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**ВАЖЛИВІСТЬ ВИКЛАДАННЯ ЛІТЕРАТУРИ ДЛЯ РОЗВИТКУ
ІНТЕРЕСУ ТА КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ З
АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ
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Qualifying paper

**THE IMPORTANCE OF TEACHING LITERATURE IN DEVELOPING
INTEREST AND COMMUNICATIVE COMPETENCE IN ENGLISH AS A
FOREIGN LANGUAGE**

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INTRODUCTION

In today's fast-paced world, the English language has undeniably taken the place of the lingua franca of international communication; hence, the ability to communicate effectively in English as a foreign language has become a valuable skill. It is crucial to have a profound knowledge of various grammatical fields of the language and to understand its cultural background.

This is when incorporating literature into acquiring English as a foreign language becomes a subject of great importance. Literature, as a rich repository of language, culture, and human experiences, offers a distinct path for language learners to engage with the intricacies of English that conventional language textbooks and classroom exercises often lack.

The beginning of English history coincided with the emergence of English literature, which encompasses all literary works written in the English language. The earliest works of English literature reflect the lives and experiences of people during particular historical periods. From the very beginning to the present, these literary works have changed in tandem with the transformations that English society has seen, leaving a lasting impression on the literary canon. The core of English culture and history is encapsulated in the complex structure of English literature.

Research shows how effective literature is when used for educational purposes. It offers a window into English-speaking countries' culture, history, and society. Through exposure to various literary works, students gain a deeper understanding of the cultural context in which the language is used (Lazar, 1993). This cultural insight fosters a more profound appreciation for the language and encourages students to engage with it meaningfully. Reading literature exposes learners to diverse vocabulary, often including idiomatic expressions and figurative language. Studies like those by Day and Bamford (1998) have shown that reading literary texts can significantly expand students' lexical knowledge and usage. This, in turn, contributes to improved communicative competence. Moreover, literature can captivate students' interest and ignite a passion for the English language (Day

and Bamford, 2002). When learners find meaning and enjoyment in what they read, they are more motivated to communicate effectively in English.

Despite all the above-mentioned positive characteristics, most educators find it quite uneasy to use literary texts during class. Several factors might be the cause of this. First of all, most teachers may need help changing the methods they are used to since they are well-established and proven effective in the classroom context. They are concentrated on using more practical teaching methods, like well-known textbooks and materials. The next might be that literary texts often contain complex vocabulary, idiomatic expressions, and figurative language that can be challenging for EFL learners. Teachers may worry that students will struggle with comprehension, which could lead to frustration and discouragement. If students are at a fundamental level of English proficiency, then teachers may feel that literary texts are too advanced for them and that focusing on building foundational language skills is better.

After considering all of the information, this study aims to shed light on teachers' and learners' attitudes towards literature as a tool of language learning. It also attempts to gain a general understanding of students' skills that could develop while learning literature.

Hence the object of this thesis is to explore the role of teaching literature in the context of foreign language education, with a specific focus on its impact on the development of students' interest and communicative competence in the English language. In contrast, the subject of this thesis involves a comprehensive examination of the educational practices and strategies used to incorporate literature into English as a foreign language (EFL) curriculum. It delves into how literature can be effectively integrated into EFL instruction to enhance students' language skills and foster their enthusiasm for learning English.

The paper's primary aim is to investigate the significance of teaching literature in EFL classrooms. It seeks to determine how including literary texts can improve language proficiency and greater interest in English among foreign language learners. Additionally, the thesis aims to provide insights into the pedagogical

benefits of using literature as a tool for enhancing students' communicative competence.

Overall, in order to achieve the set aims, the present study attempts to answer the following questions:

1. What are the ways of incorporating literature into the EFL curriculum?
2. What are the benefits of studying literature?
3. What is the stance of teachers and learners on the topic?

To carry out the research tasks, a mixed-methods approach will be employed: an analysis and study of issues related to the research topic, an analysis of literature, administering surveys to EFL teachers and students to gather their perspectives and experiences, and an analysis and interpretation of collected data to draw conclusions and formulate recommendations.

The novelty of this thesis lies in its comprehensive examination of how the integration of literature can enhance the development of communicative competence among Ukrainian EFL learners. By drawing on international research and examining local teachers' opinions, this thesis aims to provide a nuanced understanding of the pedagogical approaches and best practices for utilizing literature to stimulate learner engagement and improve oral, written, and interactive communication skills in English.

The theoretical value of this paper aligns with the growing interest in Ukraine in learning foreign languages, particularly English, as the country integrates further with the global community. Developing communicative competence in English is a critical priority in language education. The thesis also contributes to the theoretical understanding of how literature can be leveraged to foster intercultural competence and cultural awareness among language learners.

The practical value of the thesis concerns the teaching materials and pedagogical approaches for effectively integrating literature in the English language classroom in Ukraine. By demonstrating the value of literature-based approaches, the findings can contribute to fostering greater interest and engagement in learning

English among Ukrainian students. The results of this study are relevant for teachers as well as for anyone who is concerned with the topic.

The study begins by describing traditional and modern methodology. Next, it discusses the various benefits of using literature in the EFL classroom and delves into how literature can motivate learners to study English. Following the discussion of the scientific literature, the research questions and methods and the data analysis are described in detail. The results are presented and discussed, after which the present study continues with a summary.

There are a lot of scientists who have worked on the subject of literature and its influence on students' engagement and communicative competence in the context of EFL learning. These include Gillian Lazar who in her book "Literature and Language Teaching" (1986) recommended three main approaches to teaching literature in L2 contexts: the language-based approach, literature as content, and literature for personal enrichment and highlighted the importance of integrating literary and linguistic elements to enhance language proficiency; as well as Ronald Carter and Michael Long whose research on language and literature, along with works on language acquisition and pedagogy, have significantly influenced the understanding of how literature can enhance language learning and communicative skills in EFL contexts.

PART 1

LITERATURE IN EFL EDUCATION

In the era of the Grammar Translation method, literature served as the primary input source for language instruction, but over time, it lost its prominent position. In fact, with the development and wide accessibility of modern technologies in schools and homes such approaches like the Audiolingual Method and the Communicative Language Teaching became popular. (Yuan, 2011)

These innovative methods brought significant changes to the learning process, allowing students to effectively use the target language in and out of the classroom. This era also changed the learning materials used in education, tailoring the textbooks, curricula, and learning material to prioritize the practical application of language and marginalizing the role of literature in EFL teaching. The greater focus was on using practical dialogues and conversations for EFL classes since they mirror real-world situations. Literature was viewed as a possible distraction from the primary goal of linguistic functionality, given its perceived linguistic complexity and demanding nature, leading to its exclusion from the curriculum (Parkinson and Thomas, 2000)

However, literature, especially when combined with interesting activities, can have a significant impact on the development of important language abilities as acquisition of vocabulary, reading comprehension, writing, speaking, listening, and pronunciation. This was emphasized by multiple scholars like Duff and Maley (2007), Lazar (1993), Parkinson and Thomas (2000). They argued that literature can bring pleasure and enjoyment in addition to education and entertainment. It is difficult to see how students at any level may get interested in and subsequently motivated by a conversation about purchasing stamps at a post office, as noted by Widdowson (1983). There is no storyline, no mystery, and no character; everything happens as though there was never a communication issue. There is no room for miscommunication or potential interactions of any type. Instead of genuinely

engaging students in their work, learners tend to merely lip-synch to the phrases in their parts.

1.1 Literature as a Linguistic Resource

In the context of English as a foreign language (EFL), literature is an essential tool for capturing interest and improving the communicative proficiency of learners. The use of literature in foreign language acquisition has been widely researched, and it has been empirically proven that literature offers numerous possibilities for teaching English as a Foreign Language. Literature and language are closely related, as Brumfit and Carter (1986) noted, viewing literature as "an ally of language" and emphasising its function in language instruction. Literature also offers learners a broad foundation for learning language, morals, and cultural characteristics, which makes it a vital tool in EFL classes.

Literature as a linguistic resource provides several benefits in the EFL classroom. It offers authentic language context, since literary texts are reliable forms of linguistic inputs from which the learners can practice the four essential language skills: speaking, listening, reading, and writing. According to Duff and Maley (2007), such context of language use is nearer to 'natural' in literary texts.

Literature, as a linguistic resource, not only aids in language acquisition but also fosters cultural understanding. It provides authentic contexts for various language learning activities, enabling learners to gain insights into the history and culture of a language (Krsteva, 2013). The study of literature also encourages students to explore the target culture and develop cultural sensitivity, thereby enhancing their intercultural communication skills.

Intercultural competence: Literature can positively influence the development of students' intercultural communication skills, making it a valuable tool for language teaching (Babae, 2014).

Integrating literature in EFL classes requires carefully considering students' knowledge, culture, and linguistic capabilities. Teachers must select culturally relevant and age-appropriate literature to engage and motivate students effectively.

Literary texts offer a solid body of language input sources besides assisting practice in speaking, listening, reading, and writing skills (Babae, 2014).

Literature can improve not only linguistic competence and cross-cultural understanding but also the personal development of the students. The use of literature in language instruction is primarily focused on providing real-world language situations and highlighting students' overall growth (Kaşlıoğlu, 2018).

1.2 Literature as a Cultural Gateway

Since the world has become more interconnected and classrooms are frequently becoming more diverse, culture is becoming increasingly important in language education. Teachers are, therefore, tasked with the enormous responsibility of implementing cultural instruction in a fulfilling and instructive manner that fosters students' growth of cultural awareness. Literature serves as a cultural gateway, introducing individuals to the culture, history, authors, and background of the period in which the literary pieces were written. It is an invaluable resource for teaching EFL, as it not only aids in language acquisition but also provides insights into the cultural aspects of the language.

Given its multiple definitions, the concept of culture can be challenging to define. Culture encompasses more than just the conventional curriculum of facts and figures about one or two target cultures' civilizations, frequently the primary subject taught in schools. It can also be seen as a lived experience that is particular to each of us. "Big C" and the "Little c" have been used to examine culture and create a better understanding of it (Lázár, 2007). Subjects like geography, history, holidays, and the arts fall under the first category, "Big C," whereas components of culture related to a particular place, people group, language, fall under the second category, "Little C" (Lázár, 2007). However, the notion is too complicated to be reduced to just one of the two categories or predefined definitions.

Kramersch (1993) talks about how culture plays a part in the context of every topic. Going a step further, she refers to it as the fifth language ability, integrated with the other four right from the outset of language learning. Although culture ought

to be seen as an aspect of language itself, it is frequently perceived as an entity apart from language, serving as a medium for transmitting information. If language learning is understood as a social practice, culture forms the foundation of language instruction (Kramsch, 1993). Language and culture have a dynamic relationship in which language both significantly contributes to and impacts culture.

Literature can be used to introduce pupils to important issues that require attention (Lázár, 1993). Literary texts frequently provide cultural studies through the narratives they tell. A person can practice cultural relativity—the theory that ideas, attitudes, and behaviours are relevant to an individual based on that individual's own culture and social context—by studying and discovering literary works. This may impact pupils' awareness of the cultural variations in different environments.

1.2.1 Exploring Cultural Diversity through Literary Texts

Because literature is a reflection of society, it is an effective tool for examining cultural variety. The rich tapestry of many civilizations is brought to life via literary writings, giving readers insights into a wide range of customs, ideologies, and lifestyles. This exploration goes beyond geographical boundaries, fostering an understanding of the human experience in its diverse manifestations.

Mandarani and Munir (2021) emphasize the importance of selecting high-quality multicultural literature to present accurate and authentic representations of cultural communities, and they propose the use of the QUILT metric, which refers to Quality of writing, Universal theme, Imaginative plot, Lesson plan; as well as Talking points (Slaughter, 2021). These ideas help educators assess and select multicultural literature that fits into the prescribed curriculum. Stories of all classes, races, religions, abilities, sexual orientations, and frequently marginalized groups can be found in excellent multicultural literature. It should also have a variety of people, genres, and subjects. Teachers should steer clear of texts that have derogatory language, bad attitudes, stereotyped depictions, or offer a one-size-fits-all explanation for the world's socio-historical problems in the culture they teach (Rapp, 2019). Ideally, every book should showcase the country's variety and the

universality of human experience. For young readers, notably those living in a relatively homogenous community, these literary pieces may be their sole experience of multicultural interaction (Slaughter, 2021).

Temple et al. (1998) went on to suggest that multicultural literature should represent the following: (1) vivid, realistic character imagery with authentic cultural perspectives and realistic behaviors; (2) multifaceted themes to help readers experience the depth and breadth of a particular culture; (3) naturally embedded cultural details; (4) historical accuracy if needed; (5) the dialect or language spoken by the characters should authentically portray the interactions; (6) impactful visual and authentic illustration; (7) pluralistic them to nurture belief in cultural diversities as a national asset and reflect the changing population; and (8) high literary quality, including superb plots and well-developed characterizations.

1.2.2 Enhancing Intercultural Competence in EFL Learners

Many studies have emphasized the role of literature in foreign language acquisition, with particular focus on its importance in developing intercultural consciousness among learners and its natural ability to provide a context for the use of language—essential in communicating the acquisition of competence (Alkhodimi et al, 2019).

Duff and Maley (2007) highlight the beneficial role of literature in helping develop culture and intercultural consciousness among learners, providing a 'natural' context of language use and aiding in the exploration of the target culture. Similarly, Moecharam and Sari (2014) discuss using literature circles as a foundation to support building cultural awareness and expressly point out that literature plays a vital role in promoting tolerance and acceptance of cultural differences. Rass (2020) adds that incorporating multicultural literature into EFL teacher training curricula can also significantly advance learners' and rookie teachers' intercultural awareness.

By introducing multicultural literature, teachers can help students become more culturally sensitive and globally aware. This way, students are exposed to real-world examples of diverse cultural communities and develop their intercultural competence.

1.3 The Evolving Role of Literature in Modern Language Pedagogy

In today's schools, using actual texts—including literary masterpieces—as resources for EFL has become more and more common. The use of real texts, including literature, has increased dramatically with the development of communicative language teaching (CLT) approaches, signaling a move away from teacher-centric language education models. This has thus spurred conversations over the most effective teaching methods, techniques, and book choices (Alamri, 2018)

A multitude of materials for teachers has been released in the last few decades, indicating the growing interest in the use of literature in foreign language (FL) instruction (McKay, 1982; Collie & Slater, 1987; Duff & Maley, 1990; Carter & Long, 1991; Lazar, 1993). Carter (2007) links the rise of communicative language teaching (CLT) to a revival of interest in literature in language education (LLE). Using real-world scenarios and texts to enhance students' communicative skills is the main goal of CLT, in contrast to other instructional approaches.

Lexicography, grammar, and phonology are not studied as subjects in CLT; instead, these language abilities are used as tools to help pupils get past language hurdles. It differs from the more traditional grammar-translation technique (GTM) in this way. The CLT framework sees literature positively as an authentic source of language since it can help learners develop their vocabulary and reading and critical thinking skills through its more creative and "authentic" use of language.

1.3.1 Historical Perspectives on Literature in Language Teaching

In the past 40 years, two teaching methods have been widely discussed and used in EFL classes. These are the two most popular methodologies used nowadays: task-based learning, peaks of the popularity of which fell in the 1990s and content-and language-integrated learning. Task-Based Language Teaching, commonly known as TBLT, addresses the promotion of communicative competence by keeping tasks as the basic unit of instruction. In keeping with this idea, it is essential to remember that CLIL is a method of teaching languages that combines the instruction of a

foreign language with other disciplines to foster the development of both. TBLT emphasizes communication above all else as the means of language use (Ruso, 2007).

Literature is frequently incorporated into language classroom instruction to give context for language tasks that require students to produce language for practical goals. Literary texts are incorporated in TBLT not as stand-alone works of literature but rather to use their genuine language. Assignments may entail students participating in real-world tasks like writing emails, creating dialogues, or even debating written works of literature.

CLIL integrates language learning with content from various subject areas, including literature. Reading literature helps students learn linguistic skills while exploring subjects like science, social studies, or history. By teaching language and content simultaneously, CLIL promotes an interdisciplinary approach to education. The selection of literary works is determined by their pertinence to the subject matter being instructed.

1.3.2 Integration of Technology in Teaching Literature

Teaching literature requires an understanding of story mechanisms, settings, themes, and the development of powerful imagery and an understanding of the thoughts and feelings of the characters. The best way to teach literature is still to read and understand a piece in its original form. However, with the popularity of online learning and technology, using digital tools and technology has become crucial. A wide range of digital teaching techniques are currently being used to teach literary texts, including interactive hypertexts, digital adaptations of classic works, graphic novels, movies, and remote readings of the texts. Visualization technology can, for instance, create digital artefacts and digital maps of a novel's setting, convert themes into visuals, and clarify sentence structure and word patterns in narratives.

Technology helps students and teachers find references and other cultural information related to the literary work, which eventually improves learning outcomes (Ali et al., 2022). Compared to in-person training, computers and the

Internet offer students access to richer information sources, encourage genuine discussion, and improve their understanding of themes and subjects. Technology may transform literary works into hypertexts and incorporate study notes that help students comprehend the main ideas, relationships, and themes while completing their tasks. These resources are highly efficient and provide ideas that promote cooperation and stimulate discussion.

According to Young (1996), because short stories and the majority of literary works are lighthearted reads they ease learners` anxieties and fears, especially for EFL students. As a result, students now view literature studying as stress-free and enjoyable because of the development of computational processes and the shift to instructional technology (Acevedo-Borrega et al., 2022; Zhang, 2022).

PART 2

COMMUNICATIVE COMPETENCE AND LITERATURE

2.1 Defining Communicative Competence

Communicative competence is a principal concept in language teaching and learning. It denotes an ability to communicate effectively, not always accurately, but always appropriately, sensitively, and flexibly in social situations (Okeke, 2013).

Hymes (1974: 5) conducted an ethnographic study on communicative competence to address Chomsky's abstract concept of competence, covering "communicative form and function in integral relation to each other." This method, which Hymes invented, is currently recognized as the ethnography of communication.

According to Hymes (1972), speakers' comprehension of linguistic and sociolinguistic principles and applying these principles in conversation are components of communicative competence. This is distinct from real language use in interaction, which is dependent upon speakers, their interlocutors, and the events happening and comes under the performance category. Thus, this perspective challenges Chomsky's (1960) competence/performance difference between language usage and knowledge.

Unlike Chomsky's binary opposition, Hymes provided three categories that addressed speakers' comprehension of language rules, their ability to apply rules to interact, and natural language use during events involving others. The central thesis is that the capacity to comprehend language and apply it effectively in real-world communication situations is a necessary component of communicative competence.

2.2 Literature as a Tool for Developing Communicative Competence

The concept of communicative competence is central to language teaching and learning. It encompasses the ability to use language effectively in communication, not just in terms of grammatical accuracy but also in terms of social and cultural appropriateness.

John McRae (1994) distinguished between two categories of literature: literature with a capital L, which comprises classical literature like Dickens' novels and Shakespeare's plays, and literature with a small l, which includes popular fiction like Harry Potter. The literature utilized in ELT classrooms today includes works by authors from a wide range of nations and cultures who employ various dialects of the English language rather than only canonical books from certain nations, such as the UK and the USA.

Practically, literary materials can be studied in their original languages or in shortened, simplified versions. An increasing number of English stories are crafted with language learners in mind. Literary works such as short stories, poems, novels, plays, and song lyrics can be explored both inside and outside of an ELT classroom, providing educators with a versatile and effective tool for language teaching.

According to Lazar (1993) the use of literature in the classroom is justified by a number of criteria, for example:

- It creates opportunities for language acquisition. Written English is frequently seen as the most important language, especially in contexts where spoken English is relatively rare. Since literature offers memorable and significant settings for expressing and understanding a new language, it may be a handy tool for encouraging this learning. Learners at lower levels might need help to handle an actual English novel or short story. However, this problem can easily be avoided using a particular type of graded material, like graded readers.
- Literature holds the transformative power to develop students' interpretative skills. It can empower them to formulate hypotheses, draw conclusions, and delve deeply into the author's psyche to decipher meanings that transcend the literal interpretation of words. This potential for transformation should inspire educators to incorporate literature into their teaching methods.
- Literature may also serve a more comprehensive educational function by helping students develop their critical thinking skills and emotional awareness. If we ask students to react personally to the literature we assign, they will grow more comfortable expressing their own ideas and feelings in English.

Parkinson and Thomas (2000) outlined a variety of advantages that literature offers. These include serving as a linguistic model, enhancing linguistic competence, enriching cultural understanding, providing authentic experiences, offering mental stimulation, aiding memory retention, presenting rhythmic elements, delivering motivational content, encouraging interpretation, and being easily accessible for engagement.

It is important to distinguish between the study of literature and the application of literature when it comes to the usage of literature in ELT classrooms. Lazar (1993: 14) claims that the goal of using literature will dictate how much 'literary competence' development is necessary for the pupils. According to the scholar, "the use of literature as a resource draws on literature as one source among many different kinds of texts for promoting interesting language activities, while the study of literature makes literature itself the content or subject of the language course." In other words, when we use literature as a resource, we are using it to support language learning activities, such as reading comprehension or vocabulary development. On the other hand, when we study literature, we are making the literature the main focus of the lesson, and we may delve into its themes, characters, or writing style. Then, it will not be essential to explicitly create literary competence in students who are exposed to literary texts as resources; rather, literary competence must be fostered in students who study literature. However, it could grow as a result of reading literary texts (Lazar, 1993).

2.2.1 Enhancing Oral Communication

EFL students often face challenges in developing oral communication skills, such as a lack of confidence, anxiety about making mistakes, and insufficient vocabulary. A study by Vázquez (2020) found that using literature in EFL classrooms can significantly improve students' oral communication skills. The study also found that students who participated in literature-based activities were more engaged and motivated than those who did not. According to the scholar, introducing literature in the classroom has several benefits: "It is motivating, it is authentic material, students

get to know a different culture, they learn new vocabulary within a real context, it serves as a model for writing, provides an opportunity for discussions, and several others. If students like what they are learning and how they are learning it, they will be more engaged in their learning process, leading to better academic results." (Vázquez, 2020:2) Vázquez also discusses the practical implementation of literature-based activities, including creating a blog for students to share their thoughts on the readings.

According to McKay (2001), literary texts rely on the way language is used to produce a certain effect; literature shows students how important form is in reaching particular communicative objectives.

As stated by Collie and Slater (1987), literary works are a great way to start a conversation since they offer unexpected depths of meaning that may be interpreted in a variety of ways through discussion and imagination.

2.2.2 Fostering Written Communication Skills

Writing is expressing ideas through words and a visual representation of those ideas (Anh, 2019). Therefore, unlike speaking, writing must be learned as it cannot be gained naturally. Harmer (1983) states that teaching writing to EFL students is beneficial for several reasons, including language development, reinforcement, learning style, and—above all—writing as a skill in and of itself. According to Sadiku (2015), reading and writing skills are closely linked. They are instruments for producing effective written communication. Students require opportunities to improve their writing and reading abilities. They must be exposed to increasingly tricky reading materials and writing assignments to develop their reading and writing competencies. The aim is to make students read and write effectively.

According to Hişmanoğlu (2005), literature can serve as a great source of inspiration for EFL students, serving as both a model for writing and a subject topic. Literature readers are inspired to mimic the original work's concept, content, and style, and they show individuality when they evaluate and interpret books. The scholar stated that numerous students whose EFL classes incorporated literature

transformed into imaginative writers. After reading a text aloud for comprehension, class activities like discussions or debates encourage students to evaluate, analyze, and critique literary works.

Literary works contain idiomatic expressions, elegant sentences, fascinating proverbs, figurative language, and appropriate terminology with deep meanings. Readers are also captivated by the variety of vocabulary, grammatical constructions, and writing styles woven into an engaging story. Custodio and Sutton (1998) assert that reading literature inspires students to investigate, inquire, or offer criticism. According to them, students will encounter a variety of linguistic patterns to observe how sentences and paragraphs are put together.

2.3 Impact on Critical Thinking and Analytical Skills

In a major 1941 study on critical thinking and education, Edward Glaser characterized critical thinking ability that comprises of three main components: a disposition to seriously analyze issues and topics that fall within one's experience; familiarity with the techniques of logical reasoning and inquiry; and some proficiency in using those techniques.

According to Ennis (in Saputra, 2020), critical thinking is a process that expresses goals equipped with firm reasons for belief and activities that have been carried out.

In general, critical thinking is a crucial factor for developing one's analytical skills since it calls for the ability to identify problems, come up with practical solutions, gather and organize relevant information, identify implicit assumptions and values, understand and use language accurately, clearly, and discriminatingly, interpret data, assess arguments and evidence, determine whether or not there are logical connections between propositions, draw conclusions and generalizations that are supported by evidence, test those conclusions and generalizations, reconstruct one's patterns of beliefs based on broader experience, and make accurate assessments about particular objects and qualities in daily life.

Reading literature is highly beneficial for developing the fundamental skills of critical thinking for the following reasons. Critical thinking skills are, first and foremost, necessary for the mental process of reading literature. Reading literature is a complex process that calls on readers to use their past experiences and memories as a framework for understanding the text. When executing this task, they must exhibit the following abilities: to discern between facts and opinions; to comprehend the narrator's tone and literal or implied meanings; to find details about the topics discussed; to determine the link or causal relationship between the events or actions; to infer a relationship from the details observed; to be aware of various points of view.

Readers must distinguish between facts and opinions within the text, enabling them to separate objective information from subjective viewpoints. Understanding the narrator's tone and the literal or implied meanings embedded in the narrative is crucial for grasping the deeper layers of the text. This includes recognizing subtleties such as irony or sarcasm. Identifying key details and topics discussed in the text helps readers extract essential information and themes from the literary work. Furthermore, determining causal relationships between events allows for a deeper understanding of the storyline's progression, how different parts of the narrative and character interactions influence each other. Making inferences based on textual evidence involves drawing logical conclusions from the information presented, enhancing the reader's comprehension and analytical skills, as it allows them to read between the lines and grasp underlying meanings. Lastly, considering multiple perspectives encourages readers to explore different viewpoints within the text, and enables readers to appreciate the diversity of perspectives and the richness of the narrative. These critical thinking skills collectively enrich the reading experience and deepen the reader's engagement with the text.

PART 3

MOTIVATION AND ENGAGEMENT

3.1 Strategies for Integrating Literature in EFL Classrooms

Carter and Long (1991) presented three models to support the use of literature in language teaching, including the language, cultural, and personal growth models.

The language model concentrates on well-known grammatical, lexical, and conversational categories to assist EFL students in becoming more fluent in the target language. It helps pupils to comprehend the text thoroughly and produce keen interpretations. It also encourages careful reading comprehension. By using this technique, students can approach the book logically and methodically, focusing on various grammatical instances that highlight specific linguistic traits as well as literal and metaphorical language. This method works well with the several exercises that EFL teachers employ to help students analyze literary texts in order to meet particular language learning objectives. Cloze processes, role-playing, jumbled sentences, summary writing, creative writing, and prediction exercises are a few examples of these kinds of tasks.

The cultural model, which takes into account literary type and historical context of the text, aids EFL students in comprehending the connection between a literary work and the target culture. The text's social, political, literary, and historical context must be studied and evaluated by the students. By comparing their own experiences to those of others presented in a literary text, the learners are able to gain a deeper insight into various cultural backgrounds.

The personal growth model, also known as the enrichment model, focuses on a text's specific linguistic use while also situating it within a particular cultural context to bridge the gap between the language and culture models. The intellectual, emotional, and personal experiences of the pupils are included in this model. Encouraged to share their thoughts and feelings, students are additionally motivated to draw parallels between the text's presented ideas and themes and their own cultural and personal experiences. Another benefit of this approach is that it

uses a variety of themes and topics to assist students in expanding their knowledge of concepts and language, including formal schemata. "Text itself has no meaning; it only provides direction for reader to construct meaning from the reader's own experience," as Cadorath and Harris note (1998: 188). Therefore, it is believed that learning occurs when readers can decipher texts and create meaning based on personal experience.

The three approaches to teaching literature have different texts as their primary focus. In the language model, texts serve as the main focus for grammatical and structural analysis; in the cultural model, they are used as cultural artifacts; and in the personal growth model, they serve as a catalyst for personal development exercises. Therefore, each technique has unique benefits and drawbacks. For instance, Savvidou (2004) observes that there are few opportunities for extended language practice in the cultural model and that it is typically teacher-centred. In order to make literature accessible to EFL students and most advantageous for their growth, an integrated approach model that incorporates essential components of all three models is required.

3.1.1 Selecting Literary Texts

In ~~English as a Foreign Language~~ (EFL) teaching, selecting literary texts is pivotal in shaping students' learning experiences and outcomes. Choosing appropriate literary works for language instruction goes beyond mere content selection; it involves thoughtful consideration of various factors to engage learners, enhance language skills, and foster a deeper appreciation for the language and the cultural contexts it represents. For Mckay (1982: 531), selecting appropriate literature is "the key to success in using literature in the ESL". The short, less complex, and have few characters are ideal literary texts for EFL learners. According to Nilesen and Donelson (1980), literary appreciation is one of the critical concepts to pay attention to when incorporating literature into EFL lesson plans is literary appreciation. It involves recognising the value and significance of literary works, understanding their themes, styles, and cultural contexts. It goes

beyond mere reading to encompass a deeper understanding and interpretation of literature. According to scholars, stages of literary appreciation are a methodical process of forming one's own beliefs as well as the reading, watching, and listening abilities required to comprehend literary works. When talking about teaching English in school, the main focus should be on stages 2 to 5, which encompass the following age groups: primary grades, late elementary, junior high and high school, while stage 1 is primarily concerned with infants and stages 6 and 7 with college students and adult.

The second stage which surrounds children of primary grades, is mainly focused on learning to decode the text's general meaning and developing pupils' attention span. Nilesen and Donelson (1980: 11) propose literary materials for this period are the following: "school reading texts, easy-to-read books, signs and other real-world messages." The researchers highlight these characteristics as typical behaviours of children at this stage: "takes pride in reading to parents or others, enjoys reading alone, has favourite stories."

The next stage is concerned with the late elementary age group, and is connected with losing oneself in literature. The scholars advise using such literary materials as "series books, fantasies, animal stories, anything one can disappear into, comic books" (Nilesen & Donelson, 1980: 11). As for the behavioural patterns of children, Nilesen and Donelson (1980: 11) emphasise the following: "reads while doing chores, reading while travelling, makes friends with a librarian, checks books out regularly, gets "into" reading a particular genre or author." Despite modern kids not being particularly fond of borrowing books from libraries, the availability of online sources and applications for reading makes it easier and more accessible for them to enjoy literature.

In the following stage, children of junior high group are the focus. This period addresses the experience of finding oneself in literature. For this age group, Nilesen and Donelson recommend using realistic fiction, contemporary problem novels and wish-fulfilling stories since this period encompasses such activities of children as hiding novels inside textbooks to read during classes, staying up at night reading,

using literature as an escape from social pressures, which especially common among modern students who grew up during COVID-19 and are experiencing an extremely complicated situation in our country.

As for the last stage, which is concerned with high school students' venturing beyond self, the primary literary materials include science fiction, social issues fiction, and "different" stories. During these period teenagers start buying their own books, getting reading suggestions from friends and reading beyond school assignments.

Using previously mentioned information into the consideration when planning incorporating literary materials into EFL lesson plan creates a possibility for designing lessons that cater to students' specific needs and abilities. Recognising the stages of literary appreciation helps differentiate instruction to meet students' diverse performance levels in literature reading. Teachers can adjust tasks and activities to challenge students at their respective stages of literary understanding, ensuring that each learner is appropriately engaged and supported. Incorporating activities that align with different stages of literary appreciation can enhance student engagement and interest in literature.

3.1.2 Using Literature to Enhance Motivation in EFL Classes

As one of the most inspiring materials for language learning, literature has recently seen a surprising return in popularity (Duff & Maley, 2007). Besides that, since the 1980s, EFL teachers have been interested in using literature in their classes (Clandfield & Foord, 2006). Reading literature aloud in class could be a helpful strategy to boost student motivation because foreign language instructors need to come up with fresh approaches to inspire their pupils during lessons. Motivation is one of the most crucial components of the learning process. Numerous research studies (Brumfit & Carter, 1991; Collie & Slater, 1990; Benton & Fox, 1985) have focused on using literature to motivate EFL students to overcome this issue.

There are two different types of motivation: extrinsic motivation and intrinsic motivation. When someone is motivated by their own delight, curiosity, or

pleasure—that is, by doing something because it fulfils them—they are intrinsically motivated. Extrinsic motivation, on the other hand, is controlled by reinforcement contingencies in order to attain a specific instrumental outcome, like receiving a reward or avoiding a penalty. Educators contend that intrinsic motivation is preferable to external motivation and produces better learning outcomes (Deci et al., 1999).

Motivation and literature share some similarities in this instance since literature provides a vast and incredibly diverse corpus of written material that is significant because it addresses fundamental human challenges that are timeless rather than transient. A literary work can speak directly to a reader in a different nation or age by bridging the gap between time and culture. It broadens the learner's language understanding, promotes communication and engagement, and develops their entire personality. Because literature has a hidden formula that allows it to access aspects of a person's feelings, dreams, desires, and experiences that other texts cannot, it is also entertaining and motivating (Clandfield & Foord, 2006).

In summary, Duff and Maley (2007) propose three primary reasons for utilizing literature: linguistic, methodological, and motivational. First, Hedge (1985) makes the linguistic argument that literary works can advance students' language proficiency in terms of vocabulary, grammar, and textual organization. Since literature is an authentic source that offers opportunities for vocabulary acquisition, reading strategy development, and critical thinking or reasoning skills, it has been more appreciated in the context of communicative language education (Kramsch & Kramsch, 2000).

Second, meanings in literary works elicit various understandings, responses, and interpretations for methodological reasons. This suggests that there is diversity in viewpoints and that diversity may stimulate conversations and the sharing of emotions; collectively, these indicate that literature promotes interaction (Duff & Maley, 2007; Clandfield & Foord, 2006).

Lastly, literature may encourage students to read since it incorporates experiential, emotive, and attitudinal elements (McKay, 1986). Accordingly,

literature is inspiring because it addresses issues and ideas that the author felt were essential to discuss. The influence of literary texts' sincerity on motivation is amplified when the subjects are relevant to the learner's own experiences (Duff & Maley, 2007). Students can increase their vocabulary and deepen their knowledge of words they currently know by using literature (Ono et al., 2004).

PART 4

RESEARCH ANALYSIS

The present study set out to investigate the effects and use of literature in developing interest and communicative competence in English as a foreign language. The study tries to shine a light on how literary texts can captivate students' interest, improve language proficiency, and facilitate meaningful communication. This study aims to provide valuable insights into the pedagogical strategies that leverage literature to create dynamic and engaging learning experiences for EFL learners. One of the goals of the research is to analyse the opinion of teachers on the topic, underline the benefits of using literature and any hardships that prevent its incorporation in the EFL curricula questionnaire was used as the research instrument in order to obtain measurable knowledge. The research data results and their comprehensive description will be presented in the following chapter. Finally, the comparison of the results with other scientific literature is made.

4.1 Research questions and aims

In the realm of English language education, the integration of literature as a pedagogical tool holds significant promise for enhancing student engagement, fostering communicative competence, and nurturing a deeper appreciation for language and culture. This research endeavours to explore the multifaceted impact of using literature in developing interest and communicative competence in EFL classrooms. Moreover, it investigates the preferences of teachers and students who only start their careers and perceived benefits and challenges of using literature for teaching English. Thus, the research questions are the following:

1. How does the incorporation of literature influence student interest and communicative competence in learning English as a foreign language?
2. What are the primary obstacles that add difficulty to the process of using literature in EFL classroom?

4.2 Data collection

An online questionnaire was utilized as a data-gathering method for several reasons. First of all, gathering responses in this manner is quicker and simpler, and it also allows for a wider range of people to participate for the survey. Given the quantitative character of the issue, this approach also provides the researcher with a more objective perspective. Nevertheless, there is no way to obtain more information. This is the reason an open-ended question has been included, enabling participants to share any additional thoughts they may have about the matter.

In more detail, the method of collecting information of the present study was a questionnaire with a set of possible answers with an additional option for participants to add information that has not been mentioned. The questionnaire was created in Google Forms and sent via email to students and teachers for easy access and analysis of the data. Fifty-one (N=51) participants filled out the survey, all teachers at school or students working part-time as tutors. The survey was filled out in the digital space. The language of the questionnaire was English. The data was collected in March 2024.

As mentioned above, the goal of the present study was to investigate the influence of incorporating literature on learners' interests and communicative competence, as well as to establish any challenges surrounding the process of incorporating literary texts into the curricula. First, the participants were asked about the time they had been teaching English as a foreign language to establish the level of their experience. In the next set of questions, they were given a chance to choose what types of literature, if any, they use in their teaching practice, as well as the influence it has on students. Lastly, each participant had to choose whether language teaching methodologies should be included in teacher education programs, and they were given the option to express any additional opinions concerning the issue. The questions can be found in the Appendix.

4.3 Participants

The requirements to participate in the current study was to be a teacher of English and/or to occupy a position at a Transcarpathian school. In order to maintain the

anonymity of the participants, the names of the schools and other possible indications of identity were faded out during the analysis process. Mostly teachers with more than 10 years of experience filled out the questionnaire. Some students who work part-time as tutors also took part in filling out the survey (N=10).

4.4 Methods of analysis

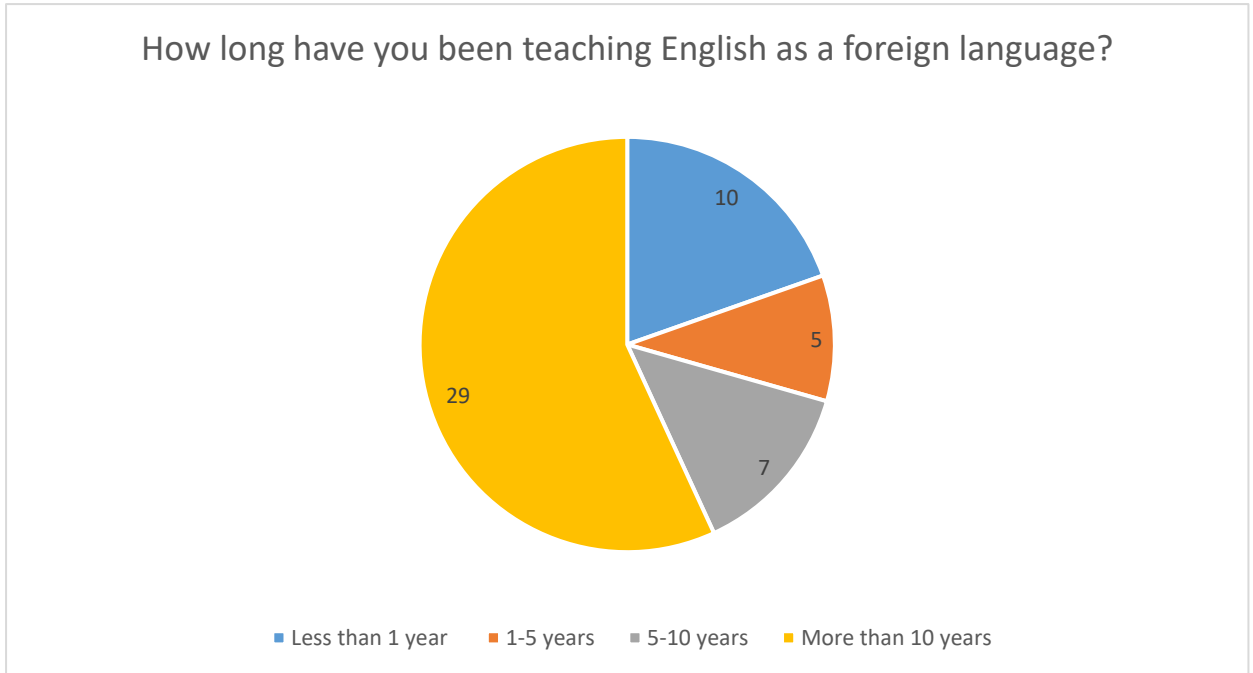
Firstly, a number of questions with possible answer options were created and put in a form of Google Forms online survey. Open question was added in order for participants to be able to express any additional opinions or give suggestions on the matter. Afterwards, the percentage of participants responding to every question was determined. The research subjects' confidentiality was preserved during the data analysis process. Lastly, an interpretation of the results in light of earlier studies was provided.

4.5 Discussion of the results

This chapter both presents and discusses the results under the themes of teachers' opinion on the benefits and intricacies of using literature in EFL classroom.

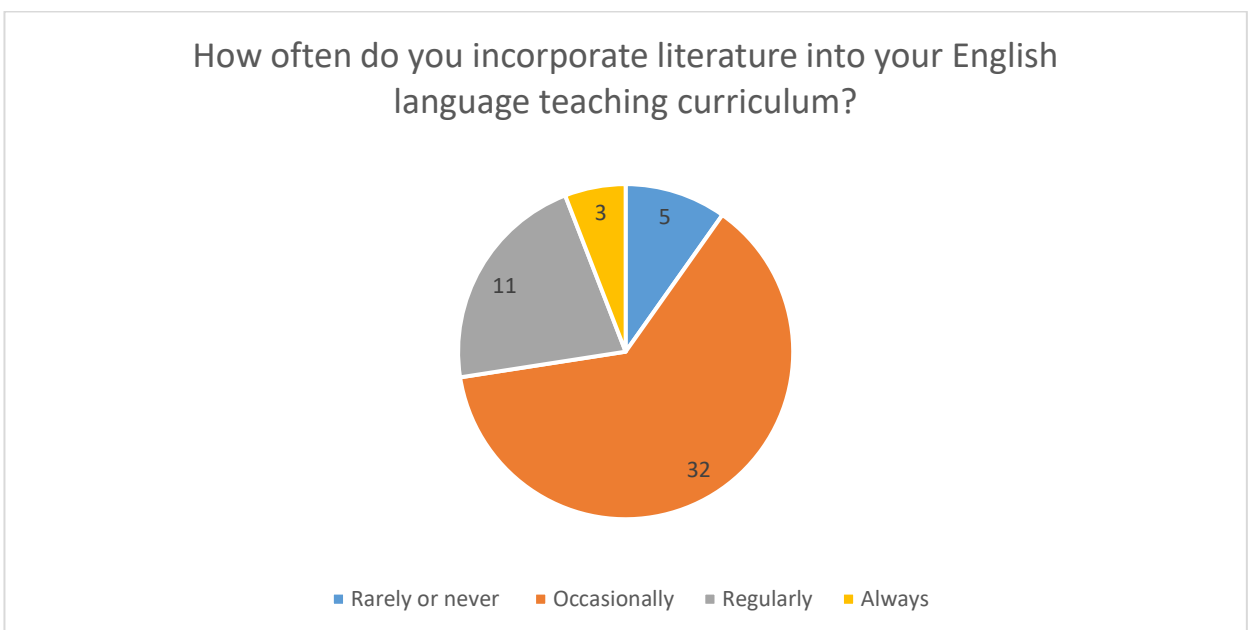
It would be logical to assume that opinions of teachers and students with less experience and lower qualification would differ, however upon the further inspection they are quite similar in their attitude towards the implementation of literary texts in their teaching practice.

Diagram 4.5.1 Teaching experience



The diagram illustrates that the majority of survey participants were teachers with more than ten years of experience, with the remaining participants having less than five years of experience in the field of teaching. This question was included to determine if teaching experience had any significant impact on the responses.

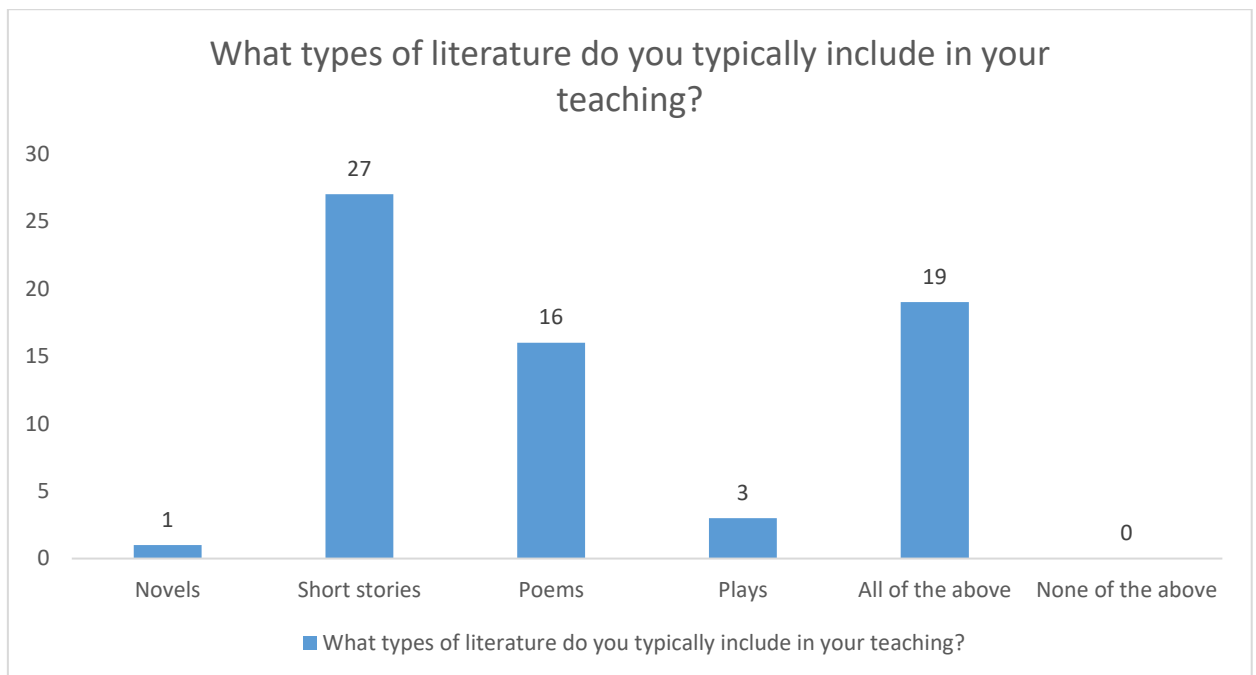
Diagram 4.5.2 Frequency of incorporating Literature



Based on the survey results, it was found that the majority of teachers only incorporate literature into their teaching on an occasional basis. This trend was

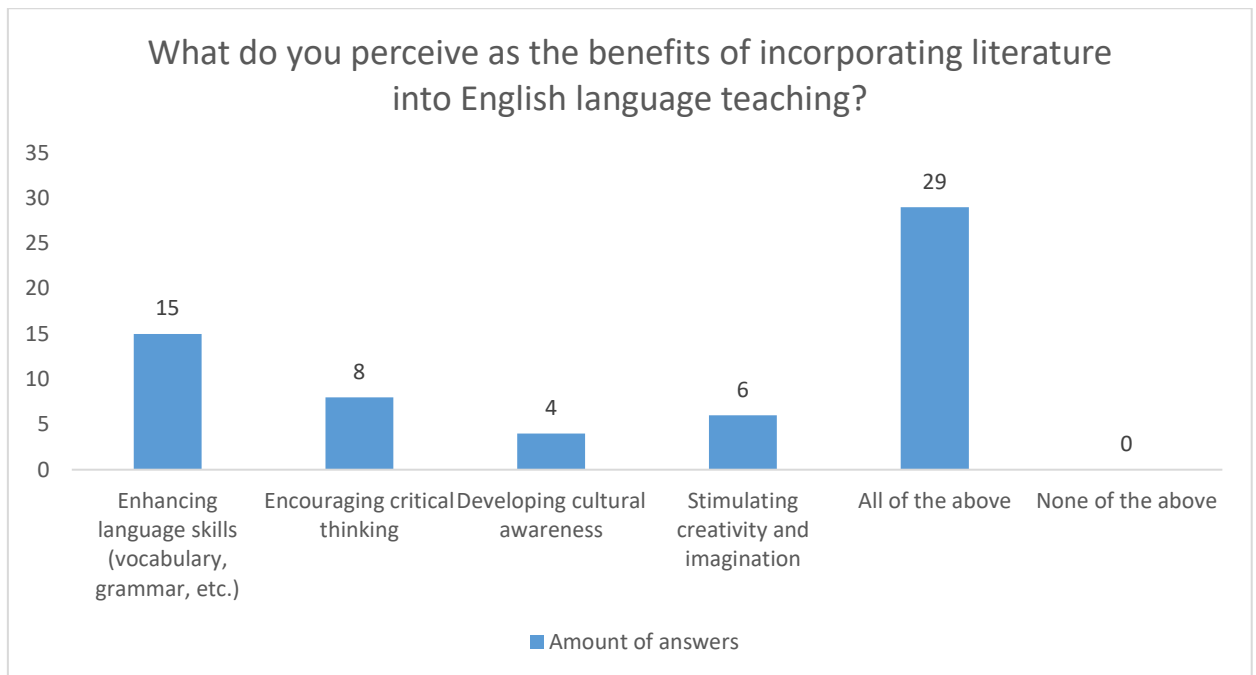
consistent across teachers of all experience levels. However, when looking at the students' responses, those with less than a year of experience indicated that they rarely or never use literature, while the majority of teachers with over five years of experience reported using literature regularly or always. This disparity emphasizes the potential impact of experience on teaching practices and suggests that instructional approaches may evolve as teachers progress in their careers.

Diagram 4.5.3 Types of literature



The data suggests that educators employ a diverse range of literary forms in their teaching practices. Among these, short stories and poems are the most prevalent due to their practicality, accessibility, and depth of content. Interestingly, some educators also integrate novels and plays into their teaching, despite the perceived challenges associated with these longer formats. This multifaceted approach underscores the significance of exposing students to various literary forms, thereby fostering a comprehensive understanding and deep appreciation of literature within the classroom setting.

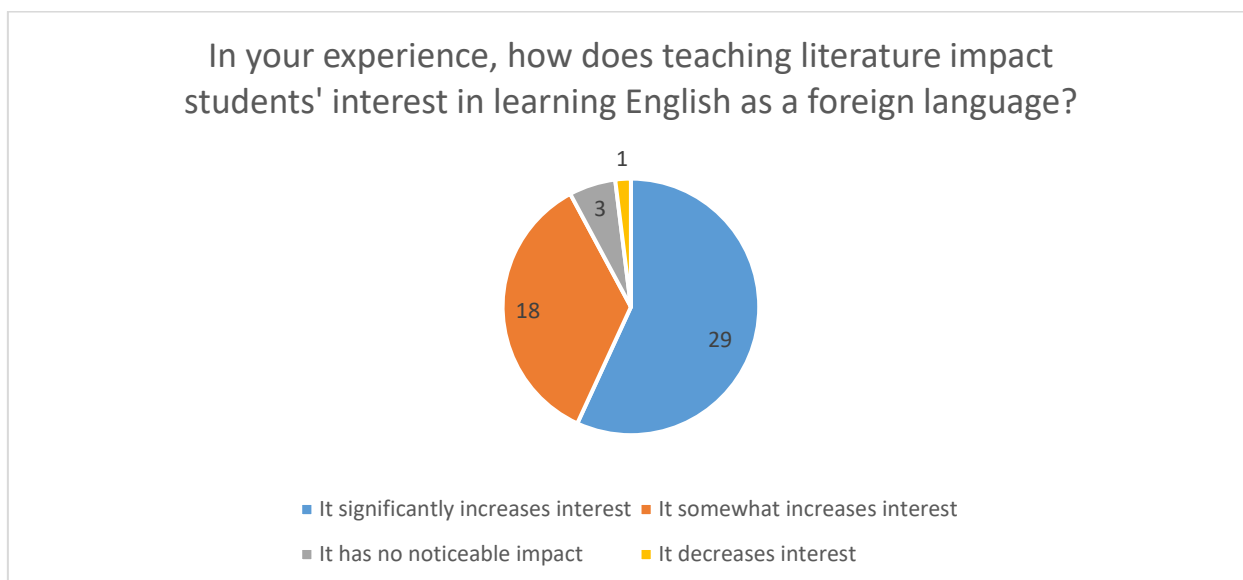
Diagram 4.5.4 Benefits of literature



The survey findings indicate that an overwhelming majority of respondents (29) acknowledge and value the diverse advantages of incorporating literature into English language instruction. This strong consensus underscores the benefits that literature provides in language education. The most commonly chosen (15) benefit is the enhancement of language skills. Literature exposes students to a wide range of vocabulary, idiomatic expressions, and grammatical structures in context. Through reading and analyzing literature, students naturally encounter and absorb language patterns, which aids in vocabulary acquisition and grammatical understanding. A significant number of respondents (8) recognize literature's role in fostering critical thinking skills. Literary texts often present complex themes, characters, and situations that require students to analyze, interpret, and evaluate. Engaging with literature encourages students to think critically, make connections, and draw conclusions, which are essential skills for academic and real-world contexts. A smaller number of respondents mention the importance of literature in developing cultural awareness and stimulating creativity and imagination. This may not be as popular among teachers, since in a 45-minute lesson there may be not enough time to focus on these aspects of language learning, so the teachers prefer to focus on more practical matters. Despite that, the unanimous consensus on all of

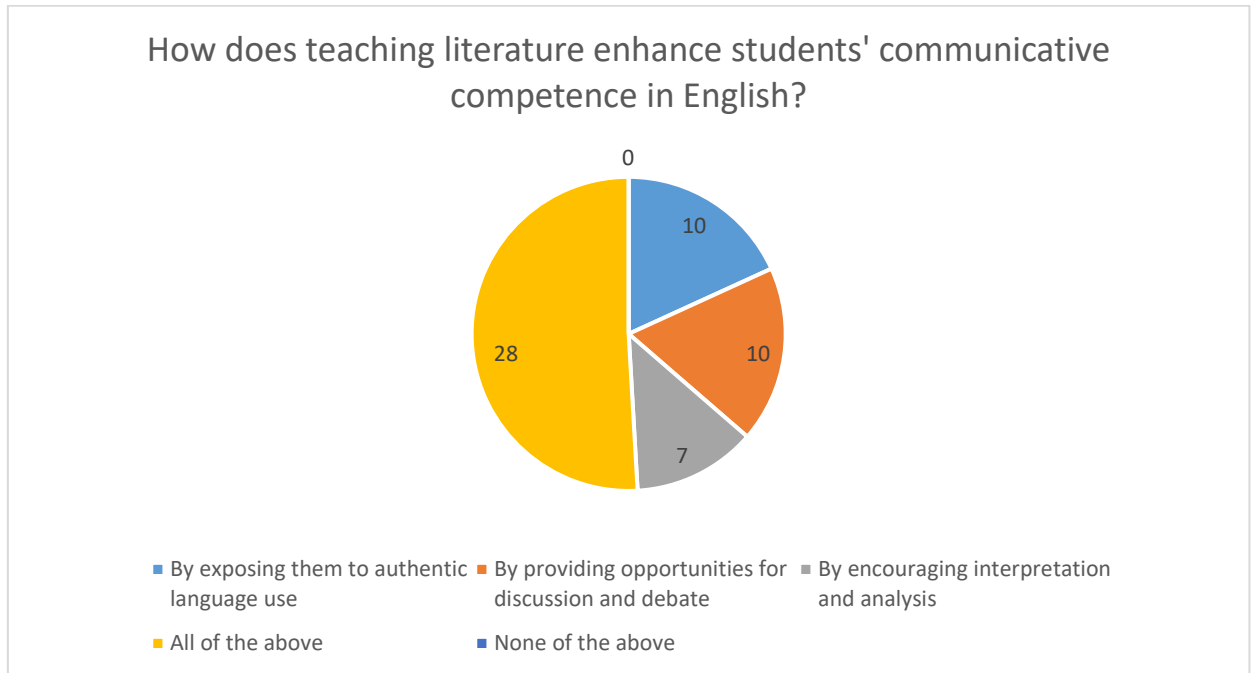
these benefits emphasizes the far-reaching impact that literature can have on the field of English language instruction.

Diagram 4.5.5 Impact of literature on interest



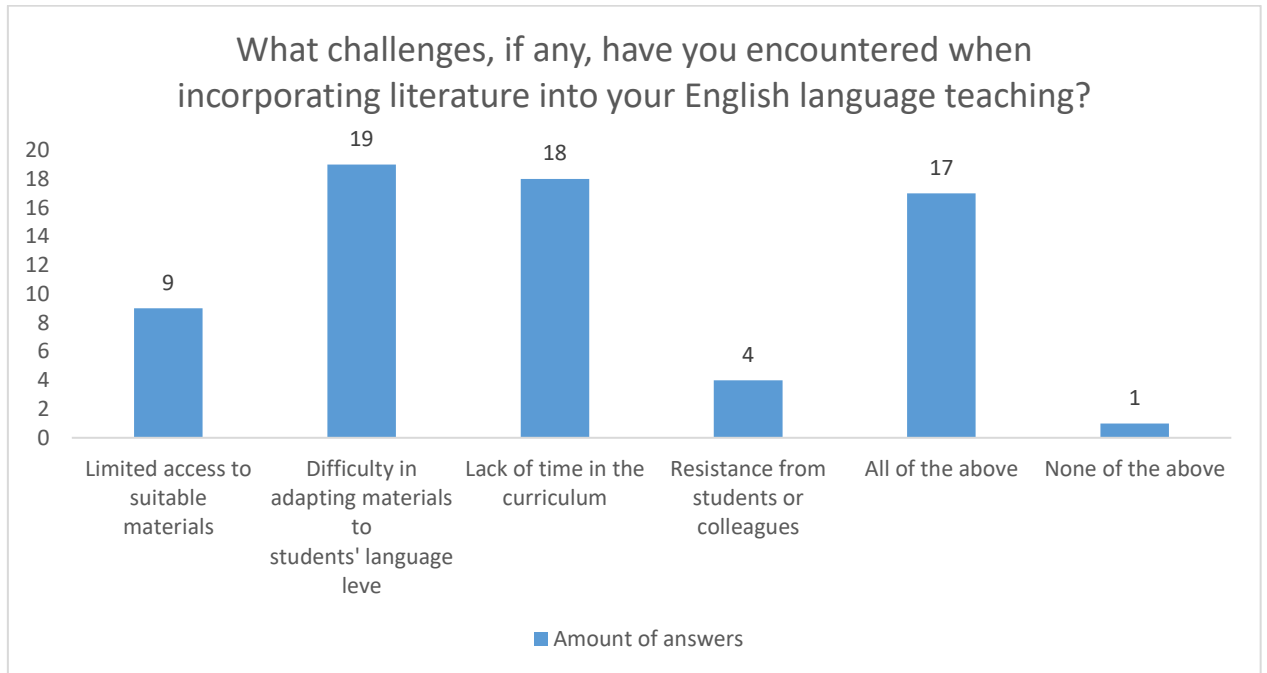
Based on teacher responses, the majority (N=29) believe that teaching literature has a significant positive impact on students' interest in learning English. This suggests that exposure to literary texts enhances student engagement and motivation, potentially making the language learning experience more enjoyable and meaningful. Only a few respondents (N=3) reported no noticeable impact, and one participant noted a decrease in interest. These responses came from teachers with 1-5 years of experience, or less than a year of teaching practice, indicating a possible lack of familiarity or confidence in effectively integrating literature into language teaching methods among newer educators. This highlights the importance of providing support and resources for professional development in literature instruction, especially for early-career teachers, to help them better utilize literature to enhance student engagement and motivation in language learning.

Diagram 4.5.6 Impact of literature on communicative competence



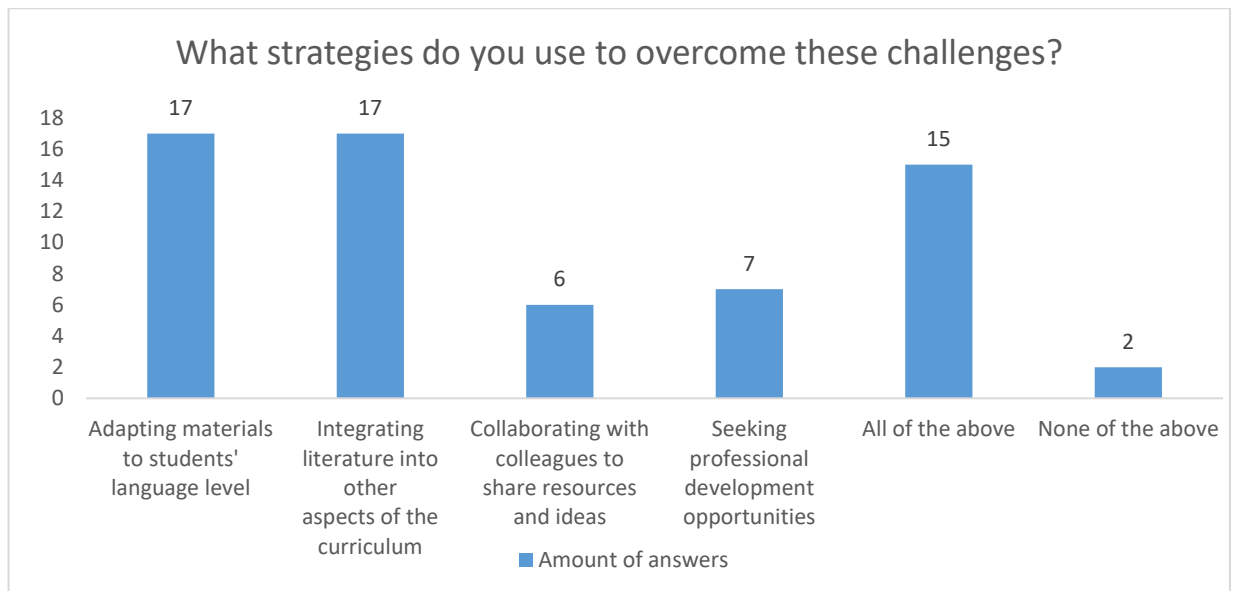
The data from the questionnaire indicates a strong consensus among respondents regarding how teaching literature enhances students' communicative competence in English. The responses highlight the importance of exposing students to authentic language use, providing opportunities for discussion and debate, and encouraging interpretation and analysis in literature instruction. By studying literature, students are exposed to authentic language use, including varied vocabulary, idiomatic expressions, and complex sentence structures. This exposure helps students develop a deeper understanding of the English language beyond textbook examples. Literature also provides ample opportunities for discussion and debate. Engaging with literary texts encourages students to express their opinions, defend their viewpoints, and engage in critical thinking. These interactions contribute to the development of speaking and listening skills, as well as the ability to articulate ideas effectively. The majority of respondents recognize the combined benefits of these approaches, emphasizing the impact of teaching literature on improving students' language skills and communicative abilities. This unified perspective underscores the effectiveness of incorporating literature in enhancing students' communicative competence in English.

Diagram 4.5.7 Challenges



Teachers' responses indicate that the most common issues they face when incorporating literature into English language teaching are the challenges of adapting materials to students' language levels, limited time in the curriculum, and lack of access to suitable materials. With various topics and skills to cover, finding space for literature can be difficult. It often competes with other essential aspects of language teaching. Many teachers may also find it tricky to find literature that aligns with their students' interests and language abilities. Resistance from students or colleagues is also a notable challenge, albeit to a lesser extent. Some students may not see the value of studying literature in English, while colleagues might prioritize other teaching methods or subjects. A noteworthy finding is that a substantial number of respondents (N=17) reported facing all the specified challenges, indicating that the barriers to integrating literature into English language teaching may be diverse and complex. Addressing these challenges is crucial to enhance the effectiveness of literature integration and improve the overall learning experience for students.

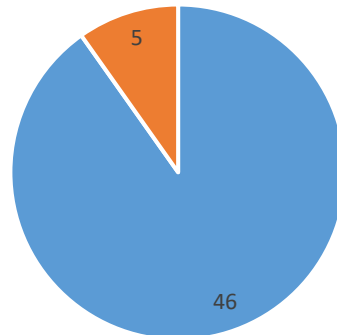
Diagram 4.5.8 Overcoming challenges



The data indicates that educators employ various strategies to overcome challenges in incorporating literature into English language teaching. Adapting materials to students' language level and integrating literature into other aspects of the curriculum are the most commonly used strategies, each selected by N=17 respondents. This involves selecting texts that match students' proficiency levels and providing support, such as vocabulary lists or simplified versions of texts. Collaborating with colleagues to share resources and seeking professional development opportunities are also recognized strategies, chosen by 6 and 7 respondents, respectively. By sharing resources, lesson plans, and best practices, teachers can support each other in overcoming challenges and improving the quality of their lessons. Workshops, conferences, and online courses can also provide teachers with new ideas, strategies, and techniques for integrating literature effectively. It is worth noting that a few (N=15) respondents mentioned using all of these strategies, showing they are taking a thorough approach to tackling challenges in teaching literature. This shows educators are being proactive and working together to improve how literature is taught in English classes.

Diagram 4.5.9 Impact on student engagement or language proficiency

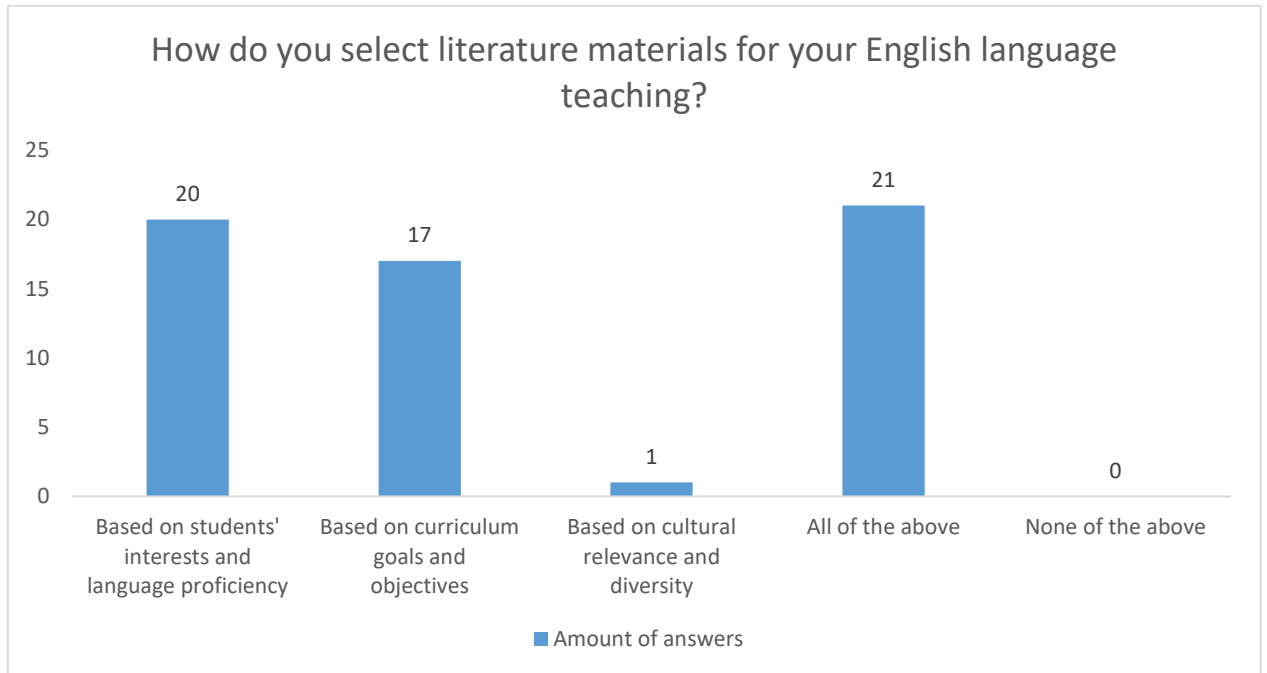
Have you noticed any differences in student engagement or language proficiency when literature is included in the curriculum compared to when it is not?



■ Yes, there is a noticeable difference ■ No, there is no noticeable difference

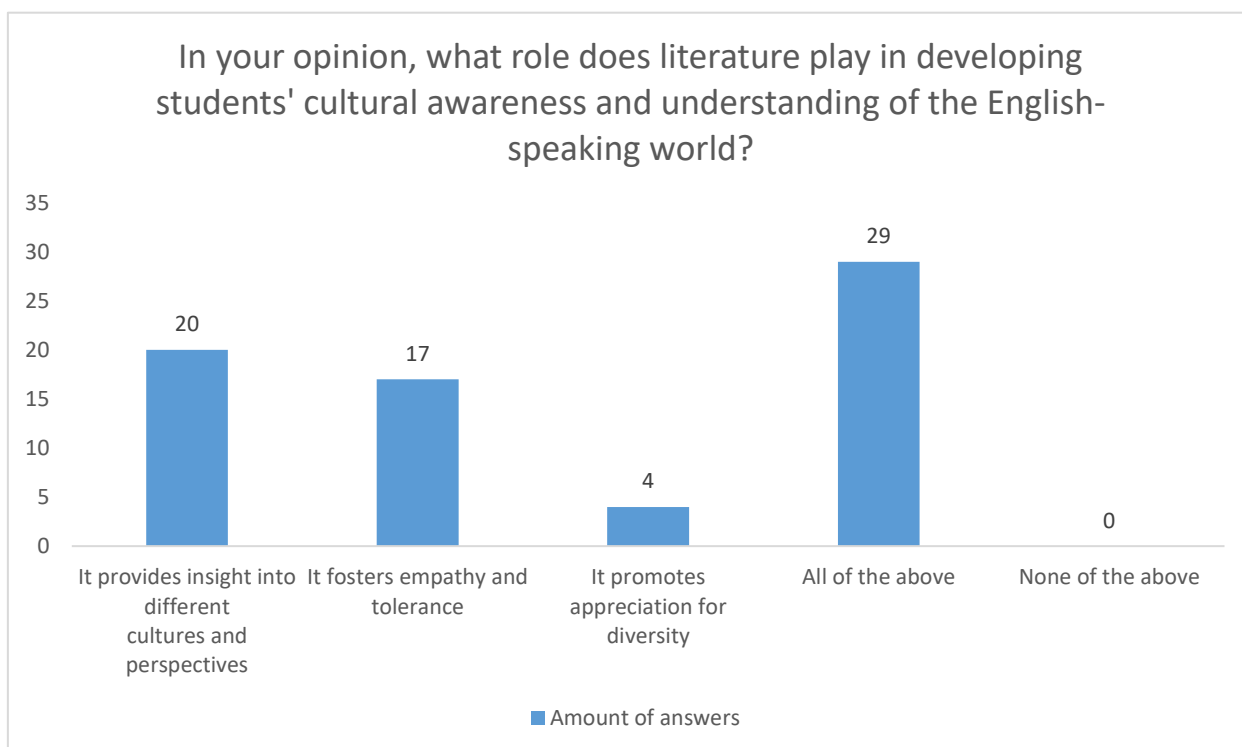
The data from the questionnaire indicates that a number of teachers (N=46) have observed differences in student engagement and language proficiency when literature is included in the curriculum compared to when it is not. Only 5 participants indicated that there is no noticeable impact of literature on learners' engagement. This, however, is not connected with the level of experience of each respondent, since among them there are teachers who have worked in education system for around five to ten years, as well as those with less than a year of experience. It is important to consider that these 5 respondents may have encountered challenges or limitations in implementing literature into their teaching practices, which could have influenced their perception. For example, they may have struggled with selecting appropriate texts for their students' interests and proficiency levels, or they might not have had resources to effectively integrate literature into their lessons. Without proper support or guidance, these teachers may not have experienced the expected benefits of literature integration, leading them to perceive no noticeable impact on student engagement. This suggests that incorporating literature into the curriculum can have a positive impact on student motivation and linguistic abilities, but when used without appropriate support or resources, some teachers may not observe the expected benefits.

Diagram 4.5.10 Selecting literary material



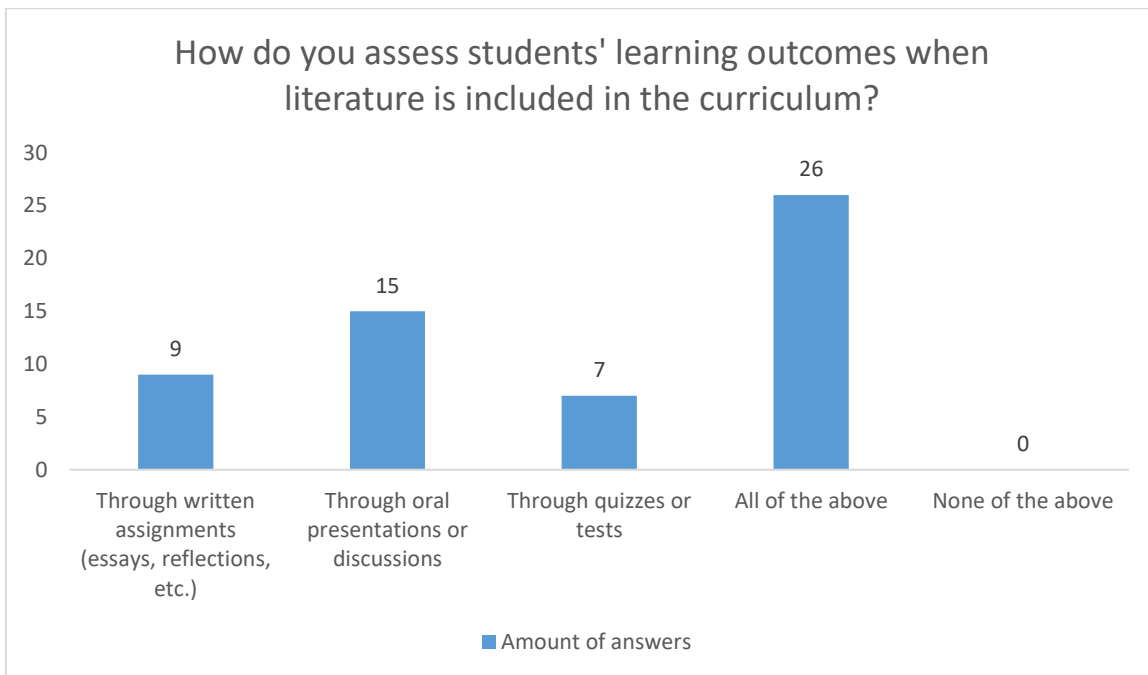
The responses for the questionnaire indicate that teachers employ a variety of criteria when selecting literature materials for English language teaching. The most common approaches include considering students' interests and language proficiency, as well as aligning with curriculum goals and objectives, each selected by a number of respondents (N=17). Cultural relevance and diversity are not popular selection criteria for literature materials in English language teaching, as indicated by the data from the questionnaire. The reason for that may be that some educators find it more beneficial to prioritise language proficiency and curriculum alignment over cultural relevance, perceiving it as less critical for the overall communicative competence of the students. Notably, the majority (N=21) opt to consider all of the listed criteria when selecting literature materials, showcasing a comprehensive approach to material selection. This ensures that literature materials cater to students' needs, educational objectives, and cultural diversity, enhancing the effectiveness of English language teaching.

Diagram 4.5.11 Influence of literature on cultural awareness



The data from the questionnaire suggests that literature plays a significant role in developing students' cultural awareness and understanding of the English-speaking world. The majority of respondents (N=20) believe that literature provides valuable insight into different cultures and perspectives, allowing students to explore diverse worldviews and experiences. Furthermore, a significant number of respondents (N=17) recognize that literature fosters empathy and tolerance by allowing students to empathize with characters from various backgrounds and understand their perspectives. This fosters a more inclusive and understanding classroom environment. Additionally, a smaller but still notable number of respondents (N=4) acknowledge that literature promotes appreciation for diversity, exposing students to a range of cultural traditions, beliefs, and lifestyles. However, the overwhelming majority of respondents (N=29) believe that literature plays all of these roles in developing cultural awareness and understanding. This highlights the diverse benefits of incorporating literature in English language teaching.

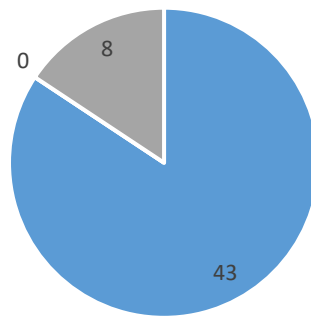
Diagram 4.5.12 Assessment of students' learning outcomes



Evident in the replies of the teachers a variety of assessment methods are used to evaluate students' learning outcomes when literature is included in the curriculum. The majority of respondents (N=26) believe in employing all of the listed assessment methods, including written assignments, oral presentations or discussions, and quizzes or tests. Written assignments, such as essays and reflections, provide students with the opportunity to demonstrate their comprehension and critical thinking skills. Oral presentations and discussions foster communication and analytical abilities, while quizzes and tests assess students' knowledge and retention of specific knowledge. By utilizing a combination of these assessment methods, educators can effectively evaluate students' learning outcomes and ensure a well-rounded assessment of their understanding of literature. This approach aligns with best practices in assessment and supports a comprehensive evaluation of students' progress and achievement in literature-based curricula.

Diagram 4.5.13 Training in literature teaching methodologies

Do you believe that training in literature teaching methodologies should be included in teacher education programs for English language teachers? Why or why not?

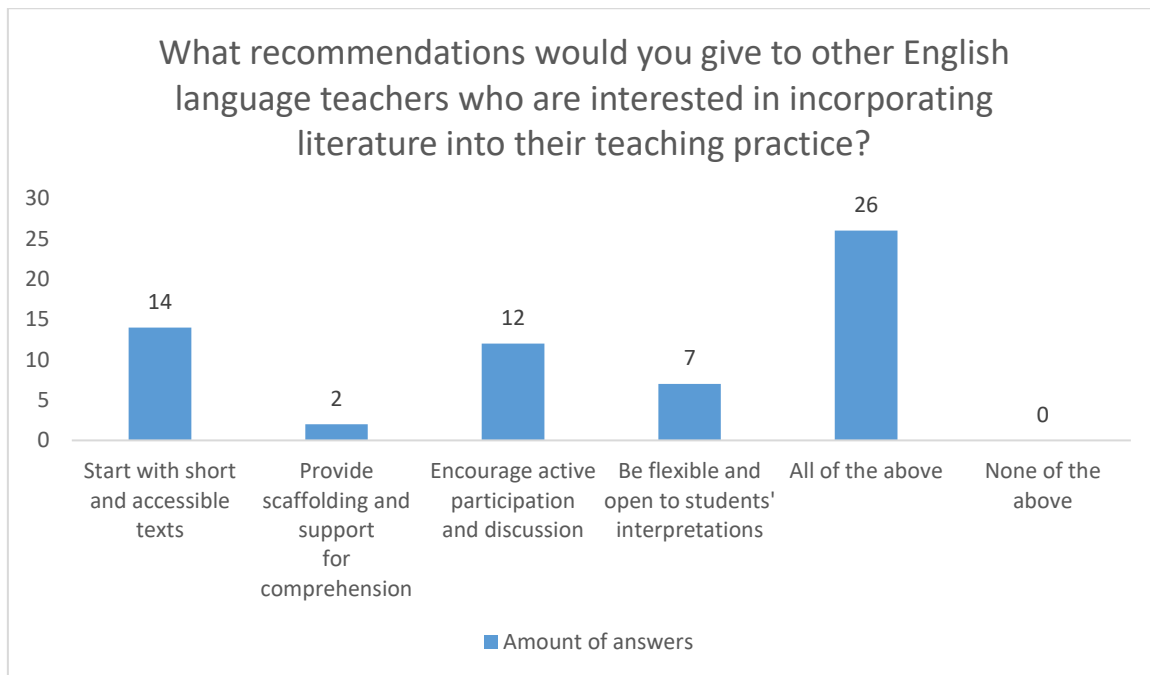


■ Yes, because it enhances teachers' pedagogical skills and effectiveness
■ No, because it is not essential for teaching English language skills

The majority of respondents (N=43) believe that training in literature teaching methodologies should be included in teacher education programs for English language teachers. This is because they believe that such training enhances teachers' pedagogical skills and effectiveness in teaching English language skills. This view is supported by the availability of training programs, such as the "Teaching English through literature" course offered by the British Council, which aims to help teachers engage and develop learners' English language skills through literature-focused learning.

Incorporating literature into English language teaching can provide valuable authentic material for students, helping them to develop their understanding of other cultures, awareness of difference, and promoting tolerance and understanding. Literary texts can also illustrate language use and cultural assumptions, and can be used to develop students' receptive and productive skills through engaging pre-reading tasks, interactive work on the text, and follow-up activities.

Diagram 4.5.14 Recommendations to other teachers



The data from the questionnaire suggests that English language teachers find incorporating literature into their teaching practice to be effective. The majority of respondents (N=26) believe that all of the provided strategies, including starting with short and accessible texts, providing scaffolding and support for comprehension, encouraging active participation and discussion, and being flexible and open to students' interpretations, are important for incorporating literature into their teaching practice.

The predominance of responses advocating for starting with short and accessible texts (N=14) and encouraging active participation and discussion (N=12) over providing scaffolding and support for comprehension (N=2) and being flexible and open to students' interpretations (N=7) in the questionnaire data can be attributed to several factors. Firstly, starting with short and accessible texts and promoting active participation and discussion are perceived as more straightforward and actionable recommendations, resonating more immediately with educators due to their practicality. Moreover, these strategies align with contemporary pedagogical trends that prioritize student-centred learning and interaction, reflecting a broader emphasis on fostering critical thinking and comprehension skills. Additionally, teachers may feel more comfortable and experienced with implementing active participation and discussion strategies, as they align with traditional classroom

practices and may require less planning and resources compared to providing scaffolding for comprehension. Furthermore, these strategies are often viewed as foundational elements that lay the groundwork for subsequent activities in literature instruction, contributing to their perceived importance. While acknowledging the importance of these predominant recommendations, it is essential to recognize the integral role of providing scaffolding and support for comprehension and being flexible and open to students' interpretations in fostering a comprehensive and inclusive learning environment.

4.6 Pedagogical implications

The main objective of this study was to investigate the influence of incorporating literature on learners' interest and communicative competence in learning EFL, as well as to examine teachers' perspectives on the benefits and challenges of using literary texts in their classrooms.

The importance of this research lies in the growing demand for effective EFL instruction and the need to foster learner engagement and communicative abilities. By exploring the role of literature in language education, this study contributes to the ongoing discourse on innovative pedagogical approaches and their potential to enhance the learning experience.

The survey results affirm the perceived benefits of using literature in EFL classrooms. The majority of respondents acknowledged literature's positive impact on various aspects of language learning, including enhancing language skills, developing critical thinking, fostering cultural awareness, and stimulating creativity and imagination. Furthermore, the findings indicate that incorporating literature significantly increases students' interest in learning English.

Notably, the survey revealed a strong consensus among respondents regarding the positive influence of literature on students' communicative competence. Respondents recognized the value of exposing learners to authentic language use, providing opportunities for discussion and debate, and encouraging interpretation

and analysis – all of which contribute to the development of effective communication skills in English.

While the benefits of using literature in EFL classrooms are evident, the survey also highlighted various challenges encountered by teachers. These challenges include limited access to suitable materials, difficulty in adapting materials to students' language levels, lack of time in the curriculum, and resistance from students or colleagues. Interestingly, a significant portion of teachers reported facing multiple challenges simultaneously, underscoring the multifaceted nature of the obstacles and the need for comprehensive strategies to address them.

To overcome these challenges, respondents indicated employing various strategies, mostly adapting materials to students' language levels and integrating literature into other aspects of the curriculum, as well as collaborating with colleagues to share resources and ideas, and seeking professional development opportunities. This approach demonstrates teachers' commitment to effectively incorporating literature into their teaching practices, despite the obstacles they face.

It is worth noting that some unexpected results emerged from the survey. For instance, a small number of respondents perceived no noticeable impact or even a decrease in student interest when teaching literature. These responses may be attributed to factors such as the respondents' limited experience in effectively integrating literature or the specific context in which they teach.

The implications of this study for EFL teaching practice are significant. By highlighting the benefits of using literature and providing insights into effective strategies for overcoming challenges, this research empowers educators to incorporate literary texts into their curricula confidently. Furthermore, the study underscores the importance of providing professional development opportunities and resources to support teachers in their efforts to leverage literature for language learning effectively.

However, it is essential to acknowledge the potential limitations of this study. The survey relied on self-reported data from a specific group of teachers, which may introduce biases or subjectivity. Additionally, the survey did not investigate the

specific types of literary texts used or the pedagogical approaches employed, which could influence the effectiveness of literature integration.

Future research could address these limitations by incorporating classroom observations, longitudinal studies, or mixed-methods approaches to gain a more comprehensive understanding of the impact of literature on learners' interest and communicative competence. Additionally, investigating the effectiveness of specific literary genres or teaching methodologies could provide valuable insights for teachers seeking to optimize the use of literature in EFL classrooms.

In conclusion, this study has contributed to the growing body of knowledge on the role of literature in EFL education. The findings affirm the potential of literary texts to enhance learner engagement, foster communicative competence, and enrich the language learning experience. By addressing the challenges and providing practical strategies, this research empowers educators to incorporate literature into their teaching practices effectively, ultimately enhancing the quality of EFL instruction and learner outcomes.

4.7 Analysis of the results

Although the use of literature in EFL classrooms in Transcarpathian schools is not as popular as it could be, numerous studies have highlighted the benefits of incorporating literature into EFL classrooms. Lazar (1993) emphasized that literature can create opportunities for language acquisition, develop interpretative skills, and serve a broader educational purpose by fostering critical thinking and emotional awareness among learners. This aligns with the current study's findings on literature enhancing communicative competence and learner engagement, since majority of respondents in the survey indicated that there is a noticeable difference in student engagement and language proficiency when literature is included in the curriculum.

Parkinson and Thomas (2000) identified ten advantages of using literature, such as providing a linguistic model, developing linguistic and cultural competence,

offering authenticity, fostering mental training and memorability, acting as a motivating material, allowing for interpretation, and being a convenient resource.

Duff and Maley (2007) highlighted literature's capacity to provide a 'natural' context for language use and explore the target culture. Similarly, Babaei (2014) emphasized literature's value in promoting intercultural competence and cultural sensitivity among learners. However, teachers, who took part in the study approached the issue from a different angle. Although majority of the respondents agree with the fact that literature can act as a cultural gateway, they tend to choose literary texts based on students' interests and language proficiency or on curriculum goals and objectives rather than on cultural relevance and diversity.

McKay (2001) argued that literary texts demonstrate the importance of form in achieving specific communicative goals, aligning with the present study's recognition of literature's potential for enhancing oral communication skills. Collie and Slater (1987) also noted that literary texts serve as excellent prompts for oral work, interpretation, and discussion, which the current study corroborates.

Several scholars, including Custodio and Sutton (1998) and Sadiku (2015), have explored the link between literature and writing skills, suggesting that literary texts can inspire creativity, provide models for writing, and expose learners to diverse linguistic patterns. These findings support the present study's conclusion that literature fosters written communication skills among EFL learners.

Regarding critical thinking, Glaser (1941) and Ennis (in Saputra, 2020) defined critical thinking as a crucial ability for identifying problems, analyzing information, and drawing logical conclusions. Literature provides a rich source of material that challenges readers to think critically about characters, plots, themes, and societal issues. Glaser's definition highlights how critical thinking fosters problem-solving skills, an essential aspect for comprehending and interpreting literature. Ennis's perspective, as cited in Saputra (2020), emphasizes the role of critical thinking in assessing evidence and making reasoned judgments, which are crucial skills for analyzing literary texts and engaging in meaningful discussions.

Thus, teaching literature not only enhances language skills but also nurtures critical thinking abilities.

While acknowledging the benefits, previous studies have also identified challenges in using literature in EFL classrooms. Savvidou (2004) noted the potential for limited language practice opportunities and teacher-centered approaches, which the present study aimed to address by exploring strategies for effective integration and learner engagement.

Overall, the findings of the current study resonate with previous research, reinforcing the benefits of literature in EFL education while contributing insights into teachers' perspectives, challenges, and strategies for effective implementation within the context of Transcarpathian schools.

CONCLUSION

Using literature in EFL education is extremely beneficial, however it requires specific strategies and knowledge in order to be implemented correctly. To make the right decision, educators have to keep in mind several factors like students' proficiency levels and the goals of the curriculum. This study aimed to understand how literature can influence learners' communicative competence and overall engagement on English lessons. The study also wanted to highlight various challenges and strategies used by teachers while incorporating literature.

The survey of teachers in this thesis yielded several chief findings that contribute to the theoretical understanding of using literature in EFL education.

First, the data showed a strong consensus among teachers that incorporating literature significantly enhances students' communicative competence by exposing them to authentic, culturally-rich medium for language practice beyond artificial textbook dialogues, thereby stimulating intellectual curiosity and engagement, providing discussion opportunities, and encouraging interpretation/analysis skills. This finding aligns with communicative competence theory (Hymes, 1966; Canale & Swain, 1980), which emphasises developing not just linguistic knowledge but also the pragmatic ability to use language appropriately in real-world contexts.

Second, teachers overwhelmingly agreed that literature increases learner motivation and engagement with language learning. This connects to theories of intrinsic motivation (Deci & Ryan, 1985), which assume that learning is most effective when driven by inherent interest rather than external rewards. The finding that literature taps into this intrinsic motivation is theoretically valuable for understanding optimal conditions for foreign language acquisition.

Third, the challenges identified by teachers (lack of appropriate materials, difficulty matching texts to proficiency levels, curriculum constraints) highlight the need for stronger connections between research on literature pedagogy and teacher preparation programs.

Although the study is useful for teachers who are interested in implementing literature in their practices, it also has its limitations and room for improvement in the future research, like conducting classroom observations or analysing student work samples that could complement the self-reported teacher data, a study tracking students' language development when literature is incorporated that could yield insights into its longer-term impacts or exploring specific reading levels, genres, or types of literature activities that are most effective and would give teachers concrete pedagogical guidance.

In summary, this thesis contributes a Ukrainian, in particular Transcarpathian context to the existing research while also validating and extending key theoretical principles about the motivational and communicative benefits of using literature for EFL instruction.

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РЕЗЮМЕ

У сучасному стрімкому світі англійська мова беззаперечно посіла місце міжнародної мови спілкування, тому вміння ефективно спілкуватися англійською мовою як іноземною стало дуже цінною навичкою. Важливо не лише володіти глибокими знаннями різних граматичних аспектів мови, але й розуміти її культурне підґрунтя.

Саме тоді включення літератури в процес вивчення англійської мови як іноземної набуває особливого значення. Література, як багате джерело мови, культури та людського досвіду, пропонує учням, які вивчають мову, окремий шлях до пізнання тонкощів англійської мови, якого часто бракує звичайним підручникам та вправам у класі.

Незважаючи на позитивні характеристики літератури, багатьом викладачам не вдається ефективно використати цей ресурс на своїх уроках. Причиною цього можуть бути брак часу або матеріалів які би відповідали рівню учнів у класі. Художні тексти часто містять складну лексику, ідіоматичні вирази та образну мову, які можуть бути складними для учнів, що вивчають англійську мову як іноземну. Викладачі можуть хвилюватися, що учні матимуть труднощі з розумінням інформації, що з легкістю може призвести до розчарування. Також напружена політична та економічна ситуація в Україні може впливати на рівень стресу учнів, відповідно понижуючи рівень їхньої мотивації.

Враховуючи всю вищезазначену інформацію, у цьому дослідженні вивчаються дидактичні можливості щодо використання літератури для вивчення англійської мови як іноземної. Метою цього дослідження стало дослідити думку вчителів щодо позитивних та негативних факторів впливу художніх творів на підвищення мотивації та навичок учнів у спілкуванні англійською.

Емпіричний матеріал, використаний для цього дослідження, базується на анкетуванні. Дані, представлені в дослідженні, спираються на результати

опитування 51 вчителя англійської мови, частина з яких студенти. Учасники дослідження мають різний досвід роботи, а також працюють в різних школах Закарпатської області. Результати дослідження говорять про те, що вчителі вважають літературу ефективним інструментом для розвитку як комунікативних, так і інших навичок учнів. В той же час, використання літератури на уроках англійської мови є проблематичним, адже підбір коректних художніх творів, які відповідали б поставленій меті уроку та рівню знань учнів є досить трудомістким завданням, що в свою чергу впливає на те як часто літературні тексти використовуються у викладанні.

Отже, література є важливим інструментом, який може заохотити вивчення мови. Незважаючи на низку труднощів, цей ресурс має позитивний вплив на розвиток інтересу та комунікативних навичок учнів на уроках англійської мови. Використання художніх творів у викладанні може призвести до значного підвищення мотивації дітей та їх навичок володіння іноземною мовою.

APPENDIX

Survey questions for teachers

1. *How long have you been teaching English as a foreign language?*

Less than 1 year

1-5 years

5-10 years

More than 10 years

2. *How often do you incorporate literature into your English language teaching curriculum?*

Rarely or never

Occasionally

Regularly

Always

3. *What types of literature do you typically include in your teaching?*

Novels

Short stories

Poems

Plays

All of the above

None of the above

Other

4. *What do you perceive as the benefits of incorporating literature into English language teaching?*

Enhancing language skills (vocabulary, grammar, etc.)

Encouraging critical thinking

Developing cultural awareness

Stimulating creativity and imagination

All of the above

None of the above

Other

5. In your experience, how does teaching literature impact students' interest in learning English as a foreign language?

It significantly increases interest

It somewhat increases interest

It has no noticeable impact

It decreases interest

6. How does teaching literature enhance students' communicative competence in English?

By exposing them to authentic language use

By providing opportunities for discussion and debate

By encouraging interpretation and analysis

All of the above

None of the above

Other

7. What challenges, if any, have you encountered when incorporating literature into your English language teaching?

Limited access to suitable materials

Difficulty in adapting materials to students' language level

Lack of time in the curriculum

Resistance from students or colleagues

All of the above

None of the above

Other

8. What strategies do you use to overcome these challenges?

Adapting materials to students' language level

Integrating literature into other aspects of the curriculum

Collaborating with colleagues to share resources and ideas

Seeking professional development opportunities

All of the above

None of the above

Other

9. Have you noticed any differences in student engagement or language proficiency when literature is included in the curriculum compared to when it is not?

Yes, there is a noticeable difference

No, there is no noticeable difference

10. How do you select literature materials for your English language teaching?

Based on students' interests and language proficiency

Based on curriculum goals and objectives

Based on cultural relevance and diversity

All of the above

None of the above

Other

11. In your opinion, what role does literature play in developing students' cultural awareness and understanding of the English-speaking world?

It provides insight into different cultures and perspectives

It fosters empathy and tolerance

It promotes appreciation for diversity

All of the above

None of the above

Other

12. How do you assess students' learning outcomes when literature is included in the curriculum?

Through written assignments (essays, reflections, etc.)

Through oral presentations or discussions

Through quizzes or tests

All of the above

None of the above

Other

13. Do you believe that training in literature teaching methodologies should be included in teacher education programs for English language teachers? Why or why not?

Yes, because it enhances teachers' pedagogical skills and effectiveness

No, because it is not essential for teaching English language skills

Unsure

Other

14. What recommendations would you give to other English language teachers who are interested in incorporating literature into their teaching practice?

Start with short and accessible texts

Provide scaffolding and support for comprehension

Encourage active participation and discussion

Be flexible and open to students' interpretations

All of the above

None of the above

Other

15. Is there anything else you would like to share about the importance of teaching literature in developing interest and communicative competence in English as a foreign language?

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