Degree Thesis 1
Bachelor’s Level
Literature in the EFL Classroom

Teachers’ attitudes on the use of literature in the EFL classroom for grades 4-6.

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Abstract
English is an important language since the world is becoming more interconnected and it is central to motivate Swedish pupils to study language. The Swedish Agency for Education states that motivation and learning increase when pupils access a living language and that teacher therefore should use authentic material. Yet, teachers of the English subject still rely a lot on textbooks. The aim of this study is to highlight the use of literature in the EFL classroom for grades 4-6, and to investigate teachers’ attitudes to the use of literature and also examine how they use literature and what they want to achieve by that use. To answer those questions an empirical study was conducted through interviews and a questionnaire. The main findings of this study are that teachers have a positive attitude towards using literature with their pupils and wants to use it more than they currently do. The main reason teachers use literature is to increase the pupils’ vocabulary and help them learn grammatical patterns as well as increasing their motivation. The most commonly used method is reading aloud. However, there are some hindrances for using literature such as the poor availability of English literature in schools.

Keywords: Literature, Teachers' attitudes, EFL, Upper primary school, English education
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1. Introduction

English is an important language since the world is becoming more interconnected and it is nowadays easier to travel to different countries for vacation as well as for education and work. The English language is used for communication all around the world; it is therefore important to have skills in the English language, and it is central to motivate Swedish pupils to study language (Skolverket, 2011b, p. 10). In the aim for the English subject in the Curriculum for the compulsory school, preschool class and the recreation centre 2011 it is stated that:

“In order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests. Teaching should also provide pupils with opportunities to develop knowledge about and an understanding of different living conditions, as well as social and cultural phenomena in the areas and contexts where English is used.” (Skolverket 2011b, p. 32)

The author interprets this to mean that what the pupils encounter in the classroom should be reflected on, in order to create a deeper understanding about both the language and the textual content. It appears that literature is a useful source in finding subjects that interest the pupils, especially since fiction and stories reflect cultures and societies across time and space, and automatically open up for discussions about experiences, living conditions as well as other social and cultural phenomena. Ghosn (2002) argues that a good reason to use literature in language learning is the potential power of good literature to change attitudes and help eradicate prejudice while fostering tolerance, awareness of global problems and empathy (p. 176).

Pinter (2006) states that the use of stories is a good way to learn vocabulary and grammar together (p. 86), and that some of the stories have a good moral lesson to learn from (p. 122). Lundberg (2010) further states that picture books and children’s books may well be used in the English subject and could be used in the same way as Swedish literature is used in the Swedish subject (p. 27). Nevertheless, the experiences that the author has from her teacher training has shown that the use of literature is often limited to pupils’ silent reading on their own without any follow-up work, and for the author that also limits the possibilities for reflection. The author realizes that her limited experience of the use of literature in English teaching cannot be generalized into a broader context, but an interest was aroused by the fact that she has seen the same ingrained use of literature in several classrooms.

According to Feldmanis (2010), many teachers claim that they read in the classrooms daily and that they often encourage voluntary reading, but so far this practice appears to be limited to reading in Swedish. The main reason for this seems to be that many teachers feel insecure teaching English (often it is the teacher’s second language), and they therefore stick to a textbook (p.101). Thus, the reason why many teachers have not used literature in the classroom has been because of their own self confidence in the subject.

According to an investigation by The Swedish National Agency for Education (Skolverket, 2006), teachers in the English subject in Swedish schools are still relying on English textbooks on a daily basis, which they complement with listening comprehension and works of fiction (p. 10). In this study the teachers claim that the most important purpose of the teaching material in English, are to create interest for the pupil’s and facilitate learning in relation to the pupils’ different needs and conditions. The teachers in this study also think that the textbooks govern the teaching too much (Skolverket, 2006, p. 11). This indicates that teachers want to move away from an overreliance on the textbook, but that they have not yet taken that step. An investigation by The Swedish Schools Inspectorate, with help from the Dutch evaluation institute Cito Institute for Educational Measurement, has also noticed that traditional education methods in
the English subject are still dominant, and that media forms such as film, newspapers, books, and the internet are used to a lesser extent (Skolinspektionen, 2010, p. 7). The investigation shows that in two of three lessons there is no input that relates to culture and everyday life in English-speaking countries. The Swedish Schools Inspectorate claims that popular culture has been a significant part of young people’s culture consumption for decades, and that it therefore should be possible to find room for input that is relevant from a sociocultural perspective, and at the same time which offers a content that is adapted to the pupils’ interests and experiences (Skolinspektionen, 2010, p. 21).

According to what is stated above, it seems that literature (or authentic texts) has had an entrenched, subordinate role in the classroom, and it is therefore relevant and timely to investigate whether some of the main findings of these reports are still current. In particular this study focuses on teachers’ attitudes towards the use of literature in the EFL classroom and how these attitudes might influence the use of it in the classroom. This thesis will try to investigate these areas and also highlight the use of literature in the EFL classroom, by interviewing English teachers at the upper primary school, and through a questionnaire.

1.1. Aim of study and research questions
This study aims to highlight the use of literature within the education of English as a foreign language in grades 4-6 and also to examine teachers’ attitudes towards the use of literature in teaching English. The aim is specified by the following research questions:

- What are teachers’ attitudes towards using literature in the EFL 4-6 classroom?
- What do the teachers want to achieve by using literature within the EFL classroom?
- What methods do teachers employ to teach literature?

2. Background
In this section, terms that are used in the thesis will be explained and previous research within the subject will be presented. Selected and relevant parts of the Swedish curriculum will also be presented.

2.1. Definition of terms
The following terms will be defined in this section: EFL, ESL, literature and authentic text.

2.1.1. English as a foreign language, (EFL)
EFL, is an abbreviation for “English as a foreign language” and a term that will be used in this thesis. EFL is when the English language education is taught in an environment where it does not have the status of a second language in a particular country. When English is being taught in an environment where it is the country’s first or second language it is more commonly called “English as a second language”, or ESL (Oxford Learner’s Dictionaries 2018). Hyltenstam (2004) differentiates between these two terms by explaining EFL as a language which is not used daily outside the classroom in the pupils’ regular environment. ESL on the other hand is a language that is needed in the daily life of the pupils’ regular environment (p. 37). In Sweden, the English language is seen everywhere. You can hear it on the television and the radio, in social media, on the computer and so on. English is with other words a common part of everyday work life in Sweden (Yoxsimer Paulsrud, 2014, p. 17). Even though English, according to Hyltenstam, has mostly reached a second language status in Sweden, a language that is needed (2004, p. 52), there has been an active and even intense debate about the role of English in our society (Yoxsimer Paulsrud, 2014, pp. 19-20). This thesis however, will look upon English as
English as a foreign language (EFL), since the author of this thesis do not believe that pupils in grades 4-6 need the English language for their daily life.

2.1.2. Literature
Literature is a body of written works, and the name has usually been applied to imaginative works such as poetry and prose that have been designed and formed by the author’s own intention with the text and by the aesthetic value (Encyclopedia Britannica 2010). In this thesis, literature is usually referred to as “authentic text” or “literature”; with major types such as “poetry”, “stories” and “tales” also used.

2.1.3. Authentic text
Nematollahi and Maghsoudi (2015) describe authentic texts as texts that are not produced with the aim to be instructional. It is instead different forms of written material that involves language that is naturally used as communication in native-speaker contexts where Standard English is the norm, such in real newspaper or real advertisements and so on (pp. 112-113). In other words, authentic texts are texts that are not designed for teaching.

2.2. English and the Curriculum for Compulsory School in Sweden
The primary school in Sweden is compulsory for grades 1-9 and is divided into grades 1-3 (lower primary school with children aged 7-9), grades 4-6 (upper primary school with children aged 10-12) and grades 7-9 (lower secondary school with children aged 13-15). The curriculum has its guidelines for each level and every subject has a syllabus with abilities, core content and knowledge requirements (Skolverket, 2011b).

English is one of the Swedish school’s core subjects and guidelines for its teaching can be found within the Curriculum in the Syllabus for the English subject. In the aim for the syllabus language is seen as the primary tool human beings use for thinking, communicating and learning (Skolverket, 2011b, p. 32). The English syllabus expresses a clear approach when it comes to communicative skills within language learning and it focuses on communicative linguistic abilities: reception, production and interaction. These abilities are therefore highlighted in the core content of the syllabus (Skolverket, 2011a, p. 6), and the pupils should develop these abilities during their education:

- understand and interpret the content of spoken English and in different types of texts,
- express themselves and communicate in speech and writing,
- use language strategies to understand and make themselves understood,
- adapt language for different purposes, recipients and contexts, and
- reflect over living conditions, social and cultural phenomena in different contexts and parts of the world where English is used (Skolverket, 2011b, p. 32).

The syllabus also encourages the use of authentic English from the rest of the world, from different media. The Swedish Agency for Education bases this position upon previous research and their own investigation which shows that motivation and learning increase when pupils gain access to a living language from different contexts (Skolverket, 2011a, p. 6). They also state that several international reports point out that we need better language skills within the EU, and therefore it is important to create motivation for Swedish pupils to study languages (Skolverket, 2011b, p. 10). The importance of English as a global lingua franca makes the language itself a “Key” to the rest of the world, which is also mentioned in the syllabus which claims: “Knowledge of English thus increases the individual’s opportunities to participate in different social and cultural contexts, as well as in international studies and working life” (Skolverket, 2011a, p. 32).
The English language within the English syllabus has been considered, but what is mentioned about the use of literature? Fiction is identified in the syllabus for grades 1-6, including films and dramatized stories, songs, chants, poems and tales, which should be adapted to the age of the pupils. Fiction also can be brought into the classroom while working with oral and written instructions and descriptions (Skolverket, 2011b, p. 14). Relatively speaking, little is mentioned in the syllabus; it is instead up to the teacher to choose methods in their teaching to help the pupils to develop their abilities, to get knowledge about the core content and to achieve the knowledge requirements. The knowledge requirements are graded from E-A, where E is the lowest grade. To get an E in English at the end of the 6th grade the pupil needs, for example: the pupils should be able to choose and apply a strategy for listening and reading to facilitate their understanding of the content of the spoken language or text. They should also be able to comment in simple forms on some phenomena in different contexts and areas where English is used, and they are required to be able to make simple comparisons with their own experiences and knowledge (Skolverket, 2011b, pp. 35-36). In order to achieve those knowledge requirements, teachers could for example use literature as an aid in the EFL classroom. Further, the background will present some of the benefits, and disadvantages, with the use of literature in the EFL classroom.

2.3. Using literature in the EFL classroom

Bland (2015) claims that children need rich and high-quality language input to develop their language, something she argues that good stories can offer (p. 184). In this section of the background, some benefits of using literature in the classroom will be presented, with a focus on motivation, social and cultural awareness and vocabulary and grammar.

2.3.1. Motivation

Motivation is one of the elements that can drive learners to move on in their learning process (Khatib, Rezaei & Derakhshan, 2011a, p. 202), and according to Khatib et al., motivation is achieved when students are exposed to what they really enjoy. Furthermore, The Swedish Agency for Education states that motivation and learning increase when students gain access to a living language from different contexts, and that teacher therefore should use authentic material (Skolverket, 2006, p. 6). Cliff Hodges (2010) interviewed young readers and found that even though they differ in what they read as well as where and when, they seem to share reasons for why they begin to read in the first place: for further knowledge, to entertain themselves, to feel and to reflect and for the possibility to imagine (p. 67). This shows that many young readers read to entertain themselves which puts reading itself within the students’ interests. Literature can also be a way to discover new things and gain new experiences that are adaptable to real world situations (Khatib, Rezaei & Derakhshan, 2011b, p. 215). When something is related to real life situations, according to Khatib et al., it also awakens both enthusiasm and interest in the learners and they therefore become motivated (p.215). In the syllabus for the English subject it is stated that “in order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests” (Skolverket, 2011b p. 32) which fits with Khatib et al.’s thoughts on literature. Another reason why literature can be motivating is because of the high status literature has in many countries and cultures, and the fact that literature often is more interesting than the typical course textbooks, hence making learning easier for learners in the EFL classroom and increasing their motivation (Al-hajji & Shuqair, 2014, p. 77). Al-hajji and Shuqair (2014) also conclude that literature for young learners in an EFL classroom can be a fun and effective way of teaching English and that young learners get less anxious learning English as a new language when they get excited by a story (p. 79).
2.3.2. Social and cultural awareness

Another benefit of the use of literature within the EFL classroom is that it is a good source for both social and cultural awareness. Rodrigues and Fernando (2015) have analysed the cultural content in three communicative textbooks for EFL. The textbooks that were chosen were designed by international British and American publishers. Analysis shows that the textbooks mostly lack elements of deeper culture and are instead based on topics that are static and have perceptions that are homogenous (p. 178), which can narrow the students’ perceptions of culture. Instead, Rodrigues and Fernando (2015) suggest that teachers should take advantage of authentic representations of reality such as literature, movies and newspapers, which can be good sources for studying topics related to discrimination, social class struggles and human rights, amongst other things (p. 179). These kinds of topics can help students to better relate to topical social issues, which will broaden their social awareness. Ghosn (2002) agrees with this and claims that a good reason to use literature in language learning is because of the way that good literature can be used to change attitudes, and help eradicate prejudice while fostering tolerance, awareness of global problems and empathy (p. 176). This is something that corresponds to what is stated in the Swedish curriculum. In the *Fundamental values and tasks of the school* it is stated that:

> The school should promote understanding of other people and the ability to empathise. Concern for the well-being and development of the individual should permeate all school activity. No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief system, transgender identity or its expression, sexual orientation, age or functional impairment or other degrading treatment. (Skolverket, 2011b, p. 9).

Bland (2015) also argues that literature (in this case poems) are a good source of cultural knowledge. This is because poems allow young learners to enter a different world, and that poetry therefore supports learning that is effective, satisfying, thrilling or even peaceful, depending on the actual poem (p. 148).

In addition, literature can also create opportunities for personal expressions. Liaw (2001) argues that literature opens up for discussions and sharing opinions and feelings because of the fact that literature can have several meanings (p. 37). Liaw (2001) also believes that literature material is always authentic since the learners are exposed to unmodified language where they encounter knowledge skills that can be used outside of the EFL classroom (p. 37). This awareness of language is also positively affected, according to Liaw (2001), by the use of literature which can help students understand norms that are associated with language use (p. 37). In other words, the literary world can widen learners’ understanding of their own culture, and the culture of others.

However, a reason why teachers may think that literature is inappropriate in the language classroom is that literary texts often require a greater effort from the reader when it comes to interpreting them. This may be due to the fact that the text often differs from the social context the reader him/herself is in, and the text can have a different language use than the reader is used to (Savvidou, 2004).

2.3.3. Vocabulary and grammar

One way of encountering and learning new words is by listening to a book being read aloud. This is something that Gillanders, Castro and Franco (2014) claim, that there are vocabulary benefits of the use of children’s literature in language learning (p. 214). By listening to stories,
children can learn new words that they are likely to recognize in texts when they read themselves. However, Gillanders et al. state that a storybook reading session will only be effective when the children are active listeners and when they can participate during the reading (p. 217). That there are vocabulary benefits using narrative reading is also supported by Abdolahi & Taghi Farvardin (2016). They conducted a study on high school students in Iran with the aim to explore the effect of narrow reading on EFL learners’ vocabulary recall and retention. They found that this approach to reading helped the students to “become aware of the significance of learning new words in a context rather than in isolation” (p. 8). Even though this study was carried out on high school students, it is of relevance even for younger children because of the fact that the difficulty of the text can be changed in relation to the age of the pupils. Pinter (2006) also states that young learners should be taught vocabulary and grammar in a holistic way, and that stories are an excellent way to teach both vocabulary and grammar together (p. 86). She claims that younger children are often not interested in separating out words and grammar; they are interested in the meaning and function of new language more holistically, in order to act out a story or sing a song (p. 84).

Another form of literature commonly used in EFL teaching is lyrics/poetry, which can help learners find linguistic patterns within grammar that they will be able to use in the future. In many contexts where EFL is taught, grammatical instructions are given in a context that is made for the classroom and the grammar is thereby learned in isolation, which does not generally allow young learners to lean on their implicit learning when they receive grammar instructions (Bland, 2015 p. 148). Bland (2015) explains that children, unlike adults, may need to learn in a context, and this makes the context, the language, and the use of it more important. Using poetry as an example in teaching English to young learners highlights how language acquisition such as grammatical knowledge can occur by engaging in input, and that you can learn implicitly from this experience (pp. 2-3). This means that when students work with poems, they can acquire grammatical patterns without having to think about them, and when they later come across the same grammatical pattern in their English learning they might know how it is supposed to be, thanks to their implicit learning.

Nevertheless, the language of literature is often used creatively, which according to Savvidou (2004) may be one of the reasons why teachers believe literature to be inappropriate to use in the language classroom. The language and grammar used in poetry, for example, may deviate from everyday discourse as this type of literature is often written to satisfy the reader’s emotional life. The text and grammar are sometimes manipulated to sound well rather than to be grammatically correct (Savvidou, 2004). This could be a problem if the grammar is taken to be correct and the students thereby learn the grammar incorrectly. The aim in the English subject is to help the pupils develop knowledge of the English language and has core contents, for grades 4-6, that involve language phenomena such as grammatical structures and spelling (Skolverket, 2011b, p. 34).

This background will, along with the theoretical perspective and the results of the study, function as the basis for the discussion of this thesis. The theoretical perspective chosen for the study are presented in the following section.

3. Theoretical perspective
In this section, sociocultural theory and reader response theory will be presented.
3.1. Sociocultural Theory

In the aim for the English syllabus, language is seen as the primary tool human beings use for thinking, communicating, and learning (Skolverket, 2011b, p. 32). This goes hand in hand with Vygotsky’s sociocultural theory and is why it is used as one of the theoretical perspectives in this thesis. Vygotsky (1896-1934) is regarded as the founder of sociocultural theory (Säljö, 2015, p. 90). The theory starts out with the idea that all humans are biological, historical, cultural and social creatures and that one cannot exclude any of these aspects. One of the most important thoughts in sociocultural theory is that a person's abilities (such as physical, intellectual and social abilities) are not defined by the person's biological conditions. A person can always develop and use different “tools” to learn to compensate for the abilities that do not come naturally (Säljö, 2015, p. 91). In terms of communication, they are the tools we develop to perform different types of actions in the world. Communication can be described as an example of symbols, terms, et cetera (Säljö, 2015, p. 92), and human language, according to Vygotsky, is called “the tool of tools”, which we can use to describe, interpret, and analyze the world. The most important aspect of this is that we use the language as mediation in interaction with others, and that we constantly develop and learn through this medium (Säljö, 2015, p. 94). Socio-cultural theory also states that the interaction between an individual and society depends on these mediations, and that this mediation does not have to be between individuals in live communication. It can also be from, for example, written language, numbers, and computer languages and so on (Shi, 2017, pp. 1059-1060).

One conclusion of this is that communication, according to sociocultural theory, is important for learning, since we develop through interactions. In a classroom environment, the communication between the teacher and the pupils is important and gives the teacher a vital role. This empirical study aims to highlight the use of literature within English education and examines teachers’ attitudes towards the use of literature. Sociocultural theory will help to analyze the data that will be collected in this study by looking upon literature as a tool for communication, a mediation that can help learning within the English language.

3.2. Reader response theory

As mentioned in the background, pupils read to entertain themselves and for the possibility to imagine (Cliff Hodges, 2010, p. 67) and Khatib et al. (2011b) state that pupils can discover new experiences that they can apply to real world situations through reading. When something is pertinent to real life situations, according to Khatib et al. (2011b), it also arouses both enthusiasm and interest in the learner and they become motivated to learn more (p. 215). In this thesis, reader response theory is used as a motivational theory that takes the pupils’ interests and experiences into consideration. This is something that can be lacking when teachers rely to a great extent on textbooks, which, according to teachers themselves, govern the teaching too much (Skolverket, 2006, p. 11).

Rosenblatt (1982) is regarded as one of the founders of reader response theory, which proposes that reading is a transaction between the reader and the text. How this transaction will be depends on various circumstances that exist within a certain time and place (p. 268). The text we read can generate memories and activate areas of awareness within the reader, and the reader then brings different experiences about the language and the world into the text and interprets the text based on their own perspective and experiences. As soon as the reader continues reading the text, the image and the interpretation can be revised. In other words, the interpretation of a text is an ongoing process (Rosenblatt, 1982, p. 271). Rosenblatt and Vygotsky would arguably agree that the feeling of a word is the sum of all psychological experiences of the world that are awakened in our consciousness (Rosenblatt, 1982, p. 271). This indicates that there may be
much more in one word, than just the word. It often seems that the interpretation of a text is predictable, but it is the reader that shapes how a text will be understood. Reader Response Theory shows that the meaning of a text is based on the characteristics of the text, as well as the characteristics of the reader (Elsherief, 2017, p. 23). In addition to this, Liaw (2001) argues that literature can be used to create opportunities for personal expression and discussion because of the fact that literature can have different meanings for different people (p. 37).

Furthermore, Chambers (2011) states that by reading we engage in a circle of activities, a circle he calls the *reading circle*. This reading circle begins with the selection of the book (or newspaper, magazine and so on), and continues with the reading, the response to the reading, and then back to the beginning of the circle (p. 15). In Reader Response Theory, the readers’ response to a text is in focus, and Chambers (2011) shows how the response can be organized into booktalks, helping the reader to become a thoughtful reader and to think, reflect and analyze about what they read (pp. 19-20). All the steps in the circle can have obstacles that can be overcome if the readers have help from an experienced adult/teacher who can be trusted (p. 24). He states that everything that has to do with reading; we learn best when an already confident reader shows how it is done and gives help if it is needed (p. 17). In a classroom environment, this gives the teachers a vital role for the pupils’ reading experience and learning.

Reader Response Theory shows how literature can open up discussions in the classroom and be a mediation to the pupil’s feelings and experiences. Chambers’ reading circle shows the importance of the relationship between the pupil and teacher in this process. It also shows how literature in a practical way can be used in a classroom environment as a mediation for learning, which makes this theory relevant for this thesis.

The theories presented will help to analyze the collected data that were collected through a method triangulation, which will be described in the next section.

### 4. Material and Methods

In this section the choice of methods used for the data collection that are relevant for the aim and research questions will be discussed along with the selection of participants and the carrying out of pilot studies. The terms validity and reliability will be discussed, and there will be a discussion of the ethical aspects that have been under consideration during the empirical study.

#### 4.1. Choice of methods

It is common to distinguish between quantitative and qualitative methods and there are both benefits and disadvantages with each type of method (Larsen, 2009, p. 21). Quantitative methods are used when the data that is being collected is measurable, while qualitative methods are used when the collected data is not measurable in the same way; for example, questions about experiences or expectations, things that can be described with words are considered qualitative (Larsen, 2009, p. 22; Eliasson, 2013, p. 21). Larsen (2009) also states that the data collection required in research should be the one that is best suited to the aim and research questions of the study (p. 17).

This study aims to highlight the use of literature within the education of English as a foreign language in grades 4-6, and to examine teachers’ attitudes towards the use of literature in teaching English and how that might influence their use of literature in the classroom. The following research questions specify the aim:

- What are teachers’ attitudes towards using literature in the EFL 4-6 classroom?
- What do the teachers want to achieve by using literature within the EFL classroom?
What methods do teachers employ to teach literature?

When investigating how widespread attitudes are or to be able to draw conclusions that apply to more than those included in the study, it is useful to do some kind of quantitative study, for example a questionnaire (Eliasson, 2013, p. 31). If you instead intend to go deeper into the study and familiarize yourself with how people argue about the problem being studied, you might want to consider doing a qualitative study with for example interviews (Eliasson, 2013, p. 31; Larsen, 2013, p. 23). Many times, you can go deeper into the problem, highlighting it more thoroughly and from different perspectives by using several methods, called method triangulation (Stukát, 2011, p. 41-42; Eliasson, 2013, p. 31; Larsen, 2009, p. 28). Considering this, the methods used in this empirical study will be both quantitative and qualitative, in the form of interviews and a questionnaire.

4.1.1. Interview

In this study, five interviews (see appendix 1) were conducted with five different teachers at five different schools in order to get a deeper understanding of the teachers’ attitudes, and to be a complement to the questionnaire, an approach that is supported by Larsen (2009, p. 83). The form of interview used is a semi-structured interview. The interview contained several structured questions to go through but still allowed for the interviewees to develop their answers, by asking follow-up questions to the interviewee for example; the semi-structured interview is therefore also referred to as deep interviews (Eliasson, 2013, p. 26). The interviews were conducted at the schools where the teachers work, so the interviewee felt safe with the environment (Stukát, 2011, p. 45). The interviews begun with some background questions, such as age, gender and education, to give the interview a straightforward beginning for the interviewees (Larsen, 2009, p. 86). Those are questions that are often easy to answer and thereby will not need a great effort for the interviewee, which hopefully made the interviewee comfortable and ready for the following questions. The interviews were conducted in Swedish because the author wanted the interviewees to feel as comfortable as possible during the interview considering Swedish to probably be their strongest language. Thereby the author hoped to avoid misunderstandings and to get a better flow in the interview and get out more of the questions since they do not need to think about how to explain their thoughts in English.

4.1.2. Questionnaire

The questionnaire was set up in Google Forms (see appendix 2), because it is easy to use, both for the author and for the respondents. The respondents’ answered through a link which was attached in an email, and they were both able to reply and return the questionnaire through this link. This means that they did not have to send the reply by mail, which the author hoped would lead to a higher response rate. The questionnaire contained both open- and close-ended questions to get out the best of the questionnaire and to gain a more balanced picture from the data (Larsen, 2009, p. 48). Open-ended questions are questions where the respondent can answer freely, and close-ended questions are questions where the respondent has to answer by choosing between different predetermined options (Larsen, 2009, p. 47).

The questionnaire started with some background questions, which are generally easier to answer, and thereafter the rest of the questions followed. The questions that are more developed appeared closer to the end of the questionnaire, with the intention that the respondent at that time was warmed up and more willing to finish the questionnaire (Stukát, 2011, p. 53).

All the questions in the questionnaire relates to one of the research questions of this study and the questionnaire followed this pattern:
4.2. Pilot studies
While conducting an empirical study, it is important to try out the material before it goes out to the selected participants, which means piloting the study. There needs to be a lot of time spent with the questions in the interview, since the questions must be understood and unambiguous. Therefore, it is good to have at least one training interview to increase the reliability of the main study interviews (Stukát, 2011, p. 44). Even the questionnaire needs to be critically reviewed before it goes out to the intended participants, to be able to identify and remove any shortcomings (Stukát 2011, p. 54). Therefore, a pilot study was conducted for both the interview and the questionnaire.

The interview questions were piloted on one active English teacher, and the interview went well. After the pilot study a section of questions was added to provide a forum for interviewees who did not use literature in their education at all. It was noticed during the pilot interview that some of the questions were irrelevant if the interviewee did not use literature in their teaching.

The questionnaire was piloted with a Facebook group for English teachers in Sweden working within grades 4-6 and got seven responses. On the pilot study, there were a couple of extra questions: “How long did it take for you to fill in this questionnaire”, “Was there something you felt was unclear with the questionnaire”, “What do you think I need to change to make the questionnaire clearer”. In the answers from the extra questions the author found out that the questionnaire took around 10 minutes to answer and that it was clear to the respondents. However, the author noticed two questions that did not allow for accurate response. There were two open questions: “Do you see any benefits with the use of literature?” and “Do you see any disadvantages with the use of literature?” Some of the answers for those were a simple “yes” or “no”, and the author wanted to know which benefits or disadvantages that they saw with literature within the education with their pupils, and thus an option to “describe” was added to the questions.

4.3. Selection of participants
While selecting participants for the study a non-probability selection was used, meaning that the selection is not built upon any selection frame (Eliasson, 2013, p. 50).

For the interviews, a subjective selection was made and several teachers from two municipalities were contacted, with the goal of interviewing at least five teachers from five different schools. The criteria for being selected was to teach English in grades 4-6, to work at
different schools, and to be located within the selected area of two municipalities. The reason those municipalities were selected was due to the limited time factor, since the study must be carried out in a relatively short time period. The questionnaire was also emailed to the teachers (participants). Because of a very weak response rate for the questionnaire, it was also emailed out to another municipality and published on a Facebook group for English teachers within grades 4-6. The additional municipality was also selected by location and the Facebook group was chosen because of the fact that it was a Facebook group for English teachers within grades 4-6 and thereby provided a suitable group for the aim of the study.

4.4. Implementation
In this section, the implementation of the interviews and the questionnaire will be presented. The collection of data from the interviews and from the questionnaire begun first after the supervisor approved the instruments for the empirical study.

4.4.1. Interviews
For the interview, several emails were sent out to teachers that are actively teaching in the English subject within grades 4-6. The teachers were subjectively selected by the author but following the selection criteria that they must be teaching in English and working at different schools within the municipalities chosen for the interviews (see section 4.3). The email contained some information about the study and suggested a week’s notice to book a time for an interview. The interviews took place at the different teachers’ schools and lasted between 20-30 minutes. Before the interview began the teachers were given the information letter (see appendix 3), which all five teachers signed, thus giving their consent to participate in the study. This allowed the interview to be recorded, which in turn allowed the author to quote them in the thesis. After that, the author gave the participants an oral presentation on what the thesis was about, and the aim and the research questions were presented. When the interview was done, and the recording stopped, the interviewees were informed that the interview would to be transcribed and then emailed to them so that they could read and approve it, and have the opportunity to correct any misunderstanding or incorrect information. All five teachers responded positively after having read the document.

4.4.2. Questionnaire
The questionnaire was first sent out by email to teachers within the English subject in the municipalities selected for the interviews. It was sent out on a Monday and by Wednesday (of the same week) a reminder was sent out to the respondents who were asked to answer before Sunday the same week. However, the questionnaire got a very weak response rate and therefore it was subsequently sent out to another municipality the week after, and it was also posted on a Facebook group for English teachers within grades 4-6. The collection of data from the questionnaire was conducted over one and a half weeks (see appendix 2). The questionnaire contained information about the study and included one mandatory question: “I give my approval to participate in this questionnaire and understand that the answers will be used as part of the results of the study”, a question that was, upon completion, marked with a “yes” by all the respondents.

4.5. Analysis
The analysis method used to process the collected data is a content analysis (Larsen, 2009, p. 101). The purpose with this analysis method is to identify patterns within the collected data and to see if there are relationships, common features or differences within the collected data (Larsen, 2009, p. 101). First the data was collected, and the interviews were transcribed and
coded, and thereafter categorized into different themes. The themes were then analyzed, and common features and differences were found that made it possible to see patterns and relationships that are discussed in the results discussion. The results have been compared with the background and previous research for this study with a desire to find new knowledge about the use of literature in the EFL classroom.

4.6. Validity and reliability

When the interviews were documented it was emailed back to the interviewees, so that each interviewee could read it through, to help avoid misunderstandings (Eliasson, 2013, p. 25). All the interviewed teachers emailed back and approved the content taken from the interview. Another thing to take under consideration is that the less structured an interview is, the greater importance is given to the interviewers’ questions and how the questions are asked. The interviewer may also have an effect on the interviewees’ answers in a less structured interview. It is important for the study that the interviewer affects the interviewee as little as possible, since it is the interviewees’ answers that are of interest in the study. This is important both for the validity and the reliability of the study (Eliasson, 2013, p. 27; Stukát, 2011 p. 43). Considering this, the interviews were based on the same questions, with a few follow-up questions that were unique to the situation, and the author as an interviewer tried to maintain a neutral attitude to the subjects that came up during the interview, so they would not feel influenced.

4.7. Ethical aspects

The research follows the four main ethical requirements that are necessary to consideration for empirical research: the information requirement, the consent requirement, the confidentiality requirement, and the utility requirement (Björkdahl Ordell, 2007, pp. 26-27). This means that the participants in the study are informed of the research aim and that they will be in charge of their participation (see appendix 3). When research involves people, they shall be informed of the research and their participation, and thereafter be able to decide whether they want to participate (Vetenskapsrådet, 2018a). A person’s wellbeing shall be given priority over society’s research needs and therefore consent to participate in research may be withdrawn at any time and with immediate effect by every participant (Vetenskapsrådet, 2018a), something that the participators are informed of in the information letter (see appendix 3). It also means that information about participants is given the greatest confidentiality and personal data handled in such a way that unauthorized persons cannot access them. Personal data is not only data about the person such as name, nationality, family and so on, it can also be other sorts of information of a less personal nature (Vetenskapsrådet, 2018b). The data collected on individuals will be used for research purposes only (Björkdahl Ordel, 2007, pp. 26-27).

The participants in the interviews were emailed the documented interview after it was transcribed to avoid misunderstandings; there they had the opportunity to correct misunderstandings and to correct information if necessary. According to Vetenskapsrådet (2018b) you have as a participant in a study the opportunity to correct and complete incomplete information, which is something that the participants should be informed of.

Those main ethical requirements were all considered during the methods and collection of data, and the results from the data collection are presented in the following section.
5. Results
In this section, the outcome of the data collection from the interviews and the questionnaire is presented. The section is divided into two subsections with the interviews and the questionnaire in focus.

5.1. Interviews
There were five interviews conducted and the interviews lasted about 20-30 minutes. The teachers are given anonymity in this thesis and are thereby referred to as teachers A-E. All the teachers teach English within grades 4-6 and are working at five different schools.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Age</th>
<th>Gender</th>
<th>Have teacher certification</th>
<th>Is qualified to teach in English</th>
<th>Currently teaches English</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>45 years</td>
<td>Female</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>49 years</td>
<td>Female</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>41 years</td>
<td>Female</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>53 years</td>
<td>Male</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>E</td>
<td>50 years</td>
<td>Female</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Table 1, presentation of the interviewed teachers

5.1.1. Teachers’ general attitudes towards using literature within the EFL classroom
The general attitudes towards using literature within the EFL classroom are positive from the interviewed teachers. They all want to use literature in the classroom and they have all used literature in their teaching to some extent. However, one of the teachers has chosen to use it to a lesser extent. Four out of five of the teachers also say that they want to use literature more than they currently do in their teaching. Teacher A says that she likes to use literature and that she has a great interest in literature, and she also notes that her pupils find literature exciting. Using literature according to Teacher A is “something else”, meaning a variation from the subject textbook. This is something that Teacher B agrees with, saying that she thinks it is fun to do something different and get a little variation from the learning material they use in their English teaching. Teachers C also agrees with this attitude and states that it is fun working with literature because it can be monotonous to follow the teaching material (textbooks) only. Teacher D further states that he experiences it as positive to work with literature and that the pupils become motivated; he thinks that they feel motivated because literature is unique and gives something beyond formal English teaching material. They are not only working with teaching material and vocabulary, since literature brings a deeper experience to language learning. What Teacher D suggests here about motivation is something that all the five teachers agree on. Teacher A claims that the thing she believes motivates the pupils about literature is the feeling of being able to understand a different language and that that feeling increases their self-esteem. Teacher C also feels her pupils to be motivated by literature when they find a book at the right level of English for them. However, she feels that the books (stories) also need something to allow the pupils to identify with the story and make links to their own life and their own experiences. Teacher E feels that literature motivates pupils because literature can be more easily linked to the pupils’ own experiences and the possibility for the pupils to read something that they like increases their interests. In addition, Teacher B feels that the pupils become motivated by literature early in their studies, but that the motivation declines after a while, something she thinks could be solved with reading groups since it keeps the reading alive...
in another way. Nevertheless, having reading groups is challenging, due to the poor availability of class sets of reading material.

Indeed, the poor availability of class sets of English literature is something that all the interviewed teachers see as one of the biggest obstacles to the use of literature in the classroom, and at two of these schools there is little to no English literature to be found for the pupils to read. Another hindrance to the use of literature that comes up in some of the interviews is the difficulty in finding literature that fits everyone’s level of development. This barrier is something that Teacher B has observed when the level of the book is too difficult for the pupils, “it is about finding the right level”, she says. Teacher C agrees with this and states that she believes that one of the reasons why teachers might not use literature in the classroom could depend on how sparse the group is in terms of both knowledge and development, and then it can be difficult to find material that suits everyone’s level.

However, the interviewed teachers see more benefits than challenges with the use of literature. The benefits that Teachers A sees is that the pupils through literature gets to learn to focus on what they do understand from the text instead of what they do not understand. She also believes that the pupils challenge themselves more with literature when they have chosen the text themselves. Teacher B sees the variation (in the choice of text) you can create in the classroom as the greatest benefit when using literature, and also notes the benefit of using authentic language. Teacher C sees the benefit of working with literature since it helps pupils to have a coherent picture in the teaching for several weeks. The subject textbook often changes themes from page to page; but with literature, one gets another type of coherent teaching. This is something that Teacher E confirms and develops that view by adding that the pupils’ vocabulary may increase when they meet the same word repeatedly through a book. Moreover, Teacher D sees the benefits of an increasing vocabulary amongst the pupils and he believe that if they find a book they really enjoy they will learn within their own interests, which is motivational. It is like “rings on the water” he says, when the pupils learn without seeing it as studying. He believes that the pupils tend to learn the English more “implicitly” through literature, since they learn both grammar and vocabulary without noticing it.

Nevertheless, they also find some disadvantages with the use of literature. One disadvantage that Teacher A sees it that it is harder to gauge whether or not pupils understand the text and what they learn when they are reading a book on their own. Teacher B shares this view: “You want to know if they get something with them from the literature”. She also thinks that it is difficult to find the right level of English for the pupils, as it cannot be too difficult. Teacher C sees this disadvantage as well and states that some pupils are afraid or do not want to tell her if they find the book too difficult, and sometimes they pretend to read or instead they read the book in Swedish or watch the movie to know what it is about. Teacher D is afraid of missing out on important core content or knowledge requirements when using literature and therefore he is not really using it now; the time factor is also a big reason why he currently is using literature to a lesser extent. Both the lack of time for the English subject and the extra time needed to incorporate literature in the classroom is a factor when regarding the time aspect according to Teacher D.

When talking about literature the teachers all refer mostly to books (fiction), but they also use song lyrics. Teacher D thinks it is easy to work with lyrics because the pupils nearly always have a genre that they already like and can relate to, which brings the subject within the pupils’ range of experiences. Two of the teachers also mention their thoughts on poetry; however, they have different views about using it. Teacher C thinks that poetry is good to use when it comes to helping the pupils to understand that they cannot always directly translate Swedish into
English, which becomes more evident for them when trying to translate a poem. Teacher A on the other hand does not use poems (or some children books) in her teaching because she believes that poems often have a language that is “sprawled” and can sometimes even contain words that are made up. She has found the same phenomena in many children books and thus avoids their use in the classroom.

5.1.2. What do teachers want to achieve by using literature within the EFL classroom

What Teacher A wants the pupils to bring with them from literature is fluency in their reading, and a sense of language and vocabulary. Nevertheless, she also wants her pupils to feel that they have chosen something for themselves; to have chosen a book and to be looking forward to reading it is a different experience from using the textbook, since it involves the pupils’ own interests. She wants them to feel that they can be involved in and influence their school situation, which is also a goal within the curriculum that is not always easy to achieve according to Teacher A. Teacher B wants her pupils to meet a different language through books and wants them to have the variation and the experience of a story. Teacher C agrees with this and she also wants her pupils to, through literature, see differences and common features with their own lives and feelings even though it is a different language. She wants them to relate to the book, relate to aspects of it, and understand the world and its differences better. Teacher D wants his pupils to improve their vocabulary through literature and to be able to learn in a way that they find fun; ultimately, he wants to achieve motivated pupils. Teacher E also wants to achieve motivated pupils and gives them the opportunity to read about something that interests them.

5.1.3. What methods to teachers employ to teach literature

Teacher B has just finished a book with her pupils and is planning to show pictures from the book on the projector and have the pupils retell the story from the pictures. According to Teacher B, this method is good because the pupils both get to hear the story once more by themselves and they get to practice oral presentation in English. Another method Teacher B uses is to work with lyrics; they both sing and translate, and sometimes they search for facts about the text or about the writer (context). Teacher D also likes to work with lyrics and does it every year. He thinks that music is appreciated by the pupils since they often have favorite genres within music already. They usually listen to songs, translate them and talk about them. He always thinks this method is a success since the learning takes place within the pupils’ area of interest and he experiences that they get to train both listening, reading, writing and communication skills in English.

Another method within literature that Teacher D uses is to read aloud from the children’s story “Winnie the Pooh” to the pupils and have book talks about the book. He thinks that it is good to listen to books and therefore the pupils have access to an online service that allows pupils to listen to fiction and course books from the computer, tablet computer or smartphone. Swedish literature as well as English literature is presented there. This service (called “Inläsningstjänst”) is also mentioned by both Teachers A and C, and Teachers C thinks it is great to listen to English literature and that the English literature on “Inläsningstjänst” is often available at different levels of ability, and that the pupils more often choose their own level when no one can see what they are listening to. Other methods that Teacher C uses are reading aloud, paired reading, silent reading, questions about the books (booktalks), and working with themes around the book. Another thing she finds motivating for the pupils is to read a book and watch the movie adaption afterward, like a reward. On other occasions they look at a little part of the movie first so that the pupils get a picture of the characters and then they read the book when their curiosity has been aroused. Working with themes around the book is something that Teacher C also
enjoys as a method with literature and she believes that it gives the pupils another context, rather than working page to page in the workbook. Teacher A works mostly with silent reading with her pupils and all of them always have a book in English at their desk. A big part of the process is to help the pupils to have the courage to choose a book for themselves and she often helps them pick books in the library, encouraging them to read a few pages to see if they understand the book, to see that it is at the right level and that they find it interesting. To choose a book can be difficult and so she thinks it is important to support them in that. Another method they have is to write a book review when the pupils are finished with a book and before they pick another one. Teacher E works with comics to help the pupils enjoy reading, and they use the dialogues in the comics to practice oral presentation skills. She feels that this method is motivating for the class.

5.2. Questionnaire
In this section, the results from the questionnaire will be presented and linked to the research question. 26 teachers responded to the questionnaire, with 24 out of 26 qualified to teach the English subject, and all the 26 teachers gave their consent to participate in this study.

5.2.1. General attitudes towards using literature within the EFL classroom
20 of 26 teacher are using literature in their classroom. In other words there are six teachers that do not use literature at all in the classroom beyond the textbook. However, five of those expressed that they would like to use literature in the classroom. 24 teachers replied to the question about how often they use literature in the classroom and they responded as follows:

![How often do teachers use literature as a part of their English teaching?](image)

Diagram 1. How often do teachers use literature in the classroom?

The most common use of literature in the classroom according to this questionnaire response is “in many English lessons” and “sometimes in English lessons”. When the participants were asked if they were satisfied with the amount of literature they used in their teaching 16 out of 25 answered that they were not satisfied with the amount, while nine said that they were. On the open question of why they were satisfied or not (Tables 2 & 3) with the amount of literature
used in the classroom, 19 out of the 26 teachers answered and the answers can be categorised as follows:

**Table 2. Reasons why teachers are not satisfied with the amount of literature they use in the classroom**

<table>
<thead>
<tr>
<th>Why not satisfied</th>
<th>Numbers of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would just like to use it more</td>
<td>7</td>
</tr>
<tr>
<td>There is not enough time to use literature</td>
<td>5</td>
</tr>
<tr>
<td>The availability of English literature is poor</td>
<td>4</td>
</tr>
</tbody>
</table>

**Table 3. Reasons why teachers are satisfied with the amount of literature they use in the classroom**

<table>
<thead>
<tr>
<th>Why satisfied</th>
<th>Numbers of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good balance</td>
<td>1</td>
</tr>
<tr>
<td>Just the right amount</td>
<td>1</td>
</tr>
<tr>
<td>I have a lot of literature</td>
<td>1</td>
</tr>
</tbody>
</table>

The participants were also asked the open question: “What do you think of using literature in your teaching with the pupils? (Is it for example fun? rewarding? difficult? etc.).” 22 of the participating teachers answered the question and words that were used to describe their thoughts on literature use were for example: fun, rewarding, challenging, interesting, hard, and brilliant. The most frequently used words were ‘fun’ and ‘rewarding’, and there were considerably more positive words than negative words to describe how the teachers feel about using literature in their English teaching.

The participants were moreover asked to answer the open questions “Do you see any benefits with the use of literature in the classroom? Describe” and “Do you see any disadvantages with the use of literature in the classroom? Describe”. 20 out of 26 teachers answered the question about benefits and 16 teachers answered the question about disadvantages. Some of the participants saw more than one benefit; therefore there are 22 answers on the benefits. The answers are presented in two tables (Tables 4 & 5) where their answers have been categorised.

![Diagram 2. The amount of positive and negative words that the teachers use to describe their attitudes towards using literature in their teaching.](image-url)
to see the ratio of benefits and disadvantages. Nine teachers see an increasing interest amongst pupils by using literature in their classroom and four teachers believe it is good with variation from their original teaching material, while another three teachers see the benefit with the authentic language in literature that gives the pupils the opportunity to engage in “English from the real world”. When it comes to disadvantages there are two disadvantages that stand out from the others: ‘hard to find literature within the right level ‘and ‘time-consuming ‘.

Table 4. Benefits with the use of literature in the classroom.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Numbers of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raises interest</td>
<td>9</td>
</tr>
<tr>
<td>Gives more” English from the real world”</td>
<td>3</td>
</tr>
<tr>
<td>Variation from the teaching material</td>
<td>4</td>
</tr>
<tr>
<td>More coherent text</td>
<td>1</td>
</tr>
<tr>
<td>Closer to the pupils</td>
<td>1</td>
</tr>
<tr>
<td>Communication capacity increases</td>
<td>1</td>
</tr>
<tr>
<td>Good for the vocabulary</td>
<td>2</td>
</tr>
<tr>
<td>Good for to get an understanding of grammar, spelling, and pronunciation</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5. Disadvantages with the use of literature in the classroom

<table>
<thead>
<tr>
<th>Disadvantages</th>
<th>Numbers of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>No disadvantages</td>
<td>6</td>
</tr>
<tr>
<td>Hard to find literature within the right level</td>
<td>3</td>
</tr>
<tr>
<td>Difficult to read and understand between lines in poems</td>
<td>1</td>
</tr>
<tr>
<td>Poor selection of books in the English language</td>
<td>1</td>
</tr>
<tr>
<td>Hard when the group is “sprawled” in their level of knowledge and development</td>
<td>1</td>
</tr>
<tr>
<td>Time consuming</td>
<td>3</td>
</tr>
<tr>
<td>Hard to reach everyone in the process</td>
<td>1</td>
</tr>
</tbody>
</table>

As a part of the questionnaire there was also a question about what kind of literature they used in the classroom and participants were asked to answer whether they used various kinds of literature or not, and if so identify them. Authentic texts are here referred to as “real news articles” or “real advertisements”.

Diagram 3. Types of literature that teachers use in the classroom.
This diagram shows that tales, books (fiction), and lyrics are the types of literature mostly used in the classroom.

Another question that was on the questionnaire, and relevant for this study, is if the teachers observe that their pupils become motivated by using literature in the English classroom. The teachers were asked to rate the level of motivation their pupils received from literature on a scale of 1-5, where one is "they are not motivated" and where five is "they are very motivated". 25 teachers answered this question.

According to the results, most of the teachers find literature motivating to some extent and 11 of them think their pupils become motivated, and five out of 25 think their pupils become very motivated when literature is used and there is only one who believes that literature is not motivating at all.

5.2.2. What do teachers want to achieve by using literature in the EFL classroom
The teachers were asked to answer the question “What learning goal/purpose is your primary consideration when using literature in the classroom?” and they were required to choose three of the proposed purposes/goals that suited their aims best.
Diagram 5. The teachers’ main goals/purposes with the use of literature

According to this diagram the most common reason for using literature in English teaching (according to the teachers answering the questionnaire) is to increase the pupils’ vocabulary and to help the pupils learn grammatical patterns. The fact that the pupils think it is fun is also an important aspect according to the result here. The participants also had the option to choose “Other”, and as a follow-up question they were encouraged to describe their other purpose and those purposes that emerged through the questionnaire, were:

Table 6. Other purposes for using literature in the classroom.

<table>
<thead>
<tr>
<th>Purpose given</th>
<th>Numbers of answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to write own text</td>
<td>1</td>
</tr>
<tr>
<td>Develop reading comprehension and practice oral skills</td>
<td>1</td>
</tr>
<tr>
<td>The pupils influence their learning. It also becomes more complete and varied</td>
<td>1</td>
</tr>
</tbody>
</table>

5.2.3. What methods to teachers employ to teach literature

In the questionnaire, the teachers were asked to answer the question, “How do you use literature in the classroom / which method do you use when it comes to literature in the classroom?”. Thereby they were presented with 11 methods to take into consideration whether they were using it as part of their literature teaching in the English subject. 26 of the participants answered this question and the result is presented in Diagram 6.
6. Methods that teachers employ to teach literature

The diagram above shows that the methods used by most teachers are reading aloud, summarizing, translating and quiet reading, followed by book talks and paired reading. As a follow-up question in the questionnaire the teachers were asked to, if they answered “other”, describe which methods they used. Other methods mentioned were reading logs, reading comprehension exercises, writing texts inspired by literature and comparisons between literature and film adaptations of that literature. The methods least used by teachers, according to the questionnaire are ‘person and environment descriptions out of books’ and ‘reading fairytales and writing a different ending’

6. Discussion

In this section the method and the results will be discussed in order to answer this study’s aim and research questions. Limitations of the study and further research needed will also be discussed.

6.1. Method discussion

The investigation was carried out with a method triangulation with the hope to respond to the aim and research questions of this study more thoroughly (Stukát, 2011, pp. 41-42; Eliasson, 2013, p. 31; Larsen, 2009, p. 28). The methods chosen for the triangulation were interviews and a questionnaire. The questionnaire was made to see how widespread the attitudes are and to be able to draw conclusions that apply to more than those included in the study (Eliasson, 2013, p.
and the interviews was carried out for the possibility to go deeper into the study and to get a picture of how people argue about the problem being studied (Eliasson, 2013, p. 31; Larsen, 2013, p. 23). Both the questionnaire and the interview were conducted, and this author believes that the methods chosen did answer the aim and research questions of this study. However, the questionnaire got a weak response when it was first emailed out to the selected municipalities, and therefore the questionnaire had to be broadened in scope. When the study was changed, the possibility of being able to see how widespread the attitudes were within the selected area was taken away, and the answers collected within the time of this study are also too few to be able to generalize the results to a broader context. The interviews went as planned and helped the study by giving some deeper attitudes towards the use of literature.

The questionnaire and the interviews were conducted in Swedish even though this thesis is written in English. This decision was made since Swedish is the first language in this country and the author of this thesis wanted to make it as easy as possible for the participants to express themselves and to be comfortable in the situation. The transcriptions of the interviews were also conducted in Swedish when they were sent out to the interviewees for examination and approval. The fact that the investigations were made in Swedish and translated into English in this thesis, opens for possible shortcomings and misunderstandings as a result of the translation. However, this author weighed up the risk of possibly getting short and poorly described answers if the participants were to answer in English, with the likelihood of longer and more spontaneous answers if the participants were to answer in Swedish; and made the decision that better answers and more at ease participants weighed the small risk that misconceptions would occur in the translation, and due to the short time aspect of this study.

The ethical guidelines considered were followed throughout this study (see section 4.7).

6.2. Results discussion

The aim of this study has been to highlight the use of literature within the education of English as a foreign language in grades 4-6. The study was also focused on finding out teachers’ attitudes towards the use of literature in teaching English. To answer these aims, the following research questions were developed.

- What are teachers’ attitudes towards using literature in the EFL 4-6 classroom?
- What do the teachers want to achieve by using literature within the EFL classroom?
- What methods do teachers employ to teach literature?

The following discussion will be about the results from this study in relation to previous research and the discussion will be organised under three subheadings that correspond to the research questions.

6.2.1. General attitudes towards using literature within the EFL classroom

When it comes to teachers’ attitudes towards using literature in the EFL classroom, in this study, and if we want to generalize, they appear to be largely positive. The interviewed teachers all want to use literature in the classroom and they have all used literature in their teaching to some extent; four out of five indicate that they want to use literature more than they currently do. The results from the questionnaire also show that the teachers are positive about using literature in the classroom, and the most frequently used words to describe teachers’ thoughts on using literature were the words ‘fun’ and ‘rewarding’. Most of the teachers from the questionnaire use literature in many English lessons (significantly more than half) (43%) and sometimes in English lessons (significantly less than half) (37%) and rarely in English lessons (17%). At the
same time, 16 out of 25 teachers expressed that they were not satisfied with their use of literature and wanted to use it more. One benefit with the use of literature that came up in the interviews was that it gave the lessons greater variation when compared to a textbook. This is something that in some ways confirms one of the main findings of an investigation by The Swedish National Agency for Education (Skolverket, 2006), which shows that teachers want to move away from textbooks, since they believe that the textbook is overused in teaching (p. 11). Teacher D contends that literature brings both variation and a deeper experience and is therefore fun to work with for the pupils. This is a view that is clearly supported by Al-Hajji and Shuqair (2014) who show that literature is more interesting than a typical course textbook, and which when used in the classroom makes learning easier for EFL learners since it increases their motivation to learn.

As well as the issue of variation, the teachers also talked about motivation, and Teacher C felt that the fact that they could identify with the book and link it to their own life and experiences motivated the pupils. This is something that Teacher E also mentioned, and nine of the teachers that answered the questionnaire think that literature raises interest amongst the pupils. Teacher A, and one of the respondents to the questionnaire, want to bring in the pupils’ own interests and want them to feel involved in and that they can influence their own school situation by choosing a book. This is something that Kathib et al. (2011b) emphasize when they state that when something is related to life situations it awakens enthusiasm and interest within the learners and they become motivated (p. 215). The Swedish syllabus for English also mentions this as an important part of education in English and states that: “in order to deal with spoken language and texts, pupils should be given the opportunity to develop their skills in relating content to their own experiences, living conditions and interests” (Skolverket, 2011b, p. 32).

According to Cliff Hodges (2010) young readers read to entertain themselves, to learn, reflect and imagine (p. 67), and along with the Reader Response Theory, the text we read can generate both memories and activate areas of awareness within the reader. The reader then brings different experiences into the text and interprets the text based on those experiences and their own perspective (Rosenblatt, 1982, p. 271), things that young readers seems to be interested to reflect on. Most of the teachers in the study find literature motivating for pupils to some extent: 11 of the teachers that responded to the questionnaire think that the pupils become motivated and five of them even think that the pupils become very motivated because of the use of literature.

Even though the teachers both in the interviews and the questionnaire see more benefits than disadvantages with literature they still see some disadvantages that are worth analysing. When engaging in quiet reading, which according to the questionnaire results and Teacher A is one of the most frequently used methods, it is harder to control whether or not the pupils understand and learn when they read a book on their own. This is something that is mentioned in the interviews with Teachers A, B and C, and one of the teachers from the questionnaire also claims that it is hard to reach everyone in the process. They want to know if the pupils gain something from engaging with literature, and they also find it difficult to find suitable levels for all the pupils, which is something that came up in the questionnaire, as one of the reasons why some of the teachers find it hard to work with literature. Comparatively, Savvidou (2004) claims that one of the reasons why teachers may not use literature is due to the fact that literary texts often require a greater effort from the reader to interpret. It is important to find a level of language that the pupils are able to understand and interpret, otherwise they will not learn, and they might even lose their motivation when it gets too hard. Teacher C further experiences that pupils are afraid or do not want to tell her if they find the book too difficult, and sometimes they pretend to read or instead they read the book in Swedish or watch the movie to know what it is about. In addition to this, Socio-cultural theory sees the language as mediation in interaction with
others as the most important aspect of learning (Säljö, 2015, p. 94). This mediation does not have to be between individuals in live communication, it can also be through, for example, written language (Shi, 2017, pp. 1059-1060). The question is whether or not the pupils can learn from this mediation when it is too hard? What if the Swedish translation of the books was used to the teacher’s advantage however, even encouraged, weaker pupils might be able to read in Swedish and English to gain a deeper understanding of both the storyline and the English language.

When it comes to the types of literature that teachers mostly use in the classroom, the questionnaire showed that books, tales, lyrics, and authentic texts were the sort of literature that was mostly used in the classroom. The interviewed teachers also used books and lyrics mostly in the classroom. Poems, however, were, according to the questionnaire, the sort of literature that was less used in the classroom, and Teacher A and Teacher C had different opinions on the use of poems in teaching. Teacher C uses poems and find them especially good to use when it comes to translation, because when translating poems, the pupils often understand that they cannot translate word by word, and that they have to use other words in English. Teacher A on the other hand does not use poems (or some children books) in her teaching because poems often have a language that is “sprawled” and can sometimes even contain words that do not really exist. This is something that is supported by Savvidou (2004), who states that the language and grammar used in poetry departs from everyday discourse and that the text and grammar is sometimes manipulated to sound well rather than to be grammatically correct. Teacher A therefore arguably sees the disadvantages of using poetry because the pupils might learn grammar and vocabulary incorrectly, which works against the curriculum on learning grammatical structures and spelling (Skolverket, 2011, p. 34). One of the answers from the questionnaire also expressed that it is difficult to read and interpret lines in poems.

Another hindrance that Teacher D finds is that he is afraid of missing out in important central contents or knowledge requirements when using literature, and he is therefore not really using literature right now. He thinks that the time factor is also a reason as to why he currently is not using literature to a bigger extent; five other teachers from the questionnaire also confirmed that there is not enough time to use literature within their teaching. Feldmanis (2010) claims that some teachers feel insecure teaching English, and they therefore stick to the textbook (p. 101). The author does not believe that this is the case for Teacher D, but it might be for some of the teachers answering the questionnaire. What is clear is that they are all mentioning the time factor and the author interprets this to mean that it takes time to plan central contents and knowledge requirements through literature, when course textbooks often are tied to the syllabus, so there is less time needed to plan English lessons from the textbook. Another disadvantage in the use of literature that all the interviewed teachers agreed on, along with some of the teachers that answered the questionnaire, is the poor availability of English literature in schools, and they see that as a significant factor on why they do not use as much literature as they would like. Consequently, cooperation with local libraries or an investment in literature software such as (mentioned earlier) could provide solutions to the issue of lack of resources.

6.2.2. What do teachers want to achieve by using literature in the EFL classroom

One part of this research was to find out what the teachers wanted to achieve when teaching literature in the English EFL classroom. Teacher A mostly wants her pupils to become more fluent in their reading, and that for the pupils to get a sense of the English language and learn new words. According to the questionnaire the most common reason for using literature in English teaching is to increase the pupils’ vocabulary and to help the pupils to learn grammatical patterns. The fact that the pupils thinks it is fun is also an important aspect
according to the questionnaire, and following Kathib et al.’s (2011a) thoughts, motivation is achieved when students are exposed to what they really enjoy (p. 202). Other purposes, which emerged through the questionnaire that have not yet been mentioned, were: to make the pupils to write their own text, to develop reading comprehension and practice oral skills.

Teacher C and one of the teachers from the questionnaire find it beneficial to work with literature because it gives a greater sense of consistency for the pupils, since the textbook often changes themes from page to page. Teacher D believes that the pupils through literature learn English that is more “implicit”, that they learn both grammar and vocabulary without necessarily noticing that they learn. Something that Teacher E supports and finds the use of literature helpful for the development of pupil’s vocabulary, which in turn can increase when the pupils meet the same words repeatedly throughout a book. Vocabulary benefits are discussed by Abdolahi and Taghi Farvadin (2016), who explain that reading helps pupils “become aware of learning a new word in a context rather than in isolation” (p. 8). Pinter (2006) further states that young learners should be taught grammar and vocabulary more holistically and that pupils are generally not interested in separating out word and grammar, but instead are more interested in the function of the language to be able to, for example, read a book (p. 84). Bland (2015), as well as Teacher D, also talks about this “implicit” learning. Bland states that children, unlike adults, may need to learn in a context rather than in isolation and that an example from literature highlights how language acquisition such as grammatical knowledge can occur by letting them engage in input, like books, and that the children can learn implicitly from that experience (pp. 2-3). Correspondingly, the questionnaire showed that some teachers do find it positive for literature to be more coherent and of benefit for vocabulary and grammar learning.

Another benefit which three of the teachers mentions in the research, and what they want their pupils to learn, is that the language within literature gives the pupils the opportunity to engage in “English from the real world”; the language is different to what you find in an ordinary textbook. This is what Liaw (2001) also states, that literature is always authentic since the learners are exposed to unmodified language where you can encounter knowledge skills that can be used outside of the EFL classroom as well (p. 37).

To reflect on the book is one of the most important points that Teacher C wants her pupils to take with them from engaging with literature and is a major part of what she wants to achieve. She wants her pupils to see differences even though the narratives often feature settings from another place and time. Despite this, she wants them to relate to the book, identify with other characters, in order to be able to better understand the real world and its differences. This is also a knowledge requirement for getting an E in the end of the 6th grade: They should also be able to comment in simple forms on some phenomena in different contexts and areas where English is used, and they are required to be able to make simple comparisons with their own experiences and knowledge (Skolverket, 2011b, p 35-36). To make comparisons with their own experiences and knowledge the pupils need to reflect about what they read. According to Reader response theory the meaning of a text is based on the characteristics of both the text and the reader (Elshereif, 2017, p. 23). Moreover, Liaw (2001) further argues that literature can be used to create opportunities for personal expression because literature can have different meanings for different people (p. 37). Regarding this from a Socio-culture lens, Literature can provide knowledge of language, which according to Vygotsky is “the tool of tools”. With the language we can describe, interpret and analyze the world. We can develop through this medium (literature)(Säljö, 2015, p. 94), both by reading on our own, or when interacting with others about what we have read. Rodrigues and Fernando (2015) also see this benefit with literature and suggest that teachers should take advantage of authentic representations of reality such as
literature, movies, and newspapers, because it can be a useful source for the discussion of topics related to discrimination, social class struggles and human rights (p. 179). This can consequently help pupils to better relate to social issues, which will broaden their social awareness. In this way, literature can be used to change attitudes and help foster tolerance, awareness of global problems and empathy (Ghosn, 2002, p. 176). This is also of importance in the fundamental values in the Swedish curriculum and therefore of value for teaching in all subjects:

The school should promote understanding of other people and the ability to empathise. Concern for the well-being and development of the individual should permeate all school activity. No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief system, transgender identity or its expression, sexual orientation, age or functional impairment or other degrading treatment. (Skolverket, 2011, p. 9).

Reflecting on what the pupils read is therefore supported by both socio-cultural theory and Reader Response Theory, and the book itself here becomes a mediation to learn and to foster tolerance and empathy and at the same time create openings for discussions which provide opportunities for learning the English language.

Teacher A also wants his pupils to learn how to focus on what they understand from a text and not on what they do not understand from a text, which also is one of the central contents in the syllabus: "use language strategies to understand and make themselves understood" (Skolverket, 2011, p. 32). This is also a knowledge requirement in the English syllabus in order to get an E in English at the end of the 6th grade: The pupils should be able to choose and apply a strategy for listening and reading to facilitate their understanding of the content of spoken language or text (Skolverket, 2011b, p. 35-36). Sociocultural theory also supports this, stating that: A person can always develop and use different “tools” to learn to compensate for the abilities that do not come naturally (Säljö, 2015, p. 91).

6.2.3. What methods do teachers employ to teach literature

The most commonly used methods when it comes to use of literature in EFL, according to the questionnaire and interviews together, are reading aloud, summarize, translating and quiet reading, followed by book talks and paired reading. Other methods mentioned were reading logs, reading comprehension exercises, writing texts inspired by literature and comparisons between literature and adaptations of that literature, theme works, and methods around lyrics like listening, reading writing and communication skills. Retelling stories from pictures was another method mentioned by the teachers interviewed as well as book reviews. The methods used least by teachers are person and environment descriptions out of books and writing a new ending to fairy-tales. Reading aloud is in other words the most used method according to the teachers participating in the study, and according to Gillanders, Castro and Franco (2014) the pupils can encounter words by listening to a book being read aloud. Gillanders, Castro and Franco (2014) further claim that there are vocabulary benefits with the use of children’s literature in language learning (p. 214). By listening to stories, children can learn new words that they are likely to recognize in text when they read themselves. (p. 217). Three of the teachers interviewed also mentioned an online service (“Inläsningstjänst”) where the pupils could listen to books and which they used in the teaching, this listening service could promote the same benefits as reading aloud. Vocabulary benefits are according to the questionnaire what teachers mostly want to achieve by the use of literature within the EFL classroom.

That quiet reading seems to be one of the most frequently used methods with literature in the classroom, supports the author’s own experience on how literature is used. The teachers tend to
confirm the authors thoughts that quiet reading is hard to follow up and they therefore need to create situations for the pupils to actively reflect on their reading. According to Reader Response Theory (Rosenblatt 1982), a text does not really mean something until the reader interprets it, and a text can have several meanings for several readers due to their own backgrounds and experiences (Liaw, 2001, p. 37); and that is why literature can open up for discussions in the classroom. According to the questionnaire one of the most often used methods was also “Booktalks”, which was used by 15 of the 26 teachers answering this question area (over 50%). In relation Chambers (2011) states the importance of “Booktalks” and the reading circle. The circle begins with the selection of a book and continues with the reading and response to it (p.15). All of those steps have obstacles that make reading difficult, but Chambers asserts that with a trusted adult those steps can be overcome (p. 17). This reading circle is something that Teacher A works with frequently in her classroom. She believes that an important part of the process is to help the pupils to have the courage to choose a book, because choosing a book is often hard. She often helps them in the library, encouraging them to look at a few pages to decide if they understand the language and finds the book interesting. After having read the book they sometimes finish up with a book review where the pupils get the opportunity to reflect on the book before they choose another one. In this sense, it could be said that Chambers’ (2011) book circle method is being applied here and that Reader Response Theory is similarly being employed.

6.3. Limitations
This empirical study started out by trying to investigate teachers’ attitudes toward literature in two small municipalities within middle Sweden, but due to a very weak response to the questionnaire and a tight time for the study, the questionnaire had to be broadened to yet another municipality and be posted on a Facebook group for English teachers. This means that the answers are widespread, and the answers are also to few (26) so the results and conclusions cannot be generalized further than this research. Another thing to take into consideration is the fact that when the questionnaire was posted on Facebook, it became available to many people, and yet the respondents are clearly those who find the subject interesting and might therefore be the ones that use literature frequently, which can affect the results of this study.

7. Conclusions
Most of the teachers participating in the study use literature as a variation to their ordinary teaching material (textbooks). However, they are not satisfied with the amount of literature they use and generally want to use it more within their teaching in the EFL classroom, than they currently do. The bulk of teachers in this study believe literature to be motivating for the pupils and one of the main purposes with their use of literature in teaching is because their pupils find it fun.

The most used type of literature that the teachers use in the EFL classroom are books and tales, but also lyrics and authentic texts are used frequently according to this research. Poetry was the type of literature that fewest teachers used in the EFL classroom. The mostly commonly used methods that the teachers employ when teaching literature in this research are reading aloud, summarizing, translating and quiet reading, followed by "book talks" and paired reading. Some of the teachers do however see difficulties when engaging in quiet reading due to the fact that it is hard to reach everyone in the process and they want to make sure the pupils gain something from the reading. The most common reason for using literature in English teaching, according to these teachers, is to increase the pupils' vocabulary and to help them learn grammatical patterns.
From the results of this study it is possible to see that teachers find more benefits than disadvantages with the use of literature in EFL teaching, and that literature (according to the teachers) can contribute to increased motivation, social and cultural awareness, vocabulary and grammar development. According to this, it is clear for the author that the teachers that uses literature within their teaching see literature as a mediation that can help learning (Shi, 2017, pp. 1059-1060) within the English language and aid the learning of the communicative abilities that are stated in the syllabus (Skolverket, 2011, p. 32).

Nevertheless, teachers use less literature than they would like even though they see those benefits. The reason for that is due to the time aspect and the poor availability of English literature at the schools and the fact that it is hard to find suitable levels for all the pupils. The author of this thesis believes that it would be of interest to see if a closer co-operation with the local libraries would aid the teachers with their literature issues and help them use literature more in the classroom. It is time to let go of the textbook and give more room for literature, so that the pupils get to learn in a context rather than in isolation (Bland, 2015, pp. 2-3).

7.1. Further research needed

Since this research cannot be generalized to a broader context, the author believes that further studies with more participants are needed, to see how widespread these attitudes are. And because of the fact that many of the teachers express the poor availability of English literature and the time aspect as the biggest obstacles for using it, the author also believe that further research needs to be done to find out how teachers can be helped to use literature more.

Another area of research that would be of interest is to look at literature use from the pupils’ perspective and investigate their attitudes to literature use in the EFL classroom, especially since the teachers believe it to be motivating for them. Do the pupils views correlate with the teachers?

This study involves literature that sometimes are referred to as authentic text. The author of this thesis believes it would be of interest to investigate authentic text further. What are, and how could we use authentic text more in the classroom. And are all types of authentic text good to use in EFL teaching?

Finally, when regarding the time aspect that the teachers see as a hindrance from using literature, a study looking at what the teachers mean with the expression “time aspect” would be interesting. Do they mean that literature takes time from the ordinary teaching which makes it difficult to have time for the central contents? Or do they refer “time” to the time it takes to plan and set up the teaching (by the syllabus) through literature?
References

Al-hajji, B.A. & Shuqair, K.M. (2014). A Systematic Review on Using Literature for the Young Learners in an EFL Classroom. English Language Teaching. 7(8), 75-80, doi: http://dx.doi.org/10.5539/elt.v7n8p75


Appendix 1, Interview

- Hur gammal är du?
- Är du utbildad lärare?
- När tog du examen?
- Hur länge har du jobbat som lärare?
- Hur länge har du jobbat på just den här skolan?
- Är du behörig att undervisa i ämnet engelska?
- Använder du litteratur i din engelska undervisning med dina elever?
  (Om nej, hoppa till frågorna under nästa rubrik)
- Vad anser du om att använda litteratur som en del av undervisningen?
  (exempel: tycker du att det är kul, roligt, bra för elever osv.)
- Hur använder du dig av litteratur, kan du förklara några olika metoder du använder mest?
  (ge exempel så som boksamtal, tyst läsning, högläsning, ”göra om slut på sagor”, osv).
- Vad vill du att eleverna ska lära sig utav litteraturen?
  (ge exempel på olika syften som exempelvis grammatik, läsflyt, kulturell medvetenhet, komma närmre elevernas intressen och känsloliv osv.)
- Upplever du några fördelar i klassen och undervisningen när ni använder litteratur i undervisningen?
- Ser du några andra potentiella fördelar med att använda litteratur, utöver de ni upplevt?
- Upplever du några nackdelar i klassen och undervisningen när ni använder litteratur i undervisningen?
- Ser du några potentiella nackdelar med att använda litteratur, utöver de ni upplevt?
- Finns det något man kan få ifrån litteratur som du tror är svårt att få genom ett läromedel (om du tänker på undervisning i engelska?)
- Kommer du ihåg om litteratur fanns med som en del i er egen utbildning när ni läste in er kompetens inom engelskan?
- Har det påverkat ert användande av litteratur i undervisningen med era elever?
- Vad tycker du själv om litteratur?
  (exempelvis, läser du på fritiden? Lyssnar du på låttexter? Gillar du dikter?)
- Upplever du att din egen erfarenhet av litteratur påverkar användandet av det i undervisningen i engelska? På vilket sätt?
- Vad upplever du att eleverna känner inför användande av litteratur i undervisningen?
- Varför tror du att de känner så?

Frågor att ställa om den intervjuade inte använder sig av litteratur alls i sin undervisning.
- Skulle du vilja använda dig av litteratur i din undervisning?
- (Om ja) Vad är det som hindrar dig?
- (Om ja) Vad skulle kunna göra så att du använder dig mer av litteratur i din undervisning med eleverna?
- (Om nej) Vad är det som gör att du väljer bort det som en del av undervisningen?
- Vad anser du om att använda litteratur i undervisningen?
- Vad ser du för potentiella fördelar med att använda litteratur i undervisningen?
- Vad ser du för potentiella nackdelar med att använda litteratur i undervisningen?
- Kommer du ihåg om litteratur fanns med som en del i er egen utbildning när ni läste in er kompetens inom engelskan?
- Har det påverkat ert användande av litteratur i undervisningen med era elever?
- Vad tycker du själv om litteratur?
  (exempelvis, läser du på fritiden? Lyssnar du på låttexter? Gillar du dikter?)
- Upplever du att din egen erfarenhet av litteratur påverkar användandet av det i undervisningen i engelska? På vilket sätt?

- Vad tror du att eleverna skulle anse om att ha litteratur som en del av sin undervisning?

- Varför tror du att dem skulle känna så?
Appendix 2, questionnaire

Litteratur i undervisningen av engelska

Hej!


Undersökningen kommer att presenteras i form av en uppsats vid Högskolan Dalarna samt att arbetet kommer att publiceras online på DIVA (ett arkiv för forskningspublikationer och studentuppsatser).

*Obligatorisk

Ord i behov av förtydligande:

Litteratur: i den här undersökningen syftar litteratur till det användandet av litteratur som förekommer utanför läroboken. Litteratur i form av böcker, autentiska texter, dikter, sånger. Med andra ord inte den litteratur som utgör läroboken.

Automatisk text: text som inte är producerad i syfte att användas i undervisningen. Med andra ord texter som ökta nyhetsartiklar, äkta reklam eller nyhetsöverföring på tv som är producerat i områden där det engelska språket används som norm.

   - Ja
   - Nej

2. Hur gammal är du?

   - Ja
   - Nej
   - År under utbildning
4. Om du är utbildad lärare, när tog du din examen?

5. Hur länge har du jobbat som lärare?

6. Hur länge har du jobbat på den skola du jobbar på nu?

7. Har du behörighet till att undervisa i ämnet engelska?
   Markera endast en oval.
   
   Ja
   Nej

8. Använder du litteratur som en del i din undervisning i engelska?
   Markera endast en oval.
   
   Ja
   Nej

9. Om du inte använder litteratur i undervisningen i engelska, skulle du vilja det?  
   (Behöver bara besvaras om man inte använder litteratur i sin undervisning)
   Markera endast en oval.
   
   Ja
   Kanske
   Nej

10. Hur ofta använder du litteratur som en del i den engelska undervisningen
    Markera endast en oval.
    
    På varje engelskalektion
    I många engelskalektioner (betydligt mer än hälften av alla engelskalektioner)
    Ibland på engelskalektioner (betydligt mindre än hälften av alla engelskalektioner)
    Sällan på engelskalektioner (någon gång per år)
    Aldrig på engelskalektioner

Tystläsning
Parläsning
Högläsning
Läsar saga och skriver om slut
Vi gör person och miljöbeskrivningar utifrån böcker
Rollspel/påser utifrån litteratur
Ritar en bild om något som handlar om boken/dikten/låten
Sammanfattar
Översätter
Bokskänsla
Annan

12. Vilken av ovanstående metoder använder ni oftast?

13. Om ni arbetar på ett annat sätt, beskriv gärna det.


<table>
<thead>
<tr>
<th>Använd</th>
<th>Använd inte</th>
</tr>
</thead>
<tbody>
<tr>
<td>Böcker (skönlitterära)</td>
<td></td>
</tr>
<tr>
<td>Dikter</td>
<td></td>
</tr>
<tr>
<td>Sångtexter</td>
<td></td>
</tr>
<tr>
<td>Autentiska texter</td>
<td></td>
</tr>
<tr>
<td>Sagor</td>
<td></td>
</tr>
<tr>
<td>Annat</td>
<td></td>
</tr>
</tbody>
</table>

15. Om annat, vilken sorts litteratur använder du dig av i undervisningen i engelska?
16. Ser du några fördelar med att använda dig av litteratur i den engelska undervisningen? Beskriv vilka

17. Ser du några nackdelar med att använda litteratur i den engelska undervisningen? Beskriv vilka

18. Vilket syfte för elevernas lärande har du främst i åtanke när du använder dig av litteratur i under undervisningen, välj de 3 som anser stämmar bäst

Markera alla som gäller:

☐ För att bidra till elvernas sociala medvetenhet (normer, värderingar)
☐ För att bidra till elevernas kulturella medvetenhet (exempelvis skillnader i kultur mellan olika länder)
☐ För att öka på elevernas ordförråd
☐ För att eleverna ska lära sig grammatiska mönster
☐ För att eleverna tycker att det är kul
☐ Annat

19. Om annat, vad har du för syfte med att använda dig av litteratur i din engelska undervisning?

20. Jag upplever att eleverna blir motiverade av att jag använder litteratur i undervisningen i engelska

Markera endast en oval.

1 2 3 4 5

De blir inte motiverade De blir väldigt motiverade
21. Tycker du själv om att läsa litteratur på fritiden?
   *Markera endast en oval.*
   - [ ] Ja
   - [ ] Nej

22. Tror du att din egen inställning till litteratur påverkar ditt användande av det i klassrummet?
   *Markera endast en oval.*
   - [ ] Ja
   - [ ] Nej

23. Är du nöjd med den mängd litteratur du använder dig av i undervisningen?
   *Markera endast en oval.*
   - [ ] Ja
   - [ ] Nej

24. Varför/Varför inte?

25. Vad anser du om att använda dig av litteratur i din undervisning med eleverna?

---

**Tack för din medverkan!**

Tillhandahålls av

Google Forms
Information om deltagande i undersökning av lärarens attityder till att arbeta med litteratur i undervisning inom engelska för årskurs 4-6 i grundskolan.

Hej!


Undersökningen kommer att utföras med halvstrukturerad intervju, vilket innebär att jag har förutbestämda frågor som vi kommer att utgå ifrån men att nya frågor kan uppstå under intervjuens gång beroende på hur samtalen utvecklas. Målet är att 5 lärare ska medverka. Dessa lärare kommer arbeta på olika skolor inom två mindre kommuner i Mellansverige, och alla deltagande lärare arbetar med engelskundervisningen för årskurs 4-6.


Undersökningen är forskningsetiskt granskad av forskningsetiska nämnden vid Högskolan Dalarna.

*Ditt deltagande i undersökningen är helt frivilligt. Du kan när som helst avbryta ditt deltagande utan närmare motivering.*

Jag väljer att delta i den muntliga intervjun  
Ja □ Nej □

Jag ger mitt godkännande på att intervjun spelas in  
Ja □ Nej □

Jag godkänner att bli citerad (anonymt) i arbetet utifrån intervjun  
Ja □ Nej □

Deltagarens underskrift: ______________________________

44
Ytterligare upplysningar lämnas av nedanstående ansvariga.

Ort 2018-01-17

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Emelie Karlsson
Student

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David Gray
Handledare