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EDITORIAL

Natalya Eydelman
Novosibirsk State University

It gives me a special pleasure to address the readers of the 5th issue of *Footpath* and share with you some of my thoughts about the importance of this project in promoting interest in and love of reading. It gives both the students studying English and getting acquainted with its culture and their teachers an excellent opportunity to penetrate into the world of modern Britain and its people, gain a better understanding of their problems and worries and, as a result, come to a more profound view of the society with its needs and concerns. Having thought for some time about the question I would like to touch upon in this editorial, I came to the conclusion that it is worth discussing the question of the students' motivation to read and how the Contemporary British Literature project helps to raise it and keep it at a high level.

It is known from motivation research that in order to bring the best learning outcomes our students should become what is known as "engaged" readers¹. Such readers can be described as having both the ability and motivation to read. They go beyond borders in an attempt to reach a deeper and more complex understanding of the authors, their messages, language, style and more. Regrettably though, the number of such readers is far less than desired. As B. M. Proskurnin noted in his editorial article in the second issue of *Footpath*, the level of students' literary education has considerably decreased over the last 10 – 15 years².

So, as teachers we should try our best at making the students more interested in reading, helping them to enrich themselves through it and become more engaged not only in their day to day activities but also in an attempt to become better people. I strongly believe that the