

## Teacher's Views Regarding the Place of Children's Literature in First Language Education \*

Ahmet Turan Sinan<sup>1</sup>, Sezgin Demir<sup>1</sup>, Fatma Döner Doğan<sup>2</sup>

<sup>1</sup>Firat University Faculty of Education, Department of Turkish Education and Social Sciences, Elazığ, Turkey

<sup>2</sup>Firat University Graduate School of Educational Sciences, Turkish Language Education Discipline Postgraduate Student, Elazığ, Turkey

Correspondence: Sezgin Demir, Firat University Faculty of Education, Department of Turkish Education and Social Sciences, 23000, Elazığ, Turkey.

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### Abstract

Children's literature is the totality of spoken and written products formed with an aesthetic concern that contribute to the development, interests, needs, pleasure, emotions and ideas of individuals between the ages of 2–15. Defects and deficiencies that can be seen in the works of children's literature—which directly contribute to the developmental fields and the talents of children regarding understanding and telling, comprehension and interpreting—will cause troubles to emerge when addressing to the aforementioned properties. This research aims to determine the views of Turkish language teachers regarding the power and efficiency of the children's literature products and the acquisition of these properties. The research was conducted by employing a one-on-one interview according to a qualitative research approach. The study group participating in this research study comprised of 14 Turkish language teachers who work in Elazığ city center. A descriptive content analysis was used to evaluate the views of these Turkish teachers. Frequency and percentage distributions were then determined from these findings. The study findings show that the views of the participators regarding the efficiency of the children's literature products resembled one another other in terms of different variables. Additionally, some views were determined regarding the need for including original works of art, cultural codes and more concretization.

**Keywords:** first language, children's literature, text, Turkish education

### 1. Introduction

As a social structure and as a psychological existence, childhood is a phenomenon that has—after being defined in the 16<sup>th</sup> century alongside science, national government and religious freedom—continuously improved unto present day (Neydim, 2000). However, for many years approaches and applications regarding childhood were not developed with exactitude; generally, the tendency of considering a child as an adult was commonplace. The first children's books emerged at the end of the 17<sup>th</sup> century in Europe, while the use of books aiming to entertain children goes back to the end of the 18<sup>th</sup> century (Okay, 1998). Such a long process suggests that, within the literary field, children were not given an exact identity for a long period.

Children's literature, which started to develop once children had been accepted as individuals, is defined as the totality of the written and spoken output that can address to the idea worlds of the youngest members of our society, one that is appropriate for the growing and development of these individuals from ages 2–15 that attributes to their feelings, ideas, pleasures, talents, entertaining them through education while being formed with an aesthetic concern (Ciravoğlu, 1999; Yalçın & Aytaş, 2003). The fundamental difference that separates this literature field from that of adult's literature is the properties of the target group; this is because for the former target group, works must be formed according according to children and be sensitive to them.

Just like adult's literature, children's literature is a product of language. At this point, literature can be indicated as an

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inseparable piece of language education (Pickens, 2008). First language education, which is concerned with acquiring understanding and telling skills—as well as socializing the individual while educating—is realized through literary and educative qualified texts that help children comprehend the fluency, simplicity, phrase and the figurative strength of their first language (Sever, 2000). The most important tool in realizing these comprehensions are those texts that reflect the narrative richness of our language and that are written according to the child (Aslan, 2006). In preschool, the child who intuits the beauties of language with the help of narrative types such as lullaby and tales, will desire to read books after learning to read and write, and gain acquirements from these written materials (Sever, 2002). Consequently, children will express themselves correctly and aesthetically, and will gain awareness as to the effective use of language skills (Çer, 2016). Educational researches indicate that when children are taught their language through relevant children's literature, their thinking and problem-solving skills develop; they begin to more comfortably associate what they have learned with real life (Safaa, 2015). Specifically, it is known that critical thinking helps students to find answers to their own questions and, moreover, enables them to ask more questions (Duesbery & Justice, 2015); this has a positive effect on the child's language skills. The research carried out by Rass and Holzman indicates that, not only in the first language education but also in foreign language education, the use of children's stories is a motivating tool for both the children and their teachers (2010).

The existence of numerous researches which indicate that creative arts develop class participation, as well as the creative and critical thinking skills of the children, obliges the utilization of artistic activities and products within language education (Gormley & McDermott, 2016). The key purpose within education is to enhance the production and informational organization of the student; rather than focusing on multiple choice tasks, education provided through literature is particularly effective in this regard (Lorimer, 2011). Personal features such as trust, creative thinking, motivation, effective participation, team work and empathy can all be developed through art-based teaching methods, and through these methods students can be provided with the skills they need to express themselves more accurately (Barton & Baguley, 2014). The creative arts and children's literature—which make considerable contributions when it comes to individuals expressing themselves in a written or spoken way—are interesting in terms of being concrete materials in the first language education; indeed, they form a basis for the acquisition of permanent knowledge.

### 1.1 The Purpose of the Research

This research aims to determine the views of first language education teachers regarding children's literature. Considering this general purpose, the determination of the teachers' views concerning the contribution of children's literature products to the child's acquirement of language and personality development, understanding and telling skills, cognitive-affective-psychomotor development zones, creative thinking, reading habit and gaining aesthetic point of view adequacy and life experience constitute the sub-purposes of this study.

## 2. Method

This research was prepared and carried out according to a phenomenological approach, which is concerned with qualitative patterns. Studies such as these employ philosophy and psychology based research patterns, wherein individuals describe the common meaning of their experiences about a phenomenon in a way defined by the study's participators (Creswell, 2016a; 2016b). In order to ascertain the experiences and meaning purporting these phenomena within these studies, interviews are carried out based on trust and empathy (Büyükköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2014). Qualitative researches use three different data-gathering methods, open-ended interviews, observation and written document analysis. The aim of these methods is to determine the experience and perceptions of participants through content analysis (Patton, 2014). The research was carried out with seven female and seven male totally 14 Turkish language teachers; and when it was convinced that the researchers gathered adequate data the sampling process was completed. In qualitative patterns researches in which interview techniques are used instead of the greatness or smallness of the sampling number, whether the sample correspond the information amount needed (Türnüklü, 2000). All teachers that constitute the sampling of the research were actively working; all had an occupational experience of 1–15 years:

Table 1. Participant information

Sex	Female	7
	Male	7
Educational status	Graduate	13
	Post-graduate	1
Period of service	1–5 years	6
	6–10 years	5
	11 years or more	3

### 2.1 Development of the Data Gathering Tool

To gather the data for this research study, a 10- question interview form was used. One-on-one interviews are used (Karasar, 2009) to learn information, ideas, behaviors and attitudes of the participators and the probable reasons for them, the data obtained were recorded. To encourage independent thinking, open-ended questions were used; the interview was designed to bring about more productive answers, opening up the possibility of a greater array of responses, different points-of-view and ideas. While applying the data-gathering tool, semi-structured interviews were carried and, when necessary, follow-up questions were posed by the researcher. Each item in the data gathering tool was developed to encourage the emergence of different dimensions, while preparing this tool firstly the concerning sources were scanned, and a draft scale was prepared. This draft scale was then presented to five, actively working Turkish language teachers for evaluation, and the deficiencies and inadequacies therein were determined. For content validity considering the views of academicians of Firat and Nevşehir Hacı Bektaş Veli universities, the scale was rearranged and given its final shape.

### 2.2 The Analysis of the Data

The data gathered within this study was then written and recorded on a computer. Within this study, which was carried out in qualitative pattern, the data was analyzed using both content and descriptive analyses. These data analyses include the following processes: coding the data, making the text into small pieces, assigning labels for each unit and classifying the words used by the participants, expressions of the researchers, thematic coding of concepts used in social or human sciences under themes (Creswell & Plano Clark, 2015). Within this context the participants' views were classified as either entertaining-informative quality, word-attack skills, aesthetic point of view, reading culture and habit, standard use of Turkish, cultural codes, creative thinking, life experience, developmental zone and views and recommendations. Within the study similar replies were assimilated, the frequency of these replies within all the replies was tabulated and the frequencies belonging to each table were interpreted under the tables.

Additionally, throughout the research it was attempted to provide credibility to the research making the data written by the researcher controlled by the participators, and researchers also attempted to increase the transmissibility of the study by providing overall information about the study process. Within qualitative research coding, the credibility of the categories used are important (Sönmez & Alacapınar, 2016). Coding credibility involves different coders' coding the same text in the same way, or else the same coder coding the same text numerous times; category credibility means that categories are clear and accurate (Bilgin, 2014). Therefore, within this research the data were coded by two different and independently working researchers. The measuring of concordance percentage as 81% between the two coding indicates that the study was adequate in terms of credibility (Miles & Huberman, 2016).

## 3. Results

Within this part of the research, the data were analyzed within the frame of certain sub-dimensions and brought together under several headlines:

Table 2. The views of Turkish language teachers regarding “entertaining and informative quality”

Entertainingness and informativeness	f	
	Positive	Negative
Entertaining	10	4
Informative	10	3
Productive time	3	-
Permanent knowledge	3	-
Visual use	2	-
Being interesting	1	2
Out of school education	1	-
Intuition method	1	1

P-13. The products of children's literature must have features that entertain, and informs while being entertaining (at least it must be this way). The best example for this is fables and tales. I'm 34. When I talk about lying I still remember the Pinocchio's nose and the beating-up Keloghlan had from his mother. These heroes whom I met in my elementary school years elaborated my mind then my language, and now my stories and jokes.

P-14. When we consider the course books, the products of children's literature both entertain the students

and teach them something. The texts take the students to different worlds sometimes with a tale, sometimes with a poem, story or jokes. These directions are about the entertaining sides of the texts. Apart from all these it gives the child information about science and technology, national and universal culture. These are the properties regarding its being informative.

A majority expressed that the works possessed entertaining features; and some of them expressed that their entertaining side was inadequate and that being informative was considered to be more important. Also, some participants expressed that the informativeness was neglected. Additionally, they stated that they provided children with more productive time, the works that entertain while educating gave permanent knowledge and it provided an opportunity for out-of-school education. While some participants stated that the use of visuality was effective in works' having entertaining and educating quality some of them found some of the works inadequate in that way. In fact, the subjects within the children books must be entertaining and informative, must make the child think and acquire certain views, and must possess the content that will develop the sense of humor of the child (Oğuzkan, 2013). Because humor is a factor that intensifies attention and makes people think while they are being educated. Since the book that only gives advice bore the children the children books must give the child the excitement of research, the happiness of learning and must entertain the child drawing his or her attention (Güleyüz, 2003). It must be remembered that those works possessing these qualities will draw the attention of every reader from every age; because books that have pictures touch our feelings talking to us; just like photographs they are able to bring our childhood memories back to us and invite us to read; indeed, no matter how old we are, most of us still like reading children's literature products because of their alive pictures, rich and reminiscent language, and their touching and meaningful themes (Khayali, 2014).

Table 3. The views of Turkish language teachers regarding "contribution to word attack skills"

Word attack	f	
	Positive	Negative
Word attack skills	13	1
Standard language	2	1
Vocabulary	2	2
Narrating texts	2	-
Family and environment effect	2	-

P-3. I think the products of children's literature develop the comprehension skills of the child. Especially with the help of the texts based on events, real-life situations, the comprehension talents of the students develop. Within the line of event, place and time, the child interprets the text more easily.

P-13. Since the products of children's literature are created in consideration of the level of the child, this has a positive effect on understanding, perceiving and telling skills of children. Those children, who have trouble in perceiving the works which are written for adults, understand the ones that are written for them and they share them in their environment. I believe these shares have a direct effect on their telling skills.

Most participants stated that the works developed their word-attack skills. There were also some negative views stating that the works possessed some deficiencies in terms of developing these skills. According to some participants, while the standard language and rich vocabulary used in the works effect the acquisition of word attack skills, deficiencies within these factors nevertheless negatively affected the acquisition of these skills. Additionally, some participants stated that narration makes interpreting and telling easier and the works in the narrative type were more effective on the child. Excepting these there remained some participants who stated that the environment in which the word attack skills were initially shaped was in a familial environment and in a stage of infancy; through the use of these works children could acquire better word-attack skills. It must be remembered that the products of children's literature develop the receiving vocabulary of the child by assisting their comprehension skills and enabling them to make productive transmissions; additionally, they also help the children to use the vocabulary they have acquired from these products more effectively per their word-attack skills (Baş, 2010). With the help provided by these works, those children who encounter more words and learn to interpret them more effectively will give place to them in their daily lives and enrich their narrative skills.

Table 4. The views of Turkish language teachers regarding “aesthetic point of view”

Aesthetic point of view	f	
	Positive	Negative
Aesthetic point of view	7	5
Aesthetic concern	-	4
Visuals	3	-
Descriptions	2	-
Elaborated language	1	-
Text completing	1	-
Literacy evaluation	1	-

P-1. The pictures used within the products of children’s literature have a function in having the children acquire an aesthetic point of view. Because the pictures used not only make the subject told clear and also have the children acquire an aesthetic sensitiveness. Beside the pictures the drama portrayals help children fancy the narrations in their minds and have them acquire aesthetic point of view.

P-2. The children are certainly aware of the fact that what they read is actually fiction. At times within the activities they are asked to evaluate the work from literary point of view, and fictionalize the before and after of the text. In such activities when the students take over the pencil from the writer they merely play the role of an artist, they separate the reality and the dream; they can differentiate between the good and the bad and between the right and wrong or turn ugliness into beauty; because they changed and developed their point of views.

Some participants stated that the works of children’s literature had them acquire an aesthetic point of view and some of them stated that the works were not adequate in this respect. Those participants who thought that studies for the formation of enthusiasm and admiration had not been carried out stated that the formation of the works without an aesthetic concern affect the formation of an aesthetic point of view in a negative way. Additionally, it was asserted that the visuals and illustrations within the works form an aesthetic sensitiveness in the child. Moreover, some views stated that the portrayals that take place in the works also form an aesthetic perception in the child. Apart from all these it was stated that the elaborated language within the works helped children form more aesthetical sentences; and that the text-completing activities and the literacy evaluation activities within the course books developed the children in terms of aesthetics. Random formation of a work, which has literacy value, cannot be accepted. This requires the formation of works with an aesthetic concern and requires that people acquire the competence while taking pleasure and enjoying themselves; this makes sure that people apprehend what can be evaluated within subjective liking and what can be universal in art (İşcan, Efendioğlu & Ada, 2007). The works should contribute to the children’s possessing of a distinctive perspective and aesthetic sensitiveness, and should also develop their sensitiveness (Yalçın & Aytaş, 2003). The works prepared without an aesthetic concern will be inadequate when acquiring the aforementioned qualities.

Table 5. The views of Turkish language teachers regarding “reading habit”

Reading habit	f	
	Positive	Negative
Reading habit	11	3
Interest and needs	5	3
Appropriateness to the level	4	3
Being interesting	-	3
Love of reading	2	2
Written materials	1	-
Qualified works	1	-
Teacher counselling	1	-

P-2. One of the fundamental functions of the children’s literature is that it makes children acquire a reading habit. If the children encounter qualified texts since their childhood, they possess reading culture in time. The interest for reading during childhood is an indicator of lifelong literacy.

P-7. The products of children's literature are the first products that the children encounter with reading. The child acquires reading habit with these products. If the works that the children read first are interesting and appropriate for their level the children can acquire reading habit. It can also be exactly the opposite.

Most participants emphasized that children literature works may have children acquire reading habits, conversely, some of them stated that these works did not encourage to read in the long term. It was stated that in acquiring reading habit the works that consider the interests and needs of the children would be useful at the point of creating a desire for reading. Furthermore, it was expressed that being deprived of these works from interesting factors caused them fail regarding reading motivation. It was stated that the works that were appropriate to the level of the child in question formed a desire and habit in that child or reading; conversely, if the works were not prepared according to the level of the child, this had a dissuasive effect regarding them reading the relevant books. Another view pointed out that a reading habit was related to a love for reading. Apart from these there were also some views that pointed out that choosing these works from qualified texts—and the directions provided by teachers regarding these works—created a motivation toward reading. Reading is a skill that enabled the individual to enjoy reading and contributes to the development of children in every regard; turning this skill into a reading-habit factor, such as family, school and teacher, has a considerable effect (Tanju, 2010). Due to the effect of these factors, children can obtain a love for reading from their environment and can be a lifelong literate. Furthermore, the requirement encourage voluntarily, independent reading, is comprehending, what is read by the children (Pagan & S é n échal, 2014). Within this context, there remain some issues that the teachers should be careful of if the development process is to be effective,. Choosing a method and technique according to the needs of the students and including the products within the curriculum according to their reading– comprehension level are two examples (Aytaş, 2003). Reading must be a part of the educational process and life.

Table 6. The views of Turkish language teachers regarding “being an example for standard language”

Standard language	f	
	Positive	Negative
Using the language correctly	7	4
The relation of written-spoken language	-	3
Oral expression	2	-
Written expression	1	-
Love for the first language	1	-
Social media	1	-

P-7. Since the products of children's literature are written in Turkish, as any other works the children can learn Turkish correctly and properly based on from these works. For this, the work chosen must be appropriate in terms of grammar.

P-10. The language used in the works of children's literature reflects the rich content of our language utilizing the outstanding works of its kind and contribute them to develop their vocabulary. By the help of the standard Turkish within the works, the language skills of the children develop, and the children acquire the habit of expressing themselves orally.

The majority stated that the standard language used in the works directed children using the correct language, with some of them stating that foreign words, and slang expressions used within the works, did not help children regarding the correct use of the language. Another view points out that the difference between the written and spoken language is not reflected in the books. Additionally, love for the first language işlenen within the works motivates children regarding the correct use of the language, and there were some views on the effect of social media on children's use of the language. Language is a human-specific system, one that transfers thinking and ideas and one that we acquire readily when we were born; the same skill is used in both written and spoken language (Aksan, 2016). Literature is predominantly a linguistic product. The products of children's literature have a function in that they provide a gold mine of language when developing language skills, children learn the information that belong to their first language and gain the power to express themselves by the help of these products (Kara & Akkaya, 2014). Therefore, those works that make children love their first language, implicate the rules of that language, and make them use their first language carefully and with confidence, are preferred (Temizy irek, 2003).

Table 7. The views of Turkish language teachers regarding “cultural codes”

Cultural codes	f	
	Positive	Negative
National culture	6	3
Folk literature products	4	1
Traditions and conventions	3	1
Being interesting	-	3
History	1	1
Universal culture	-	1

P-5. Our country has a rich cultural legacy in terms of children’s literature. Dede Qorqut stories, Nasreddin Hodja jokes, Kaloghlan tales, Karag öz-Hacivat games are only some of them. However, in the face of the visual media developing rapidly these cultural legacies are not in the place they deserve. In this respect the heroes that possess our cultural features must be utilized in the children’s books (Nasreddin Hodja, Kaloghlan, Dede Qorqut...) These heroes and the positive values treated within these books should not be lost.

P-14. Within the products of children’s literature, we see that, firstly, Turkish national culture is encountered very often. For example, Turkish ancestors—our meals, historical places, our festivals, military farewells, our motives, patterns, neighborhood relationships etc.—are the cultural codes emphasized.

Most participants stated that the items of national culture were utilized while some of them stated that the items of national culture were inadequate. It was also stated that the items of universal culture and history were not adequately utilized. Furthermore, mentioning traditions within these works was found to be positive; however, it was also asserted that they were inadequate in terms of their amount. Generally, some views stated that the cultural codes used within the products of children’s literature were chosen from the products of folk literature, which are based on narration. However, it was stated that, within the works Hodja Nasreddin and Dede Qorqut, these were inadequately mentioned. The utilization of these tales developed from a tradition of oral myths and stories told to teach and illuminate traditional wisdom; this form of literature is effective when transferring the cultural codes to children because it can reflect other codes while describing something through its allegoric structure (Miller, 2011). In this respect, it has an important function in terms of the education of children as a reflection of collective memory. Hence, within context, utilizing the products of folk literature—such as tales, legends, stories, songs etc.—that possess many cultural items, and that transfer the values belonging to a national culture with those products reflecting the richness of a country will be useful in terms of forming an identity (Artun, 2008). Additionally, within the research carried out by Iwai, the teacher candidates stated that the use of multicultural books at schools to help children to understand their cultures, as well as other cultures and traditions, and have them respect different cultural codes (2013). It must be remembered that one of the issues that emphasizes the social importance of children’s literature is the education of children in terms of cultural and artistic aspects; this can be possible with the blend of the items of national and universal cultures.

Table 8. The views of Turkish language teachers regarding “creative thinking”

Creativity	f	
	Positive	Negative
Imagination	11	2
Visuals	2	-
Establishing identification	1	-
Fictions that belong to before and after	1	-
Finding solution	1	-

P-10. The products of children’s literature have contributions on the creativity of the children. The works enrich the horizon of the children, expanding their feeling, idea and imaginations. Thereby the children learn to consider life from different points of view getting rid of a narrow-minded world view.

P-5. I definitely think that this positively affects the creativity of the child. In some texts, before the children start to read the text we asked to have the children examine the visuals of the text and guess what

was the text written about, which means in a way respecting their thoughts, not restraining them and setting them free in their creativity. Sometimes giving the activities like: “How do you think the story goes on?” the children are enabled to write the text entering their own imaginary world without any restrictions.

It was uttered that the products of children’s literature developed their imagination and—through fairies, fairy tale lands etc.—prompted them toward creative thinking. However, there are some negative views suggesting that, since some products are utilized from restricted data they could not affect imagination. Furthermore, it was stated that the illustrations in the works exhilarated and colored the mind. The views regarding the children establishing identification with the heroes, the activities regarding the fictions that belong to before and after and the views regarding some texts based on finding solutions prompts the children to creative thinking are interesting. Within the creative activities of children’s literature, the children are not passive; they participate the process actively, they feel excitement, discover themselves and others, and try to create a new product and feel excitement for it (Güleyüz, 2003). Through tales, stories and fables—which are the works in which fiction and reality are concentric—the children, who come and go between fiction and reality, have the opportunity to develop their imagination and produce countless ideas (Kara & Akkaya, 2014).

Table 9. The views of Turkish language teachers regarding “life experience”

Life experience	f	
	Positive	Negative
Life experience	10	4
Relation with life	4	2
Social learning	4	-
Learning by doing and living	-	2
Teaching a lesson	2	1
Creating awareness	1	-
Empathy	-	1

P-8. According to me experience is gained living personally. Naturally life experience is gained the same way. The content of a book or artistic work can give the examples to children that they can encounter in real life rather than having the children gain life experience. The child can experience it living it personally. In this respect I do not believe that it can make the children gain life experience.

P-7. I think the products of children’s literature can have children gain life experience. We do not learn everything in life by living. Sometimes an event we saw and a book we read can show us how we should act teaching us new information. A work with a subject chosen appropriately can increase the life experience of a child.

There are negative views stating that the products of children’s literature cannot have children gain life experience, regardless of their subject or purpose. Some the participants who had positive views in this regard stated that these works’ held a strong connection with life, in other words the existence of real-life sequences can lead to experience. Furthermore, some negative views were determined regarding its depiction of life through rose-colored glasses, in that this cannot help the children gain life experience. It was suggested that the property of teaching a lesson within these works can form a child’s life experience, however, the inadequacy on this issue did not realize experiencing. Apart from these there were some participants who thought that the products of children’s literature created awareness regarding issues such as sharing, loving and helping, and that the power of empathy was not formed in children—including nonhuman creatures—within these works very often. Since most stories include a character of the same age as the child reading them, they are effective in this respect, and teachers want to see how students will communicate with the characters of the book (Ciecierski & Bintz, 2015). Conversely, if children imagine themselves in the place of a character accepting the differences and leaving their own views aside, they gain a talent for feeling empathy for a totally different person, one from without their own culture, and thereby develop their communication skills (Pickens, 2008). Hence, they share an experiences they did not live. Additionally, within some children’s books, although there is a perception that the life is ignored and imaginary items are included in order to be childish, these fairy tale structures should be finished according to the results appropriate for the real life of the child (Yalçın & Aytaş, 2003). When the children see themselves in the book they are convinced to continue the story (Landt, 2013). Indeed, it is possible for those children who do not encounter hints of their real lives within the works they read or listen to become lost from the meaning of those works. Whereas the child who watches a war live, sees an earthquake and the totality of its magnitude, or sees



death in the media every day—in other words the child who is aware of life itself—the literature texts that do not consider the child as a shaped object, care about him or holding their esteem, will function as a bridge for expressing themselves and will function well in terms of their first language education (Neydim, 2003). Those works of literature that do not possess these qualities will be inadequate at the point of having the children acquire life experiences.

Table 10. The views of Turkish language teachers regarding “developmental zones”

Cultural codes	f	
	Positive	Negative
Cognitive	13	-
Affective	13	-
Psychomotor	7	6

P-7. The products of children’s literature can develop the cognitive and affective intelligence of the child. However, I do not think it will contribute to the psychomotor development which requires move.

P-10. The products of children’s literature contribute to the intellectual contented competence of the children such as observation, compare, criticize. The children who establish identification with the heroes and events in the works in terms of affection directing them into the good, beautiful and correct they provide them be aware of the human specific feelings. The products may be useful for the children using the drama and play techniques in their psychomotor development.

The views regarding the products of children’s literature develop cognitive properties such as compare, criticize and classification—the views regarding them shape the properties of the child in a positive manner; love, respect, being emotional, and self-confidence are in the foreground. The psychomotor zone is divided into two views; while half of the participants stated that the products of children’s literature affects the psychomotor development positively through painting books and texts—with motivating contents for sports and games—the other half stated that the products of children’s literature does not affect the psychomotor development. According to the general view, the products of children’s literature holds a close relation with the cognitive, affective and psychomotor developmental zones. In the contemporary world in which native and foreign works are multitudinous, people who are responsible for the mental and affective developments of children must be more careful and sensitive regarding this issue (Oğuzkan, 2013); indeed, if it is ignored, the contribution of the works to the developmental zones will be at a minimum level.

Table 11. The views and recommendations of Turkish language teachers regarding children’s literature

Views and recommendations	f	
	Positive	Negative
Being appropriate for the level	-	2
The use of concrete concept	-	1
Simple fictions	-	1
Original works	-	1
National culture	-	2
Theatre	-	1
Haw the teacher access the work	-	2
Bad character	-	1

P-1. For the products of children’s literature contributing to the development of the children and Turkish firstly they must be chosen from the works appropriate for the level. The appropriateness of the works compiled for the student is a very important factor.

P-3. We must make the books become an indispensable part of the children. This can only be achieved by making the child meet qualified and original works.

P-12. I can only say that we see few works within the field of theatre when we look at the children’s literature products. These works must be written more often.

At this point, neglecting the appropriateness for the level, regularly including abstract concepts, not utilizing original works, being inadequate in reflecting national culture, featuring a low number of theatre products, very regularly including bad characters, and teachers’ not being effective in directing to the works are the criticism in the foreground.

#### 4. Discussion

Children's literature is a field of literature that directly contributes to the word-attack skills of the child in question, impacting their mental and psychological development zones. The research carried out by Safaa shows that children learn linguistic skills through stories and poems more comfortably, and can also internalize the life skills within these stories more comfortably (2015). The texts in which correct language is used sets an important example for the correct language use for the child reader. However, some studies pointed out that some texts—especially regarding those texts within the course books—are insufficiently qualified provide a first-language consciousness appetite; children are taught to read and write making them memorize lifeless, poor, artificial sentences (Hayran, 2006). Comparatively, by using rich children's literature works it can be prevented, enriching their learning environments and word-attack skills and developing them through standard language.

The works that make providing information to the children easier through various games and humorous elements keep the attention of the child alive. However, one of the fundamental problems of the texts within the children's literature field is that they put instructiveness at the center and leaving aesthetic and humorous factors in the background. Especially regarding course-book texts, it is seen that informative texts are utilized more commonly regarding social and science, and advices and social rules are being adapted (Kaya, 2006). However, the texts in which humor features are more successful (Aydın, 2006). Additionally, learning environments that are enhanced with the products of children's literature and daily lives pave the way for them becoming a lifelong reader. There is a need for first-language teaching programs that help students to acquire a reading habit and love in situations where teacher is not adequate (Aşılıoğlu, 2006). Since children cannot acquire a reading habit through traditional methods alone, they are dependent on course books in this regard (Şirin, 2006). Within first language programs that include aims and activities regarding reading habits and a love for reading—and with a library that contains the competent examples of children's literature in the classroom—the acquisition of a reading habit by child learners can be. From the preschool period, those children who encounter these products develop their first emotions within education such as friendship, brotherhood, patriotism, as well as mental skills such comparative skills and establishing cause-and-effect relations. In Aşılıoğlu's study it was stated that, although curriculums generally try to have students acquire cognitive properties—possess affection aims (such as a love for reading etc.)—the education activities were not appropriate for their acquirement (2006). Since instructiveness remains in the foreground of children's texts the children can live deficiencies in terms of affection aspect.

Literary texts are the fundamental dynamics that pave the way for the students, from childhood onward, to acquire an aesthetic point of view and become sensitive for the good and the beautiful. The existence of the elaborate language, visuals and aesthetical concerns within the works can be indicated as the important components of this structure. Additionally, since art education is also given outside schools the works of children's literature creates an artistic awareness in these student readers and develop their sensitiveness and liking (Dilid üzg ün, 2006). Furthermore, good and qualified work must foremost be loyal to the properties of the society it belongs to and have a structure that reflects important traditions and conventions in terms of intralinguistic-identity formation. The fundamental aim of a good children's literature writer is to encourage reflections on self-identity and transferring the cultural features to the individual appropriately rather than alienating them (K üçük, 2006). The works written without this consciousness will cause some individuals—those who are foreigners to a national identity—to be raised without knowing anything about their own traditions. Furthermore, having foreign literature products read consciously within a program will cause a realization of meaning to be consumed as a reflection of the history, traditions, ideology or the identity of another nation (Davletbaeva, Pankratova, Belorucheva & Bashkirova, 2016).

Children's literature has functions such as language development, correspondingly developing word-attack skills, prompting creative thinking, supporting developmental zones, having children acquire reading habits, the adapting of cultural properties and preparing children for their future lives. Not being aware of the importance of children's literature and its complimentary effect on the education of the child—also the applicators' not configuring the consume of children's literature with the activities fit for purpose—can be considered as fundamental problems (Sever, 2006). What is important here is forming a children's literature away from these problems and having the children experience works written by expert writers with the competence to secure these acquisitions.

#### 5. Conclusion and Recommendations

The products of children's literature have a structure that entertains while educating, providing children with a good time while they are being trained. With the help of visuals and humorous factors, the works both attach the children, and provide a basis for more permanent knowledge. Additionally, the use of standard language in the works and the utilization of a rich vocabulary develops the word-attack skills of the children. It has been shown that through narrative texts that the children can establish a cause-and-effect relation more expediently, that they are able to put the events in

order, and that, in this respect, such texts have a positive effect on their comprehension skill. Furthermore, the will for telling these texts to other people develops the child's narration skill; since reading comprehension requires the children to read the text, enough vocabulary to interpret the information and entering the reading process before actively utilizing these strategies. Consequently, those children with reading and writing inadequacies may not have the will to read (Pagan & S ́n ́chal, 2014); this may prevent the realization of understanding and telling.

The portrayals and visuals within the products of children's literature correspond to aesthetic sensitiveness, while the function of increasing the level of liking also develops the imagination. Additionally, the written qualified materials that consider the interests and needs of the children instill a love for reading and help the children to acquire a reading habit. Furthermore, the standard language used within the children's literature works, the formation of these works with language consciousness, and the love for language itself become an example for the correct use of language to the child in question. Writing works that can transfer Turkish culture to subsequent generations is a solution for mitigating any deficiencies regarding this issue. The historical events that are recorded within these works and the advisory narrations therein are important for the child's life experience. Although they do not give the chance to learn by living these works, they can nevertheless enable one to have experiences regarding life and observe the events that can be encountered in real life.

In conclusion, it can be said that the products of children's literature develop children in terms of cognitive, affection, and indirectly psychomotor aspects. Within the works of children's literature concreteness, simple fictions, national culture, good characters, theatre works, and original works must be utilized more often. Additionally, works of children's literature should be made more accessible to children themselves; helping the children encounter qualified works and directing them toward reading as a practice remain fundamental tasks for language teachers.

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