

# ENHANCING MOTIVATION FOR READING IN ENGLISH AMONG STUDENTS OF TECHNICAL HIGHER EDUCATION INSTITUTIONS

## ПІДВИЩЕННЯ МОТИВАЦІЇ ДО ЧИТАННЯ АНГЛІЙСЬКОЮ МОВОЮ СЕРЕД СТУДЕНТІВ ВИЩИХ ТЕХНІЧНИХ НАВЧАЛЬНИХ ЗАКЛАДІВ

*The article discusses the use of the English-language literature, in particular works adapted for reading in English, when studying English in higher technical educational institutions. It is stated that teaching approaches should help to engage and motivate students, and provide the necessary knowledge, skills and strategies to enhance their foreign language proficiency. To develop curricula for academic disciplines in a foreign language, it is essential to consider the structural components of students' readiness to read both English-language literature in their specialty and imaginative, popular science, and periodical literature. This approach will allow future specialists to realize the importance of reading in a foreign language, master the necessary theoretical knowledge and practical skills of reading in a foreign language, and will contribute to forming intercultural communicative skills. The purpose of the proposed approach is to develop students' readiness to read in a foreign language, develop their linguocultural competence and improve their English language proficiency. The article provides relevant advice on choosing appropriate literature for reading in English. A study was conducted to determine which English books IT specialists read at different levels of training. The findings indicate that IT forum participants who responded to the survey positively support the use of adapted books in English, provided there is a gradual transition to more complex texts. The titles of books recommended by respondents based on their own experiences are also presented. It is concluded that reading fiction and science fiction in English remains relevant among students and already working professionals. The use of information and communication technologies not only enables access to e-books in English but also allows the use of specialized applications for instant translation, word highlighting, and personalized vocabulary creation.*

*It is argued that reading both authentic and adapted English-language literature in professionally oriented foreign language studies at non-linguistic faculties, in addition to improving the linguistic competence of students, will lead to the acquisition and improvement of a reading culture and will contribute to enhancing the efficiency of the educational process.*

**Key words:** English language learning; reading; authentic literature; adapted literary text; culture.

*У статті розглядається використання англomовної літератури, зокрема творів, адаптованих для читання англійською мовою, під час вивчення англійської мови у вищих технічних навчальних закладах.*

*Зазначено, що навчальні підходи повинні сприяти зацікавленню та мотивації студентів, а також забезпечувати необхідні знання, навички та стратегії для підвищення рівня володіння іноземною мовою. Для розробки навчальних програм з дисциплін іноземною мовою важливо враховувати структурні компоненти готовності студентів до читання як англomовної літератури за фахом, так і художньої, науково-популярної та періодичної літератури. Такий підхід дозволить майбутнім фахівцям усвідомити важливість читання іноземною мовою, опанувати необхідні теоретичні знання та практичні навички читання, а також сприятиме формуванню міжкультурної комунікативної компетентності.*

*Метою запропонованого підходу є розвиток готовності студентів до читання іноземною мовою, формування їхньої лінгвокультурної компетенції та вдосконалення рівня володіння англійською мовою. У статті наведено актуальні поради щодо вибору відповідної літератури для читання англійською мовою. Було проведено дослідження, щоб з'ясувати, які англomовні книги читають ІТ-фахівці на різних етапах підготовки. Результати показують, що учасники ІТ-форуму, які відповіли на опитування, позитивно ставляться до використання адаптованих книг англійською мовою за умови поступового переходу до складніших текстів. Також наведено назви книг, рекомендованих респондентами на основі власного досвіду. Зроблено висновок, що читання художньої та науково-фантастичної літератури англійською мовою залишається актуальним серед студентів і вже працюючих фахівців. Використання інформаційно-комунікаційних технологій не лише забезпечує доступ до електронних книг англійською мовою, а й дозволяє користуватися спеціалізованими застосунками для миттєвого перекладу, виділення слів та створення персоналізованого словника. Обґрунтовано, що читання як автентичної, так і адаптованої англomовної літератури у процесі професійно орієнтованого вивчення іноземної мови на нефілологічних факультетах, окрім покращення мовної компетентності студентів, сприятиме формуванню культури читання та підвищенню ефективності освітнього процесу.*

**Ключові слова:** вивчення англійської мови; читання; автентична література; адаптований художній текст; культура.

УДК 378.147+ 811.111

DOI <https://doi.org/10.32782/2663-6085/2025/84.1.11>

**Morentsova A.V.,**

Lecturer at the Department of English for Engineering №1  
National Technical University of Ukraine  
"Igor Sikorsky Kyiv Polytechnic Institute"

**Kravchenko T.V.,**

Associate professor at the Department of English for Engineering № 1  
National Technical University of Ukraine  
"Igor Sikorsky Kyiv Polytechnic Institute"

**Problem statement.** The Law of Ukraine "On the Use of English in Ukraine" creates additional prerequisites for the development of the language education system. The urgent need to adapt language education to the needs of the labor market and the society of the future sets expanded requirements for teaching English in higher education

institutions, borrowing "internationally recognized current practices in teaching English as a foreign language" [4]. To ensure effective teaching, lecturers should have a variety of skills, including knowledge of the best practices in language teaching and understanding of individual students' needs. For students pursuing higher education, English

proficiency is becoming increasingly necessary and in demand in a considerable number of fields. Many higher education institutions require students to have a certain level of English proficiency even before enrolling in studies. It is obvious that teaching approaches should contribute to the involvement and motivation of students, as well as provide them with the necessary knowledge, skills and strategies to improve their proficiency in a foreign language. Effective teaching approaches may include the use of different teaching methods and techniques, adapted to the needs of students and based on well-grounded pedagogical principles and scientific data.

When studying a subject such as a foreign language, it is assumed that one becomes familiar with the culture of the language, that is, with the original literature, the history of the country. Effective teaching approaches at the university level, with an emphasis on key practices and future directions in this field, deserve careful consideration in order to improve learning outcomes.

#### **Analysis of recent research and publications.**

The fact, that one of the effective ways to learn a foreign language is to read books in the original, is generally recognized and does not require any separate proof. Researchers note that this method contributes to expanding vocabulary, improving grammatical skills, developing cognitive abilities and familiarizing with the cultural context. There are numerous publications devoted to the influence of reading in a foreign language on the development of language competence, cognitive functions and motivation of those who learn the language (Yeremenko T. E., Polyuk I. S., Nefyodova A. A., Pylypenko-Fritsak R. P., Rathert S., Cabaroglu N., Parkinson B. and others). Gulieva S., based on her own research, confirms that "mastering the skills of speaking, listening, writing and reading are possible as a result of properly organized practice through a literary text" [8]. Grechukhina I. D., Klochko O. O. insists on the need to form two culturally oriented competencies in students: linguocultural and intercultural [1]. They note that the material for the formation of linguocultural competence is "texts that represent the socio-cultural background (fiction, informational, journalistic)" and consider it appropriate to use "visual-text materials, educational and authentic films" [1]. Kulchytska O. O. points out the advantages of applying the principles of second language acquisition (SLA) in analytical reading classes [2]. She suggests using fiction as "material for home (intensive reading) and extracurricular (extensive reading) reading" [2, p. 170]. Achieng S. E. investigated existing effective teaching approaches used by teachers of English as a foreign language, in particular, best practices and future directions [6], emphasizing the need to integrate cultural experience into curricula with the development of teaching strategies that would promote both intercultural

communication and cultural education of students. Tweissi A. I. states that simplifying language in written and oral form facilitates its understanding by students learning the language [10]. He cites the results of various studies on how language simplification, slower speech speed, and word reframing simplify the perception of a foreign language. He also points out that researchers consider "sentences with fewer S-nodes or structures of linguistic transparency to be syntactically less complex and simpler" for understanding when learning a foreign language [10, p. 196]. Nancy Campbell notes that when designing reading programs for students, especially those with less advanced language skills, teachers often express "concern about the impact of linguistic difficulties on both students' enjoyment of the texts and the development of reading skills in the target language" [7, p. 132]. As a solution, Campbell suggests the use of adapted literary texts, which can provide both ease of reading and narrative interest.

Today, under the conditions of state support for the study of English and its wide application in all fields of science and culture, students should develop a strong motivation to study English as a means of communication and cognition in the modern world. British researcher Z. Dorney points out that the success of studying English in a globalized world partly depends on how much a person realizes himself as a citizen of the world [8, p. 118]. Global citizenship is both the preservation of cultural characteristics and the integration of one culture into another. An integral part of national and world culture are books: fiction, popular science, scientific, reference, art and others.

Research on strategies and methods that can increase students' interest in both extensive and intensive reading and that will help them develop useful reading habits remains relevant. One of such methods is the introduction of reading components for pleasure when learning a foreign language with the demonstration to students of a variety of texts that they can choose to read.

**The purpose** of the article is to substantiate the use of literature adapted for reading in English in higher technical educational institutions, which will contribute to nurturing students' readiness for reading in a foreign language. While preparing the article, theoretical methods were used, in particular, such methods as analysis, comparison, generalization and systematization.

**Presentation of the main research material.** Effective approaches to teaching should ensure the involvement and motivation of students, provide them with the necessary knowledge, skills and strategies to improve their language skills. Such approaches, as a rule, combine different methods and teaching techniques with their adaptation to the curricula and needs of students. Since students in the process of studying are preparing for work and life in an

international community, they should get to know a lot about the interaction of people in other societies and how to find a common language with them, therefore, it is necessary to get acquainted with the culture of different, in particular, English-speaking countries. This puts understanding of culture at the center of the language program, because learning a language is the key to the door of any new culture. The introduction of cultural components into the process of learning a foreign language is a rather challenging task for teachers. In non-linguistic faculties of higher technical educational institutions, more attention is paid to the formation of foreign language communicative competence in a particular professional field. The priority areas in the curricula are the study of special terminology, preparation for communication with specialists on socio-domestic and general professional issues, for conducting a literary search and reading texts on technical and professional topics.

It is obvious that one of the effective ways to expand students' language competence is to turn to fiction by English-speaking authors. Reading such works contributes not only to enriching vocabulary and developing text perception skills, but also to getting acquainted with the cultural characteristics of countries where English is the official state language. In addition, studying fiction helps students perceive the English language in its natural environment, develops an intuitive understanding of grammatical structures and stylistic features. This makes learning more interesting, motivates independent reading, and increases the overall level of language proficiency.

Shvedova Ya. V. and Smal K. V., based on the results of their survey, confirm that "despite the development of modern technologies, young people read and prefer classic paper books, fiction and scientific literature" [5, p. 84]. They substantiate the idea that reading among students in the modern information society retains its relevance. It is obvious that the formation of interest in reading literature, in particular fiction, in a foreign language requires the creation of such psychological and pedagogical conditions in the educational process that motivate and facilitate the reading of literature in a foreign language.

Currently, a wide variety of English-language literature is available and everyone can choose a book to read to their liking. However, it is highly likely that the selected book may contain a large number of unknown speech patterns and new words, grammatical hardships, complicated sentences. Additional difficulties in understanding are added by the syntagmatic division of sentences. Reading comprehension problems can arise not only for a student with weak language skills. Even a student with a high level of knowledge of the English language can be defeated if he begins his acquaintance with

the English-language literature trying to read such books as, for example, James Joyce's "Ulysses" or Dan Brown's "The Da Vinci Code", that is, with books that are considered rather difficult to read. This can negatively affect the reader's motivation. After all, it is known that the incentive system in the brain is based on the fact that we see the result of our actions, evaluate the consequences and feel joy from the successful results of work, or, if necessary, adjust our approach to the planned activity and try again. But if the implementation of purposeful actions does not bring the desired result, the energy for repeating such actions is exhausted, and therefore further motivation is lost. Therefore, to prevent loss of enthusiasm and disbelief in one's own abilities, an individual approach to each student is important, taking into account their personal characteristics.

Currently, there are wide opportunities for choosing English-language literature for reading by both beginners and students with a high level of language competence. Properly selected literature should take into consideration the interests of students, the level of language acquisition and the purpose of studying it. Actually, for well-prepared students choosing literature does not pose any particular difficulties, but for students who are just starting to fully master the English language, the teacher should help by recommending appropriate literature for reading. An experienced teacher should take into account the age of students, their cultural and linguistic background, their experience in learning the language, as well as the subject and literary features of the text.

When the level of linguistic competence of students is insufficient, their motivation to further learn the language decreases. Such students believe that despite the long-term study of the language, they still "do not understand anything", that they "have no abilities". In this case, adapted books for reading in English come to the rescue.

Today, a wide selection of adapted books for reading in English is available, aimed at different levels of English proficiency. As a rule, such books include well-known classics and modern bestsellers. Despite their simplicity, the texts of adapted books can be useful and highly effective. They contain new words and phrases that are needed for everyday use at the household and professional levels. They help to master grammatical constructions typical of English. The adapted text should correspond to the level of development of cognitive abilities, such as attention, memory, perception of the surrounding reality and analysis of information. The topic of the text should be understandable and interesting to the student, and the grammatical and lexical units should correspond to a certain level of complexity. It has been estimated that the percentage of unknown words in the texts should not exceed 10–15%, which makes them comprehensible enough and increases the efficiency

of reading. It is advisable for the student to previously read books in their native language that are offered in an adapted version. In this case, it will be easier for him to guess the meaning of unfamiliar words from the context. In addition, when reading an already familiar book, the joy of recognition is added, and this is known to be one of the main pleasures of art, in this case, the art of the word. The simpler vocabulary, grammar and syntax of adapted literature help to read the text faster, without stopping to understand unfamiliar words or phrases.

It is especially important when reading adapted books that students should realize that they are coping with the text, that they understand it, that they are interested in reading the book and that they can read it up to the end. This significantly increases motivation to further consolidate and improve their knowledge and skills. Reading adapted texts leads to greater independence and autonomy of students, they can choose books at their own discretion. As a result, students develop a readiness to read literature in a foreign language, theoretical knowledge and practical reading skills. Such reading creates an excellent transition between the traditionally suggested material of a foreign language course and authentic texts of both fiction and professional literature.

Adapted books are presented according to the Common European Framework of Reference for Languages (CEFR) from A1 to C1. CERF establishes three levels of language proficiency: elementary (A), self-sufficient (B) and fluent (C). Each level is divided into two categories, indicated by the corresponding number. Thus, the opportunity is offered to choose the appropriate level and then, as the level of language proficiency improves, consistently move forward with increasing complexity.

As an additional justification for the use of both fiction and professionally oriented English-language literature, we may refer to the recently available discussion on the advisability of reading in English on the forum of the community of Ukrainian IT specialists (DOU.ua).

In the discussion on the topic "Suggested literature in English (non-technical)", users shared recommendations for choosing English-language literature to improve their language skills [3]. The discussion collected more than 300 comments. More than 50 users participated in the discussion, actively sharing their recommendations and experiences. The audience of this forum consists mainly of IT professionals, among whom men aged 20 to 40 predominate.

The discussion participants recommend a variety of sources for reading in English, including works by famous authors, autobiographies, children's literature, and periodicals. Obviously, the choice of literature depends on personal interests and level of language proficiency, but the general advice

is to choose materials that will be interesting and appropriate for the reader's level, so that the reading process is interesting and useful for learning the language. In terms of recommended works to read in English, among those who left their comments on the above topic, Stephen King was in the lead as an author whose works are interesting, well-read, and written in modern language.

Also for those who are learning English, forum participants have repeatedly recommended the Harry Potter series by J. K. Rowling due to its accessible language and fascinating plot. Due to their easily comprehensible language and intriguing plots, books by Enid Mary Blyton are also recommended, in particular her works for children. Some participants recommended starting with adapted books that match the level of language proficiency in order to gradually move on to more complex texts. The discussion mentioned books arranged according to the Ilya Franko method, in which vocabulary acquisition is gradual – first, translation of everything in a row, at the end, solid English. Users noted that adapted books in English exist for levels from elementary to advanced and that most books have audio support. This makes it possible to read while listening to the texts, recorded by native speakers.

A great choice for students of technical specialties can be Andy Weir's novel "The Martian" (B1–B2) about the survival of an engineer on Mars, in which an exciting plot is combined with technical terms related to science, engineering and space. A significant amount of technical terminology is repeated throughout the plot, therefore it is well remembered. When choosing books at level B1-B2, it is important to find a balance, because books should be interesting, contain a certain amount of new words and expressions, but at the same time remain accessible for understanding. In addition, forum participants recommend reading magazines, newspapers, children's literature, watching films with subtitles and using podcasts to improve listening and reading skills.

In addition to the examples of popular literature given, the author of the article recommends the adapted book by Craig Barr-Green "The Extraordinary Life of Steve Jobs" (A1–A2). The biography of the founder of Apple, the topic of technology and startups is written in simple sentences and vocabulary, which ensures accessibility of reading even for beginners, helps to learn business and IT vocabulary. Properly selected works, regular reading of at least a small passage helps to develop the habit of learning the language, which will ultimately lead to significant progress in the future. Therefore, the integration of literary works, in particular in a form adapted for reading, into the process of studying English in a technical higher educational institution is an effective tool for forming students' communicative skills, for developing their critical thinking and acquaintance



with the cultural traditions of the English-speaking world.

**Study conclusions.** The article considers the use of English-language literature, in particular, works adapted for reading in English in higher technical institutions with the aim of enhancing students' willingness and motivation for reading in a foreign language, forming linguistic and cultural competence, and improving their English proficiency. Relevant advice on choosing appropriate literature for reading in English is given both from those who study the language and from teachers.

It is stated that in order to compile curricula of the discipline "Foreign Language", it is necessary to take into account as structural components the requirements for students of higher technical institutions to read in English, not only literature on the specialty, but also fiction and popular science literature, as well as periodicals. Such an approach will allow future specialists to realize the importance of reading in a foreign language, master the necessary theoretical knowledge and practical skills of reading in a foreign language, and will contribute to both the teaching of intercultural communication and the cultural education of students.

#### REFERENCES:

1. Гречухіна І. Д., Клочко О. О. Про інтеграцію компонентів культури у процес навчання іноземної мови. *Актуальні проблеми викладання іноземних мов для професійного спілкування: матеріали все-укр. наук.-практ. конф.*, м. Дніпропетровськ, 6–7 квіт. 2012 р. Дніпропетровськ, 2012. Т. 3. С. 77–80.
2. Кульчицька О. О. Робота з художнім текстом великого обсягу у ракурсі теорії SLA. *Викладання іноземних мов в Україні та за її межами: досвід і виклики: матеріали міжнар наук.-практ. конф.*, м. Івано-Франківськ, 21–22 березня 2019 р. Івано-Франківськ, 2019. С. 169–171.
3. Підкажіть літературу англійською мовою (не технічну). DOU: Спільнота програмістів: Навчання. URL: <https://dou.ua/forums/topic/22084> (дата звернення: 01.06.2025).
4. Про застосування англійської мови в Україні: Закон України від 04.06.2024 р. № 3760-IX. *Голос України*. 2024. 27 червня. (№ 66).
5. Шведова Я. В., Смаль К. В. Читання та його місце серед студентської молоді у сучасному інформаційному суспільстві. *Наукові записки кафедри педагогіки*. Харків, 2023. № 53. С. 80–89.
6. Achieng S. A. Exploring effective teaching approaches for English as a Foreign Language (EFL) instructors: Best practices and future directions. *International Journal on Studies in Education*. 2023. Vol. 5(4). P. 515–529.
7. Campbell N. Adapted literary texts and the EFL reading programme. *ELT Journal*. 1987. Vol. 41, Issue 2. P. 132–135.
8. Dornyei Z. *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Mahwah: Lawrence Erlbaum Associates Publishers, 2005. 270 p.
9. Guliyeva S. Literary texts in the acquisition of english language in higher schools. *Youth and market*. 2024. Vol. 7–8/227–228. P. 116–120.
10. Tweissi A. I. The Effects of the Amount and Type of Simplification on foreign Language Reading Comprehension. *Reading in a Foreign Language*. 1998. Vol. 11, No 2. P. 191–204.