

## ORIGINAL ARTICLE

# Pre-service Teachers' Perceptions of and Reading Responses to Biographical Books

Mustafa Ulusoy<sup>1\*</sup> & Fitnat Gürgil Ulusoy<sup>2</sup>

<sup>1</sup> Prof. Dr., Gazi University, Gazi Faculty of Education, Ankara, Türkiye.  
ORCID: 0000-0002-5914-299X

<sup>2</sup> Assoc. Prof. Dr, Gazi University, Gazi Faculty of Education, Ankara, Türkiye.  
ORCID: 0000-0002-3322-1438

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### Conflict of Interest

We have no known conflict of interest to disclose.

### ABSTRACT

This study aims to investigate the perceptions and reader responses of pre-service teachers from the Department of Elementary Education towards biographical books. Twenty-eight senior pre-service teachers participated in this study. Semi-structured interviews were conducted with the pre-service teachers and their reading responses to biographical books were received in writing. In this study, the pre-service teachers stated that biographical books should reflect the lives of the characters realistically, should be written in chronological order, and should be written using reliable sources. In addition, they stated that primary school students should read biographies of scientists the most and that social studies was the most appropriate course for using biographies. According to the pre-service teachers, reading biographies improved primary school students' reading and comprehension skills, historical and cultural awareness, and empathy skills. It was also observed that most pre-service teachers' written responses were reader-centered. This study recommends further research on elementary and secondary school students and teachers' perceptions and reading responses to biographies.

**Keywords:** Reading responses, perceptions, biographical books, pre-service teachers.

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## INTRODUCTION

The word biography combines the prefix bio-, meaning life, and the Greek word -graphy, meaning write (Anderson, 2013). Biographies present the life stories and achievements of people, such as scientists, politicians, artists, and athletes who can positively lead people and set an example with their actions and experiences. By reading biographies, students have the chance to see how biographical characters affect their own lives and the lives of others through their decisions and actions (Temple et al., 2006). "Additionally, biographies provide young readers examples of the struggles people overcame, increase empathy, and highlight the humanity of others" (Shimek & Dawes, 2023, p. 250).

According to Anderson (2013), biographies are classified under two headings: authentic biographies and fictionalized biographies. In authentic biographies, it is crucial that the information about the biography's subject is accurate and that the dialogues in the biography are evidence-based. These biographies do not include invented dialogues. On the other hand, in fictionalized biographies, authors use invented dialogues and prefer a narrative writing style to appeal to child readers. "Children like biography written as a story with continuity; they do not want just a collection of facts and dates." (Huck et al., 2004, p. 572). Biographies can cover a character's entire life or focus on an important period in a character's life (Barone, 2011).

When the literature is reviewed, it can be said that research on biographies can be categorized into three groups. Experimental studies constitute the first group. The literature review results show significant differences in favor of the experimental group in which biographies are used in experimental studies. For example, according to the results of the study conducted by Aydın and Kaya (2022), it was seen that the self-confidence scores of the sixth-grade students in the experimental group who read seven biography books were higher in the post-test compared to the control group who read seven non-biographical books. The study found that after reading the biographies, students had a desire to be successful and wanted to be like them by being influenced by the biographies of famous people. After reading the biographies, students expressed that they felt the most happiness and pride. In the study conducted by Oruç and Erdem (2010), it was also found that the seventh-grade experimental group, in which biographies were used, had higher post-test attitude scores towards the social studies course than the control group in which biographies were not used. There were significant differences in favor of the experimental group. Lastly, using the experimental method, Güney (2023) investigated the effects of using biography in social studies courses on students' academic achievement. In this study, 43 sixth-grade students participated in the experimental group and 35 sixth-grade students in the control group. In Güney's study, biographies were used in the experimental group, while the students in the control group were given education based on the existing program. The post-test achievement test scores of this study were in favor of the experimental group. The study showed that the use of the biography method had a positive effect on students' academic achievement.

Studies on biographies using document analysis constitute the second group. For example, Kaymakçı and Er (2013) examined the social studies curriculum from the fourth to the seventh grades, which started to be implemented in Türkiye in 2005, and the social studies textbooks for grades 4-7 using the document analysis method. The results of this study revealed that biography is mostly included in social studies curricula at the fifth-grade level. Kaymakçı and Er also found that biographies were primarily used in the fourth-grade first semester textbook. Tokmak and Ginesar (2023) also examined the frequency of biographical texts in fourth, fifth, sixth, and seventh-grade social studies textbooks using the document analysis method. They found that 264 different biographical contents were included in these books and that biographies were frequently used in the teaching process. Lastly, in the study by Kemiksiz (2018), seventh and eighth-

grade Turkish course teacher's guidebooks were examined using the document analysis method, and it was seen that biographies were primarily included in the National Culture and Personal Development themes.

The third and final group consists of studies on biographies based on qualitative data collected from teachers, teacher candidates, or students. For example, Yarım (2022) interviewed 12 teachers working in primary schools in Erzurum about the use of biographies in values education. According to the results of Yarım's study, teachers stated that using biographies in values education would effectively and successfully strengthen learning outcomes. In Yıldız's (2018) study, the opinions of 81 third-year pre-service teachers (PSTs) about biographies of scientists were obtained through interviews. In this study, most PSTs stated that biographies of scientists attracted their attention and that these biographies would positively impact the thinking, studying, and learning of elementary and secondary school students. In the study conducted by Öztürk and Kardaş (2018), teacher candidates in the Turkish Language and Literature Department wrote biographies by narrating them and sharing the biographies they wrote with their peers. In this study, teacher candidates expressed positive opinions about the narration of biographies and stated that narration provided advantages, such as permanent learning, gaining information about the social life of the period, and developing writing skills.

The literature review results showed two qualitative studies in which students' views on biographies were received. For example, Er and Şahin's (2012) study revealed that fourth, fifth, sixth, seventh, and eighth-grade students had similar preferences in writing biographies and wanted to write biographies about artists and writers the most. In addition, in Yiğittir and Er's (2013) study, one-page biographies were written about two characters and certain characteristics, such as diligence and self-confidence, were emphasized in these biographies. Sixty-four middle school students read these biographies in the sixth and eighth grades. The results of this study showed that the values of self-confidence and diligence emphasized in biographies were recognized more by eighth-grade students than sixth-graders.

When the literature is reviewed, it is seen that no studies investigate the perceptions of teacher candidates from elementary education departments towards biographical books and their reading responses to these works together. To respond to the lack of research in the literature, this study aims to determine the perceptions of teacher candidates regarding biographical books and to receive their responses to these biographical works. In this study, the answers to the following questions will be sought:

- 1) What are the opinions of the PSTs from the Elementary Education Department about using biographical books in primary schools?
- 2) What are these PSTs' written responses to biographical books as readers?

## **METHOD**

### **Research Model**

In this study, a basic qualitative research design (Merriam, 2018), one of the qualitative research types, was used. According to Merriam, basic qualitative research is probably the most widely used type of research in the field of education. The primary purpose of this research is to investigate how participants construct meaning. In this study, a basic qualitative research was used to determine how participants perceived biographical books and how they interpreted the use of biographies for teaching purposes and receive their responses to the biographies.

## Study Group

The study group of this research consisted of pre-service primary school teachers in their final year at a university in Ankara in Türkiye. First, prospective teachers who are in their fourth year of education faculty were informed about the purpose and process of this research. Then, 28 (24 females and 4 males) PSTs were selected by convenience sampling method (Patton, 2002) based on the criteria of willingness to participate in this research voluntarily.

## Data Collection Tools

In this study, fictionalized biographies were used, and data were collected through interviews and written responses to questions about the biographies

### Biographies

In this study, a book set consisting of ten fictionalized biography books written by Cezmi Ersöz and named Scientists Who Shape History was used (see Appendix 1). It was observed that these biography books with colorfully drawn pictures have an average of 80 pages. The books presented in Appendix 1 were used in this study because elementary school children, the target audience of the participants of this study (pre-service teachers), like fictionalized biographies more (Huck et al., 2004), and PSTs will encounter biographies in the genre used in this study more in their future professional careers. In this study, as researchers, we thought that the PSTs participating in the research should be familiar with this literary genre by reading at least one fictionalized biography book listed in Appendix 1 so that they would be able to give more realistic and in-depth answers to both the oral interview and the written response questions.

### Semi-structured Interviews

We conducted semi-structured interviews (Merriam, 2018) with the PSTs (n =28) in which we asked the questions listed in Appendix 2. In addition to these questions, we tried to obtain more in-depth information by asking follow-up questions (Patton, 2002). For example, "Can you give me more information about this topic?" or "Do you have anything to add?" To ensure the content validity of these questions, we took the opinions of two scholars working in the field of children's literature. In line with the scholars' suggestions, we made minor changes in the wording of two questions and finalized the interview questions.

### Written Responses to the Biographies

In this study, PSTs' written responses to the fictionalized biographical books they read (see Appendix 1) were received. Rosenblatt's (1994, 1999) Transactional Theory of Reading guided us in getting readers' responses to the books. According to Rosenblatt, meaning is created through the interaction between reader and text, and readers read texts for aesthetic pleasure (aesthetic reading) or to obtain information (efferent reading). In this study, the prompts created to obtain written responses from the PSTs were prepared by considering Hancock's (2008, pp. 278–279) four different response prompts (experiential, aesthetic, cognitive, and interpretive) and are presented below. As researchers, we aimed to analyze the PSTs' interactions with the fictionalized biographical books and receive their written responses to these books.

1. How would you feel if you were in the shoes of the biographical character? (Aesthetic)
2. What did this book remind you about your own life? (Experiential)

3. What meanings or messages does this book have for you? (Interpretive)

4. What advice would you give to the biographical character? (Cognitive)

### Data Analysis

After the interviews with the PSTs were transcribed, the data were analyzed, and main categories and subcategories were identified. Mainly, we coded the data and identified recurring patterns, themes, and issues (Merriam, 2018; Miles & Huberman, 1994). The PSTs' written responses to biographies were also analyzed using two different qualitative response types developed by Wollman-Bonilla and Werchadlo (1995): Text-centered responses (retelling, understanding characters, question, and prediction) and reader-centered responses (personal reaction, relating to experience, and self in story) (pp. 564–565). The PSTs' responses were classified according to whether they were text- or reader-centered and presented with direct quotations from their written responses.

### Validity and Reliability

Expert opinions are often sought for content validation (Johnson & Christensen, 2004). The content validity of the interview and written response questions used in this study was ensured by obtaining the opinions of two experts working in the field of children's literature. We also used researcher triangulation (Johnson & Christensen, 2004; Merriam, 2018) to ensure accuracy in analyzing interview and written response questions. For example, as authors of this study, we independently analyzed the data, compared our results, discussed the differences, and reached a full consensus. Finally, after the data analysis, we used member-checking (Creswell, 2003; Merriam, 2018), reached out to one-third of the PSTs who participated in this study, and checked the accuracy of our definitions and interpretations of the interview and written response questions. The results of member-checking showed that the PSTs agreed with our definitions and interpretations.

## RESULTS

The results of this study are presented under the headings of analysis of semi-structured interviews with the PSTs and the PSTs' reading responses to fictionalized biographies.

### Analysis of Interviews with the PSTs

In this study, semi-structured interviews with the PSTs were analyzed, and three main themes emerged: Perceptions of biographical books, students, and teachers.

#### *PSTs' Perceptions of the Fictionalized Biographies*

The first sub-theme that emerged in the interviews with the PSTs was their thoughts on the principles that authors writing biographies for children should pay attention to. The PSTs stated that biographies written for primary school students should reflect the character's life realistically (n=19), events should be written in chronological order (n=16), information about the character should be collected from reliable sources (n=16), and the character's life should be presented objectively with good and bad aspects (n=15). In addition, the PSTs (n=14) stated that it would help students learn more concretely if the authors searched and presented real pictures of the character whose biography they wrote in their books as much as possible. For example, one PST said, "The lives of the characters should be written accurately and objectively.

Finding and using reliable sources is an important responsibility of writers... Students should be able to read the positive and, if any, negative aspects of the character."

The PSTs (n=14) also stated that to attract the attention of primary school students, who are the target audience, and encourage them to read biographies, these works should be interesting and written in accordance with the reading levels of the students. The following quote from one PST reveals her thoughts on the language that should be used in biographies.

"The highest grade that can read these biographies in primary schools is fourth grade. Biographies for students in this age group should be written in accordance with the reading interests of these students and should be written using fluent and easily understandable language. Primary school students do not read biography books that are not written in accordance with these principles."

The second and last sub-theme is the perceptions of the PSTs about whose biographies primary school students should read. The PSTs (n=21) stated that it is significant for primary school students to read the biographies of important people who have benefited humanity with their achievements and positive works and that the students can be inspired by these people. According to the PSTs, students can read biographies of scientists (n=12), athletes (n=10), artists (n=8), and leaders who shaped history (n=6). For example, one PST stated, "Reading biographies of scientists related to course content can inspire students and make them want to work to become successful individuals."

The PSTs were asked whose biographies they had read in the past, and it was seen that they had read biographies of scientists (n=21), artists (n=7), leaders (n=5) and athletes (n=4). The PSTs also stated that if they were writers, they would most like to write biographies of scientists (n=24) and leaders (n=8) who were beneficial to humanity. The PSTs asked about using biographies in their future classes stated that they would like to use biographies (n=28), but some (n=6) were unsure about finding quality biographical books for primary school students. For example, one PST said,

"Unfortunately, I think I will have difficulty finding biographical works that are written in an appropriate language and an unbiased manner for elementary school students. For this reason, I am hesitant about using biographical books in my future classroom."

### *The PSTs' Perceptions of Primary School Students Reading Biographies*

In the second theme, the PSTs focused on the possible advantages and disadvantages of reading biographical books. The PSTs identified the following key advantages of reading biographies. According to them, reading biographies develops primary school students' reading and comprehension skills (n=16), historical and cultural awareness (n=16), and empathy skills (n=15), inspires them to study and succeed (n=13), and helps them take role models from successful people (n=8). One PST stated, "Students can empathize with the biographical character and evaluate events from his/her point of view. They can make connections between their own lives and the character's lives and be positively influenced to be hardworking, successful, and useful to society." Another PST also said, "By reading biographies and understanding the characters' life stories in chronological order, students' reading comprehension skills can be improved. Students' historical awareness can also be developed by learning the conditions of the period in which the character lived."

According to the PSTs, biographies may have some disadvantages for primary school students. For example, they stated that biographies may be challenging for the students to comprehend (n=11), students may not be able to understand and evaluate the character's life in a historical context (n=9), and they may be easily influenced by exaggerated

and inaccurate content (n=6). For example, one PST said, "Elementary school students may not be able to evaluate characters' lives in historical context. Teachers may need to provide their students with additional information about the socio-cultural characteristics of the period in which the characters lived."

### ***Perceptions of the PSTs Regarding the Use of Biographical Books by Teachers***

Three sub-themes emerged regarding the third theme, which was named as the use of biographies by the teachers. The first sub-theme was about which lessons in primary schools were suitable for using biographies. All PSTs (n=28) stated that social studies was the most appropriate course for using biographies. In addition, Turkish (n=22), science (n=18), mathematics (n=6), music (n=5), and art (n=3) courses were also considered suitable for using biographies. One PST stated, "There are topics about leaders, scientists, artists, and athletes who are important and beneficial to humanity in social studies classes. I believe that social studies was the most suitable course for biographical works."

The second sub-theme was related to the lesson planning required by teachers who wanted to use biographies in their lessons. The PSTs stated that, first of all, primary school students should be informed about what biographies were and their characteristics (n=15). In addition, the PSTs emphasized that teachers should encourage their students to do preliminary research on biographical characters (n=11) and encourage their students to write biographies (n=9). For example, one PST stated, "Primary school students should be informed about the features and functions of literary works written in a biographical style... I think it would be beneficial for students to come to school having done preliminary research on the character."

The third and final sub-theme was the methods and techniques teachers needed when using biographical books as teaching materials. The PSTs stated that drama (n=11), question-answer (n=9), group work (n=8), brainstorming (n=6), role playing (n=5), and critical thinking (n= 3) methods and techniques can be useful in learning biographical works effectively. For example, one PST said, "A drama study about characters in biographical works can help students understand the character, the people they interact with, and the difficulties the character experiences."

### **The PSTs' Reading Responses to Fictionalized Biographies**

The PSTs' written responses to biographical books were classified according to Wollman-Bonilla and Werchadlo's (1995) text and reader-centered responses categories, and it was seen that most of the PSTs (53.33%) wrote reader-centered responses (see Table 1). The fact that the PSTs mostly gave reader-centered answers means that they were able to make personal connections between the biographies they read and their own thoughts and lives. In the reader-centered responses section, personal reactions (30.83%), in which the PSTs express their feelings and ideas, are the most frequently shown response type supports this interpretation. In the text-centered response section, the PSTs' highest percentage (37.5%) of responses indicated that they understood the ideas, achievements, and lives of the characters.

**Table 1.** The PSTs' responses to fictionalized biographies

<b>Fictionalized Biographies</b>	<b>N</b>	<b>P</b>
<b><i>Text-Centered Responses</i></b>	<b>56</b>	<b>46.67</b>
Retelling	6	5
Understanding characters	45	37.5
Question	3	2.5
Prediction	2	1.67
<b><i>Reader-Centered Responses</i></b>	<b>64</b>	<b>53.33</b>

Personal reaction	37	30.83
Relating to experience	12	10
Self in story	15	12.5
Total	120	100

The responses of the PSTs after reading the biographical books (see Appendix 1) used in this study were obtained through their written answers to four questions. The first question asked how they would feel if they were in the shoes of the characters whose biographies were written. In response to this question, prospective teachers stated that they would feel proud (n=12), happy (n=9), important (n=7), successful (n=6), valuable (n=5), and beneficial to society (n=3). For example, one PST stated, "Having my biography written means that I have done something useful for humanity and that I am an important person. This would make me very proud."

In the second question, the PSTs were asked what the biography books they read reminded them about their own lives. The PSTs wrote answers about the similarities and differences between their own personal characteristics and those of the biographical characters they had read, such as hard work (n=16), perseverance (n=13), patience (n=12), and the ability to think differently from the general tendency (n=5). One PST said, "I was impressed by the character's desire to work and succeed. I realized that I should apply these characteristics in my own life and make more effort to be successful."

The third question asked what meaning or message the biographical books the PSTs read had for them. The PSTs stated that they acquired the main ideas from the biography books they read, such as working continuously to achieve success (n=23), never giving up (n=18), being able to look at events from a different perspective (n=14), having the ability to question (n=9), and being able to pursue dreams (n=7). For example, one PST stated, "From the biography books I read, I got messages, such as working hard and constantly, not giving up easily in the face of difficulties, and chasing after dreams."

In the fourth and final question, the PSTs were asked what advice they would give to the character whose biography was written. The highest number of the PSTs (n=12) answered this question as "I am not competent enough to give advice to biographical characters. I can only get advice from them and their life stories inspire me." Other PSTs stated that they would advise the characters to find study partners (n= 8), never lose faith in themselves (n=7), not be afraid to share their ideas (n=4), and also give importance to their social lives (n=3). For example, one PST said, "I would have told Einstein to take some rest and pay attention to his social life."

## RESULTS AND DISCUSSION

This study aimed to receive the opinions of senior PSTs studying in the Department of Elementary Education about biographical books and their responses to these books as readers. The PSTs who participated in this study mentioned the rules that biographers should pay attention to. Most of them stated that biographies should be written realistically and that information about the characters should be taken from reliable sources. It is seen that these opinions of PSTs are in parallel with the opinions of scholars working on biographies (e.g., Huck et al., 2004; Temple et al., 2006). In addition, the PSTs indicated that biographies should attract students' attention and encourage them to read. This view of the PSTs is in line with Lynch-Brown et al. (2014), who state that biographies should be interesting for children.



The PSTs who participated in this research were asked whose biographies primary school students should read. The PSTs stated that it is important for primary school students to read the biographies of scientists, athletes, artists, and important leaders who shaped history. None of the PSTs who participated in this study recommended that primary school students should read biographies of ordinary people. In their study, Kaymakcı and Er (2013) emphasized the necessity of giving biographies of famous people and ordinary people while determining biographies according to grade levels. Reading biographies of ordinary people can be considered important to show students how ordinary people have contributed to and been influenced by developments in science, arts, sports, and politics.

In this study, the PSTs stated that they had read the biographies of scientists the most in the past and that if they wanted to write biographies, they would write the biographies of scientists the most. The study conducted by Er and Şahin (2012) found that fourth, fifth, sixth, seventh, and eighth-grade students wanted to write biographies of artists and writers the most, and scientists were the third most desired profession to write biographies. Although the participant groups (elementary school students and pre-service teachers) in the two aforementioned studies were at different ages, it is seen that they have something in common, such as wanting to write biographies of scientists. In the study conducted by Yıldız (2018), a consistent result was found, and 76.5% of the PSTs in the field of elementary education stated that biographies about scientists would be role models for elementary and secondary students and would inspire them.

The PSTs in this study stated that reading biographies improved students' reading and comprehension skills, historical and cultural awareness, and empathy skills the most. In a study (Aydın & Kaya, 2022) in which sixth-grade middle school students participated, it was seen that the biographies these students read affected them the most in terms of being successful, making an effort, and removing obstacles. It can be said that the differences in the life stories and distinctive characteristics of the characters in the biographies read may cause differences how readers are affected by biographies. It can also be said that the age, prior knowledge, and education levels of biography readers may cause differences in how they are affected by biographies.

According to the PSTs who participated in this study, biographies can have some disadvantages. For example, they can be difficult for students to understand, students may not be able to place the lives of characters in a historical context, and students may get exaggerated or inaccurate information from biographies. When the literature was reviewed, only one study (Öztürk & Kardaş, 2018) was found on the disadvantages that biographies may cause, and the PSTs in this study mentioned different disadvantages. For example, biographies that are not fluent in the language, have long stories, and include unnecessary details cause readers to lose motivation.

All of the PSTs in this study stated that the most appropriate course for using biographies is social studies. In the literature, it is seen that many studies (e.g. Er & Şahin, 2012; Kaymakcı & Er, 2013; Oruç & Erdem, 2010) have been conducted on biographies within the scope of social studies course. In addition to the social studies course, most of the PSTs in this study stated that biographies were also appropriate for Turkish and science courses.

When the PSTs' responses to the biographies they read were analyzed, it was seen that the majority of them gave reader-centered reactions. This result indicated that the PSTs made personal connections between their own thoughts and experiences and the biography books they read. In the literature, studies (e.g., Karagöz, 2018; Ulusoy, 2016; Yekeler & Ulusoy, 2017) show that participants mostly give reader-centered responses to the literary texts they read. The PSTs in this study stated that the emotion they would feel most if they were in the shoes of the characters whose biographies were written was pride. Similarly, a study (Aydın & Kaya, 2022) in the literature shows that the highest number of middle

school students who read biographies also felt pride and happiness.

When the literature was reviewed, to our knowledge, there was no study in which the PSTs' perceptions and reading responses to biographies were taken together. To the best of our knowledge, this is the first study to investigate the PSTs' perceptions of biographical books and their responses to the biographical works together. Considering that the PSTs participating in this study went to schools for three semesters within the scope of teaching practice, it was seen that they realistically understood what biographies meant for primary school students and teachers and explained their views in this study. The findings obtained in this study can contribute to the need for research in the literature and will give important ideas to teachers who use biographies in their classrooms.

### **Recommendations**

This study is limited to 28 PSTs' perceptions of biographical books and their responses to these books. Further studies can investigate the reading responses and perceptions of primary, middle, and high school students and teachers toward biographies. In addition, there is a need for studies that investigate the experiences of authors in the biography writing process (problems and access to reliable sources). Finally, further research is recommended to help determine the qualities (suitability for grade and comprehension level, text length, and readability level) that biographical books should possess.

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**Appendix 1***The fictionalized biography books used in this study*

<b>Fictionalized biography books</b>
1. Ersöz, C. (2023). <i>Albert Einstein: The genius who solved the mystery of the universe</i> . İstanbul: Dokuz Çocuk.
2. Ersöz, C. (2023). <i>İbni Sina: The master of Doctors</i> . İstanbul: Dokuz Çocuk.
3. Ersöz, C. (2024). <i>Piri Reis: The shining star of the seas</i> . İstanbul: Dokuz Çocuk.
4. Ersöz, C. (2024). <i>Stephen Hawking: A mind that knows no boundaries</i> . İstanbul: Dokuz Çocuk.
5. Ersöz, C. (2023). <i>Steve Jobs: Artist who designs the future</i> . İstanbul: Dokuz Çocuk.
6. Ersöz, C. (2023). <i>Cezeri: The first robot inventor</i> . İstanbul: Dokuz Çocuk.
7. Ersöz, C. (2023). <i>Cahit Arf: A math genius</i> . İstanbul: Dokuz Çocuk.
8. Ersöz, C. (2023). <i>Isaac Newton: The father of modern physics</i> . İstanbul: Dokuz Çocuk.
9. Ersöz, C. (2024). <i>Leonardo da Vinci: A true genius</i> . İstanbul: Dokuz Çocuk.
10. Ersöz, C. (2022). <i>Nikola Tesla: The world's greatest inventor</i> . İstanbul: Dokuz Çocuk.

## **Appendix 2**

### *Interview questions*

1. Have you ever (during your years at the faculty of education) had a plan or thought about using biographical books in your future teaching career? If yes, please explain this plan.
2. Have you ever read a biographical book before? If so, who was/were the character(s) whose biography was written?
3. Which features do you think a quality biographical book should have?
4. In which course(s) can biographies be used in primary school?
5. Whose biographies do you think should be written, and whose biographies should primary school students read?
6. If you were a writer, whose biographies would you like to write?
7. What kind of lesson planning should teachers who want to use biographies in their lessons do, and what strategies, methods, and techniques should they use?
8. What are the advantages and disadvantages of biographical books for primary school students?
9. What skills can biographical books help develop in primary school students?