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RESEARCH ARTICLE

An Exploration of Literary Genres Through the Eyes of Pre-Service English Teachers

Gamze Erdem Coşgun 

ABSTRACT

Background/purpose – As teachers of the future, pre-service English teachers' perceptions towards literary genres were crucial as their thoughts and experiences during their teacher training program would be decisive on their use of literature in their future teaching professions. Therefore, the objective of this qualitative explanatory case study is to explore how pre-service English teachers feel about studying various genres of literature in their English literature courses and the challenges they face, and to present suggestions for using literary extracts more efficiently in ELT classrooms.

Materials/methods – Twenty-nine pre-service English language teachers participated to the study via answering open-ended questions and participating follow up semi-structured interviews.

Results – Results illuminated that pre-service English teachers had certain preferences regarding the specific genres of literature that they read in their literature classes. Moreover, participants also mentioned certain challenges that they faced while reading literature in English. The most pronounced ones were unknown and Old English vocabulary, complex sentences, long texts, historical and cultural elements, and figurative and literary language.

Conclusion – It is concluded that literature courses for ELT students need to be tailored for the future needs of English teachers.

Keywords – Literature, genres, English teacher.

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1. INTRODUCTION

A growing body of research indicates the importance of using literary texts in foreign language teaching programs (Tehan et al., 2015; Collie & Slater, 1987; Widdowson, 1983; Johnson, 1981; Lazar, 1993; Khatib, 2011; McKay, 2001; Clanfield, 2005). Lazar (1993) states that literature is beneficial for expanding students' imagination, emotional awareness, and their critical thinking skills. In addition, literature presents authentic language material, motivates students (Abdallahman, 2021), helps students to understand other cultures and improves students' language abilities (Lazar, 1993). Literature both delights and instructs students. In addition, it reflects human experience and life from various perspectives. McKay (1982) also states that one of the advantages of using literature in language teaching classrooms is that language is presented within a discourse. Hence, it contributes to students' language proficiency. In addition, use of literature in language teaching enhances learners' cultural knowledge about the target language (Abdumuminova & Salimova, 2021).

Besides the benefits of using literature, there is also some skepticism about the use of literature in foreign language teaching classrooms because of its linguistic complexity and the cultural elements embedded in it (Tehan et al., 2015; Ariani, 2021). Hence, different approaches have been suggested for using literary extracts more efficiently in language teaching classrooms in order to overcome these difficulties. One of the popular approaches to using literature in the classroom was suggested by Lazar (1993). She emphasizes the needs of learners primarily and then, later, choosing the appropriate model. She mentions three approaches to using literature in the classrooms. The first is a language based-model in which the use of grammar, lexis and discourse categories are focused on. The second is literature as content. This approach analyzes the literary work from historical and cultural backgrounds along with the literary devices in it. The last approach is literature for personal enrichment. In this approach, students reflect on their opinions thoughts and improve their intercultural awareness.

In the light of research that indicates the importance and benefits of using literature in language teaching, most of the English Language Teaching Programs include literature-oriented courses (Zorba, 2013). Through these literature-oriented courses, the aim is that pre-service English teachers will grasp the literary background of the language, improve critical thinking abilities and learn how to use literary extracts properly in their future teaching careers (Zorba, 2013). Therefore, various genres are studied within the scope of these courses and learners become familiar with different literary texts.

The main literary genres used in language classrooms are poetry, short stories, drama and novels. Besides their common properties, these forms all have specific characteristics, and they all support the language learning process of students from various perspectives (Babaee & Yahya, 2014). For example, even if Lockward (1994) states that "poetry is the genre most English teachers seem least comfortable with" (p. 65). through poetry, learners can become familiar with the segmental issues of language such as stress, pitch and intonation, be motivated to interpret the poem from their own perspectives, and the poems can evoke emotion (Babaee & Yahya, 2014). Compared to other literary genres, the use of short stories seems more advantageous in the classroom, as mentioned by Collie and Slater (1987) and with respect to appreciating the style they are most welcoming. They reflect human life and experiences and improve the critical thinking skills of students (Babaee & Yahya, 2014; Al-Ajmi, 2022). However, Collie and Slater (1987) also mention that "being creative in presenting and exploiting the text is, if anything, even more important with short

stories than with longer works" (p.196), which indicates the importance of planning to use a short story effectively because, when reading a short story, students might face some problems such as inadequate reading strategies, making interpretations, motivation, appreciating the style, understanding the cultural background and comprehension (Lazar,2009).

Another genre, drama, is one of the closest literary forms to life itself. It uncovers and deals with the lively and complicated lives that we have (Boudreault, 2010). Drama helps learners to understand verbal and non-verbal properties of the target language (Babaee & Yahya, 2014). Finally, there are novels. Reading novels enhances learners' horizons and helps them to understand other cultures and traditions (Babaee & Yahya, 2014). In addition, novels present different uses of languages with many new vocabularies. However, it should be noted that, as Gareis et al. (2009) state, novels are best suited for high intermediate to advanced level students because they will benefit more from novels and enjoy the reading process.

Although, there are studies regarding the use of literature in language classrooms (Collie & Slater, 1987; Widdowson, 1983; Johnson, 1981; Lazar, 1993; Fogal,2010), investigating specific genres of literature (Tsai, 2012; Garzón and Castañeda-Peña, 2015; Lockward, 1994; Galante & Thomson, 2017) and the perspectives of ELT students towards the literature-oriented courses in their teacher education programs (Zorba,2013; Küçükoğlu & Arıkan, 2011; Tehan et al., 2015), few studies explore the various genres of literature in comparison with each other from the perspective of teacher candidates. Therefore, the purpose of this study is to explore how pre-service English teachers feel about studying various genres of literature in their English literature courses and the challenges they face, and to present suggestions for using literary extracts more efficiently in EFL classrooms.

2. LITERATURE REVIEW

Studies have been conducted exploring the use of literature in language classrooms. The study by Lawrence et. al. (2017) used a qualitative study to research pre-service teachers' use of multicultural literature. Action reports of three pre-service teachers were used as data. Findings showed that literature with multicultural properties presented learners with authentic material. It was also suggested that teachers should ask questions to foster the critical thinking strategies of students. In addition, the study also showed that teachers' motivation to use multicultural literature affected students' motivation and their learning processes. In addition, Garzón and Castañeda-Peña (2015) investigated EFL pre-service teachers' use of literary texts with a reader response approach. This approach aims to have students take active roles while engaging with literary works. The study lasted for 16 weeks, and two short stories were analyzed using a reader response approach. Results suggested that literary pieces which were analyzed with reader response approach developed participants' higher order thinking skills.

Moreover, Tsai (2012) conducted a study to investigate students' perceptions on using a novel as material in a reading course. Participants were 93 students with intermediate reading proficiency. Students read a novel for one semester, and their perceptions were noted both at the beginning and at the end of the semester using questionnaires. Results indicated that students benefited from reading the novel, and an increase in students' confidence and interest towards reading novels was observed. However, it was also stated that interest towards the novel was not enough to be motivated to read the novel from beginning to end. Therefore, for the novels which were beyond students' proficiency levels,

classroom activities were crucially important to keep students motivated. In addition, Hirvela and Boyle (1988) studied students' attitudes towards studying English literature. Participants were Chinese adult English language learners. Data were collected through a survey. Results indicated that students mostly preferred novels and short stories and were reticent about drama and poems in language classrooms. With respect to challenges faced, they mostly had difficulty in interpretation of theme and problems with Old English vocabulary.

The study by Fogal (2010) explored students' reactions to various methodologies in using literature in a language classroom. Participants were 48 native Japanese students studying at a private university. Data were collected via a questionnaire and follow-up interviews. Results highlighted that student who are at an advanced level seemed more comfortable in analyzing literature. In addition, they preferred teacher-centered methodologies while studying literary texts. Moreover, scaffolding helped students to analyze the literary text better and to improve their higher order thinking skills.

There are also studies investigating the use of literature and literature-oriented courses in foreign language teaching programs in the Turkish context. The study by Zorba (2013) investigated prospective English teachers' views on literature-oriented courses in a state university in Turkey. Participants were 59 fourth grade ELT students, who took all of the literature-oriented courses in their program. Data were collected through a Likert type scale and analyzed with means and percentages. Results suggested that studying literary texts improved prospective teachers' teaching skills and critical thinking abilities. Participants believed that they benefited from the use of literary texts for their professional and personal development. Results also suggested that literature-oriented elective courses were necessary as the course hours of the teacher training literature-oriented courses were inadequate and more time was necessary to deal with more literature.

Additionally, Küçükoğlu and Arıkan (2011) studied prospective EFL teachers' perspectives on literature in their teacher education programs and its significance. The purpose of the study was to learn prospective English teachers' views on literature courses in their teacher education programs. Participants were 84 prospective teachers from the ELT department of a state university in Turkey. Likert type questionnaire was used to learn participants' views. Results showed that more than half of the students believed in the importance of studying literature, and that they had positive attitudes towards literature courses. Regarding different genres of literature, novels and short stories were perceived as more important than poems in EFL classrooms. Most of the participants believed that poems were not an important genre to be studied in EFL classrooms. In addition, even if participants believed that literature was important for developing students' language skills, it did not improve their speaking skills.

Moreover, Tehan et al. (2015) investigated EFL students' perspectives on the place of literature in their undergraduate programs in a qualitative study. Semi-structured interviews were undertaken with three groups of students: those who had not taken the literature course, those who were taking the literature courses at that time, and those who had recently taken the literature. Results highlighted that, even if students had complex ideas related to literature and language development, most of them believed in literature's importance. It was also suggested in the study that teachers should do more to make students believe in the relevance of literature and to motivate students about literary texts. Saka (2018) also conducted a study to investigate thoughts of pre-service English teachers

regarding the use of literature through a qualitative study, and the results indicate that pre-service teachers were aware of the importance of using literary texts as a teaching material.

3. METHODOLOGY

This review aims to synthesize research on the impacts of using coding apps on CT and the basic coding skills of young children.

The present study was designed as a qualitative explanatory case study (Yin, 2014). Case studies, which involve studying real life occurrences (Cresswell, 2013), are one of the most used inquiry methods among qualitative inquiries (Stake, 2003). For this reason, using qualitative explanatory case study, the present study aimed to explore individual cases taken from the real life in dept.

Research Questions

RQ 1: Which genre of literature (short story, novel, poetry and drama) do pre-service English teachers appreciate most?

RQ 2: Which genre of literature (short story, novel, poetry and drama) do pre-service English teachers find most difficult or frightening?

RQ 3: What are the challenges that pre-service English teachers face in reading literature in English?

3.1. Participants

Participants of the study were 29 third year pre-service English language teachers studying in a state university in Turkey. Of the participants, 21 were female and eight were male. Their ages ranged from 20 to 23. Participants were selected through convenience sampling. All the participants took English Literature I and II courses during their second year of study and Literature and Language Teaching I and II courses during their third year. Within the scope of these English literature courses, participants became familiar with the literary, historical, and cultural background of English Literature while, in Literature and Language Teaching courses, students read extracts from specific genres of literature and analyzed the texts from the perspective of language teaching.

3.2 Data Collection

Data of the present study were collected through open-ended questions and follow up semi-structured interviews in March in 2018. Open-ended questions included three questions. The aim of the first question was to learn the students' favorite genre of literature and possible reasons for that preference; the second question aimed to learn the genre of literature that students most feared and possible reasons for that response; and the last research question was about the challenges that students faced while reading literature in English. Interviews were also conducted with five volunteer students. Interviews included questions in parallel to the ones in the open-ended questionnaire and, through conducting interviews, the aim was to elicit more in dept information regarding participants' thoughts on the specific genres of literature. Data were collected at the end of the second semester after students had become familiar with the specific genres of literature.

3.3. Data Analysis

Data taken from open-ended questionnaire and interviews were analyzed quantitatively through descriptive analysis and qualitatively through conventional content analysis. Percentages were extracted from students' preferences of genres of literature from the open-ended questionnaire. In addition, the students' explanations and transcribed

interviews were analyzed qualitatively through the six steps data analysis defined by Creswell (2013) via MAXQDA. First, the interviews were transcribed and organized for analysis in a word document. Second, data were read to get an overall impression about the transcribed information. The third step was coding of the data. Coding was performed by the researcher. In conventional data analysis, codes are defined during data analysis. Moreover, intercoder agreement was performed for the codes by asking another expert in the language teaching profession to code a sample transcribed interview data for reliability. In the next step, codes were used to generate themes. From a list of codes, a small number of themes were written. In the next step, data were represented in a qualitative manner. Quotations were also given from participants' original utterances. In the conclusion and discussion stage, both data sets were interpreted together to get an overall idea of the results. Lastly, to ensure validity, member checking was conducted with two participants to make sure that the interpretations of the researcher were consistent with the participants' implied meaning.

4. RESULTS

The findings of this study provide evidence that young age children can facilitate early STEM learning and foundational coding skills from playful learning experiences on smart mobile devices.

4.1. Literary Genres Pre-service English Teachers Appreciate Most

As can be seen in Figure 1 below, most of the participants favored the short story compared to other genres. More than half of the participants (51.72%) stated that, compared to the other genres of literature (novel, poem, drama), they appreciate short stories most. The second most popular genre among participants was drama. Of all the participants, almost one fourth of them (24.13%) chose drama as the genre that they appreciate most. The third most favored genre among participants was poetry (20.68%). Moreover, only 3.44 percent of the participants appreciated novel.

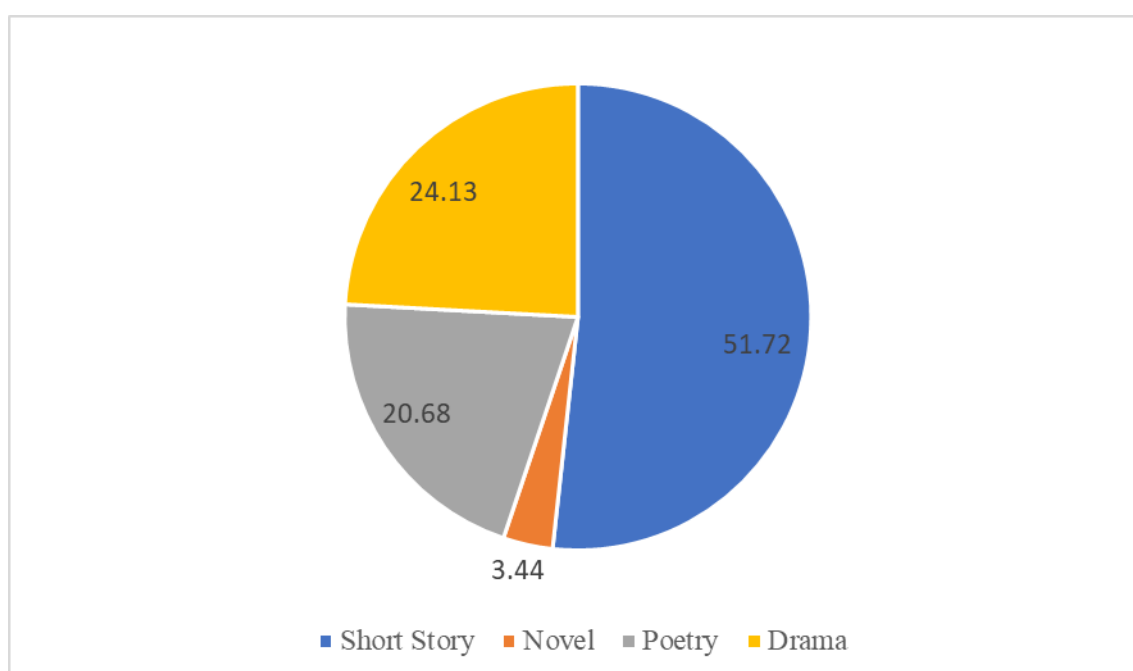


Figure 1. Literary genres pre-service English teachers appreciate most

Results indicated that short stories were the genre that participants appreciated most. Analysis of the open-ended questions and interviews showed that participants viewed short stories as *“enjoyable, fun, interesting, easy to read and understand, attractive, not too long and easy to turn into drama activities”*. Participants indicated that, as short stories are easy to read and enjoyable, they can concentrate better, and they learn new words easily. In addition, compared to other genres, participants stated that the context of short stories is easier to understand. Participants also viewed the topics of the stories as interesting, and they stated that they wondered about the end of the story while reading. Moreover, they also emphasized that they can grasp the plot easily as the language is clearer compared to other genres. Some of the comments regarding students’ views on the short story are given below:

“Short stories give me a feeling of flying in the sky and make me feel relaxed while reading them. Apart from reading the story, I also enjoy acting it. It improves our imagination and abilities.” (Participant 5)

“I enjoy reading short stories most. We learned elements of short story. There were many mysterious short stories. Symbols in the short stories very surprising”. (Participant 19)

“In short stories, thanks to context, we can understand messages, themes or symbols. Short stories are more clear than other genres of literature”. (Participant 28)

The second most favored genre was drama. Participants who appreciated drama the most viewed it as *“enjoyable and entertaining.”* They commented that they enjoyed and felt relaxed while acting out extracts from the drama. One of the participants (participant 2) stated that *“Drama is very convenient for almost every level of learners. Therefore, I can say that drama is convenient for us. It contains a lot of useful techniques, and it is very funny to act”*. In addition, participants also said that, as drama was written to be performed, it was easier to act and remember the utterances, and that it creates an active atmosphere in the classroom.

Poetry was the third most appreciated genre. Participants who appreciated poetry the most viewed poetry as *“rich, figurative and open to interpretation.”* Participants stated that poetry included various meanings and sometimes it was difficult to understand, but that it was enjoyable to study, and it was an artform. In addition, it was also stated that the meaning was not constricted to the words and, every time a poem is read, different layers of meaning can be found. One of the participants also stated that:

“It has a hidden message, and we try to find this message. While we are analyzing the poems, we go back to the poet’s life, culture. It is like a journey for me”. (Participant 21)

Lastly, one of the participants favored novels most among the different genres. It was stated that novel was more extensive and more interesting than other genres.

4.2 Literary Genres Pre-service English Teachers Find Most Difficult or Frightening

From participants’ views, as can be seen in Figure 2, it was clear that poetry was viewed as the most difficult or frightening genre compared to the short story, the novel and drama. More than half of the participants (58.62%) thought poetry to be difficult and frightening. In respect of the forms other than poetry, 20.68% of the participants found novels as the most

difficult and frightening genre. Similarly, 20.68% of the participants viewed drama as the most difficult and frightening genre. Interestingly, however, none of the participants thought of short stories as difficult and frightening.

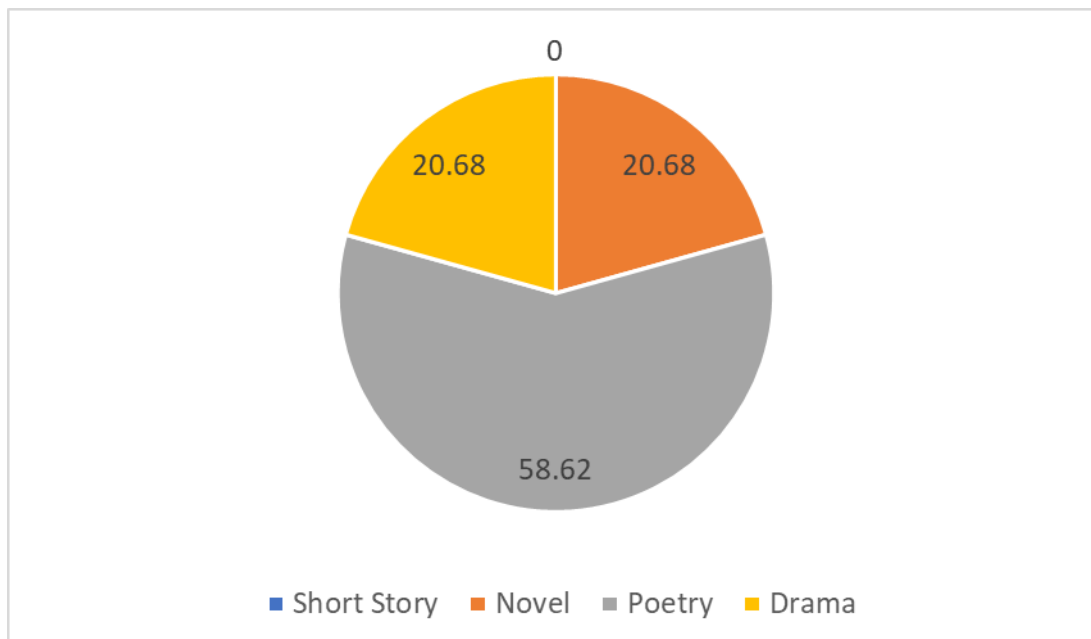


Figure 2. Literary genres pre-service English teachers find most difficult or frightening

In light of analysis, it is clear that most of the participants viewed poetry as “*literary, figurative, intense, deep, implied and difficult to understand and comment on.*” In addition, participants also stated that most of the poems they read included old English words and these words made understanding more difficult. Poetry was perceived as more difficult to understand and analyze because of its literary and figurative style and its deep and intense meaning. For example, participants stated that:

“Poetry includes very deep meanings. Even in one sentence there are lots of things to think about. In addition, poetry interpretation changes very much from person to person.” (Participant 18)

“Poetry is hard to understand. I do not understand its language and topic. I know meanings of words, but I do not understand the general meaning and the message that it carries. Sometimes, I read a poem without it making any sense.” (Participant 14)

Some of the participants also thought that, among the different forms, novels were the most difficult and frightening genre. From these participants’ perspectives, novels were “*complicated, long and confusing.*” Participants stated that reading novels takes too much time, there are many characters and, therefore, it is the most difficult genre. For example, one of the participants remarked that:

“A novel is hard to understand. We have to focus on it deeply and we should not skip parts. It takes more time than the other genres. In addition, some of the novels are not simplified and they are more difficult to understand-” (Participant 7)

Drama was also perceived as the most difficult or frightening genre by some of the participants. They mostly emphasized the idea that drama included acting and acting needed a talent. In addition, they also stated that drama texts were long and difficult to understand.

Moreover, some of the participants also stated that it was hard to make a connection between teaching grammar and drama activities. To exemplify the situation one of the participants remarked that:

“It is hard to act for me in front of the class. I am not eager to participate in this kind of activity, so I do not get used to it. In addition, I believe that I do not have an acting ability. (Participant 1)”

4.3 Challenges that Pre-Service English Teachers Face in Reading Literature in English

Results also illustrated the fact that participants faced some challenges while reading literature in English. The most pronounced challenges were *literary language, Old English vocabulary, length, complex sentences, unknown vocabulary, ambiguities, historical and cultural elements, and figurative language* as can be seen in Figure 3.

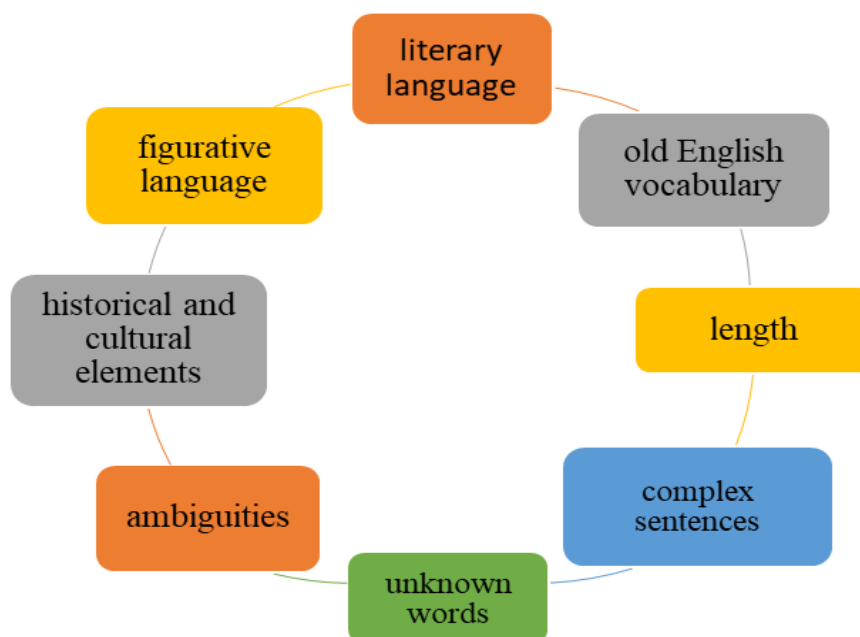


Figure 3. Challenges that pre-service English teachers face in reading literature in English

Some of the participants remarked that unknown vocabulary and complex sentences created some trouble while reading literature, and that this situation prevented participants from taking pleasure in reading. In addition, participants stated that length of the literary texts affected their literature reading. They mostly asserted that long texts were more challenging because they became bored while reading, and they had difficulty in finishing longer texts. Moreover, analyzing longer texts was seen as more challenging by participants. To exemplify this, one of the participants' thoughts are given below.

“Longer texts are problematic for me. For example, novels are really long, and it is hard to read them in a set period in time for the lesson. It is not hard to read on a casual basis but reading for the lesson is difficult because we have limited time”. (Participant 16)”

Old English vocabulary was also seen as a challenge. Participants stated that they had trouble in understanding Old English vocabulary, and they did not enjoy reading when they could not understand the text. One of the participants (participant 22) indicated that reading

a poem in Old English gave the most trouble. Historical elements were also listed as a challenge. Participants remarked that literature was already complex with its literal and implied meaning, and historical elements made the text more challenging. They commented that sometimes, to understand a literary text, additional historical or cultural background was needed and that, if they did not know the historical context, it was more challenging for them to understand the literary text. As an example, one of the participants stated that:

“To know the history of England is difficult. I do not want to learn the history of England. I prefer learning the analysis of a short story.” (Participant 10)

In addition, participants remarked that ambiguities were present in literary texts, and they had difficulty in commenting on these. For example, participants stated that a poem or a short story could be interpreted in different ways, and there was not one correct interpretation. Hence, reading a literary text and trying to understand, analyze and comment on it was perceived as challenging. Another challenge that participants faced was about the literary and figurative language of the text. From participants remarks, it was clear that they sometimes had difficulty in understanding literary texts because of the literary and figurative language elements. To illustrate this point, one of the participants stated that:

“It’s language is where I have the most trouble because the language of literature may be very hard to read and understand so the language of the chosen text is very important.” (Participant 3)

5. DISCUSSION

The results of the study showed that participants most appreciated the short story as a literary form. More than half of the participants stated that they enjoyed reading short stories most when compared to other genres. They thought that reading short stories was more enjoyable, easy, and practical. Collie and Slater (1987) also asserted that, compared to other literary genres, short stories seemed more advantageous for use in the classroom regarding the style they are more preferable. Similarly, Abdumuminova and Salimova (2021) state that short stories are practical to be used in class as they are mostly short and take one or two class hours. The genre that participants appreciated the second most was drama. Participants mainly stated that acting was enjoyable and easier with drama extracts. The third most appreciated genre was poetry. The literary language of the poetry attracted the students’ attention.

The novel was the genre that fewest of the participants mentioned as the most appreciated genre. Students mostly thought that novels were long, and that reading a novel in a limited time was challenging. In line with the findings, Tsai (2012) also stated that motivating students with classroom activities is crucial to making students read the novel from beginning to end. In contrast to the findings, Hirvela and Boyle (1988) found that the genre students in their study most enjoyed was the novel. The genre that students enjoyed second most was the short story. In addition, fewer of the participants chose poetry and drama as the genre that they enjoyed most. Moreover, Bobkina et al. (2021) reported that teachers mostly preferred short stories and novels compared to poems and plays.

With respect to the genre that participants found most difficult or frightening, results showed that poetry was the genre that more than half of the participants feared most. Figurative and literary language and the intense meaning of the poetry made participants believe that it was more challenging compared to other genres. Consistent with the results,

Lockward (1994) also stated that poetry was the genre that most of the English teachers felt least comfortable with. Moreover, the study by Hirvela and Boyle (1988) also reported that poetry was the genre that participants feared most. In addition, Küçükoğlu and Arıkan (2011) found that novels and short stories were perceived as being more important than poems in EFL classrooms because participants believed that poems were not an important genre to be studied in EFL classrooms.

Other than poems, some of the participants also thought of novels and drama as the genre that they found most difficult or frightening. Participants stated that novels were long and complicated. Hence, they were more challenging compared to other genres. This aligns with Gareis et al. (2009), who stated that novels were better suited to high intermediate to advanced level students. In addition, some of the participants thought that acting drama extracts was difficult, and they were not willing to act; therefore, they viewed drama as the most feared genre. Moreover, in parallel to the results of the first research question in which participants listed short stories as the genre that they enjoyed most, none of the participants thought short stories to be difficult or frightening, which is consistent with the findings of the study by Hirvela and Boyle (1988).

Participants also mentioned some challenges that they faced while reading literature in English. They stated that the literary, complex, and figurative language of texts were challenging for them. In addition, they also had difficulty in understanding texts with Old English and unknown vocabulary. Moreover, it was also stated that to understand some of the literary texts they needed some historical or cultural knowledge, without which the texts were seen as challenging. Longer texts were perceived as difficult and boring. In line with the findings, Hirvela and Boyle (1988) reported that, with respect to challenges participants mostly had difficulty in interpretation of theme, Old English vocabulary, cultural elements and literary style and structure. In addition, Tehan et al. (2015) remarked that special attention should be given while using literary texts in language classrooms because of their linguistic complexity and the cultural elements embedded in them. Also stated that some teachers do not feel confident to use literature (Bobkina et al., 2021).

6. CONCLUSION

It was clear from the results that pre-service English teachers had certain preferences regarding the specific genres of literature that they read in their literature classes. They mostly favored short stories, and they mostly feared poetry compared to other genres. They mainly viewed short stories as being more practical, short, and enjoyable to read. However, they mostly had difficulty in understanding and commenting on the literary and figurative language of the poetry. Moreover, participants also mentioned some of the challenges that they faced while reading literature in English. The most pronounced ones were unknown and Old English vocabulary, complex sentences, long texts, historical and cultural elements, and figurative and literary language.

7. IMPLICATIONS OF THE STUDY

In the light of these findings, it can be suggested that literature courses for ELT students need to be tailored for the future needs of English teachers. First, teacher educators should decide on which purpose or purposes they want to make use of the literary texts for. It could be for language purpose, content, or personal enrichment etc. Later, to use literature effectively, literary texts should be carefully chosen by considering the specific needs of the

target group of learners, their interests, levels, and ages. Literary texts should attract students' attention, and learners should be motivated to read and analyze the texts with effective and well-planned classroom practices. Besides this, teachers should pay attention to the length, language and content of the texts while choosing the appropriate literary texts from specific genres of literature. Finally, if texts include historical or cultural elements in them, some background information should be given to students to make their understanding easier.

8. LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Although this study was conducted regardfully, it has certain limitations. Firstly, the number of participants and the collected data were not enough to understand the case in dept. In addition, selection of participants was done through convenience sampling for practicality issues. However ideally, purposive sampling would be more suitable. Notwithstanding the limitations, it is expected that the present study contributes to the existing literature on the thoughts of pre-service English teachers towards specific literary genres. For future research, it is suggested that in-service English teachers' use of literature in English classrooms could be investigated to understand better how teachers make use of literature in real teaching setting.

DECLARATIONS

Author Contributions The article was written by a single author, who read and approved the final published version of the article.

Conflicts of Interest The author declares no conflict of interest.

Funding None.

Ethical Approval Study was conducted by taking ethical issues into consideration. Before conducting the study, necessary permissions were taken from Institutional Review Board of the Middle East Technical University. Moreover, privacy and confidentiality of the participant teachers were ensured. All personal data were presented anonymously.

Data Availability Statement The data that support the findings of this study are available from the corresponding author upon request. The data are not publicly available due to privacy or ethical restrictions.

Informed Consent Informed consent was taken from participants taking part in the study.

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