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**Роль літератури у мотивації вивчення англійської мови як іноземної**  
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Науковий керівник:

**Надь-Коложварі Еніке Адальбертівна**  
др. філософії, доцент кафедри філології

Завідувач кафедри:

**Берегсасі Аніко Ференцівна**  
д-р габілітований, доцент  
професор кафедри філології

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Виконавець: студентка 4-го курсу  
**Леврінц Андреа Андріївна**

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Науковий керівник: **Надь-Коложварі Еніке Адальбертівна**  
др. філософії, доцент кафедри філології

Рецензент: **Баняс Володимир Володимирович**  
кандидат філологічних наук, доцент

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**Department of Philology**

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Level of higher education: Bachelor's degree

**Presented by:**

**Andrea Levrints**

4th year student

**Education programme:** Secondary education (Language and literature (English))

**Specialty:** 014 Secondary education (Language and literature (English))

**Thesis supervisor:** Eniko Nagy-Kolozsvari, PhD

**Second reader:** Volodymyr Baniias, cand.of Phil. Science

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## INTRODUCTION

The use of literature in foreign language teaching has not received the scientific attention it deserves. Despite its countless benefits, scholars disregarded it and focused their attention on other teaching tools, especially in English for Specific Purposes or English for Academic Purposes instruction.

The end of the twentieth century was witness to the renewed growing interest in integrating literature in the English as a Foreign Language and English as a Second Language courses. Several theoretical and empirical studies have been published in recent years, however, this field of study is still relatively new, allowing for further investigation to be made in order to give a comprehensive understanding of the implication of using literature in the language classroom. The data are rather controversial, and there is no general agreement about the importance of using literature in foreign language teaching. Therefore, this study attempts to gain better understanding into the benefits or disadvantages of using literature in the English as a foreign language classroom in Transcarpathia.

Previous research findings into the use of literature in foreign language learning has been inconsistent and contradictory. Kramsch (1993) and Vandrick (2003) argue the importance of using literature in foreign language classes based on the belief that it allows learners to acquaint themselves with the natural sound and rhythm of the target language, providing different ways of language use and grammatical structures used in everyday communicative situations. Furthermore, it offers an insight into the culture of the native speakers which allows learners to gain better understanding of cultural references in everyday phrases, proverbs, and sayings.

On the other hand, researchers like Edmondson (1997) debate its cultural or contextual value, believing that there are numerous teaching tools that may aid learners in their language acquisition far better than literature does. These accounts also highlight the difficulty of literary texts, and the daunting task of understanding them, reasoning that it demotivates and discourages learners from language development rather than encouraging them.

Dörnyei's (1998) name undeniably has to be mentioned when language learning motivation is discussed. The phrase itself was coined by the scholar who discusses the influence intrinsic and extrinsic motivating factors have on learners' language development. He believes that those learners who lack the ideal circumstances (e.g. high quality of education) but are highly motivated to learn a language are far more successful than those who have the necessary means but are not driven as much. According to his studies, given the right incentive learners are able to acquire their target language more effectively than without any motivating factor.

In order to establish the connection between the use of literature in foreign language learning and L2 motivation, Vural (2013) and Baaqeel (2020) are mentioned. Baaqeel believes that literature



is only as effective a teaching tool as its ability to motivate learners. Vural underscores how the diversity of literary texts makes it possible for learners to relate to the story and connect with its characters on a deeper level, therefore it proves to be a useful aid in language learning and teaching.

Stemming from the aforementioned controversy, the object of this thesis is to examine the role literature plays in motivating learners English as a foreign language, as well as their attitudes toward the inclusion of literature in the language learning process. Additionally, it also deals with the learners' intrinsic and extrinsic motivation, and reading habits in both their mother tongue and in English.

The subject of this study is to determine how useful participants find the implementation of literature in the language learning process, and to examine their attitudes toward the use of literary texts. The survey also seeks to shed light on the respondents' experiences with literary texts in the context of foreign language learning. Furthermore, it aims to identify the factors that motivate the participants in their language learning, whether intrinsic or extrinsic motivators are more prominent in their case, as well as how often and what they prefer to read in their mother tongue and in English, and how the data vary depending on the language of the reading material.

The thesis seeks to answer the following questions:

1. What types or genres of literature (e.g., poetry, drama, short stories, novels) are perceived as most engaging and motivating by EFL learners in a multilingual context?
2. In what ways do students believe that reading literature in English helps improve their language skills (e.g., vocabulary acquisition, reading comprehension, or cultural understanding)?
3. How students view the use of literature in the foreign language teaching/learning process?
4. What challenges or difficulties do EFL learners encounter when working with English literary texts, and how do these challenges affect their motivation?

In order to reach the aim of the thesis, both theoretical and empirical methods were utilised. The former method focused on establishing the theoretical background of the study, examining the role of literature in the English as a foreign language education, the possibilities of its implementation, the role of motivation in foreign language learning, and the motivating effect literature has on language learners based on the previous empirical studies.

The empirical part of the study consisted of an online survey which examined the motivation, reading habits, and attitudes towards literature in the language classroom among philology majors of the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education.

The results of the study offer valuable insight into the participants' reading habits, motivations for language learning, and opinion on using literature in the foreign language learning process. They

shed light on possible steps teachers can take to ensure learners' motivation and successful language development. Furthermore, the findings highlight the value participants place on literary texts and the challenges they may encounter when working with them in the foreign language lessons.

The theoretical value of the thesis lies in its contribution to the understanding of how literature may be utilised to develop language skills, enhance cultural awareness, and support self-growth. It also emphasises the advantages and disadvantages learners may face when working with literary texts. The study's practical value adds to the methodology of foreign language teaching regarding the implementation of literature in EFL classes. The findings may contribute to increasing the use of literary works in the teaching process.

The thesis is made up of an introduction, 3 parts, conclusions, resume, references, and appendix. The first part provides a theoretical framework for using literature in the foreign language classroom, detailing its importance, advantages and challenges faced by learners, and ways to implement literary texts for the development of various skills. The second part is concerned with motivation and the part it plays in language acquisition, its connection with literature. The final part presents the procedure, aims, participant, results and discussion of the empirical research, and pedagogical implications.

## **PART 1. THE ROLE OF LITERATURE IN TEACHING EFL**

Literature was once a central part of English as a Foreign Language (EFL) and English as a Second Language Teaching (ESL), however, eventually it was omitted from the curricula. Later on, it was reintroduced due to the appearance of Communicative Language Teaching (CLT). Since then, several theoretical and empirical studies have been conducted to support this method and offer different strategies to effectively implement literature in the language learning process (Kodama, 2012).

Despite the benefits of using literature in teaching a foreign language, there is still great discordance between scholars on this topic. As Belcher and Hirvela (2000) point out, initially, the controversy was mostly due to the difference between learners of English as a first language (L1) and learners of English as a second language (L2). The general needs of L1 and L2 learners largely differ from each other. Therefore, trying to integrate literature into an L2 classroom the way it is done in an L1 classroom caused complications in both theory and practice.

Furthermore, the division between language and literature can be attributed to English for Specific Purposes (ESP) and English for Academic Purposes (EAP) theories and practices. ESP and EAP aim to teach language skills tailored to the requirements of specific groups and communities. This type of language instruction did not find literature appropriate, and, when ESP became widespread in L2 teaching, a gap appeared between language and literature (Belcher & Hirvela, 2000).

Kramsch (1993) and Vandrick (2003), amongst others, are supportive of incorporating literature in the learning process. According to their view, literature offers a vast variety of linguistic and rhetorical tools to the students that they cannot obtain elsewhere, while also contributing to cultural understanding, developing logical thinking, and giving opportunities for self-discovery. By contrast, Edmondson (1997) and other researchers claim that literature does not provide additional information and could make the learners lose motivation.

What do we mean by literature? Its definition is just as widely debated as its usefulness in language learning. Some intellectuals refer to all written bodies of text as literature, others think only fiction, drama, and poetry can be considered literature, while there are those who think it is a referential network with interrelated individual components. However, several scholars agree that it carries cultural and individual references which contribute to developing the learners' worldview and self-awareness (Belcher & Hirvela, 2000).

It is a rather stereotypical view, but when we consider literature, we are inclined to think about long, obscure texts that are difficult to comprehend, often contain archaic words and are overly symbolic. In reality, literary language is much closer to our everyday language than we would ever

think. It is true that literature is more refined and poetic, although there is hardly a well-distinguishable line that divides literary language from non-literary one. In fact, the former is essential for understanding language and language use; it reflects the words of common people better than any dialogue designed for foreign language courses (Hall, 2005).

According to Alemi (2011), in a lot of countries where English is learnt as a foreign language, literature has not been deemed an advantageous complementary instrument in the teaching process because foreign language teaching was closely connected to linguistics. Therefore, little heed was given to the improvement of reading skills. Comprehension questions are easy and “thoughtless” without any need of deeper understanding of the content. Even less attention is paid to developing the writing and speaking skills of the learners. Learning the proper grammatical forms and memorising the rules of their use was the main aim of teaching. As a result, the students did not attain the necessary skill sets to express themselves freely in speech or writing.

### **1.1. The short history of the role of literature in language teaching**

The teaching of English as a foreign language dates back to 19th-century India. The English language itself was an important tool of colonisation and civilisation of other “barbaric” nations. English literature was introduced into the curriculum as a discipline in the colonies of the British Empire before it was in the homeland. Important moral and ethical knowledge was to be transmitted through literature in order to educate the allegedly unknowledgeable “dark races”. Indians were to achieve *acculturation* and *amelioration* with the help of classical literary works. The project's goal was to form an English identity which will stand in contrast with other oriental identities (Hall, 2005).

Literature instruction began in British and American universities only in the late 19th century, and it was integrated with composition classes, which had become mandatory for students. Early on, composition was mostly taught by literature professors out of necessity. However, these professors were adamant about teaching literature, which caused some conflicts and raised dislike for composition classes. Nevertheless, the forced application of literary texts greatly contributed to understanding how literature can be used to teach writing skills (Belcher & Hirvela, 2000).

Kramersch and Kramersch (cited by Hall, 2005) provide an extensive review of literature's role in the history of language teaching, especially in regard to the United States of America. The authors demonstrate the evolution of literature in language teaching during the 20th century. Until World War I, literature was a central part of language learning, particularly among the elite. The grammar translation method is widely used, although the period saw the emergence of the direct method, which did not support literature in the same way. Between 1918 and 1945, the use of literature plummets dramatically; it mostly becomes a supplementary tool for advanced learners. With the rise and rapid

spread of communicative approaches between the 1950s and 1979, its use is greatly hindered, even though the methodology of the application of literature during this period becomes more extensive and interdisciplinary approaches are discussed. By the end of the century, literature was revitalised, and its opportunities for developing vocabulary, reading strategies, and critical thinking were recognised.

## **1.2. The role of literature in communicative language teaching**

With the rise of Communicative Language Teaching (CLT) from the 1970s, literature has recovered its reputation as an effective tool in foreign language teaching. Unlike earlier grammar-based approaches, CLT emphasises authentic communication, meaning-focused instruction, and student engagement. The learners' response became more important than translating words and sentences. Teachers began to focus more on developing the learners' communicative competence, which allowed more room for class discussions, dialogues, and increased student activity. The teacher is a motivator, facilitator, and organizer who not only encourages learners but also proposes ways to approach the literary text and guides the students through the learning process. To achieve the set goals, short stories were introduced in the second/foreign language classrooms. The use of CLT also shed light on the excellent opportunities literature allows for teaching writing, speaking, reading, and listening skills (Ahmad et al., 2019; Darmawati & Asrifan, 2022; Hall, 2005).

Kodama (2012) identified four ways in which literature is used in communicative language teaching: stylistics, language-based learning, reader-response approach, and young-adult literature. The author examined the work of such prominent researchers in the field as Sopher, Deyes, Lazar, Carter & Long, Gerber, and Hirvela & Boyle, among others. The findings of this paper suggest that each approach has its advantages and disadvantages. However, it may also be stated that they are interdependent, and thus their coordinated implementation might be beneficial, as all of them aim to teach grammar, encourage classroom activity and student reaction, and reach a high level of proficiency in English.

### **1.2.1. The stylistic approach**

The first of these four approaches is stylistics. Stylistics is a branch of linguistics which allows the reader to study literature through examining the way authors used language, in other words, to analyse the style of a literary work. Stylistics grants the learners the intuitive freedom of enjoying the given piece of writing while also enabling them to form a critical view on it. Therefore, it is an excellent tool for teaching both language and literature (Mode, 2015; Rankhambe & Patil, 2016).

Rankhambe and Patil (2016, p. 3) define the aim of stylistics as the “characterization of text as a piece of communication”. In essence, stylistics looks for unique features in a text with underlying messages that are not stated directly in communication but are meaningful. It is important to mention that it also looks for patterns in the whole communicative exchange rather than just in individual replicas.

Kodama claims (2012, p. 39) that “stylistics is a bridge over literature and language”, which plays an important role in both first language and ESL/EFL teaching. It helps learners understand not just surface level but underlying meanings of a text, too. Stylistics, by combining linguistics and literary criticism, makes it possible for learners to assess literary works with the help of language analysis, looking at the structure and vocabulary of the text, and find deeper meaning by carefully dissecting the way language is used, trying to comprehend symbols and metaphors.

Although there are some criticisms of this approach. Critics mainly remarked on how different factors affect the interpreting skills of learners. Among these factors were the descriptive nature of stylistics, which may separate a text’s language from its socio-cultural context, stripping away its broader meaning, the interpreter’s worldviews, and stylistics’ overt focus on language that might restrict personal interpretation and engagement with the text. This caused the representative of stylistics as a discipline to rethink and change their methods, thus achieving an ideal system for teaching (Mode, 2015).

### **1.2.2. The language-based approach**

Linguists who advocate a language-based approach suggest several different tasks when working with literary texts. Carter and Long (1991, cited by Avara, 2021) present three models for teaching literature in the language classroom, namely the cultural model, the language model, and the personal growth model. The cultural model, which is rather traditional and mainly used at the tertiary level, regards literary works as a means to understand culture, it requires students to analyse the text from a socio-cultural standpoint.

The language model is more learner-centred, expecting students to carefully examine the structure and vocabulary of a text. The text is used for practising language use in context, learners are supposed to gain a better understanding of the literary work through the thorough analysis of its language (Avara, 2021).

Finally, the personal growth model encourages students’ personal growth while fostering their knowledge of the target language. This method encourages learners to relate to literary texts on a more personal level, express their feelings and opinions, thus making the text their own. Reader-

response is of utmost importance, making it possible to highlight literature's influence on the reader (Avara, 2021).

Lazar (1994) proposes to use literature as a source of language practice, bestowing learners with the necessary tools to analyse and understand a text. She connects the language-based approach with stylistics, claiming that it offers a way to examine a text as closely as possible, making it possible for learners to gain understanding of how meaning is conveyed.

Researchers propose a wide range of tasks in the classroom to effectively use the language-based approach. The most commonly mentioned exercises include, but are not limited to summarising, completing sentences, multiple-choice questions, inferring the meaning of words from context, pairing, and putting events into chronological order. These techniques foster collaboration, independence, peer teaching, and motivation, contribute to the development of the four language skills. The individuals' personal reactions are encouraged and accepted as part of interpreting the text, allowing students to enhance their critical thinking skills and relate to the text (Bagherkazemi & Alemi, 2010; Kodama, 2012).

### **1.2.3. The reader-response approach**

The reader-response approach puts the reader in the middle of meaning construction. The reader becomes an active participant in the process by creating his or her own interpretation and dealing with the diversity of all these interpretations. Essentially, he or she is the one who "completes" the meaning of the text by comprehending it in one way or another. Nowadays, this approach is largely presented in language classes through role-playing tasks and discussion (Adewoye, 2022; Mart, 2019).

Adewoye (2022) differentiates between aesthetic and efferent responses to a text. Aesthetic responses are based on the reading experience, allowing learners a wide range of understanding of the text. Whereas efferent responses are centred on the information collected during reading, with the help of which learners can find direct answers about the meaning. These practices allow students to enhance their cognitive skills and creative writing abilities while strengthening the language skills.

Similarly, according to Bagherkazemi and Alemi (2010), this approach encourages learners to speak more freely, take part in the activities with more enthusiasm, and engage emotionally with the text. It elicits an emotional reaction which motivates learners to participate in discussions and interact with the text.

Mart (2019) mentions the role teachers play in supporting or hindering reader response. The relevance and appropriate level of the text ensure motivation and student engagement. Teachers should assist learners, offer recommendations, foster their interest, and, most importantly, allow

learners to think about the text, let them come to their own conclusions and interpretations. Teachers should create the necessary circumstances for opinions not only to be verbalized but also related to each other. The more participants take part in the discussion, the more points of view can be collected and contrasted which allows for better understanding of the given text.

However, this approach has its drawbacks. One of the most difficult tasks is to select a text that matches the learners' language proficiency level and culture. As Hall (2005) points out, there is often a great difference between what learners and teachers think appropriate reading material, learners often preferring works that their teachers would condemn. Furthermore, the problem of which texts can be regarded as literature is quite relevant in this case, too. According to different accounts on what literature is, it may be said that readers and their response to a text determines whether it is literary or not. If we follow this thread of thought, it can be concluded that any and every text is literary as long as there is a reader who finds its meaning. And, lastly, the biggest challenge reader-response approach proposes is the different ways individual (or even one and the same) readers interpret a text. Given any poem, short story or play, each reader will give a different response to it, finding its importance in its different features.

#### **1.2.4. Young-adult literature**

Kodama (2012) classifies young-adult literature as the final approach. The reason behind his decision is the linguistic and literary simplicity of the works considered young-adult literature which allow learners at all proficiency levels to use and enjoy it. In other words, using literature for developing learners' language skills at all levels of proficiency besides advanced level is made possible.

Researchers believe that the availability of young-adult literature motivates learners to develop their language skills. It is thought that young learners are more receptive to literary works that are concerned with their personal interests and which they can relate to (Paran, 2008).

Akyel and Yalcin (1990) conducted a study among teachers and high school students alike who are able to read English literature comprehensively. The students were introduced to novels, dramas, short stories and poems written by well-known representatives of British and American Literature. The learners found novels and dramas the most enjoyable, the former greatly contributing to the development of their language skills and cultural awareness, while the latter improved their oral skills and confidence in using English. The results also highlight that learners with higher levels of language proficiency enjoy reading classics and can appreciate the use of these works in their foreign language classes, while learners who are not as proficient find the same works difficult to read, do not enjoy them and do not think that they are useful.



This observation is further supported by Ghosn (2002) who underscores that incorporating young-adult literature in the EFL classroom is motivating. It enhances language and cognitive skills, inspires learners to interact more with the text, and even supports emotional growth. Akyel and Yalcin (1990) propose the use of a variety of genres and topics to deal with during the foreign language lessons, and to encourage extensive reading as well. They suggest implementing student-centred techniques when teaching literature, allowing learners to form their own opinions, share their experiences, and relate to the stories without being influenced by the teacher's views. Moreover, different oral and written activities should be used in order to focus the learners' attention on the linguistic and rhetorical structure of the texts.

### **1.3. The disadvantages of using literature in the EFL classroom**

The debate over the inclusion of literature in foreign language curricula remains a topic of interest. As aforementioned, some researchers encourage the use of literary texts on the foreign language lessons, while others strictly rule this possibility out. Most of the animosity towards literature stems from the difficulties and problems both instructors and learners face when working with literary texts which aspects are supported by several empirical studies. The most frequently mentioned difficulties include the learners' lack of necessary language skills to appropriately comprehend a literary text, their lack of interest, and the literary works' complexity. Just as often mentioned is the limited understanding of the target culture which might hinder the reading process. In the following, these disadvantages will be discussed in more detail, along with the difficulties language instructors may face during the discussion of literary works.

#### **1.3.1. The students' low proficiency level and lack of interest in literature**

One of the most mentioned issues faced when encountering literature in the EFL classroom is the students' low level of proficiency in English. Both instructors and learners report that limited vocabulary, weak speaking, and poor reading skills make working with literature in the classroom challenging. Students struggle to interpret the text, and frequent use of the dictionary prolongs the reading process, leaving little time for working with the text itself (Alshammari et al., 2020).

The learners' lack of interest in literature presents another major challenge for instructors. In some cases, students are uninterested in literature in both their mother tongue and English, while in others, they mostly avoid English literature due to misconceptions about cultural differences, values, and beliefs. Another source of this indifference is the learners' inexperience with independent work and literature's subjective nature which necessitates them to think critically. These factors discourage

learners simply because they are not familiar with the benefits of learning literature and deem it unnecessary from the start (Delango, 2021; Jais & Ismail, 2023).

Işıklı and Tarakçıoğlu (2017) discuss the proficiency level of Turkish students whose proficiency level is determined by the national curriculum. According to the mentioned document, students are predicted to reach B1 level proficiency by the time they start secondary education. With the help of a placement test and a questionnaire designed by the authors for English teachers, they conducted a research in order to uncover what problems high school students face according to the language instructors when learning literature and whether they are actually B1 proficient as the national curriculum requires.

According to the results of the survey, the asked teachers thought that the students' low proficiency levels, very closely followed by their lack of motivation, is the main obstacle when teaching literature. Most of them agreed that learners do not have the necessary skills to understand literature and they are not interested in learning a foreign language because they do not understand its importance. The results of the placement test, partially supporting these findings, showed that only a part of the students have B1 level proficiency while others are at A2 level. (Işıklı & Tarakçıoğlu, 2017).

Furthermore, Kheladi (2017) points out that mixed-ability classes magnify the issue, since the students are diverse not only in their language skills, but also in their interests, motivation, and learning styles among other factors. Taking into account the lack of a minimum proficiency level needed to appreciate literature the learners' lack of interest in reading English literature is instantly accounted for. The problem of superficial reading and not properly comprehending the text is highlighted which are thought to be related to the shortened attention span of students and their over-dependence on digital gadgets and the web. This idea is supported by Jais and Ismail (2023), as mentioned before, who think that learners are not used to thinking critically and learning independently, therefore the subjective nature of literature proves to be difficult for them and they lose interest.

### **1.3.2. The complexity of literary works and the instructor's role in teaching literature**

Another frequently cited issue is the complexity and length of the literary text. A survey conducted by Delango (2021) proves that this problem is closely related to the deficiency of the learners' knowledge of the language. The study focused on both learners and teachers of English. The findings suggest that both students and teachers face difficulty when learning/teaching literature. The answers seem to suggest that the participants often find the given literary text too lengthy, difficult in

wording, and hard to comprehend. Accordingly, the reading process itself might take too long and there remains no time for the activities and tasks connected to the texts.

A set of criteria is proposed by Lazar (1994) that helps teachers select the appropriate reading material for students. The type of course, the attending students and the relevance of the text are the main factors that ought to be considered before bringing a literary text into the classroom. To begin with, the teacher has to assess the proficiency level of students, why they are learning English, what kind of English (EAP, ESP, General English, etc.) is needed for the course, its intensity, whether including literature is possible at all and if so, what type of texts would be most suitable. Having determined this, the students' age, interests, cultural and ethnic background, and their previous experience with literature should be inspected in more detail. Finally, teachers have to decide how relevant the text is to the students by taking into consideration their intellectual and emotional maturity, whether they are developed enough to be challenged by the text or their literary background does not allow them to cope with it, and if their cultural background will enable them to comprehend the text. Of course, one must realise that the students will differ from each other in view of all of these factors, therefore the most optimal text should be chosen based on the majority of the students.

Kheladi (2017) mentions another crucial factor that plays a huge role in literature teaching which is none other than the fact that most language instructors are not trained to teach literature, in fact, most teachers only learned what to teach, not how to teach it. This causes instructors to doubt their skills and competence. Both Alshammari et al. (2020) and Delango's (2021) research asked language instructors about their experience teaching literature. The participants of both surveys mostly agreed that teaching literature is a quite challenging task, although most did not mention feeling unqualified for the role and chose to focus on learners' lack of knowledge as the main issue.

The instructors' lack of training also becomes apparent in the methods they use during lessons. Several research conducted among learners of English proves that they find the approaches and methods used by their teachers outdated and inadequate. The mentioned techniques provide little to no opportunity for student engagement focusing instead on the teacher translating and explaining the text. Other surveys showed that the instructors' explanation can also be rather dull and obscure, and the teachers' unwillingness to use new techniques just further discourages students from participating in literature lessons (Mohd Nawi & Muhmad Nor, 2023). This is additionally supported by Musthafa (2015) who adds that another reason behind their uncertainty is the false belief that teaching literature equals to teaching philosophical or theoretical constructs connected to literature. Musthafa highlights that without clarifying the teaching goals, effective instruction is not possible.

The students' answers in Delango's (2021) survey show that although they did find their lack of proficiency the most often encountered challenge, quite few of them mentioned how their teachers' inexperience or inability to teach is a challenging factor when learning literature. The students also

expressed how the teacher's lack of motivation has a negative effect on the learning experience and that some teachers focus on grammar too much when dealing with literary texts. The researcher also highlights how few of the teachers are actually interested in literature, creating an imbalance in the number of literature and language instructors.

Unlike teaching language, accentuates Musthafa (2015) teaching literature is made complicated by the lack of clear instructions on how to teach. There are six possible models teachers can follow when teaching literature: "the literary critic, the literary scholar, the poet, the appreciative reader, the humanist, the competent language user" (p. 142). It depends entirely on the teacher to decide on the most appropriate model for teaching based on the learners' goals, to choose which literary works the curriculum will include, and the methods to be used.

### **1.3.3. Lack of cultural awareness and cultural prejudices**

Literature is full of cultural knowledge, therefore encountering culturally significant literary works might pose great difficulty for the learners who do not have the necessary cultural awareness to understand the text (Bobkina & Dominguez, 2014). The contextual and cultural challenges faced by students when learning literature is just as often mentioned as the difficult language of the literary works. Researchers implore teachers to provide their students with the cultural background necessary to understand a text, but most importantly, they call for teacher training programs to focus on this issue (Satriani et al., 2024).

Işıklı & Tarakçıoğlu (2017) mention that different beliefs and prejudices about the target culture may also influence the learners' willingness, or rather unwillingness to engage with literary texts. Their research data shows that people sometimes believe that foreign culture is „suspicious”, and English literature as „culturally inappropriate” or even harmful to students' native culture, largely due to the history of British colonialism.

This prejudice is tangible but not the main problem students face during the learning process. The most pressing issue students face, as already mentioned, the lack of cultural knowledge. It does not only make it difficult to understand culturally significant references and the context of literary works, but might make the text unenjoyable for learners since they cannot connect and identify with its characters (Alshammari et al., 2020).

### **1.4. The advantages of integrating literature in the language teaching process**

Despite the challenges of integrating literature into the language classroom, many linguists and researchers argue that it remains a valuable tool in foreign language learning offering numerous benefits for learners. Curiously, the same challenges that students face when they work with literary

texts in the English lesson are actually the same benefits that literature offers in the development of language skills. Put simply, the advantages and limitations offered by literature in foreign language learning are inherently interconnected.

According to Mart (2018), literature is a suitable tool to enhance language awareness. Language awareness is the ability to understand how language is used by being conscious of its structure, creative and functional use, and the parallels and contrasts between the native and target language. Since literature and literary language offer a diverse range of language use, they serve as an ideal source for developing students' language awareness, ultimately making the process of language learning more effective. The following paragraphs will explore the benefits that literature provides for foreign language learners.

#### **1.4.1. Enhancing the language skills**

Due to the real-life situations that appear in literary texts, literature offers an exceptional opportunity to develop students syntactic, pragmatic, cultural, and discursive awareness. Its rich vocabulary, wide use of stylistic devices and linguistic styles, and authentic use of the target language provides a virtually inexhaustible well of knowledge for language learners. Despite the fact that it might prove to be more difficult for foreign language learners, they are exposed to more denotative and connotative vocabulary meanings and a wider range of the English word-stock. This allows for vocabulary and language use development. Literature is particularly beneficial for developing both productive and receptive language skills, also known as speaking, writing, reading and listening. Different activities connected to a given literary text create opportunities for learners to speak and read more, listen to each other, and practice their writing skills. Numerous tasks, such as role playing, reading poetry, retelling a story, summarizing a text, can help students acquire a stronger grasp of the target language (Khatib et al., 2011).

Darmawati et al. (2020) conducted a qualitative study to explore the use of literature in the language classroom, recounting different ways in which reading skills can be enhanced during lesson with the help of literature. The authors observed the reading and recital of poems, reading short stories and dramas by sections, providing questions after each section. Both of these activities promote better understanding of the text. Benzoukh (2022) and Chauhan (2024) propose further activities for enhancing reading comprehension. They suggest that learners should first develop a literal understanding of the text before moving on to inferential interpretation. During the former level learners make simple observations about the setting, characters, and plot of the text. On the latter level they are prompted to interpret the read material, make predictions about how the story might

progress. Then personal engagement is encouraged to check the learners' understanding and thoughts on the cultural aspects of the text.

The learners' writing skills may be developed through literary works in several ways. Students may be asked to paraphrase assigned passages, write an essay from a character's point of view or express their thoughts on the themes of the text. These exercises improve the learners' imagination, composition skills, and understanding of the writing styles, among other things (Darmawati et al., 2020).

Hamimed (2021) proposes several ways in which literature may be used to enhance writing skills. She suggests using literature as a style for writing. This mostly includes rewriting parts of a work in different ways. Two major forms of exercise are distinguished: directed writing and replicating the replica. During directed writing, a set of questions or entire phrases help learners to summarize the given work. Replicating the replica is focused on creating synopses or rewording passages. The former activity works best with tales and drama where a sequence of events is available for the learners to work with. The latter, however, is best used with poems since it essentially focuses on understanding the verse and trying to put it into other words.

Benzoukh (2022) suggests using literature as the subject matter for writing. This type of activity requires learners to think critically and creatively, expecting them to form opinions, propose new ideas, make conclusions. Using literature as a subject matter allows learners to write 'about' literature or write 'out of' literature. Writing 'about' literature generally includes analysing the work, its plot, characters, themes, stylistics features. This type of writing comprises answering specific questions, writing essays, expressing opinions and conclusions about the story in writing. Writing 'out of' literature requires more creativity in the learners' part. Students might be asked to rewrite scenes or the ending of a work, create new scenarios, write a letter to one of the characters.

Khan and Alasmari (2018) believe that listening is "a dynamic activity but twice as hard as speaking" (p. 170) and that literature is the optimal tool to promote this skill. Through literary works students can meet a variety of voices and dialects. Reading literature aloud to students or telling a story helps not only to foster listening skills but also acquainting learners with the sound and rhythm of the language. It also develops creativity and imagination, improving their memory. After listening to a work, students can tell it to each other, which combines both speaking and listening skills.

Chauhan (2024) highlights that listening and speaking skills are closely entwined with each other. To improve the listening skills, audio or video recordings are recommended, but if we want to focus more on enhancing the speaking skills, students may also be asked to read aloud. Dramatization and storytelling are great tasks to further engage the students with the literary work and create excellent opportunities to practice the learners' speaking and even performance skills. They may also

promote cooperation and self-confidence. Re-enacting scenes, reading out loud helps students enhance their pronunciation and enunciation, too.

#### **1.4.2. Developing cultural competence and authentic language use**

In addition to enhancing the language skills, literature is an effective tool for gaining cultural knowledge. Studies show that cultural immersion is closely tied to language acquisition and personal growth. First off, exposure to different cultures triggers self-reflection, develops emotional intelligence, prevents prejudices, and shapes social and personal identities. Learning a language also involves learning the culture it is connected to, effectively leading to cultural enrichment (Sidek & Malek, 2024).

Khadim (2025) highlights that teachers do not prioritise enhancing cultural awareness in their classes, although most of them believe it to be an important aspect of foreign language education. The cultural context exposes students to forms of language use that they are unlikely to encounter elsewhere, enriches their vocabulary, their understanding of the linguistic rules and their implementation (Ahmad et al., 2019).

Literature is a valuable source of the target culture and authentic language use and, therefore, supports successful language acquisition. It explores universal topics including love, hate, justice, nature, death, etc. and thus can help learners become acquainted with the target culture's view on these themes. Furthermore, it contributes to understanding the current zeitgeist, customs and traditions, reflects linguistic patterns and fosters authentic language use (Satriani et al., 2024).

#### **1.4.3. Improving cognitive skills and increasing motivation**

Understanding and analysing a literary text necessitates a certain degree of cognitive skill. Carefully selected literary texts, which correspond to the learners' proficiency levels and interests, can successfully support the development of cognitive skills such as literacy, critical thinking, empathy, and introspection. Through well-designed tasks, students can be encouraged to carefully examine the same problem from multiple perspectives, empathise with the characters of a story, and interpret the plot in different ways (Ahmad et al., 2019; Satriani et al., 2024).

Ghosn (2002, p. 176) proposes the following activities to achieve these objectives: “looking or main points and supporting details; comparing and contrasting; looking for cause–effect relationships; evaluating evidence, and becoming familiar with the type of language needed to express the thinking”.

The rich and diverse world of literature can provide learners with one of the most important factors of EFL learning – motivation. Literature is able to involve learners more deeply in the learning

process. As literary works deal with various themes and issues, instructors can find texts suitable for their learners' interests. Since literary works usually contain topics that remain relevant through the ages, classical works may be used just as effectively as modern ones (Shafiq & Zaid, 2024).

Ghosn (2002) and Khatib et al. (2011) believe that selecting texts according to the learners' interests is of crucial importance in the case of motivation. The more meaningful the content, the more engaged and motivated students will be when interacting with the given text. In other words, when learners find the text relevant to their own life, they are more likely to take part in class discussions, express their opinions, and discuss varying interpretations of the literary work. Beyond the content, instructors should pay attention to language difficulty and even illustrations, especially when working with a younger audience as these elements can further stimulate discussion and engagement.



## **PART 2. MOTIVATION**

As explored in the previous chapter, literature provides numerous opportunities to enhance language and cognitive skills, cultural awareness, and authentic language use. However, the key component to its effectiveness is the learners' active participation. As mentioned previously, motivation plays a crucial role in language acquisition, since it inspires learners to engage in class discussions, examine problems from several points of view, and refine their language skills.

Motivation is best described by Williams and Burden (1997, p.120) who state the following: [Motivation is] a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)".

Motivation is an integral part of daily life, influencing behaviour since childhood. Not many decisions are made without some form of motivation. This motivation can be intrinsic and extrinsic, both of which are ever-present in everyone's life. They mainly differ from one another in their nature – while the former is an inner incentive that focuses on the individual's own desires and wants, the latter is influenced by outer factors such as peer-pressure, recognition, or monetary reward (Morris et al., 2022).

In the context of foreign language learners, the origins of extrinsic motivation can be traced back to parents' expectations and peer attitudes. These individuals' positive attitude makes students' active engagement in language learning and interest in the target culture more likely. Intrinsic motivation, on the other hand, is influenced by the teacher, the teaching methods, and the positive learning environment. A stimulating and secure learning environment where various methods and strategies are implemented to aid the learning process can significantly influence the learners' inner motivation. Instructors should strive to create a cooperative and supportive atmosphere, ensuring that students feel like an integral part of the process (Tuan, 2012).

### **2.1. Motivation and foreign language learning**

While motivation is generally referred to as any incentive to act, Dörnyei (1998) introduced the concept of second language motivation (L2 motivation). He believes that, without the necessary incentive, learners will not be able to realise their long-term goals even if all other factors (e.g. the quality of the education) are provided. Conversely, highly motivated individuals are able to counterbalance their lack of skill or unfavourable learning conditions. According to Tuan (2012), researchers mostly agree that L2 motivation plays a crucial role in language acquisition, since highly motivated learners are more successful than their peers even among unfavourable learning conditions.

In the case of demotivated learners, neither the quality of education and learning materials, nor their individual abilities can ensure their success.

Research suggests that intrinsic motivation is more beneficial for language learning than extrinsic motivation. Those learners who are driven by intrinsic motivation demonstrate more perseverance and are more likely to succeed in reaching their learning goals. In contrast, extrinsically motivated individuals might experience success at the beginning of the learning stage, they are less likely to reach the same results. The intensity of a learner's motivation is positively linked with learning outcomes, meaning that enhancing motivation optimises overall success (Zhong, 2024).

As mentioned before, the teacher's role is crucial in motivating learners. By establishing a positive learning environment, encouraging and supporting the learners, and giving constructive feedback, they can spark students' interest and support their progress. The instructor can foster the learners' inner and outer motivation by aligning them with each other and fostering a holistic learning experience. Intrinsic motivation might be further developed by creating opportunities for student autonomy, collaborative work, and interactive learning activities. Recognising and fostering the students' motivation can enhance the overall learning experience, create a supportive and safe learning atmosphere, and spur students to actively participate and practice their language skills (Khamukcham, 2024).

## **2.2. Dörnyei's motivational strategies**

Motivating students is a challenging but achievable task. However, it has to be acknowledged that not everyone can be inspired to learn. In order to develop learners' long-term knowledge, teachers should be cognizant of how to motivate learners. Dörnyei (2001) specified four key aspects of motivational teaching practice, which can be used as guidelines for cultivating learners' motivation. Nevertheless, he also emphasizes that these strategies may not be universally effective, since the circumstances of language learning vary significantly around the world.

### **2.2.1. Creating the basic motivational conditions**

According to Dörnyei (2001) there are three essential aspects to establish a motivational learning environment:

1. Appropriate teacher behaviours;
2. A pleasant and supportive atmosphere in the classroom;
3. A cohesive learner group with appropriate group norms.

A teacher's positive attitude towards the learning process may encourage students to engage more actively. By carefully tracking learners' progress, providing feedback, and asking about their

interests and hobbies, teachers are able not only to offer valuable advice on further development, but also to create a trusting and mutually respectful relationship with the students.

Special attention should be given to preventing students' anxiety, as many might develop a fear of speaking aloud due to their limited knowledge of the language. Dörnyei proposes establishing clear rules of appropriate behaviour and encouraging students to view mistakes as a natural part of the learning process.

Additionally, cohesive group work and group norms contribute to motivation. The former can be promoted by the following aspects: "time spent together and shared group history, joint hardship experienced together, intergroup competition, active presence and role modelling of the teacher" (Dörnyei & Ushioda, 2011, p.112). Small-group work should be incorporated into each lesson, with students frequently working in different group formations. Furthermore, group norms should be jointly formulated and agreed upon by all members, ensuring a respectful learning environment that facilitates effective learning.

### **2.2.2. Generating and maintaining student motivation**

It is often mistakenly believed that young learners possess an innate motivation to learn, but research suggests otherwise. A study among American teenagers revealed that most of them find schoolwork boring, unenjoyable and restrictive (Csikszentmihalyi et al., 1991, cited by Dörnyei, 2001; Dörnyei & Ushioda, 2011).

The most challenging aspect of the teaching process is evoking learner motivation towards learning materials, and fostering a positive attitude towards the target culture. In order to achieve this, teachers should use supplementary materials that align with the groups' interests and proficiency level (Dörnyei, 2001).

Dörnyei and Ushioda (2011) state that once motivation has been established, it must be maintained. Without continuous stimulation, learners may quickly lose their motivation, and therefore, it is the teacher's responsibility to continuously keep the students' attention. This can be achieved by introducing variety into the classroom with the help of new tasks, incorporating both group and individual work, and using different types of learning materials. Moreover, tasks and the goal of the lesson should be clearly outlined for enhancing motivation. Teachers may also work with prediction-activities which help keep students engaged with the learning process. Students should be encouraged to discover their own goals, what they want to take away from the lesson, and find the best strategy for it.

#### **2.2.4. Encouraging positive self-evaluation**

This phase emphasizes self-reflection and promotes self-awareness in learning. Students should be encouraged to evaluate which motivational strategies have been effective for them. Teacher feedback plays a critical role in this stage, as it helps learners recognize their achievements and the reasons behind them. Prizes can be offered with motivational purpose, but these should never be financial. Instead a visual representation is preferred, for example certificates, stickers, or badges (Dörnyei, 2001).

Fostering students' awareness of their learning goals, reminding them of the usefulness of the learnt material, and encouraging them to actively take part in the learning activities by creating and solving exercises can also enhance motivation. Furthermore, motivational behaviours may also be introduced. It can be the teacher setting achievable goals for students or the students forming their own aims, or increasing the learners' self-motivation which requires the teacher to be a collaborator rather than an instructor (Riyanti, 2019).

### **2.3. The connection between motivation and literature**

Several sources claim that literature is an exceptional instrument to teach foreign languages because of its multifunctional nature. During the late 1980s, a strong demand arouses to integrate literature into the foreign language programs. It was due to the realisation that language students' fundamental cultural competence was insufficient, and, considering that literature has a great role in culture, the researchers aspired to reintroduce literature into the language curricula (Bobkina & Dominguez, 2014; Vural, 2013).

Literature has been applied across various countries in the world as the prime instrument for teaching English as a Foreign Language for a long period of time. Both Arboleda and Garcés (2019) and Mahloul (2009) believe that literary texts offer a variety of language styles and structures to be studied, is rather helpful with learning new vocabulary, but its immeasurable source of cultural knowledge is what truly makes literature an invaluable teaching or learning aid. Learners are more susceptible to language acquisition if they are aware of the cultural implications hidden in several phrases and expressions, not to mention the awareness of their contextual use.

However, its most important feature is its ability to motivate learners. Baaqeel (2020, p. 38) claims that „its ability to enhance a student's understanding of English depends on its ability to motivate". Due to its diverse content, the abundance of new experiences it can offer to readers, and its power that allows it to „reach the parts of a person's feelings, dreams, fantasies, and experience that other texts can't reach" (Vural, 2013, p. 16) makes it essentially the greatest source of motivation.

Literature usually addresses several important and sensitive topics which learners are often able to sympathise with. It gives ample opportunity and even courage for learners to express their opinions and viewpoints (Arboleda & Garcés, 2019; Vural, 2013). Mardiani and Baharuddin (2023), along with Khatib et al. (2011) point out that these factors can make literature more enjoyable and spur students to read outside of the classroom, too. The chance to talk about their own lives, read and speak or even write about issues that interest them may make learners more motivated to learn through reading. This also greatly increases the chances of learners engaging with extensive reading activities.

## **2.4. Enhancing Students' Motivation in the EFL Classroom**

There are several ways to motivate learners in the EFL classroom. A variety of different tools and teaching methods are at the disposal of teachers. They are advised to implement a wide variety of teaching strategies, make lessons as more interactive, and always encourage student engagement. The use of these will not only develop the language skills of the learners but also make the lessons interesting and motivating (Yang, 2024).

So far, only literature as a motivating tool has been discussed. In the following paragraphs this paper aims to point out a few of the other factors which may enhance students' motivation.

### **2.4.1. Gamification**

With the rapid pace of technological advancement, it was inevitable that it found its way into different fields of education. Student-centered learning plays a great role in the twenty-first century and children's immersion in digital devices demands teachers to shift from traditional methods. To foster students' motivation, incorporating games into the learning process is highly encouraged, although it is a rather novel endeavour. Gamification can not only enhance motivation, but promote oral language skills, students' cooperation, learner autonomy, and it makes the learning process engaging and interesting. Currently several online teaching resources are available for classroom use such as Kahoot! and Quizizz (Fahada & Asrul, 2024).

Fahad and Asrul's (2024) findings suggest that the use of interactive tools such as Quizizz, has a positive influence on enhancing learners' motivation, contributes to fostering their knowledge. The simplicity of these platforms makes their use easy to manage, their colourful and dynamic design catches the learners' interest. Moreover, it encourages a healthy competition among learners which may increase their motivation, while their ability to seize and sustain students' attention through its gamified elements and immediate feedback makes them highly effective for fostering learner engagement. Accordingly, the success results are exceptionally high, especially regarding vocabulary

acquisition, improving grammar. In addition, they significantly contribute to the development of learners' critical thinking skills and problem-solving competencies.

Besides learning platforms, other multimedia technologies and resources may also be used in the classroom. Yang (2024) proposes the use of videos, animations, and audios to increase authentic language input, enhance the learners' listening skills, and bring more movement into the lesson. Moreover, interacting whiteboards are also considered a great tool because they increase student engagement. Multimedia tools may also contribute to autonomous learning, personalise the teaching process, and accommodate the personal needs of visual, auditory, and kinaesthetic learners, too.

#### **2.4.2. Positive learning environment and the teacher's role in motivating learners**

In the learning process, students often experience anxiety and frustration that hinders their development by subconsciously withholding them from active participation in classroom activities. Ma et al. (2024) state that a positive learning environment is of paramount importance in any learning situation, and especially so in foreign language learning. In the foreign language classroom learners' anxiety and frustration can be more heightened than in any other subject, which may cause them to shy away from speaking practice and language tasks. This has an obvious negative effect on their progress. A positive classroom climate is able to create the feeling of safety and security while promoting intrinsic motivation which is a key element of successful language acquisition.

Such an environment can be created with the help of the teacher, who ought to set clear expectations, encourage students' participation, offer support, and make opportunities for the learners to engage with the learning material. Teachers who are supportive of their learners, strive to create the ultimate learning environment for them, actively motivate students, and consider their individual differences can inspire learners to enthusiastically engage with the learning material. In a positive classroom, learners will have no concerns asking questions, making mistakes, and partake in class activities (Ma et al., 2024).

A positive relationship between teachers and students might be the most important factor of language learning. In accordance with this, the teacher is the most effective motivator in the learning process. As mentioned before, educators are responsible for creating a positive learning environment. Additionally, the teacher's ability to make the class interesting and engaging for the students may increase their learning motivation. This can be achieved by incorporating students' interests and cultural characteristics into the learning process. Research shows that feeling liked by their teachers encourages students to develop their skills and commit to the learning process. Moreover, effective communication between teacher and learners may be beneficial for both sides as language learning largely depends on communication (Meng, 2021; Pinzon, 2024).

### **2.4.3. Constructive feedback**

Yang (2024) believes that providing timely feedback is a crucial part of the learning process which should be done both orally and in written form or by individual guidance. Oral feedback can and should be given during any part of the lesson, mentioning strengths and weaknesses, possible ways of development. Written evaluation may be given on assignments and tests in a similar way. Individual guidance involves personalising the feedback on a higher scale. It may involve tutoring or one-on-one conversations. Providing feedback is essential in motivating learners and help build their confidence. Furthermore, it is important to encourage self-evaluation, as it can promote the success of language learning.

Zhang and Hasim (2023) highlight the role gamification makes in giving immediate feedback. Since learners automatically see their results, they can follow their progress and performance data which may encourage them to earn higher points each time. Feedback spurs learners to improve their skills and perform better the next time around.

In conclusion, motivation plays a significant role in the process of language acquisition. Whether students are driven by inner or outer factors to develop their language skills, having an incentive makes the learning more successful. Therefore, motivating the learners is one of the most important tasks of English teachers. Given the diversity of students' interests and the availability of multiple teaching tools, this can be done in several different ways.

Educators are encouraged be empathetic, create a safe learning environment for their students, offer constructive feedback to ensure language development. The rapid development of digital tools, its constant influence on people's life made computers indispensable even in classrooms. Gamification is proved to be one of the most motivating instruments since it offers a wide range of possibilities for learning through games. Scholars also encourage the use of different literary texts to arouse students' interest in reading and developing their English proficiency.

Having discussed the relevant literature in the previous parts, it may be concluded that literature represents a rich source of linguistic and socio-cultural knowledge which can effectively promote foreign language learning when specific factors are taken into consideration. Although certain challenges may hinder the integration of literature into language education and, in some cases, render it less practical, the overall benefits, such as enhance language competence and increased learner motivation, ten to outweighs these difficulties.

### **PART 3. USING LITERATURE IN THE FOREIGN LANGUAGE CLASSROOM AS A MOTIVATIONAL TOOL FROM LEARNERS' PERSPECTIVE**

To explore whether learners perceive literature as a motivating factor in English as a Foreign Language (EFL) learning, an empirical study was designed and carried out. It sought to gain insight into learners' personal motivations for learning English, their attitudes toward literary texts in the language classroom, and whether they believe literature contributes to their language acquisition.

The following questions have been phrased:

1. What types or genres of literature (e.g., poetry, drama, short stories, novels) are perceived as most engaging and motivating by EFL learners in a multilingual context?
2. In what ways do students believe that reading literature in English helps improve their language skills (e.g., vocabulary acquisition, reading comprehension, or cultural understanding)?
3. How students view the use of literature in the foreign language teaching/learning process?
4. What challenges or difficulties do EFL learners encounter when working with English literary texts, and how do these challenges affect their motivation?

#### **3.1. Planning the study**

The research questions were constructed based on the previous theoretical findings underscoring on literature's role in foreign language learning. Given the broad extent of the topic, the study was narrowed down to focus on how philology students perceive the motivational role of literary texts in their foreign language studies.

The main objective of the study was to investigate different motivating factors that contribute to learners' language acquisition, their attitude toward reading, their experience with literary texts in the foreign language classrooms, and their opinion on the use of literature for language learning.

In order to determine the aforementioned goals of the study, a survey method was chosen due to its suitability for collecting self-reported data from a larger group of participants. An online questionnaire (Appendix 1) was carefully designed to gather both quantitative and qualitative data related to learners' motivations, reading habits, experiences with literature in English classes, and their attitudes toward including literary texts in language teaching.

The questionnaire contained both open and closed format question, including single and multiple-choice questions, and Likert-scale statement. Overall, the questionnaire consisted of 22 questions:



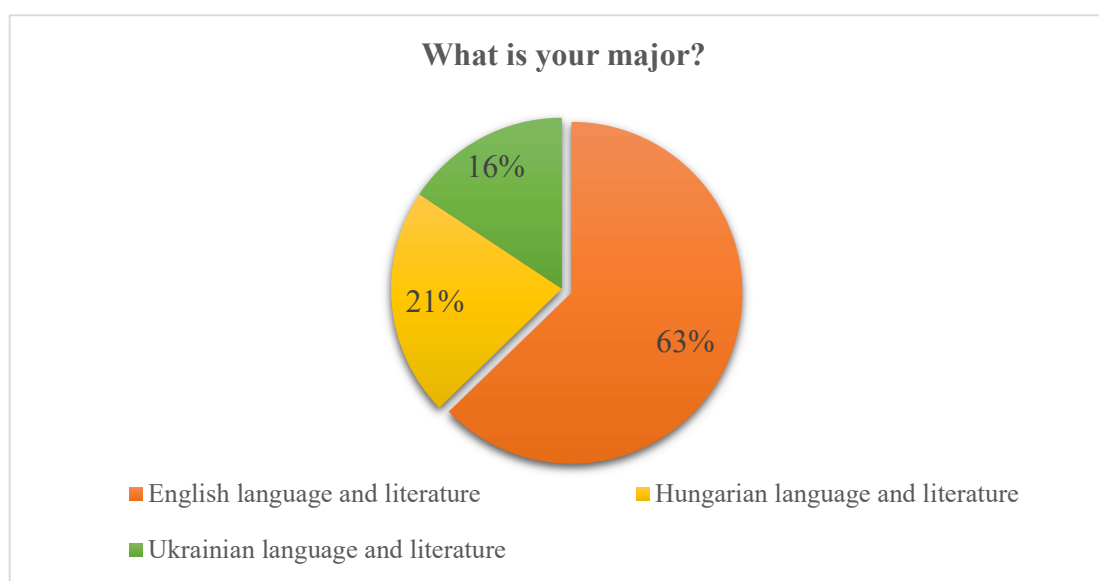
- General questions (6 questions): relating to the learners' major, year of study, the length of time they have been learning English, and their approximate level of proficiency.
- Motivating factors (based on Gardner's (2004) Attitude/Motivation Test Battery, 1 Likert-scale question with multiple statements): intrinsic and extrinsic motivating factors
- Reading habits (9 questions based on Pereszlényi's (2020) questionnaire regarding reading habits): time spent reading in their mother tongue and English, preferred genres, reasons for reading, etc.
- The use of literature in English classes (6 questions): regarding learners experience with literature, their opinions on its use.

### 3.2. Participants

The questionnaire was distributed online via email among both full-time and correspondence students of the Philology department at the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. Participants were selected based on their enrolment in the department, and their diverse experience with learning English was considered relevant for capturing a broad range of perspectives.

Due to the anticipated differences in English proficiency, in order to avoid misinterpretation of the questions, and gather as many authentic responses as possible, it was available in two languages: Hungarian and Ukrainian.

Three majors participated in the survey, all together 102 answers were submitted ranging from Year 1 learners to magistrate level students. As shown in Figure 1, the majority, 63% of the participants are English, 21% Hungarian, and 16% Ukrainian major students, their English proficiency ranging from A1 to C2 level.



*Figure 1. Participants' major*

### **3.3. Procedure**

The questionnaire was drafted in Microsoft Word then distributed with the help of Google Forms. The choice of conducting an online survey was made based on the ease of data collection offered by this method. The participants were informed about the aim of the research and assured that the responses are anonymous and will be used exclusively for academic purposes.

The research took place during a period of four weeks, during which both full-time and correspondence students had the opportunity to complete it at their convenience. Participation was entirely voluntary.

First, respondents were asked to indicate their major, year of study, (in case they are not English majors) whether they learn English currently, what is their approximated level of proficiency, and how many years have they spent learning English.

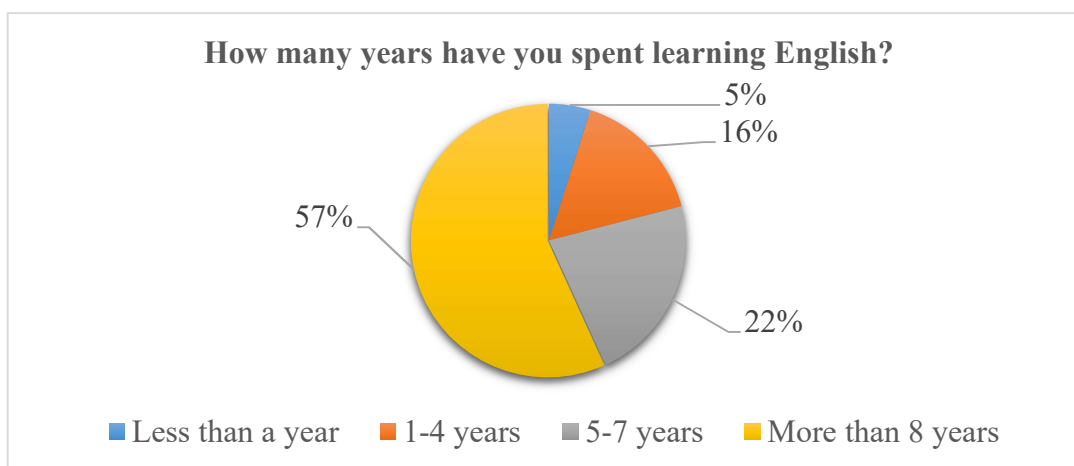
Following this a Likert-scale question with eleven statements was implemented to determine what factors motivate the respondents the most and the least when learning English as a foreign language. The statements were designed to check for the prominence of intrinsic or extrinsic motivation.

Afterwards the questions concentrated on the learners' reading habits and preferences in both their mother tongue and in English. It was asked how much time they read in a day, which genres and subgenres they prefer reading, and to what extent they agree with various statements regarding the reason why they do not read more in English.

Lastly, participants were asked to reflect on their experiences with the use of literature in the EFL classroom. They were required to indicate how often they engage with texts not included in the textbook, specify the types of texts used, identify the main objectives of using literature during language learning, and share their views concerning the effectiveness and relevance of literary texts in the English language classroom.

### **3.4. Discussion and data analysis**

Altogether, 102 students from three majors participated in the survey, with English language proficiency levels ranging from A1 to C2. Of the students who indicated that they were not majoring in English (23 participants), over 40% reported that they no longer study English in any form. A majority of the learners (57%) have been learning English for more than eight years, while 22 % reported learning the language for five to seven years, 16% for one to four years, and 5 % for less than a year (Figure 2).



*Figure 2. Learning Duration*

### 3.4.1. Motivating factors

Going forward, the respondents' motivation was discussed. The participants were asked to state to what extent they agree with various statements on a five-point Likert-scale. The aim of the provided statements was to determine whether internal or external motivational factors are more prominent among the participants, and to identify the primary sources of their motivation.

The responses of Statement 1 reflect a largely positive attitude towards learning English, with relatively low variability among participants ( $M=4$ ;  $SD=1,11$ ). This indicates that learners are self-motivated. Further encouraging this internal motivation may aid teachers well in the foreign language classroom. In contrast to the self-driven attitude reflected in the first statement, the second statement highlights a more extrinsic motivational factor: the influence of the teacher. As shown in Table 1, Statement 2 received a mean score of 3,14 ( $SD=1,23$ ), indicating moderate agreement and somewhat more variability in responses. The mean score is noticeably lower, suggesting that students are less driven by teaching style, which could be traced back to their teachers not finding the right approach to motivate the learners.

The next statement, focusing on understanding spoken and written English, received a higher mean score ( $M=4,19$ ;  $SD=1,05$ ), being further emphasized by Statement 4 regarding learners' desire to be able to read any type of text ( $M=4,43$ ;  $SD=1,01$ ). These responses indicate that learners highly value English as an important channel for gaining diverse knowledge and information. Both these statements indicate a strong need for working with as big a variety of texts and audios as possible in order to acquaint learners with different literary styles and encourage their learning process.

Statement 5 reflects learners' relative enjoyment of English lessons compared to their other classes. The mean score of 3,4 ( $SD=1,31$ ) indicates a slightly above moderate level of agreement, suggesting that many students find English classes more engaging or enjoyable than their other

subjects, though this feeling varies among individuals. The deviation may originate from different teaching styles encountered by the individuals.

Regarding the social and communicative value of English, learners are extremely motivated by the opportunity to connect with people from around the world. With the highest mean score of 4,47 (SD=0,96), this result indicates that they aspire to learn English primarily to foster these international interactions, highlights the importance they place on practical communication rather than simply exam-focused language use, and emphasizes the desire to connect with other cultures. Working with more authentic dialogues or, given the right incentive, creating authentic dialogues in the language classroom might enhance student participation and maintain motivation throughout the lesson.

With the following statement we turn back to external motivating factors. The parents' pressure for learning English is moderately important for learners, it is the second most motivating external factor among the listed ones. With a mean score of 3,58 (SD= 1,29) it infers that their parents' opinion is valued among a great part of the participants, even though it does not propel them to learn English as effectively as other determinants do.

We must take note of Statement 8 which reflects a strong sense of instrumental motivation among the respondents (M=4,42; SD=0,94). The responses indicate a strong consensus among participants who put great importance on the career-related benefits of learning English regardless of their major or proficiency level. It may explain the participants' persistence in language learning, underscore the importance of linking English to real-life application, and prompts the use of career-related content to maintain student motivation.

Surprisingly, the following factors (Statement 9 and 10) regarding peer and academic expectation, earned the lowest mean scores of 2,84 (SD=1,47) and 2,64 (SD=1,40), illustrating the shallow impact it has on the respondents. The result of the ninth statement suggests that participants are not worried about others surpassing their abilities, they are mostly concerned about their own progress. Meanwhile, the low level of agreement with Statement 10 may indicate the limited motivational impact of curriculum requirements, suggesting that institutional expectations or grades are not sufficient incentives for many students.

Lastly, the prospect of moving abroad where English would be a necessary and constant part of participants' life received moderate agreement with the respondents (M=3,35; SD=1,29). This indicates that a considerable part of the learners is contemplating changing their place of residence, and therefore, they are driven to learn English. The low deviation score points to a general consensus among participants.

Overall, with the exception of career prospects, the learners are mainly motivated by intrinsic motivating factors, such as interacting with others, understanding spoken and written English.

External factors, such as peer expectations or their teachers' teaching style are not as prominent when the learners' drive is concerned. According to scholars, intrinsic motivation is more optimal for language acquisition since it does not only enhance the learning process but provides learners with enjoyment and satisfaction. This can be a greater driving force than extrinsic motivation (Hennessey et al., 2015). Based on this statement, it can be inferred that the survey results indicate a positive outlook for the participants' success in their language learning journey.

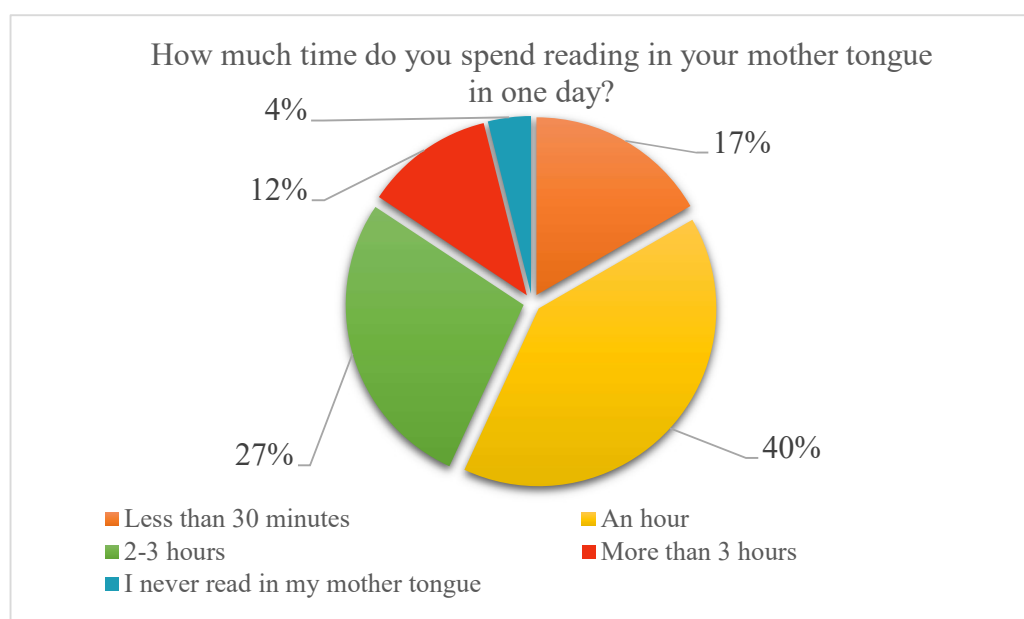
<b>Statement</b>	<b>Mean (M)</b>	<b>Standard Deviation (SD)</b>
1. I like learning English.	4	1,11
2. I like going to class because my English teacher teaches very well.	3,14	1,23
3. I always try to understand everything I hear and read in English.	4,19	1,05
4. I wish I could read anything in English, be it a newspaper, a book or even a scientific article.	4,43	1,01
5. I enjoy my English class activities much more than my other subjects.	3,41	1,31
6. I think it is important to know English because it allows me to meet and talk to many different people.	4,47	0,96
7. My parents think it is very important for me to learn English.	3,58	1,29
8. It is important for me to know English because I will need it for my career.	4,42	0,94
9. I am worried that other people speak English better than me.	2,84	1,47
10. I learn English because it is an important part of the curriculum.	2,64	1,40
11. I learn English because I want to pursue my life abroad.	3,35	1,29

*Table 1. Descriptive statistical analysis on participants' motivation*

### **3.4.2. Reading habits**

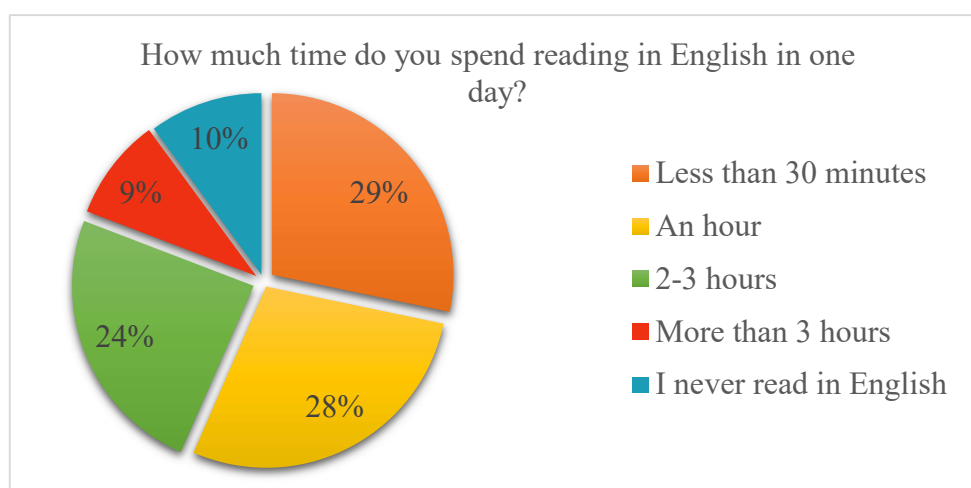
The following section of the questionnaire focused on the participants' reading habits in their mother tongue and in English. The responses will be thoroughly studied through a comparative analysis.

First, it will be inspected how much time participants spend reading daily in their mother tongue and in English. Considering Figure 3, it can be stated that the vast majority of the students (96%) read something each day, indicating that reading in their mother tongue is not absent from their life. Only 4% admitted to not reading at all in Hungarian or Ukrainian. Notably, 12% reported reading for more than three hours a day, while 27% of the respondents read between two or three hours a day. Most students, however, spend an hour (40%) or less than half an hour (17%) reading in their native language.



*Figure 3. Time spent reading in the mother tongue*

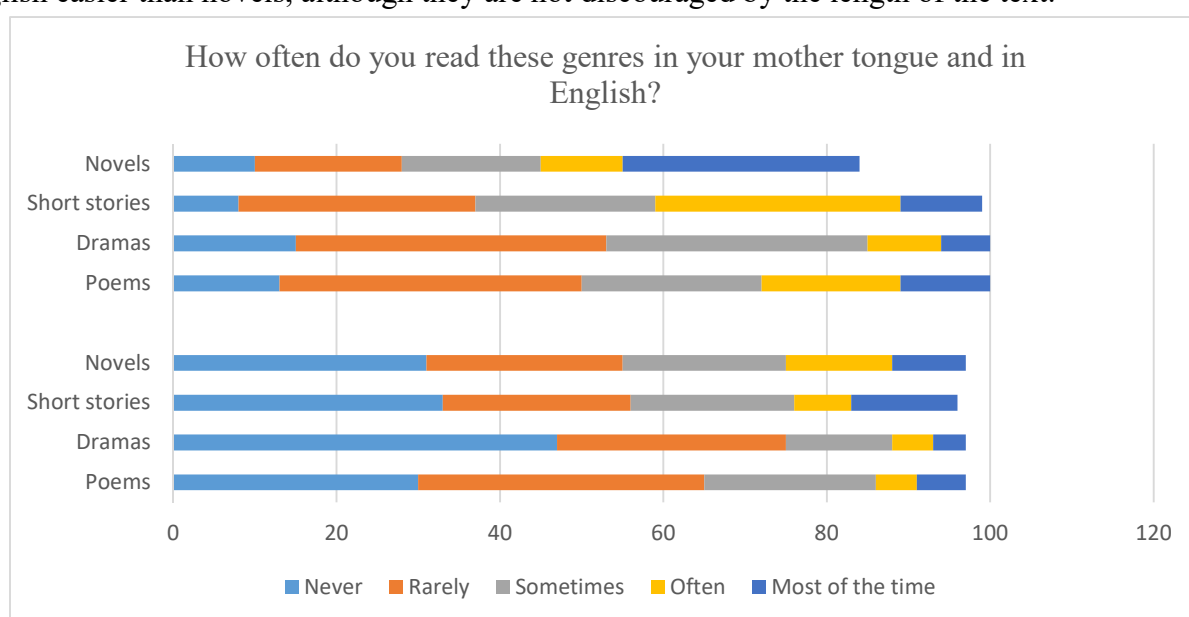
Responses regarding time spent reading in English, as shown in Figure 4, show only slight differences. The proportion of participants who do not read in English increased to 10%, while those who read for more than three hours in dropped to 9%. A similar percentage (24%) read for two to three hours in English, representing just a 3% difference compared to reading in their native language. A significant decline can be detected in the number of students who read for one hour in English, 12% fewer than in their mother tongue. Conversely, 12% more respondents reported reading for less than thirty minutes in English.



*Figure 4. Time spent reading in English*

Considering the two data, it can be inferred that most of the participants do not spend more than an hour reading in a day neither in their native language, nor in English. Nonetheless, 39% of the respondents read two or more hours daily, and only 4% do not read at all which is a rather low percentage.

Moving on, the participants' preferred genres and subgenres will be discussed in both their mother tongue and English. The respondents were first presented with the four most frequently read genres: poems, dramas, short stories, and novels. As shown in Figures 5 (upper diagram – frequency in mother tongue; lower diagram – frequency in English), novels and short stories are the most frequently read genres both in the respondents' mother tongue and in English with a slight difference between the data. Novels are more often read in the respondents' mother tongue, whereas short stories are read more in English. This may indicate that participants may find it easier reading short stories in English easier than novels, although they are not discouraged by the length of the text.



*Figure 5. Frequently read genres in the participants' mother tongue and in English*

Conversely, poems and dramas are not as frequently read regardless of the language. Most of the respondents sometimes or rarely read poems in general. This might refer to the abstract nature of poems which requires the readers to think critically, creatively and independently. As mentioned before, most students are usually unfamiliar with working autonomously and might find the task daunting. Therefore, they often choose not to interact at all with a literary text simply because it requires them to think (Jais & Ismail, 2023). The least popular genre among the respondents turned out to be drama, it is rarely or never read in English and only sometimes in the participants' native language. This might be the result of the students not being familiar with dramas, they are rarely part of the integrative literature curricula in middle and high school, and mostly discussed in relation to Shakespeare.

Considering the findings, it may be inferred that learners are more interested in novels and short stories than in poems and dramas. In the foreign language classroom, short stories are already considered an important and useful tool of language teaching, many of its benefits are recognised (Ahmad et al., 2019). The results of this survey further support previous findings.

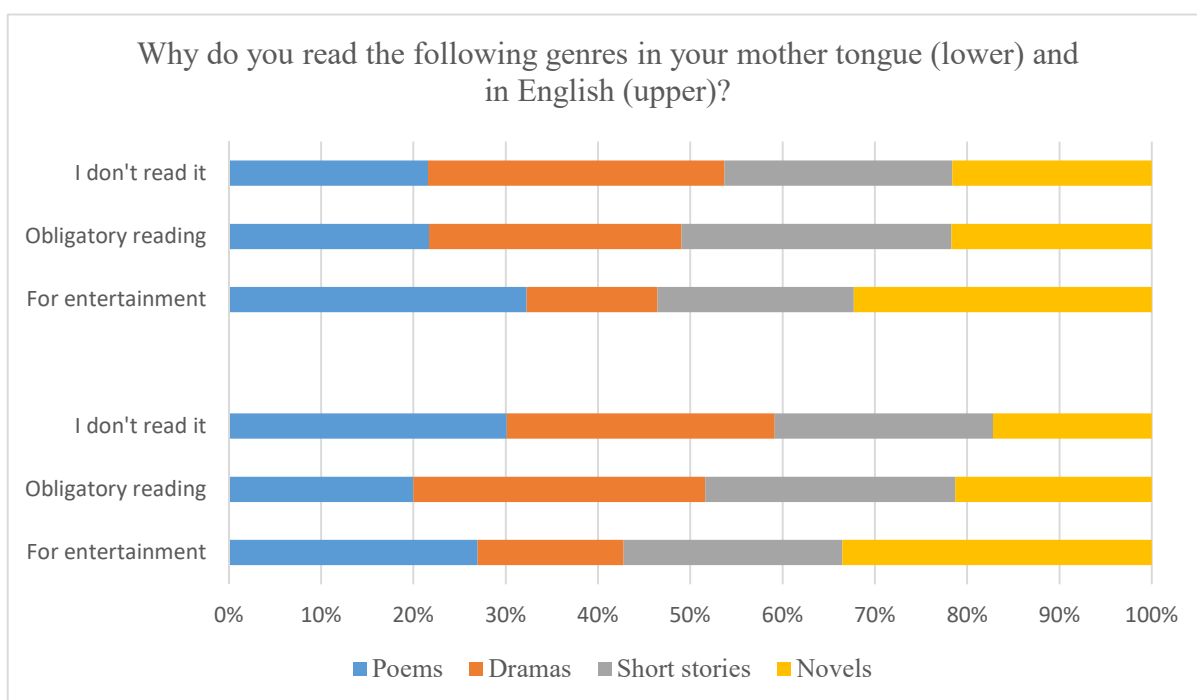
The participants had to state why they read poems, dramas, short stories, and novels in both their mother tongue and in English. The results suggest that novels and poems are mostly read for entertainment in both the respondents' mother tongue and in English. However, it is important to note that the number of learners who read poems and novels for entertainment in English slightly declines, instead more learners indicated that they do not read these genres in English.

Short stories are read in the mother tongue almost equally for entertainment purposes and because they are obligatory. The number of respondents who read this genre for the mentioned reasons is still high in English, but almost twice the number of learners do not read them at all in English than in the native language.

Drama is the least read genre in both the mother tongue and in English. They are mostly read in the mother tongue because they are obligatory readings in college, whereas most learners admitted to not reading them at all in English. Only a small number of learners enjoys reading this type of literary works.

Based on these findings (see Figure 6), it may be inferred that novels are the most popular genre read in the native language among the participants, whereas it is equally as liked as poems in English. Short stories fall in between; the numbers suggest that learners mostly read it out of obligation in both their mother tongue and in English. It may be concluded that dramas are the least popular reading material among the respondents, they mostly read it out of obligation in their native language, and do not read this genre at all in English.

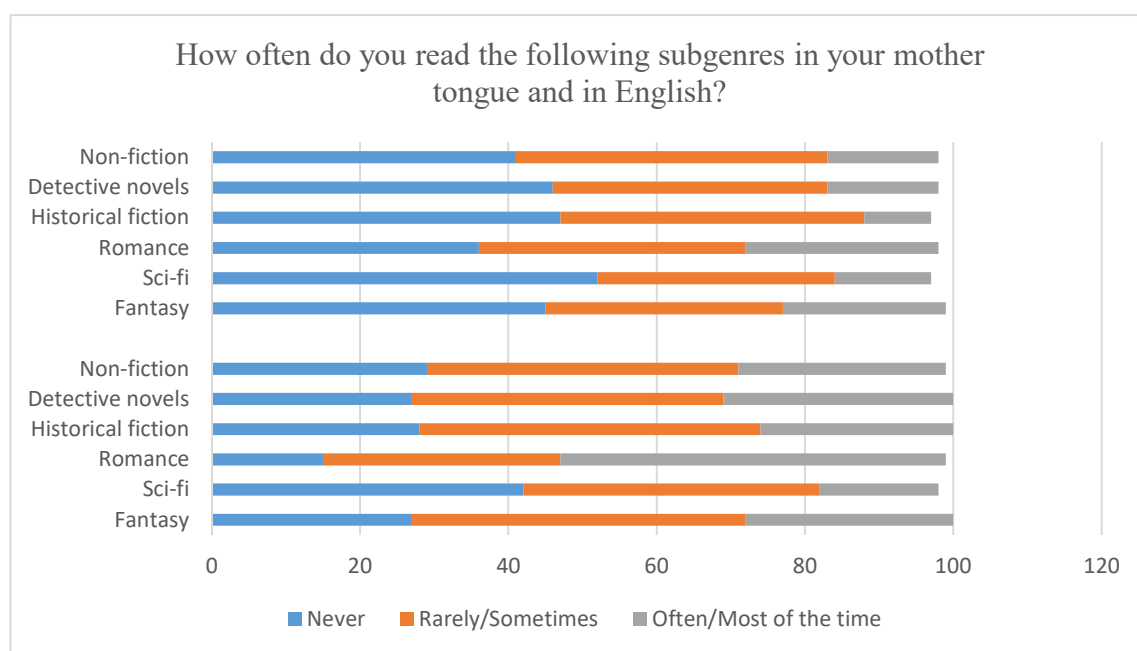




*Figure 6. Popularity of four genres among participants*

Then, in order to pinpoint which subgenres are the most frequently read among the participants, six subgenres were chosen based on general popularity which are the following: non-fiction, detective novels, historical fiction, romance, sci-fi, fantasy. The participants had to indicate how often they read these genres from never to most often in both their mother tongue and in English. For clearer understanding of the data, the answers to the options “rarely” and “sometimes”, along with “often” and “most often” were added together.

As can be seen from the data in Figure 7, where the upper diagram shows how frequently the subgenres are read in English, and the lower diagram refers to the data gathered about the participants’ reading habits in their mother tongue, there is evident difference between what type of literature the respondents usually read in their native language and in English. Romance is the most frequently read subgenre in the mother tongue, over half of the respondents read it “often” or “most of the time”. However, it is half as popular in English suggesting that emotional engagement or comfort with native language texts plays a role when choosing what to read in a foreign language.



*Figure 7. Frequently read subgenres in the participants' mother tongue and in English*

Fantasy maintains relative popularity in both languages, although it is read only half as frequently as romances. This implies that the respondents are willing or able to read this genre in English, too. Detective novels and non-fiction receive almost equal attention from the respondents. Both genres are almost twice as frequently read in the mother tongue as in English, however, they are the third most frequently read subgenre in English.

Historical fiction rarely read in English while gaining moderate interest in it the mother tongue. This might indicate that respondents are struggling with historical/archaic language in English, lack of access to such texts, or lack of interest in them. Lastly, sci-fi is the least frequently read subgenre regardless of language.

The collected data may have different interpretations. It can be detected that those subgenres that are popular among respondents in their native language are also more frequently read in English. This might mean that there is a connection between enjoyment of literature in mother tongue and in a foreign language. Secondly, there is a rather evident decline in the frequency of reading each subgenre in English compared to its frequency in the first language. This could suggest that learners find it difficult to read the same types of text in the foreign language due to their vocabulary or cultural/historical context that might be unfamiliar to the reader. Finally, the data was likely influenced by the participants' exposure to the given subgenres and their personal interest (or lack thereof) in them. The subgenres may not be easily available to the respondents or they may not be motivated to read these types of literature.

Finally, the participants were asked to indicate on a five-point Likert-scale to what extent they agree with six statements. As can be seen in Table 2, this question is meant to determine which

challenges may participants face when reading in English. The most prominent obstacle is lack of time ( $M=3,07$ ;  $SD=1,54$ ), however, the respondents only moderately agree with it. This factor is further supported by Statement 3 regarding obligatory readings for classes ( $M=2,80$ ;  $SD=1,58$ ). Based on these it may be stated that literature's time-consuming nature is the most apparent barrier for respondents.

The answers concerning satisfaction with the participants' current amount of English reading show moderate agreement ( $M=2,59$ ;  $SD=1,45$ ). This suggests that the respondents might not be entirely satisfied with the amount they read in English. Taking into account the previously mentioned statements and the mean score of Statement 5 ( $M=2,30$ ;  $SD=1,42$ ), it may be inferred that it is primarily due to their lack of time rather than obstacles regarding the difficulty of the texts. The participants are least concerned with reading making them tired ( $M=1,99$ ;  $SD=1,21$ ), according to the results it is not a deterring factor. Lastly, the low mean score of 2,07 ( $SD=1,28$ ) for Statement 2 suggests that most students are, in fact, interested in reading. This indicates that lack of interest in reading is not a major limiting factor in the case of the students' English reading habits.

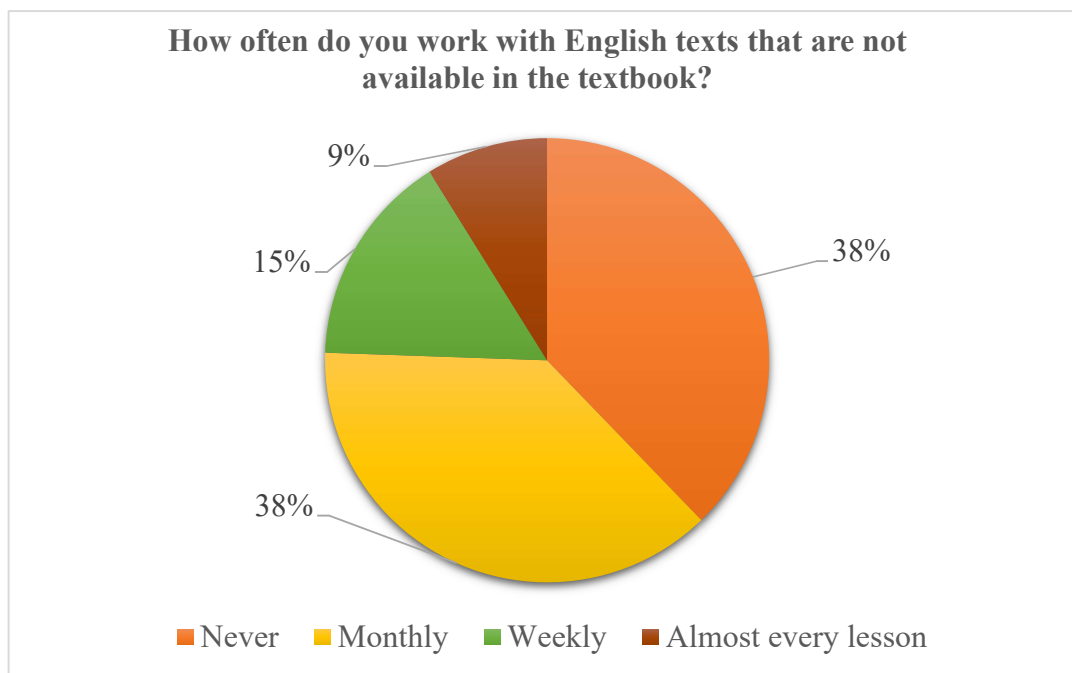
Statement	Mean (M)	Standard Deviation (SD)
1. I do not read more in English because I do not have time.	3,07	1,54
2. I do not read more in English because I am not interested in reading.	2,07	1,28
3. I do not read more in English because I have enough obligatory readings in the college.	2,80	1,58
4. I do not read more in English because it makes me tired.	1,99	1,21
5. I do not read more in English because reading longer texts is challenging for me.	2,30	1,42
6. I read enough in English.	2,59	1,45

*Table 2. Perceived barriers to reading in English*

### 3.4.3. Using literature in the English classrooms

The last section of the questionnaire focused on the participants' experience with using literature during English lessons. The first question inquired about the frequency of using English texts on the lesson which are not in the textbooks. According to the answers, 38% of the participants never work with such texts, an equal percentage works with them monthly, 15% use them weekly, and 9% indicated that they use them on almost every lesson. This suggests that the respondents'

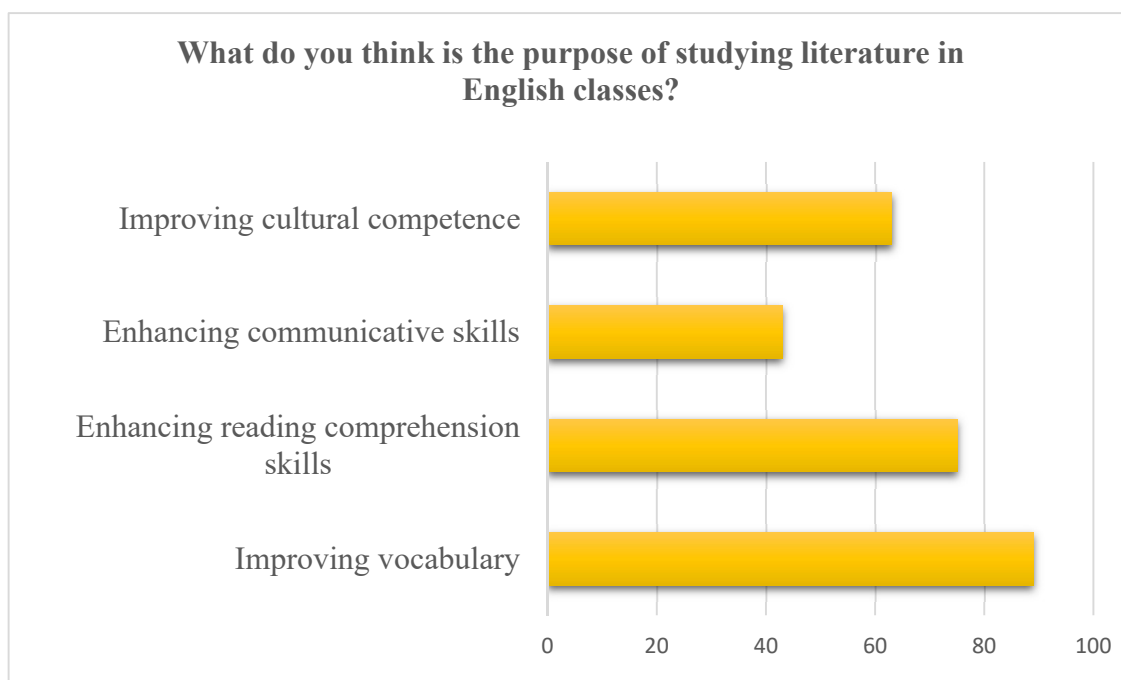
teachers are greatly invested in their learners' interests, they try catering to their individual needs, and are open to working with various teaching materials besides the textbook.



*Figure 8. Working with non-textbook texts*

Regarding the type of texts that learners use on the lessons, novels and excerpts from novels (59%) was the most popular answer, closely followed by newspaper articles and news (55%). Although short stories (44%) and poems (35%) were not mentioned as frequently, the answers suggest that responders work with these type of texts too. Comics and manga, song lyrics, and random texts from the internet were also mentioned. This indicates a great variety of texts used during the lessons, offering learners opportunity to acquaint themselves and work with different types of texts, fostering their knowledge and comprehension.

Participants were asked to choose from four statements, or give their own opinion on what skills are mainly improved with the help of literature. The most popular opinion regarded literature's ability to improve learners' vocabulary (91%), followed by enhancing reading comprehension skills (77%) and improving cultural competence (64%). The least popular view was that literature enhances communicative skills (44%). From these findings it may be inferred that the respondents mostly see literature as a tool to increasing better understanding of written texts and promoting vocabulary acquisition. They also recognize its importance as a channel of cultural knowledge, but they are doubtful about its usefulness regarding communicative skills.



*Figure 9. Purpose of studying literature*

In the following question, respondents had to work with a five-point Likert-scale again. Eight statements had to be considered, each of them aiming to determine the participants' attitude and beliefs in relation to using literature during English lessons. The results obtained from the descriptive statistical analysis of this data are presented in Table 3.

The first four statements refer to the beneficial nature of literature, whereas the last four are negative statements highlighting some of the usually occurring problems when dealing with literary texts. The answers to Statement 2 indicate that learners mainly see literature as a means to broaden their vocabulary ( $M=3,99$ ;  $SD=1$ ), closely followed by the next statement regarding its benefits for improving language skills ( $M=3,83$ ;  $SD=1,06$ ). The low standard deviation of both statements shows a general consensus on this concern among the participants.

The mean score of 3,73 ( $SD=1,11$ ) when asked about literature's cultural relevance indicates that respondents view literary texts as a great opportunity to learn about the culture and habits of the target language's speakers. The results suggest that learners are willing to read literature in order to gain better understanding of cultural implications.

The following statement regarding literature's benefits in everyday communication presents moderate disagreement ( $M=2,77$ ;  $SD=1,35$ ). This result is rather curious in light of the previous question's outcomes. As seen in Figure 9, participants consider literature's ability to enhance communicative skills as the least probable. Considering both of these results it may be concluded that participants are conflicted about literature's part in promoting communicative skills. Perhaps it is not

the most obvious benefit of using literary texts in the classroom but the respondents do not disregard it completely.

Statements 6 and 7 both received a mean score of 2,88 (SD6=1,17; SD7=1,26), alluding to the fact that participants do not find literature boring or time-consuming. These results are additionally supported by respondents' view on literature's effectiveness compared to other teaching tools (M=2,18; SD=1,14). Based on these findings it can be inferred that learners enjoy working with literature during the lesson, view it as an engaging teaching material, and find the time spent on literature advantageous to their development.

In conclusion, the high mean scores Statements 1-4 received suggests that learners view literature as a valuable teaching tool which makes English lessons more diverse and offers opportunities to enhance the language skills and vocabulary. Moreover, it might create appropriate circumstances to familiarize oneself with the target culture.

Statement	Mean (M)	Standard Deviation (SD)
1. Literary texts tell a lot about the culture of the target language.	3,73	1,11
2. Literary texts used in language practice lessons develop students' vocabulary.	3,99	1
3. Literary texts used in language practice lessons develop learners' language skills.	3,83	1,06
4. Literary texts make English lessons more interesting.	3,50	1,20
5. Literary texts do not help learners in everyday communication.	2,77	1,35
6. Literary texts are boring for learners.	2,88	1,17
7. Working with literary texts takes up too much time in English as a foreign language lessons.	2,88	1,26
8. There is no point in using literary in English lessons because many other more interesting sources can be used.	2,18	1,14

*Table 3. Participants' attitude towards literature*

Finally, participants were encouraged to express their opinion on whether literature is useful or redundant in the English classroom through two open-ended statements. Fifty-five participants expressed their support of using literature in the English classroom. The most often expressed benefits are as follows (the answers were translated to English by the author):

- *"I think it is beneficial to use literature in English classes because it gives room to move away from more bound, traditional exercises. Choosing the right text is of paramount importance,*

*but if it is done successfully (taking into account the learners' needs, level and interests), it can be an effective tool for language learning. It can help to build vocabulary, motivate the students and illustrate grammatical rules in a more natural context."*

- *"...because literary texts tell a lot about the culture of the target language, the history of that time and, of course, literary texts help improve English as a foreign language. If we talk about modern literature, then everyday communication skills can also be enhanced."*
- *"I believe it is useful to use literature in English lessons because it helps to develop language skills, enriches vocabulary, introduces learners with the culture and values of native speakers. In addition, literature contributes to the development of critical thinking, imagination and the ability to analyse texts."*
- *"I believe that it is useful to use literature in the English lessons because it helps to better understand the culture, traditions, and values of English-speaking countries. In addition, reading literature enhances the speaking skills, enriches vocabulary, and improves grammar. Through literature students learn to think critically, analyse characters and events, and express their opinions in English. This makes learning more interesting and thorough."*

These answers collect the most often expressed benefits among participants, namely enriching vocabulary, developing language skills, most importantly reading comprehension skills, raising cultural awareness. A popular opinion was its ability to acquaint learners with new worldviews, familiarize them with the grammatical structure of the target language, enrich their general knowledge, and improve creativity. Some answers also mentioned literature making the lessons more interesting and diverse.

One of the answers was rather ambiguous, it expressed why the respondent believes literature important but also not necessary: *"The very fact that the major is called Language and Literature makes it important, but apart from the fact that we can get to know more literary works, I don't fully agree with the statement that it is important, because those who really want to have a future in their field of study won't need that knowledge. But those who want to develop as interpreters, there is also little need for this knowledge."* Based on this it may be inferred that the respondent does not believe literature is inherently necessary for their professional development, and cannot see a scenario that would, in fact, warrant the learning of literature, the only positive aspect of it is the cultivation of literacy.

Significantly fewer participants expressed why they think literature is unnecessary on English lessons. Some of the more comprehensive answers are, as follows:

- *"Most of the students do not have the necessary language skills to enjoy or properly understand literary works. Instead of this, working with authentic but more easily*

*comprehensible texts written according to the everyday language use would be more beneficial since they are better adapted to the level and interests of the learners.”*

- *“Because literary works often contain phrases which are not at all or just rarely available for use in everyday communication. For those who would like to develop their vocabulary, reading texts in English can be useful, but I don’t think this is the most effective method of language learning (especially in regard of beginner learners).”*
- *“I believe that the use of literature on English lessons is redundant because the texts can be way too complicated for understanding and they do not always correspond with the learners’ level of knowledge.”*

Beside these factors, its time-consuming nature, the abundance of unfamiliar words, the availability of other teaching tools was most often mentioned. A few of the respondents highlighted that the difficulty of the texts may be demotivating for the learners and discourage them from language learning.

Interestingly, some of the respondents of this question, despite naming some possible challenges learners and teachers might face when using literature, also underscored that they do not think literature unnecessary in language learning. This shows that although literature might be a daunting task to overcome in language learning but even those participants who face these obstacles are interested in learning language through literary works.

In conclusion, the findings contribute to a deeper understanding of literature’s role in motivating EFL learners. The results support previous research, highlighting both the advantages and disadvantages of utilising literature in foreign language education, providing insight into learners’ perspectives within the context of Transcarpathian schools.



## CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Literature was considered dispensable in foreign language education for a long time. The turn of the twentieth century proved to be productive in terms of renewed interest in the benefits of implementing literature in the foreign language classroom. This thesis set out to determine the prospects of using literature in English as a foreign language education in Transcarpathia. It aimed to discover the advantages and challenges learners face on the foreign language lessons when working with literature.

Overall, the results suggest a few different interpretations. First of all, it may be concluded that students are motivated by various intrinsic and extrinsic aspects when learning a language. The most prominent factors being the ability to meet and communicate with people abroad, understanding a wide variety of written and spoken text without hardship, and the role English might play in enabling better career aspects.

Secondly, it can be determined that most participants read a wide variety of genres and subgenres in both their native language and in English. There is a difference in reading tendencies based on the language of the literary text, correlation can be detected between favoured texts in the mother tongue and in English, students generally favouring those subgenres in English that they enjoy reading in Hungarian or Ukrainian. Additionally, it can be determined that respondents do not have enough time to read in English, mostly due to other obligatory readings they have in the college, even though they are interested in it.

Lastly, learners' attitude and experience with literary texts in the foreign language classroom was examined. Learners stated that most of them use literature during lessons at least once in a month. These texts are usually excerpts from novels, newspaper or magazine articles, but they encounter short stories and poems, too. Participants believe that literature is mostly useful for enriching vocabulary and enhance reading comprehension. Based on the results it can also be observed, that learners appreciate literature for its benefits in developing language skills and enhancing cultural awareness, however many of them think that it is too time-consuming to be effectively implemented on lessons.

The findings of this survey have important implications for enriching the methodological approaches used in the English as a foreign language classroom. The results imply the participants' favourable stance on using literature, highlighting their interest towards literary texts, and the values they convey. It can thus be suggested that literary works can be utilised both for teaching vocabulary and grammar, as well as the culturally significant aspects of the target language.

Based on participants' respond, the use of various genres, such as novels, short stories, poems and dramas are encouraged with the consideration of a wide range of subgenres. The used literary

texts may be chosen in accordance with the learners' favoured topics, however, further research should be done to investigate this.

The gathered data also suggests that a considerable percentage of the participants find literature motivating in language learning, their interest and understanding of its benefits can be a considerable incentive for learners to persevere during their language learning journey. Taking into account the most motivating factors, teachers may adapt various practices in their lessons to maintain and enhance language learning motivation.

The analysis reveals that participants find literature most beneficial for enriching vocabulary and language skills. Therefore, teachers are encouraged to implement literature in accordance with the goals of the lesson, taking into account the skills they wish to develop. The data implies that participants are open to this type of practice, recognising literature's value in the process may make the learning smoother and more effective.

It is advised to carefully plan the lesson and consider how much time will each section need. It is important to remember that choosing a too difficult text might make working with the piece difficult and time-consuming which, in turn, will hinder the students' progress rather than assist it. The tasks are also ought to be in accordance with the learners' knowledge and their familiarity with the given exercise. Therefore, taking into account the learners proficiency level is just as essential as considering their interests and individual needs.

In conclusion, the survey results suggest that most of the participants have a positive attitude towards the inclusion of literature in the language learning process. It may be stated that respondents enjoy working with literary texts, find them interesting, and recognise several benefits that are connected to their use. Although there are some challenges that might make it hard to work with literature on English lessons, the positive views far outweigh the negative ones. On the basis of these findings, English teachers may be encouraged to work with literary texts more often as it is a valuable teaching tool carrying both cultural and literary knowledge. Further research might explore how learners' motivation and attitudes toward literature evolve over a longer period, particularly as their proficiency develops, examine how classical literature and modern literature influences learners' motivation and development, or explore how literary works may shape learners' identity.

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## РЕЗЮМЕ

Використання літератури у викладанні іноземних мов протягом тривалого часу не отримувало належної наукової уваги. Незважаючи на численні переваги, дослідники не звертали увагу на її та зосереджувалися на інших інструментах викладання, особливо в курсах англійської для спеціальних або академічних цілей.

Кінець XX століття ознаменувався зростаючим інтересом до інтеграції літератури в курси англійської як іноземної та англійської як другої мови. За останні роки було опубліковано кілька теоретичних та емпіричних досліджень, однак ця галузь дослідження все ще є відносно новою, що відкриває можливості для подальших досліджень з метою повного розуміння наслідків використання літератури в мовному класі. Отримані дані досить суперечливі, і не існує загальної згоди щодо важливості використання літератури у викладанні іноземної мови. Тому дане дослідження намагається краще зрозуміти переваги або недоліки використання літератури на уроках англійської мови як іноземної на Закарпатті.

Виходячи з зазначеної суперечливості, об'єктом дослідження є роль літератури у мотивації вивчення англійської мови як іноземної, а також ставлення студентів до включення літератури у процес вивчення мови. Крім того, розглядається внутрішня і зовнішня мотивація учнів, а також їхні читацькі звички рідною мовою та англійською.

Предметом дослідження є з'ясування того, наскільки корисним вважають респонденти використання літератури у процесі вивчення мови, їхнє ставлення до літературних текстів. Опитування також має на меті розглядати досвід респондентів у роботі з літературними текстами у контексті вивчення іноземної мови. Крім того, дослідження прагне з'ясувати, які чинники мотивують учасників до вивчення мови: внутрішні чи зовнішні, як часто та що саме вони читають рідною мовою та англійською, як змінюються ці дані залежно від мови тексту.

Метою дипломної роботи є пошук відповіді на такі запитання:

1. Які типи або жанри літератури (поезія, драма, оповідання, романи) є найбільш захоплюючими та мотивуючими для студентів англійської як іноземної мови у багатомовному контексті?
2. Яким чином, на думку студентів, читання літератури англійською допомагає покращити їхні мовні навички (словниковий запас, розуміння прочитаного, культурне пізнання)?
3. Як студенти оцінюють використання літератури у процесі викладання/вивчення іноземної мови?
4. З якими труднощами стикаються студенти під час роботи з літературними текстами англійською, і як ці труднощі впливають на їхню мотивацію?



Для досягнення поставленої мети були використані як теоретичні, так і емпіричні методи. Теоретична частина дослідження зосереджувалась на створенні теоретичної бази, аналізі ролі літератури в навчанні англійської мови як іноземної, можливостей її використання, ролі мотивації у вивченні мови та впливу літератури на мотивацію учнів згідно з попередніми дослідженнями.

Емпірична частина базується на онлайн-опитуванні, яке аналізувало мотивацію, читацькі звички та ставлення до використання літератури в аудиторії серед студентів філології Закарпатського угорського інституту ім. Ференца Ракоці II.

Дипломна робота складається з вступу, трьох розділів, висновків, резюме, списку літератури та додатків. Перший розділ подає теоретичну базу використання літератури у класі, розглядає її значення, переваги, виклики, а також шляхи реалізації з метою розвитку мовних навичок. Другий розділ присвячений мотивації та її зв'язку з літературою. У третьому подано процес дослідження, мету, опис учасників, результати та педагогічні наслідки.

Загалом, результати дозволяють зробити кілька висновків. По-перше, можна констатувати, що студенти мотивовані як внутрішніми, так і зовнішніми чинниками. Найбільш значущими є можливість спілкування з людьми за кордоном, здатність розуміти письмові й усні тексти без труднощів, а також потенціал англійської мови у плані кар'єрного росту.

По-друге, більшість учасників читають широкий спектр жанрів як рідною мовою, так і англійською. Виявляється, що є зв'язок між улюбленими жанрами рідною мовою та англійською — студенти схильні обирати схожі жанри обома мовами. Крім того, з'ясовано, що у респондентів бракує часу на читання англійською, головним чином через обов'язкову навчальну літературу, хоча інтерес до читання у них є.

Нарешті, було досліджено ставлення студентів до літературних текстів у мовному класі. Більшість з них зазначили, що працюють з літературою на заняттях щонайменше раз на місяць. Це здебільшого уривки з романів, газетні чи журнальні статті, але трапляються й оповідання або поезія. Учасники вважають, що література найбільш корисна для збагачення словникового запасу та розвитку навичок читання. Результати також свідчать про те, що студенти цінують літературу за її роль у мовному та культурному розвитку, хоча багато хто вважає, що її складно ефективно впровадити через часові обмеження.

Підсумовуючи, результати опитування свідчать, що більшість учасників мають позитивне ставлення до включення літератури у процес вивчення мови. Респонденти вважають літературні тексти цікавими, отримують задоволення від роботи з ними та визнають їхні численні переваги. Хоча існують певні труднощі у використанні літератури на заняттях, позитивні сторони переважають негативні. На основі цих висновків викладачів англійської

мови можна заохочувати частіше використовувати літературні тексти як цінний інструмент викладання, який несе в собі як культурне, так і літературне багатство. Подальші дослідження можуть зосередитися на тому, як змінюється мотивація та ставлення до літератури протягом тривалого часу, як класична та сучасна література впливають на розвиток студентів, або як літературні твори можуть формувати мовну та культурну ідентичність учнів.

## APPENDIX

### 1. Questionnaire for the learners

#### General questions:

1. What is your major?
  - ☐ English language and literature
  - ☐ Hungarian language and literature
  - ☐ Ukrainian language and literature
2. Year of study
  - ☐ I
  - ☐ II
  - ☐ III
  - ☐ IV
  - ☐ MA I
  - ☐ MA II
3. If you are not majoring in English, are you currently studying English?
  - ☐ Yes
  - ☐ No
4. How would you rate your English proficiency level?
  - ☐ A1
  - ☐ A2
  - ☐ B1
  - ☐ B2
  - ☐ C1
  - ☐ C2
5. If you are currently learning English, how many years have you been doing so?
  - ☐ Less than a year
  - ☐ 1-4 years
  - ☐ 5-7 years
  - ☐ More than 8 years
6. If you studied English in the past, for how many years did you do so?
  - ☐ Less than a year
  - ☐ 1-4 years
  - ☐ 5-7 years
  - ☐ More than 8 years

**Motivating factors (based on Gardner's (2004) Attitude/Motivation Test Battery)**

7. Decide to what extent do you agree with the following statements (1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree)
- 1) I like learning English.
  - 2) I like going to class because my English teacher teaches very well.
  - 3) I always try to understand everything I hear and read in English.
  - 4) I wish I could read anything in English, be it a newspaper, a book or even a scientific article.
  - 5) I enjoy my English class activities much more than my other subjects.
  - 6) I think it is important to know English because it allows me to meet and talk to many different people.
  - 7) My parents think it is very important for me to learn English.
  - 8) It is important for me to know English because I will need it for my career.
  - 9) I am worried that other people speak English better than me.
  - 10) I learn English because it is an important part of the curriculum.
  - 11) I learn English because I want to pursue my life abroad.

**Reading habits (based on Pereszlényi's (2020) questionnaire regarding reading habits)**

8. How much time do you spend reading in your mother tongue in one day?
- Less than thirty minutes
  - An hour
  - 2-3 hours
  - More than 3 hours
  - I never read in my mother tongue
9. How often do you read these genres in your mother tongue? (Never, rarely, sometimes, often, most of the time)
- Poems
  - Dramas
  - Short stories
  - Novels
10. How often do you read the following subgenres in your mother tongue? (Never, rarely, sometimes, often, most of the time)
- Fantasy
  - Sci-fi
  - Romance
  - Historical fiction

- Detective novels
  - Biographies, non-fiction works
11. Why do you read the following genres in your mother tongue? (1 – for entertainment, 2 – obligatory reading, 3 – I don't read it)
- Poems
  - Dramas
  - Short stories
  - Novels
12. How much time do you spend reading in English in one day?
- Less than thirty minutes
  - An hour
  - 2-3 hours
  - More than 3 hours
  - I never read in English
13. How often do you read these genres in English? (Never, rarely, sometimes, often, most of the time)
- Poems
  - Dramas
  - Short stories
  - Novels
14. How often do you read the following subgenres in English? (Never, rarely, sometimes, often, most of the time)
- Fantasy
  - Sci-fi
  - Romance
  - Historical fiction
  - Detective novels
  - Biographies, non-fiction works
15. Why do you read the following genres in English? (1 – for entertainment, 2 – obligatory reading, 3 – I don't read it)
- Poems
  - Dramas
  - Short stories
  - Novels

16. Decide to what extent do you agree with the following statements (1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree)

- 1) I do not read more in English because I do not have time.
- 2) I do not read more in English because I am not interested in reading.
- 3) I do not read more in English because I have enough obligatory readings in the college.
- 4) I do not read more in English because it makes me tired.
- 5) I do not read more in English because reading longer texts is challenging for me.
- 6) I read enough in English.

### **The use of literature in English classes**

17. How often do you work with English texts that are not available in the textbook?

- ☐ Never
- ☐ Monthly
- ☐ Weekly
- ☐ Almost on every lesson

18. What type of texts do you work with? (multiple choice)

- ☐ Poems
- ☐ Short stories
- ☐ Novels, novel excerpts
- ☐ Newspaper articles, news
- ☐ More...

19. What do you think is the purpose of studying literature in English classes?

- ☐ Improving vocabulary
- ☐ Enhancing reading comprehension skills
- ☐ Enhancing communicative skills
- ☐ Improving cultural competence

20. Decide to what extent do you agree with the following statements (1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree)

- 1) Literary texts tell a lot about the culture of the target language.
- 2) Literary texts used in language practice lessons develop students' vocabulary.
- 3) Literary texts used in language practice lessons develop learners' language skills.
- 4) Literary texts make English lessons more interesting.
- 5) Literary texts do not help learners in everyday communication.
- 6) Literary texts are boring for learners.
- 7) Working with literary texts takes up too much time in English as a foreign language lessons.

8) There is no point in using literary in English lessons because many other more interesting sources can be used.

21. Finish the following statement! I think it is useful to use literature in English lessons because...

22. Finish the following statement! I think it is unnecessary to use literature in English lessons because...

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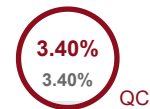
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