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Student motivation in Dutch secondary school EFL literature lessons

Abstract: Foreign language curricula worldwide have seen a revival of the inclusion of literary texts, promoting so-called language-literature instruction. Responding to the plea for more empirical research in this area, specifically in secondary education, this study investigates the student's perspective by looking at the relationship between their level of engagement in literature lessons in English as a foreign language (EFL) and how they value these lessons. A total of 365 Dutch students from six secondary schools participated in the study. Data was collected via a four-point Likert-type questionnaire. The findings revealed that students primarily value EFL literature lessons for improving their language proficiency but no significant correlations were found between engagement and language aspects. Implications for curriculum development include a tripartite focus on language learning, literary study, as well as personal development.

1 Introduction

Ever since the Modern Language Association (2007) published a report in which an integration of foreign language and literature curricula was advocated, research into the use of literature in foreign language teaching has seen a resurgence worldwide (Paran 2008; Hall 2015; Paesani 2011). Although there is an increasing body of research in this area, focusing on the use of literature in language courses and the use of language in literature courses (such as Barrette et al. 2010; Macleroy 2013; and Paesani and Allen 2012), this research is either predominantly theoretical or primarily takes place in higher educational contexts. In order to move this area of research forward, more empirical research is

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needed, especially in the context of secondary education, which is where most foreign language teaching takes place (Paran 2008). Moreover, the current discussions on the use of literature in foreign language teaching could benefit from including the students' perspective (Brown 2009; Vermunt and Verloop 1999) as part of this development. Drawing on the work of Skinner et al. (2009) and Wigfield and Eccles (2000), it is possible to gain access to the student perspective through examining the students' level of engagement (an external manifestation of motivation) as well as how students view the importance of foreign language literature lessons (an internal manifestation of motivation). This study investigates the relationship between student engagement and the importance students ascribe to EFL literature lessons in secondary school classrooms, thus addressing the empirical research gap referred to above. Gaining insight into what engaged students as well as disaffected ones value regarding the inclusion of literature in foreign language literature lessons should provide essential information for educational researchers, policy makers, and teachers.

2 Background

2.1 Language-literature instruction in foreign language curricula

There is a growing global awareness that where literature is taught in a foreign language, literature and language should go hand in hand in the curriculum. This so-called language-literature instruction is defined by Paesani (2011) as "the deliberate integration of language development and literary study at all levels of the university curriculum" (162). Newfield and D'Abdon (2015) provide a recent example of such integration, reconceptualising poetry as a multimodal genre in the foreign language-literature secondary classroom. Even though this is not new, Carter (2015) argues that this deliberate integration is carried out more consciously now: "many of the questions first raised 30 or more years ago are still being asked today, in many cases with greater sharpness and relevance to the design of today's curricula in language and literature" (317). Several frameworks based on practitioner evidence and beliefs have been developed to promote this integration in teaching practice, generally including a linguistic, a cultural, and a personal enrichment approach to foreign language literature (see for example Carter and Long 1991; Lazar 1996; Maley and Duff 2007). Although these frameworks generally lack empirical research and validation

(though see Bloemert et al. 2016), the most recent discussions have moved beyond whether literature should be a part of foreign language curricula, towards a discussion of how the two components should be integrated, as in Paran's (2008) visualisation of the intersection of literature and language teaching (Figure 1). (See also Paesani 2011 for a review within the context of U.S. institutions of higher education).
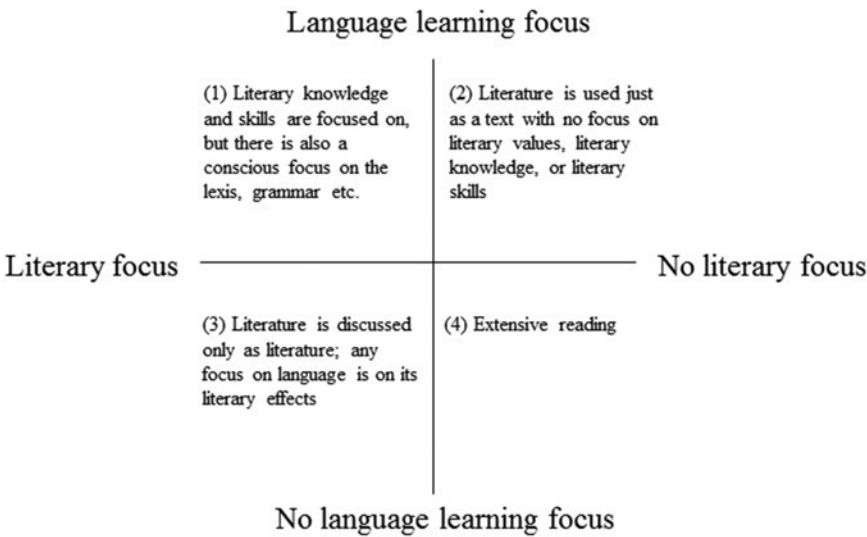
Language learning focus

(1) Literary knowledge and skills are focused on, but there is also a conscious focus on the lexis, grammar etc.		(2) Literature is used just as a text with no focus on literary values, literary knowledge, or literary skills
Literary focus		No literary focus
(3) Literature is discussed only as literature; any focus on language is on its literary effects		(4) Extensive reading

No language learning focus

Figure 1: Paran's (2008) quadrant of the intersection of literature and language teaching.

2.2 Students' perspective on EFL literature classes

Previous research in a variety of educational contexts around the world suggests that for students in the foreign language literature classroom it is language learning that comes to the fore. In the secondary school context, linguistic relevance and utility appeared, for example, pivotal in a study conducted by Bloemert et al. (2019), who investigated the perception of 635 Dutch secondary school students of their EFL literature lessons. By answering a single open question, these students reported that the benefits of EFL literature lessons were first and foremost to improve their English language speaking, listening, reading, and writing skills (see also Schmidt 2004). Similar results were found in a Higher Education context by Martin and Laurie (1993), who report that students of French at an Australian university "are hesitant about literature as a

formal part of their language course" (204) because their primary objective is linguistic and improving their language proficiency. Interestingly, Akyel and Yalçin (1990), researching the perspectives of Turkish secondary school students, found that there was a connection between the student's appreciation of EFL literature lessons and their English language proficiency.

Knowing that students perceive the foreign language literature lessons primarily as a language learning opportunity has a major impact on the classroom situation. For example, a foreign language literature lesson "where the teacher focuses explicitly on language learning and activities are specifically designed to further this aim" (Author 2008: 466) could establish a "congruent situation" (Vermunt and Verloop 1999: 270) with a high level of agreement and understanding between teacher and students. On the other hand, a foreign language literature lesson with a purely literary goal where "any focus on language is on its literary effects" (Author 2008: 467) could create undesirable destructive frictions "which may cause a decrease in learning or thinking skills" (Vermunt and Verloop 1999: 270). Furthermore, Brown (2009) argues that how students perceive lessons, and to what extent it is similar or disparate to their teachers', has an impact on student achievement. In sum, it is important to include students' perceptions in the current discussions regarding the inclusion of literary texts in the foreign language classroom.

2.3 Student engagement as an external manifestation of motivation

Student engagement can be considered as the external "manifestation of a motivated student" (Skinner et al. 2009: 494). In this study we follow the motivational conceptualization of behavioural and emotional engagement and disaffection. Skinner et al. (2009) refer to engagement as "the quality of a student's connection or involvement with the endeavour of schooling and hence with the people, activities, goals, values, and place that compose it" (494). In other words, engagement can be understood as an intrinsic motivational factor identified by self-determination theory (Skinner et al. 2017).

Even though the growing international interest in student engagement has resulted in diverse conceptualisations of the term (Fredricks et al. 2011), most researchers consider engagement as a combination of a number of components, identified as emotional, behavioural, cognitive, and social (Fredricks et al. 2004; Philp and Duchesne 2016; for alternative interpretations of engagement see for example Zepke 2011; Bryson 2014). The two components most often included in

studies of engagement are behavioural and emotional engagement (Lee 2014), the two components also distinguished in a motivational conceptualization of engagement (For other combinations of the four components see Lambert et al. 2017; Qiu and Lo 2017).

One notable feature of a motivational conceptualization of engagement is that participation in the classroom includes both an emotional and a behavioural component (Skinner et al. 2009). Emotional engagement, also called affective or psychological engagement (Lee 2014), focuses on states "that are germane to students' emotional involvement during learning activities such as enthusiasm, interest, and enjoyment" (Skinner et al. 2008: 766). This includes affective reactions, such as whether students feel good and interested and whether they enjoy learning new things. Behavioural engagement is described by Skinner et al. (2008) as "the students' effort, attention, and persistence during the initiation and execution of learning activities" (766). Indicators are, for example, amount of effort, persistence, and active involvement (Philp and Duchesne 2016), which are expressed in trying hard to do well in school and participating in class discussions.

Another notable feature of a motivational conceptualization of engagement is the presence of its opposite, labelled disaffection (Skinner et al. 2008). Importantly, disaffection is more than merely the absence of engagement, because it "refers to the occurrence of behaviours and emotions that reflect maladaptive motivational states" (Skinner et al. 2008: 767). Disaffected behaviours include lack of initiation and passivity, expressed in students doing just enough to get by and students pretending to act as if they were participating. Disaffected emotions include feelings of sadness, boredom, and anxiety, expressed by students feeling worried, discouraged or frustrated.

2.4 Students' view of the importance of foreign language literature lessons as an internal manifestation of motivation

In the same way that student engagement is regarded as the external manifestation of a motivated student, how students view the importance of foreign language literature lessons, can be regarded as an internal manifestation of motivation. Knowing how students value foreign language literature is extremely relevant in view of the different ways in which literary focus and language learning are moving towards being integrated. This information can

assist teachers in creating congruent instructional environments and, from there, create desirable constructive frictions (Vermunt and Verloop 1999). According to Vermunt and Verloop (1999), constructive frictions "represent a challenge for students to increase their skill in a learning or thinking strategy" (270). In the foreign language literature lesson, by first creating a situation of congruence through, for example, addressing specific vocabulary in a literary text, teachers can move towards constructive frictions by bringing in elements such as literary terminology or biographical information (Bloemert et al. 2016). This line of reasoning is empirically supported by Brown (2009), who argued that mismatches between teachers' and students' perceptions regarding abstract L2 acquisition and concrete pedagogical practices "can negatively affect L2 students' satisfaction with the language class and can potentially lead to the discontinuation of L2 study" (46).

Why a student values certain aspects of foreign language literature more than others can depend on several factors. Eccles (1983) identified four major components of subjective values: attainment value, intrinsic value, utility value, and cost. According to this so-called Expectancy-Value model of achievement, the subjective task value can be understood as the following student question: "Do I want to do this activity and why?' (Wigfield and Cambria 2010: 2). Wigfield and Eccles (2000) argue that these values, combined with a student's belief about how well he/she will do, can explain a student's "choice, persistence and performance" (68). Therefore, by investigating the relationship between engaged and disaffected students and what they value in the EFL literature lesson, the study should provide insights that seem most relevant for educational researchers, policy makers, and teachers focusing on the foreign language literature curriculum.

2.5 Research questions

Although the resurgent position of literature in foreign language curricula is increasingly accepted worldwide, in a recent symposium on research in EFL literature education at the IATEFL Annual Conference, Paran (2018) argued that challenges in this area of research lie in the lack of empirical research and appropriate data collection and data analysis. In response to this plea, this study explores EFL literature lessons in a secondary school context through the level of student engagement as well as their ascribed importance of the subject. The study addressed the following three research questions:

1. To what extent are students engaged during EFL literature lessons?
2. What level of importance do students ascribe to EFL literature lessons?

3.   What is the relationship between the students' level of engagement and the importance they ascribe to EFL literature lessons?

3 Methods

3.1 Participants

Sixteen intact upper college EFL classes from 6 Dutch secondary schools participated in this study. All students (n = 356, average student age 17) were native Dutch speakers who were learning English as a foreign language and who were considered to be at upper-intermediate (B2) proficiency levels according to the Common European Framework of Reference (Council of Europe 2001).

In Dutch secondary education, EFL is a compulsory subject where foreign language learning is firmly established and linked to learning outcomes by the *Common European Framework of Reference* (Council of Europe 2001). However, the required literature component within the EFL curriculum is ill-structured. The only requirement is that teachers adhere to the following three core curriculum standards:

1.   Students can recognize and distinguish literary text types and use literary terms when interpreting literary texts
2.   Students can give an overview of the main events of literary history and place the studied works in this historic perspective
3.   Students can report about their reading experiences of at least three literary works with clear arguments

(Meijer and Fasoglio 2007: 55) (our translation)

Apart from these three core curriculum standards, however, teachers have complete freedom when it comes to the choice of literary works, the amount of time spent on literature, and the way literature is taught and tested.

3.2 Procedure

The data collection for this study comprised a student survey with Likert-scale statements, which was first piloted in one secondary school class (n = 28) in June 2015. Following the analyses of this pilot run, some items were reworded to improve comprehensibility. The final version of the questionnaire was administered in June 2016 and June 2017.

3.3 Data collection method and analysis

3.3.1 Measuring level of engagement

In order to measure the level of student engagement we used an instrument based on the student survey of the 'Engagement versus Disaffection' (EvsD) instrument (Skinner et al. 2009). The instrument was translated into Dutch and adapted to EFL literature lessons. In the process of translation four items were deleted from the original instrument due to ambiguity. (See Appendix A for the original and which items were deleted). The students were asked to report on a scale of 1–4 (1 = I disagree, 4 = I agree), as in the original instrument, on their own behavioural and emotional engagement and disaffection during EFL literature lessons. Behavioural engagement was measured using 5 items that tapped students' attention and participation during the EFL literature lessons (Cronbach $\alpha = 0.78$). Behavioural disaffection was measured using 4 items that tapped students' lack of effort (Cronbach $\alpha = 0.76$). Students' emotional engagement was assessed using 5 items that tapped whether students felt good during the EFL literature lessons and whether they enjoyed learning new things (Cronbach $\alpha = 0.84$). Emotional disaffection was assessed using 9 items that tapped emotions indicating boredom and discouragement (Cronbach $\alpha = 0.63$).

3.3.2 Measuring level of importance of EFL literature

In order to measure the level of importance students ascribed to EFL literature lessons, we used the underlying elements of the Comprehensive Approach to Foreign Language literature learning (Bloemert et al. 2019). Table 1 presents an overview of the underlying elements of the Comprehensive Approach including the items in the student survey based on these elements. The students were asked to indicate on a scale of 1–4 (1 = not important, 4 = important) to what extent they deemed each of the underlying elements important. Descriptive statistics were then calculated for each element.

3.3.3 Calculating relationships between engagement and importance

To calculate the relationship between engagement and importance we first conducted an exploratory factor analysis on the items of the Comprehensive Approach to define the underlying structure based on the students' answers. Secondly, we employed a correlation analysis to calculate whether level of

Table 1: Underlying elements of the comprehensive approach to FL literature teaching and items in student survey.

Four approaches	Comprehensive Approach to FL literature teaching and learning (Bloemert et al. 2019)	Items in student survey
Text approach	1. Literary terminology	Literary terminology (such as metaphors or personification).
	2. Literary text types	Literary text types (such as short stories, or a sonnet).
	3. Setting	The position of time and place in English literary works.
	4. Story, plot, and theme	The story, plot and theme(s) of English literary works.
	5. Characters	Characters in English literary works.
Context approach	6. Biographical information	The life of English literary authors.
	7. Historical, cultural, and social context	The context of English literary works (such as historical, cultural, or social).
	8. Literary history	English literary history (such as the Romantic period, the Renaissance, or Modernism)
Reader approach	9. Reading experience	Reporting on your personal reading experiences with English literary works.
	10. Literary taste	Developing a personal literary taste.
	11. Personal development	Personal development (such as developing a critical outlook).
Language approach	12. Grammar and syntax	English grammar and syntax.
	13. Vocabulary and idioms	English vocabulary and idiom.
	14. Language skills	Developing English language skills (reading, speaking, listening, writing).
	15. Language development and variety	The development of the English language throughout the centuries (such as language use in a certain period, region or within a certain (sub)culture).

engagement is significantly related to the ascribed level of importance. The α level was set at $p < 0.05$.

According to Plonsky and Oswald (2014), Cohen's (1988) benchmarks for effect sizes – in this case, *r* for correlations – "generally underestimate the effects obtained in L2 research" (878). Based on an analysis of the distribution of mean difference and correlational effects observed in 91 meta-analyses and 346 primary studies, they propose the following field-specific scale for

interpreting and reporting effect sizes for correlation coefficients in L2 research which we will follow in this study: small (0.25), medium (0.40), and large (0.60). Furthermore, Plonsky and Oswald (2014) recommend taking into consideration eight additional factors when interpreting L2 effect sizes. We consider the relevant factors in the interpretation of our results below.

All data were processed and analysed using SPSS 25 software.

4 Results

4.1 Research question 1: To what extent are students engaged during EFL literature lessons?

Table 2 shows the descriptive statistics for the measures of emotional and behavioural engagement and disaffection.

Table 2: Descriptive statistics for level of engagement & disaffection.

Scales of Skinner et al. (2009) EvsD (adapted)	N	Minimum	Maximum	M (SD)	α (No. of items)
Emotional engagement	351	1.00	4.00	2.71 (0.78)	0.841 (5)
Behavioural engagement	356	1.00	4.00	2.60 (0.62)	0.782 (5)
Emotional disaffection	356	1.00	3.00	1.72 (0.40)	0.627 (9)
Behavioural disaffection	356	1.00	4.00	2.43 (0.69)	0.762 (4)

We first checked whether the four scales from the EvsD instrument also formed reliable scales with our data. As can be seen in Table 2, the coefficients ranged between 0.627 (minimally reliable) and 0.841 (highly reliable) (Cohen et al. 2011). For each of the four scales, students scored between 1 and 4, apart from emotional disaffection with a maximum score of 3. Looking at engagement first, the mean scores for emotional engagement (M = 2.71, SD = 0.78) as well as behavioural engagement (M = 2.60, SD = 0.62) can be considered moderately high. In other words, Dutch secondary school students are, on average, moderately engaged during EFL literature lessons. Furthermore, the difference between the students' emotional and behavioural engagement is significant (M = 2.71, SD = 0.78 and M = 2.60, SD = 0.62, respectively; $t(350) = 6.697$. $p = 0.007$, $d = 0.1561$), indicating that students are significantly more engaged emotionally than behaviourally.

With regard to the students' disaffection, results show that the students are significantly more disaffected behaviourally than emotionally (M = 2.43, SD = 0.69 and M = 1.72, SD = 0.40, respectively; $t(355) = -19.523$. $p = 0.000$, $d = 1.259$). This means that students show more disaffection in their behaviour than they appear to experience emotionally.

4.2 Research question 2: What level of importance do students ascribe to EFL literature lessons?

In order to find out how Dutch secondary school students regard EFL literature lessons, we investigated the perceived level of importance of the underlying elements of the Comprehensive Approach. Table 3 presents the descriptive statistics for the level of importance of each of the underlying elements, in descending order.

Table 3: Descriptive statistics for level of importance of the underlying elements of the comprehensive approach.

Element	N	Level of Importance M (SD)
Language skills (reading, listening, speaking, writing)	360	3.66 (0.64)
Vocabulary and idioms	359	3.41 (0.73)
Personal development	361	3.34 (0.79)
Grammar and syntax	359	3.24 (0.91)
Literary taste	359	2.92 (0.90)
Historical, cultural, and social context	361	2.85 (0.86)
Literary terminology	360	2.84 (0.84)
Story, plot, and theme	359	2.80 (0.88)
Literary history	360	2.69 (0.89)
Setting	360	2.55 (0.90)
Literary text types	360	2.47 (0.81)
Characters	357	2.36 (0.86)
Language development and variety	360	2.33 (0.87)
Reading experience	359	2.29 (0.87)
Biographical information	359	2.11 (0.81)

The results in Table 3 show that the students regard Language approach elements, i.e. 'Language skills' (M = 3.66, SD = 0.64), 'Vocabulary and idioms' (M = 3.41, SD = 0.73), and 'Grammar and syntax' (M = 3.24, SD = 0.91) as especially important during EFL literature lessons. What also stands out is that the

students valued 'Personal development' and 'Literary taste' also quite highly (respectively 3.34 and 2.92). Even though each of the 15 elements was scored throughout the range – i. e. between 1 and 4 – indicating a wide range in the way students regard the importance of the elements, ten of the fifteen elements were, on average, regarded as (somewhat) important, with a score of 2.5 or above.

4.3 Research Question 3: What is the relationship between the students' level of engagement and the importance they ascribe to EFL literature lessons?

In order to reduce the data for further analysis a principal components analysis using a Varimax rotation was performed on the 15 underlying elements of the Comprehensive Approach. Based on the scree plot and the interpretability of the factor solution, a three-factor solution was selected, all with eigenvalues greater than 1, explaining 54 % of the variance. Table 4 presents the pattern structure of the exploratory factor analysis, the items loading on each factor and the reliability coefficients of each factor as estimated by Cronbach's alpha.

Table 4: Factor analysis of comprehensive approach/loadings for three factors.

No	Item	F1	F2	F3
Factor 1:	Literature ($\alpha = 0.855$)			
8	Literary history	**0.800**	0.029	−0.049
7	Historical, cultural, and social context	**0.772**	0.041	0.152
3	Setting	**0.692**	−0.089	0.355
6	Biographical information	**0.662**	−0.035	0.118
4	Story, plot, and theme	**0.639**	−0.040	0.448
1	Literary terminology	**0.607**	0.428	−0.155
5	Characters	**0.596**	−0.186	0.354
2	Literary text types	**0.581**	0.038	0.053
15	Language development & variety	**0.550**	0.100	0.213
Factor 2:	Language ($\alpha = 0.721$)			
12	Grammar and syntax	−0.054	**0.820**	0.053
13	Vocabulary and idioms	−0.014	**0.759**	0.176
14	Language skills (reading, listening, speaking, writing)	0.075	**0.741**	0.176
Factor 3:	Personal Development ($\alpha = 0.578$)			
10	Literary taste	0.192	0.063	**0.794**
11	Personal development	−0.006	0.262	**0.657**
9	Reading experience	0.259	0.153	**0.511**

The first factor contained 9 items with factor loadings from 0.550 to 0.800 and had an eigenvalue of 4.7 which explained 31 % of the total variance. We labelled this factor Literature: the items are related to the Text approach (Items 1, 2, 3, 4, 5), Context approach (Items 6, 7, and 8), and Language approach (Item 15). The second factor contained 3 items with factor loadings from 0.741 to 0.820 and had an eigenvalue of 2.2, which explained 15 % of the total variance. It was labelled Language, as the items clearly relate language areas – grammar, vocabulary, and the four skills (items 12, 13 and 14 respectively). The third factor contained three items (Items 9, 10, and 11), with factor loadings from 0.511 to 0.794 and had an eigenvalue of 1.2, explaining 8 % of the variance. Because all three items were related to the Reader approach, we named this factor Personal Development.

The Language and the Literature factors formed reliable scales, with highly reliable coefficients of $\alpha = 0.721$ and $\alpha = 0.855$, respectively. Even though the coefficient for the Personal Development factor ($\alpha = 0.578$) can be considered unacceptably low (Cohen et al. 2011), because of its content we decided not to delete it, realizing we have to be careful in the interpretation of the results with this factor.

Table 5 shows the descriptive statistics for the items loading on each of the three factors. Considering the fact that we used a 4-point Likert scale, the mean score of factor 2, Language, is considered very high (M = 3.44, SD = 0.613). This is followed by factor 3, Personal Development, (M = 2.85, SD = 0.642); the mean score of factor 1, Literature, was the lowest (M = 2.56, SD = 0.584) but still above the midpoint of the scale, therefore considered positive. Furthermore, there is a significant difference between the mean scores for the Language and Literature factors, $t(359) = 20.67$, $p = 0.000$, $d = 1.470$; the Personal Development and Literature factors, $t(361) = 8.391$, $p = 0.000$, $d = 0.473$; and the Personal Development and Language factors, $(360) = -14.915$, $p = 0.000$, $d = 0.940$).

Table 5: Descriptive statistics for each factor.

Factor	Items	N	Minimum	Maximum	M (SD)
1. Literature	9	361	1	4	2.56 (0.584)
2. Language	3	360	1	4	3.44 (0.613)
3. Personal development	3	361	1	4	2.85 (0.642)

Table 6 reports the results of the Pearson product-moment correlations to examine the relationships between student engagement and the level of importance regarding EFL literature. All correlations between engagement (both

Table 6: Correlation analysis of engagement and level of importance.

	Importance			Engagement & disaffection			
	Language	Personal development	Literature	Emotional engagement	Behavioural engagement	Emotional disaffection	Behavioural disaffection
Language	—						
Personal development	0.286**	—					
Literature	0.088	0.412**	—				
Emotional engagement	0.128*	0.311**	0.588**	—			
Behavioural engagement	0.034	0.273**	0.482**	0.526**	—		
Emotional disaffection	−0.075	−0.141**	−0.271**	−0.360**	−0.192**	—	
Behavioural disaffection	−0.007	−0.241**	−0.420**	−0.467**	−0.655**	0.315**	—

* $p < 0.05$
** $p < 0.000$

emotional and behavioural) and the three factors Literature, Language, and Personal Development were positive and the correlations between disaffection and the three factors were negative. In other words, a higher level of engagement was associated with a higher level of ascribed importance and a higher level of disaffection was associated with a lower level of ascribed importance.

Of the three factors, the Literature factor showed the strongest positive significant correlation with the level of emotional and behavioural engagement ($r = 0.588$, $p < 0.000$ and $r = 0.482$, $p < 0.000$, respectively). The Literature factor also showed the strongest negative significant correlation with the level of emotional and behavioural disaffection ($r = -0.271$, $p < 0.000$ and $r = -0.420$, $p < 0.000$, respectively). Thus, of the three factors, the Literature factor has the strongest positive relation to the level of student engagement and the strongest negative relation to the level of student disaffection. This indicates that students who find Literature factor elements important generally show a high level of engagement and a low level of disaffection.

The Personal Development factor also showed small positive significant correlations with the level of emotional and behavioural engagement ($r = 0.311$, $p < 0.000$ and $r = 0.273$, $p < 0.000$, respectively). For this factor, we also found a small negative significant correlation with the level of emotional and behavioural disaffection ($r = -0.141$, $p < 0.008$ and $r = -0.241$, $p < 0.000$, respectively). The generally small significant correlations between level of engagement and the Personal Development factor suggests that students who find this factor important generally show a moderate level of engagement and disaffection.

The Language factor only showed one small significant positive correlation with emotional engagement ($r = 0.128$, $p < 0.017$). The general lack of significant correlations between the Language factor and level of engagement as well as disaffection indicates that whether or not students find the Language factor important, this does not seem to have an impact on their levels of engagement or disaffection.

We also analyzed whether there were significant correlations between the three factors. As Table 6 shows, there is a medium positive significant correlation between the Personal Development factor and the Literature factor ($r = 0.412$, $p < 0.000$) and a small significant correlation between the Personal Development factor and the Language factor ($r = 0.286$, $p < 0.000$). This indicates that students who find the Personal Development factor important, generally also find the other two factors important. The lack of significant correlation between the Language factor and the Literature factor indicates that whether or not students value the Language factor, it does not appear to impact how they value the Literature factor (and vice versa).

In sum, Dutch secondary school students indicate that they believe the Language factor in EFL literature lessons is very important (M = 3.44 on a scale of 1–4). These students are emotionally and behaviourally moderately engaged and disaffected during the EFL literature lessons. The correlation analysis revealed that whenever students value the Literature factor highly (M = 2.56) they also show a high level of engagement and a low level of disaffection.

5 Discussion

In this study we explored Dutch secondary school students' motivation in EFL literature lessons. More specifically, we explored to what extent students are engaged during EFL literature lessons, to what extent they value EFL literature and whether there are any relationships between these two components.

Our results indicate that the way students view EFL literature lessons differs from our interpretation, represented by the Comprehensive Approach, which was validated with Dutch secondary school EFL teachers. An exploratory factor analysis resulted in three factors instead of the original four factors of the Comprehensive Approach, leading us to identify two prominent differences. The first difference is that from a student perspective, the Text and Context approaches within the Comprehensive Approach seem to be considered as one (the so-called Literature factor). Secondly, the element 'Language development and variety', which was originally considered to be part of the Language approach, had the highest loading on the Literature factor. In other words, from a student perspective this element bears a stronger relation to elements such as 'Literary terminology' than to elements of the Language factor such as 'Language skills'. What is particularly important is that these results empirically underscore the tripartite frameworks based on beliefs and practitioner evidence suggested by for example Carter and Long (1991), Lazar (1996), and Maley and Duff (2007). As far as we are aware, this is the first empirical support for these frameworks. Knowing that students do not view knowledge about the development of the English language as beneficial for their language development has implications for classroom practice. To make this element of EFL literature education more relevant in the eyes of students, teachers might want to design activities in which they create a clear link between how knowledge about the development of the English language can benefit language development.

Our study supports the results of previous studies such as Martin and Laurie (1993) and Bloemert et al. (2019), showing that students predominantly find Language factor elements such as language skills, vocabulary, and grammar,

important in their EFL literature lessons. An argument could be made that one of the reasons why students have a pragmatic and utilitarian perspective on EFL literature is the way foreign languages are taught in Dutch secondary schools and the position of literature therein. The current message students probably receive is that learning a foreign language primarily means mastering language skills such as reading and writing. Within this context, it is very likely that students perceive EFL literature lessons primarily as yet another opportunity to master these skills.

However, our results do not indicate that the students believe that language learning is only about acquiring language skills and linguistic competence, a position that Paran (2008: 468) calls the "isolationist position". Both the Personal Development factor and the Literature factor hold a mean score of 2.85 and 2.56 respectively, which means that these two factors are also regarded as moderately important by the students. In comparison to Bloemert et al. (2019), in which a large group of secondary school students was asked an open question about the benefits of EFL literature education, the answers in our current study seem more varied. For example, when students were asked to come up with their own answers, they did not mention Literature factor elements often. As Bloemert et al. (2019) suggest, for students to answer a single open question on the spot depends a great deal on their ability to articulate their thoughts and their willingness to elaborate their answers in detail. However, when presented with all 15 underlying elements of the Comprehensive Approach to foreign language literature teaching and learning in our current study, students rated these fairly high. This difference in results as an artefact of methodological choices is also valuable to the empirical body of research into the area of foreign language literature education because it shows that methodological choices have a demonstrative impact on the outcome of research.

The results also show that students scored each of the three factors between a 1 and a 4, which means that students vary greatly in what they find important. Applying these results to teaching practice, when a class is asked whether and why they want to do a certain activity (Wigfield and Cambria 2010) a variety of answers is to be expected based on the students' subjective values. In order to establish desirable situations of congruence as well as constructive frictions (Vermunt and Verloop 1999), teachers could benefit from language-literature instruction where the balance between the Literature, Language, and Personal Development factors plays out differently in different lessons. These results could also be of interest to policy makers working on guidelines for a more integrated language-literature curriculum.

Our study shows, unsurprisingly, that students who value the Literature factor highly generally show a high level of engagement and a low level of

disaffection in EFL literature classrooms. On the other hand, whether students value the Language factor highly does not seem to have an impact on their levels of engagement or disaffection. Due to the huge differences in literature curricula and the large number of classes that participated in our study, the data we collected does not provide any insights into what is actually happening in literature classrooms, such as types of activities, how literary texts are approached, or which literary texts are used. Nevertheless, an assumption can be made that, based on the three Core Curriculum Standards, there is a strong focus on the Literature factor, resembling Paran's (2008) third quadrant, where "literature is only discussed as literature and no overt focus is paid to language development" (467). For students who value the Literature factor highly, this would create a congruent instructional environment. However, it could be the case that students who value the Language factor highly still find sufficient attention to language in these lessons (for example, through language practice), which could explain why there is no relation between valuing the Language factor highly and students' levels of engagement.

The lack of a significant relationship between the Language and Literature factors could suggest that Carter's (2015) observation of a dichotomy between teachers, where language teachers are mainly concerned with "relevance and utility" and where literature teachers are mainly concerned with "literature, culture, and significance" (316), is also reflected in the views of our student sample. This argument is further supported by the position of the Personal Development factor. Our results show that students value this factor as somewhat important (M = 2.85) and we found a small but significant relation between the value for this factor and levels of student engagement. In addition, we found relations between the Personal Development and Literature factor and between the Personal Development and Language factor. What these findings seem to suggest is that students value either a literature-personal development approach or a language-personal development approach.

Although we were able to establish several significant correlations in our study, we must repeat that the majority of the correlations were considered small. Nonetheless, according to Plonsky and Oswald (2014), additional factors ought to be taken into account when interpreting effect sizes in L2 research. With regard to our current study, an important factor is what Plonsky and Oswald (2014) call "domain maturity and changes in effect over time" (894). Since quantitative research into the sub-domain of foreign language literature education is only recently emerging (Paran 2008; Paesani 2011), these effect sizes should be considered acceptable. These relatively small effect sizes might increase "when the psychometric properties of instruments, the standards for

which are generally lower in an emerging research area, are refined over time" (Plonsky and Oswald 2014: 894).

By measuring the students' level of engagement and disaffection during the EFL literature lessons we not only found that the students were moderately engaged but also that they were moderately disaffected. The significant difference between the students' behavioural ($M = 2.43$) and emotional ($M = 1.72$) disaffection is especially interesting considering the context of our research. EFL literature lessons are mandatory for Dutch secondary school students, which means that neither EFL teachers nor students can opt out. Knowing that secondary school students show significantly more behavioural disaffection than they appear to experience emotionally is valuable information for EFL teachers.

6 Conclusion

Even though the language-literature divide in foreign language teaching and learning still exists (Paran 2008), Carter (2015) argues that in the twenty-first century "it is becoming increasingly difficult to sustain such divisions" (316). Based on our results and the results of previous research, we can underline that "the deliberate integration of language development and literary study" (Paesani 2011: 162) is the way forward for foreign language curricula. Our study has shown that students value the language component in EFL literature lessons highly but also that the literature component is valued by decidedly engaged students. Furthermore, the results show that the Personal Development factor appears to be a good fit for engaged as well as disaffected students. The results of this study also provide empirical evidence (through the students' perspective) for the theoretical tripartite framework, which has been in place since the early 1990s.

The findings of this study should however be interpreted with caution in view of the several minimally reliable scales and the small (though significant) correlation sizes. According to Plonsky and Oswald (2014) "an increase in effect sizes might also be found when the psychometric properties of instruments, the standards for which are generally lower in an emerging research area, are refined over time" (894). Therefore, future empirical research in literature-language instruction should be encouraged to improve psychometric properties of instruments and replicate research in different teaching and learning contexts.

Given the nature of quantitative data, we were unable to deduct the *why* behind the value students ascribed to EFL literature lessons. Uncovering why

they generally do not value for example personal reading experiences with literary texts or biographical information will add qualitative depth to this area of research. This links in with Brown's (2009) plea for more studies that "explore how and where students formulate their ideas about L2 teaching and learning" (56), in our case, the inclusion of literature in EFL teaching and learning.

Other future directions in research in this area should include classroom observations in combination with student motivation, to establish what is actually happening in literature classrooms. Replications of this study in other educational systems would be particularly welcome, to explore whether our findings represent a particular situation in the Netherlands or whether they can be shown to exist in other countries where literature is a compulsory part of the FL curriculum (e. g. Switzerland). In addition, a qualitative analysis of teaching, classroom activities, and interaction in language-literature classrooms where students show high levels of engagement could improve our insights and therefore further research in this area.

Appendix A

	Engagement vs Disaffection (Skinner et al. 2009)	Items in student survey (adapted for EFL literature teaching)
Behavioural engagement	1. I try hard to do well in school.	During the EFL literature lessons I try hard to do well.
	2. In class, I work as hard as I can.	During the EFL literature lessons I work as hard as I can.
	3. When I'm in class, I participate in class discussions.	During the EFL literature lessons I participate in class discussions.
	4. I pay attention in class.	During the EFL literature lessons I pay attention.
	5. When I'm in class, I listen very carefully.	During the EFL literature lessons I listen very carefully.

(*continued*)

(*continued*)

	Engagement vs Disaffection (Skinner et al. 2009)	**Items in student survey (adapted for EFL literature teaching)**
Behavioural disaffection	1. When I'm in class, I just act like I'm working. 2. I don't try very hard at school. 3. In class, I do just enough to get by. 4. When I'm in class, I think about other things. 5. When I'm in class, my mind wanders.	During the EFL literature lessons I just act like I'm working. – During the EFL literature lessons I do just enough to get by. During the EFL literature lessons I think about other things. During the EFL literature lessons my mind wanders.
Emotional engagement	1. When I'm in class, I feel good. 2. When we work in something in class, I feel interested. 3. Class is fun. 4. I enjoy learning new things in class. 5. When we work on something in class, I get involved.	During the EFL literature lessons I feel good. During the EFL literature lessons I feel interested. The EFL literature lessons are fun. During the EFL literature lessons I enjoy learning new things. During the EFL literature lessons I get involved.
Emotional disaffection	1. When we work on something in class, I feel bored. 2. When I'm doing work in class, I feel bored. 3. When my teacher explains new material, I feel bored. 4. When I'm in class, I feel worried. 5. When we start something new in class, I feel nervous. 6. When I get stuck on a problem, I feel worried. 7. When we work on something in class, I feel discouraged. 8. Class is not all that fun for me. 9. When I'm in class, I feel bad. 10. When I'm working on my classwork, I feel mad. 11. When I get stuck on a problem, it really bothers me. 12. When I can't answer a question, I feel frustrated.	During the EFL literature lessons I feel bored. – When my teachers explains new material during the EFL literature lesson, I feel bored. During the EFL literature lessons I feel worried. When we start something new during the EFL literature lessons, I feel nervous. When I get stuck on a problem during the EFL literature lessons I feel worried. During the EFL literature lessons I feel discouraged. – – During the EFL literature lessons I feel mad. When I get stuck on a problem during the EFL literature lessons it really bothers me. During the EFL literature lessons I feel frustrated when I can't answer a question.

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