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DOCTORAL DISSERTATION

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THE ROLE OF USING LITERATURE IN EFL CLASSES FOR DEVELOPING ENGLISH MAJOR UNIVERSITY STUDENTS' CRITICAL READING AND INTERPRETATION SKILLS: A STUDY OF PERCEPTIONS AND PRACTICES

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Abstract

First-year English majors, who speak English as a foreign language, have to meet various expectations and face different challenges when they enter tertiary education, for instance, reading English literature and participating in literature classes. Secondary schools in Hungary cannot be expected to prepare students for subject specific skills as they have to focus on preparing the students for final exams and language exams in EFL. However, English major students need different reading strategies when they read literature from the ones that they apply when reading a text in their EFL coursebook. One proposed solution to their reading-related problems is the inclusion of literary texts in their English language development courses. Nevertheless, despite the rediscovery of literature in foreign language teaching (Bloemert et al., 2017), this is still an understudied area in Hungary.

This dissertation presents a research project whose primary aim is to explore the role of literary texts in English major students' EFL development. Since the use of literature requires reading and using various reading skills and strategies, the project started with the investigation of the students' reading practices. The research project was conducted at a university in Budapest, Hungary and consisted of four main studies. Study 1, a questionnaire study, investigated first-year English major students' reading habits, reading skills and strategies. The study included 253 first-year English majors who were enrolled either in the English Studies BA Programme or the English Teacher Training Programme. Study 2, an interview study, focused on EFL and literature tutors' perceptions of their students' reading habits, reading skills and strategies. Study 3, which was action research, involved a longitudinal classroom study: literary texts and related activities were used in two language courses to try out how these could be integrated into the classes and to see the students' reactions. Study 4, consisting of extended classroom research, explored how literary texts can be used in EFL lessons with the help of three EFL tutors.

The results show that the literature and EFL tutors' expectations are not aligned with the reality they experience in the classroom. There are severe reading problems in first-year literature and language courses when first-year students are required to read academic or literary texts in English. Based on the data that the questionnaire study yielded, most first-year English majors read texts in their leisure time, however, there is still room for improvement. There are certain strategies that the students avoid using; also, there are some

skills and strategies that they do not feel confident about. The interview study provided more details on EFL and literature tutors' expectations in terms of reading and also their classroom experience. The classroom studies shed some light on how literary texts can be used for language and personal development in university EFL lessons. The feedback gained from the students and the EFL teachers proves that despite the difficulties, literature is an invaluable source and material both for teachers and students.

The findings of the research project presented in this dissertation are beneficial for EFL practitioners who would like to incorporate literature into their EFL lessons. The results also intend to contribute to the development of reading materials and lesson plans that focus on developing students' reading skills and strategies, and on preparing them for reading literature in the target language.

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List of Abbreviations

EFL – English as a Foreign Language
LIT – literature
RJ – research journal
RQ – research question
Study 1 – the student questionnaire
Study 2 – the tutor interview
Study 3 – the action research
Study 4 – the extended classroom research
T – transcript

1 Introduction

1.1 The Use of Literature in the EFL Classroom

Literature has probably been present in foreign language education forever, however, its place and role have been constantly changing (Carter, 2007; Kramsch & Kramsch, 2000). An overview of the relevant articles in The Modern Language Journal has shown that literary texts have been incorporated into foreign language lessons since the 1910s (Kramsch & Kramsch, 2000). Literature has undergone numerous changes from being accessible to the privileged to the phase when literature offered a taste of the target culture (Hall, 2005; Kramsch & Kramsch, 2000). Although literature still has a place in the EFL classroom, its popularity seems to have dwindled since teaching "literature would come to be seen (by some) as irrelevant or at best a useful means or 'resource', rather than the end of study" (Hall, 2005, pp. 48-49) in communicative language teaching.

The main rationale for the presence of literature in the foreign language classroom lies in its connection to language. As stated by Shanahan (1997), "[l]iterature is one of the forms of language that most calculatingly plays upon affect as an inducement to communication" (p. 168). Literature offers "real language in context" (Brumfit & Carter, 1986a, p. 15) and it ensures that one not only focuses on content but then examines its language (Brumfit & Carter, 1986a). As pointed out by Kramsch (1993), literary texts entail different layers of meaning, which are all composed of language. Another main reason why literature has a role in the foreign language classroom lies in the relationship between literature and culture. Literature and culture are intertwined: while reading, one is "given access to a world of attitude and values, collective imaginings and historical frames of reference" (Kramsch, 1993, p. 175) that belong to the memory of a certain community. Therefore, the presence of literature in the foreign language classroom is supported by the fact that literary texts merge language and culture – which are essential components of foreign language lessons.

Several factors have led to the constant – although changing – presence of literature in foreign language education. Three main points can be distinguished as pointed out by Maley (2012). First and foremost, the language of literature from the perspective of foreign language teaching. Literary texts "offer a rich and varied linguistic resource, and as such, provide the kind of input for phonological, lexical, syntactic, and discoursal acquisition regarded by many as essential for effective language learning" (Maley, 2012, p. 300). Literature can be used to teach both language use and language usage as language items are presented in context (McKay,

1982). The variety of language may also contribute to the constant presence of literature in the EFL classroom: literature is one of the rare contexts in which varieties of language can be mixed without causing impediments in understanding (Brumfit & Carter, 1986a). The other reasons lie in the cultural potential that literary texts provide and the fact that literature supports personal growth (Maley, 2012).

Another aspect must be added to the list of reasons why literature persists in the foreign language classroom. More recently, a need for revising what is meant by literacy has arisen (Bland, 2018a). Literacy does not refer solely to comprehension anymore – it entails many other aspects. ELT is highly involved in developing multiple literacies in language learners: functional literacy, information literacy, literary literacy, critical literacy and visual literacy (Bland, 2018a). The main purpose of developing multiple literacies is to equip one with all the skills that are needed in the 21st century. Focusing on reading, the goal of developing multiple literacies is "reading at a deeper level, and it is undoubtedly the ELT classroom that offers most opportunities for this training due to the enormous diversity of English-language text" (Bland, 2018a, p. 5). As literature includes different layers of meaning (Kramsch, 1993), it provides an excellent opportunity for one to search for and organise pieces of information (information literacy), to evaluate critically and interpret information (critical literacy) apart from the practice of functional literacy and literary literacy.

1.2 Background to the Research Project and Aims

Despite its reconsidered place in the EFL classroom, literature still tends to be discussed as literature without paying attention to language development. As pointed out by Paran (2008), this is the case in many university courses since it is supposed that the students have reached the language proficiency level required to read and discuss literature in a foreign language. Literature courses form a vital part of English major programmes where the students are expected to read and discuss literary texts in English often without having the necessary language and reading skills. Hence, the presence of literature in university EFL lessons is very much needed: literary texts accompanied by activities and guiding questions may develop the reading skills that are required in a literature course. Thus, these materials may prepare first-year students for the challenges that await them in literature lessons.

However, literature in the university EFL classroom is necessitated not only for language learning purposes but also because the use of literary texts along with other text types would result in a change of perceptions of literature. As pointed out by Carter (1997), the variety

of texts (e.g., canonical texts, popular fiction, advertisements, and speeches) would enable university students to regard literature "as continuous with all other kinds of texts and not as something wholly separate from them" and also to "see through language" (p. 17). It must be added that Carter's thoughts referred to a specific, fictitious course titled 'Introduction to the Study of Texts', however, this idea would also be viable in a university language course.

Driven by these points as well as my own observations – the observations of an EFL tutor – of university students' difficulties with reading and processing literary texts, the dissertation aims to explore the use of literature in EFL classes in university English major programmes as reflected in teacher's and students' perceptions and current teaching practices. The paramount aim of the research project is to investigate the role of literature in the EFL classroom focusing on university English major programmes. On the one hand, I explored the students' and the teachers' perceptions of using literature for language development purposes; on the other hand, I experimented with literary texts in my language lessons to see how these texts can be incorporated into a language lesson.

Naturally, the use of literature in English lessons involves reading; thus, it is impossible to address the topic without exploring reading habits. Moreover, one uses several reading strategies while reading; therefore, the examination of reading skills and strategies is indispensable when literary texts are to be included in EFL lessons. Consequently, the research project also explored the students' reading habits, reading skills and strategies both from the student and the teacher perspectives. The main purpose of these investigations was to prepare a solid background to the main question: how literary texts can be used in the EFL classroom.

The research project included four studies that aimed to seek answers to the following five main research questions:

RQ 1 What are the reading habits of first-year English major university students?

RQ 2 How do first-year English major university students perceive their reading skills and strategies in English?

RQ 3 What reading skills and strategies do EFL and literature tutors expect from English major university students?

RQ 4 How do EFL and literature tutors perceive the reading skills and strategies of English major university students?

RQ 5 How can the use of literary texts develop first-year English major university students' language skills in university EFL courses?

The main research questions included some sub-questions in order to address each topic in more detail. The main research questions as well as their sub-questions are presented in Chapter 3.

Despite the rediscovery of literature in the foreign language classroom (Bloemert et al., 2017), there is a dearth of research in the Hungarian context. Although some studies have addressed the use of literary texts in foreign language teaching and propose some pedagogical implications (Kovács, 2014; Lipócziné, 2019; Szénási, 2012;), no research has been carried out in the Hungarian context that would examine EFL students' and EFL teachers' perceptions and practices of using literary texts in their EFL lessons. Regarding reading habits, reading skills and strategies of university students, there are some studies that have been conducted in the Hungarian context (Hódi & Tóth, 2019; Kóródi & Herczeg, 2006; Nagy, 1998; Szűcs, 2017). These previous studies can be grouped into two categories: the ones that address university students' reading habits (Kóródi & Herczeg, 2006; Nagy, 1998) and those that focus on reading skills and strategies (Hódi & Tóth, 2019; Szűcs, 2017). Nevertheless, no study has been found that would have investigated both areas. Hence, this dissertation intends to fill these gaps as it explores the reading habits, reading skills and strategies of a specific group of students (i.e., first-year English majors) as well as the use of literature in EFL lessons specifically designed for English major students.

It is hoped that the implications of these four studies will be beneficial for both EFL and literature tutors. The findings may provide an insight into the difficulties that their students struggle with in university courses as well as provide some solutions to these issues. Secondary EFL teachers may also use the implications to identify skills of reading for professional purposes, some of which could also be used in their practice and the difficulties related to reading in English. Ideally, learning more about the requirements that freshly graduated students have to meet in English major programmes and about their reading problems would make reading lessons more focused on the skills and strategies that they need for reading literature in English. Finally, the results of this research project intend to contribute to the research carried out in this field and lead to further investigations on the use of literature in the EFL classroom carried out in the Hungarian context.

1.3 The Structure of the Dissertation

This dissertation starts with a thorough literature review in Chapter 2. The literature review presents the pertinent terminology as well as an overview of the relevant studies conducted earlier. Following the theoretical background, Chapter 3 provides an overview of the research project including the research aims and research questions. Next, each study and its results are presented and discussed separately in the subsequent chapters (i.e., Chapters 4, 5, 6 and 7). Finally, the responses given to the research questions, the limitations of the research project and the implications are provided in Chapter 8.

2 Theoretical and Empirical Background

The present chapter aims to provide a comprehensive review of the literature used in the study. First, the concept of *literature* is clarified. Next, the key terms are defined with the purpose of establishing a common understanding of what the terms *reading* and *comprehension* refer to in the present context. The topic of reading in L2 is also addressed, and some differences between reading in L1 and L2 are presented. The chapter also clarifies what reading in academic context entails and what reading skills and strategies are required in the academic context. Finally, the topic of literature in the EFL classroom is addressed.

2.1 The Concept of Literature

Formulating one universally acknowledged definition of literature, which covers all aspects of the complex and collective term, is a truly challenging task. As pointed out by Ross (1993), the term is constantly changing, it "evolves as criticism evolves, and each critical school, as it defines its practice, recreates literature in its own image" (p. 581). Nevertheless, there have been numerous attempts to grasp the meaning of literature.

Originally, the term, which is derived from Latin, referred to writing or the status of being widely read (Ross, 1993), so literature has always carried "socially and culturally constituted notions of value" (Parkinson & Reid Thomas, 2000, pp. 24-25). Thus, the idea of canon, a list of such texts that are considered to be parts of tradition, emerged in the 19th century when national literature replaced classic literature, and its place in education became an important issue in Europe (Hall, 2005).

Definitions of literature might be divided into two groups: ontological and functional definitions. Ontological definitions discuss literature as a static, unchanging term and aim to find common features that would define it (Carter, 2007; Parkinson & Reid Thomas, 2000). Therefore, researchers have attempted to provide a definition by examining various literary texts and searching for common features. One distinctive feature of literature can be its language, which is considered to be different from ordinary language. It is a common view that literary language is "flowery (or, more positively, 'elevated'), unusually figurative, often old-fashioned and difficult to understand, and indirect" (Hall, 2005, p. 10) as opposed to everyday language. Nevertheless, this distinction must be treated carefully. It is not possible to separate literary and non-literary language clearly as literary language is made up from ordinary language (Hall, 2005) and literary texts contain various language varieties (Brumfit & Carter,

1986a). Furthermore, there are numerous non-literary texts that contain literary language (Paran, & Robinson, 2016), for example, discourse types like metaphor and narrative, which are commonly associated with literature, are used in various professional and everyday situations not solely in literature (Hall, 2005). As it can be seen, it is extremely difficult to point out the boundary between literary and non-literary language, so defining literature based on the distinction between literary and non-literary language is not satisfactory.

Another distinctive feature can be its value: the word literature is frequently used to refer to highly valued texts. These texts do not necessarily have "to be 'fine' to be literary" but they can "be *of the kind* that is judged fine" (Eagleton, 2008, p. 9). Certainly, it is tempting to define literature as a collection of highly valued texts, but we must be aware of the fact that the "value-judgements are notoriously variable" (Eagleton, 2008, p. 9). The criteria are impacted by certain purposes and time periods, moreover, they are set by a particular group of people (Eagleton, 2008). Although the word still has a connotation of high culture and value, it has also become a collective term which is revised constantly according to various principles and changing aspects.

Based on previous approaches, some scholars have attempted to include various aspects in one definition. For instance, Alexander (2007) defines literature as texts whose "merit (...) lies in its combination of literary art and human interest" (p. 4). In addition, he makes an important remark stating that high art cannot survive without human interest; in order to avoid that, a piece of writing must please its readers and its language must have life. Although Alexander (2007) focuses on high art when he specifies what he means by literature, interest is essential in case of both low and high literature.

The question what is meant by literature has been addressed by many studies that focus on the use of literary texts in the EFL classroom. These definitions shift the focus onto the functions of literature and the role of the reader. Parkinson and Reid Thomas (2000) regard literature as a functional rather than an ontological term, thus they do not try to look for common features to provide a definition; rather they support the idea of looking at what literature does and what one can do with it. Considering its functions, it must be mentioned that literature "has traditionally been expected to be both pleasurable and thought-provoking to fulfil both aesthetic and moral function" (p. 24) in Western cultures. It must also be noted that the main function of literature might vary in different cultures, contexts and at different times (Parkinson & Reid Thomas, 2000).

It must also be pointed out that language and literature are interrelated. Brumfit and Carter (1986a) note that literature includes authentic texts, "real language in context" (p. 15), which provides an excellent opportunity to discuss content while also studying the language. It is also highlighted that the reader interacts with the text, he takes on an active role while reading, which makes these texts suitable for the EFL classroom (Brumfit & Carter, 1986a). The importance of the reader in reading literary texts has been also discussed by Widdowson (1983) in an interview. Texts can be regarded as literature when they are dislocated "from any normal social context" so the reader is obliged to "create his or her own schematic information" (Widdowson, 1983, p. 31). Hence, the reader's acknowledgment that a text is a literary one is needed (Widdowson, 2004).

Apart from various definitions, it is important to address beliefs on what literature means as they may shape teachers' attitude towards the use of literature (Maley, 2012). Maley (2012) collects four common beliefs that have an impact on how literature is taught in the EFL classroom. According to the first belief, literature includes the most significant and impactful texts within a certain cultural or social context; these texts "are sanctified by long familiarity and by academic authority" (Maley, 2012, p. 302). The second belief is pertinent to literary reading: literature is a collection of texts that should be read aesthetically and not or just partly efferently. Literature is also commonly believed to be a collection of specific genres and text types that follow rules (Maley, 2012) such as poetry, drama, fiction, biography, etc. Lastly, literary texts present language uses that are specific to literature; here, "the attention is drawn to the figurative/metaphorical aspects of literary texts and to the high degree of patterning found in them at all levels" (Maley, 2012, p. 302). Beliefs on what texts are classified as literary and on what literature may have a considerable impact on EFL teachers' decisions (whether to use literary texts or omit them from their lessons), text and activity choices and their attitude to the texts and activities in class. Therefore, it is important to note that there are numerous definitions of literature, it may serve as an umbrella term for various text types and genres, and finally, there are multiple beliefs that may shape one's attitude towards the use of literary texts in the EFL classroom.

As the dissertation does not intend to describe the changes in the definition of literature, nor does it attempt to provide an introduction to the field of literary studies, the mentioned definitions were used to create the background of the term literature in the present context. In this dissertation, literature and literary texts indicate both the classics and contemporary texts in English that are written with creative, artistic, moral and teaching purposes in the form of traditional and experimental literary genres. Traditional genres refer to the ones included in the

canon such as drama, novel, poetry; experimental literary genres signify those that do not form a part of the canon like spoken poetry, young adult fiction, graphic novel.

2.2 Reading in L1 and L2

2.2.1 The Reading Process

Reading has an active and constant role in our everyday lives. We encounter written texts everywhere, we read constantly: we read some texts consciously and some without a specific aim in mind (Grabe, 2009). Despite the fact that reading is such an everyday activity, it is challenging to grasp what we mean by the concept. The issue seems to be even more complicated when reading in L2 is discussed.

We can define reading easily "as the ability to derive understanding from written text" (Grabe, 2010, p. 3), which is also the ultimate purpose of reading (Koda, 2007). However, understanding a text is not the same as reading a text. It is vital to be able to decode the words in a text, however, the process of reading is much more complex. Regarding the reading process, it can be stated that it "entails converting print into language and then to the message intended by the author" (Koda, 2007, p. 1). Although these two short descriptions contain several pieces of valid information on the meaning of reading, they do not cover all the important aspects.

Reading can be regarded "as a complex combination of processes" (Grabe, 2009, p. 14) that could be described from at least five different angles (Grabe, 2009, 2010). First of all, reading is a *rapid and automatic* process (Grabe, 2010). Secondly, reading is an *interacting process* as there is a constant interaction between "textual information and background knowledge" (Grabe, 2010, p. 4). It is also an interactive process in the sense that some processes must be carried out simultaneously while reading (Grabe & Stoller, 2011). Reading is also *flexible and strategic* meaning that readers consider whether they have reached their reading goals or not (Grabe, 2010). The fourth feature is that reading is *purposeful* as readers have to have an aim in mind while reading (Grabe, 2009, 2010). Finally, reading is a *linguistic process* since readers "derive understanding and new meaning (…) by means of linguistic processing" (Grabe, 2010, p. 4).

Apart from the five features mentioned by Grabe (2009, 2010), some other features are added to the list by Grabe & Stoller (2011) to describe and provide a clearer picture of fluent reading. In relation to rate, fluent reading is also an *efficient* process since some processes have to be carried out efficiently by the reader. It is also an *evaluating* process meaning that the

reader has to evaluate the information being read and make decisions about whether it aligns with the purpose of reading or not. Fluent reading is also a c*omprehending* process. Consequently, reading is a *learning* process as well, which is especially relevant in academic contexts as students generally learn new information through reading.

Eskey (2002) defines reading as a psycholinguistic process, sociocultural practice and individual behaviour. He claims that reading can be considered to be successful if one manages to understand a text. However, in order to get the meaning of a text, it is not sufficient to decode the text but one must also relate it to the previous body of knowledge (Eskey, 2002). Apart from being a psycholinguistic process, reading is also a sociocultural practice as we read for various purposes, some of which are determined by culture (Eskey, 2002). We learn to read in order to become enculturated, or in the case of L2, acculturated, hence it may be stated that reading is a "culturally learned behaviour" (Eskey, 2002, p. 7). The texts we are provided with and the purposes why we read can also be determined by our culture or the culture we would like to join. Certainly, culture is an important factor in shaping reading habits and skills, nevertheless, reading is also an individual behaviour since readers are individuals with different reading habits (Eskey, 2002).

It is not only the question of what is meant by reading that is a complex one, but also the reading process itself. In order to become a fluent reader, "efficient cognitive processing" (Grabe, 2010, p. 5) is required from the reader. Two main types of processing can be distinguished: lower-level and higher-level processes (Grabe, 2010). Lower-level processes "are carried out as part of working memory, the framework in which cognitive processing and knowledge resources are integrated for comprehension" (Grabe, 2009, p. 22). Word recognition syntactic parsing and semantic-proposition encoding belong to this group of reading processes (Grabe, 2009). In the case of fluent readers, lower-level processes become automatised with practice which means that they are able to complete these processes without making a conscious decision about them (Grabe & Stoller, 2018). Higher-level processes include processes such as inferencing, or strategic processing (Grabe, 2009). It is important to emphasise that lower-level processes can operate relatively well without higher-level processes, however, successful reading comprehension is impossible without carrying out lower-level processes (Nassaji, 2014). Therefore, both processes are needed for successful reading comprehension (Grabe & Stoller, 2018). However, carrying out these two processes successfully is not sufficient for a good reader: a fluent reader has to be capable of monitoring the whole process, taking actions and making changes if needed (Grabe, 2010). It is also important to note that several factors have a considerable impact on the whole reading process such as the background knowledge of

the reader, familiarity with a certain genre, knowledge and usage of strategies (Pearson & Cervetti, 2013).

Regarding the way readers approach a text, two reading models or approaches can be distinguished. Bottom-up models describe the reader as constructing meaning in a linear manner from the bottom (i.e., letters, words, phrases, etc.) progressing to larger units of discourse and higher order meaning "with little interference from the reader's own background knowledge" (Grabe & Stoller, 2011, p. 25). In this view, reading is regarded as a fixed order of stages "from sensory input to comprehension" (Hudson, 1998, p. 46). In contrast, top-down approaches claim that the reader "approaches a text with conceptualizations above the textual level already in operation and then works down to the text itself" (Hudson, 1998, p. 47). This processing is used when readers interpret information and make inferences, thus the reader's thoughts, opinions, background knowledge, etc. are actively incorporated in the reading process (Nuttall, 1996). A third approach, the interactive approach attempts to combine the elements from the two approaches, maintaining that reading involves background knowledge, mental processes and text processing as well (Eskey, 2002; Hudson, 1998).

2.2.2 Reading in the Digital Age

When discussing the concept of reading and reading processes, it is inevitable to remark how reading practices have transformed in the Digital Age. Nowadays, readers have to process unparalleled amount of information that they receive from numerous channels (Van de Ven, 2017); digital reading has led to alterations to attention and memory and to the way readers process texts (Wolf, 2017). Wolf (2017) also coined the term *digital reading chain* indicating that readers have to cope with constant distractions and new stimuli "which affects how much we read, how we read, the characteristics of what we read, and finally, what is written" (Wolf, 2017, p. 11). For instance, the presence of multimodal texts makes readers process texts simultaneously and not linearly (Manderino, 2015); skimming becomes more and more significant in the reading process (Wolf, 2017).

The ongoing changes resulted in different reading modes such as close and distant reading. The former refers to "in-depth attention to the details of a smaller section of text" (Van de Ven, 2017, p. 2), the latter entails "processing (information in or about) large corpora of texts with the help of computational analysis" (Van de Ven, 2017, p. 2). Besides these two types of reading, hyper reading should be mentioned which involves "skimming, scanning, fragmenting, and juxtaposing texts" (Hayles, 2012, p. 12) with the purpose of recognising relevant

information without reading the whole text (Hayles, 2012). Close reading is often associated with deep attention and hyper reading is connected with hyperattention (Van de Ven, 2017). Deep attention signifies that the reader focuses on one particular text for a relatively long time, one information stream is involved in the reading process and the reader can tolerate tediousness (Hayles, 2012). Hyperattention, however, means that several information streams are involved in the reading process between which the reader can easily switch while reading, and it "prefers a high level of stimulation" (Hayles, 2012, p. 12). Although close reading, this deep attention is frequently associated with humanities, hyper reading has become more and more influential among young adults and college students – including students of humanities (Hayles, 2012).

The question which mode of attention is more beneficial for the reader is not easy to answer since each mode has its own advantages. Deep attention is vital for reading complex texts such as challenging literary texts, while hyperattention is needed when the reader needs quick understanding of the text or needs to switch "between different information streams" (Hayles, 2012, p. 69). Due to the rapid growth of web-based texts, hyperattention becomes more and more significant while deep attention becomes less important (Hayles, 2012). Nevertheless, the gap between different reading modes should not be widened, on the contrary, it should be bridged (Van de Ven, 2017) since readers have to cope with both modes of reading, i.e., online and in print, they have to apply various reading strategies to process different types of texts. Therefore, training competent readers, who are able to cope with various texts and reading modes, would be beneficial from an early age on (Van de Ven, 2017).

The definitions and theories mentioned in sections 2.2.1 and 2.2.2 all indicate how complex it is to define the process of reading. Since the aim of the study is to focus on necessary reading skills and purposes for reading at English major programmes, drawing on these definitions and theories, in the present work, reading refers to all linguistic and mental processes carried out by the EFL reader in order to comprehend and interpret the meaning of a text written in English.

2.2.3 Reading Comprehension

The various definitions and descriptions of reading often include the term comprehension or understanding. During reading, the aim is to acquire knowledge that is only possible if one comprehends the information, organises it and stores its pieces (Trabasso et al., 1984). Comprehension is a vital part of the reading process; therefore, it is important to point out the steps that the reading comprehension process consists of and what we mean by the term.

Before providing some possible definitions, the process of comprehension is briefly discussed in this paragraph. In order to comprehend a text, the reader has to "simultaneously engage in decoding and interpreting the text to construct a plausible meaning for it" (Eskey, 2002, p. 6). However, some unprecedented obstacles may inhibit fluent reading and understanding, especially in the case of L2 readers. Although much of the comprehension processing is automatic, readers may still need to "exert more conscious coordination and leverage strategic problem solving" (Pearson & Cervetti, 2015, p. 11) when they encounter a problem. The comprehension-monitoring process of L1 and L2 readers was subjected to scrutiny in Block's study (1992). Think-aloud protocols were used with 25 college students including proficient L1 and L2 readers, and nonproficient L1 and L2 readers. On the whole, no difference was found in the monitoring process, all readers approached the given passage in a similar way. Three phases were distinguished: evaluation of comprehension, taking action, checking the result (Block, 1992). Once readers recognised that they had a problem with understanding the passage, they started to think about a strategic plan to remove the obstacle, and then they checked the result of their action. Interestingly, the "[c]ontrol of the various stages of this process" (Block, 1992, p. 325) was determined more by the reading ability of the participants and less by their language proficiency. Proficient L1 and proficient L2 readers used the process almost the same way, both groups took the necessary steps, while less proficient readers (both L1 and L2 readers) had difficulties with recognising the problem and its source. In terms of processes, no clear distinction has been made between comprehension and reading, thus lower-level and higher-level processes are needed also for comprehending a text.

Defining the term comprehension is not easy by any means. A simple and brief definition is that "[r]eading comprehension is the ability to extract, interpret, and use information from a print or digital text" (Grabe & Stoller, 2018, n.p.). Nevertheless, similarly to literature, the meaning of comprehension has been changing throughout time. In general, three elements are used to explain comprehension: the text, the reader and the context (Pearson, & Cervetti, 2015). These elements are constantly present in various reading comprehension models; however, the focus is changing. Thus, we can distinguish between text-centric models (1960s), reader-centric models (1970s) and context-centric models (1980s) (Pearson & Cervetti, 2015). A more recent development and dominant model of reading comprehension is the Construction-Integration model. According to this model, there are two main levels in reading comprehension: textbase and situation model. The textbase includes the surface structure of a text and "the network of propositions that represent the meaning of the text, as understood by a particular reader" (Kintsch, 1998, p. 105). The situation model "integrates the

textbase and relevant aspects of the comprehender's knowledge" (Kintsch, 1998, p. 107). In other words, first the reader has to comprehend the linguistic elements of a text, then the construction process begins which triggers the reader's background knowledge, and finally, the "activated knowledge and the information in the textbase are integrated into a coherent mental representation of the text" (Pearson & Cervetti, 2015, p. 10).

The above-mentioned models have been used in an attempt to compile definitions for (reading) comprehension. For instance, the following definition includes all the vital phases of the comprehension process based on the Construction-Integration Model: "the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the readers mind of what the text is about" (Kendeou et al., 2007, p. 28). The key element is the skill of connecting the events depicted in the text in order to create a coherent mental representation (Kendeou, et al., 2007; Trabasso et al. 1984).

Graesser (2007) places emphasis on deep comprehension which involves "inferences, linking ideas coherently, scrutinizing the validity of claims with a critical stance, and sometimes understanding the motives of authors" (p. 4). This type of comprehension is required in academic contexts: it is not enough to understand the majority of sentences in a text but one must make inferences based on the text. Deep comprehension might be facilitated by acquiring reading strategies and reading skills.

Grabe (2009) differentiates between two models of reading comprehension that both belong to higher-level processes. Text comprehension includes not only lower-level processes such as word recognition but the integration of new information into "a network of ideas already activated from textual input" (Grabe, 2009, p. 40). In other words, understanding the information that the text conveys is often referred to as textual model of comprehension. Nevertheless, readers usually connect their own information to text comprehension; for example, specific knowledge from previous reading experience, attitude towards the genre, author, and recall of previously read similar text types (Grabe, 2009). Readers also tend to make inferences about the text while reading. The situation model of interpretation includes those pieces of information that are brought by the reader as a response to the text, thus the reader takes an active role in connecting background knowledge with text information and in interpreting the text (Grabe, 2009). In the case of L2 students, it is vital to pay attention to both models of reading comprehension. If the students are given a difficult text, they might rely on the situation model and although their text interpretation might enable them to solve a reading comprehension task, it does not necessarily prove comprehension (Grabe, 2009). These two

models also show that text comprehension necessitates both language knowledge and identification of main points as well as their connections (Grabe, 2004).

In academic settings, both models of reading comprehension should be included in classes as a skilled reader "creates two levels of comprehension for a text" (Grabe, 2010, p. 6). As previously pointed out, university students' language proficiency is assumed to be suitable for literature courses (Paran, 2008), thus the focus is solely on literature without providing any help to students with language difficulties. Consequently, students might depend on their interpretations too much without understanding what they read. The two models should interrelate in the academic context as well, so that students become independent and fluent readers, who understand, interpret and reflect on texts. Another important point is that great emphasis is put on assessing reading comprehension in the EFL classroom, nevertheless, it would be more important to teach and monitor students' comprehension in order to nurture successful readers (Anderson, 1994). In the case of L2 readers, it is important to emphasise that they will have to read more and more demanding texts throughout their studies, so they have to be prepared to solve various reading problems (Block, 1992). Therefore, two essential elements are required for reading skills development: a lot of practice in reading so that lower-level processes become automatic, and teaching strategic reading so that readers are able to cope with difficult texts and tasks (Grabe & Stoller, 2018).

2.2.4 Reading in L2

When focusing on reading in L1 and L2, it must be noted that L2 readers frequently experience some disadvantages compared to L1 readers since they have limited exposure to L2 texts (Grabe, 2010). Apart from this obvious difference, three other differences must be highlighted*: linguistic and processing*, *individual and experiential* (named as *developmental and educational* in Grabe, 2009), as well as *sociocultural and institutional* differences (Grabe, 2009; Grabe & Stoller, 2011). A detailed summary of differences is presented in Table 2.1.

Table 2.1

Differences between L1 and L2 Reading (based on Grabe & Stoller, 2011, p. 55)

Linguistic and processing differences	1 Differing amounts of lexical, grammatical and discourse knowledge at initial stages of L1 and L2 reading
	2 Greater metalinguistic and metacognitive awareness in L2 settings
	3 Varying linguistic differences across any two languages
	4 Varying L2 proficiencies as a foundation for L2 reading
	5 Varying language transfer influences
	6 Interacting influence of working with two languages
Individual and experiential differences	7 Differing levels of L1 reading abilities
	8 Differing motivations for reading in the L2
	9 Differing amounts of exposure to L2 reading
	10 Differing kinds of texts in L2 contexts
	11 Differing language resources for L2 readers
Socio-cultural and institutional differences	12 Differing socio-cultural backgrounds of L2 readers
	13 Differing ways of organising discourse and texts
	14 Differing expectations of L2 educational institutions

The first group contains *linguistic differences* (i.e., more limited language knowledge in L2 as compared to L1), which may be related to the fact that students start reading in L2 later than in L1, in addition, they already speak their mother tongue when they learn to read in their L1 (Grabe, 2009, 2010). Hence, students lack the appropriate linguistic background and support in L2 that they have in L1 (Grabe, 2009). These differences involve "vocabulary, grammar, discourse, orthography and metalinguistic and metacognitive issues" (Grabe & Stoller, 2011, p. 36). The second group consists of *individual and experiential differences* (or developmental and educational differences as in Grabe, 2009) that refer to contextual factors like prior L1 reading experience, reading motivation and reading skills (Grabe, 2009). The third group of differences involves *sociocultural and institutional differences*. The wider context, i.e., "[t]he wider societal and cultural contexts in which a learner is socialized" (Grabe, 2009, p. 137) plays a significant role in L2 reading. For example, readers may have different expectations about texts written in L1 and in L2, which can have an impact on their reading as well (Grabe, 2009). Another example is the way how a certain text is read is affected by the sociocultural context, which also determines reading patterns (Grabe, 2009).

Despite the fact that L2 readers are frequently at a disadvantage when compared with L1 readers (Grabe, 2010), one important advantage must be remarked. In general, L2 students start to learn reading in L2 after they developed their literacy skills in their L1s, thus they have a considerable amount of "L1 reading experiences that go beyond language processing" (Grabe,

2009, p. 133). L2 readers have "a greater awareness of (a) how they have learned to read because of their instructed L2 efforts, (b) what learning strategies can work for them and (c) how language knowledge can support literacy development" (Grabe & Stoller, 2011, p. 39). L2 students are able to "bring their metalinguistic knowledge to a conscious level" (Grabe & Stoller, 2011, p. 39) to recognise the comprehension problem, identify a strategy as the solution and use it.

These differences may lead to some deficiencies that L2 readers have to compensate for. Bernhardt (2005) proposes an L2 reading model that shows how different knowledge sources complement and help out each other, even take over for the other if needed. Three knowledge sources are distinguished: L1 literacy (e.g., alphabetics, vocabulary, text structure), L2 language knowledge (e.g., grammar, vocabulary, L1/L2 linguistic distance) and unexplained variance (e.g., comprehension strategies, interest, motivation). The knowledge sources increase as the reader passes the stages of reading (i.e., emerging L1/L2 readers, L2 readers, proficient L2 readers). These deficiencies necessitate certain reading strategies that are specifically used by L2 learners such as the use of bilingual dictionaries or mental translation (Grabe, 2010).

Unlike in the case of L1 reading, L2 reading includes two languages that continually interact with each other (Koda, 2007). This implies that L1 reading has a substantial impact on L2 reading even if no linguistic similarities can be distinguished between the two languages (Koda, 1994). The reader has some prior reading experience when learning to read in L2, moreover, L2 reading is cross-linguistic (Koda, 1994). L2 readers tend to transfer "underlying cognitive reading skills such as working memory processing, phonological processing" (Grabe, 2010, p. 8) which results in a "cognitive interplay between the two languages" (Koda, 1994, p. 5). Another important difference is that the reading ability of the L2 reader advances before oral fluency is achieved (Koda, 1994).

In order to examine the impact that L1 has on L2 reading, Upton and Thomson (2001) carried out a qualitative investigation at a university involving 20 native speakers of Chinese and Japanese. Think-aloud protocols and retrospective interviews were conducted with the participants whose level of English ranged from intermediate to advanced. The participants relied on their L1 when they faced some difficulties concerning the word-, phrase- or sentence-level meaning of the text. Based on the results another interesting implication is that L1 is used not only for mental translation but to achieve other reading goals such as making observations or reflecting on the text. The findings show that L2 readers rely on their L1, however, the reliance decreases as their language proficiency increases. Nevertheless, the reliance on L1 does not seem to completely diminish: even the highly proficient L2 readers turned to their L1 when

it was needed. On the whole, the participants of the study used their L1 to enable L2 reading comprehension.

Probably it is not an exaggeration to state that being a good reader is essential in modern societies (Grabe, 2009). Still, many teachers put a premium on the product of reading excluding the process of reading (Eskey, 2002). These reading-related tasks (e.g., reading comprehension questions) focus on the final result of the reading process, which does not necessarily benefit students' reading development as they rather assess reading instead of teaching it (Eskey, 2002). Therefore, it is important to understand how one learns to read in L2, what differences can be distinguished between L1 and L2, what factors have an impact on the reading process, thus facilitating students' reading development.

2.2.5 Literary Reading

Upon the discussion of the meaning of reading and comprehension and what the process of reading entails, the question whether reading literature is different from reading other text types may arise. In order to answer the question, Hall (2005) analysed numerous empirical studies on reading literature and provided a list containing some considerable aspects of reading literary texts.

First of all, genre is crucial when it comes to reading literature: literary texts are read differently from non-literary ones, moreover, different genres are accessed in different ways, for instance, readers read poems differently from novels. Another difference between reading literature and reading non-literature is that readers examine closely the language of the text in order to infer the meaning and the underlying meaning of the text more appropriately. Therefore, literary reading is generally a more careful and thoughtful process, which also takes more time than reading other text types. Next, readers have certain expectations towards literary texts such as having an underlying meaning that they can infer. Regarding abilities, literary reading requires not only cognition, but affect as well such as response to the text or feelings. Related to this difference, readers of literary texts seek personal relevance, interest, connection with the text while reading. The next difference is connected to one of the features of literature: readers of literary texts have to be prepared to handle twists and unexpected changes in the text, thus their situation model has to be revised while reading. Lastly, experience in literary reading or literary education results in significant differences between readers.

Kintsch (1998) also notes that there are some differences between reading a literary and a non-literary text. Reading literature requires some specific knowledge and the use of strategies

that are not applied when reading a non-literary text. However, the process of comprehending a literary and a non-literary text is the same. In other words, "[t]he 'what' is different, but the 'how' is the same" (Kintsch, 1998, p. 213).

Regarding the types of reading, efferent and aesthetic reading should be mentioned when discussing literary reading. On the one hand, efferent reading is based on the Latin word *efferre* meaning 'to carry away' (Rosenblatt, 1986). The focus is on "what is to be retained after the reading event" (Rosenblatt, 1986, p. 124) and the reader's goal is to gain information. On the other hand, aesthetic reading involves the experiences that one gains while reading (Rosenblatt, 1986). This distinction applies to all kinds of texts, not solely literary ones (Rosenblatt, 1986), however, it is especially relevant when addressing literary reading as the following example shows. When a sonnet is approached as a poem, the focus is on colours, images, feelings evoked by the text, the sonnet is read aesthetically (Rosenblatt, 1986). When the purpose is to collect metaphors, classify and analyse them, the sonnet is read efferently (Rosenblatt, 1986). Certainly, not only these two extreme options are possible: readings of texts may "fall at different points on the efferent/aesthetic continuum" (Rosenblatt, 1986, p. 125). It is important to note that efferent reading is not sufficient for students. Both readings have a place in the literature classroom – but also in the EFL classroom in which literary texts are incorporated.

Considering the features that may cause some impediments to L2 readers, literary texts are not so distinct from other text types. For instance, lack of necessary vocabulary, lack of appropriate background knowledge (e.g., cultural knowledge) can lead to difficulties (Hall, 2005). L1 readers may also face these problems, however, they are often more severe in the case of L2 readers (Hall, 2005).

2.2.6 Reading Skills and Strategies

As pointed out by Afflerbach et al. (2008), there is confusion and inconsistency in the use of terms *skills* and *strategies* partly caused by "diverse colloquial uses, inadequate definitions, and inconsistent use in formal documents" (p. 365). Indeed, the difference between skills and strategies is not easy to determine in many cases (Grabe, 2009) for the two concepts are frequently convergent; nonetheless, there are some significant differences that must be noted.

Numerous definitions highlight that reading skills are activated unconsciously while reading strategies are applied to a text consciously and deliberately (Grabe, 2009; Paris et al.,

1991). Skills are “informational processing techniques that are automatic”, they “are applied to a text unconsciously for many reasons including expertise, repeated practice, compliance with directions, luck and naive use” (Paris et al., 1991, p. 611). Strategies can be defined as “cognitive steps that learners can take to assist in acquiring, storing, and retrieving new information” (Anderson, 1991, p. 460). Although these definitions provide some guidance, skills and strategies are also related. Skills are usually automatic for skilled readers, however, they are “first developed through active attention and conscious processing” (Grabe, 2009, p. 221). Strategies are not always applied consciously or intentionally, therefore it may be added that strategies could develop into skills later on (Grabe, 2009). Indeed, it must be highlighted that strategies are “more efficient and developmentally advanced” (Paris et al., 1991, p. 611) when they are automatically applied as skills.

Reading in L2 regardless of its context requires three basic groups of reading skills: *decoding skills*, *higher level cognitive skills* and *interactional skills* (Hudson, 1998). However, reading for various purposes results in different types of reading which require various reading skills, particularly in academic contexts. Focusing on the academic context, six major reading purposes can be distinguished (Grabe, 2009) which necessitate different reading skills.

Reading in order to find information is a common purpose in any L1 or L2 classroom (Grabe, 2009). The required skills include skimming and scanning that enable one to search for the necessary information on the surface or in depth. Another reading goal is *to read for quick understanding*, which activates skimming (Grabe, 2009). The third purpose is *to read in order to learn* (Grabe, 2009). Reading to learn in an academic context involves various complex processes such as organizing and recalling information, or connecting text content with prior knowledge (Grabe, 2009). *Reading to integrate information* is another reading purpose (Grabe, 2009). This purpose is more challenging for students as the information they read has to be synthesized and learnt so that it can be integrated (Grabe, 2009). Particularly in academic settings, students also *read to evaluate, critique and use information* (Grabe, 2009). This complex reading purpose necessitates numerous skills from the readers like connecting new information to prior knowledge and readings, making decisions while reading, reflecting on text information or reinterpreting the text for the reader’s purposes (Grabe, 2009). Lastly, probably the most common reading purpose starting from very low levels is *reading for general comprehension* (Grabe, 2009). This kind of reading takes place both in the L2 classroom and outside the classroom when one reads a text for pleasure. Although reading for general comprehension is part of our daily activities, it is important to note that it is so essential to reading that it is considered to be an easy act, however, it is definitely not (Grabe, 2009). It

requires several complex reading processes from the reader that become automatic, thus "seemingly effortless" (Grabe, 2009, p. 10) and form a solid basis for the remaining reading purposes and reading types.

Apart from reading skills, reading strategies such as paraphrasing, or predicting are also vital to assist text comprehension. These cognitive strategies are essential for fluent readers not only to remove reading obstacles but also to facilitate deep comprehension instead of being content with the "shallow levels of analysis" (Graesser, 2007, p. 4). Therefore, these strategies enable not only beginner but skilled readers as well when they encounter unfamiliar or challenging texts. These strategies focus on several areas that support text comprehension: grammatical knowledge, processing skills and background knowledge (Grabe, 2004).

Several attempts have been made to analyse the connection between L1 reading strategies and L2 reading strategies. There seem to be two distinctive approaches (Block, 1986). One approach implies that the strategies used by the L2 reader are in relation to the reader's language proficiency in the language (Block, 1986). This indicates that readers with higher levels of language proficiency use various strategies while lower-level readers use "a more bottom-up strategy of relying primarily on graphic information" (Cziko, 1980, p. 113), and as language skills develop, L2 readers rely more and more on higher-level reading strategies (Block, 1986). The other group claims that strategies developed in L1 reading could be transferred to reading in L2, however, language proficiency still plays an important role as "linguistic cues can be used more efficiently and (…) cognitive processes will therefore operate more smoothly" (Block, 1986, p. 466). There is no consensus on this question, nevertheless, a relation between strategy use and language proficiency is strongly supported in both approaches.

In order to investigate reading strategy use in L1 and L2, Block (1986) involved university students in her study, both native and non-native speakers of English, who failed the reading proficiency test at their college. Due to that, they did not apply comprehension strategies automatically as fluent readers (Block, 1986). Altogether 9 students were involved in the study (6 non-native speakers and 3 native speakers of English); two passages from a textbook used in a psychology course were selected for the experiment. Think aloud technique, retellings and multiple-choice tests were used to measure comprehension, the use of strategies and memory. By comparing the students' results, it was found that there was no difference in strategy use between native speakers of English and ESL students (Block, 1986). It seems that "strategy use is a stable phenomenon which is not tied to specific language features" (Block, 1986, p. 485). When people start to read in their L1, they have to not only learn how to read a

text but also comprehend it (Block, 1986). Thus, when students begin to read in L2, they already have some experience in reading, so they have to pay attention solely to comprehension (Block, 1986).

Before describing some ways to categorise reading strategies and providing numerous specific examples, the issue of cognitive and metacognitive strategies must be addressed. While there are cognitive strategies, which are taught to the reader, there are "no distinct metacognitive strategies" (Grabe, 2009, p. 223). Metacognition includes "awareness and control of planning, monitoring, repairing, revising summarizing and evaluating" (Grabe, 2009, p. 223), in other words, it means that the reader is aware of the reading process and is able to reflect on it. Several metacognitive processes are mentioned below, however, it is important to clarify that not strategies, but "a heightened level of metacognitive awareness of text comprehension" (Grabe, 2009, p. 223) is applied by the readers. Metacognitive processes can be supported by strategies (Grabe, 2009); therefore, several examples of metacognition are mentioned below.

Strategies may be grouped according to reading phases, thus we can distinguish strategies used before reading, during reading and after reading (Paris et al., 1991). Before reading strategies include those that help readers set a clear goal and activate their prior knowledge such as self-questioning, examining the title or skimming the text (Paris et al., 1991). The second group consists of strategies that are applied to enable readers to construct meaning while reading, for instance, identifying the main ideas, making inferences (Paris et al., 1991). The last group of strategies are applied after reading the text to initiate reflection; for example, readers can ask questions to reflect on the reading process, or they can summarise the text (Paris et al., 1991). It must be noted that these strategies can be applied at different times as well since reading is a recursive process (Paris et al., 1991).

Another categorisation is offered in the form of an instrument (Mokhtari & Sheorey, 2002). Three groups of reading strategies are distinguished: global reading strategies, problem-solving strategies and support strategies (Mokhtari & Sheorey, 2002). The first one includes conscious strategies that are carried out to manage the reading process (e.g., text preview); the second group of strategies is carried out while reading when the reader encounters obstacles (e.g., reading speed adjustment); the third group of strategies helps the reader comprehend the text (e.g., dictionary use) (Mokhtari & Sheorey, 2002). The instrument has been used by several researchers (e.g., Anderson, 2003; Gaith & El-Sanyoura, 2019). Although the following two examples focus on online reading, the results may broaden the scope of what reading strategies are used by L2 readers. The instrument was used by Anderson (2003) who focused on online reading strategies and investigated what strategies L2 readers use and whether the language

learning context (EFL or ESL) has an impact on the strategies they apply. Altogether 247 EFL and ESL university students took part in the study and filled in the questionnaire after they completed some online reading tasks provided by their teachers. According to the results, the students mostly used problem-solving strategies (eight of the top twelve strategies were problem-solving strategies) and EFL readers seemed to use these strategies more often than ESL readers while reading online texts. However, no difference was found when examining global reading strategies and support strategies (Anderson, 2003). Another study, which used the same instrument, yielded similar results. The research conducted by Shang (2016) included 37 EFL learners from a Taiwanese university. Problem-solving strategies were the most frequently used ones, followed by global strategies and support strategies were the least frequently used ones. Regarding the particular strategies, the following ones were preferred by the participants: guessing unknown words and rereading a difficult text that belong to problem-solving strategies; guessing the content while reading a hypermedia text, which is an example of global strategies.

Focusing on text comprehension, two groups of strategies can be distinguished: general comprehension and local linguistic strategies (Block, 1986). The former includes ten strategies. The first one is *anticipation* when the reader makes predictions about the succeeding events of the text; the second one is *recognition* of text structure such as differentiating between main points and details; the third one is *integration*, so forming a bridge between new information and background knowledge (Block, 1986). The next strategy is *questioning* of information in the text; then, *interpretation* of text such as the reader draws a conclusion, forms a hypothesis based on the text; the sixth one is *association* when the reader uses their knowledge to clarify, evaluate or react to the content (Block, 1986). The seventh strategy is commenting on behaviour or process so the reader *reflect*s on their strategy use; *monitoring comprehension* involves the reader assessing their understanding of the text; the ninth strategy is *corrective behaviour*, in other words, the reader notices that a piece of information, or an interpretation is wrong and corrects it (Block, 1986). Lastly, *emotional reaction* to the text has to be mentioned which involves the reader reacting to a text (Block, 1986). Local linguistic strategies include strategies that are used to understand certain linguistic items; and they consist of five strategies: paraphrasing, rereading, questing the meaning of a clause or sentence, questioning meaning of a word and solving a vocabulary problem (Block, 1986).

Although the two terms, *skills* and *strategies* have been distinguished as presented above, it must be pointed out that both skills and strategies are vitally needed and must be balanced in the case of skilled reading (Afflerbach et. al., 2008). Accomplished readers have to

be capable of shifting between the two as required by the text and the reading situation: in the case of solid background knowledge or an easy text, readers are likely to rely on their skills while reading; however, in the case of a demanding text or task, readers use reading strategies (Afflerbach et al., 2008). The main purpose of teaching and developing reading skills and strategies is to nurture strategic readers who are able to select the necessary and appropriate strategies in various reading situations (Paris et al., 1991). This also indicates that it is not sufficient that the reader knows certain strategies but also knows how to use a particular strategy efficiently and apply it with other strategies (Anderson, 1991).

2.2.7 Motivation for Reading

In order to understand what factors motivate foreign language learners to read, it is inevitable to consider the main motivation theories related to the foreign language classroom. Two of the best-known concepts in motivation theories are *intrinsic* and *extrinsic motivation* (Dörnyei & Ushioda, 2011). *Intrinsic motivation* "deals with behaviour performed for its own sake in order to experience pleasure and satisfaction" (Dörnyei & Ushioda, 2011, p. 23); while the term *extrinsic motivation* refers to behaviour performed to receive external rewards or to avoid punishment (Dörnyei & Ushioda, 2011). A third type of motivation is *amotivation*, i.e., complete lack of motivation (Dörnyei & Ushioda, 2011).

However, within these three types of motivation, several subtypes can be determined. According to Ryan and Deci's (2000) self-determination theory, "extrinsic forms of motivation can be placed on a continuum representing different degrees of external control or internal regulation (self-determination) depending on how internalised these extrinsic goals are" (Dörnyei & Ushioda, 2011, p. 24). Extrinsic motivation includes external regulation, introjected regulation, identified regulation and integrated regulation (Ryan & Deci, 2000). Externally regulated actions are performed to "satisfy an external demand" (Ryan & Deci, 2000, p. 72) or receive a reward. Introjected regulation is a "controlled form of regulation in which behaviours are performed to avoid guilt or anxiety or to attain ego enhancements" (Ryan & Deci, 2000, p. 72). Identified regulation refers to a more self-determined type of extrinsic motivation when the goal is accepted and the behaviour is valued by the person (Ryan & Deci, 2000). During integrated regulation, "identified regulations are fully assimilated to the self, which means they have been evaluated and brought into congruence with one's other values and needs" (Ryan & Deci, 2000, p. 73) but the actions are not done for inherent enjoyment as in the case of intrinsic motivation. Intrinsic motivation includes three subtypes of motivation: intrinsic motivation to

learn, intrinsic motivation towards achievement, and intrinsic motivation to experience stimulation (Dörnyei & Ushioda, 2011). The first subtype deals with behaviour performed to learn, understand and explore something new; the second one involves engaging in an activity for the satisfaction experienced when one attempts to cope with challenges or accomplish something; the last one focuses on engagement in an activity in order to experience stimulation sensations (Vallerand, 1997, In: Dörnyei & Ushioda, 2011). The self-determination theory can be applied in various contexts. For instance, it was used as a basis to create an instrument that aimed to measure extrinsic and intrinsic motivation in the foreign language learning context (Noels et al., 2003).

In short, motivation for reading can be defined as the collection of factors that initiate and maintain reading (Józsa & Józsa, 2014). These factors can be placed on a continuum with intrinsic motivation at one end and with extrinsic motivation at the other end. Readers can be amotivated if they do not see the point in reading. There are readers who read because they feel it is an expectation of them (external regulation); there are some who read because they would feel ashamed if they did not read (introjected regulation. There are readers who read because they believe reading is beneficial for their personal development (identified regulation); and some read because they find it important (integrated regulation). Considering intrinsic motivation, there are readers who read to broaden their horizons (knowledge); some for the feeling of satisfaction when they read or finish a book (accomplishment); and some read for pleasure (stimulation).

2.3 Literature in the EFL Classroom

This section provides an overview of the use of literature in the EFL classroom. First, the inclusion of literature in a language class is justified; then the background of its use is summarised. Next, a review of studies on using literary texts in the EFL classroom is provided to underline why it might be important and beneficial to include literature in the EFL classroom, what stumbling blocks one may encounter, and finally, how literary texts can be incorporated in an EFL class. As the reviewed studies do not differentiate between ESL and EFL classes, the wider term, EFL is used in the current study referring to both ESL and EFL contexts. When needed, the difference between the two contexts is marked.

2.3.1 Why Literature?

Although innumerable arguments have been listed for using literary texts in the EFL classroom, first and foremost it is indispensable to clarify why literature can and should be used in the EFL classroom. Countless resources are available to an EFL teacher, thus the questions arise concerning what makes literary texts unique, and why literature should be integrated in an EFL lesson arise.

On the surface, literary texts are not "qualitatively different from any other linguistic performance" for they are examples of "the productive use of a limited number of linguistic structures" (Littlewood, 1986, p. 178) with the purpose of communication. What makes literary texts unique is the fact that they have five levels or stages as pointed out by Littlewood (1986). At the first stage the focus is on the language, the reader is confronted with examples of language use. What makes literature really different from other text types is the second level, stylistic variety. Stylistic variety refers to the fact that literary texts demonstrate various styles from the classic to the informal, thus enabling the reader to note the differences and similarities between various styles. This level becomes important for the readers at a later stage when they are "capable of sensitivity to stylistic variation" (Littlewood, 1986, p. 179). Apart from language, content also contributes to the uniqueness of literary texts. The third level of literature is "the expression of superficial subject matter" (Littlewood, 1986, p. 178). This is also the threshold since the functions mentioned before (i.e., language use, stylistic variation) could be fulfilled by other text types or simplified texts specifically designed for the EFL classroom. However, the fourth level of a literary text takes a step further from the literal meaning of the text: upon entering the fourth level the reader faces the underlying meaning of the text such as symbols, the author's views and aims. These levels signify the different perspectives of regarding the text. A fifth level or perspective is added to the list when the literary work is placed in time and place, located in literary history and regarded as a part of the author's biography.

Another response to the questions is another unique feature of literature. All kinds of texts are open to various interpretations, however, literary texts "do not directly *refer* to social and institutionalized versions of reality but *represent* an alternative order that can only be individually apprehended" (Widdowson, 2004, p. 135). The author Doris Lessing (1972) notes in one of her forewords that after the first edition of her book (The Golden Notebook) was published, she received three different letters from her readers. One of the readers believed that

the plot was about battles between man and woman; the second reader claimed that politics was the main topic of the book; the third reader inferred from the novel that it was about mental illness; so three different interpretations were offered of the same text. This example clearly demonstrates what is unique about literature, namely that all literary texts "transcend authorial intention and give rise to diverse meanings that cannot be pinned down" (Widdowson, 2004, p. 137). These various interpretations are certainly impacted by socio-cultural context but also by the individuals (Widdowson, 2004). As it can be seen in the example of Lessing's novel, readers tend to focus on themes that they are attracted to, with which they can identify themselves (Widdowson, 2004).

Literary texts have some merits that other mediums lack or present insufficiently; and these merits are important not only for those who intend to study literature but for any language learner. Simplified readers and coursebook texts are written specifically for L2 learners; and they present language learners "with the appearance of literature in the form of text devised to carry structure, but with none of its literary effect" (Short & Candlin, 1986, p. 91). Moreover, any simplification or abridgment inevitably distorts the text, for example, important "socio-cultural connotations can disappear, as can subtle nuances in relationships between characters and in the emotional dynamics of the plot" (Rönnqvist & Sell, 1994, p. 126).

2.3.2 The Background to Using Literature in the EFL Classroom

Although literature has been present in foreign language education for centuries, its status has been impacted by historical events, social and cultural changes and pedagogical innovations. As it can be seen from the brief summary presented below, its role and place in the EFL classroom has changed a lot throughout the decades from being prominent through becoming marginalised to its re-emergence (Carter, 2007; Gilroy & Parkinson, 1996; Kramsch & Kramsch, 2000).

A complete picture of all the changes that the use of literature in FL classroom went through is provided by Kramsch and Kramsch (2000). In their study the authors focus on *Modern Language Journal* analysing its articles when they explore the history of using literature in the foreign language classroom. Although the context is mostly set in the USA, the analysis of articles shows the changes that the role of literature went through in the 20th century. Four time periods are determined. In the 1910s, literature is regarded as the purpose of language teaching and it was "used for the aesthetic education of the few" (Kramsch & Kramsch, 2000, p. 553). The 1920s brought a change to the place of literature in foreign language education.

Literary texts were not regarded inaccessible anymore but they were used to educate the masses. It was believed that while not every student could travel abroad, not everybody could speak the language, every student could pick up a book to read. From 1929 literature was seen as supplementary material in the foreign language classroom and suitable mainly for advanced level learners. In the next period (1945-1957), literature was treated as material and amusement. Literary texts were thought to be appropriate primarily to advanced level students. In the treatment of literature, a more humanistic approach emerged at the end of the 1950s. Literary texts were regarded as important additional materials suitable for motivating foreign language learners in foreign language education; and translation ceased to play a role in text comprehension. From 1979, the role of literature was changing again initiated by the emergence of communicative language teaching. Literary texts were regarded as 'authentic texts' that provided opportunities "for vocabulary acquisition, the development of reading strategies, and the training of critical thinking, that is, reasoning skills" (Kramsch & Kramsch, 2000, p. 567). Until the end of the 20th century literature was mostly viewed "as an authentic window on a foreign culture and society" (Kramsch & Kramsch, 2000, p. 568).

Upon examining articles from the *ELT Journal* from the 1940s, Hall (2005) came to similar conclusions. At the beginning of the 1950s the topic of literature in language teaching was not a popular one, thus a lack of articles can be spotted. Then, *ELT Journal* started to publish articles that explored the use of literature in the foreign language classroom. The articles were heavily impacted by new approaches such as the communicative approach. For example, literature was seen as an ideal material; or the importance of response to the text rather than on its word-by-word analysis was highlighted. From the 1980s, articles urged the need for reader response approaches in the foreign language classroom. The pinnacle of the topic was probably a special literature teaching issue (*44.3*) published in 1990, which advocated the communicative approaches instead of the traditional ones. In the 1990s, culture became the buzz word and literature was regarded as an access to English-speaking cultures.

Regarding the approaches to teaching literature in the foreign language classroom, Hall (2005) distinguishes between traditional approaches and the ones that emerged due to communicative language teaching approaches. Traditional approaches are heavily influenced by the canon and "moral agenda for literature" (Hall, 2005, p. 49) and they are applied typically in academic contexts. The language aspect of literary texts is often dismissed. On the contrary, approaches prompted by communicative language teaching regard literature as a collection of authentic materials that enable L2 readers to familiarise themselves with the culture of the country. Similarly, Parkinson and Reid Thomas (2000) distinguish between traditional (e.g.,

rote learning and summary of content, translation) and new approaches (e.g., extensive reading, reading solely as foreign-language practice, personal response). However, they emphasise that "no black-and-white contrast would be sensible" (p. 26) since many 'new' methods were applied in 'old' lessons, numerous 'old' methods are still present in language classes and their usage can be justified by learners and teachers. Similarly, Maley (2012) also makes a distinction between traditional and novel approaches. Two main traditional approaches are pointed out: literature as a study and literature as a resource. The first one focuses on teaching about literature while the second one regards texts as starting points for other language learning tasks (Maley, 2012). As noted by Maley (2012), both approaches can be subjects of criticism: the first one focuses on texts that are usually remote and irrelevant to students, the second one treats literary texts as another way to introduce and practice language. To complement the faults in traditional approaches, Maley (2012) advocates a third approach, literature as appropriation which aims to encourage the students to take the insider perspective, to enable them "to get inside the skin of the texts—to apprehend them from the inside rather than simply to comprehend them from the outside" (p. 304).

There are various ways how one can use literary texts in the foreign language classroom depending on the focus or the aim of the class. The role of literature is determined by the purpose of the lesson: whether language learning is important or not, whether the focus is on the literary value of the text or not. Based on these questions, the place of literature in the foreign language classroom is well-summarised by the following figure.

Table 2.2

The Relationship between Language and Literature Teaching (based on Paran, 2008, p. 467)

	Literary focus	
Language focus	Literary focus	No literary focus
Language focus	(1) In the case of any literary text, the focus is on literary knowledge and skills, however, language (e.g., grammar, lexis) is also taken into consideration.	(2) Literary texts are treated as texts with focus on their language and not their literariness.
No language focus	(3) The focus is on the literariness of the text. Language is examined only if it contributes to the literary effects.	(4) Extensive reading

Based on Paran (2008), Table 2.2 demonstrates the extent to which a programme or a lesson focuses on literary texts or literary competence. Two main aspects are taken into

consideration: language focus (i.e., the extent to which the class or course focuses on the language of a literary text) and literary focus (i.e., the extent to which one puts a premium on literary effects, devices, etc.). With the help of these two aspects, the relationship between language and literature teaching could be imagined as a continuum: the lessons with clear language focus are at one end; at the other end, there are classes "where there is no explicit focus on language learning at all" (Paran, 2008, p. 466). The same applies to literary focus. As it can be seen, these two aspects lead to four main types of literature classes. The first type (1) includes the classes in which both language and literature are equally present. The second type (2) presents a case when literary texts are used without paying any attention to their literary features. The third type (3) demonstrates a situation where "literature is discussed only as literature, and no overt focus is paid to language development" (Paran, 2008, p. 467). The last slot (4) contains extensive reading where the focus is on reading for pleasure, language aspects or literary features of a text are not important. Certainly, as Paran (2008) also remarks, the figure simplifies the whole picture since several aspects (e.g., cultural knowledge, intercultural competence) are ignored. Thus, it is important to note that although Table 2.2 presents some common and significant uses of literary texts in the foreign language classroom, it is definitely not complete.

Focusing on the EFL classroom, a slightly different and more methodology-oriented set of approaches is offered by Paran and Robinson (2016). EFL teachers can choose from three main approaches. The first approach treats literature "as a body of knowledge and as content" (Paran & Robinson, 2016, p. 27) proposing activities that are related to literary styles or literary history. The second approach addresses literature solely as a material suitable for language development purposes. Language is the main area of interest, thus texts are accompanied by tasks that develop language skills. Within this approach, literary texts can be studied for the sake of literary language with the purpose of equipping "students with the tools they need to interpret a text and to make competent critical judgements of it" (Lazar, 1993, p. 27). The third approach regards literature as a base for personal development, the use of activities that relate to students' personal experiences, emotions and opinions is encouraged. These three possible approaches are also pointed out by Lazar (1993) - named as literature as content, language-based approach and literature for personal enrichment- with some additional details on text selection. In order to suit the literature as content approach, those texts are primarily chosen which take an important place in the canon. In the case of language-based approach, style and literary merit are the main criteria for text selection. The last approach, literature for personal

enrichment necessitates texts that are relevant and interesting to the learners so that they are able to interact with the text while reading.

A similar but more detailed model was developed by Bloemert et al. (2016). The Comprehensive Approach to Foreign Language Literature Learning consists of four components. The *text approach* focuses on literary terminology, genre, plot, theme, characters; the *context approach* includes biography, historical, cultural context, literary history; the *reader approach* involves reading experience, literary taste, personal development; and the *language approach* consists of grammar, vocabulary, language skills and language development. These four components can be divided into two groups: approaches that focus on the text (text approach and context approach), and those that concentrate on the language learner (language approach and reader approach). In an ideal classroom all the areas are present, they overlap and complete each other.

Based on the companion volume to the Common European Framework of Reference for Languages (Council of Europe, 2018) which mentions three literature-related scales (see section 2.3.3), Alter and Ratheiser (2019) devised a new model of literary competences. Four main competences were determined that also serve as pillars of literary literacy: emphatic competence, aesthetic and stylistic competence, cultural and discursive competence, and interpretative competence. The first competence is the entrance to literary texts as it pertains to the reader's ability to connect to the text, to become emotionally involved in it. The second one refers to the appreciation and understanding of literary texts as aesthetic experience. The third pillar in the model indicates the analysis of cultural and social traits, roles, etc. in the text. The last pillar covers the reader's ability to draw inferences and have interpretations of the text. In addition, it has to be added that the four competences and literary literacy are built on a solid base of reading competence and general English proficiency. Although the four pillars, i.e., the four competences are needed for literary literacy to be stable and balanced, as pointed out by the authors, literary literacy can work without one or two of these competences.

The above-mentioned approaches to the use of literature offer many possibilities for the language teacher. Nevertheless, there is one problematic approach that is still present in many L2 classrooms. In a general L2 classroom, language learners are frequently asked to focus closely on the text and to comprehend it completely. This approach often results in the "interrogative approach" (Tomlinson, 1998, p. 177) when students' comprehension and language skills are tested in the form of text comprehension questions and vocabulary tasks. The main problem is that "[i]t is an imposed study of texts" (Tomlinson, 1998, p. 178), so it provides a different reading experience to the one readers experience in L1. In L1, readers can

choose what they want to read, they can put the book aside if they do not like it, moreover, they respond to the text "with a willing investment of cognitive and affective energy" (Tomlinson, 1998, p. 178). Tomlinson (1998) also demonstrated how cognitive and affective skills are activated while reading a literary text. While reading three poems, he as a reader completed ten activities: verbalising the words, visualising, making connections, making inferences, making predictions, tolerating ambiguity, activating emotions, using the left and right hemispheres of the brain, interpreting the poems and reinterpreting them, responding to the texts aesthetically. All these steps enabled the author to respond to the texts. In many classrooms, L2 learners are asked to study the text, to comprehend it and to "achieve an efferent response" (Tomlinson, 1998, p. 183) while readers in L1 are satisfied with moderate comprehension and they "achieve an aesthetic response" (Tomlinson, 1998, p. 183). The problem presented in 1998 still has some relevance to the present day not solely in elementary and secondary, but also in tertiary education. Undoubtedly, students enrolled in language studies must study literary texts and must aim to gain full comprehension, however, the aesthetic approach to reading, the unique responses to literature should not be marginalised in any classroom.

The communicative approach to language teaching initiated the advocacy of literature in foreign language education and the integration of language, literature and culture (Hall, 2005). Since its re-emergence, literature has been considered as authentic material, thus an ideal source for teaching "real" language, moreover, an access to the target country's culture for EFL students (Hall, 2005). Therefore, the popularity of literature has been growing, more and more research has been conducted to investigate the possibilities, benefits and problems that the use of literature in the EFL classroom entails. Numerous examples of the relevant research are presented in the following section.

2.3.3 Incorporating Literature in Teaching EFL

The idea of incorporating literature in the English language classroom is certainly not novel; nevertheless, the rediscovery of literature as a component of EFL teaching has turned the focus again on the role of using literary texts for language teaching purposes (Bloemert, et al., 2017). Due to the regained attention, there is a growing number of arguments that foster the role of literature in the EFL classroom, but there are also several problematic areas pointed out in studies. In most studies literature is discussed as a body of various texts without any reference to genres; therefore, literature is discussed accordingly below and genre-related differences and specifications are addressed in another section (2.3.5.2). In the present section, before reviewing

the most common arguments for using literature in the EFL classroom, some problems and obstacles that may prevent EFL teachers from incorporating literary texts in their classes are presented.

One of the main arguments against the inclusion of literature concerns the aim and the process of learning (Widdowson, 1982). Literature is often neglected in the language classroom as it seemingly does not contribute to the aims of language learning (Widdowson, 1982). EFL students put a premium on language learning for occupational or educational purposes, therefore literature may seem irrelevant to them. Literature is also accused of being a "potentially disruptive influence in the well-ordered world of the carefully controlled language course" (Widdowson, 1982, p. 204) for various reasons, for instance, it presents incorrect or old-fashioned language.

The language of literary texts, which can lead to an aesthetic and stimulating reading experience for native speakers, may serve as a deterrent for non-native speakers (Lima, 2005). Language may inhibit understanding as it is often remote, thus odd, and difficult for non-native speakers of English (Parkinson & Reid Thomas, 2000). In their mixed-methods study, Duncan and Paran (2018) interviewed thirty-two foreign language teachers to gain some insight into their opinions on the use of literature in the foreign language classroom. According to the participants, one of the difficulties was the language of literary texts which was thought to be demanding in terms of grammar structures and vocabulary. Indeed, a text that is too demanding linguistically may not only impede understanding but it may diminish the possibilities that literature offers like "exercising deep attention, language and literacy acquisition, talk around the text and widening horizons" (Bland, 2018b, p. 179). Various levels of language can cause difficulties for EFL students: phonology, lexis, syntax and those beyond sentence level such as intentional suspension (Carter, 1986). In relation to linguistic elements, language that is used in certain historical, regional, social or cultural context may also lead to impediments to understanding (Carter, 1986). Furthermore, in numerous cases literary texts contain incorrect language use which would count as mistake if used by a language learner (Widdowson, 1982).

Apart from linguistic elements, literary problems, as referred to by Lazar (1990), can also lead to impediments to understanding. This group of problems refer to difficulties caused by the distinctive features of literature (Lazar, 1990). For instance, changes in the sequence of events (e.g., flashbacks), or various narrative perspectives can cause troubles in understanding literary texts (Lazar, 1990). Not only the linguistic elements may inhibit understanding but some specific features such as concepts and narrative devices may also present serious issues for foreign language learners (Hall, 2018). For instance, metaphors are vital parts of most

poems, so students need to be familiar with the concept of metaphor in order to understand the text.

The content of literary texts may also be problematic for foreign language learners. Most literary pieces considered appropriate in the classroom are remote from learners in many ways such as historically, socially and in terms of life experience (Parkinson & Reid Thomas, 2000). The distance between the literary work and the learners might cause problems in understanding the texts; for example, today's learners may find it difficult to understand the medieval concept of chivalry or honour (Parkinson & Reid Thomas, 2000). Some literary texts require some background knowledge, like cultural knowledge, so that the reader can fully comprehend the text. The lack of cultural knowledge presents some severe obstacles for EFL students that inhibit understanding (McKay, 1982). Both language- and content-wise, literary texts as 'authentic texts' can be intimidating for a foreign language learner, so they can cause some unease or even fear (Duncan & Paran, 2018).

Finally, some challenges that teachers face in the classroom should be added to complement the list of problematic issues. Lack of time, time-consuming preparation, the length of texts (especially in the case of novels), justification of the use of texts to students can be regarded as hardships in the EFL classroom (Duncan & Paran, 2018; Lazar, 1990). Despite these difficulties, it must be remarked that "every aspect of challenge literature presents is also an opportunity, if negotiated well" (Duncan & Paran, 2018, p. 247).

As mentioned above, literature is often excluded from the language classroom claiming that it is irrelevant to the language learners. However, an EFL course consists of so much more than teaching the language. ELT is concerned with diverse literacies, whose development can be enhanced by literature: functional literacy, information literacy, literary literacy, critical literacy and visual literacy (Bland, 2018a). Apart from teaching children to read and write (functional literacy), it is important to teach all age groups how to find and evaluate information (information literacy), to appreciate the aesthetic nature of literature (literary literacy), to read and analyse texts critically (critical literacy) and to interpret pictures for more information (visual literacy) (Bland, 2018a). The main purpose of developing multiple literacies is to enforce deep reading and particularly the use of literary texts in the EFL classroom enables that since literature "prompt[s] the reader to consider language formulations deeply, as well as connotations in verbal and pictorial text and cultural meaning" (Bland, 2018a, p. 5). In this way, literature prepares EFL learners to cope with various situations beyond the classroom by equipping them with the necessary skills.

Although the language of literary texts is often listed as a stumbling block, it also has a positive effect on language proficiency and language skills development. Considering language learning, it is important to distinguish between language usage and use. Language usage refers to the knowledge of linguistic rules; language use involves the knowledge of how to apply the rules for successful communication (Widdowson, 1978). Regarding language usage, the two most common benefits are that literary texts expand students' vocabulary (Hall, 2005; McKay, 1982; McQuillan, 2020) and they develop reading and writing skills, too (Hall, 2005; Parkinson & Reid Thomas, 2000). Furthermore, literature can be used to develop language use since it "presents language in discourse in which the parameters of the setting and role relationship are defined" (McKay, 1982, p. 530). It is also important to add that "language use occur naturally and in most varied form" (Long, 1986, p. 59) in literary texts. In this way, students are not only aware of the linguistic elements, but also the context in which the forms are embedded, the social and communication rules, which facilitate effective communication. Thus, most literary texts, as authentic texts in the sense that they present "real language in context" (Brumfit & Carter, 1986a, p. 15), ensure that students are drawn towards the language naturally and smoothly through discussing the content of the text. Although some literary texts present old-fashioned language, unconventional structures, tasks that accompany the text enable learners to develop some awareness of language varieties and principles (Lazar, 1993, 1996).

With relation to language usage and use, a thought-provoking question should be addressed. The opponents of literary texts may find textbook texts more appropriate for language learning; however, what aspects make these texts more suitable for language learning than literary texts? One answer could be that the context presented by coursebook texts depicts reality for using everyday situations as basis (so not fictional ones as in the case of literature), nevertheless these texts are not really simulations of reality (Widdowson, 1982). They indeed tend to present everyday language usage set in ordinary situations but they result in predictable, unnatural or dreary language use (Widdowson, 1982). Language learning includes creative and problem-solving processes that can be triggered by literary texts but not by general coursebook texts since there are no implicit meanings that require engagement from the learner's part; there are no real questions to be answered, problems to be solved for "meanings are made explicit within the text and carefully prepared for easy assimilation" (Widdowson, 1982, p. 212).

Another significant argument for literature is that it may develop language learners' reading (comprehension) skills and reading strategies. One of the differences between a non-literary and a literary text is related to the omission of information. In general, the former leaves out the information that is not considered to be relevant, and when it happens, it does not impact

the meaning of the text, whereas in the case of the latter, inferences and interpretations are crucial as literature involves the reader in constructing the meaning of a text (Carter, 1986). Therefore, literature provides opportunities for developing key reading skills and strategies such as "techniques for finding meaning from context", differentiating "between the important from the unimportant" (Long, 1986, pp. 58-59).

Literary texts "reflect a particular cultural perspective" (McKay, 1982, p. 531), so cultural values, issues and beliefs from a different cultural perspective are presented in the texts. Consequently, students are provided with some insight into a foreign culture and community; they not only gain some knowledge on a certain culture but they also understand it (McKay, 1982). This insight into a foreign culture may be "more of a tantalizing glimpse of another culture than a mirror-like documentation of it" (Lazar, 1996, p. 774). Literary texts provide a context that explains how a person can feel, behave in certain situations, thus they raise readers' awareness about "some of the social, political, and historical events" (Lazar, 1996, p. 774) that form the background of events. However, it is important to highlight that a foreign language learner is not capable of reading a text and understanding its cultural content as a native speaker but one's own native culture is applied to understand and interpret the text (Matos, 2005).

Literature has more potential than simply transmitting cultural knowledge (Valdes, 1986). It may raise questions that do not have clear or simple answers, thus these texts lead to engaging discussions on significant but also difficult issues (Hall, 2018). Literary texts are intriguing materials in a language classroom partly because they express cultural values. Since values "are not universal even within cultural groups" (Valdes, 1986, p. 138), literature provides opportunities for becoming familiar with these various values and beliefs, analysing and understanding them. Ultimately, understanding the values, beliefs and points of view presented by the characters leads to greater tolerance, respect and empathy (McKay, 1982; UNESCO MGIEP, 2017). Additionally, literature may also transform attitudes by challenging readers in their deeply rooted thinking, eliminate prejudice and introduce global issues (Delanoy, 2018; Ghosn, 2002). Therefore, literature may have a substantial impact not only on students' cultural knowledge, but also on their attitude towards culture and intercultural skills. For instance, important topics such as false beliefs, misconceptions can be discussed through literature (Divéki & Pereszlényi, 2021); challenging topics like the concept of otherness (Burwitz-Melzer, 2001; Matos, 2005), social justice (Bland, 2018b), citizenship and human rights (Porto et al., 2019) can be tackled with the help of a literary text.

In order to demonstrate and understand how EFL students read a literary text and cope with its cultural aspects, a conceptual model of cultural understanding is proposed by Porto (2013). The six-stage model presents cultural understanding "as a fluid process in a continuum of cultural familiarity and unfamiliarity" (Porto, 2013, p. 287) starting from erratic perceptions or omission of cultural values, and ending in understanding one's own culture from an outsider point of view. Thus, at level 0, readers either omit cultural aspects of the text or they notice them erratically. At level 1, readers perceive cultural differences by comparison and contrast. Next, values of one's own culture are identified from an insider perspective and then stereotypes and assumptions of one's own culture are recognised. Level 3 includes understanding the foreign culture in the light of one's own cultural values meaning that the reader takes the role of observer. At level 4, readers are able to apprehend the foreign culture from the 'inside', for instance, they can understand the behaviour of characters based on the foreign culture. The last level involves the comprehension of one's own culture through the eyes of an outsider. To conclude, cultural understanding of a text "departs from the static notion of available versus unavailable schemata" (Porto, 2013, p. 294), which initiates and supports intercultural competence development.

As already implied in the previous paragraph, critical thinking skills can also be developed through literary texts. The term refers to skills such as looking for gist, comparing and contrasting, searching for cause-effect relationships, which are generally present in literature (Ghosn, 2002). By recognising, examining and maybe even identifying with multiple perspectives presented in a literary text, learners may improve their interpretation, thinking and perspective-taking skills – which are not only necessary skills in reading but they are also important elements of global competence (Divéki, & Pereszlényi, 2021; UNESCO MGIEP, 2017). The reason why literature is particularly suitable for promoting such skills is that these texts include multiple layers of meaning and necessitate that the reader draw inferences about the text (Lazar, 1993).

The last significant advantage of literary texts is the personal involvement that many literary texts can offer. While reading, readers are involved in the story, they are interested in the plot and its development, they can identify or empathise with the feelings of characters, thus literature has an impact on their interest and emotions (Kramsch, 1993; Lazar, 1996). Students' personal involvement in texts has a beneficial impact on the whole language learning process, on students' confidence in expressing their thoughts and ideas, their language proficiency and cultural knowledge (Lazar, 1993, 1996). Furthermore, personal involvement is motivating; it

can also develop (intercultural) skills more successfully, and strengthen empathy and tolerance in students.

Albeit not an advantage of literary texts, another argument, which also shows the changes in the status of literature in ELT, has to be mentioned. Three scales related to literature were specified in one of the companion volumes to the Common European Framework of Reference for Languages: reading as a leisure activity; expressing a personal response to creative texts; analysis and criticism of creative texts (Council of Europe, 2018). The first scale may involve literary texts but not necessarily as magazines, newspapers, biographies, etc. may also be included (Council of Europe, 2018). The second one involves justification of likes and dislikes, character description, personal interpretation and relating the text to oneself (Council of Europe, 2018). The third one is more relevant to higher-level students as it involves drawing comparisons between texts, reasoning and evaluating (Council of Europe, 2018). Certainly, some of these skills may be developed with the help of non-literary texts, nevertheless, literary texts provide an excellent opportunity to improve all the above-mentioned skills listed by the CEFR. Most importantly, the progression is described in the case of each scale which shows that literature can be introduced and used at lower levels, moreover, it dismisses the common belief that literature is appropriate only for advanced students.

Despite its problems, the presence of literature in the EFL classroom is justified by numerous reasons. Literary texts have an impact on language learners' proficiency, cultural knowledge, intercultural competence and they may enhance personal development as well. Most importantly, literature "builds connections that are made elsewhere in our learners' future professions; it enriches their learning; and it also increases their knowledge of an important part of the culture of English-speaking countries" (Paran & Robinson, 2016, p. 14).

2.3.4 EFL Teachers' and Students' Reading Habits and Views on Incorporating Literature in the EFL Classroom

Apart from the theoretical, empirical and methodological papers listed above, several studies addressed EFL teachers' and students' opinion on the use of literature in the language classroom. Although numerous studies targeted secondary school students, the results are briefly introduced in this dissertation as well. The results and pedagogical implications are believed to be beneficial for the present context as the focus is on first-year students who might be still impacted by their previous learning experience; therefore, their attitude, thoughts and motivations may not be completely different from those of secondary school students. Hence,

first the studies conducted in secondary educational contexts are presented, then the ones carried out in tertiary educational contexts are discussed in the next section.

2.3.4.1 Secondary School Students' and Teachers' Views. Studies investigating students' views and perceptions of using literature in the EFL classroom can be divided into two groups. Some explore students' general views without conducting any experiment, while some start with an experiment carried out in the classroom, then the students' opinions are sought. Both types are demonstrated with specific examples below starting with the surveys seeking general views followed by the experiments and students' opinions related to those specific classes. Lastly, studies addressing secondary school EFL teachers' experience and thoughts are described.

A Dutch study that focused on the students' perspective was carried out in the Netherlands by Bloemert et al. (2017). The research involved secondary school students and it inquired their opinion on working with literary texts in their EFL education. The sample included 635 students aged between 15 and 17 from 15 different schools. The instrument was an open-ended questionnaire that the students could fill in during the class and it took around 10 minutes. The survey contained one question on the benefits of using literary texts in EFL lessons posed in Dutch and the students were asked to answer in bullet points. The majority of the participants (74%) mentioned the language component as a benefit. Vocabulary was the most popular area (44%) followed by the four language skills (26%). 56% of the participants referred to the context presented by literary texts, mainly to historical, cultural and social context (47%). 28% of students thought that literature contributes to the development of critical thinking skills and personal development. Only a small number of students (12%) believed that literary texts help them learn more about terminology, text types and themes.

Another large-scale questionnaire study was carried out by Tsang et al. (2020) in Hong Kong in relation to a novelty introduced in the EFL curriculum. The new EFL curriculum in Hong Kong (inaugurated in 2009) put a premium on teaching literature making it compulsory for all secondary school students (Tsang & Paran, 2021). Therefore, each school has to offer at least one module from the four literature-related modules: drama, poems and songs, popular culture, short stories (Tsang et al. 2020; Tsang & Paran, 2021). It has to be noted that literature had been included in the EFL curriculum before, nevertheless, it had not been mandatory nor tested, thus it had been often understated (Tsang & Paran, 2021). This unique change implemented in secondary EFL curriculum provided an excellent opportunity for the researchers to investigate secondary school students' perceptions of the use of literature in the

EFL classroom. Altogether 1225 EFL students (including freshly graduates) were involved in the research; and the researchers obtained 1190 valid questionnaires. Altogether 27 items were compiled focusing on short stories, poems and songs since they frequently occur in the EFL classroom. 13 questionnaire items were language-related, they addressed areas like language skills, vocabulary or grammar; the rest of the items were non-language related, areas such as knowledge of the world, motivation for learning or creativity were included. The researchers designed two questionnaires: the items were identical with the exception of focus (i.e., one on short stories and another one on poems and songs). The students held more positive views on the use of short stories than on the use of songs and poems. The respondents in this study felt that their vocabulary (M [Means]=4.03) and reading skills (M=4.00) could be improved the most by the use of literature; then, writing skills, grammar and overall English proficiency (all Ms > 3.5). The results were similar, even though a bit lower, in the case of poems and songs: vocabulary development (M=3.75) and reading skills (M=3.5) were ranked as top areas. However, some areas (grammar, confidence in using English, using English for work and further studies) were assessed negatively indicating that the students did not believe they could improve in these areas with the help of poems and songs. The most poorly rated area was listening (M=2.91) for the use of short stories; and English language for work (M=2.71) with regard to poems and songs. Regarding non-language related items, the most positively rated areas were creativity (M=3.62) and knowledge of the world (M=3.52) in the case of short stories; the two most favoured areas were knowledge of the world (M=3.45) and greater understanding of people's thoughts (M=3.37) in the case of poems and songs. Problem-solving skills were ranked at the bottom of the list in both genres (short stories: M=3.12; poems and songs: M=2.49). The scores in non-language-related areas were lower in comparison with language-related areas – especially regarding poems and songs – which suggests that the students perceived literary texts to improve mostly their language skills and contribute to their language proficiency.

The unique case in Hong Kong, i.e., literature is a mandatory part of the EFL curriculum, presents an excellent opportunity to investigate students' views on the regular use of literature in the EFL classroom. Based on the same sample, Tsang and Paran (2021) investigated secondary school students' opinions on literature in the EFL classroom from a curricular aspect as well. Three items were constructed and piloted by the authors; the respondents were asked to indicate their opinions on a Likert-scale accompanied by some space in case the students wished to elaborate on their reasons. The researchers focused on short stories (number of respondents: 625), and poems and songs (number of respondents: 565). The responses were

divided into three sub-groups: agreement, disagreement and neutrality. Overall, the students had moderately positive opinions on the inclusion of short stories in the curriculum (M=3.41, SD=0.83) while they had neutral views on the incorporation of poems and songs (M=2.98, SD=1.18). To the question whether these literary components should be included in the formal public examination (i.e., Hong Kong Diploma of Secondary Education Examination) the responses were neutral and negative (short stories: M=2.75, SD=1.06; poems and songs: M=2.01, SD=1.11). The third question aimed to explore whether the students would be interested in the module without being examined in the public examination. The answers revealed negative and neutral opinions (short stories: M=2.88, SD=1.02; poems and songs: M=2.45, SD=1.21). The qualitative findings (i.e., the reasons given by the respondents) were "classified into three major themes: instrumental, psychological, and curricular and pedagogical aspects" (Tsang & Paran, 2021, p. 467). Regarding the instrumental aspects, a striking difference between short stories and poems and songs was noted. 80 out of 217 positive comments on short stories referred to the instrumental perspective (e.g., overall English proficiency, vocabulary, skills development) while only 40 out of 188 positive comments on poems and songs were related to this aspect. Skills development was not mentioned by the poems and songs respondents while it was brought up in connection with short stories. Considering negative opinions, students mentioned uselessness and impracticality of the modules. Regarding the psychological aspects, 80 out of 217 positive comments on short stories and 82 out of 188 positive comments on poems and songs regarded the modules interesting and motivating. Within negative factors, difficulty and boredom were mentioned by the respondents. In comparison with these results, fewer students seemed to be positive about the pedagogical aspects of the modules. 28 out of 217 positive responses noted the positive effect that the short stories module had on ELT and general education; 32 out of 188 was the ratio in the case of poems and songs. The negative comments highlighted that the modules meant additional burden for the students apart from inappropriate text choices and lack of resources. An interesting and thought-provoking issue was raised by one of the respondents. As the "comment given by #P279 was 'even foreigners don't learn Chinese poems!'", it questioned "why they as L1 Chinese speakers should learn FL poems" (Tsang & Paran, 2021, p. 468), which touches upon a familiar problem in the EFL classroom, namely, no matter how motivated the students are to learn the target language, they are often reluctant to "receive the cultural load of the target language" (Alptekin & Alptekin, 1984, p. 17). Regarding the assessment of the modules, the majority of the students were against examination: only 28 students were in favour of short stories being tested and 15 students agreed that poems and songs should be assessed in

the public examination. The responses to the question whether the students would study the modules if they were not mandatory and examined show that obligations and assessment are important motivational factors. Most students (short stories: 150, poems and songs: 237) indicated that they would not study the modules if they were not obligatory. Among the reasons students listed "the low value of these modules for their future or in society in general" (Tsang & Paran, 2021, p. 469) (46 responses), boredom and dislike (53 responses) and language difficulties (35 responses). Some students (98) indicated that no student would study these modules unless they were mandatory. In addition, some conditions were listed by the neutral group which point out some important problems. The conditions included time, interest, difficulty and needs indicating that these factors play a crucial role in students' attitude towards the use of literature in the EFL classroom.

A fourteen-week-long experiment was carried out by Tseng (2010) who aimed to explore students' opinions on the texts introduced to them and their overall attitudes towards literature. 28 EFL secondary school seniors (aged 17-18) took part in the research conducted in Taiwan. During the fourteen weeks, the students were introduced to 24 literary texts including the original texts of poems and short stories, synopses or plot summaries of plays and novels. The method followed by the researcher was rather a traditional one: the lesson started with providing some background information to the students followed by the presentation and explanation of the text, afterwards, the students received some questions to discuss and their opinions about the text were asked. At the end of the experiment, a questionnaire was distributed; it contained 50 items that addressed the students' perceptions of the texts used in class (32 items) and their general attitudes towards literature (18 items). In both cases, the students seemed to prefer prose fiction to poetry. The most favoured texts included five short stories, three plays, one novel and one poem, while the least liked texts consisted of two short stories, one play and two short stories. The participants' general attitude towards literature revealed similar results: most of them preferred reading prose (short stories: 86%; novels: 82%) to poetry (43%) and drama (43%). The majority of participants (82%) favoured contemporary literature over the classics. Although the methods were not included in the questionnaire, some responses may lead to an important pedagogical implication. A considerable number of students (56%) disagreed with the statement that they would like to read the original texts. This suggests that plot summaries are not sufficient to evoke students' interest and motivate them to read the original texts.

Bloemert et al. (2016) investigated Dutch EFL teachers' views on incorporating literary texts in their classes. The participants included 106 pre-university teachers who prepared students for their final exam which has a foreign language literature component. The instrument was a questionnaire based on the Comprehensive Approach. The teachers were asked how they approached literature in their lessons and their responses were matched with the approaches included in the Comprehensive Approach (i.e., text approach, context approach, language approach, reader approach). The questionnaire contained 20 underlying elements, which were categorised under each approach; and they yielded some interesting results. The results show that all approaches regularly occurred in the EFL classroom. The teachers reported following the text approach most often (M=4.18) followed by the reader approach (M=4.03). Within text approach, teachers mostly focus on the storyline of texts (M=4.54); within context approach, they were mostly concerned with the historical background of literary texts (M=4.07) within reader approach, they put a premium on students' personal reactions (M=4.33); within language approach, the focus was mostly on reading skills (M=4.05).

In a mixed-methods study the use of literature in the foreign language classroom was investigated by Duncan and Paran (2017, 2018). Three secondary school case studies were carried out using interviews, focus group interviews, questionnaires and lesson observations. Teachers' beliefs and perceptions were explored with the help of a 118-item questionnaire involving 264 secondary school teachers who taught various foreign languages (i.e., English, French, Mandarin and Spanish). and who had different relations with literature (Group A: had some previous training, Group B: had some previous training, Group C: had no previous training in the use of literature for language development purposes). Although the sample did not include solely EFL teachers, their perceptions are summarised briefly below as the results may broaden the scope of the present study. On the whole, the teachers' general attitude towards literature was quite positive. Those teachers who had had more training in using literature shared more positive views (M=5.34. SD=0.64) than the second (M=5.08, SD=0.68) or the third group (M=4.85, SD=0.80). Regarding the benefits of using literature in FL teaching (Table 2.3), statements with the highest means are in connection with the language of literary texts. The items with the lowest means are related to the students' interests and motivation.

Table 2.3

Teachers' Views of Incorporating Literary Texts in the Foreign Language Classroom

(Duncan & Paran, 2017, p. 63)

Literary texts….	**Number of respondents**	**Mean (St. deviation)**
… make it easier to raise controversial issues than non-literary texts.	254	4.36 (1.21)
… encourage greater student creativity.	255	4.88 (1.00)
enable teachers to construct a wider range of activities.	254	4.72 (1.07)
… allow the students to appreciate the beauty of the language.	253	5.21 (0.84)
… make language learning more interesting for the students.	255	4.85 (1.02)
… are a good way of exposing students to different varieties of the language.	254	5.22 (0.86)
… are examples of authentic language.	254	5.22 (0.96)
… are a good way of preparing for oral exams.	254	4.28 (1.23)
… motivate students more than non-literary texts.	254	4.12 (1.25)
… provide more interesting topics for discussion than non-literary texts.	254	4.09 (1.31)

Significant differences were found between the teachers of different fields indicating that the language taught may have an impact on foreign language teachers' opinions about the benefits of literary texts. Teachers of Mandarin had the most positive views (M=5.02, SD=0.72), next Spanish language teachers (M=4.79, SD=0.79) followed by English language teachers (M=4.67. SD=0.81), and lastly, teachers of French (M=4.36, SD=1.01).

As in the previously introduced studies on students' opinions, the FL teachers in this study thought that literary texts mostly contribute to reading skills development (M=5.53, SD=0.71) followed by vocabulary building (M=5.45, SD=0.76). They used literary texts mostly to develop these areas of language. English language teachers were the most in favour of the impact literature has on language development, while French language teachers believed the least in its effects on language. Regarding literary genres, the teachers used novels and short

stories frequently, poems and literary essays less often. It must be added that teachers' choice of genre may depend on their previous experience and training: those teachers who had had much training in the use of literature used poems and literary essays more than those teachers who had had no such training.

Calafato and Paran (2019), focusing on the Russian context, explored the attitudes of EFL teachers towards the use of literary texts and also attempted to answer the questions whether their age had an impact on their attitude or not. They used snowball sampling, thus the participants had various teaching background and experience. An 85-item questionnaire was designed for the research; items covered the following areas: personal data, background connected to literature, attitudes towards the use of literature in the EFL classroom, teaching approaches related to literature. Regarding the teachers' reading habits and experience, it was found that the youngest group of teachers (i.e., under 30) enjoyed reading literature the least, followed by the next group (i.e., 31-49 years), while teachers over 50 enjoyed reading the most. The youngest group also had had less exposure to literature at university than their more experienced colleagues. They also felt that literature had helped them less as language learners. The youngest group used literature less frequently compared to the two other groups; and they seemed to encourage their students to read less frequently than their colleagues. The researchers found a significant correlation between the frequency of using literature in the classroom and "how useful and enjoyable they found literature to be as learners" (Calafato & Paran, 2019, p. 35). Apart from yielding some interesting results, the study also offers some notable pedagogical implications. As remarked by the researchers, the general decline in reading among teachers may have a crucial impact on their students. As these teachers cannot serve as role models in reading, it is likely that their students may have even less positive attitudes towards reading literature. Therefore, literature should be included in teacher training programmes, the trainees should not only learn the theoretical background but they should be equipped with some practical ideas on how to tackle a literary text and how to incorporate literature in their language classes.

This demand is supported by the results of a study carried out in a western county of Ukraine by Nagy-Kolozsvári and Gordon Győri (2022a). 118 English language teachers participated in the questionnaire study which inquired into their attitude towards children's literature and their experience of using it. Solely 28.8% of the participants incorporate children's literature in their lessons and 51.7% do not use them at all. Based on the respondents' answers the researchers found four major obstacles to the use of literature in EFL lessons:

availability of children's literature, preparation time, packed curriculum; and finally, lack of training.

2.3.4.2 University Teachers' and Students' Reading Habits and their Attitudes towards Reading. For the purpose of investigating the use of literature in the tertiary EFL classroom, it is ineluctable to understand university students' reading habits and their reading preferences. Several examples below address a highly important question: what attitude towards reading and literature trainee teachers, i.e., future primary and secondary school teachers, have. Unfortunately, there is a dearth of research on university tutors' reading habits and attitudes towards reading. Few studies address university tutors' attitude towards reading and reading skills as presented in this dissertation, but more examples would be beneficial as personal reading habits are believed to elucidate language teachers' stance on the use of literature in the foreign language classroom. First, studies investigating university students' reading habits, then university tutors' reading habits are described. Apart from adding more depth to the study, the studies below are believed to offer some pedagogical implications and recommendations for teaching literature at university.

Manna and Misheff (1987) explored university students' perceptions of reading and their reading habits. The participants included students who attended children or adolescent literature courses. The researchers compiled a reading autobiography instrument which included open-ended questions addressing the students' previous reading experiences and reading habits. The participants were asked to respond to the questions in the form of a report. More than 1000 autobiographies were collected; and the authors randomly chose 50 for analysis. In this way, 25 undergraduate students enrolled in teacher training programmes and 25 graduate students in reading participated in the research. Based on the reports, two types of readers were distinguished by the researchers: the reduced reader who is a reluctant reader due to experiencing discomfort with reading and the transactional reader who is a confident reader having had positive influences and experiences connected to reading. Although students confessed having had both positive and negative reading experiences at home and in school, the writings reported on more positive experiences outside of school and more negative in-school experiences connected to reading. The final sections of the reports included some recommendations for enhancing positive attitude towards reading. Students highlighted the importance of teachers as role models and that students' personal preferences and interests should be taken into consideration when the teacher selects reading materials for them; personal involvement and variety in texts were also mentioned.

Hirvela and Boyle's research (1988) aimed to find out the genre preferences of EFL university students and their difficulties connected to reading literature in English. The participants were Hong Kong Chinese adults who studied part-time for a degree in English language and literature. The researchers distributed a questionnaire among second-year students before beginning their literature courses, then to second-year students the following year and a follow-up questionnaire to the third-year students. Although the final number of respondents is not shared in the article, the findings are still helpful to broaden the scope on university students. In alignment with the above-mentioned studies, the students preferred reading prose fiction to poetry (novel: 44%, short story: 43%, drama: 7%, poetry: 6%). They mostly feared reading poems (73%), followed by plays (20%) and novels (7%). Considering troublesome aspects, they admitted having difficulties with interpretations (41%); experience impediments caused by unknown vocabulary (27%), cultural or philosophical differences (12%), literary styles and structures (11%). A specific strategy based on a student survey is proposed by the authors, namely that students' attitudes should be taken into consideration along with the teacher's purposes and text choice when designing a literature course.

In another study, but still focusing on university EFL students, Mokhtari and Sheorey (1994) investigated the relationship between language proficiency and reading habits. The sample included 158 international students from one university located in the United States. A survey on reading habits was distributed among the subjects. The students with a higher level of proficiency read more academic texts than their less proficient peers; and there were no significant differences between the two groups in terms of non-academic reading. Similar results were found in terms of reading time: more proficient students spent more time on reading academic texts (15.7 hours per week on average) than less proficient students (11.8 hours per week on average). No significant differences were found in the case of non-academic reading. Based on the results, the researchers claim that the students did not spend as much time on extracurricular reading as on academic reading because of lack of time or they might have read for pleasure more in other languages. Regarding reading problems, only one significant difference was spotted between the two groups: the less proficient group thought that the lack of necessary vocabulary impeded reading comprehension. Other areas were mentioned and examined as well (speed, comprehension, reading skills) but no significant differences were found.

Some studies address specifically trainee teachers exploring their past reading experiences and their attitude towards reading. Applegate and Applegate's (2004) study investigated the reading habits of students enrolled in teacher training programmes in

elementary education. The pilot study involved 195 university students from two U.S. institutions. The instrument was a questionnaire that included mainly open-ended questions tackling the following topics: reading during the summer (to measure the frequency of reading activity), favourite authors, previous reading experiences in school and at home, early reading experiences in school. Based on the level of enjoyment in reading and the amount of reading done in the summer, 54.3% of respondents turned out to be unenthusiastic readers and only 6.7% were regarded as avid readers. A positive correlation was found between successful early reading experiences and the level of enjoyment in reading. A follow-up study yielded similar results. 184 prospective elementary school teachers from the same institutions participated in the study. Although the percentage of unenthusiastic readers decreased, it was still concerning: 48.4% were categorised as unenthusiastic readers. A significant correlation was found between reading experiences at university and the level of enjoyment in reading implying that tertiary education still has an impact on students' attitudes towards reading.

The instrument was replicated in another research conducted by Nathanson et al. (2008). The study involved students enrolled in teacher training programmes at a college located near New York. The sample included 747 prospective teachers who filled in a questionnaire on their reading habits during the summer and their previous reading experiences. The results show that 48% of the students read two or more books, 25% read one book, 2% were reading a book, 10% read only articles and 15% did not read at all during the summer. The researchers divided the sample into two groups: unenthusiastic (i.e., no enjoyment or little enjoyment in reading) and enthusiastic (i.e., moderate, great and tremendous enjoyment in reading) readers. Thus, 139 respondents (18.6%) were considered to be unenthusiastic readers and 608 (81.4%) respondents were regarded as enthusiastic readers. Regarding possible impacts on reading habits, the researchers found that a role model in reading is vital in forming learners' attitude towards reading. 56% of the unenthusiastic readers did not have a primary school teacher who loved reading, whereas 64% of the enthusiastic readers had a teacher in primary school who could serve as a role model in reading. The respondents seemed to have rather negative reading experiences at college: only 38% evaluated their reading experiences at college as positive, while 62% found their reading experiences at college negative or neutral.

In another study focusing on future teachers, Huang (2017) investigated the reading habits of pre-service teachers majoring in education at a university located in the Southwestern United States. In the mixed-method study, 395 students filled in a questionnaire and 45 of them took part in interviews and in classroom observations. The results of the questionnaire showed that 19.5% of respondents spent 1-4 hours per week on reading for pleasure while 46.5% did

not read at all in their leisure time. 38.4% of students spent 1-4 hours per week on reading academic texts and 25.7% did not spend time on reading academic texts at all. Although there were students who spent more time on reading, their numbers declined with the hours. The data also indicated positive correlation between the time spent on academic readings and on reading for pleasure. The use of Internet plays a significant role in students' everyday reading, as shown by this study as well, since online reading positively correlated with the amount of time spent on reading. Regarding their childhood reading experiences, 53.2% of respondents claimed that their parents had often read to them; however, no correlation was found between the regularity of being read to and the reading time spent on academic or non-academic texts. Being read to correlated positively with the respondents' choice of genres: bestsellers, graphic novels and comic books, or magazines. The qualitative investigations revealed that three factors had an impact on reading time: class time, part-time jobs and the use of mobile phones. The majority (43 of 45 students) claimed that teaching styles, materials used in class and assignments influenced both their academic and extracurricular reading habits. All participants agreed that the use of ICT and interactive methods encouraged them not only to take part in classes but also to read more about the texts.

Although the referred studies did not target specifically EFL teachers, the results are applicable to the present context as well. The prospect of nurturing teachers who are unenthusiastic readers is quite alarming. The results of the studies are quite concerning as those prospective teachers who do not enjoy reading and do not have a positive attitude towards literature cannot be role models for their students and they have minor impact on their attitudes towards reading. This group of teachers may maintain and reinforce the Peter Effect. The term refers to "the condition characterizing those teachers who are charged with conveying to their students an enthusiasm for reading that they do not have" (Applegate & Applegate, 2004, p. 556). Since teachers' beliefs have a substantial influence on classroom instruction, it is likely that some teachers will not be able "to promote aesthetic reading through their instruction because they have had no experience with it" (Applegate & Applegate, 2004, p. 561), thus the Peter Effect will be passed onto many students; i.e., "the cycle will remain unbroken" (Applegate & Applegate, 2004, p. 561).

Although teachers' attitude towards literature may have a significant impact on their teaching, there seems to be a paucity of research addressing university teachers' perceptions of reading. One exception is a study conducted in the Lithuanian context. Kuzborska (2011) explored teachers' beliefs about reading and the impact those beliefs have on their teaching practices. Eight English language teachers from a Lithuanian university took part in the

research. All the participants had been teaching English for academic purposes to first-year university students for years but they also had some EFL teaching experience. The findings show that teachers' beliefs are reflected in their classroom practice. The participants believed that vocabulary, translation, reading aloud and whole class work (e.g., discussing the meaning of words in whole class work mode) are indispensable in their students' language learning. Thus, their classroom activities included vocabulary-focused tasks and translation. Almost no group work was conducted in class. The majority of teachers followed a skills-based approach to reading, so they regarded reading mostly as a decoding process and they focused on language skills and language-related areas. Most importantly, the teachers believed that their advanced level students had had enough previous English reading experience, they had developed the necessary reading skills and strategies, thus no further guidance was needed, it was sufficient to assign tasks and check homework.

Another example is a quantitative study conducted by Sutherland and Incera (2021) at an American university. One purpose of the research was to explore university instructors' opinions on critical reading skills. Altogether 128 instructors filled in the questionnaire; the sample consisted of instructors from six colleges. Although the respondents presented various fields, the results are thought to be relevant to the present context as they shed some light on the importance of reading skills in tertiary education. The questionnaire included some reading-related questions and 35 critical reading behaviours that the respondents had to rate. Based on the grouping of critical reading behaviours, five critical reading skills could be distinguished: skimming, reviewing, synthesising, questioning and applying. The respondents rated more complex skills (applying, questioning and synthesising,) as more important and useful than simpler skills (skimming and reviewing). However, as the researchers noted, understanding the meaning of a text is a prerequisite to applying more complex skills such as applying information from the text. Regarding their practice, there was some moderate correlation between the importance of certain skills and the instructors' practice. The largest correlation was found for reviewing, which implies that those respondents who regard reviewing significant "are more likely to take time out of their lectures to review the text" (Sutherland & Incera, 2021, p. 16). Despite the fact that applying was considered to be the most important skill by the respondents, the correlation was the smallest. The researchers remark that the reason for this may be related to lack of experience, so the instructors are not certain how to "model this skill" (Sutherland & Incera, 2021, p. 16). Although these findings are intriguing, it has to be noted that "the overall correlation was moderate", which "implies that faculty opinions of the usefulness of specific

critical reading skills do not directly translate into spending more lecture time teaching those skills" (Sutherland & Incera, 2021, p. 16)

Regarding university EFL teachers' reading habits, no research was found. The relationship between teachers' reading habits and their classroom instruction has been researched before, however, not in tertiary educational context. For instance, it was found that elementary school teachers who valued reading the most were more likely to implement instructional strategies (i.e., silent reading, discussion, literature circles, sharing thoughts and opinions, book recommendations) in their lessons (McKool & Gespass, 2009). The results of McKool and Gespass' (2009) research suggest that teachers' reading habits and their attitudes towards reading affect the way they approach reading in class. In order to form a clearer picture of university students' reading habits, it is highly important to explore university tutors' reading experiences and their instructional practices. Therefore, it would be crucial to fill in this research void.

2.3.4.3 University Teachers' and Students' Views on the Use of Literature in the EFL Classroom. Several studies focusing on the use of literature have been carried out in the tertiary educational context. These classroom experiments mostly focus on methodology such as how to implement literary texts in language classes, what activities to use and students' perceptions of working with literary texts in the EFL classroom. Some studies narrowed their focus down and addressed a certain type of literature (e.g., Lao & Krashen, 2000) while others selected a particular activity (e.g., Kusanagi, 2015) or a skill (e.g., Kuze, 2015) as summarised below.

In a study conducted by Lao and Krashen (2000) the impact of using popular literature in the EFL classroom was investigated. The experimental study focused on vocabulary acquisition, reading competence and reading attitudes. 91 university students participated in the research and they were asked to read six books in one semester. The students were asked to read the texts before coming to class, then they discussed the readings in class. Reading strategies (e.g., relying on context to get the meaning of unknown words, reading for gist) were explicitly taught in class. The control group consisted of 39 students majoring in social sciences who took part in an academic skills development course covering the four language skills. They were given a vocabulary test at the beginning and at the end of the course; and the results show that the members of the treatment group acquired significantly more words than the control group. Regarding the participants' attitude towards reading, the treatment group generally seemed to be more enthusiastic about it. The majority of the experimental group (96%) was

mostly interested in reading for pleasure while the comparison group admitted that they were not interested in reading for pleasure or they were indecisive. Most members of the experimental group (97%) thought that the course with literature would help them in their future studies; and 91% agreed that reading for pleasure is a better approach to learn English than formal instruction. The majority of the students in the comparison group (56%) did not find their lessons so helpful and they were rather indecisive about reading for pleasure to develop their English (69%).

Another example of a certain type of literature is the experiment conducted by Leal (2015). Children's literature was incorporated in a short, intensive university course to "improve students' linguistic, cognitive, and socio-emotional skills" (Leal, 2015, p. 199). Eight Japanese students participated in the course whose English level was low-intermediate. The texts included two versions of the well-known fairy tale, Little Red Riding Hood and Japanese tales of the students' choice. The reason why this particular fairy tale was chosen was twofold: the familiarity of the story could enable students to recognise that literature is not a distant medium; and the familiarity of the content could be reassuring to the students. The activities included pre-reading, during-reading and post-reading tasks. The two stories were introduced separately (i.e., the students read each text, did some vocabulary and discussion activities), then the stories were compared and contrasted. Afterwards, creative writing activities were introduced; and finally, students were asked to choose a Japanese tale and they received some tasks related to the stories. With the help of the texts and tasks, students were able to improve their linguistic skills. The students were given a vocabulary review that they completed in pairs (i.e., students with lower vocabulary fluency were paired with higher vocabulary fluency students). The results were positive: the pairs scored 14 and 15 points out of 22. Moreover, seven of them strongly agreed and one agreed with the statement "I believe the group work in this course helped me understand more about English reading texts" (Leal, 2015, p. 206). The students were also able to develop their critical thinking skills through the texts. They were asked to write comprehension questions in pairs; as they were brainstorming, they managed to shift from lower-order questions to higher-order questions. The study yielded some notable guidelines. Since the students received a familiar text, they could "focus on the new strategies and mechanics of reading and writing" (Leal, 2015, p. 213), thus "reading was not solely an act of comprehension of meaning" (Leal, 2015, p. 213). The students shared the unknown vocabulary with each other which created a safe learning environment for them and their confidence improved. Since instead of receiving comprehension questions the students created

comprehension questions, they engaged in higher level of thinking; and as their questions were answered by another pair, the students' text comprehension was also assessed.

Some researchers focused on specific aspects of the use of literature in the EFL classroom while investigating EFL students' perceptions of the use of literature. For instance, Kusanagi (2015) investigated the implementation of literary reading circles and essay activities in a general EFL course. The participants were 29 first-year medical students at a Japanese university. During the classes, students were provided with simplified, shorter texts and later on they also read a novel. Reading circles were formed during the classes so that students could discuss the texts and share their interpretations with each other. At the end of the semester, the students were asked to write a reflective essay and book reports on the novel and to fill in a student questionnaire. The majority of the students (90%) claimed that they had enjoyed reading the novel; and several students (31%) remarked that the plot had made them think about the issues raised in the novel. Although the plot is set in a dystopian world, it raises some important questions on cloning and human rights, so the medical students found the topic relevant to them; they discussed the issue, formed opinions, asked questions in English and showed empathy. Therefore, communication skills, cultural skills and personal development were also included in the classes apart from the language aspect. Considering their reading habits, the majority of the students (92%) did not frequently read in English and surprisingly, several students (62%) had not taken part in discussions in English before the course.

In a long-term study, the potential of literary texts with specific focus on composition classes was investigated. Kuze (2015) used four short stories accompanied with writing activities for four years including altogether 75 Japanese students from international studies. A questionnaire exploring their opinions on the use of literary texts and activities in general and in the composition course. In general, the participants held positive (33%) or fairly positive opinions (56%) on the use of literature as the texts can be enjoyable (51%), they can enhance cultural understanding (49%), language development (43%) and personal growth (12%). Some students (10%) had fairly negative views on the use of literature arguing that reading literature is difficult, not motivating and not useful. The results were similar in the case of composition classes: most students expressed fairly positive opinions (61%) followed by positive (25%) and fairly negative views (11%).

The last two examples of an experiment that involve university students broaden the scope of research. In her experimental research, Yimwilai (2015) included 78 Thai university students from two universities. The students were randomly assigned to treatment and control groups at both institutions. In the treatment group, the integrative approach was followed,

therefore methods included three aspects and phases: language aspect (students received a literary text with a vocabulary list that they read at home), cultural aspect (the tutor provided some background information in the pre-reading stage) and personal enrichment (discussion in class). Some post-reading activities were also used. The control group experienced a more conventional practice: they received lectures from the instructor, they were passive listeners in class. The instruments included an achievement test that aimed to measure the students' literary knowledge; a test that examined critical thinking skills; and finally, a questionnaire on students' attitudes towards literature. The students were taught for eight weeks. Before the actual lessons, they were asked to fill in a test on critical thinking skills. At the end of the experiments, the participants completed the achievement test, the critical thinking skills test and the questionnaires. Both methods seemed to contribute to the development of critical thinking skills as the scores of both groups were significantly higher after the treatment. Regarding the achievement test, the scores of the treatment group were higher than those of the control group. At both universities, the treatment group had more positive attitude towards literature than the control group. The results imply that literature can be incorporated in the EFL classroom, moreover, the integrative approach seems to be more effective compared to the traditional way of teaching literature. Although these results lead to some important pedagogical implications, certainly more empirical investigations are required to support the effectiveness of the integrative approach.

In a pilot study with the purpose of designing and testing literary texts in the EFL classroom, Romero and Bobkina (2015) implemented a model called the Tasmanian Integrative Model in their classes. According to this model, literature can be approached from various angles: linguistic, social, cultural and literary perspective. Altogether 36 second-year university students majoring in modern languages participated in the project. The researchers incorporated literary texts in their English language classes for six weeks; and the students were asked to fill in a questionnaire consisting of 20 questions. First, the participants' opinions were sought on the use of literature for language development purposes. Next, their thoughts on their improvement related to language use were sought. Some questions focused on personal growth; and students' perceptions of the use of literature for cultural knowledge were also explored. Similar to the previously summarised studies, most students agreed or strongly agreed that literary texts are beneficial for vocabulary building (88.9%), reading (83.2%) and writing skills (83.47%) development. The students did not find literary texts as suitable for developing language use as for language usage: a slightly bit more than half of the participants believed that literature enables communicative, contextual and authentic use of language. Regarding

personal growth, most agreed or strongly agreed that literature improves critical thinking (83.4%), creativity and imagination (77.8%), provides a better understanding of life (72.2%), however, a bit more than half of the group (52.8%) thought that literature engages emotions while reading. Most students (94.4%) thought that literature enables one to understand the traditions, habits of English-speaking cultures better and it improves their knowledge of arts and literature (94.5%). According to the majority (83.3%), cross-cultural understanding is also developed by literature.

In addition to experiment-based examples, another research must be mentioned as well which aimed to explore university students' attitude towards children's literature (Nagy-Kolozsvári & Gordon Győri, 2022b). The questionnaire study involved 126 English majors from an institution located in Ukraine. The data shows that the respondents had some, although not much, experience concerning the use of literature in EFL lessons. The majority of the respondents had not encountered authentic children's literature in their previous language studies (78 students out of 124); and some students (50 out of 124) had not used any graded readers in their previous language lessons. Despite the lack of experience, most students (110 students) would like to use children's literature in their future EFL lessons and only 8% (10 students) opposed the idea. Regarding the reasons why they would be willing to adapt these texts in their lessons, the respondents mentioned various arguments such as children love tales and these texts grab learners' attention. Focusing on language-related benefits, most respondents mentioned vocabulary building followed by reading skills development.

In comparison with studies focusing on university students, there is a dearth of research related to university teachers' views and perceptions of the use of literature. An interesting study carried out by Jones and Carter (2012) attempts to explore the reasons why literature is marginalised in university EFL courses. In their study, a questionnaire was distributed to twelve EFL teachers. The respondents were encouraged to not only fill in the document but also to leave some comments. According to the responses, the majority of the teachers (75%) regarded literature as a useful resource in teaching; many of them (66.6%) agreed that literature can enhance cultural awareness and language awareness. Half of the participants disagreed that literature is solely appropriate for advanced level students. Nevertheless, there were some concerns as well such as half of the participants were not sure whether students would react well to literature in class. More importantly, half of the group agreed that understanding literature is not what most students have to accomplish. Numerous respondents (66.6%) agreed that literary texts often include some difficult language and cultural references that students experience troubles with. Several teachers also agreed that the classroom time is not sufficient

for using literature and it requires a lot of preparation (agree: 41.6%, strongly agree: 16.6%). Some other valuable comments were also added by the participants that reflect the ones mentioned previously in the dissertation such as students would like to learn more practical English and they cannot see the relevance of literature; there are no resources available.

In summary, the claims of theoretical studies and the results of empirical investigations on the role of literature show that literary texts can be used for various purposes in foreign language education. However, as most studies focus on general classes where the focus is not on English majors, it would be interesting to see how literature can prepare and enable students majoring in English to meet academic requirements.

2.3.5 Principles of Incorporating Literary Texts in the EFL Classroom

Several factors must be considered prior to the use of literature in the foreign language classroom. Based on the theoretical literature and empirical studies, numerous principles should be borne in mind by the foreign language teacher. First and foremost, the difference – which might be evident – between native readers and non-native readers must be emphasised. Next, there are certain misconceptions regarding the appropriate age and level of students which have to be addressed. Lastly, some practicalities such as text choice and activities have to be considered.

2.3.5.1 Student-related Criteria. The way how a text is approached and taught depends considerably on the students, primarily, whether there are exclusively non-native speakers or also native speakers in the classroom. Other student-related factors that are assumed to be important include age, language level and personal factors (e.g., reading background, literary tastes). Although these aspects must be considered by teachers prior to the use of literature in class, they should not be regarded as impediments.

Literary texts, including both high- and low-literature, as authentic texts have been written primarily for native speakers but it does not mean that literary texts are unattainable to EFL students. It is certainly impossible and unhelpful to expect EFL students to read a literary text as a native speaker (Brumfit & Carter, 1986a) since they have to cope with linguistic challenges as much as with cultural and conceptual gaps (Bland, 2018a; Collie & Slater, 1987). Bearing the differences in mind, EFL students should be encouraged to respond to texts, they should be motivated to "to approach them [literary texts] with increasing command of different levels of language organization so that they can systematically check and work out *for themselves* the expressive purposes a writer might embrace in fulfilling or deviating from

linguistic expectations" (Brumfit & Carter, 1986a, p. 20). For instance, the right questions can help students understand and respond to these texts. In the case of a non-native class, numerous low-order questions are needed even if the questions are too straightforward to answer (Long, 1986). Questions aim to provide some help that guide the learner to explore the text that would be otherwise impossible (Long, 1986). However, this does not mean that high-order questions should be reserved solely for native speakers, on the contrary, EFL students must face high-order questions after some careful preparation, e.g., using low-order questions.

Another aspect which has an impact on text choice and approach to texts is the language level of the students. Since literature is considered to be difficult, it is frequently studied in advanced level groups. Although not stated explicitly, there seems to be an assumption "that at a certain point learners come to the 'end of language', and that the only way to keep stretching them, and sorting out the sheep from the goats (what sociologists call the gate-keeping function)" (Parkinson & Reid Thomas, 2000, p. 10) is by studying literature. Certainly, there are numerous other alternatives to literature that could challenge advanced level language learners (Parkinson & Reid Thomas, 2000); however, the language threshold for teaching literature has led to debates. Evidently, some language competence is required for one to have proper access to literary texts (Brumfit & Carter, 1986b), but it does not mean that literature cannot be used in lower-level language groups. A significant number of examples show how nursery rhymes, picture books and story apps can be used with young learners or primary school students (Bland, 2018c; Brunsmeier & Kolb, 2018; Ellis, 2018; Ghosn, 2002), how young adult literature are discussed with adolescent learners (Bland, 2018b; Rönnqvist & Sell, 1994; Webb, 2018). For instance, Ghosn (2002) is an advocate for the use of authentic children's literature in primary school settings listing similar benefits to the ones already described in section 2.3.3: authentic texts are motivating; they contribute to language learning; they stimulate critical thinking skills. Lastly but most importantly, "good literature deals with some aspects of the human condition, and thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes" (Ghosn, 2002, p. 173). As the examples show, the age and the language level of students should not deter teachers from using literature in class, rather the concept of literature should be broadened to include various genres. The core of the problems may lie in that most associate literature with the canon and the classics, thus teachers and students refrain from literary texts and deprive themselves of a pleasant reading and teaching experience.

Most importantly, it must be noted that teachers do not teach specific texts but they equip their students with the skills and tools that are necessary for reading any major literary (Brumfit & Carter, 1986b), therefore primarily not the language of texts but the way how these texts are used has a long-lasting impact on students. Nurturing successful readers is of utmost importance regardless of age and language level.

2.3.5.2 Criteria for Text Selection. One of the great challenges teachers face is the problem of having access to appropriate literary texts (Bland, 2018a), which are in accordance with the aims of the lesson but also maintain and engage the learners' interests. It is certainly a demanding task to select suitable texts for a language group, however, some preliminary criteria may aid and encourage teachers to incorporate literature in their language lessons. Numerous factors should be considered and evaluated to determine an appropriate list of criteria for including literature in the EFL classroom. In general, universal items are included in most lists of criteria, nevertheless, there might be some factors that are restricted to the age or language level of the group. In addition, the importance of each criterion "can be decided only in the light of a specific situation" (Littlewood, 1986, p. 182), therefore multifarious factors should be considered along with the criteria for text selection.

One list of criteria is provided by Littlewood (1986) who highlights that literary texts should be appropriate in terms of language as learners are likely not to appreciate a text for which they are not ready linguistically. The style of the chosen text is equally important: some learners aim to develop their language competence, thus archaic texts should be avoided; while others are interested in language varieties, so a wider range of texts can be offered to them. The interest and relevance of the text should be highlighted and learners must be equipped with the necessary knowledge that the text necessitates from its reader. It is important to take the underlying meaning of the text into account when considering relevance. It should be added that in some cases the aim is to ensure that students get familiar with literary history and the context of the text, which may have an impact on text selection, too.

Brumfit (1986) focuses on all types of literary texts when a list of criteria is set. The language level of texts is emphasised here as well complemented by the cultural level of texts. Although some texts may be linguistically difficult, they may be more approachable regarding the projected cultural knowledge and values: "[f]or example, nineteenth-century literary modes are culturally closer to the reading experience of relatively unsophisticated readers than are many contemporary works" (Brumfit, 1986, p. 189). Although the wording of the quotation may be a bit unfortunate, its point should be noted: there is often a lack of correlation between

one's linguistic skills and literary understanding (Brumfit, 1986). The length of texts is an important criterion as well as their "[p]edagogical role (in relation to the literature-literature or literature-life connections)" (Brumfit, 1986, p. 189). It is also important that genres are well-represented in the classroom. The last criterion proposed by Brumfit (1986) is not relevant in all language-teaching contexts as it is quite specific. In some cases, the "[c]lassic status (or 'face validity')" (Brumfit, 1986, p. 190) of texts may be motivating for some learners.

Focusing on learners between the ages of 8 and 18, a longer list is compiled by Bland (2018a) which mentions ten criteria including both student- and text-related factors. Regarding the text, the content has to be "generative – providing material for deep reading and genuine communication on complex dilemmas" (Bland, 2018a, p. 12); also, it has to have some literary value, and most importantly, it has to be accessible in terms of language and content. The story should have some relatable characters and the plot has to be moving, imaginative and informative at the same time. Readers should be provided with some opportunities for using their creativity and problem-solving skills. Moreover, they should be challenged by the text, invited to re-evaluate and refresh their previous knowledge and beliefs. For some age groups, the packaging and the length of the text are crucial; also, it might be important that the text provides opportunities for learners to discuss it with their peers, so the text should be well-known within the group (Bland, 2018a).

Despite the fact that learner- and lesson-related criteria are of utmost importance, EFL teachers should be also noted. As Paran (2017) emphasised in an interview, teachers should take their own taste and preferences into account when they choose a piece for their lessons. The love for literature is contagious, "[t]he most important thing is to like the literature – it's the affective response, going back to Louise Rosenblatt (1983)" (Bibby & Husson Isozaki, 2017, p. 17)

The discussion of text choice may naturally lead to the question of genres: whether some genres are more appropriate materials in the EFL classroom than others. Poetry may seem to be the most challenging genre (Parkinson & Reid Thomas, 2000) for various reasons: students may have less experience in reading poems, or they may be intimidated by the difficult or unusual language (Paran & Robinson, 2016; Parkinson & Reid Thomas, 2000). However, poetry is a noteworthy resource because of their variety in terms of length, topic and language. Like poetry, drama may also present some challenges: most dramas are rather long, many of them contain old-fashioned or sometimes very modern language and students may experience difficulties when reading the text, for example, visualising the scene or following the dialogues (Parkinson & Reid Thomas, 2000). Most of these obstacles can be removed if the students "go beyond the

printed text and experience it as a play" (Paran & Robinson, 2016, p. 100). Extracts – if carefully chosen – provide some valuable opportunities both for language learners and teachers. Probably the least uncomplicated and most popular genre is short stories. They are frequently used in classrooms for the obvious reason of being short and accessible, "they generally require less contextualisation than longer fiction, or, in a different way, drama, and they are generally less linguistically complex than poetry" (Parkinson & Reid Thomas, 2000, p. 80). Finally, novels are probably the most ambivalent genre. On the one hand, their length and complexity are rather daunting both for the teacher and the students; on the other hand, they provide opportunities for extensive reading and for enduring work on one text and topic (Paran & Robinson, 2016).

All genres have a place in the EFL classroom but they must be carefully selected and appropriate activities must be designed to supplement the chosen texts. Collie and Slater (1987) emphasise the importance of personal involvement stating that any literary work is suitable for language learners on the condition that it seeks reactions from the learners and stimulates involvement with the text.

Apart from the above-mentioned criteria, some external factors should be also considered. The current situation and all the ongoing changes pertinent to the English language and EFL affect the way how literature is included in an EFL lesson. Such changes involve more students who may not have read literary texts before; variety and changes in the language (Maley, 2012); English proficiency as an expectation in the job market, etc. These expectations may be satisfied with the help of careful text selection and the way how these texts are used in the classroom (Maley, 2012).

2.3.5.3 Guidelines for Compiling and Designing Activities. It is certainly an onerous task to select appropriate literary texts that fit the pre-determined criteria but it is equally challenging to compile activities that are custom-made for any EFL group. Despite the lack of ready-made worksheets, some guidelines and resource books may provide some guidance for EFL teachers.

Six objectives are proposed by Collie and Slater (1987) that they also considered when designing activities to accompany literary texts in the EFL classroom. Most importantly, the variety of student-focused activities should be ensured by the teacher, which is of utmost importance when the students are not specialised in literature or they are not avid readers in the target language. The activities should supplement the text and activate the learners' different faculties. Various work modes should not be neglected as reading a literary text is not necessarily a solitary experience, students may help each other explore various interpretations

and absorb the text. The activities should enable language learners to develop and express their own response to the text. Activities should support the target language use, they should encourage students to use the target language instead of translating. On the whole, the ultimate aim is to design activities that promote the integration of language and literature.

Focusing more on types of activity, one may distinguish between traditional and less traditional approaches (Parkinson & Reid Thomas, 2000). For instance, rote learning, reading aloud, translation and reworking of secondary literature are regarded as traditional activities. On the other hand, reading for pleasure (including extensive reading), reading for content, games, prediction and other guessing activities, performing, creative writing are labelled as less traditional activities used in communicative language teaching and related approaches. Nevertheless, as noted in 2.3.2, this distinction does not imply that less traditional approaches are better or more effective in any aspect, rather, they may provide some variety in the EFL classroom (Parkinson & Reid Thomas, 2000).

Probably the most typical task that is used to supplement any reading material is questions. Questions are indeed indispensable; however, it is of utmost importance to ask the right ones, which stimulate responses from students. One cornerstone is the pre-reading stage: before reading the actual text, asking questions "which attempt to create the right mental attitude for receptivity, a process known as 'set induction'" (Long, 1986, p. 47). Good questions definitely do not test students' background knowledge but they encourage students to relate to the text by answering questions, in other words, good questions help the students respond (Long, 1986). In an example proposed by Long (1986), some questions are posed before actually reading or listening to the parts of a story. Thus, induction is the first stage, then the presentation of the text. It is also important to note that lower-order questions are posed first so that students become actively involved in the text, then the complexity of questions increases step by step. The final stage could be a discussion on a topic that is (slightly) related to the text, so literature can be used as a springboard for further discussions and activities. Although Long (1986) focuses more on literature teaching than using literature in the EFL classroom, the insights are still valuable in the present context as well. Good questions are important both in literature teaching and in language classes where literary texts are used. Ultimately, learners in both contexts should notice that "the interest is in the text, and that the questions are only a means to better observation of that interest factor" (Long, 1986, p. 53) in both contexts.

2.3.6 The Hungarian Context

While reading skills have been investigated in Hungary before, not much attention has been given to EFL students. Some studies explored university students' reading habits and their habits in reading-related areas (like library visits), however, the samples included students regardless of their study fields. Three examples of such studies are summarised below followed by an inquiry that focuses solely on English majors. Nevertheless, before narrowing the scope down to university students, it is important to get to know the reading habits and preferences of the Hungarian population.

A large-scale survey was conducted in 2017 that investigated library visits, reading habits and preferences of the Hungarian population. The participants included 1502 children and 1500 adults. In his article, Tóth (2018) analyses and interprets the results, moreover, the results are compared to those obtained in previous years, thus revealing some interesting changes. For instance, it is not possible to discuss any positive or negative changes in terms of reading habits: while the number of those who did not read a book in the previous year decreased by 50%, those who regularly read a book (i.e., 12 books in one year) also decreased by 50%. It must also be added that the number of non-readers increased in the 1990s and 2000s; but more alarmingly, the number of non-readers among secondary school students have been constantly on the rise. Certain demographic differences may be observed as well as noted by Tóth (2018): there are more readers than non-readers among female, young and well-educated participants. The results of this large-scale survey are partly mirrored in the three examples of studies that investigated the reading habits of university students and which are described below.

Although library use was the main focus in Nagy's questionnaire study (1998), university students' – including English majors – reading habits were also investigated. The sample included 400 students from 8 different institutions. Most respondents managed to read one book per month (42.2%) and only 2% did not read. Most students read books written in the first half of the 20th century (20.3%) followed by the ones published after 1991 (19.4%). Regarding the genres, nonfiction was the most widely read genre (27.8%), next 20th century literature (24.8%) and lastly romantic books (0.8%). Some canonical writers of Hungarian literature (e.g., Mór Jókai: 12%, Jenő Rejtő: 7.2%) seem to have been more popular than some writers who are popular at the time the research was conducted (e.g., Robert Merle: 4.7%, Agatha Christie: 3.2%). These results are in parallel with those of the large-scale research conducted in 2017.

In their large-scale study Kóródi and Herczeg (2006) aimed to explore university students' reading habits. Various topics such as online reading habits and library visits were investigated with the help of a questionnaire. Considering their reading habits, 93.8% of the respondents regularly read, however, only 29.3% read frequently. Similarly to the large-scale study from 2017, a significant difference was found in terms of gender: female students seem to read more compared to male students. While 7.2% of the male students admitted that they did not read, only 3.3% of the female students responded the same way. 24.5% of the male students read frequently, however, the percentage of female students is higher (32.7%). Regarding the number of books, male students had read 11.37 books on average while female students had read 16.77 books in the previous year. While no significant difference was found between the two groups in terms of secondary literature, there were differences between their literary reading habits. For instance, the number of students who did not read literature at all (male: 34.2%, female: 16.6%) or who read literature more times weekly (male: 10.6%, female: 15.3%) show some differences between the male and the female students.

In their questionnaire study, Hódi and Tóth (2019) explored Hungarian first-year university students' reading comprehension skills in Hungarian. The sample included 1351 university students who filled in a reading comprehension test and a questionnaire which focused on their attitudes towards reading. The findings are quite reassuring: 73.2% of the respondents had positive attitude towards reading and solely 10% had negative feelings towards reading; 74.4% thought that reading was not a waste of time and only 8.4% regarded reading as a time-wasting activity. Furthermore, 17% of the respondents read only when they were obliged to read and the majority of the students (90.4%) liked reading when they could choose their reading materials. The researchers found that there is a correlation between good reading comprehension skills and positive attitude towards reading. Another finding is that most students seemed to have the comprehension skills that are required in tertiary education. These findings are quite reassuring; however, it must be noted that all first-year majors were involved in the study and reading in Hungarian was the focus of interest. Despite the fact that reading has been investigated in Hungary, and that using literature in the EFL classroom is researched in foreign contexts, it is an area which still has to be explored in the Hungarian context.

Although reading skills and strategies have been researched in Hungary as well, most studies put a premium on cognitive and pedagogical aspects of reading as noted by Szűcs (2017). Szűcs (2017) aimed to fill in this research niche by investigating first-year English major BA students' reading strategy awareness in her mixed methods study that involved a questionnaire, a content analysis and an interview study. The piloting of the questionnaire led

to some questions in connection with the students' former reading strategy training, therefore, the questionnaire was accompanied by the content analysis of the syllabus for the Hungarian language and communication subject at secondary schools. Instead of choosing foreign language classes, the researcher opted for the Hungarian language and communication subject as it is much more controlled (i.e., the coursebook options are much more limited than in the case of foreign languages); moreover, the school leaving examination in Hungarian language and literature measures students' reading comprehension, so "high school students theoretically should receive extensive instruction on how to read effectively" (Szűcs, 2017, p. 66). Altogether 59 first-year English majors filled in the questionnaire which was based on the instrument called Survey of Reading Strategies developed by Mokhtari and Sheorey (2002) (adapted from Mokhtari & Reichard, 2002). The second instrument was an interview which involved 3 first-year students. The data analysis revealed three positive correlations between global reading and problem-solving reading strategies, between global reading and supporting strategies, and between supporting and problem-solving strategies. This implies that "high awareness of one type of reading strategy can result in being more aware of one's reading strategy use in general" (Szűcs, 2017, p. 67). None of the participants had received any training in using reading strategies in their Hungarian language and communication lessons or in their foreign language lessons. The results imply that first-year English majors' reading comprehension skills have to be improved and students have difficulty with the use of reading strategies.

As it can be seen, some studies investigated the reading habits of university students, however, the latest one was published in 2006. Moreover, these examples focus on university students regardless of their study field, thus no data on English majors have been found. University students seem to be neglected when reading skills and strategies are in question. Apart from the paper written by Hódi and Tóth (2019) and the research conducted by Szűcs (2017), no other example was found.

Regarding the use of literary texts in the EFL classroom in the Hungarian context, no such research has been detected that investigates students' and teachers' experience and opinions. There are some studies that address the role of literature in the foreign language classroom and offer some pedagogical implications (Kovács, 2014; Lipócziné, 2019; Szénási, 2012). Szénási (2012) presents some examples of the use of two texts in the German language classroom. The experiment included future primary school teachers; and two lessons were dedicated to the texts. The two examples described by Szénási (2012) intend to demonstrate how literary texts can be used with young adults or adolescents and young learners. While Szénási (2012) focuses on the German language classroom, Kovács (2014) presents some of

her worksheets that were used in Hungarian as a foreign language lessons. Another example from the Hungarian context focuses on the theoretical aspect of using literary texts in the foreign language classroom: Lipócziné (2019) advocates for the use literature in the foreign language classroom by listing its benefits and arguments. However, students' and teachers' perceptions do not play an important role in these investigations.

This dissertation intends to fill the void by examining six main issues. The research project investigated first-year English majors' reading habits, reading skills and strategies from their own point of view. The students' perceptions were complemented by the tutors' perceptions. The literature and EFL tutors' expectations towards first-year English majors in terms of reading were also addressed. Apart from the topic of reading, this dissertation explores the use of literature in the EFL classroom: first-year English majors' opinions as well as EFL tutors' perceptions and practices are addressed. Finally, this dissertation attempts to provide responses to the question how literary texts can be used in the EFL classroom.

3 The Overview of the Research Project

This chapter provides an overview of the research project. First, the aims and the research questions are discussed followed by a presentation of the research project. Altogether four studies were conducted in this research project, which are introduced briefly in this chapter. A detailed description and discussion of the research design as well as of the results of the individual studies are included in the subsequent chapters.

3.1 Aims and Research Questions

The main purpose of the study was to investigate the role of literature in EFL classes in university English major programmes in Hungary focusing on teachers' and students' perceptions and teaching practices. In accordance with the main aim of the study and based on the literature, the study sought to find answers to the following research questions (RQs):

RQ 1 What are the reading habits of first-year English major university students?

RQ 1.1 What are the reading preferences of first-year English major university students in terms of genres that they choose to read in Hungarian and in English?

RQ 1.2 What factors motivate first-year English major university students to read in English?

RQ 2 How do first-year English major university students perceive their reading skills and strategies in English?

RQ 2.1 What views do first-year English major university students have on their reading skills in English?

RQ 2.2 What reading strategies do first-year English major university students use while reading in English?

RQ 3 What reading skills and strategies do EFL and literature tutors expect from English major university students?

RQ 4 How do EFL and literature tutors perceive the reading skills and strategies of English major university students?

RQ 5 How can the use of literary texts develop first-year English major university students' language skills in university EFL courses?

RQ 5.1 What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programmes?

RQ 5.2 What are first-year English major university students' perceptions of using literary texts in their EFL classes?

The aim of the first research question and its sub-questions was to explore the reading background of first-year English majors both in Hungarian and in English. More specifically, what type of texts they read in Hungarian and in English, how often they read in both languages and what factors motivate them to read in English. The second research question and its sub-questions focused on reading skills and strategies applied while reading in English from the students' perspective. The third research question addressed the expectations connected to reading skills and strategies of EFL and literature tutors. The fourth question explored the experience of literature tutors in relation to their students' reading skills and strategies used in literature lessons. The fifth research question and its sub-questions inquired into the use of literary texts in the EFL classroom. They explored EFL tutors' views and classroom practices, and first-year English majors' perceptions of using literary texts in their EFL classes.

3.2 An Overview of the Four Studies

Given the complex issues that the research project addressed, it followed the mixed-methods approach, so both qualitative and quantitative approaches were used (Creswell, 2009). In order to ensure that the diverse types of data lead to a thorough understanding of the reading skills and strategies used by the students enrolled in English major programmes, a questionnaire study addressed the student perspective while an interview study focused on the perceptions of tutors. Therefore, the first two phases were closely linked to each other, they investigated mostly the same questions from two different viewpoints; this approach is often referred to as *concurrent embedded strategy* (Creswell, 2009). The third phase included action research conducted by the teacher-researcher (Dörnyei, 2007); then, the action research was extended and carried out by three of the researcher's colleagues in order to gain a wider insight into and a better understanding of the role of using literature in the EFL classroom. The reason why action research was selected as the research method for Study 3 and 4 lies in its focus which "is on concrete and practical issues of immediate concern to particular social groups or communities" (Burns, 1999, p. 24). As the aims of Study 3 and 4 were to investigate a certain problem (i.e., how literary texts can be used in the EFL classroom) within a specific context, to

evaluate and reflect systematically on the use of literary texts, action research was chosen as the most suitable research method (Burns, 1999; Wallace, 1998). Both phases of the action research were also carried out to identify good and viable practices for including the use of literary texts in teaching EFL.

Following from the above, the research project included four studies. In phase one, a **questionnaire study** was conducted with first-year university students enrolled in English major programmes (Study 1) in an attempt to answer research questions 1, 2 and partly 5.2. In phase two, the focus was on EFL and literature tutors; an **interview study** was carried out involving four EFL and four literature tutors (Study 2). The interview study sought answers to research questions 3, 4 and partially 5.1. The third and the fourth phases were linked together. The third phase consisted of **action research**, where I carried out a longitudinal classroom study in which I experimented with literary texts and worksheets in my first-year *Language Practice* groups; and after each lesson, I asked for anonymous feedback from the students and I also wrote a research journal (Study 3). The fourth phase took the form of **extended classroom research** involving three EFL teachers who used the texts that I prepared in their classes, collected anonymous feedback from their students and then they were also interviewed (Study 4). The third and the fourth studies – complemented by the previously gained data– aimed to answer research question 5. An overview of the studies, research questions and methods are presented in Table 3.1.

Table 3.1

An Overview of the Research

Studies	Research questions	Methods of data collection / data sources	Methods of data analysis
Study 1	RQ 1; RQ 1.1; RQ 1.2 RQ 2; RQ 2.1; RQ 2.2 RQ 5; RQ 5.2	student questionnaire (253 questionnaires)	descriptive statistical analysis inferential statistical analysis
Study 2	RQ 1; RQ 1.2; RQ 3 RQ 4 RQ 5; 5.1	interview with EFL and literature tutors (8 interviews)	thematic content analysis
Study 3	RQ 5; RQ 5.1; RQ 5.2	action research research journal	descriptive and interpretative analysis thematic content analysis of the research journal
Study 4	RQ 5; RQ 5.1; RQ 5.2	action research, interview, student survey	descriptive and interpretative analysis thematic content analysis

The main aim of Study 1, which was a *questionnaire study*, was to explore the first-year English majors' reading habits, reading skills and strategies from the perspective of the students. Hence, a questionnaire was designed, piloted, then distributed among first-year English majors. The detailed description of the research design as well as the presentation and the discussion of the results of Study 1 are included in Chapter 4.

In order to involve the teacher perspective in the project, Study 2, an *interview study*, was conducted. It aimed to investigate the EFL and literature tutors' perceptions of their students' reading habits, reading skills and reading strategies. The participants included four EFL and four literature tutors who all taught first-year language and literature courses, so they had some teaching experience with first-year students. Chapter 5 includes the details of the research design and the presentation of the results followed by the discussion of the results.

The last two studies (i.e., Studies 3 and 4) focused on the use of literature in the EFL classroom. Study 3, in the form of *action research*, attempted to explore the ways how literary texts can be incorporated into English language lessons. Hence, a 1-year-long experiment was conducted in first-year language groups. Altogether eight worksheets were created and used in the main study, which accompanied twelve literary texts. The sessions took place approximately every second week in *Language Practice* classes. The findings are based on anonymous feedback forms sought from the students and the reflective journal written by the tutor. The research design of Study 3 is included in Chapter 6, where the results of Study 3 are also presented and discussed.

The last study, Study 4, which consisted of *extended classroom research*, aimed to complement Study 3. It focused on how literature can be used in English language lessons with the help of three EFL tutors. The participants – three EFL tutors at the university – received the collection of texts compiled and used in Study 3 and they were given a free hand to use one text each for any purpose; in addition, any activities could be used, and the length of the literature session was also the decision of the participants. The instruments in Study 4 included interviews with the participants and feedback forms from their students. No classroom observation was carried out as these two instruments yielded sufficient amount of data to complement the data gained in Study 3; moreover, the researcher's presence could have affected the lessons and the students' opinions. The findings are based on semi-structured interviews with the tutors and anonymous feedback forms from their students. Chapter 7 includes the detailed description of the research design followed by the presentation and the discussion of the results of Study 4.

In the subsequent chapters the studies are introduced separately. Each chapter details the research settings, participants, methods of data collection and analysis and – where relevant – also discusses limitations and ethical considerations. Therefore, Chapter 4 focuses on Study 1 (questionnaire study); Chapter 5 includes the detailed description of Study 2 (interview study); Chapter 6 involves Study 3 (action research); and finally, Chapter 7 elaborates on Study 4 (extended classroom research).

3.3 Ethical Considerations

Several ethical considerations were taken into account prior to and during the research process. First and foremost, I applied for an approval of my research project from the Research Ethics Committee of the Language Pedagogy PhD Programme. After the granted consent, other ethical issues were addressed.

In Studies 1, 2 and 4 informed consent was sought from the participants. In Study 1 (questionnaire study), the students were informed about the purpose of the questionnaire study, they were ensured that no question violated their anonymity. Moreover, they could withdraw from the study at any point. All the data are stored securely with password protection. In Study 2 (interview study), a document was read out to the participants prior to the interviews. The interviewees were informed about the purpose of the study, the data collection procedures and the data storage. In order to ensure the participants' anonymity, all the tutors were given pseudonyms and none of the questions sought personal information. The data is stored securely with password protection for two years after the defence of the dissertation. Then, the recordings are to be deleted. The same precautions were applied in the case of Study 4 (extended classroom research). In Study 3 (action research), the participants took part in the research as students of *Language Practice* classes. The feedback forms were voluntary and completely anonymous. The feedback forms were paper-based and online but no personal information was sought from the students. The students could decline to give their feedback at any point. The research journal is stored securely with password protection. No personal information such as the students' names is mentioned in the document. The procedures were the same in the case of feedback forms in Study 4.

All the data gained in the research project is treated confidentially and used only for research purposes. No personal information was sought throughout the study nor mentioned in the dissertation. The results of the questionnaires, the recordings, the transcripts, the results of the feedback forms and the research journal are stored on a computer with password protection,

moreover, on a flash drive. Only I have access to the files stored on the computer and on the flash drive.

4 Reading Habits, Reading Skills and Strategies from the Students' Perspective: The Student Questionnaire

This chapter presents the research design and data collection methods of the first stage of the research project: the questionnaire study. First, the participants are described followed by the details of the instrument. Then, the piloting is introduced; finally, the methods of data analysis of the main questionnaire study including limitations are described. The description of the research design and methods is followed by the presentation and discussion of the results.

4.1 The Student Questionnaire: Research Design and Methods

4.1.1 Participants, Setting and Processes

Study 1 involved first-year university students who were either majoring in English Studies or taking part in the English Teacher Training Programme at a prestigious university located in Budapest. The university in question offers courses at BA, MA and PhD level. It has to be noted that some of the students enrolled in the English Studies Programme are studying English as a minor subject. These students have fewer courses than English majors; however, since the core subjects, including *Language Practice*, were the same for both groups, moreover, they had to pass the same exams, no distinction was made between BA minors and BA majors in the present study. Nevertheless, a distinction was made between those students who were enrolled in English Studies and those who attended the English Teacher Training Programme in order to enable drawing comparisons between the two groups.

The participants were selected using purposive sampling strategy (Dörnyei, 2007). In order to ensure that the scope of participant selection was narrowed down, students from two first-year university seminars (*Language Practice* and *Academic Skills*) were invited to participate in the pilot study. The reason why these two subjects were chosen is twofold: first, these two courses are mandatory for every first-year student; second, they are also prerequisites for other subjects. Therefore, these two subjects are most likely to include solely first-year students. The first piloting was conducted in April 2017 (N=95); nevertheless, there were several problems with it, therefore only the participants of the second pilot are described. The second pilot study included 39 students majoring in English. The majority of the sample included female students (N=27), most respondents considered their language level to be C1 (N=29) followed by B2 (N=9) and one student whose language level was C2.

In the main study carried out in the autumn semester of 2019/2020, the participants who attended *Language Practice* seminars were asked to fill in the questionnaire. Since the questionnaire was paper-based and the students filled it in during one of their lessons, it was sufficient to address one of the mandatory first-year courses, hence *Language Practice* tutors and students were asked to take part in the research. Altogether 253 Hungarian questionnaires were returned, however, some of the data was missing meaning that not every question was answered by all the students. The majority of the sample involved students enrolled in the teacher training (TT) programme, while a little over one third of the participants were BA students (N_{TT}=143, N_{BA}=97) and most participants were female (N_F=188, N_M=52). Most students started to learn English in the first, second or third grade of primary school (N=133); then, some started the language learning process in the fourth grade of their primary education (N=50). Some started to learn English earlier in kindergarten (N=36), some in high school (N=28). Thirteen additional responses such as being a bilingual, being self-taught or having started in other grades were entered. Most consider their language competence to be C1 (N=135), some set it at B2 (N=86). It must be noted that one more Hungarian questionnaire was returned, nevertheless, it was excluded from the sample as the student was enrolled in East Asian Studies.

Not only Hungarian students but also 24 international students took part in Study 1. Since the questionnaires were filled in during lessons, it was necessary to ensure a questionnaire in English in order to include every member of the groups. Moreover, the gained data may be used for future research purposes to broaden the scope of the study. As the context of this study was strictly narrowed down to the Hungarian educational context with some reflection on secondary education, the results of the English questionnaires filled in by international students are not subjected to analysis in this dissertation.

4.1.2 The Instrument

As no readymade measuring instrument that could have been used for the special purposes of the current investigation existed, a questionnaire was designed to investigate the students' reading habits and their views on including literature in the EFL classroom. In order to avoid data loss and also to obtain accurate data, the language of the questionnaire was the students' mother tongue (i.e., Hungarian); however, it was also translated into English to involve international students. The questionnaire contained 28 main questions, which addressed the following areas:

- reading habits and preferences
- reading skills
- reading strategies
- factors affecting reading
- motivation for reading
- opinion on the use of literature in the EFL classroom

The questions and statements were based on the relevant literature with the exception of items related to motivation as those were based on the questionnaire of Noels et al. (2003). The following scales were included in the final version of the questionnaire:

1 – Frequency of reading different genres in Hungarian (10 items)
Example: "How often do you read the following genres in Hungarian?"
Please answer the following question. (Please mark your answer on the following scale: 1 = never; 2 = every other month; 3 = every month; 4 = once a fortnight; 5 = every week)

2 – Frequency of reading different genres in English (10 items)
Example: "How often do you read the following genres in English?"
Please answer the following question. (Please mark your answer on the following scale: 1 = never; 2 = every other month; 3 = every month; 4 = once a fortnight; 5 = every week)

The following two scales and items (i.e., 3 and 4) were based on the questionnaire of Noels et al. (2003). Their research aimed to investigate self-determination theory in the language learning context with a questionnaire on motivation. The questionnaire contained items related to three main areas and six subareas: amotivation, extrinsic motivation (external regulation, introjected regulation, identified regulation), intrinsic motivation (knowledge, accomplishment, stimulation). The topic of the questionnaire was foreign language learning, therefore the items that were found appropriate for the context of Study 1 were rephrased to suit the context and included in the instrument.

3 – Extrinsic motivation to read in English (6 items)
Example: "I read in English to improve my language skills, so that I can get a better job."
Please indicate the extent to which you agree with the following statements. (Please mark your

answer on the following scale: 1 = not true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true)

4 – Intrinsic motivation to read in English (9 items)
Example: "I read in English because I like reading in English."
Please indicate the extent to which you agree with the following statements. (Please mark your answer on the following scale: 1 = not true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true)

5 – Benefits of using literary texts in the EFL classroom (5 items)
Example: "Literary texts tell a lot about the target culture."
Please indicate the truth value of the statements below, using the following scale. (1 = not true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true)

6 – Drawbacks of using literary texts in the EFL classroom (5 items)
Example: "Literary texts are boring for students."
Please indicate the truth value of the statements below, using the following scale. (1 = not true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true)

7 – Reading strategies used during reading in English (9 items)
Example: "I try to make predictions about the plot based on the title or blurb before reading."
Please indicate the truth value of the statements below, using the following scale. (1 = not true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true)

8 – Reading skills (10 items)
Example: "I can easily scan a text for specific pieces of information."
Please indicate the truth value of the statements below, using the following scale. (1 = not true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true)

The questionnaire in Hungarian and its English translation are available in Appendices A1 and A2.

4.1.3 The Pilot Study

The instrument for this study, a questionnaire, had to be created and validated. First, some constructs were compiled based on relevant literature. In order to ensure content validity, the constructs were reviewed by five experts: four PhD students of the Language Pedagogy Programme and the tutor of the Research Seminar. Based on their feedback, the questions were created and those were also subjected to expert judgement by the same experts and the author's PhD supervisor. Some modifications were applied based on the suggestions: some items were reworded or added, others were deleted. The first piloting was conducted in April 2017, when altogether 95 students filled in the online questionnaire. The results revealed a few inconsistencies related to some items. Hence, the questionnaire was revised again in March 2019 and two more questions on reading in the academic context were added (reading skills and reading strategies) after the first pilot.

The second version was validated again with the help of the author's supervisor and one colleague in the PhD programme. The second piloting took place from the end of March to April 2019. With the purpose of obtaining more data for the pilot study, I decided to include students from the two institutions in Budapest which I was familiar with. Nevertheless, students from the two universities were considered as one group since the purpose of the study is not to compare students but to have an overall view on their reading habits and opinions related to using literature in the EFL classroom. Altogether seven groups of first-year university students were addressed: two groups of *Academic Writing* (N=42) and five groups of *Language Practice* (N=67). The questionnaire was available online for one month; it took approximately 15-20 minutes to fill it in. The results were compiled in a Microsoft Excel file and SPSS 22 (Statistical Package for Social Sciences) was used for data analysis. The results were published in WoPaLP, Vol. 14 (Pereszlényi, 2020) and the sections regarding the details of the instrument and the pilot studies are an extract from the article.

The reliability of the constructs was checked by calculating the Cronbach's Alpha reliability coefficients of the different scales. Altogether eight scales were determined, which are listed in Table 4.1 with the number of items.

Table 4.1

The Cronbach's Alpha Reliability Coefficients of the Scales (Pilot Study)

Scales (number of items)	Cronbach's Alpha
Frequency of reading different genres in Hungarian (10)	.67
Frequency of reading different genres in English (10)	.75
Extrinsic motivation to read in English (6)	.61
Intrinsic motivation to read in English (9)	.76
Benefits of using literary texts in the EFL classroom (5)	.78
Drawbacks of using literary texts in the EFL classroom (5)	.72
Reading strategies used during reading in English (9)	.77
Reading skills (10)	.91

As it can be seen in Table 4.1, all the scales were found reliable as their Cronbach's Alpha reliability coefficient reached the .6 threshold as determined by Dörnyei (2007). It should also be noted that six scales reached .7 which is considered to be the aim even for short scales (Dörnyei, 2007). After checking the reliability of the scales, factor analysis (maximum likelihood, Varimax rotation) was run to see which questions loaded together and which ones formed separate dimensions, and to find out any underlying structures. Three dimensions emerged in the case of the first two scales (frequency of reading); two dimensions were identified in connection with the rest of the scales. This shows that the variables within each scale cannot be treated as one dimension.

As it can be seen in Table 4.1, the Cronbach's Alphas of the scales exceeded .6 and the coefficients of six scales were above .7; therefore, all scales turned out to be reliable and no further changes and piloting were considered necessary.

4.1.4 Study 1 – The Student Questionnaire: Data Collection and Analysis in the Main Questionnaire Study

Although the two preliminary pilot studies were conducted online, the questionnaire for the main study was administered offline in order to avoid one of the limitations of the research project. In the pilot phase of Study 1, the questionnaire was shared as a Google questionnaire with the students, however, the low response rates shed light on one of the problems with online questionnaires. Online questionnaires that the respondents fill in in their leisure time may yield

low number of responses. To avoid this impediment in the main study, the online questionnaire was turned into a paper-based one and all the *Language Practice* tutors were asked to ask their students to complete them in the classroom. In this way, the risk of having a low response rate was avoided in Study 1.

The data collection took place in November 2019 the university serving as the setting for this research. All EFL tutors (14) who had a first-year *Language Practice* course were asked to distribute the questionnaires and 12 tutors offered to distribute the questionnaire in one of their lessons. As reported by the tutors, it took around 20-25 minutes for the students to fill in the questionnaires. It is important to note that the questionnaires were voluntary and anonymous, students were asked to participate in the study but they were not compelled to do so. After the lessons, the questionnaires were collected and the replies were entered into an online Google form which was needed for the data analysis. I typed in the responses (altogether 253 questionnaires) with the exception of 80 questionnaires whose data was entered by a fellow PhD student. The responses were downloaded in an Excel file and uploaded in SPSS 28, which was used for data analysis.

4.2 Study 1 – The Student Questionnaire: Results and Discussion

The aim of Study 1 – as mentioned in Chapter 3 – was to investigate first-year English majors' reading habits, reading skills and strategies from the students' perspective. Additionally, their previous experience and thoughts related to the use of literary texts were also explored. In this section, first the reliability analysis of the questionnaire study is presented; then the data on the students' reading habits and motivation for reading are described followed by their use of reading skills and strategies based on the results of the questionnaire. Finally, their opinions on the use of literature in EFL lessons are summarised.

4.2.1 The Reliability Analysis of the Scales of the Main Study

The participants of the questionnaire study included 253 first-year university students who were either majoring in English or were enrolled in the teacher training programme. Although the validity of the study was established (as explained in section 3.3.3), the analysis started with the calculation of the Cronbach's alpha reliability coefficients of the scales to establish the reliability of the questionnaire. The results are presented in Table 4.2. In all cases,

the Cronbach's alpha values reached the threshold (.6), thus the scales are considered to be reliable.

Table 4.2

The Cronbach's Alpha Reliability Coefficients of the Scales (Main Study)

Scales (number of items)	Cronbach's alpha
1 Frequency of reading different genres in Hungarian (10)	.74
2 Frequency of reading different genres in English (10)	.75
3 Extrinsic motivation to read in English (6)	.67
4 Intrinsic motivation to read in English (9)	.82
5 Benefits of using literary texts in the EFL classroom (5)	.71
6 Drawbacks of using literary texts in the EFL classroom (5)	.79
7 Reading strategies used during reading in English (9)	.68
8 Reading skills (10)	.85

After the reliability test, an unrotated principal component analysis was run in order to see whether the grouped items measure the same dimension. The items related to scales 3, 5 and 6 measured the same dimension. However, scales 1, 4 and 8 revealed two dimensions; scales 2 and 7 included three dimensions.

To see which items loaded together, a Varimax rotation factor analysis was conducted. The first dimension of scale 1 included novels, fantasy, sci-fi, romance, historical fiction, crime fiction; the second dimension of the first scale involved poem, drama, short story and non-fiction. The first dimension of scale 2 included novel, fantasy, sci-fi and crime fiction; the second one incorporated poem, drama, short story; the third one revealed romance, historical fiction and non-fiction. The separate dimensions suggested that the students may distinguish between genres, thus they were split into two main groups: main genres (i.e., poem, drama, short story, novel) and subgenres (i.e., fantasy, sci-fi, romantic stories, historical fiction, crime fiction, nonfiction). More tests were performed to inspect whether the new scales can be regarded as reliable. Their Cronbach's alpha reached the .6 threshold and the scale of main genres formed one dimension both in the case of Hungarian and English. However, the subgenres were on two dimensions: literary genres (i.e., fantasy, sci-fi, romantic fiction, historical fiction, crime fiction) formed one dimension while nonfiction was included in the second dimension.

Regarding scale 4, two dimensions were revealed. Further tests were conducted after the construct (intrinsic motivation) was divided into two: reading for pleasure (or love for reading) and reading to learn. The Cronbach's alpha coefficients reached the threshold and the items of the two scales loaded the same dimension.

Scale 7 turned out to be the most problematic one since it revealed three dimensions. The items on text comprehension (i.e., taking notes and highlighting relevant information, using a dictionary, summarising) loaded together. Another dimension consisted of items related to critical thinking skills (i.e., asking questions about the text, linking new information to background information and being critical of the text). The third dimension included items connected to text comprehension by relying solely on the text (i.e., prediction, rereading, using the context to understand the meaning of unfamiliar words). Further tests were run, however, only one of the scales turned out to be reliable: critical thinking skills. It became clear that more items related to reading strategies would have been needed; furthermore, it is not possible to analyse the variables connected to reading strategies as one dimension since there are likely to be more underlying constructs which have to be developed and modified in a future study.

The first dimension of scale 8 included items on understanding the meaning of a text while the second dimension consisted of items related to deeper understanding of a text. Hence, two scales were formed out of the construct (reading skills) and further tests were run. Once again, the Cronbach's alpha coefficients reached the threshold and the items loaded the same dimension. The first group included items that were related to the understanding of a text and the second group included items on text analysis.

Following the examination of the scales, the data was subjected to descriptive statistical tests to find out more about the students' reading habits, reading skills and strategies. Furthermore, independent t-tests and one-way ANOVA tests were performed to explore any potential differences between male and female students, between English majors and trainee teachers, and between different proficiency levels. Potential correlations were examined between various variables. The open-ended questions were coded separately and analysed by thematic content analysis.

4.2.2 Reading Habits and Motivation for Reading

The first part of the questionnaire focused on first-year English majors' reading habits in Hungarian while the second part of the questionnaire investigated their reading habits in English.

Based on the results, students tend to read more at weekends than on weekdays both in Hungarian (M=2.24, SD=.96; M=1.79, SD=.85) and in English (M=2.47, SD=1.00; M=2.21, SD=.98). To examine whether the students at different proficiency levels spend different amount of time on reading in English, a one-way ANOVA test was performed. However, no significant difference was found between the groups based on proficiency level. Next, a Bivariate correlation test was conducted to see whether there is a correlation between the reading time in Hungarian and in English; nevertheless, solely weak correlations were found. The Pearson's Correlation Coefficients must be between +1 and -1: the correlation is strong if the value is near +1. To determine the significance of the results a p-value of .05 was used. There seems to be a weak correlation but not significant between the reading time in Hungarian and in English on weekdays (r=.11); and another weak but significant correlation was found between the reading times at weekends (r=.12. p=.04).

Considering the main genres, novel is in favour both in Hungarian and in English followed by poems (Table 4.3). Focusing on the subgenres in Hungarian, romantic stories and fantasies seem to be the most well-liked ones. Romantic stories in English are favoured by the students followed by fantasy. Some additional genres were also added by the respondents. These include the classics, articles and manga. A closer inspection of the scores shows a wide spread as the minimum score is 1 and the maximum score is 5 in each case.

Table 4.3

Descriptive Statistics for first-year English Majors' Reading Habits

Genres	**No of responses**	**Hungarian**		**English**	
		M	D	M	D
poem	Hu: 253 Eng: 252	3.02	1.45	3.06	1.43
drama	Hu:250 Eng: 252	1.96	1.02	2.25	1.25
short story	Hu: 250 Eng: 252	2.88	1.19	2.99	1.33
novel	Hu: 253 Eng: 253	3.21	1.29	3.14	1.24
fantasy	Hu: 249 Eng: 251	2.35	1.28	2.27	1.31
sci-fi	Hu: 247 Eng: 251	1.91	1.12	1.83	1.14
romantic stories	Hu: 249 Eng: 250	2.36	1.24	2.48	1.25

historical fiction	Hu: 250 Eng: 252	1.86	.92	1.78	.977
crime stories	Hu: 248 Eng: 253	2.29	1.15	2.11	1.19
biographies, non-fiction	Hu: 248 Eng: 249	2.02	1.14	2.10	1.22

To compare the mean values of each genre in Hungarian and in English, paired-samples t tests were conducted. No significant differences were discovered – as suggested by the previous descriptive statistical analysis (Table 4.3) –; nonetheless, the test indicated that there is a significant correlation between each genre pair. Therefore, a Bivariate correlation test was run to find out the Pearson Correlation Coefficients of each pair. Considering the main genres (i.e., poem, drama, short story, novel), the Pearson Correlation Coefficients fell between .44 and .45 with a $p < .001$. The results related to subgenres are shown in Table 4.4.

Table 4.4

The Correlations between the Genres Read in Hungarian and in English

	fantasy in Eng	sci-fi in Eng	romantic stories in Eng	historical fiction in Eng	crime fiction in Eng	biographies, nonfiction in Eng
fantasy in Hu	.57					
sci-fi in Hu		.66				
romantic stories in Hu			.56			
historical fiction in Hu				.46		
crime fiction in Hu					.67	
biographies, nonfiction in Hu						.58

As it can be seen in Table 4.4, the correlation coefficients vary between .5 and .6, which indicate moderate relationships between the genres read in Hungarian and the ones read in English. However, similar to the main genres, the p-value was < .001 in each case indicating a strong significance.

In order to investigate any differences between female students' reading preferences, an item-by-item analysis, independent-samples t-test was conducted. Eight significant differences ($p< .05$) were found between the two groups. First, female and male students seem to differ significantly from each other in terms of their reading time. Female students tend to spend more

time reading in Hungarian than male students; nevertheless, there is no difference between the two groups when the time spent on reading in English is in question. Novels in English are also more preferred by female students. Second, the two groups differ when the genres they read are examined. As Table 4.5 presents, short stories and novels in Hungarian seem to be more popular among female students than male students. Regarding the subgenres, romantic stories in Hungarian as well as in English are favoured by female students. Nevertheless, male students read more science fiction in English than female students.

Table 4.5

The Differences in terms of Reading Habits between Male and Female Students

Item	Gender (Number of responses)	Mean	Standard deviation
Reading in Hungarian on weekdays	male (52)	1.56	.63
	female (185)	1.89	.90
Reading in Hungarian at weekends	male (52)	2.00	.86
	female (185)	2.36	.97
Reading short stories in Hungarian	male (51)	2.57	1.17
	female (187)	2.96	1.19
Reading novels in Hungarian	male (52)	2.83	1.36
	female (188)	3.33	1.25
Reading romantic stories in Hungarian	male (52)	1.44	.69
	female (185)	2.64	1.24
Reading novels in English	male (52)	2.71	1.27
	female (188)	3.23	1.21
Reading science fiction in English	male (52)	2.21	1.39
	female (187)	1.71	1.05
Reading romantic stories in English	male (50)	1.60	1.14
	female (187)	2.72	1.18

According to the results, it seems there is a significant difference ($p < .05$) between the two groups regarding romantic stories. Female students favour romantic stories in Hungarian (M=2.29, SD=1.06) compared to male students (M=1.08, SD=0.28; t=5.47, p=0.00), however, no significant difference was found in reading romantic stories in English. Moreover, the two groups differ significantly in reading science fiction in English. There was no significant difference found between the two groups in terms of other genres. The mean scores are close to each other; moreover, the p value of each genre pair is over the threshold (.05). This suggests that students tend to read the same genres in both languages, and so their initial reading preference may have an impact on their reading in a foreign language.

The respondents were also contrasted based on their field of studies, so the differences between trainee teachers and English studies majors were also examined. Focusing on the time spent on reading, three significant differences were established related to the following items: reading in Hungarian on weekdays, reading in English both on weekdays and at weekends. Based on the data, trainee teachers read more in Hungarian on weekdays (M=1.97, SD=.93) than English majors do (M=1.58, SD=.67). Nevertheless, English majors spend more time reading in English both on weekdays (M=2.44, SD=1.02) and at weekends (M=2.71, SD=1.01) than trainee teachers on weekdays (M=2.05, SD=.94) and at weekends (M=2.30, SD=.98). Moreover, the data show that both groups read more at weekends than on weekdays. When we take a closer look at the languages, it can be seen that both groups read more in English than in Hungarian on weekdays; however, trainee teachers seem to read slightly more in Hungarian at weekends than in English. Nevertheless, English majors read more in English both on weekdays and at weekends than in Hungarian.

To answer RQ 1 (*What are the reading habits of first-year English major university students?)* and RQ 1.1 (*What are the reading preferences of first-year English major university students in terms of genres that they choose to read in Hungarian and in English?)*, data was collected through Study 1. The students read more in English than in Hungarian; and they spend more time reading at weekends than on weekdays. Regarding the languages, there are some differences between trainee teachers and English majors as English majors tend to read more in English compared to trainee teachers. Furthermore, female students read more in Hungarian than male students; however, there is no difference between the two groups when reading in English is in question. The difference between the two groups aligns with the results of the representative study conducted in Hungary in 2017: there were more avid readers among female participants than among male respondents (Tóth, 2018). The effect of proficiency levels on reading time has been examined before (Mokhtari & Sheorey, 1994). Although some results

imply that proficiency level has an impact on university students' reading time (Mokhtari & Sheorey, 1994), no significant differences were found in Study 1.

Considering genre preferences which were addressed by RQ 1.1 (*What are the reading preferences of first-year English major university students in terms of genres that they choose to read in Hungarian and in English?*), novel is the most popular main genre among the respondents. Novel as the most widely read genre was confirmed in previous studies as well (Akarsu & Dariyemez, 2014; Erdem, 2015; Hirvela & Boyle, 1988). The second most favoured genre is poetry followed by short stories, which is surprising in the light of Hirvela and Boyle's study (1988). Hirvela and Boyle (1988) found that the majority of EFL university students preferred prose to poetry and most feared reading poetry (see section 2.3.4.2). Focusing on subgenres, romantic stories were found to be one of the most popular genres among university students in previous studies (Erdem, 2015; Skenderi & Ejupi, 2017). In the case of Study 1 as well, romantic stories and fantasy are the most popular subgenres read in both languages. No significant difference was found between the genres read in Hungarian and the ones read in English, which suggests that the language does not impact the students' genre preferences. Nonetheless, moderate relationships were found between the genres read in Hungarian and in English, which implies that the students tend to read and avoid the same genres in both languages.

Apart from the genres the students read, the time they spend on reading, the factors affecting their motivation to read are also regarded as crucial to form a better understanding of reading habits. First, the respondents were asked to determine why they read poems, dramas, short stories and novels; then, some motivational factors were examined in more detail. The results reveal an interesting distinction between poetry, drama and prose in terms of motivation for reading. The majority of students (45.8%) read poems in English for they are compulsory while 37.2% read them for pleasure. The difference between the two groups is even more striking when drama read in English is in question: 58.9% read dramas because they are mandatory while only 13.4% read them in their leisure time. Prose in English seems to be more favoured by the students as most respondents read them for pleasure. In the case of short stories, 44.3% read them in their free time and 40.7% read them because they are compulsory readings. The difference is quite remarkable in the case of novels: while 68.4% read novels in English for pleasure, only 21.3% read them because they are mandatory. The results are similar in the case of reading the same genres in Hungarian. The genre that the students mostly read in Hungarian in their free time is novel (78.9%) followed by short stories (64.5%). The students' main reason for reading dramas is that they are compulsory (56.6%). However, an interesting

difference is found when poems are in question: the majority of students (60.9%) read them in Hungarian for pleasure as compared to the small group of students (39.9%) who read poems in English for pleasure.

The factors influencing the students' motivation for reading in English were examined in more detail. The respondents were asked to mark their answers on a 5-point Likert scale. Two items were related to amotivation the rest of the items grasped either intrinsic or extrinsic motivation. The mean values were extremely low for the items on amotivation (*I think reading in English is a waste of time*: M=1.06, SD=.24; *I cannot see the purpose of reading in English*: M=1.06, SD=.34). As it can be seen in Table 4.6, identified regulation seem to play an important role in the students' motivation for reading in English: reading in a foreign language is important to them (M=4.17, SD=.94) and it is found important for their personal development (M=3.96, SD=1.07).

Table 4.6

Descriptive Statistics for the Students' Extrinsic Motivation for Reading

Items (Extrinsic motivation)	**Number of responses**	**M**	**SD**
b. I read in English because reading in a foreign language is important to me.	253	4.17	.94
c. I read in English because it is a university requirement.	253	3.07	1.34
f. I read in English to improve my language skills, so that I can get a better job.	252	3.96	1.05
i. I read in English to prove myself that my English is good.	253	3.18	1.27
m. I read in English because I would have a guilty conscience if I did not read in a foreign language.	253	1.93	1.22
o. I read in English because I find it important for my personal development.	252	3.96	1.07

Within intrinsic motivation, all factors yielded high mean values as shown in Table 4.7. It seems that the love for reading is the most impactful factor in motivation for reading in English (M=4.25, SD=1.02) followed by knowledge-related factors, especially language (items *k*, *l*, *n*) next to accomplishment (item *q*).

Table 4.7

Descriptive Statistics for the Students' Intrinsic Motivation for Reading

Items (intrinsic motivation)	Number of responses	Mean	SD
d. I read in English because I like challenges.	252	3.36	1.19
e. I read in English because I like reading in English.	251	4.25	1.02
g. I read in English because I like using different sources to learn about the English language and the world.	253	3.87	1.26
h. I read in English because it is relaxing.	253	3.68	1.20
k. I read in English to maintain my English.	253	3.63	1.09
l. I read in English to master the English language.	253	4.08	.95
n. I read in English to develop my vocabulary.	252	4.25	.87
p. I read in English because I like using different sources to learn about different cultures.	252	3.36	1.29
q. I read in English because it feels good to understand a text in English.	253	4.09	1.04

When the results of the three groups that involve motivational factors (i.e., amotivation, extrinsic motivation and intrinsic motivation) are compared, it can be seen that the items related to intrinsic motivation yielded the highest mean values. Extrinsic motivation, especially identified regulation seems to be also determinant, while amotivation does not seem to be common among the students.

The respondents were also asked why they do not read more in English. The responses revealed one influential factor: lack of time (M=3.33, SD=1.35). The least determinant factor is their lack of interest in reading (M=1.37, SD=.84). Similarly, the lack of time affects the reading time in Hungarian (M=3.59, SD=1.30). A Bivarial correlation test revealed a strong correlation between these the lack of time related to reading in Hungarian and reading in English ($r= .58$, $p<.001$).

Regarding RQ 1.2 (*What factors motivate first-year English major university students to read in English?*), the results show that intrinsic motivational factors play a more significant impact on reading than extrinsic factors. Within intrinsic motivation knowledge, accomplishment and stimulation are all influential. Within extrinsic motivation, the most

important factors are connected to the self and self-development. Although university as an extrinsic factor has some influence on the students' reading habits in English, other extrinsic factors such as reading to master English for good job opportunities or reading for self-development precede university requirements.

Although Study 1 did not investigate the relationship between the students' reading practices and their motivation for reading, the beneficial effects intrinsic motivation has on one's reading practices have to be emphasised. The relationship between intrinsic motivation and one's reading practices has been explored before, several researchers advocate for the importance of intrinsic motivation and its effects on one's reading practices, moreover, on one's text comprehension (Cox & Guthrie, 2001; Guthrie et al., 2006; Józsa & Józsa, 2014; Wigfield & Guthrie, 1997). For instance, intrinsic motivation impacts the amount one reads: those students who were intrinsically motivated in reading were found to be reading more (Cox & Guthrie, 2001). Another benefit of intrinsic motivation concerns strategy use: it was found that the poor readers who scored lower in reading strategy use also had lower intrinsic motivation for reading than good readers (Lau & Chan, 2003). As it was stated, the relationship between the students' reading practices and their motivation was not part of the scope of Study 1 originally; however, the results of the above-mentioned studies raised my curiosity to see whether these results are applicable in the present context as well. In order to test these assumptions on the sample of Study 1, the sample was divided into two main groups: intrinsically motivated and intrinsically not motivated students. Those students who either agreed or strongly agreed with the statements on intrinsic motivation were allocated into the first group; those who disagreed or strongly disagreed were grouped into the latter one. The responses marked as 3 (i.e., partly true, partly not) were eliminated. Then, independent-samples t-test were run to see whether those students who are intrinsically motivated apply more reading strategies in this sample as well. Based on the test results, there are some significant differences in strategy use between those students who are intrinsically motivated and those who are not. Several examples of strong significance ($p < .001$) were found. In the case of extrinsic motivational factors, some significant differences were found and a few strong significant differences ($p < .001$). Nonetheless, no pattern could be identified, more items both on motivational factors and reading strategies are needed to test whether there are differences between the students on the basis of their motivation in terms of reading strategy use.

In Study 1, the impediment that prevents the students from reading more in English is lack of time. Lack of time is commonly mentioned as an obstacle to reading in other studies, too. For instance, Huang et al. (Huang et al., 2014) found that the vast majority of students who

participated in their study had part-time jobs. When some were interviewed on their reading habits, it turned out that the students could not spend much quality time on reading due to their classes and jobs. In Study 1 similar results were found. Although the reasons for not having a sufficient amount of time were not sought, the results clearly show that the lack of time has an impact on the students' reading time both in Hungarian and in English.

4.2.3 Reading Skills and Reading Strategies Used by the Students

Apart from their reading habits, the reading skills and reading strategies applied by the students were also investigated. Table 4.8 summarises the mean values of each item. The data show that the students are most confident about understanding the gist of a text (M=4.14, SD=.76) followed by forming an opinion about a text (M=4.08, SD=.92). The areas that they feel the least assured about are related to text analysis: identifying the style (M=3.40, SD=1.00) and the structure of a text (M=3.44, SD=.99).

Table 4.8

Descriptive Statistics for the Students' Reading Skills

Reading skills	**Number of responses**	**Mean**	**SD**
a. I can easily summarise a text.	252	3.83	.91
b. I can easily scan a text for specific pieces of information.	252	3.97	.77
c. I can easily understand the gist of a text.	251	4.14	.76
d. I can easily identify the style of a text.	251	3.40	1.00
e. The vocabulary does not cause any difficulties in understanding a text.	252	3.67	.90
f. I can easily understand the meaning of a text.	252	3.61	.93
g. I can easily recognize the structure of a text.	252	3.44	.99
h. I can easily form an opinion about the text that I read.	248	4.08	.92
i. I can easily separate facts from the author's views.	251	3.55	1.00
j. I can easily draw parallels between different texts.	251	3.62	1.03

Regarding what strategies are applied by the students, two seem to be almost equally popular among the students: attempting to understand unfamiliar vocabulary items based on the context (M=4.37, SD=.78) and rereading the challenging parts of a text to understand it (M=4.21, SD=1.00). The least frequently used strategy is highlighting important information while reading (M=2.24, SD=1.26) followed by summarising the gist of a text (M=2.34, SD=1.19). Nevertheless, it must be emphasised that the results are based on the students' own perceptions and not on the students' demonstration of their strategy use. In other words, the students were asked to reflect on their strategy use but they did not have to actually apply any to a text.

Following the descriptive strategic analysis, independent-samples t-tests were run to find out whether there are any significant differences between male and female students' reading strategy use, furthermore, between trainee teachers' and English studies majors' reading skills and strategy use. While there are some significant differences based on gender, no significant difference was found between trainee teachers' and English studies majors' reading skills and their strategy use. Focusing on reading strategy use, three significant differences were found between male and female students. The results show that female students are more likely to spend time on a prereading activity (M=2.96, SD=1.33) than male students (M=2.52, SD=1.24). Furthermore, they are more likely to highlight important information during reading (M=2.37, SD=1.30) than male students (M=1.75, SD=.98); and they tend to reread challenging parts in a text (M=4.33, SD=.92) while male students seem to apply this strategy less (M=3.84, SD=1.10). It has to be remarked that although all three items presented a significant difference, the p value was extremely low in case of the last two items ($p < .001$).

As it can be seen, Study 1 provides details on the students' perceptions of their reading skills and their use of strategies, which answer RQ 2 (*How do first-year English major university students perceive their reading skills and strategies in English?*). Regarding solely the students' perceptions of their reading skills (RQ 2.1 *What views do first-year English major university students have on their reading skills in English?*), it can be seen that the students seem to be rather confident about their reading skills. The items obtained mostly high scores the lowest mean value being 3.40. Most students feel confident about understanding the gist of a text and forming an opinion about it. The most problematic area involves text analysis: identifying the style of a text and analysing the structure of a text seem to cause trouble to some. Focusing on strategy use (RQ 2.1 *What reading strategies do first-year English major university students use while reading in English?)*, most students use strategies related to text

comprehension. The most widely used strategies include decoding unknown vocabulary items based on the context and rereading the challenging parts of a text. Thus, the data suggests that EFL students mostly apply problem-solving strategies as also shown in previous research (Martínez, 2008; Poole, 2005). Male and female students slightly differed in three individual strategies; similarly low number of differences between the two groups were found in previous studies that included EFL or ESL students (Poole, 2005; Sheorey & Mokhtari, 2001).

4.2.4 The Students' Perceptions of Using Literature in the EFL Classroom

Not all the respondents answered the questions in the last part of the questionnaire. Instead of obtaining 253 responses, the number of answers given to each question varied between 229 and 248. In some cases, the last part of the questionnaire (i.e., general information) was completely missing which means that some questionnaires were not completed in the time given by the tutor. The number of valid responses is indicated below.

In secondary education, the majority of respondents (87%) (out of 246 valid responses) worked with texts that were not included in their coursebooks. Regarding the genres, mostly news and articles were brought into their secondary EFL lessons (81.7%) (out of 229 valid responses). Nevertheless, some students read poems (18%), short stories (18%) and even excerpts from novels (27%). These texts were mostly used for vocabulary building (70.7%), developing reading comprehension (63%), speaking skills (25%), introducing controversial issues (14.9%) (out of 222 valid responses). Apart from these given reasons, students mentioned learning about British or American culture and having fun.

Focusing on first-year *Language Practice* (LP) classes the majority of participants (60.5%) (out of 248 valid responses) have not worked with any literary text in their LP classes. Nonetheless, the variety of texts is surprising in the case of those students who have had literature in their LP classes: spoken poetry, poetry, short stories, lyrics, and some other non-literary genres (articles and news) were listed by the respondents. It has to be emphasised, though, that the data collection took place in November meaning that students had had *Language Practice* lessons for approximately two months, thus there had not been many chances for the tutors to implement literary texts in their lessons.

As Table 4.9 presents, the students have relatively positive opinions on the use of literature in the EFL classroom. The students think that mostly their language proficiency is developed with the help of literary texts, namely, their vocabulary (M=4.38, SD=.69) and language skills (M=4.18, SD=.84). Among the drawbacks, literature is thought to be time-

consuming in terms of preparation time (M=2.92, SD=1.03) and lesson time (M=2.82, SD=1.08). A closer inspection of the scores shows a broad spread as the minimum score is 1 and the maximum score is 5 in the case of each statement.

Table 4.9

Descriptive Statistics for the Students' Perceptions of Using Literature in the EFL Classroom

Items	No of responses	M	SD
Benefits			
a. Literary texts tell a lot about the target culture.	240	3.81	.91
b. Literary texts used in LP classes develop students' vocabulary.	240	4.38	.69
c. Literary texts used in LP classes develop students' language skills.	240	4.18	.84
d. Shorter literary texts used in LP classes prepare students for academic literature classes.	240	3.69	1.03
e. Literary texts can make EFL classes more colourful.	240	3.91	1.00
Drawbacks			
f. Literary texts do not help students in everyday communication.	238	2.24	1.07
g. Literary texts are boring for students.	239	2.72	1.05
h. Students need to prepare a lot for EFL classes where literature is used.	239	2.92	1.03
i. Working with literary texts in the EFL classroom takes too much time.	239	2.82	1.08
j. There is no point in using literature in the EFL classroom since there are several more interesting sources.	239	2.25	1.17

To examine whether there are differences in the students' opinions based on their gender and field of studies, independent samples t-tests were run. One significant difference was discovered between gender and perceptions: more male students (M=3.12, SD=1.02) think that literary texts are boring for students than female students (M=2.60, SD=1.03). Focusing on their study field, one significant difference was found: more trainee teachers (M=2.94, SD=1.08) consider literature to be too time-consuming in class than English studies majors do (M=2.64, SD=1.08).

The respondents were also asked to complete two sentences: *I think using literature in the EFL classroom is useful becaus*e…; *I think using literature in the EFL classroom is useless because*… The vast majority of the responses were based on the previous items (i.e., benefits and drawbacks of using literature in the EFL classroom); nevertheless, there were some answers that added novel points to the list of arguments. Among the advantages, the respondents mentioned novelty; the interesting facts that one could learn from these texts; the fact that literature is part of one's culture; and CLIL (Content and Language Integrated Learning). The disadvantages listed by the students included new arguments such as outdated language which is not applicable in today's language use; the difficulty of texts; literary texts are read and studied in literature lessons; many students do not like reading; those who love reading will read outside the lesson.

As stated, Study 1 aimed to investigate the students' perceptions of using literary texts in the classroom. Therefore, RQ 5.2 (*What are first-year English major university students' perceptions of using literary texts in their EFL classes?*) can be partly answered based on the results obtained from Study 1 and complemented by the findings of Study 3 and 4. In connection with RQ 5.2, it can be said that the majority of respondents had some previous experience of using literary texts in the EFL classroom; and some used literature in their *Language Practice* lessons as well. Based on these memories and some implications, most students claimed that literature was used primarily for language development purposes (i.e., vocabulary building and reading comprehension). These results are in harmony with the findings of several studies. Several researchers have shown that students believe literary texts to be beneficial for vocabulary building purposes and developing reading comprehension skills (Bloemert et al., 2017; Bloemert et al., 2019; Romero & Bobkina, 2015; Tsang et al., 2020). Within problems, the students' responses highlighted two factors: literary sessions can be time-consuming in terms of preparation and lesson time. The results also revealed some differences between male and female students; and between English majors and trainee teachers. More male students agree that literary texts are boring for students; and more trainee teachers believe that the use

of literature is too time-consuming in the classroom. Since the questionnaire was filled in both by the students who had some previous experience connected to the use of literary texts and by those who did not have any, RQ 5.2 is revisited in Studies 3 and 4 which sought feedback from students who took part in EFL classes with literature content. The further responses to RQ 5 (*How can the use of literary texts develop first-year English major university students' language skills in university EFL courses?*), RQ 5.1 (*What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programmes?*) and answers provided to RQ 5.2 (*What are first-year English major university students' perceptions of using literary texts in their EFL classes?)* are discussed in Chapter 6 which focuses on the action research (Study 3) and Chapter 7 which describes the extended classroom research (Study 4).

Table 4.10 presents a summary of Study 1. As it can be seen, Study 1 sought answers to seven research questions. It has to be highlighted that the answers to RQ 5.2 are complemented with the results of Study 3 and Study 4. The table also summarises the main findings of Study 1 that are described in more detail in the present chapter.

Table 4.10

The Main Findings of Study 1

Research questions	Main findings
RQ 1 What are the reading habits of first-year English major university students?	• the students read more in English • a difference between trainee teachers and English majors
RQ 1.1. What are the reading preferences of first-year English major university students in terms of genres that they choose to read in Hungarian and in English?	• prose is the most popular genre • the students tend to read and avoid reading the same genres in Hungarian and in English
RQ 1.2 What factors motivate first-year English major university students to read in English	• mostly intrinsic factors motivate the students to read • identified regulation (extrinsic motivation) is also determinant
RQ 2 How do first-year English major university students perceive their reading skills and strategies in English?	• the students are mostly confident about their reading skills • the students mostly use strategies related to text comprehension
RQ 2.1 What views do first-year English major university students have on their reading skills in English?	• the students are most confident about understanding the gist of a text and forming an opinion about the text • they are least assured about skills connected to text analysis

RQ 2.1 What reading strategies do first-year English major university students use while reading in English?	• the most popular strategies: understanding the meaning of an unfamiliar word based on context • the least popular strategy: highlighting important information • some differences between female and male students
RQ 5.2 What are first-year English major university students' perceptions of using literary texts in their EFL classes?	• main benefit: literature enhances language development (vocabulary and language skills) • drawback: time-consuming • some differences between female and male students; between trainee teachers and English majors

5 EFL and Literature Tutors' Expectations, Perceptions and Practices: The Tutor Interview

Study 2 (interview study) aimed to explore EFL and literature tutors' expectations towards students enrolled in English major programmes, their perceptions of the students' reading habits, reading skills and strategies. It also aimed to shed some light on their classroom practices. This section starts with the introduction of the participants followed by the description of the instrument and the methods of data collection and data analysis. The description of the research design and methods is followed by the presentation and discussion of the results. The interview study was published in the Hungarian Educational Research Journal (Pereszlényi, 2022) and the following sections are based on the article including some extracts from the article.

5.1 Study 2 – The Tutor Interview: Research Design and Methods

5.1.1 Participants, Setting and Processes

As the focus of the study was on first-year English majors, the interviewees were selected from the English Studies BA and the English Teacher Training Programme. Altogether eight tutors took part in the interview study; they have all been teaching in both the English and American Studies programme and in the EFL Teacher Training Programme. The participants of the study were selected using purposive sampling strategies. Maximum variation sampling was used to ensure that a variety of participants is included both in the pilot and in the main study (Dörnyei, 2007).

Before conducting the final study, a pilot study was organised with four participating tutors. Two EFL tutors (Zsigmond and Rebeka[1]) and two literature tutors (Dorottya and Emese) were asked to participate in the pilot study. The interviews took place in the tutors' offices in the spring and autumn of 2019. Since the transcripts yielded some significant results, the pilot interviews were decided to be used in the main study as well. Consequently, the details of the participants in the pilot study are not separated from the main study. Due to the pandemic and online teaching, the rest of the interviews were recorded online over a long period of time depending on the tutors' availability. The last interview was recorded in the summer of 2021.

[1] All the names used for the participants are pseudonyms.

As shown in Tables 5.1 and 5.2, eight participants, four English literature and four EFL tutors from two different departments were included. Seven participants were native Hungarian speakers and one tutor was from the US. The tutors had only two features in common: they all had had some teaching experience with first-year students and they all had rather positive attitudes towards reading. Regarding the differences, they had different lengths of teaching experience and they taught various courses in English. Apart from being tutors, two participants, Rebeka (EFL) and Zsombor (LIT) were also PhD students pursuing their studies in language pedagogy and in English literature respectively. Regarding their reading habits, all EFL tutors had a positive attitude to reading, they all regularly read for pleasure both in their mother tongue and in foreign languages. The English literature tutors also expressed their love for reading; however, they tend to read more for work-related purposes than for pleasure.

Table 5.1

Profiles of the EFL Tutors in the Main Interview Study

Pseudonyms	Zsigmond	Rebeka	Allison	Mária
Teaching experience	40 years	4 years	9 years	40 years
Subjects taught	language courses, methodology, culture	language courses	language courses, culture, study skills	culture, language courses
Reading habits	He loves reading to develop his own language proficiency.	Reading means ’exploration’.	She distinguishes between reading for pleasure, reading for information and reading for work.	She is an avid reader.

Table 5.2

Profiles of the Literature Tutors in the Main Interview Study

Pseudonyms	Dorottya	Emese	Zoltán	Zsombor
Teaching experience	30 years	25 years	17 years	5 years
Subjects taught	poetry, art history, culture	Victorian literature, Pre-Raffaelites	18-19th century literature	19-20th century literature, close reading
Reading habits	Reading means flow, escaping reality.	Reading means experiences. She mostly reads texts connected to her work.	Reading is joy, entertainment, interpretation. He mostly reads texts connected to work.	He mostly reads texts connected to work. His ‘guilty pleasure’ is young adult literature.

5.1.2 The Instrument

The purposes of the interview were to explore some reading-related issues in depth, to give a chance for the interviewees to elaborate on them and to gain some ideas and practices of teaching from the tutors. In order to achieve these goals, a semi-structured interview guide was created, which included some prompts and questions but it also ensured that the participants could elaborate on the issues (Dörnyei, 2007). The instrument focused on three main topics: some general information about the participants, their expectations of reading skills and strategies needed in English literature classes, their perceptions of first-year students' reading habits, reading skills and strategies.

The general questions aimed to briefly explore the tutors' background related to teaching and reading. Hence, questions on their teaching experience and reading habits were posed. The second part of the interview focused on the students' reading habits, reading skills and strategies. Thus, the tutors were asked about their perceptions of their students' reading habits, reading skills and strategies. They were also interviewed on their expectations towards their students related to reading fictitious and academic texts. Reading problems and remedies were also tackled as separate questions; nevertheless, most participants mentioned some severe issues beforehand in connection with reading skills and strategies. In addition, the EFL tutors were asked about their opinions on the use of literature in the EFL classroom. The English literature tutors were asked to describe a general literature class with first-year students.

In order to obtain as accurate data as possible the interviews were recorded in the interviewees' mother tongue. Seven interviews were conducted in Hungarian as the mother tongue of the participants is Hungarian; one interview was carried out in English since the tutor is of American origin. The interview guide in Hungarian and English is available in Appendices B1 and B2.

5.1.3 The Pilot Study

The main purpose of the pilot study was to validate the new instrument and to explore first-year university students' reading habits, skills and strategies from the tutors' perspective. The tutors were also asked about their expectations towards their students in terms of reading skills. Moreover, the EFL tutors' perceptions of using literature in the language classroom were investigated.

First, broad themes were determined based on relevant literature and personal experience. Next, the interview questions were developed and the first draft of the interview schedule was compiled. The first draft was reviewed by my PhD supervisor. The main modifications involved the order of questions and rewording some items. Based on the feedback, the second draft was created and the questions were translated into English. The second draft was subjected to expert judgement again by my PhD supervisor, also, the interview guide was handed to my PhD colleagues for review. I made some minor modifications based on the opinions; then, the interview guide was piloted with four participants.

The interviews were conducted in person in the tutors' offices between May 2019 and December 2019. The interviews were transcribed and the transcripts were sent back to the interviewees for member checking. The participants could make further comments on the topics explored in the interviews, they could also delete some parts; however, no modifications were asked to be done in the transcripts. The data analysis had several phases. First, the scripts were read and the emerging themes were marked. The emerging meaningful units were coded into categories. Each new meaningful unit was subjected to analysis and compared to the existing ones. In case there was no existing similar chunk, a new category was created.

The data was analysed and the help of a co-coder was sought in order to ensure the neutrality of the study. The co-coder received the full text of two interviews: one with an EFL tutor and one with a literature tutor. After coding the data and comparing them with those of the co-coder, the emerging themes were collected in a separate document and they were marked in the transcripts, too. In the pilot interviews the new emerging themes included the reasons for changes in reading habits and the possible ways how to nurture readers (which were identified both by the researchers and the co-coder). The quotations supporting the themes were underlined and colour coded in the transcripts by the researcher. Finally, the interview guide was finalised based on the findings of the pilot study.

5.1.4 Data Collection and Data Analysis in the Main Interview Study

The research took place between spring 2019 and summer 2021 including piloting**.** The interviews lasted from 35 minutes to 60 minutes. Four of them were recorded in the interviewees' offices and four of them were conducted on two video conferencing platforms due to the lockdown during the pandemic. The interviews were audio-recorded in the case of the offline interviews and video-recorded in the case of the online interviews. The credibility of the study was established by member checking: the transcripts were read by the participants

and some minor additions (such as names, book titles) were made and some statements were reworded as requested by one of the interviewees. Then, the transcripts were coded by identifying and labelling patterns. The emerging patterns and themes were grouped into categories. The same questions were used during the interviews to ensure the dependability of the study.

It is important to note some ethical concerns that were taken into consideration. Before recording the interviews, informed consent was asked from the participants. A document was read out to the participants which provided them with information related to the aims of the study, confidentiality and their right to withdraw from the study at any point (Dörnyei, 2007). Their permission to record the interviews was also sought. As mentioned before, the interviews were sent back for member checking and some minor modifications were made. Solely I have access to the recordings which are stored securely with password protection for two years after the defence of the dissertation. After that, the recordings are to be completely deleted. Moreover, to protect the anonymity of the participants, their names are not included in the file names. For the same reason, the participants appear under pseudonyms in the study.

5.2 Study 2 – The Tutor Interview: Results and Discussion

This section starts with the description of all the eight tutors' views on their students' reading habits and motivation for reading followed by their thoughts on reading skills and strategies (including their expectations towards the students). Finally, the four EFL tutors' opinions on the use of literary texts for language development purposes are presented. The tutors are all referred to by a pseudonym. Each quotation from the interviews is followed by a code. The first letter is T which indicates 'transcript'. This is followed by the first letter of the pseudonym complemented by the specification of the field (i.e., EFL or literature). Finally, the relevant page number of the transcript is added. It must be pointed out that the quotations are translated from Hungarian to English by the author with the exception of Allison's interview which was conducted in her first language (i.e., English).

5.2.1 The Students' Reading Habits and Motivation for Reading

The EFL tutors' opinions on the first-year students' reading habits were quite varied. On the one hand, two EFL tutors with the most experience, Mária and Zsigmond (EFL) said

that nowadays students do not read. On the other hand, Allison and Rebeka (EFL) claimed that their students do seem to read. As Allison (EFL) put it:

> I think in general, the first-year students who come to the program actually say that they're like they enjoy reading for pleasure. And one of the things they tell me they dislike most about starting university is that they don't have time to read novels anymore. And that they have to stop reading novels in order to read research articles or even the things for my class. So, I get the impression that most of them do enjoy reading novels, but also a lot of them are very informed about current events. So, a lot of them read the news or at least follow it kind of on Twitter or Instagram. So, I think they have...reading, but it usually fluctuates between novels or social media, these kinds of very short... kind of reading. (T/A/EFL-2)

As it can be seen, Allison (EFL) touched upon the different types of reading: reading for pleasure, reading for class and reading other mediums (e.g., social media). Although there is a difference between these types of readings, all of them involve the act of reading. Allison's (EFL) thoughts also indicate that one must be wary about such statements that the next generation does not read or reads less since perhaps the concept of reading should be redefined.

Rebeka (EFL) was not certain about her students' reading habits, she rather relied on her impressions. For example, she noticed that her students have books on their desks or in their bags which gives her the impression that they do read between classes; and some of them do their presentations on their favourite books. Zsigmond and Mária (EFL) were less positive about their students' reading habits. As Zsigmond (EFL) noted, it is not a new tendency as the young generation was thought not to be reading earlier as well. He also added that the reason why students tend to read less partly lies in the way how literature is taught in Hungarian secondary schools and the curriculum of Hungarian literature (i.e., it is absolutely chronology-based and not based on the texts). Both Mária and Rebeka (EFL) mentioned that those students who also major in Hungarian language and literature seem to read a lot more. Similarly to Rebeka (EFL), Mária (EFL) also admitted that she bases her opinion on impressions. She noted that her students do not really read so much with the exception of some. However, it must be added that she drew a parallel between her own reading habits as an adolescent and her students' reading habits. She admitted that those circumstances had been different from the ones that her students experience as there had been no other entertainment opportunity apart from reading.

Regarding what students like to read, the tutors' responses revealed some interesting points. Zsigmond (EFL) highlighted that films seem to have taken the place of books: students rather watch a film than pick up a book. This idea was supported by Mária (EFL) who assumes that this change is partly related to our present world: we live in a visual world, everybody can

watch films, read the news and spend time on social media. Reading is not the only form of entertainment as it used to be in her childhood. This change has had an impact on one of her courses as well: she felt the need to change her course requirements offering her students a choice between books and films, however, books are rarely chosen. When asked about favourite books in EFL classes, students often mention compulsory readings from their previous studies or highly popular and well-known books such as *The Little Prince*, dime novels or bestsellers (Mária, EFL). Nevertheless, Rebeka (EFL) had some positive experience: as she mentioned, when first-year students can choose the topic of their presentation, they often present about their favourite book.

Similar responses were given by the literature tutors: two tutors claimed that students definitely read and two of them said that some read, some do not read at all, but the majority of their students focus solely on compulsory readings and shorter texts. Nonetheless, it must be pointed out that two participants do not know much about their students' reading habits, they solely have some impressions about their students' reading habits. As Zsombor (LIT) pointed out it is hard to determine what students like to read, whether they like to read at all since students may say that they like reading only because the teacher is asking them and they would like to make a positive first impression. According to Dorottya (LIT), it cannot be stated that nowadays students do not read, however, there are some changes in their reading habits. Sadly, Zsombor's (LIT) impressions are rather negative. At the beginning of his courses, he always asks his students what they expect from the course and trainee teachers often voice their doubts related to the course and ask the question why they have to study literature. As he put it:

> There are some students who read not only for the course but in their leisure time but this is a really rare exception – which I think is rather strange at a faculty of humanities. (…) As I said, this is really weird to me that students do not read at a faculty of humanities or they don't understand what the point is in having literature courses in their educational programme. (T/ZS/LIT-3–4)

He added that this change in students' attitude towards reading has been on the rise since the 5-year-long teacher training programme was introduced – as reinforced by his colleagues – , thereby the ratio of trainee teachers and English majors has changed. Zsombor (LIT) also added that there are on average 2-3 students out of 16 who tend to read not only compulsory texts and love literature. Emese (LIT) noted similar numbers. She always asks her first-year students what they like to read and on average 3-4 students out of 15 like to read in their free time. In addition, she recalled one of her previous courses which was based on Victorian novels.

In the course, students were required to read one novel of 600-800 pages every second week. However, she no longer dares to start such a course as her

> (…) experience shows that the students simply don't dedicate so much time, or they cannot dedicate so much time to reading so many novels. (T/E/LIT-3)

Emese (LIT) also reflected on the possible reasons for the decline in the amount of reading she perceived: the change in the programme (BA and MA), which could have led to changes in the students' obligations, or the change in the students' interests, or maybe their schedule as almost every student has a job these days.

Regarding specific examples, Dorottya (LIT) noted that various literary texts are mentioned by her students, there is no pattern; however, her students mostly mention compulsory literary texts or sometimes popular literature as their favourite readings. She could also name some authors mentioned by her students: Agatha Christie, William Golding, J.K. Rowling, Miklós Radnóti. Emese (LIT) noted that many of her students seem to be reading mostly popular literature such as Harry Potter; but most of her students are not familiar with English literature at all. Both Dorottya and Emese (LIT) agreed that only a few students read classic literature. Zoltán (LIT) admitted that he is not so acquainted with his students' reading habits, nonetheless, the majority of them read the compulsory texts. The possibility that other genres may take the place of literary genres was also mentioned by the literature tutors as well. Zsombor (LIT) has the impression that his students are still interested in narratives and stories, however, they look for them in video games and not in books.

Considering the students' reading motivation, both Dorottya and Emese (LIT) mentioned that they had been obliged to include short quizzes or warn their students that some readings would be included in the next text since many of them had not read the compulsory texts at home. Dorottya (LIT) also noted that she objects to grading her students, however, they would not read the required texts if it was not for the grades. As she summarises,

> Motivation… unfortunately, as far as I can see it, the grade is the most motivating factor for students. Telling them that it will be included in the test has an influence on them. I try to motivate them by pointing out how interesting this text is (…) I refrain from any disciplining, threatening and grading because these go against the stance I'd like to take (…) Students shouldn't read because I say so. However, I am forced to do this because I have to give them a grade. (T/D/LIT-4–5)

The tutors did not mention any strategies that they apply to motivate their students to read, which was unexpected as all the participants are avid readers and they advocated for the importance of reading. In the interviews different interests were mentioned: for instance, Mária (EFL) noted that a lot of her students prefer reading texts that are not relevant to her. Moreover, the growing popularity of video games (Zsombor, LIT) may widen the gap between the students' and the tutors' interests even more. These differences in interests may prevent the tutors from developing their students' motivation for reading. One exception is Rebeka (EFL), who sometimes recommends books to her students and if she perceives that one of her students is reading a book, she goes over and asks some questions about the book. Although Dorottya's (LIT) attitude towards her students is not an explicit example of motivation, it may still have an impact on her students' motivation to read. She noted that she tends to look into the names, books or theatre plays that her students mention in class. For instance, once her students associated the concept of 'great chain of being' with the film, Lion King. Dorottya (LIT) had not been familiar with the song, so she promised to check it as her homework. She also tries to make her students feel involved in the lesson, which may affect their motivation as well.

Although the students' reading habits were explored in Study 1, the tutor perspective can broaden the scope and add some details to the responses given to RQ 1 (*What are the reading habits of first-year English major university students?*). The tutors were divided over the question whether university students read these days or not. Two EFL tutors confirmed that their students read, they just need the freedom of choice; two EFL tutors were quite sure that the students do not read as much as previous generations did. The literature tutors were less familiar with their students' reading habits. There can be several reasons for that: the students assume certain expectations they have to meet (Zsombor, LIT), or the teacher does not inquire into the students' reading preferences (Zoltán, LIT). Regarding reading preferences, two tutors mentioned that their students often mentioned well-known books (Mária, EFL; Dorottya, LIT) and some tutors referred to popular literature as well (Mária, EFL; Rebeka, EFL; Dorottya, LIT). The interviewees also tackled the changes in reading habits and practices. For instance, Allison's (EFL) remark raises the question whether students indeed read less compared to previous generations, or whether the concept of reading should be rephrased to include other forms of reading. For example, digital reading (e-mails, social media posts, etc.) and public reading (billboards, advertisements, etc.) form parts of one's daily reading (Tóth, 2018). In addition, the role of books in sharing stories and narratives may be taken over by other mediums (Mária, EFL; Zsigmond, EFL; Zsombor, EFL), which implies that the possible decline in

reading time is not related to the lack of interest in stories or curiosity about exploring new worlds.

Although Study 1 did not reveal any major differences between English majors and trainee teachers, the interviews contained some references to an alarming gap between the two groups. Zsombor (LIT), for example, mentioned that it seems to be a common belief that trainee teachers are weaker students but his experience does not support this view. However, he noted that trainee teachers do not see the point in having literature courses and in reading. According to Zoltán (LIT), trainee teachers are less skilled at reading and text comprehension, moreover, they are less knowledgeable about literature than English majors. The data gained in Study 1 imply that trainee teachers indeed read less in English than English majors do. However, they tend to read more in Hungarian, which may be related to the tutors' impression that trainee teachers' language proficiency level is usually lower. These implications are definitely worrisome in the light of the fact that teachers are influential role models for students and they have a significant role in nurturing avid readers (Applegate & Applegate, 2004; Applegate et al., 2014; Nuttall, 1996). Therefore, it is of utmost importance that trainee teachers have a positive attitude towards reading and that they are successful readers.

Regarding the motivation for reading (RQ 1.2 *What factors motivate first-year English major university students to read in English?*), the tutors mainly mentioned extrinsic factors such as regular testing and grading (Dorottya, Emese, LIT). Literature tutors seem rather pessimistic about their students' *free voluntary reading* (Krashen, 2004). Dorottya's (LIT) case has to be highlighted as she is truly dedicated to her work and nurturing avid readers. She brought up several examples of her lessons; and she was clearly dedicated to developing and strengthening her students' positive attitude towards reading. However, she could not eliminate extrinsic motivational factors from her lessons. The results are interesting in the light of Study 1: most students seem to be motivated by intrinsic factors and not extrinsic ones. A possible explanation for this discrepancy between the two groups might be that the tutors did not know much about their students' reading practices in their leisure time and they reflected on their own lessons where reading is mandatory. Another plausible explanation is related to the interpretation of the concepts intrinsic and extrinsic motivation. Both extrinsic and intrinsic motivation have several subtypes (see section 2.1.7). However, these types were not distinguished nor clarified during the interviews, thus the participants' examples of extrinsic motivational factors are connected to introjected regulation. Intrinsic motivation was rarely touched upon in the interviews with the exception of those cases when the tutors reflected on their impressions of their students' attitude towards reading.

5.2.2 The Students' Reading Skills and Reading Strategies

On the one hand, the participants were asked to elaborate on their expectations of reading skills and strategies towards the students; on the other hand, they were invited to reflect on their classroom experience, i.e., what reading skills first-year students have and what reading strategies they apply. Although the questions addressed solely skills and strategies, all the participants mentioned knowledge, attitudes, skills and strategies. Therefore, four categories were formed based on their responses as presented in Table 5.3.

Table 5.3

The Necessary and Required Knowledge, Strategies and Skills Connected to Reading

	Knowledge	**Attitudes**	**Skills**	**Strategies**
EFL tutors	• background knowledge • text structure	• being critical • being curious	• language skills • study skills •critical thinking skills • forming an opinion and discussing it • text analysis (cause-effect, important-unimportant)	• checking vocabulary • rereading • focusing on the gist •understanding the text • note-taking strategies • asking questions about the text
Literature tutors	• background knowledge	• being open-minded	• language skills • forming an opinion and discussing it • text analysis	•understanding the text word for word • dictionary skills • seeing the text as a whole • selecting key words

There are some areas that were mentioned by both the literature and EFL tutors: *background knowledge*, *appropriate language skills*, *critical thinking skills*, *text analysis*, *dictionary skills*. These areas are highlighted in green in Table 5.3. Considering strategies, it should be remarked that the use of some strategies may depend on the genre and the aim of the lesson. For instance, looking up every single unknown word in the case of a novel is an unrealistic expectation (Zsombor, LIT). It is also important to note in some cases it is not the

unknown words that cause difficulties in comprehension but unknown concepts. For instance, the concept of 'lynching' both in English and in Hungarian was unfamiliar to the students in one of Dorottya's (LIT) lessons.

Apart from similarities, some notable differences between EFL and literature tutors were also observed. The EFL teachers listed more reading strategies on their own, they were more confident about and familiar with these strategies than the literature tutors. Furthermore, a surprising difference regarding the reading strategies should be highlighted. Three EFL teachers mentioned that it is important that students understand the gist of a text whereas the literature tutors complained about students not understanding the text word for word but focusing only on the gist. Mária (EFL) highlighted that students seem to be accustomed to focusing only on the gist, which may be related to the fact that they are trained to do so in secondary EFL classes; nevertheless, this may cause some severe difficulties for them in university classes where they need thorough and deep understanding of the texts in their content subjects.

During the interviews, the tutors listed several expectations that are closely connected to reading abilities (e.g., language skills, dictionary skills) and some expectations that are not connected to the act of reading (e.g., attitude). In order to answer RQ 3 (*What reading skills and strategies do EFL and literature tutors expect from English major university students?*), the tutors' responses can be grouped into four main categories: knowledge, attitude, skills and strategies. Both EFL and literature tutors mentioned the importance of background knowledge (knowledge); being critical (attitude); language skills (skills), forming and justifying an opinion (skills), text analysis (skills); vocabulary and text comprehension strategies. If the tutors' thoughts are compared to the list of academic purposes (thus, required skills and strategies) for reading (Grabe, 2009), several examples of convergence can be pointed out. As noted in section 2.1.6, six academic objectives for reading can be distinguished: one can read to look for specific information, to understand the text quickly, to learn, to integrate information, to evaluate and use information, to comprehend the text (Grabe, 2009). The tutors in Study 2 mentioned four purposes out of six. Searching for keywords was added by the tutors which could be linked to the first purpose (i.e., reading to look for specific information) or to the fifth one (i.e., reading to evaluate and critique). As Grabe (2009) explains based on Perfetti et al. (1999) reading to integrate information necessitates "that the reader synthesizes (and learn) information from multiple texts or bring together information from different parts of a long text" (Grabe, 2009, p. 9). The tutors mentioned the importance of background knowledge (e.g., the era, the contexts) that have to be connected with the text in order to completely understand it. Being able to

evaluate and critique the text was implied in connection with attitude (i.e., being curious and open-minded) and skills (i.e., forming and discussing opinions about the text). The tutors emphasised the importance of the last purpose indicating that their students struggle with general comprehension. In relation to general comprehension, the tutors pointed out some skills such as rereading the challenging parts of a text, using the dictionary appropriately, understanding the text word for word. The reason why the tutors elaborated on text comprehension lies in the fact that they focused on L2 readers who differ from L1 readers in several aspects (see section 2.1.4). Some other purposes that are not linked to academic contexts but they are more closely related to literature were also added by the interviewees. Text analysis and being familiar with text structure were highlighted by the EFL and literature tutors. An interesting comparison must be drawn between the student and the teacher perspective (i.e., Study 1 and Study 2). Based on Study 1, the least frequently applied strategy is finding key information in a text (M=2.24, SD=1.26), however, it is stated as an expectation by the literature tutors. Moreover, finding key information seems to be an issue from the perspective of EFL tutors; as Mária (EFL) noted students struggle with distinguishing the important from the unimportant in a text.

When the participants were asked about the students' reading skills and strategies, all the interviewees started to list problems and issues that they encounter in class (Table 5.4). Similar problems were listed by the tutors, which implies that the same difficulties are present both in EFL and in literature classes.

Table 5.4

Reading Problems in the Classroom

EFL tutors	Literature tutors
• language-related difficulties • lack of background knowledge • lack of appropriate study skills • lack of attention and focus • lack of critical thinking skills • attitude towards reading • lack of interest • reading superficially: students understand the gist but not the deeper meaning	• language-related difficulties • lack of background knowledge • extrinsic motivation or lack of motivation • focusing on the story but not on the plot • not noticing the key words • lack of interest towards compulsory readings • not understanding the text word for word

Both the literature and EFL tutors highlighted language-related difficulties, namely that students do not have appropriate language skills. Moreover, the lack of sufficient background knowledge seems to be a common problem in both classes. The lack of motivation and interest was mentioned both by EFL and literature tutors: only a few students in a group are truly interested in reading (see section 5.2.1). There seems to be a connection between attitude towards reading and comprehension problems, which was implied both by EFL and literature tutors. Mária (EFL) observed that when students understand a text more or less, they have some idea about its content, they stop and they do not spend time on deeper comprehension, they lack patience. This issue was also raised by Zoltán (LIT) who claimed that his students have some vague ideas about the text, for example, they rely on a metaphor they understand, but they do not comprehend the text itself. Allison (EFL) also added that her students seem to be confident about their reading skills and they never signal if they experience a difficulty in reading. Allison concluded the interview by pointing out a fundamental issue that may cause troubles both to EFL and literature tutors. She remarked that assessing reading skills is complicated since it is "very difficult to draw the line between what's a reading problem and what's a problem with critical thinking" (T/A/EFL-8). When her students struggle to provide an answer to her questions, it is not always evident whether they do not comprehend the text or they lack critical thinking skills.

Although there was no question related to the causes, the participants were looking for possible reasons to justify these problems. Emese (LIT) complained about students reading on their phones, which has a significant impact on their reading skills and strategies:

> I assume – although I'm not sure that I'm right – that the fact that students read on small and constantly changing screens leads to losing their ability to regard the text as a whole, to treat the text as a unity. I know about a colleague who asks the students to bring printed texts to class, to read printed texts – exactly because of this. (T/E/LIT-2)

Allison (EFL) also agreed that the way we read and what we read influence reading skills and strategies. She shared her views as follows:

> [L]earning to read at university is [something] that they are just not used to. They are used to reading... Also, paragraph structure. So if they are used to reading things on Instagram or news articles, many of the students think that a sentence can be a paragraph because a lot of news articles do this and it is very difficult for them to understand why this cannot happen in an academic paper or whenever they are confronted with a paragraph that's six sentences long instead of one-sentence-long, I can tell they struggle to tell me what it's about or to find the key information because it's too long for them

> based on what they are used to reading of these news articles with one sentence paragraphs. (T/A/EFL-3)

Emese (LIT) and Allison (EFL) remarked on the changes in the reading skills initiated by digital reading: for example, the smaller screens prohibit the reader from seeing the whole text, from examining the structure of the text. Nowadays, readers have to cope with constant distractions and new stimuli, "which affects how much we read, how we read, the characteristics of what we read, and finally, what is written" (Wolf, 2017, p.11). For instance, the presence of multimodal texts makes readers process texts simultaneously and not linearly (Manderino, 2015); skimming becomes more and more significant in the reading process (Wolf, 2017). However, the skills and strategies applied to digital texts may not be beneficial in university courses as noted by the tutors. Hence, those students who are more accustomed to digital reading experience problems when reading academic or literary texts.

Allison (EFL) also highlighted the cultural differences that affect the way we read and comprehend a text; for example, her students struggle with understanding the organisation of a text. However, she added that in some cases the reasons for experiencing difficulties in reading can be attributed to the lack of critical thinking skills that are required in academic settings. Emese (LIT) also touched upon cultural differences in the interview. Some of her international students look up every single unfamiliar word in a dictionary and they try to translate the text word by word in their own language, but this strategy does not support but rather impedes their understanding of a literary text.

The role of secondary education is also impactful according to the interviewees: it not only affects the attitude towards reading and reading habits (Zsigmond, EFL) but skills and strategies as well (Mária, EFL) – these opinions were shared by the literature tutors, too. Dorottya (LIT) noted that it is of utmost importance that students forget about their previous imprint that was left on them by secondary education, namely that they learn something just because their teacher obligates them. Zsombor (LIT) also highlighted the importance of secondary education. As he claimed,

> Secondary education should not be about 'we will do many argumentative tasks so that points could be given at the final exam' but [it should be about] making students understand why it is important to argue, why it is important to notice mistakes in argumentation – and they do not get such skills in Hungarian language and literature lessons. (T/Zs/LIT-7–8)

Zsombor (LIT) remarks on an important problem in the secondary educational context. Although the teacher's role is key, the focus is often on factual knowledge and not on skills development in secondary schools. Secondary school teachers have to cover a lot of materials in a limited amount of time, which does not allow time for skills development. This may the reason why some students in Dorottya's (LIT and Zsombor's (LIT) groups expect them to give a lecture about the text. Dorottya (LIT) also added that probably secondary school students are not often asked in classes and they do not receive feedback on their thoughts – hence, they are not sure how they should read.

Apart from secondary school, previous experience in general has an influence on students' performance in class. Generally speaking, those students have an opinion about the texts and reflect on the texts who seem to have the skill of reading carefully and have some previous practice in it (Zsombor, LIT).

The interviewees mentioned some significant differences between English majors and trainee teachers. Trainee teachers are generally less proficient speakers of English than English majors are (Mária, EFL). Moreover, trainee teachers have less background knowledge and they struggle more with text comprehension (Zoltán, LIT). However, Zsombor (LIT) rejected the idea that trainee teachers are less proficient or less motivated in reading literature. According to him, the main issue is that trainee teachers do not see the point in studying literature. Based on the interviews the core of the problem may not lie in the question whether there are any differences between the two groups but rather in the two groups' different needs. As pointed out by Emese (LIT), trainee teachers and English majors are educated and prepared for two different careers, hence different materials should be taught to the two groups.

As noted above, when the tutors were asked to reflect on their students' reading skills and strategies, every interviewee started to list problems. Therefore, the answer to RQ 4 (*How do EFL and literature tutors perceive the reading skills and strategies of English major university students?*) consists of multiple problems mentioned by the tutors. The responses revealed that several issues are present both in the EFL and in the literature classroom. Both EFL and literature tutors think that first-year students do not have appropriate language skills to read and discuss academic and non-academic texts. For example, they struggle with vocabulary, which is partly related to attitude as they settle for an approximate meaning of a phrase (Zoltán, LIT), partly to the lack of appropriate dictionary skills (Mária, EFL); and it is probably related to the fact that they were trained to focus on the gist of a text (Mária, EFL). Two of the tutors' opinions are supported by the findings of Study 1. The students seem to rely on the context when they encounter an unfamiliar vocabulary item (M=4.37, SD=.78), thus they

are satisfied with superficial reading. Being accustomed to focusing on the gist is reinforced by the students' opinions (Study 1) as well since most of them seem to be confident about understanding the gist of a text (M=4.14, SD=.76). This may also support Mária's (EFL) remark that students are encouraged and trained to focus on the gist of a text in the secondary EFL classroom.

Dictionary skills seem to be problematic in other contexts as well. Mária's (EFL) experience is confirmed in a study conducted at a British university which revealed that choosing the wrong dictionary entry or sub-entry was the most common problem among international university students (Nesi & Haill, 2002). The following issue was the lack of background knowledge which is required for one in order to comprehend a literary text. Regarding attitude, lack of motivation (or mainly extrinsic motivation) and lack of interest were mentioned both by literature and EFL tutors.

As it can be seen, the tutors' expectations and their classroom experience do not coincide. Based on the tutors' opinions, the students lack most of the areas listed as expectations. For instance, the need for background knowledge and appropriate language skills were emphasised by the tutors but these two items were the first ones listed when the tutors were interviewed about their classroom experience. Nevertheless, two expectations are actually met by the students. One of these skills and strategies is forming an opinion about the text that is set as a requirement by the tutors. This requirement is fulfilled by the students as the data gained in Study 1 proves: the majority of students is confident about forming and expressing an opinion about the text (M=4.08, SD=.92). The other one is a strategy: rereading the challenging parts of a text. This requirement was set by the EFL tutors; and based on the results of Study 1, the students seem to apply this strategy (M=4.21, SD=1.00).

5.2.3 Developing the Students' Reading Skills and Reading Strategies

At the end of the interview, the tutors were asked to mention some possibilities for students to improve their reading skills and strategies in the classroom or in their leisure time, and some solutions to the most common reading-related problems. Concerning the solutions, the participants agreed that tutors have a responsibility in enabling students to make the most of their studies. As Zsigmond (EFL) noted, first-year students must be helped in reading, vocabulary and text comprehension.

Various solutions to reading problems were shared by the EFL tutors: some of them drew examples from their own practice and some of them proposed some novel ideas. Extensive

reading can be implemented in language practice lessons, which could enable students to practice reading more (Allison, EFL). Extensive reading in the language classroom focuses on reading for enjoyment: students can choose the text they want to read, or they can vote on the reading (Bamford & Day, 2004 as summarised in Day, 2015). Another principle of extensive reading is that a variety of appealing and relevant texts is offered to students (Bamford & Day, 2004 as summarised in Day, 2015). Although some literature tutors try to take their students' interests into consideration, on the whole, the students must read what is included in the syllabus. *Language Practice* tutors may be more flexible: some options may be offered to the students to choose from when reading skills are in the focus of the lesson. Extensive reading takes students' preferences into consideration, hence it could be motivating and beneficial for the students.

In addition, the importance of preparing task sheets to accompany a text was emphasised (Zsigmond, Mária, EFL). It is important to note that task sheets have further criteria that must be kept. As Mária (EFL) pointed out, it is really strenuous to compile appropriate reading tasks that are not evident to answer but they also have a straightforward solution. It is a challenging task to exclude ambiguous solutions and at the same time avoid the risk of designing tasks which are not too easy. Ambiguity seems to be a common threat: ambiguous answers are often present in the key of certain coursebooks (Mária, EFL) as well. Apart from task sheets, portfolio as an assignment is also useful; for example, Mária (EFL) asks her students to compile a portfolio based on the articles they read and also to look up the unknown words in a dictionary and make a vocabulary list, which may improve students' dictionary skills. Some additional ideas included book clubs and study skills; the latter should be taught in courses as they can help students read and write in English, which seems to be another problematic skill. A fascinating idea was mentioned by Zsigmond (EFL) who had carefully selected some readings for his class when he used to work as a secondary school teacher. He had lent the copies to his students for their summer break and Zsigmond (EFL) had offered a deal to them: if they did not like his choice of books, he offered to read a book of their choice. Allison (EFL) also recalled an example from her teaching, which is connected to the possibility of choice: she allowed her students to choose between a graded version of a literary text and the full text. Apart from these individual attempts, Mária (EFL) also argued for the need for a separate study skills course where students could learn various strategies such as how to take notes, how to use a dictionary and develop their study skills in general.

Before describing specific practices that literature tutors apply to develop the students' reading skills and strategies, it is important to see what a typical literature lesson for first-year

English majors entails. Emese, Dorottya and Zoltán (LIT) find it important to implement texts without preliminary notice. Emese always plans such 'surprise' texts for her second lesson, so her students do not have time to prepare for the lessons (e.g., they cannot look up unfamiliar words, they cannot check a translation). Thus, Emese (LIT) can see how her students cope with an unfamiliar text, she gains some insight into the students' reading skills and problems. Dorottya (LIT) does not prepare a reading list for her students at all since she intends to prevent them from turning to certain websites that offer a summary of classic literary texts. She is aware of some websites that offer a summary of classic literary texts and she assumes that students to use these platforms instead of reading the text. By not revealing the list of readings, she can make sure that her students actually read the text. This suggests that she would like her students to practice reading as well as improve their reading skills.

Emese (LIT) provides some guiding points through explicit instructions when the students are asked to read at home. For instance, she warns her students if a text requires deep attention and the students need to find the time and place to immerse themselves in the text. She divides her first-year course into three sections (poetry, prose, drama) and her lessons include regular references to previously taught and discussed aspects. Zoltán (LIT) differentiates between short texts, which could be read in 10-15 minutes, and longer ones. The shorter texts are read in class and he sometimes does not reveal the title in advance for the exact same reasons as Dorottya (LIT). He always starts his lesson by asking his students for their opinions on the text and then they discuss the text based on Zoltán's (LIT) preliminary notes and the issues raised by the students. Contrary to Dorottya (LIT), he provides some background information (e.g., historical facts) since he believes that being familiar with the context is indispensable if one reads a literary text from the 17th or the 18th century, for instance. Some close reading is also included in his lessons when the group study certain parts of the text. Zsombor (LIT) uses three texts in one semester with his first-year students, thus he dedicates a considerable amount of time to each text. He spends time covering the necessary terms and concepts with the help of his handouts, then they discuss the texts. Apart from teaching the terminology, he intends to develop his students' critical thinking skills, hence he encourages his students to have a discussion with each other. Similar to Dorottya, Zsombor and Emese (LIT) also use extra materials: a play and a film were mentioned as examples.

All the four literature tutors mentioned that they try to teach those strategies and skills that they find important explicitly (i.e., through explanations and instructions) or implicitly (i.e., tasks). Some fascinating examples were brought up by the tutors. For instance, Zsombor (LIT) prepares some guiding questions, thus he ensures that his students have some help while reading

texts for his course. Emese (LIT) also referred to Zsombor's (LIT) practice as an example of how reading strategies could be taught. She tries to provide some help through explicit instructions as well as Zoltán (LIT). Despite this good example set by Zsombor (LIT), which seems to be known by some tutors at the department, not every tutor provides help for each assigned text, which presents problems and difficulties for the students as Zsombor (LIT) remarked. Another example was brought up by Dorottya (LIT) who shows her students paintings such as abstract paintings to open up the students and prove to them that there are different perspectives but that does not mean that one is truer than the other.

Selecting relevant and appropriate texts could be another solution to some of the reading-related problems. The importance of text selection was also highlighted by both the EFL and the literature tutors, who elaborated on numerous factors that should be or are taken into consideration. Relevance could remedy some reading problems (Rebeka, EFL); a similar opinion was voiced by Zsigmond (EFL) who concluded that any text that the students would not enjoy reading is forbidden to be used in the lesson Another criterion concerns the length of the text as it should be kept in mind that students may not be willing to spend much time on reading, moreover, the reading has to fit in the lesson which has multiple parts and reading is only one of them (Mária, Zsigmond, EFL). Choosing relevant and interesting materials may become a more challenging task as the generation gap between the teacher and the students widens. Mária (EFL) put her finger on this problematic issue by saying that some materials that are interesting for her are really boring for her students.

The literature tutors agreed that text selection is indeed important and the criteria for text selection include the first-year students' age and interest for three tutors as they try to find interesting, relevant and enjoyable texts for their introductory course. Although all the four literature tutors reinforced that texts should be interesting, only two tutors tend to ask their students about their reading preferences, two of them have no information on their students' favourite readings. The purpose of each lesson is also considered when the tutors select their texts. Interestingly, there was no general consensus on the language of the texts. On the one hand, Emese (LIT) selects texts that are not too difficult to read so that they could be enjoyed; on the other hand, Zoltán (LIT) consciously does not consider the language when he selects the texts to be used since he believes that students should be confronted with challenging texts, too. Another criterion was mentioned by Zsombor (LIT): the length of the texts. He attempts to pick texts that are not too long, nevertheless, he always includes a whole novel in the syllabus. Variety as an aspect was also brought up (Emese, LIT) as well as personal preference (Dorottya, LIT).

Apart from the numerous ideas and examples offered by the interviewees, a simple solution was proposed as well: reading can be developed only by reading more (Dorottya and Zoltán LIT; Allison and Mária EFL). The participants agreed that more exposure to various texts is a key element in nurturing successful readers. In the interviews, it was also highlighted the tutors' guidance are indispensable for the students to become good readers. A gripping comparison between a museum and teaching was drawn by Dorottya (LIT). She compared their duties to the opening of the British Museum: first, visitors were asked to spend a given amount of time in the rooms but without receiving any information or explanations on the artefacts; then, when the visitors were asked for feedback, many said that they had no idea what they had seen in the rooms. As Dorottya (LIT) concluded,

> This is what I also say that this is what we should not do. (…) So, if I rush through 200 years with my students, I will not give them anything. If I read three poems and one short story with them in one semester, maybe I will have the chance that my student will have some techniques, will know what to pay attention to when he or she sees another poem or novel. (T/D/LIT-13)

As it can be seen, several participants mentioned that reading skills can be improved by reading more. However, it seems that reading in itself may not be sufficient to develop one's reading skills as "[g]ood comprehenders are extremely active as they read, using a variety of comprehension strategies in an articulated fashion as they read challenging text" (Pressley, 2002, p. 291). Several other factors are important such as metacognitive awareness and reading strategies (Grabe, 2009; Pressley, 2002). In the interviews, it was obvious that the tutors are aware of the various reading problems their students face in their lessons. The tutors also added that they provide some help in their lessons, for example, through explicit instructions and tasks; which shows that they are aware of the fact that reading skills do not develop successfully when they are unattended (Pressley, 2002).

However, it must be noted that explicit instructions are probably not sufficient to improve students' reading skills since they raise students' awareness to reading strategies but they may not lead to the active usage of strategies (Duffy et al., 1986). Therefore, the worksheets that Zsombor (LIT) prepares may complement the instructions nicely and ensure that the strategies become skills for the students. Nevertheless, "automatic skills begin as highly focused attentional processes" (Grabe, 2009, p. 222), which takes time. This was recognised by some literature tutors in Study 2 as well who opted for choosing a few texts for one semester, thus more time could be dedicated to each text.

Both the EFL and the literature tutors' responses show that they are aware of the various issues and difficulties in terms of reading, moreover, they try to provide some guidance to their students. Nevertheless, the interviews also show that there is no common practice to make students apply strategies while reading and to improve students' reading skills.

5.2.4 The EFL Tutors' Opinion on Including Literature in the EFL Classroom

The EFL tutors were also asked to reflect on the use of literature in the EFL classroom. First, they were interviewed on their previous experience with implementing literary texts in their lessons or the reason(s) for the lack of it. Next, some guidelines and ideas how these texts can be incorporated into an EFL lesson were sought.

All the four EFL tutors had some previous experience with using literary texts for language development purposes. Mária and Zsigmond (EFL) rarely use literary texts in their classes, but if they do, they choose really short texts such as poems. Mária (EFL) added that she regularly uses articles and scarcely poems in her classes. Allison (EFL) seldom uses literature in her classes: once or twice each semester. Rebeka (EFL) did not have much experience with literature, she had used mainly abridged literary texts from coursebooks.

The tutors were asked to recall some specific examples of their use of literature. Zsigmond (EFL) could remember several instances of using poems and lyrics. These texts are mostly used after a test in his language practice lessons; and he always prepares some tasks (mostly discussions) as he firmly believes that every material should be accompanied with some tasks. Regarding the students' reactions, he noted that they value these lessons as they feel that they benefit from these experiences. Considering literary texts that were used in language practice lessons, Zsigmond (EFL) mentioned texts from Laurie Lee, a poetry collection titled *Poems in the Underground* and a short poem written by Martin Niemöller (*First they came*). Mária (EFL) used poems with her first-year groups. She mentioned focus questions, vocabulary tasks and activities related to text structure. For instance, she deleted the rhyming words and the students had to figure out the missing items; she also brought jumbled text activities in her lessons. Allison (EFL) used a crime story written by Edgar Allan Poe (*The Tell-Tale Heart*) and she connected the story to the topic of murder mysteries. The students could choose between the original text and a graded version, thus the students did not have any language-related difficulties. The text was used primarily as an example of a murder mystery since after reading it, the students wrote their own murder mystery and the others tried to guess the key to the mystery. The students seemed to be engaged in the activities and enjoyed the lesson according

to Allison (EFL). Rebeka (EFL) had some experience with literary texts in her lessons, nevertheless, they were abridged versions included in the coursebook she used; in addition, once she used a graded reader but not with English majors. She could recall some tasks such as prediction activities and comprehension questions.

The two participants with the least teaching experience, Rebeka and Allison (EFL) were more positive about the use of literature than Zsigmond and Mária (EFL), who were rather cautious. Mária (EFL) remarked that although a good literary text can be really interesting and enjoyable, not every student is interested in literature and in reading, moreover, they already have a lot of texts to read for other courses – which is truly worrisome as reading is a fundamental requirement and a vital need in the fields of humanities. Zsigmond (EFL) also distinguished between literature in the EFL classroom and in literature courses. According to him, if a literary text is short, interesting and enjoyable, moreover, if it definitely has some possibilities for language development and preferably, it evokes an aesthetic response, it can benefit the students. However, literature should not be frequently implemented in language lessons as it does not belong there. Although Allison (EFL) supported the idea of using literature in EFL lessons on the condition that the selected text is interesting, she also voiced her reservations,

> [B]ut I find if we do a novel, a lot of the students have some sort of or some of them have negative associations towards formal literature, so there's a little bit of pushback there. (…) So, I mean I gave them a short story and I think some of the students read it, some of them probably looked up Sparknotes. So, I think it's good but if students are simultaneously in another literature class, I find they don't like having novels or literature put into the *Language Practice* class because they view it as too serious or in some way intimidating. (T/A/EFL-6–7)

Considering the reasons that prevent the EFL tutors from incorporating more literary texts in their lessons, Zsigmond (EFL) added that the main reason that prevents him from implementing more literary texts in his lessons is the lack of time: he believes that a task should last for maximum 20 minutes, anything over that has detrimental effects on the lesson. The participants were asked about obstacles and problems that may prevent EFL teachers from incorporating literature in their classes. All the participants highlighted problems related to text selection since it is strenuous to find appropriate and relevant texts which are also short. For instance, Mária (EFL) recalled a memory that clearly demonstrates the dilemma EFL teachers may face if they intend to use literature in their groups. She selected a short, 3-page-long short story for one of her lessons which she thought to be really good, however, at the end she

refrained from using it. Mária (EFL) stressed that students are not willing to read texts that are a couple of pages long not only for language courses but culture courses as well. Due to this change, she does not dare to include longer texts in her courses. Other factors involved the lack of time to prepare worksheets and lack of resources. As Rebeka (EFL) put it: she would be eager to use literature in her classes but she would need access to ready-made worksheets to do so.

Study 2 provided some answers to RQ 5.1 (*What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programmes?)*, which are to be complemented by the findings of Study 4. All the participants used literary texts before: mostly poems (Mária and Zsigmond, EFL), a short story and its graded version (Allison, EFL), graded readers and abridged texts (Rebeka, EFL). Nevertheless, none of the participants use literature regularly for various reasons. Numerous reservations and concerns were raised by the EFL tutors. The tutors believe that some students are not interested in literature; moreover, the students have literature courses where they have to read literary texts. Due to their previous experience some students have negative attitude towards literary texts. From the teacher's perspective, lack of time and lack of resources prevent them from using literary texts in their lessons more frequently.

Based on the high mean scores of the relevant items in Study 1, the students seem to be more positive about the use of literature compared to the tutors. The tutors gave voice to their fear and assumptions that the students are not interested in literature and they may find it pointless. These reservations were highly emphasised in the interviews, whereas they are not so outstanding in the student questionnaire survey used in Study 1. The two related statements, *Literary texts are boring for students* (M=2.72, SD=1.05) and *There is no point in using literature in the EFL classroom since there are several more interesting resources* (M=2.25, SD=1.17) did not yield as high mean scores as the time aspect: *Working with literary texts in the EFL classroom takes too much time* (M=2.82, SD=1.08) and *Students need to prepare a lot for EFL classes where literature is used* (M=2.92, SD=1.03). Furthermore, the mean scores of the benefits are higher than those of the drawbacks implying that the students are rather positive about the use of literary texts.

In Study 2, the tutors also noted that literary texts can be beneficial in the EFL classroom on the condition that they suit certain criteria. These criteria include the length of the chosen text, its relevance, its suitability for language development purposes. In addition, the chosen text must be interesting and enjoyable, which may be challenging as the generation gap between the teacher and the students widens, as noted by Mária (EFL). In connection with the language

of the chosen texts, Mária (EFL) added another point: the linguistic level of the text should be complex so that the students could learn from it but also not too demanding which makes the text incomprehensible. Zsigmond's (EFL) example of using literature (i.e., a poem originally written in German) shows that the text content may overrule the importance of the original language. Zsigmond (EFL) finds it of utmost importance that the text is relevant or "that it illustrates something" (T/Zs/EFL-7).

The list of criteria given by the tutors is in harmony with those described in more detail in previous studies (Bland, 2018a; Brumfit, 1986; Collie & Slater, 1987; McKay, 1982). Although the *cultural level* (Brumfit, 1986) of the chosen text was highlighted before (Brumfit, 1986; McKay, 1982), the tutors in Study 2 did not reflect on cultural differences and difficulties explicitly. An exception is Allison, who commented on a couple of difficulties related to cultural gap in her interview. Based on her thoughts, one more criterion must be added to the list of criteria for text selection: cultural relevance. As Allison remarked:

> I think a lot of the dialogues in more classic novels isn't actually how people would speak these days, so it makes it more difficult for them to understand like what's poetic language from a novel and what's something that would actually make sense to say in a conversation. (T/A/EFL-8)

Allison (EFL) not only touched upon cultural differences but also a common problem related to the use of literature in the foreign language classroom: the texts can be distant from students in various ways (Parkinson & Reid Thomas, 2000). Apart from language, cultural differences and eras can cause problems in text comprehension – as noted by Allison (EFL).

Regarding activities, all the tutors mentioned that whenever they use a literary text, they provide some activities as well. In general, these activities include vocabulary and comprehension tasks accompanied by discussions. Although the participants agreed that literature has some benefits in the EFL classroom, their responses included reservations and criteria even when they reflected on the advantages. In large-scale studies the responses indicated much more positive views on the use of literature (Calafato & Paran, 2018; Duncan & Paran, 2017). However, it must be noted that there is a tradition of using literature in language lessons in Russia as summarised by Calafato and Paran (2018); also, it was a questionnaire study whose aim was not to explore EFL teachers' opinions in depth as in Study 2. Furthermore, some similar reservations to those in Study 2 were mentioned in teacher interviews: lack of time and students' assumptions about literature (Duncan & Paran, 2017).

Based on the interviews of Study 2, it can be concluded that reading should be taught effectively with appropriate materials and activities; reading skills and strategies should be

taught so that the students as readers are capable of overcoming the difficulties related to reading they may encounter. However, these issues do not concern solely university tutors but secondary EFL teachers as well. Students should be used to reading various texts – including longer ones – earlier in their studies to gain some solid reading experience that could help them later on. This is a highly important issue since having good reading skills and strategies is a requirement in many university courses. As Zoltán (LIT) put it:

> When students start their literary history classes and elective literature courses, it is rather an expectation than a goal that they should reach. (T/Z/LIT-3)

Although both EFL and literature tutors attempt to improve their students' reading skills and strategies, one academic year may not be a sufficient amount of time for many. Nonetheless, senior students are required to have solid reading skills and strategies in literature lessons as noted by Zoltán (LIT). Thus, it seems that the students' previous education including their first year at university is determinant when reading academic and literary texts is in question.

Table 5.5 presents an overview of the main results of Study 2. Although RQ 1 and RQ 1.2 were answered with the help of Study 1, the tutors' impressions provide further details on the students' reading habits as well as their motivation for reading. RQ 5.1 was partly mentioned by the EFL tutors who participated in Study 2; however, the question will be revisited in Studies 3 and 4.

Table 5.5

The Main Findings of Study 2

Research questions	Main findings
RQ 1 What are the reading habits of first-year English major university students?	• the tutors mostly relied on their impressions (but: some exceptions) • genres mentioned by the students: mostly classic Hungarian literature, popular literature
RQ 1.2 What factors motivate first-year English major university students to read in English?	• extrinsic motivational factors (grading, testing) were mentioned by the tutors
RQ 3 What reading skills and strategies do EFL and literature tutors expect from English major university students?	• the tutors' responses broadened the scope: knowledge, skills, attitude and strategies • EFL and literature tutors mentioned some similar areas
RQ 4 How do EFL and literature tutors perceive the reading skills and strategies of English major university students?	• numerous reading problems were mentioned • the tutors' expectations and experience do not coincide

RQ 5.1 What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programmes?	• all the EFL tutors had some experience • benefits were mentioned but the tutors had some reservations: students' attitude to literature, lack of resources, challenging to find an appropriate text • criteria for text selection is vital

6 Insights from the Classroom: The Action Research

Study 3 was a piece of longitudinal research whose purpose was to investigate the use of literary texts for language development purposes from the teacher's and the students' viewpoints. This chapter presents the research design and data collection methods of Study 3 including limitations followed by the description of the results. First, the participants, then, the details of the instrument are described. Next, the pilot stage of the study is introduced; finally, the methods of data analysis of the main questionnaire study are described. The description of the research design and methods is followed by the presentation and discussion of the results.

6.1 Study 3 – The Action Research: Research Design and Methods

6.1.1 Participants, Settings and Processes

Study 3 was supposed to be conducted in the spring semester of the academic year 2019/2020, but the research had to be postponed to the following semester. Since the lockdown came into force in March 2020, two worksheets could be used in face-to-face lessons. Then, due to the difficulties caused by the unpredictable situation and the novelty of online teaching, the research was suspended. Nevertheless, the lessons still yielded important results and data, therefore these lessons are considered as pilot studies. In order to test a worksheet in an online environment, another pilot was conducted at the end of the semester. Study 3 consists of three phases: the pilot study (February, March and May 2020), Phase 1 (from September to December 2020), Phase 2 (from February to May 2021).

For Study 3 mainly convenience sampling strategies were used, nonetheless, the samples were also purposive (Dörnyei, 2007) since the author's own groups took part in the research who also met the sole criterion: they were first-year English majors. First, 16 students, who attended one my courses, took part in the pilot study. They were all Hungarian native speakers with the exception of one student. The majority of the group included trainee teachers (N=9). I had three groups of *Language Practice 2* in that semester and the reason why this particular group was chosen is twofold. Firstly, familiarity with the group: five students had attended my previous course, *Language Practice 1*, which ensured some background knowledge about the students and some familiarity with them. Secondly, the good atmosphere of the first lessons implied that the group members would be on good terms with the tutor and with one another.

The pilot study started in February 2020 and ended in May of the same year. One *Language Practice* group had face-to-face sessions and covered two texts in February and March. Due to the lockdown, a longer break was necessitated in the study. When it became obvious that face-to-face sessions would not be possible in the rest of the semester, an online session that was based on a literary text was organised for my groups. Hence, three groups had one online session and covered one text.

As it can be seen in Table 6.1, the first phase was conducted in the autumn semester of the academic year 2020/2021. Although the lockdown was temporarily suspended, there were other unforeseeable restrictions that had to be faced. The seminar groups were split into two subgroups so that the number of students in one room would not exceed 10 (the maximum number of students depended on the size of the room). In the case of *Language Practice*, there were two seminars each week, therefore, each subgroup could attend one of the seminars in person and they got some online assignments for the second occasion. Thus, two smaller groups, altogether 17 students, took part in Study 3 in the autumn semester. Since the texts, the tasks, the methods and the procedures were the same in both subgroups, no distinction was made between them. As the lockdown came into force in November 2020, distance teaching was introduced at the universities which pertained until September 2021. Therefore, Phase 2 was conducted completely online in the spring semester and it included initially 16 students, however, one student quit his studies at the beginning of the semester. The majority of the group consisted of EFL trainee teachers (N=9), then English majors (N=4) and two English minor students who majored in French and Spanish. The phases of Study 3 are summarised and presented in Table 6.1.

Table 6.1

The Summary of Study 3: The Phases

Phase	Time	Format	Number of texts and worksheets	Number of participants
Pilot study	February 2020	offline	3	16 students
	May 2020	online		50 students
Phase 1	from September to December 2020	offline online	4	17 students
Phase 2	from January to May 2021	online	4	15 students

Regarding the setting, the lessons dedicated to the research were *Language Practice 1* and *Language Practice 2* whose primary aim is to develop the first-year English majors' language proficiency. It is also important to highlight that the students must take a proficiency language exam at the end of the first academic year and this course aims to help them pass the exam. The syllabus is designed by each tutor individually, however, there is a mandatory coursebook (Michael Vince: *Advanced Language Practice*, 2014, Macmillan) that has to be covered during the two semesters. In order to ensure that the research should not interfere with the purposes of the course and enough practice is provided to the students, the texts were connected either to the topic of each lesson as a springboard for discussions, or they served as a basis for skills development and practice in grammar. The text selection process is detailed in section 6.1.2.2.

Originally, my objective was to dedicate approximately 45 minutes to literature once a week, however, I changed the plan due to my impressions and experience gained during the pilot study. As it turned out, 45 minutes were not sufficient for the texts used in the pilot study, which resulted in two half lessons dedicated to literature. Consequently, the students lost track and did not remember the previously discussed text well. Another challenge was related to the fact that the prescribed chapters from the coursebook had to be covered and discussed in the course. Hence, literary texts were used in every second week in Phase 1 and 2. This resulted in fewer texts but more time dedicated to each text, furthermore, more time between two literary sessions. The summary of the lessons is provided in Table 6.2.

As it can be seen, some texts required two consequent lessons, therefore the change implemented after the pilot study was indeed necessitated. The lessened number of texts ensured that we could dedicate more time to the texts and tasks, discuss them in detail while a short break between the literature sessions was also provided.

Table 6.2

The Summary of Study 3: The Lessons

Phases	Dates	Format	Text
Pilot study	18 February 2020	offline	Timberlake Wertenbaker: *The Ash Girl*
Pilot study		offline	Jackie Kay: *Glasgow Snow*
Pilot study		online	George Mikes: *Tea*
Phase 1	23 October 2020	offline	András Dezséry: *A Handful of Earth from Home*
Phase 1	07 and 14 October 2020	offline	David Levithan: *How They Met*

Phase 1	11 and 18 November 2020	online	Roald Dahl: *Lamb to the Slaughter*
Phase 1	09 December 2020	online	Louisa May Alcott: *A Merry Christmas*
Phase 2	24 February and 01 March 2021	online	Timberlake Wertenbaker: *The Ash Girl*
Phase 2	17 and 22 March 2021	online	Mark Twain: *A Connecticut Yankee in King Arthur's Court*
Phase 2	19 April 2021	online	animal poems
Phase 2	03 and 10 May 2021	online	Brian Bilston: *10 Rules for Aspiring Poets*

It must be mentioned that three texts and their accompanying worksheets were tried out in lower-level groups at another university located in Budapest. All the students were majoring in English Studies or they were enrolled in the English Teacher Training Programme with the exception of two students whose minor was English. The language level in these first-year groups is usually quite varied and these groups were no exception. The language level of most students was around B2, which is lower than that of the main group in Study 3. Three groups were involved in the experiment: group A in the autumn semester of 2020/2021, groups B and C in the autumn semester of 2021/2022. All the groups included 14-15 students, nevertheless, not all of them were present in literature lessons and not all of them returned the feedback forms. Although the focus of Study 3 was not on lower-level students, the results of the feedback forms and the reflective journal are presented as well as it is believed that it may be of interest to see whether unabridged literary texts can be used in lower-level groups.

6.1.2 The Instruments

6.1.2.1 Reflective Journal and Feedback Forms. Three main instruments were used in Study 3: my teacher/researcher's reflective journal and two feedback forms from the students. Throughout Study 3, I took notes after the lessons and reflected on the lesson plans marking my perceptions of the lesson, the activities that were favoured by the students and the ones that were seemingly not so successful. The notes were collected in a Word document including the date, the topic of the lesson, the materials and the approximate time slot dedicated to the text and the materials.

After each lesson, the students were asked to fill in an anonymous feedback form. Its purpose was to explore the students' perspective, to gain insight into their opinions on the activities and the lesson. The forms were created for a project conducted with one of my colleagues who is also a fellow PhD student. In that project, the main focus was on how literary

texts can be used in the EFL classroom to nurture global citizens. Since the scope of that research was similar (i.e., it was based on literary texts, it included English majors and it was used in language courses), the form was adopted and slightly modified with the permission of the fellow researcher. It consisted of closed-ended and open-ended questions as well as a Likert-scale. Two additional questions were included in the form after the pilot study as the questionnaire sought answers related to the tasks and the lesson but did not involve a question on the text. Therefore, one question was added related to the students' opinions on the literary text. Another one was appended enabling the students to add any other remark on the lesson. Thereby, the final form contained seven questions covering three main areas: views on the text, opinions on the activities and task value. The feedback form was anonymous, no personal details were required and it was also voluntary to complete it – as the introductory text of the form stated. The students were asked to fill in the paper-based feedback form in class or the online Google sheet, which was also anonymous, at home. The feedback form is included in Appendices D1.

At the end of each semester, the students were asked to fill in another feedback form which included a part of the questionnaire study (Study 1). In order to see what the students' overall opinion is on the use of literature in the EFL classroom, two questions were incorporated in the feedback form available as a Google form: statements on the use of literature and two open-ended items. The items were the same as the ones used in the questionnaire study, no alterations were made. This feedback form is also included in Appendices D2.

6.1.2.2 The Chosen Texts. Before conducting Study 3, the criteria for text selection and task design were set. First and foremost, the texts had to be literary texts written in English, however, as explained in section 2.2, literature in the present context refers to a wide range of texts, so following the next criterion, the texts had to offer some variety in terms of genres and topics. Then, the texts had to match either the topic of the lesson or the language point discussed in that particular lesson; in other words, the texts had to be connected to the focus of each lesson in order to integrate the text into the lessons. Lastly, since the texts were covered in class, the length had to be appropriate, so not more than 2-page-long texts were selected. Regarding the tasks, the main criterion was to ensure variety, therefore, several types of tasks were designed and no two worksheets were alike.

The original plan was to select all the texts in advance; nonetheless, it has to be admitted that this aim turned out to be unattainable. First of all, it was more challenging to find appropriate texts for the lessons than previously expected: a lot of time was spent on texts that

turned out to be unsuitable in terms of level, topic or language. Secondly, the topics presented in the syllabus slightly changed during the semester primarily due to the pandemic as the activities carried out in online lessons took more time and thus there was less time for certain topics. Consequently, a few previously chosen texts turned out to be unsuitable for class. Some texts were chosen before the beginning of the semester but in most cases, texts were found later and on an ad hoc basis. Thus, I decided to rely on my own reading experiences (e.g., Louisa May Alcott); I based my searches on my students' interests (i.e., crime fiction); I searched for texts on literature websites using keywords related to the syllabus (e.g., 'poems about animals'). Some texts were found by accident while reading for non-research-related purposes (e.g., the short story written by András Dezséry).

As described above, Study 3 consisted of three main phases including the pilot study. Table 6.3 summarises each phase by naming the text and describing the main aims of the accompanying tasks. As it can be seen, three texts and worksheets were used in the pilot study. Three groups were involved: one group had face-to-face sessions and covered two texts; and all the three groups that I had that semester had one online session and covered one text. In Phase 1, altogether four texts and worksheets were covered partly in face-to-face classes and partly in online lessons. Two subgroups took part in this phase as explained in section 6.1.1. It must also be added that the last text was tackled with only one of the subgroups and the worksheet was not completed due to the time constraint. In Phase 2, four texts were covered with one group of students in online lessons.

Table 6.3

The Summary of Study 3: The Chosen Texts and Accompanying Worksheets

Phase	Format	Texts	Language-related focus and aims	Non-language related focus and aims
Pilot study	offline	Text 1: excerpt from a drama Timberlake Wertenbaker: *The Ash Girl*	- speaking skills - reading comprehension - practice of inversion	- drawing attention to stereotypes in fairy tales - identifying key words in a text - cooperation - argumentation
Pilot study	offline	Text 2: poem Jackie Kay: *Glasgow Snow*	- speaking skills - reading comprehension - vocabulary building	- developing critical thinking skills - identifying key words - raising awareness, sensitising to the problems faced by 'outsiders', refugees and immigrants
Pilot study	online	Text 3: excerpt from an essay collection George Mikes: *Tea* (*How to be an Alien)*	- speaking skills - reading comprehension - vocabulary building	- study skills (vocabulary-related) - raising awareness to stereotypes
Phase 1	offline	Text 1: short story András Dezséry: *A Handful of Earth from Home*	- developing speaking skills - reading comprehension - vocabulary building	- developing empathy - summarising - developing interpretative skills - text analysis
Phase 1	offline	Text 2: short story David Levithan: *How They Met*	- speaking skills - reading comprehension - vocabulary building	- summarising - study skills (vocabulary related) - sensitising to family stories - cooperation
Phase 1	online	Text 3: shortened version of a short story Roald Dahl: *Lamb to the Slaughter*	- speaking skills - reading comprehension - practicing the passives - writing skills	- cooperation - finding supporting arguments

Phase 1	online	Text 4: excerpt from a novel Louisa May Alcott: *A Merry Christmas* (*Little Women*)	- speaking skills - reading comprehension - vocabulary building - collocations	- creating a Christmas atmosphere - contrasting traditions - text structure
Phase 2	online	Text 1: excerpt from a drama Timberlake Wertenbaker: *The Ash Girl*	- speaking skills - reading comprehension - practice of inversion	- drawing attention to stereotypes in fairy tales - text analysis - identifying key words - cooperation - argumentation
Phase 2	online	Text 2: excerpt from a novel Mark Twain: *A Connecticut Yankee in King Arthur's Court*	- speaking skills - reading comprehension - practice of reported speech - writing skills	- text analysis - cooperation
Phase 2	online	Text 3: poems Lewis Carroll: *The Crocodile* Emily Dickinson: *Cat* Marianne Moore: *A Jelly-Fish* Alfred Tennyson: *The Eagle* William Makepeace Thackeray: *At the Zoo*	- speaking skills - reading comprehension - vocabulary building	- identifying key words
Phase 2	online	Text 4: poem Brian Bilston: *10 Rules for Aspiring Poets*	- speaking skills - vocabulary building	- text analysis

As Table 6.3 suggests, various topics were discussed with the help of literary texts. As noted above, variety was one of the preliminary criteria. Various genres (poems, short stories,

and an excerpt from a drama, excerpts from novels) were used written by authors of different origins and from various eras. The texts included some classic and contemporary pieces as well.

The Ash Girl (2000) is a contemporary drama written by an American author, Timberlake Wertenbaker. The drama is a retelling of the famous fairy tale, Cinderella. The short excerpt used in the lesson was a monologue of the heroine in which she recalls her memories of her father. The second text used in the pilot study was a poem written by the contemporary Scottish poet, Jackie Kay. *Glasgow Snow* (2013) describes the situation of a refugee or an immigrant who arrives in Glasgow. Lastly, an excerpt from a humorous essay collection written by a Hungarian-born British journalist, George Mikes was covered in the pilot study. The section *Tea* (1946) mocks the love of the British for tea and addresses some stereotypes in a humorous tone.

The short story *A Handful of Earth from Home* (1980) was written by a Hungarian-born Australian writer, András Dezséry. The plot addresses the situation of an emigrant who finally manages to buy some soil from home. The next text covered in Phase 1 was a contemporary short story, *How They Met* (2008) written by an American author, David Levithan. The main reason why this particular author was chosen lies in the main category of his oeuvre: he mostly writes Young Adult fiction whose readership includes 18-year-olds. Since Study 3 included students aged between 18 and 20, the short story was thought to be particularly relatable for the group. *How They Met* tells the story of how the author's grandparents met. The third text titled *Lamb to the Slaughter* (1954) was written by the modernist British writer, Roald Dahl. The story is a classic example of crime fiction without violent or unsettling details. The plot focuses on an unsolved murder mystery with a surprising ending. The last text used in Phase 1 was an excerpt from the 19th century novelist of American origin, Louisa May Alcott. The chosen chapter from *Little Women* (1868) titled *A Merry Christmas* tells the story of a visit paid by the March sisters at Christmas when the sisters donated their breakfast to a poor family.

The first text used in Phase 2 was the excerpt from *The Ash Girl*, which had already been used in the pilot study. The next text was an excerpt from the novel titled *A Connecticut Yankee in King Arthur's Court* (1889) written by the 19th century American novelist, Mark Twain. The plot involves a young American who travels back in time to King Arthur's court. The excerpt used in the lesson described the protagonist's first impressions of the court and his sudden realisation of time travel. Next, some poems written by various poets (i.e., Lewis Carroll, Emily Dickinson, Marianne Moore, Alfred Tennyson and William Makepeace Thackeray) were used in class. The selection included some poems written for children and some for adults; all of them include some description of various animals. The last text used in

Phase 2 was a humorous poem written by a contemporary British poet, Brian Bilston. Throughout Study 3, my intention was to find a text which is an example of an emerging trend, Instapoetry which refers to the poetry published on any social media platform. Since Brian Bilston has been publishing his texts on social media platforms, moreover, he has been referred to as a Twitter poet, one of his texts was chosen. The text, *10 Rules for Aspiring Poets* (2018) is a light-hearted and humorous poem which was also the most non-traditional choice in Study 3.

Apart from variety, another criterion had to be met: the syllabus had to be followed. Consequently, each literary text and its accompanying task sheet covered a topic or a grammar area. The topics and grammar areas are presented in Table 6.4.

Table 6.4

Literary Texts and Topics Covered in Study 3

Literary text	Topics and Grammar areas
Timberlake Wertenbaker: *The Ash Girl*	fairy tales inversion
Jackie Kay: *Glasgow Snow*	immigrants, emigrants, refugees human rights
George Mikes: *Tea* (*How to be an Alien)*	national stereotypes
András Dezsery: *A Handful of Earth from Home*	living abroad
David Levithan: *How They Met*	family stories
Roald Dahl: *Lamb to the Slaughter*	crime fiction
Louisa May Alcott: *A Merry Christmas* (*Little Women*)	Christmas
Mark Twain: *A Connecticut Yankee in King Arthur*'s Court	time travel reported speech
animal poems	nature
Brian Bilston: *10 Rules for Aspiring Poets*	success

6.1.2.3 The Task Sheets. I designed the accompanying task sheets with the main purpose of developing different skills and language areas. Hence, various task types were incorporated into the lessons, however, there are some activity types (i.e., vocabulary activities and discussions) that are included in all the worksheets. The worksheets are available in the Appendices C1-9. The task sequences are briefly described below.

The activities that accompany *The Ash Girl* focus on speaking skills and the practice of inversion. The background knowledge on fairy tales and the story of Cinderella is explored with

some discussion questions. The extract is used for text analysis: students are asked to describe the main character based on the text and compare her with some other versions of Cinderella. Then, the dramatic elements included in the text are explored, which also leads to the grammar task (inversion).

The worksheet for *Glasgow Snow* was designed for a project carried out together with one of my fellow PhD colleagues. The activity sequence starts with a personalisation task as a warmer followed by picture prediction. Tasks aiming for text comprehension and vocabulary building include identifying keywords, a fill-in-the-gaps activity and a crossword puzzle. Then, students' critical thinking skills, speaking skills and empathy are developed based on the main topic of the poem. Originally, another poem was also included in the worksheet but it was not used in Study 3.

The tasks that I created for the text *Tea* were designed with the primary aim of being suitable for online teaching. The pre-reading activity enables students to reflect on their own cultures. The text is mainly used for vocabulary building: fill-in-the-gaps, providing definitions based on the context, matching vocabulary items with their definitions. Then, students are asked to identify the type of the text and find examples of humour in it. Lastly, a discussion on stereotypes deepens the topic tackled in the text.

The activities as well as the short story *A Handful of Earth from Home* focus on the topic of living abroad. The topic is highly relevant to university students: either they would like to move abroad or they have some acquaintances or relatives who live abroad. The first two discussion tasks explore students' thoughts on the topic and introduces some keywords (e.g., culture shock and cultural identity). Since the text includes some challenging vocabulary items, a matching activity preludes the reading of the text as well as a prediction task. After reading the text, students answer some comprehension questions, summarise and interpret the story. As a follow-up, students discuss a question.

The short story *How They Met* describes the meeting of the author's grandparents, thus the text provides an excellent opportunity for jig-saw reading. Before reading one half of the story, students discuss what they know about their ancestors and families. After reading a part of the story, students summarise the plot in pairs, then they answer some comprehension questions with their partners. The next activity involves vocabulary building: students choose the correct definitions of some words and definitions based on the context. Finally, the last paragraph of the story is revealed and some personalisation tasks are included as follow-ups.

Since *Lamb to the Slaughter* is a long short story, it was also used for jig-saw reading. Before reading, some discussion questions are listed which aim to explore students' previous

experience with crime fiction. After reading one half of the story, some questions are posed whose primary aim is text analysis. Then, a short grammar task (passives) is included followed by a discussion. Finally, the surprising ending is revealed with the help of some photos from the film adaptation made by Hitchcock (1958). Although the activities are engaging, it has to be admitted that the connection between the crime story and the news is not well-established in the tasks.

For the last lesson in the semester, I chose a Christmas story (*A Merry Christmas*) and created a worksheet that explore Christmas traditions. First, a discussion activity is presented followed by a fill-in-the-gaps vocabulary task. Then, a comprehension question accompanies the first part of the excerpt followed by the second half with some gaps in the text that must be filled in with the provided sentences. The follow-up task includes some questions on the adaptations of *Little Women* and Christmas stories.

Probably the most challenging text in terms of language is the excerpt from *A Connecticut Yankee in King Arthur's Court*, therefore the tasks included some vocabulary building activities. First, the topic of time travel is introduced in the form of some discussion questions followed by some questions more closely connected to the text. The vocabulary task is a matching activity and some of its words are reintroduced in the fill-in-the-gaps activity. After the vocabulary activity, a short description of the setting is provided, then students read the excerpt and answer some comprehension questions. Next, students fill in the gaps using some given words from the previous vocabulary task. Lastly, students' critical thinking skills are involved in the form of a writing task.

The tasks that I designed for the animal poems focus on keywords. After the warmer, students read Tennyson's poem and try to guess what animal is described in the text; then, they fill in the gaps with rhyming words. Next, they read several poems and try to guess the animals in pairs; they also underline keywords that help them identify the animals. Finally, a vocabulary activity is included in the worksheet that involves important words connected to animals.

The last activity sequence based on the poem *10 Rules for Aspiring Poets* addresses the topic of success. First, a discussion activity explores students' ideas and their pieces of advice connected to certain situations. Then, some preliminary reading questions are posed followed by some comprehension and text analysis questions. In order to make the topic more relevant to students a discussion question seeks some advice for aspiring university students. The last activity is a vocabulary task which includes some important phrases and expressions used to indicate success and failure.

As it can be seen, there are no two worksheets that are very alike. The reason for this lies in the main purpose of Study 3: the worksheets were intended to be diverse as the main aim of Study 3 was to investigate the possibilities that literary texts entail. However, there were some cornerstones that all worksheets were based on: each activity sequence included tasks that target reading skills development (i.e., comprehension, skills and strategies) and speaking skills development.

6.1.3 The Pilot Study

The pilot study took place in February and March 2020. The main purpose of the pilot study was twofold: to see whether the planned schedule would work in a *Language Practice* course and to test the feedback forms. Since there were two 90-minute-long sessions each week, one 45-minute-long slot was dedicated to literary texts. However, after three occasions, it turned out to be an unrealistic plan for two main reasons: the lack of time and the students' reactions.

The first text was a really short excerpt from a contemporary drama which was also a retelling of the well-known fairy tale, Cinderella. The students enjoyed the topic (fairy tales) and the tasks were doable in a 45-minute-long session. The monologue turned out to be suitable for practising inversion, too. The second text was chosen and the worksheet was created in cooperation with one of my colleagues and a fellow PhD student. It addressed a more sensitive issue: being an outsider. The focus of the poem provided some opportunities for discussing human rights and the difference between emigrants, immigrants, migrants and expats. Originally, the poem was complemented by another poem written by the same author, however, only the first one was discussed in class. Although the worksheet was shortened, the text could be covered in two 40-minute-long sessions with some days in between the two lessons. This turned out to be problematic: the students had some problems with recalling their memories of the text, and the sequence of tasks was too long. Therefore, the original schedule was changed, and it was decided that one text would be used every second week in the main study.

After the two texts were covered, the students filled in the feedback form. They were informed that the forms did not require any personal details, they could leave out any question that they would not like to answer and only the tutor would have access to the forms. Although they could respond to the questions, it was noticeable that they were struggling to recall their memories, moreover, there were students who took part in the literature lessons but they were absent when feedback was asked for. The feedback analysis also revealed an interesting pattern: most students rated the two worksheets the same. More precisely, the mean values of the two

worksheets are extremely close to each other with *The Ash Girl* receiving slightly higher scores (M=4.55) than *Glasgow Snow* (M=4.36). This may indicate that the students indeed struggled with differentiating between the two literature lessons; thereby, the feedback procedure was also changed, and the students filled in the form right after each text was covered.

After the feedback forms were evaluated, it was discovered that one more question was very much needed, hence a Likert scale was added on which the students indicated how much they enjoyed the text. The form was concluded with a question whose aim was to trigger any other ideas, thoughts or opinions on the lessons. The new feedback sheet was tested in three groups. Since the lesson was online, the form was also presented as a Google sheet. Although three groups (50 students) were involved, the return rates were rather low (17 responses). Nevertheless, the students answered all the questions and the responses provided some insight into their opinions both on the text and the tasks. Therefore, the form was finalised and it was decided that it should be used in the main study, too.

6.1.4 Data Collection and Analysis in the Main Study

The data collection for the main study took place between September 2020 to May 2021. To ensure the quality of the research, the fundamental steps proposed by Kemmis, McTaggart and Nixon (2014) were followed. In this model, which is first described by the authors in 1988, action research is a "spiral of self-reflection" (Kemmis et al., 2014, p. 18) which includes the following main steps: planning, acting, observing, reflecting. Then, the spiral continues and involves pre-planning, acting, observing and reflecting (Kemmis et al., 2014). The model was taken as an example, as guidance and not a chain of rules that must be strictly followed since this model has been criticised as pointed out by Burns (1999). For instance, Hopkins (2008) called attention to the fact that "the tight specification of process steps and cycles may trap teachers within a framework which they may come to depend on and which will, consequently, inhibit independent action" (p. 55). In terms of the main study, this meant that although the lessons were meticulously planned, some of them were changed in the course of the lesson. In some cases observation and reflection took place simultaneously when the teacher/researcher took notes on each activity.

In order to ensure credibility as much as possible, prolonged engagement and triangulation were used. As described above, two research techniques were implemented (i.e., feedback forms and reflective journal) which also enabled me to compare the two perspectives. The reflective journal also reflected on assumptions, beliefs and perceptions to monitor

researcher bias as suggested by Burns (1999). Besides, another form of triangulation was implemented: space triangulation (Burns, 1999) as three texts and worksheets were used in some lower-level groups at another university. Moreover, it must be pointed out that Study 4 is closely connected to Study 3 enabling the results to be compared.

Before conducting Study 3, some limitations were taken into consideration. The first one involved positive bias and the Hawthorne effect which had to be addressed since I was both a researcher and the students' teacher at the same time. Furthermore, during the pilot phase of Study 1, I observed that my students were more eager to fill in the questionnaire to help me in my PhD studies. This was not a problem for Study 1; however, it could have led to some issues in Study 3. I was aware of the fact that those students who found my lessons enjoyable may have got biased in their responses given to the literary sessions. In order to lessen the impact of potential positive bias and also to avoid the Hawthorne effect, I informed the students about my research as a project: I asked them to provide their feedback on classroom materials which would help me develop them for my future groups. Certainly, I made sure that they were aware of the fact that the feedback forms were anonymous and voluntary; moreover, their responses would be treated confidentially. Some responses may still have been affected by positive and negative bias. Some examples of the first one were found among the answers; therefore, all the feedback that was connected to my personality and my teaching style in general was eliminated from the research. I acted as their teacher and did not make notes during the lessons to prevent them from feeling observed, which may have influenced their behaviour in class. The same solution was implemented in Study 4 (see Chapter 7).

The second limitation concerns classroom observation. I intended to conduct Study 3 in the spring semester of 2020, however, the pandemic and the lockdown jeopardised the whole project. Therefore, I extended the pilot phase of Study 3 and decided to reschedule Study 3 for the academic year 2020/2021. Nevertheless, the pandemic interfered with both semesters. Due to the unforeseeable future, I decided to conduct my research in a hybrid form of teaching having face-to-face and online lessons as well. The limitation concerns my reflective journal: I could not observe the students in an online environment as much as in the classroom. Some students did not turn their cameras on; small group discussions were conducted in breakout rooms, which meant that I could not see whether all the students participated actively in the discussions or not.

The third and last limitation involves the feedback forms filled in after each EFL class with literary content. The lessons held in the pilot phase showed that time management issues may impact the feedback forms for two main reasons. One, some students may be absent from

one lesson, which prevents them from providing feedback on one part of the lesson in the feedback forms. Second, if too much time passes between the two sessions, the students may forget their first impressions and cannot reflect on them. Unfortunately, time management issues could not have been eliminated in the main study. I tried to be as realistic with planning as possible, however, I still ran out of time. Therefore, I tried to replan the lessons when needed; for instance, I extended some activities when it became obvious that we would not have time for the text itself. Most literature sessions were planned for the first lesson of the week, thus there was still a 90-minute-long lesson on the same week. To address the problem with the absent students, I regularly included an extra warmer which enabled the students to get familiar with the content of the previous lesson. Unfortunately, this solution could not eliminate the impact that the students' absence had on the feedback forms but it probably helped decrease it.

The data analysis took place after each lesson and also at the end of the first and the second semester. After the feedback forms were collected, they were partly analysed with the help of SPSS 28 and were partly subjected to thematic content analysis. The first two questions included a Likert-scale, hence the data was entered in SPSS and analysed using descriptive statistical procedures. The rest of the feedback form was analysed with the help of interpretative analysis. Then, the reflective journals were analysed using thematic content analysis. The data were first coded and the emerging patterns and themes were identified. The themes were colour coded and collected in a separate document.

6.2 Study 3 – The Action Research: Results and Discussion

This section begins with the description of the research background as it is indispensable to obtain a general picture of the structures of the lessons before examining the results. Next, the students' and the tutor's impressions are detailed. The students' opinions on the texts and activities are presented with the help of mean values. The reasons why descriptive statistical analysis was carried out on 15-16 people lies in the presentation of the results. The results of Study 3 are presented in tables and then they are compared to those of Study 4. Hence, the presentation of the results as well as their comparison is more comprehensible with the help of mean values. Regarding the research journal, each quotation is followed by a code: RJ stands for research journal, which is followed by a number (i.e., 1 indicates the main project, 2 indicates the sub-project that involved lower-level groups). The last number signifies the relevant page number of the research journal. The description of the tutor's impressions is followed by the presentation of the students' overall views on the use of literature. Then, the

results of a sub-study whose aim was to investigate whether the chosen texts can be used in a different group are presented.

6.2.1 The Lessons

Before examining the results of the feedback forms and the reflective journal, it is important to offer an insight into the steps that were taken during the lessons. As these lessons were conducted as parts of *Language Practice 1* and *2*, the lessons included multiple components in order to achieve the main purpose of the course (i.e., language development). Therefore, each literary session was either preceded or followed by other tasks (usually grammar activities). In general, 40-60 minutes were dedicated to literary texts and their accompanying worksheets in the 90-minute classes, the remaining time was used for other activities.

The aims of each lesson plan were summarised in section 6.1.2.2 (see Table 6.3) and the worksheets are available in Appendix C1-9, however, a brief summary of each lesson is provided below. All the lesson plans had three main parts: introduction with the intention of exploring the students' background knowledge or preliminary opinions on a certain topic; the text and the related activities (e.g., comprehension questions, fill in the gaps, matching activities); a follow-up activity (i.e., a discussion or a project).

The short story titled *A Handful of Earth from* Home (1980) by András Dezséry (Australia) describes a feeling of an expat, thus the main focus of the lesson was to explore the topic of living abroad in more detail. The lesson started with a group discussion: the students discussed the questions in smaller groups, then some thoughts were reported back in class. The second activity is based on one in one of the coursebooks I often use titled *GOLD - Advanced* (Burgess & Thomas, 2014) in which the students had to decide on the severity of some problems in connection with living abroad. Due to the difficulty of the text, a pre-reading vocabulary activity was done and checked. The students then predicted the topic of the text in class, some ideas were sought and put on the board so that they could be checked after reading the text. The comprehension questions are built on the text but some of them aim to seek some interpretations from the students. The follow-up activity is a discussion.

The second literature lesson was based on a Young Adult text, a short story titled *How They Met* (2008) by David Levithan (USA). The plot focuses on the grandparents of the author and how they met, thus the text provides an excellent opportunity for a jig-saw reading activity. The lesson started with some discussion questions on the students' family background. Then,

the text was read in pairs: student A received one side of the story and student B read the other half. After reading the story, the students were asked to summarise their text to their partner; then, they answered some reading comprehension questions together. Then, they had to find some vocabulary items in the text and choose the right meaning of the words based on the context. This was done in pairs as well since each student was familiar with one part of the text. The last paragraph of the full text was read at the end of the lesson and the students had to finish one of the sentences from the paragraph (i.e., "I am here because….") for themselves. The follow-up activity, a small project they had to do at home was to talk to one family member and try to find out how their grandparents or great-grandparents had met. If it was an uncomfortable topic for some, they could follow up on any family story. At the beginning of the next lesson, the students gave an account of their story in pairs and some examples were shared in class, too.

The third text was a long short story, *Lamb to the Slaughter* (1954) written by Roald Dahl (UK). The story was shortened and cut into two halves. The first part of the story sets the scene and describes the characters, while the second one details the crime. The lesson started with some discussion questions to explore whether the students like reading or watching crime fiction and to seek some examples of famous crime stories and detectives. Each student read one part of the story, then described the characters and made some predictions. Another closer look was given to the text as the students were asked to identify the signs of tension in the text. Next, the story was used for grammar practice: the students rewrote some active sentences into passive ones. The follow-up activity was connected to the news: the students were asked to report on the crime in pairs. This activity aimed to trigger the use of passive structures in writing. The last activity on the worksheet is a picture sequencing activity: the students put the photos from an adaptation made by Hitchcock (1958) into the correct order. The photos also reveal the ending of the story which was then discussed in class.

The last lesson of the semester was dedicated partly to a discussion of Christmas traditions. The chosen text was an abridged text from chapter 2 of the novel *Little Women* (1868) by Louisa May Alcott (USA). After discussing the students' feelings about Christmas and their traditions, a vocabulary activity (phrasal verbs and collocations) was the next task. Then, the students read the beginning of the text and identified the traditions that are mentioned in the excerpt. Unfortunately, the time was not sufficient to complete the next task: reading the next part of the story and filling in the gaps with the given sentences. The follow-up discussion was done, though, whose aim was to collect some recommendations to read or watch during the Christmas break.

In the second semester the first text was a short excerpt from a contemporary drama, *The Ash Girl* (2000) by Timberlake Wertenbaker (UK) which is a retelling of the famous fairy tale, Cinderella. The chosen monologue provides an excellent opportunity to practice inversion. The usual discussion questions explore some examples of fairy tales, the common traits in them and the students' familiarity with the story of Cinderella and its versions. After reading the monologue, the students answered two questions related to the text; then, they analysed the text with the help of some questions. Finally, they made the monologue more dramatic by rewriting it using inversion or emphasis.

Probably the most challenging text was an excerpt from a novel, *A Connecticut Yankee in King Arthur's Court* (1889) written by Mark Twain (USA). The chosen text describes the scene when the American boy arrives at King Arthur's Court. First, the students discussed the topic of time travel in groups (i.e., to which era they would like to travel if time travel was possible; what they would find peculiar about that time period). Then, some concept checking questions were discussed in class to make sure that the students have the necessary background information before reading the text. Since the text includes numerous unknown words, the students did a prereading vocabulary activity. Above the actual text, a short introduction is included in the worksheet which summarises the beginning of the story. After reading the introduction and the excerpt, the students answered two comprehension questions in pairs. Next, they reread the text and filled in the gaps with the given words. They were also asked to find some examples of contrast between the different time periods presented in the text. The next activity, "thought bubbles" is based on Maley and Duff (2007). This activity served as a lead-in to reported speech, which was the next grammar area that needed to be covered. The worksheet ends with some short project work: the students paired up and wrote a postcard. The postcards were posted on the online platform (Canvas) used during the course so that the students could read each other's writings.

The next worksheet was based on five poems about various animals. The topic of the lesson was nature and animals and the poems served as a lead-in. After a short warmer, the students read the first poem on the worksheet, *The Eagle* (1851) written by Alfred Tennyson (UK). They tried to guess which animal is described in the poem; then, they filled in the gaps by choosing the appropriate words. Then, they read the next poems and they tried to guess the animals described in each poem. The poems are the following: *Cat* (1862) by Emily Dickinson (US); *A Jelly-Fish* (1909) by Marianne Moore (US); *At the Zoo* (1861) by William Makepeace Thackery (UK); *How Doth the Little Crocodile* or *The Crocodile* (1865) by Lewis Carroll (UK). They were also asked to find clues which support their ideas. After discussing their tips and

revealing the animals and the titles, the students did a vocabulary activity which was based on another coursebook, New Total English (Wilson & Clare, 2012). The last activity was an in-class discussion related to the vocabulary items.

For the last literature session, the aim was to find a light and entertaining text, thus the short poem, *10 Rules for Aspiring Poets* (2018) written by Brian Bilston (UK) was selected. This text is quite interesting for two reasons: one, it serves as an example of the poetry published on social media platforms, which has become more and more popular these days; two, the identity of the person behind the pseudonym is unknown. The poem lists some pieces of advice for aspiring poets. First, the students were asked to discuss some prompts in pairs; then, they brainstormed some pieces of advice for aspiring writers. After the lead-in, they read the poem and answered some comprehension questions and they also looked for examples of humour in the text. As a follow-up activity, they came up with five pieces of advice which they would give to freshmen based on their first year at university. The pieces of advice were collected and shared in the upcoming lesson. The very last activity was a vocabulary one which was based on the coursebook Keynote (Dummett, Stephenson & Lansford, 2016).

The aim of the lessons was also to attempt to improve those areas that are found necessary by the EFL and literature tutors. Therefore, the results of Study 2 were taken into consideration when the worksheets were compiled and the lesson plans were designed. Table 6.5 presents the knowledge, attitudes, skills and strategies that the tutors in Study 2 found necessary for one to read literary and academic texts in university courses. The ones that were incorporated in the lessons with literary content as aims are highlighted in green. However, those that are not highlighted in Table 6.5 may have been also tackled implicitly during the lessons.

Table 6.5

The Required Knowledge, Attitudes, Strategies and Skills (Study 2) Included in the Lessons of Study 3

	Knowledge	Attitudes	Skills	Strategies
EFL and literature	• background knowledge • text structure	• being critical • being curious • being open-minded	• language skills • study skills •critical thinking skills • forming an opinion and discussing it • text analysis (cause-effect, important-unimportant)	• checking vocabulary • rereading • focusing on the gist • understanding the text • note taking strategies • asking questions about the text • understanding the text word for word • dictionary skills • seeing the text as a whole • selecting key words

Out of the four mentioned areas, knowledge turned out to be the most marginalised one in the lessons. The students' background knowledge on authors, eras or historical facts was not explicitly broadened. Some discussion questions related to authors or certain genres were included in some of the worksheets but a structured review before reading the texts was not provided. For instance, the concept of Yankee and the figure of King Arthur were clarified before reading the excerpt from *A Connecticut Yankee in King Arthur's Court* (Mark Twain), but no further details were provided. In addition, text structure was slightly touched upon in a few activities (e.g., fill-in-the-gaps based on the excerpt *A Merry Christmas*), however, the attributes of certain text structures were not discussed.

Regarding attitudes, all the texts and worksheets attempted to raise the students' curiosity, to make them more open-minded and to provide them with opportunities for being critical. Therefore, each worksheet includes discussion questions that are related to their thoughts and experience. In the lessons, the students were asked to share their thoughts, listen

actively and react to each other. Moreover, they were often asked for their opinion on the text itself and they were encouraged to justify their criticism.

The lessons attempted to address all the skills mentioned in Study 2. The worksheets included reading, speaking and some writing activities. Although listening was not included in these lessons, an example is provided in Chapter 7 (Anikó's lesson on *A Merry Christmas* by Louisa May Alcott). All the texts were used to improve the students' reading skills. Apart from the process of reading, each text was accompanied with at least one reading activity such as comprehension questions, missing sentences, summaries (reading for gist). The discussion questions improved the students' speaking skills: they were asked to form an opinion, justify their opinions based on the text or provide a summary of the text they read. Most lessons focused on these two skills. Writing skills were not in the focus of the activity sequences, although few writing tasks were included in the lessons (e.g., the creative writing activity designed for *A Connecticut Yankee in King Arthur's Court*). Vocabulary was discussed during the lessons, also, vocabulary building activities were implemented in the lessons; nonetheless, vocabulary practice was not as effective as previously expected. Since various texts, which present completely different styles and language, were used in Study 3, the vocabulary could not be revised, practiced, consequently, learned. The new vocabulary items were not covered by the next text, consequently, the students did not encounter the novel items in context, also, they did not have an opportunity to use them in speaking. The students were not tested on these vocabulary items; my impression was that this was the only area that was not as effective as planned and expected. If the texts had been more closely connected to each other, probably, the students would have been able to acquire and memorise more vocabulary items. It has to be admitted that the focus often shifted from language practice to non-language-related skills development (e.g., critical thinking skills) during the lessons.

The worksheets aimed to improve the students' critical thinking skills as numerous activities necessitate argumentation skills, creativity, inferencing. For example, the students were asked to explain the narrator's feelings in the short story, *A Handful of Earth from Home* (András Dezséry) and justify them based on the text. Text analysis was also a vital part of numerous task sequences. For instance, the students had to identify the conflicts in *How They Met* (David Levithan) and they had to compare the two stories. Another example is an activity created for *The Ash Girl* (Timberlake Wertenbaker) in which one was asked to find the elements that make the monologue dramatic.

The tasks provided numerous opportunities for developing one's reading strategies. Vocabulary checking strategies were included in the task sequences related to *How They Met*

(David Levithan) and *A Connecticut Yankee in King Arthur's Court* (Mark Twain). The students could use a dictionary in the case of the latter. The students focused on the gist when they read half of the short story, *How They* Met, next they summarised the gist to their partner; then, deeper understanding was ensured with the help of some comprehension questions. Another example of text comprehension involves the worksheet 'animal poems. The first poem included a gap-fill activity: the students read the poem (Tennyson: *The Eagle*), then they chose the right word that fits the end of each line. Since all the given words rhyme, solely the meaning of each line could help them complete the task. The last item from Table 6.5 is selecting keywords. There are numerous examples of activities in which the students needed to find keywords to support their opinions. For instance, they were asked to guess the animals described in the poems and they needed to underline keywords to support their ideas.

Although the rest of the mentioned knowledge, attitudes, skills and strategies were not directly addressed in the lessons, some of the tasks touched upon them or provided opportunities for one to apply these areas. For example, the students had to see the text as a whole (strategies) when they fill in the gaps in the poem *The Eagle* written by Alfred Tennyson in order to ensure that the missing words fit the context.

6.2.2 The Tutor-researcher's Impressions based on the Reflective Journal

The impressions and perceptions of the sessions were recorded in a reflective journal. The analysis of the entries has revealed some reassuring similarities and interesting differences between the students' views and the teacher's perspective. First, each entry is analysed separately, then, the content of the reflective journal is juxtaposed with the feedback sheets, hence the teacher's viewpoint is compared with the students' perspective.

The first lesson with literary texts took place relatively late, on 23 October 2020 for different reasons. First and foremost, I intended to create a safe space before the experiment, to make sure that the students get to know each other a bit and they become used to the novelty of university as much as possible. Second, it was a demanding task to find the first text that could spark some interesting discussions while also fitting into the syllabus.

The first literature session led to some mixed feelings and some doubts as well. The topic of the text, living abroad was thought to be relatable to the students. The language of the text (*A Handful of Earth from Home*) was a bit challenging, however, it was not too demanding, the students seemingly could comprehend the literal meaning of the text. The first lesson clearly showed that the students had different reading pace: many of them finished reading fairly

quickly, which was an unexpected problem. Another lesson was connected to the work mode: the students preferred to answer the comprehension questions individually despite the fact that they were asked to work in pairs. Even though the students understood the gist of the story and they could answer the questions, they struggled with pointing out the message of the text. My intention was to discuss the metaphors of pot and seed in the text but they took the text quite literally. As mentioned before in Chapter 3, the groups were split into half due to the pandemic and no difference was made between the two subgroups as the procedure was the same. Nevertheless, there were some occasional differences between them that must be pointed out. In the case of *A Handful of Earth from Home*, the second group was clearly less eager to talk in class, but it was not obvious whether it was due to the fact that they had no direct or indirect experience related to the topic or they were just timid.

The second text, *How They Met* was considerably easier in terms of its language and topic as well. Since the students read at different pace, the short story was cut into two halves so that the fast readers would not have to wait much for the rest of the group. According to the lesson plan, the lesson started with some grammar practice and 45 minutes were reserved for the text and the activities. However, the students were so talkative that the beginning of the following lesson had to be dedicated again to the text. This unexpected change of plans required a bridge between the two lessons which was a vocabulary activity from the coursebook (Michael Vince: *Advanced English Grammar*). The students did the task as homework and then the warmer of the next lesson was a revision game. The jig-saw reading indeed saved some time for the fast readers. This time the students in both subgroups worked in pairs when they answered the comprehension questions. In order to save some time and make the vocabulary task more entertaining, the group was split into two and they had to look for the words from either the top or the bottom. The last activity was supposed to be an in-class one but the students were reluctant to share their sentences, thus they were asked to do it in pairs, which created the anticipated buzz. Overall, this lesson was a success from the teacher's point of view. Some changes had to be implemented, nevertheless, the students seemed to be more enthusiastic about the topic and they enjoyed reading this text more than the previous short story. The story could have been used as a basis of a debate as it sparked some interesting thoughts in the second group. As noted in the reflective journal:

> One student (he) pointed out that family stories can be nice, however, they are not really important, they do not determine us or our lives. Seemingly, he was not really interested in family stories. (RJ/1-3)

The student's comment was unexpected especially in the light of the students' previous reactions to the story. Partial agreement was given to the student but no debate was created on the spot. However, the comment shed some light on further potentials of the text. For instance, the text could be used as a springboard for a debate or a discussion on the importance of family history and the importance of learning about our ancestors.

The next text, *Lamb to the Slaughter* was a long short story, so it was divided into two main sections with some parts being deleted. It was not a jig-saw reading activity per se as the students did not summarise the text to each other but they worked together to answer the questions related to the whole text. No comprehension problems were noted, the students could understand the gist of the text and they managed to answer the questions as well. As in the case of the first lesson, the first subgroup was more enthusiastic about the topic, they spent more time on the discussion, therefore the grammar task (passives) had to be assigned for homework. The second subgroup was quite mixed: the majority of the group was not keen on talking about crime fiction, therefore,

> I decided to give the first part to those who were not fans of crime fiction (since the first part did not contain any violent or crime-related scenes) and the next part to those who liked or were o.k. with crime fiction. (RJ/1-4)

In addition, it took more time for them to read the text. However, the greatest lesson learnt was connected to the task sequence. As it turned out in class, the order of the tasks was illogical and the last activity, which revealed the ending of the story, should have been placed before the discussion. The reversed order did not cause any difficulties, however, it was still disturbing. On the whole, the text and the activities worked well and they were also appropriate for the online environment.

Since the holidays were approaching, the last text was connected to Christmas. It was an excerpt from chapter 2 of *Little Women*. The discussion was a success: the students were eager to talk and share their thoughts on Christmas – clearly, it was an appealing and relatable topic for all of them. Unfortunately, not much time was left for the text, therefore the lesson plan had to be changed. Only the first excerpt was covered, then the students discussed the last discussion activity in class as a follow-up and also last activity of the semester.

In the second semester the lessons took place online, however, the group was not split. The first lesson was dedicated to a piloted text, *The Ash Girl*. The students seemed to be interested in the topic, although it must be added that they did not really talk about fairy tales but cartoons. This presented an unexpected difficulty as the third question in the first activity

focuses on stereotypes in fairy tales. Fortunately, the students were still able to collect some ideas. It was helpful to remind them of the animated films based on the classic fairy tales, which were familiar to them. They were eager to talk and spent more time on discussion as expected (around 30 minutes including feedback), thereby the rest of the activities was postponed to the following lesson. As in the case of *How They Met*, a connection between the two lessons had to be established, so I started the lesson with a collection of pictures presented on Google Jamboard. The chosen pictures depict stereotypes or typical features listed by the students in the previous lesson. The students recalled their examples, then, they collected some more stereotypes in groups. After reading the text, they discussed the questions in groups. As it was an online lesson, I had the chance to listen to their conversations by joining the breakout rooms in Microsoft Teams. To my surprise, one of the students was familiar with the story of Cinderella before; which made me realise that I had taken it for granted that the students would be familiar with the story. The text analysis was a success from my point of view: the students managed to collect many examples from the text and they had some unique ideas. Since it was an excerpt, the students were not familiar with the rest of the plot, so they were asked to predict the ending. This activity was a spontaneous decision mainly because some students may not have been familiar with the story, so I intended to point out the original ending of the story and some changes in the retelling. The last activity, the grammar task was done in pairs and the students shared two examples in class.

The following lesson was based on the topic of time travel. A relatively challenging text was chosen in terms of its language: an excerpt from *A Connecticut Yankee in King Arthur's Court*. This text also required more time than expected, thus instead of spending 45 minutes on it, we needed 90. As expected, the students seemed to be enthusiastic about the topic, they managed to collect some examples of books, films and series that deal with time travel. The concept checking activity turned out to be extremely useful as there were few students who had not had the background knowledge presupposed by the text. The vocabulary task and the introduction could fit into the lesson and this made the lesson end with a cliffhanger. The connection between the two lessons was a description task this time: the students were asked to describe King Arthur's court using their own ideas and thoughts. The text was indeed challenging even after discussing the concept checking questions and checking the vocabulary task. For example, the students had difficulty with one of the questions: they found numerous examples of contrast in the text but they were not able to identify what the result of these examples can be (humour). In order to make sure that the students start brainstorming about the

homework (writing a postcard) in class, I decided to change the order of tasks – unfortunately, it was a bad decision for it clearly confused the group. As noted in the journal:

> Then I decided to change the order of activities and move on to the homework part first. I decided so as I wanted the students to start thinking about the project in class (to ensure they do the task in pairs and not individually); plus, I wanted to connect the thought bubbles more directly to reported speech (practice in the Vince book was the next step). It turned out to be a bad idea since the thought bubbles are closely connected to the text and the homework was about time travel but just the other way around. Although the students could solve both tasks, they managed to come up with ideas for the postcard and they also managed to come up with thought bubbles in pairs/groups of 3, I felt that it was confusing. (RJ/1-8)

The thought bubbles were more closely connected to the text then the homework, so it was an illogical decision to change the original order of the two tasks. Although the students could solve both tasks, they could come up with some ideas for the postcards and also for the thought bubbles, I felt that taking a break from the text (i.e., postcard) and getting back to it (i.e., thought bubbles) confused them. The postcards were written in pairs as homework and they were posted on Canvas. I read them and gave some feedback, however, I did not correct them as the aim was not accuracy but to ensure a break from isolation and individual work.

The next literature lesson took place after some time had passed because of the spring holiday. Based on my experience, students like talking about animals and their pets, so I knew that the topic of nature would be an excellent opportunity for discussing some poems on animals. The poems included some texts written for children and some for adults, thus the level of language used in them was quite mixed. I often use the warmer “If you were an animal, which one would you be and why?” in my lessons and it mostly sparks lively discussions, so it seemed to be a safe choice to start the lesson with. It turned out to be a success: the students were engaged in a lively discussion. As usual, I asked for some examples of interesting choices, nonetheless, the students wanted to share many examples with the reasons for their choice, so I decided to spend more time on this simple activity. The first poem served as an example of the next activity: the students read a poem with some missing words, they tried to guess the animal described in it and they collected some proof from the text. They managed to guess that the text depicts a bird and after filling in the gaps, they found out the type as well (eagle). The students were given some time to read the poems, then they tried to find out the animal behind each text in pairs and in groups of three. I also asked them to search for clues and underline them. When feedback was sought, the students could justify their answers with examples from

the text. Since the texts were short and the activities were not difficult, the previously planned time was sufficient.

The last text of the semester was another poem (*10 Rules for Aspiring Poets*) written by a Twitter poet, Brian Bilston. My intention was to experiment with at least one untraditional literary text and Instagram poetry seemed to be suitable for that purpose. The planned time was not sufficient in this case as well as more time was necessary for the first discussion activity. To save some minutes, the lead-in questions were discussed in class and not in groups, which turned out to be a good decision as the questions were rather simple and did not provide ground for long discussions or debates. The language of the poem was not difficult at all, so the students could answer the questions in class and there was no need for group work. The next lesson started with a warmer: I deleted some keywords and some that might have been new to the students from the text and the students filled in the gaps. This activity was beneficial to the previously absent students as they could familiarise themselves with the poem. To make sure that the students understood all the words, the meaning of the missing words was discussed. Then, the students were asked to collect four traits of humour from the text in groups, which they managed to do so. For instance, they collected

- cut-off words (ph-, syll-)
- haiku: strict structure that is why the stanza is not finished
- cliché: plague as a metaphor
- accuracy: proofread and spelling mistakes (RJ/1-11)

Therefore, it was quite surprising that when I asked them to raise a hand in Microsoft Teams (i.e., by clicking on the hand icon) if they could not take the poem seriously, only four of them did so. However, the next activity was a success: it was clearly relatable and it gave a chance to the students to discuss their experiences from their first year at university. The vocabulary task was the last one: after all the group work, I intended to give them a break, so an individual task was set.

On the whole, the experience was a positive one; nonetheless, it has to be remarked that it was a rather demanding and time-consuming task to use eight texts in the lessons. Probably the most gruelling step of Study 3 was to find the appropriate texts that suited the previously set criteria. As it can be seen from the summary above, estimating the amount of time spent on reading and the worksheets was also problematic as almost in all cases more time was needed than planned, which led to some spontaneous decisions and changes. Certainly, one may run out of time in any lesson, however, it happened to me more frequently than in non-literary

classes. On a positive note, it has to be added that my initial greatest fear turned out to be unrealistic: the students seemed to be more engaged by the texts and the activities; in addition, they did not make any complaints about reading literature in a language course.

Regarding language development, the texts and activities were found to be useful in some areas. Speaking is definitely one of these areas, which was especially obvious at the beginning of the two semesters. First, I like to use some general discussion questions to get to know the new students and also to obtain a clearer picture about their language proficiency. However, the students were not keen on talking and they aimed to be brief when they were asked. The first literary texts, however, managed to open them up: they were more motivated to discuss the questions based on the text and express their opinions. The reasons for this change might be twofold: the fictional world presented in the texts created a safe space for discussions; moreover, the texts provided a springboard for discussions. Another benefit that I perceived is related to reading skills and strategies. The texts and several activities encouraged the students to use reading strategies. For example, I perceived that more and more students started to use highlighters or pens to underline important bits in any reading that they were given in class. The students also become more confident in addressing interpretative questions and opinion questions in the case of other, non-literary readings. Moreover, the texts and activities used for grammar practice turned out to be quite useful: they provided an extra opportunity for practicing certain demanding structures (e.g., inversion, reported speech). As far as I could see it, those students who took part in those lessons were more confident in using those structures even in speech. As noted in Chapter 2, vocabulary development seems to be one of the main reasons for and benefits of using literary texts in language lessons (Bloemert et al., 2017; Hall, 2005; McKay, 1982; Paran & Duncan, 2017). Therefore, each worksheet with the exception of *The Ash Girl* included a vocabulary activity. In this particular case, however, the students' vocabulary development was not apparent. Each text contained different vocabulary items, so there was almost no vocabulary repetition with the exception of some words and phrases. Most of them were also rather specific and related to particular contexts, which made it difficult to use them in everyday conversations. As my intention was to use various texts to make the experiment more colourful, I chose different texts in terms of era, genre and topic. This resulted in having different vocabulary items each time and mostly specific ones which could not be used in any discussion. Nevertheless, this certainly does not mean that the words did not become part of the students' vocabulary and that they will not recognise these items once they encounter them.

6.2.3 The Students' Opinions on the Selected Literary Texts and Activities

After each session which involved literary texts and the accompanying task sheets, the students were asked to fill in an anonymous feedback form. Since filling in the feedback sheet was voluntary, the number of responses varies as shown in Table 6.6. Table 6.6 presents the results of the two 5-point Likert-scale survey questions included in the feedback form. As it can be seen, the mean values of the students' opinions on the texts are identical or a bit higher compared to those of the task sheets. One interesting exception is the first text, *A Handful of Earth from Home*, which is a short story that requires some interpretative skills; thus, it can be considered as a more challenging text.

Table 6.6

Descriptive Statistics for the Students' Opinions on the Literary Texts and Activities

Text	Semester	No of responses	Text	Activities
András Dezséry: *A Handful of Earth from Home*	2020/2021, autumn (Phase 1)	11	M=4.55 SD=.52	M=4.73 SD=.46
David Levithan: *How They Met*	2020/2021, autumn (Phase 1)	14	M=4.86 SD=.36	M=4.36 SD=.74
Roald Dahl: *Lamb to the Slaughter*	2020/2021, autumn (Phase 1)	16	M=4.63 SD=.61	M=4.63 SD=.61
Louisa May Alcott: *A Merry Christmas* (*Little Women*)	2020/2021, autumn (Phase 1)	4	M=5.00 SD=.00	M=4.75 SD=.50
Timberlake Wertenbaker: *The Ash Girl*	2020/2021, spring (Phase 2)	14	M=4.57 SD=.51	M=4.57 SD=.64
Mark Twain: *A Connecticut Yankee in King Arthur*'s Court	2020/2021, spring (Phase 2)	13	M=4.38 SD=.76	M=4.23 SD=.72

Lewis Carroll: *The Crocodile* Emily Dickinson: *Cat* Marianne Moore: *A Jelly-Fish* Alfred Tennyson: *The Eagle* William Makepeace Thackery: *At the Zoo*	2020/2021, spring (Phase 2)	12	M=4.50 SD=.90	M=4.25 SD=.96
Brian Bilston: *10 rules for aspiring poets*	2020/2021, spring (Phase 2)	11	M=4.55 SD=.68	M=4.55 SD=.68

A closer inspection of the mean values yields some interesting findings. The minimum mean value is 3 in almost all the cases. One exception is the set of animal poems and activities, which can be considered the least preferred text since the lowest mean value is 2 both in the case of texts and tasks. Regarding the texts, *A Handful of Earth from Home*, *How They Met* and *The Ash Girl* seem to be liked by the whole group with the lowest mean value being 4. The excerpt from *Little Women* received only 5, however, this result is not considered to be trustworthy since not the whole excerpt was covered in the lesson. The most well-liked activity sheet is connected to *A Handful of Earth from Home* with the minimum mean value being 4.

Considering task value, the students were encouraged to provide their own responses apart from indicating the overall utility of the task sheet on a 5-point Likert scale. Based on their responses, five main categories were determined: vocabulary, grammar, reading comprehension skills, speaking skills and other skills. The students could mention as many areas as they wished, therefore Table 6.7 indicates the overall number of mentions in each category.

Table 6.7

The Task Value of the Task Sheets According to the Students

Worksheet	Overall task value	Vocabulary	Grammar	Reading comprehension	Speaking skills	Other
András Dezséry: *A Handful of Earth from Home*	Yes: 11 No: 0	4	2	2	6	2
David Levithan: *How They Met*	Yes: 14 No: 0	9	4	4	8	2
Roald Dahl: *Lamb to the Slaughter*	Yes: 16 No: 0	8	7	5	4	
Louisa May Alcott: *A Merry Christmas* (*Little Women*)	Yes: 4 No: 0	3	1	1		
Timberlake Wertenbaker: *The Ash Girl*	Yes: 14 No: 0	4	5	4	6	1
Mark Twain: *A Connecticut Yankee in King Arthur*'s *Court*	Yes: 13 No: 0	11	2	4	4	1
Animal poems	Yes: 11 No: 1	9		2	3	1
Brian Bilston: *10 Rules for Aspiring Poets*	Yes: 11 No: 0	8	2	1		

As presented in Table 6.7, the vast majority of activity sheets is considered to be useful by the students; however, one exception involves the activities designed for the animal poems. Albeit reading and understanding a text was a prerequisite for all the activities, moreover, the content of each text was always discussed, reading comprehension is not the most frequently indicated category in the students' responses. Vocabulary was often mentioned by the students even in the case of worksheets that do not include vocabulary tasks (*Lamb to the Slaughter*, *The*

Ash Girl). The other skills brought up by the students are either non-language related or too vague. Non-language related responses include creativity (*A Connecticut Yankee in King Arthur*'s *Court*, *The Ash Girl*) and literary analysis (*A Handful of Earth from Home*). Vague language-related answers involve language usage (animal poems), pronunciation and listening (*How They Met*), summarising (*How They Met*, *A Handful of Earth from Home*).

Apart from language skills development, the aim of the lessons was to expand the students' horizons. The responses related to cultural knowledge and world knowledge are not so varied compared to the ones presented in Table 6.6. Most answers have revealed that the students expanded their knowledge on a historical era or literature (i.e., either a genre or the oeuvre of an author). Some interesting responses include: clarifying a concept (*A Connecticut Yankee in King Arthur*'s *Court*), cultural differences (*A Connecticut Yankee in King Arthur*'s *Court*), examples of English humour (*10 rules for aspiring poets*), customs (*Little Women*), interpersonal skills (*How They Met, A Handful of Earth from Home*), discussing a familiar topic from another perspective (*The Ash Girl*). Some of the texts and worksheets also motivated the students to read more or watch a film adaptation of the text read in class. One student mentioned that (s)he would read more crime fiction after having had a lesson on *Lamb to the Slaughter*; one student would watch the film adaptation of *Little Women*; and another student promised to check the original story of *The Ash Girl*. Probably the most complex text, *A Handful of Earth from Home* provided some food for thought after the lesson. The short story *How They Met* managed to encourage the students to learn more about their family backgrounds as mentioned by one participant – which was the main non-language related aim of the lesson.

At the end of each feedback form, the students could share anything related to the text, the tasks or the lesson if they wished to do so. Enjoyable lessons, interesting texts and fun activities were frequently brought up apart from general comments on my teaching.

6.2.4 Comparing the Students' Perspective with the Tutor's Perspective

When comparing the students' opinions reflected in the feedback forms and the impressions included in the tutor's reflective journal, some interesting differences are found. First of all, the comparison between the aims of the lessons determined and clarified in the reflective journal and the students' responses reveal a few surprising differences. Grammar was mentioned by the students even when grammar practice was not a clear purpose of the lesson (e.g., *A Handful of Earth from Home, How They Met, 10 Rules for Aspiring Poets)*. Vice versa grammar seemed to play a less important role in some cases than expected (*A Connecticut*

Yankee in King Arthur's *Court, The Ash Girl*). Overall – as noted above – the development of reading (comprehension) skills played a less dominant role than previously assumed. Within reading skills, the students mentioned summarising but no other skills or strategies were listed (e.g., looking for keywords, forming an opinion).

Regarding the extent to which the students liked the texts and worksheets, the students indeed enjoyed the short story *How They Met* (M=4.86, SD=.36) the most apart from the very short text from *Little Women*. The lowest score was obtained by the excerpt from *A Connecticut Yankee in King Arthur*'*s Court* (M=4.38, SD=.76), which was quite a surprise. Although the text is indeed challenging, the topic was assumed to be interesting to the students and the excerpt was thought to be humorous. The worksheet was rated even lower (M=4.23, SD=.72); and although the reason is unclear, changing the order of tasks was certainly not a wise decision. Surprisingly, the students enjoyed reading the text from *A Connecticut Yankee in King Arthur*'*s Court* even less than the other challenging text, *A Handful of Earth from Home*. However, in the case of the latter, the students preferred the activities to the text (M=4.73, SD=.46). The relatively high mean values came as a surprise for two main reasons. The activities were less creative: they included some traditional comprehension questions and possibilities for a discussion. Despite the fact that the tasks offered some possibilities for group work or pair work, the students preferred working individually and they did not seem to particularly enjoy it. The findings are even more surprising if all the worksheets are taken into consideration since many of them include some more activities that were thought to be creative and enjoyable.

One possible explanation is that the short story, *A Handful of Earth from Home* was used at the beginning of the first semester (October, 2020), which means that the student had spent approximately one month at university. They had just started to form a group and bond with each other, so they may have felt more secure working individually. This is a viable explanation in the light of the lessons in the second half of the semester where they were more willing to cooperate and they preferred working in pairs to working individually. In addition, at the beginning of the semester, they may have been still used to the teaching methods used in secondary EFL lessons (e.g., the traditional reading comprehension questions that are used to prepare students for language exams and the final exam), thus the reading comprehension questions used in the case of *A Handful of Earth from Home* may have been familiar and safe for many students. Also, since *A Handful of Earth from Home* was the first one in the series of lessons that included literary texts, it was a novelty. The text and the worksheet provided a break from the regular grammar activities that we had, also the text was different from the readings taken mostly from EFL coursebooks that we occasionally had in class. Later on, the

students may have got used to literary texts in *Language Practice* lessons, they were no longer novel for them.

All the worksheets created in Study 3 included language-related activities as the texts were used in a language course. The summary of the teacher's aims and the students' opinions on the lesson is presented in Table 6.8. The benefits are ordered according to the order of importance as determined by the teacher and voted by the students. As shown in Table 6.8, most of the students' impressions are parallel with the main aims of the lessons meaning that my main aims in each lesson were mostly obvious to the students. Nonetheless, it has to be noted that those purposes that most students mentioned do not reflect the order of importance as stated in the lesson plans. In addition, some students named additional benefits which were not included in my plans; for example, grammar included in the case of *A Handful of Earth from Home* or *10 Rules for Aspiring Poets*.

Table 6.8

The Comparison between the Students' and the Teacher's Perspectives in Study 3

Text	The teacher's perspective	The students' perspective
András Dezséry: *A Handful of Earth from Home*	• speaking skills • vocabulary • reading comprehension • other: empathy and tolerance; text analysis	• speaking skills • vocabulary • reading comprehension • grammar • other: literary analysis; summarising; interpersonal skills
David Levithan: *How They Met*	• speaking skills • reading comprehension • other: reading strategies (i.e., summarising and vocabulary building based on the context); interpersonal skills	• speaking skills • reading comprehension • other: pronunciation and listening; summarising; interpersonal skills • vocabulary • grammar
Roald Dahl: *Lamb to the Slaughter*	• reading comprehension • grammar • speaking skills	• reading comprehension • grammar • speaking skills • vocabulary
Louisa May Alcott: *A Merry Christmas (Little Women)*	• vocabulary • reading comprehension • speaking skills	• vocabulary • reading comprehension • grammar

Timberlake Wertenbaker: *The Ash Girl*	• speaking skills • grammar • reading comprehension • other: text analysis	• speaking skills • grammar • reading comprehension • vocabulary • other: creativity
Mark Twain: *A Connecticut Yankee in King Arthur's Court*	• reading comprehension • vocabulary • speaking skills • grammar • other: text analysis; creative writing	• reading comprehension • vocabulary • speaking skills • grammar • other: creativity
Animal poems	• vocabulary • speaking skills • other: reading strategy (i.e., identifying key words)	• vocabulary • speaking skills • reading comprehension
Brian Bilston: *10 Rules for Aspiring Poets*	• vocabulary • speaking skills • other: interpersonal skills; creativity	• vocabulary • grammar • reading comprehension

6.2.5 The Students' Opinions on Using Literary Texts in the EFL Classroom After the Experiment

At the end of Phase 1 and Phase 2, i.e., after the series of classes they were given where literary texts were used, the students were asked to fill in one part of the questionnaire used in Study 1. The short questionnaire was an online Google form, its link was sent to all the participants and they were asked to answer the questions at home. The form was anonymous and no personal information was sought from the students. The questionnaire was in Hungarian and it contained ten statements and two open-ended questions (i.e., two statements that the students could complete using their own words). The items were completely the same as in Study 1: five statements on the advantages and five statements on the disadvantages of using literary texts in language lessons. The students were asked to mark their opinion on a 5-point Likert-scale. Apart from the ten Likert-scale survey items, the students were asked to finish two statements on the reasons why literature is useful in the EFL classroom and why it is irrelevant. The feedback sheet is included in the Appendices D2.

Prior to running descriptive statistical tests, the reliability of the two scales was checked again. The Cronbach's alpha reliability coefficient turned out to be .71 in the case of benefits and it was just above the threshold being .62 in the case of drawbacks.

Altogether 14 students completed the questionnaire: seven students out of 15 after the first semester and seven students out of 16 after the second semester. As the number of participants is relatively low, also, no significant differences were found between the participants of Phase 1 and Phase 2, the two groups are regarded and treated as one. The minimum and maximum scores as well as the mean values are presented in Table 6.9.

Table 6.9

Descriptive Statistics for The Students' Opinions on the Use of Literary Texts in the EFL Classroom (Phase 1 and Phase 2)

Items	Minimum	Maximum	M	SD
Benefits				
a. Literary texts tell a lot about the target culture.	3	5	4.00	.78
b. Literary texts used in LP classes develop students' vocabulary.	3	5	4.57	.64
c. Literary texts used in LP classes develop students' language skills.	2	5	4.43	.85
d. Shorter literary texts used in LP classes prepare students for academic literature classes.	3	5	3.71	.72
e. Literary texts can make EFL classes more colourful.	4	5	4.71	.46
Drawbacks				
f. Literary texts do not help students in everyday communication.	1	4	2.14	1.09
g. Literary texts are boring for students.	1	3	2.00	.78
h. Students need to prepare a lot for EFL classes where literature is used.	1	5	2.21	1.25
i. Working with literary texts in the EFL classroom takes too much time.	1	3	1.86	.86
j. There is no point in using literature in the EFL classroom since there are several more interesting sources.	1	3	1.79	.80

As shown in Table 6.9, the majority of students believe that literary texts make the EFL lessons more colourful (M=4.71, SD=.46). This is also supported by the scores: the students either strongly agreed or agreed with the statement. The students seem to be less sure about the positive effects these texts used in language practice lessons may have on academic literature courses (M=3.71, SD=.72). Within the drawbacks, preparation time seems to be the most supported factor (M=2.21, SD=1.25) while the most unfavoured item was *j* (M=1.79, SD=.80).

When the mean values are compared to the ones in Study 1, some interesting similarities and differences are found. As presented in Table 6.10, the mean values of the statements on benefits are generally higher in Study 3 than in Study 1, which shows that the students are more positive about the advantages of literary texts. The most striking difference involves statement *e* (*Literary texts can make EFL classes more colourful*): the participants in Study 3 are more supportive of the statement (M=4.71, SD=.46) than in Study 1 (M=3.91, SD=1.00). In both studies the students seem to be less certain about the beneficial impacts of the use of literature in academic literary courses. Regarding the drawbacks, the mean values of Study 3 are lower than in Study 1, also, the scores are less varied being between 1 and 3 instead of 1 and 5 with the exception of statement *h* (*Students need to prepare a lot for EFL classes where literature is used.*). In both studies, item *h* related to preparation time received the highest mean values. Interestingly, while item *i* (*Working with literary texts in the EFL classroom takes too much time.*) was the second most supported statement in Study 1 (M=2.82, SD=1.08), it turned out to be the second least favoured item in Study 3 (M=1.86, SD=.86).

Table 6.10

Descriptive Statistics for The Students' Opinions on the Use of Literary Texts in the EFL Classroom (Study 1 and Study 3)

Items	Study 1	Study 3
Benefits		
a. Literary texts tell a lot about the target culture.	M=3.81 SD=.91	M=4.00 SD=.78
b. Literary texts used in LP classes develop students' vocabulary.	M=4.38 SD=.69	M=4.57 SD=.64
c. Literary texts used in LP classes develop students' language skills.	M=4.18 SD=.84	M=4.43 SD=.85
d. Shorter literary texts used in LP classes prepare students for academic literature classes.	M=3.69 SD=1.03	M=3.71 SD=.72
e. Literary texts can make EFL classes more colourful.	M=3.91 SD=1.00	M=4.71 SD=.46
Drawbacks		
f. Literary texts do not help students in everyday communication.	M=2.24 SD=1.07	M=2.14 SD=1.09
g. Literary texts are boring for students.	M=2.72 SD=1.05	M=2.00 SD=.78
h. Students need to prepare a lot for EFL classes where literature is used.	M=2.92 SD=1.03	M=2.21 SD=1.25
i. Working with literary texts in the EFL classroom takes too much time.	M=2.82 SD=1.08	M=1.86 SD=.86
j. There is no point in using literature in the EFL classroom since there are several more interesting sources.	M=2.25 SD=1.17	M=1.79 SD=.80

Considering the open-ended items in Study 3, many responses were based on the statements *a-j* such as literary texts make the lessons more colourful, they are suitable for vocabulary building. However, some respondents mentioned broadening horizons and gaining knowledge; some referred to a few strategies: literary texts provide a context for vocabulary items which helps text comprehension, vocabulary items are remembered more easily as they are connected to a text. Within disadvantages, language difficulties and outdated language use were often mentioned by the participants. One student added that it would be helpful to use texts related to the literary courses they attend.

While in Study 1 not all the participants had experience with the use of literary texts in English lessons, the students in Study 3 were familiar with using literature in *Language Practice* lessons. Based on the results, it can be observed that the students in Study 3 had a generally more positive opinion about using literature in language lessons. Apart from the high mean values that the language aspect (i.e., vocabulary and language skills) yielded both in Study 1 and Study 3, other factors and benefits were mentioned by the students. The new aspects listed by the students that provide a response to RQ 5.2 (*What are first-year English major university students' perceptions of using literary texts in their EFL classes?*) include grammar, (cultural) knowledge, creativity, literary analysis and critical thinking skills. It should also be highlighted that two of the texts (*Lamb to the Slaughter* and *Little Women*) managed to raise some of the students' curiosity and motivated them to explore these stories in more detail. Regarding problems, the students in Study 3 also noted preparation time followed by statement *f* (*Literary texts do not help students in everyday communication.*). In the open-ended questions the latter argument was also brought up: some students mentioned that outdated language use can be a disadvantage of using literary texts in language lessons.

The high mean values yielded by the language aspect are not surprising in the light of other large-scale (Bloemert et al. 2017; Nagy-Kolozsvári & Gordon Győri, 2022b; Tsang et al., 2020) and classroom studies (Romero & Bobkina, 2015). The results of these studies show that most student regard literature to be beneficial for vocabulary building and language skills development, especially reading skills. Language-related difficulties have been pointed out before as well. Not only linguistic issues (e.g., unknown vocabulary, new grammar structures) can impede reading but also "language which has historical, geographical, or socio-cultural associations" (Carter, 1986, p. 218) – as noted by the students in Study 3 as well. The drawbacks mentioned by the students are in harmony with those mentioned in some studies that focused on language teachers. Most teachers agreed that literary texts can contain some outdated language that causes difficulties for students, also, the classroom time is not sufficient for including literature in English lessons and it requires a lot of preparation time (Duncan & Paran, 2018; Jones & Carter, 2012). Language issues were raised by students in another study as well. For instance, students admitted having had difficulties because of unknown vocabulary; moreover, some suggested that literature is suitable for advanced level students for reading literature (Duncan & Paran, 2017).

6.2.6 Testing the Literary Texts and Worksheets with Lower-Level Groups

In order to explore whether literary texts can be used with lower-level groups, some of the texts and the worksheets were tested at another university in Budapest. The participants were first-year English majors including trainee teachers. The reason why these groups were brought into Study 3 lies in their language level since it was around B2, which is a bit lower than that of the main group in Study 3. Hence, the situation was ideal to explore whether the selected texts and worksheets would work in a lower-level group and whether any modifications would be necessary.

In this experiment the texts and the worksheets were identical to those used with the main group, furthermore, the procedure was the same as well. However, one crucial change was made in the case of the Louisa May Alcott's excerpt. The idea was taken from Anikó (Study 4; see Chapter 7) who used an audiobook to cover the text in her lesson. The idea was certainly appealing, thus the audiobook was used with group C to cover the text for the first time.

Table 6.11 presents the students' opinions on the texts and the worksheets that fit the syllabus, so they could be easily implemented. Altogether three groups were involved: one in the academic year 2020/2021 and two in the following academic year.

Table 6.11

Lower-level Students' Opinions on Three Selected Literary Texts and Activities

Text	Group	No of responses	Text	Activities
András Dezséry: *A Handful of Earth from Home*	Group A	9	M=4.44 SD=.52	M=4.78 SD=.44
Animal poems	Group B	13	M=4.15 SD=.68	M=4.38 SD=.50
Louisa May Alcott: *A Merry Christmas* (*Little Women*)	Group C	11	M=4.55 SD=.68	M=4.82 SD=.40

The feedback forms yielded similar results to those of the main groups. Based on the mean values, the students were rather positive both about the texts and the worksheets as well. One difference lies in the minimum scores of animal poems as the texts were rated between 3 and 5, while the accompanying worksheet was rated between 4 and 5, which is higher than in

the main groups. The excerpt from Louisa May Alcott's novel was rated between 3 and 5 which is lower than in the main groups, nevertheless, it must be remembered that the text was not fully covered due to the lack of time. Interestingly, the students preferred the worksheets to the texts as the mean values not only in the case of *A Handful of Earth from Home* but in all the three lessons.

Regarding the task value, the students gave similar responses: reading comprehension, speaking skills and vocabulary (*A Handful of Earth from Home*) reading comprehension and vocabulary (animal poems) reading comprehension, speaking skills, vocabulary and grammar (*Little Women*). Some mentioned that they managed to learn by listening to the others' opinions and get to know other perspectives (*A Handful of Earth from Home*); the combination of simpler and more difficult texts was found useful (animal poems); gaining some cultural knowledge (*Little Women*). Some also added that the texts and activities were not typical, they were amusing and as noted by one of the participants the lesson "wasn't dry at all" (animal poems).

During these lessons I made short notes and wrote a reflective journal as well. Except for the Christmas-related the text, the procedure was mainly the same as previously in the main group. *A Handful of Earth from Home* was a truly difficult text for this group not only in terms of its underlying meaning but also its literal meaning caused some difficulties in comprehending the text. As I noted in my reflective journal:

> Reading comprehension questions: question 4 caused some difficulties for one student. Also, they did not think about the metaphors (pot-new country, shoot-new life) but some students volunteered to share their interpretations. (RJ/2-2)

Nonetheless, the comprehension questions helped the students: they discussed the questions in pairs so they were able to help each other to decipher first the literal meaning of the text. The questions that aimed to trigger the students' thoughts on the underlying meaning caused severe difficulties. Some students attempted to answer the questions, however, they were too absorbed in the literal meaning of the text. Since I saw that they were very keen on working with each other, I asked them to summarise the text in five sentences, then share them with their partner and create a one-sentence-long summary. The metaphors were troublesome in this case as well, as the students could not see what the metaphors stand for in the text. Overall, the students seemed to enjoy the activities that they very much needed in order to comprehend the text. The underlying meaning caused some difficulties for them, though, they needed some direct help from me.

The poems related to animals were covered within the topic of nature which includes several subtopics such as animals or environmental protection. The poems were believed to be suitable for this group as they could fit in the syllabus and the language used in the texts was thought to be appropriate for a B2 level group. The warmer went well: the students shared their choice of animals in pairs and seemed to be engaged in the discussion. The students seemed to be less enthusiastic about the following tasks. They preferred working individually and they were a bit reluctant to work in pairs to discuss the clues. However, they managed to solve the tasks and figure out most of the animals. Marianne Moore's poem caused some confusion as expected but with some extra hints they managed to guess the animal described in the text. The vocabulary activity did not cause any difficulties, the students were able to fill in the table without much trouble. Overall, the lesson was mostly dynamic and the students were cooperative in most cases. Unfortunately, the main activity seemed to be an exception: it seemed that the students would have been happier if they had been allowed to work individually.

From the reflective journal, it was obvious that I had some doubts before discussing the excerpt from *Little Women* with my students. The text focuses on five adolescent girls and how they help a poor family at Christmas, that is why I assumed the story to be more appealing to my female students. In addition, I had some cheeky male students and some rather passive although hardworking students – so I was a bit nervous before the lesson. The first half of the lesson was dedicated to the last topic of the semester, which was personality, and after covering the material I prepared on the topic, we started to discuss Christmas. Since we had around 35 minutes to cover the text and the activities, I had to make some small changes in the lesson plan. The introductory questions were partly discussed in class, then in pairs. The original plan had been to read the first paragraph of the text, then listen to the story; nevertheless, the students only listened to the audiobook and focused on the plot. Despite the fact that the text is a classic piece written in the 19th century, it did not cause any difficulties for the students. They could also elaborate on the message of the story and the meaning of its title. The follow-up question was discussed in class instead of smaller groups as there were only three minutes left. On the whole, the students enjoyed the text, although some of them seemed a bit bored. Following in Anikó's footsteps and bringing an audiobook in was an excellent idea which also enabled the students to familiarise themselves with the text before reading it. The text may have been too didactic for the group, and the time limit was short (35 minutes), nevertheless, the students participated actively in class and even the cheeky ones did not make any trouble.

The comparison between the students' feedback forms and the tutor's notes points to an unexpected difference is to be noted. Although the lesson on Christmas went well, it was certainly not outstanding from the tutor's perspective. Nonetheless, the feedback forms show that the students enjoyed the activities (M=4.82, SD=.40) and liked the text (M=4.55, SD=.68). As in the case of the main group, the scores given to the worksheet created for *A Handful of Earth from Home* yielded a relatively high mean value (M=4.78, SD=.44), which is still surprising especially if we take into consideration that the students had difficulties with answering some of the questions.

Although primarily Study 2 and 4 aimed to seek answers to RQ 5.1 (*What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programmes?*), my impressions may add some valuable details. After the one-year-long experiment that I conducted I came to similar conclusions as those of Study 2. In the beginning, I attempted to incorporate these texts into my lessons on a weekly basis, however, this was an ambitious plan. The syllabus, which contained numerous grammar areas that had to be covered, did not leave much space for experimenting with literary texts. Furthermore, it was really tiring to prepare for these lessons. First and foremost, it was really difficult to find appropriate texts which are relevant and intriguing, which suit the syllabus and which offer opportunities for language and personal development. Nonetheless, once I managed to choose the right texts, I could design the worksheets quite easily. Literary texts offer many opportunities for being creative not only for the students but also for the teacher as well. In Study 2, Zsigmond and Mária (EFL) gave voice to their belief and concern that their students are no longer interested in reading. This was a fear of mine as well once I started the experiment, however, the vast majority of my students liked the texts and the worksheets. Some became motivated to explore the texts in more detail. Moreover, the use of some of the texts in lower-level groups showed that literature is not a privilege of advanced or nearly advanced level groups.

Table 6.12 presents a brief overview of the main findings of Study 3. The research questions were touched upon the previous chapters as well since the questionnaire study and the interview study also explored the topic of using literature in the EFL classroom. Furthermore, more details are provided in the next chapter, which focuses on the extended classroom research (Study 4).

Table 6.12

The Main Findings of Study 3

Research questions	Main findings
RQ 5 How can the use of literary texts develop first-year English major university students' language skills in university EFL courses?	• literary texts can be used for language development purposes but there are some other benefits
RQ 5.1 What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programmes?	• lack of resources: challenging to find appropriate texts • difficult to incorporate on a weekly basis • the students' reactions and feedback were rather positive
RQ 5.2 What are first-year English major university students' perceptions of using literary texts in their EFL classes?	• benefits of a literary text: language development, non-language-related areas (e.g., creativity, cultural knowledge) • drawbacks: outdated language

7 The Views of EFL Tutors and their Students on Using Literature in the EFL Classroom: The Extended Classroom Research

The aim of the extended classroom research was to explore how EFL tutors other than the researcher and their students found using literary texts in the EFL classroom and thus to complement Study 3. In Chapter 7, first, the participants and the setting are introduced followed by the description of the instrument. Then, the piloting is detailed; and the data collection and data analysis procedures including limitations are summarised. Finally, the results of Study 4 are presented and discussed.

7.1 Study 4 – The Extended Classroom Research: Research Design and Methods

7.1.1 Participants, Setting and Processes

Altogether three EFL tutors took part in Study 4. The participants were selected mostly with the help of convenience sampling strategies, however, similarly to Study 3, the sampling procedure was also purposive (Dörnyei, 2007). The only criterion for participating in the research was to have a first-year *Language Practice* group. As many EFL tutors are often behind the schedule, those EFL tutors who are also fellow PhD students were asked to take part in Study 4.

All the three tutors are female and Hungarian native speakers. Their teaching experience varies from 4 years to 12 years. As it can be seen in Table 7.1, their teaching background is also diverse: all the participants have some experience with more than one age group and more than one type of institution. All of them had worked with literary texts prior to participating in the research, not frequently, though. One of the interviewees, Rebeka took part in Study 2 as well.

Table 7.1

Profiles of the EFL Tutors in Study 4

Pseudonyms	Anikó	Rebeka	Zsuzsa
Teaching experience	4 years	7 years	12 years
School type	language school primary school university	language school university	language school university
Age groups taught	early adolescents (10-14-year-old students) adults	adults	adolescents adults

Previous classroom experience with literary texts	coursebook texts, graded readers	coursebook texts, poems	excerpts from novels

7.1.2 The Instruments

The primary aim of the interview was to investigate the EFL tutors' opinions on the use of literary texts after taking part in the experiment. It was also hoped that the interviews would shed some light on the lesson from the tutors' perspective. Thus, a semi-structured interview guide was compiled with some prompts and questions.

The instrument covered three main areas: the interviewees' teaching background, their account of the lesson and their opinions on the use of literary texts. The first two questions aimed to offer a few glimpses of the interviewees' teaching background: the length of their teaching experience and the age groups they are teaching or they have taught. The next set of questions focused on the participants' experience and opinions on the use of literature in the EFL classroom. The interviewees were asked to recall some examples of using such texts in their lessons or their reasons why they had not worked with these texts before. The third section of the interview prompted the interviewees to elaborate on the chosen literary text, the lesson and the students' reactions. Finally, the tutors were asked whether they had anything to add to the interview. As the mother tongue of the participants is Hungarian, the interviews were conducted in Hungarian. The interview schedule was translated into English; thus, it is available in Hungarian and English in the Appendices E1 and E2.

Apart from the interview guide, Study 4 included another instrument: feedback sheets. After the lessons, the tutors distributed the feedback forms to their students with the exception of one participant who had an online lesson, thus she sent a link to a Google form to her students. The feedback sheet was the same as the one in Study 3, no changes were made to it.

7.1.3 The Pilot Study

The interview guide was centred on some broad themes that were compiled based on the relevant literature, Study 2 and the author's own experience gained from Study 3. The first draft of the interview schedule was revised by my PhD supervisor. Two extra questions and a sub-question were added to the original guide which was then piloted in December 2021.

One of my colleagues was asked to participate in the pilot study. Since the main purpose was to explore how literature can be used in the EFL classroom, no specific instructions related to the tasks were given. The participant, Anikó (details in Table 7.1) was provided with the texts which had been used in Phase 1 and 2 (8 texts); she was asked to choose one of the texts and use it in class.

Anikó used the excerpt from *Little Women* written by Louisa May Alcott since she planned to include some Christmas-related materials in the last week of the study period. There was no time restriction and no premade activities, hence Anikó could spend as much time on the text as she wanted to and she could also design activities of her choice. She had two *Language Practice* groups and she decided to cover the material in both of her groups. After the lesson, the printed feedback forms were distributed among the students and were collected by her. Then, I analysed the feedback forms.

The interview took place after the lesson, still in December 2021 in my office. It was recorded with the permission of the participant who was also informed about the ethical considerations (summarised in section 7.1.4). The interview took 34 minutes. Apart from answering the questions, Anikó also shared the extra materials that she had created for her lesson.

The interview was transcribed and the transcript was sent back to Anikó for member-checking. No major modifications were asked, only some names mentioned in the interview were clarified. Then, the data were coded also by a co-coder as well to ensure the neutrality of the study. The codes of the co-coder were compared with my codes. The emerging themes were marked in the script and also collected in a separate document. The new emerging themes included previous teaching experience, the use of graded readers as literary texts and the use of visual materials to accompany literary texts. The quotations which support the themes were underlined and colour coded in the transcript. After the data was analysed, the interview guide was finalised.

7.1.4 Data Collection and Analysis

Study 4 took place between December 2021 to April 2022. The process was the same as in the pilot study: the participants were informed about the study, they received the texts that they could choose from and they designed the activities. Apart from the collection of texts, no guidelines or restrictions were given to the tutors, they were given a free hand to plan their lessons. The reason why the same texts were used in Study 3 and Study 4 lies in the main aim

of Study 4: to explore the versatility of literary texts. Thus, the results show some examples of the different ways how the same text can be approached and used in a language classroom. The tutors also handled the feedback forms and they were interviewed after their lesson. One interview was conducted in person and it was voice recorded; two interviews were made online and they were video recorded with the permission of the interviewees.

As in the case of Study 2, the credibility of the study was established by member checking. The participants received the transcripts and they could suggest any modification, however, only minor clarifications (e.g., names) were done. After the transcripts were finalised, they were coded by identifying and labelling themes. The emerging themes were grouped into categories. The dependability of the study was ensured by the use of the same interview guide.

Before conducting Study 4, one limitation had to be taken into account: the lack of classroom observation which may have led to some data loss. Although a classroom observation would have been beneficial for Study 4, I decided not to take part in the lessons. The students of Anikó, Zsuzsa and Rebeka would have regarded me as a researcher which may have impacted their participation and responses. In an attempt to fill in the void, I asked for a detailed description of these lessons from the three participants and also initiated feedback on the students' reactions.

Similar to Study 2, certain ethical issues were taken into consideration. The interviewees were informed about the purpose of the study, their role and their rights. Their permission was asked to record the interviews and store the material. The recordings are stored separately from the transcripts on a password-protected computer; they are to be deleted two years after the defence of the dissertation. Pseudonyms were given to the participants and their real names are not included in the files (i.e., recordings and transcripts). Their anonymity is further ensured by the interview schedule: no information was asked for nor revealed by the interviewees that could identify them.

7.2 Study 4 – The Extended Classroom Research: Results and Discussion

The results of Study 4 are presented below starting with the participants' teaching experience of incorporating literary texts into their EFL lessons. Next, the tutors' opinions on the use of literature in the EFL classroom are summarised; then, their thoughts on using a literary text in an EFL class are described. Then, the actual lessons are presented and discussed with the help of the interviews with the tutors and the results of the anonymous feedback forms filled in by the tutors' students. The quotations from the interviews are translated from

Hungarian to English as the first language of the participants is Hungarian, therefore the interviews were conducted in Hungarian. The quotations are marked with a code: T indicates 'transcript', this is followed by the first letter of the pseudonyms, then, the page number is added.

7.2.1 The EFL Tutors' Teaching Experience of Working with Literary Texts

In Study 4, the first part of the interview aimed to explore the participants' teaching background and their experience of using literary texts for language development purposes. As shown in Table 7.1, the interviewees had a different length of teaching experience, however, they had similar teaching background in terms of the age groups they were teaching. As far as their teaching experience related to literary texts is concerned, all the three participants had some experience of using literary texts in their language lessons.

Both Anikó and Rebeka admitted that they had mostly used literary texts included in the coursebook. However, while Anikó had looked at the original texts and she had sometimes brought in other parts of the same text to her lessons, Rebeka had used graded readers in her lessons conducted in a preparatory programme for students aiming to get accepted as English major students at university. Another interesting example was brought up by Anikó who had regularly used two applications which are digital libraries. These applications offer a vast selection of readings with tasks that the EFL teachers can use in their lessons. Anikó used a Hungarian teaching application designed for EFL speakers and another one which targets elementary school students who are native speakers of English. While Anikó and Rebeka generally described their experience of using literature, Zsuzsa could recall two specific instances when she had worked with literary texts in her lessons. In the case of an excerpt from the novel *My Family and Other Animals* written by Gerald Durrell, she had focused on vocabulary since the emphasis had been on vocabulary learning techniques in her MA thesis. Another example had involved her *Language Practice* group at university. Again, she had intended to focus on vocabulary and she had picked an excerpt from *Old Man's War* written by John Scalzi. Nonetheless, the focus had been on discussion at the end and not really on vocabulary. Zsuzsa also added that she had offered her students a better grade if they were willing to read the whole book and write some feedback on it. As she recalled there were 3 out of 40-50 students who had done it.

Based on their previous experience, the participants mentioned some important guidelines to note when using literary texts. For instance, Zsuzsa referred to the aims of the

lesson: her choice of text and activities in both cases had been determined by her aims. Anikó had frequently cooperated with her former colleagues and they had searched for some texts connected to a certain topic included in the coursebook. Another vital aspect, the importance of language level was brought up by Zsuzsa who had decided to rely on literary texts because of her advanced level group. Rebeka also referred to the significance of her students' proficiency levels when she noted that she had used graded readers with her students whose language level had not been appropriate for authentic texts. Apart from the proficiency levels, the age may also play an important role in using literary texts as pointed out by Anikó:

> Well, I think our job is always easier with young learners as they become so engaged in reading that they forget that they take part in a language lesson, so I absolutely saw that they were enthusiastic and motivated. (…) In the case of adolescents… obviously they are more critical of everything, so it is much harder to find something that suits everybody. (T/A-3)

According to Anikó, tales are an obvious choice for a language teacher in the case of young learners, moreover, the coursebooks include numerous tales as well that a teacher can choose from. In the case of adolescents, the first problem lies in the coursebook as she pointed out: the coursebooks may be appropriate for the proficiency level of the students but they may not suit the age of the students. As her groups had included native speakers of English, they had often used B2+ and C1 level coursebooks and there had been a gap between the students' age and the content of the books.

Apart from student-related criteria, some other factors were also added by the participants such as text-related and teacher-related criteria. For instance, Rebeka emphasised the length of the chosen text as she observed that her students do not like to read much in class. Zsuzsa highlighted the importance of the teacher's personal reading preferences. As she put it, she would never use a text in her lessons that she personally does not like.

Still in connection with their previous experience, the participants were asked to recall their memories of their students' reactions to the literary texts. On the whole, the reaction of the students had been positive. For instance, Anikó's 13-year-old students had been fascinated by Shakespeare. In the lesson, first, they had covered his biography with the help of some videos, then they had discussed one of the sonnets. To Anikó's surprise, the students had been really welcoming about the topic. Rebeka had some mixed feelings about her pre-intermediate students' reactions. She noted that her pre-intermediate group had given their voice to their discontent related to the length of the graded reader they had read. While they had had no issues

with a literary text included in the coursebook, moreover, they had seemed to enjoy it, they had not been enthusiastic about reading a longer text. As Rebeka summarised,

> I would rather say that I have mixed feelings about this [using literary texts in a language lesson] because the right text has to be found: it is really important that its length is appropriate for the students, then they may be engaged by it. (T/R-2)

The wording Rebeka used indicates that she feels rather sceptical about longer texts. Later on, she also mentioned that she had had some doubts about the students' reactions to the text and to the fact that they would read in class.

Another important aspect mentioned is related to the relationship between students and their teacher. A good rapport between the teacher and the students may have a significant influence on the attitude of the students towards literary texts and their reactions to the accompanying tasks. Apart from discipline problems, the attitude of students is also partially determined by the quality of their relationship with the teacher. As Zsuzsa noted,

> A lot depends on the relationship between the teacher and the students: whether they [students] are willing to take the extra step to be open-minded about the materials the teacher brings in. (T/Zs-3)

7.2.2 The EFL Tutors' General Views of the Use of Literary Texts in the EFL Classroom

When the participants were interviewed about their general views of using literary texts in the EFL classroom, their responses were quite mixed as they gave voice to some serious doubts apart from positive remarks. On the whole, they expressed a rather positive opinion on the matter, however, they also mentioned some obstacles that may inhibit the use of literature in the EFL classroom.

Out of the three interviewees, Zsuzsa was the most positive about the role of literature in the EFL classroom. According to her, literature is an extremely good tool on the condition that one wants to and knows how to use it in class. Whether literature is the right tool for someone depends on numerous factors such as the teacher's personality, the teacher's experience and willingness. Zsuzsa also pointed out that literature as a tool has a lot of potential, for instance, it can make the lessons more colourful.

Similar to Zsuzsa, Anikó had a rather positive opinion about the use of literature; she noted that being capable of reading authentic texts can be truly motivating for students.

However, she pointed out the other side of the coin by adding that although using literature in a language lesson is interesting, it is also challenging. As she noted, it is difficult to find appropriate texts that ensure the flow experience and has the right number of unknown words that provide some challenge to students without ruining the good reading experience.

As already referred to in section 4.4.1, Rebeka had some mixed feelings about using literature in her lesson claiming that a lot depends on the students and the texts as well. She had had some positive memories but she had also experienced some difficulties that she referred to in the interview. Her responses also shed some light on the versatility of literature as a material used for skills development purposes, for vocabulary building but also for discussions.

The fact that Rebeka took part both in Study 2 and Study 4 provides a unique opportunity to compare her views, to see whether more experience of using literary texts for language development purposes may lead to some changes in one's opinions on the topic. The comparison of her thoughts expressed in Study 2 and 4 indicates some shift in her attitude towards the use of literature in the EFL classroom. While in Study 4 she gave voice to her doubts, she sounded more positive in Study 2:

> I think that it would be really useful to use literary texts particularly for teaching controversial issues […], presenting some problems through the eyes of a character […]. I think it is surely a good thing to use even poems or lyrics or anything else, so I think this is definitely important. (T/R-10)

She had some reservations which were not related to classroom experience – as in Study 4 – but to the lack of resources and ready-made worksheets. The interviews thus suggest a slight shift in her opinions: as Rebeka gained more experience in teaching with literature, she encountered more issues and problems, which made her a bit more critical. Although this change can be observed in the transcripts, it is important to point out that no question on probable shift in views was asked from Rebeka in the interview.

7.2.3 The EFL Tutors' Classroom Experience of Using a Particular Literary Text

The participants tested three different texts in their classes: Anikó used the excerpt from *Little Women*; Zsuzsa chose one of the short stories, *Lamb to the Slaughter*; and Rebeka picked another short story, *How They Met* from the collection of texts. Although they all included various tasks in their lessons, one common point was the use of discussions. The summary of the activities is presented in Table 7.2.

Table 7.2

The Summary of the EFL Tutors' Lessons in Study 4

	Anikó's lesson	Zsuzsa's lesson	Rebeka's lesson
Warmer	• discussion (Christmas)	• used a warmer but probably not connected to the text • (i.e., could not remember)	• picture-based activity (prediction)
Main activities	• listening to the audiobook and focusing on the gist • reading the text • vocabulary and grammar tasks • discussion (choosing a book cover for the story)	• vocabulary task (matching) • reading the text in sections and answering questions	• reading the text • feedback (quick reaction to the text) • discussion (narratives) • vocabulary task
Follow-up activity	• discussion (reverse advent calendar)	• discussion (favourite text)	• discussion (meetings)

Anikó was the first one to use a literary text in her lesson which took place in December 2021. As Christmas was approaching, she used the excerpt from *Little Women* with two Language Practice groups. When asked about the text itself, she said that she liked it as she found it readable, the language level of the text was appropriate for her groups. She planned a 30-minute-long session which turned out to take 50 minutes from the lesson. The first task was a discussion: the students were asked to describe what makes Christmas merry for them. As the title of the chapter is *A Merry Christmas*, this question served as a lead-in. The students first encountered the text in the form of an audiobook: they listened to the excerpt, then they discussed what 'merry' signifies in the story. Anikó decided to use an audiobook first so that her students obtain a general understanding of the text. Next, they received the text. The first paragraph was omitted by Anikó as it does not form a vital part of the whole text. She divided the group into two subgroups. One group was responsible for finding 10 useful and new words; the other group was in charge of finding examples of certain grammar structures in the text. The aim of the latter task was to revise the structures that had been discussed during the semester. If needed, the groups could use their phones to check the words or the grammar structures. After 5-10 minutes passed, the students worked in new groups and they summarised

their findings to each other. The next activity involved some book covers of *Little Women* that Anikó presented to the students and the groups had to select one that they thought was the most appropriate to illustrate the story. When they managed to choose one, they were asked to come up with some hashtags that they would use to promote the book on social media platforms. Some really creative hashtags were created such as #sharingiscaring or #engelkinder. The follow-up activity entailed a reverse advent calendar. The students came up with a small favour or task that one could do to help other people. The ideas were collected and uploaded on an online platform by Anikó. The students received a collection of their ideas that they could try to implement in December.

Zsuzsa used the short story titled *Lamb to the Slaughter* in two Language Practice groups in February 2022. She could relate to the text, she found it enjoyable – that is why she picked this particular text. She divided the text into five parts and she posed some questions which accompanied the story as it unfolded. Since it was an online lesson, she uploaded the questions on the online platform she used for her courses (Moodle) so that the students had access to them. Before the lesson she had asked her students to revise a vocabulary chapter (People and relationships) from their coursebook, *Advanced Language Practice* by Michael Vince since these words were thought to be useful when discussing the short story. After a warmer, the session started with a discussion of the title followed by a vocabulary activity that was an online matching game. After these activities, the students started to read each section of the text and they answered the questions. These were not general comprehension questions but interpretative and creative questions that required the application of critical thinking skills and interpretative skills. For instance, the students tried to answer questions like *What will happen next?* or *What would you do in the woman's place*. The follow-up activity was a discussion: the students had been asked to bring their favourite text to class. They were paired up, they read each other's texts and they answered some questions compiled by Zsuzsa. The aim was to enable the students to get to know each other apart from discussing literature in general. The whole session was 90 minutes long.

The last lesson was held by Rebeka in April 2022. The short story titled *How They Met* was her choice as she found it extremely readable and she likes to read similar texts. Before elaborating on her activities, a brief description of the context must be given. Rebeka's group consisted of first-year English majors at another university located in Budapest. At the end of the first year there is a proficiency exam which has several parts: grammar, reading, speaking and writing. The latter includes three genres that must be taught and narrative is one of them. Therefore, Rebeka decided to use this short story to revise the structure of narrative and the

attributes of the genre. The first activity was picture-based: the students worked in pairs and tried to decipher what the story is about. According to Rebeka, although they seemed to gather many ideas, they were quite reluctant to share them in class. In order to manage the time given for the reading, Rebeka chose a 5-minute-long instrumental song to play in the background to indicate when the time was up. Rebeka recalled that the students had been quite flabbergasted by the music, they had had some reservations about listening to music while reading. Despite the music, the reading pace was extremely varied in the group and Rebeka had to wait at least 2 more minutes until everybody managed to read the text. After the students finished reading the text, they had some time to respond to it, to discuss their opinions in smaller groups. Next, they discussed the attributes of narratives in pairs followed by a vocabulary activity. Rebeka had highlighted ten phrases in the text and provided some definitions; and the students had to match the definitions with the phrases. The last activity was a discussion with one general and one exam-focused question; but the students were so engaged in the discussion that they did not have time to cover both questions. Therefore, the first question which asked the students to tell how their parents or grandparents had met was covered in class and the second question was assigned for homework. The students had to give a monologue on a significant meeting that they had had; and giving a monologue is one of the tasks at the proficiency exam.

Considering the problems and obstacles the tutors encountered, there seems to be a general issue that concerned all the three participants: the lack of time. While Zsuzsa and Rebeka did not have enough time for their last activity, Anikó's lesson plan required another 20 minutes. Zsuzsa did not have any difficulties except for choosing a text. However, once she picked the text, the focus of her lesson became clear to her. Anikó also reported a similar experience in connection with the tasks. When reading the text, she had had countless ideas and it had been difficult to decide, as she worded, "which idea to keep and which one to let go". The only problem she experienced in class was related to the level of the text. It was appropriate for the majority of her groups, however, there were a few B1 level students who struggled with the text. For Rebeka, the different reading pace caused some difficulties which she managed to remedy with an extra task (asking the students to look up the highlighted phrases in a dictionary). When asked about whether they would change anything in connection with the lesson, Anikó admitted that she would not use the grammar task as it inhibited the flow of the lesson. Rebeka would be more careful and spend more time selecting an appropriate song for the reading. Although the song was piano music, which also suited the story, the spontaneity of the idea disturbed her and it clearly interfered with her perceptions of the lesson. Zsuzsa would not change anything, however, she as well as Anikó had a few more ideas in connection with

their texts. Grammar tasks (Zsuzsa), emphasis on the author and era, writing activities, traditional comprehension questions (Anikó) were mentioned. Nonetheless, it has to be noted that Zsuzsa and Anikó are not in favour of traditional tasks such as grammar tasks and comprehension questions, therefore they consciously rejected the idea or those and intended to focus on either speaking tasks (Zsuzsa) or more creative activities (Anikó).

Regarding their impressions of the lessons, the tutors' responses reveal some positive features but also criticism. Zsuzsa felt positive about her lesson, although she mentioned that time had been an issue. She also added that she always feels when a certain topic or material interests and excites her students; and based on her impressions, the activities had truly engaged her students. Rebeka admitted that she had some mixed feelings about the lesson for two main reasons. First, she had thought of the music at the beginning of the lesson, so she had tried to find a song while the students had been taking a test. Second, she had had some fear related to the students' reactions due to the fact that they had to read. Nonetheless, the experience was rather positive but it was not a lesson, as she put it, "that would get you goosebumps". Probably the most positive experience belongs to Anikó. Not only was the experience positive for her, but she started to plan to use such texts from time to time with her next groups. She seemed to be quite inspired by the experience during the interview. Clearly, she had brainstormed a bit and reflected on the lesson on her own too as she added another idea: a cooperation between EFL and literature tutors which would enable EFL tutors to use those texts that are taught in literature courses or texts from a certain era that is covered in a literature seminar.

Since the interviews were recorded just a short time after the EFL classes the colleagues held using a literary text, the tutors' fresh experiences provided some new and valuable aspects in connection with RQ 5.1 (*What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programmes?*). While in Study 2 the tutors recalled some instances of past teaching experience, the tutors in Study 4 relied on a specific example, hence their responses included more practices. All the three participants worked with a text that they could relate to; they designed different activities that also show the versatility of such texts: Anikó opted for some group activities that enhanced the students' creativity and collaborative skills; Zsuzsa focused on discussions based on traditional comprehension and interpretative questions; Rebeka decided to link the topic (narratives) to the chosen literary text. Since the tutors were asked to use a text from a selection of texts that was used in Study 3 and to create activities on their own, the comparison made of the lesson plans used in Study 3 and Study 4 yields some interesting similarities and differences that reveal further details about the tutors' practices of using literature in their language lessons.

As far as similarities are concerned, all the lessons included tasks that focused on language development (e.g., vocabulary building, reading comprehension skills, speaking skills); and they also included other areas (skills and strategies) that they aimed to improve. Table 7.3 includes the non-language-related skills and strategies that are believed to have been developed with the help of the tutors' activities. The similarities between Studies 3 and 4 are highlighted in green.

Table 7.3

The Main Non-Language Related Skills and Strategies in Studies 3 and 4

	Study 3	**Study 4**
	Non-language related skills and strategies	
Louisa May Alcott: *A Merry Christmas (Little Women)*	• reading skills (skimming, scanning) • creativity • interpersonal skills	• critical thinking skills • reading strategies • digital skills • creativity • interpersonal skills
Roald Dahl: *Lamb to the Slaughter*	• critical thinking skills • reading strategies • creativity • interpersonal skills	• reading strategies • critical thinking skills • interpersonal skills • literary analysis
David Levithan: *How They Met*	• reading strategies • critical thinking skills • interpersonal skills • intrapersonal skills	• critical thinking skills • interpersonal skills

Focusing on the first text, *A Merry Christmas*, there are several similarities between Study 3 and Study 4 as shown in Table 7.3. Both lessons included some activities that necessitate collaboration; also, the students' creativity was involved in a few activities. The reading activities in Study 3 aimed to develop the students' skimming and scanning techniques. Study 4 included a task in which the students needed to look for keywords (i.e., reading strategy). The students were allowed to use their phones while they were working on the vocabulary and grammar project, thus their digital skills were involved in the lesson. Since the students had to argue and justify their choice of cover, their critical thinking skills were applied in the lesson of Study 4. Apart from the skills and strategies, broadening the scope of the students' knowledge was also an important part of both of the lessons. While the students

collected and discussed some Christmas traditions around the world in the lesson of Study 3, the historical background was briefly touched upon in the lesson of Study 4.

As it can be seen in Table 7.3, the short story, *Lamb to the Slaughter* and its accompanying activities were used to develop the students' critical thinking skills and reading strategies. Within critical thinking skills, the students made some predictions based on the particular part of the text they read both in Study 3 and Study 4. They had to justify their responses and search for proof in the text, thus their critical thinking skills were involved in the lessons. Since the students worked in pairs and groups, their interpersonal skills were developed in both cases. However, the students were more dependent on each other in Study 3 as they read different parts of the short story and they had to work together with their partner to discuss some of the questions and also to complete the homework. The two lessons differ in terms of creativity as well. Although the students may have used their creativity to do the tasks in Study 4, they definitely relied on their creativity in Study 3 (i.e., they reported on the crime as a piece of news). The last activity used by Zsuzsa in Study 4 aimed to encourage the students to talk about literature. They were asked to bring along a text and they discussed the text based on some prompts (e.g., genre, background of the text), thus some literary analysis was also included in the lesson.

In terms of the short story, *How They Met*, the differences between Study 3 and Study 4 are related to the different approach the tutors took. Rebeka decided to focus on exam preparation and use the text to discuss the attributes of narrative, also, to practice giving monologues. Thus, interpersonal skills (especially active listening) were involved in her lesson. Critical thinking skills were used as well as the students were asked to form an opinion about the text (Study 4). The lesson in Study 3 aimed to develop the students' reading strategies (i.e., giving a summary, using the context to understand the meaning of a word); critical thinking skills (e.g., forming an opinion and justifying it); interpersonal skills; and possibly intrapersonal skills (i.e., being reflective, learning more about oneself).

Regarding the long-term benefits that literary texts may initiate, Study 4 did not provide any information. The reason for this lies in the dates that the interviews were recorded. In order to ensure that the tutors had some time for reflection after the lesson but not too much time so that they could forget the details of the lesson, the interviews were recorded within two weeks after each lesson. Therefore, the tutors could not elaborate on any long-term benefits.

Among the difficulties, the interviewees mentioned time but not from the perspective of the curriculum but related to their lesson plan. Apart from timing, differentiation caused some difficulties for two tutors: different language levels (Anikó) and different reading pace

(Rebeka). As in Study 2, the student's unwillingness to read literature in a language lesson was also raised (Rebeka); however, it was not a valid reservation in this particular case. Based on the interviews, it also seems that choosing a text may be the challenging part of planning a literary session as the participants agreed that once they had the text, they did not have any problems with collecting lesson ideas.

7.2.4 The Students' Opinions on a Particular Literary Text and its Accompanying Activities

The participants of Study 4 were asked to seek feedback from their students after their literature lesson. The same questions were used as in Study 3; and they were mostly paper-based feedback sheets except for Zsuzsa who had online lessons with her students, thus the questions were uploaded on a Google sheet. The forms were distributed and collected by the tutors, then they were handed over to the author for analysis.

The responses given to the first two questions (i.e., to what extent the students liked the text and the activities) are presented in Table 7.4. It is important to note that although Anikó and Zsuzsa conducted the research in two of their groups, no differentiation was made between the groups as the procedure was the same, the tutors did not change anything in their lesson plans. As it can be seen, the students favoured the text over the activities in the case of Anikó's and Zsuzsa's lessons; however, the students preferred the activities to the text in Rebeka's group. The most popular text turned out to be the crime story (M=4.74, SD=.44) followed by the Christmas-related excerpt (M=4.68, SD=.55) and lastly the Young Adult short story (M=3.62, SD=1.12). The order is a bit different in the case of activities as it can be seen in the last column of Table 4.14. The students preferred the text to the activities in Anikó's and Zsuzsa's groups, while Rebeka's group favoured the activities over the text. The relatively low mean value of the text *How They Met* is striking considering the fact that the short story is an example of Young Adult fiction, the plot is usually relatable and the short story has been well-liked in other first-year groups (i.e., the short story has been used in other groups which are not part of Study 3).

Table 7.4

The Students' Opinions on the Texts and Activity Sequences in Study 4

Text	Group	No of responses	Text	Activities
Louisa May Alcott: *A Merry Christmas* (*Little Women*)	Anikó's groups	25	M=4.68 SD=.55	M=4.32 SD=.62
Roald Dahl: *A Lamb to the Slaughter*	Zsuzsa's groups	23	M=4.74 SD=.44	M=4.52 SD=.51
David Levithan: *How They Met*	Rebeka's group	13	M=3.62 SD=1.12	M=4.38 SD=.96

On closer inspection, it can be seen that the most divisive text and activity sequence was the short story *How They Met* and its accompanying activities. The ratings given to both the text and the activities range from 2 to 5; the ratings are a little bit higher in the case of *Little Women* (from 3 to 5); and the most positive response was given to *Lamb to the Slaughter* (either 4 or 5) and the accompanying activities. One striking difference can be observed between Study 3 and Study 4 in terms of student feedback. The ratings are approximately the same with the exception of *How They Met*. While the students in Study 3 generally liked the text, it seemed to be more divisive in Study 4.

The tutors provided similar responses when asked about their students' reactions to the lesson. Anikó's students enjoyed the lesson, it was "refreshing to them" as Anikó put it. They were a bit surprised but quite open-minded about the text and the activities. According to Anikó, while the task with the illustrations was a success, the students were not happy about the grammar task – which is also reinforced in one of the feedback forms. Based on Zsuzsa's impressions, her groups reacted in a similar way. The only distinction she made was related to the gender ratio: there were more male students in one of her groups who reacted more strongly to the twists in the plot. Overall, both of her groups seemed to enjoy the text and the activities. Rebeka found her students to like the text, however, the feedback forms show that they actually preferred the activities. Indeed, music was problematic to the students: their reactions were visible to Rebeka in class but also mentioned in the feedback. On the whole, Rebeka thought her students to have been involved in the activities.

Regarding the task value, none of the students thought the activities to be futile. The students mostly listed the same areas as in Study 3, therefore the same categories were used and each response was matched with a category. Focusing on Anikó's groups, most students felt

that the lesson improved their vocabulary (21 responses) followed by grammar (10 responses). Some students mentioned speaking skills (5 responses) and some added reading skills (4 responses). One student added skills, however, the type of skill was not specified. Despite the use of audiobook, only one student added listening as a skill which was improved in the lesson. The majority of Zsuzsa's students felt that the lesson developed their speaking skills (13 responses) followed by reading skills (11 responses) and vocabulary (8 responses). It must be admitted that there were some unclear responses such as storytelling skills, however, since the lesson was heavily discussion-based, these answers were added to speaking skills. Two students also mentioned thinking skills and one student added listening skills. Most of Rebeka's students thought their vocabulary was improved in the lesson (9 responses) followed by speaking skills (7 responses). Some students added reading skills and grammar. In spite of the fact that the focus was on narrative, only two students listed writing skills.

As it can be seen both in Studies 3 and 4, reading skills are not frequently mentioned by the students despite the fact that all the lessons involved some reading. Another interesting finding is related to the audiobook: the students in Anikó's group listened to the story first prior to reading it, nonetheless, listening was mentioned only by one student out of 25. Additionally, none of the activities created by the tutors included direct listening or reading comprehension tasks. These findings indicate that students may not think their skills are developed if there are no explicit, direct tasks. Although it must be admitted that a few comprehension questions were included in the worksheets used in Study 3, no traditional comprehension tasks were used. Nevertheless, this suggestion needs to be more thoroughly examined especially in the light of another possible explanation that the students chose the most prominent skill and did not list all that they thought to have been improved by the lesson.

As shown in Table 7.5, the tutors' aims were mostly in parallel with the students' opinions. Some of the differences are related to the way a task was executed as in Zsuzsa's lesson. Zsuzsa discussed the reading comprehension questions with her students, therefore the students felt that the task improved their speaking skills. An interesting discrepancy between the tutor's plan and the students' feedback was found in Anikó's lesson. Anikó used an audiobook to familiarise her students with the story and enable them to get the gist of the story. Despite the fact that the task clearly focused on listening skills, her students did not feel that their listening skills were improved (with the exception of one student).

Table 7.5

The Comparison between the Students' and the Teacher's Perspectives in Study 4

Text	The teacher's perspective	The students' perspective
Louisa May Alcott: *A Merry Christmas (Little Women)*	• speaking skills • listening and reading comprehension • vocabulary • grammar	• speaking skills • reading comprehension • listening skills • vocabulary • grammar
Roald Dahl: *Lamb to the Slaughter*	• reading comprehension (solutions discussed) • vocabulary	• reading comprehension • vocabulary • speaking skills • other: thinking skills, creativity
David Levithan: *How They Met*	• speaking skills • reading comprehension • vocabulary • other: narratives	• speaking skills • reading comprehension • vocabulary • writing skills • grammar

As it can be seen, the tutors' students found the texts and activities beneficial for mostly language development purposes. The students did not mention any non-language-related areas with the exception of critical thinking skills and creativity (Zsuzsa's students). Although the tutors included some other components in their lessons, the emphasis was on language development from the students' perspective.

A short overview of the main findings of Study 4 is given in Table 7.6. The tutors' and the students' responses complemented Studies 2 and 3. Since the students took part in one lesson in which literature was incorporated, their feedback refers only to the material used in that particular lesson.

Table 7.6

The Main Findings of Study 4

Research questions	Main findings
RQ 5 How can the use of literary texts develop first-year English major university students' language skills in university EFL courses?	• literary texts can be used for language development purposes but there are some other benefits
RQ 5.1 What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programmes?	• the texts were used for different purposes, various activities were

	designed, which shows the versatility of texts • difficulties: choosing a text from the selection, in-class difficulties (e.g., different reading pace, time management)
RQ 5.2 What are first-year English major university students' perceptions of using literary texts in their EFL classes?	• benefit of a literary text: language development

8 Conclusion and Implications

This chapter summarises the main findings of the research project in an attempt to answer the research questions. Altogether four studies were conducted. Study 1 was a questionnaire study that involved 253 first-year English majors (i.e., the students who were enrolled in English Studies and those who attended the Teacher Training Programme). Study 2 was an interview study which involved eight participants: four EFL and four literature tutors. All the participants had taught first-year students prior to the interview, thus they could rely on their teaching experience during the interview. Study 3 included action research which was carried out in two semesters. Altogether eight texts and worksheets were used in EFL lessons. The instruments consist of anonymous feedback forms sought from the students and the reflective journal that includes the notes I took after each lesson with literary content. The extended classroom research, Study 4 complements Study 3. Three EFL teachers used three different texts from the collection of texts compiled for Study 3 in their language lessons. After the lessons with literary content, the teachers were interviewed and anonymous feedback was sought from the students.

The answers given to the research questions are summarised below; the responses follow the order of the research questions. This is followed by the limitations of the research project. The chapter concludes with a summary of limitations and implications for future research.

8.1 First-Year English Majors' Reading Practices

The first-year English majors' reading practices were investigated primarily with the help of Study 1 (questionnaire study). However, the results were complemented by the teacher's perspective: the tutors in Study 2 (interview study) were also interviewed on their students' reading habits. Subchapter 8.1 focuses on the first research question (*What are the reading habits of first-year English major university students?*).

8.1.1 First-Year English Majors' Reading Habits and Reading Preferences

In connection with RQ 1 (*What are the reading habits of first-year English major university students?)*, the results of Study 1 show that the students read more at weekends than on weekdays. English majors spend more time reading in English than trainee teachers. Female

students also spend more time reading Hungarian than male students; nevertheless, no difference was found in terms of reading time in English.

The interviews conducted in Study 2 show that the literature and EFL tutors' perspective differs from the students' views. As implied by the tutors, most students seem to read the compulsory materials for their courses, however, they were not sure about the texts their students read in their leisure time. There was no consensus on the question whether the students read at all. Nonetheless, the tutors made some references to the fact that reading has changed. They listed a couple of factors that impact their students' reading practices: reading online and on devices, the role of films and interest in narratives provided by different mediums.

Focusing on RQ 1.1 (*What are the reading preferences of first-year English major university students in terms of genres that they choose to read in Hungarian and in English?*), the findings of Study 1 show that the students favour novels both in Hungarian and in English to poems, drama and short stories; fantasy and romance seem to be the most popular subgenres. Some additional genres were added by the students which included some unconventional ones such as manga; and some more traditional ones (e.g., the classics, compulsory readings) were mentioned by the students. This implies that the scope of genres should be broadened and more traditional and untraditional genres should be noted when reading practices are discussed. The popularity of novels is clearly reflected in the results of the students' motivation for reading. Nevertheless, the relatively low mean scores (i.e., the highest being: M=3.21, SD=1.29) given to the genres both in English and in Hungarian are noticeable and might be worrisome as well since they indicate that most students do not spend much time reading.

8.1.2 First-Year English Majors' Motivation for Reading

In order to answer RQ 1.2 (*What factors motivate first-year English major university students to read in English?*), the students were asked for the reason why they tend to read the main genres: whether they read them because they are compulsory or they read them for pleasure.

Focusing on *free voluntary reading* (Krashen, 2004), the results show that the majority of students favour reading novels both in English and in Hungarian. Short stories are mostly read for pleasure, although the difference between the students who read short stories in English for pleasure and those who read them because they are compulsory is quite small. An interesting difference was found between reading poems in English and in Hungarian: while the majority of students read poems in Hungarian for pleasure, most students read poems in English because

they are mandatory. Within motivation, the results suggest that intrinsic motivational factors are more determinant in the students' overall motivation for reading. The students' love for reading is the most impactful followed by knowledge-related factors. Within extrinsic motivation, identified regulation plays an important role in the students' motivation for reading. The third type of motivation, amotivation yielded extremely low mean values indicating that amotivation does not concern most students.

Although the data gained in Study 1 (questionnaire study) show that the students are rather motivated by intrinsic factors than by extrinsic ones, the tutors in Study 2 (interview study) claimed that most of their students are not motivated to read unless they are questioned or graded. The interviews imply that most tutors seem to have accepted that their students' disinterest in reading as a fact and they try to motivate their students with tests, questions and grades. Nevertheless, two tutors attempt to motivate their students to read by raising their curiosity and interest: asking their students what they read, recommending books and taking the students' recommendations as well. One tutor recalled past examples when he used to encourage his secondary school students to read.

8.2 The Reading Skills and Reading Strategies of First-Year English Majors

The first-year English majors' reading skills and strategies were examined with the help of Study 1 (questionnaire study) and Study 2 (interview study). Subchapter 8.2 addresses the second research question (*How do first-year English major university students perceive their reading skills and strategies in English?)*, the third research question (*What reading skills and strategies do EFL and literature tutors expect from English major university students?*) and the fourth one (*How do EFL and literature tutors perceive the reading skills and strategies of English major university students?***).**

8.2.1 First-Year English Majors' Reading Skills and Strategies from the Students' Perspective

The short response given to RQ 2 (*How do first-year English major university students perceive their reading skills and strategies in English?)* and RQ 2.1 (*What views do first-year English major university students have on their reading skills in English?*) is that the students seem to be relatively confident about their reading skills.

The results show that first-year English major university students are mostly confident about their reading skills as far as overall text comprehension is concerned. They consider themselves to be good at understanding the gist of a text (M=4.14, SD=.76) followed by forming an opinion about the text (M=4.08, SD=.92). Based on the results of Study 1 (questionnaire study), most students are positive about reading skills that assist the comprehension of the literal meaning of a text (i.e., summarising a text, scanning). The skills that they are less secure about are connected to text analysis: identifying the style of a text and its structure.

Focusing on reading strategies, the results show that the students mostly apply those reading strategies that enable them to comprehend a text in English: understanding unfamiliar vocabulary items based on the context (M=4.37, SD=.78) and rereading the difficult parts of a text (M=4.21, SD=1.00). The least frequently used strategies include highlighting significant information or taking notes, and summarising the gist of a text in own words. Some differences were found between male and female students in terms of strategy use. Female students are more likely to do prereading activities, highlight important information or take notes while reading and reread the challenging parts of a text than male students. However, no difference was found between English majors and trainee teachers in terms of their use of reading strategies.

8.2.2 First-Year English Majors' Reading Skills and Strategies from the Tutors' Perspective

Regarding RQ 3 (*What reading skills and strategies do EFL and literature tutors expect from English major university students?*), both the EFL and the literature tutors listed several items that were grouped into four main categories (i.e., knowledge attitude, skills, strategies).

Both EFL and literature tutors highlighted the importance of background knowledge since text comprehension in literature courses is not viable without proper contextual knowledge. Within attitude, both groups mentioned that it is necessary for one to be open-minded and curious. The necessity of appropriate language skills or proficiency was emphasised multiple times during the interviews. Apart from language, the importance of other skills (i.e., text analysis, forming an opinion) was noted by both groups. The participants also agreed that those strategies that support text comprehension are of paramount importance (e.g., dictionary use, note taking strategies). The participants mostly mentioned similar requirements with the exception of strategies. Within strategies, EFL tutors could mention more strategies than literature tutors, hence other needful strategies include rereading, focusing on the gist,

asking questions about the text. One interesting difference is related to the question of gist. Some EFL tutors mentioned that getting the general meaning of a text is an important skill, however, the interviews revealed that literature tutors encounter numerous problems in their literature lessons because their students are satisfied with only getting/accessing the overall meaning of the text.

In the interviews, the participants often reflected on what skills and strategies are needed for one in their lessons, they often drew parallels between the requirements and the actual situation. Thus, in order to present the tutors' views and answer RQ 4 (*How do EFL and literature tutors perceive the reading skills and strategies of English major university students?)*, a comparison was made between requirements and the actual classroom situations (Table 8.1).

Table 8.1

Study 2: The EFL and Literature Tutors' Expectations and Classroom Experience

	Expectations	**Perceptions**
Knowledge	• background knowledge • text structure	• lack of background knowledge
Attitudes	• being critical • being curious • being open-minded	• lack of interest, attention and focus • problems with motivation • overall attitude towards reading
Skills	• language skills • study skills • critical thinking skills • forming an opinion and discussing it • text analysis	• language difficulties • lack of appropriate study skills
Strategies	• checking vocabulary • rereading • focusing on the gist • understanding the text • understanding the text word for word • note taking strategies • asking questions about the text • dictionary skills • seeing the text as a whole • selecting key words	• reading superficially (focusing on the gist) • problems with finding key words

Table 8.1 shows that the lack of many items from the list of requirements was mentioned as problems that inhibit reading in academic literary and language lessons. According to the tutors, many first-year students have difficulties in text comprehension due to language difficulties. Some of these language problems are related to vocabulary. Based on their experience, the students do not use dictionaries; more importantly, some do not know how to use a dictionary. Some issues in reading are related to the lack of background and conceptual knowledge. However, based on the interviews one requirement is met by the students: forming an opinion and discussing it. The tutors agreed that most of their students seem to have an opinion about the texts they read, however, they are not always able to justify it as they do not have the necessary background knowledge to support their opinions or they do not comprehend the text word for word.

The tutors' responses shed light on some of the challenges and problems that first-year English majors face in EFL and literature courses. Many students are not equipped with the necessary knowledge, skills and strategies that enable one to be a successful reader of academic and literary texts. The tutors are well-aware of their students' difficulties and they try to help them in various ways. For instance, some reduce the number of texts so that they can spend more time reading and discussing each text, some try to teach dictionary skills, some provide prompts for text comprehension and text analysis.

8.3 The Use of Literary Texts in the EFL Classroom

The use of literary texts in the EFL classroom was examined from multiple perspectives. The possibilities for language and personal development that literary texts entail were explored in Studies 3 (action research) and 4 (extended classroom study). The students' opinions were explored in Study 1 (questionnaire study) as well as in Studies 3 and 4. The teachers' views were sought in Studies 2 (interview study), 3 and 4. Subchapter 8.3 focuses on the fifth research question (*How can the use of literary texts develop first-year English major university students' language skills in university EFL courses?*).

8.3.1 Developing (Language) Skills Through Literary Texts

Before answering RQ 5 (*How can the use of literary texts develop first-year English major university students' language skills in university EFL courses?*), it is important to note that literary texts have a place in a general EFL course. The results of Studies 3 and 4 showed that literature can be embedded into an already existing syllabus: these texts can be linked to

topicality or to a certain topic; also, they can be used as a focus on a certain language skill or area. Similar to Study 3, the results of Study 4 show some similarities between the teachers' and the students' perspectives and some differences as well.

Based on these results, the response to RQ 5 (*How can the use of literary texts develop first-year English major university students' language skills in university EFL courses?*) has to be broadened. Literary texts do not only concern language skills and other language-related areas (e.g., vocabulary, grammar) but other skills such as interpersonal skills, creativity, which also have a role in language learning. "[I]f educators are to prepare learners for the twenty-first century workplace" (Hockly, 2011, p. 324), these key skills and competences must be brought into the EFL classroom. More details are provided in the responses given to subquestions 5.1 (*What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programme*s?) and 5.2 (*What are first-year English major university students' perceptions of using literary texts in their EFL classes*?) in the following sections.

8.3.2 The Tutors' Perceptions of Using Literary Texts in the EFL Classroom

To answer RQ 5.1 (*What are EFL tutors' perceptions and practices of using literary texts in EFL classes for students in English major programme*s?), the experience of the EFL tutors who took part in Study 2 (4 tutors), my experience in Study 3 and of those who took part in Study 4 (3 tutors) are examined. As stated in Chapters 5 and 7, all the EFL tutors in Study 2 and 4 have used literary texts in their language lessons, however, none of them use it regularly. All the tutors gave voice to their reservations and concerns which are shown in Table 8.2 along with the benefits of literature in the EFL classroom.

Table 8.2

EFL Tutors' Perceptions of Using Literature in the EFL Classroom (Study 2, 3 and 4)

Study	Problems and concerns	Benefits
Study 2: Interview Study	• some students are not interested in literature • students already have literature courses • some students have negative attitude towards literary texts • lack of time • lack of resources	• there are definitely benefits if the chosen text meets certain criteria • raising awareness to controversial issues and developing empathy
Study 3: Action Research	• challenging to find appropriate texts • lack of time • syllabus • fear: the students may not be interested in literary texts	• space for creativity • motivating for the students • literary texts can make the lessons more colourful • language and non-language related benefits
Study 4: Extended Classroom Research	• challenging to find appropriate texts • overplanning • lack of time • different language levels in one group • different reading pace	• language and non-language related benefits • motivating • refreshing experience • literature can make the lessons more colourful • literature makes students think • versatility of literature as material

In Study 2, the tutors gave voice to their concerns about using literature in the EFL classroom; but they were less clear when they expressed their views on the benefits. They agreed that these texts can be really beneficial on the condition that they meet certain criteria (e.g., the length should be appropriate for a lesson, the text should be relevant) and they are accompanied by activities. Numerous reservations and concerns were raised by the EFL tutors in Study 2. The tutors believe that some students are not interested in literature; moreover, the students have literature courses where they have to read literary texts. Due to their previous experience, some students have negative attitude towards literary texts. From the teacher's

perspective, the lack of time and the lack of resources prevent them from using literary texts in their lessons more frequently.

All the tutors in Study 3 and 4 had some previous experience with using literature in language lessons. What makes their opinions different from those included in Study 2 is that they reflected on a recent experience of teaching literary texts in an EFL class. Apart from specific examples such as different reading space, different levels of English, more general problems were also listed by the participants of Study 4. For example, it is challenging to find appropriate texts; a lot depends on the chosen text and the students. Although all the tutors designed activities that focused on language, they focused more on non-language related benefits than on language-related ones in their interview. For instance, they did not mention specific language-related advantages, they rather referred to them when their activity sequences were discussed in the interviews. Nevertheless, the summary of the interviews presented in Table 8.4 provides an insight into the issues and benefits of using literature in the EFL classroom.

Regarding the practices of using literature, the tutors in Study 2 and Study 4 admitted that they do not use literature in their lessons very often. It was even emphasised that one should not use literary texts very often and should use them carefully for language development purposes. However, the results of Studies 3 and 4 support the feasibility of using these texts regularly. All the tutors in Studies 3 and 4 were able to incorporate these texts into their syllabi: the texts and activities were linked either to a topic or a grammar area which were included in the syllabi. This shows that literary texts can be appropriate materials for general EFL lessons. Nevertheless, it has to be noted that the teacher-related problems (e.g., lack of time, lack of resources) may prevent teachers from using literature in their language lessons.

8.3.3 The Students' Perceptions of Using Literary Texts in the EFL Classroom

Table 8.3 presents a summary of the students' overall opinions on the benefits and drawbacks of using literature in the EFL classroom based on the data gained in Studies 1 and 3. The students who took part in Study 1 had some previous experience with literature, however, mostly from secondary EFL lessons. The students who participated in Study 3 were asked to fill in the same section of the questionnaire used in Study 1 to find out whether their responses differ from the ones given in Study 1. As it can be seen, the students who took part in Study 3 have more positive opinions on using literature in the EFL classroom. An interesting difference can be observed when the highest mean values are considered. Most students in Study 1 agree

with statement *b* (*Literary texts used in LP classes develop students' vocabulary*.) while the majority agree with statement *e* (*Literary texts can make EFL classes more colourful.*).

Table 8.3

First-Year English Majors' Perceptions of Using Literature in the EFL Classroom

Items	Study 1	Study 3
Benefits		
a. Literary texts tell a lot about the target culture.	M=3.81 SD=.91	M=4.00 SD=.78
b. Literary texts used in LP classes develop students' vocabulary.	M=4.38 SD=.69	M=4.57 SD=.64
c. Literary texts used in LP classes develop students' language skills.	M=4.18 SD=.84	M=4.43 SD=.85
d. Shorter literary texts used in LP classes prepare students for academic literature classes.	M=3.69 SD=1.03	M=3.71 SD=.72
e. Literary texts can make EFL classes more colourful.	M=3.91 SD=1.00	M=4.71 SD=.46
Drawbacks		
f. Literary texts do not help students in everyday communication.	M=2.24 SD=1.07	M=2.14 SD=1.09
g. Literary texts are boring for student	M=2.72 SD=1.05	M=2.00 SD=.78
h. Students need to prepare a lot for EFL classes where literature is used.	M=2.92 SD=1.03	M=2.21 SD=1.25
i. Working with literary texts in the EFL classroom takes too much time.	M=2.82 SD=1.08	M=1.86 SD=.86
j. There is no point in using literature in the EFL classroom since there are several more interesting sources.	M=2.25 SD=1.17	M=1.79 SD=.80

Regarding the benefits, the students mostly reflected on the language-related benefits on the feedback sheets used in Studies 3 and 4. They mentioned vocabulary building, language skills development and grammar. Some non-language related areas were also listed by the students such as creativity and critical thinking skills. Based on the results, the students were more certain about the language benefits than about other skills even in those cases when the tutor's goal was to develop interpersonal and intrapersonal skills.

The answers given to the open-ended questions were mostly based on statements *a-j*. The new items that were listed as benefits included: it broadens the scope of knowledge (Study 1 and Study 3), the context helps one learn new vocabulary items (Study 3), it is fun (Study 1), it makes one more open-minded towards other cultures (Study 1), it is motivating (Study 1). Within drawbacks the students mentioned the following: outdated language (Study 1 and Study 3), language difficulties experienced by lower-level students (Study 3), demotivating (Study 1), there is another course for literature (Study 1), not suitable for every student (Study 1).

The answer to RQ 5.2 (*What are first-year English major university students' perceptions of using literary texts in their EFL classes*?) is rather positive since on the whole the students have a positive opinion on the use of literature in the EFL classroom. This is reflected in the mean values and also the responses given to the open-ended questions. The students are mostly aware of the language-related benefits (i.e., vocabulary building and language skills development) both in Studies 1 and 3. The low mean values that the statements on drawbacks yielded also support the claim that the students are more positive towards using literature in language lessons than negative. However, they are also critical of the use of literary texts: some responses reinforced the EFL tutors' ideas that a lot depends on the students' attitudes (Study 1 and 3); also, some do not see the point in using literature in a language lesson (Study 1).

The minor differences in terms of mean values between Study 1 and Study 3 should be noted as well. These results imply that those students who used literature in *Language Practice* lessons were more positive about the use of literary texts. Although the data gained in Study 1 was compared to that of Study 3, the small group of participants in Study 3 has to be taken into consideration. Since it was the end of semester when the students were asked to mark their opinions on the benefits and drawbacks of using literature in the EFL classroom, not every member of the groups filled in the feedback form. In order to draw any conclusion on the possible difference between all the first-year students and the group of students who take part in a longitudinal experiment, more responses would have been needed.

8.4 Limitations

The studies presented have some limitations that emerged during data collection. These issues are addressed in the previous chapters along with the solutions used to decrease their impacts on the results. However, there are some limitations that concern the overall research project. While the effect of the limitations that each study involved was either eliminated or

decreased, these limitations could not be evaded. Therefore, they must be considered but it is essential to note that they do not affect the credibility of the research project.

The first limitation involves the context of the study. The study was conducted primarily at one university in Budapest and partially at another university also located in Budapest. On the one hand, the fact that the scope was narrowed down to one research context enabled me to provide a deep insight into the issues addressed in this research project. On the other hand, the inclusion of different research contexts (e.g., universities in other cities) may have broadened the scope of the research.

Another limitation concerns the students who participated in Studies 1 and 3. Including the same students in Studies 1 and 3 would have resulted in a more thorough comparison of the students' views than the one summarised in Table 8.5. However, the students who took part in Study 1 could not take part in Study 3 for two main reasons. First, the student questionnaire included a section on the use of literature in the EFL classroom including the course *Language Practice*. In order to answer those questions, the students had to have some experience connected to *Language Practice*. Second, the data gained in Study 1 was needed in order to conduct the subsequent studies.

8.5 Pedagogical Implications

The most important pedagogical implications concern the study programmes of English Studies and English Teacher Training. The results of Study 2 and partly Study 1 provided an insight into the challenges that first-year students face and also into their reading problems. Many literature courses take it for granted that students have the necessary language knowledge and skills (Paran, 2008), however, the tutors in Study 2 cannot turn a blind eye to the problems their students experience as there are some severe obstacles that impede not only reading but classroom discussions as well. First and foremost, both EFL and literature tutors mentioned language-related difficulties: many students struggle with text comprehension because they do not have appropriate language proficiency.

Apart from language issues, the students seem to have problems with reading skills and strategies. They are familiar with skills and strategies that involve general text comprehension (e.g., reading for the gist, guessing the meaning of a word based on the context), however, they have severe difficulties with reading in literature lessons. Some of these problems could be remedied or lessened at university, nevertheless, some changes in the study programmes are needed. Study 2 shed some light on the structure of literature courses: the tutors can choose

their own texts and methods in their lessons. This results in some differences between courses: some tutors provide extra materials (such as worksheets), some try to involve other mediums in their lessons to enable understanding but it does not seem to be a common practice. However, students need more guidance in reading. Moreover, as proposed by EFL tutor Mária, a course that equips the students with necessary study skills is necessary. Study skills such as note-taking strategies, dictionary skills are imperative in university courses. The need for such a course is even more urgent when literature teacher Zoltán's words are recalled: "[w]hen students start their literary history classes and elective literature courses, it is rather an expectation than a goal that they should reach". Therefore, those students who experience any problems related to reading academic and literary texts have one academic year to overcome the obstacles and rise to the challenge. One year is probably not sufficient for many to cover a lot of ground.

Although the focus of the research project was on first-year university students, it is unavoidable to mention the role of secondary education. Some issues mentioned by the tutors in Study 2 and also the results of Study 1 are related to the students' previous educational experience. The results imply that some challenges that first-year students face in university courses could be avoided with the help of some focused training in secondary (EFL) lessons. For instance, the lack of the necessary background knowledge is truly alarming as the students learn history, geography and literature in secondary schools, thus one would assume that they enter the university equipped with some background knowledge. The fact that first-year students are generally unaware of important figures and events in history and literature suggests that the roots of the problems are to be found in their previous education. Despite the fact that Hungarian students learn history and literary history, they seem to be unable to use that acquired knowledge at university, i.e., in a different context.

Regarding the use of literature, the results of Study 3 underpin the claim that literature has a place in the EFL classroom. The findings of Studies 3 and 4 support the versatility of literature as material for language teaching. The results of the students' feedback sheets also advocate for the benefits of using literature in the EFL classroom. Nevertheless, the problems that the tutors in Studies 3 and 4 experienced cannot be ignored. It would be advisable to prepare a collection of appropriate texts accompanied by ready-made worksheets and activities. Based on the findings of Studies 2 and 3, the lack of such text and activity banks impedes the use of literature in the EFL classroom. Therefore, the tutors in Study 4 were provided with the collection of texts that I compiled for Study 3. Furthermore, my future plans involve setting up an activity bank with ready-made worksheets for EFL teachers who would like to experiment with literary texts in their language lessons.

8.6 Implications for Further Research

To investigate the role literature may have in the EFL classroom further research would be beneficial. As the second limitation above suggests (see 8.4), it would be interesting to examine how the students' perceptions may change once they take part in regular literary sessions. Therefore, another classroom research is needed that examines the students' preliminary opinions on the use of literature for language development purposes and then their opinions after a language course in which literary texts were incorporated. To see whether there are any changes in the students' language proficiency, a follow-up study to Study 3 and 4 would be needed. It would be interesting to see whether the students apply the reading strategies that they practiced or whether they use certain vocabulary items acquired or learnt in these literary sessions.

Focusing on the teacher perspective, it would be beneficial to observe literature and language lessons as well. The observation of literature lessons would provide an insight how literary texts are approached in these lessons, what are the main problems students face and what are the solutions that the tutors use. Language lessons would shed some light on how texts are used by EFL tutors, what activities are used and whether they provide an opportunity for the students to practice the strategies that they need in literature courses. Finally, the role of the observant would be beneficial in the case of literary sessions to complement the teacher perspective gained through the retrospective interviews and the student perspective obtained from the feedback forms.

Apart from literature and language lessons, the investigation of academic skills lessons would be beneficial to gain insight into the teaching of study skills. The lack of appropriate study skills was implied by the interviewees in Study 2; however, the focus of the present research project did not include study skills. It would certainly be beneficial to conduct a follow-up study and explore the perceptions and classroom experience of study skills tutors.

Regarding the student perspective, a questionnaire study involving secondary senior students would provide more information on the use of literature in secondary education, which would broaden the scope of the study. In connection with the results of Study 1, it would be interesting to explore some of the results through a focus group interview. The interview would yield more information on first-year students' reading habits. It would also provide a deeper understanding of the reading problems that first-year students experience in literature courses; moreover, their reading skills and strategies would be explored in more detail.

To address the pedagogical implications, a follow-up study would be of use. An interview study focusing on the literature and EFL tutors' expectations, the reading problems they experience in class would be needed to explore the implications of the present research project. The details gained in the follow-up study would explore the ideal course that could prepare English majors for comprehending and discussing various texts with the help of EFL and literature tutors. One may even hope that the findings will lay the foundation for such a course.

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Appendices

Appendix A1 – Study 1 (Questionnaire Study) The original questionnaire in Hungarian

The student questionnaire in Hungarian

Elsőéves angolszakos egyetemisták olvasási szokásai

Kedves Hallgató!

Pereszlényi Anna vagyok, az ELTE Neveléstudományi Doktori Iskola Nyelvpedagógiai Programjának doktorandusza. Kutatásomat az angolszakos hallgatók olvasási szokásairól végzem. A kérdőív kitöltése anonim és önkéntes, és nagyjából 15 percet vesz igénybe. Válaszaival nagyban hozzájárul a kutatásom sikerességéhez, ezért kérem, őszintén válaszoljon az alábbi kérdésekre.

I. *A kérdőív első részében az olvasási szokásaival kapcsolatos kérdések találhatók. A következő hat kérdés a magyar nyelvű olvasási szokásaira vonatkozik.*

1. Mikor kezdett el a szabadidejében magyar nyelven olvasni?
a. Az általános iskolában.
b. A középiskolában.
c. Az egyetemen.
d. Nem olvasok magyarul a szabadidőmben.
e. Egyéb:

2. Gondoljon egy átlagos hétköznapra! Naponta átlagosan mennyit olvas magyar nyelven?
a. Kevesebb mint egy órát.
b. 1-2 órát.
c. 2-3 órát.
d. Több mint három órát.
e. Egyéb:

3. Gondoljon egy átlagos hétvégi napra! Naponta átlagosan mennyit olvas magyar nyelven?
a. Kevesebb mint egy órát.
b. 1-2 órát.
c. 2-3 órát.
d. Több mint három órát.
e. Egyéb:

4. Milyen gyakran olvas alábbi műfajokba sorolt műveket magyar nyelven? Kérem, válaszait jelölje az alábbi skálán!

	soha	néhány havonta	havonta	kéthetente	hetente
a. versek					

b. drámák
c. novellák
d. regények

5. Milyen gyakran olvas alábbi témájú műveket magyar nyelven? Kérem, válaszait jelölje az alábbi skálán!

soha néhány havonta havonta kéthetente hetente

a. fantasztikus irodalom
b. sci-fi
c. romantikus történetek
d. történelmi regények
e. krimik
f. (ön)életrajzok, tényirodalom
g. Egyéb:

6. Miért olvas alábbi műfajokba sorolt műveket magyar nyelven? Kérem, válaszait jelölje!

kikapcsolódás kötelező olvasmány nem olvasok

a. versek
b.drámák
c. novellák
d. regények

7. Miért nem olvas magyarul többet, mint most? Kérem, válaszait jelölje az alábbi skálán!

1. egyáltalán nem igaz
2. kis mértékben igaz
3. részben igaz, részben nem
4. többnyire igaz
5. teljes mértékben igaz

a. Azért nem olvasok többet magyarul, mert nincs időm.
1 2 3 4 5
b. Azért nem olvasok többet magyarul, mert nem érdekel az olvasás.
1 2 3 4 5
c. Azért nem olvasok többet magyarul, mert elég kötelező olvasmányt kellett olvasnom.
1 2 3 4 5
d. Azért nem olvasok magyarul, mert fáraszt, ha sokat kell magyarul olvasnom.
1 2 3 4 5
e. Azért nem olvasok többet magyarul, mert nem szeretek hosszabb szövegeket olvasni.
1 2 3 4 5
f. Eleget olvasok magyarul.
1 2 3 4 5

A következő hat kérdés az angol nyelvű olvasási szokásaira vonatkozik.

8. Mikor kezdett el a szabadidejében angol nyelven olvasni?
a. Az általános iskolában.
b. A középiskolában.
c. Az egyetemen.
d. Nem olvasok angolul a szabadidőmben.
e. Egyéb:

9. Gondoljon egy átlagos hétköznapra! Naponta átlagosan mennyit olvas angol nyelven?
a Kevesebb mint egy órát.
b. 1-2 órát.
c. 2-3 órát.
d. Több mint három órát.
e. Egyéb:

10. Gondoljon egy átlagos hétvégi napra! Naponta átlagosan mennyit olvas angol nyelven?
a. Kevesebb mint egy órát.
b. 1-2 órát.
c. 2-3 órát.
d. Több mint három órát.
e. Egyéb:

11. Milyen gyakran olvas alábbi műfajokba sorolt műveket magyar nyelven? Kérem, válaszait jelölje az alábbi skálán!

soha néhány havonta havonta kéthetente hetente

a. versek
b. drámák
c. novellák
d. regények

12. Milyen gyakran olvas alábbi témájú műveket magyar nyelven? Kérem, válaszait jelölje az alábbi skálán!

soha néhány havonta havonta kéthetente hetente

a. fantasztikus irodalom
b. sci-fi
c. romantikus történetek
d. történelmi regények
e. krimik
f. (ön)életrajzok, tényirodalom
g. Egyéb:

13. Miért olvas alábbi műfajokba sorolt műveket angol nyelven? Kérem, válaszait jelölje!

	kikapcsolódás	kötelező olvasmány	nem olvasok
a. versek			
b. drámák			
c. novellák			
d. regények			

14. Miért nem olvas angol nyelven többet, mint most? Kérem, válaszait jelölje az alábbi skálán!

1. egyáltalán nem igaz
2. kis mértékben igaz
3. részben igaz, részben nem
4. többnyire igaz
5. teljes mértékben igaz

a. Azért nem olvasok többet angolul, mert nincs időm.
1 2 3 4 5
b. Azért nem olvasok többet angolul, mert nem érdekel az olvasás.
1 2 3 4 5
c. Azért nem olvasok többet angolul, mert elég kötelező olvasmányt kell olvasnom.
1 2 3 4 5
d. Azért nem olvasok többet angolul, mert fáraszt, ha sokat kell angolul olvasnom.
1 2 3 4 5
e. Azért nem olvasok többet angolul, mert nehéznek találom a hosszabb angol szövegeket.
1 2 3 4 5
f. Eleget olvasok angolul.
1 2 3 4 5
Egyéb: _____

15. Milyen mértékben ért egyet az alábbi állításokkal? Kérem, véleményét jelölje az alábbi skálán!

1. egyáltalán nem igaz
2. kis mértékben igaz
3. részben igaz, részben nem 4. többnyire igaz
5. teljes mértékben igaz

a. Az angol nyelven való olvasást időpazarlásnak tartom.
1 2 3 4 5
b. Azért olvasok angolul, mert fontos számomra az idegen nyelven való olvasás.
1 2 3 4 5
c. Azért olvasok angolul, mert egyetemi elvárás.
1 2 3 4 5
d. Azért olvasok angolul, mert szeretem a kihívásokat.
1 2 3 4 5
e. Azért olvasok angolul, mert szeretek angolul olvasni.

1 2 3 4 5
f. Azért olvasok angolul, hogy fejlesszem a nyelvtudásomat és így olyan állást kaphassak, amilyet szeretnék.
1 2 3 4 5
g. Azért olvasok angolul, mert szeretek eredeti forrásból tájékozódni az angol nyelv világáról.
1 2 3 4 5
h. Azért olvasok angolul, mert ki tudok kapcsolódni olvasás közben.
1 2 3 4 5
i. Azért olvasok angolul, hogy bebizonyítsam magamnak, biztos nyelvtudással rendelkezem.
1 2 3 4 5
j. Nem látom értelmét az angol nyelven való olvasásnak.
1 2 3 4 5
k. Azért olvasok angolul, hogy szinten tartsam a nyelvtudásomat.
1 2 3 4 5
l. Azért olvasok angolul, hogy tökéletesítsem a nyelvtudásomat.
1 2 3 4 5
m. Azért olvasok angolul, mert lelkiismeret-furdalásom lenne, ha nem olvasnék idegen nyelven.
1 2 3 4 5
n. Azért olvasok angolul, hogy bővítsem a szókincsemet.
1 2 3 4 5
o. Azért olvasok angolul, mert az angol nyelven való olvasást fontosnak tartom a személyes fejlődésem szempontjából.
1 2 3 4 5
p. Azért olvasok angolul, mert többféle forrásból szeretek újat tanulni különféle kultúrákról.
1 2 3 4 5
q. Azért olvasok angolul, mert jó érzéssel tölt el, hogy megértek egy angol nyelvű szöveget.
1 2 3 4 5

16. Az alábbi állítások az angol nyelvű irodalmi szövegek olvasása közben alkalmazott stratégiákra vonatkoznak. Kérem, jelölje az alábbi skálán, hogy milyen mértékben ért egyet az alábbi állításokkal.

1. egyáltalán nem igaz
2. kis mértékben igaz
3. részben igaz, részben nem
4. többnyire igaz
5. teljes mértékben igaz

a. Olvasás előtt megpróbálom kitalálni a cím és/vagy a fülszöveg alapján, hogy miről szól a szöveg.
1 2 3 4 5
b. Olvasás előtt, illetve olvasás közben kérdéseket teszek fel, amelyekre választ várok a szövegből.
1 2 3 4 5
c. Olvasás közben kiemelem a lényeges információkat, és/vagy jegyzetelek.
1 2 3 4 5
d. A nehezebb szövegrészeket újraolvasom azért, hogy biztosan megértsem a szöveget.
1 2 3 4 5

e. Az ismeretlen szavak jelentését megpróbálom kikövetkeztetni a szövegkörnyezetből.
1 2 3 4 5
f. A számomra ismeretlen szavak jelentését kikeresem a szótárból.
1 2 3 4 5
g. Az olvasottakat össze szoktam foglalni a saját szavaimmal.
1 2 3 4 5
h. Az olvasottakat igyekszem korábbi ismereteimhez kapcsolni (pl. korszakról való ismeretek, korábbi olvasmányélmények.)
1 2 3 4 5
i. Kritikusan elemzem az olvasottakat; kérdéseket teszek fel és véleményt formálok a szöveggel kapcsolatban.
1 2 3 4 5

17. A következő állítások arra vonatkoznak, milyennek gondolja saját olvasási készségeit. Kérem, jelölje az alábbi skálán, hogy milyen mértékben ért egyet az alábbi állításokkal.

1. egyáltalán nem igaz
2. kis mértékben igaz
3. részben igaz, részben nem
4. többnyire igaz
5. teljes mértékben igaz

a. Könnyen össze tudok foglalni egy olvasott szöveget.
1 2 3 4 5
b. Könnyen megtalálok konkrét tartalmakat/információkat egy olvasott szövegben.
1 2 3 4 5
c. Könnyen megértem egy olvasott szöveg lényegét.
1 2 3 4 5
d. Könnyen azonosítani tudom egy olvasott szöveg stílusát.
1 2 3 4 5
e. A szókincs nem okoz gondot egy olvasott szöveg megértésében.
1 2 3 4 5
f. Könnyen megértem egy olvasott szöveg mélyebb értelmét.
1 2 3 4 5
g. Könnyen átlátom egy olvasott szöveg szerkezetét.
1 2 3 4 5
h. Az olvasott szövegről könnyen véleményt tudok formálni.
1 2 3 4 5
i. Könnyen külön tudom választani a tényeket a szerző véleményétől.
1 2 3 4 5
j. Könnyen felismerek különböző szövegek közötti összefüggéseket.
1 2 3 4 5

II. *A kérdőív második részében a kérdések az angol nyelvórákra vonatkoznak.*

18. Milyen gyakran dolgoztak nem a tankönyvben lévő szövegekkel a középiskolai angolórákon?
a. soha b. havonta- kéthavonta
c. hetente-kéthetente d. majdnem minden órán

e. Egyéb:

19. Milyen típusú tankönyvön kívüli szövegek fordultak elő a középiskolai angolórákon?
a. versek
b. novellák
c. regények, regényrészletek
d. cikkek, hírek
e. Egyéb: _____

20. Milyen célt szolgáltak a tankönyvön kívüli szövegek általában a középiskolai angolórákon?
a. Szókincs bővítése.
b. Szövegértés fejlesztése.
c. Kommunikációs készség fejlesztése.
d. Érzékeny témák bevezetése.
e. Egyéb: _____

21. Előfordulnak irodalmi szövegek az egyetemi nyelvfejlesztés óráin?
a. Eddig még nem.
b. Igen.

Amennyiben az előző kérdésre igennel felelt: milyen szövegeket használnak az egyetemi nyelvfejlesztés órákon? _____

22. Az alábbi állítások irodalmi szövegekkel kapcsolatosak. Milyen mértékben ért egyet az állításokkal? Kérem, jelölje véleményét az alábbi skálán!

1. egyáltalán nem igaz
2. kis mértékben igaz
3. részben igaz, részben nem
4. többnyire igaz
5. teljes mértékben igaz

a. Az irodalmi szövegek sokat elárulnak a célnyelvi kultúráról.
1 2 3 4 5
b. Az egyetemi nyelvórákon használt irodalmi szövegek fejlesztik a diákok szókincsét.
1 2 3 4 5
c. Az egyetemi nyelvórákon használt irodalmi szövegek fejesztik a diákok nyelvi készségeit.
1 2 3 4 5
d. Az egyetemi nyelvórákon használt rövidebb irodalmi szövegek felkészítik a diákokat az egyetemi irodalomórákra.
1 2 3 4 5
e. Az irodalmi szövegek színesebbé tehetik a nyelvórákat.
1 2 3 4 5
f. Az irodalmi szövegek nem segítenek a mindennapi kommunikációban.
1 2 3 4 5

g. Az irodalmi szövegek unalmasak a diákok számára.
1 2 3 4 5
h. Az irodalmi szövegek használata a nyelvórán túl sok órára való felkészüléssel jár.
1 2 3 4 5
i. Az irodalmi szövegekkel való foglalkozás túl sok időt vesz igénybe a nyelvórán.
1 2 3 4 5
j. Nincs értelme az irodalmi szövegek nyelvórai használatának, hiszen számos más, érdekesebb forrás áll a diákok és a tanárok rendelkezésére.
1 2 3 4 5

23. Kérem, fejezze be az alábbi két mondatot pár szóval!

Szerintem hasznos az irodalmi szövegek használata a nyelvórán, mert.....
Szerintem felesleges az irodalmi szövegek használata a nyelvórán, mert.....

III. Kiegészítő információk. Kérem, válaszolja meg az alábbi kérdéseket!

24. Neme: nő férfi (Egyetem: _____)

25. Milyen szakon tanul?
a. anglisztika
b. angoltanár

26. Mikor kezdett el angolul tanulni?
a. Az óvodában.
b. Az általános iskola első-harmadik osztályában.
c. Az általános iskola negyedik osztályában.
d. A középiskola kilencedik osztályában.
e. Egyéb: _____

27. Nyelvvizsga, vagy saját megítélése alapján jelenleg milyen szintű angol nyelvtudással rendelkezik?
a. B1
b. B2
c. C1
d. C2
e. Egyéb: _____

28. Az angol nyelven kívül milyen idegen nyelvet beszél?
a. német
b. francia
c. olasz
d. spanyol
e. Egyéb: _____

Köszönöm a segítségét!

Appendix A2- Study 1 (The Questionnaire Study) The English translation of the questionnaire

Dear Student,

I am Anna Pereszlényi, a student of the Language Pedagogy PhD Programme at Eötvös Loránd University. With this questionnaire, my aim is to explore first-year English majors' reading habits and their opinions on including literature in their English language classes. The questionnaire is anonymous; I will use the data solely for research purposes. The completion of the questionnaire is voluntary; and filling it in takes approximately 15 minutes.

Thank you for your help in advance!

I. The first part of the questionnaire consists of questions connected to your reading habits.

The first seven questions refer to your *reading habits in your mother tongue.*

1 When did you start reading for pleasure in your mother tongue?
a. In kindergarten.
b. In primary school.
c. In secondary school.
d. I do not read for pleasure in my mother tongue.
e. Other, please specify: _____

2 Think of an average weekday. How much do you read in your mother tongue?
a. Less than an hour.
b. 1-2 hours
c. 2-3 hours
d. More than 3 hours.
e. Other, please specify: _____

3 Think of an average day during the weekend. How much do you read in your mother tongue?
a. Less than an hour.
b.1-2 hours
c. 2-3 hours
d. More than 3 hours.
e. Other, please specify: _____

4 How often do you read the following genres in your mother tongue?

1 never 2 every other month
3 every month 4 once a fortnight
5 every week

a. poems	1	2	3	4	5
b. dramas	1	2	3	4	5

c. short stories	1	2	3	4	5
d. novels	1	2	3	4	5

5 How often do you read the following genres in your mother tongue?

1 never 2 every other month
3 every month 4 once a fortnight
5 every week

a. fantasy	1	2	3	4	5
b. science fiction	1	2	3	4	5
c. romantic stories	1	2	3	4	5
d. historical fiction	1	2	3	4	5
e. crime fiction	1	2	3	4	5
f. biographies, nonfiction	1	2	3	4	5

g. Other, please specify: _____

6 Why do you read the following genres in your mother tongue?

	1 for fun	2 compulsory reading	3 I do not read it.
a. poems	1	2	3
b. dramas	1	2	3
c. short stories	1	2	3
d. novels	1	2	3

7 Why you do not read more than you do in your mother tongue? Please, indicate the truth value of the statements below using the following scale.

1 not true
2 not really true
3 partly true, partly not
4 quite true
5 absolutely true

a. I do not read more in my mother tongue because I have no time.
1 2 3 4 5
b. I do not read more in my mother tongue because I am not interested in reading.
1 2 3 4 5
c. I do not read more in my mother tongue because I had to read enough compulsory readings at school.
1 2 3 4 5
d. I do not read more in my mother tongue because reading a lot in my mother tongue makes me tired.
1 2 3 4 5
e. I do not read more in my mother tongue because I do not like reading longer texts.
1 2 3 4 5
f. I read enough in my mother tongue.
1 2 3 4 5

The next questions refer to your *reading habits in English*.

8 When did you start reading for pleasure in English?
a. In kindergarten.
b. In primary school.
c. In secondary school.
d. I do not read for pleasure in English.
e. Other, please specify: _____

9 Think of an average weekday. How much do you read in English?
a. Less than an hour.
b. 1-2 hours
c. 2-3 hours
d. More than 3 hours.
e. Other, please specify: _____

10 Think of an average day during the weekend. How much do you read in English?
a. Less than an hour.
b. 1-2 hours
c. 2-3 hours
d. More than 3 hours.
e. Other, please specify: _____

11 How often do you read the following genres in English?

1 never 2 every other month
3 every month 4 once a fortnight
5 every week

a. poems	1	2	3	4	5
b. dramas	1	2	3	4	5
c. short stories	1	2	3	4	5
d. novels	1	2	3	4	5

12 How often do you read the following genres in English?

1 never 2 every other month
3 every month 4 once a fortnight
5 every week

a. fantasy	1	2	3	4	5
b. science fiction	1	2	3	4	5
c. romantic stories	1	2	3	4	5
d. historical fiction	1	2	3	4	5
e. crime fiction	1	2	3	4	5
f. biographies, nonfiction	1	2	3	4	5

g. Other, please specify: _____

13 Why do you read the following genres in English?

	1 for fun	2 compulsory reading	3 I do not read it.
a. poems	1	2	3
b. dramas	1	2	3
c. short stories	1	2	3
d. novels	1	2	3

14 Why you do not read more than you do in English? Please, indicate the truth value of the statements below, using the following scale.

1 not true
2 not really true
3 partly true, partly not
4 quite true
5 absolutely true

a. I do not read more in English because I have no time.
1 2 3 4 5
b. I do not read more in English because I am not interested in reading.
1 2 3 4 5
c. I do not read more in English because I have enough compulsory reading at university.
1 2 3 4 5
d. I do not read more in English because reading a lot in English makes me tired.
1 2 3 4 5
e. I do not read more in English because reading longer English texts is difficult.
1 2 3 4 5
f. I read enough in English.
1 2 3 4 5
g. Other, please specify: _____

15 Please indicate to what extent you agree with the following statements.

1 not true
2 not really true
3 partly true, partly not
4 quite true
5 absolutely true

a. I think reading in English is a waste of time.
1 2 3 4 5
b. I read in English because reading in a foreign language is important to me.
1 2 3 4 5
c. I read in English because it is a university requirement.
1 2 3 4 5
d. I read in English because I like challenges.
1 2 3 4 5
e. I read in English because I like reading in English.
1 2 3 4 5

f. I read in English to improve my language skills, so that I can get a better job.
1 2 3 4 5
g. I read in English because I like using different sources to learn about the English language and the world.
1 2 3 4 5
h. I read in English because it is relaxing.
1 2 3 4 5
i. I read in English to prove myself that my English is good.
1 2 3 4 5
j. I do not see the point of reading in English.
1 2 3 4 5
k. I read in English to maintain my English.
1 2 3 4 5
l. I read in English to master the English language.
1 2 3 4 5
m. I read in English because I would have a guilty conscience if I did not read in a foreign language.
1 2 3 4 5
n. I read in English to develop my vocabulary.
1 2 3 4 5
o. I read in English because I find it important for my personal development.
1 2 3 4 5
p. I read in English because I like using different sources to learn about different cultures.
1 2 3 4 5
q. I read in English because it feels good to understand a text in English.
1 2 3 4 5

16 The following items refer to the reading strategies that you use while reading. Please, indicate the truth value of the statements below, using the following scale.

1 not true
2 not really true
3 partly true, partly not
4 quite true
5 absolutely true

a. I try to make predictions about the plot based on the title or blurb before reading.
1 2 3 4 5
b. I pose questions about the text before and while reading.
1 2 3 4 5
c. I highlight important pieces of information or make notes while reading.
1 2 3 4 5
d. I reread the difficult parts to make sure that I completely understand the text.
1 2 3 4 5
e. I try to guess the meaning of unknown words from their context.
1 2 3 4 5
f. I look up the unfamiliar words.
1 2 3 4 5
g. I tend to summarise the text that I read in my own words.
1 2 3 4 5

h. I try to connect my readings to my previous knowledge (e.g., previous reading experience).
1 2 3 4 5
i. I read critically: I ask questions and form an opinion about the text.
1 2 3 4 5

17 What do you think about your reading skills? Please, indicate the truth value of the statements below, using the following scale.

1 not true
2 not really true
3 partly true, partly not
4 quite true
5 absolutely true

a. I can easily summarise a text.
1 2 3 4 5
b. I can easily scan a text for specific pieces of information.
1 2 3 4 5
c. I can easily understand the gist of a text.
1 2 3 4 5
d. I can easily identify the style of a text.
1 2 3 4 5
e. The vocabulary does not cause any difficulties in understanding a text.
1 2 3 4 5
f. I can easily understand the meaning of a text.
1 2 3 4 5
g. I can easily recognize the structure of a text.
1 2 3 4 5
h. I can easily form an opinion about the text that I read.
1 2 3 4 5
i. I can easily separate facts from the author's views.
1 2 3 4 5
j. I can easily draw parallels between different texts.
1 2 3 4 5

II. The second part of the questionnaire contains questions about your English language classes.

18 How often did you work with texts which were not included in the coursebook in English language classes at secondary school?
a. never
b. every month – every two months
c. every week – fortnight
d. almost every class
e. Other, please specify: _____

19 What kind of texts did you work with in your English language classes at secondary school? You can indicate more than one answer here.
a. poems

b. short stories
c. novels, extracts of novels
d. news, articles
e. Other, please specify: _____

20 What do you think was the purpose of working with literature in your English language classes at secondary school? You can indicate more than one answer here.
a. developing vocabulary
b. developing reading comprehension
c. developing communication skills
d. introducing controversial issues
e. Other, please specify: _____

21 Have you worked with literary texts in your Language Practice (LP) classes?
a. Not until now.
b. Yes.
If yes: what kind of literary texts did you work with?
_____

22 Please, indicate the truth value of the statements below, using the following scale.

1 not true
2 not really true
3 partly true, partly not
4 quite true
5 true

a. Literary texts tell a lot about the target culture.
1 2 3 4 5
b. Literary texts used in LP classes develop students' vocabulary.
1 2 3 4 5
c. Literary texts used in LP classes develop students' language skills.
1 2 3 4 5
d. Shorter literary texts used in LP classes prepare students for academic literature classes.
1 2 3 4 5
e. Literary texts can make EFL classes more colourful.
1 2 3 4 5
f. Literary texts do not help students in everyday communication.
1 2 3 4 5
g. Literary texts are boring for students.
1 2 3 4 5
h. Students need to prepare a lot for EFL classes where literature is used.
1 2 3 4 5
i. Working with literary texts in the EFL classroom takes too much time.
1 2 3 4 5
j. There is no point in using literature in the EFL classroom since there are several more interesting sources.
1 2 3 4 5

23 Please, complete the following sentences.
I think using literature in the EFL classroom is useful because
_____

I think using literature in the EFL classroom us useless because
_____

III. Personal details

Please, answer the following questions.

24 Gender: female male

25 What is your major?
a. English studies
b. English language teacher

26 When did you start learning English?
a. In kindergarten.
b. In 1st-3rd grade, primary school.
c. In 4th grade, primary school.
d. In 9th grade, secondary school.
e. Other, please specify: _____

27 What do you think your level of English is?
a. B1
b.B2
c. C1
d.C2
e. Other, please specify: _____

28 Which foreign languages do you speak apart from English?
a. German
b. French
c. Italian
d. Spanish
e. Other, please specify: _____

Thank you for your help!

Appendix B1 – Study 2 (The Interview Study)

Interview guide in Hungarian (for EFL teachers and literature tutors)

Bevezető kérdések:

1. Hány éve tanítasz? / Hány éve tanít?
2. Milyen tárgyakat tanítasz? / Milyen tárgyakat tanít?
3. Mit szeretsz a legjobban a tanításban? / Mit szeret legjobban a tanításban?
4. Mit jelent számodra az olvasás? / Mit jelent Önnek az olvasás?
5. Milyen műfajú szövegeket szeretsz leginkább olvasni? Említenél pár kedvencet az olvasmányaid közül?

    LIT: Milyen műfajú szövegeket szeret a leginkább olvasni? Említene néhányat az aktuális kedvenc olvasmányai közül?

Elsőéves angolszakos hallgatók olvasási szokásai, készségei és stratégiái:

6. Mi a benyomásod az elsőéves hallgatók olvasási szokásairól? / Mi a benyomása az elsőéves hallgatók olvasási szokásairól?
7. Szerinted milyen olvasási készségek szükségesek ahhoz, hogy az anglisztika alapszakos, illetve a tanárszakos hallgatók sikeresen teljesítsék az irodalomkurzusokat? / Ön szerint milyen olvasási készségek szükségesek ahhoz, hogy az anglisztika alapszakos, illetve a tanárszakos hallgatók sikeresen teljesítsék az irodalomkurzusokat?
8. Mi a benyomásod az elsőéves hallgatók olvasási készségeiről? / Mi a benyomása az elsőéves hallgatók olvasási készségeiről?
9. Milyen lehetőségeik vannak az elsőéveseknek arra, hogy olvasási készségüket fejlesszék?
10. Szerinted élnek is ezekkel a lehetőségekkel? / Ön szerint élnek is ezekkel a lehetőségekkel?
11. Milyen olvasási stratégiákat alkalmaznak az elsőévesek?
12. Mely olvasási stratégiákat tartod fontosnak? Miért? / Mely olvasási stratégiákat tartja fontosnak? Miért?
13. Az óráidon foglalkoztok-e olvasási stratégiák fejlesztésével? Ha igen, hogyan? Tudnál példát mondani?

    LIT: 13. Mi alapján választod ki azokat a szövegeket, amelyekkel az óráidon foglalkoztok? / Mi alapján választja ki azokat a szövegeket, amelyekkel az óráin foglalkoznak?

14. Véleményed szerint melyek a leggyakoribb irodalmi szövegolvasással kapcsolatos problémák?

LIT: 14. Hogyan dolgozzátok fel az irodalmi szövegeket az órán? / Hogyan dolgozzák fel az irodalmi szövegeket az órán?

15 Hogyan orvosolhatók ezek a problémák?

LIT: 15. Véleményed szerint melyek a leggyakoribb irodalmi szövegolvasással kapcsolatos problémák? / Véleménye szerint melyek a leggyakoribb irodalmi szövegolvasással kapcsolatos problémák?

16. Hogyan orvosolhatók ezek a problémák?

Irodalmi szövegek használata a nyelvórán:

16. EFL: Mi a véleményed az irodalmi szövegek használatáról a nyelvórán?

17. EFL: Dolgoztál már angol nyelvű irodalmi szövegekkel a nyelvóráidon? Hogyan használtátok a szövegeket? Mik az órával kapcsolatos tapasztalataid?

(Ha nem: Miért nem használsz irodalmi szövegeket a nyelvóráidon?)

Appendix B2 – Study 2 (The Interview Study)

Interview guide in English (for EFL teachers and literature tutors)

Introduction:

1 How long have you been teaching?

2 What subjects do you teach?

3 What do you like the most in teaching?

4 What does 'reading' mean to you?

5 Which genres do you prefer? Could you mention some examples of your favourite readings, texts?

LIT: Which genres do you prefer? Could you mention some examples of your recent favourite readings, texts?

First-year English majors' reading habits, reading skills and strategies:

6 What are your impressions of first-year students' reading habits?

7 What reading skills are needed so that students majoring in English can accomplish literature courses successfully?

8 What are your impressions of first-year students' reading skills?

9 What opportunities are available for first-year students to improve their reading skills?

10 Do you think they grasp these opportunities?

11 What reading strategies do first-year students use?

12 What reading strategies do you find important?

13 In your classes, do you develop students' reading strategies? If so, how? Could you mention an example?

LIT: 13 What criteria do you set for text selection in your classes? How do you choose the texts?

14 In your opinion, what are the most common problems when it comes to reading literature in English?

LIT: 14 14 How do you use those texts in class?

15 How could one fix these problems?

LIT: 15 In your opinion, what are the most common problems when it comes to reading literature in English?

16 How could one fix these problems?

The use of literature in the EFL classroom:

16 EFL: What do you think about using literature in the EFL classroom?

17 EFL: Have you ever used literature in your classes? How did you use the texts?

(If not: Why don’t you use literary texts in your classes?

Appendix C1 – Study 3 (The Action Research)

The activity sequences used in Study 3

Timberlake Wertenbaker: *The Ash Girl*

The Ash Girl

Tales

- ♥ What was our favourite tale as a child? Why did you like that particular story?
- ♥ What was your least favourite tale as a child?
- ♥ Are there any common features, or typical figures in these stories? What are they?

Cinderella

- ♥ What versions of the Cinderella story are you familiar with? Is there a difference between them?
- ♥ Are there any stereotypes, or typical features presented in this story?
- ♥ How would you transform the story so that it is less stereotypical?

The Ash Girl - Read the extract below.

Ashgirl: I don't remember much. It was another countryside, another country. Flowers inside. My mother loved flowers.
I don't know when she died, if she died. I was always with my father. I am your friend for ever, he said. He took me everywhere, travels, hunting, I sat under castle tables and listened to the men talk. We slept on his cloak in the woods, naming the stars.
Until we came here. First for an afternoon, then a night, then days, and finally to stay. He never told me he wanted to marry her, he didn't even ask me, his friend. And that these girls would be his daughters, call themselves my sisters. He said he loved me most, but he needed, needed – but he loved me.
He wasn't happy long. I saw lines of loneliness return to his face. I went to him, but he was strange. He told me he was not a good man, he had monsters to fight. I said I would fight them with him, but he said, no, these monsters were different, they'd poisoned the blood to his heart and I must forgive him. And so my father went in search of his heart and broke mine.
And that's when I found the ashes. Ashes are warm and in the ashes no one sees you, you do no wrong. Ashes on your head, no one talks to you, ashes on your arms, no one touches you, ashes are safe. I will stay in these ashes, melt into them, shrink to their weightlessness. Cloak of crumbling grey. My ashes.

(Scene 2 of The Ash Girl by Timberlake Wertenbaker)

- ♥ What do you think about this Cinderella? What is she like?
- ♥ What are the similarities and/or differences between this version of the story and the one you are familiar with?

Dramatic elements

- ♥ What makes this extract dramatic? Try to find 3 elements that make this monologue dramatic.
- ♥ How could this text be more dramatic?
- ♥ Make this monologue more dramatic by using inversion or emphasis.
  For example: *Hardly had they left their home, when Ashgirl became lonely.*

Appendix C2 – Study 3 (The Action Research)

The activity sequences used in Study 3

Jackie Kay: *Glasgow Snow* (created with Rita Divéki)

1. Make a list of the things you do not have right now but you would like to have one day.
-
-
-

a. Why did you pick these items?

b. Which of these items are needed so that you feel comfortable or happy?

c. Which of these items are needed so that you feel safe?

d. Look at your list: which items are absolutely necessary for life? Which ones are not important?

2. The title of the poem we are going to read is "Glasgow Snow", written by Jackie Kay. Based on the title and the pictures below, what do you think the poem is about?

3. Look at the excerpt below. Who do you think would say that?

No public fund, no benefit, no home, no sanctum,

No haven, no safe port, no support,

No safety net, no sanctuary, no nothing.

4. Read the first stanza of the poem "Glasgow Snow" and underline the keywords that refer to the main character.

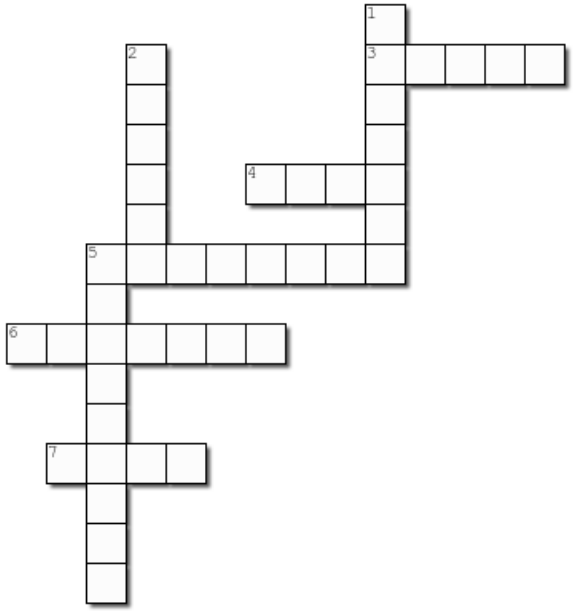
You were found in the snow in Glasgow
Outside the entrance to Central Station.
Your journey took you from an Ethiopian prison
To the forests in France where luck and chance
Showed you not all white men are like the men
In *Roots* - a film you watched once.
The people smugglers didn't treat you like Kizzy
Or Kunta Kinte, brought you food and water by day,
Offered you shelter in a tent, and it was sanctuary.
And you breathed deep the forest air, freely.

5. Read the rest of the poem and fill in the gaps. What are the missing words?

But when you were sent here, Glasgow,
In the dead winter: below z_____, no place to go,
You rode the b_____ to keep warm: *X4M, Toryglen,*
Castlemilk, *Croftfoot, Carbrain, Easter*
House, Moodiesburn, Red road flats, Springburn,
No public fund, no benefit, no home, no sanctum,
No haven, no safe port, no support,
No safety net, no sanctuary, no nothing.
Until a girl found you in the s_____, frozen,
And took you under her w_____, singing.

Oh… would that the Home Office show
The kindness of that stranger in the w_____ snow!
Would they g_____ you asylum, sanctum,
For your twenty- seventh birthday?
On March 8th, two thousand and thirteen,
You could become, not another figure, sum, unseen,
Another woman sent h_____ to danger, dumb, afraid,
At the mercy of strangers, no crib, no bed,
All worry: next meal, getting fed, fetching up dead.
And at last, this winter, you might lay down your sweet h_____.

6. Complete the crossword puzzle below using the words from the poem.



Created using the Crossword Maker on TheTeachersCorner.net

Across

3. a place of safety or refuge
4. harbour
5. a person who smuggles goods
6. a sacred place
7. temporarily unable or unwilling to speak

Down

1. a place giving temporary protection from bad weather or danger
2. the protection granted by a state to a political refugee
5. safety from pursuit, persecution, or other danger

7. Read the poem again and fill in the table below. What do you know about the character? What are your suspicions? What would you like to know about him/her?

What I know…	What I suspect…	What I would like to know…

8. Discuss the following questions.

a. What questions would like to ask from a person who has left his/her country?

b. What do you think these people's feelings are when they have to leave their homes and move to a different country?

c. What are their daily struggles?

9. Read another poem also written by Jackie Kay, "Constant".

It is following you and you can't escape.
You cannot hold your head up or be happy.
You lose your confidence. You turn a corner: it is there.
You cannot step on it; make it disappear.
You are feeling many complicated things.
Dawn raids strike and you are terrified.
You are imprisoned in your own life.
Every time you go to the Home Office, there it is.
They make you feel inhuman. Every word you speak,
A complete lie. An untruth. You cannot begin
To imagine. It is always there. Constant.
It is your only companion. There is no freedom.
There is just this _____. You can't really describe it.
It gets everywhere. It gets in your hair.
Under your arms; between your legs.
It gives you a bad taste in your mouth.
You can see it in your eyes; hear it in your voice.
It is hard to describe. It never takes a break.
When you walk away, it follows you. When you
Stay inside; it stays by your side, so quiet.
It is under your skin. It is your heartbeat.
Never leaves you be. *It is you. It is me.*
It will stroke your hand when you die.

Answer the following questions.

a. What is the missing word which refers to an emotion?

b. Which words and phrases describe the emotion?

c. How do these poems make you feel?

10. Discussion.

a. What is the difference between immigrants, emigrants and refugees?

b. Look at the infographic below. Which human rights are violated in case of immigrants, emigrants and refugees?

(Source: https://www.facinghistory.org/resource-library/image/udhr-infographic)

11. PROJECT

Collect interesting stories about immigrants, emigrants or refugees. Pick your favourite story and summarise it in 3 minutes for your group. The following questions might help you.

a. Why did you choose this particular story?
b. What makes it interesting?
c. How does it make you feel?

Appendix C3 – Study 3 (The Action Research)

The activity sequences used in Study 3

George Mikes: *Tea*

Tea
by George Mikes

1 Warmer

Pair up or form groups of 3 and discuss the following questions.

1) Discuss the function of food and drinks in your culture: is it different from the function it had a generation ago?
2) Which meals and drinks are important in your culture? Why?

2 Reading

a) Read the text and check your answers.

TEA

the _____ with tea is that originally it was quite a good drink. So a group of the most **eminent** British scientists put their heads together, and made complicated biological _____ to find a way of spoiling it. To the eternal glory of British science their labour bore fruit. They suggested that if you do not drink it clear, or with lemon or rum and sugar, but pour a few drops of cold milk into it, and no sugar at all, the desired object is achieved. Once this refreshing, aromatic, **oriental** beverage was successfully transformed into colourless and tasteless gargling-water, it suddenly became the _____ drink of Great Britain and Ireland - still retaining, indeed **usurping**, the high-sounding title of tea. There are some occasions when you must not refuse a cup of tea, otherwise you are judged an exotic and barbarous bird without any hope of ever being able to take your place in _____ society. If you are invited to an English home, at five o'clock in the morning you get a cup of tea. It is either brought in by a _____ smiling hostess or an almost **malevolently** silent maid. When you are disturbed in your sweetest morning sleep you must not say: 'Madame (or Mabel), I think you are a cruel, spiteful and malignant person who deserves to be shot.' On the contrary, you have to declare with your best five o'clock smile: 'Thank you so much. I do adore a cup of early morning tea, especially early in the morning.' If they leave you alone with the _____, you may pour it down the washbasin. Then you have tea for breakfast; then you have tea at eleven o'clock in the morning; then after lunch;then you have tea for tea; then after _____; and again at eleven o'clock at night. You must not refuse any additional cups of tea under the following circumstances: if it is hot; if it is cold; if you are tired; if anybody thinks that you might be tired; if you are nervous; before you go out; if you are out; if you have just returned home; if you feel like it; if you do not feel like it; if you have had no tea for some time; if you have just had a cup. You _____ must not follow my example. I sleep at

five o'clock in the morning; I have coffee for breakfast; I drink **innumerable** cups of black coffee during the day; I have the most **unorthodox** and exotic teas even at tea-time. The other day, for instance - I just mention this as a _____ example to show you how low some people can sink -1 wanted a cup of coffee and a piece of cheese for tea. It was one of those exceptionally hot days and my wife (once a good Englishwoman, now completely and _____ led **astray** by my wicked foreign influence) made some cold coffee and put it in the refrigerator, where it froze and became one solid block. On the other hand, she left the cheese on the kitchen table, where it melted. So I had a piece of coffee and a glass of cheese.

civilised	*supper*	*experiments*	*terrifying*	*heartily*
hopelessly	*national*	*trouble*	*liquid*	*definitely*

b) Read the text one more time and fill in the gaps with the words.

c) What do the highlighted words mean? Try to guess their meaning.

eminent=_____ innumerable=_____
oriental=_____ unorthodox=_____
usurp=_____ astray=_____
malevolently=_____

d) Match the highlighted words from the text with the definitions below.

a. related to the countries of East and Southeast Asia _____
b. different from what is usual _____
c. away from the correct path _____
d. take power or control of sg by force _____
e. too many to be counted _____
f. in a way that causes harm _____
g. famous, respected or important _____

e) Look at the text.

1) What kind of text is it? List 5 adjectives that describe the text.
2) Find examples of humour and underline it.

3 Speaking

Pair up or form groups of 3 and discuss the following questions.

1) What are stereotypes? Are there any stereotypes about your nationality?
2) What other examples can you think of?
3) Why do we tend to believe stereotypes?

Choose one of the questions and give a summary of what you discussed on Canvas (Discussions). It is enough if one of the members types in the summary. Please, also include the names of your group.
Thank you!

Appendix C4 – Study 3 (The Action Research)

The activity sequences used in Study 3

András Dezséry: *A Handful of Earth from Home*

1 Discussion

1 Would you like to live abroad one day? Why (not)?
2 Do you know anybody who has decided to move abroad? What do you know about him/her and the circumstances of his/her decision?
3 What challenges does one have to face? What are the positives of living abroad?

2 **How much of a problem are these things for people living abroad?**

being cut off from your roots culture shock finding a sense of belonging
maintaining a sense of cultural identity

3 Vocabulary - Match the following words with the definitions.

1 He gazed once more around the room, where his entire family were **assemble**d.
2 The ship is an exact **replica** of the original Golden Hind.
3 We were served by a very **surly** waiter.
4 She was in such a mess I felt **impel**led to offer your services.
5 The most recent **consignment** of cloth was faulty.
6 She **ambl**ed down the street, stopping occasionally to look in the shop windows.
7 The situation needs to be handled with the **utmost** care.
8 Two weeks after we'd planted the seeds, little green **shoot**s started to appear.
9 She claimed that the way she had been treated at work had caused her emotional **distress**.

a used to emphasize how important or serious something is
b an exact copy of an object
c to make someone feel that they must do something
d to walk in a slow and relaxed way
e the first part of a plant to appear above the ground
f to come together in a single place or bring parts together in a single group
g an amount of goods that is sent somewhere
h a feeling of extreme worry, sadness, or pain
i often in a bad mood, unfriendly

4 Reading
Before reading the text, look at the title: *A Handful of Earth from Home*. What do you think the text is about?

5 Read the text and answer the following questions.

1 What does a *Hungarian room* mean to the author?

2 What happened when the author tried to get Hungarian soil for the first time?

3 What did the author do with the soil?

4 Why do you think he felt joyful when he saw a small shoot in the pot?

5 Why do you think he became a man in distress?

6 Discussion

1 Summarise the story in 5 sentences.

2 What is the message of the story? What does the ending imply?

3 What would you miss the most if you moved abroad?

A Handful of Earth from Home

András Dezsery

One fine day, the rumour went round by word of mouth that you could buy earth from home. In the market place, on board the buses, at a number of street corners and Hungarian restaurants, an address was being circulated.

At that time I had delighted in collecting everything with a Hungarian slant: books, gramophone records, cushions, rugs, dolls, ashtrays; gradually assembling everything needed for furnishing a room. I called it my Hungarian room.

Its walls I decorated with Hungarian pottery and homespun fabrics. In a glass cabinet I displayed the best known statuettes coming from Herend, our world-famous porcelain manufacturer: Mrs Dery, the celebrated nineteenth-century actress; Csikos, the typical horse-herdsman, and others. In peasant pottery jugs I placed fresh flowers; Hungarian oil paintings hung on the walls that were daubed in green, and from which the windowsills jutted out painted a vivid cherry-red.

I was in love with that room.

On my next Saturday afternoon off, I set out to get my Hungarian soil.

At the address I had been given I found a house, the type of house that has thousands of exact replicas. My knocking was answered by a slightly-built, surly man, obviously keen on getting rid of me.

"I had some Hungarian earth, you're quite right. But I sold it all." And with that he banged the door in my face.

A few weeks later, curiosity and a sense of dissatisfaction at having been refused impelled me to return to the charge and knock once again at the door of that "two cents-a-dozen" house.

But this time I formulated my request differently.

"Could you help me," I asked, "to get at least a handful

of Hungarian earth; I want it so badly. Even a small handful would be enough, if it's genuine."

"I've just received a limited consignment," said he beckoning me indoors. I saw on his face that he realized I'd been there before. We were strangers no longer. In other words, the business could be discussed.

"I have available earth from different regions; which is your home county?" he inquired.

"I should like to have some earth from the capital; from the bank of the Danube, if possible," I replied, "from the Buda side, you know." And I added with a sigh, "More precisely from that quaint little residential district called the Tabán."

"Kindly wait a little while."

"Can I be of any help?"

"No, no. Just wait a few moments."

The deal done, I was ambling home with my little bit of earth. He'd packed it in a small, white plastic bag, tied round with a red-white-green ribbon in our national colours. I had to haggle with him to accept some money for it, because at first he sternly refused. I implored him to accept at least the refund of his out-of-pocket expenses. And I also bought from him a bottle of paprika sauce of his own concoction, as well as a bottle of genuine Kecskemét apricot brandy, which it appeared had been smuggled out of Hungary together with the sacred soil.

I showed my acquisition to a few friends, took it to my place of work, and finally transferred the earth with great care into a flower pot, making quite sure I didn't lose a particle of it.

Thanks to its presence the Hungarian room became even more pronouncedly a piece of my native land. No wonder I considered that potful of home soil a true treasure to be tended with utmost care.

I didn't want to plant anything in it. But I kept it damp like the other green plants around it. I loved it more like that

– alive with moisture – than I would have if it had all dried up.

My joy became even greater when, one day, I saw a tiny green promise, the tender shoot of a seedling, piercing the top of my good Tabán soil.

Today, I am a man in distress, a man deeply offended. With my arms and legs limp, I sit here, and I just don't know if I should laugh or cry. For the unexpected, tiny plant turned out to be the seedling of an Australian wattle.

Appendix C5 – Study 3 (The Action Research)

The activity sequences used in Study 3

David Levithan: *How They Met*

1 Discussion

a What is your favourite story about your family?
b What do you know about your ancestors? Where did they come from? Where did they live?
c Do you know how your grandparents or parents met? Any stories?
d Does it make a difference to know more about our background or not really? Why (not)?

2 Reading
Read one part of the story. After you finished reading, tell your partner about the part you read.

3 Answer the following questions with your partner.
a Why are family stories amazing and important according to the author?

b What were the hiccups in the two stories? What obstacles did the grandparents have to overcome?

c What are the common points between the two stories written by the author?

d What do you think the author means by ”true-life family fairy tale”?

4 Vocabulary
Find the following words in the text and choose the meaning that suits the context.

to blossom: to produce flowers before fruit; to become more attractive, successful or confident; to develop in a promising way

yearning (adj.): expressing a feeling of longing; aging; loving

on the horn: on the telephone; be in a quarrel; message

to outrank: to have a higher rank; to be better; to be taller

stoop: tree; a high fence; a porch with steps in front of a building

borough: the border of a village; a town or a division of a large town; a bus stop

to usher into: to make someone go where you want them go; to be in a hurry; to send someone

5 Read the last part of the story.

"In 1964, in the summer after they graduated from high school, my parents were set up on a blind date. They went to see *A Hard Day's Night*.
I am here because of a piano, a jeep, Hunter College, the U.S. Army, the Beatles, and a whole bunch of matchmakers. I am here because of letters written during a war, music played with windows open, a crazy leap.

And love. I am here because of love."

1 Finish the following sentence "I am here because…"
2 How did you like the story?

6 Homework

Talk to any member of your family. Try to find out some information about your ancestors (grandparents, great-grandparents or even great-great-grandparents). How did they meet? How was their life together?

Part A

I think my favorite family stories are the stories of how my grandparents met. To think that these two intersections led to my parents, led to me. That my very existence owes thanks to a piano, a jeep, Hunter College, and the U.S. Army. One of the two stories I've been told for as long as I can remember being told stories. The other I recently learned. They amaze me because they prove that a single moment can blossom into almost fifty years of togetherness. They prove that my grandparents were once young and crazy and romantic and yearning. They are finished stories to me now—I knew the ending from the first time I heard them. But at the time…well, at the time it must have been something.

My Papa Louis and Grandma Alice's story has to begin with the phrase "It was during the war." It was during the war. My great-aunt Estelle (my grandfather's sister) and a friend of my grandmother's were going to Hunter College. One day they were comparing notes and discovered that both of their siblings were stationed at Fort Benning, Georgia. They decided to do a little matchmaking. Gladys (my grandfather's other sister) wrote to Lou. Irene (one of my grandmother's sisters) wrote to Alice. Lou got on the horn to Alice. A date was set. But Lou wasn't going to leave everything to chance. He was thirty-three, a paratrooper. He'd been a cop in New York City before the war and had been on a date or two. He decided to make sure everything was on the up and up before going on a blind date. So a couple of days beforehand he borrowed a jeep and did a drive-by lookover. He found out where my grandmother was going to be and (for lack of a better term) checked her out. He liked what he saw. The date was on.

My grandmother was nine years younger than my grandfather. She was a dietician, and outranked my grandfather. When my grandfather called her up, they arranged to meet Friday for lunch. They hit it off, and my grandmother asked my grandfather if he wanted to go to synagogue with her. This would end up being one of the few times my grandfather would go to temple in his life. (The things we do for love.) He said yes. They met. They talked and talked and talked.
Something clicked.

My grandmother told her friends she'd met this crazy guy. Crazy in a good way. My grandmother must have been pretty crazy, too. Crazy in a good way. They were both clearly crazy for each other. They met on Friday. By Wednesday they were engaged and talking to a rabbi. Three days later, after my grandfather's baseball game, they were married.

This is a story we tell all the time. A couple of the details change every now and then, or a character is added (what was the name of the justice who married them?). But the moral of the story is that it worked. They knew, and they were right.

Part B

It wasn't until my Pop-Pop Arnold had heart surgery that I realized I didn't know how he and my Grandma Grace had met. I asked my mother and she didn't know, either. She got the story, told it to me, and the next time I saw my grandfather I asked him to tell it again. It's a different kind of story than "during the war." But I love it just as much.

My mother's parents met because they often passed each other in the neighborhood. My grandmother was in a group of girls who would hang out on a certain stoop, chatting. My grandfather was in a group of guys who would walk past on their way to work and say hello. Soon they started talking, group with group, and my grandfather's friend, Sidney Throne, decided to set Arnold and Grace up. I don't know what their first date was, but I do know that they had such a good time that my grandfather traveled to another borough in order to walk her home. They said good night, saw each other a little more, and eventually it came time for my grandmother to bring my grandfather home.

My great-grandmother was not amused. My grandfather was from Detroit. He'd run away to escape the Ford factory and his parents. He was not from a Fine Jewish Family, like my grandmother was. According to my grandfather, the moment my great-grandmother set eyes on him, she thought, *Who is this shmegegie?* "She wouldn't give me a glass of water" is how my grandfather tells it. He was ushered into the living room, where all the chairs had cords over them, like antiques in a museum. The only place that didn't have a cord was the piano bench. The piano itself was an ugly green Steinway, never used. My grandfather squeezed in among the clunky furniture, made small talk, but was never offered anything polite, not even a glass of water. This repeated a few times.

Then one day, sitting on the piano bench, my grandfather decided to open the piano. With my great-grandmother out of the room, he started to play for Grace. He had been to Juilliard, you see, and the room was soon filled with music. My great-grandmother stormed in, disbelieving. Then slowly she went over to the window closest to the piano and opened it. Then the next window. Window after window. So the neighbors could hear. So the neighbors could know what kind of visitor they had. The next time, he got a glass of water.
Is this the whole story? Of course not, in either case. But these are the true-life family fairy tales, and I'm happy to be the one to tell them ever after.

Appendix C6 – Study 3 (The Action Research)

The activity sequences used in Study 3

Roald Dahl: *Lamb to the Slaughter*[2]

1 Discussion

1 Do you like reading crime stories? Why yes/why not?

2 What crime stories are you familiar with?

3 Do you think criminals usually get away with their crime in these stories or not? Can you mention some examples?

2 The text

Read one part of the story.

Roald Dahl - Lamb to the Slaughter

A

The room was warm and clean, the curtains drawn, the two table lamps alight - hers and the one by the empty chair opposite. On the sideboard behind her, two tall glasses, soda water, whiskey. Fresh ice cubes in the Thermos bucket. Mary Maloney was waiting for her husband to come him from work. Now and again she would glance up at the clock, but without anxiety, merely to please herself with the thought that each minute gone by made it nearer the time when he would come. There was a slow smiling air about her, and about everything she did. The drop of a head as she bent over her sewing was curiously tranquil. Her skin -for this was her sixth month with child-had acquired a wonderful translucent quality, the mouth was soft, and the eyes, with their new placid look, seemed larger darker than before. When the clock said ten minutes to five, she began to listen, and a few moments later, punctually as always, she heard the tires on the gravel outside, and the car door slamming, the footsteps passing the window, the key turning in the lock. She laid aside her sewing, stood up, and went forward to kiss him as he came in.

"Hullo darling," she said.

"Hullo darling," he answered.

She took his coat and hung it in the closet. Then she walked over and made the drinks, a strongish one for him, a weak one for herself; and soon she was back again in her chair with the sewing, and he in the other, opposite, holding the tall glass with both hands, rocking it so the ice cubes tinkled against the side. (...)

"Anyway," she went on, "I'll get you some cheese and crackers first."

"I don't want it," he said.

She moved uneasily in her chair, the large eyes still watching his face. "But you must eat! I'll fix it anyway, and then you can have it or not, as you like."

She stood up and placed her sewing on the table by the lamp.

"Sit down," he said. "Just for a minute, sit down."

It wasn't till then that she began to get frightened.

"Go on," he said. "Sit down."

She lowered herself back slowly into the chair, watching him all the time with those large, bewildered eyes. He had finished the second drink and was staring down into the glass, frowning.

"Listen," he said. "I've got something to tell you."

"What is it, darling? What's the matter?"

---

[2] Two slightly different worksheets were used in this lesson. Thus, two worksheets (A and B) are included in Appendix C6.

He had now become absolutely motionless, and he kept his head down so that the light from the lamp beside him fell across the upper part of his face, leaving the chin and mouth in shadow. She noticed there was a little muscle moving near the corner of his left eye.

3 Reading

1 Describe the characters. What do you know think about their age, look, lifestyle, etc.?
2 What do you think will happen next?
3 What signs of tension can you spot in the text? Underline/highlight them.

4 Passive

Rewrite the following sentences using the passive form.

a Mary Maloney closed the windows and drew the curtains. She placed two glasses on the sideboard.
b Mary Maloney took her husband's coat and hung it up.
c Mary assumed that her husband was hungry.
d Mary Maloney hit her husband with a frozen leg of lamb.
e People thought that Mary and her husband had been a happily married couple.
f The neighbours hoped that the police would solve the crime.

5 News

1 Do you read the news reporting on a crime? What information do they contain?
2 What do you think happens next? How would you solve the crime?
3 Imagine that you are writing a report about the crime. With your partner, write a short article about it and use passive.

6 The pictures below show some scenes from Hitchcock's film (1958). Put the pictures in the correct order.

A 

B 

C 

D 

E 

F 

1 **2** **3**
4 **5** **6**

7 Feedback
https://docs.google.com/forms/d/e/1FAIpQLSeSA7jBbb7dARZ-qZ3N0q-ZgdRiz_RvRwM-4IK4wdCzpUpnXg/viewform

Thank you!

1 Discussion

1 Do you like reading crime stories? Why yes/why not?

2 What crime stories are you familiar with?

3 Do you think criminals usually get away with their crime in these stories or not? Can you mention some examples?

2 The text

Read one part of the story.

Roald Dahl - Lamb to the Slaughter

B

"This is going to be a bit of a shock to you, I'm afraid," he said. "But I've thought about it a good deal and I've decided the only thing to do is tell you right away. I hope you won't blame me too much."

And he told her. It didn't take long, four or five minutes at most, and she say very still through it all, watching him with a kind of dazed horror as he went further and further away from her with each word.

"So there it is," he added. "And I know it's kind of a bad time to be telling you, bet there simply wasn't any other way. Of course I'll give you money and see you're looked after. But there needn't really be any fuss. I hope not anyway. It wouldn't be very good for my job."

Her first instinct was not to believe any of it, to reject it all. It occurred to her that perhaps he hadn't even spoken, that she herself had imagined the whole thing. Maybe, if she went about her business and acted as though she hadn't been listening, then later, when she sort of woke up again, she might find none of it had ever happened.

"I'll get the supper," she managed to whisper, and this time he didn't stop her. When she walked across the room she couldn't feel her feet touching the floor. She couldn't feel anything at all-except a slight nausea and a desire to vomit. Everything was automatic now-down the steps to the cellar, the light switch, the deep freeze, the hand inside the cabinet taking hold of the first object it met. She lifted it out, and looked at it. It was wrapped in paper, so she took off the paper and looked at it again. A leg of lamb. All right then, they would have lamb for supper. She carried it upstairs, holding the thin bone-end of it with both her hands, and as she went through the living-room,she saw him standing over by the window with his back to her, and she stopped.

"For God's sake," he said, hearing her, but not turning round. "Don't make supper for me. I'm going out."

At that point, Mary Maloney simply walked up behind him and without any pause she swung the big frozen leg of lamb high in the air and brought it down as hard as she could on the back of his head. She might just as well have hit him with a steel club. She stepped back a pace, waiting, and the funny thing was that he remained standing there for at least four or five seconds, gently swaying. Then he crashed to the carpet. The violence of the crash, the noise, the small table overturning, helped bring her out of the shock. She came out slowly, feeling cold and surprised, and she stood for a while blinking at the body, still holding the ridiculous piece of meat tight with both hands. All right, she told herself. So I've killed him.

3 Reading

1 Describe the characters. What do you know think about their age, look, lifestyle, etc.?

2 What do you think happened before?

3 What signs of tension can you spot in the text? Underline/highlight them.

4 Passive
Rewrite the following sentences using the passive form.

a Mary Maloney closed the windows and drew the curtains. She placed two glasses on the sideboard.
b Mary Maloney took her husband's coat and hung it up.
c Mary assumed that her husband was hungry.
d Mary Maloney hit her husband with a frozen leg of lamb.
e People thought that Mary and her husband had been a happily married couple.
f The neighbours hoped that the police would solve the crime.

5 News
1 Do you read the news reporting on a crime? What information do they contain?
2 What do you think happens next? How would you solve the crime?
3 Imagine that you are writing a report about the crime. With your partner, write a short article about it and use passive.

6 The pictures below show some scenes from Hitchcock's film (1958). Put the pictures in the correct order.

A 

B 

C 

D 

E 

 **F**

1 **2** **3**
4 **5** **6**

7 Feedback
https://docs.google.com/forms/d/e/1FAIpQLSeSA7jBbb7dARZ-qZ3N0q-ZgdRiz_RvRwM-4IK4wdCzpUpnXg/viewform

Thank you!

Appendix C7 – Study 3 (The Action Research)

The activity sequences used in Study 3

Louisa May Alcott: *A Merry Christmas*

Christmas traditions

 *Discussion*

1 What words, expressions pop into your mind when you hear the word *Christmas*?
2 How do you celebrate Christmas? Do you have any family traditions? (If you do not celebrate Christmas, think of any other holiday that is celebrated in your family.)
3 How do people celebrate Christmas in other countries? Can you think of some examples?

 *Vocabulary*

Fill in the gaps using the words below. Change the form if needed.
break with *keep with* *carry on* *date back* *according to* *have*

This college _____ a long tradition of athletic excellence.
In _____ tradition, they always have turkey on Christmas Day.
This tradition _____ to medieval times.
Daphne _____ the family tradition by becoming a lawyer.
We decided to _____ tradition this year and go away for Christmas.
_____ tradition, a headless ghost walks through the corridors of the house at night.

 *Christmas stories*

Read the beginning of a Christmas story below. What Christmas tradition(s) is (are) mentioned in the excerpt?
Jo was the first to wake in the gray dawn of Christmas morning. No **stocking**s hung at the fireplace, and for a moment she felt as much disappointed as she did long ago, when her little sock fell down because it was **cram**med so full of goodies. Then she remembered her mother's promise and, slipping her hand under her pillow, drew out a little crimson–covered book. She knew it very well, for it was that beautiful old story of the best life ever lived, and Jo felt that it was a true guidebook for any pilgrim going on a long journey. She woke Meg with a "Merry Christmas," and bade her see what was under her pillow. A green–covered book appeared, with the same picture inside, and a few words written by their mother, which made their one present very **precious** in their eyes. Presently Beth and Amy woke to **rummage** and find their little books also, one dove–colored, the other blue, and all sat looking at and talking about them, while the east grew rosy with the coming day.

 Read the next part of the story. Some sentences are missing, put them into the correct place.

Another bang of the street door sent the basket under the sofa, and the girls to the table, eager for breakfast.
"Merry Christmas, Marmee! Many of them! Thank you for our books._____," they all cried in chorus.
"Merry Christmas, little daughters! I'm glad you began at once, and hope you will **keep on**. But I want to say one word before we sit down. Not far away from here lies a poor woman with a little

newborn baby. Six children are **huddle**d into one bed to keep from freezing, for they have no fire. _____"

They were all unusually hungry, having waited nearly an hour, and for a minute no one spoke, only a minute, for Jo exclaimed impetuously, "I'm so glad you came before we began!"
"May I go and help carry the things to the poor little children?" asked Beth eagerly.
"I shall take the cream and the muffins," added Amy, heroically giving up the article she most liked.
Meg was already covering the buckwheats, and piling the bread into one big plate.
"I thought you'd do it," said Mrs. March, smiling as if satisfied. "You shall all go and help me, and when we come back we will have bread and milk for breakfast, and make it up at dinnertime."
They were soon ready, and the procession set out. Fortunately it was early, and they went through back streets, so few people saw them, and no one laughed at the queer party. _____

"Ach, mein Gott! It is good angels come to us!" said the poor woman, crying for joy.
"Funny angels in hoods and mittens," said Jo, and set them to laughing.
In a few minutes it really did seem as if kind spirits had been at work there. Hannah, who had carried wood, made a fire, and stopped up the broken panes with old hats and her own cloak. Mrs. March gave the mother tea and gruel, and comforted her with promises of help, while she dressed the little baby as tenderly as if it had been her own. _____
"Das ist gut!" "Die Engel–kinder!" cried the poor things as they ate and warmed their purple hands at the comfortable **blaze**. The girls had never been called angel children before, and thought it very agreeable, especially Jo, who had been considered a 'Sancho' ever since she was born. _____And when they went away, leaving comfort behind, I think there were not in all the city four **merrier** people than the hungry little girls who gave away their breakfasts and contented themselves with bread and milk on Christmas morning.

A That was a very happy breakfast, though they didn't get any of it.

B There is nothing to eat over there, and the oldest boy came to tell me they were suffering hunger and cold. My girls, will you give them your breakfast as a Christmas present?

C The girls meantime spread the table, set the children round the fire, and fed them like so many hungry birds, laughing, talking, and trying to understand the funny broken English.

D A poor, bare, miserable room it was, with broken windows, no fire, ragged bedclothes, a sick mother, **wail**ing baby, and a group of pale, hungry children cuddled under one old quilt, trying to keep warm. How the big eyes stared and the blue lips smiled as the girls went in.

E We read some, and mean to every day.

The excerpt is taken from Little Women written by Louisa May Alcott. Have you ever seen the movie or read the book? What is it about?

Christmas stories

Do you like reading stories or watch films/series related to Christmas? Why (not)?
Are you familiar with any Christmas stories? What are they about?

Appendix C8 – Study 3 (The Action Research)

The activity sequences used in Study 3

Mark Twain: *A Connecticut Yankee in King Arthur's Court*

Time travel

Discussion

- Have you ever read a book or watched a film, series about time travel? Did you like it? Why (not)?
- If time travel was possible, which time period would you visit? Why?
- What would you find strange about that time period?

Mark Twain: A Connecticut Yankee in King Arthur's Court

- Who is a Yankee?
- Who was King Arthur? What do you know about him?
- What would be your first reaction if you travelled in time to Camelot?

Before reading the text below, match the words with their synonyms or descriptions.

to chatter	1 you
to cogitate	2 a boy who worked as a servant for a knight
*to hinder	3 to think
impudent	4 to talk for a long time about things that are not important
lunatic	5 please
page	6 over there
prithee	7 rude and not showing respect
yonder	8 to create difficulties
to reckon	9 a person who is mentally ill
thee	10 to spend time thinking very carefully about a subject

* In the text *hinder* is used in an old-fashioned way. It is a transitive verb (i.e., it requires an object).

A Connecticut Yankee in King Arthur's Court

A young engineer, the Yankee (Hank Morgan) from Connecticut receives a blow in a fight and as a result he passes out. He is transported in time and space to Britain during the reign of King

Arthur. He is found by a knight, and he gets to Camelot. He does not know what Camelot is...

The text - Read the text below and answer the following questions.

- How did the Yankee find out he travelled in time?
- How did he react to the strange situation?

KING ARTHUR'S COURT

The moment I got a chance I slipped aside privately and touched an ancient common looking man on the shoulder and said, in an insinuating, confidential way:

"Friend, do me a kindness. Do you belong to the asylum, or are you just on a visit or something like that?"

He looked me over stupidly, and said:

"Marry, fair sir, me seemeth—"

"That will do," I said; "I _____ you are a patient."

I moved away, _____, and at the same time keeping an eye out for any chance passenger in his right mind that might come along and give me some light. I judged I had found one, presently; so I drew him aside and said in his ear:

"If I could see the head keeper a minute—only just a minute—"

"Prithee do not let me."

"Let you *what* ?"

"*Hinder* me, then, if the word please thee better." Then he went on to say he was an under-cook and could not stop to gossip, though he would like it another time; for it would comfort his very liver to know where I got my clothes. As he started away he pointed and said yonder was one who was idle enough for my purpose, and was seeking me besides, no doubt. This was an airy slim boy in shrimp-colored tights that made him look like a forked carrot, the rest of his gear was blue silk and dainty laces and ruffles; and he had long yellow curls, and wore a plumed pink satin cap tilted complacently over his ear. He arrived, looked me over with a smiling and _____ curiosity; said he had come for me, and informed me that he was a _____. (...)

He began to talk and laugh, in happy, thoughtless, boyish fashion, as we walked along, and made himself old friends with me at once; asked me all sorts of questions about myself and about my clothes, but never waited for an answer—always _____ straight ahead, as if he didn't know he had asked a question and wasn't expecting any reply, until at last he happened to mention that he was born in the beginning of the year 513.

It made the cold chills creep over me! I stopped and said, a little faintly:

"Maybe I didn't hear you just right. Say it again—and say it slow. What year was it?"

"513."

"513! You don't look it! Come, my boy, I am a stranger and friendless; be honest and honorable with me. Are you in your right mind?"

He said he was.

"Are these other people in their right minds?"

He said they were.

"And this isn't an asylum? I mean, it isn't a place where they cure crazy people?"

He said it wasn't.

"Well, then," I said, "either I am a _____, or something just as awful has happened. Now tell me, honest and true, where am I?"

"*In King Arthur's Court.*"

I waited a minute, to let that idea shudder its way home, and then said:

"And according to your _____, what year is it now?"

"528—nineteenth of June."

I felt a mournful sinking at the heart, and muttered: "I shall never see my friends again—never, never again. They will not be born for more than thirteen hundred years yet."

Reading

- Read the text and fill in the blanks with the given words. Pay attention to grammar.

chatter notion impudent reckon lunatic page cogitate

- What elements in the text show the contrast between the Yankee's own time and the Middle Ages? Find some clues in the text.
- Choose one of the following characters:

  Imagine that the Yankee just enters Camelot. What is going on in his mind? How does he feel about seeing the castle, the knights, the people? Write down 3-4 thought bubbles to show what is going on in his mind.

  Imagine that the page sees the Yankee for the first time. What is going on in his mind? How does he think of the Yankee? Write down 3-4 thought bubbles to show what is going on in his mind.

Homework

Pair up with one of your classmates. Imagine that a person from the Middle Ages travelled in time to 2021. What would this person see in our world? What would he or she find strange? Write a postcard to his family at home.

Appendix C9 – Study 3 (The Action Research)

The activity sequences used in Study 3

Animal poems

1 If you could be an animal, which one would you be? Why?
2 Take a look at the last poem. What type of animal is it about?
3 Fill in the gaps with the appropriate words.

He clasps the crag with crooked _____;	lands / stands / hands
Close to the sun in lonely _____,	lands / stands / hands
Ring'd with the azure world, he _____.	lands / stands / hands
The wrinkled sea beneath him _____;	falls / crawls / walls
He watches from his mountain _____,	falls / crawls / walls
And like a thunderbolt he _____.	falls / crawls / walls

(Alfred Tennyson)

4 The following poems are about animals. Read the texts and try to decide which animals they are about. Which words support your ideas? Find clues in each poem with your partner.

She sights a Bird — she chuckles —
She flattens — then she crawls —
She runs without the look of feet —
Her eyes increase to Balls —

Her Jaws stir — twitching — hungry —
Her Teeth can hardly stand —
She leaps, but Robin leaped the first —
Ah, Pussy, of the Sand,

The Hopes so juicy ripening —
You almost bathed your Tongue —
When Bliss disclosed a hundred Toes —
And fled with every one —
(Emily Dickinson)

First I saw the _____, then I saw the black;
Then I saw the _____ with a hump upon his back;
Then I saw the grey wolf, with mutton in his maw;
Then I saw the wombat waddle in the straw;
Then I saw the _____ a-waving of his trunk;
Then I saw the monkeys—mercy, how unpleasantly they smelt!

(William Makepeace Thackeray)

Visible, invisible,
A fluctuating charm,
An amber-colored amethyst
Inhabits it; your arm
Approaches, and
It opens and
It closes;

You have meant
To catch it,
And it shrivels;
You abandon
Your intent—
It opens, and it
Closes and you
Reach for it—
The blue
Surrounding it
Grows cloudy, and
It floats away
From you.
(Marianne Moore)

How doth the little _____
  Improve his shining tail
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin
  How neatly spreads his claws,
And welcomes little fishes in
  With gently smiling jaws!
(Lewis Carroll)

5 Write the words from the box into the table. Some of the words are taken from the poems.

mammal	fur trade	tame	carnivore
natural habitat	crawl	stalk	breed
sanctuary	nature reserve	hump	hibernate
over-hunting/fishing		trunk	endangered
lay eggs	predator	reptile	claw
animal testing			

1 Types of animals (noun)	2 Describes animals (adj)	3 Where animal lives	4 'Body' parts	5 Things animals do	6 Animal issues

6 Discuss the following questions.

1 Find examples of the types of animals in column 1 in the poems.

2 What animals can the adjectives in column 2 describe?

Poems:

Alfred Tennyson: The Eagle
Emily Dickinson: She sights a Bird- she chuckles
William Makepeace Thackeray: At the Zoo
Marianne Moore: A Jelly-Fish
Lewis Carroll: How Doth the Little Crocodile

Appendix C10 – Study 3 (The Action Research)

The activity sequences used in Study 3

Brian Bilston: *10 Rules for Aspiring Poets*

1 What do you do when...

- you have problems with your partner or best friend
- your Wi-fi isn't working and you have to hand in your essay to meet the deadline
- you lose a spider in your bedroom and you are afraid of them
- you need to study for your exam but your best friend just calls, the new season of your favourite series is out and there is a great discount for online video games

2 How to become a successful writer? What would you do if you were an aspiring poet?

10 Rules for Aspiring Poets

- Brian Bilston

1. Poetry does not have to rhyme.
Well, at least not ~~all the time~~ always.

2. Metaphors are great!
But mixing them is not so good.
If they start to fly in all directions,
then nip them in the bud.

3. Focus and concentration
are important skills to hone.
Turn the wi-fi off.
Don't get distracted by your ph-

4. Avoid clichés like the plague.

5. Don't do stuff that's too vague.

6. The use of needlessly long words
may result in reader alienation.
Rein in your sesquipedalianism
in case it should cause obfuscation.*

6. Always proof-read you're work.
Accuracy can be it's own reward!
And remember that the pen** (original saying: pen is mightier than the sword)
mightier than the sword.

8. Haiku look easy
but plan ahead or you may
run out of sylla

9. Never ever follow rules.

* **Glossary:** sesquipedalianism: the practice of using long words in speech or writing.
obfuscation: the act of making something less clear and less easy to understand

3 Read the text and answer the questions.

1 What pieces of advice are given to aspiring poets? Find the keywords.
2 Why do you think there are 9 rules when the title refers to 10?
3 Can you take the poem seriously? Why (not)? What funny traits can you find in it?
4 There is a saying:"the pen is mightier than the sword". What does it mean?

4 How to become a successful university student? What are the 5 rules for aspiring university students?

5 Vocabulary – Success

Read the sentences and match the **phrases in bold** with their meanings.

1 He's **made it** as a journalist.
2 Tom **dropped out of** college.
3 A few people on the course **fell by the wayside**.
4 She's **set her heart on** becoming a singer.
5 That band is **going places**.
6 She's **thrown in the towel**.
7 He's **got his sights on** the top job.
8 They **blew** their chance.
9 She's **realised her lifelong ambition**.

a having a goal
b achieving success
c failing
d on the way to succeeding

Appendix D1 – Study 3 (The Action Research)

The student feedback sheet

1 How much did you enjoy the part of the text that you read?

1	2	3	4	5
not at all				very much

2 How much did you enjoy the activities in connection with the text?

1	2	3	4	5
not at all				very much

3 Do you think these activities were useful?

yes no

4 Why (not)?

---

5 Which areas of your language skills did these activities help develop?

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6 Do you think these activities expanded your knowledge about the world? How?

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7 Is there anything else that you would like to share?

Appendix D2 – Study 3 (The Action Research)

The student questionnaire in Hungarian

Hallgatói vélemény az irodalmi szövegek nyelvórai használatáról
Az alábbi űrlap kitöltése önkéntes és anonim. Válaszaival nagyban hozzájárul munkámhoz, segítségét előre is köszönöm szépen.

1. Kérem, jelölje véleményét az alábbi skálán!

1. egyáltalán nem igaz
2. kis mértékben igaz
3. részben igaz, részben nem
4. többnyire igaz
5. teljes mértékben igaz

a. Az irodalmi szövegek sokat elárulnak a célnyelvi kultúráról.
1 2 3 4 5
b. Az egyetemi nyelvórákon használt irodalmi szövegek fejlesztik a diákok szókincsét.
1 2 3 4 5
c. Az egyetemi nyelvórákon használt irodalmi szövegek fejlesztik a diákok nyelvi készségeit.
1 2 3 4 5
d. Az egyetemi nyelvórákon használt rövidebb irodalmi szövegek felkészítik a diákokat az egyetemi irodalomórákra.
1 2 3 4 5
e. Az irodalmi szövegek színesebbé tehetik a nyelvórákat.
1 2 3 4 5
f. Az irodalmi szövegek nem segítenek a mindennapi kommunikációban.
1 2 3 4 5
g. Az irodalmi szövegek unalmasak a diákok számára.
1 2 3 4 5
h. Az irodalmi szövegek használata a nyelvórán túl sok órára való felkészüléssel jár.
1 2 3 4 5
i. Az irodalmi szövegekkel való foglalkozás túl sok időt vesz igénybe a nyelvórán.
1 2 3 4 5
j. Nincs értelme az irodalmi szövegek nyelvórai használatának, hiszen számos más, érdekesebb forrás áll a diákok és a tanárok rendelkezésére.
1 2 3 4 5

2. Kérem, fejezze be az alábbi két mondatot pár szóval!

Szerintem hasznos az irodalmi szövegek használata a nyelvórán, mert.....
Szerintem felesleges az irodalmi szövegek használata a nyelvórán, mert.....

Appendix D2 – Study 3 (The Action Research)

The English translation of the student questionnaire

The students' opinion on the use of literary texts in the EFL classroom

The questionnaire is voluntary and anonymous. Your responses will help my further work and are much appreciated.

1 Please, indicate the truth value of the statements below, using the following scale.

1 not true
2 not really true
3 partly true, partly not
4 quite true
5 true

a. Literary texts tell a lot about the target culture.
1 2 3 4 5
b. Literary texts used in LP classes develop students' vocabulary.
1 2 3 4 5
c. Literary texts used in LP classes develop students' language skills.
1 2 3 4 5
d. Shorter literary texts used in LP classes prepare students for academic literature classes.
1 2 3 4 5
e. Literary texts can make EFL classes more colourful.
1 2 3 4 5
f. Literary texts do not help students in everyday communication.
1 2 3 4 5
g. Literary texts are boring for students.
1 2 3 4 5
h. Students need to prepare a lot for EFL classes where literature is used.
1 2 3 4 5
i. Working with literary texts in the EFL classroom takes too much time.
1 2 3 4 5
j. There is no point in using literature in the EFL classroom since there are several more interesting sources.
1 2 3 4 5

23 Please, complete the following sentences.

I think using literature in the EFL classroom is useful because…

I think using literature in the EFL classroom is useless because…

Appendix E1 – Study 4 (The Extended Classroom Research)

The interview guide in Hungarian

Bevezetés

1 Hány éve tanítasz?

2 Milyen korú diákokat tanítasz?

3 Használtál már valaha irodalmi szöveget a nyelvórádon?

- 3.1 Amennyiben igen, tudnál példát mondani?
- 3.2 És milyen céllal használtad ez(eke)t a szövege(ke)t?
- 3.3 Milyen tapasztalataid voltak az irodalmi szövegekkel?
- 3.4 Amennyiben nem, volt-e bármi oka ennek?

4 Mi a véleményed az irodalmi szövegek nyelvórai használatáról?

Az adott szöveg és a feladatok használata a nyelvórán

1 Mi a véleményed az adott szövegről? Milyennek találod? (mint olvasó, mint nyelvtanár)

2 Milyen jellegű feladatokat állítottál össze? Miért?

3 Hogyan épült fel az óra? Hogyan dolgoztátok fel a szöveget?

4 Hogyan reagáltak a diákok a szövegre, illetve a feladatokra?

5 Mi a véleményed az óráról?

6 Volt-e bármi nehézség akár az óra megtervezésével, összeállításával, vagy magával az órával kapcsolatban?

7 Van-e esetleg bármi, amit másképp tennél az órával kapcsolatban?

Appendix E2 – Study 4 (The Extended Classroom Research)

The English translation of the interview guide

Bevezetés

1 How long have you been teaching?

2 What age groups do you teach?

3 Have you ever used literary texts in your EFL lessons?

- 3.1 If yes, could you recall an example?
- 3.2 What were your goals with those texts? Why did you use them?
- 3.3 What are your perceptions of those texts and the lessons?
- 3.4 If no, why not?

4 What is your opinion on the use of literature in the EFL classroom?

The chosen text and the activities

1 What is your opinion about the text? (as a reader and as a language teacher)

2 What kind of tasks did you compile? Why?

3 What was the structure of the lesson like? How did you use the text?

4 What were the students' reactions to the text and to the tasks?

5 What is your opinion about the lesson?

6 Were there any difficulties in connection with planning the lesson, creating the activities or with lesson itself?

7 Is there anything that you would do differently about the lesson?