

## **Improving Student Motivation and Attitudes in Learning English as a Second Language; Literature as Pleasurable Reading: Applying Garner's Theory of Multiple Intelligences and Krashen's Filter Hypothesis**

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### **Abstract**

Literature is an essential tool for English as a Foreign Language (EFL) teaching that provides students with an opportunity to practice language skills. Literature further helps students to explore the various facets of language, such as grammar, vocabulary, spelling, intonation, stress, and pronunciation. This article applies Garner's Theory of Multiple Intelligences and Krashen's Filter Hypothesis to clarify how motivation and other attitudinal factors affect a learner's ability to learn English as a Second Language while proposing an alternative perspective for English language learning. The concepts discussed in this article, therefore, address the attitudinal factors that affect a learner's understanding of English by utilizing four elements: 1) motivation, 2) attitude, 3) anxiety, and 4) self-confidence as a way to demonstrate how, rather than through vocabulary overload, the literary experience in English as a Second Language teaching can be improved for students through pleasurable reading.

*Keywords.* Attitudinal factors, EFL or ESL learners, literature, motivation, multiple intelligences, pleasurable reading

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## **Introduction**

Literature is applied in many countries as a primary tool for teaching English as a foreign language (EFL). The significance of literature is found in its ability to expose a child to amusing chants and stories, improve his or her artistic taste, and enhance their linguistic realization (Khoiri & Retnaningdyah, 2011). Moreover, literature is indispensable as an authentic resource that provides EFL students with an opportunity to practice language skills as well as an impetus to explore various facets of language, such as grammar, vocabulary, spelling, intonation, stress, and pronunciation. In the following sections, this article further demonstrates that literature is essential for English as a Second Language (ESL) learning as it allows students to study both the language and the culture.

Teachers have used literature for many years as a model for instructing EFL students about the different vocabulary items and structures of the English language. Literature has also provided English students with an opportunity to appreciate literary texts, improve their observations of an author's motives, and assist the students in uttering the language applied in the texts (Khoiri & Retnaningdyah, 2011). Moreover, perusing a myriad of literary texts has the benefit of improving a student's understanding of the human condition (Hişmanoğlu, 2005). As learners adopt the various narratives deployed in a literary text, they can appreciate the different philosophical movements and characters, as well as the perspectives of the narrators in terms of how they describe human speech, action, and emotions. This exposure to human nature can improve one's writing ability and augment his or her choices about the way they live their lives. Knowledge about the world, about how others view the world, and the learners' personality in relation to others are some of the essential skills gathered from using literature as an instruction tool. The reading of literature further leads to the development of creative, educated members of society. This first section provides support for the use of literature in EFL contexts as well as demonstrates how it improves EFL student outcomes.

In the remainder of the article, theoretical concepts that elucidate the need for motivation and how to improve student attitudinal forces are enumerated. Literature has proven to be a valuable tool for ESL learning; however, recent developments and changes in the needs of learners has driven the discussion of how new media can be employed in conjunction with literature, and how it can augment literature in the classroom. Even though literature is widely used as an instruction tool, its ability to enhance a student's understanding of English depends on its ability to motivate. Xiaoqiong and Xianxing (2008) argue that a learner's motivation is essential in teaching English, and therefore teachers should acknowledge low motivation as one of the issues that can impede both the learning and teaching of language.

A similar sentiment is demonstrated by Ellis (1994), who also asserts that the acquisition of language skills for students who use English as a Second Language (ESL) depends on their motivation. For this reason, teaching materials need to be both entertaining and motivating if students are to learn English effectively. A motivated student is one who finds English learning materials to be productively engaging, where he or she does not require continuous direction or encouragement to remain interested (Xiaoqiong & Xianxing, 2008). For instance, in classroom

activities where literary texts are applied as the primary tool and films and other media that use subtitles supplement it, then student engagement with English learning materials will improve. Consequently, this article discusses teaching English literature for ESL students as well as how teachers can employ new techniques that use either film or media with subtitles to guide the reading of English novels for ESL students. Such innovative methods allow for a better understanding of a story, offer cultural context for the book, and lead to improved language competencies. This article additionally provides a theoretical evaluation of certain learning concepts, such as literature and its importance and the benefits of teaching the novel. Lastly, this article proposes the application of two theoretical learning models that underpin ESL study: 1) the affective filler hypothesis, and 2) the theory of multiple intelligences. These theories help elucidate the importance of motivation in improving ESL learning with the use of media to keep ESL students engaged, therefore revindicating and revaluing the position of literature in relation to English learning.

### **What is Literature?**

Literature can be defined differently; however, in general terms, the term is used to denote any text that is characterized by purpose, imagination, creativity, and an artistic form. Literary works are presented in various types: short stories, novels, drama, or poetry. All these creative forms can describe a character's aspirations, emotions, thoughts, and spirit about life. Literature is a thoughtful application of words and pictures to express ideas, feelings, and emotions about a character's surroundings and the various features that describe human experiences. Literature has at least five qualities: 1) it provides understanding and enjoyment; 2) represents aesthetic values, beauty, or truth; 3) applies either oral or written language as a communication medium; 4) elaborates the abstraction of human life and experiences; and 5) is created by an individual or group of individuals (Khoiri & Retnaningdyah, 2011). As Khatib and Askari (2012) note, the "primary purpose of the literature is not to convey information, rather it is to involve readers in direct experience" (p. 38).

Literature has a proven record as an authoritative model of language instruction, and recent trends have shown an inclination to reapply it for the EFL classroom. The continued importance of literature can be found in its economy, variety, personal relevance, non-triviality, and universality (Khatib & Askari, 2012). Literary texts have been applied in an EFL or ESL classroom for more than a century; however, they have not yet acquired the popularity that they deserve. At the beginning of its application in ESL teaching, literature was used for grammar translation as learners were tasked with transforming English, a second language, into their native tongues. However, translation as a learning instruction method declined, and this created a void that allowed for the establishment of other instructional approaches. Some of the techniques that developed include the audiolingual method, the direct method, and the structural approach method. These approaches emphasized vocabulary and structure, rather than literature (Sarıçoban & Küçüköğlü, 2011).

In the latter half of the 20th century, the communicative technique emerged, which aimed to improve the communication abilities of ESL students. As this new method developed it did not,

however, negate the use of the previous ones, nor did it depreciate the value of literature as an instructional technique. In fact, at the beginning of the 21st century, and the last two decades in particular, there has been an improved attitude towards literature as a practical instruction tool in the EFL context. Therefore, researchers have insisted on finding new ways of integrating literature back into the EFL classroom. One proposal has been for educators to consider the lack of effectiveness of previous techniques while providing remedies that address those deficiencies. Consequently, this reevaluation process has encouraged the evolution of the use of literature in ESL learning as is experienced in contemporary learning environments. Present-day instructors no longer use literature for translation; instead, they have remodeled and directed literature towards improving fluency in communication for EFL students (Pardede, 2011).

### **The Importance of Literature in an EFL Classroom**

ESL or EFL classes have relied on literary texts as an essential, authoritative resource for language learning use. The extensive use of literature in ESL contexts is due to its personal involvement, language enrichment, cultural advancement, and its value as an authentic material (Collie & Slater, 1987). Since native speakers write most of the literary texts, it enables second language speakers to immerse themselves in linguistic expressions and forms that are identical to those experienced by native speakers. Khoiri and Retnaningdyah (2011) note that literary texts provide EFL learners with invaluable resources that improve proficiency in language and culture. Moreover, literature provides ESL students with complementary materials that support other English learning tools which enhance the students' understanding of English and its roots (Hişmanoğlu, 2005). The introduction of diverse backgrounds and knowledge of different historical, religious, and social settings in the form of short stories, drama, and novels further has the potential of improving a learner's ability to interpret discourse and all the related cultural and social contexts. Moreover, Collie and Slater (1987) assert that literary texts enable students to shift from learning English as a Second Language merely by using its mechanical aspects by encouraging them instead to rely more on other attributes that mimic their personal interests, cultures, and attitudes.

Zhen (2012) posits that literature is like an encyclopedia that describes a country's culture and civilization, and by instructors using literature as a tool, they enlighten learners as well as improve their appreciation of different cultures in a more natural way. Khoiri and Retnaningdyah (2011) support this observation when agreeing that literary works provide a conducive learning environment that allows for language learning and the acquisition of cultural and linguistic competencies that support ESL learning. The importance of understanding culture in relation to its language comes from the deep coexistence of these two aforementioned concepts. Appreciating the English language, then, will improve an ESL student's also an appreciation of the English culture as well as help him or her to understand the differences between the English culture and their own native traditions. Additionally, when ESL learners follow the English culture, they can better understand how the English linguistic system is applied during communication, appreciate the salient features of modern English, and adequately express their ideas with a competency that resembles that of a native English speaker (Obediat, 1997).

Another critical aspect of literature as an ESL learning tool is its ability to provide primary language skills: speaking, listening, writing, and reading. Anyachebelu, Anyamene, Obumneke-Okeke, and Adebola (2011) remarked that literature enhances an EFL student's competencies by helping them to develop their love for reading, which then reinforces their writing and reading skills. In a literature class, a student reads, comprehends, and discusses the various settings, characters, and plots of creative work. Such a process stimulates English learners to think creatively about literary works, which leads to the development of problem-solving skills (Hişmanoğlu, 2005). Literature additionally acts as a motivating, potent subject matter and thus provides a model for ESL writing. ESL students can imitate the organization, style, and content of the reviewed literary work and apply similar themes when writing their own works.

Apart from listening and writing, literature also improves speaking and listening skills for EFL students. For instance, teachers often implore learners to read a novel aloud or show a video of a play or a recording of a literary work for the students. These techniques aid in the development of the listening and writing competencies for ESL students. Moreover, listening to a recording enhances pronunciation as well as piques the interest of learners.

Literature is further beneficial to the enhancement of reading, writing, listening, and speaking competencies of ESL learners. The evolution from translation to a communicative approach underpins the need for an integrated methodology for EFL learning. Consequently, the following section will enumerate the various theoretical concepts that govern the use of literature and other alternative literature forms that use media to enhance the EFL learning experience.

### **The Purpose of the Novel in Language Teaching**

Novels are a popular choice for teachers who use literature in ESL classes. A novel can be described as a creative text that presents a work of fiction that delineates human experiences using prose. The ability of novels to describe human relations provides a trove of knowledge that can be applied in pedagogical activities, including close textual analysis and extensive reading tasks. It allows students to exercise their linguistic, emotional, and intellectual prowess (Tsai, 2012). Novels are ideal for motivating students because they provide increased satisfaction and joy to readers. Tsai (2012) observes further that novels help reduce a student's anxiety surrounding the learning of a second language.

The stress of learning a second language arises from the inability of international students to decipher the implied meaning of words and to differentiate them from their literal meanings. Lazar (1990) recommends that in order to avoid this limitation when reading novels, studying the underlying cultures of the individuals described in the stories would help a reader to make predictions and draw conclusions about the intrinsic meanings of the words. Hişmanoğlu (2005) supported this assertion and added that books provide a student with a chance to reflect on real-world situations and the dilemmas that characters face. These reflections can be applied in the life of the learner, enabling him or her to reduce their anxiety, and thus become better able to navigate the obstacles of successfully learning a second language.

Hişmanoğlu (2005) further demonstrates the educational benefits of using novels in ESL contexts. His observations were drawn from a previous study by other researchers who also concluded that stories help to develop both oral and written language skills, provide a unique way of teaching that keeps students engaged, provide a springboard from which students can participate in critical thinking activities and holistic learning, and overall motivate ESL learners to become lifelong readers and English speakers.

Given all these benefits, Hişmanoğlu (2005) posited that teachers must be conscious of the types of novels they select, with the primary criterion being that the books must be intriguing. The setting and themes of the chosen book should spark the imagination of the ESL students as well as encourage them to explore human nature. Keeping the student engaged requires a story that has memorable characters, is well-delineated, and applies a gripping, compelling, and fast-paced plot (Hişmanoğlu, 2005). In addition, the content of the book should be suitable for the emotional and cognitive abilities of the targeted learners. Matching the book to the students' skills allows teachers to gauge the level of growth of ESL learners. For instance, the instructor could evaluate the punctuation, grammar, and spelling capabilities of the ESL student by employing tests drawn from the novel. It is also common for the instructor to rely on essay tests that ask an EFL student to synthesize certain aspects of a story, and through the use of such tests, the teacher can match and align the results to his or her pedagogical performance requirements, such as sentence structure and lexicon use (Hişmanoğlu, 2005).

Overall, novels are valuable in assisting present-day EFL learners in grasping the complexities of English grammar. Books can achieve this because of their motivating factor, which stems from the application of captivating plots and relatable characters. More so, reading broadens an individual's horizons as it enables one to become accustomed to different cultures. It enhances a student's communicative competence, critical thinking skills, and his or her writing abilities. Despite this, some EFL learners might find reading English novels problematic, unmotivating, or even dull. Teachers, however, can still rely on the novel to ameliorate an ESL student's vocabulary and reading comprehension skills. This continued reliance on the novel is why, for the next sections, this article will discuss student attitudes and motivating factors based on two theoretical models that can help reinforce the effectiveness of the use of literature in teaching English. These learning theories will highlight how diverse media can be used in conjunction with literature to enhance ESL student outcomes.

### **The Theory of Multiple Intelligences**

The theory of multiple intelligences was introduced in 1983 by Gardner. Gardner's theory offered an alternative perspective on how the mind works, which altered the way researchers and instructors viewed schooling and learning (Sogutlu, 2018). This new multi-dimensional view of how the brain functions reveal the many intelligences that a person can possess. By pluralizing intelligence, Gardner moved away from the traditional one-dimensional definition of the mind and introduced new concepts that reconstruct the teaching process (Sogutlu, 2018). The multiple intelligences concept posits that an individual possesses both the capacity to process new information and the ability to solve problems in a manner that is most appropriate to them and in

accordance with their cultural surroundings. All the skills posited by the multiple intelligence theory are inherent in all individuals, albeit at varying degrees. Everyone is endowed with a different set of skills, each with his or her own strengths and weaknesses. An individual applies his or her skills to solve problems and generate solutions (Gardner, 2011). Everyone's profile allows the processing of information, although differently, as each has its own belief system and different ways of evaluating the disseminated knowledge.

From the theory of multiple intelligences, it can be postulated that the awareness of one's profile, be it by oneself or by an educator, forms the foundation of present-day pedagogy and educational outcomes. Gardner (2011) commented that all teachers who believe in multiple intelligences theory could develop lesson plans that take into consideration both the individualized and pluralized intelligences of his or her students. To elucidate, Sogutlu (2018) remarked that individualizing involves appreciating the unique attributes of each and every student, and this defines a pedagogical method that suits those unique attributes; whereas, pluralizing involves acknowledging these unique attributes, yet finding a way to deliver diverse material to a group of students. Consequently, this theory highlights the possibility of reaching a more significant number of learners by understanding their unique attributes, while designing methodologies that are best suited to their profiles and deliver a more robust understanding of the subject matter.

Other scholars also attributed the multiple intelligences theory to the ability to cater to today's ESL learning environment. According to Derakhshan and Faribi (2015), multiple intelligence theory has a positive relationship with the learning of English. The intelligences types proposed by Gardner, that is, intrapersonal, interpersonal, bodily-kinesthetic, spatial, musical, mathematical, naturalistic, emotional, and linguistic, infused new ways of thinking regarding the teaching of English. Derakhshan and Faribi (2015) grouped these intelligences into three domains: 1) the interactive, 2) the introspective, and 3) the analytical domain. These domains interact with each other to improve the learning and teaching of ESL.

Beyond the explanations of the intelligences as mentioned above, there are yet other critical aspects that make this concept essential to the learning and teaching of English in an EFL context. Armstrong (2009), for instance, alluded to four critical features that teachers must take advantage of 1) intelligence comes in different forms; 2) the different intelligences always interact even though in a sophisticated manner; 3) intelligences are not stagnant, they can be developed; and 4) everyone possesses all the intelligences, but in different degrees. Therefore, all students are intelligent, and if they are unable to shine in one area of learning, that does not mean they would not prosper in another. This fact repeats the previous assertion, and to some degree reasserts it, that even though some students might find literature dull or un motivating, that does not mean that they are incapable of learning EFL as others. Instead, it shows there is a need to alter the method of knowledge transmission to improve ESL learning outcomes.

Even though the multiple intelligences theory focuses on the student, it is the educator who is the most crucial in the realization of the theoretical underpinnings of the concept. An educator who relies on multiple intelligence theory is different from a traditional teacher who uses a

conventional classroom approach. A traditional educator, for instance, would use literature or a novel to teach English without any modifications to the delivery. They would stand in front of the class, request learners to read specific excerpts, ask questions about the readings, and wait for the students to provide their responses. Although such an approach has worked over the years, its effectiveness has diminished as the EFL context has evolved. Presently, it is advisable to apply the multiple intelligences theory in instruction since it would push the teacher to shift the pedagogy method depending on the needs of the students. Armstrong (2009) supports the shift from linguistic to spatial to musical, as well as to other applicable approaches depending on the general intelligence in the classroom. Similarly, while teaching literature, the educator can begin by reading a chapter in a novel, and then search for a spoken version of the next chapter, or use an adaptation of the novel as a play. These shifts in instructional techniques engage various spheres of the learner's mind and help students to think of problems and solve them creatively. The use of different stimuli in the learning environment ensures that students are kept engaged and motivated by the subject matter.

### **The Affective Filter Hypothesis**

Apart from Gardner's theory, the concept proposed by Krashen is also applicable to the revindication and revaluation of literature in ESL contexts. Rygiel (2016) claims that "literary texts in classrooms give intellectual and emotional pleasure and allow the students to develop a feeling for the language" (p. 20). Moreover, Rygiel (2016) proposed a handbook of teaching English that considers the theoretical underpinnings of this theory. This section will borrow Rygiel's (2016) observations and reinforce them with remarks from other scholars to restate the impact that motivation has on the learning and teaching of English in an EFL classroom. Moreover, this concept elaborates on the attitudinal factors that affect a learner's understanding of English. There are some criticisms to this hypothesis, but most of them are unnoteworthy since they rely on anecdotal evidence. Consequently, the lessons drawn from various researchers can be applied to introduce a revindicated literature pedagogy that takes advantage of other media such as subtitles and film.

Previous teaching using literature has relied on objective factors as the yardstick of ESL outcomes. However, the affective filter hypothesis takes into consideration the affective elements in language learning. Du (2009) further considered the application of affective factors in second language learning and posited that these factors help students to filter the amount of input a student can store in their brain. It is observed that individuals with a higher affective filter know how to lower their intake, but those with a low affective filter are prone to consume more input into their language acquisition centers.

The affective hypothesis was first introduced by Dulay and Burt and later reinvigorated by Krashen who incorporated it into his five-input hypothesis. Krashen insisted that the acquisition of a second language was dependent on an individual's ability to lower their affective filters and allow in the quintessential comprehensible input. The various affective aspects referred to by the proposers of the theory include self-confidence, anxiety, and attitude. According to Du (2009), Krashen's main principles governing the affective concept include that first language acquisition

is not affected by the affective factors, the affective filters are responsible for the individual variations experienced in second language acquisition, people with lower affective filters acquire and encounter more profound input, and a higher affective filter limits the amount of comprehensible input that reaches the language acquisition centers.

Du (2009) notes that affective filters and second language acquisition are positively related. However, if a learner is experiencing a mental block, there is an increased chance that they will not acquire comprehensible input. Affective filters bar the acquisition of new language as evidenced in students who are overly concerned about failure, are unconfident, and unmotivated. Reducing affect filters creates a conducive environment for the learning of a second language as students exhibit lowered anxiety and increase their participation in the group thought and activity.

It is critical to conceptualize pedagogies that are rooted in the tastes and preferences of EFL learners. Rygiel (2016) observes that the Krashen Natural Approach concept, in simple terms, means that the less anxious a learner is, the easier it is for him or her to acquire a second language. The implication being that when an EFL learner is placed in a conducive environment, the probability of better ELF outcomes increases. Consequently, teachers are required to conceptualize lesson plans that meet the needs and preferences of students regarding learning by reading. Moreover, since literature classes offer a different atmosphere to other English lessons, there is a chance of introducing a more relaxed atmosphere and teaching guidelines. Educators can apply methods that aid students' escape into another world, and that can be accomplished through film or music. As Raasch (2014) observes, the uniqueness of literature stems from the possibility of it being interpreted differently by diverse people. For instance, what conventional teachers might call literature, in other words, strict novel reading, and discourse, could be interpreted differently by others who could adopt literature as either a play or drama.

### **Affective Factors Influencing Second Language Learning**

There are four elements that influence the learning of a second language: 1) motivation, 2) attitude, 3) anxiety, and 4) self-confidence. The importance of these factors is reinforced by Khatib and Askari (2012), who assert that

focusing on the relationship between second language achievement and five attitude/motivation variables, showed that the correlation between achievement and motivation is higher than that between achievement and integration, and but this correlation is somewhat lower than that between achievement and attitudes toward the learning situation. , (p. 38)

These four elements should be applied in the teaching of literature in EFL contexts and are further delineated in the section that follows.

### ***Motivation***

Motivation is the most critical element in language learning. Even gifted students will be disadvantaged if they are not motivated. Educational theory has relied on Gardner's (2011)

definition of motivation, which is the extent to which a student exerts effort and strives to learn a new language because they desire to do so and are satisfied with the experience of the learning activity. Therefore, the motivation to learn English as a second language is both the impetus and yearning demonstrated by EFL students. Gardner and Krashen further delineate motivation by classifying it into two subgroups: instrumental and integrative motivation. With instrumental motivation, an ESL student is driven by the need to pass a test, to use the test to attain a placement in an overseas higher learning institution or to get a promotion. In contrast, integrative motivation highlights an ESL student's focus on learning English for everyday use, while improving their social interaction. It is apparent that these different forms of motivation can result in both negative and positive outcomes for English learning.

### *Attitude*

Attitude denotes the feeling or thought one has about something. Psychological theorists have defined attitude as an expression of the emotional or evaluative response to an attitudinal object. These responses can be in the form of behavior, cognition, or affect (Du, 2009). EFL students who exhibit a positive attitude have an easier time acquiring a second language and exhibit faster progress; however, those with negative attitudes progress slowly in acquiring the lexicon and grammar of a second language. It is also critical to note that attitude affects the level of one's commitment. EFL learners who show a passive response to English lessons habitually perform more poorly than students who are active in their learning endeavors. As a better attitude leads to increased commitment, it also leads to increased class participation.

Khatib and Askari (2012) proposed a social psychological concept for learners. They suggest a model that emphasizes "cognitive factors like language aptitudes and intelligence as well as affective factors such as attitudes and motivation (Khatib & Askari, 2012, p. 37). They further commented that the "degree of individuals" successfully acquiring a second language depended upon ethnocentric tendencies, attitudes towards the other community, orientation towards language learning, and motivation" (Khatib and Askari, 2012, p. 37).

### *Anxiety*

Du (2009) posited that anxiety in second language learning is "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient" (p. 163). He further notes that anxiety is characterized by "derogatory self-related cognitions, feelings of apprehension, and physiological responses such as increased heart rate" (p. 163).

When considering the role of anxiety, it is easy to see how attitude may further affect performance. The performance of EFL learners can be gauged through their fear of negative grading, test anxiety, and comprehension apprehension (Du, 2009). A student's fear of being negatively graded is an anxiety problem that leads to non-action due to the fear of being judged or of receiving negative opinions from others. Du (2009) asserted that students who fear evaluations avoid scenarios where they are assessed by others because they dread the negative opinions that may result. This form of anxiety leads to "freezing," whereby a student is apprehensive of social interactions since he or she is unsure of the impression they are making. Such fears increase

negative attitudes toward language learning and propel learners to seek out English learning only for job opportunities, in other words, for instrumental motivation. However, relying only on this form of motivation negatively impacts EFL learning.

The other negative input in the learning of a second language is test anxiety. Like the fear of negative grading, students can become paralyzed when taking tests or in different situations that demand assessment. Such stress can lead to poor performance, and therefore counteracts instrumental motivation. Students who take English lessons with the intention of using the English certification as a prerequisite for university qualification or a job application could refuse to take tests, or if they do, they are more likely to perform poorly in those assessments. The instrumental reason for taking an English class could thus end up being the cause that leads to failure.

The last form of anxiety is communication apprehension. Du (2009) describes it as an “individual level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p. 163). This form of anxiety is one of the worst concerns because it negates the primary purpose of ESL learning. Students who possess certain traits, such as shyness and quietness, are susceptible to communication apprehension. Even though one may be motivated to participate in class discussion, he or she would be unable to verbalize responses, and this leads to an inhibition of language learning. This communication barrier would likewise negate the influence of literature learning through novel reading, watching films, or the use of subtitles. Such students, however, would be more likely to be suited to other innovative forms of teaching that will not be addressed in this article.

### ***Self-Confidence***

Self-confidence is an indispensable trait in language learning, and it can be enhanced through different instruction models, which are discussed further on in this article. Researchers agree that students who exhibit high self-confidence are more likely to present better EFL outcomes than those with low self-worth (Tuncel, 2015). Self-esteem improves learners’ willingness to be adventurous, to communicate in a second language, even though they are not proficient, and it increases their willingness to learn from their missteps. Conversely, students with lower self-worth will shy away from circumstances that require them to speak or highlight their low proficiency. Tuncel (2015) explains that this “low self-confidence may lead to some psychological conditions such as sense of insecurity, fear, anxiety, and antisocial behaviors” (p. 2576). Students with low self-esteem can therefore be biased against English courses.

### **Discussion**

Poor performance in literature settings for students learning a second language is to be expected. The reason behind some of the poor performances is the lack of motivation since literature learning may be viewed as boring or dull. Teachers are therefore at the center of motivating students by using innovative literature learning methodologies. In this regard, Du (2009) recommends several methods, such as educators can include cultural learning and background information about the target language; introduce a light learning atmosphere that cultivates harmony among students, the teacher, and material; and incorporate humorous language in the teaching of English as a second language.

As evidenced above, conventional literature classes using the novel as a tool of instruction too often rely on strict guidelines and tedious formats. It is proposed here instead that instructors continue using the novel, however, with a few adjustments. For instance, educators can spur students' interest in an English class by encouraging parties whereby participants role-play using the English language; hold informal discussions that are focused on speaking about specific current topics; discuss how a character's features can be equated to a real-life individual; create an emphasis on improved speech; and hold speaking contests. Moreover, educators can organize or implore their students to attend literature events, book launches, or book clubs where the language is English. Such exposure further helps students to apply other parts of the mind, as indicated by the theory of multiple intelligences.

Khatib and Askari (2012) also investigated how attitudes affect the learning of English as a second language. The authors posited that having the right mental state, in the form of positive feelings and belief, increases the likelihood of a student being more receptive to learning. Negative attitudes affect learning outcomes. However, according to Khatib and Askari (2012), these feelings and beliefs can be made positive, therefore providing favorable outcomes for ESL students.

Positive attitudes are the first step towards improved learning in EFL contexts. Kramersch (2006) importantly states that "language learners are not just communicators and problem solvers, but whole persons with hearts, bodies, and minds, with memories, fantasies, loyalties, identities" (p. 251). Consequently, ESL students need to be treated not as people who have problems that need to be solved, but rather as persons who have "embodied experiences, emotional resonances, and moral imaginings" (Kramersch, 2006, p. 251).

The successful application of literature in EFL contexts thus depends on whether the educator has integrated motivational factors. The use of literature, by its nature, is an appealing pedagogical approach that can be applied to motivate EFL learners. However, its successful application is dependent on the knowledge of the teacher as well as their experience in preparing lesson plans that both reinforce and approach literature as a literary experience, rather than as an exercise geared only towards learning grammar and vocabulary. Rather than merely an overload of information, a literary experience focuses on creating pleasure and satisfaction as the primary goal.

Khatib and Askari (2012) highlighted the student outcomes for using literature in an EFL classroom:

1. Learners are prepared for further study or work, particularly in areas such as publishing and the media, through the intellectual, aesthetic, and emotional qualities, which learners develop through studying literature in English.
2. Literature expands students' awareness of the English culture as well as the many different places where English is used.
3. Literature offers greater opportunities for learners to develop creativity, critical thinking and analytical skills, and language proficiency.

The ability of literature to improve a learner's motivation is a main reason instructors continue to rely on it. Krashen, through his affective filter theory, noted that reading for pleasure should thus be championed for EFL outcomes to be improved. Reading for pleasure is particularly crucial when considering most literary texts or novels are not written in plain English. The complexities of the grammar and sentence structures can serve to demotivate some learners who may fail to understand the context and the implied meaning of the words.

Consequently, the proposals for good literary teaching practice suggested by Ernst-Slavit, Moore, and Maloney (2002) could help to improve students' experience. For instance, before an educator designs a literary experience, they must first take into consideration the native language of the learner. Ernst-Slavit et al. (2002) observed that non-native English speakers are heavily influenced by the structures of their native tongue when it comes to translating their native language into English. Therefore an educator who applies other visual media such as a movie or play that is in the learner's native tongue and embeds it with English subtitles is likely to record better ESL outcomes than instructors who use an English movie with English subtitles.

It is also essential to consider what students bring with them. Teachers therefore need to focus on what students have, rather than what they do not. By extending what the learners have, teachers can take advantage of the learners' experience, build on it, and consequently create environments that nurture both self-esteem and positive attitudes. If an EFL student were to attend an English class, and the educator focuses on vocabulary and grammar, there is a high chance the student would be anxious, and this would likely negatively affect their language competency. Instead, students should be placed in learning environments that mix both conceptualizations and generalizations about their personal lives and the culture of the target language. Such an environment enables students to extend their knowledge by connecting what they know to what has been introduced.

Ultimately, EFL students should be encouraged to experience pleasurable reading, not only of literary texts, but also media such as films embedded with subtitles. Ismaili (2013, p. 121) suggests that:

for the majority of students, the settings and historical context presented in graded readers are foreign to them. Therefore, they do not feel motivated and show no interest in reading. Contemporary scholars on media literacy believe that the same habits that a good reader brings to a written text are those that bring students to a visual text.

Consequently, progress in EFL learning can be determined by the number of phrases or expressions than ESL student possesses. Educators, therefore, should shy away from focusing on grammar and vocabulary until the student has gained adequate self-confidence, is less anxious about failure and is motivated to learn a second language through class participation and reading of literary texts. In fact, errors are welcome, as these are a sign of integrative motivation.

Most of the studies on how to revindicate and revalue literature as a tool for EFL contexts focus mainly on matching the pedagogy to the skill of the learner. However, this article takes a

different route by providing newer insights into theories and methods for enhancing EFL outcomes. This article asserts that, by refocusing instruction from grammar and vocabulary development to fostering student motivation, reducing their anxiety, and increasing their self-confidence, the reading of literature should be made pleasurable. The application of Gardner's theory of multiple intelligences and Krashen's concept of affective filters are therefore essential when designing an EFL classroom that seeks to take advantage of a student's emotions and beliefs rather than their skill. If educators are to be successful in establishing a motivated, pleasurable literary experience, then they must retool their instruction manuals to include other such complex issues concerning EFL learning. The focus must be on improving the attitudes of EFL learners first before launching into other aspects of English language learning. This method of the revaluation and revindication of the teaching of literature in the EFL classroom will provide the necessary student motivation, while enhancing students' beliefs and attitudes about learning a second language.

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