A SCALE DEVELOPMENT STUDY ON SELF-EFFICACY BELIEFS IN LITERATURE[1]

Edebiyat Öz Yeterliği İnancı Üzerine Bir Ölçek Geliştirme Çalışması

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Abstract: Literature has been used as a useful tool to teach foreign languages since ancient times. Although the purposes of these texts have changed considerably over time, literature remains one of the major areas of study in foreign language teaching and learning. The purpose of this study is to develop a self-efficacy scale for foreign language students and teachers and to determine the validity and reliability of the scale. Therefore, an exploratory sequential mixed-methods design was used, and a qualitative approach was established in the first phase of the study to create an item pool. Second, a quantitative approach was used to test the construct reliability of the scale items. Forty-five pre-service teachers, three scholars of English language teaching, three English teachers, and four scholars of educational sciences participated in the qualitative phase. The psychometric properties of the scale items were examined with the participation of 529 English as a foreign language student in their 3rd and 4th years of education at six state universities. The structural validity of the scale was determined through exploratory and

confirmatory factor analysis. In conclusion, it was observed that the participants found the use of literary texts in foreign language teaching valuable, and wanted to use them in their future classes. Moreover, considering the results of quantitative analyses, a valid and reliable scale (KMO = .880; α = .869; explained variation = 63.2%) consisting of 21 items with six dimensions was developed to measure the level of self-efficacy beliefs of students and teachers in foreign language teaching.

Keywords: *Self-efficacy, Language teaching through literature, Literature scale, EFL students*

Öz: Edebiyat, çok eski çağlardan beri yabancı dil öğretiminde yararlı bir araç olarak kullanılmaktadır. Günümüzde bu metinlerin kullanım amaçları önemli ölçüde değişse de edebiyat, yabancı dil öğretimi ve öğreniminin en önemli çalışma alanlarından biri olmaya devam etmektedir. Bu çalışmanın amacı, yabancı dil öğrencileri ve öğretmenleri için edebiyatta öz yeterlik inancı ölçeği geliştirmek ve akabinde ölçeğin geçerlik ve güvenirliğini belirlemektir. Bu nedenle keşfedici sıralı desen karma yöntemi tercih edilen çalışmanın ilk bölümünde madde havuzu oluşturmak için nitel bir yaklaşım benimsenmiştir. Daha sonra ikinci bölümde, ölçek maddelerinin yapı geçerliliği ve güvenilirliğini test etmek için nicel bir yaklaşım kullanılmıştır. Nitel kısma 45 öğretmen adayı, İngiliz Dili Eğitimi alanında deneyimli üç öğretim üyesi, üç İngilizce öğretmeni ve eğitim bilimleri alanında deneyimli dört öğretim üyesi katılmıştır. Ölçek maddelerinin psikometrik özellikleri altı devlet üniversitesinden eğitimlerinin 3. ve 4. yılındaki 529 yabancı dil öğrencisinin katılımıyla elde edilmiştir. Ölçeğin yapı geçerliği açımlayıcı ve doğrulayıcı faktör analizleri ile belirlenmiştir. Sonuç olarak, katılımcıların yabancı dil öğretiminde edebî metinlerin kullanımını değerli buldukları ve meslek hayatlarındaki derslerinde kullanmak istedikleri görülmüştür. Ayrıca nicel analizlerin sonuçları dikkate alındığında edebi metinler yoluyla yabancı dil öğretiminde İngiliz Dili Eğitimi öğrencilerinin ve öğretmenlerinin öz yeterlik inançlarının düzeyini ölçebilen altı boyut, 21 maddeden oluşan geçerli ve güvenilir bir ölçek (KMO=.880; α=.869; açıklanan varyasyon=%63,2) geliştirilmiştir.

Anahtar Sözcükler: *Öz yeterlik, Edebiyat yoluyla dil öğretimi, Edebiyat ölçeği, İngilizce öğretmenliği öğrencileri*

1. INTRODUCTION

Literature has been used as an effective tool for teaching foreign languages for centuries. With the help of the grammar-translation

method, which is one of the most well-known approaches to using literature systematically in practice, literary texts have been studied as authentic sources for teaching foreign languages since the 1950s and have been used in educational areas for decades (Butler, 2002; Carter, 2007). In the 1990s, the use of literature and its advantages in foreign language teaching and learning were widely considered also by researchers in Turkey.

In the related literature, it can be seen that both students and scholars have positive opinions about using literature in language teaching. They believe that incorporating literature in language teaching and learning enhances students' language skills holistically (Nair, Setia & Ghazali, 2012; Zorba, 2013), helps them learn about the target culture (Küçükoğlu & Arıkan, 2011; Ögeyik, 2007; Zorba, 2013), and promotes personal development (Ögeyik, 2007; Tuncer & Kızıldağ, 2014). While advantages of using literary texts in foreign language teaching are widely accepted, this knowledge alone is inadequate to question the practical use of literature, and it is necessary to question the self-efficacy beliefs of stakeholders, such as teachers and teacher candidates, to determine how successful they are in putting what they believe in action. The term "self-efficacy" is first used by Albert Bandura (1997, p. 3) as "belief in one's capabilities to organize and execute the courses of action required to produce given attainments". Maddux and Volkmann (2010) state the sense of efficacy as personal confidence in one's ability to take the action under the conditions in question. Likewise, Tschannen-Moran, Woolfolk Hoy, and Hoy claim that "self-efficacy has to do with self-perception of competence rather than the actual level of competence." (1998, p.211). In this study, self-efficacy in literature refers to one's personal belief that he or she can use literary texts effectively in planning, practicing, and evaluating teaching; and can develop a positive attitude towards foreign language learning through these texts. Within this context, this study aims to build a valid and reliable scale that can serve as a data collection tool for English as a foreign language (EFL) students and in-service teachers regarding their self-efficacy beliefs in the literature. The availability of such a scale that takes the practical steps of the instructional process into consideration may encourage researchers to conduct more studies on the role of literary texts in foreign language teaching and learning, and increase their willingness to contribute new data to existing knowledge.

2. LITERATURE REVIEW

Literary texts have undoubtedly been the best examples of language use, and the integration of literature into language syllabi has been discussed for decades because of their advantages. For example, Lazar (1993) argues that literature, which is stated as authentic, highly valued, and a good language input, should be used in classrooms because of its ability to motivate students, relax them during classes, and improve their personalities.

In their book titled '*Literature*' Alan and Duff (2007) highlight the richness and authenticity of literary texts; and list three reasons for using them: (1) *linguistic* since the texts are rich in style and type at almost all levels, (2) *methodological* because of the interpretation of the texts differs from one to another, and (3) *motivational* since students can find similar experiences for themselves within the texts since they are mostly from real-life experiences of real people.

Similarly, in their well-known book "*Literature in the Language Classroom,*" Collie and Slater (1987) provide four main reasons for using literary texts in classes: valuable authentic material, cultural enrichment, language enrichment, and personal involvement.

The role of literature in foreign language education is also supported by researchers in the fields such as linguistics, education, sociology, and psychology. According to Lev Semyonovich Vygotsky (1978), an individual can learn more than he or she can alone by collaborating with his or her proximal area by the guidance of individuals from his or her social environment. Using language is a way to interact with individuals in a social environment, and the best and shortest ways of using language can be supported by literary texts. Similarly, Bruner (1966) also puts great emphasis on the social environment for learners. He claims that learners construct their own knowledge based on past learning, and to build this knowledge they receive information from external sources. In this context, literary works can be referred to the best external sources for language learners. Similar to Bruner, Cummins (2007) also emphasizes the transfer of prior learning in his translanguaging principle and states that "… although the surface aspects of different languages are clearly separate, there is an underlying cognitive/academic proficiency that is common across languages. This common underlying proficiency makes possible the transfer of cognitive/academic or literacy-related proficiency from one language to another" (p. 232). Additionally, according to the famous linguist Krashen (1982), language learning is only possible by teaching

a structure that is one step above learner's current academic level, adding that language acquisition will only happen when one understands what he or she reads or listens to. Obviously, literary texts have certain advantages for foreign language teaching, and it is important to know how to use them as instructional materials.

In addition to the advantages of using literary works in classrooms, there are also some challenges in practicing them. Iva and Jasna (2014) claim that teachers consider literary texts time-consuming and are not willing to use them. Being a product of imagination with old-fashioned words is another reason that takes teachers away from literary work. This is why it is also a challenge for them to plan lessons based on the literature. In their article reviewing EFL students' ideas on the role of literature in classes, Bobkina and Dominguez (2014) list cultural and linguistic problems as major difficulties that prevent instructors from using literature. Whether language learners should be exposed to cultural elements or not remains an issue for instructors. The selection and the length of texts, literary vocabulary, and the complexity of grammar structures are other common linguistic drawbacks of literary texts. In summary, it can be said that literary texts have more advantages than disadvantages, particularly in their rich style and types, which all genres have in common that can easily motivate students and teachers in the classroom.

In Turkey, EFL students are exposed to literary texts by taking courses such as English Literature I-II, Language and Literature Teaching I-II, and Drama in ELT during their undergraduate education. Students who experience the rich language elements of literary texts firsthand believe that they can use these texts in their professional lives and are eager to use them. In the reinforcement theory of motivation, Ferster and Skinner (1957) suggest that the process of shaping behavior can be controlled by three types of responses: Neutral responses have no effect on the repetition of behaviors, while reinforcers strengthen the behaviors, and punishers decrease the probability of repetition. Similarly, according to Bandura (1995), individuals' belief in their skills to plan and perform the actions needed to be successful, called as self-efficacy, is a powerful determinant and can be developed. "Efficacy beliefs influence how people think, feel, motivate themselves, and act" (ibid., p. 2). Bandura (1995) identifies four forms of influence through which self-efficacy can be developed. First, individuals should enjoy mastery experiences in which they can internalize knowledge in their field of specialty. Second, individuals

observe people around them to learn from others' actual performance and increase their confidence in becoming successful through these vicarious experiences. The third form of influence is titled 'social persuasion' through which individuals are encouraged by people around them about issues over which they have doubts. Physiological and emotional states are the fourth form of influence people refer to when judging their capabilities. If someone has a positive mood, their judgment of their personal efficacy increases. Adapting Bandura's four forms of influence, McAlister et al. (2008) define the way of developing self-efficacy as follows:

> "1. Mastery experience: Enabling the person to succeed in attainable but increasingly challenging performances of desired behaviors.
>
> 2. Social modeling: Showing the person that others like themselves can do it.
>
> 3. Improving physical and emotional states: Making sure people are well-rested and relaxed before attempting a new behavior.
>
> 4. Verbal persuasion: Telling the person that he or she can do it." (*ibid*., p.177).

Having seen that the construct of self-efficacy could be developed by four forms of influence, it is appropriate to analyze and investigate the sub-components of some self-efficacy scales to distinguish the construct from similar concepts such as self-confidence and self-esteem.

Tschannen-Moran and Hoy's (2001) "Teacher Self-Efficacy Scale", which has three main factors, is one of the most used instruments in efficacy studies. The scale consists of 24 items and is made up of three sub-dimensions: "ensuring student engagement in class," "classroom management," and "using instructional strategies in class." Similarly, Küçükoğlu and Arıkan (2011) use a five-point Likert-type scale with 24 items and three sub-dimensions of the potential value of literature in teacher education curricula. Another efficacy study is Alemi and Pashmforoosh's (2013) "scale adaptation" study. A nine-point Likert-type scale consists of 18 items on teaching literature with three sub-categories such as "Efficacy for Instructional Strategies," "Efficacy for Classroom Management," and "Efficacy for Student Literary Engagement," which was originally developed by Mills in 2011. Ögeyik (2007) uses a five-point Likert-type scale, including 20 items on the attitudes of ELT students towards literature teaching. Developed by the researcher, the scale has no specific subcategories other than close questions in meaning.

As indicated above, the self-efficacy beliefs of foreign language teachers in making use of literature in practical steps of the instructional process have been neglected by researchers conducting studies in the area of foreign language teaching in general, and in ELT in particular. Therefore, it is normally expected that self-efficacy in literature has hardly attracted the attention of scholars and language teachers. Furthermore, there is currently no instrument available to measure the self-efficacy beliefs of individuals using literature for foreign language teaching. Thus, it is intended to develop a standardized instrument (the Self-Efficacy in Literature Scale, or SELS) that can be used to evaluate the level of self-efficacy beliefs of pre- and in-service foreign language teachers about using the literature in foreign language teaching.

3. METHODOLOGY

This study uses a multiple triangulation approach of methods and sources to enhance credibility, dependability, confirmability (Guba, 1981), plus validity and reliability. The methodology and the procedure followed in this study are given in this chapter. The design of the research is described in Section 3.1., the selection of samples is presented in Section 3.2., the instruments are given in Section 3.3., and the steps of data analysis is provided in Section 3.4.

3.1. DESIGN OF THE RESEARCH

An exploratory sequential mixed-method design is used to develop the scale. One of the main purposes of this method is to design an instrument in two phases: first, by collecting qualitative data, and then by collecting quantitative data, followed by analyses and interpretation (Creswell, 2002). "Researchers use this design when existing instruments, variables, and measures may not be known or available for the population under study" (*ibid*., p. 543).

3.2. SELECTION OF THE SAMPLES

In 2017, 45 EFL students from the English Language Teaching (ELT) Department of a state university in Turkey are selected to create a draft item pool. Three scholars from the ELT department, three English teachers, and four scholars from the educational sciences department of

the same university participate in the qualitative part of the study. In the quantitative part of the study, data were obtained from 529 students from the 3rd and 4th classes of ELT departments of some other state universities in Turkey in the 2017-2018 academic year. In the qualitative study, participants are selected using a convenience sampling technique, while the participants in the quantitative study are selected through criterion sampling, which is the most preferred type of purposive sampling in foreign language studies (Dörnyei, 2003). Therefore, it is ensured that the participants whose self-efficacy in literature is to be measured completed *English Literature I-II* and *Literature and Language Teaching I-II* courses as well as *School Experience* and *Teaching Practice*. The demographic information of the participants in the qualitative study and EFA and CFA are shown in Tables 1 and 2, respectively.

Table 1. Demographic Information of the Participants in the Qualitative Study

		N	%
Gender			
	Male	18	40
	Female	27	60
Class			
	2	15	33.3
	3	15	33.3
	4	15	33.3
TOTAL		45	100

Table 2. Demographic Information of Participants in Factor Analyses

		EFA		CFA	
		N	%	N	%
Gender					
	Male	83	25.9	39	18.7
	Female	237	74.1	170	81.3
Class					
	3	163	50.9	106	50.7
	4	157	49.1	103	49.3

University

University I	61	19.06	38	18.2
University II	55	17.18	18	8.6
University III	19	5.93	36	17.2
University IV	75	23.43	55	26.3
University V	74	23.12	53	25.4
University VI	36	11.25	9	4.3
TOTAL	320	100	209	100

3.3. INSTRUMENTS

In this qualitative study, a survey with seven open-ended questions is administered to 45 participants to grasp their ideas before creating a draft item pool. A 5-point Likert-type draft scale with 32 items in the quantitative study is used. The 5-point Likert scale classifies student teachers' opinions by type (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree.). The 5-point Likert scale is chosen for the study because it is easier than the other models in terms of steps in creating and applying a scale. (Krosnick & Presser, 2010; Malhotra, 2015).

3.4. ANALYSIS OF THE DATA

To create the draft scale, qualitative methods, such as student interviews, literature reviews, and experts' views, are considered. A descriptive analysis approach is used to analyze the qualitative data. The main purpose of this approach is to transform the data collected into meaningful expressions that can be easily understood (Aslan, 2018). In the second part of the study, after cleaning the data by removing forms with blank items (36) and forms with outliers (6), the remaining 529 forms of participants are saved for quantitative data analyses. Exploratory (EFA) and confirmatory factor analyses (CFA) are performed to test the construct validity of the SELS. Cronbach's alpha internal consistency test is conducted to test reliability. SPSS 21 for Mac software is used to perform all tests.

4. RESULTS

4.1. RESULTS OF THE DESCRIPTIVE ANALYSIS

One of the main research questions is "What do students think about the use of literature in foreign language teaching?" To obtain a detailed answer, seven sub-questions are posed. The findings of these analyses are tabulated based on the following sub-questions:

SQ1: Do you agree with the idea that literary texts are good resources for foreign language teaching? Why or why not?

Table 3. Distribution of Students' Views on the Use of Literary Texts in Foreign Language Teaching

	n	%
Agree	36	80
Disagree	6	13.3
Undecided	3	6.6
TOTAL	45	100

As seen in Table 3, it is clear that 80% of the participants think that literary texts are good resources for the FLT. The level of disagreement is 13.3%, and 6.6% of the participants chose an undecided response.

Table 4. Results Related to Students' Reasons for Preferring or Not Preferring Literary Texts in Foreign Language Teaching

	f	%
Contain cultural elements from the target language	14	24.9
Contain rich and varied text structures	14	24.9
Improve the four basic skills of the target language	12	21.4
Exhibit rich vocabulary	6	10.7
Have difficult language	5	8.9
Boring	5	8.9
TOTAL	56	100

Table 4 shows why participants have positive or negative views on literary texts. Participants who believe that literary texts "contain cultural elements from the target language" and "have rich and varied text structures" share the same percentage of 24.9, and those who believe that literary texts "improve the four basic skills of the target language" have 21.4%. These are the most positive statements about literary texts, and the negative statements indicate that the literary texts are boring and have difficult language. Therefore, it is evident that pre-

service teachers are aware of the importance of using literary texts in teaching foreign languages and want to use such texts in their classes.

SQ2: Do you think that the use of literary texts for foreign language teaching purposes is more suitable for a particular group of age such as children, adolescents or adults?

Table 5. Distribution of Opinions Regarding the Appropriateness of the Use of Literary Texts in Foreign Language Teaching for Certain Age Groups

	f	%
Suitable for all ages	24	48
Suitable for adults	13	26
Suitable for adolescents and adults	9	18
Suitable for adolescents	3	6
Suitable for children	1	2
TOTAL	50	100

The findings in Table 5 indicate that almost half of the participants believe that literary texts are suitable for all ages, while the remaining half considers that literary texts are suitable for adolescents and adults if lines 2, 3, and 4 are considered together. However, only one participant believes that literary texts are good only for children. Table 5 reveals that, the number of participants who believe that literary texts can be used with any age group and those who believe that these types of texts should be used with teenagers and adults is quite close.

SQ3: Among listening, speaking, reading, writing, grammar, vocabulary; which one can be mastered more effectively by using literature in language teaching? Please put them into an order that best describes your own opinion.

Table 6. Results of Students' Views on the Appropriateness of Literary Texts in Teaching Language Skills and Areas

	1.	**2.**	**3.**	**4.**	**5.**	**6.**	Reversed scoring	
	%	%	%	%	%	%	$\bar{x}^*$	SS
Reading	42.2	13.3	22.2	6.6	11.1	4.4	2.4	1.57
Vocabulary	24.4	31.1	22.2	8.8	8.8	4.4	2.6	1.42
Listening	17.7	13.3	8.8	6.6	40.0	13.3	3.7	1.78
Grammar	2.2	15.5	20.0	33.3	6.6	22.2	3.9	1.42
Writing	2.2	11.1	17.7	37.7	13.3	17.7	4.0	1.31
Speaking	11.1	15.5	8.8	6.6	20.0	37.7	4.2	1.86

Based on the overall averages (x̄) in the table above, the participants believe that reading, vocabulary, listening, grammar, writing, and speaking could be taught more effectively. In other words, pre-service teachers believe that using literary texts is more effective in developing reading skills and teaching vocabulary when teaching a foreign language.

SQ4: In order to use literary texts as resources in language teaching; do you believe that English Literature, Literature & Language Teaching, and Drama courses are useful for you? Or, do you need extra courses?

Table 7. Distribution of Perspectives on the Adequacy of Undergraduate Courses Related to Literature

	N	%
Useful and satisfying	37	82.2
Need extra courses	8	17.7
TOTAL	45	100

The fourth sub-question aims to determine whether the current literature courses are sufficient for the students to teach a foreign language, and as evident from the table above, it is clear that the number of participants who believe the present courses are sufficient is significantly higher (82.2%) than those (17.7%) who say they need additional courses. Therefore, the current undergraduate courses seem to be good enough to provide pre-service teachers with the necessary knowledge and skills to use literary texts in their future classes.

SQ5: Beside language competencies, using literary texts in language classes could help teacher and students in many ways. What are these benefits, if any?

Table 8. Results Regarding the Advantages of Using Literary Texts in Courses

	f	%
Increases knowledge of the culture of the target language	14	26.9
Improves the basic skills of language	10	19.2
Trains the students' critical thinking	7	13.4
Enriches vocabulary	6	11.5

Motivates students	5	9.6
Entertains students	3	5.7
Contains good examples of target language	3	5.7
Provides an effective teaching environment	2	3.8
Increases knowledge of the world	2	3.8
TOTAL	52	100

In Table 8, the benefits of literary texts other than language competencies can be seen in short phrases. According to pre-service teachers, learning about the culture of the target language, developing cognitive skills, and fostering motivation are important advantages of using literary texts in foreign language teaching, in addition to teaching the language itself.

SQ6: What features do you want in a literary work to use as a language teaching material?

Table 9. Results Regarding the Characteristics Students Look for in Literary Texts as a Foreign Language Teaching Tool

	f	%
Being appropriate to the level of students	30	48.3
Being interesting or engaging enough for students	16	25.8
Being appropriate to the cultural background of students	3	4.8
Being relevant to course content	3	4.8
Others (price, availability, length of work, etc.)	10	16.1
TOTAL	62	100

In Table 9, the features that participants choose? in a literary work are examined. A majority of the participants (48.3%) state that "being appropriate to the level of students" is the first feature they care about in a literary work, and the second is "being interesting or engaging enough for students" (25.8%). "Price, availability, length of work" and other similar factors (16.1%) are of lesser concern to the participants when evaluating a literary work. Overall, for pre-service teachers, two most important criteria for assessing literary work are the suitability and enjoyment of the text for their students.

SQ7: What kind of difficulties might arise while using literary texts for foreign language teaching purposes?

Table 10. Results Regarding the Disadvantages of Using Literary Texts in Courses

	F	%
Linguistic difficulties	19	34.5
Cultural issues	15	27.2
Boredom	13	23.6
Number of unfamiliar words	5	9
Loss of motivation	3	5.4
TOTAL	55	100

Table 10 indicates that complex grammatical structures (34.5%) and the existence of elements specific to the culture of the target language (27.2%), along with boredom (23.6%), are among the features with which pre-service teachers may have difficulty when teaching foreign languages through literary texts. Unfamiliar words (9%) and loss of motivation (5.4%) are two other disadvantages of literary texts.

4.2. RESULTS OF THE EXPLORATORY ANALYSIS

Before performing EFA, Kaiser-Meyer-Olkin (KMO) and Bartlett's tests are conducted to evaluate the factorability of the data (Table 11). The KMO test result was 0.880. The result is higher than the limit value of 0.70, which is required for EFA (Tabachnick & Fidell, 2007). Additionally, the Bartlett sphericity test is $p = 0.000 < .01$, which was significant at the level of .01. Based on these findings, the dataset is subjected to EFA.

Table 11. The Results of KMO and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.880
Bartlett's Test of Sphericity	Approx. Chi-Square		3725.974
	Df		496
	Sig.		0

The Varimax vertical rotation technique and principal component analysis are performed to determine how many factors the scale would consist of. According to Can (2017), Conway and Huffcutt (2003), and

Hinkin (1995), there are several other criteria for EFA in the related literature:

- Factor loadings in factor analysis are expected to exceed 0.30
- The difference between the weights of cross-loaded items should be at least 0.10
- Factors with eigenvalues below 1 should be removed or at the point where the scree plot begins to level off.
- Each construct should retain a minimum of three items.
- Each factor should account for a variance of 5% or higher.
- A meaningful relationship should be observed among the items within the same factor.

Following these criteria, items 1, 5, 6, 7, 12, 20, 21, 22, 24, 25, and 26 are excluded from the draft scale.

Table 12. Factor Loadings of Items

	Component					
	1	2	3	4	5	6
item10	723					
item9	719					
item11	713					
item8	646					
item23	612					
item15		773				
item16		768				
item13		740				
item14		690				
item28			839			
item29			783			
item27			779			
item2				852		
item3				843		
item4				530		
item31					737	
item30					723	

item32	656	
item17		837
item18		715
item19		453

The number of factors is determined based on the aforementioned criteria after the items with a factor loading below 0.4 are eliminated (Table 12). As a result, the six-factor model, of which cumulative variance explained is over sixty-three for EFA, is validated (Table 13 and Figure 1).

Table 13. Total Variance Explained and Eigenvalues

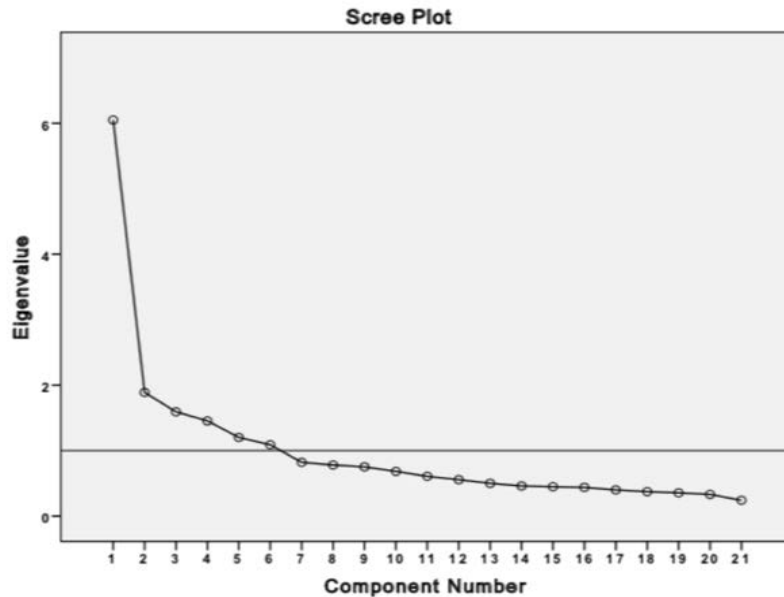| Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	(% of Variance)	Cumulative %	Total	% of Variance	Cumulative %
1	6.051	28.813	28.813	2.850	13.570	13.570
2	1.888	8.989	37.802	2.577	12.272	25.842
3	1.592	7.581	45.383	2.272	10.819	36.661
4	1.453	6.920	52.302	2.002	9.535	46.196
5	1.201	5.717	58.020	1.824	8.687	54.883
6	**1.088**	**5.183**	**63.203**	1.747	8.320	63.203
7	820	3.903	67.106			

Figure1. Scree Plot of the principal component analysis

The reliability of each factor is examined using Cronbach's alpha test as a final step in the EFA (Table 14).

Table 14. Reliability Analysis of Factors

Sub-factors	Cronbach's alpha	Number of items
Factor 1	.743	5
Factor 2	.794	4
Factor 3	.802	3
Factor 4	.576	3
Factor 5	.775	3
Factor 6	.662	3
Overall	.869	21

According to Can (2012), since the overall reliability value of the SELS is found to be 0.869, the scale is highly reliable.

4.3. RESULTS OF THE CONFIRMATORY FACTOR ANALYSIS

CFA is performed to confirm or ignore the results of the EFA. Seven indices, which are widely preferred in scale development studies, are used to test the goodness of fit of the scale (Table 15):

Table 15. Model-Fit Indices Results

Model-fit indices	Scale Values	Recommended Values		Value Range
		Good Fit	Perfect Fit	
χ^2/sd	1.69	≤ 5	≤ 2	0-5
GFI	.891	$\geq .85$	$\geq .90$	0-1
AGFI	.854	$\geq .85$	$\geq .90$	0-1
CFI	.940	$\geq .90$	$\geq .95$	0-1
RMSEA	.058	$\leq .10$	$\leq .05$	0-1
RMR	.065	$\leq .08$	$\leq .05$	0-1
IFI	.941	$\geq .90$	$\geq .95$	0-1

The indices given in Table 15 indicate that the scale has an acceptable fit to the six-factor model. Both exploratory and confirmatory factor analyses confirm that the scale measures six dimensions. Considering other studies on teacher self-efficacy and the General Competencies of the Teaching Profession determined by the Ministry of National Education, the factors are labeled "Self-efficacy in Lesson Planning," "Self-efficacy in Student Engagement," "Self-efficacy in Teaching Language Skills," "Self-efficacy in Fostering Language Competence," "Self-efficacy in Teaching Values," and "Self-efficacy in Student Evaluation."

5. CONCLUSION AND FUTURE RESEARCH DIRECTIONS

This study is conducted in two stages. Considering the qualitative results of this two-stage study, it can be said although the pre-service teachers have some concerns, the majority of participants appreciate the use of literary texts in foreign language teaching and want to use them in their future classes. These results in the qualitative part of the study are in parallel with the results of the following studies: Alemi ve Pashmforoosh (2013), Arıkan (2009), Ceylan (2016), Çıraklı ile Kılıçkaya (2011), Erkaya (2005), Handayani (2013), Karakaş (2012), Kumlu (2012), Küçükoğlu ile Arıkan (2011), Mills (2011), Pathan (2012), Pourkalhor ve Kohan (2013), Soyer (2016), Tevdovska (2016), Vural (2013), Yağiz ve Izadpanah (2013), and Zorba (2012).

Based on the results of the qualitative study, factor analyses are performed, and a scale named the "Self-efficacy in Literature Scale," consisting of 21 items and 6 factors, is developed. The 6-dimensional scale accounts for 63,2% of the total variance, and the Cronbach's alpha

coefficient is .869. The indices values obtained from the CFA regarding the scale are as follows: x2/sd = 1,69 / p <, 05, RMR = .065, RMSEA = .058, GFI = .891, AGFI = .854, CFI = 940, and IFI = .941. Considering these values, it is concluded that a valid and reliable scale was developed.

The scale, with good construct validity and internal consistency, can be used with pre-service and in-service foreign language teachers to evaluate their level of self-efficacy beliefs in the literature. The scale can also contribute to detecting the learning gaps of EFL students in the courses such as English Literature, Literature & Language Teaching, Drama in ELT, etc., and which, in turn, may encourage stakeholders to adopt new methods and techniques in foreign language education. Finally, researchers may consider translating the SELS into other languages to conduct studies and collect data from relevant participants.

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The Self Efficacy in Literature Scale (SELS)

By using literary texts, I…

… can write a lesson plan.	**Factor 1**
… can plan all phases (pre-during-post) of my lesson.	
… can link the texts with the syllabus of my English course.	
… can help my students become more autonomous.	**Factor 2**
… can help my students foster their creativity in language use.	
… can make my students develop positive attitudes towards English lesson.	
… can motivate my students during class.	
… can help my students enhance their imagination.	
… can teach speaking.	**Factor 3**
… can teach reading.	
… can teach writing.	
… can teach listening.	
… cannot teach vocabulary.	**Factor 4**
… cannot teach grammar.	
… can teach integrated skills.	
… can enhance my students' respecting to other cultures.	**Factor 5**
… can develop my students' intercultural competence.	
… can help my students enhance their understanding of the world.	
… can create multiple-choice, open-ended, yes/no questions.	**Factor 6**
… can assess my students' learning.	
… cannot build quizzes to test any of four skills.	

Factor 1: Self-efficacy in Lesson Planning
Factor 2: Self-efficacy in Student Engagement
Factor 3: Self-efficacy in Teaching Language Skills
Factor 4: Self-efficacy in Fostering Language Competence
Factor 5: Self-efficacy in Teaching Values
Factor 6: Self-efficacy in Student Evaluation