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Raising EFL Learners' Motivation to Study Literature through the Personal-response Approach: The Case of First-Year Master Students at 8 May 1945

University, Guelma

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Dedication

Before all, I thank God for the countless gifts He has bestowed upon me.

I thank my childhood mother for instilling in me the love for reading

To my father, I am grateful for the stoic wisdom he imparted upon me.

I extend my thanks to my remarkable uncles and aunts.

I am grateful for my cherished siblings and cousins, the gems of my life who fuel me with
love and affection.

I extend my appreciation to my friends and classmates with whom I walked hand in hand
during this journey.

Lastly, to the person who stood strong, patient, resilient, and unbreakable in face of pain,
pressure, and loss, I dedicate this work to myself.

This dissertation stands as a testament of my ability to turn pain into power, to maintain
unity despite division, order in midst of chaos, and sanity in times of insanity.

To the person I am today and to the person I aspire to be, this work is dedicated to you.

Nahla

Dedication

This modest work is dedicated to:

My parents,

My sister and brothers,

My friends

Seyf Eddine

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Abstract

This research aims to explore the potential effect of the personal-response approach on students' motivation to study literature. Mainly, this research explores students' perspectives and experiences regarding their motivation level and the role of personal connections with literature in fostering their engagement and interest. Hence, it is hypothesized that the personal-response approach to the teaching of literature could enhance EFL learners' motivation to study the module. To test the hypothesis, the quantitative descriptive method was adopted through the administration of an online questionnaire to First-year Master students at the department of English, 8 May 1945 University-Guelma. The findings highlighted the significance of personal connections with literature in motivating students to study it. Additionally, the study revealed that the personal-response approach holds promise as an effective teaching method, as it allows students to connect their personal experiences and perspectives with the literature, fostering a sense of relatability and engagement, thus stimulating their intrinsic motivation.

List of Acronyms and Abbreviations

EFL: English as foreign language

L2: Second language

SDT: Self-determination Theory

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General Introduction

Literature is a form of art that plays a crucial role in shaping societies and influencing cultural movements since the dawn of human civilization. Today, literature continues to be a source of entertainment, enlightenment, and intellectual challenge for people worldwide. Consequently, literature is an essential component of many academic curricula, providing learners with the opportunity to develop critical thinking, analytical, and communication skills, while gaining a deeper understanding of themselves and the world around them.

Literature is an especially important course for EFL learners as it not only impacts their grades but also helps develop skills essential for today's global environment. Unfortunately, many EFL learners lack the motivation to engage in this module. Research has identified several factors contributing to this issue, but ineffective teaching methodology is likely to be a primary cause. Among the different teaching approaches available, the personal-response approach stands out for increasing learner motivation to study by encouraging them to engage with literature on a deeper level. This approach promotes personal investigation, discovery, curiosity, and passion for the subject matter. As a result, students are more likely to be fully engaged in the learning process and achieve a more profound understanding and appreciation of the material. Overall, the personal-response approach offers a promising solution to the issue of lack of motivation to study literature among EFL learners.

1. Statement of the problem

The majority of EFL learners lack the necessary motivation to study the module of literature, which results in a high rate of students' failure to pass the module. Many students are neither engaged nor interested in Literature classes. They just study it for the sake of grades which are often low in this module. This may be due to the outdated

classroom methodology used in teaching the module. For decades, the literature course has been taught mainly in the form of oral presentations made by the students, who are expected to read, analyse, and criticize a whole literary work in a short period of time. Due to their busy schedule and the fact that reading is not much of a habit in the Algerian culture, EFL learners tend to cut it short and plagiarise the whole content, usually from Spark Notes, with a brief understanding of the plot to survive audience questions. As a result, literature has become nothing but another assignment for EFL learners to complain about.

As literature is a mirror to society, the teaching of literature should, as well, reflect the modernity of this era. Therefore, it is essential to take a look at the curricula of literature to update it, and modernise the methods through which it is taught. As a possible solution, the personal-response approach to the teaching of literature is a learner-centred approach that bridges the gap between the literary work and learners' own life experiences. It encourages learners to personally integrate with the text since it reflects their personal world. Therefore, this research addresses the following main question:

Will the personal-response approach raise EFL learners' motivation to study literature?

2. Aims of the Study

The current research aims at raising EFL learners' motivation to study literature through the personal-response approach to the teaching of literature. Literature is an important course for EFL learners in the sense that it sharpens their minds on one hand, and familiarizes them with the target culture on the other hand. Hence, this study focuses on highlighting the importance of literature in EFL situations as well as detecting the reasons behind students' lack of motivation when it comes to the literary field. It also explores the personal-response approach to the teaching of literature and its potential to raise EFL learners' motivation to study literature.

In short, the aim of this research is two-fold:

1-To explore the effectiveness of the personal-response approach to teaching literature in raising EFL learners' motivation to study literature.

2-To investigate the causes of learners' lack of motivation to study literature.

3. Research Hypothesis

The personal-response approach to literature teaching encourages learners to connect with literature on a personal level, by sharing their thoughts, emotions, and reflections. It can enhance motivation, engagement, and understanding of the literature by drawing upon learners' own experiences and perspectives. Therefore, it is hypothesized that:

The personal-response approach may enhance EFL learners' motivation to study Literature.

4. Research Methodology and Design

4.1. Research Method and Tools

To examine the effectiveness of the personal-response approach in raising students' motivation to study literature, the quantitative descriptive method is used by administering a structured questionnaire to first-year Master students. This research tool provides the study with information about EFL learners' current attitudes toward literature as well as their view on the potential of the personal-response approach to the teaching of literature on raising their motivation to study it.

4.2. Population of the Study

With random sampling, the target population of this study is first-year Master students of the department of English at 8 May 1945 University-Guelma. The reason behind targeting first-year Master students is their lack of motivation to study literature although they have prior exposure to different forms of literature for four years. The participants' rich perception and experience with literature provide the study with valuable insights about their attitudes towards literature as well as the ability of the personal-response approach to improve it. Since the whole population of first-year Master students makes up to 140

students, the sample should include 100 participants (Krejcie & Morgan's Sampling Table, 1970). However, only 78 participants responded to the online questionnaire.

5. Structure of the Dissertation

The current dissertation is split into three main chapters. The first chapter entitled "Motivation to Study Literature" deals with the concept of motivation in general, its different types, and its associated theories, as well as learners' motivation to study literature. The second chapter, "Teaching Literature through the Personal-response Approach" examines the different aims and objectives of teaching literature, along with the various models and approaches used by EFL teachers with a focus on the personal-response approach and its potential to enhance learners' motivation to study literature. The last chapter is entitled "field investigation". It probes the ability of the Personal-response approach in raising learners' motivation to study literature. The quantitative approach is used through administering a structured questionnaire to collect quantitative data about the mentioned issue. After analysing the data, results are evaluated in relation to the research question and hypothesis. Finally, the "General Conclusion" provides pedagogical implications and recommendations based on the findings as well as the study limitations.

Chapter One: Motivation to Study Literature

Introduction

Motivation is a crucial force that drives individuals towards fulfilling their goals and desires. It plays a significant role in shaping our actions and behaviours. Without motivation, learners may struggle to remain focused, dedicated, and enthusiastic about achieving their objectives. Learning motivation plays a vital role in achieving academic success. Without motivation, students may find it challenging to connect with and comprehend new material, resulting in a decline in performance and a lack of interest in learning. However, motivated students are more likely to persevere in their quest to learn new skills and grasp concepts, which results in a better comprehension and enjoyment of the learning process. Therefore, understanding motivation is critical for self-improvement, personal-growth, and academic success. As such, it is essential to cultivate and nurture learning motivation in students, providing them with the necessary means and resources to accomplish their objectives and excel in their academic pursuits.

Over the years, researchers, teachers, and psychologists have invested significant time and effort into exploring effective strategies aimed at enhancing students' motivation and improving their learning outcomes. Thus, the current chapter provides a comprehensive understanding of the concept of motivation by examining its definition, different types, associated theories, factors influencing it, as well as motivation to study Literature.

1.1. Definition of Motivation

Various scholars defined the concept of motivation, which is considered to be a complex concept. According to (Meyer & Turner, 2006), motivation is a mental drive that guides and stimulates human behaviour, including learning behaviour. Reeve (2009) defined motivation as a force that has both cognitive and affective components, which work

together to initiate, sustain, and guide an individual's engagement behaviours. It is an internal process that is shaped by one's experiences, perceptions, and interpretations.

From a behaviouristic perspective, Brown (2007) defined motivation as the expectation or anticipation of receiving reinforcement, which is an influential concept in the classroom setting. Brown (2007) further classified motivation into three categories based on cognitive perspective. The first is the drive theory, which posits that motivation stems from basic innate drives. The second is the hierarchy of needs theory, which suggests that motivation comes from an individual's needs. The third is the self-control theory, which proposes that motivation arises if there is an opportunity for an individual to make their own choices about what to pursue and what not to pursue.

Motivation is crucial in teaching and learning, as it drives learners to strive for their goals (Redondo & Martín, 2015). This implies that motivation serves as a driving force for learners to not only initiate an activity but also to persist in their efforts to achieve their goals throughout their life. Motivational stimuli are unique to each individual context and may stem from personal factors or external ones. EFL learners should be motivated to study so that their academic achievement can be high.

1.1. Types of Motivation

Motivation can be classified into several classifications, including intrinsic versus extrinsic motivation, integrative versus instrumental motivation, and achievement motivation. Each type has its own characteristics and specific impact on behaviour.

1.1.1. Intrinsic vs. Extrinsic Motivation

Intrinsic motivation is the type of motivation that drives individuals to engage in an activity because they find it naturally fulfilling, without external reinforcement. According to Deci and Ryan (1985), intrinsic motivation is affected by the psychological needs for autonomy, competence, and relatedness. Autonomy refers to the ability to make independent

decisions and control one's own actions. Competence involves feeling capable and skilled in one's abilities. Relatedness refers to the need for social connections and a sense of belongingness. Furthermore, intrinsically motivated individuals enjoy engaging in activities that offer a challenge and provide a sense of satisfaction after mastering a skill. Moreover, they feel fulfilled by the social interactions and sense of belonging that comes from being part of a community of people with similar interests (Deci & Ryan, 1985).

As opposed to intrinsic motivation, extrinsic motivation drives individuals to engage in an activity for external rewards or pressure. This type of motivation is fuelled by external factors, such as rewards, praise, or punishment. There are four subtypes of extrinsic motivation, which are external regulation, introjected regulation, identified regulation, and integrated regulation (Deci & Ryan, 1985). According to Deci and Ryan (1985), external regulation is the lowest level of self-motivation within extrinsic motivation, where individuals engage in an activity because they are obligated to. The next level is introjected regulation, where individuals perform an activity to avoid negative feelings or boost their self-esteem. Identified regulation is a higher level of self-motivation within extrinsic motivation, where individuals engage in an activity because it aligns with their personal values or goals. Integrated regulation is the highest level of self-motivation within extrinsic motivation, where individuals perform an activity because it has become a part of their sense of self and identity.

In short, intrinsic motivation stems from internal factors, while extrinsic motivation is stimulated by external factors. It is evident that a combination of both types of motivation makes a more nuanced and stronger one. Therefore, by understanding the dynamic interplay between internal desires and external influences, teachers and learners can better cultivate learning motivation leading to enhanced engagement, satisfaction, and achievement in various aspects of life.

1.1.2. Instrumental vs. Integrative Motivation

Similar to extrinsic motivation, instrumental motivation is also incited by external factors such as grades, job prospects, or financial incentives. In the field of foreign language learning, individuals who are instrumentally motivated view language learning as a means to an end, rather than an end in itself (Mehrpour & Vojdani, 2012). Simply, language learning is viewed as an instrument or a tool to achieve a certain goal. For example, an individual studying German solely to pass a language exam may not be interested in German culture, but considers it a necessary step towards getting their degree.

Remaining on the ground of foreign language learning, individuals with integrative motivation are driven to learn a language because they have a strong desire to integrate with its target culture and community (Gardner, 1985). This type of motivation is usually linked to a sense of personal and social identity, and the aspiration to establish social connections with people from the target culture. These learners typically view language learning as a valuable goal in its own right, rather than merely a means to achieve practical objectives.

Brown (2000) categorized language learning motivation into four categories: intrinsic-integrative, intrinsic-instrumental, extrinsic-integrative, and extrinsic-instrumental. L2 (Second Language) learners with intrinsic-integrative motivation have a desire to integrate into L2 culture, such as immigrants or those who marry into an L2-speaking community. L2 learners with intrinsic-instrumental motivation aim to achieve specific goals using L2, such as advancing their career. On the other hand, L2 learners with extrinsic-integrative motivation are urged by others to learn an L2 for integrative reasons, such as parents sending their children to a language school. Finally, L2 learners with extrinsic-instrumental motivation are compelled to learn an L2 by external powers, such as companies sending their employees for language training (Brown, 2000, as cited in Junko, 2005). Thus, the more internal the motivational force is, the stronger it is and the more

committed the individual can be. In either case, whether to learn or not depends either on the learner's choice or external pressure.

1.1.3. Achievement Motivation

Achievement motivation refers to the inner drive to accomplish something that is challenging or difficult and to be best at it (Wigfield et al., 2021). It is characterized by a desire for success, the willingness to tackle obstacles and the sense of personal accountability for outcomes. Achievement motivation is a vital factor in several domains of life, including education, sports, and work. Students who possess high levels of achievement motivation tend to establish challenging goals, remain persistent despite setbacks, and attain better academic outcomes. Athletes with strong achievement motivation are more likely to train hard, set difficult goals, and perform exceptionally well during competitions. In the workplace, employees who possess high levels of achievement motivation tend to be productive, innovative, proactive, and willingly take on challenging assignments (Judge & Bono, 2001). Thus, achievement motivation is a powerful form of motivation in the sense that it stems both from the internal desire to perform well and a desire for external recognition.

1.2. Theories of Learning Motivation

Motivation holds major significance in the process of learning and has been an area of interest in the field of education for decades. Various theories have been developed to comprehend the driving forces that inspire individuals to participate in learning activities and endure difficulties. The most common ones are discussed in the following section:

1.2.1. Expectancy-value Theory

The expectancy-value theory is a widely recognized theory in the field of learning motivation that identifies two essential factors influencing motivation: expectancy and value (Eccles & Wigfield, 2002). The belief in one's ability to succeed characterizes expectancy,

whereas value refers to the perceived importance of a task or goal. According to Eccles and Wigfield (2002), high self-confidence and perceiving the task or goal as meaningful can enhance motivation, while low self-confidence or viewing the task or goal as insignificant can diminish motivation.

This theory can be applied to promote students' motivation in learning, such as by fostering a supportive learning environment and providing opportunities to practice skills, which can promote students' confidence in their abilities and increase their expectancy of success (Wigfield et al., 2021). Therefore, educators can design learning activities that are relevant and valuable to students' goals and interests to boost their motivation to engage in the task.

1.2.2. The Achievement Motivation Theory

Achievement motivation is a crucial concept in psychology that describes people's desire to succeed, achieve goals, and perform well. According to this theory, achievement motivation is driven by two core needs: the need for achievement and the need for affiliation. The need for achievement involves setting and achieving challenging yet attainable goals and receiving feedback on their performance, and a need for affiliation involves seeking social connections and acceptance from others (Wigfield & Eccles, 2002).

Personal and environmental factors can impact an individual's level of achievement motivation. Personality traits and past experiences are personal factors, while the availability of resources and social support are environmental factors. Learning and practice can also help individuals develop their achievement motivation (French, 1955).

In educational settings, the theory can be used to identify students who may be more or less motivated to achieve and to develop effective instructional practices for educators to tailor their instructional practices accordingly. Thus, they can motivate

learners' by providing challenging yet attainable goals, offering feedback on performance, and creating a supportive and engaging learning environment that aligns with students' individual needs and motivation.

1.2.3. The Self-efficacy Theory

The Self-efficacy Theory is an influential approach that explains how individuals' level of self-efficacy, which refers to the belief in one's ability to achieve a specific goal or complete a task, affects their motivation and performance. This theory suggests that self-efficacy is determined by both personal and environmental factors, such as prior experiences, knowledge, skills, feedback, social support, and resources. High self-efficacy leads to increased motivation, persistence, and success, while low self-efficacy can result in anxiety, avoidance of challenges, and poor performance (Bandura, 1977). Additionally, the theory proposes that individuals' level of self-efficacy can be developed through experience, practice, and learning. Positive feedback, opportunities to practice, and social support can help individuals develop higher levels of self-efficacy (Bandura et al., 1999)

1.2.4. The Attribution Theory

The attribution theory, a psychological concept that explains how individuals interpret the causes of events. The theory suggests that attributions are based on various factors, such as past experiences and situational factors, and is applied in motivation research to understand how attributions influence individuals' behaviour (Ryan & Deci, 2000). The theory proposes three main dimensions that individuals use to make attributions: locus of control, stability, and controllability. Locus of control refers to individuals' belief in the extent to which the cause of an event is within their control (internal locus of control) or outside of their control (external locus of control). Stability refers to the extent to which individuals believe that the cause of an event is stable over time (stable attribution) or unstable over time (unstable attribution). Controllability refers to individuals'

belief in the extent to which the cause of an event is within their control (controllable attribution) or outside of their control (uncontrollable attribution) (Weiner, 1972).

1.2.5. The Self-worth Theory

The self-worth theory explains how individuals' motivation and behaviour can be impacted by their self-worth in specific domains. According to this theory, individuals may be more inclined to undertake activities or tasks that they think themselves competent in and that can enhance their self-worth. On the other hand, individuals may avoid activities or tasks that they perceive as challenging or likely to result in failure, as this can threaten their self-worth (Crocker & Park, 2004).

Educators can employ the self-worth theory to establish instructional practices that foster positive self-worth and motivation. Such practices may involve providing students with opportunities to succeed and excel in areas that are important to them, while also assisting them in areas where they may struggle. In addition, educators can create a supportive and inclusive classroom environment that promotes a growth mindset and diminishes the negative consequences of failure on students' self-worth (Crocker & Park, 2004).

1.2.6. The Goal Setting Theory

The goal-setting theory is a widely recognized motivational theory that emphasizes the importance of establishing clear and challenging goals that align with an individual's values and interests. According to this theory, individuals who set specific goals are more likely to work hard and overcome obstacles than those who have vague or undefined objectives. (Locke & Latham, 2006). In education, the theory can be used to enhance students' motivation and performance by setting challenging yet achievable goals that correspond with their personal interests and values (Locke & Latham, 2012). However, one of the limitations of goal-setting theory is its narrow focus on the achievement of specific

goals, which ignores the influence of other factors such as personal interests and social influence (Locke & Latham, 2012).

1.2.7. Goal-orientation Theory

Goal-orientation theory suggests that individuals have two primary types of goals: mastery goals and performance goals. Mastery goals are focused on gaining knowledge, skills, and understanding of a task, while performance goals are focused on demonstrating high ability and competence. The focus of mastery goals is on the process of learning, while the focus of performance goals is on the outcome. The theory also suggests that individuals adopt different types of goal orientations, including learning orientation, performance-approach orientation, and performance-avoidance orientation (Garcia-Retamero & Galesic, 2012).

The goal-orientation theory suggests that individuals who adopt a learning orientation have a strong focus on mastery goals, while those who adopt a performance-approach orientation are characterized by a focus on achieving success and recognition. In contrast, individuals who adopt a performance-avoidance orientation are characterized by a fear of failure and the desire to avoid negative evaluation. Moreover, this suggested that individuals who adopt a learning orientation have a higher level of intrinsic motivation, while those who adopt a performance-approach orientation have a higher level of extrinsic motivation (Elliot & McGregor, 2001).

1.2.8. Self-determination Theory

According to Ryan and Deci (2017), Self-determination Theory (SDT) is a psychological theory developed in the 1980s that explains human motivation and personality. This theory aligns with the principals of intrinsic motivation that posits that humans have an inherent inclination towards growth, development, and integration, which can be facilitated by fulfilling three basic psychological needs: autonomy, competence, and

relatedness. It also suggests that individuals tend to engage in activities that are inherently interesting and enjoyable rather than for external feedback.

According to Vansteenkiste et al. (2004), the fulfilment of basic psychological needs is crucial for optimal functioning in education. They discovered that students who feel supported, capable, and autonomous are more likely to experience intrinsic motivation, which leads to higher academic success.

1.2.9. The Social-motivation Theory

According to social-motivation theory, social factors play a crucial role in shaping an individual's motivation, behaviour, and performance (Ames, 1992). Social comparison, a central concept in social-motivation theory, involves individuals evaluating their abilities and performance relative to others, and the direction of the comparison can have positive or negative effects on motivation and self-esteem. Social support is also a key factor in social-motivation theory, with research indicating that social support from teachers and peers can positively impact students' academic achievement and persistence (Eisenberger & Cameron, 1996). Thus, social norms and expectations can impact individuals' attitudes and behaviour towards achieving their goals.

In terms of practical classroom implication, educators can create learning environments that foster positive social interactions, equal treatment and avoid destructive comparison. They can also promote peer collaboration and provide constructive feedback that emphasizes effort and progress rather than innate talent.

Each of the theories discussed above focuses on different aspects of motivation, such as belief in one's abilities, the importance of goals, self-worth, and social factors. These theories remind us that motivation is not the same for everyone. People have different needs, experiences, and preferences that influence their motivation. By considering students'

unique motivations, educators can nurture a love for learning and encourage students to reach their full potential.

1.3. The Importance of Motivation in Learning

According to Pintrich and Schunk (2002), motivation has several benefits for learning, including enhancing cognitive processes such as attention, memory, and problem-solving. Motivated learners are more likely to focus their attention on the task at hand, process information more deeply, and apply new knowledge to real-world situations. In addition, motivated learners exhibit greater persistence and effort, resulting in improved academic performance and achievement (Dweck, 2016).

Motivation also affects the quality of learning experiences. Zimmerman (2008) suggested that motivated learners are more likely to engage in active learning strategies such as elaboration, organization, and self-explanation. Active learning involves integrating new information with prior knowledge and constructing meaningful connections, which leads to deeper understanding and retention of information. Motivated learners are also more likely to seek feedback and engage in self-regulated learning by setting goals, monitoring progress, and adjusting strategies based on feedback.

In contrast, low motivation can have negative effects on learning. According to Pintrich and Schunk (2002), individuals who lack motivation may exhibit passive learning behaviours such as procrastination, avoidance, and disengagement. These behaviours can lead to a lack of effort, poor academic performance, and reduced academic achievement. Additionally, low motivation can lead to negative emotional experiences such as frustration, anxiety, and low self-esteem (Dweck, 2016).

Motivation is crucial for academic success, and it can be influenced by various factors. For instance, social support, such as encouragement and praise from teachers and peers, can enhance motivation and academic performance. In contrast, negative feedback, criticism, and punishment can decrease motivation and reduce engagement in learning.

Thus, providing opportunities for autonomy, competence, and relatedness can also foster intrinsic motivation, aligning with the basic psychological needs outlined in Self-determination theory.

1.4. Factors that Affect Learning Motivation

Motivation plays a vital role in the learning process as it is a key factor that drives learners to engage in academic activities and achieve their goals. However, motivation is not a one-size-fits-all concept and is influenced by various factors as follows:

1.4.1. Personal Factors

Personal factors refer to individual characteristics, traits, and circumstances that influence an individual's motivation. These factors can include personality traits, self-efficacy beliefs, values, interests, and goals. Additionally, personal factors may encompass an individual's physical and emotional well-being, life experiences, and cultural background (Parks & Guay, 2009). Overall, personal factors play a significant role in shaping an individual's motivation and can impact their behaviour and performance in various domains. The most prominent personal factors are:

1.4.1.1. The Work Itself

The nature of the work itself can significantly impact learners' motivation to engage in academic activities. One of the most crucial elements that impact learners' motivation is the perceived relevance of the work. Learners tend to be more motivated to engage in academic activities which they perceive to be in alignment with their personal interests, goals, or career aspirations (Pintrich & Schunk, 2002). Thus, designing academic activities that match learners' interests and goals can improve their motivation and engagement.

Additionally, the difficulty level of academic activities can also affect motivation; activities that are too easy or too difficult may lead to disengagement (Ryan & Deci, 2000).

Moreover, the social context of academic work, including connections to peers, instructors, and the academic community, can also impact motivation and engagement (Parks & Guay, 2009). Educators can enhance learners' motivation and engagement by designing academic activities that align with their interests and goals, match their skill level, provide appropriate challenges, offer autonomy and choice, and foster a sense of community and collaboration.

1.4.1.2. Growth

Growth mindset, which is the belief that one's abilities can improve with effort, is a critical factor that affects learners' motivation (Dweck, 2006). Learners with a growth mindset are more motivated to engage in academic activities because they believe their effort can lead to progress and success. On the other hand, learners with a fixed, stagnant mindset who think their abilities are predetermined and unchangeable may exhibit low motivation and disengagement.

This growth mindset is promoted by academic activities that offer opportunities for growth and development, such as learning new skills, gaining knowledge, and exploring new ideas (Deci & Ryan, 2000). Therefore, educators who design academic activities that foster growth mindset and encourage learners to put effort into their academic activities are more likely to enhance their motivation and engagement.

1.4.1.3. Recognition

According to Maslow's hierarchy of needs, individuals have a basic need for recognition and esteem from others. This need for recognition is particularly important in the context of education, as learners who feel recognized for their efforts are more likely to be motivated to continue learning. As such, educators should prioritize providing learners with opportunities for recognition and praise, as this can help to foster a sense of competence and relatedness that can enhance motivation and engagement (Maslow, 1943).

Recognition is a key factor in enhancing learners' self-esteem and intrinsic motivation, according to a study by Ryan and Deci (2000). Learners who receive recognition for their efforts perceive their activities as more meaningful and enjoyable, which boost their sense of competence and autonomy. This positive reinforcement can then lead to increased intrinsic motivation, better performance, and continued engagement in learning activities (Ryan & Deci, 2000).

Recognition is a source of reinforcement for learners' behaviour. According to behaviourists, behaviours that are rewarded tend to be repeated, while those that are punished tend to be avoided (Skinner, 1953). Thus, recognition serves as a positive reinforcement that encourages learners to continue exhibiting positive behaviour such as hard work, diligence, and commitment. Additionally, recognition helps learners develop a growth mindset by showing them that their efforts can lead to positive outcomes such as improved academic performance and increased motivation (Dweck, 2006).

1.4.1.4. Attitude

Attitudes are mental evaluations of people, events, and objects that can significantly impact an individual's motivation to learn. Positive attitudes create positive expectations of success, enhance self-efficacy, and increase the perceived value of the task, leading to higher levels of motivation. Negative attitudes, on the other hand, can decrease the expectation of success, self-efficacy, and task value, ultimately reducing motivation to learn (Eccles & Wigfield, 2002). Educators should be aware of learners' attitudes towards learning tasks and work to foster positive attitudes and eliminate negative ones.

1.4.2. Environmental Factors

Environmental factors refer to the external conditions that surround the individual and shape his motivation. In the context of education, environmental factors may include

the physical classroom environment, the behaviour of teachers and peers, access to resources, cultural norms, and societal expectations (Hanrahan, 1998). These factors can either facilitate or hinder learners' motivation and engagement with academic activities.

1.4.2.1. Learning Atmosphere

The learning atmosphere is the overall ambiance of the classroom that includes the relationships among teachers and students, and the classroom climate. A favourable classroom atmosphere can boost the learners' motivation by providing a sense of belonging and reducing stress. On the other hand, an unfavourable classroom atmosphere marked by discouraging feedback, insufficient teacher support, and chaotic behaviour can impede learner's motivation. According to Chen and Chen's (2015) research, students reported that a negative learning atmosphere led to decreased motivation and increased anxiety.

1.4.2.2. Teacher's Behaviour

Teachers are expected to provide guidance, support, and encouragement to students to enhance their motivation. According to Deci and Ryan (2008), autonomy-supportive teaching practices, such as giving students a choice in their learning activities and providing positive feedback, enhances their motivation. Conversely, controlling teaching practices such as pressuring students to achieve specific outcomes or using negative reinforcement can diminish learner's motivation. In a study by Reeve and Jang (2006), students reported that autonomy-supportive teaching practices resulted in increased motivation and engagement in the learning process.

1.4.2.3. Social Support

Social support involves the help individuals receive from others, whether it is perceived or actual (Ryan & Deci, 2000). Spera (2006) suggests that social support can enhance learner motivation through emotional and practical assistance, promoting positive self-image, and a sense of belongingness. On the other hand, the absence of social support

can lead to decreased motivation and feelings of isolation. Spera's (2006) research revealed that students who received high levels of social support from family and peers reported higher motivation levels and academic success. Therefore, creating a positive learning environment that fosters student motivation and achievement should be a priority for educators and policy-makers as environmental factors such as classroom climate, teacher's behaviour, and social support play a significant role in shaping learner's motivation.

1.4.3. Teaching Methodology

Teaching methodology is a key factor in learner motivation because it affects how learners interact with the learning material. According to the Self-Determination Theory, learners are motivated when they feel a sense of autonomy, competence, and relatedness. Therefore, learner centred teaching methodologies are more likely to increase motivation levels, and vice versa (Ryan & Deci, 2000).

Another primary reason why teaching methodology is an important factor of learner's motivation is because it affects the level of engagement of the learners. When learners are actively engaged in the learning process, they are more likely to feel motivated. Furthermore, teaching methodology affects learner motivation by creating a sense of relevance. Learners are more motivated to engage in the learning process when they perceive the material as relevant to their lives (Ryan & Deci, 2000). For instance, when teachers use project-based learning, learners work on projects that are relevant to their lives, interests, or future careers.

Finally, to ensure that learners are engaged, motivated, and eager to learn, effective teachers use a variety of techniques by tailoring their instructional strategies to meet the unique needs of each learner. They must understand the individual learning styles of their learners, be enthusiastic about the subject, and provide constructive feedback. By

incorporating these practices, teachers can create an environment that promotes learner's motivation and leads to successful learning outcomes.

Overall, it is essential for educators to understand the factors that influence learning motivation including personal factors like the nature of the work, growth mindset, recognition, and attitude, as well as environmental factors like the learning atmosphere, teacher's behaviour, social support, and teaching motivation. By considering and manipulating these factors, educators can create a motivating learning environment for students, cultivating a sense of relevance, growth, recognition, and positivity. This, in turn, ignites students' intrinsic motivation and empowers them to reach their full potential.

1.5. Motivation to Study Literature

Learners' motivation to study and understand literature plays a crucial role in foreign language learning (Lazar, 1993; Parkinson & Thomas, 2000). Since literary texts are powerful tools that enhance English language learning, educators should employ various teaching techniques and strive to boost their learners' motivation to engage with the literature course.

According to Absatova et al., (2021) motivation is a main structural component in students' reading culture. However, studies indicated that students' motivation to read literature tends to be lower than the average, as most students prefer watching movies adaptations over reading books (Absatova, et al., 2021). Furthermore, research revealed that students consider the literature course as tough, uninteresting and that they study it solely to pass the exams (Taha & Thang, 2014). Aziz and Nasharudin (2010, as cited in Taha & Thang, 2014) further explained that students generally regard studying literature as reading long and unengaging texts, without understanding the purpose behind it. They argued that the lack of interest among students stems from the teachers' unengaging teaching techniques, which failed to convey the aesthetic value of the subject. As a result, the meaningful teaching and learning of English literature have been neglected, leading to

an urgent need to foster motivation for reading and enhance reading culture among learners

According to Russkih (2014, as cited in Absatova, et al. 2021), cultivating a reading culture and motivation to read literature require learners to experience an emotional response to the author's message, which contributes to a positive perception of the work and serves as an encouragement for further reading. In this respect, encouraging students to make personal connections with literary texts has been found to significantly contribute to their motivation to engagement with the course (Sinai, et al., 2012).

Conclusion

To conclude, Learner motivation plays a crucial role in academic success, as motivated learners are more likely to persist in the face of difficulties and achieve their goals. Teachers play a significant role in promoting learners' motivation by creating a positive classroom environment, using teaching methodologies that promote autonomy, relevance, and engagement, and providing support and feedback. Learners' motivation to study and understand literature is a critical factor in foreign language learning. While literary texts have the potential to enhance English language learning, students still lack the motivation to study it. To address this issue, it is crucial to foster motivation for reading among learners by encouraging them to make personal connections with literary texts. Ultimately, by understanding the importance of motivation in the learning process, educators can create effective strategies to foster learners' motivation and enhance their learning outcomes in English generally and Literature classes specifically.

Chapter Two: Teaching Literature through the Personal-response Approach

Introduction

Teaching literature in English as a Foreign Language (EFL) context can be both challenging and rewarding. On the one hand, literature has the potential to engage students, improve their language skills, and expose them to different cultures and perspectives. On the other hand, EFL learners may struggle with the language and cultural barriers, as well as the abstract and complex nature of literary texts. In light of these challenges, educators must develop effective models and strategies for teaching literature in EFL contexts that align with their aims of promoting language proficiency, critical thinking, intercultural awareness, and personal growth.

Teaching literature is a complex and multi-faceted process that requires educators to not only transmit knowledge of literary texts but also to inspire students to develop a personal connection with the material. This chapter will explore the historical overview of teaching literature, the various aims behind teaching literature, the different models and approaches to teaching literature, the challenges that EFL teachers face, as well as the personal-response approach's potential to improve learners' motivation to study literature.

2.1. Teaching Literature: A Historical Overview

Throughout the world, language faculties have been commonly referred to as “Faculty of Languages and Literature”, which stressed the undeniable fact that language and literature are inseparable. Consequently, throughout history, the teaching of literature has been evolving alongside the teaching of foreign languages.

2.1.1. Literature under the Grammar-Translation Approach

For many years, the grammar-translation method has been a tried-and-true method for teaching foreign languages. This approach, which was initially created to teach languages and literature like Latin and Greek, focuses more on reading and writing skills,

and less on spoken communication or listening skills. Its main features include teaching learners the grammatical rules of the target language, applying them by translating from one language to another, and learning vocabulary through direct translation from their native language. In the 19th century, due to the increasing demand for oral communication, the grammar-translation method began to lose its popularity. However, some of its practices can still be seen in use today, especially in courses that focus on developing learners' reading and translation skills in preparation for proficiency tests (Benati, 2018). One of the key practices under this approach is the early reading of classical literary texts. This means that learners are exposed to literary texts in the target language, such as those written in Latin or Greek, at an early stage of their language learning. The role of literature in EFL classroom here is a tool for understanding the grammatical rules of the language and using translation as a means of developing reading and writing skills (Richards & Rodgers, 2014)

2.1.2. Literature under the Direct Approach

The direct approach emerged as a response to the grammar-translation approach, which failed to produce learners that can actually use the foreign language they had been studying. Unlike the grammar-translation approach, the direct approach emphasizes the inductive learning of grammar, where learners are exposed to language patterns and structures in context, rather than through explicit rules (Celce-Murcia, 2001). The target culture is also taught inductively, with learners being exposed to cultural norms and practices through authentic materials and activities. In addition, literary texts are read for pleasure and not analyzed grammatically (Richards & Rodgers, 2014). Therefore, literature under the direct approach is used as the context through which language is taught.

2.1.3. Literature under the Reading Approach

As a reaction to the direct approach, the reading approach views reading as the most practical and useful skill to have in a foreign language. Therefore, only the grammar

necessary for reading comprehension is taught, and translation is once again a respected classroom procedure. The emphasis is on developing learners' reading comprehension skills through exposure to a variety of texts in the target language (Celce-Murcia, 2001). Consequently, it can be inferred that under this approach, literature is the most popular tool in an EFL classroom since the main focus is on developing reading skills.

2.1.4. Literature under the Audiolingual Approach

The audiolingual approach emerged as a reaction to the reading approach, which was criticized for neglecting the importance of oral-aural skills. This approach gained popularity in the United States during the mid-20th century and was influenced by the direct approach, structural linguistics, and behavioral psychology. Audiolingualism emphasizes direct exposure to aural dialogues in the target language, with learners mimicking, memorizing, and repeating to learn the language as habit formation process. Grammar is taught through induction, and skills are sequenced, prioritizing listening and speaking before reading and writing (Celce-Murcia, 2001). Under the audiolingual approach literature is not typically incorporated as a teaching tool, since this approach prioritizes the development of oral-aural skills instead of reading and writing

2.1.5. Literature under the Communicative Approach

The communicative approach shifts focus to communicative competence instead of language competence (Chang, 2011). This approach is based on the idea that language has both functional and social meaning, and that it is crucial for learners to not only learn the linguistic forms but also to comprehend their possible communicative functions and social meanings. This means that learners should be able to connect linguistic forms to relevant non-linguistic knowledge in order to interpret the intended functional meaning of the speaker. In essence, this approach emphasizes the importance of understanding the social context in which language is used, and how it influences the meaning of the language

(Littlewood, as cited in Jabeen, 2014). As far as literature is concerned, instructors use literary texts to help students connect the linguistic input with its authentic social context. Through literary texts and activities such as discussions, and roleplaying, learners gain insight into the social and cultural contexts of the language, and develop their ability to use language in a meaningful and authentic way.

In conclusion, the inseparability of language and literature has been recognized globally, leading to the integration of literature into language teaching methodologies. This integration has not only enriched language education but has also fostered a deeper appreciation of cultural diversity and human experiences. As language teaching approaches evolved, the role of literature in EFL classroom has also evolved. Some approaches focus on analysing literary works as a means of language practice, while others emphasize the cultural and social context of the literature to gain an insight about authentic language use. These different approaches offer students a variety of ways to develop their language skills through literature.

2.2. Aims behind Teaching Literature

An aim is a statement that expresses the overall purpose or course of a learning experience. It describes what the learner can anticipate learning or what the instructor or training will offer in terms of content or guidance (Betti, 2021). The study of literature has many aims, and various scholars may place a different emphasis on them. The following are some aims behind studying the module of literature:

2.2.1. Fostering Emotional Intelligence

Literature is a powerful tool for enhancing emotional intelligence. By exposing readers to complex and nuanced characters and situations, literature can help develop empathy, understanding, and emotional awareness (Idris & Al Shilabi, 2021). Literature contains universal themes that are relatable to students' emotions, relationships, and societal

issues, and can be applied to their own experiences. Reading about characters who experience a range of emotions and navigate challenging situations can also provide readers with a framework for understanding their own emotions and behaviours. In addition, literature can encourage readers to reflect on their own experiences and perspectives, and to develop a greater capacity for self-awareness and reflection (Floris, 2004). By fostering empathy, emotional awareness, and self-reflection, literature can help readers develop the emotional intelligence necessary to navigate the complexities of human relationships and the challenges of daily life.

2.2.2. Enhancing Critical Thinking Skills

Literature can challenge readers to think critically and analyse texts for themes, symbols, and other literary devices. Through this process, learners can develop their analytical and interpretive skills, which can be applied to other areas of study and everyday life (Sell, 2005). Unlike other academic disciplines, literature engages both the intellectual and emotional aspects of the mind, fostering critical thinking, empathy, and creativity. Moreover, literature can encourage students to explore complex and mosaic ideas, developing their ability to think critically and approach problems from a range of perspectives (Joshua et al., 2020). Ultimately, literature provides a unique and valuable training ground for the mind and sensibility that cannot be replicated by any other discipline. This denotes learners' ability to promote their critical thinking through literary analysis and in-depth description and interpretation of literary texts.

2.2.3. Building Cultural Awareness

Literature can expose readers to diverse cultures, traditions, and perspectives. This can broaden students' horizons and encourage them to consider different perspectives and ways of thinking, leading to a more well-rounded and open-minded approach to the world

around them. By studying works from different time periods and regions, the learner can gain a greater appreciation for the richness and complexity of human culture (Floris, 2004). Eventually, it is through literature that many learners develop their cultural and intercultural awareness, and reach tolerance for the target culture.

2.2.4. Developing Writing Skills

By examining the works of skilled writers, students can gain a greater understanding of the mechanics of language and writing, including diverse linguistic styles and expressive ranges. Additionally, literature can expose students to a range of literary devices and techniques that they can incorporate into their own writing. Through this process, students can develop their own writing skills and expand their linguistic repertoire, allowing them to better express their thoughts and ideas in both written and oral communication (Sell, 2005). So, literature is the key to well-structured and coherent paragraphs and essays.

2.2.5. Extension of Linguistic Competence

Literature offers an opportunity for students who already have a solid command of language basics to advance their linguistic skills. Students who read and discuss literature are exposed to a variety of terminology, language constructions, and writing styles that can test and develop their linguistic skills (Joshua et al., 2020). This can involve being exposed to literary tactics like symbolism, allusion, and metaphor as well as intricate narrative designs and nonlinear storytelling strategies. Students can push the limits of their linguistic proficiency through the study of literature, developing their capacity to comprehend and utilize language in complex and subtle ways (Sell, 2005). Accordingly, literature enables students to reach a rich linguistic competence and a high English proficiency.

All in all, while the primary objective of including literature in the English Language curriculum is to improve students' language abilities, it also aims to develop students in a holistic way, covering their intellectual, spiritual, and emotional aspects, leading to the

creation of socially responsible and harmonious individuals (Mustakim et al., 2018). In addition to its aesthetic value, literature is also intended to teach students about people, cultures, ethics, behaviours, and social norms, thereby promoting their personal and cultural development. In an EFL classroom situation, learning literature helps students improve their language skills and ability to interpret texts. By reading literature, EFL learners can gain insights into various language structures, styles, and different forms and meanings used in diverse types of text (Joshua et al., 2020). Thus, literary texts show students' ability to understand the text by making interpretations of lexical structures.

However, Hamdi (2016) argued that it can be difficult for EFL learners to maintain focus during Literature class when the purpose behind studying the subject is not clear. She emphasized that it is therefore necessary to clearly communicate the reasons behind teaching literature in English language classrooms. This will give students a better understanding of the potential benefits of studying literature, ultimately increasing their motivation and improving their ability to concentrate. Consequently, teachers can make learners involved in literature classrooms by clearly specifying the objectives behind each lesson.

2.3. Models in Teaching Literature

Depending on the goals of the literature course, Carter and Long (1990) identified three models in teaching literature, which are: the cultural model, the language model, and the personal growth model. The three models for teaching literature should not be seen as completely separate. However, they do represent distinct approaches that teachers use to justify the teaching of literature. Each model is associated with specific pedagogical methods and objectives. The models may be summarized as follows:

2.3.1. The Cultural Model

The cultural model is a teacher-centred approach which emphasizes the importance of understanding literature in relation to the social, political, literary, and historical context.

It regards the text as a product of culture that serves as a source of information for the learner. It encourages learners to recognize the universality of thoughts and ideas as well as understand different cultures and ideologies in comparison to their own (Carter & Long, 1990). This traditional approach of teaching literature allows students to use the literary text as a source of facts, discover information, and infer insights in order to gain a deeper understanding of the work (Ab. Rashid et al., 2010). This model is often associated with the Information-based approach to the teaching of literature. It helps students differentiate between their own culture and the target culture. It also enriches learners' intercultural communication and intercultural awareness.

2.3.2. The Language Model

The language model suggests that literature can be used to promote language development. Unlike the cultural model, the language model aims to be learner-centred and activity-based. However, some teachers misinterpret this as an opportunity to use literature as a tool for teaching specific vocabulary or grammar structures, which may lead to uninspiring and unengaging teaching practices. Such an approach overlooks the nature of language in literature and may detract from the pleasure that literature can bring. The language model is intended to showcase the creative use of language in literature and to encourage students to engage with the text in a systematic and independent manner. Proponents of this model argue that language is the medium through which literature is created, and that the more students read and understand the language of literature, the better equipped they will be to engage with literary texts (Carter & Long, 1990), clause procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role play (Savyidou, 2004, as cited in Ab. Rashid et al., 2010). Thus, this model is highly important for enriching learners' vocabulary, grammar, and lexis. It facilitates learners' understanding of literary texts specifically, and language generally.

2.3.3. The Personal Growth Model

The personal growth model is an approach that particularly focuses on the personal development of students, including their emotional intelligence and personal characteristics. Being learner-centred, it encourages students to reflect on the themes and issues found in literature and connect them to their own life experiences. This model is influenced by both the cultural model and the language model, which emphasize the usage of language within a specific cultural context (Ab. Rashid et al., 2010). The idea behind this model is to help students gain a better understanding of how literature can be applied to their lives and how it can help them grow as individuals (Yimwilai, 2015). As a result, the more literature is attached to learners' life experiences, the higher is learners' engagement and motivation to study it.

Moreover, Carter and Long (1990) noted that the personal growth model of literature education aims to engage students with literary texts in a way that goes beyond passing exams, by fostering a genuine appreciation for literature that extends outside of the classroom. The focus is on selecting themes that are related to the students' personal experiences, which encourages them to connect with and respond to the themes in the story by relating them to their own lives. This approach aims to motivate students to develop their language, emotions, and ideas through various topics and themes. According to Savvidou (2004), this model allows students to express their opinions, feelings, and ideas, and to connect their personal and cultural experiences with those expressed in the text. This model of literature education is likely to promote learning when readers are able to interpret text and construct meaning based on their own experiences.

In a nutshell, each of the different models of teaching literature assist students in understanding literary texts through different emphases. Savvidou (2004) argued that the cultural, language, and personal growth models differ in their prioritization of the text. The

cultural model views the text as a cultural artifact, the language model utilizes it for grammatical and structural analysis, and the personal growth model uses it as a catalyst for motivational and personal growth exercises. Thunnithet (2011) suggested that employing a combination of the previously mentioned models can better enhance students' ability to think critically in the literature classroom.

2.4. Approaches to Teaching Literature

The three models mentioned earlier denote different approaches. Moody (1983, as cited in Hwang & Embi (2007), explained that an approach is important in providing a structure or sequence of operations to be used when we encounter actual situations. Thus, it is apparent that an approach impacts teaching techniques. Various scholars drew different approaches to teaching literature. The following approaches are the most common ones:

2.4.1. The Information-based Approach

According to Carter and Long (1991), the information-based approach to literature teaching focuses on exposing learners to information and knowledge about the target language. It is a teacher-centred approach, requiring teachers to be the main source of reference in the lesson. Consequently, the texts studied by learners will reflect the cultural, political and social contexts of the language being learnt. In this way, learners gain a comprehensive understanding of the target language and its cultural context. Common methods within this approach include: comprehension questions exercises, lecture sessions, reading notes from workbooks/handouts with students (Mustakim et al., 2018). This implies that exposure to rich information can help learners process it easily especially when they relate it to the cultural and social context.

2.4.2. The Paraphrastic Approach

The paraphrastic approach deals with the surface of the text as it involves rewording, direct translating or code-switching processes by the teacher to simplify the content of the texts (Thunnithet, 2011). As the same with the information-based approach, this teaching strategy is also teacher-centred since teachers are expected to provide information and background input of the text to assist learners in comprehending the literary reading materials. Sii and Chen (2016) stated that this approach has been found to be especially useful for novice learners as it provides an accessible platform for them to gain a better understanding of the texts. This approach can be applied through activities like: translation exercises, retelling story, paraphrasing notes... etc. (Resueño & Resueño, 2019). Eventually, this approach is beneficial for beginners who are in urgent need for translation and code switching as they face difficulties in understanding passages.

2.4.3. The Stylistic Approach

The stylistic approach is “an area of mediation between two disciplines: linguistics and literary criticism” (Widdowson, 1975, as cited in Thunnithet, 2011, p. 48). According to Lazar (as cited in Thunnithet, 2011), the stylistic approach serves two primary goals. First, it allows students to comprehend the text in a deeper manner and go beyond its surface meaning by utilizing linguistic analysis to understand how the message is conveyed. Secondly, it assists in enhancing students' understanding and awareness of the language by engaging them in activities such as analysing a literary text by identifying specific linguistic features and comparing the language used to portray each character. However, this approach is better employed for proficient students since it requires a good mastery of language and its structure (Sii & Chen, 2016). In this respect, the application of this approach needs a well- skilled learner who is able to make literary criticism and provide a rich description and analysis of the literary events and characters.

2.4.4. The Language-based Approach

The language-based approach is a student-centred approach that exposes students to parts of syntax, semantics, and phonology in order to foster language awareness in the reading process (Suliman et al., 2019). This indicates that literary works were used as vehicles or resources for carrying out actions rather than as sources of knowledge. This approach is mostly used for Secondary School Pupils as it helps them improve their language performance by including the usage of language and literary skills while reading. According to Carter and Long (1991), the primary objective of this approach is to use literary texts as a source for language-based activities. This reflects the importance of learners' exposure to the language through reading and the necessity of mastering syntax and semantics. It further stresses the role of reading in raising learners' awareness of the reading process and its techniques.

2.4.5. The Personal-response Approach

This approach motivates students to connect the themes of the text to their own experiences and personal lives (Divsar, as cited in Rusueno, 2021). This approach, being associated to the personal Growth Model, attempts to raise learners' motivation to study literature and instil in them a habit of reading that extends beyond classroom. In a nutshell, the personal-response approach to the teaching of literature encourages students to relate the themes to personal experiences, elicits students' response to a text, encourages students to express feelings towards the issues of the text. Activities within this approach include: journal writing, small group discussions, writing about feelings/reactions towards an issue (Resueño & Resueño, 2019). The personal-response approach is often used interchangeably with the reader-response approach. While they both promote the same goal of personal engagement, the first is an approach to teaching literature, while the second is an approach to literary analysis.

2.4.6. The Moral-Philosophical Approach

This approach involves students searching for moral lessons in a literary work as they read it. By using this strategy, students can identify philosophical and moral principles that are woven throughout the text (Rashid et al., 2010). To do so, students must extend their analysis beyond the words on the page. As students examine literary works in this way, they become more self-aware and develop a better understanding of themselves with the guidance of their teacher (Resueño & Resueño, 2021). It can be applied in EFL classroom through discussions on moral dilemmas, self-evaluation activities... etc. (Mustakim et al., 2018). This approach can be very effective in enhancing learners' ethical behaviour through studying literature.

2.4.7. An Integrated Approach to Teaching Literature

The term "integrated approach" can be used interchangeably with "multidisciplinary approach". This approach involves teaching concepts that span multiple subject areas or approaches. According to Adeyemi (as cited in Yimwilai, 2015), teachers who adopt this approach use a range of approaches, methods, and techniques. The integrated approach is learner-centered because it enables them to make connections, generalize concepts, and apply their knowledge to real-world problem-solving situations. Moreover, according to Adeyemi, this approach facilitates more comprehensive learning for students, making the process of education more engaging and intellectually stimulating (Yimwilai, 2015).

Savvidou (2004) proposed an integrated approach to the teaching of literature that combines all the previously mentioned approaches. She claimed that this integrated approach, with appropriate text selection, can make literature accessible to EFL learners of all levels. The methods of this approach are divided into six stages:

1. Preparation and Anticipation: this stage prompts learners to share their personal or literary knowledge of the main themes and context of the text.
2. Focusing: learners engage with the text by reading or listening and concentrate on specific content within the text.
3. Preliminary Response: learners provide their initial reaction to the text, whether spoken or written.
4. Working at it – I: the focus is on to comprehending the first level of meaning through intensive reading.
5. Working at it – II: the focus shifts to analyzing the text at a deeper level, exploring how the message is conveyed through overall structure and any special uses of language, such as rhythm, imagery, and word choice.
6. Interpretation and Personal Response: The final step aims to increase understanding, enhance enjoyment of the text, and enable learners to arrive at their own personal interpretation of the text. This step aligns with the rationale of the personal growth model.

In conclusion, each of the approaches to teaching literature detailed above have their own ways in helping students understand literature by focusing on different aspects. Savvidou (2006) argued that the integration of many approaches makes literature accessible to learners linguistically, methodologically, and motivationally. This idea echoed in Carter (2007) where he stated:

[T]here is no single ‘correct’ way of analysis and interpreting the text, nor any single correct approach. In this sense the appropriate method is very much a hands-on approach taking each text on its own merits, using what the reader knows, what the reader is aiming for in his or her learning context, and employing all the available tools both in terms of language knowledge and methodological approaches. (p. 10)

2.5. Problems in Teaching Literature

While literature provides numerous advantages for students, Teaching and learning foreign literature can be a challenging task for both instructors and learners. This statement is particularly true in the case of EFL situation. It is important to examine these difficulties and find solutions to them, in order to prevent them from undermining the benefits of literature education. By identifying and addressing these issues, it can be ensured that literature continues to provide its valuable contributions to education.

2.5.1. Language Barrier

One of the most prevalent challenges faced when using literary texts in education is the language. Language proficiency is essential for understanding the shades of literary works and appreciating the literary techniques employed by the author (Dhillon & Mogan, 2014). Literary language is typically regarded as a barrier for English as a Foreign Language (EFL) teachers and students since it is frequently thought, even by natives, to be difficult to understand. The linguistic barrier can also make it difficult for students to engage in critical analysis of literary works, as they may struggle to comprehend the subtleties of language use and literary devices (Floris, 2004). Therefore, overcoming the language barrier is essential for students to fully appreciate and engage with literature. This can be achieved through language classes, translation aids, and a focus on developing language proficiency alongside literary analysis skills.

2.5.2. Cultural Barrier

Moreover, the cultural barrier can also be a significant challenge when learning literature in an English as a foreign language (EFL) classroom (Idris & Al Shilabi, 2021). Literary works are often deeply rooted in the cultural context in which they were written, and understanding that context is essential for fully comprehending and appreciating the work. However, students from different cultural backgrounds may not share the same

cultural references or have the same familiarity with the cultural context of the literature they are studying (Floris, 2004). This can lead to misunderstandings and confusion, as well as difficulty in interpreting the themes and messages of the work. Overcoming the cultural barrier requires an understanding of the cultural context of the literature, as well as an openness to different cultural perspectives. This can be achieved through intercultural communication and a focus on building cultural competence alongside literary analysis skills.

Additionally, when literary works are perceived as conveying undesired cultural overtones, problems may arise. According to Collie and Slater (1987), some teachers and students may believe that certain works of literature include unwanted or unsuitable cultural prejudices or biases. For example, Hussein and Al-Emami (2016) noted that in a conservative context such as Saudi Arabia, western literature is regarded as a cultural colonization tool and a threat to the national and Muslim identity. Therefore, the objectives of Literature courses in Saudi Arabia are mostly concerned with the development of language and linguistic skills with almost total disregard to the cultural aspects as a way to preserve the sanctity of the place and protect the Islamic traditions.

2.5.3. Course Content

Furthermore, The English departments in Third world universities do not consider the linguistic, cultural, and intellectual needs of their students in the region. This is because their course plans are based on those of Western universities, particularly in Britain and North America (Hussein & Al-Emami, 2016). Of course, an effective course plan designed for an “English student, attending an English University, taught by English teachers to become an expert in English literature” (Benzaoui, 2003, p. 11) cannot be as effective for an EFL learner in an EFL situation. According to Kaowattanakul (2008), L1 students have an advantage over EFL learners when it comes to studying literature. This is because L1

students naturally acquire English language competence, allowing them to understand literary texts easily and develop a personal appreciation for literature on their own. As a result, when L1 students reach university level, they are better prepared for a more theoretical approach to literature study, with the ability to analyse complex classical works (Thunnithet, 2011). In contrast, EFL learners face difficulties in comprehending literary texts and theories due to limited language proficiency and literary background knowledge.

2.5.4. Teaching Methodology

Similarly, an ineffective teaching methodology can pose a significant challenge when it comes to learning literature. This is because literature is a subject that requires engagement and critical thinking in order to fully comprehend and appreciate it. When a teacher relies too heavily on lectures or traditional teaching methods, it can become difficult for different types of learners to remain engaged with the material. In order to truly understand literature, students must learn to analyse and interpret and relate to the texts they are studying. Unqualified teachers may not have the necessary pedagogical skills to create engaging and effective lessons, which can make learning literature a tedious and uninteresting experience for students. This can lead to a lack of motivation and engagement, which can ultimately undermine the learning outcomes of the course (Joshua et al., 2020). Therefore, teachers must be willing to adapt their teaching strategies to meet the unique needs of their students and to explore innovative methods that can create a dynamic and engaging learning environment. By doing so, they can help their students to develop a deeper appreciation for literature and to become more successful in their future studies and personal lives.

2.5.5. Learners' Motivation

Last but not least, the biggest problem with literature is that learners often lack the motivation to engage with it. Literature can be seen as irrelevant or boring by some learners,

who may struggle to connect with the themes and ideas presented in texts, leading to feelings of frustration and disinterest. Hamdi (2016) stated that Literature and its related courses are frequently connected with negative terms like "useless", "waste of time", "without purpose", "purely recreational", and "not applicable to real-world situations." She explained that negative opinions and beliefs like these can have a harmful impact on classroom participation as they can greatly diminish students' motivation and attentiveness. Until now, there has been limited investigation carried out to examine and comprehend the types of literary works that appeal to students, their favoured approaches for reading literature, and the learning styles that they find comfortable (Choudhury, 2015). Teachers can address this challenge by specifying the objectives of the course to the students, or by finding ways to make literature more relevant and engaging to students, such as connecting it to current events or popular culture, using multimedia resources, or providing opportunities for students to express their own interpretations and opinions.

To sum up, it is evident that utilizing literature in EFL classrooms comes with certain challenges. Recognizing these challenges can help identify areas where teachers and learners need to focus their efforts to optimize the use of literary texts in English language teaching.

2.6. Enhancing EFL Learners' Motivation to Study Literature through the Personal-response Approach

All the established approaches to teaching literature in the EFL classroom, such as the information-based, the language-based, and the paraphrastic approaches, have been previously heavily implemented in the language classroom, except for the personal-response approach. Due to this lack of implementation, there is a limited amount of data available on how this approach is practically applied in the classroom.

An experimental study conducted in 2012, in a Palestinian context, found that teaching literature solely based on the language model cannot achieve its intended purpose, as students may become distracted by peripheral activities and lose interest in the enjoyment of reading and appreciating literature. Similarly, the cultural approaches to teaching literature can make students feel as though they're grasping input about culture only for the sake of passing their exams. The personal growth model, on the other hand, specifically the personal-response approach, was found to be more motivating, beneficial, and memorable for students who were more interested in themes related to their own experiences (Hammad, 2012).

The main reason behind the selection of this approach is the fact that it solves the problem of learner's low motivation to study literature. Van (2009, p. 6) stated that she noticed a positive change in her students' attitudes towards literature when she connected the material with their lives. In her own words, she said "I see joy sparkling in the students' eyes, thoughtful reflection in their answers, and interest and curiosity for literature" whenever she used the personal-response approach. Additionally, the personal-response approach bridges the gap between the language approaches and the cultural ones (Hammad, 2012). While focusing on students' engagement with the text, the personal-response approach does not neglect the linguistic and cultural benefit of literature. The text still serves as a cultural artefact and language competence develops along the way. Moreover, the personal-response approach, being associated with the personal growth model, has a building dimension that attempts to educate learners to be better humans through the use of literature.

Research showed that students display a greater enthusiasm for reading and debating the texts when the instructor initiated the discussion by highlighting the connections between the work and the students themselves, rather than beginning with a straightforward analysis of the work (Hammad, 2012). Therefore, the initial strategy should focus on

enabling the students to establish a personal connection with the text prior to directing their attention to its relevance to a distinct cultural group. Research also suggest that it is best to use young adult genre of literature to better enhance the aim of motivating students to learn since this genre employs authentic language and deals with themes that are significant to young adult readers, such as mental illnesses, identity development, relationships... etc. Bull (2011). Additionally, when given the choice to select one question to answer from many, students tend to answer questions about their opinions and feelings in relation to the text (Hammad, 2012).

Unfortunately, very limited data is provided about the exact classroom procedure of implementing the personal-response approach. However, Hammad (2011) proposed a plan to apply the personal growth model in the EFL classroom. Given that the personal-response approach is identified as synonymous to the personal growth model (Savvidou, 2004, as cited in Muthusamy et al., 2017), it can be deduced that this outline is also the application of the personal-response approach. The plan goes as follows:

1. First, using the students' interests and feelings as the springboard for understanding the themes present in the text. Students' reasoning is to be evoked by the teacher' questions.
2. Second, framing the text with its historical and cultural context by asking students questions about them.
3. Third, expanding on the initial two stages to enable students to empathize with others and realize that literature has a universal impact on all individuals. At this point, students generate their own questions and class discussion takes place.
4. Fourth, asking students to articulate their emotions in their own language and then identify the specific words or phrases used by characters in the story that resonated with their own feelings.

To conclude, the personal-response approach to the teaching of literature presents an effective solution to address the issue of low motivation among students when it comes to studying literature. The approach encourages students to establish a personal connection with the text, which in turn, enhances their level of interest and admiration for it. This approach, also, bridges the gap between language and cultural learning. Young adult literature is recommended as subject matter since it aligns with the approach's goal of encouraging learners to relate to the text on a personal level. While the exact classroom procedure for implementing the model is not clearly defined, a balance between teacher-centred and learner-centred methods is proposed. Overall, the personal-response presents a promising approach to literature instruction that can help create a better generation of learners.

Conclusion

In conclusion, teaching literature in EFL situations presents a variety of challenges, including difficulties with language proficiency and cultural differences. However, the aims of teaching literature, such as developing critical thinking, empathy, and language skills, make it an important component of language education. To address these challenges, various models have been proposed, including the cultural model, the language model, and the personal growth model. While each model has its strengths and weaknesses, the personal growth model, specifically the personal response approach, appears to be particularly effective in motivating students and bridging the gap between language and culture. Ultimately, the success of literature instruction depends on striking a balance between teacher-centered and learner-centered approaches, as well as catering to the interests and needs of students. By implementing effective methods and strategies, language educators can help students develop a deeper appreciation for literature and become more competent language users.

Chapter Three: Field Investigation

Introduction

After covering both motivation to study literature and the different approaches to teaching literature in the previous chapters, this chapter investigates EFL learners' views and ideas about the relationship between the methodology used by teachers of Literature and learners' motivation to study it. To further explain, the chapter includes students' questionnaire that aims to explore the reasons behind learners' lack of motivation to study literature as well as the effect of the personal-response approach in raising students' motivation to study literature.

3.1. Students' Questionnaire

3.1.1. Aims of Students' Questionnaire

The questionnaire was designed to examine students' perspectives on the existing methodologies used to teach the literature module at the Department of English in the University of Guelma. Its primary objectives were to assess students' motivation to study literature, identify the underlying reasons for their lack of motivation, explore their opinions on personal response to literature, and ultimately measure the potential impact of the personal response approach on enhancing students' motivation to study the module.

3.1.2. Population of the Study

The entire population of this study is first-year Master students at the English department, University of 8 May 1945-Guelma. The aim is to gain insights into the experiences and perceptions of students who have already been exposed to different forms of literature. This can provide valuable information about the potential of the personal-response approach to promote motivation among students who are already studying literature at an advanced level. The whole population of first-year Master students makes

up to 140 students. Therefore, the sample should include 100 participants (Krejcie & Morgan, 1970). However, only 78 participants responded to the online questionnaire.

3.1.3. Description of Students' Questionnaire

The questionnaire opens up with an introduction highlighting the aims of the study as well as the importance of the participants' honest answers. With the total of twenty-one questions, the questionnaire consists of four sections. The first section contains two questions about participants' background. The second includes nine questions about participants' motivation to study Literature. The third section consists of nine other questions about the potential of the personal-response approach in raising learners' motivation to study literature. Finally, the last section is for further suggestions where respondents are free to add their opinions on the topic.

3.1.4. Administration of Students' Questionnaire

The questionnaire was conducted online using Google Forms. It was shared on April, 26th on first-year Master's Facebook and chat groups. It was sent to participants individually many times after that due to lack of responses.

3.2. Analysis of the Questionnaire's Data

Section One: Background information

Question One: How long have you been studying English?

Table 3.1.

Students' Experience in Studying English

Option	Number	Percentage
10 years	11	14.10%
11 years	49	62.82%
12 years	10	12.82%
+12 years	8	9.25%
Total	78	100%

The data from the table indicates that the majority of participants have studied English for varying periods. Specifically, 62.82% of the students have studied English for 11 years, 14.10% for 10 years, 12.82% for 12 years, and 9.25% for longer durations. These findings indicate that a significant proportion of the students have successfully progressed through their English language studies, with only a small number having repeated a year or two. It also indicates that all students have some level of experience in studying English.

Question Two: How would you describe your English language proficiency?

Table 3.2.

Students' English language proficiency

Option	Number	Percentage
Beginner	1	1.28%
Intermediate	36	46.15%
Advanced	41	52.56%
Total	78	100%

The majority of respondents (52.56%) reported having an advanced level of English proficiency. Meanwhile, 46.15% claimed to have an intermediate level, and only 1.28% reported having a beginner level. These findings suggest that most students have a sufficient command of the English language to understand and respond to the questionnaire effectively. It also implies that a significant number of students have reached a high level of proficiency, which could potentially influence their perceptions and experiences regarding the personal response approach in Literature classes.

Section Two: Motivation to Study Literature

Question Three: Do you consider yourself a motivated learner?

Table 3.3.*Students' views on their motivation*

Option	Number	Percentage
Yes	51	65.38%
No	27	34.62%
Total	78	100%

Based on the data presented, the majority of the students (65.38%) expressed feeling motivated, while a smaller percentage (34.62%) reported feeling unmotivated. This suggests that a significant proportion of the participants exhibit positive attitudes and drive towards their studies. While a considerable proportion are struggling to be motivated. It is important to acknowledge the presence of students who lack motivation, highlighting the need to address their concerns and provide support. Nonetheless, their experience can contribute significantly to the research by providing a comprehensive understanding of the various factors influencing motivation in the learning process.

Question Four: How would you describe your level of motivation?

Table 3.4.*Students' views on their level of motivation*

Option	Number	Percentage
High	12	15.38%
Average	61	78.20%
Low	5	6.42%
Total	78	100%

The data presented in Table 3.4. reveals that the majority of students (78.20%) indicated an average level of motivation towards their studies. This suggests that most

participants possess a moderate degree of motivation, displaying a balanced approach to their coursework. A relatively small percentage of students (15.38%) rated their motivation as high, indicating a strong level of engagement and motivation in their academic pursuits. This may be attributed to factors such as genuine interest in the subject matter or personal drive (intrinsic motivation). Conversely, a minority of students (6.42%) rated their motivation as low, implying that only a small proportion of participants struggle with motivation in their studies. The diversion of motivation levels among participants allows for a more nuanced analysis and enhances the validity and generalizability of the research findings.

Question Five: Do you agree that motivation is very important for learning?

Table 3.5.

Students' Perspectives about the Importance of Motivation for Learning

Option	Number	Percentage
Strongly agree	20	25.64%
Agree	42	53.84%
Neither agree nor disagree	12	15.38%
Disagree	4	5.12%
Disagree Strongly	0	0%
Total	78	100%

Based on the data provided, 53.84% of the participants agreed that motivation is very important for learning, and an additional 25.64% strongly agreed. Only 15.38% chose neither agree nor disagree, 5.12% chose disagree, while none of the participants chose to strongly disagree. These results suggest that a majority of the participants believe that motivation is crucial for learning.

Question Six: What factors could affect your motivation?**Table 3.6.***Factors that affect learning motivation: Students' perspective*

Option	Number	Percentage
The attitude of the teacher	67	85.89%
The teaching methodology	52	66.66%
Course content	50	64.10%
Personal factors	23	29.48%

Based on the data provided, it appears that 85.89% of the participants believed that the attitude of the teacher influences their motivation. Similarly, 66.66% believed that the teaching methodology affects their motivation, while 64.10% believed that the course content impacts their motivation. Only 29.48% believed that personal factors control their motivation. These results suggest that the external factors including attitude of the teacher, teaching methodology, and course content are the most important factors that affect the participants' motivation. From this, it can be deduced that students' learning motivation can be manipulated and improved by teachers. By fostering a positive learning environment, designing courses aligned with students' interests, and following a suitable teaching methodology, instructors can easily improve learners' motivation to study. However, it is also worth noting that some participants believe that personal factors that are out of teachers' hands affect their motivation, which could include issues like mental health, fatigue, or stress.

Question Seven: "Literature is useless" do you agree with this statement?

Table 3.7.

Student's Opinion on the Usefulness of Literature

Option	Number	Percentage
Strongly agree	2	2.56%
Agree	13	16.66%
Neither agree nor disagree	36	46.15%
disagree	18	23.08%
Disagree Strongly	9	11.53%
Total	78	100%

Based on the data provided, the majority of participants either chose not to take a position (46.15%) or disagreed with the statement (23.08%). An additional 16.66% agreed with this statement, while 11.53% disagreed strongly. Only 2.56% of the respondents strongly agreed that literature is useless. These results suggest that a small percentage of the participants believed that literature is useless. This finding suggest that students are aware of the value and importance of literature in education and society, which highlights the need for promoting and encouraging its study and appreciation.

Question Eight: Are you motivated to study literature?

Table 3.8

Students' motivation to study literature.

Option	Number	Percentage
Yes	20	25.64%
No	58	74.35%
Total	78	100%

Based on the results of this questionnaire, 25.64% of the total sample answered "Yes" to the question. On the other hand, 74.35% answered "No". These results indicate that a substantial majority of the surveyed students lacked motivation to study literature, despite the fact that the majority had previously reported being motivated learners. This finding points out that there is an issue in the teaching of literature. It suggests that the current approach or methods used in literature teaching are not effectively engaging or inspiring even to already motivated learners.

Question Nine: If no, does your lack of motivation to engage in literature classrooms result in low grades in this module?

Table 3.9.

Student lack of motivation effect on grades in literature classrooms

Option	Number	Percentage
Yes	56	71.79%
No	12	15.21%
Total	78	100%

Based on the responses of the 78 participants, it appears that a majority of them (71.79%) believed that their lack of motivation to engage in literature classrooms does result in low grades in this module. This proves that there is a strong relationship between motivation and academic performance in literature. It also confirms that students who lack motivation struggle to effectively engage with the subject matter, resulting in lower academic achievement. This underlines the importance of addressing and fostering student motivation in literature classrooms to enhance their overall learning experience and improve their academic outcomes.

Question Ten: What drives you to study the module of literature?

Table 3.10.

Student's motives for studying literature

Option	Number	Percentage
Just for academic requirement	61	78.20%
To learn about new cultures	25	32.05%
To develop your language skills	48	61.53%
To acquire new perspectives	17	21.79%
For entertainment	16	20.51%

Based on the results above, the primary driving factor for studying the literature module among the respondents is academic requirements. A significant majority of the participants (78.20%) indicated that they study literature solely to fulfil academic requirements, while 61.53% stated that their motivation stems from the desire to enhance their language skills. Comparatively, a smaller proportion of respondents (32.05%) expressed motivation driven by a curiosity to learn about new cultures, and even fewer (21.79%) aimed to gain new perspectives. Additionally, a minority of participants (20.51%) disclosed studying literature for entertainment purposes.

These findings justify the previous results of students' low motivation to study literature; they study it just for academic requirements or language skill development (instrumental motivation). So, they perceive it as an obligation rather than finding it personally enjoyable or intriguing. Consequently, they have decreased levels of motivation and engagement with the course material, which results in reduced effort and performance. Conversely, students driven by the desire to explore new cultures (integrative motivation) or acquire fresh perspectives may exhibit greater investment in the subject and display a higher likelihood of actively engaging with the material. While those studying literature for

entertainment purposes possess intrinsic motivation which increases their enthusiasm and involvement in the subject matter to the highest.

Question Eleven: Does literature you read in class have an influence on your daily life?

Table 3.11.

Student's reflection on the impact of literature on their daily life.

Option	Number	Percentage
Yes	13	16.66%
No	65	83.34%
Total	78	100%

As shown in Table 3.11., a percentage of 83.34% of respondents indicated that they do not believe that the literature they read in class has an impact on their daily life, while only 16.66% of respondents believed that it does. This finding suggests that, for many students, the literature they encounter in an academic setting may not be seen as particularly relevant or applicable to their daily lives. Which also justifies their lack of interest in the module for research suggest that the perceived relevance of the subject matter plays a significant role in shaping one's motivation to learn it. If EFL learners perceive literary works as irrelevant or inapplicable to their own lives, it is understandable that they may not be interested in dedicating their time and effort to studying them. This highlights the importance of addressing the issue of relevance in literature instruction. By incorporating works, themes, or characters that resonate with the students' experiences, educators can increase the perceived relevance of the literary works and potentially enhance students' motivation and engagement in the subject.

However, it is important to note that a minority of students do believe that the literature they read in class has an impact on their daily life. This could be interpreted in a number of ways, such as the literature providing them with new perspectives or insights,

inspiring them to think differently, or even influencing their actions or behaviours in some way.

Section Three: Enhancing EFL Learners' Motivation to Study Literature through the Personal-response Approach

Question Twelve: Does the teaching methodology affect your motivation to study literature?

Table 3.12.

Effect of teaching methodology on students' motivation

Option	Number	Percentage
Yes	69	88.46%
No	9	11.54%
Total	100	100%

The results of this question suggest that the majority of participants believe that teaching methodology has an impact on their motivation to study. Specifically, 88.46% of respondents agreed that teaching methodology affects their motivation, while only 11.54% disagreed. It also suggests that students are aware of the impact that teaching methodologies can have on their learning experiences.

Question Thirteen: How satisfied are you with the methodology used to study literature in your current academic programme?

Table 3.13.

Students attitude toward methodology to teach literature

Option	Number	Percentage
Dissatisfied	62	79.48%
Satisfied	16	20.52%
Total	100	100%

Based on the responses of this questions, it seems that a significant portion of the participants are not satisfied with the methodology used to study literature in their current academic program. Nearly 80% of the participants reported being dissatisfied while only about 20% reported being satisfied. This indicates that there may be some room for improvement in the teaching methodology used in the program, in order to better engage and motivate the students.

Question Fourteen: Which approach does you teacher follow when teaching literature?

Table 3.14.

Approaches used by teachers to teach literature

Option	Number	Percentage
The information-based approach	34	43.58%
The paraphrastic approach	24	30.77%
The stylistic approach	15	19,23%
The language-based approach	2	2,6%
The moral philosophical approach	2	2,6%
The personal-response approach	1	1,3%
Total	100	100%

As Table 3.14 indicates, the most frequently used approach to teach literature is the information-based approach (43,58%), followed by the paraphrastic approach (30,77%), and the stylistic approach (19,23%). Based on the previous findings, students are dissatisfied with these frequently used approaches, which means that these approached failed to maintain students' engagement in literature. The personal response approach, which is the focus of this study, is the least used approach (1,3%). These results suggest that there is a need to explore alternative approaches to teaching literature, such as the personal response approach, to promote learners' motivation and engagement.

Question Fifteen: Which techniques does your teacher often use?

Table 3.15.

Techniques used in teaching literature

Option	Number	Percentage
Students' presentations	73	93.59%
Class discussions	66	84.61%
Summarizing	41	52.56%
Lectures	9	11.53%
Writing personal-response	4	5.12%

The results show that the most commonly used technique is students' presentations (93.59%), followed by class discussions (84.61%). This data suggests that teachers heavily rely on students' presentations and class discussions as their primary teaching techniques. This could indicate a focus on student-centred and interactive learning. Summarizing, as the third most common technique (52.56%), indicates a focus on comprehension and retention of information. It is followed by lectures at 11.53%, and the least commonly used technique is writing personal-response, selected by only 5.12% of the participants. It is worth noting, however, that the data indicate the frequency and not the effectiveness of each technique used by the teachers.

Question Sixteen: Are you more interested in reading literature when the themes and characters are relatable to your own life experience?

Table 3.16.

Correlation between relatability to life experience and students' interest in literature

Option	Number	Percentage
Yes	49	62,82%
No	29	37,18%
Total	100	100%

The majority of the participants (62,82%) indicated that they are more interested in reading literature when the themes and characters are relatable to their own life experience. This highlights the importance of personal relevance in fostering interest and engagement in literature, and suggests that incorporating relatable themes and characters into literature instruction can be an effective way to promote motivation and enthusiasm for reading among students. The 37,18% who responded "No" could indicate a preference for exploring unfamiliar themes and characters, or a belief that literature should be read for its artistic or intellectual value rather than personal relevance.

Question Seventeen: How much do you agree with the statement "developing personal connections with literature makes me more motivated to learn about it»?

Table 3.17.

Raising students' motivation to study Literature by developing personal connections with it

Option	Number	Percentage
Strongly Agree	7	8.97%
Agree	40	51.28%
Neutral	31	39.74%
Disagree	00	00%
Strongly disagree	00	00%
Total	100	100%

The results show that a majority of participants (60.25%) either strongly agreed or agreed that developing personal connections with literature makes them more motivated to learn about it. A significant percentage, 39.74%, chose the neutral option, indicating that they may not have a strong opinion on this statement. No participants chose the disagree or strongly disagree options, suggesting that personal connections with literature are perceived as a positive factor in motivating students to learn about it. This implies that that fostering personal connections with literature is seen as a valuable approach in motivating students to learn about it. It highlights the importance of incorporating strategies that enable students to relate to the content on a personal level, as it can enhance their motivation and interest in the subject.

Question Eighteen: How often do you feel that the literary works from your academic programme are relatable to your own life?

Frequency of relatability of literary works to students' lives

Table 3.18.

Option	Number	Percentage
Always	1	1,28%
Sometimes	18	23,07%
Rarely	46	58.97%
Never	13	16.66%
Total	100	100%

The results show that the majority of the participants (58.97%) indicated that they do not feel a strong connection between the literary works and their own life. followed by 16.66% who never felt that the literary works are relatable. 23.07% of the respondents felt that the literary works are sometimes relatable to their own lives, and only 1.28% indicated that the literary works are always relatable to their own lives. Again, this stresses the fact

that students' lack of motivation to study literature is due to the lack of perceived relevance to their lives.

Question Nineteen: Does your teacher encourage you to engage with the text on a personal level?

Teachers' encouragement for personal engagement

Table 3.19

Option	Number	Percentage
Yes	17	21.79%
No	61	78.21%
Total	100	100%

The majority of the participants (78.21%) indicated that their teachers do not encourage them to engage with the text on a personal level, while only 22.8% of the participants reported that their teachers do encourage personal engagement with the text. This suggests that there is a gap in the current teaching methodology when it comes to promoting personal connections with literature. Personal connections with literature can enhance students' understanding, appreciation, and enjoyment of the text, resulting in fostering intrinsic motivation to learn. When teachers fail to promote and facilitate personal engagement, students may perceive literature as disconnected from their own lives, leading to decreased interest and motivation. Therefore, addressing this gap in teaching methodology is crucial to promote meaningful engagement with literature.

Question Twenty: Do you practice writing personal responses in class?

Table.3.20.*Practice of writing personal responses in class*

Option	Number	Percentage
Yes	13	16,66%
No	65	83,34%
Total	100	100%

Based on the responses to the question, it appears that the majority of students (83.34%) did not practice writing personal responses in class, while only a small percentage (16.66%) did. This suggests that there may be an imbalance in the evaluation methods used in literature courses. Students' competence in literature exams is measured through essay writings in which they are supposed to embody interpretive analytical writing. However, the lack of similar practices in the classroom setting can lead to a gap in understanding between what is taught and what is evaluated. Without regular opportunities to practice essay writing and analytical thinking in the classroom, students may struggle to fully comprehend the expectations and requirements of the essay-based exams. The absence of regular writing activities in literature classes can hinder students' ability to develop their analytical and expressive skills. This can create a disconnect between their understanding of the text and their ability to express it in written form.

To address this imbalance, it is important for educators to consider incorporating regular writing exercises, such as personal response journals or reflective essays to help students enhance their critical thinking skills, deepen their connection with the literature, improve their ability to articulate their ideas effectively, and develop familiarity with essay-based assessments. This way, students have the opportunity to practice and refine their writing gradually throughout the course, resulting in a more holistic and meaningful learning experience.

Section Four: Further Suggestions

Out of the total participants, only 18% responded to the section of additional comments about the research topic. Some participants commented that they found the topic interesting while others chose to express well wishes or love towards the researcher. However, two particular comments were worth mentioning.

One participant argued that connecting to literature on a personal level would not contribute to its understanding. According to their perspective, the appeal of literature stems from its ability to transport readers away from their reality into an imaginary world where they can experience different lives and characters. While this viewpoint holds true for individuals who are already intrinsically motivated to read literature, it may not apply to the target audience of this study, which focuses on unmotivated individuals lacking interest in literature.

Another participant provided feedback about the need for alternative case studies in literature courses rather than just classics. They suggested that incorporating more contemporary and diverse literature could be more engaging for students who struggle with traditional texts. Additionally, they expressed their need for more visualized content, such as youtubers' book reviews. This suggests a need for diversified teaching materials and approaches to make the literature course more engaging and relevant to students' interests.

3.3. Summary of the Findings from Students' Questionnaire

Based on the data analysed in the first section of the questionnaire, the findings indicate that a majority of students (62.82%) have studied English for 11 years, demonstrating successful progression in their language learning. Additionally, most students (52.56%) perceive themselves to have an advanced level of English proficiency. These implies that all the participants had a prior exposure to various forms of literature which enhances the credibility to their answers and adds validity to the research.

Moving forward to the second section of the questionnaire where the focus is on exploring students' motivation to study literature. The analysed data revealed several noteworthy findings. The majority of participants (78.20%) reported being moderately motivated learners. The attitude of the teacher, course content and teaching methodology were found to be the most influential factors to the participants' learning motivation. However, with the percentage of 74.35%, most students reported being unmotivated to study the module of literature, and that their lack of motivation negatively impacts their grades. Additionally, it is important to note that the majority of students indicated that they study literature primarily for academic requirements or to develop their language skills, reflecting a reliance on extrinsic-instrumental motivation which is a weak form of motivation compared to the intrinsic one.

As the investigation proceeds in the third section, the problem of students' lack of motivation was diagnosed in their dissatisfaction with the teaching methodologies used to teach the literature module. The findings indicate that the most commonly followed approaches to teach literature, which students are dissatisfied with, are the information-based approach (43.58%) and the paraphrastic approach (30.77%) implemented mainly through students' presentations, summaries, and class discussions. Despite being student-centred, these currently used methodologies have failed to engage learners' intrinsic motivation to study. Additionally, around 60% of participants reported that they rarely find the literature they study in class relatable or applicable to their real lives. Consequently, this perceived lack of relevance significantly contributes to the decline in students' motivation to study literature. Moreover, the findings also reveal that students exhibit greater interest when they find literature relatable to their own life experiences, and developing personal connections with literary works serves as a key motivational factor.

Conclusion

The third section of the study is concerned with the practical framework. The research hypothesis is put under examination through the administration of students' questionnaire. The findings strongly support the effectiveness of implementing the personal-response approach in fostering students' motivation to study literature. This approach addresses the issue of low learning motivation by cultivating a deeper appreciation for the literary works being studied; thus, stimulating learners' intrinsic motivation. Also, the findings prove that by encouraging students to establish a genuine connection between the course material and their personal experiences, the perceived relevance of the literature significantly increases. Ultimately, incorporating the personal-response approach holds great potential for enhancing students' engagement and interest in the literature module.

General Conclusion

1. Concluding Remarks

The primary objective of this research was to explore the potential impact of the personal-response approach on enhancing EFL learners' motivation to study the literature module. The study was designed to provide a comprehensive examination of the topic from both theoretical and practical perspectives. The first two chapters focused on individual research variables and provided in-depth explanations of related concepts and theories. In contrast, the final chapter took a more practical approach, focusing on the collection and analysis of research data. The findings highlighted the importance of considering students' perspectives and engagement with the course material. The majority of participants expressed a positive correlation between developing personal connections with literature and increased motivation to learn. These results suggest that incorporating the personal-response approach can have a significant impact on students' motivation and interest in studying literature. The research also identified key factors influencing students' motivation, including the attitude of the teacher, teaching methodologies, and the perceived relevance of the literature studied. The findings underscored the need for alternative teaching approaches that foster intrinsic motivation and encourage personal connections with literary works. The personal-response approach emerged as a promising alternative, as it allows students to connect their own experiences with the literature, making it more meaningful and relatable.

Furthermore, the research shed light on the limitations of current teaching methodologies, such as the information-based and paraphrastic approaches, which were found to be less engaging for students. The study emphasized the importance of student-centred approaches that encourage critical thinking and reflection. Overall, this research contributes to the understanding of how different teaching approaches can impact students'

motivation to study literature. It highlights the significance of creating a supportive and engaging learning environment that values students' personal responses and encourages their active involvement. By implementing the personal-response approach and addressing the identified limitations, educators can enhance students' motivation, foster a deeper appreciation for literature, and promote lifelong learning in the field of English literature.

1. Pedagogical Implications

The findings of this research have several pedagogical implications for the teaching of literature:

- Students' motivation to learn is influenced by various factors, and each student's motivation may vary. Teachers can manipulate external factors such as teaching methods and course content to tap into students' intrinsic motivation.
- To stimulate learners' intrinsic motivation, educators should consider incorporating the personal-response approach into their teaching methods. By encouraging students to establish connections between their personal experiences and the literature being studied, they will naturally feel a sense of relevance and engagement with the course material.
- The personal-response approach should be used as a springboard for the course of literature to captivate students' interest, and other approaches may be integrated later.
- Teachers should strive to enhance the relevance of literature and make it more relatable and applicable to students' lives. This can be achieved by selecting texts that align with students' interests, incorporating contemporary works, and connecting literature to real-world issues and experiences.
- Teachers can cultivate a love for reading among their learners by creating a supportive reading culture in the classroom. By being flexible, recommending books, organizing book clubs, and facilitating discussions about literature outside the curriculum, educators can

instil a lifelong passion for reading and motivate students to explore literature beyond academic requirements.

- Literature teachers especially need a continuous personal and professional development to create a positive learning environment and to better connect with the learners. Also, by continuously improving their teaching approaches, educators can effectively address students' motivation and learning needs.

- To improve students' performance in essay exams, educators should initially provide students with opportunities to practice writing personal response in class while providing them with feedback to help them develop their writing skills.

2. Limitations of the Study

Like any other research endeavour, this study faced its fair share of challenges.

The following are notable limitations encountered during the course of this research:

- The study encountered a significant challenge in accessing relevant sources, as there were very limited scholarly papers addressing motivation to study literature or the personal- response approach.

- The study had a relatively small sample size, which may limit the generalizability of the findings.

- With the lack of opportunity to do an experimental study, this research relied on students' questionnaire to gather data. This self-reported data, can be subject to biases and inaccuracies.

- Due to time constraints, the study primarily looked into students' perspectives only, potentially limiting the depth and breadth of the data obtained.

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Appendices

Appendix A: Students' Questionnaire

Dear participants,

This questionnaire aims at measuring the potential effects of the personal response approach to the teaching of literature on raising EFL learners' motivation to study literature. Your answers will help us examine how teaching methodology affects learners' motivation to study literature in hopes to find future solutions. Please complete this questionnaire as accurately and honestly as possible.

Thank you for your cooperation

Miss. Nahla MEHALLEG and Mr. Seyf Eddine FERDES

Department of Letters and English Language

University of 8 May 1945-Guelma

Section One: General Information

1. For how long have you been studying English? (Including this year)

Years.

2. How could you describe your level in English?

Beginner	
Intermediate	
Advanced	

Section Two: Motivation to Study Literature

3. Do you consider yourself a motivated learner

Yes	
No	

4. How would you describe your motivation

Low	
Average	
High	

5. Do you agree that motivation is important for learning?

Strongly Agree	
Agree	
Neither agree nor disagree	
Disagree	
Strongly Disagree	

6. What factors could affect your motivation? (Select all that may apply)

The attitude of the teacher	
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The teaching methodology	
Course content	
Personal factors	
Other (s), would you please specify below	

.....

7. "Literature is useless" do you agree with this statement?

Strongly Agree	
Agree	
Neither agree nor disagree	
Disagree	
Strongly Disagree	

8. Are you motivated to study literature?

Yes	
No	

9. If no, does your lack of motivation to engage in literature classrooms result in low grades in this module?

Yes	
No	

10. What drives you to study the module of literature?

Just for academic requirements	
To learn about new cultures	
To develop your language skills	
To acquire new perspectives	

For entertainment (personal interests)	
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11. Does literature to study in class have influence on your real life?

Yes	
No	

Section Three: Enhancing EFL learners' motivation to study literature through the personal-response approach

12. Does the teaching methodology affect your motivation to study literature?

Yes	
No	

13. How satisfied are you with the methodology used to study literature in your current academic program?

Satisfied	
Dissatisfied	

14. Which approach does you teacher follow when teaching literature?

The information-based approach	
The paraphrastic approach	
The stylistic approach	
The language-based approach	
The personal response approach	
The moral philosophical approach	

15. Which techniques does your teacher often use? (select all that may apply)

Students' presentations	
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Summarising	
Writing personal-response	
Class discussions	
Lectures	

16. Are you more interested in reading literature when the themes and characters are relatable to your own life experience?

Yes	
No	

17. How much do you agree with the statement "developing personal connections with literature makes me more motivated to learn about it"?

Strongly Agree	
Agree	
Neither agree nor disagree	
Disagree	
Strongly Disagree	

18. How often do you feel that the literary works from your academic programme are relatable to your own life?

Always	
Sometimes	
Rarely	
Never	

19. Does your teacher encourage you to engage with the text on a personal level?

Yes	
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No	
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20. Do you practice writing Personal responses in class?

Yes	
No	

Section Four: Further Suggestions

Please feel free to add any additional comments

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Thank you for your honest participation in this study

ملخص

تهدف هذه الدراسة إلى استكشاف التأثير المحتمل لمنهجية الاستجابة الشخصية على دافعية الطلاب لدراسة الأدب الانجليزي. تستقصي هذه الدراسة في الأساس وجهات نظر الطلاب وتجاربهم بشأن مستويات دوافعهم ودور الروابط الشخصية مع الأدب في تعزيز انخراطهم واهتمامهم. ومن ثم، يفترض أن منهجية الاستجابة الشخصية في تدريس الأدب يمكن أن تعزز دافعية طلاب اللغة الإنجليزية لدراسة الادب الانجليزي. لاختبار الفرضية، تم تبني المنهج الوصفي من خلال إجراء استبيان إلكتروني للطلاب تم إرساله إلى طلاب الماجستير في السنة الأولى بقسم اللغة الإنجليزية في جامعة 8 مايو 1945 بقالمة. تسلط النتائج الضوء على أهمية الروابط الشخصية مع الأدب في تحفيز الطلاب على دراسته. بالإضافة إلى ذلك، تكشف الدراسة أن الاستجابة الشخصية تعد أسلوبًا تعليميًا و تحفيزيا فعالاً، حيث تسمح للطلاب بربط تجاربهم الشخصية ومنظوراتهم مع الأدب، مما يعزز الشمولية والانخراط، وبالتالي يحفز دافعتهم الداخلية للتعلم