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Master’s Level

Children’s Literature and English Teaching – Swedish Teachers’ Methods and Attitudes

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Abstract

This study investigates how primary school teachers of grades F-3 pupils in a number of sample schools in Sweden use children’s literature and other methods to enhance their teaching of English. The study explores the attitudes of these teachers’ to using English children’s literature as a teaching tool to promote language development in their pupils, focusing on vocabulary. An empirical questionnaire study was carried out including a total of twenty-three respondents from seven schools in a Stockholm suburb. The respondents are all working teachers with experience of teaching English to young learners, particularly in grades F-3. This study contributes with new knowledge about the often-recommended use of children’s literature as a method for teaching English to young learners, connecting international research with empirical data from the Swedish context. While the results suggest that the majority of the respondents are positive to using children’s literature in their teaching and regularly do so, many of them feel that it is somewhat difficult to find relevant materials to plan, implement and evaluate lessons within the allocated time-frame. Based on these results, further research about how to create more effective ways of using children’s literature as a method for English vocabulary teaching in Swedish schools is recommended.

Key words: children’s literature, English vocabulary instruction in Sweden, teaching methods, teachers’ attitudes
We need the stories – they provide us with laughter, tears and excitement. Imagination and magic are important ingredients. Beautiful, shimmering words – sometimes difficult and slightly unusual – words that we do not use every day. The words and concepts help children to expand and enrich their language. Through the stories we become part of a common culture; we feel like we belong.

Dejke (2006, p. 9), translated by the author
Table of Contents

1. Introduction............................................................................................................................................. 1
   1.1 Aim of study and research questions................................................................................................. 1
2. Background............................................................................................................................................. 2
   2.1 The Swedish school system.................................................................................................................... 2
   2.2 English in Swedish classrooms............................................................................................................. 2
   2.3 Teaching vocabulary by using children’s literature.............................................................................. 3
3. Theory ...................................................................................................................................................... 4
   3.1 Pragmatism.......................................................................................................................................... 4
   3.2 Social constructivism............................................................................................................................. 5
   3.3 Definitions of research questions......................................................................................................... 6
4. Methodology............................................................................................................................................ 6
   4.1 Design................................................................................................................................................ 6
   4.2 Piloting the study................................................................................................................................ 7
   4.3 Selection criteria/strategies................................................................................................................... 8
   4.4 Analysis............................................................................................................................................... 8
   4.5 Ethical aspects.................................................................................................................................... 9
5. Results................................................................................................................................................... 9
   5.1 Background information on respondents and sample schools.............................................................. 9
   5.2 Teaching methods – how?..................................................................................................................... 10
   5.3 Teachers’ attitudes to using literature in their English teaching............................................................ 12
   5.4 Content analysis................................................................................................................................ 13
   5.5 Reliability and validity.......................................................................................................................... 13
6. Discussion............................................................................................................................................. 14
   6.1 Main findings..................................................................................................................................... 14
   6.2 Limitations....................................................................................................................................... 15
7. Conclusion.......................................................................................................................................... 16
   7.1 Further research ................................................................................................................................. 16

References

Appendix 1. Information letter
Appendix 2. Questionnaire

List of Tables:
Table 1. Overview of the Swedish school system......................................................................................... 2
Table 2. Theoretical perspectives.................................................................................................................. 5
Table 3. Information on respondents – school representation..................................................................... 10
Table 4. Information on respondents – current grade................................................................................... 10
Table 5. Teaching methods used by respondents........................................................................................ 11
Table 6. Methods while reading aloud......................................................................................................... 11
Table 7. Teachers’ attitudes to reading and speaking English...................................................................... 12
Table 8. Content analysis by theoretical perspectives............................................................................... 13
1. Introduction

In Sweden, learning English is considered greatly important and is taught in school from an early age. Since English is not a first language in Sweden the teaching needs to follow the natural way of learning languages, while still being carefully planned to suit the young pupils’ level, interest and needs. The national curriculum states a number of teaching areas such as “daily life”, “words and phrases” and “songs, rhymes, poems and sagas” (Skolverket, 2011a, p. 33), but does not suggest methods that can be used to teach this content.

Throughout the past few decades English has become a global communication tool, not only between nations but also within countries where it is not considered a first language (Hyltenstam, 2002, p. 45). This development should compel schools to change their approach to English education to keep up with the current level necessary, but Hyltenstam questions whether or not the required changes are actually taking place or if the development of English teaching in Sweden has stagnated (Hyltenstam, 2002, p. 45). For example, research shows that the use of children’s literature can, amongst other benefits, improve young learners’ vocabulary. Vocabulary, in turn, is one of the main foundations in language learning (Wiklund, 2015-10-10).

Educational methods and content in Swedish schools should be research-based using a “scientific approach” (Wingborg, 2015-10-17, author’s translation). While research supporting the use of children’s literature in Swedish teaching exists, presented below in section 2.3, specific research about children’s literature and English teaching in Sweden is lacking. So, in a country where English is growing so quickly that it can soon be considered a second language (Hyltenstam, 2002, p. 47), how can teachers keep up? What options do they feel they have and which problems do they encounter?

1.1 Aim of study and research questions

The aim of this study is to explore how primary school teachers in a number of sample schools in a Stockholm suburb in Sweden use children’s literature to enhance their teaching of English. The study also aims to explore the attitudes of these teachers’ to using English children’s literature as a teaching tool to promote language development in their young students with focus on vocabulary.

The following research questions have been chosen:

- How do teachers in eight (8) sample schools in Sweden use children’s literature to teach English vocabulary to young language learners?
- What attitudes do teachers in eight (8) sample schools in Sweden have towards using children’s literature to teach English vocabulary to young learners?

The selected terms will be defined in section 3.3.

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1 The word “saga” is used here to translate the Swedish word “saga”, referring to stories and fairy tales instead of the narrower meaning of the English word “saga”.
2 Skolverket is the Swedish National Agency for Education.
2. Background

In this section relevant information from previous research and the Swedish national curriculum is presented.

2.1 The Swedish school system

Even though this study focuses on younger learners, age 5-10 or pupils in grades “F-3”, it is relevant to briefly present a description of the Swedish educational system, as it may be different to other international school systems. Therefore, this section sets out a brief overview of the way the school class grades are divided in Sweden.

In Sweden, the primary school year is divided into two semesters – autumn (August-December) and spring (January-June). All children have the right to an education and almost all children are obliged to go to school (Skollagen 2010:800, 7 Ch. 2 §). Compulsory education generally starts the autumn semester of the year the child turns seven years old (Skollagen 2010:800, 7 Ch. 10 §). However, children are also entitled to enrol in förskoleklass the autumn semester of the year they turn six years old. Förskoleklass, preschool class, is often abbreviated F-class in the Swedish context and will hereafter be referred to as F-class. Compulsory education then continues up to and includes grade 9, when the child is approximately eighteen or nineteen years old.

A summary of the Swedish school system, with higher education excluded, is given in the table below. Translations are by the author.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Approximate age at autumn semester</th>
<th>Swedish name</th>
<th>Compulsory/Non-compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school</td>
<td>1-5</td>
<td>Förskola</td>
<td>Non-compulsory</td>
</tr>
<tr>
<td>F, pre-school class</td>
<td>6</td>
<td>Förskoleklass</td>
<td>Non-compulsory</td>
</tr>
<tr>
<td>Grades 1-3, lower primary</td>
<td>7-9</td>
<td>Lågstadium</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Grades 4-6, upper primary</td>
<td>10-12</td>
<td>Mellanstadium</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Grades 7-9, lower secondary</td>
<td>13-15</td>
<td>Högstadium</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Years 1-3, upper secondary</td>
<td>16-18</td>
<td>Gymnasium</td>
<td>Non-compulsory</td>
</tr>
</tbody>
</table>

(Skolverket 2015-10-08)

According to Swedish law, primary and secondary education as well as the pre-school class are free (Skollagen 2010:800, 9 Ch. 8 §; 10. Ch. 10 § & 15 Ch. 17 §). This includes enrolment, books, note books, stationary and lunch.

2.2 English in Swedish classrooms

The Swedish National Agency for Education, Skolverket (2011a, p. 9), hereafter referred to as the Swedish Agency for Education, points to the “internationalisation of Swedish society” and states that the school acts like a “social and cultural meeting place”. Language plays an important part in this, connecting the individual to the surrounding world (Skolverket, 2011a, pp. 11-12; 32). The high status that English language holds in Swedish society may be one explanation as to why Swedish pupils do well in international English language tests, for example taking first place in

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4 The obligation excludes Swedish children who live abroad, long-term. It also excludes children whose circumstances show that they cannot be obliged to go to school. Asylum seekers and children on a temporary visa are not obliged to go to school. However, they do have the same right to go to school as Swedish nationals. For more information see Skollagen 2010:800 at: https://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-20100800_sfs-2010-800/.
the European Survey on Language Competence in 2011 (Skolverket, 2012, pp. 23-25). But Hyltenstam (2002, pp. 47-48) points out that great scores in language tests do not necessarily equal great educational methods, suggesting other relevant factors such as travel and media.

Even if Hyltenstam is correct the importance of English language teaching in Sweden becomes clearer when studying the time schedule for all school subjects where the minimum amount of hours per subject reached at the end of grade nine is stated, English receives a total of 480 hours (Skollagen 2010:800, Appendix 1). This can be compared to Swedish (1490 hours) or maths (1020 hours) but also to a foreign language of choice, i.e. Spanish, French or German (320 hours). While allocated hours in some subjects can be decreased by up to twenty percent, at the discretion of the school, the hours allocated to Swedish, maths and English are protected by law (Law 2013:248).

Although English is considered one of the three most important subjects to teach there are some interesting differences between English, Swedish and maths. For example, while there are knowledge requirements for pupils at the end of grade 3 in both Swedish and maths, the first knowledge requirements for the English subject are in grade 6 (Skolverket, 2011a, p. 35). One reason for this could be the fact that it is up to the individual school to decide when to start teaching English, with grade 3 being the latest time to possibly make up for the required amount of teaching hours. In contrast, both Swedish and maths are included in the curriculum for the pre-school pupils and thus are obligatory elements in the daily education of the youngest learners (Skolverket, 2011b, p. 10).

2.3 Teaching vocabulary by using children’s literature

The importance of vocabulary seems to be a well-researched area in language development, with numerous studies discussing the benefits of vocabulary training. Both Swedish and international research will be presented in this section, starting with some numeral facts: According to Nasiell (2007a, p. 10) a child just beginning to read has a vocabulary of approximately 500 words. A seven-year old has a vocabulary of approximately 5000-7000 words (Nasiell, 2007a, p. 10). If the child continues to read for the next ten years, he or she will have increased their vocabulary by ten times, hence expanding their word bank to up to 70000 words (Nasiell, 2007a, p. 10). However, Nasiell claims (2007a, p. 10) that if the child does not continue to read the vocabulary knowledge will reach roughly 15000-17000 words when he or she is seventeen. An early vocabulary gap can be a predictor of future literacy difficulties and it is therefore vital that teachers work to help their pupils expand their vocabulary (Lee, 2011, p. 69).

Gillanders and Castro (2011, p. 92) claim that reading stories in English can improve pronunciation, sentence structure and listening comprehension. Furthermore, they explain that using children’s literature can also be a good way of teaching English vocabulary to young learners, and if the children have a limited knowledge of the language it is especially important that the teachers help them to understand (Gillanders & Castro, 2011, pp. 91-92). Taube (2013, pp. 101-102) supports this finding, describing how literature contains other words than those used in daily speech. By coming into contact with a new word repeatedly, this can help the child to understand the meaning of the word (Svensson, 2005, p. 29; Taube, 2013, p. 102). Also, Nasiell (2007, p. 19) points out the importance of motivating children to read by letting them read what they like. According to Nasiell (2007b, p. 19) language development will improve even if it is stimulated by reading manga books, comic books or other types of literature, while Hanssson (2006, p. 19) reminds us that silent reading can also be beneficial if used in combination with reading aloud.
An extensive report from the National Reading Panel (2000) confirms these findings, suggesting that computer usage, repeated reading and exposure to the words in different contexts, direct and indirect word learning and explaining the words before reading the story, as methods, can be used in correlation with each other to improve the learning of vocabulary. However, the report also concludes that although the importance of vocabulary is well-known, research on which methods are the best is lacking (National Reading Panel, 2000).

Wiklund (2015-10-10) also highlights the importance of vocabulary in language learning and suggests that more attention should be given to researching methods for vocabulary development. Wiklund (2015-10-10) supports this belief by explaining the effects of having a large vocabulary as having a “considerable impact on general school success”. Research by Biemiller and Boote (2006, pp. 46-56) concludes that using children’s literature as a teaching tool resulted in grade 1 pupils improving their vocabulary knowledge by 45 percent. Again, repeated reading and word explanations are recommended (Biemiller & Boote, 2006, p. 47).

Repetition and variations in exposure to vocabulary is further recommended by Arnberg (2004, pp. 164-167). This is especially important for children with another first language, and Arnberg (2004, p. 165) promotes a holistic approach to learning, where all of the senses should be stimulated for maximum effect. Using questions to create a dialogue between the reader and the child is another method commonly advocated by early language researchers (Arnberg, 2004, p. 166; Edwards, 2008, pp. 14-15; Ekelund, 2007, p. 180; Ekström, 2004, p. 23; Taube, 2013, pp. 101-102). Introducing children’s literature as early as possible is advised by Ljungström (2006, p. 9), who explains that the child will learn to recognise written words subconsciously, which she maintains will help the child when starting to read on his or her own.

3. Theory

There are several different perspectives on learning and education, but Säljö (2010, pp. 182-193) proposes pragmatism and social constructivism as two theories that have influenced the Swedish educational system greatly in recent years. These theoretical views will be briefly explained below.

3.1 Pragmatism

In explaining pragmatism, Säljö (2010, p. 174; 176) presents John Dewey as a leading figure in school and educational development and acknowledges a well-known quote by Dewey: “you teach a child, not a subject”. In the Swedish curriculum there are numerous reminders that each child’s individual needs should be met (Skolverket, 2011a, pp. 9-18), implying that the school should be child-centred and promote equality. Furthermore the curriculum aims to endorse a “close co-operation between the home and the school” (Skolverket, 2011a, p. 11). According to Säljö (2010, pp. 177-179) Dewey also believes that school and society should be clearly connected to promote understanding. By building on what the child already knows, as well as “learning by doing”, the teacher helps the pupils to gradually expand their knowledge about society.

Another central part of Dewey’s theory is the use of language to communicate knowledge (Säljö, 2010, p. 179). Yet, although different aspects of social interaction – “questioning, explaining, arguing and analysing” – are fundamental in the classroom (Säljö, 2010, pp. 179-180), Dewey

5 According to Oxford Dictionary (2015-10-01), a holistic philosophy is “characterized by the belief that the parts of something are […] interconnected […] only by reference to the whole”.

4
warns that communication by language easily turns into a lecture, when the children are only expected to only sit down and memorise information (Dewey, 1997, pp. 31-36). Consequently, we set aside the learning process in favour of a final product, something that both Dewey and the Swedish Agency for Education are opposed to (Dewey, 1997, p. 31; Skolverket, 2011a, p. 12).

### 3.2 Social constructivism

While Säljö (2010, p. 182) presents Dewey as a pragmatist, Beck and Kosnik (2006, p. 9) associate Dewey with social constructivism along with Vygotsky. The similarities between pragmatism and social constructivism become evident when Säljö (2010, p. 185) and Beck and Kosnik (2006, p. 2) explain how both use of language and a connection to the “real world” are important aspects of social constructivist theory. Vygotsky considers physical tools to be of importance, adding that they should be used in conjunction with psychological tools for maximum effect on learning (Säljö, 2010, p. 185). According to Säljö (2010, pp. 188-189) communication is a fundamental part of the psychological tools needed to aid learning, preferably through a “systematic team-work between the educator and the child” (Vygotsky, 1999, p. 254). Vygotsky calls for the need for this method to take place within the Zone of Proximal Development, ZPD – the “distance between the actual developmental level […] and the level of potential development” (Vygotsky, 1978, p. 33). The potential developmental level should be “determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 38), again drawing a link to pragmatism and the significance of the process rather than the finished product (Vygotsky, 1999, p. 13). Another way of making the most of education is to embrace Vygotsky’s belief that learning is holistic, taking into consideration the social, emotional, aesthetic and bodily needs of the learner (Beck & Kosnik, 2006, pp. 2; 13).

A different concept often associated with Vygotsky and the Zone of Proximal Development is scaffolding (Säljö, 2010, p. 192), although Cameron (2001, p. 8) argues that this originates from the American psychologist Bruner. Scaffolding can be seen as the support from the educator to help the learner construct his or her own learning by gradually building onto their “actual developmental level” (Vygotsky 1978, p. 32). According to Cameron (2001, p. 6), discovering how to give the right amount of support is a task a competent teacher is capable of. Hence, in the area of children’s literature a carefully chosen book can be considered an effective scaffolding tool, guiding the child to expand his or her knowledge of a language.

Arguably, there are many similarities between these two theoretical perspectives, pragmatism and social constructivism. To get a clear view on how they are connected a list has been made, linking important definitions and terms between the two.

### Table 2. Theoretical perspectives

<table>
<thead>
<tr>
<th>Pragmatism</th>
<th>Social constructivism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning by doing</td>
<td>Using physical tools</td>
</tr>
<tr>
<td>Questioning, explaining, arguing, analysing</td>
<td>Systematic team-work</td>
</tr>
<tr>
<td>Connection between school and society</td>
<td>Connections between school and “real life”</td>
</tr>
<tr>
<td>Building on what the child already knows</td>
<td>Zone of Proximal Development, scaffolding</td>
</tr>
<tr>
<td>Holistic learning</td>
<td></td>
</tr>
<tr>
<td>Memorising information</td>
<td></td>
</tr>
</tbody>
</table>
3.3 Definitions of research questions

This section aims to clarify the research questions by giving a brief description of the chosen terms that may be interpreted differently in various contexts. It is important to note that the definitions used in this study are the author’s own. This means that the results of this study may be influenced by the way the terms are defined.

Sample school – A regular school in Sweden that can be compared to the majority of other schools in Sweden. Hence, no teachers from special pedagogical schools, for example Waldorf or Montessori, will be asked to take part in the data collection for this thesis.

Children’s literature – Texts for children, written by adults. The term includes both fiction, i.e. stories, picture books, poems and drama, and non-fiction, i.e. encyclopaedias and other factual texts.

Attitudes – The attitudes used in this study are negative, neutral and positive and are employed here in relation to the usage of children’s literature. By using this word the aim is to also collect information on the reasons why or not the teachers use children’s literature in their English teaching.

4. Methodology

This section discusses the methods and materials used to collect information to carry out the aim of the study. It also explains the implementation and results of the pilot study along with the ethical aspects that were taken into consideration.

4.1 Design

The focus of this research project is limited to pupils of primary school years, in particular pupils in grades F-3 only. After careful consideration and processing of the research questions which need both behavioural and attitudinal information (Dimenäs, 2010, p. 52; Litosseliti, 2010, p. 60; McKay, 2006, p. 35), the method chosen for collecting data was by questionnaire.

Creating a good quality questionnaire requires planning (McKay, 2006, p. 37), and the online tool Google Forms was chosen to ensure distribution by e-mail. Larsen (2007, p. 47) advises that while using e-mail as the main tool for distribution is one way of saving time it may be harder to get the respondents to return the questionnaire. However, since Google Forms lets the researcher create a web-based questionnaire (Cohen, Manion & Morrison, 2007, p. 226), this possible problem is solved. Cohen, Manion & Morrison (2007, p. 226) promote the use of web-based surveys but with the additional usage of e-mails to “advise the respondents to go to a particular web site”. Other advantages of using Internet based surveys discussed by Cohen, Manion & Morrison (2007, p. 229) are that the data can be processed immediately and automatically, again saving time.

However, more caution is needed when using a questionnaire as the main data collection tool. Litosseliti (2010, p. 60) compares questionnaires to oral interviews and warns that though interviews may be time-consuming and analysis of qualitative data can seem difficult, a questionnaire really needs to be very well planned beforehand. Otherwise one risks collecting

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6 Google Forms is a service provided by Google (www.google.com) and an account is needed to create a questionnaire. However, the respondents need not log in to be able to answer.
large amounts of data without any connection to the research questions (Litosseliti, 2010, p. 57). As well as collecting unnecessary data, by using irrelevant questions, for example the researcher may fail to gain a clear view on what the respondents really mean (Litosseliti, 2010, p. 62). Therefore for this study, it was decided to create a questionnaire with tailored questions using either Likert scales7 or open-ended questions where the respondents have the opportunity to write in the answer themselves (Larsen, 2007, p. 47; Litosseliti, 2010, p. 62-64). The combination of open- and closed-ended questions is further recommended by Larsen (2007, p. 48). In creating the questions in the study, use was made of a supporting checklist by Eliasson (2013, p. 40), screening questions for possible misunderstandings, precision, focus and neutrality.

4.2 Piloting the study

To ensure reliability (Cohen, Manion & Morrison, 2007, p. 234), a pilot study on at least one person similar to the chosen respondents was carried out. Use was made of a Facebook group where the author of this study is a member, a closed group of teachers in Sweden who teach English in grades 1-3. A brief description of the project was given together with a link to the questionnaire, also explaining that answers would only be used to evaluate the survey – not as part of the data for the thesis.

4.2.1 Design of the pilot study

The pilot study questionnaire contained the same questions as the original questionnaire that can be viewed in Appendix 2. It also included some extra questions which were intended to evaluate the questionnaire:

- Approximately how long did it take to complete the questionnaire?
- Do you think there are any questions that should have been included in the study? If so, which questions?
- Do you think there are any unnecessary questions included in the study? If so, which questions?
- Other tips/comments?

The respondents could write in their own answers to all of the above questions, giving personal comments to the questionnaire. One question with a graded answer was included:

- How clearly do you think the questions are formulated?

Here, the participants were asked to indicate a number on a Likert scale of 1-5, with 1 indicating “very unclearly” and 5 indicating “very clearly”.

4.2.2 Results of the pilot study

Twenty-one respondents answered the questionnaire, all of whom claimed to be qualified teachers. Apart from receiving many interesting answers to the survey questions, other useful information was obtained:

- The questionnaire took approximately seven minutes to answer.
- The question “Are you qualified to teach English?” was added to the questionnaire.

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7 Likert scales can measure attitudes by enabling the respondent to agree/disagree to a certain extent, for example ranging from 1-5 where 1 means “strongly disagrees” and 5 means “strongly agrees” (Litosseliti, 2010, p. 62).
The questions were considered to be formulated clearly or very clearly by the majority of the respondents. However, two respondents felt that the option “Sometimes” was required to make it clearer. Therefore, this was added to the final questionnaire.

Although the pilot study resulted in many well-written answers and good tips for the real study, it is important to note that the answers were provided by volunteers, possibly decreasing “the generalizability of the findings” (Cohen, Manion & Morrison, 2007, p. 237). Cohen, Manion and Morrison (2007, p. 237) also point out that pilot study sample respondents may be different from the target group, raising the question of whether the respondents would be as used as the pilot study respondents to typing on the computer and navigating the web. Because of this it was decided to add three minutes to the estimated time needed to complete the survey, described in the information letter (See Appendix 1).

4.3 Selection criteria/strategies

To select relevant respondents to participate in this study, the research questions were examined again. Although English is not commonly taught in the F-class the choice was made not to exclude these teachers from the study as it aims to explore methods and attitudes of teachers ranging from F-3. Moreover, as the national teaching programme in Sweden has changed a number of times in the recent years, selecting respondents only according to their qualifications seemed also unfair. Thus as explained earlier, by using an online questionnaire created in Google Forms the option arose of directing the respondent to a specific question depending on their answers. Because of this it was possible to ask follow-up questions to some respondents, if deemed necessary. But, in order to make a decision on whom to include in the study the following criteria had to be met.

1. All respondents must currently work as teachers in one of the sample schools.

2. The respondents have to currently teach or have previous experience of teaching English to children in grades F-3 within the last four years. The respondents who do not have such experience are not required to answer any further questions in the study.

3. The respondents who do not use children’s literature in their English teaching will not be required to answer questions regarding how they use it. Instead they will be directed to a question regarding how they teach vocabulary, as there are many other materials and techniques available.

In total, 30 teachers from 8 different schools received an e-mail where they were asked to take part in the questionnaire. Additionally two teachers volunteered to participate. Since they met all of the above mentioned criteria they were also sent the link and the information letter.

4.4 Analysis

Since choosing to use an online, web-based questionnaire, the data was automatically sorted when a respondent pressed “send”. In Google Forms the researcher has the option to view a graph summary of the answers or to view all of them individually on a spreadsheet. As some of the questions had open-ended answers it was decided to focus on using the spreadsheet for analysis. In this way it was possible to categorise each respondent’s answers and look for similarities and differences between schools, grades and teaching experience.

Eliasson (2013, p. 70) suggests presenting quantitative data in diagrams or tables and explains that the percentage should be displayed if there are one hundred respondents. However,
Eliasson (2013, p. 70) proposes that fewer respondents’ answers are better presented in numbers. As the population of this study is relatively small the percentages will not be displayed.

For the open-ended questions the advice given in Fejes and Thornberg (2009, p. 33) on how to organise qualitative data was followed. As the answers in this questionnaire did not demand the respondents to write a lot, though giving the option to if they wished, little time was spent on shortening the text (Fejes & Thornberg, 2009, p. 33). The next step was to categorise the answers by dividing them into different strands depending on similarities (Fejes & Thornberg, 2009, p. 32). After organising the responses by method and opinion the different strands were compared with the theoretical perspectives mentioned above. Since the two perspectives are very similar they were used in conjunction with each other during analysis, based on the focus areas described in the table in section 3.2.

4.5 Ethical aspects

When conducting good quality social research it is important that the researcher takes the ethical aspects seriously at all times (Cohen, Manion & Morrison, 2007, p. 58; Dimenäs, 2010, p. 28). Basically, the same ethical rules apply regardless of which data collection method is used (Cohen, Manion & Morrison, 2007, p. 236; Dimenäs, 2010, p. 90). The Swedish Science Council’s (Vetenskapsrådet, 2011, pp. 7-14) four areas of requirements that must be followed have been used as support throughout the work with on thesis.

Information – The respondent(s) should be informed about the aim of the study as well as their part in it.

Consent – The respondent(s) should give their consent to participate in the study and must be informed that they may withdraw from the study at any time.

Confidentiality – Information about any respondent(s) should be processed with full confidentiality and stored securely.

Usage – The information collected may only be used for further research.

Cohen, Manion & Morrison (2007, p. 231) describe some ethical issues that can arise when the researcher uses Internet surveys and suggest “non-traceability of respondents” to be a possible problem area. As a solution to this they promote the use of web-based questionnaires rather than e-mail questionnaires and discourage log-in requirements with passwords (Cohen, Manion & Morrison, 2007, p. 231).

All four requirements mentioned above were explained in an information letter to the respondents (See Appendix 1). Although consent may be understood to be given if a respondent decides to press “send” at the end of the questionnaire, the information letter contained a section for signatures where consent was requested.

5. Results

This section contains the results of the questionnaire study, mainly presented using tables. As both the number of questions and number of respondents are quite large this method has been chosen to clearly show the information collected.

5.1 Background information on respondents and sample schools
As mentioned above, thirty teachers from eight schools were asked to participate in the questionnaire and two more teachers volunteered. During the two weeks that the link to the questionnaire was valid twenty-three respondents from seven different schools in the sample area took part in answering the questions. The following table shows how many teachers represented each school.

<table>
<thead>
<tr>
<th>School</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Below follows some numeral information retrieved in the data collection process.

- All 23 respondents claim to be qualified teachers.
- Only 12 teachers say that they are qualified to teach English.
- Out of the 11 teachers that are not qualified to teach English 7 of them teach English anyway.
- Only 1 F-class teacher teaches English to his/her pupils.

Several respondents as well as the principals at some of the sample schools have requested to read the final thesis. Therefore, information about which grade the different respondents teach will not be disclosed in relation to which school they work at as the individual teachers’ identities may be exposed. However, to obtain a clear insight into the representation according to each grade, another table is presented below:

<table>
<thead>
<tr>
<th>Currently working in:</th>
<th>Number of teachers</th>
<th>Number of teachers currently teaching English</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-class</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Grade 1</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Grade 2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Grade 3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Five teachers did not have any previous experience of teaching English. Therefore, they were not required to answer any further questions. Consequently in the following sections the analysis will be based on 18 answers only received from those teachers who had previous experience of teaching English.

5.2 Teaching methods – how?

Out of 18 respondents two teachers say they “never” use children’s literature in their English teaching, four say “seldom”. Eleven of the teachers state that they use children’s literature “sometimes”, while one respondent marks “often” as their choice of answer. The two teachers who declare that they never use children’s literature during their English lessons explain how they teach English instead. Speaking English, singing songs and working with textbooks as well as digital materials such as YouTube clips are examples of methods mentioned. These methods are also applied by a majority of the teachers that do use children’s literature in class:
### Table 5. Teaching methods used by respondents

<table>
<thead>
<tr>
<th>Activity</th>
<th>Reading aloud</th>
<th>Silent reading</th>
<th>Repetition of sentences</th>
<th>YouTube clips/films</th>
<th>Music and songs</th>
<th>Word lists</th>
<th>Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of times mentioned</td>
<td>16</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Own materials</th>
<th>Text talks</th>
<th>Discussing the pictures</th>
<th>Games (word/imitation/role play/rhyming)</th>
<th>Almost only English in class</th>
<th>Integrating other subjects into English</th>
<th>Common words (animals, body parts, greetings)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of times mentioned</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

Judging by the answers of the respondents reading aloud, using text books and films on YouTube are the most common teaching methods used by the teachers in the sample schools. Also, it seems that integrating other subjects into English is quite common too. But in the open-ended questions some teachers further explain that they use YouTube to “play stories”, where a native speaker reads the story to a sometimes animated film. Sometimes the book pictures are just shown on the screen, but this can be a good way of ensuring that everyone gets to see the picture at the same time. Furthermore the teachers will not have to worry about pronouncing the words incorrectly.

In selecting literature to read aloud the majority of teachers tend to do so without the advice of a librarian, and they choose books that they think suit the pupils’ interests and level of understanding. They often choose books based on target words that they want to teach but also literature that they can connect to other subjects. Most teachers in the study think it is “sometimes” easy to select suitable books to read. The 16 respondents that claim to use children’s literature at some point were asked the following questions to gain insight into how they use it:

### Table 6. Methods while reading aloud

<table>
<thead>
<tr>
<th></th>
<th>I translate all of the words to Swedish</th>
<th>I translate some of the words to Swedish</th>
<th>I read the entire story in English</th>
<th>The students repeat what I read</th>
<th>I read the same book more than once</th>
<th>The students and I talk about any pictures together</th>
<th>The students and I discuss the meaning of the words together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Seldom</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Often</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Always</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Do not know/No opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Although no answer has been chosen unanimously it is clear that supporting translations, repeated reading and text talks are widely used by the teachers in the study.
5.3 Teachers’ attitudes to using literature in their English teaching

Questions concerning teacher’s attitudes to using children’s literature in English teaching were answered by 16 respondents. These respondents were the same as those in section 5.2 above and the full list of questions can be viewed in Appendix 2. A summary of the questions is given below:

Table 7. Teacher’s attitudes to reading and speaking English

<table>
<thead>
<tr>
<th></th>
<th>I like reading books in English to my students</th>
<th>I feel confident when reading books in English</th>
<th>I feel confident when speaking English</th>
<th>I would like more information on how to use children’s literature in my English teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not know/No opinion</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Partly agree</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>11</td>
</tr>
</tbody>
</table>

To discover what the participants thought about any pros or cons connected with using children’s literature in teaching, open-ended questions were used.

In summarising the positive aspects of using children’s literature the following four focus areas became evident:

**Interesting** – using children’s literature can awaken an interest within the children. They become drawn to the words and pictures of the stories and get used to the way stories are created.

**Classic** – many of the stories available are classics, those that the children are already familiar with from reading them in Swedish. This way the languages can be easily compared and both similarities and differences can be discussed.

**Motivating** – reading aloud and letting the children choose books that they want to read can motivate them to read even more, encouraging them to become immersed in the world of books.

**Authentic language** – the language used in children’s literature can be easy yet authentic, making it possible to use gestures and props to show the children what is meant without having to translate it. This kind of language is richer than the language in the course books which is mostly very formal and impersonal.

In contrast, to sum up the negative aspects evident in the responses, there is only one main issue with using children’s literature according to the respondents namely that it is difficult.

**Difficulties**

- In finding suitable books with regard to pictures, level of understanding, word difficulty
- In finding time to plan for, implement and evaluate good lessons
- In evaluating what the pupils have learned

However, although many of the teachers do express concern about the difficult issues related to the use of children’s literature, there were many developmental benefits presented by the respondents. Particularly vocabulary, but also motivation and curiosity are areas that many
respondents note a great improvement in. At the same time, one of the teachers points out that while the pupils become more interested in reading it can be hard to establish where their level of understanding is, and because of this it can feel as if neither pupil nor teacher is making progress.

In the last part of the questionnaire the respondents could choose if they wanted to add something to their answers. Here most of the comments related to how they would want to change the way they teach English, or what materials they wish were available to them in the schools. Some of the responses are as follows:

“A larger selection of English children’s books would be appreciated”.
“I wish there were clearer guidelines as to what materials are suitable for which age group”.
“Finding suitable books and activities corresponding to the literature takes up so much time that using children’s literature seems almost impossible”.

5.4 Content analysis

In analysing the collected material parallels can be drawn to the theoretical approach of this study. The table below summarises the results using the same list of focus areas as described in section 4.4 and further discussed below in section 6.1.

<table>
<thead>
<tr>
<th>Pragmatism</th>
<th>Social constructivism</th>
<th>Method/Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning by doing</td>
<td>Using physical tools</td>
<td>Role play, YouTube clips, games</td>
</tr>
<tr>
<td>Questioning, explaining, arguing, analysing</td>
<td>Systematic team-work</td>
<td>Discussing words and pictures together, text talks, role play,</td>
</tr>
<tr>
<td>Connection between school and society</td>
<td>Connections between school and “real life”</td>
<td>Common words and phrases, integrating other subjects</td>
</tr>
<tr>
<td>Building on what the child already knows</td>
<td>Zone of Proximal Development</td>
<td>Repeated reading, text books, repetition of sentences</td>
</tr>
<tr>
<td></td>
<td>Scaffolding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Holistic learning</td>
<td></td>
</tr>
<tr>
<td>Memorising information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some of the methods are represented in more than one area, suggesting a connection to different aspects of the theoretical perspectives.

5.5 Reliability and validity

Two important terms linked in this type of research are reliability and validity (Eriksson Barajas, Forsberg & Wengström, 2013, pp. 103-105; Eliasson, 2013, pp. 14-17). To ensure that the research is credible the researcher needs to take these terms into consideration. Reliability is measured by questioning whether or not the results would be the same should the study be conducted in a similar way (Eriksson Barajas, Forsberg & Wengström, 2013, p. 103; Eliasson, 2013, p. 14). Validity requires reliability and is connected to analysing if the study is really able to measure what it is meant to measure (Eriksson Barajas, Forsberg & Wengström, 2013, p. 105; Eliasson, 2013, p. 16).

Cohen, Manion and Morrison (2007, p. 234) discuss some problems with reliability in online questionnaires, explaining that “respondents may be forced to answer every question even when they consider some response categories inappropriate”. As the questionnaire was piloted on a number of people similar to the respondents in the study, some extra response categories were
added. Also the fact that no respondent answered “I do not know/no opinion” to any question shows that they were able to give a more defined response.

Eliasson (2013, p. 15) states that reliability in quantitative studies can be more easily guaranteed if the researcher can be sure that the “measurements are implemented exactly the same way regardless of when and where the study takes place”. For a questionnaire it is important that no question or answer can be misinterpreted. Hence short and clear questions are recommended (Eliasson, 2013, p. 15). Furthermore, by supplying the respondents with alternatives not to answer a question or to answer “I do not know/no opinion”, the risk of the respondents misinterpreting the questions can be deemed minimal. Misinterpretations during analysis are possible, as there were no follow up interviews, but the answers of the respondents have been considered to be straight-forward with commonly used terms. Hence the risk of the author misinterpreting during analysis can also be considered low. Additionally, validity tends to increase if reliability is high (Eliasson, 2013, p. 16) and relates to the “absence of systematic measurement errors” (Eriksson Barajas, Forsberg & Wengström, 2013, p. 105).

6. Discussion

6.1 Main findings

The purpose of this empirical study was to explore how primary school teachers in a Stockholm suburb use children’s literature in their English teaching, as well as exploring their attitudes to this teaching method as a tool to promote language development in young students. The following research questions were chosen to specify the aim:

- How do teachers in eight (8) sample schools in Sweden use children’s literature to teach English vocabulary to young language learners?
- What attitudes do teachers in eight (8) sample schools in Sweden have about using children’s literature to teach English vocabulary to young learners?

After distribution of the questionnaire which was given to 32 teachers in eight schools with an answering period of two weeks, 23 respondents from seven different schools participated in the study. Thus, one school was not represented at all.

In analysing the data collected in the questionnaire both theoretical approaches, pragmatism and social constructivism, influencing the Swedish educational system suggested by Säljö (2010) became visible. Focusing on children’s literature it seems that reading books in English and discussing pictures and new vocabulary is quite common. Reading aloud turned out to be the most common way of incorporating children’s literature in the lessons, followed by other teaching methods such as using text books and film clips on YouTube. While Gillanders and Castro (2011), Wiklund (2015) and Arnberg (2004), to name a few, draw attention to the importance of stories for vocabulary development, specific methods are recommended. On the one hand Biemiller and Boote (2006) advise teachers to read and explain words repeatedly which seems like a regular method used in the sample schools, though on the other hand this method could be compared to memorising information, something Dewey (1997) claims may hinder learning. Nevertheless, the use of text books and memorising word lists seem to make up a large part of the English language education in the sample schools.

Although the largest part of respondents claim to be confident when reading and speaking English, almost all of them feel that they would benefit from more information on how to use children’s literature in their teaching. In describing how they use YouTube the teachers explain
how they show films and songs but also clips where English native speakers read a story. Some teachers promoted the use of this digital tool as they found it simplifies the presentation process since all children can see the pictures at the same time as hearing the correct pronunciation.

An interactive approach with modern tools, often digital, is very common in the sample school classrooms as is only speaking English during class. Both Dewey (1997) and Vygotsky (1999) highlight the importance of language to learning. By adjusting the spoken language used by the teacher, he or she can help the pupils develop their knowledge even further. Also, by altering the scaffolding support to the pupils’ level, the teacher provides them with the right amount of help within their Zone of Proximal Development, thus enabling them to expand their knowledge themselves.

The respondents also recommended other teaching methods for promoting a successful English language development. Songs, rhymes and word games seem popular, since they are mentioned repeatedly throughout the answers. Even though the use of songs, rhymes, literature and role-play in the classroom does not necessarily mean that the teachers promote a holistic approach recommended by Arnberg (2004) and Vygotsky (Beck & Kosnik, 2006); the methods do have potential. However depending on what approach the individual teacher decides to take, involving most of the senses is possible with all of the methods suggested by the respondents in this study.

Another method emerging from the answers is the integration of social and nature science in the English lessons. As time is often limited a themed approach may benefit understanding of vocabulary. Connecting different school subjects to each other cannot be interpreted to involve the same as connecting learning to real life and society (Dewey, 1997; Vygotsky, 1999); but it may be seen as a start. Using words in different contexts can increase vocabulary (National Reading Panel, 2000) and since English surrounds the Swedish children to such a great extent in daily life there is no reason why the teachers should not make use of this advantage in planning activities for their pupils.

As for the last research question only 16 respondents’ attitudes were examined since they were the only teachers using children’s literature in their teaching of English. The majority of these teachers are happy to use children’s literature and confident in their own abilities. However, despite being generally positive to this approach many teachers express concern about how to have time to find suitable resources. Besides noticing an increased interest in books and the English language many teachers also mention an expanded understanding of target words and vocabulary, increasing their pupils’ chances of becoming good readers in the future (Ljungström, 2006).

### 6.2 Limitations

There are several limitations that should be noted when discussing the results of this study. Changes in methodology or extending the time-frame could have resulted in further information being collected. Also, as the pilot study respondents consisted of teachers from grades 1-3 only, respondents from the F-class grade were excluded. If F-class teachers had been able to participate in the pilot study, there is a possibility that the questionnaire would have been altered differently.

There was a mistake in the format of the questionnaire – the respondents that do not use children’s literature were meant to be sent to another page to answer questions relating to possible positive or negative effects. If, for example, a teacher chooses not to use children’s
literature in their teaching they probably have a reason for it. This mistake was made by the researcher in designing the questionnaire and could not be corrected during the collection of data. Those reasons would have been interesting to explore.

In following the ethical guidelines on not requiring log-in details for completion of the questionnaire, a different problem arose. Due to the link of the questionnaire staying valid once a person had sent away their answers, it would be possible for them to answer the same questions again. However, after reading the answers individually this does not seem to have been the case for any of the respondents.

Also, some of the respondents were found by contacting the principal of the school where the teachers work, and the principal then forwarded the message to see which teachers would be interested. There is a possibility that only teachers positive to the use of children’s literature notified the principal of their interest. If this was the case the study may not be as objective as originally intended.

Finally, if the data had been collected by using interviews or observations rather than a questionnaire the outcome may also have been different. In the analysis of the quantitative data it is possible that the questions or answers have been misinterpreted, thus giving a different result.

7. Conclusion

The majority of teachers in the sample schools use children’s literature in their teaching of English to pupils in grades F-3. Reading aloud is the most commonly used method to incorporate children’s literature with the lessons; however silent reading, text talks and picture discussions also occur frequently. Yet whilst most of the teachers use children’s literature in different ways in correlation with other methods such as YouTube clips, music and songs, textbooks and word games, two main problems are evident from this study:

- Firstly, the selection of books is considered too narrow making it difficult to find suitable books for everyone. The teachers in most of the sample schools find that it would be very helpful to have a larger collection to choose from, although one teacher considered that this would be expensive.

- Secondly, a number of teachers express the view that they feel the given time-frame for English teaching is too short to be able to plan for beneficial implementation of lessons using children’s literature. Without substantial support it is hard to know if the planned lesson resulted in the original aim of the lesson.

One possible solution to both of these problems is to improve the relationship between the local library and the school libraries. The local librarians mostly have great advice and could be a great support to teachers that want to work with books about specific areas. A list of books could be created and extended gradually if the teachers helped to give a brief evaluation of their work. This would not have to take that much time and would eventually result in a long list of books available to all Swedish schools linked through the national online library catalogue LIBRIS®.

Regardless of the difficulties connected to using children’s literature most of the teachers in the sample schools have faith in their own abilities. Some teachers create their own materials to suit the pupils in the class and many use only English during English lessons. They also admit to

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8 The Swedish library online catalogue can be explored at www.libris.kb.se.
wanting more information about how to use children’s literature in teaching as well as other methods. It would be questionable to generalise that the results of this study are valid for all of Sweden, but the study shows that in order to ensure that the teachers in the sample schools have every possibility to keep up with the ever-growing need to acquire a high level of English more research is called for.

### 7.1 Further research

This study sheds some light on how teachers in a Stockholm suburb teach English to their pupils in grades F-3. It would be interesting to expand the study to include a larger area and to compare the teaching methods with the children’s level of motivation and English language development. The number of teachers not qualified to teach English but still actively doing so is relatively large in this area. It would be interesting to find out if this is the same for the rest of Sweden, and how this might affect pupils’ learning. Another area of interest would be to investigate the pupils’ attitudes about using children’s literature in school and compare that with the results and opinions of the teachers’.

Some teachers requested more information on how to incorporate literature in their English lessons thus highlighting the need for more research in this area. Further research on beneficial ways of teaching English to learners in Sweden where the language is so widespread would also be valuable.
References

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Skollagen. 2010:800 7 Ch. 10 §.
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Stockholm: Fritzes.
Information om undersökning gällande användandet av barnlitteratur i engelskundervisningen årskurs F-3

Du tillfrågas härmed om deltagande i denna undersökning.

Som del av sista terminen på grundlärarprogrammet med inriktning årskurs F-3 vid Högskolan Dalarna har jag, Vanja Jennessen, valt att skriva mitt andra examensarbete om engelsk barnlitteratur. Syftet med denna studie är att undersöka hur ett antal lärare i en stockholmsförort i Sverige använder sig av barnlitteratur i engelskundervisningen i årskurs F-3. Undersökningen syftar även till att utforska dessa lärares attityder till att använda sig av engelsk barnlitteratur i sin undervisning. Tanken är att resultatet av denna studie ska kunna användas för att kunna samla och utbyta erfarenheter och kunskap mellan lärare och lärarstudenter, samt för att kunna utveckla engelskundervisningen på ett sätt som gynnar elevernas språkinlärning.


Enkät- och intervjufrågorna kommer att utgå ifrån ovan beskrivet syfte. Enkäten skickas via e-post och bör ta max 10 minuter att besvara. Den muntliga intervjun kommer att ta max 30 minuter och genomföras vid en tidpunkt som vi tillsammans kommer överens om. För att kunna dokumentera intervjuerna så noggrant som möjligt kommer de att ljudinspelas, men det finns möjlighet att neka till detta om det inte känns lämpligt.

All insamlad information kommer att behandlas och presenteras med varsamhet, i linje med Forskningssetiska nämndens regler. Det insamlade materialet kommer att makuleras efter undersökningens slut. Deltagande personer kommer att vara anonyma varpå fingerade namn kommer att användas. Endast kön, ålder, utbildning och annan relevant information kommer att publiceras. Skolans namn kommer också förbli anonymt.

Undersökningen kommer att presenteras i form av en uppsats vid Högskolan Dalarna. När uppsatsen är klar kommer den att finnas tillgänglig att ta del av i sin helhet. Ditt deltagande i undersökningen är helt frivilligt. Du kan när som helst avbryta ditt deltagande utan närmare motivering.

Jag väljer att delta i enkätundersökningen Ja [ ] Nej [ ]

Jag är tillgänglig att delta i en muntlig intervju Ja [ ] Nej [ ]

Deltagarens underskrift: ________________________

Ytterligare upplysningar lämnas av nedanstående ansvariga.

Student: Vanja Jennessen
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 182 36 Danderyd
 731 88 Falun

Danderyd, 2015-09-15
 Falun, 2015-09-15
Appendix 2. Questionnaire

Barnlitteratur i engelskundervisningen

Syftet med denna undersökning är att ta reda på hur lärare vid ett antal grundskolor i en stockholmsförort i Sverige använder sig av barnlitteratur i sin engelskundervisning, samt att undersöka dessa lärares attityder till att använda sig av denna undervisningsmetod.

Frågeställningar (på engelska då min uppsats skrivs på engelska):

• How do teachers in a sample school in Sweden use children’s literature to teach English vocabulary to young language learners?
• What attitudes do teachers in a sample school in Sweden have about using children’s literature to teach English vocabulary to young learners?

Med termen barnlitteratur menas i denna studie texter skrivna av vuxna för barn. Både skönlitteratur (exempelvis sagor, dikter och fabler) samt facklitteratur (exempelvis informationsböcker och uppslagsverk) inkluderas.

Deltagandet i denna undersökning är frivilligt och du kan när som helst välja att avsluta din medverkan.

Bakgrund
Jag är: Man/Kvinna
Vilken skola arbetar du på? ______
Hur gammal är du? ______
Hur länge har du arbetat som lärare? ______
Har du läre xmaxen? Ja/Nej
Är du behörig att undervisa i engelska? Ja/Nej
I vilken årskurs undervisar du just nu? F-klass/Åk 1/Åk 2/Åk 3/Övrigt ______

Undervisar du dina nuvarande elever i engelska? Ja/Nej
Om nej:
Har du tidigare erfarenhet av att undervisa i engelska? Ja/Nej. Om ytterligare ett nej – Tack för din medverkan!
Om ja:
I vilken årskurs har du tidigare undervisat i engelska? F-klass/Åk 1/Åk 2/Åk 3/Åk 4-6/Åk 7-9/Gymnasiet
När undervisade du senast i engelska? För 1 år sedan (eller kortare)/För 2-3 år sedan/För 4 år sedan (eller längre). Om För 4 år sedan – Tack för din medverkan!

I klassrummet
Hur ofta använder du dig av barnlitteratur i din engelskundervisning?
Aldrig/Sällan/Ibland/Ofta/Alltid
Vilken typ av barnlitteratur använder du dig av i din engelskundervisning?
Skönlitteratur/Facklitteratur/Både skön- och facklitteratur/Jag använder aldrig barnlitteratur i undervisningen
Hur använder du barnlitteratur i din engelskundervisning? Högläsning (du läser för eleverna)/Tyst läsning (eleverna läser själva)/Jag använder aldrig barnlitteratur i undervisningen/Övrigt ______
Vilket övrigt material använder du dig av i din engelskundervisning? Läroböcker/Digitala läromedel/Annat digitalt material, t.ex. YouTube-clip/Övrigt ______
Hur arbetar du för att utöka elevernas engelska ordförråd? _____
Om personen svarade att de aldrig använder barnlitteratur i undervisningen skickas de till sidan Tack för din medverkan.

**Val av barnlitteratur till engelskundervisningen**

**Metoder vid högläsning**

**Egna tankar**
Nedan följer ett antal påståenden. Var god kryssa i vilket alternativ som stämmer bäst in på dig.

0- Vet inte/Har ingen åsikt
1- Instämmer inte
2- Instämmer delvis
3- Instämmer

Jag känner mig säker när jag ska läsa böcker på engelska. 0/1/2/3
Jag känner mig säker när jag ska tala engelska. 0/1/2/3
Jag vill ha mer kunskap om hur jag kan använda barnlitteratur i min engelskundervisning. 0/1/2/3

Vilka eventuella fördelar ser du med att använda dig av barnlitteratur i din engelskundervisning? ___
Vilka eventuella nackdelar ser du med att använda dig av barnlitteratur i din engelskundervisning? ___
Hur upplever du att elevernas språkutveckling påverkas av att du använder barnlitteratur i engelskundervisningen? ___
Övriga kommentarer om användandet av barnlitteratur i engelskundervisningen: ___

**Stort tack för din medverkan!**