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Research Article

Turkish pre-service EFL teachers' views on integrating various literary genres in teaching English

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Abstract

The aim of this qualitative study was to have a deeper understanding of Turkish pre-service EFL teachers' views on integrating short stories, poems, plays and novels in English language teaching. In this light, the researcher tried to find answers to the research question through students' reflections written after their practice teaching presentations in one of their 3rd year courses. The results were analyzed through content analysis and emerging codes were categorized under themes and sub-themes. This coding process was done by two experienced researchers in the field of English Language Teaching in order to enhance the credibility and trustworthiness of the results. The findings revealed four main categories: teacher feelings, problems in using literature, advantages of using literature and suggestions for using literature in ELT. Among all four genres, the pre-service teachers stated more negative feelings, problems and suggestions, and fewer advantages for using novel in teaching English. Furthermore, students in all genre groups indicated they enjoyed using literary texts in their presentations, and suggested choosing appropriate texts for language learners, giving background information about those texts and combining teaching language structures with literature in classroom activities.

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Türkiye'deki İngilizce öğretmeni adaylarının İngilizce öğretiminde çeşitli edebiyat türlerinin kullanımına yönelik görüşleri

Öz

Bu nitel çalışmanın amacı İngilizce öğretmen adaylarının İngilizce öğretiminde kısa hikaye, şiir, oyun ve roman kullanımı üzerine görüşlerini belirlemektir. Bu amaç doğrultusunda, araştırmacı, 3. sınıf öğrencilerinden derste uygulama yaptıkları sunumlarından sonra yazılı görüş almış ve bu görüşler içerik analizi sonucunda ortaya çıkan kodların temalar ve alt-temalar halinde gruplandırılması sonucu incelenmiştir. Sonuçların kodlama süreci inandırıcılık açısından alanında uzman iki araştırmacı tarafından yapılmıştır. Analiz sonucunda bulgular dört ana tema altında toplanmıştır: öğretmenin duyguları, edebiyat kullanımındaki problemler, edebiyat kullanımının avantajları, İngilizce öğretiminde edebiyatın kullanımına ilişkin öneriler. Katılımcılar çalışmaya dahil edilen dört edebiyat türü arasında en fazla problem ve öneriyi İngilizce öğretiminde roman kullanımı için belirtmişlerdir. Yine aynı şekilde katılımcılar romanın İngilizce öğretiminde kullanımını açısından daha az avantajlı olduğu görüşündedirler. Ayrıca çalışma dahilindeki tüm edebiyat türü gruplarındaki öğrenciler öğretmenlik deneyimi yaşadıkları sunumlarında edebi eserleri kullanırken çok eğlendiklerini belirtmişlerdir. Bu eserleri kullanırken öğrencilerin seviye ve ilgi alanları açısından uygun metinlerin kullanılmasını, metinlerin kullanımından önce metinle ilgili ön bilgi verilmesini ve sınıf içi etkinliklerde İngilizce dil yapılarının edebiyat ile bütünleştirilerek verilmesini önermişlerdir.

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Introduction

Throughout the history of language learning and teaching, the use of literary texts has shown fluctuation, starting from Greek and Latin works to its popularity loss with the rise of speaking, and most recently its uptrend in the field (Maley, 2001). Having previously seen as an elite source for teaching languages, the tendency to integrate it as an authentic material in language classrooms has increased over the years (Kramersch & Kramersch, 2000; Paran, 2006; Carter, 2007). Literature stimulates emotions, imagination, experience and dreams that cannot be achieved through other types of texts (Pulverness, 2007), and not just increases language development, but also contributes to education as a whole (Brendella, 2000). Therefore, studies revealed many advantages of integrating literature in language teaching.

The authenticity of literary texts enables learners to engage in a meaningful context that increases student motivation (Ghosn, 2002) and enables them to have fun during the classroom activities. Language learners engaging with literature have been found to be more involved and enthusiastic in their lessons (Yang, 2001; Kim, 2004). Furthermore, both the linguistic and affective development can be achieved with these learners (Liaw, 2001). Literature can also be used to teach and encourage critical thinking (Diaz-Santos, 2000) and develop linguistic (Clark & Zyngier, 2003) and literary (Zyngier, Fialho & do Prado Rios, 2007) awareness. The natural language of literary texts advances vocabulary and reading (Strong, 1996; Lao & Krashen, 2000; Holden, 2003; Ono, Day & Harsh, 2004; Wang & Guthrie, 2004) and fosters higher order thinking skills as well as developing emotional, interpersonal (Ghosn, 2002) and intercultural awareness (Strong, 1996; Ghosn, 2002; Kayaoğlu, Çıraklı, Aykıt & Taş, 2012; Tuncer & Kızıldağ, 2014).

Along with its advantages, some researchers stated some problems that may occur during the integration of literature in language teaching. These studies indicate that in teacher-based instructions, literature is not given much importance, and compared to other texts used in language teaching, literary texts can be demotivating for language learners (Edmondson, 1997; Vandrick, 2003). Moreover, for the development of the genres of academic writing, literature provides little support (Vandrick, 2003). Some other problems that learners can experience with these authentic texts have been stated as the difficulty of syntactic patterns, high level vocabulary, meaning differences, cultural contrasts. Little knowledge on aesthetics and genres may also cause difficulties for language learners (Khatib, Rezaei & Derakhshan, 2011).

When using literature in the classroom, EFL teachers benefit from various genres such as poems, short stories, plays and novels. Due to the different language structures and deviations from the original sentence formation, poetry is the least used genre among the others in foreign language classes (Widdowson, 1984). However, Kellem (2009) suggests that poetry is a valuable source for language learners, since they can benefit from the rich content, creativity, vocabulary in context through poems. She brings a new approach to the field, namely Formeaning Approach, by combining Stylistics Approach and Reader-Response Approach (Kellem, 2009). According Formeaning Approach, language elements are studied by the learners at the same time they react to the poems depending on their personal opinions and background. In terms of the process that learners go through, poetry can serve basically in two beneficial ways. First of all, learners understand the author and his feelings, thoughts and

opinions in composing the poem. Second, learners develop themselves in understanding the meanings that words carry, and this leads to an increase in the analytical skills (Hişmanoğlu, 2005).

Short stories are found to be the easiest way of introducing literature to language learners (Spack, 1985). Furthermore, having enjoyable and compelling in essence, short stories motivate students and increase their positive attitudes towards learning a foreign language (Brewster, Ellis & Girard, 2002). There are various advantages of using short stories in teaching. They help learners to comprehend the text easily, since they are short and simple (Arioğul, 2001). When compared to novels, teachers can meet different students' tastes by using various short stories in their lessons, since they are not time consuming. Furthermore, because of the shortness, teachers may require extra activities for students to comprehend the richness of the story (Collie & Slater, 2004).

Plays enable learners to figure out the usage of language structures and the cultural elements in context (Hişmanoğlu, 2005). Lazar (1993) states some of the benefits of using plays in teaching a foreign language. She indicates that plays exemplify the usage of conversational features for learners by enabling them to practice spoken discourse. Moreover, plays offer a meaningful context for them to learn formulaic structures and chunks (Lazar, 1993). The authentic nature of plays demonstrates the target culture and social structure along with fostering productive skills in language learners (Mengü, 2002).

Novels reflect the daily lives of individuals by opening a mirror into real life settings, and in this way encouraging learners to deepen their understanding of the target culture (Hişmanoğlu, 2005). Studies conducted on language learners engaging with novels suggest that novels provide more meaningful and valuable discussions than responding to comprehension questions (Yang, 2001). In integrating novels in language teaching curriculum, Lazar (1993) offered teachers to consider their learners' cultural, linguistic and literary background. In terms of cultural background, she suggested that teachers should consider novels whose culture is not too distinct from the learners, since they may have difficulties in relating and understanding the target culture. Even though learners' linguistic abilities are highly developed in foreign languages, they may not cope with the difficulties of language in the novels. Therefore, teachers should consider choosing motivating and linguistically similar text for their learners. Lastly, language teachers should realize how hand in hand linguistic and literary competences can go, since having mastery in one of them does not mean the learner is capable of the other. Even though learners can understand the words and linguistic structures in a novel, they may lack behind the literary content. For this reason, teachers should consider activities that help students balance these abilities (Lazar, 1993).

Teacher involvement in literature integrated language classrooms are found to be beneficial (Boyd & Maloof, 2000) and their roles as a facilitator are seen quite important for supporting student engagement with their friends and with the text (Kim, 2004). However, because of time limitations in the classroom (Paran, 1998) and difficulty in selecting appropriate literary works for their students (Dawson, 2005), language teachers do not favor using literature in their classes. Although some studies have found that pre-service teachers are mostly lack training on how to integrate literature in language teaching, and develop negative attitudes towards this issue (Paran, 1998; Weist, 2004; Fonder-Solano & Burnett, 2004), some

teachers have been found to be eager to merge literature and language teaching without having any training just by depending on the personal intuitions in preparing courses (Minkoff, 2006).

Studies conducted in Turkey mostly revealed that although pre-service and in-service teachers favor the use of literature in teaching English (Arslan, 2001; Arıkan, 2005; Çıraklı & Kılıçkaya, 2011; Kayaoğlu, et. al., 2014), they state some problems for the implementation of these texts. In line with the findings of previous studies (Paran, 1998), time limitations (Tuncer & Kızıldağ, 2014), centralized curriculum and entrance exams (Kayaoğlu, et. al., 2012) have been stated as the main problems these teachers face. These texts, when used in the classroom, have been found to be integrated just for practicing linguistic skills rather than stylistic and literary purposes (Kayaoğlu, et. al., 2012).

Scholars in the field of pre-service teacher education state the importance of studying teacher perceptions and views as they see it as a significant part of preparing teachers (Britzman, 2003). Pre-service teachers experience various challenges in building their personal teaching beliefs when shifting from a student to a teacher (Alsup, 2006). This process may even start way before the enrollment at a university (Marshall, 1999). The difficulties that can be faced during these processes may even result in attrition due to the intricacies pre-service teachers live through (McCann, Johannessen & Ricca, 2005; Ronfeldt & Grossman, 2008). Therefore, considering all its advantages stated in the literature and the significance of shaping teacher views as early as possible, it is important to study pre-service teachers' views on integrating literature in language teaching. Most studies conducted in the field of foreign language teaching have focused on teachers' views on literature as a whole. However, the scarcity of studies investigating teachers' genre-based views stands out. For this reason, this qualitative study aims to investigate Turkish pre-service EFL teachers' views on using various genres in English language teaching through their reflections. The following research question is proposed according to this aim:

What are the views of Turkish pre-service EFL teachers on integrating short story, poem, novel and play in teaching English?

Method

This study has a qualitative research design aiming to understand Turkish pre-service EFL teachers' views on integrating various literary genres in their in-class teaching practices. The aim of a qualitative study is to conduct a detailed exploration of the central phenomenon, which cannot be retrieved adequately from quantitative research (Creswell, 2012). The central phenomenon of this present study is the views of pre-service EFL teachers after their teaching practice experience including short story, poem, play and novel in their third year teaching reading and writing skills course. The purpose of choosing this kind of research design is that, as Dörnyei (2007) states, qualitative studies "broaden the repertoire of possible interpretations of human experience", and in this way provides a wider scope of understanding with the help of data-driven in-depth analysis of the central phenomenon.

Participants

Participants were chosen among pre-service EFL teachers studying at a state university in Turkey. Fifteen third year university students, who were taking Special Teaching Methods II

course in Spring 2016, were included in this study. Convenience sampling was done, since the recruited participants were available and willing to be studied (Creswell, 2012). These students were divided into groups according to their own decisions. In other words, each student selected the friends they wanted to work with. In line with the literary genres, namely, short story, poem, play and novel, four groups were formed and each group was assigned a genre to prepare their lesson plans accordingly. The detailed information about the participants is presented in Table 1.

Table 1. Information about the participants

| Groups | N of Sts | Genre | Literary Piece |
|---------|----------|-------------|---|
| Group 1 | 3 | Short Story | The Happy Prince by Oscar Wilde |
| Group 2 | 4 | Poem | The Chimney Sweeper by William Blake |
| Group 3 | 4 | Play | The Merchant of Venice by William Shakespeare |
| Group 4 | 4 | Novel | Animal Farm by George Orwell |

These students had taken English Literature courses in their second year at the department and were taking Using Literature in ELT courses at the time of this study. In English literature courses, the students were presented an overview of English literature covered mainly over poems belonging to various periods in English history. Using Literature in ELT courses required similar teaching practice presentations to the ones done for this study. However, in the former one, students were asked to handle only one activity based on a genre in the classroom as an individual work. On the other hand, students in this study were asked to prepare a whole lesson plan and worked as group.

Data collection and procedure

As a requirement of Special Teaching Methods II course participants were asked to form groups and each group was given a literary genre (short story, poem, play and novel). The students were asked to prepare a lesson plan for their given genre as a group. A lecture on how to prepare a lesson plan had been given in the previous courses. These lesson plans were supposed to include a warm up, two main activities and a follow up activity. Since students were instructed on genres in their Using Literature in ELT courses, they were not given any extra lectures on these issues.

Each group did their teaching practice presentations separately during a 4-week process. In order to learn their views on this process, participants were asked to write reflections. These reflections were collected in two phases. Firstly, immediately after their presentations the presenters were asked to reflect on their own teaching. The researcher did not give any comments on presentations and stayed neutral during these lessons. In the second phase, after all groups covered their lessons, students were asked to reflect on their own teaching experience with respect to the following guidelines:

- (1) Write about the integration of the given genre in your own teaching practice.
- (2) Write about how you handled it.

(3) Share your views in general in this process.

Data analysis

Pre-service teachers' both first reflections and the second reflections were analyzed qualitatively through the content analysis and descriptive methods. The analysis focused on identification and classification of issues represented in participants' reflections. The first step in this process included the listing of codes provided in the reflection papers. Then, these emerging codes were classified. Themes and sub-themes were determined. The aim of the content analysis was to analyze the written data to deduce implicit or explicit content in order to investigate social reality (Yıldırım & Şimşek, 2005).

In order to ensure inter-rater reliability a second researcher from the field of English Language Teaching independently coded the data. According to Miles and Huberman's (1996) formula, the agreement rate between the coders was calculated as 94%.

Findings and Discussion

The findings of the content analysis were presented under three main headings: Teacher feelings, problems and advantages of using literary texts, and suggestions for use.

Teacher feelings

The feelings of pre-service teachers were identified from their reflection papers. These feelings, according to each genre, are presented in Table 2.

Table 2. Teacher feelings

| Themes | Codes | Short Story | Poem | Play | Novel |
|------------------|------------|-------------|----------|----------|----------|
| Teacher Feelings | Prejudiced | | | | x |
| | Puzzled | x | | | |
| | Nervous | x | | x | x |
| | Dispirited | x | | | |
| | Anxious | x | | | |
| | Stressed | | | x | x |
| | Enjoyed | x | | x | x |
| | Satisfied | | | | x |
| Total | 8 | 5 | 1 | 3 | 5 |

The pre-service teachers, who integrated short story into their lesson plans, have stated that they felt puzzled, nervous, dispirited and anxious during their practice lesson. One of the students explained the reason behind his being puzzled in front of the class as:

When I first stood in front of the class, the felt puzzled at the very beginning. As much as I tried to hide my feeling, -I forget- I had no idea what I was going to do. However, I had written everything that I was supposed to do in the lesson plan. The reason behind this, -I mean the reason why I forgot everything- is the low

energy of students, because teaching a language through a literary text is parallel with its comprehensibility.

Here, the student also stated one of the problems of dealing with literary texts. According to him, the difficulty of the text implicitly affected his performance in front of the class. As Khatib, Rezaei and Derakhshan (2011) stated the difficulty of the text may cause difficulties for language learners and even demotivates them (Edmondson, 1997; Vandrick, 2003), it can be said that the experiences and feelings of students may have an effect on teacher feelings and performance. Furthermore, these pre-service teachers also indicated that their lack of language proficiency during the lesson made them feel nervous, dispirited and anxious.

The participants, who used play and novel in their lessons, stated that they felt nervous and stressed. One of the students from the play group said the following:

I was not very comfortable during the lesson, because it is always stressful for me to make the classroom play games. There can be some misunderstandings in instructions or students can be shy or I can lose the control and finally there can be problems with time management, but it was not bad, I relaxed when I saw that students are interested in the game.

Although for this student, this stress seemed to be caused by general teaching worries and not related with the problems that can occur during the integration of literary texts (Khatib, Rezaei & Derakhshan, 2011), another student indicated that it is good to have a little bit of stress, since it is in the nature of human beings.

Being prejudiced was only observed among the pre-service teachers who integrated novel in their lesson plan. One of those students in the novel group stated that she was prejudiced in integrating novel into teaching language prior to the preparation of the activities and expressed her feelings as:

I was afraid because I had no idea about the topic, the plot, the characters, and how to deal with a literary text.... We brainstormed on how we can simplify the language, which clues we should give in order for our students to understand the text.

Since teachers' role as a facilitator in the literature integrated language classroom is considered important (Kim, 2004), it is not surprising that this student's fear and as a result her prejudice against using novel affected her views. She feels the responsibility as a facilitator and her lack of knowledge on how to deal with an unfamiliar novel emerged as a negative attitude towards using literature, as previously stated in the literature (Paran, 1998; Weist, 2004; Fonder-Solano & Burnett, 2004).

For all the genres, students indicated that they enjoyed integrating literature in their teaching. One of them from the short story group stated the following:

I enjoyed a lot while using literature as a language teaching tool.

It is not surprising that the enjoyable nature of classroom activities for literary texts, affects both teachers and students. Especially for short stories being compelling and motivating for students (Brewster, Ellis & Girard, 2002), it is inevitable that teachers feel satisfied, motivated and enjoyed after their lessons.

Problems and advantages of using literary texts

Throughout their reflections, pre-service teachers touched upon several problems and advantages that they had observed during their teaching practice. The problems for each genre were categorized into sub-themes, namely, teacher-related problems and text-related problems. This classification of codes according to genres and sub-themes are presented in Table 3.

Table 3. Problems

| Themes | Sub-themes | Codes | Short Story | Poem | Play | Novel | |
|----------|--------------------------|-------------------------------|-------------|------|------|-------|---|
| Problems | Teacher-related problems | Time management | x | x | x | x | |
| | | Knowledge of the text | | | | x | |
| | | Insufficiency of teachers' L2 | x | | x | x | |
| | | Lack of student involvement | x | x | | | |
| | | Giving instructions | | x | x | | |
| | | Classroom management | | x | | | |
| | | Students using their L1 | | x | x | | |
| | | Preparing activities | x | x | x | | |
| | | Material selection | | x | | | x |
| | Text-related problems | Length of the text | | | | | x |
| | | Difficulty of the text | | | | | x |
| | | Unknown/rare vocabulary | | x | | | x |
| | Total | | 12 | 5 | 7 | 5 | 7 |

As seen in Table 3, the number of problems emerged from each genre is more or less the same. However, the types of problems apart from time management, are different from each other. The participants mostly stated that during their practice teaching they had difficulty in preparing the length of activities for their literary works. For instance, a student from the poem group stated:

We planned the level of class as intermediate, but maybe because of the simplicity of the activities, the lesson finished earlier than we expected.

A student from the short story group stated:

I had problems in time-management. It was actually because of my struggle to finish a whole short story in a lesson.

And a student from the novel group stated:

During the practice lesson presentation, I realized that the video is longer than it was supposed to and the students got bored.

This finding is parallel with the situation in Turkey. Mostly teachers have limited time for covering course materials, and they spend little time integrating literature in their lessons. The findings of Tuncer and Kızıldağ (2014) also support the problem of having limited time for such activities. Even though students were given 2 lesson hours (45+45 minutes) for their presentations, some of the students could not use their time efficiently and exceeded their time allotted for each activity in their lesson plans. As for the poem group, they finished earlier than they planned. Being able to use time efficiently, is one of the challenges that pre-service teachers face in their transition to become a teacher (Alsup, 2006). Therefore, this problem can be attributed to the general difficulties of pre-service teachers as well as to the integration of literary genres.

The second and third mostly stated problems were the insufficiency of teachers L2 and the preparation of activities. As for the first one, the participants indicated that because of their lack of proficiency they felt anxious about not being able to convey what they wanted as the way they wish. For the later one, the pre-service teachers stated that since literature is not favored mostly by students in their daily lives, covering it in language classroom can be problematic as well. Therefore, to make their lessons more enjoyable, they had problems in finding suitable and at the same time enjoyable activities for their literary texts. One of the students from the play group the following:

While preparing our lesson, we had difficulty in finding activities. It was our first time in planning a whole lesson for a literary text. And, we neither wanted to bore our students nor give the impression that we did nothing but just played games. We wanted our students to have background knowledge on the play in an enjoyable way.

It is seen from the expressions of the participant that balancing fun and lesson is one of the most difficult ways of integrating literature. Again when the problems that learners can face during these lessons such as syntactic patterns, high level vocabulary, meaning differences, cultural contrasts, little knowledge on aesthetics (Khatib, Rezaei & Derakhshan, 2011) are taken into account, it is quite normal that pre-service teachers had difficulty in preparing activities. Furthermore, since these pre-service teachers wanted their lessons to be enjoyable and prepared fun activities, some problems in line with these characteristics emerged such as lack of student involvement, giving instructions, classroom management, students' using their L1 and material selection. Especially the group that integrated poem in their lesson plan experienced all of these problems. The following quotations from two students in the poem group express their experiences:

Student 1: ... After, we presented 'locks and keys' game. It was very enjoyable. And the last part was good, but students didn't listen to the instructions and they didn't move together. So, I lost classroom management.

Student 2: We had some problems in classroom management. In the main and follow up activity we should have been more careful about controlling our students. Also, in some parts students used Turkish, we should have been more careful about making them speak English. Maybe, we could have used more enjoyable and interesting clothes for poem or we could have prepared some different materials. In this part we couldn't catch enough attention.

As Yang (2002) states that a student-centered approach in teaching literature leads to positive attitudes towards the integration of literature in language classes, the endeavor of these pre-service teachers to get students more active in their lesson resulted in the problems as stated above. The rich content and stylistic devices in poems (Kellem, 2009) may have caused these pre-service teachers to experience such problems. Furthermore, these results support the tradition of poem's being the least preferred genre in teaching languages (Widdowson, 1984).

Finally, it can be seen from the table 3 that, text-related problems were mainly encountered by the group which tried to integrate novels in their lesson plan. The length and difficulty of the text and the unknown/rare vocabulary caused some problems for these pre-service teachers. The culture and literary content have been stated as issues that teachers have to cope with while dealing with novels (Lazar, 1993). Therefore, it is not surprising that these pre-service teachers experienced such problems in their practice teaching presentation.

Apart from problems, the participants also mentioned the advantages of the literary texts. The analysis of their reflections revealed codes which are grouped under sub-themes by the researcher. These sub-themes are teacher-related advantages, student-related advantages and both teacher and student-related advantages. The codes and sub-themes stating advantages for each genre are presented in Table 4.

Table 4. Advantages

| Themes | Sub-themes | Codes | Short Story | Poem | Play | Novel | |
|------------|----------------------------|-------------------------------------|-------------|------|------|-------|--|
| Advantages | Teacher-related advantages | Motivating for teacher | | | x | | |
| | | Less teacher workload | | x | | | |
| | | Teaching abstract relationships | x | | | | |
| | | Presentation of the target culture | x | | | x | |
| | | Presentation of the target language | x | | x | x | |
| | Student-related advantages | A model for writing | x | | x | | |
| | | Personal development | | | x | x | |
| | | Motivating for student | | | x | x | |
| | | Cultural awareness | | | x | | |
| | | Contextual language learning | | | x | | |
| | | Increased interest in literature | x | | | | |
| | | Creative thinking | x | | | x | |
| | | Cognitive development | | | | x | |

| | | | | | |
|---|---|----|---|----|---|
| | A ground for student expressions | | | x | |
| | Implicit learning | | | x | |
| | Retention of the newly learned subjects | | x | | |
| | Frees from prejudices and taboos | | x | | |
| | Mental development | x | | | |
| | A ground for vocabulary learning | x | | | |
| | A reminder of moral and social values | x | | | |
| | Empathy development | x | | | |
| | A ground for socializing | | x | | |
| | Inductive learning | | x | | |
| | A ground for L2 practice | | | | x |
| | Critical thinking | | | x | |
| Both teacher and student-related advantages | New and unusual method | | x | | |
| | More enjoyable lessons | x | x | x | |
| | Authentic material | | | x | |
| Total | 28 | 11 | 7 | 13 | 5 |

Using short-stories were found to be advantageous by the pre-service in several ways such as teaching abstract relationships, presenting the target culture and language, serving as a model for writing, increasing interest in the literature, enhancing creative thinking, fostering mental and empathy development, learning vocabulary, reminding of moral and social values and creating more enjoyable lessons. These findings support the findings of Liaw's (2001) study on short stories, in which the results indicated both linguistic and affective gain of the students. One of the participants stated his views as:

It is a bit childish, but I think no matter their ages, everybody needs to remember moral values. I think we gave the message by using a literary work reminding people in need... we presented a good example of the target language. We had the chance to enjoy the best of many worlds by using this literary work.

Using poems were stated as advantageous by the following factors: requiring less teacher workload, retention of the newly learned subjects, freeing from prejudices and taboos, helping in socializing, providing inductive learning, being a new and unusual method, and creating more enjoyable lessons. Studies conducted on the integration of poems in language teaching have revealed similar results indicating an increase in language skills (Yeh, 2005). Even though, poems were found to be less favored by teachers (Widdowson, 1984), the participants of this study stated that poems are actually less demanding for teachers. Moreover, the deviations from the daily language were found to be a turn-point for students in their prejudices and taboos. One of the participants in the poem group stated her thoughts on this issue as:

Apart from the difficulty in determining materials, the target of the lesson, learning outcomes and students' needs, interests and capabilities, thanks to the extraordinariness and fun it provides, I observed that students can free from their prejudices and taboos.

The advantages stated for integrating plays into language classes include motivating for teachers, the presentation of the target language, a model for writing, enhancing personal development, motivating students, increasing cultural awareness, providing contextual learning, fostering creative thinking, enabling students to express themselves, providing implicit learning, fostering critical thinking, creating more enjoyable lessons and serving as an authentic material. These results support previous studies in the literature (Diaz-Santos, 2000; Mengü, 2002; Hişmanoğlu, 2005). The results of this study also indicated that in terms of advantages play outnumbered other genres. Also, this is the only genre that participants found motivating for teachers as well as students.

Lastly, the novel was found to be advantageous by these pre-service teachers as it presents the target culture and language, enhances personal development, motivates student, and enables practicing the target language. These findings support previous studies (Lazar, 1993; Yang, 2001; Hişmanoğlu, 2005). Surprisingly, the pre-service teachers touched upon advantages of using the novel in language teaching very little. Among all four genres, when considered the number of advantages stated, the novel was found to have fewer advantages compared to the other genres. The situation in the problems section was vice versa. Thus, this may show that the problems encountered during the activities moved ahead of the advantages, and this can be counted as the reason why students did not mention many benefits for using novels.

Suggestions for literature use in ELT

Some suggestions for integrating literature were made by the pre-service teacher in their reflection papers. These suggestions were presented for each genre in Table 5.

Table 5. Suggestions for literature use in ELT

| Themes | Codes | Short Story | Poem | Play | Novel |
|----------------------------|--|-------------|------|------|-------|
| Suggestions for use in ELT | Provide background knowledge | x | x | x | x |
| | Integrate language activities | x | x | x | x |
| | Cover it in manageable parts | x | | x | x |
| | Check comprehension | x | x | | x |
| | Choose appropriate texts for students' levels | x | x | x | x |
| | Use activities initiating active participation | x | x | | x |
| | Use visuals | | x | x | x |
| | Choose enjoyable materials | | x | | x |
| | Use creative activities | | x | | |
| | Be prepared as a teacher | | x | | x |
| | Do both efferent and aesthetic reading | | x | | x |
| | Elicit key points to the students | | | | x |
| | Mind students' interests | | | | x |
| Total | 13 | 8 | 8 | 6 | 12 |

As Table 5 indicates, pre-service teachers dealing with the novel in their practice teaching presentations were found to be offering more suggestions compared to the other

genres. This group was the one that had more problems and fewer advantages. Two unique suggestions were made by this group. They stated that eliciting key points in the novels to the student can be beneficial for their comprehension. Furthermore, they offered to keep students' interests in mind while choosing materials and activities for them. Also, they stated that it can be more useful to use novels with high proficiency level and elder students. One of the pre-service teachers from this group indicated her views as:

I had so much difficulty in preparing materials, since literature cannot be an area which every student likes. Therefore, I tried to prepare the best and the most interesting reading lesson. It was imported that the materials were appealing to the eye and interesting, and I chose colorful pictures as materials... Literature can be used in ELT, but the level of students should be taken into consideration. With primary and secondary school students this integration can be superficial, and with the high school student it will be better to handle with topics related to the text's content.

Pre-service teachers from other three genres offered similar suggestions. However, there are three suggestions that were made by pre-service teachers from all genres: provide background information and integrate language activities and choose appropriate texts for students' proficiency levels. Although studies highlight the significance of promoting reader awareness by showing the effects of manipulated language (Clark & Zyngier, 2003) and emphasize the importance of literary awareness (Byrnes & Kord, 2002; Zyngier, Fialho & do Prado Rios, 2007), pre-service EFL teachers were found to be putting much emphasis on language structures. Moreover, the most essential thing prior to the activities based on literary texts were found to be preparing students to the text by teaching unknown vocabulary, introducing the characters, informing the historical period that the text was written and giving information about the author and the culture presented in the text. Considering the fact that these issues can preclude learning, it is important to make them clear before dealing with the actual text. Furthermore, the selection of suitable texts for the students' proficiency levels can help teachers lead a more successful lesson.

The participants dealing with inherently longer texts, namely short story, play and novel, suggested breaking the texts into small pieces so that it will be easier to cover them in the lessons. Furthermore, the same groups also suggested being prepared as a teacher. The length of the text may cause them to think so, since poems, although they have many deviations from the actual language use, are shorter than the other genres and the preparation for the poem may take relatively shorter time compared to short story, play and novel.

Conclusion

The aim of this study was to find out the views of Turkish pre-service EFL teachers on integrating short story, poem, play and novel in their practice teaching presentations. The results revealed that although students experience various negative feelings such as prejudice, nervousness, anxiety and stress during the integration of literary genres in English Language Teaching, there is a consensus on the lessons being enjoyable for both themselves and students.

Surprisingly, among all four genres the pre-service teachers using poem indicated only enjoyment instead of the negative feelings stated above. However, this does not mean that one feeling experienced in one genre is not experienced in others. Even though students did not verbalize that feeling, they might have lived through it. Therefore, it is useful to keep in mind that the results here just reveal the issues explicitly stated in the reflection papers of these pre-service teachers.

An outstanding result emerged from the themes *problems* and *advantages*. The group integrating the novel stated fewer advantages and relatively more problems compared to short story and play, even though these three genres are more or less similar in terms of style and length. These results can also be affected from other factors such as personality traits of these participants, group dynamics, motivation, etc., instead of the factors related with the nature of novels. Furthermore, the pre-service teachers stated fewer problems and more advantages than other genres. As stated earlier, plays enable learners to practice spoken discourse by exemplifying the conversational use of the language (Lazar, 1992). Therefore, the integration of interactive activities into their lesson plays may have helped pre-service teachers recognize many benefits of plays. Again, these results do not show a clear cut distinction among genres, since these codes in problems and advantages may occur interchangeably in different classrooms with different contexts and texts.

Finally, the suggestions that these pre-service teachers offered for the ones who are going to integrate literature in their language classrooms are quite beneficial, since they are presented especially in a genre-based manner to elicit special requirements of each genre. However, it is useful to keep in mind that no matter what the literary text is, providing background knowledge, integrating language-related activities and choosing appropriate text for student' levels are necessary key points.

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