

Degree Thesis

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Approaches to Motivate Students to Read English Literature in the Upper Secondary Classroom

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Abstract:

Reading literature has always been a big part of developing language skills, critical thinking and imaginative thinking. However, research show that adolescents in today's society tend to read less literature both inside and outside of the classroom. The Swedish National Agency for Education emphasizes the importance of reading written texts in the subject English, yet the syllabi do not offer specific recommendations or guidelines. This thesis paper aims to investigate how English teachers choose literature in the EFL classroom to motivate students to read and how they structure teaching around these books to motivate their students to read. For this qualitative research four interviews with open-ended questions were held and the data shows that teachers are struggling to understand what literary texts they are expected to use. Thus, the teachers have developed multiple strategies to manage demotivated students in the classroom and the most common way to teach about literature was to use fiction as the main source. The most common way to motivate students to read is to have an open conversation with the students why reading is important and providing them with a good study technique to feel less stressed.

Keywords: literature, motivation, EFL classroom

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1. Introduction

In today's society, a pattern that adolescents and younger people tend to read less both inside and outside of the classroom has started to cause panic. Reading literature has always been a big part of social norms in terms of both education and developing language skills but also to foster imaginary thinking and empathy. While technology is moving forward, drastically changing the way of living daily life, both adolescents and adults increasingly spend time scrolling through screens reading Instagram captions or shorter articles occurring on Facebook and less time spent on reading well developed literary texts.

A report from The Swedish Media Council (2019) showed that only 11% of the adolescents participating in the study read books and magazines on a daily basis, 25% of the adolescents between the ages 17-19 read books and magazines a few times a week and 16% of the same age group never read books and magazines. As a result of PIRLS 2006, presented by The Swedish National Agency for Education (Skolverket), it is shown that the number of Swedish students who struggle with their reading ability has increased both among boys and girls. Swedish education does not offer sufficient support to increase the number of strong and advanced readers (Liberg, 2020). The study also showed that students who read in their spare time on a daily and feel motivated to read literature also tend to perform better in school in various subjects. The students who are strong in reading have also developed a sense of combining different reading strategies that they can apply to all sorts of literary text. Goldsmith (2016) argues that reading literature in the classroom is important as it increases the student's empathy and their ability for imaginative thinking and their critical thinking expands, which is of universal importance since it forces us to do "real thinking, real problem-solving" (p. 113).

The commentary material for the English subject in the Curriculum for the Upper Secondary school 2011 states that English is an important subject for the students because it enables them to successfully participate in a world with many international areas of contact. It further says that "English is also one of the most important languages for communication and information in various settings and is important in numerous areas like politics, economy, music, and entertainment" (p. 6). To partake in international information and communication in the rapidly increasing technology-based world, critical thinking and English perhaps are more crucial now than ever before. In the aim for the English subject in the Curriculum for the Upper Secondary school 2011, it is stated in every paragraph that students should interact with written text in English to develop "all-round communicative skills" (Skolverket, 2011), and the first point for a development opportunity for students in the subject English is the understanding and the interpretation of written English.

Reading literature is one of the essential pillar stones for teaching languages in a classroom because it does not only offer development of student's language skills but also increases the student's empathy, imaginary thinking and is a source for knowing more about culture and history. Reading literature can be connected to critical thinking and good citizenship. However, given what the reports state, it seems that present-day adolescents spend less time reading in their everyday life, but they are still required to read inside the classroom. How do teachers then motivate their students to read literature in the classroom, and how do the teachers choose literary texts when Skolverket gives little recommendation? This paper aims to investigate these questions and might contribute a valuable perspective on the matter.

1.1. Aim and research questions

This paper aims to investigate how English teachers choose literature in the EFL classroom in the upper secondary school in Sweden and how literature affects their teaching. The paper also aims to investigate what methods English teachers use to motivate their students to read English literature in the EFL classroom.

The research questions for this paper are:

- How do teachers choose literature for the EFL classroom?
- How do teachers motivate their students to read English literature in the classroom?

2. Background

2.1. Definition of terms

In this part of the paper the following terms are going to be defined and explained: literature and EFL classroom.

2.1.1. Literature

This part of the paper is going to present three definitions which provides different perspectives to consider when discussing literature.

A general definition of literature provided by the online Encyclopedia *Britannica*, defines the term literature as the following:

Literature, a body of written works. The name has traditionally been applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the perceived aesthetic excellence of their execution. Literature may be classified according to a variety of systems, including language, national origin, historical period, genre, and subject matter.

Stecker (1996) presents four requirements which a written text should meet in order to be defined as literature:

- The text is a novel, short story, tale, drama, or poem, and the writer of the text intended that it possess aesthetic, cognitive or interpretation centered value, and the work is written with sufficient technical skill for it to be possible to take that intention seriously, or
- The text possesses aesthetic, cognitive or interpretation-centered value to a significant degree, or
- The text falls under a predecessor concept to our concept of literature and was written while predecessor concept held sway, or
- Belongs to the work of great writers
(pp. 694)

Stecker (1996) explains that this definition has its flaws because it possesses many gray areas, but argues that the definition is not intended to “make the extension of literature precise” (pp. 694)

Meyer (1997) explains that defining literature is not an easy task since it would require specific criteria's which all literary works must meet. By displaying two approaches to defining literature, the critical approach and the prototype approach, Meyer (1997) has developed a literary prototype definition of the word literature which contains the following requirements:

- Are written texts
 - Are marked by careful use of language, including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, meter
 - Are in a literary genre (poetry, prose fiction, or drama)
 - Are read aesthetically
 - Are intended by the author to be read aesthetically
 - Contain many weak implicatures (are deliberately somewhat open in interpretation)
- (pp. 4)

Meyer (1997) continues by explaining that these criteria could be beneficial starting point when deciding if a written work could be considered as literature or not. However, Meyer (1997) also argues that literature is a complex term to define because if each text would need to meet the previous set of criteria's then neither popular romances nor children's books would be considered as literature. Meyer (1997) suggests that even though these criteria's serve as a good starting point whether or not a text is considered literature or not:

Current theories of semantics and of word meaning suggest that definitions are best done, not through a rigid set of criteria which must be met by each example, but through understanding a prototype to which other examples are more or less closely related. (Meyer, 1997, pp. 9)

These three definitions differ slightly but have similar features of what literature is. Given the requirements stated above literature is written work divided into different genres depending on either content or language.

In this paper the terms literature, literary texts, and texts are used because the Curriculum for the Upper Secondary school 2011 for the subject English does not specifically talk only about the term literature when mentioning written English and to not cause any confusion by the fact that the quotes from the collected data vary in how the respondents talk about literature.

2.1.2. EFL classroom

EFL stands for "English as a Foreign Language" and is the term used for describing learning a language that taught in an education environment. Sweden has one main language which is spoken by the vast majority but also recognizes five other official minority languages: Finnish, Yiddish, Meänkieli, Romani, and Sami (The Institute for Language and Folklore, 2020). Therefore, English is not considered officially as a Second language and therefore falls into the category of EFL. English is the second common language to encounter in the Swedish society, after Swedish, and is one of the best rated countries in the world at speaking English (EF English Proficiency Index, 2020). However, since it is considered as a foreign language, this thesis will also take this approach when looking at previous research connected to motivation and literature.

2.2. The upper secondary curriculum and syllabi

In 2011 Skolverket presented a new curriculum for the Upper Secondary schools in Sweden. The new curriculum introduced a new grading scale, a changed programme structure, and more extensive differences between preparatory and vocational in the national programs. These new changes also affected the English subject in the upper secondary school where it was divided into three new courses: English 5, English 6, and English 7. All three courses name literature and different kind of texts under the core content of "Reception", though neither courses offer examples of recommended literary texts, such as a literary canon.

In order to understand what recommendations Skolverket give to English teacher in the upper secondary school which affects their literature choice in the EFL classroom it is important to look at the different core contents for the three English courses. The core content for English 5 mentions “Literature and other fiction” and “Texts of different kinds and for different purposes, such as manuals, popular science texts and reports”. This content gives a vague idea of what kind of literary text that the teacher is supposed to use and teach in the classroom. The commentary material for the English subject in the Curriculum for the Upper Secondary school 2011 explains that other fiction could be lyrics, animated shows, movies, and TV games. No further explanation for what type of literary texts that are being recommended is accessible for English 5.

The core content for English 6 mentions “Contemporary and older literature, poetry, drama and songs” and “Texts of different kinds and for different purposes, such as formal letters, popular science texts and reviews”. The core content for English 7 mentions “Texts, including complex and formal texts which relate, discuss, argue, report, describe and investigate”, “Contemporary and older literature and other fiction in various genres such as drama” and “Texts of different kinds and for different purposes, such as agreements, in-depth articles and scientific texts”. Whereas English 5 is more vague what different texts that should be used in the classroom; English 6 and English 7 are more specific and gives examples of what sort of literary texts that are supposed to be used and taught. The commentary material for the English subject in the Curriculum for the Upper Secondary school 2011 states that:

Complex texts (courses 6 and 7) can be texts that have a complicated form or texts which content can be complicated. This may, for example, be content that is relatively abstract or causal that is not unambiguous. Formal texts (courses 6 and 7) appear in various official contexts. Academic texts, applications, CVs, reports, investigations, agreements, protocols and PM are some examples of formal texts (p. 6)

The commentary material furthers the explanation what literary texts that are recommended by Skolverket for English 6 and English 7 pointing out examples of formal texts nonetheless the term *fiction* is only mentioned once. Both formal texts and fiction are literature.

The knowledge requirements for English 5 mentions for the grade E that “Students can choose and with some certainty use strategies to assimilate and evaluate the content of spoken and written English”; the knowledge requirements for English 6 mentions that for the grade E that “Students can understand the main content and basic details [...] in written English in various genres”; the knowledge requirements for English 7 mentions for the grade E that “Student can understand the main content and essential details, and with some certainty, also implied meaning, [...] in written English in various genres of an advanced nature” (Skolverket). All three courses have critical thinking in common and emphasizes that to pass the course it is required to interact with written English, but it is not until English 6 and English 7 that the student most have an understanding for the text in order to receive the grade E.

3. Previous research

The following section provides previous research about motivation and literature in the EFL classroom. This section focuses on why literature could be beneficial for teaching English, how teachers can motivate their students to read, and how extramural English affects motivation.

Literature is an important tool for teaching English as a foreign language because it has shown to have positive effects on student's language skills development. Mason and Krashen (1997) conducted a study in Japan intending to confirm the importance of extensive reading in English as a foreign language at the university level. The study showed that extensive reading can not only improve reading comprehension and reading speed, but also writing skills. Not only did the abilities that are measurable increase, but the attitude amongst the students toward reading literature became considerably more positive. Mason and Krashen (1997) argue for that the correlation between the student's increased positive attitudes toward extensive reading and their language development is that the extensive reading allowed "reluctant" EFL students to catch up to the traditional students by the end of the semester. The study resulted in that all students had an improvement on the student language development and a positive outcome of extensive reading could be observed. Fu (2014) did a similar study in China conducted where an implementation of motivational strategies was done in a reading class to examine if it would have a positive effect on the student's English skills. The study showed that most student already had a strong motivation to learn English but that the students reading speed affected their motivation to read since they had more difficulty to read the literature and therefore did not enjoy it as much as those students who had a faster reading speed (Fu, 2014). Fu (2014) found that presenting reading strategies, group work, and organizing activities to make students actively participate in classroom learning, are strategies that can be used to increase student's reading motivation. By applying these strategies in the EFL classroom the students had a tendency to improve all aspects of their language development, but the study concluded that after the action research was done most students had mostly improved their reading speed and reading comprehension mainly because their motivation had also increased during the study (Fu, 2014). Both these studies show that motivation is crucial for when teaching literature in the EFL classroom and that literature has a positive effect on developing language skills.

Literature does not only contribute to language skills that can be measured by reading speed or word knowledge, but also how a student understands the language. Divsar and Tahriri (2009) explains that when teaching literature three phases need to happen in order for the teaching to be successful: the preliminary phase, the content-cultural phase, and the synthesis phase. The first phase builds comprehension, the second phase give the students aspects of target culture for the literature, and the third phase is the evaluation of the text (Divsar and Tahriri, 2009). However, when teaching English as a second language it is important for the EFL learner when studying literature to be able to put the texts into perspective or into some type of context which the learner can relate to or understand (Divsar and Tahriri, 2009). Divsar and Tahriri explains that the advantage of using literature as personal growth with the EFL learner, the learner is encouraged to use their own personal experiences and culture to make connections between the text and their own experiences in life. Yimwilai (2015) discusses an integrated approach to teaching literature in an EFL classroom and brings forward previous research that has stated that:

Studying literature in an EFL classroom is beneficial for many reasons: it provides meaningful context; involves a profound range of vocabulary, dialogue, and prose; appeals to the imagination and enhances creativity; encourages critical thinking; and is in line with Communicative Language Teaching principles (Yimwilai, 2015, p. 14)

Yimwilai (2015) study shows that by using integrated approaches like building background knowledge, directions from the instructor to guide the learners, and by giving students the chance to express their own thinking; the EFL learners benefited from reading literature in the classroom. Yimwilai (2015) found that by using this approach the students did neither get bored nor discouraged in the reading class and the students that participated in the study grew their

ability of critical thinking and problem-solving knowledge. Both of these studies show that in order to increase the student's motivation with reading literature in the EFL classroom it is important for the teacher to use motivational strategies throughout teaching. Choosing literature in the EFL classroom is an important task for the teachers, not only because it should be relevant for the student but from a motivational standing point. Bloemert et al. (2019) conducted a study in the Netherlands in secondary school where they found that in the EFL classroom students value language skills, vocabulary, and grammar in their EFL literature lessons. The student mainly saw literature lessons as a language learning opportunity which caused a higher level of understanding between the teacher and the student. If the teacher created activities specifically designed to achieve this aim in the classroom, the students perceived to be more motivated because their aim for studying literature was met by the teacher (Bloemert et al., 2019). Not only did their language development increase but their personal development could be observed in the study.

However, research has found that there are both advantages and drawbacks for using literature in the EFL classroom. Khatib et al. (2011) found that literature is an important tool for language learning because it is a motivating tool for the learning and present advantages such as cultural awareness, sociolinguistic knowledge, grammar and vocabulary knowledge, emotional intelligence, and critical thinking. However, the authors also provide arguments against using literature in the EFL classroom such as the selection of materials, academic English, and cultural barriers (Khatib et al., 2011). Literature can therefore both motivate and de-motivate students' interest of reading literature in the classroom. However, reading English is not only something present in the classroom and can be found in students' everyday life. Sundqvist and Olin-Scheller (2013) discuss different methods teachers are using for students who are being experienced as demotivated. According to the authors many teachers experience that they have difficulty to close the gap between the English students are expected to use in an academic way in the classroom with the English language they are experiencing and using outside of the classroom in their everyday life. Sundqvist and Olin-Scheller (2013) explain that the current media landscape might influence EFL learning since adolescents use different social medias or other media landscapes daily where they are exposed to English which causes them to being exposed to a way of communicating through both spoken, read, and written informal English. Their study showed the need to close the gap between school English and extramural English in order to motivate student in the classroom (Sundqvist and Olin-Scheller (2013). Both these studies show that how teachers present and use literature in the classroom is what can either motivate or de-motivate student's desire to read literature.

4. Theoretical background

In this section Zoltán Dörnyei's theory "Motivation and Motivating in the Foreign Language Classroom" is going to be presented and explained. This theory is relevant for the investigation how literature and motivation are linked in successful EFL teaching.

4.1. Motivation and Motivating in the Foreign Language Classroom

When learning a second language (L2) one of the most important factors, found in the past three decades of research, is motivation. Dörnyei (1994) explains that historically, from a psychological perspective, the terms "attitudes" and "motivation" have been separated as they traditionally have belonged to different branches of psychology. Attitude is a term which has been used by social psychology and sociology described as "the function of social context and the interpersonal/intergroup relational patterns" (Dörnyei, 1994, p. 273); whereas the motivational psychologists have looked at what drives the human behavior in an individual rather than in the social being, which is the foundation when describing motivation. Dörnyei

discusses other takes on motivation, such as *intrinsic* and *extrinsic* motivation, which suggests that the extrinsic motivation is driven by extrinsic rewards and avoidance of punishment whilst the intrinsic motivation is driven by internal rewards. However, Dörnyei (1994) argues that recent research has shown that this distinction could be problematic because some cases have shown that extrinsic rewards could lead to intrinsic motivation, which potentially makes it challenging to differentiate between the two motivational categories.

Dörnyei (1994) presents three specific motivational components he has found in research for L2 learning situations: course-specific motivational components, teacher-specific motivational components, and group-specific motivational components. Course-specific motivational components are based on four factors: interest, relevance, expectancy and satisfaction. Interest is related to intrinsic motivation and whether or not the individual has a yearning to know more; relevance is connected to the students experience if the instructions are connected to their personal life; expectancy is connected to what expectations the individual has regards to succeeding; satisfactions is if the outcome of the task is rewarding for the individual. Teacher-specific motivational components are divided into affiliative drive, authority type and socialization of student motivation. Affiliative drive is the student's feeling to please the teacher by doing good in the teacher's subject; authority type is whether or not the teacher is supporting or controlling towards the student and offers to include the students through options and/or choices; socialization of student motivation consists of modelling, task presentation, and feedback. The last component is group-specific motivational components which has four aspects: goal-orientedness, norm and reward system, group cohesion, and classroom structures. Goal-orientedness is to know the goal with the instructions; norm and reward system is to know what is being rewarded and being punished; group cohesion is the willingness to contribute to a group; classroom structures can be competitive, cooperative, or individualistic.

Dörnyei (1994) bases his theory on the previous three specific motivational components when presenting a general framework of L2 motivation. The framework consists of three levels: the Language Level, the Learner Level, and the Learning Situation Level. Language Level focuses on the cultural aspects of learning a new language for example the community in which the language is spoken; the Learner Level is the need for achievement and self-confidence; Learning Situation Level are factors as interest, relevance, expectancy and satisfaction. Dörnyei (1994) also furthers his explanation of the Learning Situation Level by dividing it into the previous motivational components previously presented.

The theory will inform the analysis of the data in the discussion section of the paper. The theory will help to explain how motivation and literature are connected in the classroom and when the choice of literature is made by the teacher, by using the three motivational components.

5. Material and Method

5.1. Chosen method

This paper aims to find answers to how teachers motivate their students to read English literature in the classroom and also how teachers choose literature for the EFL classroom, and how literature affects their teaching. This investigation therefore needs to happen through qualitative research in order to go deeper into the problem and find different perspectives to understand the selection of literature and strategies to motivate students to read literature. A questionnaire would limit the opportunity to ask follow-up questions to the respondents which would cause authentic answers to be lost. This paper therefor argues that standardized open-ended interviews is the best method to answer the aim of the paper.

The research was conducted through standardized open-ended interviews directed towards English teachers in the upper secondary school classroom in Sweden. Standardized open-ended interviews are interviews where the questions are determined in advanced and all interviewees are asked the same basic questions in the same order (Cohen et al., 2018). The reason for choosing standardized open-ended interviews is because Cohen et al. (2018) explains that:

The more standardized and quantitative one's interviews tends to become; the more one wishes to acquire unique, non-standardized, personalized information about how individuals view the world, the more one veers towards qualitative, open-ended, unstructured interviews.

The interviews were in Swedish to limit the possibility of misunderstandings and to make the interviewees the most comfortable, as their first language is Swedish. Open-ended questions are more challenging to answer in a second language since it is not the interviewees' first language and could cause them to not be able to formulate their answers and thoughts equally well. The interviews consist of three parts: personal, literature and motivation, and lastly classroom application. The personal part of the interview is for the purpose of making the teachers feel comfortable during the interview. The literature and motivation part are going to be the main focus of the interview since that is the aim of the paper. The classroom application part is for the purpose of getting knowledge how their attitudes towards literature/motivation is shown in the classroom and in the teaching.

5.2. Selection of informants

Due to COVID-19 the selection of informants inevitably had to follow the national restrictions and recommendations in order not to spread the virus. Consequently, it was not possible to conduct the interviews in real life and all the informants had to be contacted via e-mail and/or social media. The only requirement for participating in the interview was to teach English in the upper secondary school in Sweden. An extract from the Letter of Consent (listed as Appendix 1) was e-mailed to various upper secondary schools and also posted in three different Facebook groups for English teachers teaching in the upper secondary school. Two teachers responded from the Facebook groups via direct message and two teachers responded via e-mail, all four agreeing to participate in the interview. Approximately 20 teachers responded via e-mail that due to time limits with online teaching they did not have the time to participate in the interview. In total four informants participated in the interview and all agreed to being quoted in the paper by signing the Letter of Consent and verbally consenting being recorded before the interview started.

For the purpose of maintaining the anonymity of the respondents in this paper they all have been renamed as Teacher A-D. All four respondents are educated English teachers for the upper secondary school in Sweden and all four teachers are teaching English at their current workplace. Teacher A teaches English 5, 6, and 7; Teacher B teaches English 5, 6, and 7; Teacher C teaches English 5 and 6; Teacher D teaches English 5.

Table 1. General information about the respondents.

	Teacher A	Teacher B	Teacher C	Teacher D
Teacher Certificate	Yes	Yes	Yes	Yes
Years of teaching	18	18	16	29
Currently teaching English	Yes	Yes	Yes	Yes

5.3. Implementation

The data collection started with extracting parts of the Letter of Consent (listed as Appendix 1) that would summarize the interview and aim of the paper in a concise way. The extract was then e-mailed and posted to Facebook groups aiming at teachers who fitted the requirement of teaching English in the Upper Secondary school in Sweden. When a respondent replied to either the e-mail or in the Facebook group a time was scheduled to conduct the interview and roughly one hour before the interview started the informant received a Zoom meeting link to participate. When the meeting started the informants gave oral consent to participate in the interview and agreeing to the interview being recorded. All four had read the Letter of Consent beforehand and signed it thus giving consent being quoted in the paper. The interviews took between 30-40 minutes following the open-ended questions prepared in advance and ended with the teacher emphasizing their main thoughts about literature and motivation. The recording then stopped, and the informants were informed that they would receive a transcription from the audio though all four participants agreed that it was not necessary to receive the transcription as they did not feel required to read it before the data started to be processed but said they would happily read it if they had the time.

5.4. Method of analysis

The method of analysis used in this paper is the qualitative data analysis Cohen et al. (2018, p. 643). This method contains of preparing and organizing the data, describing and presenting the data, analyzing the data, interpreting the data, drawing conclusions, reporting the findings, and lastly ensuring accuracy, reliability, coherence, corroboration, validity and reliability. One step when analyzing the data is to reduce it where Cohen et al. (2018) clarify that:

Data reduction does not mean disregarding data; rather it means distilling from the complexity of the findings the key points of the phenomenon in question, reducing complexity without violating it, catching the essence of the issue or the situation, enabling the researcher to identify, for example, patterns, key issues, casual processes and sequences (pp. 646).

Therefore, not all data collected is going to be presented in this paper since parts of it are not going to help answering the research questions but are more suitable for further research. stated as at the end of the paper.

The analysis of the data started by transcribing all four interviews from recordings to written text. The next step was to sort all answers from the respondents into the corresponding question, enabling the process of comparing the answers for each question. When comparing the answers to each other the opportunity of finding similarities and differences was possible. These findings were then highlighted in two different colors, green for when teachers agreed or said similar things and red for when teachers did not agree. This turned out to not be a successful process since the teachers said very different things and their answers to the same question could both have similarities and differences. Therefore, the analysis instead took an approach of putting all the answers next to each other in an excel document, without color coding, in order to see how the respondents had answered to questions compared to each other. Once the comparison was done the analysis then proceeded by comparing the findings with the previous research to compare if the research agreed with the respondents or not. Throughout the whole process, the Motivation and Motivating in the Foreign Language Classroom theory was taking into consideration, with the three learning levels in focus.

5.5. Reliability and Validity

Cohen et al. (2018) discuss reliability and validity in interviews where they claim that one of the risks with interviews is that the questions does not intend to answer what they claimed to

which causes the validity to decrease. The problem with interviews is that it is always possible that the interviews affected the interviewees answers because it is a human interaction with another human where both parties bring some form of influence over the other. Cohen et al. (2018) argues that open-ended questions “enables respondents to demonstrate their unique way of looking at the world” (pp. 272) which increases the reliability of the interview since the answers are not developed by the interviewer in advance. The possibility of different interpretations of the data is always a possibility and therefore it is very important that the researcher considers multiple perspectives and interpretations of the data collected in order to ensure that one interpretation is not selected over another equally possible interpretation (Cohen et al., 2018, pp. 644).

5.6. Ethical aspects

The Swedish Research Council’s publication “Good research practice” informs how to make good decisions on research and research ethics. The publication emphasizes four important concepts: secrecy, professional secrecy, anonymity and confidentiality (Vetenskapsrådet, pp. 40). The respondents that have consented to participating in the interview, being recorded via Zoom, and being quoted in this paper by signing the Letter of Consent (see Appendix 1) where they are assured that their participation in the interview is voluntary and at any given moment, they have the opportunity to cancel the interview. The respondents name, age, gender, nationality or other information needed to make the connection to their identity is not mentioned in this paper and the informants keep their privacy, confidentiality, and anonymity (Cohen et al., 2018, pp. 130-131). All evidence of their participation in the research will be destroyed to eliminate any traces of the respondents’ identities, and the data collected based on the respondents’ answers will only be used for the purpose of answering the aim of this thesis paper. This paper also aims to analyze the data to contribute to future research and to truthfully provide multiple interpretations of the findings in order to not make false claims (Cohen et al., 2018, pp. 138).

6. Results

In this section of the paper, the collective data is going to be presented divided into three subcategories: general thoughts towards using literature in the classroom, literature choices, and motivational strategies.

6.1. General thoughts towards using literature in the classroom

In general, all four teachers were positive toward using English literature in the classroom and all four emphasized the importance of reading. All four teachers responded differently to what literature was and were taken by surprise when being asked what literature they used in the classroom. Teacher D asked: “When you say literature – what do you mean? Is it only fiction or all sorts of literary texts?” Teacher C distinguished literature as either fiction or non-fiction and emphasized that the usage of fiction is more common than non-fiction. Teachers A and B did not ask what literature specifically that the question was aiming for but rather assumed that it was fiction and based their answers on how they use literary fiction in the classroom.

All four teachers agreed that they have discovered a pattern that students tend to read less literature both inside and outside of the classroom in current time compared to earlier years in their teaching career. All four teachers mentioned that they can see this decline by viewing the students’ reading speed, word knowledge, and the ability of analyzing texts independently. The teachers’ view on how students in general feel about literature is divided where Teacher A said that the students no longer express negative feeling when reading literature and are rarely demotivated. Teacher B’s general view was that students usually express negative feelings

when first being presented to reading books in the classroom but once they get started the negativity usually fades. Both Teacher C and Teacher D had the impression that the student's in general did not enjoy reading literature in the classroom and gave the same explanation that they thought this had to do with factors such as motivation, time, and interests, but teacher C also expressed that reading is less common in comprehensive school which affects students attitude about reading literature when they start upper secondary school.

6.2. Literature choices

All four teachers mentioned the struggle with understanding the syllabi for the English subject and agreed that even though they appreciate the freedom it provides teachers need a narrower and more precise recommendation or guideline for literary texts when teaching. Teacher A developed this statement by explaining that the commentary material to the English subject is offering a better understanding of the expectations on teaching literary texts but points out that it is still not enough.

All four teachers focused on fiction when stating what types of literature that they use in the classroom and have different suggestions on books. Teacher A mentioned five books: *The Curious Incident of the Dog in the Nighttime*, *The Five People You Meet in Heaven*, *The Absolutely True Diary of a Part-time Indian*, *Looking for Alaska*, and *Born a Crime*. Teacher A explained that these books have been selected because of the student's interest and how it is easy to tie them to a theme. Teacher B mentioned one book: *The Little Match Girl*. Teacher B explained that this book can help students to become more objective when reading. Teacher C mentioned three books: *Amy and Roger's Epic Detour*, *Jellicoe Road*, and *Purple Hibiscus*. Teacher C explained that these three books have been selected because they have easily been incorporated into themes. Teacher D mentioned two books: *The Fault in our Stars* and *A Child Called "It"*. Teacher D explained that these two books are great sources to use when teaching at the Child and Recreation Programme. All teachers mentioned that classical literary works should be included throughout the semester and all teachers except Teacher C specifically mentioned Shakespeare as one of the most important authors to include when teaching literature.

Teacher B and Teacher D both used a textbook in their teaching (for example Blueprint) with shorter extracts from novellas and other literary texts in which classical literary texts also was included. Both agreeing that is a good strategy to motivate the students to read as it does not only take less time, but it is also is a good source to use when choosing literary texts. They both found that pre-made exercises and pre-selected texts was a great strategy for choosing reading material. Teacher A did not mention textbooks as a choice when it comes to choosing literary texts but focused on fiction and lyrics. Teacher C did not use textbooks when teaching literature but expressed that poems is a great literary resource to use because it does not take as much time as finishing a whole book but is still sufficient to expand critical thinking and analyzing abilities.

All four teachers mentioned the time factor when explaining choices in reading for the students because reading a book takes time and all student have different reading paces, and it is not always possible to make sure all students have an efficient study technique. Collectively they mentioned that when choosing literature time is one of the aspects that affects how they make their selection since each course only reaches over two semesters. Teacher C was the only teacher who emphasized the benefits of using poems when teaching English literature and stated that this is a great strategy because it takes less time than reading a book, but it still is a great source for developing students critical thinking and gives room for discussion in the classroom.

Teacher D mentioned using the librarians' help for choosing literature as a great resource since they have a better knowledge of what books are available and can help the teacher to choose.

All four teachers had tried lesson plans where they had all students reading the same book selected by the teacher, a pre-selected choice of books, and giving the students the freedom of selecting their own book. They all saw all the three choices as beneficial depending on what the reason behind reading was or the assignments they had structured around the reading. Teacher B mainly used books the students had chosen themselves; Teacher C and D mainly used the same book for all students in the class. Teacher A used a mixture where the students read the same book at the beginning of the semester and usually, they then picked their own book when they had finished the first one.

All teachers agreed that English 5 is more basic, and the literature being chosen is more often considered easier and shorter. Teacher D said that "I only teach English 5 and the difference regarding the level of difficulty between English 5 and English 6 is very large" when referring to what the syllabi for the two courses state where English 6 focuses more on classical literary texts and literary history. Teacher B agreed with this by explaining the importance of understanding the maturity level of the students in the classroom and to choose literary texts that are closer to how they view the world and themes that are relatable to their lives as adolescents. Teacher B explains that "I usually start in English 5 with choosing literature that have adolescent themes". Teacher C states that in English 5 literature is viewed from the student's point of view where they can discuss the text from own experiences and solve the problem with the tools, which they have accessible to them at that point in time. Teacher C further explains that:

In English 5 the focus is on how the student interprets the world and how they solve problems, but it also focuses on shifting your point of view and discussing that there are multiple solutions on the same issue. There is not just one right answer and one wrong answer to the question, and we discuss how the students receive the information.

All four teachers agreed that it is a big step to go from English 5 to English 6 and that the literature gets more difficult and requires more of the student. Teacher A explains that the literature used in English 6 requires that the student can go into more detail of the written text and analyze it more in depth, which involves a more advanced reading technique. Teacher D did not teach English 6 but mentioned that there is a big step for the students to move on from English 5 to English 6 and those students who struggled with receiving the grade E it was clear that they also would struggle with meeting the grading criteria's in English 6. Both Teacher B and Teacher C mentioned that English 6 was tougher for the students and that they choose more advanced texts for this course but also constructed more advanced exercises surrounding the texts. "In English 6 it is no longer focus on the I or the main character but rather on society and [putting it into the bigger picture]" said Teacher C. Teacher A explained that she makes an effort of choosing literature that are suitable for the focus of the course (English 5, English 6, or English7), the level of difficulty of the text, and the student's ability to understand both the written words but also the cultural and historical aspect of the text.

6.3. Motivational strategies

All four teachers agreed that motivating students to read literature is one of the main issues when working with literary texts and is a question that does not have a simple answer.

Despite them all having difficulty to motivate their students to read in general they all agreed that usually students need to get a positive start to read the chosen literary text. Teacher B

discovered that it was appreciated by the students to choose their own books and increased their motivation to read it since they felt like they could choose a book with a theme that interested them and therefore the selection of their choice could more easily match their own interests or personal life. Teacher A explained that one strategy to motivate students to read literature is to have a selection of books they can choose from and every book should be introduced in an interesting way and thereby the student can choose the book they find most appealing. “I usually give the student some historical context about either the theme handled in the book or try and sell the book to the students before they start reading” teacher A clarified. Teacher C stated that the students in the preparatory programs generally are more familiar and used to studying literature in the classroom.

Teacher C and Teacher D both mentioned that the student’s confidence and the pressure they feel to perform well in the course is associated with their motivation to read literature in the classroom. In contrast, Teacher D elaborates that “During my years of teaching I have gotten the feeling that the confidence amongst girls have declined whereas boys shrug their shoulders and express ‘it’ll be okay, we got this’ and also the fact that boys seem to struggle less with English in general because they play a lot of video games [in English].” Teacher C explains that students tend to read less in today’s society and therefore it is important to help them to build their confidence and find new paths to make them more motivated to read and one of the strategies used is to make sure the students know that it is not their opinion about the book that matters it is their way of analyzing, expressing and understanding the text. Teacher C emphasizes that “I usually tell my students that they do not have to love the book but rather express why and how they understand it, and I have found that this helps them [with their motivation].” Teacher A explained that in order to give the students confidence when reading is to prepare them for the literary text and educate them how to be a good reader: “We talk about how to be a good reader. We talk about setting, plot and narrator. How is a good reader behaving?”.

To resolve this issue in the classroom Teacher B mentions that it is important to keep a conversation with the students to make sure they stay on track and to make up a plan for those of them who struggle with reading at a good pace. A good strategy could be to divide the remaining chapters or pages into a timeframe based on the schedule.

Let’s say a student has 20 days left to finish a book. I will then tell them to divide that number and they’ll end up with reading either 12 pages a day or 72 pages a day if they keep pushing up the reading. The student then gains some perspective and understands that if he or she keeps a good structure for the reading and makes sure that he or she reads every day – then it won’t feel as overwhelming (Teacher B).

Furthermore, the other teachers also mention the time perspective when talking about student’s motivation and agreed that even though reading takes a lot of time both inside and outside of the classroom it is still important that the students actually read the assigned texts. All four teachers mentioned that one strategy to motivate the students to read literature, and to help those who struggle with finishing the reading in time, is to offer them an option of listening to the text instead of reading it. They all mention that for students who struggle with reading, listening to the text can help with both concentration and understanding, and they all mentioned disorders such as Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia as reasons for when listening is a better option over reading. Teacher D mentioned that using the librarians help to read the beginning of the book aloud for the students who struggle with reading is a great resource to help demotivated students to get started with reading the text. Even though the

students are not reading the beginning of the book on their own, it serves as a good and positive start for these students for when they actually are going to read the book themselves.

All four teachers also mentioned that it is important to involve exercises in the form of notes, questions, or other forms of strategies that involve analytical thinking. Teacher C explained that it is important that the student does not try to memorize each chapter but rather focus on a few questions regarding the chapter which helps them to understand the text more easily. Furthermore, both Teacher A and Teacher D mentioned that it is not a good strategy to let the students read the book on their own, instead they should read it in the classroom where the teacher can help them if help is needed. The teacher can then provide the student with reading strategies such as looking up words they do not understand, discussing in groups how they all perceive, for example, the plot or the characters, or giving another historical context to help the student understand better. Teacher D stated that there is a big difference between boys and girls when teaching literature where the girls in fact seem to struggle more with reading literature than the boys.

All teachers mentioned that they make a choice of literary texts depending on what school and programme they are teaching in. Teacher A worked at a school with programs focused on music which resulted in incorporating music lyrics when teaching literature since it increased the student's motivation when taking their interests into consideration when choosing literature. Teacher C explained that in an Electricity and Energy program they had focused on a literary text surrounding electricity which improved the student's motivations since they had something related to their everyday life in school and future profession. Teacher B added that it is also very important that the student feel accomplished when reading a book and that praising them for their work is a big part in motivating them:

If I ask a student if they would have picked the book themselves, I usually get the answer no because either it was too difficult, too thick, or looked boring. However, when I ask them if they are happy that they actually read the book, they think for a while and then say yes. It is important that they understand that they have performed well despite the book being difficult or boring.

Teacher D expresses a similar thought when addressing that it is important that the teacher helps the students with building confidence to talk in the classroom and confidence is also important in order not to categorize oneself. The teacher further explains that it is hard to motivate a student if they already have negative thoughts about their ability to perform well in the classroom.

7. Discussion

In this section of the paper, the collective data is going to be discussed in comparison to background, previous research, and the theoretical perspective, divided into two subcategories: literature choices and motivational strategies.

7.1. Literature choices

The definition presented in the background differs slightly compared to what the teachers understood or interpreted as literature. They mainly focused on fiction as a literary genre but none other than Teacher B mentioned poetry as a literary text. Neither of the teachers classified lyrics or other forms of text as their main choice when choosing literature but mainly spoke about young adult fiction or classical texts. Teacher A and B expressed thoughts which agreed with the results shown in Mason and Krashen (1997) that students who read literature develop into strong readers with improved reading comprehension and reading skills. Similarly, the report from Skolverket shows that students who read on the daily can develop multiple reading

strategies and increase both their word knowledge and reading speed. Fu (2014) argued for that if a student's reading speed is on the slower side their motivation to read literature could decrease since it takes longer for the student to complete the task. However, by including group work in order to help the student's reading comprehension their motivation could increase. All teachers mentioned that they use group work and discussion when working with literary texts where students can bring different perspectives into the discussion with their peers.

All teachers mentioned that they find literature to be very important but that the lack of directions from Skolverket what type of texts they are expected to teach is causing confusion. Khatib et al. (2011) mentioned that one of the drawbacks for using literature could be the selection of materials and the result section shows that the teachers are using very different types of literary texts when teaching which causes the student's learning to fluctuate in Sweden. Whilst some of the students are provided with newer literature more suitable for both their age and the reality they are currently living in, whereas others are provided with older classical literature or extracts from workbooks such as Blueprint. According to Dörnyei (1994) one main component to motivate students is to make it relevant for the student's personal life which could ultimately be absent since Skolverket does not offer guidelines that the teacher should incorporate relevance when choosing literary texts. The issue emerging from the lack of recommendations is that there is no unity in the upper secondary school regarding what literature is being taught and student's might not be motivated to read if neither relevance nor interest is present.

Literature mentioned in the collected data were mainly fiction but also more formal texts, lyrics, poems, and extracts from textbooks created for the upper secondary school. All four teachers mentioned fiction as being their main source of literature when it comes to teaching literary texts in the classroom whether it was classic novellas or young adult literature. Skolverket (2011) mentions the word fiction on rare occasion in both the Curriculum for the English subject in the upper secondary school and the commentary material for the English subject in the Curriculum for the upper secondary school. The three definitions provided does not state fiction particularly as a literary genre. However, the genres mentioned in the definitions could be argued all fit the description of fiction. All teachers agreed that the curriculum does not offer sufficient recommendations what type of literary texts that should be taught and used in the classroom and expressed that it would be suitable to acquire more firm guidelines. The commentary material for the subject English offers a further explanation for the term fiction and includes lyrics which is used by Teacher A. Whilst no further explanation or recommendation for written English in English 5 is offered, the concept of more complicated texts and formal texts is explained in the commentary material for both English 6 and English 7 (Skolverket, 2011).

Divsar and Tahriri (2009) stated the three important phases when teaching literature in the EFL classroom where the first phase builds comprehension, the second phase give the students aspects of target culture for the literature, and the third phase is the evaluation of the text (Divsar and Tahriri, 2009). The results show that the four teachers use these phases where they all emphasize how important it is that the students can relate to the literary text from their own personal life and that they feel some type of connection between the text and their own experiences. All teachers made a point that when they choose literature it is important that the students can relate to the text and if they do not the teacher must offer some type of context where it is historical or cultural. Skolverket (2011) states that for the grade E in both English 6 and English 7 some sort of understanding of the written text is needed and by offering a text which enables the student to connect it to their life experiences the likeliness of their

understanding increasing is much higher than choosing a text with no connection to their life at all.

All four teachers had made choices in their planning where students were allowed to pick literature themselves whether from a pre-made selection of books or whichever book, they most felt appealed to choose. Teacher C especially emphasized how students' motivation grew when they could pick a book themselves which agrees with Dörnyei's (1994) statement that motivation could drive from what authority type the teachers embodies and by allowing the students to feel like they have a choice or being included in the process of deciding their motivation increases. However, Khatib et. al (2011) argues for that using literature in the EFL classroom could be difficult when looking at cultural barriers, which Teacher A agrees by arguing that it is important that the teachers have read the book beforehand or have some knowledge about the book to make the decision if the book is suitable for the student and/or the course in general. Teacher C, on the other hand, makes the point that it is good to follow book trends and if the student chooses a book the teacher not yet has read, it could bring interesting perspectives into the literature discussion in the classroom.

Dörnyei (1994) explained that the third motivational level is the Learning Situation Level, where factors such as interest, relevance, expectancy and satisfaction, are relevant. When the teacher takes these factors into consideration when selecting literature, the likeliness to motivate the students to read increases. All teachers mentioned that when they choose literature it is important that both interest and relevance are taken into consideration because if the students are neither interested nor feel any connection to their own life experiences, they are likely to feel de-motivated to read the selected text. Teacher C stated that if the students know what are expected of them when reading, for example how many pages they are expected to read each day, the motivation also increases. Therefore, it could be assumed that the selection of literature affect teaching largely. If the teacher does not take these factors into consideration when choosing a book, the likeliness of de-motivated students increases which has negative effects on teaching in the classroom.

7.2. Motivational strategies

Dörnyei (1994) presented three motivational components. The first level is the Language Level which focuses on the cultural aspects of learning a new language for example the community in which the language is spoken. The second level is the Learner Level is the need for achievement and self-confidence to feel motivated. The third level is the Learning Situation Level where factors such as interest, relevance, expectancy and satisfaction are connected to motivation. All of these components were mentioned by the teachers at least once but was not perceived directly as motivational strategies. Bloemert et al. (2019) mentioned that if a student's aim for studying is not met, they could be perceived as demotivated. Thereby, if a student's aim is to become a stronger reader in order to develop their language skills then it is important that the teacher motivates the student to read. In order to help the student to become a stronger reader the teacher must make sure the learning situation level criteria are being met. By including interest, relevance, expectancy and satisfaction in the classroom, the teacher is helping to fulfill all motivational components to help the learner. Divsar et al. (2018) stated that by incorporating the student's personal life and connecting it to the literature, the motivation is likely to increase since it sparks an interest within the student to read. All teachers state similar opinions and experiences when they motivate students in the classroom. By using books that address themes or perspectives that the student is already familiar with, the teacher has already used a motivational strategy.

The data showed multiple strategies when it comes to how teachers motivate their students to read literature in the classroom and one of the most frequent strategies was to keep an open communication with the students throughout the process of reading. Teacher B expressed that when a student is being asked if they would have chosen the book studied in the course the answer was likely to be negative based on the book being difficult causing frustration within the student resulting in declining motivation. However, Teacher B also expressed the importance of actually praising the student for his or her achievement with finishing the book and making sure that the student felt positive about reading the book which ultimately increased the student's motivation for reading more difficult texts in the future. Dörnyei (1994) explained in the theory that one of the major aspects of motivating students is that they are aware of what they are being rewarded for and what they are being punished for. None of the teacher specifically mentioned any punishments being used in the classroom but rather focused on that praising causes the students to feel proud over, for example, having finished a book they either would not have chosen themselves or that they found difficult. By keeping an open communication with the student's during the teaching of literary texts the teacher can identify when the student is struggling and adding praise as a motivational strategy to increase motivation.

Furthermore, Fu (2014) stated that reading strategies is one important aspect to teach and use in the classroom when teaching literature. Teacher A mentioned that when presenting a literary text to the class it is important to incorporate how a good reader reads a text and explaining different terms that one uses when reading a text, for example setting. Fu (2014) and Yimwilai (2015) both mention that it is the teacher's task to make sure they are giving clear instructions to the students for the task ahead where they should receive support throughout the process. In order to motivate the student's, the teacher might do a task presentation (Dörnyei, 1994) which includes giving clear instructions what different strategies the students could incorporate when studying literature in order to successfully reaching the knowledge requirements of the English courses. Hence the knowledge requirement for both English 6 and English 7 states that the student must be able to understand the literary text it is essential that the student has been taught the proper strategies to apply when reading different texts. According to Troyer et. al (2018) attention should be on how teachers involve students with texts in order to increase reading motivation in the classroom. The teacher mentioned that by providing a good start for the student reading experience with background information or reading the start of a book aloud could benefit their motivation since they already have an understanding of the literary text before reading on their own. Similarly, Yimwilai (2015) argued that if students are provided with sufficient background information about the literary text the student is less likely to experience boredom during the reading process.

Teacher D was the only respondent who mentioned the differences in motivation between genders. Teacher D stated that boys who play video games on their free time tend to struggle less with English in general, whereas girls are harder to motivate to read literature because they lack confidence and knowledge about word recognition and reading speed. Contrary to the finding of Sundqvist and Olin-Scheller (2013), Teacher D does not find that extramural English is a problem in the classroom but rather states that the boys who play videogames and talk online on their spare time seem to do better overall in the subject English as they have a more developed vocabulary and tend to need less motivational strategies because they have better confidence than the girls. Dörnyei (1994) mentions that in order to help student's achievement and self-confidence, in education it is important that they are placed on the right learner level because to feel motivated. No other respondents mentioned extramural English when talking about motivating students to read nor differences regarding genders.

7.3. Method discussion

This essay used a qualitative research method with open-ended interviews. The limited number of respondents affected the results of the investigation and there was not enough material to draw any specific conclusions about the research questions. More respondents are needed to make the paper more reliable because four respondents are not enough. However, despite the limited number of respondents the interviews could still answer the research questions and the aim of the paper.

8. Conclusions

The four English teachers participating in the research all had a positive view on using literature in the EFL classroom and mainly saw time and the lack of recommendations from Skolverket as issues. In general, the respondents used fiction as the main literature in the classroom, but poetry and lyrics were also mentioned throughout the data. All respondents wished to receive more recommendations and explanations from Skolverket when choosing literature to teach in the classroom. However, they all agreed that it is important to take the students' age, interests, and level of maturity into consideration when making selections of books. They all saw advantages with allowing the students to make the selection themselves but also thought reading the same book from the teacher's choice could be beneficial. All teachers had chosen different books when teaching but agreed that the books' difficulty should increase as the students become older and moving to the next English course. None of the teachers explained a certain process of how they choose literature for the EFL classroom but concentrated on how they center the choosing on the student's pre-knowledge, interest and the relevance for their national programs. All teachers found that literature choice affect their teaching in a positive way if they choose literature based on factors such as interest and relevance to the students.

All four respondents found it challenging to motivate students to read literature in the classroom because of various reasons. The students' pre-knowledge about reading strategies, reading speed, and vocabulary were the top reasons why students felt demotivated to read literature in the classroom. The teachers all agreed that reading literature takes a lot of time and by making sure that they help the students with proper study techniques and time management it can decrease the stress and pressure in the classroom if the student is a slow reader and ultimately help them become more motivated. Motivating students to read literature in the classroom seems to be a challenge all the respondents face in the classroom. However, neither of the teacher found it to be too overwhelming and pointed out that students are familiar with reading from a younger age and by providing them with a good starting point when studying a new literary text is the key to keeping them motivated or increase their motivation. A good starting point is to provide the students with some type of context, a connection to their personal lives or other types of connections, reasons for why the students are reading that specific text and supporting them throughout the whole reading process. The finale step for increasing reading motivation in the classroom is to praise the students for the hard work they have put into finishing the literary text and giving the students an understanding of their accomplishments. This can be done by helping them to become more confidence that they possess the ability to develop into strong readers by using the right reading strategies when reading different texts.

The finding of this research paper has shown that keeping an open conversation with the students through the process of reading, giving the students the opportunity of listening to parts of the text or the whole text, connecting the literary text to the students' everyday lives and/or life experiences, praising the students when they finish the book, and preparing the students beforehand with historical or cultural contexts, could be beneficial for motivation. By choosing the right literature, despite the lack of recommendations from Skolverket, teachers can enable

students to develop their language skills and increase their motivation to read literary texts in the classroom. The paper also found that teachers are affected in a positive way when choosing the right literature for the right group of students and by incorporating reading strategies the students can develop into strong readers.

8.1. Further research

There seems to be little to no research done in Sweden about motivating student to read English literature in the EFL classroom. Therefore, this degree thesis might contribute a valuable perspective on the matter. Further research for motivation and literature could be to investigate if students need different types of motivation in the classroom, given that the data shows that teachers could find evidence of vocational students being more motivated to read compared to preparatory students. The teachers found the explanation to be the backgrounds of the students and how vocational students tended to have more experience with English literature compared to preparatory students. Other patterns found that could spark further research is to compare if there is a difference when applying a gender perspective on reading literature.

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Appendix 1 – Interview Questions

Intervju

Du kommer att vara anonym. Ingen personlig information kommer att bli känt för någon förutom mig. Ditt deltagande i intervjun är frivilligt och du kan välja att avbryta intervjun när som helst.

- Godkänner du att delta i denna intervju utifrån den informationen som framgår i Letter of Consent som jag skickade till dig innan intervjun började?
- Godkänner du att intervjun spelas in?
- Har du några frågor innan vi börjar?

Personligt

- Är du utbildad lärare?
- Om ja, när tog du din examen?
- Hur länge har du jobbat som lärare?
- Hur länge har du arbetat som lärare på den skolan du nuvarande arbetar på?

Applicering i klassrummet

- När använder du litteratur i klassrummet?
- Kan du beskriva hur du använder litteratur?
- Läser studenterna samma bok eller låter du dem välja utefter böcker du valt/de valt själva?
- Hur strukturerar du upp övningar kring litteraturen?

Motivation och litteratur

- Vilken sorts litteratur använder du dig av i din undervisning i ämnet engelska?
- Varför?
- Vilka fördelar respektive nackdelar ser du med att använda litteratur i engelska undervisningen?
- Hur tänker du kring motivation och att läsa litteratur?
- Hur motiverar du eleverna att läsa litteratur?
- Vad upplever eleverna kring användandet av litteratur i undervisningen?
- Varför tror du de känner så?
- Hur bemöter du det?

Finns det något mer du vill tillägga?

Appendix 2 – Letter of Consent

Information om deltagande i undersökning av hur lärare motiverar sina elever att till att läsa engelsk litteratur på gymnasiet

Du tillfrågas härmed om deltagandet i denna undersökning.

Hej!

Jag heter Amanda Svensson och studerar ämneslärarprogrammet i ämnena engelska och historia på Högskolan Dalarna. Just nu skriver jag mitt examensarbete inom ämnet engelska, och kommer därför att genomföra en undersökning under höstterminen 2020. Undersökningen syftar till att undersöka hur gymnasielärare i engelska motiverar sina elever att läsa engelsk litteratur i klassrummet. Undersökningen kommer därför innehålla frågor om hur du som lärare i engelska ser på motivation och användandet av litteratur i undervisningen samt hur detta påverkar din undervisning. Undersökningen kommer att utföras genom en halvstrukturerad intervju, detta innebär att det är en intervju med fasta frågor men det finns även utrymme att utveckla svaren samt svara på frågor som kan uppstå under intervjuens gång, på cirka 20–30 minuter via plattformen Zoom.

Ditt deltagande i undersökningen är helt frivilligt. Du kan när som helst avbryta ditt deltagande. Om du väljer att delta i undersökningen kommer intervjun att spelas in och transkriberas till engelska. Högskolan Dalarna är ansvarig för behandlingen av personuppgifter i samband med examensarbetet. Som deltagare i undersökningen har du enligt Dataskyddsförordningen (GDPR) rätt att få information om hur dina personuppgifter behandlas. Du har också rätt att ansöka om ett så kallat registerutdrag, samt att få eventuella fel rättade. Vid frågor om behandlingen av personuppgifter kan du vända dig till Högskolan dataskyddsbud. När materialet har blivit bearbetat och examensarbetet är godkänt kommer det inspelade intervjun att raderas i syftet är bevara din anonymitet. Ditt namn och den skolan du arbetar på kommer inte att nämnas i det färdiga resultatet. Undersökningen kommer att presenteras i form av en uppsats på Högskolan Dalarna och arbetet kommer sedan att publiceras online på arkivet DiVA.

Samtycke till att delta i studien

Jag har fått muntlig och skriftlig informationen om studien och har haft möjlighet att ställa frågor. Jag får behålla den skriftliga informationen.

Jag samtycker till att:

- delta i studien “Approaches to motivate students to read English literature in the upper secondary school classroom”

- att uppgifter om mig behandlas på det sätt som beskrivs i studiepersonsinformationen

- följande personuppgifter samlas in:

Namn

Ålder

Skola

- personuppgifter kommer att användas till

Examensarbete vid Högskolan Dalarna

- de insamlade uppgifterna kommer att bevaras tills att uppsatsen är godkänd

Plats och datum	Underskrift

Ansvarig för studien

Ort och datum: _____

Namnteckning: _____