

Turkish Teacher Candidates' Opinions on Story and Tale Telling Course

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ABSTRACT

In order for the fairy tale to maintain its effect on individuals, it must be transmitted to future generations in different ways. One of these transmitters is the storytellers. With the use of fairy tales in activities for basic language skills, fairy tales have become an important part of Turkish language teaching. Thus, Turkish teachers directly or indirectly assume the role of storytellers. For this reason, the opinions of Turkish teachers or prospective Turkish teachers about storytelling are important. In this study, it is aimed to reveal the opinions of prospective Turkish teachers about story and tale telling course. Phenomenological (phenomenological) design, one of the qualitative research designs, was used in the study and hermeneutic (interpretive) model, one of the types of phenomenological design, was used. The research was carried out on 26 3rd grade students continuing their education in the Department of Turkish Language Teaching at Bayburt University Faculty of Education in the autumn term of the 2022-2023 academic year. A semi-structured interview form consisting of 7 questions was used to determine their views on the "Story and Tale Telling" course. Content analysis technique was used to analyse the collected data. According to the opinions of prospective Turkish teachers, story and tale telling course is very important for prospective teachers.

INTRODUCTION

Text types have an significant place in the individuals' lives. One of these genres is tales. The tale, whose origin comes from the Arabic word *mesel*, is a literary genre based on oral narrative in which extraordinary events are told through extraordinary heroes, the time and place elements are not clear, and the good guys definitely win in the end. Çetinkaya (2007) defines the tale, which can be told in verse or prose, as a literary genre that includes genre-specific formal elements at the beginning, middle and end, whose heroes are human, animal and extraordinary beings, which reveals extraordinary events, which takes place in an indefinite space and time called "tale world", which is told to adults and children in different environments, whose purpose is to entertain, educate and advise, and which is produced mostly orally and some in writing.

The tales, whose existence dates back to the beginning of human history, guide individuals at every occasion (Akın & Akın, 2021). Thanks to its extraordinary nature, enriching the imagination of individuals, and harmony in its language, tales directly support individuals' cognitive, linguistic, personality development, social and affective development. These features have made the tale one of the permanent elements in the education of individuals and the tale has been used in both formal and non-formal education (Akın & Akın, 2021).

The tale, which creates an effective and qualified educational environment, meets with the reader, especially with Turkish education, and thus can be transferred to future generations (Temizyürek & Vargelen, 2016).

Through tales, individuals develop four basic linguistic skills and the ability to use language effectively. However, their vocabulary is also enriched. The expression power of individuals whose vocabulary is enriched also improves. Individuals can improve their skills such as problem solving and empathizing with tales; different social values can be gained through tales based on the basic teaching of the tale that the good person wins.

In order for the tale to maintain its effect on individuals, it must be passed on to future generations in different ways. One of these ways is the transfer of tales, which are products of oral culture, from language to language (Akın & Akın, 2021). Tale tellers are one of those who transfer this. In the past, narrators or mothers called tale grandmothers were well versed in tale narration, and they ensured the education of children with tales (Rado, 1982). A tale teller is someone who codifies the tale according to the context in which it is told, the target audience and transfers it from generation to generation with the strength of the word. In tale-telling, which is accepted among the performing arts, the narrator puts forth a performance based on stage presentation. In his performance, he conveys the events with words, gestures and mimics, often improvising (Topçam, 2019). With the tale or story told, individuals both have fun and culture transfer takes place.

Tale tellers should have the skills of using the voice and breath correctly, using gestures and facial expressions

effectively, taking into account the characteristics of the target audience, mastering the tale, recognizing and using storytelling techniques, as they have to convey the linguistic structures of oral culture in a style appropriate to the genre, paying attention to gestures and facial expressions (Oruç & Çağır, 2020). Since tale telling is a performance-based activity that requires skill, it is expected from the tale teller to be familiar with telling techniques and to be a performer who can revitalize the tale (Azadovski, 2002). In addition, the tale teller is asked to internalize the tale to be told in the preparation phase, make preparations before the narration, and plan the seating arrangement (Kılıç, 2019; Oruç & Çağır, 2020).

It is also very important for the tale teller to prepare the tale map with the tale structure within the scope of tale preparation, to create the practices of visiting the tale place and talking to the hero. Knowing the physical, social and psychological characteristics of the tale hero; mastering the details of the tale place directly affects the narration performance of the tale teller. For this reason, the narrator should imagine how the heroes dress, what they eat and where they live (Oğuz & Özünel, 2017).

The narrator creates a tale structure consisting of 8-10 sentences at the beginning, followed by 3 sentences expressing the exposition, knot and solution sections, and finally a single sentence that reveals the main idea of the tale in order to keep the flow of events in his mind during the storytelling. While preparing the tale structure, he or she concentrates on the sine qua non of the event fiction of the tale (Kılıç, 2019).

One of the points to be considered by the narrator is the use of a fluent and understandable language in tale telling. For this, the characteristics of the audience should be taken into account, eye contact should be established with the audience, the narration should be supported with gestures and mimics without overdoing it, and the tone of voice should be adjusted according to the environment (Güleryüz, 2003; Sakaoglu, 2014).

The tradition of telling tales preserves its place in the past even today. In schools, tales can be a part of educational activities from time to time (Akin & Akin, 2021). The correct and effective use of the native language, which is among the main objectives of Turkish language teaching, requires the development of basic language skills. At this point, text types come to the fore. Among the genres, the place of tales is very important (Çetinkaya Z. , 2007). Tales are among the first genres that give individuals the opportunity to encounter the most beautiful examples of the native language in early childhood and even infancy. This situation makes children interested in tales as a genre and strengthens the bond between the child and the tale.

In the literature review on storytelling, there are some studies conducted both in Turkey and abroad.

Uç (2022) examined the opinions of preschool teachers who received Anatolian tale telling training and found that tale telling supports language development, social emotional development, motor development, supports the classroom environment and the organization of relationships, increases students' curiosity, and contributes to classroom management in terms of time management.

Oruç & Çağır (2020) evaluated tale telling according to the perspective of the narrators and revealed the characteristics that should be found in the tale teller. In the study, which evaluates tale telling and storytelling in the modern sense according to the teacher's perspective, it was revealed that storytelling and tale telling trainings are not yet at the desired level academically and methodologically based on the data collected from individuals who perform tale telling and educational institutions that provide this training (Çeker, 2020). Akin & Akin (2021) found that teachers agree on the importance of tales and their inclusion in curricula, but that tales are not sufficiently utilized.

Gazioğlu (2021), who looked at the effect of tale telling on listening skills with a multi-sensory learning-based approach, concluded that tale telling had a positive effect on 5th grade students' attitudes towards listening to tales. Erdal (2020) found that problem-solving training supported by storytelling had positive effects on 5-year-old children. Çelik (2022) examined the effect of storytelling on language development and found that interactive tale telling is an effective tool to support language development. There are also studies that reveal that tale telling is effective in transferring values in preschool students (Önder & Kanak, 2017). Wee, Kim, & Lee (2019) found that tale time in early childhood positively affected children's critical literacy approaches. Guo (2018) looked at the effect of tale use on educational strategies in preschool students and found that folk tales positively affect children's development.

Studies on pre-service teachers and tales are also seen in the literature. Temizyürek & Vargelen (2016), who wanted to evaluate the awareness of pre-service Turkish teachers, determined that pre-service teachers had a high awareness of tales, but they did not have sufficient knowledge about the content of the tale genre. Yazıcı &

Gökentürk (2019) examined the opinions of prospective Turkish teachers on the use of stories in Turkish language teaching and stated that prospective teachers stated that stories can be used to develop students' spirituality, gain reading habits, develop fluent reading skills, and get away from exam stress and pressure (Batur & Alkan, 2020).

When the literature is reviewed, it is seen that there is no study that directly associates Turkish teacher candidates with tale telling. With the use of tales in activities for basic language skills, tales have become an important part of Turkish language teaching. Thus, Turkish teachers directly or indirectly assume the role of tale tellers. For this reason, the opinions of Turkish teachers or prospective Turkish teachers about tale telling are important. In this study, it is aimed to reveal the opinions of prospective Turkish teachers about storytelling and tale telling course. For this purpose, the following questions were answered:

For Turkish teacher candidates;

1. What are their opinions about the course before taking the "Story and Tale Telling" course?
2. What are their opinions about the course after taking the "Story and Tale Telling" course?
3. What are their opinions about "Story and Tale Telling" being an optional course?
4. What are their opinions about the contribution of "Story and Tale Telling" course to their teaching careers?
5. What are their criticisms and suggestions about the content of "Story and Tale Telling" course?
6. What are their opinions on whether there is a need for the "Story and Tale Telling" course in the undergraduate program?
7. With which concept do they explain their perceptions of the "Story and Tale Telling" course?

METHOD

In this section, explanatory information about the research design, study group, data collection and analysis process is given.

Research Model

Phenomenological design, one of the qualitative research designs, was used in the study and hermeneutic (interpretive) model, one of the types of phenomenological design, was utilized. In phenomenological research, the "phenomenon" to be investigated within the scope of the study is emphasized and the perceptions and perspectives of the participants in the study group regarding this phenomenon and how they make sense of and experience the phenomenon in question are emphasized (Tekindal & Arsu, 2020). In the research, the opinions of prospective Turkish teachers about the "Story and Tale Telling" course were emphasized.

Study Group

The research was conducted on 26 third-year students who continue their education in the Department of Turkish Language Teaching at Bayburt University Faculty of Education in the fall semester of the 2022-2023 academic year. In the selection of the study group, convenience sampling method, one of the purposeful sampling methods, was preferred. In this convenience sampling method, the researcher prefers the situation that is close to himself or his environment in terms of access (Yıldırım & Şimşek, 2013). The participants who constituted the study group of the research participated in the research voluntarily. Information about the students in the study group is given in the table:

Table 1: The demographics of the recruited study participants

Gender	f	%
Male	9	35
Female	17	65
Total	26	100

Data Collection

In the study, a personal information form was used to obtain data on the gender of the study group and a semi-structured interview form consisting of 7 questions was used to determine their views on the "Story and Tale Telling" course.

In semi-structured interviews, researchers can collect detailed data by changing the flow and content according to the answers given by the interviewee during the question-answer period (Çinkır & Demirkasımoğlu, 2015). In the development of the interview form, questions that could be included in the interview form were prepared by reviewing the literature on tale telling and Turkish teacher candidates. In order to evaluate the draft form in terms of its suitability for the purpose of the research, comprehensibility and applicability, the opinions of two doctoral

faculty members working in the field of Turkish language teaching were taken from the field experts. According to the opinions, the draft form was reorganized and the interview form was tested by interviewing two Turkish teacher candidates, and then the semi-structured interview form was finalized.

The research data were collected in the fall semester of the 2022-2023 academic year using the semi-structured interview form developed by the researcher. Permission was obtained from Bayburt University Ethics Committee for data collection. After the permission, the place and time of the interview were determined by reaching the pre-service teachers in the study group. The interviews, which lasted approximately 10-15 minutes, were first recorded, then the recordings were transcribed and the raw data of the research were kept and external reliability was increased.

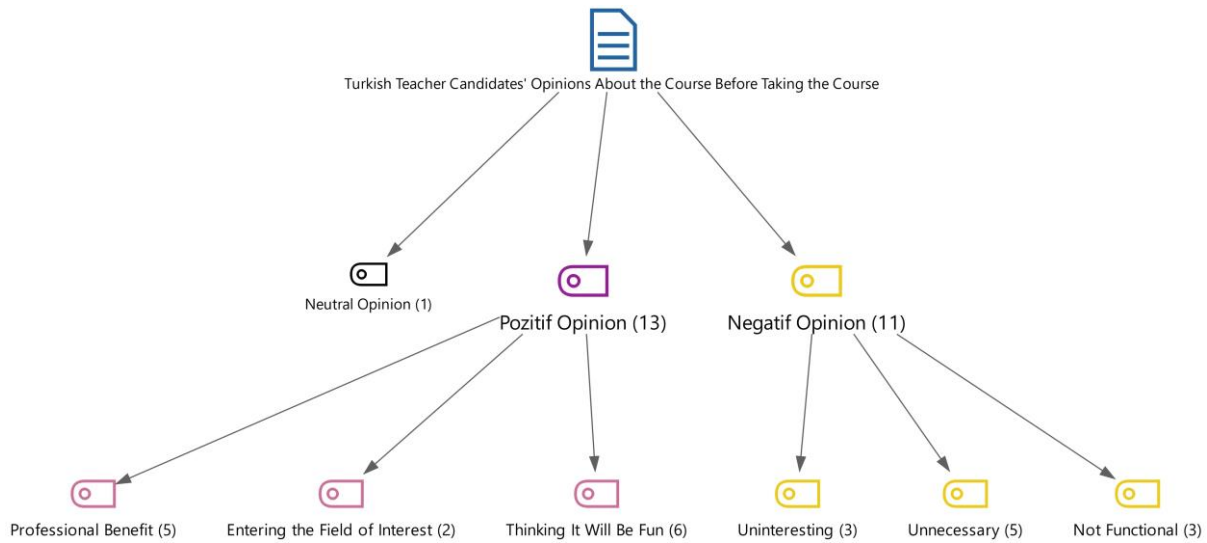
Data Analysis

Content analysis technique was used to analyze the data collected within the scope of the research. In content analysis, the expressions in the text are divided into smaller contents and summarized systematically by coding within a certain rule (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2017). The data obtained after the interview were coded separately by both the researcher and the expert who worked as a Turkish teacher trained in tale-telling. The codings were compared and the consistency between the codings was calculated using the formula for the amount of agreement (Miles & Huberman, 1994). (Tavşancıl & Aslan 2001). The percentage of agreement between the two coders was 87%. In line with these procedures, data analysis was completed and the findings of the study were obtained.

FINDINGS

Findings Related to the First Sub-Problem

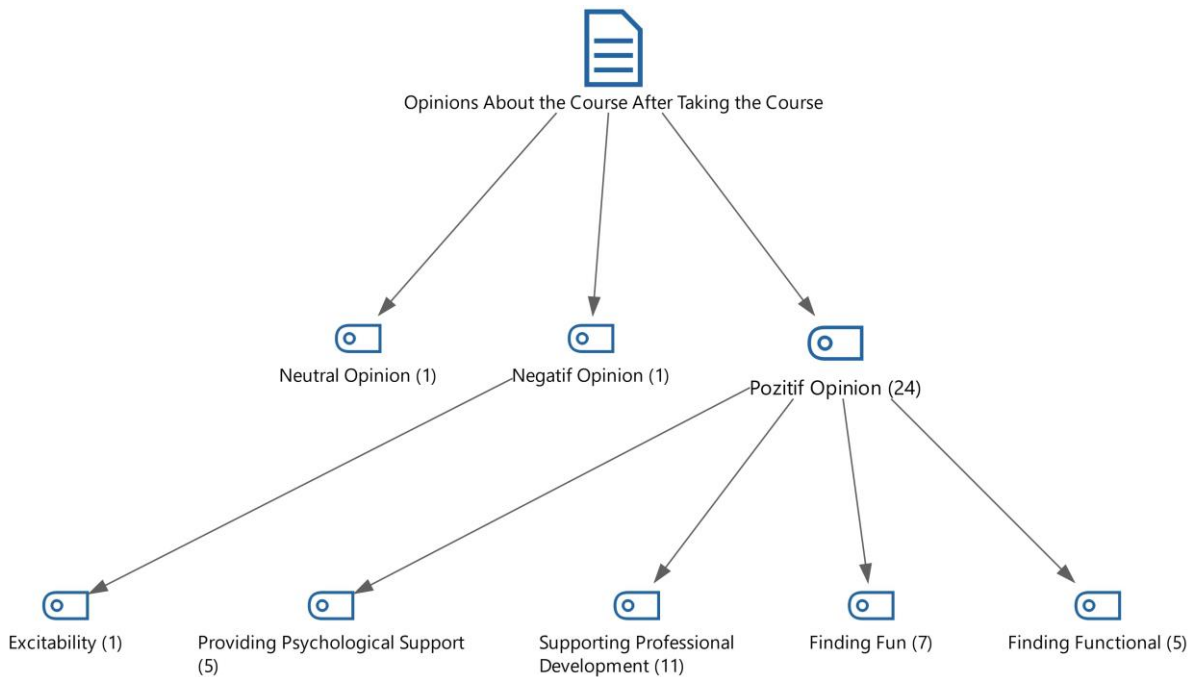
What are their opinions about the course before taking the "Story and Tale Telling" course?" The answers given by the prospective Turkish teachers to the research question were described. Interview forms were used in the description and the data obtained were analyzed in Maxqda©. The code map of the themes obtained as a result of the analysis is presented in the figure:



As seen in the figure, it is possible to analyze the opinions of prospective Turkish teachers about the course before taking the course under three main themes: (1) positive opinion, (2) negative opinion and (3) neutral attitude. When the data collected under the theme of positive opinion are detailed, the idea that it will be an entertaining course, the belief that it will provide professional benefits and being in the field of interest are dominant in Turkish teacher candidates. When the data collected under the negative opinion theme are detailed, it is seen that Turkish teacher candidates consider it unnecessary, uninteresting, and not functional. In the data under the neutral theme, prospective Turkish teachers did not express a positive or negative opinion.

Findings Related to the Second Sub-Problem

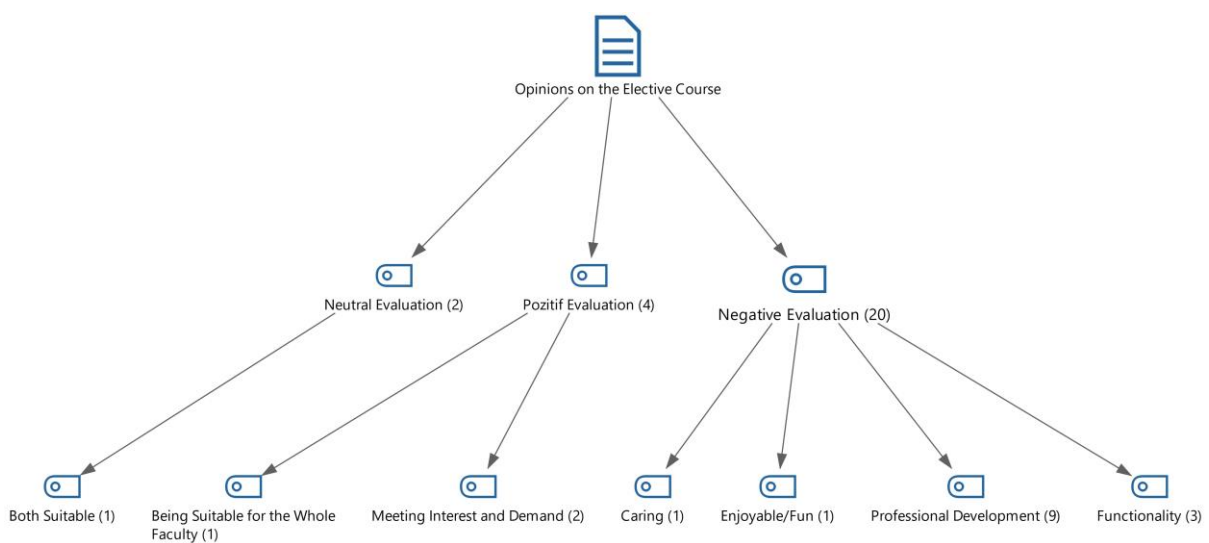
What are their opinions about the course after taking the "Story and Tale Telling" course?" The answers given by the prospective Turkish teachers to the research question were described. Interview forms were used in the description and the data obtained were analyzed in Maxqda©. The code map of the themes obtained as a result of the analysis is presented in the figure:



As seen in the figure, it is possible to analyze the opinions of prospective Turkish teachers about the course after taking the course under three main themes: (1) positive opinion, (2) negative opinion and (3) neutral attitude. It is seen that the data collected under the theme of positive opinion show an increase compared to the situation before taking the course. When the data are detailed, the belief that the course provides professional benefits, the idea that it is a fun course and the view that the course is quite functional are dominant in Turkish teacher candidates. On the other hand, it was also stated that the course provided support at the point of psychological anxiety. When the data collected under the negative opinion theme are detailed, the idea that the course increases excitement was expressed in the Turkish teacher candidates. In the data under the neutral theme, the prospective Turkish teacher did not declare that there was no change before and after the lesson.

Findings Related to the Third Sub-Problem

What are the opinions of the prospective Turkish teachers about the "Story and Tale Telling" course being an elective course?" The answers given by the prospective Turkish teachers to the research question were described. Interview forms were used in the description and the data obtained were analyzed in Maxqda©. The code map of the themes obtained as a result of the analysis is presented in the figure:

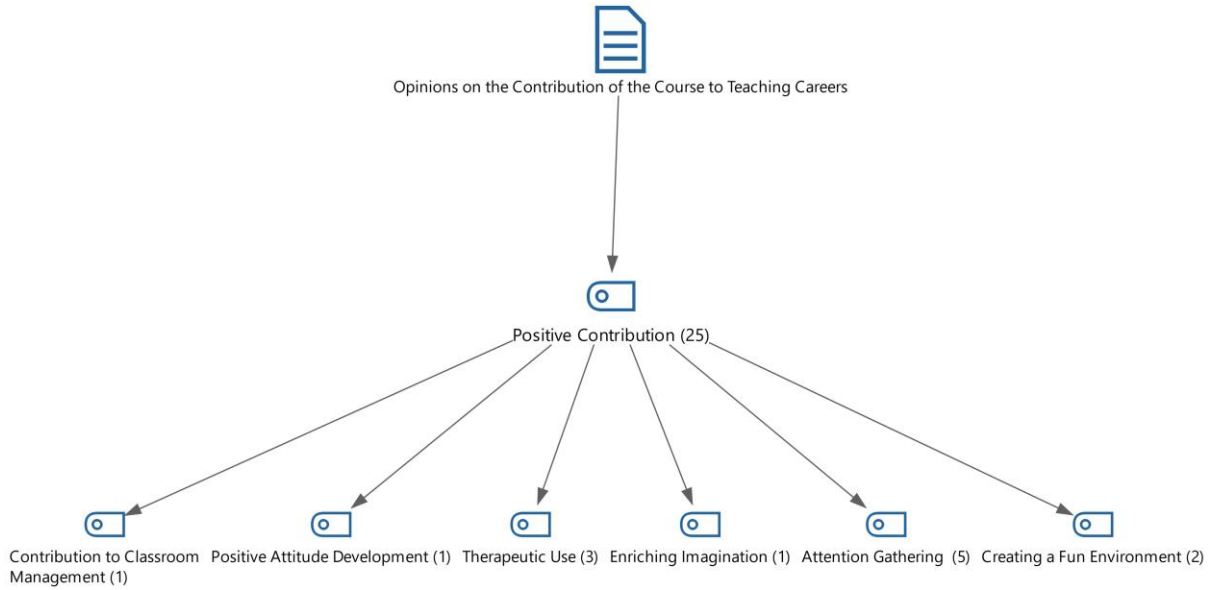


As can be seen in the figure, it is possible to analyze the opinions of prospective Turkish teachers about the elective course under three main themes: (1) negative evaluation, (2) positive evaluation and (3) neutral attitude. When the data collected under the theme of negative evaluation are analyzed in detail, it can be seen that

prospective Turkish language teachers have a negative attitude towards the story and tale telling course being an elective course considering their professional development and the functionality of the course. Those who have a positive attitude towards being an elective course see the current state and situation of the course as sufficient. In the data under the neutral theme, the Turkish teacher candidate stated that the course could be elective or compulsory.

Findings Related to the Fourth Sub-Problem

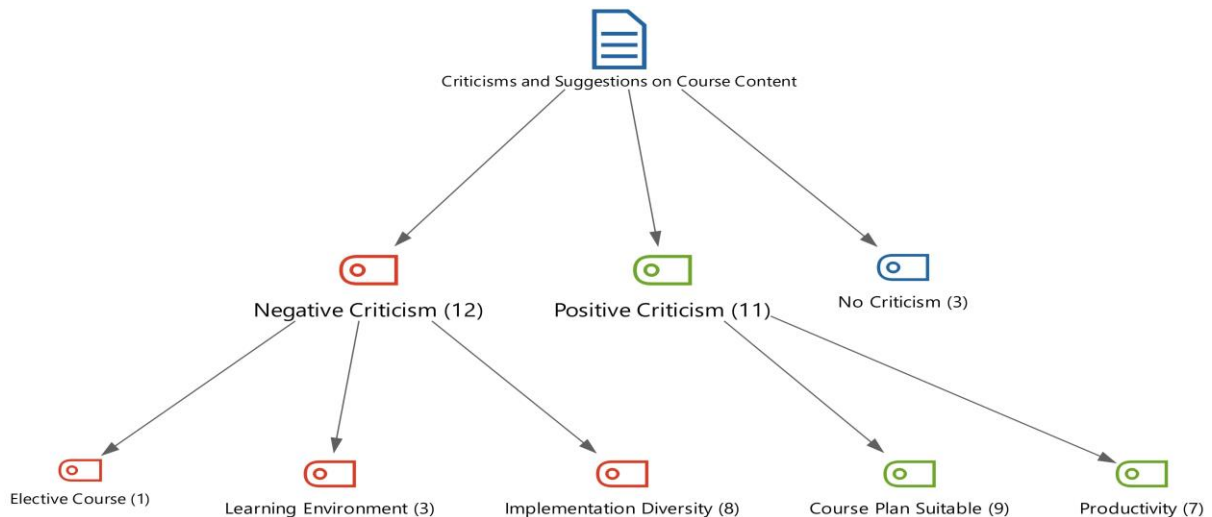
What are the opinions of the prospective Turkish teachers about the contribution of the "Story and Tale Telling" course to their teaching careers?" The answers given by the prospective Turkish teachers to the research question were described. Interview forms were used in the description and the data obtained were analyzed in Maxqda©. The code map of the themes obtained as a result of the analysis is presented in the figure:



As can be seen in the figure, the opinions of prospective Turkish teachers about the contribution of the course to their teaching careers (1) are in the direction of positive contribution. When the data collected under the theme of positive contribution are elaborated, enriching the learning environment, and attention gathering come to the fore.

Findings Related to the Fifth Sub-Problem

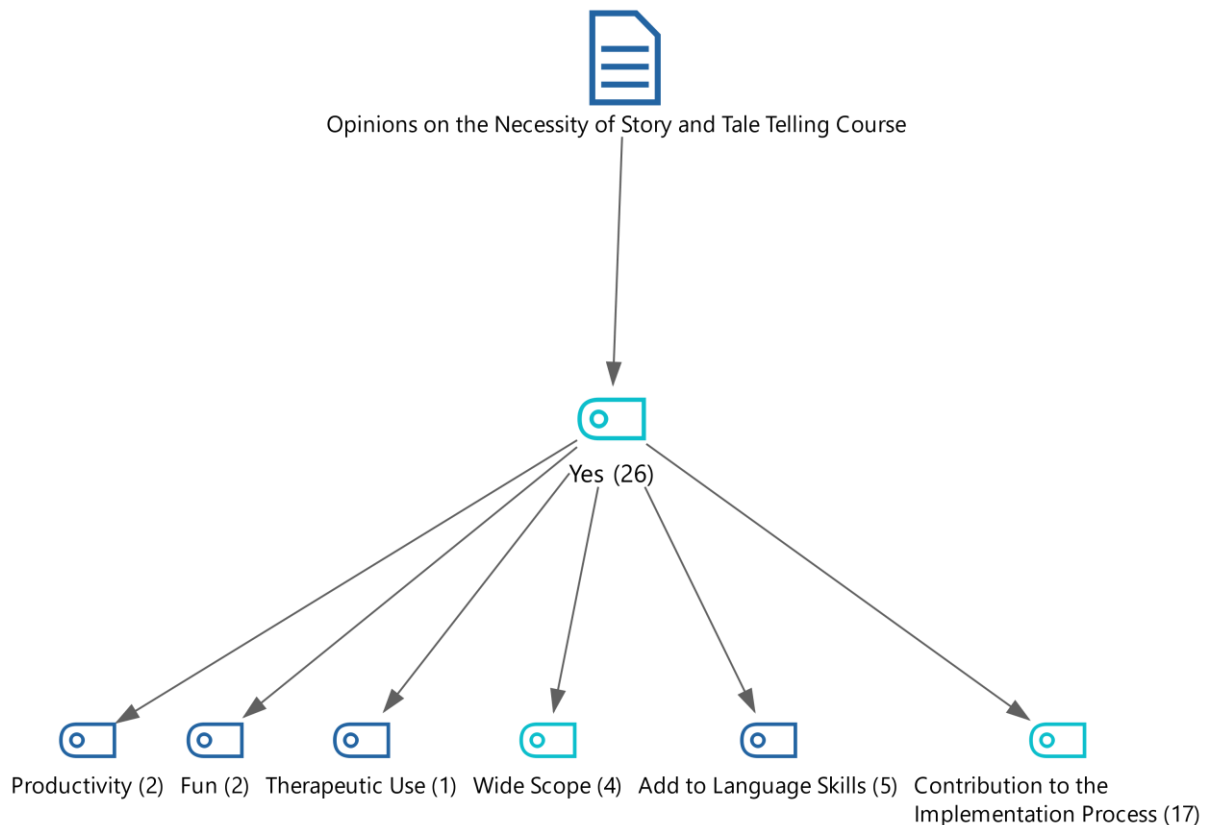
What are their views on criticisms and suggestions about the content of the "Story and Tale Telling" course?" The answers given by the prospective Turkish teachers to the research question were described. Interview forms were used in the description and the data obtained were analyzed in Maxqda©. The code map of the themes obtained as a result of the analysis is presented in the figure:



As can be seen in the figure, it is possible to examine the opinions of prospective Turkish teachers about their criticisms and suggestions about the course content under three main themes: (1) negative criticism, (2) positive criticism and (3) no criticism. When the data collected under the theme of negative criticism are detailed, prospective Turkish teachers criticized the implementation process and enriching the learning environment and found it negative that the course was an elective course. On the other hand, those who expressed positive criticism saw the current course as sufficient in terms of lesson plan and content and stated that they found the course productive for this reason. In the data under the theme of no criticism, the prospective Turkish teacher stated that the current course does not require criticism.

Findings Related to the Sixth Sub-Problem

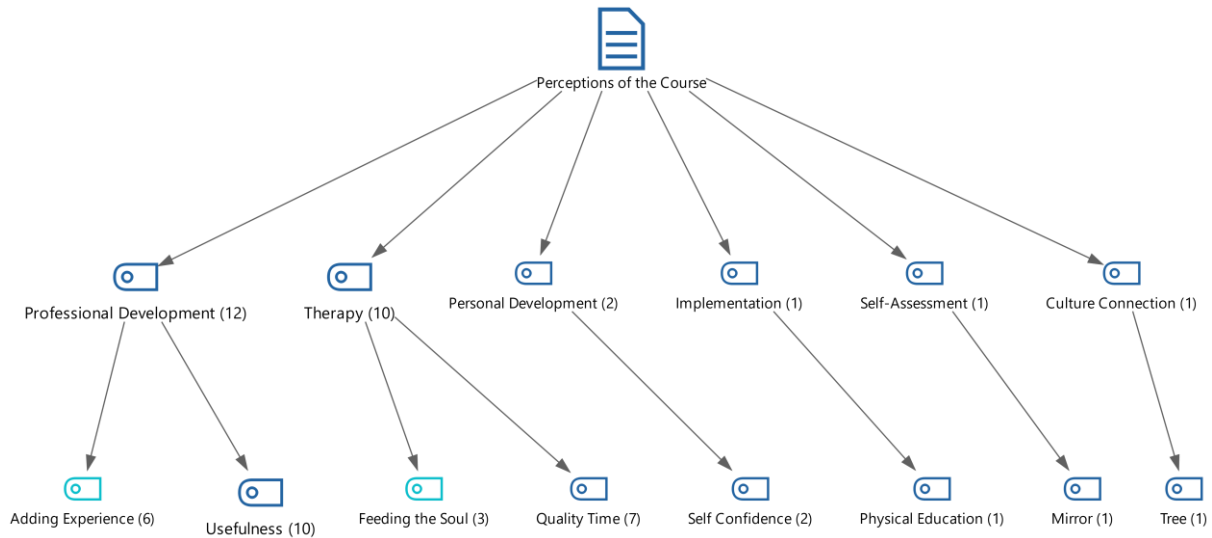
What are their views on the necessity of the "Story and Tale Telling" course?" The answers given by prospective Turkish teachers to the research question were described. Interview forms were used in the description and the data obtained were analyzed in Maxqda©. The code map of the themes obtained as a result of the analysis is presented in the figure:



As can be seen in the figure, the opinions of prospective Turkish teachers about the necessity of the course are gathered under the main theme (1) yes. As the reason for this situation, the application dimension of the course comes to the fore. In addition, contributing to language skills, its scope, being fun, being productive and using it for therapeutic purposes are other points that draw attention.

Findings Related to the Seventh Sub-Problem

With which concept do they explain their perceptions of the "Story and Tale Telling" course?" The answers given by the prospective Turkish teachers to the research question were described. Interview forms were used in the description and the data obtained were analyzed in Maxqda©. The code map of the themes obtained as a result of the analysis is presented in the figure:



As can be seen in the figure, it is possible to analyze the perceptions of prospective Turkish teachers about the course under six main themes: (1) professional development, (2) therapy, (3) personal development, (4) cultural relationship, (5) self-evaluation and (6) practice. The data gathered under the theme of professional development is primarily related to the idea of adding experience and being useful. Regarding the theme of therapy, the perception of spending quality time and feeding the soul is dominant. On the other hand, the perception of self-confidence at the point of personal development was mentioned in the opinions.

CONCLUSIONS AND DISCUSSION

Before the prospective Turkish teachers understand the story and tale telling course, they consider the course unnecessary, they do not find the course very functional and the course does not attract their interest. However, there are also those who think that the course will be a fun course and will provide professional benefits. A similar difference is also observed in Akın & Akın's (2021) study. According to the results of the study, while some of the teachers consider themselves as tale tellers, some of them do not consider themselves as tale tellers.

In the opinions of prospective Turkish teachers about the course after taking the course, providing professional benefits, being a fun course, functionality and reducing anxiety come to the fore. On the other hand, it was also stated that the course provided support at the point of psychological anxiety. It was observed that the negative opinions stated before the course decreased. In the recommendations of Oruç & Çağır (2020), it is recommended that training on tale telling techniques be given effectively to prospective teachers at universities. This recommendation coincides with the positive opinions of prospective Turkish teachers about the course.

Considering the effect of the course on their professional development and the functionality of the course after taking the course, prospective Turkish teachers have a negative reaction to the story and tale telling course being an elective course and state that it may be compulsory. In the suggestions in the literature, both in Turkish education departments and in other departments that train teachers, the inclusion of tales and tale telling practices stands out (Temizyürek & Vargelen, 2016; Yazıcı & Göktentürk, 2019; Batur & Alkan, 2020). Batur & Alkan (2020) asked prospective teachers whether there should be an independent course on tales in undergraduate education and the majority of them stated that there is a need for an independent course focused on tales.

The contributions of the course to their teaching careers were enriching the learning environment and focusing attention. In a study on the use of tales in Turkish lessons, the view that tales enrich the learning environment was adopted (Çetinkaya Z. , 2007).

In the criticisms and suggestions regarding the course content, Turkish teacher candidates wanted to enrich the application process and learning environment. Yazıcı & Göktentürk (2019) revealed that the story genre should be associated with different materials and used in practical activities.

Regarding the necessity of the course, prospective Turkish teachers emphasize that it contributes to language skills, that it is comprehensive and fun, that the course is productive, and that it is used for therapeutic purposes. Çetinkaya & Sönmez (2019) made a similar emphasis and stated that most of the basic language skills of individuals can be developed through tale telling.

Yazıcı & Göktentürk (2019) see texts as the main element in the development of basic linguistic skills. For this

reason, it is important for prospective teachers to master text types. In this study, Turkish teacher candidates revealed that the story and tale telling course is necessary because it contributes to linguistic skills, its scope, being fun, being productive and being used for therapeutic purposes.

The perceptions of prospective Turkish teachers about the course were categorized under six main themes: professional development, therapy, personal development, cultural relationship, self-evaluation and application. In the literature, there are studies supporting the relationship between culture (Temizyürek & Vargelen, 2016), the therapy aspect (Uç, 2022), and its effect on professional development (Oruç & Çağır, 2020).

RECOMMENDATIONS

In the teaching process of Turkish teacher candidates;

1. By ensuring the use of the story and tale genre in different materials, the development of comprehension and expression skills can be ensured.
2. By including different text types including stories and tales, it can be ensured that prospective teachers have a good command of text types.

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