

# TEACHING LITERARY GENRES THROUGH WEB 2.0 TOOLS IN ELT CLASSROOMS

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## Abstract

The strong and close relationship between language and literature cannot be underestimated. However, there has been a lot of back and forth about the merit of literature in foreign language teaching. In recent years, the importance and use of literature in foreign language teaching environments have been well accepted. However, the search for the better inclusion of literature in these environments is an ongoing process. In this search, the growing availability and affordances of technology, we believe, have opened windows of opportunities to better use literature in foreign language teaching. One of these technologies is Web 2.0 tools. In this chapter, we first attempted to discuss the significance of literature in language teaching and shed light on the value and affordances of Web 2.0 tools. The authors will situate their argument as to why Web 2.0 tools can be resorted as a promising teaching practice when teaching language through literature. Then, sample lessons on two literary genres (novella and poem) that can be delivered by using Web 2.0 tools will be presented. We envisage this chapter will provide new insights into using literature in foreign language teaching programs with the integration of Web 2.0 tools.

**Keywords:** foreign language teaching, literature, literary genres, Web 2.0 tools

## 1. Introduction

Language and literature are the flip-side of the same coin. In foreign language teaching environments, adopting a culture-free approach and excluding the literature from the language learning processes may result in communication breakdowns in the target language (Bada, 2000; Holme, 2002; Roberts et al., 2001). For becoming a proficient user of the target language, not only linguistic but also cultural knowledge is necessary (Krasner, 1999; McKay, 2003). Textbooks generally inadequately address this knowledge and lack cultural aspects of the target language whereas literary texts are a good source of reflecting culture and authentic language. In this context, literature representing the culture of the target language should be an integrated part of foreign language teaching environments. For effective inclusion of the literature to these environments, the teachers' planning ability of tasks and scaffolding practices are of great importance (Paran, 2008).

The growing influence of technology in all spheres of life is an undeniable fact leading to the inevitable use of technology in educational contexts at all levels and language education is no exception. It can be claimed that language education follows and adopts technological advances more than any other subject. In line with this, language teachers are required to integrate technology into their classroom practices to better address their students' language learning needs. Prensky (2001) claimed a digital divide between students and their teachers and coined the terms 'digital natives' and 'digital immigrants'. Today's students are indeed

more familiar with technological devices than their teachers. However, we believe that a *huge* digital divide does not exist as Prensky claimed between the students and their teachers when it comes to the educational use of technology since the students mostly use technology and technological devices for entertainment purposes. With this in mind, language teachers should benefit from their students' familiarity with the technology and use it for educational purposes. Furthermore, technology opens new windows of opportunities for language learning and teaching purposes. In doing so, language teachers need to have digital literacy to enrich course content and teaching modality. In other words, language teachers need to develop their technological knowledge and skills to effectively integrate technology into their teaching practices.

Now, the use of technology by the language teachers is not a preference but to a certain extent an obligation (Luke & Britten, 2007). We believe that the successful use of technology in language learning depends heavily on how teachers integrate it into language learning processes. Furthermore, there has been no reliable evidence that without teachers' guidance, technology use produces desired results (ACFTL, 2012, para. 3). Today, there is a wide array of instructional technology available to language learners both in and out of the classroom one of which is Web 2.0 tools, and in the hands of skillful and competent language teachers, these tools can contribute to the effectiveness of instruction. With the widespread availability and affordances of these tools, language teachers can reap the benefits of it while including the literature in their language teaching practices. The chapter begins by discussing the place of literature in language teaching and then continues by detailing the use of Web 2.0 in it. We shall then end the chapter with two sample lessons on two literary genres that showcase the use of Web 2.0 tools.

## **2. Literature in Language Teaching**

Literature reflects the culture of the target language in authentic ways and therefore it is believed that there is a close link between literature and language teaching. To Widdowson (1983), since the dialogues used in the classroom (classroom communication) have no plot and characters they are far from creating conflict or interaction, misunderstanding or mystery and therefore the learners simply utter the sentences in the given context and it is doubtful that this attracts students' interest for real communication. McRae (1991), on the other hand, pointing out the 'fabricated' nature of classroom language, states that it is a kind of give and take information where one cannot find a figurative language or it does not lead to thinking in the target language. Therefore, students need to be exposed to a wide range of materials so that they can have a purpose, genuine interaction, misunderstanding, and corrections which are the natural parts of communication in any given language. Literary texts provide rich sources of authentic language in which interlocutors find critics of ideas, misunderstandings, and various interaction forms and this makes literature unique and valuable in language teaching.

There is an undeniable connection between language and the culture where this language is practiced. Literature, being the epitome of the target culture, stands out as a great resource to resort to in language classrooms (Byram, 1989; Kramsch, 1994). According to Ghosn (2002), literature in language teaching serves four major purposes. Literature provides;

- meaningful and motivating context;
- opportunities for teaching colloquial vocabulary;
- academic literacy and helps students develop higher-order thinking skills;
- models to form humanistic views

Additionally, literature and literary pieces help students understand the target culture in motivating and attention-grabbing contexts, thereby raising awareness toward the similarities and differences between the mother and the target language (Lazar, 1993). Thus, it is a must for language teachers to exploit authentic literary pieces in language classrooms (Collie & Slater, 2011). In addition, it is argued that the literature has an impact on bringing foreign language learners to the competency of native speakers (Obediat, 1997).

As a part of language learning, authenticity attracted language teachers and material developers after the 1970s and since then authentic materials have become sine qua non of language classrooms as they provide more freedom to use and understand the real language; exposure to various contexts in which everyday language is spoken. To Jacomard and Kuuse (2016) “authenticity improves students’ communicative and cultural competence, as well as their intrinsic motivation” (p. 2). Similarly, literature is a good source of authentic materials as literary texts offer genuine language use and provide opportunities to use the language creatively. It is suggested that “the skills obtained while studying literary texts will help learners become better, more aware readers of the world they live in” (McRae, 1991, p. 10 cited in Daskalovsk & Dimova, 2012, p. 1183). Therefore, it can be stated that with the use of literature in language teaching we not only support our students’ language learning but also their awareness of the world they live in because literature presents the creative and imaginative use of language.

### **3. Web 2.0 Tools in Language Teaching**

Technology is regarded to function as a catalyst promoting more learner-centered approaches, unlike traditional teacher-fronted classrooms. In technology-enhanced learning contexts, it is argued that students have more opportunities to develop autonomous learning skills (Russell & Sorge, 1999). As obvious it is, technology has safely secured its place in the educational contexts for a long time now and the era we live in is certainly highly wired. In the past though, teachers were traditionally regarded as the sole agents to transmit knowledge whereas in technology-enhanced classes students are expected to equally share the ownership of constructing and sharing knowledge in collaboration with their peers.

Of the instructional technologies, Web 2.0 tools come fore as one of the major applications utilized in language classrooms. Coined up by O’Reilly (2005), the term Web 2.0 encompasses more than a simple acronym. When we are talking about these tools, we mean a wide array of applications that can be executed by a computer with an internet connection. With the introduction of the internet into our lives, we, the users of the technology, can both interact and collaborate with other users around the world. Today, computers with an internet connection do not only provide read-only static information but help us disseminate knowledge, contribute to the existing information and interact with others on online platforms.

Before the emergence of Web 2.0, its predecessor, Web 1.0 provided its users with static information that the users could not interact with, contribute to the existing information but maintain read-only status. This ‘one-way communication’ modality, as was described by McLeod and Wasinda (2008; cited in Basal, 2016), was far from engaging the users actively with the presented online material. However, with the introduction of Web 2.0, users have had an active role in creating and sharing content. Regarded as the second generation of the World Wide Web, Web 2.0 enables users to create content, share and collaborate with others. From the beginning to the end, users of Web 2.0 tools are actively involved in content creation and sharing with other users. That is, they become the content creators rather than the passive receivers of the content.

With regards to the privileges that Web 2.0 provides with users, Murugesan (as cited in Başal, 2016, p. 156) states; Web 2.0

- *facilitates flexible Web design, creative reuse, and updates;*
- *provides a rich, responsive user interface;*
- *facilitates collaborative content creation and modification;*
- *enables the creation of new applications by reusing and combining different applications on the Web or by combining data and information from different sources;*
- *establishes social networks of people with common interests;*
- *supports collaboration and helps gather collective intelligence*

Considering its development from ‘read-only’ status to content creating, sharing, and collaborating, Web 2.0 is a promising instructional tool

*encompassing a variety of different meanings that include an increased emphasis on user generated content, data and content sharing and collaborative effort, together with the use of various kinds of social software, new ways of interacting with web-based applications, and the use of the web as a platform for generating, re-purposing and consuming content (Franklin & Van Harmelen, 2007, p.4).*

Why are Web 2.0 tools considered promising new generation applications? Although they were not created to facilitate and enhance teaching practices at all levels and in all majors, but primarily designed for content creation and communication, Web 2.0 tools have turned to be the most promising applications in the hands of teachers. According to Jimoyiannis et al. (2013), today’s Z generation, that is, ‘digital natives’ are already accustomed to using these tools in their daily lives outside the classroom and thus their familiarity with these tools makes their usage in the classroom more enjoyable and problem-free on the part of the learners (Please see our way of thinking about digital natives in the introduction part). Along with these potential benefits, the researchers cited above also argue that these tools are in alignment with current learning theories thereby offering students a more learner-centered learning milieu (Lee & McLoughlin, 2007). In addition, tools help students establish communication networks by sharing and collaborating with their peers around the world. In a way, tools-enriched instruction takes students out of the classroom and helps them to socialize with their peers in authentic discourse communities. Parallel to their popularity in educational contexts, the number of these tools has proliferated considerably. Preferred in the educational

arena are Web 2.0 tools such as wikis, podcasting, social networking sites (e.g., Facebook, Twitter, and Instagram), video-sharing (e.g., YouTube), social bookmarking, and content curating (e.g., Blendspace, Livebinders,). In an inventory study conducted by Wang and Vasquez (2012), blogs, wikis, social networking sites, and virtual worlds were found to be the most documented tools in research studies.

In addition to the mentioned benefits, Web 2.0 tools can entertain different learning styles by providing visual, aural, animation-enhanced content simultaneously (Prashing, 2006). This ‘all-in one’ feature is surely a big asset that these tools possess with regards to traditional coursebook-bound teaching practices in typical classrooms. All in all, it is true to say that, Web 2.0 tools have the potential to provide an effective teaching atmosphere where students are exposed to multi-faceted learning experiences through interaction, engagement, creativity, and collaboration with other users.

Below is a list of rigorously selected tools that are categorized according to primary purposes for use in language classrooms:

1. Corpus Tools: Padlet, Blendspace, Google Docs, Google Slides
2. Brainstorming Tools: Answergarden, Tricider, Google Form
3. Story-construction Tools: Storybird, Storyboardthat, Storyjumper
4. Mindmapping: Mindmeister, Popplet, Bubble.us
5. Word Cloud Tools: Wordart, Wordclouds
6. Video Tools: Voicethread, Ed.Ted (designing video-based courses)
7. Infographic Tools: Easel.ly, Pictochart
8. Sound Tools: Vocaroo, Google Docs (sound-text)

Although technology in a larger sense and Web 2.0 tools, in particular, have a positive impact on overall teaching and learning practices, people who will utilize and exploit these tools are equally important if not more. Regarding technology and these tools as life jackets and placing complete reliance on them unquestionably to remedy all the problems in the classroom would be a great fallacy. These tools will serve their purposes once they are exploited by skillful teachers. Web 2.0 tools can create wonders in the hands of pedagogically well-trained teachers. Concerning the human factor as a user of these tools, Warschauer and Meskill (2000) underline the ‘humanware’ factor along with hardware and software. He argues that teachers as ‘humanware’ come before the other wares in terms of planning and designing successful educational practices inside the classroom. That is, no matter how well versed a teacher is in the area of these tools, it is their capacity and knowledge of designing and creating the content, pacing the activities, appropriately integrating the tools in a coherent manner that make the difference.

According to Basal (2015a), pre-service programs producing language teachers lack adequate technology training. Included are the reasons, he argues, curriculum, the teacher educators, and limited credit hours assigned for technology courses. Basal (2015b) asserts that “the knowledge and expertise of a language teacher on integrating technology into the curriculum

will have a direct influence on the realization of a lesson's learning objectives" (p. 487). Today's language teachers are surrounded by a wide array of emerging technologies (Wildner, 2000). Thus, language teachers are expected to integrate these technologies properly into their courses thereby taking up new roles (Luke & Britten, 2007; Otto & Pusack, 1996). However, as mentioned earlier, language teacher preparation programs fail to enable prospective teachers with competencies to use technology effectively (Rilling et al., 2005; Schrum, 1999; Sprague, Kopfman & Dorsey, 1998, as cited in Luke & Britten, 2007). In relation to technology training in pre-service education, Hubbard (2008) claims that there are research studies proving that teachers graduate from formal programs either by knowing little or almost none about technology. The gap between 'digital native' Z generation students (Lee, 2000) and the teachers who graduated from the programs with little or no knowledge at all in adequate technology integration (Kessler, 2006) stands as an acute factor sufficient to negate all the other positive conditions available for language teaching.

Web 2.0 tools can open windows of opportunities for foreign language teaching if they are properly integrated into instruction by the careful planning of the language teachers. Language teachers here should seek the optimum balance between pedagogy and technology not prioritizing one over another because they mutually affect each other in the process. We believe that using Web 2.0 tools may bring interactivity, collaboration, cooperation, and engagement into language lessons. Considering the importance of literature in foreign language teaching, teachers can benefit from these tools to create better learning and teaching atmosphere while including literature in the foreign language teaching environments.

The following are two sample activities that showcase the use of literary texts with selected Web2.0 tools (Vocaroo, Storyboardthat, Padlet, Google Docs, MindMeister, Magnetic poetry, Renderforest, Storyjumper, Bamboozle, Rhymer). We only focused on two genres (novella and poetry) due to the space limitations. In presenting these activities, we sought to create a diverse set of activities aimed at variety as far as possible.

#### **4. Sample Activities**

Typically, in literature courses, teachers assign literary texts and analyze them with their students in terms of characters, plot, theme, context, and so on. Studies have proven prevalent discontent in students who receive literary instruction via traditional teaching modalities. The language teachers' responsibility is therefore to create an engaging learning environment. In doing so, Web 2.0 tools have the potential to provide promising outputs when appropriately exploited by teachers. Language teachers can design and develop engaging and motivating lessons with the effective integration of these tools into their teaching practices. The followings are a few Web 2.0-tools enhanced activities that can be utilized in literature classes and the stages to be followed.

##### **Sample Activity 1**

<b>Literary work</b>	: The Dead by James Joyce
<b>Genre</b>	: Novella
<b>Aim</b>	: To teach James Joyce's The Dead through Web 2.0 tools

To focus on certain language structures within the literary text

**Language skills** : listening, reading, writing, and speaking

**Sub language skills** : grammar, vocabulary, intonation, and spelling

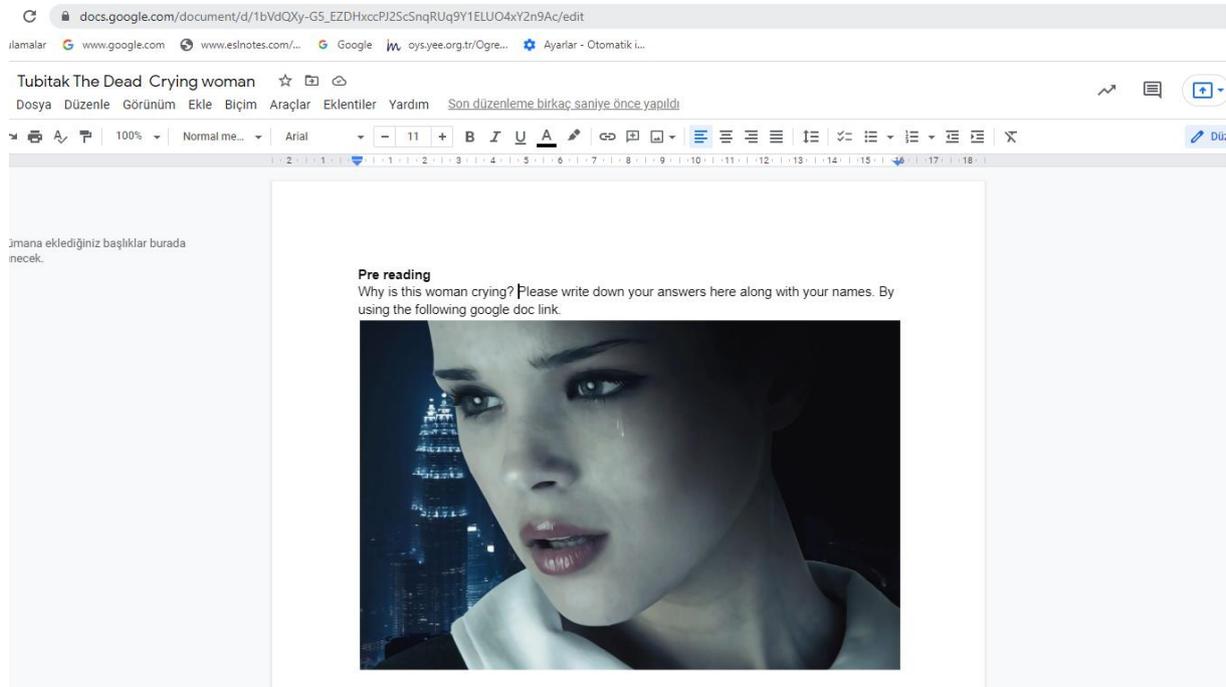
**Web 2.0 tools** : padlet, google docs, vocaroo

The activity comprises three stages, pre-while, and post.

**Pre-activity stage:**

1. Students were initially introduced to the required Web 2.0 tools Padlet, Google Docs, Storyboardthat, and Vocaroo. Afterwards, a picture reflecting the content of *The Dead* was shown through Google Docs and then they were asked the following question.

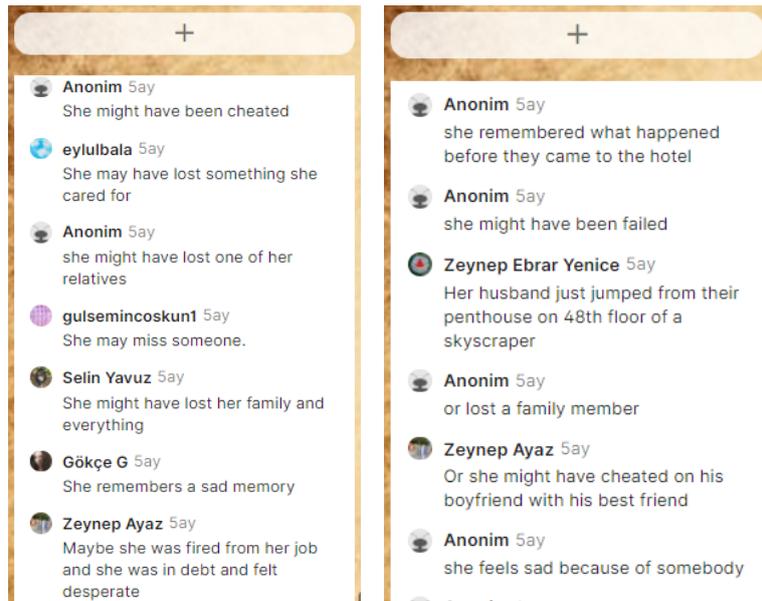
2. Look at the picture and explain the reasons why the woman below is crying; write your answers either via Google Docs or Padlet through the link provided.



The screenshot shows a Google Docs interface. The title bar reads 'Tubitak The Dead Crying woman'. The document content includes a 'Pre reading' section with the following text: 'Why is this woman crying? Please write down your answers here along with your names. By using the following google doc link.' Below this text is a photograph of a woman with a tearful expression, looking slightly to the side. In the background of the photo, a city skyline with illuminated buildings is visible at night.

**Figure 1:** A picture reflecting the content of the “*The Dead*”

### 3. Students discussed/read their answers written on Padlet.



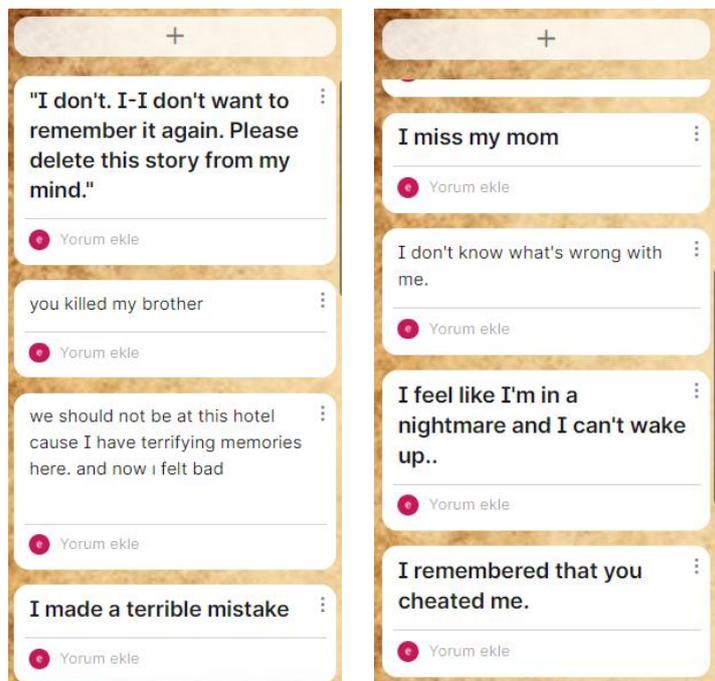
**Screenshot 1:** Sample of students' answers of why the woman in the image is crying.

### 4. Then students were addressed the next question which was about an incomplete paragraph.

The paragraph was posted on Padlet; the students were asked to complete the following paragraph and write their answers via Padlet just under the paragraph. The paragraph and students' answers have been presented below.

#### ***The incomplete paragraph:***

*The couple were at the hotel, the man noticed the strange behaviors of the woman. Suddenly, she remembers the story and bursts into tears and then said...*



**Screenshot 2:** Samples of student answers to the paragraph completion.

The teacher reminded students that they would learn the actual missing part of the paragraph at the end of the class. Afterwards they read aloud what they initially wrote.

### While stage

Students were addressed various questions during reading. The procedure was as follows:

1. At this stage, students were asked to read aloud a shortened text from *The Dead* provided through google docs, then worked out the meaning of the text and unknown vocabulary.

### **Summary**

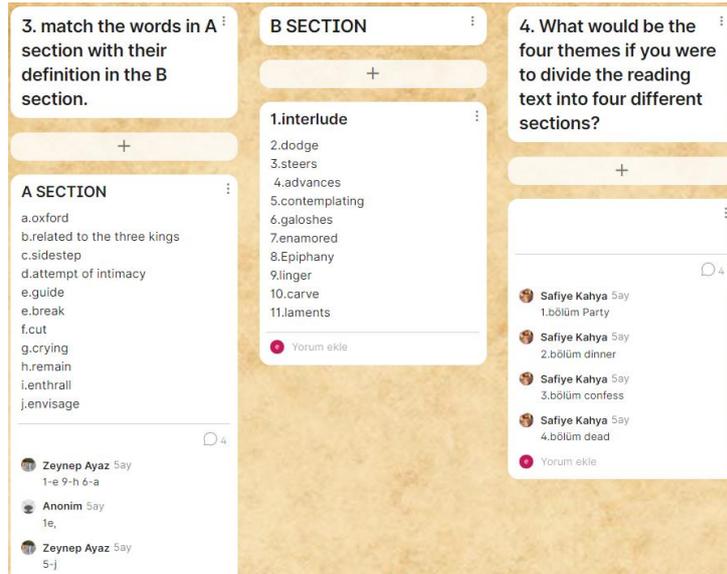
*Gabriel Conroy, and his wife, Gretta. When they arrive at the party held by Kate and Julia Morkan. They discuss their decision to stay at a hotel that evening rather than make the long trip home. More guests came later on. The party continues with a piano performance by Mary Jane. More dancing follows, which finds Gabriel paired up with Miss Ivors, a fellow university instructor. A fervent supporter of Irish culture, Miss Ivors embarrasses Gabriel by labeling him a “West Briton” for writing literary reviews for a conservative newspaper. Gabriel dismisses the accusation, but Miss Ivors pushes the point by inviting Gabriel to visit the Aran Isles, where Irish is spoken, during the summer. When Gabriel declines, explaining that he has arranged a cycling trip on the continent, Miss Ivors corners him about his lack of interest in his own country. Gabriel and his wife discussed their staying at the hotel after the party rather than taking such a long way back to home late night. He wanted to chat with Lilly the maid but she rejected. Gabriel exclaims that he is sick of Ireland. After the dance, he flees to a corner and engages in a few more conversations, but he cannot forget the interlude with Miss Ivors. Just before dinner, Julia sings a song for the guests. Miss Ivors makes her exit to the surprise of Mary Jane and Gretta, and to the relief of Gabriel. Finally, dinner is ready, and Gabriel assumes his place at the head of the table to carve the goose. After much fussing, everyone eats, and finally Gabriel delivers his speech, in which he praises Kate, Julia, and Mary Jane for their hospitality. Framing this quality as an Irish strength, Gabriel laments the present age in which such hospitality is undervalued. Nevertheless, he insists, people must not linger on the past and the dead, but live and rejoice in the present with the living. The table breaks into a loud applause for Gabriel’s speech, and the entire party toasts their three hostesses. Later, guests begin to leave, and Gabriel recounts a story about his grandfather and his horse, which forever walked in circles even when taken out of the mill where it worked. After finishing the anecdote, Gabriel realizes that Gretta stands transfixed by the song that Mr. Bartell D’Arcy sings in the drawing room. When the music stops and the rest of the party guests assemble before the door to leave, Gretta remains detached and thoughtful. Gabriel is enamored with and preoccupied by his wife’s mysterious mood and recalls their courtship as they walk from the house and catch a cab into Dublin. At the hotel, Gabriel grows irritated by Gretta’s behavior. She does not seem to share his romantic inclinations, and in fact bursts into tears. Gretta confesses that she has been thinking of the song from the party because a former lover had sung it to her in her youth in Galway. Gretta recounts the sad story of this boy, Michael Furey, who died after waiting outside of her window in the cold. Gretta later falls asleep, but Gabriel remains awake, disturbed by Gretta’s new information. He curls up on the bed, contemplating his own mortality. Seeing*

*the snow at the window, he envisions it blanketing the graveyard where Michael Furey rests, as well as all of Ireland.*

(Source: <https://www.sparknotes.com/lit/dubliners/section15/>)

After reading aloud;

2. The students were asked to
  - a. match the words in A and B sections on Padlet wall.
  - b. divide the reading text into four different themes.



**Screenshot 3:** While activity: Matching the sections and dividing texts into four t themes

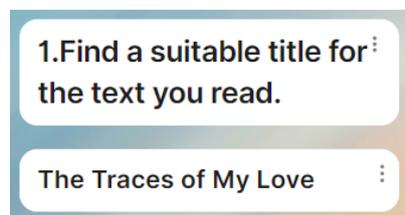
### Post-activity

1. At this stage, students were introduced a voice recording Web 2 tool, Vocaroo. They were asked to write a sentence reflecting the mood of Gabriel's wife on Padlet and then vocalize the same sentence to reflect her emotion. The students recorded their voices through Vocaroo and then uploaded them to Padlet wall.
2. Students were also asked to dramatize the conversation between Gabriel and his wife at the hotel by using Vocaroo voice recording.
3. They also chose the characters from the Storyboardthat, created their own story and wrote a short dialogue between Gabriel and his wife (see the image of the students' work below). The stories were uploaded on Padlet.



**Screenshot 4:** A sample of a student's work: A short dialogue between Gabriel and his wife.

4. As a post-activity, the students were also instructed to find a suitable title for the reading text which remained with no title. Finding title activity could also be used at while or pre-stages.



**Screenshot 5:** A sample title of a student.

### Sample activity 2

<b>Literary work</b>	: Faith by Robert Kendall
<b>Genre</b>	: Digital Poetry
<b>Aim</b>	: Teaching of Sonnet through Web 2 tools To focus on rhymed couplets
<b>Language skills</b>	: listening, reading, writing, and speaking
<b>Sub language skills</b>	: grammar, vocabulary, intonation, and spelling
<b>Web 2.0 tools</b>	: MindMeister, Magnetic poetry, Renderforest, Storyjumper Bamboozle, Rhymer,

The activity comprises of three stages, pre-while and post.

#### Pre-activity stage:

1. In this activity students brainstormed on 'faith' by using *MindMeister*.



**Screenshot 6:** Brainstorm activity with Mindmeister (<https://www.mindmeister.com/>)

2. Students were initially introduced to magnetic poetry. On this website, there is a word pool for writing poems. The students wrote a rhymed couplet on 'faith' by using the given words.

**Screenshot 7:** Writing a rhymed couplet activity

(<http://play.magneticpoetry.com/poem/poet/kit/>)

3. In this activity, the students were asked to use Renderforest and create animation for their poems.

**Screenshot 8:** Poem animation activity.

4. The students were instructed to use “I am poem” engine on ‘faith’ and write a poem (<https://oakdome.com/k5/lesson-plans/word/i-am-poem.php>). This activity aims to teach students the blank verse.

**Screenshot 9:** Poem writing activity.

**While stage:**

1. The students were asked to use the following Web 2 tool and listen to the e-poem on Faith. Then, they write down the words in red and re-read the poem. ([https://collection.eliterature.org/1/works/kendall\\_faith.html](https://collection.eliterature.org/1/works/kendall_faith.html))



**Screenshot 10:** Note-taking activity

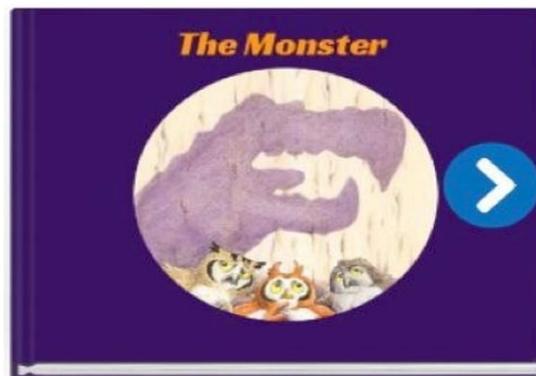
2. In this activity, students were asked to re-read the poem and fill in the missing parts with rhyming words.



**Screenshot 11:** Rhyming Practice



2. Students were encouraged to use the story-jumper and write a short story based on their poems. The following Web 2.0 can also be used to create sound effects and design characters. (<https://www.storyjumper.com>)



**Screenshot 15:** Sample from students' poems.

3. Students were asked to read the following poem and underline the rhyming words. Then, students were instructed to use the following web-site and find alternative rhyming words for the poem. (<https://www.rhymer.com/day.html>)

The aim of this activity is to teach students the structure and rhyming pattern of the sonnet.

#### 5. Shall I Compare Thee (Sonnet 18)

*by William Shakespeare*

*Shall I compare thee to a summer's day?  
 Thou art more lovely and more temperate.  
 Rough winds do shake the darling buds of May,  
 And summer's lease hath all too short a date.  
 Sometime too hot the eye of heaven shines,  
 And often is his gold complexion dimmed;  
 And every fair from fair sometime declines,  
 By chance, or nature's changing course, untrimmed;  
 But thy eternal summer shall not fade,  
 Nor lose possession of that fair thou ow'st,  
 Nor shall death brag thou wand'rest in his shade,  
 When in eternal lines to Time thou grow'st.  
 So long as men can breathe, or eyes can see,  
 So long lives this, and this gives life to thee.*

4. Using Shakespearean rhyme scheme, students were asked to write a 14-line poem on *faith* by using the following web 2.0 tool. This tool enables students to choose common words or defined words. Besides, they may choose word types to practice grammar.

(<https://muse.dillfrog.com/rhyme/search?word=day>)

Title \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

## 6. Conclusion

Collected scholarly knowledge suggests that language and literature cannot be separated. Being a showcase of a particular culture, literature offers authentic and language-rich samples from every part of life. In language classrooms, students are exposed to the target language provided in coursebooks. The teaching materials utilized in the language teaching present the target language with limited content in fabricated contexts. However, literary pieces have considerable potential to offer authentic language elements. That being said, literature is an indispensable component of the language teaching curriculum. Despite its pivotal role, studies show that students also do not give due credit to literature-based courses.

Research studies conducted on students' receiving literature instruction in mainstream classrooms revealed that students have a negative tendency toward literature in general as it has difficult content (Choy, 2002; Ghazali., 2008; Parkinson & Thomas, 2000; Sidhu 2003). In a study conducted by Erdem (2013), half of the participating students were found to have a negative attitude toward literature courses. In the study, the participating students (how many?) voiced their concerns about the selection of the literary pieces, that the pieces are far from entertaining their interest and the delivery style of the course is dull. Choy (2002) recommends better teaching strategies to be adopted to eliminate the negative attitude toward the course; otherwise, as stated by Parkinson and Thomas (2000), this negativity can turn to be a fact that is difficult to change.

Sidhu's (2003) research on students' attitude toward literature course reveal findings that are compatible with the other studies. The participating students stated that they find the content of the lesson dull. In the study, 85 % of the students recommend teaching the course via audio-visual aids. According to Sidhu (2003), a typical literature course unfolds the teacher's reading the text aloud or the students. Following the reading aloud stage, the teacher explains and sometimes translates the text word by word. Subramaniam (2003), concerning the negative attitude toward literature lessons, points out limited pedagogical competency of the teachers that in-service preparation of teachers is equally important. In a recent study

conducted by Işıklı and Tarakçıoğlu (2017), the participating students were found to be demotivated toward literature courses. This perceived discontent can be eliminated by integrating technology into the courses. With their features, language teachers can design and develop engaging language learning activities while benefitting from the literature in the process.

As mentioned earlier, technology enriches and enhances educational practices in a way that cannot be realized by course-book-based traditional teaching practices. Of the instructional technologies, Web 2.0 tools are promising in many aspects. Named as ‘second generation’ technology that stands out from the ‘read-only’ capability of its predecessor, these tools foster learner-centered teaching approaches. Students can create content, communicate, collaborate, contribute to the presented information, and interact with others in an online platform by utilizing Web 2.0 tools. Along with these affordances, Web 2.0 tools can be stimulating as they have the potential to whet the ‘digital appetite’ of today’s digital native students.

Although Web 2.0 tools are highly effective in educational contexts, one big pitfall is the pedagogical readiness of teachers who are supposed to utilize these tools in the classroom. Regarding technology as a panacea and disregarding the practitioner’s (human factor) role, that is the teacher’s, will not be rational. Relatively an under-researched area, various studies prove that technology instruction is either limited or non-existent at all in the language teacher preparation programs. Given the unavoidable presence of technology in the educational arena at all levels, teachers are expected to have literacy in technology. For the teacher preparation programs to produce teachers who know how to design, deliver, pace, and evaluate technology-enhanced classes, the curriculum needs to be revised. The integration of Web 2.0 tools into the design of activities and tasks in the language classroom when literature is used as a device-bridge for language teaching can create a more enjoyable and desirable learning atmosphere with their participatory and collaborative nature.

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