Literature and Media: A Closer Look at Literature through a Social Networking Application

Ayşe Derya Eskimen*

Department of Turkish Language and Literature Education, Kütahya Dumlupınar University, Türkiye
Corresponding author: Ayşe Derya Eskimen, E-mail: aysederya.eskimen@dpu.edu.tr

ABSTRACT

Today, traditional literacy habits are changing with various technological tools in digital environments. Social reading platforms are one of these innovations and changes. These networks are widely used in the world and in Turkey. The application *1000Kitap*, the largest book reader network in Turkey, is one of these social networks. In this study, the opinions of pre-service teachers who review the books they read on this application, their attitudes towards reading and writing, and the contributions of this application to pre-service teachers were examined. The study was conducted with fifty-five Turkish pre-service teachers within the scope of the world literature course in the spring semester of the 2022-2023 academic year. In the study, it was aimed to examine in detail the views of pre-service Turkish teachers on the *1000Kitap* application by using mixed method. The quantitative dimension of the research is a survey model that tries to describe the existing situation as it is. In the quantitative dimension of the study, survey technique, one of the data collection techniques of this model, was used. In the qualitative dimension of the study, a case study, one of the qualitative research methods, was conducted. The qualitative data used in the study were obtained from a semi-structured interview form. It was found that the attitudes of the pre-service teachers who examined the work they read in the *1000Kitap* application, made quotations, and shared their opinions were at a high level; their opinions about the application were very motivating and useful in terms of interaction and sharing; the application increased their reading motivation and contributed to the opportunity to see different perspectives.

Key words: Social Networking Sites, *1000Kitap*, Pre-Service Teachers, Reading-Writing Attitude

INTRODUCTION

Today, the internet has become very important for people. Social networks, one of the opportunities provided by internet technology, have gained an important place in people's interaction and communication. Digital and social environments on the Internet have led to innovations in language and literature as in all areas of life; in this context, many different applications have emerged in digital environments. Applications for reading, writing, listening and speaking have also been digitalized. The way readers communicate has also started to change and readers share their reading experiences more interactively and collaboratively. For example, "Platforms such as Goodreads, Librarything, LovelyBooks, Litsy are online environments where millions of people from all over the world share their reading experiences. Platforms such as *1000Kitap*, Wikibooks, Kitapdostum, Neokur are online reading environments originating from Turkey, where mostly Turkish readers are present. In these environments, members discuss what they read, make recommendations to each other, in short, interact (Rebora, et al., 2021, p. 230 cited in Demirel, 2023). One of these applications, *1000Kitap*, is "a book-oriented social cataloging and social network founded in Turkey on May 2, 2012"; its functions and purpose are "*1000Kitap* helps you choose the next book you will read. It allows you to discover readers with similar reading tastes and different authors. The feed allows you to follow the latest updates about the readers, authors and books you follow" (https://*1000Kitap*.com/hakkinda).

Like Goodreads and similar examples around the world, the *1000Kitap* application is a social network that brings readers together in a digital environment and offers opportunities such as sharing, reviewing, and quoting their favorite books, following other readers, and having information about magazines, translators, and book genres. Nowadays, it is important to associate social networks, media and information communication tools with education, because associating these areas with education makes the education and training process more efficient, effective and interesting. For this purpose, it is aimed that pre-service teachers make selections about the books they have read through the social network application (*1000Kitap*), share excerpts from the books, and share their ideas about the book through the social network application. It is thought that this application will positively increase students' attitudes towards reading-writing

and analyzing literary works. It is thought that it is important and necessary to handle literature and technology together through this application, which gives pre-service teachers the chance to keep their notes and shares about the book they are responsible for, other books they have read, and their communication with other readers in a digital environment.

Studies on Goodreads, an application of Amazon, which is the global equivalent of the 1000K application in the literature (e.g., Blackwell & Springer, 2013; Thelwall & Kousha, 2016 Asadi et al., 2017; Thelwall 2017 García-Roca, 2020; Alghamdi & Ihshaish, 2021). Kostial (2021) on LovelyBooks and Özemir and Nacar (2020) on Neokur paltaform can be mentioned as some other social reading networks. Kana et al. (2019) also included the social platform Neokur in their study on the social media use of pre-service Turkish teachers.

Thelwall and Kousha's (2016) research is a randomized study analyzing Goodreads users. Blackwell and Springer (2013) conducted a study on the use of the goodreads.com website for student sharing in both reading and writing in English classes in a high school in North Texas. Asadi et al. (2017) conducted an evaluation of Persian and English Book Social Networking Websites. Thelwall (2017) evaluated the effect of reader and author genders on book reviews within genres and book reviews in relation to this in his study on the Goodreads website.

Regarding the 1000K application, Demirel's (2022) study in which he mentioned the 1000K application among digital applications for book readers can be mentioned. And again, Demirel (2023) conducted a study titled "social networking sites for book readers: The case of *1000Kitap*, a Turkish social network" by Demirel (2023), the positive/negative aspects of this network were questioned according to how readers using the *1000Kitap* application started to use this network, their purposes of use and their experiences. Öztürk (2021) mentioned Goodreads and 1000K applications in the context of reader interaction in his interdisciplinary study in which he stated that readers should be more involved in literary criticism and literary history writing.

Social networks, one of the opportunities provided by internet technology, are in every aspect of life today. We see these applications and changes in education, language and literature. Social reading platforms are one of these innovations. These networks are widely used in the world and in Turkey. Therefore, in this study, an application was carried out with pre-service teachers regarding the use of 1000K application, a social reading network used in Turkey, in education. In the world literature course, they read a book they were responsible for from the classics of world literature and then made a review and citation on the *1000Kitap* application. Based on all these, the aim and the questions sought to be answered in the study are the pre-service teachers:

1. What is the level of attitudes towards reading of pre-service teachers who use the *1000Kitap*?
2. What is the level of attitudes towards writing of pre-service teachers who use the *1000Kitap*?
3. What are the opinions of the pre-service teachers who analyzed the book they read in the *1000Kitap* application about this practice?

4. What are the contributions of the *1000Kitap* implementation to pre-service teachers?

METHOD

In this study, a mixed method including quantitative and qualitative dimensions was used to evaluate pre-service teachers' attitudes towards reading and writing as a result of reading and reviewing books through a social network application (*1000Kitap*) and to examine their views on this practice in detail. Green et al. (2005) define the purposeful use of two or more ways of analysis or data collection in the same research as a mixed method approach in social sciences. The purpose of using qualitative and quantitative research methods together in the same research is to increase the advantages and decrease the disadvantages of qualitative and quantitative research (Creswell, 2003).

The quantitative dimension of the research is a survey model that tries to describe the existing situation as it is. In the quantitative dimension of the study, survey (questionnaire) technique, one of the data collection techniques of this model, was used. In the qualitative dimension of the study, a case study, one of the qualitative research methods, was conducted. The qualitative data used in the study were obtained from a semi-structured interview form.

According to Yıldırım and Şimşek (2005), the case study investigates the factors related to one or more situations with a holistic approach and provides in-depth research on how they affect the relevant situation.

Working Group

The research was conducted with fifty-five pre-service teachers who took the World Literature course in the fall semester of the 2022-2023 academic year.

Data collection tools

Reading attitude scale for pre-service teachers

The data collection tool is the "Attitude Towards Reading Scale" developed by Sarar Kuzu and Doğan (2015) for pre-service teachers. The scale consists of 38 items and is a 5-point Likert-type scale. In the scale using a five-point Likert-type scale, positive sentences were scored from "strongly agree" to "strongly disagree" as "5, 4, 3, 2, 1", while negative sentences were scored in the opposite way from "strongly agree" to "strongly disagree" as "1, 2, 3, 4, 5". Eight of the items (items 1, 9, 11, 12, 14, 17, 46 and 48) are reverse scored. The higher the score obtained from the scale, the more positive the attitude towards reading. There are 3 sub-dimensions in the scale. The Cronbach Alpha reliability coefficient of the scale was found to be 0.923.

Attitude towards writing scale

The scale used as a data collection tool in the study is the "Attitude Towards Writing Scale" developed by Ürün Karahan (2020). The scale consists of 26 items and a

dimension called writing attitude. The Cronbach Alpha coefficient of the scale was found to be 0.917.

Semi-structured form

Within the scope of the qualitative dimension of the research, the thoughts of pre-service teachers who experienced writing by evaluating the book they read in the *1000Kitap* application; their thoughts about this application were discussed in detail. For this purpose, a semi-structured form consisting of five open-ended questions was prepared by the researcher. The opinion of a field expert was taken to ensure the internal validity of these questions. Then, this form was reduced to three questions and the questions were finalized:

a. What are your views on reading and writing and sharing through this practice?

b. How did doing this practice contribute to your motivation to read and write (e.g. getting other reading recommendations, developing a different perspective on the book you read, etc.)?

c. Do you plan to conduct other book reviews in this practice?

Data Analysis

All data were recorded and analyzed on the computer using the SPSS (statistical package for social sciences) for Windows 22 program. In the analysis of the data, firstly, the assumptions to be met in order to decide which tests (parametric/nonparametric tests) to apply were tested. Kolmogorov-Smirnov, kurtosis and skewness values, which are other assumptions of normal distribution, were used to decide on the normality of the distribution. Independent sample t-test was used to compare two independent groups, one-way analysis of variance was used to compare more than two groups, and Bonferroni multiple comparison test was used for the source of the difference. A significance level of 0.05 was used as a criterion for interpreting whether the values obtained were significant or not. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to check whether the numerical variables were normally distributed. The data show normal distribution.

Qualitative data were evaluated according to the descriptive analysis approach. According to Yıldırım and Şimşek (2006), in descriptive analysis, the data obtained are summarized and interpreted according to predetermined themes. The data obtained can be organized according to the themes revealed by the research questions, or they can be presented using the questions or dimensions used in the interview and observation processes. In descriptive analysis, direct quotations from the data subject to the research are frequently used. In this regard, the data obtained from student responses were organized according to categories and then the frequency of each category was found. Again, in the findings, examples from the student responses to the questions were presented with direct quotations.

PROCESS

The process followed for the book evaluation of the pre-service teachers in the *1000Kitap* application is as follows: In the study, within the scope of the world literature course, the pre-service teachers were first given the books they were responsible for, one world literature classic from each country's literature. The students were informed about the content of the study. Each student will read the book they are responsible for during the fourteen-week course period. In order to familiarize the students with what the *1000Kitap* application is and how it is used, they were encouraged to sign up and review the application. Then they were told to make a short review of the book they read and to quote from it if they wanted to. After completing the things they had to do, they were told that they could evaluate, quote, and share with readers about other books, in other words, they could get to know the application closely and do the activities they wished. The membership names of each of the pre-service teachers were learned, their reviews were read, and what they realized in the application was observed.

ETHICS COMMITTEE PERMISSION

Kütahya Dumlupınar University Social Sciences and Humanities Scientific Research and Publication Ethics Committee: Letter dated 25.01.2023 and numbered 174306.

FINDINGS

Descriptive statistics about the pre-service teachers who participated in the study.

As shown in Table 1, 34% of the pre-service teachers were male and 65% were female.

As shown in Table 2, 49% of pre-service teachers use smartphones for 3-4 hours, 25% for 1-2 hours and 5-6 hours daily.

As shown in Table 3, 74% of pre-service teachers read books for 1-2 hours and 25% read books for less than 1 hour per day.

As seen in Table 4, the average score of pre-service teachers' attitude towards reading is 160,20. As seen in Table 5, 54.55% (f= 30) of the pre-service teachers' attitudes towards reading were very high.

Table 1. Gender distribution of pre-service teachers

Gender	N	%
Male	19	34.55
Woman	36	65.45

Table 2. Pre-service teachers' daily smartphone usage time

Duration	N	%
1-2 hours	14	25.45
3-4 hours	27	49.1
5-6 hours	14	25.45

Table 3. Daily reading time of pre-service teachers

Duration	N	%
Less than 1 hour	14	25.45
1-2 hours	41	74.55

As seen in Table 6, the average score of pre-service teachers' attitude towards writing is 101.73. As seen in Table 7, it was determined that 49.09% (f= 7) of the pre-service teachers' attitudes towards writing were at a high level.

Regarding the third problem of the research, *"What are the opinions of pre-service teachers who review the book they read in the 1000K application?"*, 29 students stated that it was fun, encouraging (motivating); 16 students found it useful; 2 students found it permanent; and 4 students stated that they did not like social platforms (Figure 1).

One of the students, S12, who stated that it was fun and stimulating (motivating), said, "I find it very fun and stimulating and I recommend it to everyone. She also stated that she started to use it in her circle of friends". S4, one of the students who found it fun and stimulating and said that she could observe every stage of her own reading process: "I think it's very nice. Because first you add the book to the list of books to be read in the library and then you continue in the same way while reading. After you finish reading, you make

Table 4. Reading attitude scale

N	Minimum	Maximum	Average	Standard deviation
55	122,00	190,00	160,20	15,58

Table 5. Attitude towards reading scale score levels

Level	N	%
Medium level	3	5.45
High level	22	40.00
Very high level	30	54.55

Table 6. Attitude towards writing scale scores

N	Minimum	Maximum
55	74	128

Table 7. Attitude towards writing scale score levels

Level	N	%
Medium level	10	18.18
High level	27	49.09
Very high level	18	32.73

evaluations and quotations. In other words, it allows you to observe yourself at every stage of the reading process. It is very comprehensive and fun"

S23 stated that reading became fun and competitive and said, "It was very good for me. It made reading more fun for me. This became a competitive field for me. I was in a race with myself. I wanted to read and share books all the time. While doing this, of course, I expressed myself by writing. It was a very good experience for me."

S45 stated that it was encouraging for other readers to see her reviews of the book: "It is an application that encourages you to read a lot. When people see your thoughts and ideas about a book, it motivates you even more." Similarly, S49 stated that "readers coming together on such a platform and reviewing, quoting and evaluating books also increases their motivation to read as the posts and articles they share are liked".

One of the pre-service teachers, S29, who expressed this platform as responsible and encouraging in terms of sharing and being seen by others, said: "I think it is very useful. It puts responsibility on people and makes them read more carefully. It increases structuring in the mind and establishing relationships." Similar to this idea, S48 said: "Thanks to the application, I had the opportunity to collect my opinions about the book and make them permanent. I usually do not like to share what I write. However, the application encouraged me to do so" and also mentioned the permanence of the information on the platform. A similar opinion about permanence belongs to S7: "Actually, the book you read has a permanent effect on you. Because instead of reading it and putting it on a shelf, you make it permanent in practice. This makes you want to read and write more."

2. Regarding the fourth problem of the study, *"What are the contributions of the 1000K application to pre-service teachers?"*, 29 students stated that their reading motivation increased; 17 students stated that they had the opportunity to see different perspectives and reviews; 7 students stated that it contributed to getting other book recommendations, while 2 students stated that it did not contribute (Figure 2).

S2, who stated that the app affected her motivation to read books, said: "After becoming a member of the app and reading the book I was responsible for, my desire to read books to write a quote or review on the app increased even
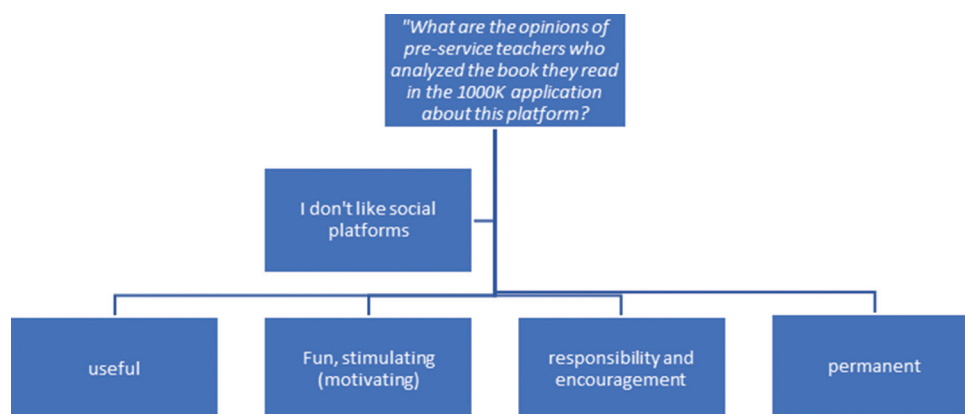
Figure 1. Pre-service teachers' opinions on the *1000Kitap*
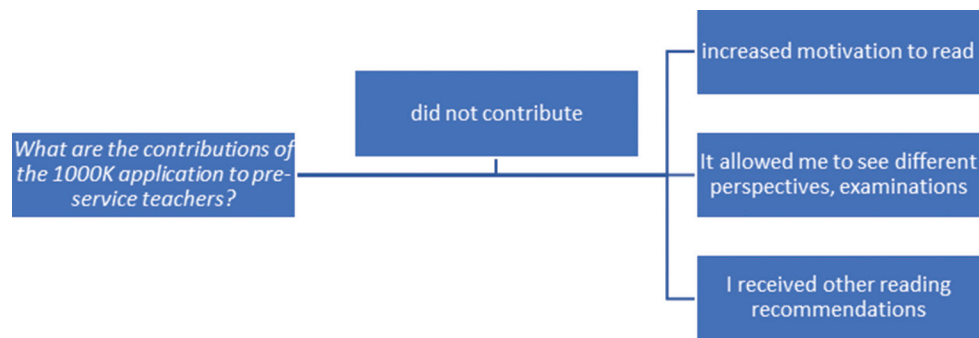
Figure 2. Pre-service teachers' opinions on the contributions of *1000Kitap* application

more. At the same time, I liked the fact that other people commented on the books I have read or will read and shared quotes. It helped me to continue my reading by getting ideas from them".

S5 stated that receiving new book recommendations increased her motivation: "As the number of books I read increases, I become more motivated and motivated. According to the books I read, the book recommendations made by the application attract my attention". S30 similarly stated that she created a new reading list for herself and this situation motivated her. S35, who stated that she created a reading list for herself, said: "Thanks to the application, I met a lot of new books. I had the opportunity to review the books whose content I was curious about and I created a reading list for myself".

S13, who stated that sharing what he wrote and the comments made about the work increased his curiosity, stated that he is not a person who likes to share much, but said, "I can say that doing this application increased my motivation to read and write. I am not a person who likes to share what I write, but with this application, I realized that it is actually nice to share and get someone's opinion and look at things from different angles or see that I share the same opinion. When I read quotations and reviews about the works in the application, I can say that it increased my curiosity and desire to read those works."

One of the pre-service teachers, S29, who stated that they developed different perspectives by reading other readers' reviews; "Reading other readers' reviews helps me to see different aspects of the book. I meet new perspectives and even reinterpret some chapters". S 25 said: "The biggest contribution for me was to be able to see and evaluate the work from different perspectives. S 48, who stated that when she reads other readers' reviews and sees their perspectives, she feels as if she is talking to her friends about her favorite book: "With this application, I had the opportunity to look at the book from a different perspective and read different opinions about the book. I felt as if I was talking to a friend about a book I liked. With the application, I had the opportunity to add new books to my reading list."

"It is an application that will enable me to develop different perspectives on the books I read by taking into account the quotes and reviews made by other readers. It can also help me to look at the book from different perspectives." S36 said the same as S47: "As someone who loves reading books a lot, I was not using this application, but using the application made me say why I had not used it before. Seeing different perspectives on the books I read allowed me to look at the book from those perspectives." However, S47 also expressed regret for not discovering the application beforehand.

Expressing their thoughts on getting other reading recommendations, S24 and S27 said, "It helped me buy new books. Reader recommendations were useful for me in this respect. I cannot say that it motivated me to share quotes and review books."; "I liked listing the books I read. I saw what I read and how much I read. I made my favorite quotes. I received many book recommendations. I read quotes about the books I liked."

S46, who stated that he did not make any contribution to the application, expressed his opinion that such platforms are not sincere and said, "Honestly, it did not contribute much to me. I do not believe in the sincerity of such applications. I am already a pre-service teacher who regularly reads books and tries to build my library".

3. In the last question of the qualitative findings in the study, 48 students answered yes to the question "Do you think you will make other book evaluations in this application?", 3 students answered maybe, and 4 students answered no (Figure 3).

S48 said: "I plan to use this application continuously at the end of this process and continue to write reviews about the books I have read. In this way, I think I have created my own library and I plan to share my ideas and be more courageous in this regard". S28, on the other hand, stated that he could only review books that he liked or disliked very much, but that he could do quotations for almost every work: "I can only review books that I like very much or not at all. I think I can make quotations for every book I read."

S21 stated that he was interested in writing review articles in the application: "Yes, I think so. I am interested in writing review articles about books"; S30 stated that he liked the content of the application very much and stated that he would make other evaluations: "Yes, I think so. I like the content of the application very much."; S36 stated that the application appeals to people who like to read books, that it has many features because it is shared with other readers, and that he would actively use it afterwards: "I definitely want to use the application actively. I am a person who likes to read. And I am someone who underlines the places that affect me in the books I read. If I have friends who read the book I read, I love to talk about the book with them. Since
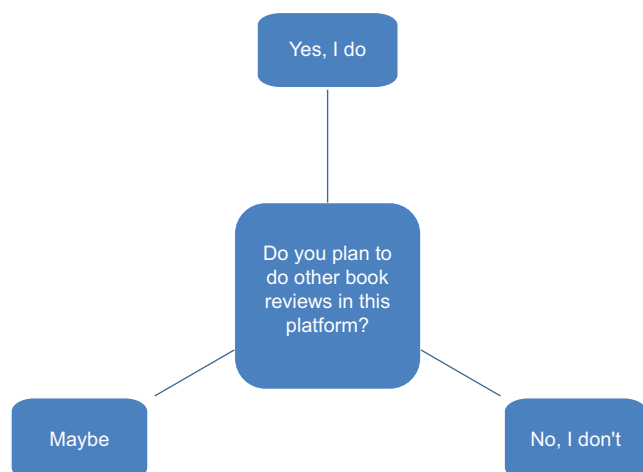
Figure 3. Pre-service teachers' opinions on using the application afterwards

this application contains all of these, I will enjoy using it". Similarly, S50 stated that he would use the application afterwards and why he wanted to use it: "Writing reviews about the books I read and sharing them with people was something I already wanted to do. I learned how to use the 1000Kitap application better through the homework assignment. I will evaluate the books I read in the future".

S55, who stated that he did not have time, stated that he would not make an evaluation or citation in the application in the future: "No. I don't have time for that".

DISCUSSION, CONCLUSION AND SUGGESTIONS

In the study, pre-service teachers' evaluation of the book they read on a social network application (*1000Kitap*) and their attitudes towards literacy were discussed. In addition, in the qualitative part of the study, pre-service teachers' thoughts about evaluating the book they read through this social network application (*1000Kitap*) and making selections for other books, sharing excerpts from books and sharing their ideas about the book were discussed. The answer to the question "*What is the level of attitudes towards reading and writing of pre-service teachers who use 1000Kitap application?*" is that attitudes towards reading are very high (f= 30) and attitudes towards writing are high (n=27). In Ketenoğlu Kayabaşı and Özerbaş's (2018) study titled "The effect of social networking sites on pre-service teachers' book reading habits", the findings of the research are that social networking sites increase pre-service teachers' reading habits more. The qualitative findings of the study also support this quantitative result, as it was seen that the majority of pre-service teachers (f= 29) stated that their motivation and desire to read and write increased through this application. In support of these findings of the study, it should be noted that Hu and Yu (2021) obtained results that ICT-based social media can improve adolescents' digital reading performance.

The answers to the question "*What are the opinions of the pre-service teachers who review the book they read in the 1000k application,* which we want to answer through the qualitative findings of the study?*" were that the* application was a very entertaining, encouraging (motivating) (f= 29) application in terms of interaction and sharing, as well as those who stated that it was useful (f= 16). In the literature, Konuk (2018), in his study conducted on the wattpad sample regarding the examination of changes in the reading and writing habits of young people, concluded that the participants' views on the wattpad application were quite positive, 77.6% of them concluded that the application gave them reading habits, and 80% of them concluded that it gave them writing habits.

Regarding the other question related to the qualitative part of the study, "*What are the contributions of this application to pre-service teachers?*", the most common contribution was that it increased reading motivation. In parallel with this finding, did it cause a change in your own reading habits?". The findings related to this question were that it increased their reading motivation (f= 29), provided the opportunity to see different perspectives (f= 17), and contributed to receiving other reading recommendations (f= 7). Similar findings were also found in Demirel's (2023) study. In his study, he concluded that the reading of the participants who used the 1000K application became more qualified and their reading frequency increased. Although Blackwell and Springer (2013) did not make generalizations in their study due to the small sample size and homogeneous population, they concluded that the inclusion of the Goodreads application in homework assignments is likely to be beneficial. As a limitation of the study, they stated that school privacy issues and the ease with which the articles on the site can be made public may make it difficult to use Goodreads.

Regarding *the last qualitative question of the study, "Do you think you will make other book evaluations in the application in the next semester?"*, all answers except four students were in the direction of yes. Therefore, all these findings obtained from this study and similar social networking applications positively affect pre-service teachers' attitudes towards reading, analyzing and writing literary works. Other studies similar to this study can be conducted. However, it should be noted that social networking applications are always a limitation in relation to privacy since they are open to sharing.

REFERENCES

Alghamdi, A. M., & Ihshaish, H. (2021) The use and impact of Goodreads rating and reviews, for readers of Arabic books. *International Journal of Business Information Systems, 37*(4), 442-466. https://doi.org/10.1504/IJBIS.2020.10023153

Asadi, S., Nourmohammadi, H., & Omidi Ardali, M. (2017). Evaluation and ranking of book social network websites. *International Journal of Information Science and Management (IJISM)*, *15*(1).

Blackwell, J., & Springer, M. (2013). Goodreads and adolescent engagement in reading and writing. In Society for Information Technology & Teacher Education International Conference, Chesapeake, VA: AACE.

Demirel, A. (2023). Social network sites for book readers: The example of *1000Kitap*, a Turkish social network. *Journal of Librarianship and Information Science*, 09610006231154571.

García-Roca A (2020) Spanish reading influencers in Goodreads: Participation, experience and canon proposed. *Journal of New Approaches in Educational Research (NAER Journal)*, *9*(2), 153-166.

Green, J. C., Krayder, H., & Mayer, E. (2005). Combining qualitative and quantitative methods in social inquiry. In B. Somekh & C. Lewin (Eds.). *Research methods in the social sciences* (pp. 275-282). Sage

Hu, J., & Yu, R. (2021). The effects of ICT-based social media on adolescents' digital reading performance: a longitudinal study of PISA 2009, PISA 2012, PISA 2015 and PISA 2018. *Computers & Education*, *175*, 104342.

Kana, F., Şenkal, B., & Elkıran, Y. M. (2019). Social Media Uses of Turkish Teacher Candidates: A Case Study. *International Journal of Innovative Approaches in Education*, *3*(3), 40-54.

Kayabaşı, Z. E. K., & Özerbaş, M. A. (2018). The effect of social networking sites on prospective teachers' book reading habits. *Kastamonu Journal of Education*, *26*(3), 945-952.

Konuk, S. (2018). The research of changes in the reading and writing habits of the youth. *SDU International Journal of Educational Studies, 5*(2), 13-32.

Sarar Kuzu, T. & Doğan, T. (2015). *Developing a reading attitude scale aimed at teacher candidates. Turkish Studies, 10(15),* 771-786.

Thelwall M and Kousha, K (2016). Goodreads: A social network site for book readers. *Journal of the Association for Information Science and Technology*, *68*(4), 972-983.

Thelwall M (2017). Reader and author gender and genre in Goodreads. *Journal of Librarianship and Information Science*, *51*(2), 403-430.

Ürün Karahan, B. (2020). Attitude scale: Validity and reliability study on writing skill. BUGU Language and Education Journal, 1(3), 314-324.

Yıldırım, A. & Şimşek, H. (2013). Qualitative research methods in the social sciences. Seçkin Publishing. *1000Kitap* (2012). About *1000Kitap*. Available at: https://*1000Kitap*.com/hakkinda (accessed 19 May 2022).