastamonu University		X
Atatürk University	X	X	Kırıkkale University	X	X
Balıkesir University		X	Kilis 7 Aralık University	X	X
Bartın University		X	Kocaeli University		X
Başkent University	X	X	Marmara University		X
Bayburt University		X	Mehmet Akif Ersoy University	X	X
Bozok University		X	Mersin University	X	X
Bülent Ecevit University	X	X	Mevlana University	X	X
Canik Başarı University	X	X	Muğla Sıtkı Koçman U.	X	X
Celal Bayar University	X	X	Mustafa Kemal University	X	X
Cumhuriyet University		X	Muş Alparslan University		X
Çanakkale 18 Mart University	X	X	Necmettin Erbakan University		X
Çukurova University	X	X	Nevşehir Hacı Bektaş University		X
Dicle University	X	X	Niğde University	X	X
9 Eylül University	X	X	Pamukkale University		X
Dumlupınar University	X	X	Recep Tayyip Erdoğan U.	X	X
Düzce University		X	Sakarya University		X
Ege University	X	X	Siirt University	X	X
Erciyes University	X	X	Sinop University		X
Erzincan University	X	X	Süleyman Demirel U.		X
Fatih Sultan Mehmet U.		X	Trakya University	X	X
Fırat University		X	Uludağ University	X	X
Gazi University	X	X	Uşak University	X	X
Gaziantep University	X	X	Yıldız Technical University	X	X
Gaziosmanpaşa University	X	X	Yüzüncü Yıl University	X	X
			Total	**44**	**68**

2 programs that were ranked 3rd and 9th, did not include the course contents in their websites since they do not actively admit students as of 2016. Therefore, the study was established based on 68 programs shown in the table. Short course content was included in all of the 68 programs whereas ECTS form that indicates both course content and flow chart is included in 44 programs. These course contents and forms were evaluated within the scope of the learning outcomes and course flow in the headings below.

3.1 Results on Learning Outcomes

The data regarding the learning outcomes that were composed based on the course contents and ECTS forms belonging to 68 programs listed in Table 1, are demonstrated in Table 2 in their classified forms in accordance with the terms pointed out by conceptual field (See Table 2).

Table 2. Distribution of learning outcomes based on conceptual field

	Number of Programs Involving the Content
Multiculturalism	
It evaluates the prominent works of world literature.	41
It reads the outstanding works of world literature.	34
It conducts critical reading activities based the written works.	18
It makes comparisons between Turkish written works and world literature.	14
It follows the recent developments in world literature.	7
It recognizes the other literatures except for Western literature.	6
It recognizes Ancient Greek and Latin culture.	5
It is able to see the interaction between literatures.	4
It recognized the oriental literature classics.	4
It compares Oriental literature and Western literature.	3
It examines the mutual impacts of Oriental literature and Turkish literature.	2
Multitime	
It knows the historical development of Western literature.	5
Multidiscipline	
It discusses the sociological impact of literature.	3
It comprehends the relationship between the history of philosophy and literature.	2
It apprehends the universal role of literature.	2
It compares the poems of Pre Islamic and Islamic period	1
Theoretical Content	
It comprehends the features of world literature.	8
It knows the literary movements of Western literature.	7
It learns the criteria of literariness.	3
It distinguishes the literary genres that are peculiar to the countries.	3
It selects the texts suitable for purpose.	2
It comprehends the methods of analyzing contemporary texts.	2
It knows the basic concepts of roman art.	1
It knows the myths and their features.	1

After the examination of Table 2, it is observed that the learning outcomes are based on multiculturalism, multitime, multidiscipline and theoretical content. It has been revealed that the multiculturalism has the highest share for quantitative distribution in world literature courses. Theoretical content, multidiscipline and multitime respectively follow the multiculturalism.

3.1.1 Learning Outcomes Based on Multiculturalism

According to system theory approach, world literature courses are naturally not stable and cannot be defined in terms of disciplinal borders (Pizer, 2013). Therefore, the fact that there is more than one heading in learning outcomes is not an ambiguity but is a wealthiness. When we examine multiculturalism which is the most frequently included heading within this context, it is understood that multiculturalism focuses on the analysis of written works although it points out the culture geography.

The expression of "Examination of an anthology among world's classics within the scope of the understandings of temporary literature analysis without adopting the approaches of rote-learning and traditional summarizing, character analysis and description" which is written in the course content defined by the Council of Higher Education, definitely has a substantial impact.

Under the heading of multiculturalism, it is observed that a comparison has been aimed after the first three learning outcomes focusing on the analysis of written works. This comparison has been made upon the concepts of "East," "World" and "Turkish World." The first remarkable point is tackling the topic of Turkish literature as a world literature sub-unit that is independent from East and West. This circumstance is becoming normal when it comes to the geography of the relevant literature because the worlds of world literature are the worlds that are frequently in warfare (Damrosch, 2013).

3.1.2 Learning Outcomes Based on Theoretical Content

According to Pizer (2013), it is usual to witness a difference in geography, culture and course contents but educational objectives need to be stable with the exception of course content (Pizer, 2013). Thus, a theoretical consistency is desired in learning outcomes independently from the selection and geography of the written works that are used as base in multiculturalism.

Theoretical content was ranked second in Table 2 in terms of quantity. Theoretical content means the sufficiency of academic literature review with the learning outcomes it involves. In addition to the articles regarding the content and

development of the concept of world literature, literature theories, literature movements and contemporary narration techniques are classified under this heading. On the other hand, after the examination of sub-headings under theoretical content, it is not possible to mention an inter-groups consistency even on a local context.

3.1.3 Learning Outcomes Based on Multidiscipline

Multidiscipline is ranked third among the learning outcomes in terms of quantitative frequency. Having examined the table, it was understood that this content is limited with sociology, philosophy and partially religion. It is possible to claim that the content wealthiness, which should be provided for multidiscipline, has been transferred to multiculturalism by means of literary works.

3.1.4 Learning Outcomes Based on Multitime

World literature is both multicultural and multitime (Damrosch, 2013). Therefore, the ontological structure that has been layered for centuries, requires the involvement of history science within the world literature discipline. However, it is not possible to claim that learning outcomes are wealthy in terms of multitime.

"The fundamental line, on which Western civilization is built, is the place where Rome, the ancient Greek, and Jesus were born and raised. In this way, Asia Minor and Egypt are the mothers that generated, breastfed and fed these three ideas (Yalcin, 2012)."

The acquisition of "It knows the historical development of Western literature." that is among the learning outcomes that take part in course contents and ECTS forms, is focusing on a single world rather than the worlds in warfare.

3.2 Results on Course Flow

The data belonging to the course flows that were composed based on course contents and ECTS forms appertaining to 68 programs are demonstrated in Table 3.

Table 3. Distribution of course flow data based on conceptual field

	Involvement Frequency
Multitime	
History of Greek and Latin literature	15
Renaissance period	9
Human being and literature in 21th century	2
Modernism and literature	1
History of Anatolian civilizations	1
Multiculturalism	
Ancient Greek and Latin literature *(Homer, Virgil, Ovid, Horace)*	38
English literature *(W. Shakespeare, Charles Dickens, Daniel Defoe, V. Woolf, James Joyce)*	29
Italian literature *(Dante, Umberto Eco, Boccaccio)*	21
French literature *(Moliere, Victor Hugo, Marcel Proust, Montaigne, La Fontaine, Alexander Dumas, Balzac, Stendhal)*	21
Spanish literature *(Cervantes)*	21
German literature *(Kafka, Goethe, Schiller, Bertold Brecht)*	21
Russian literature *(Dostoyevsky, Puskin, Tolstoy, Chekhov)*	19
American literature *(Edgar Allan Poe, Mark Twain, Jack London, Hemingway, Sylvia Plath)*	13
Iran literature *(Fuzuli, Firdevsi, Ömer Hayyam)*	12
Turkish world literature *(Cengiz Aytmatov, Mehmet Akif Ersoy, Sabahattin Ali)*	12
Scandinavian literature (Denmark, Sweden, Norway)	10
Arabic literature	4
Indian literature	4
Japanese literature	3
Jewish literature	2
Inuit literature	2
African literature	2
Chinese literature	2
Brazilian literature (Vasconcelos)	1
Balkan literature (Mesa Selimovic)	1
Egyptian literature (Necip Mahfuz)	1
Multidiscipline	
Literature and religion (Christianity, Islam, Religion and Mythology)	8
Literature and philosophy (Aristotle, Plato, Herodotus, Socrates)	4
Literature and sociology	1
Theoretical Content	
Literary movements	10
Theory of World Literature	9
Literature theories	1

3.2.1 Course Flow Plan Based on Multiculturalism

Having identified the table, it was understood that the multiculturalism has a quantitative priority in parallel with the findings obtained in Table 2. Literary works that are included by course contents, are specified between parentheses next to the relevant literature section in the table. Analysis of written works with a geographic tendency represented the multiculturalism. In this analysis, it can be concluded from the table that the written works of Ancient Greek and Latin literatures have the highest rate (F 38). English, French, Italian, Spanish and German literatures comes after this rate.

The reason why Greek and Latin literatures have a quantitative amplitude affluence can be understood after examining the relationship between the written work and geography. This is because most of the resources accept Ancient Greek as the starting point of world literature. For example, Ozdemir (1980) classified the world literature and divided the first stage into the epics of Homeros with the title of *those who enlighten the world of human*. On the other hand, Epic of Gilgamesh, which might be one of the first written works of the world with its universality, is not included in any course content or course flow. Goethe does not determine Ancient Greek as a starting point with his words "If we desire a real pattern, we need to go back to Ancient Greece in which humanity was always represented in its written works. We need to look at all the remaining ones from historical point of view and we need to adopt the good one substantially (Goethe, 1930; Damrosch, 2013)." But he defines it as a literature that should be used as base. Although today the literature argues the Western-based descriptions of world literature, it is possible to state that this recommendation of Goethe has been adopted in Turkish language teaching programs.

English, Italian and Spanish literatures have one more common point as well as the fact that their course contents are similar to each other. The geography of all these three literatures have been built on the written works determined rather than culture. The relevant artists are Shakespeare, Dante and Cervantes. Kumrular (2008) defines the written work of Miguel de Cervantes Saavedra named Don Quijotte as "Opus Magnum of prose, and the written work that was translated into highest number of languages, which is read most, which made reference to itself most and that created reaction most times (Kumrular, 2008)." In this case, it is observed that the geography left behind the cultural elements in *magnum opus*.

Written works of French literature that belong to the classical period are commonly included in course contents. It is thought that the completion of the translations of French literature classics, which had important attachment within the frame of enlightenment movements in Tanzimat Reform Era, have an impact upon this fact.

German and Russian literatures are the literatures that are tackled within the scope of the relationship between written work and artist in course contents. What made Goethe oustanding in German literature in the course contents has been "Faust" instead of "Eastern-Western Diwan" contrary to expectations of the researcher. Another important point in the course contents with respect to German literature, is referring to Bertold Brecht considering him being a poet independently from other literary identities, who is one of the recent period artists. Except for Ancient and Latin literatures, Brecht is a person who reduced the density of proses shown in the table. The inclusion of poems in world literature courses is very significant for a world literature that regards the poem as a common property of humanity (Goethe, 1930; Damrosch, 2013). Within the scope of Russian literature, the artists who produced novels and Anton Chekhov have been included. It is thought that, the fact that Chekhov is the writer of one of the written works mentioned in 100 Basic Literary Works list.

American literature has included 13 of 68 programs. Iran literature has the highest number of quantitative repetition just after the USA. This sorting actually is not staggering for a course content that accepts Ancient Greece and Latin as a starting point. Considering the geographic continuity, it is observed that Ancient Greece, Latin and Hellenistic Legacy in a sense are in Europe today. On the other hand, when it comes to Iran literature, it is a necessity to see that Iran literature rising in Minor Asia region is one of the basic trivets of world literature. According to Yalcin (2012), Ancient Iran thought has been included in the riots and attacks of Nietzche's soul, in Hedonist escape of the 20th century people and in the foundation of all kinds of revolt mentality against the rules in the West. It is possible to see the same interactions in Anatolian and Islam geography. Therefore, the participation of Iran literature to the table is of great importance with its cultural and historical foundations. It is also possible to evaluate Arabic, Indian, Japanese, Chinese and Jewish literatures in this chart. This circumstance paves the way for drawing a table in which the poles of world literature are not equal. If this is a map similar to the metaphor that is frequently used, the poles are not equal to each other.

As it can be seen from the table 3, Turkish world literature has the same ratio with Iran literature in terms of the frequency of repetition. Turkish literature term has been tackled as it is used in literature and ECTS forms. Examining the political content of the concept, the problem emerges on whether Turkish world takes part inside or beyond the world literature. Having regard to the learning outcomes (Table 2) again, the aim of comparing Turkish literature with world literature draws the attention. In this case, the question of "It is the literature of which world?" that is frequently

discussed in literature comes to mind once again. According to Moretti (2000), when a culture starts moving towards the modern novel, it's always as a compromise between foreign form and local materials. It is understood that these writers who are selected among Turkish world wrote the written works belonging to warfare culture and modern period.

One of the factors demonstrating a staggering wealthiness in the table in terms of geographic diversity, is the fact that there are 12 programs including Scandinavian programs. It can be observed that Norway literature exists within the scope of Scandinavian literature, and that Knut Hamsun and Henrik Ibsen exist in its sub-heading. Although it is thought that the inclusion of Knut Hamsun into the course content due to the fact that Knut Hamsun has been awarded with Nobel Literature Prize in 1920, it is only an assumption because as it can be understood from the table 3, the writers who were awarded with Nobel Prize have not been a determinant writer/geography selection criteria except for a couple of them.

Ancient Greek literature, Latin literature and Renaissance Period are the leading one among multidiscipline contents, and there is not any information regarding the history of Eastern literature. This circumstance demonstrates that Ancient Greek literature has been adopted in the courses as a starting point and it reminds the following lines of Goethe.

3.2.2 Course Flow Plan Based on Multitime

One of the most exciting parts of the contemporary literary works is that all the periods and places are ready for new researches and ready for new arrangements (Damrosch, 2013). Therefore, if a comparison is needed, this comparison cannot be made independently from the concept of time. Having evaluated the table in terms of multitime, it is understood that the history of Anatolian Civilizations, history of Greek and Latin literature, Renaissance Period, Modern Period and literature and the 21th century include the titles of human and literature. The history of Anatolian Civilizations has been included in course flow by one single program. This circumstance can be explained with the identification of Yalcin (2012) as follows: The most distinctive feature of Minor Asia is the fact that each information and art produced is anonymous and that not being able to know who are the writers or architects. This circumstance continued until the civilization of Ancient Greece.

On the other hand, when it comes to the poem that is included in the Eastern-Western Diwan of Johann Wolfgang Goethe and the literature, it is observed that not referring to the Eastern-based historical development of literature may result in a deficiency:

Admit it! Greatest and the best

Are poets of the East, not West.

But we have wholly equaled them

In hatred of our fellow men (Goethe, 1998)

3.2.3 Course Flow Plan Based on Multidiscipline

According to Guillén (1993), the world literature is a comparison between local and universal; between single and multiple. World Literature is established by comparing various disciplines. Pizer included the Quran and Holy Bible in course contents as an example for religious texts,and this might be the first example that comes to mind. Another remarkable example is that Emerson and several writers in American literature included Islamic motives in their written works (Einboden, 2012).

It can be observed that religion, philosophy and sociology partially take part in course flow plans as well as the literature discipline. Religion has been tackled within the scope of Christianity and Islam. Other world religions which are the subjects of the study and complementary elements of the concept, and other belief styles have not been included in the content.

3.2.4 Course Flow Plan Based on Theoretical Content

Literary movements, the concept of world literature and literary theories are included in the theoretical content. Although the course of "Literature Knowledge and Theory" comprising the literary movements and theories have been included in Turkish language teaching program, it is possible to form world literature and create a world literature conceptual field by means of theories and movements. Although it is thought that the inspired world literature is a "form" according to the definition of Damrosch (2013) about world literature, the limitedness of theoretical content can cause the concept of world literature to be regarded as an imbricated archive list in comparison with other contents. The expression of "Examination of an anthology among world's classics within the scope of the understanding of temporary literature analysis without adopting the approaches of rote-learning and traditional summarizing, character analysis and description." that was stated by Council of Higher Education, actually aims to make the students gain style, form and point of perspective.

4. Conclusion and Recommendations

Based on the literature's answer in the 21th century for the question of "What is world literature?" it is obvious that the question of "How world literature is taught?" needs to be discussed. As it was stated by Goethe to Eckermann, the world

literature age was actually very close in the 1820s and every one had to take her/his responsibility. The literary responsibility of an educator in the 21th century is definitely being aware of the rest of the world. Please restate the aim of the study here. Considering the axis of the study, it is observed that the Turkish language teaching programs focus on the relationship between written work and writer within the scope of multiculturalism in world literature teaching course. These written works exceed beyond the culture elements they belong to, and they are worldwide famous and generally novels.

According to Damrosh (2009), the readers consider only the specific poems and novels as "actual" literature. Nowadays, literature anthologies comprise religious and philosophical texts, articles, and autobiographic texts. However, creative but non-fictional poems and texts are close to the theatrical works and prosaic texts (Damrosch, 2009). Today it is possible to include even the movies in this list. In terms of type, the artists are selected among the ones who generally introduced novels to the world literature. Multitime is tackled in course contents only in Western-oriented and on the basis of specifically Ancient Greek history. However, it is known that there are poems that were written 6000 years ago in Mesopotamia and Egypt (Aytas, 2008). Identifying the subject in terms of multidiscipline, it has been revealed that religion, sociology and phiolosophy have been partially used as auxiliary disciplines.

According to Moretti (2000), "Many people have read more and better than I have, of course, but still, we are talking of hundreds of languages and literatures here. Reading 'more' seems hardly to be the solution." Starting from this point of view, it can be suggested to focus more on history, religion, sociology and philosophy in course contents rather than the analysis of written work and writer, and to arrange an education program that will be able to see the connections in the world accordingly. It is really not possible to read all of the books in the world or even to be aware of them. However, it is possible to read the world by adopting a multitime, multicultural and multidiscipline style. You can add some concluding remarks or educational implications for pre-service teacher training programmes or student teachers in order to provide theory-practice gap.

References

Aytas, G. (2008). *Poem analyses.* Ankara: Akcag Press.

Council of Higher Education. (2016). *Our universities.* Retrieved from http://www.yok.gov.tr/web/guest/universitelerimiz

Damrosch D. (2013). *What is world literature?* Istanbul: Istanbul Bilgi University Press.

Damrosch, D. (2009). *How to read world literature?* USA: Wiley-Blackwell.

Einboden, J. (2012). America's first Qur'an: Islam's holy book and American literature. *Uludag University Journal of Faculty of Theology, 21*(1), 153-174.

Glaser, B. G., & Strauss, A. L. (1980). *The discovery of grounded theory: strategies for qualitative research (11th ed.).* New York: Aldine Publishing Company.

Goethe, J. W. (1998). *West-eastern divan (Translated by John Whaley).* Bern: Verlag Peter Lang

Guillén, C. (1993). *The challenge of comperative literature.* London: Harvard University Press.

Kucukislamoglu, U. (2014). *Nobel literature prize in the world and its structure and function in literature.* MA Thesis, Istanbul Bilgi University, Istanbul.

Kumrular, O. (2008). *Origin of the Turkish hostility in Europe: fear of Turks.* Istanbul: Dogan Books.

Marx, K., & Engels, F. (1952). In: Great Books of the Western World *Manifesto of the Communist Party*. Chicago.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. London: Sage

MNE, (2015). *Turkish language (grades 1-8) teaching curriculum.* Ankara: Publishing House of State Books.

Moretti, F. (2000). Conjectures on world literature. *New Left Review,* 2000, 54-68.

Ozdemir, E. (1980). *Turkish literature and world literature* Ankara: Ankara University Press.

Pizer, J. D. (2013). In: Steven Tötösy de Zepetnek & Tutun Mukherjee (Eds) Teaching world literatures. *Companion to comparative literature, world literatures, and comparative cultural studies.*US: Foundation Books.

Saglam, M. S. (2014). The role of translation in the formation of world literature. *II. International Symposium on Interactions between the Turkish and World Literature Book of Proceedings.* Ankara

Yalcin, A. (2012). *Modern human and literature.* Ankara: Akcag Press.