Chapter 8

The Use of Turkish Legends to Develop Reading and Writing Skills in Teaching Turkish as a Foreign Language[1] 🔓

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Abstract

In this study, it is aimed to investigate the effect of using Turkish legends in teaching Turkish as a foreign language on reading and writing skills. In addition, the opinions of the experimental group students about the Turkish legends practices were examined. Explanatory design of the mixed research method was used. The study was carried out with 100 C1-level students who are learning Turkish as a foreign language. Experimental and control groups were used in the quantitative process. In the experimental groups pretest and posttest were used and lessons were taught with activities prepared with Turkish legends for five weeks. In the qualitative process, semi-structured interviews were conducted with 12 students. The data were analyzed through content analysis. It was determined that there was a significant difference ($p < 0.05$) in favor of the experimental group in terms of academic achievement. In the qualitative findings, it has been determined that the Turkish legends activities are different, interesting, entertaining, useful, instructive and reflect the cultural and historical realities of the Turkish society. It has been suggested to use Turkish legends as a unique and entertaining course material in terms of reading and writing skills, to plan legend-based lesson activities and to include such activities frequently in lessons.

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1. Introduction

No language is easy or difficult. Every language serves many purposes in its society. The absence of languages means the death of communication. In this context, foreign language teaching is of great importance to keep global communication alive (Sadiku, 2015). There are four basic skills at the heart of foreign language teaching, which consist of reading, writing, speaking, and listening. These four basic skills allow an individual to understand the language, use the language effectively in communication, and produce new things about that language.

Reading is a fun way of information hunting. Reading is the activity of perceiving the symbols in a written text and adding meaning to them (Sadiku, 2015). Reading is an interactive skill in which readers attach meaning to a text using effective reading strategies, and it depends on much-connected information to work in harmony. Because reading contributes to the development of skills such as vocabulary, grammar, pronunciation, and writing that make up a language (Gilakjani, 2016). In this context, the purpose of reading is to get the right message that the author wants to give to the reader by using the right strategies.

The quality of reading education may differ depending on variables such as the methods and techniques used, reading texts, and the physical environment of the classroom. To increase the quality, it is necessary to carry out studies on these variables. The new and effective strategies obtained as a result of these studies contribute to the activation of the student's reading skills, their development, and the acquisition of reading habits. To be able to read successfully, the text to be read in the reading activity must have some features. According to Ur (1996, p.148), an effective reading activity should have the following features;

- The language of the text should be understandable by the learners, that is, it should not be too difficult or too easy.

- The content of the text should be understandable by the students.

- The text should be of integrity, contain related word groups, and contribute to the student's learning of new words.

- The text should be interesting, and the student should be able to concentrate on the text.

- The student should be able to make inferences about the text and predict what will happen next.

- Students should be able to use their knowledge to understand the text. The text should address the real life of the student.

- The text should develop the creativity of students and include activities that arouse curiosity for the student.

In this context, when these text features are examined, the texts to be taught in the classroom environment in teaching Turkish to foreigners are novels, legends, fairy tales, poems, etc. literary texts, or authentic materials such as newspapers, magazines, letters, recipes (Grellet, 1981). Among these sample reading materials, legends are easy to understand because they are produced by the public, interesting because they contain supernatural topics, and have the characteristics of developing the student's imagination. Legends provide more active participation of the student in the activities carried out thanks to their intriguing topics and facilitate the student's ability to make inferences about the text and predict what will happen next. In addition, legends are very important in terms of containing related words in the integrity of the subject, using different metaphorical meanings and proverbs, being a linguistic model for the student, and capturing the real language for the student. Legends are quite simple and understandable in terms of language. This ensures that the activity can be easily understood by everyone and makes the lesson environment more enjoyable.

Writing is a precious skill that students will use to improve their language learning. Writing skill is the written output of your intellectual level and ability to express yourself (Sadiku, 2015). With the writing skill, the student not only puts his feelings on paper but also has the opportunity to reinforce the rules of the target language, such as grammar, spelling, phonetics, and vocabulary.

The development of writing skills enables students to express their feelings and thoughts effectively and clearly. The basic rules of the language, words, and sentence structures were emphasized by using the traditional approach for years in writing lessons. Generally, the student was asked to produce a product by using methods such as summarizing, filling in the blanks, controlled writing by giving an idiom or proverb and imitating various beautiful writings. In short, the instructors were not interested in students' self-expression in writing assignments (Güneş, 2014). Then they checked the accuracy of this product in terms of grammar, spelling, and vocabulary. However, for these writing activities to be more effective, fun, and lasting, it is necessary to use different strategies that will add excitement to the lesson, attract the student's attention and provide more fluent learning. Bringing a difficult skill such as writing to the desired level in foreign language teaching

is only possible by giving the learners' full attention to the activities. In this context, the student's writing skill develops with the help of new and creative strategies that we have obtained as a result of our studies for perfect writing.

Of course, the types of texts used are very important in acquiring such an important and difficult skill. In this context, language learners can better understand the writing system of a language by encountering naturally written texts. The writing skill can be grasped more easily with authentic texts that are not adapted to a level and that they can directly encounter in natural daily life (CEFR, 2001).

Legends, which is an authentic text type, contribute to the development of writing skills. Inspired by the legends, the teacher can produce a wide variety of creative activities in the classroom setting. Various activities can be prepared to improve the creative writing power of the student, such as writing a different version of the legend, summarizing the legend, writing his legend inspired by the legend read, or finding an alternative ending to the legend read (Sholichah & Purbani, 2018).

1.1. Use Of Legends in Reading And Writing Education

Writing has a strong relationship with reading. The reading experience can affect the way students write. Therefore, the better the reading experience, the better the students' writing. Creative writing refers to an approach that emphasizes creative self-expression. Creativity in writing stems from creativity in a reading text (Sholichah & Purbani 2018). In this context, reading and writing skills should be developed with literary texts that are very rich in terms of both subject and language features such as legends.

Noaman (2013) stated that literature, especially legends, can be a powerful and motivating source for writing, whether as a model or subject. Legends offer students a wide variety of individual words or syntactic elements. By reading the legend's text, students become familiar with many features of the written language. They learn the syntax and discourse functions of sentences, the variety of possible structures, and different ways of combining ideas that develop and enrich their writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and use some of this potential. Thanks to the legends, students simultaneously gain two aspects: aspects of language development (language skills and language areas); and entertainment aspect. In this context, legends are a potential treasure in language teaching. It contains many advantageous and valuable lessons for students. For this reason, it is expected that legends can be used

in reading and writing lessons and those language teachers can help them teach language efficiently by using different proverbs, idioms, or stereotypes contained in legends (Fauziah, 2016).

In the Common European Framework of Reference for Languages, authentic materials such as literary texts are recommended to be used in language teaching. National and regional literary works such as legends are regarded by the Council of Europe as a valuable common treasure to be protected and developed. It states that literary works serve much more educational purposes than aesthetics and contain moral, emotional, linguistic, and cultural teachings However, researches show that there are problems arising from the reading and writing texts in the textbooks and the activities related to these texts in the process of teaching Turkish to foreigners. It is seen that the text selections of the books are generally adapted texts prepared following the target and skills such as reading and writing are tried to be taught only with linguistic elements. Legend texts are not used enough in teaching Turkish as a foreign language. Old grammar-translation teaching methods are used in textbooks and activities, and there is a shortage of materials to be used in lessons. In this context, many studies have been conducted to identify these deficiencies in the process of teaching Turkish as a foreign language (Açık, 2008; Altunkaya, 2021; Alyılmaz, 2010; Baskın & Toyran, 2021; Bekdaş, 2018; Biçer, Çoban & Bakır, 2014; Durmuş, 2013; Emin, 2016; Er, Biçer & Bozkırlı, 2012; Karababa, 2009; Mutlu & Ayrancı, 2017; Yaşar, Özden & Toprak, 2017). For example, Er et al. (2012) stated the problems as the deficiencies in the materials used, the lack of curriculum, the inadequacy of the textbooks, and the problems in the methods and techniques. According to Bicer et al. (2014) and Bekdaş (2018), students especially had problems with the teaching materials used to develop basic language skills.

When the problems mentioned above were evaluated from a holistic point of view in the study, it was seen that the following problems exist in the process of teaching Turkish to foreigners:

1. Inadequacy of reading and writing texts and activities in the textbooks,

2. Not using legend texts in textbooks to develop basic skills,

3. The effectiveness of legend texts in developing basic skills in teaching Turkish to foreigners has not been determined.

For this reason, the research was conducted to determine "How can legends be used when improving the reading and writing skills of students who learn Turkish as a foreign language?"

When the related studies in the literature are examined, it is observed that various studies have been carried out on the use of literary texts and legends in foreign language teaching (Aşçı, 2019; Dağdeviren, 2019; Göçmen, 2018; İsaoğlu, 2018; Küçükhıdır, 2018; Langerová, 2017; Laurido, Oliveira & Menezes, 2017; Sayeef, 2019; Simarmata, 2016; Soyer, 2016). Göçmen (2018) stated that authentic texts used in teaching Turkish as a foreign language contribute to the development of basic language skills. Küçükhıdır (2018) talked about the benefits and importance of using literary texts in language teaching. Dağdeviren (2019) emphasized the importance of legends in cultural transmission. Aşçı (2019) stated that teaching with tales positively affects the development of the reading and writing skills of learners. Laurido et al. (2017 found that the use of legends in Spanish lessons aroused students' interest, engagement, and creativity. Langerová (2017) highlighted the creative way of teaching grammar with legends. Simarmata (2016) studied the use of local legends in foreign language classes in Indonesia and stated that legends, which are a type of literary text, can be used as teaching materials in foreign language classes.

In light of the data obtained from this literature review, it was determined that the use of legends in developing basic skills in foreign language teaching is quite effective. However, it is not certain whether this situation is valid for Turkish teaching. Therefore, the main purpose of this research is to reveal the effect of using Turkish legends in teaching Turkish as a foreign language on reading and writing skills. For this purpose, answers to the following questions were sought.

1. What is the effect of Turkish legends on student success during and after the text reading and writing process in teaching Turkish to foreigners?

2. What are the students' experiences and views on the use of Turkish legends in the text-reading and writing process in teaching Turkish to foreigners?

1.2. Importance of The Study

This study is important in terms of showing how problems related to the choice of texts encountered during teaching Turkish as a foreign language can be overcome through legends. It is also important in terms of proving that literature studies and educational studies can be carried out together.

2. Method

2.1. Research model

In this study, a mixed research method was preferred. An explanatory design of the mixed research method was used. In the sequential explanatory design, the quantitative and qualitative stages of the study take place in chronological order. Questions or procedures for a series (for example, sampling or data collection techniques) arise from or depend on the previous series. The research questions for the quantitative and qualitative phases are interrelated and may evolve as the study progresses (Teddlie & Tashakkori, 2009). The purpose of this design is to explain, support and exemplify the data collected by the quantitative method with the data obtained by the qualitative method. In this two-stage design, data were first collected with the quantitative method, and then qualitative data were collected based on the analysis of quantitative data. First, a quasi-experimental design with a pretest-posttest control group was used. Then, in the qualitative part, the phenomenology design was used to determine the thoughts of the students about a teaching method as a result of their experience. In this design, the weight of quantitative and qualitative methods in the study is the same and the contribution of the collected data to the study is equal.

2.2. Study group

First, a quantitative study was carried out with C1-level students learning Turkish as a foreign language. The data were collected from a total of 100 people studying in C1-level classes at the Turkish Teaching Application and Research Centers in Sivas and Malatya Universities. The sample of the study consisted of four groups consisting of 2 experimental and 2 control groups. The first group consisted of 50 students, 25 experimental and 25 control groups, studying in Sivas. The second group consisted of 50 students, 25 of whom were in the experimental group and 25 in the control group, studying in Malatya. The code of the first group was determined as U1 and the code of the second group was determined as U2. The numerical data of the students in these classes are given in Table 1.

Table 1. Numerical data of experimental and control groups

Sivas (U1)		Malatya (U2)	
Experimental group	Control group	Experimental group	Control group
25	25	25	25

A total of 100 students participated in this study. 50 of these students are in the classroom where Turkish legends are used as reading and writing texts (Experimental group), and 50 of them are in the classroom where only the reading and writing texts in the textbook are used (Control group). While determining the experimental and control groups, all groups were accepted as equivalent in terms of proficiency, as they were at the C1 level as a result of the level exam conducted by the centers where they studied. In addition, when the pretest results of the experimental and control groups are analyzed before the application, the absence of a statistically significant difference between the reading and writing scores of the students shows that the groups are similar in terms of reading and writing skill levels. Participants in the experimental and control groups were examined in terms of gender. The distribution of the participants in terms of gender variable is given in Table 2.

Table 2. Examination of the experimental and control group participants in terms of gender

	Participant	Experiment	Control	Total
Gender	Female	21	27	48
	Male	29	23	52
	Total	50	50	100

When Table 2 was examined in detail, it is seen that the gender distribution of the participants in the experimental and control groups is homogeneous. In addition, the age ranges of the students who participated in the application (range 17-23) are similar to each other and 37 of these students are Somali, 23 Syrian, 17 Kazakh, 5 Azerbaijani, 5 Afghan, 3 Palestinian, 3 Iraqi, 1 Uzbekistani, 1 Moroccan, 1 Egyptian, 1 Indonesian, 1 Iranian, 1 Kuwaiti and 1 Tunisian.

The study group in which the qualitative data of the research was collected consisted of the students in the experimental groups. The participants of the study were determined as a total of 12 students, six students from both experimental groups, by using the maximum diversity sampling, one of the purposive sampling methods. Maxwell (1997) defined purposive sampling as a sample in which groups or individuals are deliberately selected for a specific purpose when the desired data cannot be obtained from any other group or individual. While determining these students, the scores they got from the posttest were taken into consideration. At the end of the

application, two students who got low, medium, and high scores from the posttest were determined. In addition, one of the two students who will participate in the interview from all levels was chosen as a girl and a boy in terms of gender. Moreover, it was ensured that the selected students were of different nationalities as much as possible and the age ranges of these students were similar. The students who participated in the interview were given code names in terms of the confidentiality of the interview data. The demographic data of the interviewed students are given in Table 3.

Table 3. Demographic data of the students who participated in the interview

Rank	Code names	Gender	Nationality	Level
1	Nur	Female	Tunisia	High
2	Asil	Male	Kazakhstan	High
3	Su	Female	Azerbaijan	High
4	Mert	Male	Afghanistan	High
5	Nil	Female	Somalia	Medium
6	Ali	Male	Somalia	Medium
7	Sıla	Female	Kazakhstan	Medium
8	Cem	Male	Palestine	Medium
9	Naz	Female	Iranian	Low
10	Can	Male	Egyptian	Low
11	Sena	Female	Uzbekistan	Low
12	Ahmet	Male	Syria	Low

2.3. Data collection tools

In this study, the reading comprehension and writing achievement tests were used to collect the quantitative data of the research, and the interview was used as the data collection tool to collect the qualitative data. While the reading comprehension test consists of 15 multiple-choice questions, the writing achievement test consists of 3 open-ended questions. The validity and reliability tests of the reading comprehension test were carried out and the results of the reliability coefficient show that the scores are free from random errors, the items that make up the test are homogeneous, and the construct validity of the test is high. The validity and reliability tests of the writing achievement test were carried out and it was concluded that there was consistency and reliability between the scores and that there was a high positive correlation between the scores.

The interview form consists of 14 questions in total. Interview form questions were created by using the literature. Expert opinion was sought regarding the "content validity" in the development of the interview forms.

In line with the suggestions of the experts, the connection of the questions in the forms with the subject, their ordering within a certain logic, and language errors were examined and necessary changes were made.

In this study, observation was also used to define the classroom environment correctly and to decide whether the instructor, who is the practitioner, applied the legendary activities in line with the lesson plans. As a result of the literature review, the classroom observation form used in Bektaş's (2011) study was adapted and used for this study. Experimental groups were observed for 8 hours throughout the application. Control groups, on the other hand, could be observed for 6 hours during the application.

2.4. Lesson plan

The lesson plan was prepared in order not to encounter difficulties during the application and to perform the activities regularly (Oğuz, 2009). In this context, a detailed lesson plan was prepared for this study. The lesson plans of these courses were prepared following the Istanbul Turkish for Foreigners Textbook C1 (Bölükbaş & Yılmaz, 2019) used in teaching Turkish as a foreign language and the Common European Framework of Reference for Languages (2001). The prepared lesson plans were examined by three different experts in the field of Turkish Education. A sample lesson plan was given in Appendix 1. In control groups, lessons were taught under the method prescribed by the Turkish course program as a foreign language.

The study started in the first week of May in the second semester of the 2020-2021 Academic Year and lasted a total of 14 lesson hours for six weeks. In the first week and the last week, three hours of lessons were held, and the four weeks in between were taught for two hours. In the first week, the introduction of the application and the pre-test were carried out, and the post-test applications were carried out in the additional hour in the last week. This study was carried out with an online application due to pandemic conditions.

2.4.1. Application in experimental groups

In the application, a total of four groups, two experimental and two control, were studied at the C1 level in U1 and U2. In-class reading and writing activities with five different legends in the experimental groups were carried out by the instructor.

In line with the legend selection scale, 6 legends that could be used in the application were determined. These legends were "Ciş Hatun, Nevruz Çiçeği, Turaç, Korkut Ata'nın Ölümü, Hasan Dağı, and Yusufçuk Kuşu".

The activity plans were designed considering the C1 level reading and writing learning outcomes specified in the Common European Framework of Reference for Languages (2001).

In addition, observation was used to define the classroom environment correctly and to decide whether the instructor, who is the practitioner, applied the legendary activities in line with the lesson plans. Since the study was applied to the experimental and control groups by the instructor of that class, a classroom observation form was used so that the researcher could observe the application and eliminate a possible mishap. When the researcher detected an application other than the observation form he used as a control list, he controlled the occurrence of situations that threatened internal validity by ensuring that the application went according to the plan. As a result of the observations, it was seen that the applications were made in line with the lesson plans.

2.4.2. Application in control groups

In the control groups, instructors made the students do reading and writing activities in line with the directions of the textbook. Control groups were also observed and the observation form was filled in appropriately. The aim here is to check whether the studies are carried out in line with the planning and targets determined in the experimental and control groups. A summary of the experimental and control group activities is given in Table 4 below.

Table 4. Summary of experimental and control group activities

Learning outcome		Experimental group	Control group
		Activity	Lesson process
Lesson Plan 1	Understands and interprets the content of the text read. Learns new words. Summarizes the text read. Writes a paragraph about the given topic. Writes a new text by identifying the given topic with his/her own culture.	Yusufçuk Kuşu	Textbook
Lesson Plan 2	Understands and interprets the content of the text read. Learns new words. Finds details in the text. Makes predictions about events or heroes. Summarizes the text read. Writes a new ending to the reading text. Writes a new text by identifying the given topic with his/her own culture.	Hasan Dağı	Textbook
Lesson Plan 3	Understands and interprets the content of the text read. Learns new words. Finds details in the text. Makes predictions about events or heroes. Summarizes the text read. Writes a new ending to the reading text. Writes a new text by identifying the given topic with his/her own culture. Writes creative texts with clear, detailed, well-structured, and developed descriptions.	Ciş Hatun	Textbook
Lesson Plan 4	Understands and interprets the content of the text read. Learns new words. Finds details in the text. Makes predictions about events or heroes. Summarizes the text read. Writes a new ending to the reading text. Writes a new text by identifying the given topic with his/her own culture. Writes creative texts with clear, detailed, well-structured, and developed descriptions.	Korkut Ata'nın Ölümü	Textbook
Lesson Plan 5	Understands and interprets the content of the text read. Learns new words. Finds details in the text. Makes predictions about events or heroes. Summarizes the text read. Writes a new ending to the reading text. Writes a new text by identifying the given topic with his/her own culture. Writes creative texts with clear, detailed, well-structured, and developed descriptions.	Turaç	Textbook

2.5. Analysis of data

2.5.1. Analysis of quantitative data

In the study, the posttest scores of the students in the experimental and control groups were analyzed separately on a university basis. The reading and writing pretest results of the U1 and U2 experimental and control groups were analyzed separately, and the reading and writing posttest results of U1 and U2 experimental and control groups were analyzed separately, and data on the development of reading comprehension and writing skills were obtained.

Data were collected with a reading comprehension achievement test. Scoring was made by giving 1 for the correct answers and 0 for the wrong and blank answers. In the writing section, the Writing Scoring Key and the writing questions were scored from 1 to 5 according to 5 different criteria. A score of 0 was not used in the Writing Scoring Key. However, while evaluating the writing sections, the scores of the students who did not respond were entered as 0 in the statistical analysis data program IBM SPSS 20. The data analysis techniques used were listed below.

1. Independent sample t-test was used to test the reading and writing skill levels of the experimental and control groups according to the pretest results.

2. MANOVA was used to test the reading and writing skill levels of the experimental and control groups according to the post-test results.

2.5.2. Analysis of qualitative data

In the qualitative part of the study, content analysis was used in the analysis of the data obtained from the interviews. As a result of content analysis, codes, and categories were created regarding student opinions. The codes formed for each question created the categories, and the categories created the themes.

2.6. Impact Size and Power of Study

In this study, the effect size (d) was taken as 0.5. The power of the study was accepted as 0.80 (Cohen, Cohen, West & Aiken, 2003). In this context, in this study, the effect size and the power of the study were calculated separately for U1 and U2 and reading and writing skills after the application, using the G*power (3.1.9.7) program. According to the results of the analysis, the effect size of the U1 reading application was 0.32, the working power was 0.99, the effect size for the writing application was

0.76, and the working power was 1.00. The effect size of the U2 reading application was calculated as 0.24, the working power was 0.97, the effect size for the writing application was 0.35 and the working power was 0.99. With this calculated value, it can be said that the research can be generalized to the accessible universe in terms of external validity.

3. Findings

The findings in this section were analyzed separately under two different headings, quantitative and qualitative findings.

3.1. Findings related to quantitative data

First, a pre-test was performed on both groups (U1 and U2 experimental and control groups) before the applications started. The obtained results were first subjected to the normality test. The normality distributions were examined and the statistical methods to be applied were determined accordingly. The normality test of the pretest reading and writing scores of the experimental and control groups was performed. Since the skewness and kurtosis values were between +2.50 and -2.50, it was seen that the distribution was normal. Then, an independent sample t-test was conducted to examine whether there was a significant difference between the reading and writing pretest scores of the experimental and control groups. And it was found that there was no statistically significant difference between the reading and writing pretest mean scores of the two groups (P>0.05). The lack of difference indicates that the reading and writing skill levels of the students in the experimental and control groups were equal. According to the results of all these analyzes, it could be stated that the pre-application reading and writing levels of the control and experimental groups were equal.

Then the applications started. After the applications were finished, the post-test was done. And It is a prerequisite to meet some assumptions to carry out the MANOVA analysis. For this reason, before analyzing the data, it was checked whether the assumptions of MANOVA were met.

Normality: In this study, univariate and multivariate normality was checked. The findings of the study regarding univariate normality were checked the skewness and kurtosis values were between +2.50 and -2.50, it was seen that the distribution was normal. Multivariate normality was checked with Mahalanobis distance. In addition, since there were no extreme values in the study, it was assumed that the data were normally distributed.

Size of the sample: In MANOVA, it is necessary to have more participants than the dependent variable in each cell (Pallant, 2016). In this

study, there are four cells because there are two levels of the independent variable and two dependent variables for each. Having a larger sample in the studies will prevent some other assumptions from being violated as well. Therefore, the minimum number of participants in each cell in this study is two, since there are two dependent variables. Therefore, each sample should have at least 8 participants. In this study, there are 50 participants for U1 and 50 participants for U2, a total of 100 participants.

Extreme values: Before the MANOVA analysis, which is very sensitive to the extreme values of the data, controls were carried out for single and multi-valued extreme values in the study. Univariate outliers were checked in descriptive statistics while examining normality. As a result of the control, no extreme values were found that would affect the research results. In addition, the Mahalonabis distance was examined in the multivariate outlier control. It can be said that there is no extreme value.

Multiple common linearity and singularity: When the correlation between dependent variables was examined, It was determined that there was a moderate correlation between U1 (0.71<0.80) and U2 (0.64<0.80) reading and writing dependent variables. In this direction, it can be said that the multiple co-collinearity and singularity assumptions are met.

Homogeneity of variance-covariance matrices: To determine whether the data in this study meet the assumption of homogeneity of the variance-covariance matrix, the significance value should be greater than 0.01. When U1 and U2 Box's values are examined, it was seen that the significance value was 0.114 for U1 and 0.503 for U2. In this direction, it can be said that the assumption of homogeneity of variance-covariance matrices is provided in this study.

Levene's test: This test is used to check the assumption of the equality of variances. It was observed that the assumption of the equality of variances (p>0.05) for U1 and U2 reading and writing post-test scores were not violated.

In this analysis, there are two different dependent variables, reading, and writing. Before the MANOVA test was conducted on these data, preliminary analyzes were performed to check for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multiple commonality and linearity assumptions.

U1 experimental application results were analyzed using MANOVA to evaluate the skill development within the experimental group in Table 5.

Table 5. MANOVA Results

	Wilks' Lambda	F	Hipotez df	Error df	Sig.	Partial Eta Squared	Observed Power
Group	0.22	79.08	2.00	47.00	0.00	0.77	1.00

According to Table 5, a statistically significant difference was found between the experimental and control groups in terms of combined dependent variables (F=79.08; P=0.00<0.05; Wilks' Lambda=0.22; partial eta square=0, 77).

The "Test of Between-Subjects Effects" table was examined to determine which dependent variables had a significant difference, and the results are given in Table 6.

Table 6. Comparative Results of Groups for Dependent Variables

	Dependent Variable	Sd	Mean Square	F	p	Partial Eta Square	Observed Power
Grup	Reading	1	38.72	22.889	0.000	0.323	0.997
	Writing	1	2164.82	155.240	0.000	0.764	1.000

When the "Test of Between-Subjects Effects" was examined to determine whether the posttest scores of the experimental and control groups differed significantly in terms of dependent variables, it was observed that there was a significant difference between the groups for both reading and writing posttest scores (Reading= F=22.889; p=0.00<0.05; partial eta square=0.323; Write=F=155.240; p=0.00<0.05; partial eta square=0.764).

To determine which group is in favor of the difference between the groups, the pairwise comparison results obtained as a result of MANOVA are given in Table 7.

Table 7. Pair Comparison Results of MANOVA

Dependent Variable	(I)Grup	(J)Grup	Group Mean Difference (I-J)	Std. Hata	Sig.
Reading	Control	Experiment	-1,760	0,368	0,00
	Experiment	Control	1,760	0,368	0,00
Writing	Control	Experiment	-13,160	1,056	0,00
	Experiment	Control	13,160	1,056	0,00

When Table 7 is examined, a significant difference was found between the experimental and control groups for reading in favor of the experimental group (p<0.05). Likewise, for writing, a significant difference was found between the experimental and control groups in favor of the experimental group (p<0.05).

Finally, "Estimated Marginal Means" values were determined. According to the reading post-test mean scores, the experimental group average was 13,920, and the control group average was 12,160. This result shows that the difference between the two groups is in favor of the experimental group. Likewise, when the writing post-test mean scores are examined, the mean of the experimental group is 47.00, and the mean of the control group is 33,840. This result shows that the difference between the two groups is in favor of the experimental group.

U2 experimental application results were analyzed using MANOVA to evaluate the skill development within the experimental group in Table 8.

Table 8. U2 MANOVA Results

	Wilks' Lambda	F	Hipotez df	Error df	Sig.	Partial Eta Squared	Observed Power
Group	0,62	13,97	2,00	47,00	0,00	0,37	0,99

According to Table 8, a statistically significant difference was found between the experimental and control groups in terms of combined dependent variables (F=13.97; P=0.00<0.05; Wilks' Lambda=0.62; partial eta square=0,37).

The "Test of Between-Subjects Effects" table was examined to determine which dependent variables had a significant difference, and the results are given in Table 9.

Table 9. U2 Comparative Results of Groups for Dependent Variables

	Dependent Variable	Sd	Mean Square	F	p	Partial Eta Square	Observed Power
Grup	Reading	1	24,500	15,789	0,000	0,248	0,973
	Writing	1	4723,92	25,924	0,000	0,351	0,999

When the "Test of Between-Subjects Effects" was examined to determine whether the posttest scores of the experimental and control groups differed

significantly in terms of dependent variables, it was observed that there was a significant difference between the groups for both reading and writing posttest scores (Reading= F=15.789; p=0.00<0.05; partial eta square=0.248; Writing=F=25.924; p=0.00<0.05; partial eta square=0.351).

To determine which group is in favor of the difference between the groups, the pairwise comparison results obtained as a result of MANOVA are given in Table 10.

Table 10. Pair Comparison Results of MANOVA

Dependent Variable	(I)Grup	(J)Grup	Group Mean Difference (I-J)	Std. Hata	Sig.
Reading	Control	Experiment	-1,400	0,352	0,00
	Experiment	Control	1,400	0,352	0,00
Writing	Control	Experiment	-19,440	3,818	0,00
	Experiment	Control	19,440	3,818	0,00

When Table 10 was examined, a significant difference was found between the experimental and control groups for reading in favor of the experimental group (p<0.05). Likewise, for writing, a significant difference was found between the experimental and control groups in favor of the experimental group (p<0.05).

Finally, "Estimated Marginal Means" values were determined. According to the reading post-test mean scores, the experimental group average was 13,720, and the control group average was 12,320. This result shows that the difference between the two groups is in favor of the experimental group. Likewise, when the writing post-test mean scores are examined, the mean of the experimental group is 46,200, and the mean of the control group is 26,760. This result shows that the difference between the two groups is in favor of the experimental group.

When all these analysis results were evaluated in general, it was concluded that the use of Turkish legends activities in teaching Turkish as a foreign language improves the reading and writing skills of C1 level students and significantly affects and increases the success of students in these fields.

3.2. Findings related to qualitative data

At this stage of the study, the question "What are the students' views on the use of Turkish legends in the process of reading and writing activities in

teaching Turkish to foreigners?" was tried to be answered. Content analysis was used in the analysis of the data.

According to the interview, under the category of Turkish legend practices' differences from ordinary applications, the codes such as reflecting historical facts, being instructive and useful, containing different subjects, cultural values, different words, being interesting and entertaining were produced. Nur and Mert from the participants supported these views. Nur "Every time I read a legend, I learn something new, it was helpful to me." said, and Mert supported this idea by saying, "I think it is one of the most important differences that it takes the person who reads the legends to his own time and learns lessons from it."

Student views on basic skills to be developed by using Turkish legends were examined and the codes such as reading, writing, listening, and speaking were produced. Stating that the legends will develop all their skills first, Asil said, "Of course, when we read legends, our listening, and speaking develop well. I told you before that if you read the legend a lot, you start to think like a Turk, so our conversation will also improve. Telling or summarizing the legend helps us a lot."

Students' views on the application process of Turkish legends in reading and writing lessons were examined and they stated that this application process provided positive contributions to the students and the codes as instructive and interesting were produced. Expressing that the application process was interesting, Naz stated that the process aroused interest and curiosity in her with the sentence "Legends are exciting because the legends are fictional, they attract my attention, but other texts are sometimes boring".

Students' views under the category of activities with Turkish legends were examined. Afterward, the students produced these codes such as improvable, useful, and easy in terms of the contribution they made and they liked the activities. Stating that the activities were beneficial, Mert said, "I found the reading activities very useful because answering questions about a legend immediately after reading it contributes to what we understand in the reading section and we can better understand the subjects we do not understand."

Students' views on the contribution of Turkish legends to improving reading skills were examined and it was determined these codes such as teaching different words, improving reading comprehension, teaching idioms and proverbs, and improving pronunciation in terms of their contribution to reading skills. Ali stated that the activities done during the practice taught

different words as a contribution to the reading skill, "The most important thing that improves my reading skills is to read Turkish legends because I learn many new words. I am learning idioms and their meanings".

Students' views on the contribution of Turkish legends to improving writing skills were examined, and it was determined these codes such as teaching the writing of words, teaching grammar rules, teaching summaries, improving vocabulary, and teaching regular expression of their thoughts in terms of the contribution of legends to writing skills. Stating that the legend activities first taught how to write words as a developing effect on writing skills, Asil said, "It was useful for improving my writing skill. It taught me to write words I did not know before, to use them correctly, and not to make mistakes. My writing has improved well."

Students' views on the content of Turkish legends were examined and the codes such as including universal moral values, cultural elements, supernatural, and unhappy endings were produced. Expressing a positive opinion on the content of Turkish legends, Nur stated that the legends teach universal moral values and continued, "Turkish legends have many positive aspects, how should we be honest, how should we not lie. People who lie are immediately punished. It teaches us to be good people. Because if you do good, you will get good results, but if you do bad, you will get bad results."

Under the category of the suggestions regarding the use of Turkish legends, activities were examined and the students made suggestions on the content of the legends and emphasized that they should be used more in Turkish teaching. In addition, the participants stated that legends should be used not only in reading and writing skills but also in other skills. Within the scope of suggestions regarding the content of legends, Naz said, "I think famous Turkish legends should be used for education, importance should be given to the selection of legends, and legends with rich content should be chosen."

4. Dıscussion, Conclusion And Implications

After the applications, the success levels of the experimental group in which the reading activities prepared with Turkish legends were applied and the control group in which the traditional method was used increased. However, when a comparison was made, it was determined that there was a significant difference between the groups in terms of academic achievement, and the experimental group in which the reading activities prepared with Turkish legends were applied was found to be more successful than the control group.

There was an increase in the success levels of the experimental group in which the writing activities prepared with Turkish legends were applied and the control group in which the traditional method was used. However, when a comparison was made, it was determined that there was a significant difference between the groups in terms of academic achievement and the experimental group, in which writing activities prepared with Turkish legends were applied, was found to be more successful than the control group.

This result shows that reading and writing activities and practices prepared with Turkish legends are effective in increasing the academic success of students.

When the studies in the literature are examined, it has been observed that the academic success of the students has increased in foreign language teaching and teaching Turkish as a foreign language carried out with activities prepared with literary texts (Aşçı, 2019; İsaoğlu, 2018; Langerová, 2017; Laurido, Oliveira & Menezes, 2017; Sayeef, 2019; Simarmata, 2016; Şengül, 2020).

Laurido et al. (2017 found that the use of legends in Spanish lessons aroused students' interest, participation, and creativity. Simarmata (2016) stated that legends could be used as teaching material in foreign language classes and original materials have a positive effect on student success. Langerová (2017) showed the creative way of teaching grammar with legends. Sayeef (2019) stated that using folk tales is an excellent language teaching method. Aşçı (2019) stated that the tale positively affects the development of reading and writing skills of learners in teaching Turkish as a foreign language. Although different types of literary texts are used in these studies, the fact that similar activities and practices have a positive effect on students' academic success supports this study.

From this point of view, as emphasized in this study, it is clear that Turkish legends activities, one of the important literary genres of literary texts, provide a rich learning environment in teaching Turkish as a foreign language. It has been observed that the use of legends in classroom reading and writing activities turns the lesson into a more productive, more permanent, and more colorful environment. This situation increased student motivation and enabled students to participate in the lesson with full performance. Therefore, when legends are used as authentic teaching material, it has been concluded that legends increase the academic success of C1-level learners in reading and writing skills.

When the findings obtained through the interviews were examined, the students stated that the legends were different in terms of subject, interesting, entertaining, useful, instructive, and reflected the cultural and historical facts of the society they belonged to. Based on these statements, it was concluded that the legendary activities increased the students' interest in the lesson, kept the in-class motivation high, and the expected learning was easier. When the relevant literature was examined, it was seen that there were studies that reach similar results with the results of the study. In a study that teaches languages with legend activities in foreign language teaching, it was concluded that legends arouse students' curiosity in terms of their subject, increase motivation and teach the rules more easily through legends (Langerová, 2018).

As a result of the interview, it was concluded that Turkish legends could be used to develop basic skills of reading, writing, speaking, and listening. Supporting this finding of our study, Hismanoğlu (2005) stated that literary texts played an important role in teaching four basic language skills such as reading, writing, listening, and speaking. In addition, Sayeef (2019) stated that using literary texts was an excellent language teaching method and it was necessary to teach all four skills of reading, writing, listening, and speaking using literary texts. This result (Laurido et al., 2017; Simarmata, 2016; Şengül, 2020) is also supported by the literature.

The fact that the legends activities were useful, fun, and easy was also reflected in the application process and it was concluded that the students improved their reading and writing skills by having fun without any difficulty. Similar results were obtained in Aşçı's (2019) thesis study and it was stated that different types of literary texts improved reading and writing skills. In addition, it has been determined that they have the idea that the legends are more entertaining in terms of being fictional and the other texts are boring. Akyalçın (2002) showed in his study that legends will save language teaching from monotonous knowledge and can be used as teaching materials in the deductive method.

Another conclusion drawn from the findings of the research was that the legends were the important treasures of the literature that teaches social and universal values and tells the cultural elements of the society. This result was also emphasized in the study by Santhi (2012). This result supports the view that legends can also be used in the promotion of culture.

In addition, it was determined that the students thought positively about the application process of Turkish legends and that the legends attracted more attention due to their narrative style compared to other texts, and that

the students wanted to read and learn about the legends. In addition, it has been observed that they find that each legend contains a piece of life advice differently.

In summary, based on all these findings, it was determined that the qualitative findings obtained from the interviews with the students regarding the use of Turkish legends to improve reading and writing skills in teaching Turkish as a foreign language supported the quantitative findings obtained from the achievement tests. All the students supported the conclusion that the legend applications developed the basic skills of the students and increased their academic success. It was determined that the qualitative and quantitative findings obtained as a result of the research were positively similar and overlapped with each other.

5. Suggestions

It is recommended to plan entertaining and instructive Turkish legends activities and to include such activities frequently in the lessons. In this way, foreign language teaching can be transformed from a difficult and boring state to an easy and enjoyable one.

In teaching Turkish as a foreign language, it is recommended that the instructors plan their lessons by being aware of the positive thoughts of the students about the use of Turkish legends. Turkish legends can be used as reading, writing, speaking, and listening activities to improve basic skills in Turkish as a foreign language course books.

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Appendix 1.

Example lesson plan

TURAÇ (AZERBAIJAN)

Turaç, <u>vaktiyle</u> çok güzel bir kız imiş. Fakir olduğu için bir eve hizmetçi olarak girmiş. Ama evin hanımı pek kötü bir insanmış, Turaç'a etmediğini bırakmazmış. Evin <u>onca</u> işini gördüğü halde, ona ne karnını doyuracak bir <u>aş</u>, ne de sırtını örtecek bir giyecek verirmiş. Zavallı Turaç ne yapsın, sesini çıkarmaz, otururmuş.

Günlerden bir gün evin hanımı Turaç'ı çağırmış:

"Turaç çabuk su ısıt, başımı, ayaklarımı yıka."

Hemen gitmiş su ısıtmış. Ama ne kadar aramış ise de tarağı bulamamış. O tarağı aramakta olsun, beri tarafta Hanım kızmaya başlamış:

"<u>Parça parça</u> olasıca, nerelere kayboldun?"

"İşte geldim hanımcığım, suyunda hazır."

Ama Turaç tarağı bulamamış. Hanımın <u>zulmün</u>den bıkan Turaç yine hoş olmayan sözler işiteceği için ağlamaya başlamış:

"Keşke bir kuş olsaydım da şu hanımın elinden kurtulsaydım."

Turaç hemen bir kuş oluvermiş. Hanım elinde değnek hizmetçisini dövmeye gelince de o <u>baca</u>dan uçup gitmiş. Turaç birden hatırlamış ki tarak duvar rafındaki sağdaki <u>bohça</u>dadır. Tekrar dönüp gelmiş, pencerenin önüne konup ötmeye başlamış:

"Hanım raftaki bohçada"

"Hanım raftaki bohçada"

Bugün, av kuşu olarak avcılarımızın arkasından koştuğu turaç işte bu hizmetçidir. Hâlâ aynı sözleri tekrar ederek uçar durur, hem de kötü kalpli hanımına tarağın yerini haber vermektedir.

"Hanım raftaki bohçada" (Sakaoğlu, 2017).

Legend: "Turaç" (Azerbaijan)

Duration: 2 class hours (30 x 2=60 minutes.)

Level: C1

Goal: Reading comprehension and writing

Learning outcome: Understands and interprets the content of the text read. Learns new words. Finds details in the text. Makes predictions about events or heroes. Summarizes the text. Writes a new ending to the reading text. Writes a new text by identifying the given subject with his/her own culture. Writes creative texts with clear, detailed, well-structured, and developed descriptions.

Activity 1

Tell me what you see by looking at the pictures. Have you seen this bird before? Who could be the girl in the picture?

Activity 3

Read the text and underline the words you don't know the meaning of. Try to guess the meanings of these words.

Activity

Learn the meanings of the words below and practice pronunciation.

Vaktiyle: (zarf) *"Bir zamanlar: "Vaktiyle Göksel bile bu soğukkanlılığım karşısında hayrete düşmüştü." - Nazım Hikmet"*

Onca: (sıfat) *"O kadar, o denli: "Koca Yusuf onca atın içinden üç at seçememişti." - Yaşar Kemal"*

Aş: (**isim**) *"Yemek."*

Parça parça: (zarf) *"Parçalanmış bir durumda, lime lime: "Hepsinin tıraşları uzamış, esvapları parça parça idi." - Ömer Seyfettin"*

Zulüm:(isim, Arapça ẓulm) *"Güçlü bir kimsenin yasaya veya vicdana aykırı olarak başkasını uğrattığı kötü durum, kıygı, eziyet, cefa: "Nöbetçinin siyah süngüsü zorbalığın ve zulmün bir timsali gibi gözlerimin önünden geçiyordu." - Hüseyin Cahit Yalçın"*

Baca: (Farsça bāce isim) *"Dumanı ocaktan çekip havaya vermeye yarayan yol: "Bacaların ağzından çok dumanlar savruldu." - Lâtife Tekin"*

Bohça: (isim) *"İçine çamaşır, elbise vb. koyup sarılan dört köşe kumaş: "Hemen hemen her giyim eşyası bohçada ve sandıkta saklanırdı." - Refik Halit Karay"*

Activity 5
Match the words above with the pictures below.

Activity 6
Answer the following questions according to the legend.
1. Did you like the legend? Why?
2. What is the plot of the legend?
3. Who are the people in the legend?
4. Which Turkish community does the legend belong to?
5. Let's introduce the people in the legend.

Activity 7
Write T if it is true and F if it is false at the end of the sentences below.
1. Turaç fakir olduğu için bir eve hizmetçi olarak girmiş. ( )
2. Evin hanımı pekiyi bir insanmış.( )
3. Tarak duvar rafındaki sağdaki bohçadadır.( )
4. Turaç hemen bir kurt oluvermiş( )
5. Turaç pencereden uçup gitmiş.( )

Activity 8
Let's summarize the legend we read.

Activity 9
What would you do if you were Turaç? Write a short paragraph.

Activity 10
Do you have a similar legend in your culture? Write a short paragraph.