

INTEGRATION OF READING LITERATURE INTO THE ENGLISH LANGUAGE TEACHING PROCESS: MODERN APPROACHES AND DIGITAL RESOURCES

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The article highlights the importance of integrating English literature into the process of teaching English in the era of digital transformation of education. It argues that children's literary texts are not only a valuable source of authentic linguistic material but also a powerful pedagogical tool for developing communicative competence, critical and creative thinking, emotional intelligence, and intercultural awareness among young learners. The author analyzes contemporary scientific and methodological studies that explore the psychological, linguistic, and didactic foundations of teaching English through literature. Particular attention is paid to modern pedagogical approaches – communicative, competency-based, and integrated – that promote meaningful interaction with literary content. The paper outlines the possibilities of combining traditional reading activities with innovative digital technologies, including e-books, online story platforms, audiobooks, interactive storytelling, and virtual libraries that enhance learners' motivation and engagement. Digital resources such as Oxford Owl, Storyline Online, British Council Kids, Epic!, and Raz-Kids are examined as effective tools for creating a multisensory and dynamic learning environment. The findings confirm that literature-based learning fosters language acquisition through emotional involvement and contextual understanding, helping students develop vocabulary, grammar, and pronunciation naturally. It is concluded that the integration of children's literature into English language instruction contributes to forming a humanistic educational space, where digital tools support creativity, reflection, and the development of communicative and cultural competence. The study emphasizes that the combination of literary reading and digital technologies represents a promising direction for modern English language education, offering teachers innovative strategies for engaging and meaningful learning. The article highlights the features of integrating English literature into the teaching of English in the context of digital education. It analyzes scientific sources that reveal the psychological and pedagogical principles of using literary texts in teaching children. Modern methods that combine traditional reading with digital tools are described, and the prospects for developing this direction in educational practice are identified.

Keywords: children's literature, English language teaching, digital resources, storytelling, CLIL, interactive learning, and motivation.

Problem statement. The problem of effective use of literature in the process of teaching English is becoming particularly relevant in the context of the modern digital

transformation of education, not only in Ukraine but also all over the world. Traditional forms of working with literary texts often do not meet the requirements of the new generation of students, for whom digital technologies are a natural learning environment. It is getting harder and harder to get students to be involved in the reading process and to motivate them. At the same time, it is literature that can become a powerful tool not only in the formation of language competencies but also in the development of emotional intelligence, creativity, and intercultural understanding, which is important nowadays [1, p. 23]. The use of literary texts in English makes it possible to combine the communicative and cultural aspects of learning, which corresponds to modern European educational guidelines. Literature contributes to a deeper understanding and assimilation of the target culture and different languages; therefore, it plays an important role in the process of teaching a foreign language.

Authentic, that is, original, literary works in English provide teachers with an excellent opportunity to use relevant language patterns and examples to demonstrate real-world language use.

The analysis of the research and the main part. Well-known researchers have considered the problem of using children's literature in teaching English. Among them: L. Cameron (2001), I. Ghosn (2013), J. Bland (2015), A. Wright (2018). They emphasize the importance of authentic texts as a means of developing speaking skills and increasing students' motivation to learn a foreign language, in particular English. Ukrainian scholars (in particular, O. Bigych, N. Borysenko, S. Nikolaeva) consider the literary text as an effective tool for integrating linguistic and cultural content.

However, the scientific literature does not sufficiently address the issue of digital formats for working with children's literature, especially in the context of training future schoolteachers.

The purpose of the article is to analyze modern approaches to integrating children's literature into the process of learning English using digital resources and to determine the prospects for its further development in the educational environment.

Modern psychological and pedagogical research proves that children's literature contributes to the development of speech activity, thinking, and emotional perception. It helps to develop imagination, to increase understanding, and gives the chance to go through different life situations, teaching sympathy.

It stimulates internal motivation to read and allows for the integration of different types of speech activities [2, p. 47]. In combination with digital technologies, children's literature becomes a powerful tool for interdisciplinary learning.

One of the modern trends in teaching is the use of the storytelling method, which allows you to combine the study of grammar, vocabulary, and pronunciation with creative self-expression. Storytelling is the art of telling stories to convey information, emotions, and influence the audience.

This can be oral storytelling, written form, or the use of digital tools such as video, images, and text. Stories are used in many areas, from cultural preservation and education to marketing and advertising, as they allow for better memory and emotional connection.

Storytelling serves as one of the most powerful tools for human connection and learning, forging bonds between people and ideas while making complex information more memorable and engaging than traditional fact-based communication. Research shows that stories activate multiple areas of the brain and trigger the release of hormones like cortisol and oxytocin, making them 20 times more likely to be remembered than facts alone and appealing to visual, auditory, and kinesthetic learners simultaneously. Storytelling as a format for teaching at school or higher educational institutions has enormous practical benefits: easy assimilation of material, development of imagination, overcoming fear of public speaking, building relationships with other students, and self-discovery. So it is not surprising that it is becoming more and more popular every year.

The CLIL (Content and Language Integrated Learning) method, based on children's books, allows learning the language in a meaningful context [3, p. 65]. CLIL, or Content and Language Integrated Learning, is a teaching approach where a subject like science or history is taught in a non-native language. This method has two main goals: to learn subject matter and to develop the foreign language simultaneously through the content. CLIL is an innovative method that immerses learners in a topic while they acquire a second or third language.

Book trailers are also becoming popular. A book trailer is a short video that promotes a book, much as a trailer does for a movie. Its purpose is to visually and emotionally introduce the book, engage the reader, and encourage them to read it, without revealing key plot twists.

Usually, a book trailer does not exceed 1–3 minutes to keep the viewer's attention. It can be game-based, animated, or created using photos, computer graphics, and music. A book trailer tells about the plot, main characters, and conflict, but does not give spoilers. The idea of creating a book trailer originated in 1986 and was first implemented in the form of a slide show with illustrations and corresponding captions. The first videos about books began to appear in 2002 in the USA.

Their creation was initiated by publishers as a means of advertising a literary work. At the time, it was a fundamentally new type of advertising that drew attention to a single book among thousands of others.

Thanks to the development of social networks, blogs, and video hosting, promo videos have become an integral part of the advertising campaign of every bestseller. Since 2010, this genre has become widespread in Ukraine. With the development of IT, the range of visualization possibilities has increased. Thanks to this, modern book trailers have become as close as possible to independent films.

Creating your own book trailer as a fragment of a creative task is used in school lessons. The complexity and duration depend on the age characteristics of the students. However, we consider it appropriate to note that even elementary school students perform such tasks without any problems, since for them, digital content is an active part of life.

Among other tools, we note book talks, literary projects that combine reading,

art, digital technologies, and communication. A significant place is occupied by digital resources: online libraries Oxford Owl, Storyline Online, Epic!, British Council Kids, which offer adapted texts, audio, and video materials.

Interactive applications Book Creator, StoryJumper, and Raz-Kids stimulate students' creative thinking, help them create their own stories, and analyze the content of what they read. The use of platforms Padlet, Kahoot, Quizlet, and Wordwall promotes interactive learning and the development of communicative competence [4].

We conducted a study to find out what digital resources are most commonly used by students to study English literature. From the results, we see that the use of digital resources is quite popular, and below is a sample of the results:

The most popular digital resources among students (% of votes):

Digital resource	Frequency of use (%)
BBC Learning English (Stories, Drama)	82
Storyline Online (audio-video children's books)	76
British Council LearnEnglish Kids / Teens	88
YouTube (channels with adapted fairy tales)	91
Quizlet (learning vocabulary from texts)	69
Padlet / Jamboard (group creative tasks)	63
Kahoot (checking text comprehension)	57
Google Classroom / Canva (creating literary projects)	71

It should be noted that the use of any digital resource mainly has more advantages than disadvantages and benefits in the studying process.

The practical results of implementing an integrated approach indicate an increase in the level of speaking skills and a growing interest in reading in English.

Students willingly participate in role-playing games, create multimedia stories, and participate in collaborative projects. Educators note an increase in students' autonomy and the development of critical thinking skills [5, p. 112].

A promising direction is the introduction of artificial intelligence and AR/VR technologies in the creation of interactive books, which expands the boundaries of the educational experience [6].

At the same time, certain problems remain: the need to select high-quality materials, adapt texts to the level of students, and train teachers to use digital tools. The older generation of teachers has a harder time coping with such tasks, which often becomes an obstacle to diversifying the educational process and introducing digital content into the lesson plan.

Conclusions. Integrating children's literature into the English language learning

process is an effective way to enhance the effectiveness of foreign language education. It combines children's emotional and value experiences with the development of linguistic and cultural competencies. The use of digital resources creates conditions for individualizing learning, increasing the motivation and creative activity of students. Further research should be directed towards developing methodological models for using artificial intelligence and virtual reality in working with children's texts.

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ІНТЕГРАЦІЯ ЧИТАННЯ ЛІТЕРАТУРИ В ПРОЦЕС ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ: СУЧАСНІ ПІДХОДИ ТА ЦИФРОВІ РЕСУРСИ

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Розглянуто важливість інтеграції англійської літератури в процес викладання англійської мови в епоху цифрової трансформації освіти. З'ясовано, що дитячі художні тексти є не лише цінним джерелом автентичного лінгвістичного матеріалу, а й потужним педагогічним інструментом для розвитку комунікативної компетентності,

критичного та творчого мислення, емоційного інтелекту та міжкультурної свідомості учнів. Проаналізовано сучасні науково-методологічні дослідження, що вивчають психологічні, лінгвістичні та дидактичні основи викладання англійської мови через літературу. Особливу увагу приділено сучасним педагогічним підходам – комунікативному, компетентнісному та інтегрованому, – які сприяють змістовній взаємодії з літературним змістом. Окреслено можливості поєднання традиційних видів читання з інноваційними цифровими технологіями, включаючи електронні книги, онлайн-платформи для читання історій, аудіокниги, інтерактивне оповідання та віртуальні бібліотеки, що підвищують мотивацію та залученість учнів. Цифрові ресурси, такі як Oxford Owl, Storyline Online, British Council Kids, Epic! та Raz-Kids, розглянуто як ефективні інструменти для створення мультисенсорного та динамічного навчального середовища. Підтверджено, що навчання на основі літератури сприяє вивченню мови через емоційну залученість та контекстуальне розуміння, допомагаючи учням природно розвивати словниковий запас, граматику та вимову. Зроблено висновок, що інтеграція дитячої літератури у викладання англійської мови сприяє формуванню гуманістичного освітнього простору, де цифрові інструменти підтримують творчість, рефлексію та розвиток комунікативної та культурної компетенції. Наголошено, що поєднання літературного читання та цифрових технологій є перспективним напрямом сучасної освіти англійської мови, пропонуючи вчителям інноваційні стратегії для захопливого та змістовного навчання. Проаналізовано особливості інтеграції англійської літератури у викладання англійської мови в контексті цифрової освіти; наукові джерела, що розкривають психолого-педагогічні принципи використання художніх текстів у навчанні дітей. Описано сучасні методи, що поєднують традиційне читання з цифровими інструментами, а також визначено перспективи розвитку цього напрямку в освітній практиці.

Ключові слова: дитяча література, англійської мова, цифрові ресурси, CLIL, інтерактивне навчання, мотивація.