Degree Thesis II

Level: Advanced

An Empirical Study on Teachers' Choice of Extensive Literature in the Swedish Upper Secondary EFL Classroom

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Abstract: The importance of extensive literature reading in the English as a Foreign Language (EFL) context has been given increasing attention in recent research. Literature reading is also a required part of the national syllabi of the (EFL) courses offered to both adolescents and adults at Upper Secondary level in Sweden. This thesis aims to investigate the teachers' process of making literature choices for extensive reading in upper secondary EFL courses in Sweden. Eight teachers of three different student groups took part in the study, representing adolescent university preparatory programs and vocational programs, as well as programs for adult students. Questionnaires were used and the data was analyzed for patterns revealing three main factors affecting teachers' literature choice: language proficiency, reading experience and contextual factors. These three factors were fitted into the theoretical framework of psycholinguistic and sociolinguistic reading models, with the addition of a perspective of motivational research. The results of this survey underline the importance of extensive reading, according to teachers, and that motivation for literature choice can be primarily related to factors associated with psycholinguistic reading models. The survey also points to the need for further investigating of teachers' own experiences of literature reading, searching for deeper motivational factors which influence teaching choices. Another future field of research is the choice of reading activities assigned together with the chosen literature, which probably also influence teachers' choices in the Swedish EFL classroom.

Keywords: English as a Foreign Language (EFL), upper secondary school, extensive reading, literature choice, psycholinguistic reading models, sociolinguistic reading models, motivational research

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1. Introduction

"He comes to the book from life", Rosenblatt says about student literature reading, and continues: "[t]he teacher's task is to foster fruitful interactions – or, more precisely, transactions – between individual readers and individual literary texts (Rosenblatt 1995, pp.34, 26). To facilitate such a creative activity does, however, require preparations. In teaching English as a Foreign Language (EFL), as well as in any teaching, the teacher is faced with numerous decisions every working day, preparing for, performing and following up teaching. One such major decision involves selecting relevant teaching material. In doing so, many factors have to be taken into account which involve both the teacher, the student and the many aspects of the teaching content as well as the teaching context. This thesis focuses on the specific and complex process of choosing literature for extensive reading for English as Foreign language (EFL) in the Swedish upper secondary courses, targeting both adolescent and adult students. In the Swedish education for upper secondary EFL teachers, literature of different genres and times make up an essential part of the syllabi (see, for example, Uppsala university, 2016), underlining its importance. In the course syllabi for the upper secondary school EFL courses, the reading of literature of different genres from different time periods and contexts is also required. However, the Swedish National Agency of Education (Skolverket) does not offer any guidelines to which works to use or how to use them, which leaves the teacher with a great challenge as well as great freedom of choice (Skolverket, 2011a). In the beginning of the millennium, political voices were raised advocating the creation of a canon in Sweden, introducing certain "classics" or "must reads" to all Swedish students (Svane, Svendsen & Andersen, 2011). This suggestion was, however, fiercely opposed by the cultural establishment, once again making literature choice up to the individual teacher. How this challenge is perceived, and how the selection process is actually carried out is the focus of this thesis.

Student involvement is a basic democratic issue addressed several times in the Swedish National Curriculum for upper secondary school. It states, for example, that "students should be able to exercise influence over their education … [and] be continuously encouraged to take an active part in the work of further developing the education" (Skolverket, 2011b). In considering these important aspects of student influence in the teaching/learning situation, another interesting question is to investigate whether the students are made part of the

literature decision-making process or not. The age and previous experiences of the students naturally changes the conditions for teaching in any classroom, and teaching adults at upper secondary level may be quite a different experience compared to teaching adolescents. If this experience alters the process of literature decision-making is yet another interesting question for this thesis. There seems to be very little research done investigating what literature choices teachers make for their students, and what motivates them in making these choices. Since there is a lack of relevant research in the field targeting the EFL classroom, this empirical study may also prove a valuable contribution to the body of educational research.

1.1 Aim and research questions

The aim of this thesis is to investigate teachers' process of making extensive literature choices for EFL-courses at upper secondary level. The research questions used for the thesis are:

- What choices are made in the process of selecting fiction, poetry and drama for teaching? and

   - On what basis are these choices made?

- What difference may be seen in choices made by teachers of adolescent university preparatory, vocational students, and adult students taking the same courses?

2. Background

2.1 Literature in the Upper Secondary EFL curriculum and syllabi

In 2011 a new curriculum and syllabi were introduced in Swedish upper secondary schools. The major difference from the previous steering documents is the more defined teaching content and the knowledge requirements. Engagement with culture in general and literature in particular is also explicitly encouraged in the National Curriculum. The student is to develop knowledge of how to "use non-fiction, fiction and other forms of culture as a source of knowledge, insight and pleasure", and thereby "obtain stimulation from cultural experiences and develop a feeling for aesthetic values" (Skolverket, 2011b). This general appeal for cultural understanding and appreciation can also be seen in the section stating the fundamental values of the curriculum: "The internationalisation of Swedish society and increasing cross-border mobility place high demands on the ability of people to live with and

appreciate the values inherent in cultural diversity" (Skolverket, 2011b). These formulations can be seen as a background to the more subject-specific examples of the course syllabi.

In Swedish upper secondary school, students aged 16-19 are offered three courses in the subject of English: English 5, 6 and 7. These same courses are also offered in adult education, for students over 20 years who wish to complement their credentials or prepare for university studies. According to statistics from 2014, one-third of these adult students were born outside Sweden (Skolverket, 2014a). English 5 is mandatory for all national programs, and all university preparatory programs also include English 6. English 7 is an elective course for students on university preparatory programs. The syllabus outlined by the Swedish National Agency of Education contains an overall aim for all three courses at the three levels 5-7, and the syllabus for each course is divided into two parts: core content and knowledge requirements. The core content is organized under three headlines: content of communication, reception and production and interaction. The overall aim of the entire subject states: "[s]tudents should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-round communicative skills" (Skolverket, 2011a). There is also an emphasis on knowledge of English-speaking cultures around the world, and by discussing and reflecting upon this students should also "develop knowledge of living conditions, social issues and cultural features in different contexts and parts of the world" (Skolverket, 2011a).

The course syllabi for the three courses of English 5, 6 and 7 all require the reading of literature of different genres, and the English 6 and 7 courses should also include texts from different time periods and contexts. The overall teaching aim of the subject is summed up in five skills including the following two, which connect to the overall aim: "1) Understanding of spoken and written English, and also the ability to interpret content… 5) The ability to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used" (Skolverket, 2011a).

With regards to the English 5 course, which is mandatory in all upper secondary programs, the content of communication includes: "[c]ontent and form in different kinds of fiction", and the reception requirements also include the general terms of "[l]iterature and other fiction". In the knowledge requirements for grading, the following is formulated for Grade E (which is

the lowest grade required to pass the course): "Pupils can understand the main content and basic details of English spoken at a varying speed and in clearly expressed written English in various genres" (Skolverket, 2011a).

The English 6 course is mandatory for all university preparatory programs, and the content of communication for this course reads:

> Themes, ideas, form and content in film and literature; authors and literary periods… Living conditions, attitudes, values, traditions, social issues as well as cultural, historical, political and cultural conditions in different contexts and parts of the world where English is used. (Skolverket, 2011a)

In the reception requirements of this course more specific wording is used, listing: "[c]ontemporary and older literature, poetry, drama and songs…[and] [h]ow structure and context are built up and how attitudes, perspectives and style are expressed in spoken and written language in various genres". Understanding these different genres is also a necessary knowledge requirement for grade-E level.

English 7 is an elective course for university preparatory programs, and in the content of communication, "cultural expressions in modern times and historically, such as literary periods", are mentioned. In the reception requirements for this course the following is stated:

> Contemporary and older literature and other fiction in various genres such as drama…[and knowledge of h]ow oral and written communications in different genres are built up... How stylistics and rhetorical devices are used for different purposes and how language is used as an instrument to exercise power. (Skolverket, 2011a)

To sum up, there are syllabus requirements for including quite a wide range of different literature in all three English courses. Teachers who attend to these instructions would not only meet the requirements of the syllabus for inclusion of different genres, but would also use literature to introduce written discourse focusing on different cultures, societies and historical living conditions and thereby possibly also embrace the curriculum values of appreciation of internationalization.

2.2 The significance of supplementary extensive reading

This thesis develops ideas around extensive reading in the EFL classroom. The term here refers to the reading of texts not included in textbooks, which are used for in-depth reading.

Since the focus of this thesis is on active choices made by teachers, only supplementary texts are mentioned here, even if excerpts or entire literary works often are included in EFL textbooks. The importance of extensive reading in a student's first language has been given considerable focus in recent years, both in Europe and North America. This probably originates from the general concern with the falling results in reading comprehension tests among children and adolescents, such as the findings of the PISA (Programme for International Assessment) tests conducted by the OECD (Organisation for Economic Co-operation and Development) assessing science, mathematics and reading comprehension among Swedish 15-year-olds (Skolverket, 2012). In addition to this are statistics showing the great differences between time spent in front of the television and computer among Swedish 20-74-year-olds[1] (almost 2 hours per day), compared to reading (30 minutes per day), according to European statistics (Eurostat, 2007). In Sweden, ambitious measures have been taken to address these issues, for instance by introducing many different strategies, such as reading projects at an early age (see, for example, "En läsande klass", www. enlasandeklass.se and "Läslyftet", Skolverket, 2016).

The use of literature in the EFL classroom suffered a serious blow as the grammar-translation method was discarded in the middle of the last century. Not until the mid-1980s did the use of literary texts start to find its way back into EFL teaching (Bobkina & Dominguez, 2014). Citing Kramsch (1993) and Hess (1999), Bobkina and Dominguez (2014) point out that literature reading provides "an ideal tool aimed at developing the sorts of skills and offering the kind of reading experience that 'informational' texts cannot provide" (Bobkina & Dominguez, 2014, p.249). In this study, extensive reading of literature is defined according to Mason and Krashen as "self-selected reading with only minimal accountability", where some kind of subsequent work, such as "writing brief summaries or comments on what they have read" are part of the method (Mason & Krashen, 1997, p. 91). Renandya and Jacobs (2002) add a few more features, such as a large amount of reading material, using texts which vary in topic and genre, and reading material adjusted to the students' level of comprehension.

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[1] Surveying and presenting data from a group of such a large age-span fails, of course, to take into account other relevant differences between age groups.

Since Mason and Krashen's study (1997) a considerable amount of research has, in recent years, been carried out on the importance of extensive reading in a second language context. Bradford (1968; 2006) stresses the importance of literature not only for contributing with language proficiency in the second language, but also in adding to the student's literary experience:

> If literature is to be a useful vehicle for the teaching of second language skills, that literature must first succeed as a literary experience for the student. The failure of literary texts in second language teaching is often the result of a failure to encourage or even to allow students to receive such texts as literature, that is, as a literary experience. Consequently, second language teachers interested in using literature in their classes must be aware of how literature can teach second language skills while, at the same time, retaining its literary value for second language learners. (Bradford, 1968, p. 199)

Considering the importance of the students' literary experience, recent studies of the field surprisingly often fail to present any details concerning how the actual process of literature choice is carried out. The results of these studies may, however, contribute with different clues as to where the foci of EFL extensive reading are found today. Over the last few years quite a few studies have been conducted on the importance of extensive reading in the EFL context in Asia and in the Middle East, suggesting that EFL research is developing strongly in these parts of the world. In these studies the redefinition of the connection between literature and culture seems to be an overarching theme (Bobkina & Dominguez, 2014). Though conducted at a junior university level, these studies can still contribute to the discussion, since the age group may very well be similar to those in this present study. Guo's Taiwanese study targeting authentic material from 2012, shows "a strong relationship between extensive reading and vocabulary development" (Guo, 2012, p.196). Guo mentions "online material" selected by the teacher to match the students' proficiency levels, but the nature of the material is, however, not revealed in his study. In Yimwila's study from Thailand (2015), an integrated and interdisciplinary method was used in teaching literature, mainly to overcome cultural barriers between reader and text. This study shows that the methods not only had a positive impact on the students' attitudes toward literature, but also enhanced the students' abilities in critical thinking (Yimwila 2015, p. 19). Unfortunately, the works used in the study lacked further presentation in the article. Divsar and Thairi (2009), from two Iranian universities, present a three-part teaching model for teaching literature at university level, much similar to that of Yimwila (2015). They introduce a model with one language-based approach, one

content/cultural-approach, and a method for personal growth, contrasting these three approaches with a more conventional teacher-focused method of teaching. A comparison of grades from the course indicated that the three-part teaching method was more successful than that of the control group. The material used in the study was contemporary short stories, as well as stories dealing with historical content, adding articles on child rearing and comments on poetry (Divsar & Yahiri, 2009, p.110). How these choices were made were, however, not further presented. The reviewing and instructive work of Alemi (2011) of the Sharif University of Technology in Iran, further underlines the advantages that come with teaching literature once cultural barriers are overcome. Alemi also stresses the importance of choosing literature accessible to students, matching their proficiency levels (2011, p.180).

In Europe and Sweden it seems very little previous research has been carried out focusing on EFL extensive reading. However, one international study was carried out with Swedish, Finnish, Lithuanian, Italian and Cypriote participants, which describes and evaluates the beginning of a literacy project aiming to improve reading methods and motivate reading (Papadima-Sophocleous, 2009). This study shows that a combination of methods, such as discussions, textual analysis, dramatization and reading logs did indeed strengthen the students' motivation for reading. In this study, which was carried out early in the project, the choice of literature, consisting of short stories and theatrical plays, was also made and evaluated together with student representatives.

3. Theoretical perspective

In analyzing the material for this thesis, a pattern of motives occur which can be systematized according to elements of different reading models found in research on reading activity. In current research on reading models two major perspectives emerge: reading as a cognitive process focusing on the individual, and reading as social practice, where the social context plays an important part. Though presented as two separate entities in this thesis, it needs to be pointed out that they may very well be seen as a continuum, where the different models are positioned alongside one another, and occasionally also share common traits. When focusing on internal cognitive processes, psychological or psycholinguistic models are used, whilst so-called sociolinguistic models are used targeting the external social context of the reading

process. According to Luke and Freebody (1997), the two models can be defined according to certain traits which are further presented below.

3.1 Psycholinguistic reading models

In psycholinguistic reading models the individual reader is in focus. His or her emotions and competence are foregrounded, and a failed reading experience is explained with individual factors, such as lack of language/reading abilities or motivation. Fully understanding the text is the ultimate goal in these models, and understanding is created in interaction between the reader and the text. The text in itself is viewed as something neutral in some models, or as creative or emotional content creating feelings of pleasure or dislike, which can even be measured through brain activity (Herbert et al., 2009). According to some psycholinguistic models, reading can be described as the construction of different elements, such as coding, semantic, pragmatic/interactional and critical/text (Freebody & Luke, 1990, as cited in Luke, Woods & Dooley, 2011, pp. 158-159). Reading can also be described as a process, where aspects of different reading models are considered together with other factors such as eye-movement control (see, for example, Rayner & Reichle, 2010).

3.1.1 Rosenblatt's reader response model

Among the many reading models of the psycholinguistic strand we find several inspired by Rosenblatt's renowned reader response model, which has had many successors in research (see, for example, Bleich, 1976 and Rabinowitz, 1987). Common for all scholars of this theory is the idea of the importance of the individual interpretations of books, which makes the construction of literary understanding visible in the reading process (Brooks & Browne, 2012). The concept of "reading as transaction", coined by Rosenblatt, still has value today. In her reading model, the reader comes to the text with all his/her experiences and uses these to negotiate meaning. According to Rosenblatt, all responses to a text are valid and worth exploration. In her work she also foregrounds the aesthetic experience, stating: "The literary work is not primarily a document in the history of language or society [or] a mirror of… life...As a work of art, it offers a special kind of experience" (Rosenblatt, 1995, p.264). Rosenblatt was also involved in the so-called canon wars, arguing for the value of particular texts. An overarching guideline for her was, however, the student's ability to personally

connect to the text. She argues: "When the students are more mature, more experienced, they will then be able to apprehend enough of what the great classics offer to be willing and eager to clarify any linguistic obscurities" (Rosenblatt, 1995, p.207).

3.2 Sociolinguistic reading models

In sociolinguistic models, focus lies on the social and cultural context in which the reading is taking place. The student's experiences and foreknowledge are valuable in the reading process, and are connected to the concept of social identity. Adding to the student's social context is the teaching context. Since a national school system is an important part of society, and caters for all of its citizens at one point in life, it also shapes the individual to varying degrees. According to most school curricula, the overarching aim of education is to prepare young people for a well-functioning life in society. This means the course syllabi are formulated by a governmental organization, governed by certain political objectives, and the formulations of both curricula and syllabi are inevitable reflections of these. All these factors, as well as the power issues that are connected with this, are important in sociolinguistic reading models, including the unequal power distribution between teacher and student. Questioning literature or raising awareness of something can be the goal of sociolinguistic reading. Reading is viewed as a social activity, as a practice, and texts need to be interpreted according to the cultural context in which they are read, according to socio-linguistic reading models. If the reading is not successful, sociolinguists claim, reasons for this can be sought in an uneven distribution of cultural or material resources (Luke & Freebody, 1997, as cited in Lundahl, 2012, p. 230).

3.2.1 Critical literacy

One interesting sociolinguistic model is critical literacy, which has been used in successful reading projects in for example South Africa and Latin America. In this model, reading is used to empower the readers, giving them tools to change their current situation using literature. According to Janks, critical literacy originated from the work of Paulo Freire and is about reading "both the word and world in relation to power, identity, difference and access to knowledge, skills, tools and resources" (Janks, 2013, p. 227). One example of applied critical literacy is a program of Mexican American studies introduced in Arizona in the United States.

The Mexican perspective of history, culture and present living conditions were foregrounded, by using, for example, a post-colonial reading of Shakespeare's *The Tempest* (Janks, 2013, pp. 228-231). In Sweden, the model has also received considerable attention, perhaps since the Swedish curriculum foregrounds student influence and critical thinking stating for example: "Students should develop their ability to think critically, examine facts and relationships, and appreciate the consequences of different alternatives" (Skolverket, 2011b). The model has, however, mainly been used in projects at primary school level in Sweden, targeting first-language education (Skolverket, 2014b).

3.3 Motivational theory

In this thesis, teachers' choices for teaching are in focus. It may be argued that all choices people make are founded on motivation, and to be able to touch on the motivational factors for EFL teachers literature choices could perhaps contribute to the knowledge of how this process is perceived and carried out. Consequently, motivational theory has certain relevance for this study, and will be briefly addressed in this section. According to Dörnyei (2005), the concept of motivation is a foundational factor in all teaching and learning. Studies have shown that teachers who are deeply involved in their subject and their teaching task are more successful than others. Simply put, motivation stimulates "teaching excellence" (Palmer & Collins, 2006). In motivational theory, which applies to students and teachers alike, goals are important, but values play an equally important role. In modern expectancy-value models, such as the one introduced by Eccles et al. (1983), and Meece et al. (1990) choices are motivated by both positive and negative task characteristics. According to this model all choices come with a cost, since making one choice consequently means eliminating other options (Eccles & Wigfield, 2002). According to the self-determination theory (SDT), (see, for example, Deci & Ryan 1985, 2000), there is a difference between intrinsic and extrinsic motivation. Intrinsic motivation makes people take part in activities for pleasure, because they find them "interesting, useful, or fun" (Muños & Ramirez, 2015, pp.200-201). Extrinsic motivation, on the other hand, can be triggered by any other contextual factor, such as money or outer regulations. For a person driven by this kind of motivation, tangible rewards also become very important. It is interesting to note that, according to SDT, intrinsic motivation can actually be decreased if extrinsic motivators are used as behavior control (Muños &

Ramirez, 2015, p.201). These two different aspects of motivation can also be applied to EFL teachers' extensive literature choice, which will be further discussed below.

4. Material and method

In this section the chosen method, the selection of informants and the implementation of the study are presented below (sections 4.1- 4.4). In the two final paragraphs (sections 4.5 and 4.6), reliability and ethical aspects are considered.

4.1 Chosen method

The material used in this thesis originates from questionnaires. The original plan for this survey was to investigate processes of literature choice of a relatively large number of informants (15), representing an entire community of teachers, teaching courses on the same EFL level. Considering the large amount of data expected, this quantitative method was chosen since the questionnaire can provide data which can be structurally analyzed in a relatively easy way, often providing clear numerical information (Wilson & McLean, 1994, as cited in Cohen et al., 2011). According to Tashakkori and Creswell's definition of the division between qualitative and quantitative approaches (2007), it can be noted, in the case of this study, that the numerical data of the questionnaires is also complemented with textual data from the comments. In addition to this, the data is also thematically analyzed, instigating for the use of qualitative methods as well. Hence, both quantitative and qualitative methods are used to analyze the data in this survey.

4.2 Selection of informants

For this study, 15 informants were originally asked to participate since they constitute the entire community of upper secondary English teachers in the chosen local Swedish community. The teachers work at different schools, all but one located in the same mid-sized town in the south of Sweden. Since adult education at upper secondary level has comparatively few students and therefore few teachers, one informant working just outside of the town was also asked to participate. Access to the teachers was given by permission of the principals of the different schools, who provided names and contact persons. 15 teachers were selected and received the questionnaire, but only 8 (almost 50%) of the questionnaires were

completed and returned. These 8 teachers make up the respondents of the study, and their answers constitute the data analyzed below. All of the teachers included in the study were qualified to teach English at Upper Secondary level. Two of the respondents were teachers of adult students, four were teachers working with adolescent university preparatory students, and two were teachers of adolescent vocational students. Since teachers from all existing students groups on the upper secondary level were represented in the study, it could be argued that the required claim for validity through representation is fulfilled. Four of the teachers were under 40 years of age and had 10 years of teaching experience, or less. Two of the teachers had 30 years of teaching experience, or more. Six teachers also taught other languages during the academic year in question (2014/2015), and two taught other subjects.

4.3 Implementation

14 letters of consent and questionnaires were distributed by internal mail to all English teachers in the same local community, and one was sent by regular mail to a school situated in the vicinity. All letters and questionnaires included an envelope for returning mail. At the end of the week's deadline mentioned in the letter of consent, all participants yet to answer received a letter of reminder. Yet another week later an e-mail was sent to one of the head teachers at one of the schools as an extra reminder. The final number of questionnaires received for further analysis was 8. In this study the questionnaire was also piloted for the purpose of increasing the "reliability, validity and practicability" of the instrument (Oppenheim 1992, as cited in Cohen et al., 2011, p. 402). The questionnaire was made up by a total of 14 questions divided into two sections: One section of personal information and a second section related to teaching. A few of the questions were open, in the first section for adding personal information, and in the second section for giving examples of literature used in teaching. The rest of the questions were closed structured questions mainly of the Likert scale-type, using an even number rating scale (1-6), with the possibility to add comments. The two main questions of this kind had 10 and 5 statements respectively. For each statement regarding what motivates the teacher to make a particular literature choice, the respondents were asked to circle an alternative number on a rating scale from 1 to 6, where 1 was "strongly agree", and 6 was "strongly disagree". These two were the only two numbers with a textual definition. For each statement on making final literature choices the respondents were asked to circle an alternative number on a rating scale from 1 to 6, where 1 was "not at all important", and 6 was "very important". The reason for choosing this instrument is twofold: it

provides a "range of responses" for the respondent to choose from, which also may "generate frequencies of response amenable to statistical treatment and analysis" (Cohen et al., 2011, p.382). For the two major closed questions, a space was also provided for adding comments. For an overview of the complete questionnaire, see Appendix 1.

4.4 **Method of analysis**

Upon receiving the completed questionnaires, the personal information was analyzed using a nominal scale for gender and qualification, and a ratio scale for other information (Cohen et al., 2011, p.605). The rest of the material was first analyzed by calculating frequencies of responses, according to the model of Becker and Geer (1960). To facilitate the systematic work, the teachers were coded Teacher A – H. The material was then further analyzed for patterns and an alternative hypothesis, H ^{1}, (Cohen et al., 2011, p.609), was formulated for one part of the analysis stating that there is a measureable difference between the teachers' answers depending on which student group they teach. The null-hypothesis, H°, therefore assumes there is no difference between the groups of teachers in the survey. The results of the survey are presented in section 5 below, according to an emerging pattern which can be organized according to common features of different reading models.

4.5 **Reliability**

Reliability, according to Cohen et al., is a matter of ensuring "dependability, consistency and replicability over time" (Cohen et al., 2011, p.199). The selection criterion of this study was to invite all teachers teaching a specific subject on a specific level in a local community to participate. The different written reminders to the respondents also point to the efforts of avoiding non-returns of questionnaires. Since material was collected from all three groups of teachers, at least some representability can be ensured in the study, despite the limited number of informant. Adding to the reliability of the study is the statistical treatment of data, which has been handled appropriately according to scientific practice (Cohen et al., 2011:199). There is, of course, always difficulty in establishing causation, since single effects to single causes often are hard to find (Cohen et al., 2011, p.58). Given the limited number of participants in this study, statistically significant results can be difficult to achieve. According to Kirk (1999), such a significant result needs to be one "for which chance is an unlikely explanation". In this study this means causation between teachers of different student groups

or, for example, years in teaching and certain responses, cannot be more than just possible tendencies.

4.6 **Ethical aspects**

All researchers need to balance the fine ethical line between what is needed from the informants in search of true knowledge and understanding, and the "rights and values of the informants potentially threatened" in this process (Cohen et al., 2011, p.75). According to Diener and Crandall (1978), informed consent is "the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions". To minimize potential ethical problems, informed consent was given by all informants in this study. The letter of consent included information on procedures and purposes, ensuring full anonymity, also adding an offer of answering any enquiries. The complete letter of consent is included in the Appendix of this study (see Appendix 2). Because of the ethical aspect of preserving anonymity, the results of the survey are presented in such a manner that the gender of the participants will not be disclosed.

5. Results

The results of this survey will be presented according to a pattern of features that can be attributed to the two different reading models presented in section 3. This section begins with a presentation of the comprehensive attitudes towards extensive literature reading among the teachers in the survey, and a visual presentation of the examples of literature given by them (Table 1, section 5.1). In the following section (section 5.2), the findings focusing on the actual teaching content and the students' reading abilities are presented, followed by a large section (section 5.3) focusing on reading experiences, separating the student's reading experience (section 5.3.1) from the teacher's reading experience (section 5.3.2).

5.1 Teachers' choices and attitudes to students' extensive reading

The overall results of the survey point to the fact that literature reading is perceived by most respondents as something very important to EFL students. When asked the question "How important do you consider the reading of supplementary literature is (such as drama, poetry

and fiction) to your students?", only one teacher responded with a "2", 1 being "not at all important". Five participants rated their answers from 5-6 (6 being "very important"). All respondents also stated that they use mostly complete works for supplementary reading, instead of excerpts. When asked the question "Apart from textbook reading which texts did you choose for your students during the academic year 2014-2015?", the examples given by the teachers show a variety of different texts and authors. It is, however, worth mentioning that very few teachers give examples of the use of drama in their teaching, and neither of the teachers of vocational students (Teachers G and H) give examples of any specific titles (Table 1). Only one respondent gave examples of contemporary poetry (pop/rap lyrics). Several titles were also mentioned by more than one respondent.

Table 1. "Apart from textbook reading which texts did you chose for your students during the academic year 2014-2015? " (Titles mentioned more than once in bold)

Teacher	Drama	Poetry	Fiction
A	-	"Invictus" (Harley)	*Nice Work* (David Lodge), ***1984*** (George Orwell), ***The Perks of Being a Wallflower*** (Choposky) Short stories: "Day of the Butterfly" (Munro), "Hills like White Elephants" (Hemmingway), "Just Good Friends" (Archer), "The Garden Party"(Mansfield)
B	*Educating Rita*	A mixture of relatively short poems	***The Perks of Being a Wallflower*** , *Holes*, ***Of Mice and Men***
C	*Romeo and Juliet* and ***Hamlet*** (Shakespeare)	Burns, Wordsworth, Dickinson	*Free Choice, To kill a Mockingbird*
D	-	Auden, Whitman, Brontë	***The Perks of Being a Wallflower*** , *The Fault in our Stars, (Un)arranged Marriage,* ***1984**, Catcher in the Rye*
E	-	***Sonnets*** by Shakespeare, pop/rap lyrics	***Of Mice and Men*** (Steinbeck), *The Road* (Cormac McCarthy)
F	***Hamlet*** (Shakespeare), *Lord of the Ring* (JRR Tolkien)[2]	"Sonnet no 18" by Shakespeare	*About a Boy* (Hornby), *Go ask Alice, An Invisible Thread* (Schroff)
G (voc.)			Different novels
H (voc.)			Some easy readers

[2] This piece of work is, however, generally categorized as fiction (Author's comment).

5.2 Focusing on the teaching content and language proficiency

Some statements about the teaching content in this survey are formulated around the idea of a possible canon, that there are certain "classics" or "must reads" that the teachers believe are important for the students to read. Quite a few respondents rated these questions with a 1 or a 2 (1 being "strongly agree" (see Table 2), confirming the notion of specific titles and/or authors being particularly important to introduce to the students in these courses. The mentioning of well-known and much read authors such as Shakespeare and Orwell (see Table 1) may also point in this direction.

Table 2. Questions on a possible canon

Q4. "What motivates you in your process of choosing supplementary literature for teaching?"	1= Strongly agree	2	3	4	5	6= Strongly disagree	Comments
a.) I consider this particular piece of literature "a classic"	1		3	2	1	1	
c.) I consider this piece of literature a "must read"	2		2	1	1	1	1	" Same as classic above" (Teacher C)

The teachers in the survey did, however, come to greatest agreement on how literature reading could contribute to the development of the students' language proficiency. Seven out of eight teachers chose the alternative "strongly agree" (1), or the next alternative (2), expressing their view on the importance of literature for both student reading comprehension and vocabulary development (see Table 3). Teacher E also adds in a comment: "Reading improves language greatly and can give knowledge in vocabulary, analysis, structure etc.".

Table 3. Questions on student abilities.

Q4. "What motivates you in your process of choosing supplementary literature for teaching?"	1= Strongly agree	2	3	4	5	6= Strongly disagree	Comments
g.) I believe this piece of literature can contribute to the students' reading comprehension	5	2			1		
h.) I believe they can contribute to the students' vocabulary	6	1					[3]

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[3] NB! One answer is missing here (Author's comment)

5.3 Focusing on the reading experience

In this section, the results concerning the importance of the reading experience are targeted. Under the heading 5.2.1 special attention is given to the student's literature choice and reading experience, and in section 5.2.2 the reading experience of the teacher is focused.

5.3.1 The student's reading experience

All the teachers except for two participating in this study claim they sometimes, or usually, give the students a choice between three or more titles. Two teachers have organized a varied system for this: "One term students choose any book they like (after recommendations from me sometimes), one term I choose a book everyone reads" (Teacher C). "I read 2 books each semester, both [courses] 5 and 6. One book I choose for them, the second they get to choose themselves" (Teacher E). Teacher E also makes a point in a comment stressing the great importance of students' choice, and comments: "Very important to try to inspire and motivate students to read". When focusing on the reading experience the teacher's motivation can be twofold. Strongly agreeing on the importance of literature being accessible for the students may point to the stressing of reading comprehension (see Table 2), but may also, as in statement i.) point in the direction of the student's personal and aesthetic experience deriving from reading, (see Table 4). Giving examples of titles and authors used for extensive reading the aforementioned Teacher H mentions "some easy reads", suggesting literature adjusted to the proficiency levels of the readers in this particular student group. In this study, seven teachers strongly agreed (1), or chose the next alternative (2), for the importance of accessibility for the students, and four teachers stressed the importance of the students' aesthetic experience, choosing alternatives 1 or 2 (see Table 4).

Table 4. Questions on teachers' consideration of students' reading experience

Q4. "What motivates you in your process of choosing supplementary literature for teaching?"	1= Strongly agree	2	3	4	5	6= Strongly disagree	Comments
e.) "I think this piece of literature can be accessible to this particular group of students"	5	2			1		
i.) "I think this piece of literature can provide an aesthetic experience for my students"	1		3	3		1	

5.3.2 The teacher's reading experience

Personal motivation is a crucial factor in decision making. Two statements in the questionnaire were directed towards the teacher's own reading experiences, and the importance of sharing these with the students. The respondents answered that this perspective was also important to them, and an added number of 5 plus 5 teachers respectively indicated "strongly agree" (1), or the next alternative (2), for the two statements: "I wish to share my own rewarding reading experiences", and "I think it is important to share with my students something I am passionate about" (see Table 5). There was, however, one teacher who chose alternative 6 ("strongly disagree") for the first statement and three teachers chose 6 or the next alternative down for the second statement (see Table 5). This adds to the complexity of the matter of importance of the teachers' own reading experiences to the choosing of extensive literature.

Table 5. Questions on the importance of teacher's own reading experience I

Q4. "What motivates you in your process of choosing supplementary literature for teaching?"	1= Strongly agree	2	3	4	5	6= Strongly disagree	Comments
b.) "I wish to share my own rewarding reading experiences"	2	3	1	1		1	
d.) "I think it is important to share with my students something I am passionate about"	3	2			1	2	"Reading as such but not specific works" (Teacher B)

Earlier experiences of both teaching a particular piece of literature, and reading it oneself, also seem to play an important part in the teachers' literature choice. All teachers in the survey rated their earlier positive experiences of using certain texts as very important or the next number down (see Table 6).

Table 6. Questions on the importance of teacher's own reading experience II

Q5. "When making the final choice of literature, how important do you consider the following factors to be?"	1= Not at all important	2	3	4	5	6= Very important	Comments
d.) "Earlier choices I have made for my students that have worked well"					6	2	
e.) My recent personal reading experiences	1		1		2	2	2

5.4 Focusing on contextual factors

One major contextual factor is of course the material itself. When making the actual choice of literature all the teachers in the study agree on the great importance of material availability. Six teachers out of eight answered the question "When making the final choice of literature, how important do you consider the following factors to be?" by choosing alternatives 5 or 6, (6 being "very important") for the statement "access to material from the English department of the school, the library or the Internet".

In the teaching task, several other contextual factors must be considered, such as course syllabi and the decisions made by the teaching team of the local school. Considering the fact that teachers are required to abide by certain regulations, the alternatives chosen to support these statements are low. Only 3 teachers respond to the statement of the importance of course syllabi with a 1 or a 2 (1 being "strongly agree"), and one teacher choose "strongly agree" (1) for the importance of the decisions of the teaching team (see table 7). Rather reacting against the statement, two teachers chose to circle the alternative "strongly disagree" (6) or the next number down (5) for the statement on the importance of syllabi regulations. Four teachers chose "strongly disagree" or the next number down for the importance of making the same choices as the others in the teaching team.

Table 7. Questions on contextual factors I

Q4. "What motivates you in your process of choosing supplementary literature for teaching?"	1= Strongly agree	2	3	4	5	6= Strongly disagree	Comments
f.) "I feel I need to provide the students with all the different types of literature mentioned in the course syllabus"	2		1	3		1	1	
j.) "I believe it is important that all teachers in my teaching team make similar choices for our students"	1			2	1	3	1	

The teaching community still seems to play a certain role for the teacher, and four teachers rate the recommendations from other colleagues as "very important" (6), or one rating lower (5). The importance of the school's teaching team receives the same rating in the survey (see Table 8).

Table 8. Questions on contextual questions II

Q5. "When making the final choice of literature, how important do you consider the following factors to be?"	1= Not at all important	2	3	4	5	6= Very important	Comments
a.)Recommendations from other colleagues			2	2	3	1	
c.)Decisions made by the school's English team			2	1	3	1	

6. Discussion

This section includes a discussion on method, section 6.1, and another discussion focusing on results, section 6.2. The latter is divided into two sub-sections which are further presented below.

6.1 Method discussion

This survey focuses on the process of decision-making using the questionnaire as primary instrument. Multiple factors play a role in decision-making for teaching. To be able to grasp some of these factors, multiple questions from different perspectives need to be addressed. This need does, however, have to be balanced against the scope of the questionnaire. With some foreknowledge of many teachers' workload in the month of October, long questionnaires can become a factor increasing the number of informant drop-outs. This is the reason behind the choice of closed questions with space for voluntary comments. Choosing this format was grounded in an expectation of a great literature interest on the part of the teachers that would lead to plenty of interesting material, especially in the comments. This was, however, not the case. Adding to this, a rather unfortunate typo also caused reactions from two participants, who detected the faulty wording of Question 4 (see Appendix 1). The instruction said "1= strongly disagree, 6= strongly disagree", but the actual statements below were organized according to "1= strongly agree and 6= strongly disagree". Such typos can set participants off track, and could possibly have been avoided if there had been time and suitable participants for a second pilot. In addition to this, there is the problem of presenting the results clearly, when only the two extreme opposite numbers (1 and 6) were textually defined. This formatting may perhaps provide an opportunity for the respondent to specify the alternatives him/herself, but may make the presentation of the results less clear to the readers of the survey.

To be able to further investigate the teacher's motives for making literature choices, a few open-ended questions would have been useful to avoid the "all is important" answers, which, to some extent, can be detected in the survey. This way, the informants could be encouraged to personally formulate some of the motives behind their choices. During the process of dealing with the data from the informants, issues of teaching methodology keep coming to mind. A few questions on how the reading activity is introduced, and what mid-, and post-reading activities teachers plan for the use of different works, would probably have added to the depths of the survey, as well. Since attitudes and motivation go together, a few more questions on the teachers' own reading habits and attitudes towards literature would probably also have contributed an interesting dimension to the results of the study.

6.2 Result discussion

In the material used in this thesis, it is possible to identify several different starting points or foci in making extensive literature choices for teaching. They may be narrowed down to three major considerations: language proficiency, reading experience and contextual factors, as already been presented in the previous result section. The first two, language proficiency and reading experience, which both relate to factors linking to psycholinguistic reading models, are being discussed in section 6.2.1, and the contextual factors of the sociolinguistic reading models are further developed in section 6.2.2.

6.2.1 Focusing on language proficiency and reading experience

The focus on language proficiency in the survey results points to a preferred psycholinguistic approach on literature teaching. Literature choice may then be motivated by what the teacher perceives the individual student is capable of understanding and making sense of (Luke and Freebody, 1997). The teacher then has to evaluate the material and decide what may serve as appropriate for the individual student or student group, aiming for language proficiency. The comment made by Teacher B also shares the same perspective: "I prefer short stories and relatively short poems because it is easier to create a focused discussion around works that aren't too long". In their comments Teachers E and F also stress the importance for the student to require language skills such as developing vocabulary. This further stresses the importance of the content of the literature chosen. Teacher E adds "…analysis, structure etc.",

to these proficiency skills, and achieving "reading flow" is also pointed out by Teacher F. It is perhaps only natural that a majority of the responding teachers stress the importance of increased reading comprehension and vocabulary development. In the course syllabi these skills are possibly more measurable than other values of extensive reading. This unison response is given the highest score in the survey, perhaps suggesting that the increasing focus on measurability in the steering documents of 2011 is having an impact here. Another issue relating to the teaching content is the notion of a possible canon, that there are specific works and/or authors that require special attention in teaching. It is interesting to note that the teachers with less teaching experience, who were also younger in age, all agreed on the existence of certain "canonical works". The fact that several titles and authors mentioned appeared several times in the very limited material seems to point in that same direction, (see Table 1), especially since these teachers do not teach at the same schools. The two teachers with the longest experience (Teachers B and C) do, however, both seem to have a negative reaction against the statements of "classics" and "must reads". These two teachers may perhaps have been influenced by the Nordic and Swedish canon debate in 2006, when politicians unsuccessfully argued for lists of certain Swedish authors be included in the teaching of Swedish (Svane et al., 2011).

Focusing on the students' personal reading experiences can also be linked to the psycholinguistic models of language learning. The importance of providing students with rewarding reading experiences as an aim in itself was pointed out already by Rosenblatt as early as the 1960s. Considering the time passed since the days of Rosenblatt, it is perhaps surprising to find that the value of reading for the students' own enjoyment seems not to be an emphasized motive for teachers choosing literature for extensive reading. There is also recent research stressing the importance of student personal involvement in the content of the texts (see, for example, the "Top Ten Principles for Teaching Extensive Reading" by Day & Bamford, 2002). Two of the teachers in the study teach adult students, who may have had years of life experience before returning to school. It may seem a little surprising to find that none of the teachers seem to make a point of these students' personal experiences, and how they could be enriched in interaction with literature. There is, however, a possibility that the high ranking response in the survey for "accessibility" comes from a desire of the teacher to help the student to really engage with literature on his/her own level, which is a prerequisite for extensive reading, according to Renandya and Jacobs (2002). In their early research,

Mason and Krashen (1997) also state that for extensive reading to reach its goal, students must be provided with the opportunity to choose between different titles. In the aforementioned study including Swedish students involved in a reading project, student literature choice and student evaluation were also essential (Papadima-Sophocleous, 2009). In the present study, this prerequisite is satisfied since all teachers, except for two, always, or sometimes, give their students a choice of three or more titles. Considering the Swedish curriculum statements on student influence (Skolverket, 2011b), as well as research on motivational theory, the importance of student choice cannot be stressed enough. It does, however, raise questions about the two teachers in the survey who usually choose the reading material for their students themselves, and their motivations for doing so. This may be a matter of convenience for the teachers, considering the overload of work reported by many Swedish teachers today (Stridsman, 2015), or it may in fact display a lack of trust in the students' own ability to chose and be motivated by their own choices. Whatever the reason, this elimination of choice does seem to omit an important factor for successful extensive reading, according to Mason and Krashen (1997).

The importance of the teachers' reading experiences is also interesting to discuss further. Motivational theories claim that teachers who are convinced of something, and are deeply involved in an activity, are more successful in conveying this to their students (Palmer & Collins, 2006). It is therefore particularly interesting to note that one teacher in the material does not consider the reading of supplementary literature important, choosing alternative 2, where alternative 1 is "not at all important". This teacher does, however, rank all other statements for questions 4 and 5 with "strongly agree" and "very important". This mixed message may suggest a lack of application in responding to the questionnaire, and an unwillingness to look further into the motives of literature choice, but perhaps also a lack of motivation for teaching literature. Apart from two teachers, a majority of the teachers rank the importance of their own reading experiences high in the survey. One of the teachers mentioned above (Teacher B) does, however, want to clarify in a comment that it is not the experience of reading a particular piece of literature that is motivating, but rather the teacher's general attitude towards literature reading. Nevertheless, it is difficult to really detect any passion for reading among the teachers in the survey material. Given the current and very stressful situation of Swedish teachers (Stridsman, 2015), reading for one's own pleasure is perhaps what comes last on the teacher's to do-list. One teacher in the survey voices this

situation in a comment saying: "I wish I had time to keep up with reading new (and old) literature" (Teacher F). If given another opportunity to express their thoughts in an interview, perhaps several of the teachers in the study would share this longing. The low ranking of the importance of their own reading experiences by a few of the teachers could possibly also be interpreted along these lines, and since stress reduces the sense of creativity, this may perhaps also explain the relatively limited number of suggested titles and authors provided for the students by the teachers (see Table 1).

All the teachers in the survey are relatively experienced, and half of the group has taught for more than 25 years. Given this vast amount of experience, it is no surprise that the prior experiences of working with literature for extensive reading are very important to the teachers. This would, however, raise the expectancy of a greater variety of titles chosen and perhaps also suggest a deeper involvement in extensive literature reading than what can be concluded from these findings. There is, however, always a risk of getting caught in old patterns, which makes it difficult to renew one's work. This may, again, connect to the pressures of modern day teaching.

To sum up, several motives that can be connected to psycholinguistic reading models are represented in the material. Focusing on vocabulary learning and reading comprehension is ranked highly by the teachers, aiming for language proficiency in the students. The students' personal reading experiences do, however, also seem to have some value for the teachers, but the material points to the even greater importance of the teachers' own reading experiences, when making literature choices for their students. When focusing on the language proficiency and reading experience, no measureable differences could be detected between teachers of adults compared to teachers of adolescent students.

6.2.2 Focusing on contextual factors

In a sociolinguistic view of literature reading external, contextual factors are in focus and power issues are addressed. Teaching is never performed in a vacuum, where the teacher stands alone with the material and the students. In most cases, as in this survey, teachers have to abide by certain regulations laid down by the Swedish National Agency of Education in the course syllabi. Therefore, it is surprising to find that the teachers in the survey ranked the

importance of these documents relatively low as motivating factor for choosing literature of different genres mentioned in the course syllabus. This may suggest a certain protest against the external powers which may be perceived as potential threats, interfering with the personal initiative of the teacher. It may be related to the fact that since 2011 the teaching content has been made more explicit in the syllabi of Swedish upper secondary schools, generally giving less freedom to teachers. The choice of particular works is, however, still up to the teacher. Perhaps teachers feel this remaining freedom of choice is worth fighting for. According to the motivational theory SDT, intrinsic motivation can actually be decreased if extrinsic motivators are used as behavior control (Muños & Ramirez, 2015, p.201). If steering documents and teaching team regulations are perceived as instruments of control, this could be an explanation for the low ratings of their importance in this study. The implications of these issues should perhaps need to be further addressed by school officials, since ambitious recommendations may actually prove to be counter-productive.

The focus on the importance of colleagues in this study does present a more mixed picture. The same tendency to demonstrate independence against the collective is one possible explanation for the low ranking of the importance of similar literature choices in the English teaching team (see Table 7). This does not mean, however, that colleagues are unimportant. Taking their advice and recommendations on what literature to choose for extensive reading is ranked essentially higher in the survey (see Table 8). As several of the participating teachers have long experience in teaching, this may also make them more open to other teacher's individual experiences.

According to the material, only one teacher (Teacher D) clearly expresses a more socially-oriented attitude towards literature, using the students' own context as a starting point. This perspective is also taken by the supporters of the critical literacy approach (Janks, 2013), which is yet to be explored further in Swedish upper secondary schools. The above mentioned teacher comments on the importance for adolescent students to read similar literature to what their peers read in English speaking countries: "I think it is important to keep current literature, so that our teenagers read the same books that many teenagers in the English-speaking world are reading. I often check best-seller lists for young adults to be able to update our selection of novels". This places the students within the internationalized community addressed by both the curriculum and the syllabi of the Swedish Upper Secondary School

(Skolverket 2011b; Skolverket 2011a). Adding to this is perhaps also the mentioning of the inclusion of contemporary pop/rap lyrics as examples of poetry texts used for extensive reading. To begin in the students' everyday life experiences where music may be an essential factor is also considered a factor in successful extensive reading, according to Day & Bamford (2002).

Apart from this one comment above, there is no other evidence in the collected data concerning the connection between culture and literature. Direct questions on this issue in the questionnaire would perhaps have offered a different picture, but this may point to certain obliviousness when it comes to the possibilities of exploring contextuality through literature. Sweden is becoming a more internationalized country by the day, with 16% of its citizens born abroad in 2014 (migrationsinfo.se), and working with cross-cultural aspects through literature could serve as a potent tool. Recent Asian and Middle East research may have important points to share regarding this, all underlining the importance of cultural understanding through literature (see, for example, Divsar & Tahiri, 2009, and Yimwilai, 2015). Considering the statistically high number of adult students born outside Sweden, a few comments on cultural issues could perhaps have been expected from their teachers, especially given the wording of the course syllabus for all three upper secondary English courses, where inter-cultural understanding is clearly stated (Skolverket, 2011a).

In teaching vocational students, teachers are often reminded of the contextual world the students are preparing for. Vocational upper secondary programs focus on practical work in, for example, hospitals and constructions sites, which attracts students with practical interests. The English teachers of vocational students in this study both add general short notes on literature choice, selecting various short stories for teaching (see Table 1). This may, in fact, be a consideration of the contextual factors of the students, their interests and their future vocational plans, adjusting literature choice to this. Another possible interpretation is lower expectations of the students' abilities in theoretical subjects, which would concern internal factors mentioned in section 6.2.1. Unfortunately, neither of these teachers has added any comments to further confirm these assumptions. Many adult students taking Upper Secondary level English courses are born outside Sweden. Their rich cultural heritage and experiences of migration could also have been important to consider in the process of making literature choices. Perhaps one could have addressed power issues connected to the status of the

migrant, which is a theme often considered in critical literacy (Janks, 2013). There is, however, no clear evidence of such considerations in the examples of literature choice in this material. In conclusion, it is not possible to claim from these results that the teachers represented in this material explicitly make a connection between literature choice and cultural understanding, which may be a little surprising, considering the many recommendations in both curriculum and syllabi (see Skolverket 2011a, Skolverket 2011b).

To sum up this section, there are fewer examples of motives for literature choice connected to sociolinguistic reading models in the material. It seems external steering documents do not provide sufficient motivation for literature choice for teachers, but may even have a counter-productive effect. What may be seen as a possible example of adjustment to contextual factors is the more limited selection of material provided by the teachers of vocational students, perhaps considering their more practical interests. One exception in the material is Teacher D. By investing in current youth literature paperbacks so the Swedish students can be up-to-date with what other adolescents read in English speaking countries, this teacher demonstrates a consideration of the context of the students. Adding to this is another teacher's the selection of contemporary pop/rap lyrics, tapping into the students' own everyday context. Apart from this, there is no evidence from this material that the teachers actively make connections between literature choice and cultural understanding, even if these connections may very well be made in the actual teaching.

6.3 Limitations

The major limitation of this survey is choosing to focus on the literature choice process, when many other aspects of teaching literature would have been easier to measure. Perhaps the most difficult decision was to limit the selection of possible reasons and motives given for extensive literature choice. In using questionnaires with statements for the respondent to evaluate instead of, for example, in-depth interview questions, the researcher has to make a choice of possible perspectives when formulating the statements. This does, of course, limit the possible responses from the participants. In retrospect, it would have been interesting to include more statements of factors attributed to the socio-linguistic reading models, to find out if there were differences in rated importance between these and the statements attributed to the psycholinguistic models. Nevertheless, there was, however, always the possibility for

the respondents to use the blank lines to fill in any missing perspectives or motives of their choosing. This is especially true for the open question number 7, which states: "Is there anything else you would like to add on the subject of literature reading in the EFL classroom?". Making choices also has to do with motivation. Another possible angle to this study would have been to focus on motivation only, identifying and labeling different kinds of motives, according to different motivational theories. For reasons of scope this perspective has been substantially limited. Adding to these limitations is the fact that reading activities usually are accompanied by additional tasks apart from the actual reading of text. Considering these activities may also influence the teachers' choice of literature. To further explore possible methods of these activities would be an interesting angle, which unfortunately is also outside of the scope of this survey.

7. Conclusions

In this section the conclusions of this study are presented in the first part, 7.1, and below the heading 7.2 suggestions of further research are being made.

7.1 Conclusions

Teaching literature in the Swedish Upper Secondary EFL classroom is an important activity, according to the majority of the participating teachers in this study. As an answer to the first research questions of this survey, the examples given show a certain variety in the selection of titles and authors, with the possible exception of drama and contemporary poetry. Some titles and authors are used by several of the respondents, and the study reveals that quite a few of the teachers believe that there are indeed some "classics" of which the students should read. This is interesting since Swedish EFL teachers have such great freedom of choice regarding supplementary literature. Most teachers also find the students' own choices important, in accordance with the curriculum of the Swedish National Agency, where student participation is foregrounded (Skolverket, 2011b).

When searching for factors behind the choice of literature offered to the students, addressing the second research question, two different perspectives emerge. The first perspective stresses language proficiency and reading experience, both of which can be linked to the

psycholinguistic strand of reading models. All the teachers in the study stress the importance of reading to enhance the students' vocabulary and reading comprehension, perhaps since these are easily measured abilities. These findings go very well together with the findings of recent Asian research where vocabulary development is mentioned as an important outcome of extensive reading projects in the EFL context (Yimwila, 2015).There may, however, be another reason for the high ranking of such proficiency, namely: the students' reading experience. In a comment one of the teachers demonstrates the connection between the two factors: "I find [reading] very important so they develop reading habits both for their enjoyment but also for better 'flow' while reading as well as an improved vocabulary" (Teacher C). From the available data from this survey it is, however, difficult to establish a clear focus on the unique encounter between the reader and the text, relating to Rosenblatt's theory of transaction (Rosenblatt 1995, pp.34, 26). The responding teachers in this study do seem to be able to make the connection between their own personal reading experiences and the motivation for reading transferred to the students. One teacher does, however, want to point out that it is rather the teacher's general interest in reading that is important, not shared reading experiences as such.

The second perspective emerging from the results of this survey focuses on contextual factors, which can be related to a sociolinguistic perspective on reading. The participating teachers are governed by the syllabi of the Swedish National Agency of Education, but do not seem to acknowledge these requirements as important factors of their decision-making. The decisions of the teaching team seem equally unimportant for making literature choices. This is an interesting example of power issues addressed in the sociolinguistic reading models. This does not mean, however, that teachers are unwilling to take advice from other colleagues. Such advice is taken willingly, but a majority of this experienced body of teachers trusts their own previous decisions more. As for other contextual factors, only one teacher mentions the cultural factors connected to reading. This teacher invests in current literature especially written for adolescents in English speaking countries, just to provide similar reading experiences for Swedish students.

In the survey, teachers teaching three different groups of students participated. The third research question of this survey targets any possible difference in the three. In analyzing the material no differences in motives for literature selection could be noted between the different

groups, and no other patterns varying according to the different groups was possible to establish. One important exception is the two teachers of adolescent vocational students. Neither of the teachers gives any specific examples of literature used for extensive reading, only referring in general terms to "different novels" (Teacher G), and "some easy readers" (Teacher H). This, perhaps, reflects the adjustment of literature choice to the student group, relating to factors of successful extensive reading, according to Renandya and Jacobs (2002). Teacher expectations of students have proven crucial for successful teaching (Miller & Satchwell, 2006). The possibly less challenging literature choices made for this group of students may, on the other hand, originate from lower expectations on the part of the teacher of the adolescent vocational students. Apart from the one example given above, the null-hypothesis of no measurable differences between teachers of different groups of students can be verified.

To sum up, this study can be seen as a complement to previous EFL extensive reading research, adding a Swedish Upper Secondary perspective to the numerous studies made in Asia and the Middle East. It adds a unique perspective focusing on teachers' motives for literature choice adding new knowledge to the field, where other surveys mainly emphasize methodology issues involving reading activities in the EFL classroom. This study shows that multiple aspects of literature reading may be incentives for different choices concerning literature in the EFL classroom, but the participating teachers seem to favor a psycholinguistic perspective which may leave less room for contextual considerations. These results can add to an increased consciousness for practicing teachers in upper secondary schools, and offer an opportunity to critically review their own literature choices and their motives behind them.

7.2 Future research

It is not possible to completely map the underlying motives of a teacher's choices. The area is, however, most interesting to investigate further given the great impact the teacher's own values, thoughts and ideas may have on the literature choice process in upper secondary EFL teaching. In this study not many examples were found of the passion and creativity that may come from involvement in literature and literature reading. For future research, it would be interesting to further investigate two perspectives: The teacher's own relationship to literature and reading, and how this may or may not relate to his/her use of literature for teaching.

Motivational researchers, Visser-Wijnveen, Stes and Van Petegem (2014), point to the importance of both interest and effort, as essential value indicators in teaching. The importance of intrinsic motivation and involvement in what is perceived as "interesting, useful, or fun" is also pointed out by Muños & Ramirez (2015, pp.200-201). Is this how teachers of English in Swedish Upper Secondary schools look at teaching literature? And if so, does this change the way they teach? To further explore teacher motivation from a relational point of view (cf. Trigwell & Prosser, 1996), the context in itself has to be analyzed further. How does the teacher perceive him-/herself in the EFL teaching context, and how may this effect the teaching? These could all be interesting perspectives to analyze further.

The second perspective is to further investigate concerns of methodology. The methods used for both pre- mid- and post-reading activities may indeed affect literature choice. Surveying teaching which follows a specific model would be most interesting, in this sense. A starting point for such a study could, for example, be set within the framework of the "four resources model" (Luke, Woods & Dooley, 2011). In this model practices of code breaking, text participant/meaning making, the connectedness to everyday worlds and text user practices together constitute background for reading activities. To research EFL teaching in this kind of framework and to look specifically at literature choice would also add interesting knowledge to the body of educational research.

These two additional perspectives would perhaps reveal deeper insights regarding EFL teachers' attitudes towards literature, and provide more information on how they justify their literature choices for extensive reading. Since very little research is available addressing these issues in the Swedish EFL upper secondary context, such studies would provide a most valuable contribution to the current body of educational research.

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Appendix 1: Questionnaire

Survey on EFL Upper Secondary Teachers' Literature Choice

Questions for EFL upper secondary teachers teaching one or several of the courses English 5, 6 and 7 during the academic year 2014-2015.

PART 1

First some questions about you.

Please answer the first two questions by marking an "x"

1. Are you male ☐   female ☐ ?

2. Are you qualified to teach English at upper secondary level (behörig)?
   Yes ☐   No ☐

3. How many years have you been teaching? _____years (Please write a number)

4. How old are you?_____years old

5. Which other subjects (if any) did you teach during the academic year 2014-2015?
    Please list below:
   _____

6. Which group(s) of students did you teach? (More than one "x" possible)
   ☐ adult students (vuxenutbildningen)
   ☐ university preparatory students (högskoleförberedande program)
   ☐ vocational students (yrkesförberedande program)

7. Which courses did you teach this last academic year (2014-2015)?
   ☐ English 5
   ☐ English 6
   ☐ English 7

PART 2

Now some questions about your work.

1. **How important do you consider the reading of supplementary literature is (such as drama, poetry and fiction) to your students?**
   Please circle one number!

1	2	3	4	5	6

   Not at all important   Very important

2. **Apart from textbook reading which texts did you choose for your students during the academic year 2014-2015?**
   Please list some examples below (If possible, please include both authors and titles):

   Drama:_____
   _____
   _____
   Poetry:_____
   _____
   _____
   Fiction(novels/short stories):_____
   _____
   _____

3. **The texts used are usually**
   ☐ complete works ☐ excerpts? (Please check one box!)

4. **What motivates you in your process of choosing supplementary literature for teaching?**
   Please rank each statement by circling a number between 1 and 6,
   (1=strongly disagree, 6=strongly agree)

   a) I consider this particular piece of literature "a classic"

1	2	3	4	5	6

   Strongly agree   Strongly disagree

   b) I wish to share my own rewarding reading experiences

1	2	3	4	5	6

   Strongly agree   Strongly disagree

c) I consider this piece of literature a "must read"

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree

d) I think it is important to share with my students something I am passionate about

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree

e) I think this piece of literature can be accessible to this particular group of students

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree

f) I feel I need to provide the students with all the different types of literature mentioned in the course syllabus

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree

g) I believe this piece of literature can contribute to the students' reading comprehension

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree

h) I believe they can contribute to expand the students' vocabulary

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree

i) I believe this piece of literature can provide an aesthetic experience for my students

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree

j) I believe it is important that all teachers in my teaching team make similar choices for our students

| 1 | 2 | 3 | 4 | 5 | 6 |

Strongly agree   Strongly disagree

If you like, please add further comments!

_____

_____

_____

5. **When making the final choice of literature, how important do you consider the following factors to be?**
   Please rank each factor circling a number between 1and 6, (1= not at all important, 6= very important)

   a) Recommendations from other colleagues

   1   2   3   4   5   6

   Not at all important   Very important

   b) Access to material from the English department of the school, the library or the Internet

   1   2   3   4   5   6

   Not at all important   Very important

   c) Decisions made by the school's English teaching team

   1   2   3   4   5   6

   Not at all important   Very important

   d) Earlier choices I have made for my students that have worked well

   1   2   3   4   5   6

   Not at all important   Very important

   e) My recent personal reading experiences

   1   2   3   4   5   6

   Not at all important   Very important

   If you like, please add further comments!

_____

_____

_____

6. **How involved are your students generally in the selection process of supplementary literature? Please check one box!**
   ☐ I usually choose the material for my students
   ☐ The students sometimes have a choice between two titles
   ☐ The students sometimes have a choice between three or more titles
   ☐ The students usually have a choice between two titles
   ☐ The students usually have a choice between three of more titles
   ☐ The students usually choose their own literature without any suggestions from me

   If you like, please add further comments!
   _____
   _____
   _____

7. **Is there anything else you would like to add on the subject of literature reading in the EFL classroom?**
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

Thank you so much for your participation!

Appendix 2: Letter of consent

Information om deltagande i en undersökning om skönlitteratur i engelskundervisningen på gymnasienivå.

Du tillfrågas härmed om deltagande i denna undersökning.

Syftet med studien är att få kunskap om hur processen att välja skönlitteratur i undervisningen ser ut bland engelsklärare på gymnasienivå. I ämnesplanerna från Skolverket förutsätts att skönlitteraturläsning ingår i undervisningen. Mycket lite forskning är emellertid gjord på hur urvalsprocessen går till. För att få mera kunskap på detta område kommer frågor att ställas genom en enkätundersökning bland lärare som undervisat i engelska under läsåret 2014-2015. Endast lärare som undervisar i kurserna engelska 5, 6 och 7 kommer att tillfrågas.

Enkäten tar max 30 minuter att genomföra och innehåller både slutna och öppna frågor.

Senast vecka 42 kommer insamlingen av enkäterna att vara slutförd.

Det insamlade materialet kommer att behandlas helt konfidentiellt, och kommer att kodas och avidentifieras. Det kommer endast att behandlas av studerande och handledare, och förstöras efter bearbetning. Ditt deltagande i studien är helt frivilligt. Du kan när som helst avbryta ditt deltagande utan närmare motivering.

Undersökningen kommer att presenteras i form av ett examensarbete vid Högskolan Dalarna. Resultatet av studien kan sedan också presenteras exempelvis på ett ämneslärarkollegium under vårterminen 2016, om intresse för en sådan presentation finns på den aktuella skolan.

Studien kommer att genomföras av mig, Martina Henriksson, som studerar på distans vid ämneslärarprogrammet vid Högskolan Dalarna. Jag genomför nu mitt andra examensarbete där denna studie ingår.

Jag väljer att delta i undersökningen. Ja ….Nej…..

Deltagares underskrift_____

Ytterligare upplysningar lämnas av nedanstående ansvariga.

(Places, dates and signatures removed from original of anonymity reasons)